

Fourth edition

# Project

Student's Book



3

OXFORD

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# Introduction

## A Kids



### Layla's first day

1 **1.2** Read and listen to the story. Who are these people?

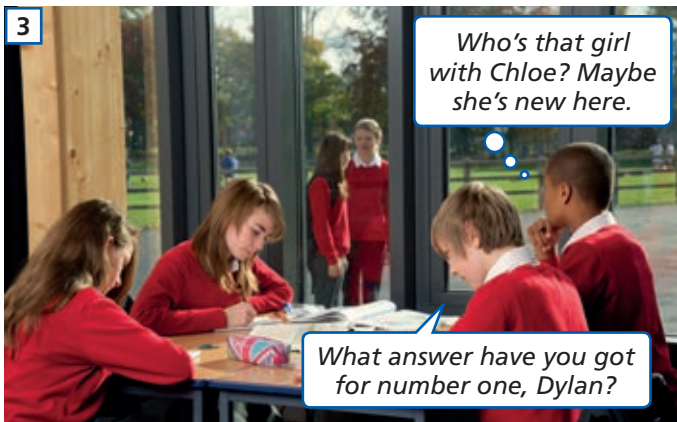
Dylan Layla Chloe James Mrs Craig Mr West



**Mr West** Chloe, this is Layla Morrison. It's her first day today. She's going to be in Class 9K with you.  
**Chloe** OK, Mr West. Hi, Layla. Come on.



**Chloe** Where do you live, Layla?  
**Layla** I live in Oak Street. Do you know it?  
**Chloe** Yes, I do. My friend, James, lives near there. He doesn't live in your road. He lives in Elm Road.  
**Layla** Right. I don't know that road. Does he go to this school, too?  
**Chloe** Yes, he does, but he isn't in our class.



*Who's that girl with Chloe? Maybe she's new here.*

*What answer have you got for number one, Dylan?*

**Dylan** Pardon, James?  
**James** Number one. What's the capital of Argentina? I think it's Buenos Aires.  
**Dylan** Me, too.  
**James** What about number two? I don't know the answer, so I haven't got anything for that.



*She's very nice. It's a pity she isn't in our class.*

*What about you? Dylan!*



**Dylan** Oh. What's the question again?  
**James** Number two. What's the longest river in Europe? Come on, Dylan. Mrs Craig is looking at us.  
**Dylan** OK. Sorry, James.

## 2 Answer the questions.

- 1 Why is Layla with Mr West?
- 2 Is Dylan in Class 9K?
- 3 Where does James live?
- 4 What is the answer to question number one?
- 5 What does Dylan think about Layla?
- 6 What is James's answer for number two?

## Everyday English

### Classroom discussion

#### 3 a Complete the expressions.

- What <sup>1</sup>\_\_\_\_\_ have you got for number one?
- I <sup>2</sup>\_\_\_\_\_ it's Buenos Aires.
- <sup>3</sup>\_\_\_\_\_, too.
- What <sup>4</sup>\_\_\_\_\_ number two?
- I don't <sup>5</sup>\_\_\_\_\_ the answer.
- I haven't <sup>6</sup>\_\_\_\_\_ anything for that.

**b** Work with a partner. Compare your answers for exercise 2. Use the expressions in exercise 3a.

## Grammar

### Present simple

#### 4 a Find the sentences in the story. Complete them. When do we have -s on the verb?

- 1 I \_\_\_\_\_ in Oak Street.
- 2 James \_\_\_\_\_ near there.
- 3 He \_\_\_\_\_ in Elm Road.
- 4 I \_\_\_\_\_ that road.

**b** Complete the questions and short answers from the story.

- 1 • \_\_\_\_\_ you know it?
  - Yes, I \_\_\_\_\_.
- 2 • \_\_\_\_\_ he \_\_\_\_\_ to this school, too?
  - Yes, he \_\_\_\_\_.

**c** Make the answers in exercise 4b negative.

#### 5 Make true sentences. Use the cues and these verbs.

live know like

- 1 James / Elm Road
- 2 Dylan / Layla
- 3 Chloe / James and Dylan
- 4 James / the answer to number two
- 5 I / Oak Street
- 6 My friend / live near me

## Listening, writing and speaking

#### 6 a 1.3 Listen and complete the chart.



	Layla	James	Chloe	Dylan
lives in?				
goes to school by / on?				
likes?				
doesn't like?				
does in his / her free time?				

**b** Write about each person.

*Layla lives in Oak Street. She goes to school by bus. She ...*

**c** Write a text about yourself.

#### 7 a Work with a partner. Ask and answer about the people. Use the chart.

- Does James play any sports?
- Yes, he does. He plays football.

**b** Work with a partner. Ask and answer.

- Where do you live?
- I live in ...
- Do you walk to school?
- Yes, I do. / No, I don't.

# B Sweet Sue and Smart Alec



## Comprehension

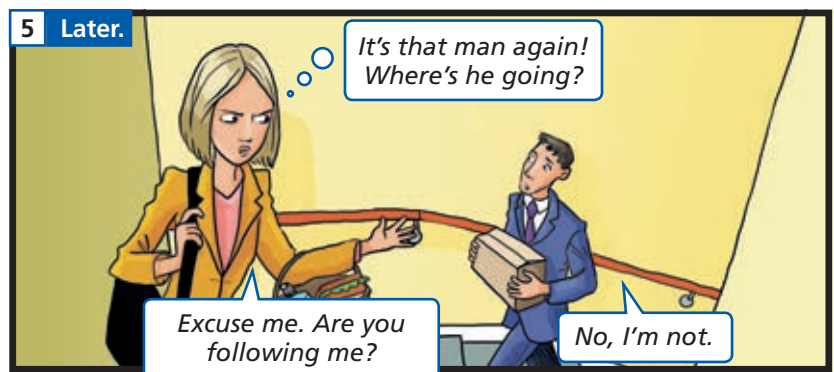
1 a Look at the story. Who are these?


Sweet Sue Smart Alec Lord Riley  
Lady Riley the thief the painters

It's 1.30 pm. Sweet Sue usually has lunch in her office at this time, but she isn't having lunch today. She's putting on her coat and she's talking to Lord Riley on her mobile.



b 1.4 Now read and listen to the story. Why is Sweet Sue angry?



**2 a**  1.5 Are you a good detective? Close your book. Listen to the questions and write your answers.

**b** Work with a partner. Compare your answers.

## Grammar

### Present continuous and present simple

**3 a** Complete the sentences from the story. What are the two tenses?

Sweet Sue usually <sup>1</sup> \_\_\_\_\_ lunch in her office at 1.30, but she <sup>2</sup> \_\_\_\_\_ lunch today. She's <sup>3</sup> \_\_\_\_\_ her coat.

**b** When do we use each tense? Match these expressions to the two tenses.

**NOW** **today** **always**  
**USUALLY** **EVERY DAY**  
 present simple      present continuous  
**at the moment**  
**regularly** **IN THIS PICTURE**

### Present continuous

**4 a** Copy and complete the table. Use *be* and these verbs.

leave   climb   put

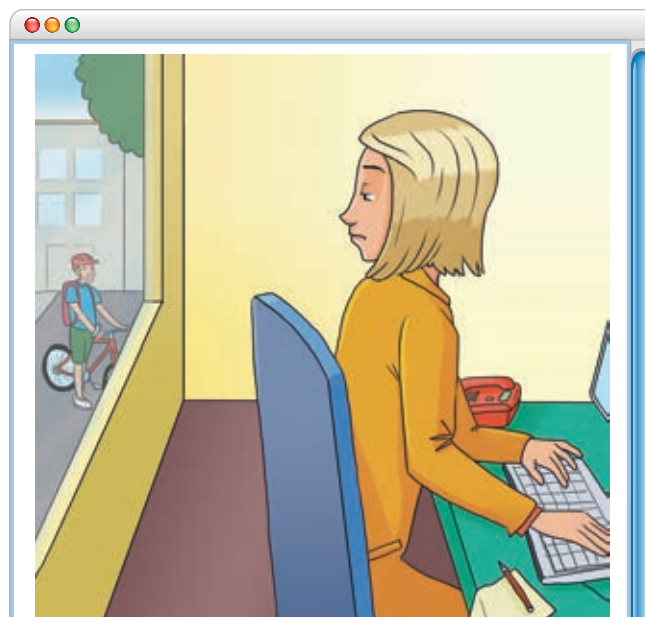
Present continuous: affirmative and negative		
I	<sup>1</sup> _____ 'm not	
He She It	's <sup>2</sup> _____	<sup>4</sup> _____ing a tree. <sup>5</sup> _____ing the office. <sup>6</sup> _____ing on a coat.
We You They	<sup>3</sup> _____ aren't	

**b** How do we make questions in the present continuous? Find examples in the story.

**5** Make two sentences about each picture in the story. Use the cues.

- Sweet Sue / eat her lunch / put on her coat  
*Sweet Sue isn't eating her lunch. She's putting on her coat.*
- The men / repair the door / paint a sign
- Smart Alec / climb a tree / phone the police
- The bird / sit in the tree / fly out of the window
- They / walk upstairs / wait for the lift
- They / look at the sign on the door / shake hands

**6** A few days later, Sweet Sue sends an e-mail to her friend, Martha. Complete the e-mail with the correct form of the verbs in brackets.




Dear Martha,  
 I really <sup>1</sup> \_\_\_\_\_ (not like) that Smart Alec. He's so perfect. He <sup>2</sup> \_\_\_\_\_ (run) the London Marathon every year. He <sup>3</sup> \_\_\_\_\_ (cycle) to work every day. I can see him out of the window now – he <sup>4</sup> \_\_\_\_\_ (arrive) on his bicycle again. And he's clever, too. He <sup>5</sup> \_\_\_\_\_ (learn) a new language every year. At the moment he <sup>6</sup> \_\_\_\_\_ (learn) Chinese. He <sup>7</sup> \_\_\_\_\_ (get) new customers every day. Three people <sup>8</sup> \_\_\_\_\_ (sit) outside his office at the moment. And his telephone <sup>9</sup> \_\_\_\_\_ (ring) now. It <sup>10</sup> \_\_\_\_\_ (ring) all the time! My phone <sup>11</sup> \_\_\_\_\_ (not ring) very often. Well, he isn't going to take all my customers! I'm going to fight back ...

## 1A A new home

## Vocabulary

## Life stages

1 a  1.6 Look at the pictures. Listen and repeat.



1 be born



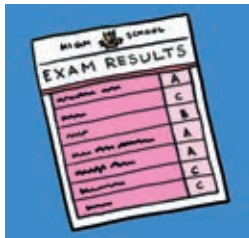
2 grow up



3 move (house)



4 start school



5 leave school



6 go to university



7 get a job



8 get married



9 have children




10 die

b Complete the sentences with these words.

got was born moved left had died  
started went grew up married

- My parents got \_\_\_\_\_ in Paris.
- They \_\_\_\_\_ three children.
- I \_\_\_\_\_ in London.
- We \_\_\_\_\_ to a new house when I was six.
- I \_\_\_\_\_ in a big city.
- I \_\_\_\_\_ school when I was five.
- My sister \_\_\_\_\_ school when she was 18.
- She \_\_\_\_\_ to university in Moscow.
- My grandfather \_\_\_\_\_ in 2012.
- My dad \_\_\_\_\_ a new job last year.

## Comprehension

2  1.7 Read and listen to the text.  
Are the statements true or false, or doesn't it say?

- Carl moved to England last year.
- He wanted to leave New Zealand.
- His father got a job with an international bank.
- He lived near the sea in New Zealand.
- They arrived in England in January.
- Everyone at his new school is British.
- He doesn't go sailing now.
- He played football in New Zealand.

## MY NEW HOME

My name's Carl. I live in London now, but I wasn't born in England. I was born in Auckland in New Zealand. We moved to England two years ago. My dad got a new job here. I didn't want to leave New Zealand. I had lots of friends there. The weather was great and our house was near the sea. In summer, I went to the beach after school two or three times a week. I went sailing a lot, too.



I didn't like it in England when we first arrived. I didn't have all my friends here. They were on the other side of the world. We weren't near the sea, and it was winter, so the weather wasn't very nice. It was colder than Auckland, and when we arrived it rained a lot! I just wanted to go back to New Zealand.

Things got better when I started school. There are kids from lots of different countries at my school here, so I wasn't unusual. I soon made a lot of friends. I still miss New Zealand, but I like it here now. London's a great city. I can't go to the beach after school, but I go to the sports centre with my friends. I don't go sailing now. I play football. I didn't play it in New Zealand. We played rugby at my school. I prefer football and I'm quite good at it. I'm in the school team this year.



**Grammar**

**Past simple: be**

**3 Complete the text from Carl's story.**

I didn't have all my friends here. They <sup>1</sup> \_\_\_\_\_ on the other side of the world. We <sup>2</sup> \_\_\_\_\_ near the sea, and it <sup>3</sup> \_\_\_\_\_ winter, so the weather <sup>4</sup> \_\_\_\_\_ very nice.

**Past simple: regular and irregular verbs**

**4 a Read the story again. Find five more regular and three more irregular past simple verbs.**

Base form	Regular	Irregular
move	moved	
get		got

**b Find the negative of these sentences. How do we make the negative of the past simple?**

I wanted to leave New Zealand.  
I had all my friends here.

**5 Compare Carl's life now and in New Zealand.**

*He didn't walk to school in New Zealand. He took the bus.*

London	New Zealand
1 He walks to school.	
2 He lives in the city centre.	
3 He gets up at eight o'clock.	
4 School starts at 8.45.	
5 His school uniform is green.	
6 It rains a lot.	
7 He goes to the sports centre after school.	
8 He plays football.	


**Listening and speaking**

**6 a**  **1.8 Listen and choose the correct answers.**

- Who is in the picture?
  - Mrs Tiggy-Winkle
  - Beatrix Potter
- Where was she born?
  - London
  - the north of England
- What did she write?
  - stories about animals
  - detective stories
- Who was Mr McGregor?
  - her husband
  - a character in one of her stories
- Where did she move to?
  - Scotland
  - the Lake District



**b What can you remember? Give two more pieces of information about the woman.**

**c**  **1.8 Listen again. Who or what does the speaker describe with these adjectives?**

- |                   |                 |
|-------------------|-----------------|
| 1 rich _____      | 5 famous _____  |
| 2 quiet _____     | 6 naughty _____ |
| 3 beautiful _____ | 7 happy _____   |
| 4 ill _____       | 8 popular _____ |

**7 a Think about someone that you like or admire. It can be a member of your family or a famous person. Put some information about the person in a chart like this.**

was born	
grew up	
went to school	
got a job	
moved	
got married	
had children	

**b Use your chart. Tell a partner about your person.**  
*... was born in ... , but he / she grew up in ...*

# 1B A surprise for Smart Alec!



## Comprehension

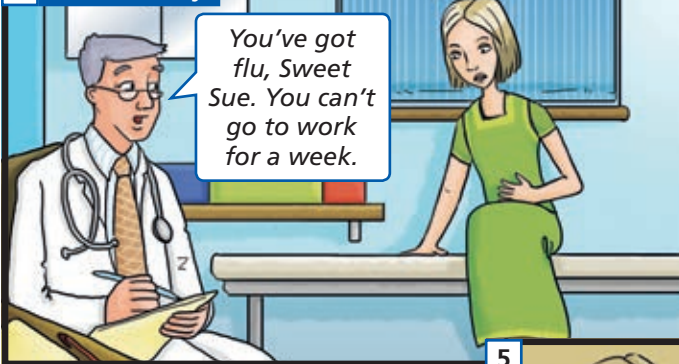
1 **1.9** Read and listen to the story. What is the surprise?

1 Sweet Sue is talking to Mr Salt. An old clock disappeared from the Salts' house last week.



Sweet Sue Were you here when the clock disappeared?  
 Mr Salt No, we weren't. My wife and I went to Paris on Saturday.  
 Sweet Sue When did you come back?  
 Mr Salt We wanted to stay for a week, but we came back on Tuesday, because my wife was ill.  
 Sweet Sue Was the clock here on Saturday when you left?  
 Mr Salt Yes, it was. Someone took it when we were away.  
 Sweet Sue Did they take anything else?  
 Mr Salt No, they didn't.  
 Sweet Sue Did you phone the police?  
 Mr Salt Yes, we did.

2 The next day.



3 A week later.



4



5



6



**2 Complete the sentences.**

- 1 Somebody took a ...
- 2 Mr and Mrs Salt were ...
- 3 Sue wasn't at work, because she ...
- 4 The police arrested ...
- 5 Mr and Mrs Salt's son, Jack, had ...
- 6 One of his friends ...
- 7 Jack wanted to ...
- 8 Sweet Sue took the clock to ...

**Grammar**

**Past simple questions: be**

**3 Complete the questions and short answers from the story. How do we make past simple questions with be?**

- 1 • \_\_\_\_\_ here when the clock disappeared?
  - No, we \_\_\_\_\_.
- 2 • \_\_\_\_\_ here on Saturday?
  - Yes, it \_\_\_\_\_.

**Past simple questions: regular and irregular verbs**

**4 a Put the words in the correct order to make questions. How do we make questions in the past simple?**

- 1 take did anything else they ?
- 2 you the police phone did ?
- 3 come did when back you ?

**b Find the answers to the questions in the story.**

**5 a A reporter is interviewing Smart Alec while Sweet Sue is ill. Make questions. Use the cues.**

- 1 when / the clock / disappear  
*When did the clock disappear?*
- 2 Mr and Mrs Salt / here
- 3 they / in London
- 4 when / they / come back
- 5 why / they / come back early
- 6 the thieves / take / anything else
- 7 Sweet Sue / find / the thief
- 8 when / they / arrest / the gardener




**b Find the answers to the questions in the story. Work with a partner. Role play the interview.**


- *When did the clock disappear?*
- *Last week.*


**Speaking and listening**

**6 a Look at the activities. Did you do any of these things last weekend?**


  
Sanjit

  
Hayley

  
Helen

  
Tom

  
Martha




  
Chen

**Activities**

- go to the cinema
- watch a DVD
- go to a party
- go to a football match
- go to a music festival
- stay in bed
- go to a wedding
- play tennis

**b 1.10 Listen and match the people to the activities that they did.**

**c 1.10 How did each person feel about their weekend? Listen again and match these expressions to the people in exercise 6a.**

It was	brilliant. fantastic. great. really exciting. fun.	
	all right. OK. not bad.	
	a bit boring. terrible.	

**7 Work with a partner. Make a dialogue about your weekend. Use these questions.**

- How was your weekend?
- What did you do / see?
- Where did you go?
- Who did you go with?
- Was it good?

# 1C My family

## Vocabulary

### Families


1 a Complete the chart with the missing words.

Male	Female
grandfather	1 _____
2 _____	mother
son	3 _____
4 _____	sister
husband	5 _____
6 _____	aunt
nephew	niece
cousin	cousin

b Match the sentences to their meanings. What position are you in your family?

- 1 I'm an only child.
  - 2 I'm the eldest.
  - 3 I'm the youngest.
  - 4 We're twins.
  - 5 I'm a middle child.
- a I've got two younger brothers.
  - b I've got two older sisters.
  - c We were born on the same day.
  - d I've got an older brother and a younger sister.
  - e I haven't got any brothers or sisters.

## Reading

2  1.11 Chloe is talking about her family. Read and listen. Find the names of the people in the pictures.

## MY FAMILY



I'm the youngest child in my family.



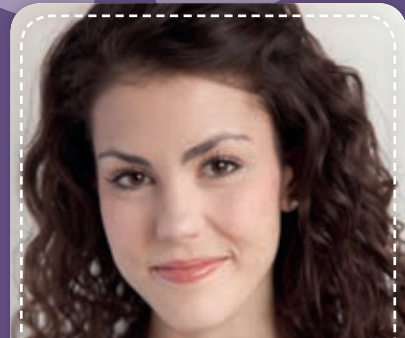
I've got two older brothers, Dan and Jack. They're twins and they're nineteen. They left school last year. Dan is working in France for a year, because he's going to study French at university next year. Jack's already at university.



My parents' names are Dennis and Susan. My father's a manager. He works in an office. My mum's a Science teacher.



I've got two aunts and an uncle. My father was an only child, but my mum's got a younger brother and sister. Uncle Peter is married. His wife's name is April. They got married four years ago. They've got a son. His name's Henry and he's two years old. He calls me 'Lolo', because he can't say 'Chloe'. I'm going to have another cousin soon, because Auntie April is expecting a baby.



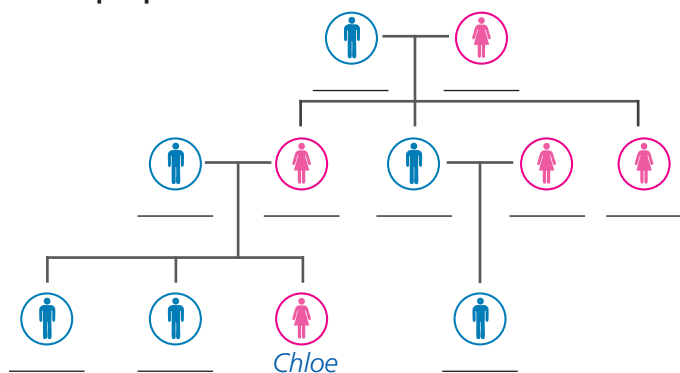
Mum's sister, Auntie Nicola, is single. She works for a sports company, so we always get good presents from her. She got me an England football shirt last year. I like Auntie Nicola. She says that I'm her favourite niece. (Actually, she hasn't got any other nieces – Dan, Jack and Henry are her nephews!)



Then there are my grandparents. I call my grandmother 'Grandma' and my grandfather 'Grandpa'. Grandma's name is Heather and Grandpa's name is William. My dad's parents died a few years ago, so I don't remember them very well.

SO, THAT'S MY FAMILY!

**3 a** Copy Chloe's family tree and add the names of the people.



**b** Use the family tree. What relationship are these people to each other?

- 1 Dan / Chloe  
*Dan is Chloe's brother.*
- 2 Henry / Jack
- 3 William / Peter
- 4 Henry and Chloe / Heather
- 5 Susan / Dennis
- 6 Dan / William
- 7 Nicola / Jack
- 8 April / Chloe
- 9 William and Heather / Nicola and Peter
- 10 Susan / Heather

### Speaking

**4 a** Work with a partner to complete the chart.  
Student A: Read out the clues. Student B: Give the name and his / her relationship to Chloe.

	Clues	Name	He's / She's Chloe's ...
1	He's nineteen. He's at university.	<i>Jack</i>	<i>brother</i>
2	She isn't married.		
3	Dan and Jack are his cousins.		
4	He's got one son and two daughters.		
5	He's got one nephew and no nieces.		
6	He got married four years ago.		

**b** Reverse roles and complete the table for Peter's relatives.

	Clues	Name	He's / She's Peter's ...
1	He's two years old.	<i>Henry</i>	<i>son</i>
2	She's got one cousin.		
3	He's working in France.		
4	She's expecting a baby.		
5	Her husband's name is William.		
6	She's got twin sons.		

### Listening

**5 a** 1.12 Chloe is talking about her grandfather. Listen and choose the correct answers.

- 1 Chloe's grandfather's real name is
  - a Wilhelm.
  - b Vilmos.
  - c Guillermo.
- 2 He was born in
  - a Spain.
  - b Hungary.
  - c Mexico.
- 3 He came to England when he was
  - a two.
  - b twelve.
  - c six.
- 4 After school he
  - a worked on a ship.
  - b became an actor.
  - c went to university.
- 5 He met Heather in
  - a the USA.
  - b England.
  - c Australia.
- 6 After they got married, he worked in
  - a a factory.
  - b a bank.
  - c an office.
- 7 About five years ago he
  - a became the manager.
  - b started his own company.
  - c retired.



**b** 1.12 Listen again. Find this information.

- 1 Why did Chloe's grandfather change his name?
- 2 Name three countries that he visited.
- 3 In his job in England, what did he make?



## Layla's new friends

**1 a** What happened in the last episode of 'Kids'?  
Tell the story.

**b** 1.13 Read and listen to the story. What does Layla change her mind about? Why?



**1**

**Chloe** Why did you leave Bristol, Layla?  
**Layla** My dad got a job here. I didn't want to move. I had a lot of good friends there, and I really liked my school.  
**Chloe** Was it hard to leave all your friends?  
**Layla** Yes, it was.  
**Chloe** Look, I'm going swimming at the sports centre this evening. Would you like to come, too?  
**Layla** Yes, please. I like swimming.

**2** Complete the sentences with the correct names and the missing information.

- 1 \_\_\_\_\_ didn't want to \_\_\_\_\_ Bristol.
- 2 \_\_\_\_\_ invites Layla to the \_\_\_\_\_.
- 3 \_\_\_\_\_ are going swimming this \_\_\_\_\_.
- 4 \_\_\_\_\_ have got \_\_\_\_\_ now.
- 5 \_\_\_\_\_ had a \_\_\_\_\_ last year.
- 6 \_\_\_\_\_ introduces Dylan to \_\_\_\_\_.
- 7 \_\_\_\_\_ invites Layla to his \_\_\_\_\_.
- 8 \_\_\_\_\_ thinks her new friends are \_\_\_\_\_.



**2**

**Chloe** This is my friend, James. James, this is Layla. She's in my class.  
**James** Hi, Layla. Nice to meet you.  
**Layla** Yes. Nice to meet you, too.  
**Chloe** We're going to the sports centre this evening. Do you fancy a game of table tennis there later?  
**James** Sorry, I can't. We've got football practice now, and Mrs Craig gave us loads of homework.  
**Chloe** Oh, OK. Is everything ready for your birthday party, James?  
**James** Yes, it is. I booked the DJ and the sports centre last week.



**3**

**Dylan** Hi.  
**Chloe** Hi, Dylan. We're just talking about James's party.  
**Dylan** Yes, it was brilliant last year. Aren't you the new girl?  
**Layla** Yes, that's right. I started today.  
**Chloe** Oh, sorry – this is Layla. Layla, meet Dylan.  
**Layla** Hi, Dylan.  
**Dylan** Hi! So are we going to football practice, James?  
**James** Sure. Oh, by the way, do you want to come to my party, Layla?  
**Layla** When is it?  
**James** Next Saturday, at 7.30.  
**Layla** Yes. I'd love to. Thanks.



*They're all very nice. I think I'm going to like it here after all.*

**Everyday English**

**Invitations**

**3 a Complete the expressions.**

- 1 ● Would you \_\_\_\_\_ to come, too?
  - Yes, please.
- 2 ● Do you \_\_\_\_\_ a game of table tennis?
  - Sorry, I can't.
- 3 ● Do you \_\_\_\_\_ to come to my party?
  - Yes, I'd love to. Thanks.

**b What reasons does James give for refusing Chloe's invitation?**

**c Think of two reasons for refusing an invitation to do these things.**

- go to a party
- play badminton
- go to the cinema
- go skateboarding

**4 Work with a partner. Take turns to be A and B, and follow the instructions. Use the expressions from exercise 3a.**

*Do you fancy a game of tennis in the park this afternoon?*

*Sorry, I can't. I've got a piano lesson.*

- 1 **Student A** You're going to the park this afternoon. Invite Student B to play tennis.  
**Student B** Refuse and give a reason.
- 2 **Student A** You're going to have a birthday party. Invite Student B.  
**Student B** Ask when it is. Accept.
- 3 **Student A** You're going to the cinema. Invite Student B.  
**Student B** Ask when. Accept.
- 4 **Student A** You're going cycling on Saturday. Invite Student B to go with you.  
**Student B** Refuse and give a reason.
- 5 **Student A** You're going to play football after school. Invite Student B.  
**Student B** Refuse and give a reason.

**Talking about likes and dislikes**

**5 a Look at the pictures. Add more activities to the list.**



**b Work with a partner. Choose eight of the activities. Ask and answer.**

*Do you like swimming?  
Yes, I do. / No, I don't.*


**c Change partners. Ask and answer about your first partners.**


*What does Mike like doing?  
He likes ...  
What doesn't he like doing?  
He doesn't like ...*



**1** What do you think a typical family is like in your country? Answer these questions.

- 1 Do they usually live in a house or a flat? Does it have a garden?
- 2 How many rooms has a typical home got?
- 3 How many children are there in the typical family?
- 4 Have they usually got a pet? What are typical pets?
- 5 When do young people usually leave home?
- 6 Do people often move away from their home town?
- 7 Do wider families (aunts and uncles, grandparents) live near each other?
- 8 Where do old people usually live?

**2**  1.14 Read and listen to the text. How is a typical British family different from one in your country?

**3 a**  1.15 Listen and complete the chart.

	Nick	Grace
lives in?		
lives with?		
has got a pet?		
grandparents?		

**b** Write about Nick and Grace.

... lives in ... He / She lives with ...

