

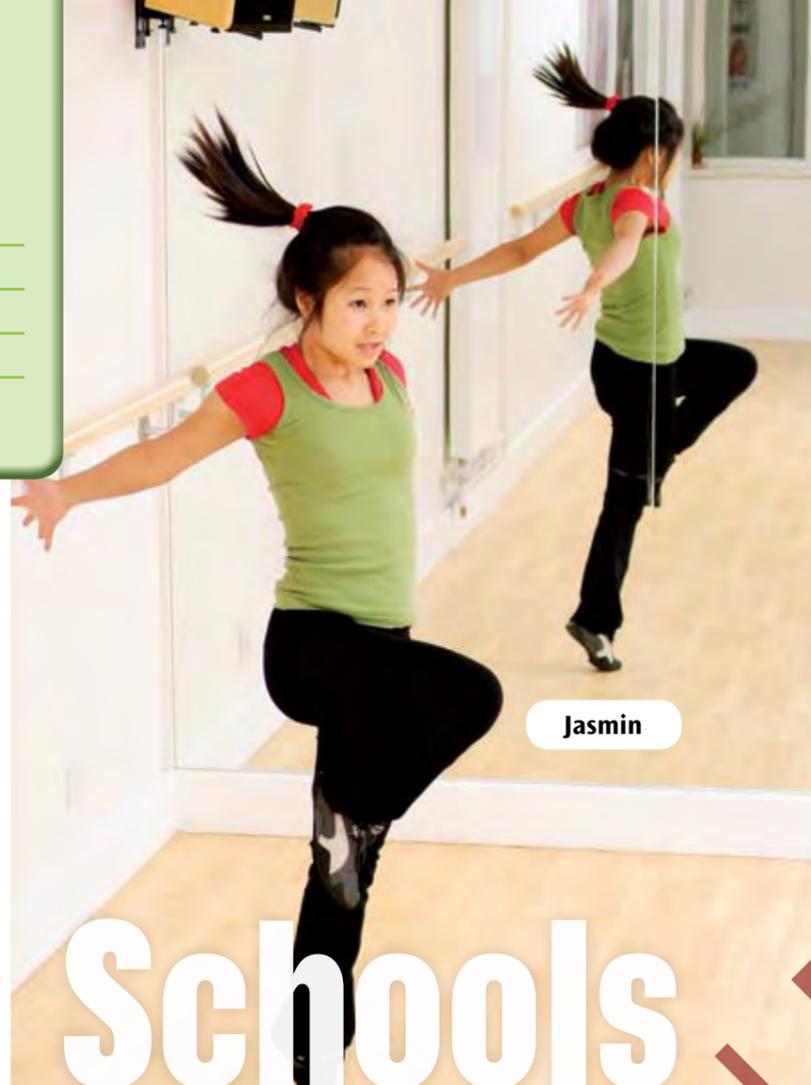
Module

1

- Talk about your school, likes and dislikes.
- Read about schools around the world.
- Listen to school announcements.
- Write about your ideal school.
- Learn more about the Present Simple and Present Continuous.



Matt



Jasmin



Sam



Gwen

Schools

Get Ready

1.6 1 Listen to the people in the photos. Make notes about:

- where they are from
- what they like
- what they are good at
- what they want to be

1.7 2 Listen again and complete the sentences with *Matt, Jasmin, Sam* or *Gwen*.

- _____ goes to a big school.
- _____ goes to a small private school.
- _____ has a good dance teacher.
- _____ has acting classes at school.
- _____ has dance classes after school.
- _____ and _____ play the piano.

3 Look at the Key Words. What facilities has your school got? Has it got any others?

1.8 **Key Words:** School Facilities

art room computer room dance studio
 football/hockey pitch gymnasium
 indoor/outdoor swimming pool
 language laboratory library music room
 recording studio science laboratory stage
 tennis courts theatre



4 Read the advert. Which things would you like to do?

I'd like to do drama and I'd like to make a film.

Summer courses

PETERGATE SCHOOL OF PERFORMING ARTS

Would you like to be a professional musician, singer, dancer or actor? With us, you CAN do it!

3-WEEK RESIDENTIAL COURSE IN NORWICH (185 kilometres from London).

- Music: classes for piano, guitar, violin, flute, saxophone
- Singing • Dance • Drama
- Performances: Students perform a piece of music and a song. Groups produce a short film or play.
- Excellent facilities: theatre, dance studio, recording studio

- Accommodation: shared rooms
- Full board (breakfast, lunch and dinner)
- Large gardens • Tennis court
- Gymnasium • Outdoor swimming pool

Dates: courses begin 15th July and 15th August

5 Work in pairs. Ask and answer the questions and give reasons for your answers.

1 What is your favourite subject at school?

My favourite subject is chemistry because I've got a great teacher.

2 What is your favourite activity in your English class?

3 What is your favourite day of the week?

4 What is your favourite place in the school?

6 **Speak Out** Tell the class *your* opinions.

1 What extra facilities would you like to have at your school?

I'd like to have a skatepark near the science laboratories.

2 What extra classes would you like to have?

Warm-up

- 1 Look at the web page and the photos. How is home schooling different from your school day?



Home Schooling in Britain

What is it? Home schooling is when parents teach their children. In Britain, about 50,000 students learn at home.

Who can do it? Any parent can decide to teach their children at home. You don't have to be a teacher.

Why do it? You can match the day to your children's interests, abilities and learning styles. Children learn at their own speed with people they know and love.

Reading and Listening

- 1.9 2 Read and listen to the interview. Check your answers from Exercise 1.

John I'm John Watts, a reporter for the *Daily News*. I'm visiting Sally Atkins and her two children. Ned is fifteen, Leah is ten and they learn at home with their mum. Sally, can you tell me about home schooling?

Sally Yes, I can. Today is a typical day. Leah is in the garden. She's drawing plants and writing about them. She loves the natural world. Every Friday she goes to a nature club with other kids. They learn about animals and the environment.

John Who decides what she does?

Sally Here she is – why don't you ask her?

John Hi, Leah. Who decides what you do every day?

Leah I do. I talk to Mum about the things that I'm interested in and she helps me. It's great! I don't have formal lessons so I'm never bored. Today I'm making a poster about plants for my nature club.

John That sounds interesting. What about you, Ned?

Ned It's different for me now because I'm studying for three exams: maths, English and science. I chose the subjects and Mum's helping me to study and revise. Today I'm doing some practice exams. Twice a week, I study physics with another home-school kid, Isabelle. Her dad's a scientist and he's teaching us about energy and force at the moment.

John So you *have* got some friends.

Ned Of course! I meet them in the park every day to play football.

- 3  **Speak Out** Do you think home schooling is a good idea? Would you like to study at home with your parents? Why/Why not? Tell the class.

Grammar: Present Simple and Present Continuous

- 4 Read the sentences (1–4) and match them with the names of the tenses: Present Simple and Present Continuous.

- a) _____
 1 They **learn** at home.
 2 She **loves** the natural world.
 b) _____
 3 She's **drawing** plants.
 