**c** How are Nick's and Grace's families different from John's?

## Families

*My name's John and I live in a typical British family.*

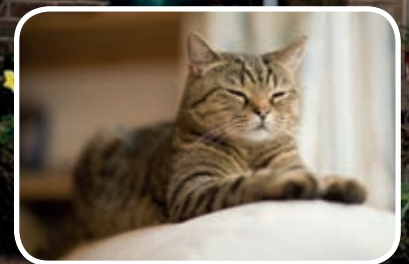
We live in a house with a garden. It's in Bexleyheath, a suburb of London. Our house has got three rooms downstairs – a living room, a dining room and a kitchen. Upstairs there are three bedrooms and a bathroom. We didn't live in this house when I was born. We moved here when I was five years old, because my parents wanted a bigger garden.

Four people live in our house – my parents, my older brother and me. Until two years ago there were five of us, but my older sister left home when she was twenty-one. She still lives and works in London, but she shares a flat with two friends in another part of the city. (It's good, because when she moved out, I got her bedroom, so I don't share with my brother now!) There's one other member of the family in our house, too – our cat.

My parents don't come from London. My dad is from Scotland and my mum grew up in Liverpool. They both moved to London after university to get jobs. So we don't see our aunts and uncles very often, because they all live a long way from London.

My mum's parents now live in Cornwall. I call them Nana and Granddad. They moved to Cornwall when Granddad retired. They've got a small house by the sea. My grandpa (my dad's dad) died a few years ago. Grandma (my dad's mum) lives in Bexleyheath, but she doesn't live with us. She lives in an old people's home.

So that's my family. Of course, not all families are the same. Divorce is common in Britain, so a lot of children live in a single-parent family or in a family with a step-parent and step-brothers and sisters. But we're a very typical British family.





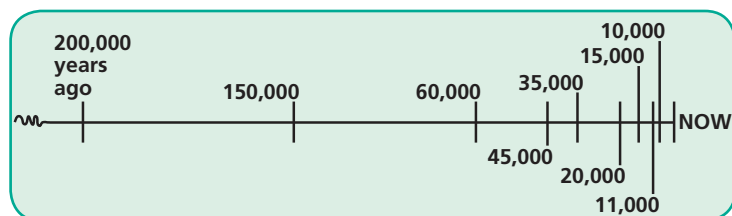
## History: early human migration

**1 a** **1.16** Read and listen to the text. Put these places in the order that early human beings arrived there.

- |  |                                 |  |
|--|---------------------------------|--|
| <input type="checkbox"/> Australia     | <input type="checkbox"/> Africa | <input type="checkbox"/> North America |
| <input type="checkbox"/> South America | <input type="checkbox"/> Europe | <input type="checkbox"/> Asia          |

**b** Which continent didn't they reach?

**2** Look at the timeline. What events happened at the times shown?



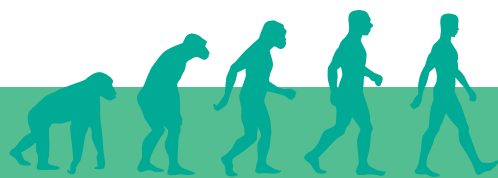
**3** Answer the questions.

- 1 How did the Ice Age help people to migrate to different continents?
- 2 What did early people eat?
- 3 Where did the Neanderthals come from? What happened to them?
- 4 Why did migrations to Australia and America stop when the Ice Age ended?

**4** How did people get to South America from Africa? Describe the route.

**5** Imagine you are one of the first modern humans to arrive in Europe. Describe your new home.

## THE HUMAN STORY >>>



Modern human beings (*homo sapiens*) first appeared in Africa 150,000 years ago. For thousands of years they stayed in Africa, but about 60,000 years ago, they started to migrate into Asia.

From there, some went north and arrived in Europe about 35,000 years ago. Europe was much colder than today, as this was the time of the Ice Age. However, there was plenty of food there. Our ancestors hunted huge animals, like mammoths and woolly rhinoceroses. There were already other people in Europe, too. These were the Neanderthals. They left Africa 200,000 years ago. They were bigger and stronger than our ancestors, but by 20,000 years ago, the Neanderthals were extinct. We don't know why.

Other groups of modern humans went east, further into Asia. From there, some went south into Australia. The first people reached Australia about 45,000 years ago.

Today Australia is an island, but during the Ice Age a lot of the Earth's water was ice. So sea levels were 20 metres lower than today. The seas between Asia and Australia were much shallower and in many places there were land bridges. So it was easy to cross into the new continent.

There was also a land bridge in the north between Siberia and Alaska. About 15,000 years ago, people walked across this land bridge into North America. They moved down through Central America and reached South America about 11,000 years ago. Human beings were now in every continent except Antarctica.

Soon after that – about 10,000 years ago – the last Ice Age ended. As the ice melted, sea levels rose. Australia became an island again and the land bridge to North America disappeared. No new people arrived in these places until modern times.



## Grammar

### 1 Complete the sentences with the correct form of the verbs.

buy do go

- 1 ● What did you <sup>1</sup>\_\_\_\_\_ on Saturday?
  - I <sup>2</sup>\_\_\_\_\_ some homework in the morning, but I didn't <sup>3</sup>\_\_\_\_\_ much in the afternoon. What about you?
  - I <sup>4</sup>\_\_\_\_\_ shopping.
  - Did you <sup>5</sup>\_\_\_\_\_ anything?
  - Yes, I <sup>6</sup>\_\_\_\_\_ a pair of jeans.

be have come

- 2 ● Morgan <sup>7</sup>\_\_\_\_\_ a party on Friday.
  - I know. Did you <sup>8</sup>\_\_\_\_\_ a good time there?
  - Yes. It <sup>9</sup>\_\_\_\_\_ very good. Lots of people <sup>10</sup>\_\_\_\_\_ there. Why didn't you <sup>11</sup>\_\_\_\_\_?
  - My grandparents <sup>12</sup>\_\_\_\_\_ to see us.

## Vocabulary

### 2 a Match the life stages to the dates.



Emma Watson (actress)

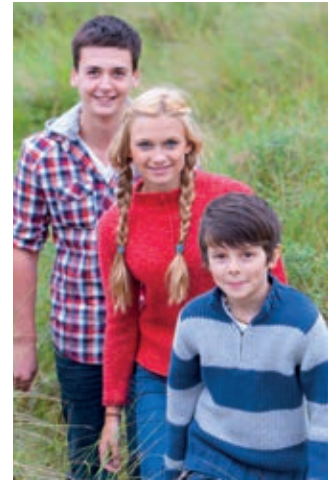
- |  |                  |
|--|------------------|
| 1 be born                              | a September 1995 |
| 2 start school                         | b 2011           |
| 3 get a part in the Harry Potter films | c 2009           |
| 4 go to university in the USA          | d 1999           |
| 5 move to Oxford University            | e 15 April 1990  |

### b Write five sentences about Emma. Use the past simple.

### 3 a Use the pictures. Complete the sentences.



1 Becky Maria



3 Will Lara Joe



2 Conor

- 1 Becky and Maria are \_\_\_\_\_.
- 2 Conor is an \_\_\_\_\_.
- 3 Will is the \_\_\_\_\_. Joe is the \_\_\_\_\_. Lara is a \_\_\_\_\_ child.

### b Complete what Jack says.

- 1 My father's sister is my \_\_\_\_\_. I'm her \_\_\_\_\_.
- 2 My mother and father are my \_\_\_\_\_.
- 3 My uncle's daughter is my \_\_\_\_\_.
- 4 My mother's father is my \_\_\_\_\_. I'm his \_\_\_\_\_.
- 5 My mother is my father's \_\_\_\_\_. He's her \_\_\_\_\_.



## Listening

### 4 1.17 Listen and complete the chart.

	Ryan	Zoe
What did he / she do?		
When did he / she do it?		
Who did he / she go with?		
What was it like?		

# Your Project

1

## Develop your writing

### so and because

#### 1 a Read about so and because.

We use linking words *so* and *because* to give more information. We use *so* to give a result and *because* to say why.

- 1 My grandfather was born in Spain, so he speaks Spanish very well.
- 2 He moved to England because his father got a job in London.

#### b Now complete the sentences.

- 1 My grandfather speaks Spanish very well \_\_\_\_\_ he was born in Spain.
- 2 His father got a job in London, \_\_\_\_\_ he moved to England.

#### 2 Join the pairs of sentences with so or because.

- 1 His parents didn't have a lot of money. He didn't go to university.
- 2 He worked on a ship for a few years. He wanted to travel.
- 3 He left the ship. He got married.
- 4 He needed a job. He started work in a factory.
- 5 He worked hard. He became the manager.
- 6 He doesn't work in the factory now. He retired a few years ago.

### Project task

#### 3 Create a fictional family for a TV soap opera.

- Draw a family tree showing the main characters.
- Describe each person:
  - age?
  - job?
- Write the life story of one of the older characters. Give him / her an interesting life.
- Illustrate your project with pictures from magazines, the Internet, etc.

## Song

#### 1 1.18 Listen to the song. Complete it with these words.

loud miss sleep proud rest shirt

#### 2 Who are the different people in the picture? What is each person doing?

### Our House

Father wears his Sunday best  
Mother's tired she needs a <sup>1</sup>\_\_\_\_\_,  
The kids are playing up downstairs  
Sister's sighing in her <sup>2</sup>\_\_\_\_\_  
Brother's got a date to keep  
He can't hang around

### Chorus

Our house, in the middle of our street  
Our house, in the middle of our ...

Our house it has a crowd  
There's always something happening  
And it's usually quite <sup>3</sup>\_\_\_\_\_.  
Our mum she's so house-<sup>4</sup>\_\_\_\_\_.  
Nothing ever slows her down  
And a mess is not allowed


### Chorus

Father gets up late for work  
Mother has to iron his <sup>5</sup>\_\_\_\_\_.  
Then she sends the kids to school  
Sees them off with a small kiss  
She's the one they're going to <sup>6</sup>\_\_\_\_\_  
In lots of ways



## 2A Journey into space

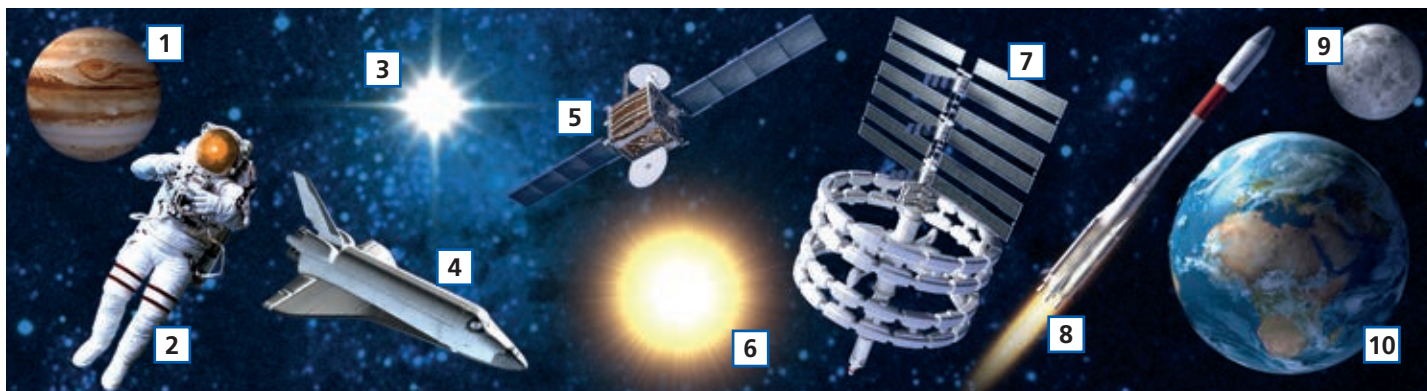
## Vocabulary

1 a  1.19 Match the words with the pictures. Then listen and check.

the Earth the Moon the Sun a planet a spaceship  
an astronaut a rocket a satellite a space station a star

b Are these stars or planets?

- a the Earth  
b the Sun



## star travellers

'Good evening, Star Travellers. Welcome to the spaceship *Galaxy*. We hope you will enjoy your time here. Tomorrow, 1 January 2135, *Galaxy* will leave the Moon's orbit and you will start the journey to your new home on Sigma 3.'

'Will we be the first people on Sigma 3, Dad?' said Josie.

'Yes, we will. In fact, we'll be the first people from Earth to live on another planet.'

'When will we get there?' asked Tom.

'Well, Sigma 3 is about 20 light years from Earth,' said their father.

'So the journey will take 250 years.'

'But I'll be 263 years old by then,' said Josie.

'Yes, and you still won't have any brains!'

Josie ignored her brother.

'You won't be 263 years old,' said their mother. 'You'll still be thirteen.'

'See? I was right,' said Tom. 'You won't have any brains, because you haven't got any now!'

'Well, I'll still be a year older than you,' said Josie. 'So ...'

'That's enough, you two,' said their mother. 'You won't be any older than now, because you'll be in suspended animation for the journey!'

'Yes, you'll go to sleep for 250 years,' said their father.

'Wow! Cool!' said Tom.

'So will you and Dad look after us when we're asleep?' asked Josie.

'No, we won't. We'll be in suspended animation, too,' said their father. 'PJ9 will look after us.'

'Who's PJ9?' said Tom.

'I am.' Tom and Josie turned round. Behind them was a young woman. 'I'm PJ9 and I'll look after you,' she said.

'But how will you do that for 250 years?' asked Josie. 'You'll grow older, too.'

'No, I won't. Robots can't grow old.'

'You're a robot?' said Tom. 'Wow! Cool!'

'You don't look like a robot,' said Josie. 'You look like a ... well ... a person.'

'PJ9 is one of the latest robots,' said their father. 'But she's definitely a robot. She'll show you. Look.'

'Yes, Mr Reed,' said PJ9 and opened a small door in her chest. Inside was a small electric motor.

'Wow! Cool!' said Tom.

'Oh, please stop saying that,' said Josie, 'or I'll ...'

'I'll show you to your rooms now,' said PJ9. 'Please follow me.'

As they picked up their bags, Josie looked through one of the spaceship's small windows. 'Look, Tom,' she said. 'There's the Earth. Isn't it beautiful? After tomorrow we'll never see it again.'

'Yes, but just think,' said Tom. 'We'll be the first people on Sigma 3. We'll have a whole planet for ourselves.'

'Wow! Cool!' said Josie.

'Come on,' said Tom. 'I'll race you to the room!'

## Comprehension

**2 a**  1.20 Read and listen to the story on page 20.

Complete the sentences with the correct names.

- 1 \_\_\_\_\_ is a spaceship.      4 \_\_\_\_\_ is her brother.  
 2 \_\_\_\_\_ is a planet.      5 \_\_\_\_\_ is their father.  
 3 \_\_\_\_\_ is 13 years old.      6 \_\_\_\_\_ is a robot.

**b** Would you like to go on the journey?

**3** Are the statements true or false?

- The story starts on New Year's Eve 2134.
- The people are on a space station.
- Galaxy* is in orbit around the Moon.
- Some people landed on Sigma 3 ten years ago.
- Galaxy* will arrive there in 2385.
- Tom is eleven years old.
- PJ9 will be in suspended animation, too.
- Tom and Josie will come back to Earth in the future.

## Grammar

### will for the future

**4 a** We can use *will* to talk about the future. Complete the sentences from the text. Use the correct form of *will*.

- Galaxy* \_\_\_\_\_ the Moon's orbit.
- You \_\_\_\_\_ to sleep for 250 years.
- You \_\_\_\_\_ 263 years old.

**b** What is the short form of *will*?

**c** What do you think *won't* is short for?

**5** Complete the news report about the journey to Sigma 3. Use these verbs.

not grow   not be   build   take   look after   start  
 leave   be   land   not arrive   go   not need

Good evening. Here is the news. Tomorrow, the spaceship *Galaxy* <sup>1</sup>*will leave* the Moon's orbit, and the 500 astronauts <sup>2</sup>\_\_\_\_\_ their journey to the planet Sigma 3. Sigma 3 is 20 light years away from Earth. The journey <sup>3</sup>\_\_\_\_\_ 250 years and the spaceship <sup>4</sup>\_\_\_\_\_ until 2385. However, the astronauts <sup>5</sup>\_\_\_\_\_ any older, because they <sup>6</sup>\_\_\_\_\_ in suspended animation. That means they <sup>7</sup>\_\_\_\_\_ to sleep for the whole journey. The latest robots <sup>8</sup>\_\_\_\_\_ the people. Robots <sup>9</sup>\_\_\_\_\_ old and they <sup>10</sup>\_\_\_\_\_ air, food or water. In 250 years' time, *Galaxy* <sup>11</sup>\_\_\_\_\_ on Sigma 3. The robots and the astronauts <sup>12</sup>\_\_\_\_\_ a new home for the human race on another planet.

**6 a** Look at the story. Complete the questions and short answers.

- \_\_\_\_\_ the first people on Sigma 3, Dad?  
 o Yes, \_\_\_\_\_.
- \_\_\_\_\_ us when we're asleep?  
 o No, \_\_\_\_\_.

**b** Put the words in the correct order to make *wh-* questions.

- we there when get will ?
- how do that will you ?

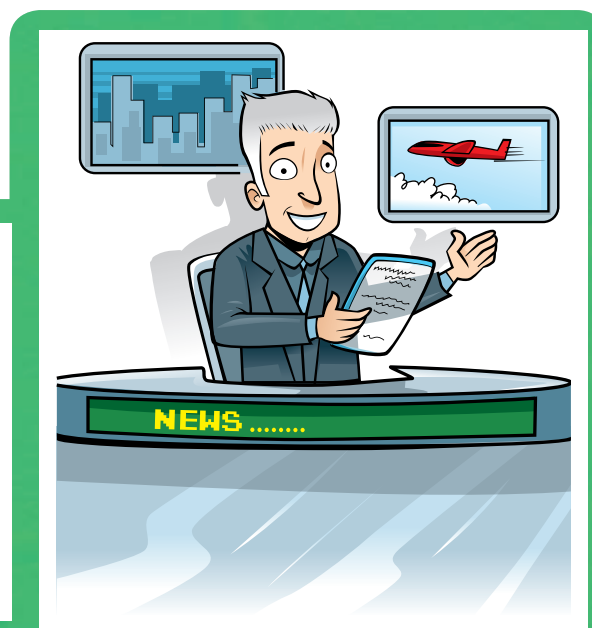
## Writing and speaking

**7 a** A reporter is talking to Tom and Josie. Make questions. Use the cues. Add two more questions.

- When / you / start the journey  
*When will you start the journey?*
- How long / the journey / take
- What / you / do / during the journey
- How old / you / be / when you arrive
- your parents / look after / you / on the journey
- you / see / the Earth / again
- you / be / the first people on Sigma 3

**b** Work with a partner. Make the interview between the reporter and the children.

**c** Work in a group of six. Act the story.

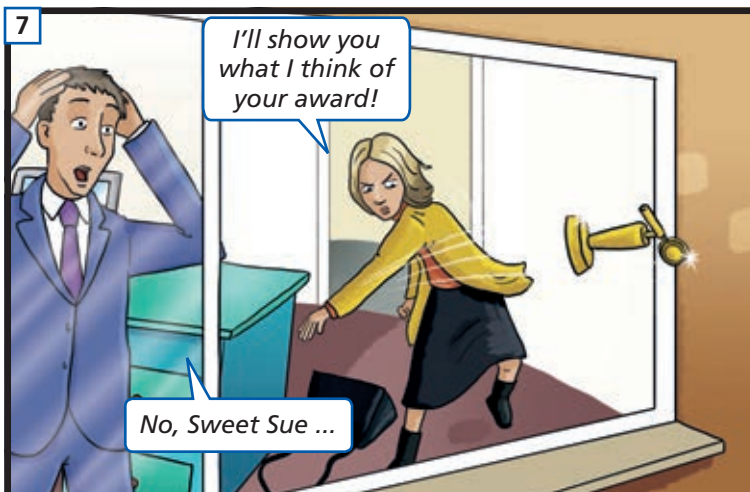
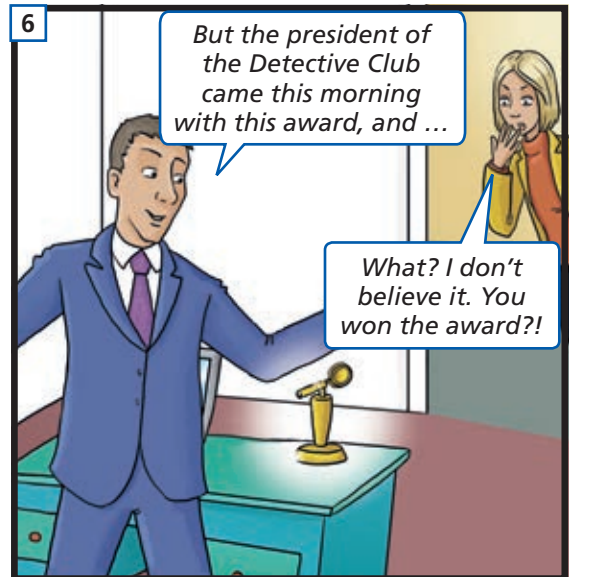
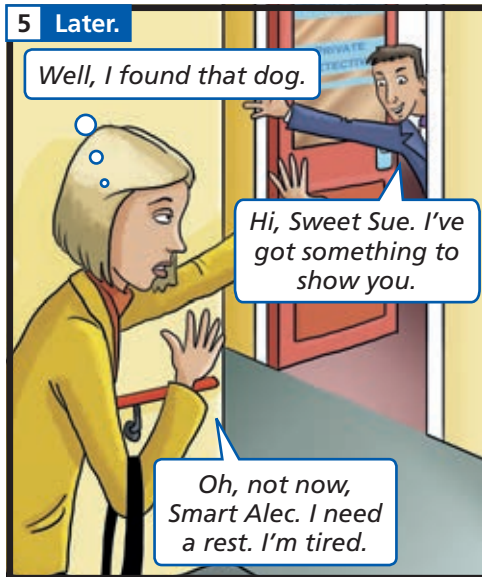
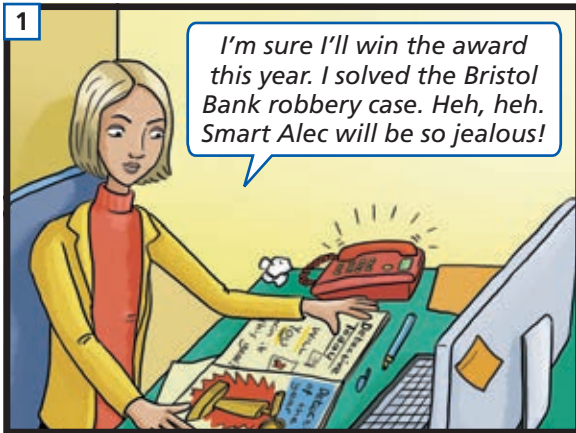


# 2B Detective of the year



## Comprehension

1 **1.21** Read and listen to the story. What does Sweet Sue throw through the window? Why?



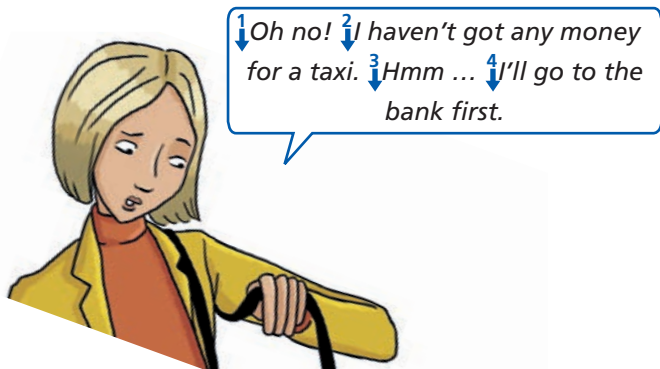
**2** Read the story again. Are the statements true or false, or doesn't it say?

- 1 Smart Alec won the award last year.
- 2 Sue solved the Bristol Bank robbery case.
- 3 Pinkie Pooch is Mrs Basset's dog.
- 4 Sweet Sue goes to see Mrs Basset by bus.
- 5 She goes to the supermarket first.
- 6 Pinkie Pooch was in the garage.
- 7 Smart Alec was in his office this morning.
- 8 Smart Alec is the Detective of the Year.

**Grammar**

**will for decisions**

**3 a** Look at Sweet Sue. When does she decide to go to the bank? Choose the correct number to show the moment.



**b** We often use *will* for immediate decisions. Find another two examples in the story.

**Writing and speaking**

**4 a** Copy and complete the dialogues. Use *will*, the verbs in brackets, and your own ideas.

- 1 ● Do you want to watch this programme?  
○ Can you record it? *I'll watch it later.* (watch)
- 2 ● I need some stamps.  
○ I'm going to the shops. (get)
- 3 ● Have you got Gemma's mobile number?  
○ Yes, I have. (text)
- 4 ● Shall we play tennis this afternoon?  
○ Good idea. (meet)
- 5 ● It's very hot in here.  
○ Yes, it is. (open)
- 6 ● Hello. Could I speak to Mark, please?  
○ I'm sorry. He isn't in at the moment.  
● OK. (phone)

**b** Work with a partner. Read the dialogues.

**5 a** Match bubbles 1–8 to responses a–h.

<p>1 <i>The phone's ringing.</i></p> <p>2 <i>I haven't got your e-mail address.</i></p> <p>3 <i>It's your turn to do the washing-up.</i></p> <p>4 <i>Did you take any photos at the party?</i></p> <p>5 <i>It's Sally's birthday next week.</i></p> <p>6 <i>The film starts at 4.15.</i></p> <p>7 <i>These bags are heavy.</i></p> <p>8 <i>I can't take you in the car.</i></p>	<p>a buy a present on Saturday</p> <p>b do it in a minute</p> <p>c help you carry them</p> <p>d get the bus</p> <p>e e-mail some to you</p> <p>f answer it</p> <p>g see you there at 4.00</p> <p>h send it to you</p>
---	---

**b** Write the full responses. Use the cues in a–h.

The phone's ringing.  
*OK. I'll answer it.*

**c** Work with a partner. Read the dialogues.

# 2C Your future

## Reading

- 1 a Look at the questionnaire. Check the meaning of any words that you don't know in a dictionary.
- b Read and answer the questions.



# Your FUTURE

Where will you be in twenty years from now? What will your life be like? Will you be happy? What do you think? Try our questionnaire and make some predictions about your future!

- 1 Where will you live?  
(Tick one box.)

On a farm	<input type="checkbox"/>
In a village or small town	<input type="checkbox"/>
In a big city	<input type="checkbox"/>
In another country	<input type="checkbox"/>

- 2 Where will you work?  
(Tick one box.)

In a shop or an office	<input type="checkbox"/>
Outdoors	<input type="checkbox"/>
In a hospital	<input type="checkbox"/>
None of these	<input type="checkbox"/>

- 3 What will your ideal partner be like? (Tick one box.)

Rich	<input type="checkbox"/>
Intelligent	<input type="checkbox"/>
A good friend	<input type="checkbox"/>
Good-looking	<input type="checkbox"/>

- 4 At what age will you do these things?

	Age
Learn to drive	_____
Start work	_____
Get married	_____
Have children	_____

- 5 Do you think you will ever do any of these things?

	Yes	No
Write a book	<input type="checkbox"/>	<input type="checkbox"/>
Appear on TV or in a film	<input type="checkbox"/>	<input type="checkbox"/>
Play in a national sports team	<input type="checkbox"/>	<input type="checkbox"/>
Make a record	<input type="checkbox"/>	<input type="checkbox"/>

- 6 Which of these do you most want to be? (Tick one box.)

Famous	<input type="checkbox"/>
Important	<input type="checkbox"/>
Rich	<input type="checkbox"/>
Happy	<input type="checkbox"/>

- 7 Will these things happen in your lifetime?

	Yes	No
We will find life on other planets.	<input type="checkbox"/>	<input type="checkbox"/>
People will take holidays in space.	<input type="checkbox"/>	<input type="checkbox"/>
Aliens will visit the Earth.	<input type="checkbox"/>	<input type="checkbox"/>
People will live on Mars.	<input type="checkbox"/>	<input type="checkbox"/>

- 8 Will we have these things in the future?

	Yes	No
Cars	<input type="checkbox"/>	<input type="checkbox"/>
Shops	<input type="checkbox"/>	<input type="checkbox"/>
Aeroplanes	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>

- 9 Do you think that you will:

	Yes	No
live to be a hundred years old?	<input type="checkbox"/>	<input type="checkbox"/>
fight in a war?	<input type="checkbox"/>	<input type="checkbox"/>
be richer than your parents?	<input type="checkbox"/>	<input type="checkbox"/>
be taller than your parents?	<input type="checkbox"/>	<input type="checkbox"/>

- 10 Will these things happen this century?

	Yes	No
The Earth's climate will change.	<input type="checkbox"/>	<input type="checkbox"/>
Scientists will cure all diseases.	<input type="checkbox"/>	<input type="checkbox"/>
The world will have no more oil.	<input type="checkbox"/>	<input type="checkbox"/>
Many animals will become extinct.	<input type="checkbox"/>	<input type="checkbox"/>



### Speaking

**2 a** Work with a partner. Ask and answer. Use these expressions for your answers.

I think I don't think I hope	(that)	I'll ... I will ...
------------------------------------	--------	------------------------

- Where will you live?
- I think I'll live in a big city. / I don't think I'll live in another country.

**b** Work with another partner. Tell him / her about your first partner. Use these expressions.

... thinks ... doesn't think ... hopes	(that)	he / she'll his / her ... will ...
--	--------	---------------------------------------

Lucy hopes that she'll live in a big city.

### Vocabulary

#### Places

**3 a** Look at questions 1 and 2 in the questionnaire. How many more places can you think of?

Places to live	Places to work
a flat	a factory

**b** Match the prepositions to the words.

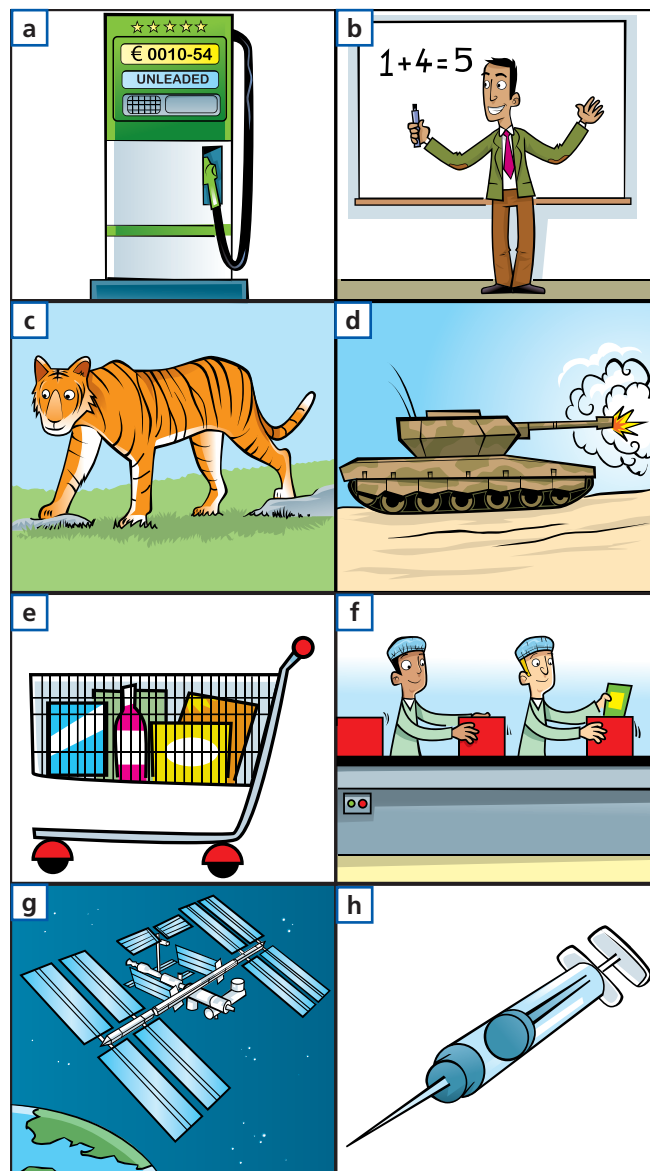
Tokyo                      a hospital  
 the country                      a shop  
 a farm                      Spain  
 TV                      Mars  
 a city                      a newspaper  
 the radio                      space  
 the Earth                      an office

**c** Write four sentences about your future. Use places from exercise 3 with the correct preposition.

I think I'll work in a hospital.  
I don't think I'll appear on TV.

### Listening

**4 a** 1.22 Look at the pictures. Listen. Which of the things do the people make predictions about?



**b** 1.22 Listen again. What do the people think will and won't happen?

Will happen	Won't happen
Children will have lessons on the Internet.	They won't go to school.

**5** Use the other four pictures in exercise 4. What do you think will happen with these things? Write sentences about them.

I don't think we'll have petrol in the future. I think we'll all drive electric cars.



## James's party

**1 a** What has happened in the story so far? Look back and check your ideas.

**b** 1.23 Read and listen to the story. Why doesn't Dylan dance with Layla?



**1** The day before James's party.

**Dylan** I'm really looking forward to your party, James. I ...

*RING RING*

**James** Hello ... What?! ... You're kidding ... But the party's tomorrow! ... Oh, OK ... Bye.

**Dylan** What's the problem?

**James** It's the DJ. He can't make it. He's ill. He says we can borrow his equipment. But it won't be much of a party without a DJ.

**Dylan** I'll be the DJ.

**James** What? You'll do it? Are you sure?

**Dylan** Yes. It'll be fun.



**3**

**Dylan** OK, everybody. Are you having a good time?

**Everyone** Yeah!

**Dylan** Well, here's the latest from No Direction.

**Chloe** Hi, Mr DJ, would you like a drink?

**Dylan** Oh, hi, Chloe. Yes, a glass of lemonade, please.

**Chloe** OK. I'll get it for you.

**Dylan** Thanks. Is Layla here?

**Chloe** Yes, she is. She's there.

**Dylan** Oh yes. I can see her.

**2** Complete the sentences with the correct people.

- 1 \_\_\_\_\_ is having a birthday party.
- 2 \_\_\_\_\_ is ill.
- 3 \_\_\_\_\_ says he'll be the DJ.
- 4 \_\_\_\_\_ offers to get Dylan a drink.
- 5 \_\_\_\_\_ puts on a slow record.
- 6 \_\_\_\_\_ asks Layla to dance.
- 7 \_\_\_\_\_ dances with Matt Jenkins.



**2**

The next day.

**Layla** Is there a lot to do for your party, James?

**James** Yes, but everybody's going to help.

**Chloe** Layla and I are going to decorate the room for you – with some balloons and things.

**James** Yes, I know. That's great.

**Layla** What are you going to do, Dylan?

**Dylan** I'm going to be the DJ. The real DJ is ill, so I'm going to do it.

**Chloe** Wow! Cool!



**4**

*Right. I'll put on a slow number and ask her to dance.*

**Matt** Hi. My name's Matt. Would you like to dance?

**Layla** Er ... Yes, OK.

**5**

*Right. Here goes ... Oh no! I don't believe it! She's dancing with Matt Jenkins.*

## Everyday English

### Useful expressions

#### 3 a Match the halves of the expressions.

- |                      |                  |
|----------------------|------------------|
| 1 I'm really looking | a a drink?       |
| 2 You're             | b sure?          |
| 3 What's             | c a good time?   |
| 4 He / She can't     | d kidding!       |
| 5 Are you            | e the problem?   |
| 6 Are you having     | f goes.          |
| 7 Would you like     | g make it.       |
| 8 Here               | h forward to it. |

#### b How do you say the expressions in your language?

#### c Work with a partner. Make dialogues. Use expressions from exercise 3a to respond to 1–8.

- The party starts at eight o'clock.
- It's your turn for the bungee jump.
- Is Tom going to the party?
- Layla likes Matt.
- Oh no! That's terrible.
- We've got an English test today.
- I'm really thirsty.
- We're on holiday.

#### 4 Work in a group. Act the story in exercise 1.

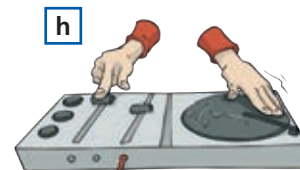
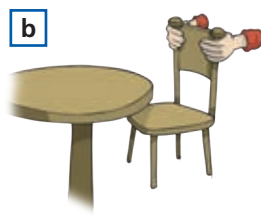
### Offering help

#### 5 a Read the two dialogues. Who is making the offer in each one? How do we make an offer?

- James It won't be much of a party without a DJ.  
Dylan I'll be the DJ.
- Dylan Yes. A glass of lemonade, please.  
Chloe OK. I'll get it for you.

#### b 1.24 James's friends offer to help him with his party. Listen and match the names to the pictures.

- |                       |                   |
|-----------------------|-------------------|
| 1 Layla and Chloe – f | 5 Matt            |
| 2 Dylan               | 6 Bella           |
| 3 Emma and Dave       | 7 Mick and Fraser |
| 4 Sayeed              | 8 everyone        |



#### c Use your answers to exercise 5b. What do James's friends say?

- Layla and Chloe We'll decorate the room for you, James.

### Stating intentions

#### 6 Look at the pictures and sentences. What forms of the verb do we use to:

- make an offer?
- state an intention?



I'll be the DJ.

This is an offer.



I'm going to be the DJ.

This is an intention. It is already decided.

#### 7 Look at your answers to exercise 5c. What do the people intend to do?

Layla and Chloe are going to decorate the room.  
Dylan is going to ...

#### 8 Write two things you're going to do next week and two things you aren't going to do.

I'm going to buy a birthday present for my brother.



**1** **1.25** Read and listen to the text. Look at the pictures. What are these things?

- |            |                   |
|------------|-------------------|
| 1 the M25  | 4 the Tube        |
| 2 Waterloo | 5 a double-decker |
| 3 Eurostar | 6 Heathrow        |

**2** Read the text again. Complete the chart.

Form of transport	Advantages	Disadvantages
train		
coach		
the Underground		
bus		
taxi		

**3** Are the statements true or false, or doesn't it say?

- Cars in Ireland travel on the right.
- Drivers pay to use five motorways in Britain.
- Distances on signs are in miles.
- Waterloo is the central station for London.
- London buses are red.
- Trains from St Pancras go to France.
- London has got two airports.
- Frankfurt is busier than Heathrow.
- London will have a new airport in ten years' time.

**4** Find out some interesting facts about transport in your country.

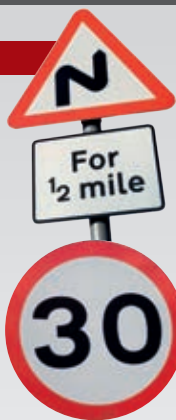
## Transport

### ROADS

Vehicles in Britain and Ireland travel on the left, so the steering wheel is on the right. If you live in a country where vehicles travel on the right, you must be extra careful when you cross the road. Always look right first!

The busiest motorway in Britain is the M25. It goes round London. It's almost 200 kilometres long and is one of the longest ring roads in the world. In some countries you have to pay a toll to use the motorways, but in Britain and Ireland most of them are free.

Distances in Britain are in miles (three miles is approximately five kilometres). And speeds are in miles per hour (mph).



### TRANSPORT IN LONDON

The fastest way to travel in London is on the Underground (or the Tube, as it's also called). But you can't see any of the famous places down there, so if you want to see London's sights, it's better to take one of the famous red double-decker buses. You'll get a good view if you sit upstairs. However, like a lot of big cities, the traffic in London can be very bad, so the bus often takes a long time.

You can also take one of London's black taxis, or even a cycle rickshaw. They can be quicker, but they're both expensive. Often the best thing to do in London is to walk.



### RAILWAYS

For long journeys, the train is usually the fastest way to travel. You can also travel by coach. It's cheaper, but it usually takes longer. The main railways connect London to other cities. London hasn't got a central station. Different companies built the railways, and they all had their own station in London. Victoria and Waterloo, for example, are the stations for trains to the south. If you want to go to the west, however, you have to go from Paddington. From St Pancras Station you can take a Eurostar train through the Channel Tunnel to cities in France and Belgium.

### AIRPORTS


There are several big airports in Britain. London has got five. Heathrow is the biggest, and it's the busiest airport in Europe. A plane takes off or lands there every 75 seconds. The most popular destination is New York.

Some people think that London needs a new airport. There are plans to build one on a man-made island in the River Thames.

## Science: the solar system

**1 a** Read the text. Where do you think the numbers go?

4 165 460 100 365 143,000 150 9

**b**  1.26 Listen and complete the text with the numbers.

**2** Read the text again. Find the planets described below.

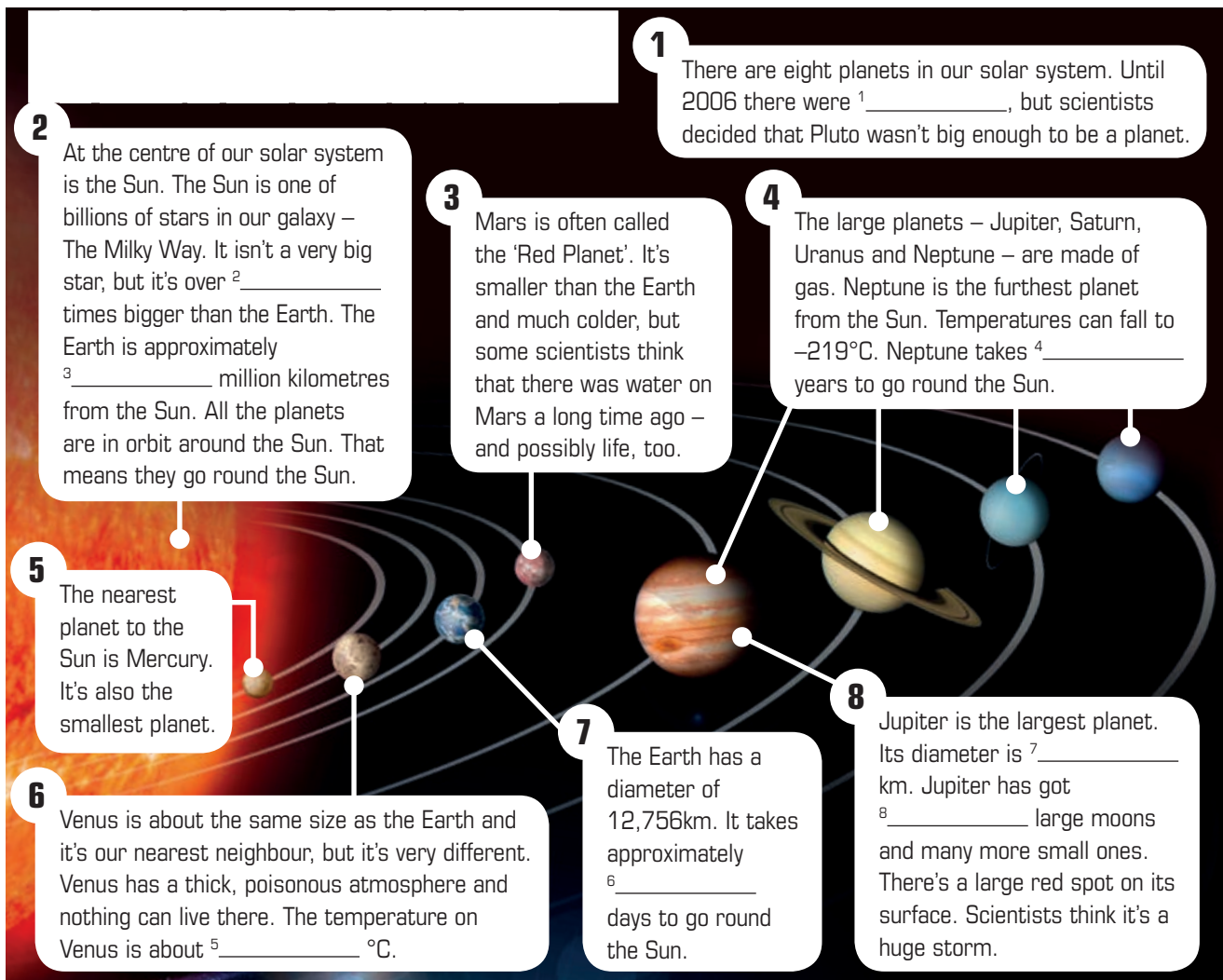
- the largest in our solar system
- the smallest
- the furthest from the Sun
- the nearest to the Sun
- about the same size as the Earth
- the nearest to the Earth
- the one called the 'Red Planet'

**3** Answer the questions.

- How many planets are there?
- What happened to Pluto?
- What is the Sun?
- What is the name of our galaxy?
- Why can't anything live on Venus?
- What is Jupiter's red spot?
- Why can't a spaceship land on Saturn?

**4** Work with a partner. Play the game. Student A: think of a planet. Student B: ask your partner yes / no questions.

- *Is it closer to the Sun than the Earth?*
- *No, it isn't.*



**1** There are eight planets in our solar system. Until 2006 there were <sup>1</sup> \_\_\_\_\_, but scientists decided that Pluto wasn't big enough to be a planet.

**2** At the centre of our solar system is the Sun. The Sun is one of billions of stars in our galaxy – The Milky Way. It isn't a very big star, but it's over <sup>2</sup> \_\_\_\_\_ times bigger than the Earth. The Earth is approximately <sup>3</sup> \_\_\_\_\_ million kilometres from the Sun. All the planets are in orbit around the Sun. That means they go round the Sun.

**3** Mars is often called the 'Red Planet'. It's smaller than the Earth and much colder, but some scientists think that there was water on Mars a long time ago – and possibly life, too.

**4** The large planets – Jupiter, Saturn, Uranus and Neptune – are made of gas. Neptune is the furthest planet from the Sun. Temperatures can fall to  $-219^{\circ}\text{C}$ . Neptune takes <sup>4</sup> \_\_\_\_\_ years to go round the Sun.

**5** The nearest planet to the Sun is Mercury. It's also the smallest planet.

**6** Venus is about the same size as the Earth and it's our nearest neighbour, but it's very different. Venus has a thick, poisonous atmosphere and nothing can live there. The temperature on Venus is about <sup>5</sup> \_\_\_\_\_  $^{\circ}\text{C}$ .

**7** The Earth has a diameter of 12,756km. It takes approximately <sup>6</sup> \_\_\_\_\_ days to go round the Sun.

**8** Jupiter is the largest planet. Its diameter is <sup>7</sup> \_\_\_\_\_ km. Jupiter has got <sup>8</sup> \_\_\_\_\_ large moons and many more small ones. There's a large red spot on its surface. Scientists think it's a huge storm.

## Grammar

**1** Will these things happen in the next twenty years? Give your ideas. Complete the sentences with *will* or *won't* and these verbs.

go become live get travel build

- Astronauts \_\_\_\_\_ to other planets.
- People \_\_\_\_\_ cities on the moon.
- Wild tigers \_\_\_\_\_ extinct.
- Most people \_\_\_\_\_ to be 100.
- I \_\_\_\_\_ to university.
- I \_\_\_\_\_ married.

**2** Victoria's friends are offering to help with her party. Look at the pictures. Write the offers. Use these verbs.

decorate do clear up bring arrange make



1 I 'll bring some CDs.



2 We \_\_\_\_\_



3 I \_\_\_\_\_



4 I \_\_\_\_\_



5 We \_\_\_\_\_



6 We \_\_\_\_\_

**3** Complete the dialogues. Use *going to* and the cues in brackets.

- I'm *going to have* a party. (I / have)
  - When <sup>2</sup> \_\_\_\_\_? (it / be)
  - Next Saturday.
  - How many people <sup>3</sup> \_\_\_\_\_? (you / invite)
  - About twenty.
- What <sup>4</sup> \_\_\_\_\_? (you / do)
  - <sup>5</sup> \_\_\_\_\_ an e-mail. (I / send)
  - Oh, I want to use the computer. How long <sup>6</sup> \_\_\_\_\_? (you / be)
  - Only half an hour.

## Vocabulary

**4** What are these things?

- People will travel to other planets in this.  
a s\_\_\_\_\_
- You see this in the sky at night.  
the M\_\_\_\_\_
- We need these in space for TV and telephones.  
s\_\_\_\_\_
- Our planet.  
the E\_\_\_\_\_
- These take things into space.  
r\_\_\_\_\_
- The Milky Way is one.  
a g\_\_\_\_\_
- There are eight of these in our solar system.  
p\_\_\_\_\_
- Our sun is one of these.  
a s\_\_\_\_\_

## Listening

**5 a** 1.27 Listen and complete the chart.

	Saskia	Rory
live?		
work?		
hopes?		
married?		
the world / better?		
why / why not?		

**b** Write three sentences about Saskia and three about Rory. Use these expressions.

He / She	thinks ... doesn't think ... hopes ...
----------	--

**c** Write five questions from the interviews. Interview your partner about his / her ideas about the future.

## Develop your writing

### Paragraphs

#### 1 a Read about paragraphs.

When we write a text we normally divide it into paragraphs. Each paragraph has its own topic.

#### b Read the text. Choose the topics of paragraphs 1–3 from the list a–f.

- 1 When I'm older, I think I'll live in London. I want to be a singer, and there's more work there. It won't be easy, but I hope I'll be famous one day.
- 2 I think that in the future the world will be a better place. We won't have wars, and scientists will find cures for a lot of diseases. Most people will live a lot longer.
- 3 People won't go to work in offices in the future. They'll work at home and use the Internet. People won't work in factories, either. Robots will do everything, so everybody will have a lot of free time.

- a Education in the future
- b My future
- c The future for my family
- d Space travel
- e The future of the world
- f Work in the future

### Project task

#### 2 Make a project about the future.

- 1 What do you think the future will be like? What things will change? How will they change?
- 2 Write your ideas. Add some illustrations.
- 3 Interview some people about their ideas of the future.
- 4 Write the results of your survey.

### Song

#### 1 1.28 Listen to the song. Choose the correct words.

#### 2 Answer the questions.

- 1 Where is the singer now?
- 2 Where does he want to be?

### Spaceman

Bang, bang, shoot 'em up, destiny  
Bang, bang, shoot 'em up to the <sup>1</sup>moon / sky  
Bang, bang, shoot 'em up one, two, three  
(One, two, three, four!)

I wanted to be a spaceman  
That's what I wanted to be  
But now that I am <sup>2</sup>an astronaut / a spaceman.  
Nobody cares about me

#### Chorus

Hey mother earth  
Won'tcha bring me back down  
Safely to the <sup>3</sup>sea / ground  
But 'round and around and around and around  
Is all she ever says to me

I wanted to make a good run  
I wanted to <sup>4</sup>go / fly to the moon  
I knew that it had to be fun  
I <sup>5</sup>asked / told 'em to send me real soon  
I wanted to be a spaceman  
I wanted to be it <sup>6</sup>real / so bad  
But now that I am a spaceman  
I'd rather be back on the pad

#### Chorus



# 3

# Times and places

## 3A What was happening?

### Comprehension

1 Look at the map. Tick (✓) the countries James's friends live in.

- |              |                          |        |                          |           |                          |        |                          |
|--------------|--------------------------|--------|--------------------------|-----------|--------------------------|--------|--------------------------|
| Argentina    | <input type="checkbox"/> | Japan  | <input type="checkbox"/> | Canada    | <input type="checkbox"/> | India  | <input type="checkbox"/> |
| Germany      | <input type="checkbox"/> | China  | <input type="checkbox"/> | Australia | <input type="checkbox"/> | Brazil | <input type="checkbox"/> |
| South Africa | <input type="checkbox"/> | Turkey | <input type="checkbox"/> | the USA   | <input type="checkbox"/> | Russia | <input type="checkbox"/> |

2 a **2.2** Read and listen. Write the correct times in the texts.

b Who is in each picture? Match the pictures to the countries on the map.



At 12 o'clock on Sunday in England, I was sitting at my computer. I was sending an e-mail to my friends around the world. They weren't doing the same thing, because it was a different time in their countries. What were they doing?



1 Rin – Japan



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

a In San Francisco, it was \_\_\_\_\_ am. Paige was sleeping. What was she dreaming about?

b It was \_\_\_\_\_ o'clock in the afternoon in Delhi. Was Rakesh doing his homework? No, he wasn't. He was watching TV and talking to his sister.

c It was \_\_\_\_\_ pm in Tokyo. Rin wasn't getting ready for bed. She was sitting at her desk. She was finishing her Maths homework. She hates Maths. Poor Rin!

d It was \_\_\_\_\_ o'clock in the morning in Rio de Janeiro. Lucas was at the beach with his friends. They were windsurfing.

e In Sydney, it was \_\_\_\_\_ o'clock at night. Were Olivia and Ethan getting ready for bed? Yes, they were. Olivia was brushing her teeth in the bathroom and Ethan was putting on his pyjamas.



### Vocabulary

#### Collocations

#### 3 a Match the verbs to the endings.

- |             |                |
|-------------|----------------|
| 1 brush     | a your sister  |
| 2 take      | b for bed      |
| 3 put on    | c TV           |
| 4 have      | d an e-mail    |
| 5 send      | e dinner       |
| 6 throw     | f homework     |
| 7 get ready | g a photograph |
| 8 watch     | h your pyjamas |
| 9 do        | i your teeth   |
| 10 talk to  | j a ball       |

#### b Match these phrases to verbs from 3a.

your friends for school your hair your shoes  
 the washing-up a drink a letter a shower  
 a break the bus a hat a DVD

### Grammar

#### Past continuous

#### 4 a Read the sentence. When did James start and finish sitting at his computer?

At 12 o'clock I was sitting at my computer.

#### b Copy and complete the table. Use these verbs.

get play have

#### Past continuous: affirmative and negative

I		
He	was	3 _____ volleyball.
She	1 _____	
It		4 _____ dinner.
We	2 _____	
You	weren't	5 _____ ready for bed.
They		

#### 5 a Find these things in the texts.

- a *wh*- question
- two *yes / no* questions
- two short answers

#### b How do we make questions in the past continuous?

#### 6 Make sentences about James and his friends. Use the cues.

- Rin / sleep  
*Rin wasn't sleeping. She was finishing her homework.*
- Lucas and his friends / sail
- Olivia and Ethan / go to the beach
- James / take photographs
- Rakesh / put on his pyjamas
- Paige / have breakfast

### Speaking and listening

#### 7 a Sunday was a nice day and a lot of people were in the park. What were they doing?

*Mr Walker was taking his dog for a walk.*



- |                       |                    |
|-----------------------|--------------------|
| 1 Mr Walker           | 6 Zach and Damien  |
| 2 Georgia             | 7 Gabriel          |
| 3 Hannah and Ruby     | 8 Austin           |
| 4 Mrs Giggs and Suzie | 9 Maisie and Beth  |
| 5 Nathan and Sam      | 10 the park keeper |

#### b Work with a partner. Ask and answer.

- *What was Gabriel doing?*
- *He was sleeping.*

#### 8 2.3 How good is your memory? Close your book. Listen and answer the questions.

# 3B A dangerous situation

## Vocabulary

### Natural disasters

1 a 2.4 Listen and repeat.



1 an earthquake



2 a volcanic eruption



3 a tornado



4 a hurricane



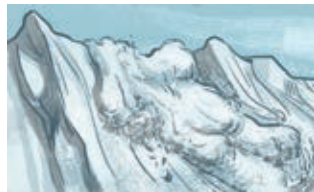
5 a tsunami



6 a flood



7 an explosion



8 an avalanche



9 lightning



10 a forest fire

b 2.5 Listen to the news reports. Which of these places are mentioned?

Cuba Indonesia New Zealand the USA  
Pakistan Japan Australia Iceland

c 2.5 Listen again. Connect the disasters to the places. More than one disaster can go with some of the places.

## Comprehension

2 2.6 Read and listen to the interview.

- Where was John going? Why?
- What did he see?
- What did he do?
- How does he feel now? Why?

**R = REPORTER J = JOHN**

**R** It was a normal Saturday in Cranford. At about 10 o'clock, John Anderson was cycling to a lake near the town. He was going fishing. There was a dam at one end of the lake. What happened next, John?

**J** Well, while I was cycling past the dam, I saw a crack in the wall. Water was coming through the crack. It was going to flood the town.

**R** What did you do?

**J** When I saw it, I turned round and I cycled back to the town as fast as possible. When I reached the town, I shouted, 'The dam's breaking! The dam's breaking!'

**R** What were people doing when you reached the town?

**J** They were shopping and some children were playing.

**R** What did people do when they heard you?

**J** Everyone grabbed their children, pets and things and ran indoors.

**R** Where did you go?

**J** As I was cycling past the post office, Mrs Roberts shouted, 'Quick, come in here.' I ran into the post office and Mrs Roberts shut the door.

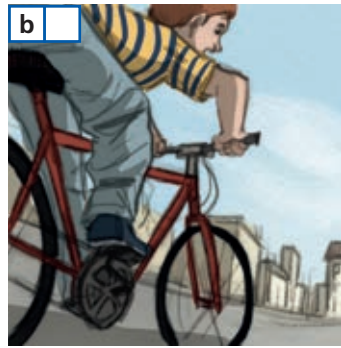
**R** What happened next?

**J** About a minute later the water went past. It picked up cars, and it carried them down the street like toys. It was very scary.

**R** The water damaged a lot of cars and buildings, but everybody was safe, thanks to you, John.

**J** Yes, but now I can't go fishing, because we haven't got a lake!

3 Read the interview again. Put the pictures in the correct order.



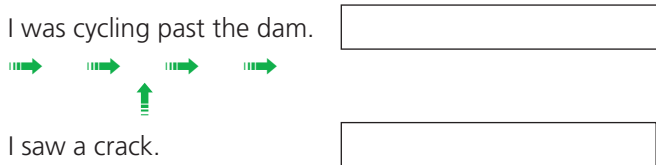
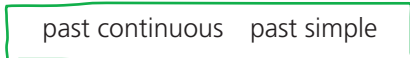
**Grammar**

**Past continuous and past simple**

4 a Look at the interview in exercise 2. Complete the sentence from the story.

While I <sup>1</sup> \_\_\_\_\_ past the dam, I <sup>2</sup> \_\_\_\_\_ a crack in the wall.

b What are the two tenses? Copy the diagram and write the names in the boxes.



c Did the two things happen:  
 • at the same time? • one after the other?

d Complete the sentence from the interview.  
 When I <sup>1</sup> \_\_\_\_\_ it, I <sup>2</sup> \_\_\_\_\_ round and I <sup>3</sup> \_\_\_\_\_ back to the town as fast as possible.

e What tense is used in the sentence? Did the things happen:  
 • at the same time? • one after the other?

5 Here are some more stories about the incident. Put the verbs in brackets into the correct tense.

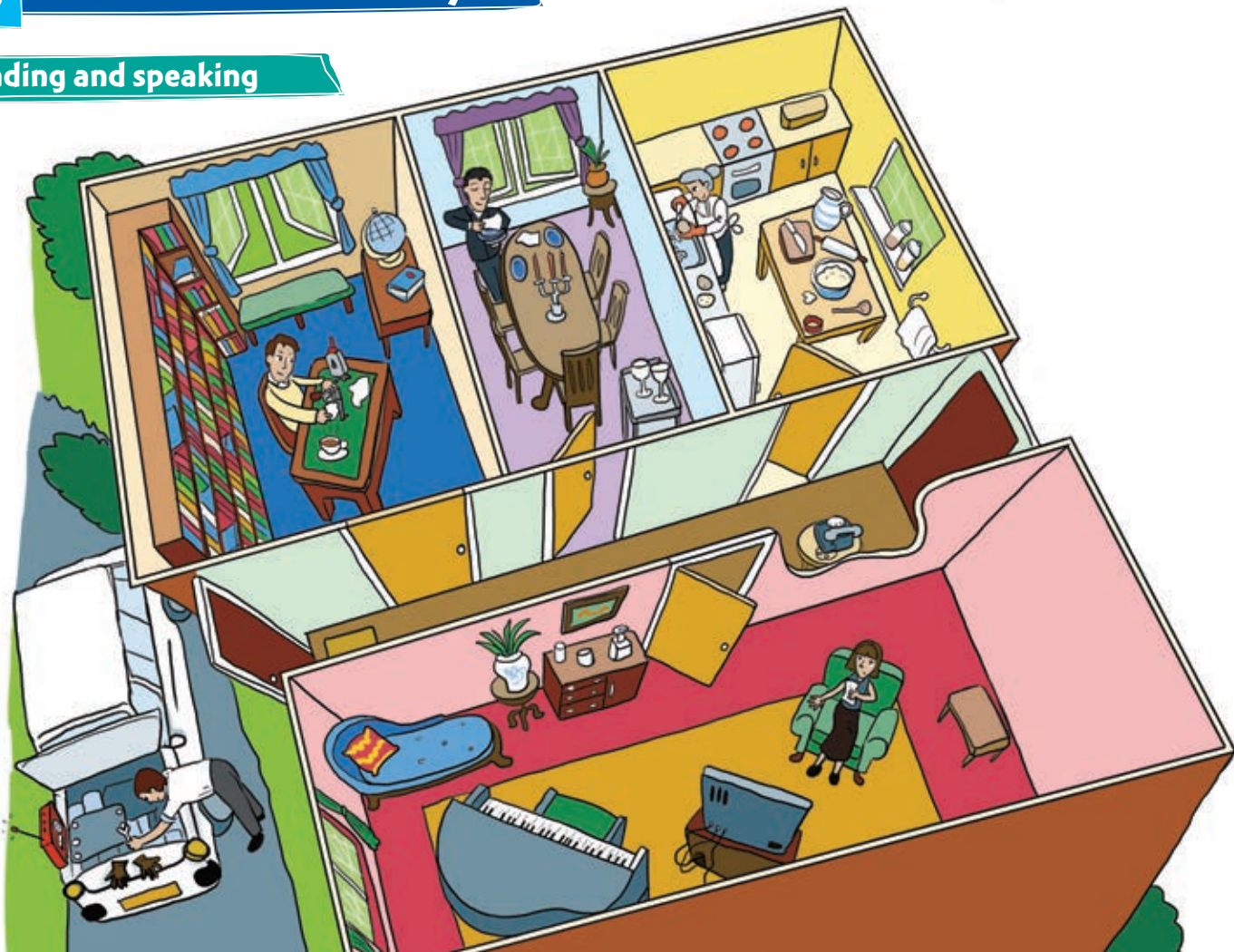
**Dam breaks in Cranford**

AT 10.35, LILY BALL WAS OUTSIDE HER HOUSE WITH her little brother, Leo. Leo <sup>1</sup> \_\_\_\_\_ (sit) in a toy car with his teddy bear, and Lily <sup>2</sup> \_\_\_\_\_ (push) the car. They <sup>3</sup> \_\_\_\_\_ (have) a good time. Then suddenly Lily <sup>4</sup> \_\_\_\_\_ (hear) a shout 'The dam's breaking!' Lily <sup>5</sup> \_\_\_\_\_ (grab) Leo and <sup>6</sup> \_\_\_\_\_ (run) into the house. As she <sup>7</sup> \_\_\_\_\_ (run) indoors, Leo <sup>8</sup> \_\_\_\_\_ (drop) his teddy bear. A few seconds later, the water <sup>9</sup> \_\_\_\_\_ (carry) the teddy bear and the toy car away.

Mr and Mrs Payne were in their car at 10.30. They <sup>10</sup> \_\_\_\_\_ (park) the car in front of the shops when they <sup>11</sup> \_\_\_\_\_ (see) the water. It <sup>12</sup> \_\_\_\_\_ (come) down the hill towards the town. When they <sup>13</sup> \_\_\_\_\_ (see) it, they <sup>14</sup> \_\_\_\_\_ (get) out of the car as fast as possible and <sup>15</sup> \_\_\_\_\_ (run) into the nearest shop. A minute later, the water <sup>16</sup> \_\_\_\_\_ (pick up) the car and <sup>17</sup> \_\_\_\_\_ (throw) it against a tree.

## 3C Murder in the library

### Reading and speaking



John Ross, the film star, died yesterday. At ten past two in the afternoon there was a shot and John Ross was dead. Was it an accident, or did somebody kill him?

When I arrived, John Ross was in the library. He was lying on the floor and he was dead. There was a gun next to him.

The gun was clean and there were no fingerprints on it.

I checked the room. The windows were open. There was an empty cup on the desk. There were fingerprints on the window, the cup and the handle of the library door. They were the fingerprints of John Ross and Wilson, the butler.

I checked the other rooms. There was some oil on the handle of the front door. In the living room, the television was on. In the dining room, there was a broken plate on the floor. In the kitchen, there were some potatoes in the sink.

There was a white handkerchief on the floor in the hall.

There were four other people in the house that afternoon: Wilson, the butler; Mrs Clare, the cook; Adams, the chauffeur and Mr Ross's stepdaughter, Donna. Adams was outside. He was repairing the car. Mrs Clare was in the kitchen. She was peeling potatoes to make a cottage pie, and Donna Ross was watching television in the living room. At two o'clock, Wilson took Mr Ross a cup of tea in the library. Mr Ross was sitting at his desk and he was cleaning his gun. Wilson put the cup of tea on the desk, then he opened the windows and he left the room. At ten past two, Wilson was setting the table in the dining room. When he heard the shot, he dropped one of the plates and ran to the library.

#### 1 2.7 Read and listen to Smart Alec's report. Answer the questions.

- 1 Who was John Ross?
- 2 When did he die?
- 3 Where was he when he died?
- 4 Who else was at the house at the time?
- 5 What was each person doing?

**2 a** Look at the picture in exercise 1. Label the rooms and the people.

**b** Where were these things?

the oil the cup the butler's fingerprints  
the potatoes the plate the handkerchief

**3** Work with a partner. What do you think happened to John Ross? Use these expressions.

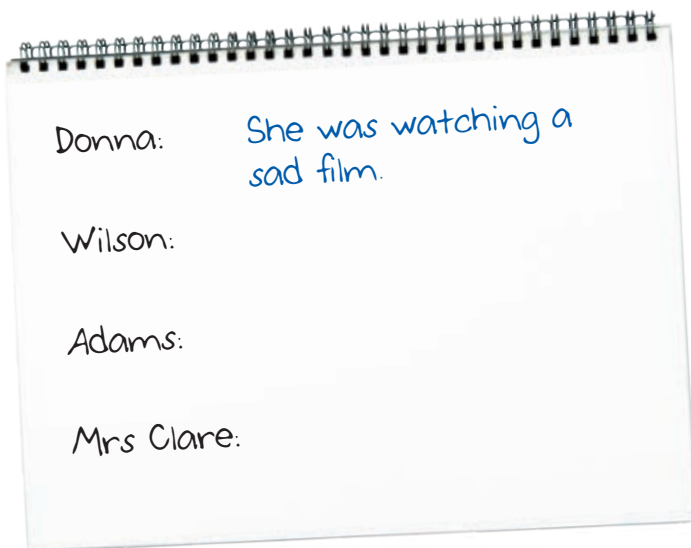
I think he ... I don't think he ... Perhaps he ...

### Listening

**4 a** 2.8 Smart Alec is interviewing Donna. Listen. Which of these things do they mention?

the armchair some jewels a kitchen knife  
plates the handkerchief the window  
the back door the telephone the door handle  
money gloves cottage pie the radio

**b** 2.8 Listen again. Write down any new information about each person.



**5 a** You have now got all the information. Who killed John Ross? How?

**b** 2.9 Smart Alec knows the killer. Listen and find out if you were right, too.

### Vocabulary

#### Houses

**6 a** Work with a partner. Look at the picture in exercise 1. How many items can you add to the chart?

rooms in the house	kitchen, ...
things in the house	table, ...

**b** What rooms are not shown in the picture?

**c** Write down three things that you normally find in each room in a house.

### Writing and speaking

**7 a** Work in a group. Make a new story about the murder in the library. Choose another character (or characters) to be the murderer. Draw a plan of the house and put the characters in it. Decide:

- Who did it?
- Why?
- How?
- Where was each person at the time of the murder? What were they doing?

**b** Make Smart Alec's interview with one or more of the characters. Then reveal the murderer and explain how they did it.





## Virtual Soap

**1** **2.10** Read and listen to the story. Answer the questions.

- 1 What is *Virtual Soap*?
- 2 Who are these people?

Sophia Harris   Matt Daytona   Matt Jenkins

**Layla** Hi, Chloe. It's me, Layla.

**Chloe** Oh, hi. How are you?

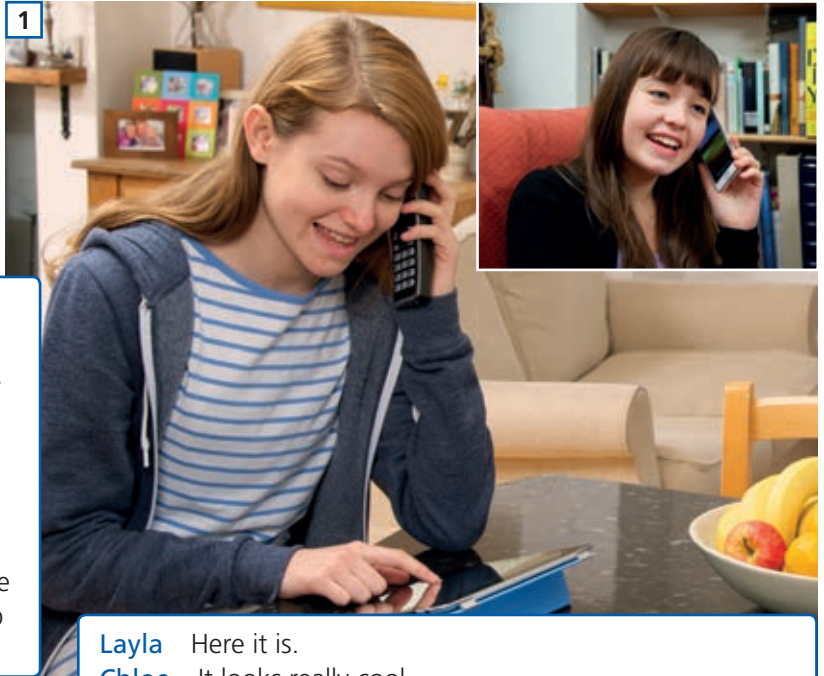
**Layla** Oh, I'm just having a lazy Sunday morning. Are you doing anything at the moment?

**Chloe** No, why?

**Layla** Do you want to come round to my place? I've got a new computer game called *Virtual Soap*.

**Chloe** That sounds interesting.

**Layla** Yes, it's great. It's a sort of soap opera – like on TV, but you can change the characters and help to make the stories.



**Layla** Here it is.

**Chloe** It looks really cool.

**Layla** These are the characters in the soap opera. But the best thing is, you can upload your own photo and then you can be one of the characters.

**Chloe** Wow! So are you going to do that?

**Layla** Yes, I am. I'm going to be Sophia Harris. She wants to go out with this boy here. He's a new boy in her class.

**Chloe** Mmm. He looks nice. What's his name?

**Layla** Matt Daytona.

**Chloe** Really? Do you like boys called Matt?

**Layla** What do you mean?

**Chloe** Well, you were dancing with Matt Jenkins a lot at James's party ...



*I really wanted to dance with Dylan, not Matt Jenkins. But I didn't get the chance.*

**Layla** Matt Jenkins? You must be joking! He only talked about one thing all evening.

**Chloe** What was that?

**Layla** Himself!

**Chloe** Yes, that sounds like Matt. What about Dylan, though? Wasn't he a good DJ?

**Layla** Yes. He was great.

**2 Are the statements true or false, or doesn't it say?**

- 1 It's Sunday morning.
- 2 Layla's parents are in the garden.
- 3 *Virtual Soap* is a television programme.
- 4 Chloe has got *Virtual Soap* on her computer.
- 5 Layla is going to upload her own photo into *Virtual Soap*.
- 6 Sophia Harris and Matt Daytona go to the same school.
- 7 Layla wanted to dance with Matt Jenkins.
- 8 Dylan didn't dance with Chloe at the party.

**3 What do you think of Layla's game? Think of your favourite TV soap opera. Which character would you like to be? Why?**



**Everyday English**

**Useful expressions**

**4 a How do you say these things in your language?**

- Are you doing anything at the moment?
- Come round to my place.
- a sort of
- Here it is.
- The best thing is ...
- She wants to go out with ...
- Really?
- What do you mean?
- You must be joking!

**b Match the sentences to the responses.**

- |   |                                   |
|---|-----------------------------------|
| 1 Are you going out with Emma?                | a No, why?                        |
| 2 Are you doing anything at the moment?       | b Sure. Here it is.               |
| 3 When do you want to come round to my place? | c Really?                         |
| 4 Have you got the photo?                     | d You must be joking!             |
| 5 What kind of story is this?                 | e It's a sort of detective story. |
| 6 I think he likes you.                       | f Tomorrow after school.          |

**Responses**

**5 a Find words in the story to complete the chart. Can you add any more words to the chart?**

He	looks sounds	fantastic.
She		_____.
It		exciting.
That		_____.
		delicious.
		_____.
		boring.
		terrible.
		dangerous.

**b Work with a partner. Make dialogues. Use the responses from the table.**

- 1 We went to New York for our holidays.
  - *We went to New York for our holidays.*
  - *That sounds exciting.*
  - *Yes, it was wonderful! We had a great time.*
- 2 We had four exams today.
- 3 This is my new jacket.
- 4 Here's a photo of my cousin.
- 5 We're going skiing next week.
- 6 I was ill last week. I was in bed for five days.
- 7 Here's the pizza.
- 8 Here's a postcard from Sam. He's in Cyprus.

**6 a Work with a partner. Make a dialogue between Dylan and James.**

**James** Think of something new that you got for your birthday. Invite Dylan to come round and see it.

**Dylan** Accept the invitation. Ask questions about the thing that James shows you.

Here are some possible things to talk about:

- a computer game or program
- a smartphone app
- a music album that you've bought or downloaded
- a DVD
- a gadget, such as a smartphone or a model car / plane / boat
- some sports equipment

**b Act the dialogue. Use the first half of the story as a model.**



**1 a** 2.11 Read and listen to the text and look at the map. Match the names, dates and cities to the correct country: **Scotland, Wales or Ireland.**

James

Edward

Elizabeth

the 1920s

1603

the 13th century

Cardiff

Belfast

Edinburgh

Dublin

**b** What happened on the dates?

**2** 2.12 Listen to David, Molly and Colin. Find this information.

- Which part of the UK is each person from?
- Which person talks about these things? What do they say about them?
  - language
  - trouble
  - money
- What does each person say about sport?

**3** Write about your country.

- What are the main parts?
- When and how was the present country formed?
- What is your country famous for?

## BRITAIN

There are several names for Britain: Britain, Great Britain, the United Kingdom, the UK. The official name is the United Kingdom of Great Britain and Northern Ireland. A lot of people call the country 'England', but this is not correct. England is only one part of the UK. However, it is the largest part. There are four 'countries' in the UK: England, Scotland, Wales and Northern Ireland.

London is the capital of the UK, as well as of England, but all the other countries have their own smaller capital cities, too.

**SCOTLAND:** Until 1603, Scotland and England were separate countries and there were often wars between them. In that year, however, the English queen, Elizabeth I, died. She had no children, so her cousin, James, the king of Scotland, became king of England, too. That's why it's called the United Kingdom.



**WALES:** The English king, Edward I, conquered Wales in the 13th century. Since then, the eldest son of the monarch is always the Prince of Wales. Many people in Wales, especially in the north, speak Welsh as their first language. All children must learn Welsh at school and all signs must be in Welsh and English.



**IRELAND:** Elizabeth I's armies conquered Ireland in the 16th century, but there were always problems in Ireland. In the 19th century, thousands of people emigrated to the USA. Finally, in the 1920s, the south became an independent country (the Republic of Ireland), but Northern Ireland is still part of the UK.



This is the British flag. People often call it the Union Jack. It's really three flags in one.



=



+



+



England

Scotland

Ireland





## Geography: time zones

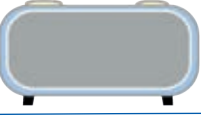

**1** **2.13** Read and listen to the text. Answer the questions.

- Why is the time different around the world?
- When did the system of time zones start?
- Why didn't we have them before?
- How many time zones are there?
- Where is the Prime Meridian?
- How many time zones are there in Russia?
- How can you travel from today into yesterday?

**2** Answer the questions.

- It's 12 noon in Greenwich.
  - Is the sun rising or setting in New York?
  - Is it nine o'clock in the morning or in the evening in Japan?
- If you cross the International Date Line from west to east, do you go into yesterday or tomorrow?

**3** Look at the chart. Then write the time in each place when it's 8 am in London.

City, country	Time difference	Time
London, UK	0 hours	
Montreal, Canada	- 5 hours	
Beijing, China	+ 8 hours	
Moscow, Russia	+ 4 hours	
Rio de Janeiro, Brazil	- 3 hours	
Sydney, Australia	+11 hours	

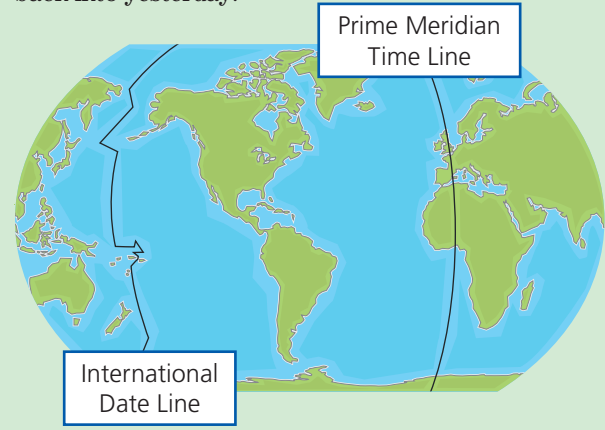
**THE EARTH** rotates on its axis. It takes 24 hours to turn. This means that the time isn't the same in different parts of the world.

Until the 19th century, towns in the same country often had different times. This was because people told the time by the local position of the sun. It didn't matter, because people didn't travel very much and they travelled very slowly. However, all that changed when railways arrived. People could now travel quickly from town to town, so they needed a standard time. In 1884, countries agreed to an international time system with 24 zones.

The time zones start from the Prime Meridian at Greenwich in London. In all places east of Greenwich, the day starts earlier. In all places west of Greenwich, the day starts later.

Most countries are in one time zone, but some large countries have more than one. There are five time zones in the USA (excluding Hawaii). So when it's 9 am in New York, it's only 6 am in Los Angeles. Australia has three time zones and Russia has nine!

The system of time zones starts in Greenwich. On the other side of the world is the International Date Line. When you cross this line, you don't just change hours, you change days. So you can travel from today back into yesterday!



**4** **2.14** Listen. You will hear something about the small country of Samoa in the Pacific Ocean. Find this information.

- What did Samoa do?
- When did they do it?
- Why did they do it?
- Why were people happy or unhappy about it?

## Grammar

**1 a** Complete the article. Put the verbs in brackets into the past simple or continuous.

### YOUNG LIFESAVERS

These two young people both saved someone's life in an accident.

#### Mark Taylor, 13, London

Last November, Mark was on holiday in Scotland with his father. 'One day we <sup>1</sup>\_\_\_\_\_ (climb) a mountain,' said Mark, 'when a rock <sup>2</sup>\_\_\_\_\_ (fall) on my father's foot.' They <sup>3</sup>\_\_\_\_\_ (have) a mobile phone, but his father <sup>4</sup>\_\_\_\_\_ (drop) it down a deep hole in the rocks when the accident <sup>5</sup>\_\_\_\_\_ (happen). Mark <sup>6</sup>\_\_\_\_\_ (run) five miles to get help. When he <sup>7</sup>\_\_\_\_\_ (find) a telephone, he <sup>8</sup>\_\_\_\_\_ (dial) 999. Fifteen minutes later, a helicopter <sup>9</sup>\_\_\_\_\_ (arrive) and it <sup>10</sup>\_\_\_\_\_ (take) Mark's father to hospital.



#### Jackie Wolfe, 15, Manchester

One day last year, Jackie <sup>11</sup>\_\_\_\_\_ (travel) in a taxi with her grandmother and another old lady. The taxi <sup>12</sup>\_\_\_\_\_ (take) them to the hospital. Suddenly, as they <sup>13</sup>\_\_\_\_\_ (go) along a very busy road, the driver <sup>14</sup>\_\_\_\_\_ (have) a heart attack. Luckily, Jackie <sup>15</sup>\_\_\_\_\_ (sit) behind the driver. She quickly <sup>16</sup>\_\_\_\_\_ (grab) the steering wheel and then <sup>17</sup>\_\_\_\_\_ (stop) the taxi.



**b** 2.15 Now listen and correct the information in the texts.

## Vocabulary

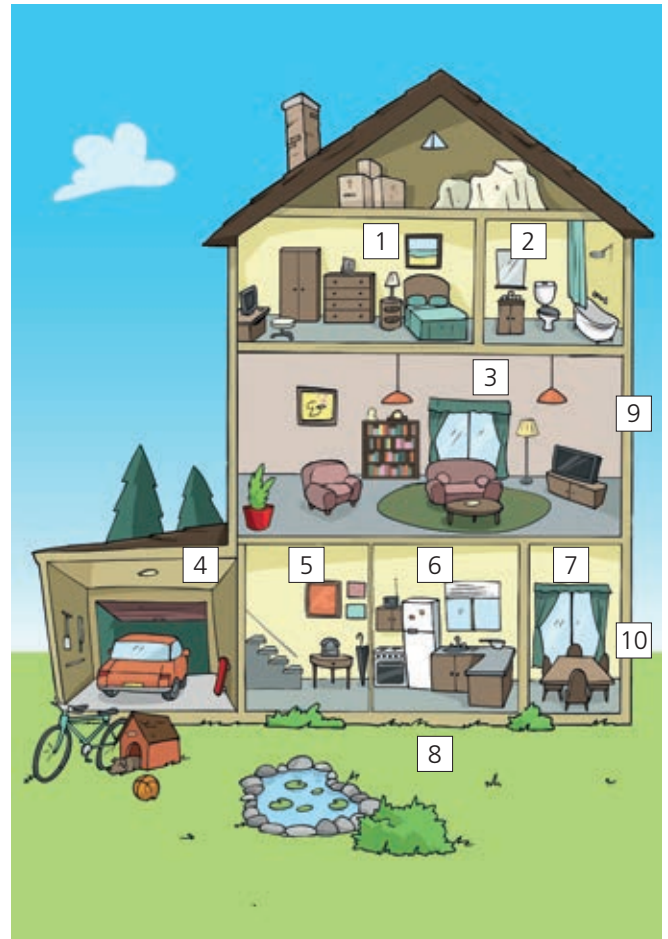
**2 a** Write a sentence for each of these verbs.

put on cross drop peel repair  
brush send throw pick up

**b** What words go with these verbs? How many can you think of for each verb?

clean have make take

**3 a** Label the parts of the house.



**b** Name two things in each of parts 1-8 in the picture.

## Listening

**4 a** 2.16 A detective is interviewing some people. Listen and complete the chart.

Name	Where?	What / doing?
Otto		
Petra		
Mr Shine		
Frank		
Mrs Pearl		

**b** Who do you think is lying?

## Develop your writing

### but and however

#### 1 a Read about connecting sentences.

Look at these two sentences.

- A lot of people call the country England.
- This is not correct.

We can connect them in two ways.

Notice the difference in punctuation.

- 1 A lot of people call the country England, but this is not correct.
- 2 A lot of people call the country England. However, this is not correct.

#### b Join the pairs of sentences with *but* and *however*.

- 1 London is the capital of the UK. The other countries have their own capital, too.
- 2 Most people in Wales speak English. A lot speak Welsh, too.
- 3 The Republic of Ireland is an independent country. Northern Ireland is part of the UK.
- 4 In 1707, Scotland lost its parliament. In 1999, it got its own parliament again.
- 5 Most countries are in one time zone. Some large countries have several time zones.
- 6 It's midday in New York. It's only nine o'clock in California.

### Project task

#### 2 Make a project about a country.

- 1 Choose a country. Find some information about it. Use an atlas, the Internet, travel agencies and the country's embassy.
- 2 Write a few paragraphs about the country.
  - Where is it?
  - What is the country famous for?
  - Give some examples of the food, music and culture of the country.
- 3 Illustrate your text with a map and pictures.

## Song

1 a 2.17 Listen to the song. Put the lines of the verses in the correct order.

b 2.17 Listen again and check.

2 a In Verse 1, who or what does these things?

sings rings rises stings

b What is the meaning of the second verse? Choose the correct words to complete the sentence.

They *need / don't need* a lot of money to be happy together.

### Daydream Believer

#### Verse 1

- The six o'clock alarm would never ring
- The shaving razor's cold, and it stings
- Oh, I could hide 'neath the wings
- Wipe the sleep out of my eyes
- Of the bluebird as she sings
- But it rings and I rise,

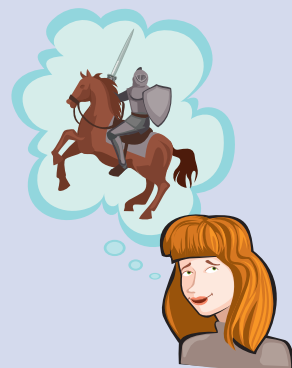


#### Chorus

Cheer up, sleepy Jean, oh what can it mean  
To a daydream believer and a Homecoming queen?

#### Verse 2

- Without dollar one to spend
- As a white knight on his steed
- But how much, baby, do we really need?
- Now you know how happy I can be
- You once thought of me
- Oh, and our good times start and end




#### Chorus

## 4A Our trip to London

## Comprehension

1 a Look at the photographs from Layla's holiday in London. Do you know any of the places?

b  2.18 Read and listen. What does Layla want to do next time? Why?

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home about contact 12th September

▶ In our half-term holiday, I went to London with my parents. We were there for three days. On the first day, we went on a sightseeing tour. I wanted to go shopping in Oxford Street, but Dad said, 'You can go shopping when you're at home.' Huh, parents!

1

This is Buckingham Palace. The Queen lives here, but she isn't here all the time. When the Queen isn't there, the flag on the top of the palace is the Union Jack. But when the Queen is there, you will see the Queen's own flag on the flag pole.



3

On the second day, we took the Underground to the Olympic Park. The Olympics were in London in 2012. The stadium and the other buildings are amazing. This is the Velodrome. It's for cycling. In the afternoon, we went on a boat trip along the River Thames. There are lots of interesting things next to the river.



2

In this photo you can see the Houses of Parliament and Big Ben. It's the most famous clock in Britain, but Big Ben is really the name of the bell inside the tower. We saw lots of interesting places on our tour, but at the end of the day my feet were really sore.



4



The London Eye is the biggest wheel of its kind in the world. It takes 30 minutes to go round, and you can see all of London's famous sights from the top. At New Year, there's a big firework display here. Thousands of people come to watch it. It's on TV, too.

5

And this is the Tower of London. It's the oldest building in London. A lot of people lost their heads here. Next to the Tower is Tower Bridge, over the river Thames. In the evening, we went to see *Billy Elliot* at the Victoria Palace Theatre. What a day!



6

On the last day, we went to the Natural History Museum in the morning, and we saw the dinosaurs there. After that, we had lunch in Hyde Park and then we came home. It was a great trip, but we never got to the shops. Ah well, maybe next time!



**2** Read the text in exercise 1 again. Match the things to the places.

- |                       |                               |
|-----------------------|-------------------------------|
| 1 Tower Bridge        | a Hyde Park                   |
| 2 The Velodrome       | b the London Eye              |
| 3 lunch               | c the River Thames            |
| 4 fireworks           | d the Houses of Parliament    |
| 5 Big Ben             | e the Victoria Palace Theatre |
| 6 the Queen           | f Oxford Street               |
| 7 dinosaurs           | g Buckingham Palace           |
| 8 <i>Billy Elliot</i> | h the Natural History Museum  |
| 9 shops               | i the Olympic Park            |

### Vocabulary

#### Places in a city

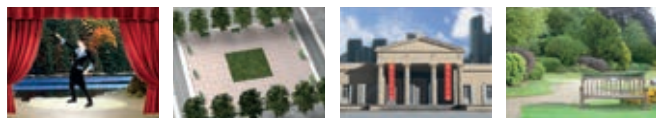
**3 a** Which of these things does Layla mention?



a fountain    a clock    a bridge    a stadium



a statue    a palace    a river    a tower



a theatre    a square    a museum    a park

**b** What other things can you see in a city?

### Grammar

#### The definite article: *the*

**4 a** Find the sentences with these words in the text.

oldest    biggest    first    second    last

**b** Do we need *the* with these words?

#### *the* with place names

**5 a** Find examples in the text of the places in exercise 3a that Layla mentions.

*a clock – Big Ben*

**b** Do the names of the places take *the*?

**c** Complete these names from the text. Do we need *the* when the name contains *of*?

- 1 \_\_\_\_\_ Tower \_\_\_\_\_ London  
 2 \_\_\_\_\_ Houses \_\_\_\_\_ Parliament

**6 a** Put in *the* where necessary.

We stayed in a hotel near <sup>1</sup>\_\_\_\_\_ Hyde Park. I think it's <sup>2</sup>\_\_\_\_\_ tallest hotel in London. We were on <sup>3</sup>\_\_\_\_\_ fifteenth floor, so we could see lots of famous places, like <sup>4</sup>\_\_\_\_\_ Buckingham Palace and <sup>5</sup>\_\_\_\_\_ Houses of Parliament. We couldn't see <sup>6</sup>\_\_\_\_\_ Tower of London or <sup>7</sup>\_\_\_\_\_ Tower Bridge, because they were too far away, but we saw them when we went on a boat trip along <sup>8</sup>\_\_\_\_\_ River Thames. I think <sup>9</sup>\_\_\_\_\_ best part of our trip was a visit to <sup>10</sup>\_\_\_\_\_ Dominion Theatre to see *We Will Rock You*, but I also enjoyed our visit to <sup>11</sup>\_\_\_\_\_ British Museum to see the mummies from Egypt.

**b** 2.19 Listen and check.

### Listening and writing

**7 a** 2.20 Listen to two dialogues in a tourist office. Which of these things do the people want to do? Why?

- go shopping • go on a sightseeing tour • eat
- visit the Olympic Park • see a show • visit a museum



**b** 2.20 Listen again. What do they decide to do? Why? How much is it going to cost?

**8 a** Work in a group. Decide what you want to do for a day in London. Put your ideas in a chart like this:

	What?	Where?	Cost?
morning			
afternoon			
evening			

**b** Make a dialogue at the tourist office.

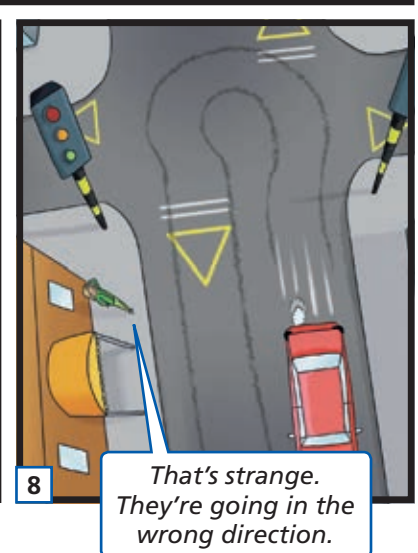
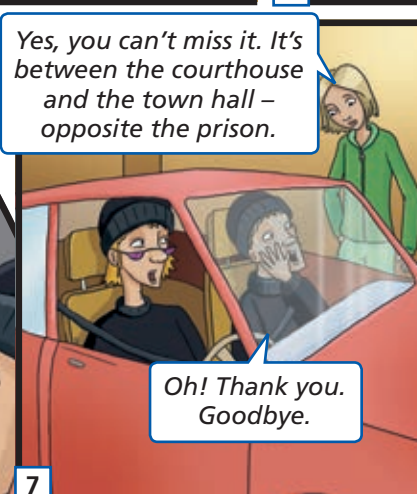
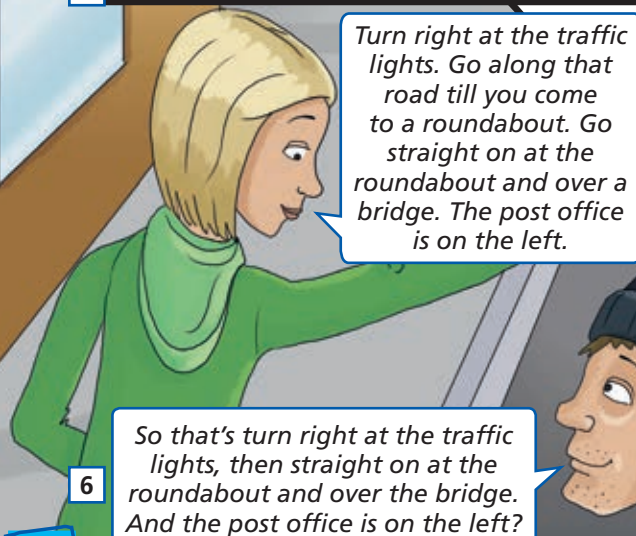
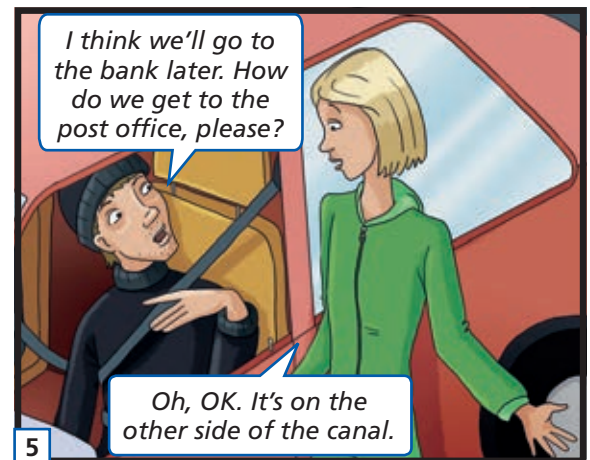
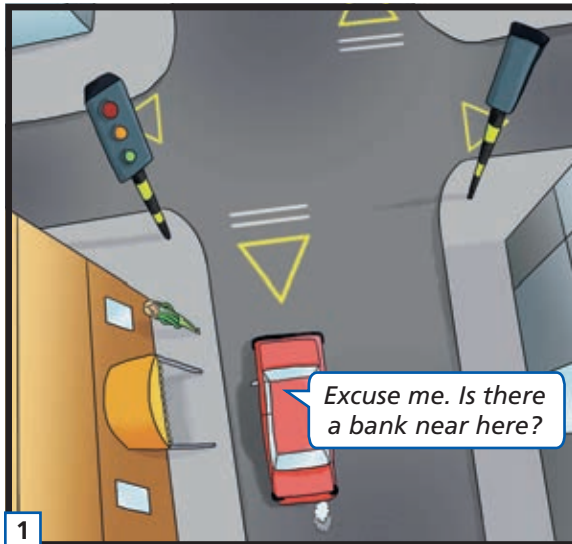
# 4B Sweet Sue and the bank robbers



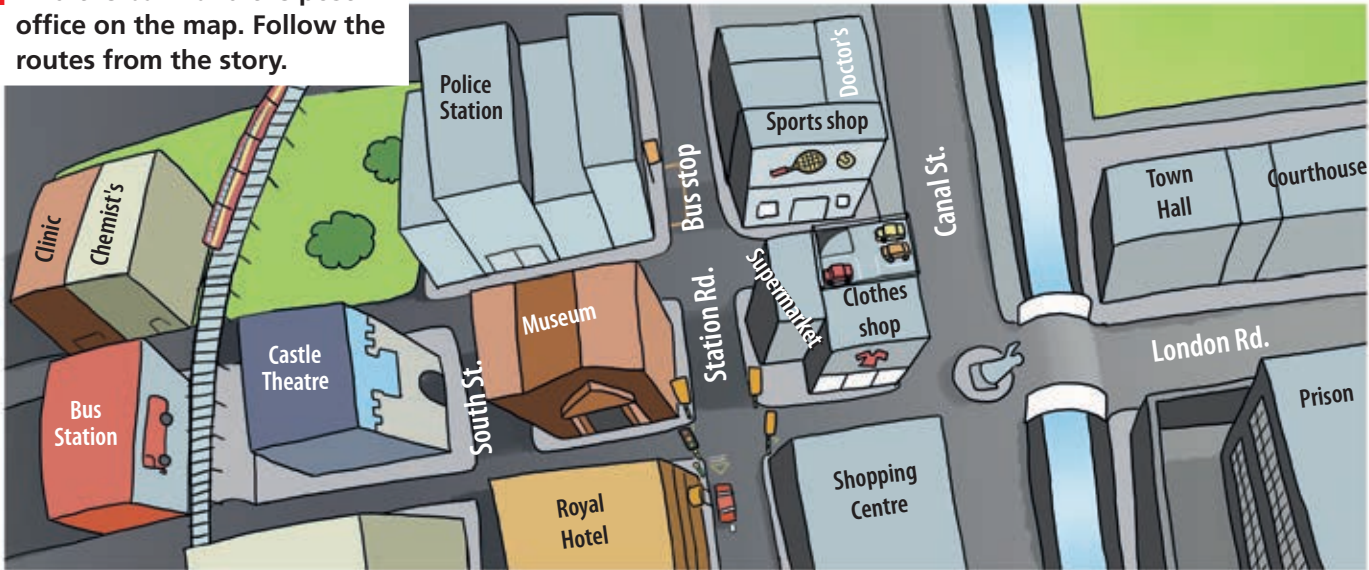
## Comprehension

1 **2.21** Read and listen to the story. Answer the questions.

- 1 Where do the men want to go? Why?
- 2 Why don't they go there?



**2** Find the bank and the post office on the map. Follow the routes from the story.



**Grammar**

**Definite and indefinite articles: *the, a / an***

**3 a** Single countable nouns have *the* (definite article) or *a / an* (indefinite article) in front of them. Find all the examples of articles in the story.

**b** Complete the sentences from the story. Which article do we use:

- when we mention something for the first time?
- when we mention something again?

Go along that road till you come to <sup>1</sup>\_\_\_\_\_ roundabout. Go straight on at <sup>2</sup>\_\_\_\_\_ roundabout.

**c** Look at this sentence from the story and complete the rule with *a / an* or *the*.

Yes, and there's a bank on **the** right. It's on **the** corner next to **the** police station.

We always use \_\_\_\_\_:

- with positions: *left, right, corner, other side*, etc.
- when there is only one possibility. (Most towns or districts only have one police station.)

**d** Find sentences in the story with *There's ...* and *Is there ...*? Which article do we use after these expressions?

**4 a** Complete the dialogues with *a / an* or *the*.

1  
 Man Excuse me. Is there <sup>1</sup>\_\_\_\_\_ hotel near here, please?  
 Woman Yes. Go along this street till you come to <sup>2</sup>\_\_\_\_\_ hairdresser's on <sup>3</sup>\_\_\_\_\_ corner. Turn left at <sup>4</sup>\_\_\_\_\_ hairdresser's.  
 Man So that's ... turn left at <sup>5</sup>\_\_\_\_\_ hairdresser's.  
 Woman Yes, and there's <sup>6</sup>\_\_\_\_\_ hotel in that street. It's on <sup>7</sup>\_\_\_\_\_ left, between <sup>8</sup>\_\_\_\_\_ café and <sup>9</sup>\_\_\_\_\_ sports shop.  
 Man Thank you.

2  
 Woman Excuse me. How do I get to <sup>10</sup>\_\_\_\_\_ station, please?  
 Man Oh, <sup>11</sup>\_\_\_\_\_ station is on <sup>12</sup>\_\_\_\_\_ other side of <sup>13</sup>\_\_\_\_\_ river. Go along here and you'll come to <sup>14</sup>\_\_\_\_\_ bridge over <sup>15</sup>\_\_\_\_\_ river. Go over <sup>16</sup>\_\_\_\_\_ bridge and go straight on till you come to <sup>17</sup>\_\_\_\_\_ roundabout. Turn right at <sup>18</sup>\_\_\_\_\_ roundabout and <sup>19</sup>\_\_\_\_\_ station is along there on <sup>20</sup>\_\_\_\_\_ right. You can't miss it. There's <sup>21</sup>\_\_\_\_\_ big car park in front of it.  
 Woman Thank you.

**b** 2.22 Listen and check.

**c** Act the dialogues with a partner.

**Speaking**


**5** Work in pairs. You're at the bus stop in Station Road. Make new dialogues to get to these places on the map.

the doctor's Canal Park the Castle Theatre  
 the Royal Hotel the courthouse the clinic

## 4C The Tailor of Swaffham

### Reading

1 a Look at the pictures. What is happening in each picture?

b  2.23 Read and listen to the story. Put the pictures in the correct order.

### The Tailor of Swaffham

Once upon a time there was a tailor. He lived with his wife and five children in the village of Swaffham.

The tailor and his wife worked hard, but they never had enough money.

They lived in a small cottage. In the garden there was a big, old, oak tree. The tailor often sat under the tree. One day, he was sitting under the tree when he fell asleep. While he was sleeping, his wife came out of the house. She woke him up.

'Why aren't you working?' she said angrily. 'We haven't got any money for food.'

'Don't worry,' said the tailor. 'We'll soon be rich. While I was asleep, I had a strange dream. In my dream a voice said: "Go to London Bridge. You'll find treasure there."'

'Don't be silly,' said his wife. 'You can't leave everything and go to London.'

However, the next day, the tailor packed his bag and set off to London. It was a long journey, but after four days he arrived in the capital city. He went straight to London Bridge. It was the only bridge over the river in those days and there were lots of shops there, so it was a busy place.

The tailor walked up and down the bridge all day, but nothing happened and nobody spoke to him. The next day, as he was walking along the bridge, two boys suddenly ran towards him. They pushed him and they stole his bag. Then they ran away into the crowd of people.

The tailor sat down on the pavement. 'I had very little money when I arrived,' he thought. 'Now I haven't got anything.'

While he was sitting there, somebody spoke to him. It was

one of the shopkeepers. 'What are you doing?' he asked. 'I saw you yesterday. You were walking up and down the bridge all day.'

The tailor told the shopkeeper about his dream.

'That's silly,' said the shopkeeper and he laughed. 'You can't believe dreams. I had a dream last night. In the dream I was digging under an old oak tree and I found a big box of gold. But it was only a dream. I'm not going to look for the tree.'

'An old oak tree?' said the tailor. 'Where was it?'

'Oh, it was in a village called Swaffham,' said the shopkeeper. 'Swaffham! I don't even know where it is!'

When he heard this, the tailor jumped up. He said 'thank you' to the shopkeeper and started the long journey home.

Four days later, tired and hungry, he arrived home.

'Well, where's the treasure?' said his wife. The tailor didn't say anything. He grabbed a spade, ran into the garden and started to dig under the old oak tree. It was hard work, but soon the spade hit something. It was a wooden box.

The tailor opened the box. It was full of gold and silver.

'I walked all the way to London,' he said. 'But the treasure was here in my own garden!'





**2 Answer the questions.**

- 1 How many children did the tailor have?
- 2 Why did he go to London?
- 3 How long did the journey take?
- 4 What happened on his first day in London?
- 5 How did he lose his bag?
- 6 Why did the shopkeeper laugh?
- 7 What was the shopkeeper's dream?
- 8 Where was the treasure?

**3 Work with a partner. Use the pictures to retell the story.**

Student A Use pictures 1–3 and tell your partner what happened.

Student B Use pictures 4–6 and complete the story.

**Vocabulary**

**4 a Complete the chart. Find the missing words in the text.**

-body	-thing
everybody	
	something
anybody	
	nothing

**b Complete the sentences with words from the chart.**

- 1 I've got \_\_\_\_\_ in my eye.
- 2 I can hear voices. There's \_\_\_\_\_ in there.
- 3 I'm bored. I've got \_\_\_\_\_ to do.
- 4 Has \_\_\_\_\_ phoned me today?
- 5 I had a dream last night, but I can't remember \_\_\_\_\_.
- 6 I phoned Ella, but \_\_\_\_\_ answered.
- 7 \_\_\_\_\_ is here now, so we can start.

**5 Answer the questions.**

- 1 Name something that everybody likes.  
*I think everybody likes chocolate.*
- 2 Have you got anything yellow in your bag or pockets?
- 3 Name somebody that you want to meet.
- 4 Does anybody famous live in your town?
- 5 Can you name everything that Layla saw on her trip to London?
- 6 Name something that nobody wants to have.
- 7 How do you feel when you've got nothing to do?

**Listening**

**6 a** 2.24 Jimmy and Martha are talking about their dreams. Listen and match the names to the pictures.

a



b



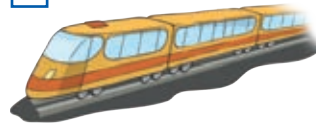
c



d



e



f



**b What happened in each person's dream?**

**c** 2.24 Listen again and check.

**7 Describe one of your dreams.**





## Dylan's plan

**1 a** Look back at the last episode of the story on page 38.

- Who are these people?

Matt Jenkins Matt Daytona

- What is Layla going to do in her computer game?

**b** 2.25 Read and listen to the story. Complete the sentences with the correct surname.

- Chloe and Layla are talking about Matt \_\_\_\_\_ in picture 4.
- Dylan thinks they are talking about Matt \_\_\_\_\_.
- Layla and Chloe see Matt \_\_\_\_\_ in picture 5.
- Matt \_\_\_\_\_ is confused in picture 8.



**2 Answer the questions.**

- 1 Why can't Dylan go to see the film with James?
- 2 Why doesn't Dylan ask Layla to go?
- 3 Why do Chloe and Layla hide in the classroom?
- 4 Why is Matt Jenkins confused?

**Everyday English****Useful expressions****3 a How do you say these things in your language?**

- a *Cyberspace* is on this week.
- b There she is.
- c What's happening?
- d Guess what!
- e He asked me out.
- f I'm off to the gym.
- g How's it going?
- h Get lost!

**b Work with a partner. Make dialogues. Use expressions from exercise 3a and the expressions below. Expressions 1–4 come first in their dialogues.**

- 1 Hi. Where are you going?
- 2 Can I borrow your MP3 player?
- 3 Where's Sonia?
- 4 What did Martin say to you?
- 5 Um ... you won the lottery?
- 6 Fine, thanks.
- 7 Nothing much.
- 8 Shall we go and see it?

**Talking about future arrangements****4 a Complete the sentences from the story.**

- 1 My grandparents \_\_\_\_\_ this weekend.
- 2 I \_\_\_\_\_ football on Friday evening.
- 3 We \_\_\_\_\_ to the cinema at the weekend.

**b What tense are the verbs in?****c What time are the people talking about?**

the past   the present   the future

**5 a Smart Alec leads an exciting life. Look at his diary. What is he doing next week?**

*On Monday he's having lunch with the Prime Minister.*

MONDAY	have lunch with the Prime Minister
TUESDAY	go to Buckingham Palace
WEDNESDAY	appear on TV
THURSDAY	play tennis at Wimbledon
FRIDAY	fly to New York
SATURDAY	meet the US President
SUNDAY	go scuba-diving in Florida

**b Make your own exciting diary. Choose some activities for these times.**

after school   tomorrow   on Friday evening  
this evening   at the weekend   next week

**c Work with a partner. Ask what he / she is doing at the times.**

- *What are you doing after school?*
- *I'm playing tennis with Rafa Nadal.*

**6 a Complete the dialogue with these expressions.**

are coming   'm playing   What about  
Shall we   I can't   no good for me

- 1 \_\_\_\_\_ go swimming on Saturday?
- No, 2 \_\_\_\_\_. My cousins 3 \_\_\_\_\_ for the weekend.  
4 \_\_\_\_\_ Wednesday after school?
- That's 5 \_\_\_\_\_. I 6 \_\_\_\_\_ volleyball.

**b Work with a partner. Read your dialogue.****c Work with a partner. Make new dialogues with these cues.**

- 1
  - play table tennis this evening?
  - no / finish my Geography project. / tomorrow?
  - no / go to the theatre with my parents
- 2
  - go to the shops today?
  - no / look after my little sister. / Sunday afternoon?
  - no / aunt and uncle / come for the day
- 3
  - try my new computer game this morning?
  - no / go to the dentist's. / this afternoon?
  - no / visit my grandparents



**1** Look at the pictures. Which city is it? What do you know about it? What films or TV programmes have you seen it in?

**2** **2.26** Read and listen to the text. What are these things?

The Big Apple the Empire State Building  
New Amsterdam Times Square Manhattan  
Central Park the Statue of Liberty Macy's

**3 a** Answer the questions.

- 1 Who were the first Europeans in Manhattan?
- 2 How did they get the island?
- 3 Why is it called New York?
- 4 Where does the nickname, The Big Apple, come from?

**b** Where can you do these things in New York?

- visit the Statue of Liberty
- celebrate New Year with a lot of New Yorkers
- take a boat on a lake
- see for 120 kilometres

## The BIG Apple

**It's the most famous city in the world. There are songs about it. It's in hundreds of films and TV programmes. Think of America and you think of 'The Big Apple' – New York.**

The centre of New York is the island of Manhattan. Today, the island is full of skyscrapers, but 400 years ago, it was the home of the Delaware Indians. The first Europeans to arrive were from the Netherlands. In 1626, a Dutchman, Peter Minuit, bought the island from the Indians for just 24 dollars and built some houses there. He called it New Amsterdam. However, in 1664, the British took it and they called it New York, because the king's brother was the Duke of York.

Over the next 300 years, New York grew into the largest city in the USA. People from countries like Germany, Ireland, Italy, Poland and China came to find a new life there. There are countless things to do and places to go in New York – museums, art galleries, theatres and nightclubs, plus thousands of restaurants and shops, including the biggest shop in the world, Macy's.

The Statue of Liberty was a gift from the people of France and it stands on Liberty Island. You can get a ferry to the island and visit the statue.

In the middle of Manhattan is Central Park. Here you can walk, take a boat on the lake, play baseball or just relax away from the noise and the traffic. Central Park is bigger than two European countries – the Vatican and Monaco.



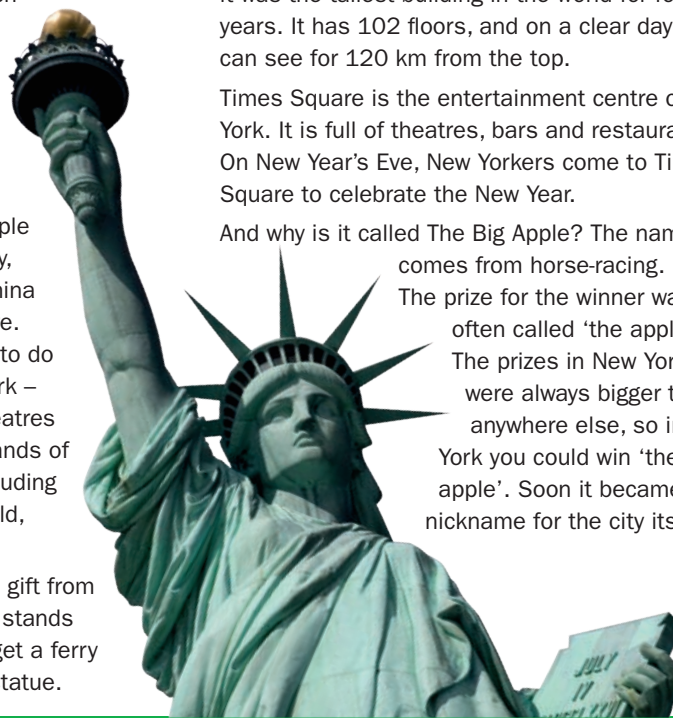
The Empire State Building is the most famous skyscraper in New York. It was built in 1931, and it was the tallest building in the world for forty years. It has 102 floors, and on a clear day you can see for 120 km from the top.

Times Square is the entertainment centre of New York. It is full of theatres, bars and restaurants. On New Year's Eve, New Yorkers come to Times Square to celebrate the New Year.

And why is it called The Big Apple? The name comes from horse-racing.

The prize for the winner was often called 'the apple'.

The prizes in New York were always bigger than anywhere else, so in New York you could win 'the big apple'. Soon it became a nickname for the city itself.



## History: the plague

**1** **2.27** Read and listen to the text. Choose the correct answers.

- 1 The plague came from
  - a Europe.    b Asia.    c America.
- 2 The plague spread quickly because
  - a a lot of people travelled by ship.
  - b people moved house a lot.
  - c towns were very dirty.
- 3 The Great Plague of London broke out
  - a in the summer of 1665.
  - b in the winter of 1665.
  - c in the spring of 1665.
- 4 The plague never returned to London, because
  - a cats and dogs killed all the rats.
  - b doctors discovered new medicines.
  - c a fire burnt down the old city.

In 1348–49 a terrible disease broke out in Europe. People called it the Black Death. In two years, nearly half of Europe's population – between 20 and 30 million people – died. The disease was bubonic plague. People who got it usually died in just three days.

Nobody knew what caused the plague. People thought that bad smells caused it, so they carried bunches of flowers to stop it. Some people killed dogs and cats, because they thought they carried the disease. In fact, fleas carried the plague. The fleas lived on black rats. These rats arrived in southern Europe on ships from Asia.

The disease spread very quickly, especially in towns and cities. Medieval towns were very different from today. Most of the buildings were made of wood or mud. Streets were narrow and dirty. People threw all their rubbish into the streets, and there were rats everywhere.

The plague continued to hit Europe until the end of the 17th century. One of the biggest outbreaks was the Great Plague of London. It started in 1665, during the hot months of August and September. In one week, 7,165 people died of the plague. The total number of deaths was about 70,000.

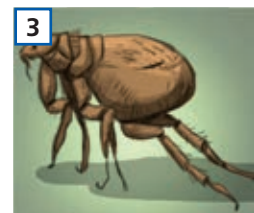
When somebody got the plague, everybody in the family had to stay in the house, and a red cross was painted on the door. Neighbours brought food and water and left it outside. But the disease continued to spread. It only stopped when the cold weather came. Many people left London and went to stay in the country, because there was no plague there.

However, 1665 was the last time that the plague came to London. The next year, after another hot, dry summer, the Great Fire of London destroyed the old city with its dirty, narrow streets and wooden buildings. The new city was a much cleaner and safer place.

**2** What was the approximate population of Europe:

- a in 1347?
- b in 1351?

**3** Look at the pictures. Explain what part they played in the story of the plague.

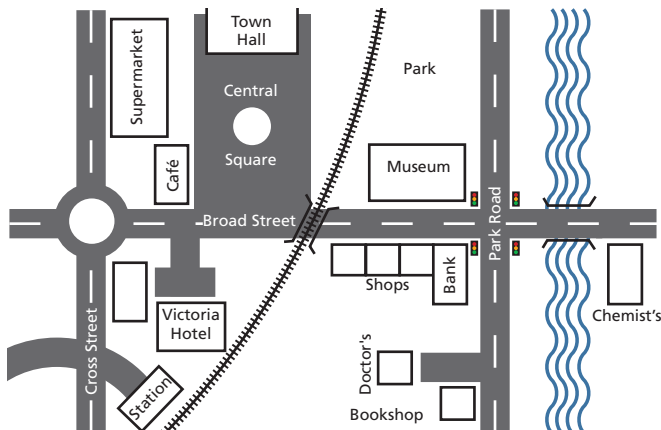


**4** Find out if the plague broke out in your town, city or country in the past. Answer the questions.

- 1 When did it happen?
- 2 Where did it come from?
- 3 How long did it last?

## Grammar

**1 a** Look at the map. Complete the dialogue with *a / an* or *the*. The people are at the station.



- Excuse me. How do I get to <sup>1</sup> \_\_\_\_\_ museum, please?
- Go down here and take <sup>2</sup> \_\_\_\_\_ first turning on <sup>3</sup> \_\_\_\_\_ right into Cross Street. Go along there till you come to <sup>4</sup> \_\_\_\_\_ roundabout. Turn right there.
- So that's turn right at Cross Street and right again at <sup>5</sup> \_\_\_\_\_ roundabout?
- Yes. Walk along that street. It's called Broad Street. And you'll come to <sup>6</sup> \_\_\_\_\_ bridge. Go under <sup>7</sup> \_\_\_\_\_ bridge and <sup>8</sup> \_\_\_\_\_ museum is on <sup>9</sup> \_\_\_\_\_ left. You can't miss it. It's <sup>10</sup> \_\_\_\_\_ biggest building in that street.
- Thank you. Is there <sup>11</sup> \_\_\_\_\_ café at <sup>12</sup> \_\_\_\_\_ museum?
- No, there isn't, but there's <sup>13</sup> \_\_\_\_\_ very good café on <sup>14</sup> \_\_\_\_\_ corner of Central Square. They serve <sup>15</sup> \_\_\_\_\_ best cakes in town there.

**b** Work with a partner. Make dialogues using the map to get:

- 1 from the park to the station.
- 2 from the station to the Victoria Hotel.
- 3 from the doctor's to a chemist's.
- 4 from the bookshop to the café.

**2** Put in *the* where necessary.

- 1 \_\_\_\_\_ London Bridge
- 2 \_\_\_\_\_ Palace of Westminster
- 3 \_\_\_\_\_ Science Museum
- 4 \_\_\_\_\_ Regent Street
- 5 \_\_\_\_\_ River Severn
- 6 \_\_\_\_\_ Globe Theatre

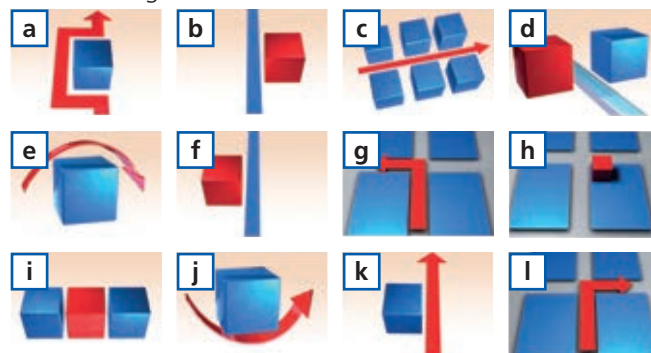
**3** Complete the dialogues with *somebody, anybody, everybody, nobody, something, anything, everything* or *nothing*.

- 1 • I'm hungry. I need \_\_\_\_\_ to eat.
  - Me too, but I haven't got \_\_\_\_\_ in my bag.
- 2 • \_\_\_\_\_ enjoyed the party. It was great!
  - Yes, and they all helped to clear up \_\_\_\_\_ afterwards.
- 3 • Did \_\_\_\_\_ phone while I was out?
  - No, \_\_\_\_\_ rang.
- 4 • I'm bored. I've got \_\_\_\_\_ to do.
  - Well, phone \_\_\_\_\_ and arrange to meet.

## Vocabulary

**4** Match the expressions to the diagrams.

- |                        |                     |
|------------------------|---------------------|
| 1 on the other side of | 7 round             |
| 2 over                 | 8 turn left         |
| 3 under                | 9 turn right        |
| 4 along                | 10 past             |
| 5 on the left          | 11 on the corner of |
| 6 on the right         | 12 between          |



## Listening

**5** 2.28 Put the dialogue in the correct order. Then listen and check.

- a  No, that's no good for me. I'm playing tennis in the morning. Can we meet at 2.30?
- b  Shall we go into town after school on Friday?
- c  What about one o'clock?
- d  Why don't we go bowling?
- e  OK. See you there at half past two. Bye.
- f  OK. What shall we do?
- g  Great. Bye.
- h  No, I can't. I'm going to my piano lesson. What about Saturday afternoon?
- i  Good idea. What time?

## Develop your writing

### Using pronouns and possessive adjectives

- 1 a** Look at this part of the story on page 48 and answer the questions about the words in blue.

The tailor walked up and down the bridge all day, but nothing happened and nobody spoke to **him**. The next day, as **he** was walking along the bridge, two boys suddenly ran towards **him**. **They** pushed **him** and **they** stole **his** bag.

- Which person or thing do each of the words refer to?
- Say if each word is a pronoun (*I, you, he, she, etc.*) or a possessive adjective (*my, your, his, her, etc.*).
- Why do we use these words?

- b** Rewrite the paragraph about Layla. Replace the words and phrases in bold with pronouns or possessive adjectives.

Last month, Layla went to London with <sup>1</sup>**Layla's** parents. <sup>2</sup>**Layla and her parents** had a great time. <sup>3</sup>**Layla and her parents** stayed at the Lancaster Hotel. <sup>4</sup>**The Lancaster Hotel** was very good. <sup>5</sup>**The Lancaster Hotel** was near Oxford Street. Layla wanted to go to all the big shops, but <sup>6</sup>**Layla's** dad wanted to go on a sightseeing tour. <sup>7</sup>**Layla** had <sup>8</sup>**Layla's** camera and <sup>9</sup>**Layla** took lots of photographs. On Sunday, <sup>10</sup>**Layla and her parents** went to the Natural History Museum. <sup>11</sup>**The Natural History Museum** had some dinosaurs. <sup>12</sup>**The dinosaurs** were huge. Layla really liked <sup>13</sup>**the dinosaurs**.

### Project task


- 2** Make a guide to your capital city or another important city.

- Get a map of the city from the Internet or from a tourist office. Label the important places. Add some pictures of the places.
- Give some information about the city (location, size, population, etc.).
- Write about an event in the city's history. What happened, and how did it change the city?

## Song

- 1 a** Complete the song with these words.

one world big tonight eyes  
music air starry town do

- b**  2.29 Listen and check your ideas.

- 2** Does the man catch the last train to London? Why? / Why not?

### Last Train to London

It was 9-29  
9-29 back street <sup>1</sup>\_\_\_\_\_ city  
The sun was going' down  
There was <sup>2</sup>\_\_\_\_\_ all around  
It felt so right

It was one of those nights  
One of those nights when  
you feel the <sup>3</sup>\_\_\_\_\_ stop turnin'  
You were standing there  
There was music in the <sup>4</sup>\_\_\_\_\_  
I should have been away  
but I knew I'd have to stay

#### Chorus

Last train to London just headin' out  
Last train to London just leavin' <sup>5</sup>\_\_\_\_\_  
But I really want tonight to last forever  
I really wanna be with you  
Let the music play on down the line <sup>6</sup>\_\_\_\_\_

There you were on your own  
Lookin' like you were  
the only <sup>7</sup>\_\_\_\_\_ around  
I had to be with you  
Nothin' else that I could <sup>8</sup>\_\_\_\_\_  
I should have been away  
but I knew I'd have to stay

#### Chorus

Underneath a <sup>9</sup>\_\_\_\_\_ sky  
Time was still but hours  
must really have rushed by  
I didn't realize  
that love was in your <sup>10</sup>\_\_\_\_\_  
I really should have gone  
but love went on and on

#### Chorus



## 5A They've been successful

## Vocabulary

## Experiences

1 a Complete phrases 1–7 with these verbs.

see visit be drive win do ride



- 1 \_\_\_\_\_  
a competition  
a race



- 2 \_\_\_\_\_  
a UFO  
a sports event



- 3 \_\_\_\_\_  
a place  
friends



- 4 \_\_\_\_\_  
a bike  
a horse



- 5 \_\_\_\_\_  
on TV  
in a film



- 6 \_\_\_\_\_  
a bungee jump  
karate



- 7 \_\_\_\_\_  
a go-kart  
a racing car



b Make two more expressions with each verb.

## Comprehension

2 3.2 Read and listen. Who are the people in the pictures?

## Ambitions

1 My name's Tilda. I want to be an actress. I've been in some plays at the theatre. Last year, I was in our school play. I haven't been on TV or in a film, but I'd love to. My favourite actress is Keira Knightley. I've seen nearly all her films. She became famous when she was very young, but she hasn't done anything silly like taking drugs and things like that. When she was only seventeen, she starred in the film *Bend It Like Beckham*. Since then, she's been in lots of films. My favourites are the *Pirates of the Caribbean* films with Johnny Depp. (I like him, too!) She's also done a lot of work for charities, like Water Aid. This charity helps to bring clean water to poor people in Africa. She's given some of her own money to charities, too.



2 My name's Brett. I want to be a Formula One driver. I've driven a go-kart lots of times, and I'm pretty good at it. I've won several races. Last week, I was in the County Championship. I didn't win it, because my car broke down. My hero is Sebastian Vettel. He started go-karting when he was only eight years old. Then he moved up to bigger and bigger cars, and in 2007 he became a Formula One driver. Since then, he's won lots of races and in 2010, he became the youngest driver to win the Formula One World Championship. I haven't seen a real Grand Prix, because I don't live near a racetrack. I've only watched them on TV, but I'd love to go to one and meet Sebastian Vettel.





3 Read the texts again. Complete the chart.

Name	Tilda	
Ambition	to be an actress	
Hero / Heroine		
Reason		

**Grammar**

**Present perfect**

4 a Complete the sentences from the texts in exercise 2.

- I \_\_\_\_\_ nearly all her films.
- She \_\_\_\_\_ anything silly.
- He \_\_\_\_\_ lots of races.
- I \_\_\_\_\_ a real Grand Prix.

b Read about the present perfect tense.

We use the present perfect to talk about experiences up to now. We aren't interested in when. When we say the actual time, we must use the past simple.

Present perfect: I've been in some plays at the theatre.

Past simple: Last year, I was in our school play.

c The present perfect tense has got two parts: *have / has + a past participle*. Look again at the sentences in exercise 4a. Find the two parts of the present perfect.

d Look at the examples. How do we make a regular past participle?

- play – played
- live – lived
- stop – stopped

e Some past participles are irregular (for example, *ride – ridden*). Find more irregular past participles in the texts in exercise 2.

*win – won*

5 a Look at the expressions in exercise 1. What are the past participles of the verbs?

b Have you done any of the things? Write down four things that you have done and four things that you haven't done.

*I've won a class competition.*

*I haven't won a race.*


**Speaking and listening**

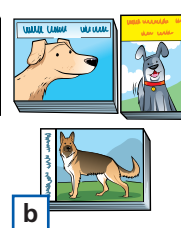
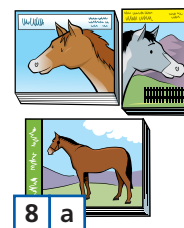
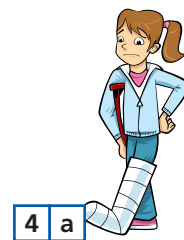
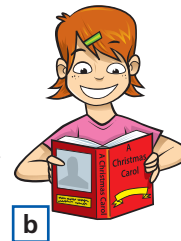
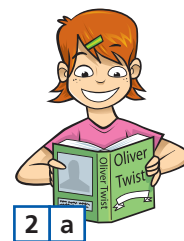
6 Work in a group. Play the game. Use the expressions in exercise 1.

A *I've seen a UFO.*

B *He's seen a UFO and I've done a bungee jump.*

C *He's seen a UFO. She's done a bungee jump and I've played ...*

7 a  3.3 Listen. What have the people done? Tick (✓) the correct picture in each pair.



b Write about each person.

*He's been on the radio. He hasn't been on TV.*

# 5B Have you ever climbed a mountain?



## Comprehension

1 **3.4** Read and listen to the story.  
Why is Sweet Sue happy at the end?



**2** Complete the sentences with *Sweet Sue* or *Smart Alec* and the correct verb.



- 1 \_\_\_\_\_ hasn't \_\_\_\_\_ in a balloon.
- 2 \_\_\_\_\_ has never \_\_\_\_\_ basketball.
- 3 \_\_\_\_\_ has \_\_\_\_\_ lots of competitions.
- 4 \_\_\_\_\_ hasn't \_\_\_\_\_ Mount Everest.
- 5 \_\_\_\_\_ has \_\_\_\_\_ to Africa and Asia.
- 6 \_\_\_\_\_ hasn't \_\_\_\_\_ golf.
- 7 \_\_\_\_\_ has \_\_\_\_\_ Egypt.
- 8 \_\_\_\_\_ has \_\_\_\_\_ into a hole in the pavement.

### Grammar

#### Present perfect: questions

**3 a** Complete the questions and short answers.

- 1 \_\_\_\_\_ won any competitions?
- Yes, I <sup>2</sup> \_\_\_\_\_. / No, I haven't.
- 3 \_\_\_\_\_ climbed Mount Everest?
- Yes, he has. / No, he <sup>4</sup> \_\_\_\_\_.

**b** How do we make questions in the present perfect?

**c** Find more examples of questions in the story.

#### Present perfect: ever and never

**4 a** Complete the dialogue from the story.

Smart Alec Have you <sup>1</sup> \_\_\_\_\_ played golf, Sweet Sue?

Sweet Sue No, I haven't. I've <sup>2</sup> \_\_\_\_\_ played any sports.

**b** We often use *ever* and *never* with the present perfect.

Ever	means	up to now.
Never		not up to now.

**c** Where do *ever* and *never* go in the sentence? Put them into these sentences.

- 1 Have you flown in a balloon?
- 2 I've played basketball.

**5 a** Look back at all the Sweet Sue and Smart Alec stories. Has Sweet Sue ever done these things?

- 1 drive a car
- 2 play tennis
- 3 win the Detective of the Year award
- 4 find a missing dog
- 5 visit Egypt
- 6 have flu
- 7 climb a mountain
- 8 give someone directions
- 9 solve a bank robbery

**b** Ask and answer with a partner.

- *Has Sweet Sue ever driven a car?*
- *Yes, she has. On page 6 she arrived at Lord Riley's house in her car.*

### Speaking

**6 a** Look at the pictures and the cues. Say the things you have / have never done.

*I've ridden a horse. / I've never ridden a horse.*



1 ride a horse



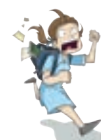
2 win a prize



3 climb a tree



5 meet a film star



6 be late for school



4 be in a play



8 see a ghost



7 play chess



10 have chickenpox



9 drive a go-kart

**b** Work with a partner. Ask and answer.

- *Have you ever ridden a horse?*
- *Yes, I have. / No, I haven't.*

## 5C Making people aware

### Reading

1 **3.5** Read and listen to the text. Answer the questions.

- 1 Who is the text about?
- 2 Where is he from?
- 3 What is 'the world's highest rubbish dump'?
- 4 Has the problem improved?

**KEN NOGUCHI** is a mountain climber. He's climbed Mount Everest. It wasn't the Japanese climber's first visit to the top of the world's highest mountain. He's climbed it five times, and he's going to do it again. He doesn't do it for fun. He goes there to collect something - rubbish!

Ken's team of climbers from Japan and Nepal have collected over 500 kilograms of rubbish and brought it down the mountain. They have collected a lot of small things, like drinks cans, food packaging and plastic bags, but also some large things, like tents, sleeping bags and empty oxygen bottles. Where has all this rubbish come from?

The first people to climb Mount Everest were Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal (the home of Mount Everest). They reached the top in May 1953. Since then, modern equipment has made it a lot easier, and thousands of people have climbed the mountain. They have left tonnes of rubbish there, because they don't want to carry it back down the mountain. And unfortunately, the rubbish doesn't decompose in the cold air. Now there is so much rubbish that people have called the mountain 'the highest rubbish dump in the world'.

Ken Noguchi wants to make people aware of the problem. He has taken some of the rubbish to Japan and Korea and put it on display. A lot of climbers come from these countries. 'We must keep the world's highest mountain clean,' he said. Things are better now. People are aware of the problem. And now all climbers must bring their own rubbish back or pay a big fine. However, Ken thinks there is probably about 50 tonnes of old rubbish still there.

2 Match the halves of the sentences.

- |                           |  |
|---------------------------|--|
| 1 Ken Noguchi             | a mustn't leave their rubbish behind.    |
| 2 Mount Everest           | b have collected over 500 kg of rubbish. |
| 3 Ken's team              | c is still on the mountain.              |
| 4 Hillary and Tenzing     | d have climbed Everest since 1953.       |
| 5 Thousands of people     | e is in Nepal.                           |
| 6 Some of the rubbish     | f has climbed Everest five times.        |
| 7 Today's climbers        | g is on display in Japan and Korea.      |
| 8 Fifty tonnes of rubbish | h were the first to climb Everest.       |



**3 a Find this information in the text.**

- 1 two small kinds of rubbish that people have left on the mountain
- 2 two large things that people have left there
- 3 two reasons why there is so much rubbish there
- 4 two places where Ken has displayed the rubbish
- 5 two reasons why the situation is better now

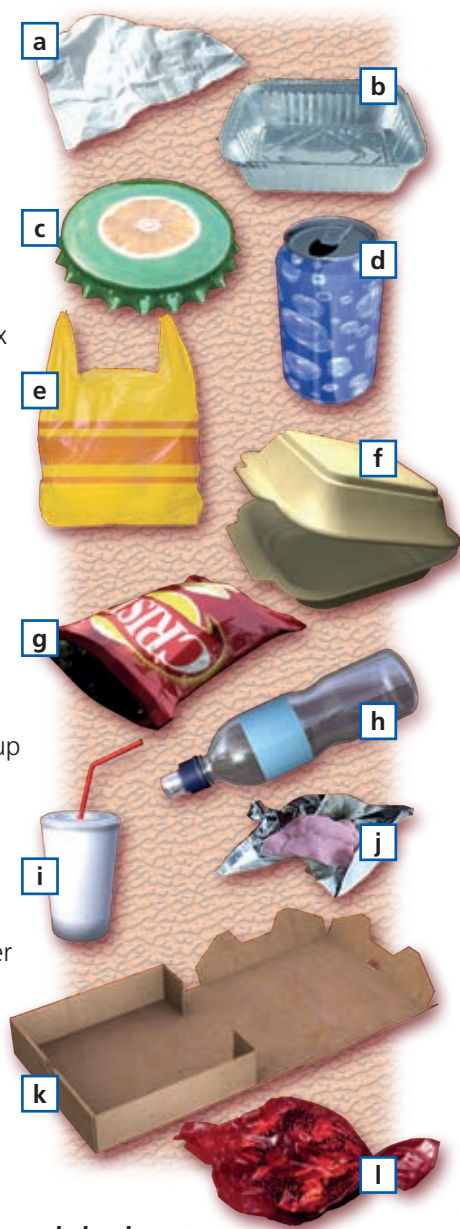
**b** If Ken brings down the same amount of rubbish each time, how many more trips must he make?

**Vocabulary**

**Rubbish**

**4 a Match the expressions to the pictures.**

- 1 a plastic bag
- 2 a bottle top
- 3 a drinks can
- 4 a cardboard box
- 5 a foil tray
- 6 chewing gum
- 7 food packaging
- 8 a polystyrene cup
- 9 a crisp packet
- 10 a sweet wrapper
- 11 a paper tissue
- 12 a plastic bottle



**b** 3.6 Listen and check.

**c Answer the questions.**

- 1 Which things in the list can be recycled?
- 2 What other kinds of rubbish can you name?
- 3 Which of the things in the list do you often throw away?

**Listening**

**5 a** 3.7 You're going to hear about the man in the picture – Lewis Gordon Pugh. Listen. Why is he swimming in the Antarctic?

- a to break the record for swimming in the Antarctic
- b to make people aware of global warming
- c to test his own body
- d to swim with penguins and seals



**b** 3.7 Listen again. Answer the questions.

- 1 Where did he swim last year?
- 2 How far did he swim?
- 3 What was the temperature of the water?
- 4 What dangerous animals were there, too?
- 5 Which other ocean has he swum in?
- 6 Is he going to do it again?

**Speaking**

**6** Work with a partner. Student A is a news reporter. Student B is Ken Noguchi or Lewis Gordon Pugh. Make an interview.

- How many times have you climbed Mount Everest?
- Five times. But I'm going to do it again.



## Layla's news

**1 a** What happened in the last episode of the story?  
Look back and check your ideas.



**1** Saturday afternoon.

**Layla** Hi, Chloe. Sorry I'm late.  
**Chloe** That's OK. I've just arrived, too.  
**Layla** I've been on the computer with *Virtual Soap*. It was getting so exciting!  
**Chloe** Oh, right. How did your date with 'virtual' Matt go?  
**Layla** Well, we didn't ...

**b** **3.8** Read and listen to the story.

- 1 What has happened to virtual Matt?
- 2 Why is Dylan shocked?



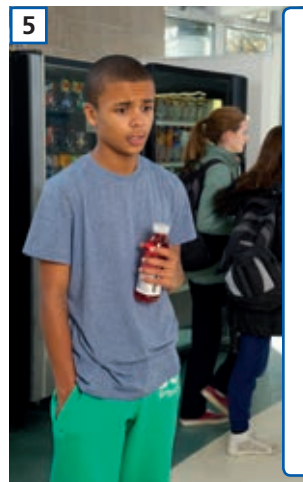
**2**  
**Chloe** Oh, hi, Dylan. Are you waiting for James?  
**Dylan** Yes, but he's just phoned to say he'll be late.  
**Layla** We're going swimming. Maybe we'll see you later.  
**Dylan** Yes, maybe. I'm just going to get a drink from the machine.  
**Chloe** Oh, OK. Anyway, Layla, you were telling me about your date with Matt.

**Dylan (thinks)** Matt, Matt, Matt. Why do we always talk about Matt?

**Layla** You won't believe what's happened.  
**Dylan (thinks)** Actually, I don't want to know. I've heard enough about Matt.  
**Chloe** Well come on. Tell me all about it.  
**Layla** Well, Matt was in the gym changing rooms at school and he found a wallet.  
**Chloe** Where was it?  
**Layla** On the floor. Anyway, Matt was looking inside it to see whose it was when one of the teachers came in.  
**Chloe** Oh no. Did he think that Matt was stealing it?



**4**  
**Layla** Yes, so he sent Matt to see the head teacher.  
**Chloe** And what did the head teacher do?  
**Layla** He excluded Matt.  
**Chloe** Excluded him? So he has to go to another school now?  
**Layla** It's worse than that. His parents were so annoyed that they've decided to move to another town – in Scotland!



**5**  
**Chloe** But Matt didn't steal the wallet.  
**Layla** I know, but it means that I'll never see Matt again!  
**Chloe** Oh, dear. That's terrible!  
**Layla** Well, I'm sure I'll find someone else. Come on. Let's go and get changed.  
**Dylan (thinks)** Matt was going to the gym when I saw him yesterday. But he's not a thief. I don't believe it! Poor Matt!

**2 a** Put the events of what happened to virtual Matt in the correct order.



- a  They decided to move to Scotland.
- b  He looked inside the wallet to see whose it was.
- c  The head teacher excluded Matt.
- d  The teacher thought Matt was stealing the wallet.
- e  Matt's parents were very annoyed.
- f  He found a wallet on the floor of the changing rooms.
- g  Matt went to the gym.
- h  The head teacher told Matt's parents.
- i  A teacher came in and saw him.
- j  The teacher sent Matt to the head teacher's office.

**b** Work in a group. Write and act the story of what happened to virtual Matt.

### Everyday English

#### Useful expressions

**3 a** Match the halves of the expressions.

- |                     |                    |
|---------------------|--------------------|
| 1 Sorry             | a arrived, too.    |
| 2 I've just         | b dear.            |
| 3 You won't believe | c I'm late.        |
| 4 I don't want      | d all about it.    |
| 5 Tell me           | e to know.         |
| 6 Oh                | f what's happened. |

**b** Use the expressions in exercise 3a to respond to sentences 1–6.

- 1 The teacher's got our test results.
- 2 We had a great holiday.
- 3 The lesson started ten minutes ago.
- 4 What's the matter?
- 5 Sorry I'm late.
- 6 I hurt my arm when we were playing football.

#### just + present perfect

**4 a** We can use the present perfect to talk about a recent event. We often use *just* with it. Look at the sentences from the story. Put *just* in the correct place.

- 1 I've arrived, too.
- 2 He's phoned to say he'll be late.

**b** Say what's just happened. Use the cues.

- 1 We / have lunch  
*We've just had lunch.*
- 2 I / send a text to my friend
- 3 Matt / phone
- 4 I / buy some juice
- 5 James / leave his house
- 6 Layla / arrive
- 7 I / finish my homework
- 8 She / go to the post office
- 9 I / hear the news about Matt
- 10 We / have a game of basketball

**5** Make dialogues using *just* + the present perfect. Use the cues and your own ideas.

- 1 Would you like a drink?  
No / have  
• *Would you like a drink?*  
• *No, thanks. I've just had a milkshake.*
- 2 Has Dylan arrived?  
Yes / see
- 3 Shall we have a game of table tennis?  
No / play
- 4 Are you sure the film starts at 5.30?  
Yes / check
- 5 Do you want a sandwich?  
No / have
- 6 Hello. Can I speak to Melinda, please?  
Sorry / go out
- 7 Have you done today's Science homework?  
Yes / finish
- 8 Are you going to watch the football match on TV?  
Yes / switch on
- 9 Did you remember Peter's birthday?  
Yes / send
- 10 Did you have a good holiday?  
Yes / get back



**1** **3.9** Read and listen to the text. Match the names to the descriptions.

- |                   |                   |
|-------------------|-------------------|
| 1 Horatio Nelson  | a a pop star      |
| 2 Boudicca        | b a writer        |
| 3 John Lennon     | c an admiral      |
| 4 I K Brunel      | d a factory owner |
| 5 J M W Turner    | e a queen         |
| 6 Charles Dickens | f a painter       |
| 7 Lord Ashton     | g an engineer     |

**2** Which person is connected to these places? Why?

- |             |                    |
|-------------|--------------------|
| 1 Lancaster | 4 Trafalgar Square |
| 2 Margate   | 5 Liverpool        |
| 3 Bristol   | 6 Portsmouth       |

**3 a** What two queens are mentioned?

**b** Match these cues to the correct queen.

64 years Romans earliest  
richest tribe place names

**4** Compare with your country. Give examples of:

- famous statues of national heroes and heroines.
- statues or places named after famous people in your town.

Why are the people commemorated?

## HEROES and heroines

All countries have their own national heroes and heroines. You see statues of these people in towns and cities. Streets, squares, parks and buildings are often named after them, too. Here are some examples from the UK.

The most famous monument in London is Nelson's Column in Trafalgar Square. The statue on top of the column is of Admiral Horatio Nelson. He defeated the French navy at the Battle of Trafalgar in 1805. Nelson himself died in the battle.

Near the Houses of Parliament is the statue of Britain's first national heroine – Boadicea, or Boudicca. She was the queen of a British tribe and she led a rebellion against the Romans.

Sometimes places are named after heroes or heroines. Liverpool Airport is called John Lennon Airport. He came from

Liverpool and started the most famous pop group in the world – the Beatles. He was shot in New York in 1980.

Brunel University in Bristol is named after the engineer, Isambard Kingdom Brunel. He built a railway from London to Bristol, as well as tunnels, bridges and ships.

In Margate, Kent, you can visit the Turner Gallery. It's named after the painter, J M W Turner. He painted many of his pictures in Margate.

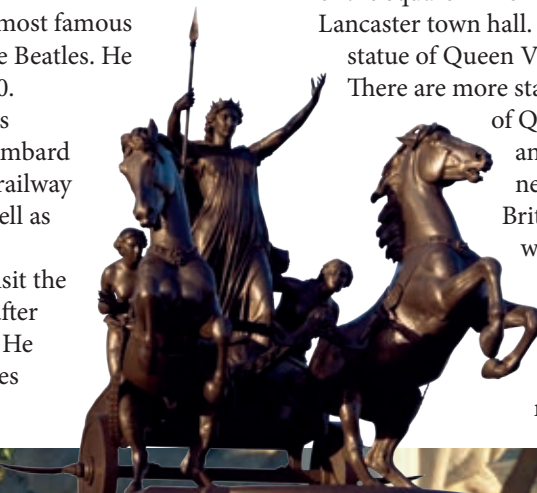
A lot of buildings in London and other cities have blue plaques on them. These show that a famous person lived or worked there. You can see plaques for scientists, artists, poets, politicians, actors and lots of other people. This plaque shows us that the writer, Charles Dickens, was born in this house in Portsmouth.

Many places are named after famous local people, too. The town hall in the city of Lancaster, for example, is called Ashton Hall after Lord Ashton. He was a very rich businessman, and he owned some large factories in the city.

This statue is in the middle of the square in front of Lancaster town hall. It's a statue of Queen Victoria.

There are more statues

of Queen Victoria in the UK than of anybody else. She was queen for nearly 64 years (1837–1901), when Britain was the richest country in the world. Many places are named after her, too. London and Manchester both have a Victoria Station, and many towns and cities have a street, road, square or park named after her.





## Computer studies: safety on the Net

**1 a** Complete the tips for safety on the Net with these words.

reply nickname delete friends attachments  
pet numbers mobile phone parents log off

**b** 3.10 Listen and check.

**2 a** 3.11 Listen. Which of the people know the safety rules for the Net?

**b** 3.11 Listen again. What are the people doing right or wrong?

**3** Why are these rules important? What can happen if you don't follow them?

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## HOW CAN YOU STAY SAFE ONLINE?

### Here are some simple tips.

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SUBMIT

Looking for something?

**CHATROOMS AND SOCIAL NETWORKS**

- 1** Never use your real name on the Internet. Use a <sup>1</sup>\_\_\_\_\_. Your friends will recognize it, but strangers won't.
- 2** Never give your real address, school, date of birth or e-mail address on the Internet.
- 3** Always set Privacy Settings to '<sup>2</sup>\_\_\_\_\_ only'.
- 4** Always <sup>3</sup>\_\_\_\_\_ before you leave a computer.

**PASSWORDS**

- 1** Never tell anyone your password – even your best friend.
- 2** Don't write your password down or store it on your <sup>4</sup>\_\_\_\_\_. Keep it in your head! Nobody can see it there.
- 3** Don't use these things for passwords: family names, your date of birth, your <sup>5</sup>\_\_\_\_\_ 's name, your favourite pop group or friends' names. People can guess your password from them.
- 4** For a good password use a mixture of letters, <sup>6</sup>\_\_\_\_\_ and symbols.

**E-MAILS**

- 1** Sometimes you can get an e-mail from an unknown address:
  - Don't <sup>7</sup>\_\_\_\_\_ to it.
  - Don't open any <sup>8</sup>\_\_\_\_\_ as they may contain a virus.
  - Delete the e-mail immediately.
- 2** Sometimes you can get an e-mail that says bad things:
  - Don't reply to it.
  - Don't <sup>9</sup>\_\_\_\_\_ it.
  - Show it to your <sup>10</sup>\_\_\_\_\_ or a teacher.

## Vocabulary

**1 a** Complete the expressions with these verbs. Then match them to the pictures.

win ride see be fly write drive climb

- 1 \_\_\_\_\_ a go-kart      5 \_\_\_\_\_ a song  
 2 \_\_\_\_\_ in a balloon      6 \_\_\_\_\_ a mountain  
 3 \_\_\_\_\_ in hospital      7 \_\_\_\_\_ a horse  
 4 \_\_\_\_\_ a show      8 \_\_\_\_\_ a race



**b** Write the past participles of the verbs.  
*win – won*

**2 a** Have you done any of the things in the pictures? Put your answers in a chart like this.

	You	Megan
1 won a race?		

**b** **3.12** Listen. Which of the things has Megan done? Complete your chart.

## Grammar

**3 a** Use your chart. What has Megan done? What have you done? Write sentences.

- 1 *Megan has won a race, but I've never won a race.*  
 2 *She's never ...*

**b** Ask and answer with a partner.

- *Has Megan ever won a race?*
- *Yes, she has.*
- *Have you ever won a race?*
- *Yes, I have. / No, I haven't.*

**4** What has Syd just done?



- 1 *Syd's just woken up.*      2 \_\_\_\_\_



- 3 \_\_\_\_\_      4 \_\_\_\_\_



- 5 \_\_\_\_\_      6 \_\_\_\_\_

## Listening and speaking

**5 a** **3.13** Something is missing from each line of these dialogues. Listen and find the missing words.

- Hi. I'm late.  
• That's OK. I've just arrived.
- Have you played ice hockey?  
• No, I haven't, but I've watched it.
- Shall we go to the sports centre for a game?  
• Can we go a bit later? I've had my lunch.
- Ken Noguchi has collected rubbish from Mount Everest.  
• Yes, I know, but there are still 50 tonnes there.

**b** Work with a partner. Read the corrected dialogues.

## Develop your writing

### Organizing a text

#### 1 a Read about organizing a text.

When you write a text, you must first decide: What information am I going to include? Not all information is important.

How do you do this? A simple way is to make a list of questions. Ask yourself: What will the reader want to know about the topic?

#### b Read the questions for writing about a famous person's life. Which questions are important? Choose six.

- 1 Where and when was he / she born?
- 2 What pet did he / she have as a child?
- 3 What do we know about his / her early life?
- 4 How did he / she start in his / her profession?
- 5 How many brothers and sisters did he / she have?
- 6 What colour were his / her eyes?
- 7 How did he / she become famous?
- 8 What did he / she achieve?
- 9 What was his / her favourite food?
- 10 What did he / she do in later life?

### Project task

#### 2 Make a project about a famous person from your country.

- 1 Choose a famous person. Find some information about him / her.
- 2 Write a text about the person. Use the questions in exercise 1b to help you plan the text.
- 3 Give some examples of how the person is commemorated in your country today.
- 4 Illustrate your text with some pictures.

## Song

#### 1 3.14 Listen and choose the correct words.

#### 2 Why does the singer feel like a champion?

- 1 He used to be very poor, but now he's rich and famous.
- 2 He's won lots of international competitions and prizes.
- 3 He's had a very easy life with very few problems.
- 4 Bad things have happened, but they haven't stopped him.

### We Are the Champions

I've paid my <sup>1</sup>dues / taxes  
Time after time,  
I've <sup>2</sup>done / had my sentence,  
But committed no crime.  
And <sup>3</sup>big / bad mistakes,  
I've made a <sup>4</sup>few / lot  
I've had my share of sand kicked in my face,  
But I've <sup>5</sup>come / stayed through.

And we can go on and on and on ...

#### Chorus

We are the champions, my <sup>6</sup>mate / friend  
And we'll keep on <sup>7</sup>fighting / going till the end.  
We are the champions.  
We are the champions.  
No <sup>8</sup>space / time for losers  
'Cause we are the champions  
Of the <sup>9</sup>world / universe.

I've taken my <sup>10</sup>bows / time,  
My curtain calls,  
You've <sup>11</sup>given / brought me  
fame and fortune and  
everything that goes with it,  
I thank you all.  
But it's been no bed of  
<sup>12</sup>flowers / roses,  
<sup>13</sup>A / No pleasure cruise.  
I consider it a challenge  
before the whole human race  
That <sup>14</sup>I'd / we'd never lose.

And we can go on and on  
and on and on ...

#### Chorus



## 6A What's the matter?

## Vocabulary

## Something's wrong

1 a Complete the expressions with these words.

knee a cold thirsty bored hot a spot  
back a sore throat sore eyes tired toothache

I'm	hungry.	My	ear	hurts. itches.
	cold.		5 _____	
	1 _____	6 _____		
	2 _____	I've got	a headache.	
3 _____	7 _____			
4 _____	8 _____			
9 _____				
I feel sick.		10 _____		
I don't feel well.		11 _____		

b Add some more words to the boxes.

c Make expressions to match the pictures.

He's thirsty.



2 Work with a partner. Student A: ask what's wrong. Student B: mime the problem. Student A: try to guess what's wrong.

- *What's wrong?*
- (Mimes the problem)
- *Have you got a headache? / Are you tired?*

## Comprehension

3 a Read the dialogue. What do you think the correct words are?

b 3.15 Listen and check your ideas.

- Dylan Have we got any painkillers, Mum?  
Mum Why? What's the <sup>1</sup>*matter / wrong*?  
Dylan I've got a <sup>2</sup>*cold / headache*.  
Mum Well, you shouldn't sit so close to the <sup>3</sup>*window / TV*. You should sit back here in one of the <sup>4</sup>*armchairs / cupboards*.  
Dylan But I can't <sup>5</sup>*see / hear* it properly from back there.  
Mum You should go to the optician's.  
Dylan Oh, Mum. I don't want to wear <sup>6</sup>*glasses / shorts*.  
Mum Maybe, but you probably <sup>7</sup>*want / need* them.  
Dylan But I'll look like a geek.  
Mum No, you won't. Don't be <sup>8</sup>*silly / clever*. A lot of young people wear them.  
Dylan None of my friends do.  
Mum Well, anyway, you should have an <sup>9</sup>*eye / ear* test. I'll make an appointment for you tomorrow.  
Dylan Oh, all right.  
*Two weeks later ...*  
James Neat glasses, Dylan! You look really <sup>10</sup>*old / cool* in them.  
Dylan Thanks. And I can see the whiteboard properly now, too.



## Grammar

**should / shouldn't**

**4 a** Complete the sentences from the dialogue in exercise 3.

- 1 You \_\_\_\_\_ to the optician's.
- 2 You \_\_\_\_\_ so close to the TV.

**b** What form of the verb do we use after **should / shouldn't**? Complete the sentence with the correct form of the verb.

take  
to take  
taking

You shouldn't \_\_\_\_\_ a lot of painkillers.  
We normally use *should / shouldn't* to give advice.

**5 a** What things do your parents say that you should or shouldn't do? Write six things.



*You should eat your vegetables.*

**b** Work in a group. Compare your ideas. Find the ten most common things that parents say.

**c** How do you normally respond to the things parents say?

- *You should eat your vegetables.*
- *But I don't like them.*

## Listening

**6 a** 3.16 Copy the chart. Listen. Write the problems in the first column.

Problem	Advice
<i>I'm tired.</i>	<i>You should go to bed earlier.</i>

**b** What advice do the people give? Choose the things they talk about. Add them to your chart. Use full sentences.

## Advice

take some medicine  
go to the dentist's  
help with the housework  
eat so much  
go to the doctor's  
stay up so late  
go and see one of your friends  
do your homework  
go to school today  
eat so many sweets  
put a jumper on  
go to bed earlier  
stay in bed  
get up earlier

**c** 3.16 Listen again and check.

**7** Work with a partner. Make dialogues. Use the ideas in your chart in exercise 6a.

Student A Ask what's wrong.

Student B Say what your problem is.

Student A Give some advice.

Student B Respond to the advice.

- *What's up?*
- *I'm tired.*
- *Well, you should go to bed earlier.*
- *I know, but I wanted to watch the football on TV.*

**8** How could your life be made better? Write six ideas. Use **should** or **shouldn't**.

*School should start an hour later.*

*Teachers shouldn't give homework every day.*

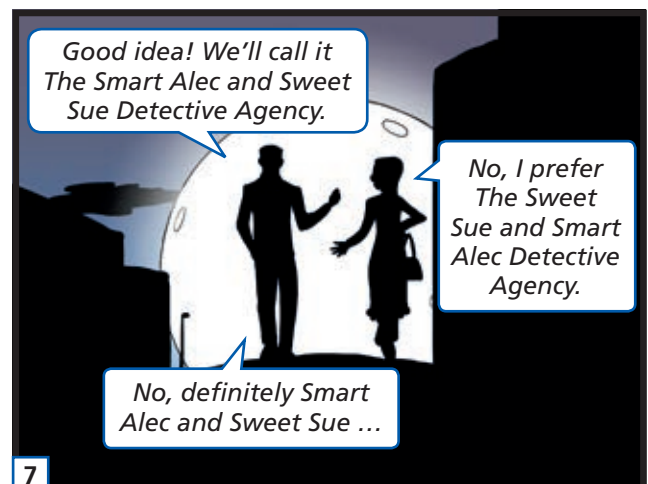
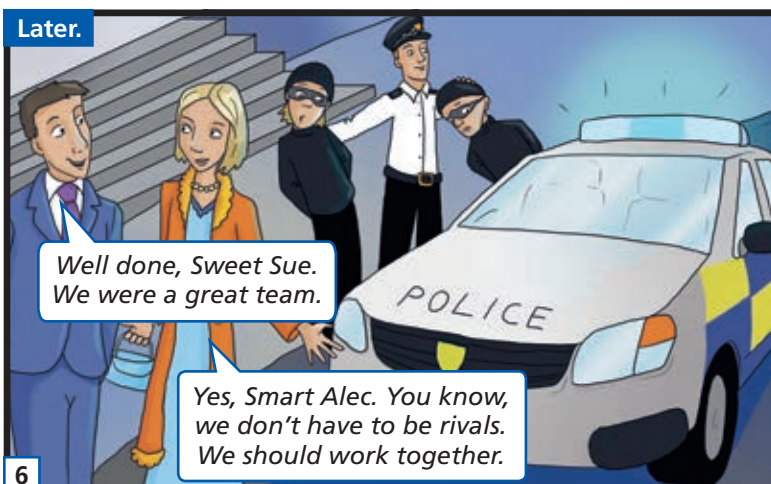
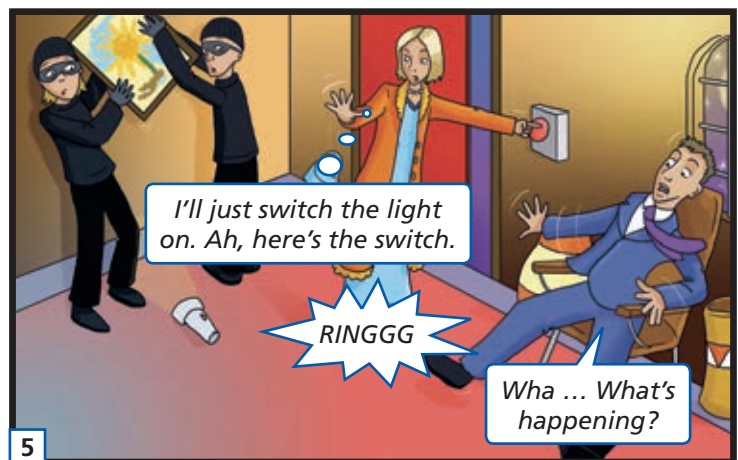
# 6B A happy ending?



## Comprehension

1 **3.17** Read and listen to the story. Why is Smart Alec at the museum? Why is Sweet Sue there?

Some people are stealing things from the City Museum. Smart Alec has been at the museum every night this week, but the thieves haven't come.



**2** Put the sentences in the correct order to tell the story.

- a  Smart Alec wakes up suddenly.
- b  She decides to investigate.
- c  The thieves arrive, but Smart Alec doesn't see them.
- d  He decides to stay tonight because he wants to catch the thieves.
- e  They decide to work together in future.
- f  She wants to switch on the light, but she actually switches on the alarm.
- g  Smart Alec is tired because he's been at the museum all week.
- h  As Sweet Sue is going past the museum, she sees that the door is open.
- i  He tries to stay awake, but he soon falls asleep.
- j  Sweet Sue and Smart Alec arrest the thieves.

**Grammar**

*must / mustn't*

**3 a** Complete the sentences from the story.

I \_\_\_\_\_ stay awake. I \_\_\_\_\_ fall asleep.

**b** Translate the sentences into your own language.

**c** Find more examples of *must* and *mustn't* in the story.

*must / mustn't / don't have to*

**4 a** Complete the sentences from the story.

- 1 We \_\_\_\_\_ catch those thieves. (It's necessary.)
- 2 You \_\_\_\_\_ touch that switch. (Don't touch it.)
- 3 You \_\_\_\_\_ stay here again tonight. (It isn't necessary.)

**b** Translate the sentences into your own language.

**5** What do the signs mean? Say what you must or mustn't do. Use these verbs.

show stop take turn switch off  
talk wear touch cross swim



**Speaking and listening**

**6 a** **3.18** Look at 1–10. Matt is talking about the rules at their school. Listen. Write M for *must*, MN for *mustn't* or D for *don't have to*.

- 1 wear a uniform \_\_\_\_\_
- 2 wear jewellery \_\_\_\_\_
- 3 arrive at school before 8.45 \_\_\_\_\_
- 4 go to school on Saturdays \_\_\_\_\_
- 5 smoke \_\_\_\_\_
- 6 stand up when a teacher comes in \_\_\_\_\_
- 7 run in the corridors \_\_\_\_\_
- 8 stay in the playground at break time \_\_\_\_\_
- 9 go outside when it rains \_\_\_\_\_
- 10 switch off mobile phones in lessons \_\_\_\_\_

**b** What are the rules in your school? Draw some signs to illustrate six of them.

**Writing**

**7 a** Write down two things that:

- 1 you must do tomorrow.
- 2 you don't have to do on Sundays.
- 3 you mustn't do in your house.

**b** Compare your ideas with a partner.

## 6C Ashley's camera

### Reading

1 a Look at the title and the pictures. What's happening in each picture?

b Read the story and put the sections in the correct order.

a  The man knocked again – very loudly this time. Ashley hid behind the sofa. What should he do? Should he open the door? Ashley decided to escape. He crept into the kitchen and then ran out of the back door. But the man was now standing outside the back door and Ashley ran straight into him. The man fell backwards onto the garden and Ashley turned to run.

b  When he got off the bus in the High Street, he met Stephanie and Yvette. They were in his class. 'What are you doing, Ashley?' asked Stephanie.

'I'm trying out my new camera. Do you want to be in the photos?'

Stephanie looked at her watch. 'No, we can't. We have to go to school,' she said. 'And we mustn't be late today. We have to help the teacher with the register.'

c  Indoors, Ashley sat down, switched on the radio and took out his camera. The photos were very good. A few minutes later, the news came on the radio: 'There was a robbery at the Midtown Bank in Grangeport High Street this morning. The police are looking for two men ...'

Ashley looked at his last two photographs again. Behind the dog were two men, and they were coming out of the Midtown Bank in Grangeport High Street! Were they the robbers?

d  When he arrived home after school, Ashley's mother was in the car.

'I have to go to the shops,' she said. 'Have you got your key?' 'Yes, Mum,' said Ashley.

'Oh, Ashley, the ...' Mrs Simpson didn't finish her sentence, because Ashley was already going round the corner of the house to the back door.

'Oh, it doesn't matter,' she said.





**2 Complete the sentences.**

- 1 Ashley went to school early because ...
- 2 He didn't take any photos of the girls because ...
- 3 He took some photos of ...
- 4 While he was photographing the dog, he saw ...
- 5 When he got home, his mother was ...
- 6 He heard the news on the radio that ...
- 7 He thought the men in his photos ...
- 8 He didn't open the door because he thought the man ...
- 9 He couldn't phone the police because ...
- 10 When he ran out of the back door, he ...

**Listening**

**3 a Look at these things. Which do you think are mentioned in the last part of the story?**



**b** **3.19 Listen and check.**

**e** Suddenly, someone knocked at the front door. Ashley looked out of the window and he couldn't believe his eyes. At the door was one of the men in his photographs. 'Perhaps they saw me with my camera,' he thought, 'and now they're looking for me!' Ashley didn't open the door. He decided to phone the police. He picked up the phone and dialled 999, but nothing happened. The phone wasn't working. He tried his mobile, but it was no good. The battery was dead!

**f** **1** It was 12 June – Ashley Simpson's birthday. As soon as he got up, he opened his presents. There was a digital camera from his mum and dad and some money from his grandparents. Ashley normally went to school at half past eight, but today he ate his breakfast quickly and left at eight o'clock. He wanted to try out his new camera.

**g** The girls left, and Ashley looked round for something else to snap. He saw a dog outside the Midtown Bank. While he was taking some pictures of the dog, the door of the bank opened and two men came out. They were carrying a bag. Ashley thought it was strange, because the bank didn't open till half past nine. He took some more pictures of the dog and then he ran to school.

**Vocabulary**

**Phrasal verbs**

**4 a A lot of English verbs have got two parts:**

a verb + a particle (preposition or adverb).  
get up

**b Match the verbs and particles to make phrasal verbs from the story.**

**Verbs**

- sit
- try
- get
- switch
- look

**Particles**

- up
- out
- down
- off
- on
- for
- round

**c Make a sentence for each verb.**

sit down     I'm sitting down now.

**Writing**

**A story**

**5 a Tell the story of Ashley's camera from the man's point of view. Use the pictures to help you.**

**b Write his story. Follow this model.**

*This morning, I went to the Midtown Bank in ...  
We went there to ...  
When we came out, ...  
Later, I went to a house to ...  
I knocked on the door, but ... , so I ...  
Suddenly, the back door ... and ...  
Luckily, at that moment, the boy's ...  
and she ...  
It seems that the boy heard ... and he thought ...  
It was really very funny, but the boy ...*



## Matt

**1 a** What happened in the last episode of the story? Look back and check your ideas.



**1**

**James** Hi, Matt. Are you moving?  
**Matt** Yes, we are. Actually, we're going to live in Canada.  
**James** Wow! Has your dad got a job out there?  
**Matt** Yes, he has, and it's a very important job, too.  
**James** Sounds good. When are you leaving?  
**Matt** Oh, we aren't going till the summer.  
**James** Oh, right. Well, see you.



**3**

**Chloe** Hi, boys.  
**James** Hi. Did you have a good swim?  
**Layla** Yes, thanks. It was fun.  
**Chloe** And guess what! There's going to be a disco here on Saturday. Shall we go?  
**James** Oh, yes. That'll be great!  
**Layla** What about you, Dylan?

**b** **3.20** Read and listen to the story. Answer the questions.

- 1 What is James's news about Matt?
- 2 What does Dylan think the news about Matt is?
- 3 Why does Dylan walk out?



**2**

**James** Hi, Dylan. Have you heard the news about Matt?  
**Dylan** Yes, I have. Chloe and Layla were talking about it.  
**James** Really? Where did you see them?  
**Dylan** Here at the sports centre about an hour ago. They were going swimming.  
**James** Oh, I see. It's a pity about Matt. I'll miss him.  
**Dylan** Me, too. He's a bit of a bighead, but he's OK – and he's a good footballer.  
**James** Yes, that's true. I wonder if they play football in Canada.  
**Dylan** Canada? I thought he was moving to Scotland.  
**James** No, he definitely said Canada. He ...



**4**

**Dylan** No, I don't think I'll bother.  
**James** Why not?  
**Dylan** I just don't feel like it.  
**Layla** Oh, come on, Dylan. You can be my date.  
**Dylan** Huh. You're only asking me because Matt won't be there. See you.  
**James** What on earth's up with him?

**2 Correct the sentences.**

- 1 Matt's parents are selling their car.
- 2 They're moving to Australia.
- 3 They're going next week.
- 4 Dylan is at the shopping centre.
- 5 He saw Chloe and Layla ten minutes ago.
- 6 They were going running.
- 7 The disco is on Friday.
- 8 It's at the school.

**3 a Answer the questions.**



- 1 Why doesn't Dylan want to go to the disco?
- 2 What do you think the others tell him?

**b** 3.21 Listen to the end of the story and check your ideas.

**Everyday English**

**Useful expressions**

**4 a Look at the expressions. When do we use them?**

- |                |                                |
|----------------|--------------------------------|
| • Wow!         | • Me, too.                     |
| • Sounds good. | • Yes, that's true.            |
| • Oh, right.   | • Why not?                     |
| • Really?      | • What on earth are you doing? |
| • Oh, I see.   |                                |

**b Work with a partner. Make dialogues. Use expressions from exercise 4a to respond to 1–8. Some can go with more than one.**

- 1 Chloe and Layla like swimming.
- 2 Matt's going to live in Canada.
- 3 We'll need tickets for the disco.
- 4 Dylan doesn't want to be Layla's date.
- 5 The disco's going to start at nine o'clock.
- 6 Matt's good at football.
- 7 I think he's a bit of a bighead.
- 8 Layla wants to dance with Dylan.

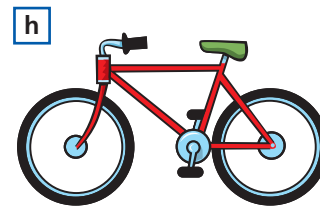
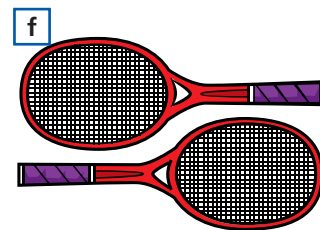
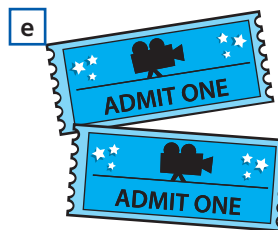
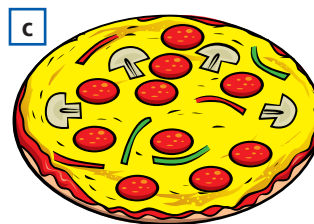
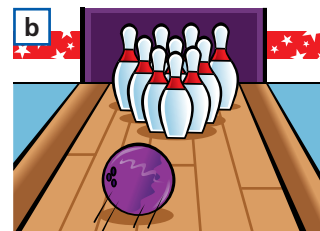
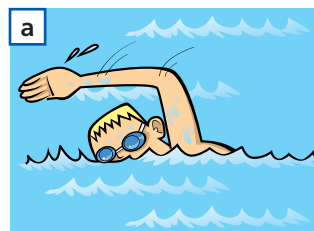
**5 Work in a group. Act the story in exercises 1 and 3.**

**Turning down a suggestion**

**6 a Put the dialogue in the correct order.**

- a  No, I don't think I'll bother.
- b  I just don't feel like it.
- c  Shall we go to the disco?
- d  Why not?

**b** 3.22 Listen. Which of these things do the people suggest?



**c** 3.22 Listen again. Match the reasons the people give for refusing to suggestions from a–h above.

- |   |   |
|---|---|
| <input type="checkbox"/> I don't feel very well.    | <input type="checkbox"/> I haven't got any money. |
| <input type="checkbox"/> I've got a headache.       | <input type="checkbox"/> My arm hurts.            |
| <input type="checkbox"/> I just don't feel like it. | <input type="checkbox"/> I'm not hungry.          |

**d Work with a partner. Make dialogues.**

- Student A Suggest something.  
 Student B Refuse.  
 Student A Ask for a reason.  
 Student B Give a reason.  
 Student A Respond.



## Signs

1 a Read the texts. Match them to the signs.

b 3.23 Listen and check.

2 What are the signs in your language?

3 3.24 Listen. Which of the signs do the people mention?



a

You see a lot of signs in the street, in shops and other buildings. Here are some common signs in Britain.

## SOME SIGNS GIVE INFORMATION:

- 1 This sign is very important in Britain, because people normally queue for things in shops, banks, post offices, ticket offices and so on. It tells you that you must join the queue and wait for your turn. People get very annoyed if you don't.
- 2 You sometimes find this sign on a machine. It tells you that the machine is not working, so you shouldn't use it.
- 3 You see a lot of these signs outside houses in British streets. It means that the people want to sell their house.



b

## SOME SIGNS GIVE WARNINGS:

- 4 You sometimes see this sign on a gate. It means that there is a dog in the house or garden, so you shouldn't go in there.
- 5 This sign means that you shouldn't drink the water. You can use it to wash your hands, but it isn't safe to drink.
- 6 You sometimes find this sign at a station. It tells you that there is a gap between the platform and the train, so you must be careful when you get on or off the train.



c

## SOME SIGNS GIVE COMMANDS:

- 7 You sometimes see this sign in the countryside. It means that the land belongs to someone, so you mustn't go in there.
- 8 You see this sign in museums and art galleries. It tells you that you mustn't touch the object, because the alarm will go off.
- 9 This sign means that you mustn't play games like football or tennis here. You sometimes see it in parks.



d



e



f



g



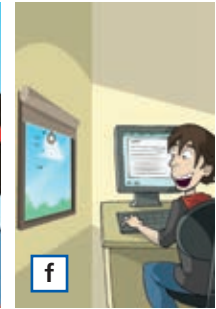
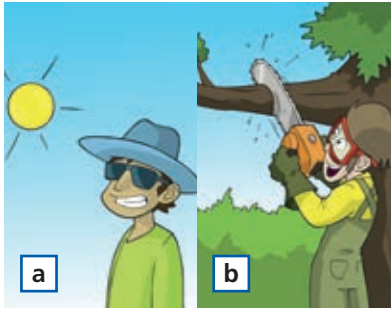
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i

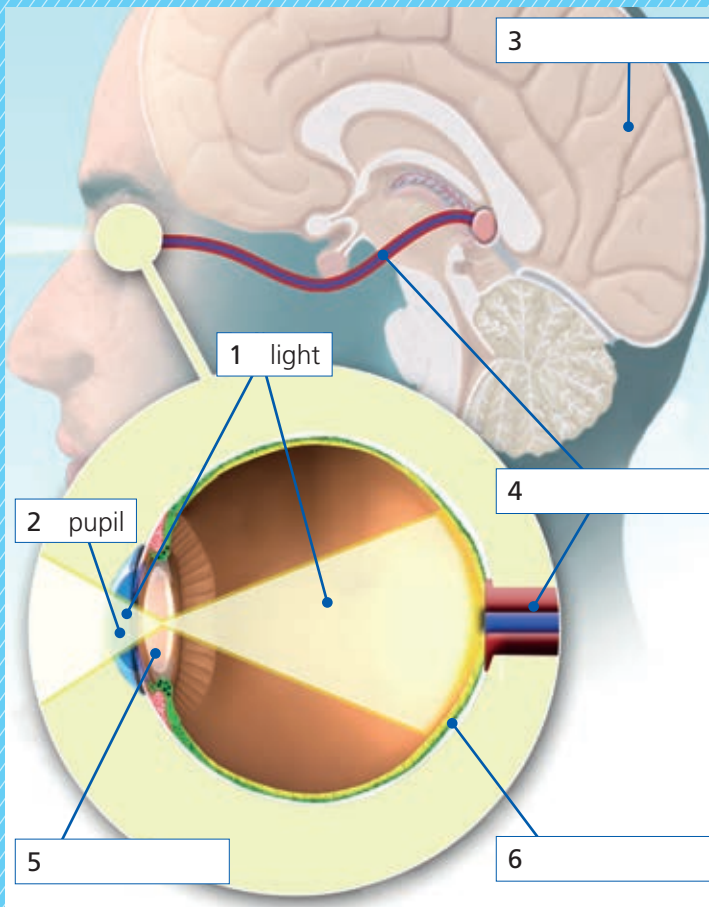
## Health: eyes

- 3.25** Read and listen to the first paragraph of the text. Label the diagram with the words in red.
- 3.26** Read and listen to the advice about looking after your eyes. Match these pictures to the advice.



### >> HOW DO WE SEE?

Light enters the eye through the **pupil**. The **lens** focuses the light onto the **retina** at the back of the eye. The retina changes the light into electrical signals. The **optic nerve** sends these signals to the **brain**.



### >> LOOKING AFTER YOUR EYES

Your eyes are very important to you. You should look after them.

- Have an eye test every two years. Children and old people should have a test every year.
- Always read and work in good light. Don't read when it's too dark or too bright.
- Rest your eyes every 15 minutes. Look away from your book or computer screen and look at something in the distance.
- Protect your eyes. If you're working with chemicals or tools, wear safety goggles. This is very important if you are working above your head, when something can fall into your eye.
- Wear sunglasses and a hat in bright sunlight.
- Never look directly at the sun. It can damage your eyes.

### 3 Make some advice about protecting your ears.

*You should ...*  
*You shouldn't ...*



## Grammar

1 Look at the signs and read the notices. Complete the sentences with **must**, **mustn't** or **don't have to**.

- You \_\_\_\_\_ have a shower before you use the pool.
- You \_\_\_\_\_ leave money or jewellery in the changing rooms.
- You \_\_\_\_\_ put them in a locker.
- You \_\_\_\_\_ put your clothes in a locker.
- Children under 14 \_\_\_\_\_ use the pool without an adult.
- Young people over 14 \_\_\_\_\_ be with an adult.
- You \_\_\_\_\_ dive into the pool.
- You \_\_\_\_\_ be careful near the pool.
- You \_\_\_\_\_ run round the pool.
- You \_\_\_\_\_ take a shower after you use the pool.

## Pool Rules



Have a shower before and after you use the pool.



Don't leave money or jewellery in the changing rooms. Put them in a locker with your clothes.



Children under 14 can only use the pool with an adult.



No diving into the pool.



Be careful when you walk round the pool. Don't run.

2 a Choose the correct word.

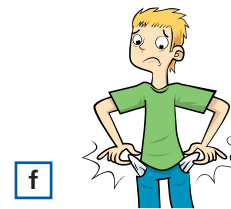
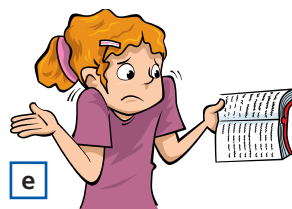
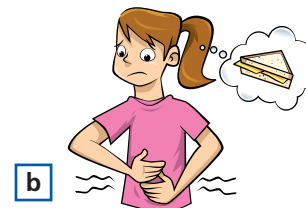
- I've got *a / the* headache.
  - You should take *a / some* medicine.
- My / The* ear hurts.
  - You should go *at / to* the doctor's.
- You shouldn't sit so close *to / on* the TV.
  - I know. I probably need *an / the* eye test.
- Shall we get tickets *of / for* the disco?
  - Yes. That's *the / a* good idea.

b 3.27 Listen and check.

## Writing and speaking

3 a Match the expressions to the pictures.

- I don't understand this book.
- I haven't got any money.
- I'm tired.
- I'm hungry.
- It's cold in here.
- I feel sick.



b Look at the pictures and write the advice.

*You should ... / You shouldn't ...*

c Work with a partner. Act the dialogues.

- What's up?*
- I'm tired.*
- You should / You shouldn't ...*

## Develop your writing

### Explaining the meaning

**1** Look at the texts on page 76. Find another way of saying these things.

- 1 It means that ...
- 2 You sometimes see this sign ...

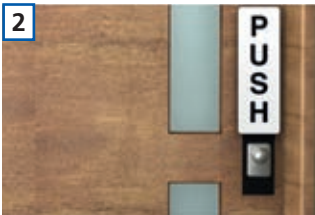
**2** Complete the explanations for these signs.

**1**



This \_\_\_\_\_  
you mustn't swim.  
You \_\_\_\_\_  
near lakes and  
rivers.

**2**



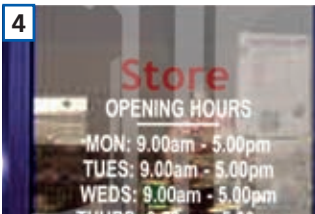
You \_\_\_\_\_  
on a door. It  
\_\_\_\_\_ you  
must push the  
door to open it.

**3**



This \_\_\_\_\_  
you mustn't go  
out this way. You  
\_\_\_\_\_ in car  
parks.

**4**



You \_\_\_\_\_  
in a shop window.  
\_\_\_\_\_ when  
the shop is open.

### Project task

**3** Make a project about signs that you see in your country.

- 1 Take photos of some signs or download images from the Internet.
- 2 Explain what each sign means and where you see it.
- 3 Create a useful sign for each of these places:
  - your school
  - your room at home

## Song

**1** **3.28** Listen to the song. Put the verses in the correct order.

**2** Why is the man feeling sick?

- a He's got a bad cold.
- b He's had a car accident.
- c He's in love.
- d He got caught in the rain.

### Contagious

**a**  I'm jumping on the last train  
Got this crazy kind of feeling that I can't explain  
Don't know where the hell I'm going  
But I'm going after you

**b**  It was raining on a Wednesday  
Doing ninety-five, ninety things left to say  
Told myself to keep on driving  
'Cause I left my heart with you

**c**  Would you give me one more minute?  
The story's far from finished  
We could fill in all the pages  
I'm feeling sick, girl, you're so contagious

**d**  And I know you think I'm crazy  
And I dress up like I'm four  
I don't do dinner and movies  
But if I showed up at your door

**e**  I'm flying down the fast lane  
Doing ninety-five, ninety things on my brain  
Don't know where the hell I'm going  
But I'm going after you

**f**  You think all my friends are crazy  
And I know you hate my car  
Well, I don't drive a Mercedes  
Would it be that hard?

**g**  Just wanna say I miss you  
I caught it when I kissed you  
And I've been through all the stages  
I'm feeling sick, girl, you're so contagious  
I'm feeling sick, girl, you're so contagious

**h**  I never thought that I could walk away  
Every second I'm regretting that I didn't stay  
How could I just keep on driving  
When I left my heart with you?



# Pronunciation

## Unit 1

### 1 Short vowels

**a** 4.2 These are short vowel sounds. Listen and repeat. Close your left hand each time.

/ɪ/	rich	/æ/	bad
/ɒ/	clock	/ə/	centre
/e/	bed	/ʌ/	mum
/ʊ/	book		

**b** Write two more words for each vowel sound.

### 2 Long vowels

**a** 4.3 These are long vowel sounds. Listen and repeat. Open your left hand each time.

/i:/	me	/ɑ:/	far
/ɔ:/	door	/u:/	two
/ɜ:/	bird		

**b** Say the words. Write the vowel sounds.

1 pack	/æ/	park	/ɑ:/
2 shot	/ /	short	/ /
3 this	/ /	these	/ /
4 pull	/ /	pool	/ /
5 had	/ /	hard	/ /
6 fox	/ /	forks	/ /
7 live	/ /	leave	/ /
8 hood	/ /	heard	/ /

**c** 4.4 Listen. Which word in each pair do you hear? If it has a long vowel, open your left hand. If it has a short vowel, close your left hand.

## Unit 2

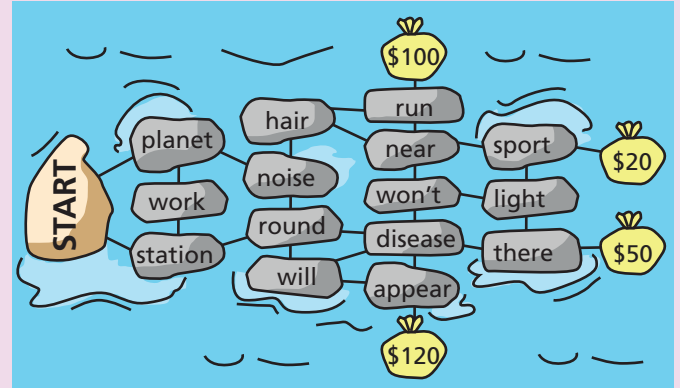
### 1 Diphthongs

**a** 4.5 Some English vowel sounds have two parts. We call these diphthongs. Listen and repeat.

/eɪ/	make	/aʊ/	down	/eə/	where
/aɪ/	nine	/əʊ/	those	/ɪə/	near
/ɔɪ/	boy				

**b** Write two more words for each sound.

**c** Follow the words with diphthong sounds. Which prize do you reach? You must follow the lines.



### 2 Odd one out

**a** Which word has a different vowel sound from the other two? Circle the odd one out.

- |         |       |        |
|---------|-------|--------|
| 1 day   | space | stamp  |
| 2 write | think | film   |
| 3 go    | won   | slow   |
| 4 send  | here  | next   |
| 5 star  | watch | want   |
| 6 bus   | sun   | sure   |
| 7 moon  | door  | cool   |
| 8 earth | year  | ear    |
| 9 found | four  | bought |
| 10 rain | hair  | wait   |

**b** 4.6 Listen and check.

## Unit 3

### 1 Consonants

**a** Most consonants in the phonetic alphabet are the same as normal letters. Look.

p = /p/    m = /m/    d = /d/

**b** Find the words. Use the list of vowel sounds in the phonetic alphabet on page 79.

- |          |                 |
|----------|-----------------|
| 1 /bʌs/  | 6 /,ɑ:ftə'nu:n/ |
| 2 /drɒp/ | 7 /'brəʊkən/    |
| 3 /taʊn/ | 8 /fæn'tæstɪk/  |
| 4 /dæm/  | 9 /'reɪlweɪ/    |
| 5 /gʊd/  | 10 /ə'raʊnd/    |

**c** 4.7 Listen, check and repeat.



## 2 Special consonant symbols

**a** 4.8 Some consonant sounds have special phonetic symbols. Listen and underline the sound in the word. Then listen again and repeat.

- |               |               |
|---------------|---------------|
| 1 /θ/ theatre | 5 /dʒ/ bridge |
| 2 /ð/ mother  | 6 /j/ you     |
| 3 /ʃ/ shop    | 7 /ŋ/ sing    |
| 4 /tʃ/ beach  | 8 /z/ usually |

**b** Write the words.

- |           |          |               |
|-----------|----------|---------------|
| 1 /ʃɒp/   | 4 /rɪŋ/  | 7 /ðɪs/       |
| 2 /dʒʌmp/ | 5 /θrəʊ/ | 8 /'telɪvɪʒn/ |
| 3 /wɒtʃ/  | 6 /jes/  | 9 /fɪʃ/       |

**c** 4.9 Listen, check and repeat.

## Unit 4

### 1 Silent letters

**a** The phonetic alphabet only shows the sounds. Silent letters are not shown. Look at these words. Which letters are silent?

- |                  |                  |
|------------------|------------------|
| 1 lamb /læm/     | 5 know /nəʊ/     |
| 2 two /tu:/      | 6 plague /pleɪg/ |
| 3 when /wen/     | 7 under /'ʌndə/  |
| 4 friend /frend/ | 8 walk /wɔ:k/    |

**b** Write the words.

- |             |            |             |
|-------------|------------|-------------|
| 1 /hu:/     | 4 /ni:/    | 7 /wɒt/     |
| 2 /'saɪəns/ | 5 /'ɑ:nsə/ | 8 /'kemɪst/ |
| 3 /'letə/   | 6 /pa:k/   | 9 /bɪld/    |

**c** 4.10 Listen, check and repeat.

### 2 Voiced and unvoiced consonants

**a** 4.11 Listen and repeat.

Voiced			Unvoiced		
/b/	bull	cub	/p/	pull	cup
/g/	game	bag	/k/	came	back
/d/	do	bad	/t/	two	bat
/v/	view	of	/f/	few	off

**b** 4.12 Listen. If you hear the word with the voiced consonant, clap your hands.

- |        |      |        |     |
|--------|------|--------|-----|
| 1 bull | pull | 5 do   | two |
| 2 cub  | cup  | 6 bad  | bat |
| 3 game | came | 7 view | few |
| 4 bag  | back | 8 of   | off |

## Unit 5

### 1 /tʃ/, /ʃ/, /dʒ/ and /s/

**a** 4.13 Listen and repeat.

Sam just has a cheese sandwich, but Suzie usually chooses fish and chips.

**b** How fast can you say the sentence?

### 2 /tʃ/ and /ʃ/

**a** 4.14 Listen and repeat.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1 watch  | wash  | 6 chip   | ship  |
| 2 choose | shoes | 7 catch  | cash  |
| 3 which  | wish  | 8 chop   | shop  |
| 4 cheese | she's | 9 chair  | share |
| 5 match  | mash  | 10 cheap | sheep |

**b** 4.15 Listen. Which word do you hear from each pair? If it's the first word, put up one hand. If it's the second, put up two hands.

## Unit 6

### 1 Negative auxiliaries

**a** 4.16 Listen, repeat and clap. Clap once for one syllable, twice for two. Which auxiliary verbs have two syllables in the negative?

- |          |           |         |         |
|----------|-----------|---------|---------|
| 1 does   | doesn't   | 6 will  | won't   |
| 2 have   | haven't   | 7 do    | don't   |
| 3 can    | can't     | 8 is    | isn't   |
| 4 did    | didn't    | 9 are   | aren't  |
| 5 should | shouldn't | 10 must | mustn't |

**b** Write the negative auxiliaries in the correct column.

One syllable	Two syllables
can't	doesn't

### 2 Phonetics revision

Sweet Sue has sent Smart Alec a secret message.


Can you work it out?

/aɪ θɪŋk ju: ʃʊd wɒtʃ ðə mju:'zi:əm 'keəfəli. ðə θi:vz a: 'gəʊɪŋ tə stɪ:l ðə 'trezə ɒn ðə fə:θ əv 'dʒænjuəri./

*I think ...*

# Reading

## Unit 1

1 a  4.17 Read and listen to the story. Put the pictures in the correct order.

b What is happening in each picture?



2 Match the halves of the sentences.

- 1 The man catches the peacock because
  - 2 He unties the peacock because
  - 3 The peacock flies to the jungle because
  - 4 The man comes back to the river because
  - 5 He gives his pearl back to the turtle because
  - 6 The man loses his pearl because
- a he wants an identical pearl.  
b the turtle gives him a pearl.  
c he wants another pearl.  
d he is too greedy.  
e he wants to sell it.  
f the man can't catch him there.

## The Peacock and the Turtle

Once upon a time in India, there was a peacock. He lived near a river. A turtle lived in the river. The peacock and the turtle became good friends.

'You're such a lovely bird,' said the turtle. 'I love to look at your beautiful tail.'

The turtle told the peacock interesting stories about the river.

'You're so clever, Turtle,' said the peacock. 'I love to listen to you.'

10 Then one day, a man caught the peacock.

'I'm going to sell you in the market,' he said, and he tied a rope around the peacock's legs and wings.

15 Luckily the turtle saw this, and she said to the man: 'Wait! I can get a pearl from the bottom of the river for you. But you must let my friend go.'

'All right,' said the man. He knew that a pearl was worth more than the peacock. The turtle swam to the bottom of the muddy river and soon came back with a large, white pearl. She gave it to the man and he untied the rope.

20 After he left, the peacock said: 'Thank you. Now we can be happy again.'

'No,' said the turtle. 'I don't trust that man. You must fly to the jungle. It's safer there.'

25 The peacock didn't want to leave his friend, but he knew that she was right.

Sure enough, the next day the man came back.

30 'I think the peacock was worth more than one pearl,' he said to the turtle. 'Get me another pearl, or I can easily catch your friend again.'

The turtle knew that the peacock was safe in the jungle, but she wanted to teach the greedy man a lesson.

'Well,' she said. 'There are lots of pearls in the river, but they're all different sizes and colours.'

35 'That isn't important,' said the man. 'Just get me another pearl.'

'But two identical pearls are worth much more than two different ones,' said the turtle.

40 'That's true,' said the man. 'Well, get me a pearl exactly the same as this one.'


'That's difficult,' said the turtle. 'It's very muddy down there, and I can't easily remember the exact size and colour of your pearl.'

'Take this pearl with you, then,' said the man.

45 'That's a brilliant idea!' said the turtle. 'You're a very clever man.' She took the pearl and disappeared into the muddy river.

The man waited and waited, but he never saw the turtle, the peacock or his pearl again.

## Unit 2

**1 a**  **4.18** Read and listen to the story. Match the names to the descriptions.

- |                 |                    |
|-----------------|--------------------|
| 1 Aegeas        | a a huge maze      |
| 2 Minos         | b Aegeas's son     |
| 3 Ariadne       | c king of Crete    |
| 4 Theseus       | d a monster        |
| 5 The Minotaur  | e king of Athens   |
| 6 The Labyrinth | f Minos's daughter |

**b** Which of the people and things are in the picture?

**2** Answer the questions.

- 1 Why does the ship go to Crete every year?
- 2 How does Ariadne help Theseus?
- 3 How does Theseus kill the Minotaur?
- 4 Why do Ariadne and Theseus leave Crete?
- 5 What happens when they stop at an island? Why?
- 6 Why does Aegeas jump off the cliff?

# Theseus and the Minotaur

Theseus lived in Ancient Greece. His father was the king of Athens. One day, Theseus and his father were at the harbour. There was a ship there with a

5 black sail.

'Where is the ship going, Father?' asked Theseus.

'To the island of Crete,' said the king.

'Every year we send seven young men and seven young women to King Minos, the king of Crete.'

'Why?' said Theseus.

'King Minos,' said his father, 'has a terrible monster, called the Minotaur. It's half man and half bull. It lives in

15 a huge maze, called the Labyrinth. And it eats people!'

'Don't send the ship,' said Theseus.

'We must,' said his father. 'King Minos will attack us.'

'Then I'll go,' said Theseus. 'And I'll kill the Minotaur.'

'All right,' said the king sadly. 'I'll wait on the cliffs every

20 day. When you come back, change the black sail to white. Then I'll know you're safe.'

So the ship sailed to Crete with Theseus and the other young people.

'Who will go into the Labyrinth first tomorrow?' asked

25 King Minos.

'I will,' said Theseus.

'You're very brave, but you won't come back!' laughed the king.

But the king's daughter, Ariadne, fell in love with

30 Theseus. She gave him a large ball of string.

'Use this,' she said, 'so that you will find your way out of the Labyrinth.'



The next day, Theseus tied the string to the entrance and went into the Labyrinth. For hours he walked through the

35 dark maze. Suddenly, he heard a terrible noise. It was the Minotaur. The monster rushed at him, but Theseus jumped up and grabbed its horns. He pulled hard and broke the monster's neck. The Minotaur was dead.

Theseus followed the string back to the entrance.

40 'My father will be very angry,' said Ariadne. 'You must take me with you to Athens.'

They ran to the ship and sailed away from Crete.

'Thank you,' said Ariadne. 'I'm free from my cruel father, and soon we will be married.'

45 'Married?' thought Theseus. 'Ariadne helped me, but I don't want to marry her!'

A few days later they stopped at an island.


'I'll guard the ship, while you find some food,' said Theseus. When Ariadne was gone, he quickly sailed away

50 from the island.

However, he forgot to change the ship's sail. When his father saw the black sail, he cried: 'My son is dead!' He jumped off the cliff into the sea and drowned. The king's name was Aegeas, and to this day, we call that sea the

55 Aegean Sea.

## Unit 3

1 a  4.19 Read and listen to the story. Put the pictures in the correct order.

b What is happening in each picture?

2 How does Lord Bao identify the thief?



## Lord Bao and the Stone

Long ago in China there was a judge. His name was Lord Bao. Everybody loved him, because he was very wise and fair.

One day, Lord Bao and his servant were walking along the street when they saw a young boy. The boy sold oil, but he wasn't selling oil that day. He was sitting on the pavement and he was crying.

'What's wrong, little boy?' asked Lord Bao. 'Why are you crying?'

'Every afternoon,' said the boy, 'I put my head on this stone and sleep. I always put my money next to me. But today when I woke up, the money wasn't there.'

'I see,' said Lord Bao and he picked up the stone. 'So this stone is a thief!' He shook the stone and shouted at it: 'Why did you steal the boy's money? Where is it? Come on, stone. Answer me. Where is the boy's money?'

When people heard this, they stopped and looked. Soon lots of people were watching, and they were all laughing.

'Why is Lord Bao shouting at a stone?' they asked. 'He must be mad.'

Suddenly Lord Bao stopped and looked at the people. 'Are you calling me mad?' he said. 'I am a judge, and I'm going

to fine all of you for that. You must all pay a one-cent coin.' Everybody stopped laughing. Lord Bao's servant opened his bag. 'Put your coins in the bag,' said Lord Bao.

As the people put their coins in the bag, Lord Bao was watching carefully. When a man in black put his coin in the bag, the judge looked at him and said: 'You are the thief!'

'But how do you know that?' said the other people.

Lord Bao carefully took the man's coin out of the bag and showed it to the people.

'Look,' he said. 'There is oil on this coin. The boy is an oil seller, so he's always got oil on his hands. This is the boy's coin, and that man is the thief! He stole the money while the boy was sleeping.'

The people turned to the man angrily.


'I'll give the money back,' he said and he quickly gave the boy the bag of coins.

'And you will give the boy your money, too!' said Lord Bao.

The man took some coins from his pocket, gave them to the boy and walked away.

The little boy was very happy. 'Thank you, Lord Bao,' he said, and then he ran home.

## Unit 4

1 a  4.20 Read and listen to the story. Put the sentences in the correct order.

- a  He shouted 'Well done, Cutty Sark!'
- b  He fell in love with Nannie.
- c  The witches chased Tam.
- d  The tail came off in her hand.
- e  Nannie grabbed the horse's tail.
- f  Tam and his horse crossed the bridge.
- g  Tam was riding home through the forest.
- h  He stopped to watch the witches.
- i  He saw some witches.

b How did the river save Tam?

# Cutty Sark

If you ever go to London, you can visit a famous ship, called *Cutty Sark*. Where does this strange name come from? It comes from

5 an old Scottish story about a man called Tam O'Shanter.

One night, Tam was on his way home on his old horse. He decided to go through the forest.

10 It was quicker than the road, and there was a full moon, so he could see very well.

As he was riding through the forest, he heard some music and

15 saw a light between the trees. When he got closer, he could see a group of witches. They were dancing around a fire.

One of the witches was younger

20 than the others and she was very beautiful. Her name was Nannie, and she was wearing a short, white nightdress. In the old Scottish language this was

25 called 'a cutty sark'. Tam got off his horse and watched the witches. He fell in love with the beautiful young Nannie. When the dance stopped, Tam shouted:

30 'Well done, Cutty Sark!'

That was a silly thing to do. The witches turned and saw Tam. And they were very angry. Tam immediately jumped on his horse

35 and galloped away through the trees.

'Stop him!' shouted the witches, and they ran after him. They were very fast, and Nannie was the

40 fastest. Tam looked round and saw her in her white cutty sark. She didn't look beautiful now. She looked like an angry devil, and she was faster than Tam's

45 poor old horse.

2 Look at the pictures of the ship. Answer the questions.

- 1 What is the ship's name?
- 2 Where is the ship now?
- 3 Who is the woman in the figurehead at the front of the ship?
- 4 What is she holding in her hand?
- 5 What is she wearing?



Then Tam remembered that witches can't cross a river, so he turned and galloped towards the River Doon. When Tam finally

50 reached the bridge over the river, Nannie was just behind him. She jumped forward to grab him, but she only grabbed the horse's tail. Tam shouted: 'Come on, old

55 horse! Don't stop!' Nannie pulled the horse's tail hard. But the horse didn't stop. Its tail came off and Tam crossed the bridge safely. When he looked round, Nannie

60 was standing on the other side of the river with the horse's tail in her hand. Tam and his poor old horse walked slowly home, and Tam never rode home through the

65 forest at night time again.

If you ever go to see *Cutty Sark*, look at the front of the ship. There you will see Nannie in her white nightdress. Look closely at her

70 hand and you'll see she's holding a horse's tail.

## Unit 5

### 1 a 4.21 Read and listen to the story. Match the names to the actions.

- |                   |                       |
|-------------------|-----------------------|
| 1 Simon Yates     | a stays at base camp. |
| 2 Joe Simpson     | b cuts the rope.      |
| 3 Richard Hawking | c breaks his leg.     |

### b Did any of the men die?

### 2 Complete the sentences.

- 1 They want to climb the West Face of Siula Grande because ...
- 2 The journey to the top takes a long time because ...
- 3 Simon and Joe reach ...
- 4 Simon has to lower Joe down the mountain on ...
- 5 Joe is pulling Simon towards the cliff, so Simon ...
- 6 Simon can't find Joe, so he thinks ...
- 7 Joe's journey down the mountain takes ...
- 8 Joe knows he has reached the base camp because ...

# Touching the Void

## A true story

The year is 1985, and three young climbers – Simon Yates, Joe Simpson and Richard Hawking – are planning to climb the Siula Grande mountain in Peru. The mountain is 6,344 metres high. They're going to climb the mountain's West Face. Nobody has ever climbed this before.

Richard stays at the base camp, while Joe and Simon set out to climb the mountain. There's a snowstorm on the way up, so the journey takes a long time. But on the third day they reach the top. They've done it!

They start to climb down again. It's slow and difficult; and then disaster happens. Joe falls and breaks his right leg badly. He can't walk. Now Simon has to lower Joe down the mountain on a rope. He lowers Joe 100 metres, and then another 100 metres. It's very slow and painful.

Then another disaster happens. There's a snowstorm. Simon can't see very well with all the snow, and he lowers Joe over a cliff. Joe is hanging in mid-air. He can't climb back up the rope and Simon can't pull him up. Then Simon also starts to slide down towards the cliff. He decides he must save himself or they will both fall over the cliff and die. So he takes his knife and cuts the rope. Joe falls down the cliff into a deep hole in the ice.

By now it's dark. Simon digs a hole in the snow and goes to sleep for the night. The next day he looks for Joe, but he can't find him. He thinks that Joe is dead. So he climbs down the mountain to the base camp.



Joe, however, is not dead. He finds a way out of the hole. He's got no food or water, but for three days he hops and crawls down the mountain. Finally, he can't go any further. It's dark and he can't see anything. He lies down in the snow and falls asleep.

Simon and Richard are still at the base camp, but they're going to leave the next day. So even if Joe reaches the camp, there will be nobody there.

But then a very strange thing happens. Joe wakes up. He can smell something bad. At first he can't understand it. Then he realizes it's their toilet. He's near the base camp. He shouts: 'Help! Help!'

Richard and Simon rush out of their tent and find him. They can't believe it. Joe has survived!

## Unit 6

### 1 4.22 Read and listen to the story and look at the picture.

- 1 What's happening to the Beast in the picture?
- 2 What is Beauty saying?
- 3 What happens next? Why?

### 2 Who or what do these adjectives describe in the story?

kind and helpful   huge and ugly   handsome and young  
strange   kind   wicked   big and red   selfish

## Beauty and the Beast

Once there was a merchant. He had three daughters. The youngest was so beautiful that everybody called her Beauty. She was also kind and helpful, but her sisters weren't. One day the merchant said: 'I'm going away. What can I bring you as a present?'

Her sisters asked for expensive things, but Beauty said: 'Just bring me a rose, please, Father.'

On his way home, it became very foggy and the merchant was soon lost. Then he came to the door of a strange palace. Cold, tired and hungry, he went in. There was nobody there, but there was food on the table. A small sign said: 'Please eat.' After dinner, the merchant went upstairs to sleep.

In the morning, he went into the garden.

'I'll pick a rose for Beauty,' he thought, and he picked a big, red rose.

Suddenly, a huge, ugly beast appeared.

'I gave you food and a bed,' roared the Beast. 'And now you steal my roses! You must die for this!'

'I just wanted one rose for my daughter,' said the merchant.

'Then you can go home,' said the Beast. 'But you must send your daughter to me.'

The merchant went home sadly and told his story.

'You don't have to go, Beauty,' he said.



40 'Yes, I must,' she said. 'Or the beast will kill you.'

So Beauty went to the Beast's palace. At first she was afraid, but the Beast was kind to her. One day he said:

45 'You're happy here, Beauty. Will you marry me?'

Beauty looked at the Beast. He was kind, but so ugly, and she said: 'No.'

A few months later, Beauty heard that her father was ill.

50 'I must go home,' she said to the Beast. 'I promise that I'll come back.'

But Beauty didn't go back. She wanted to go, but her selfish

55 sisters said: 'You mustn't go back, Beauty. Our father needs you. You should stay here.'

So Beauty stayed.

Then one night, she had a dream.

60 She saw the Beast. He was dying. The next day, Beauty went back to the palace. Her dream was true.

'Oh, Beast,' she said. 'Please, don't die. I love you.'

65 Suddenly, a handsome young prince appeared.

'Where's the Beast?' asked Beauty.

'A wicked witch turned me into the Beast,' said the Prince. 'She said that nobody could love somebody so ugly. But you loved me and broke the spell.'

70 So Beauty and the Prince were married, and they lived happily ever after.

75

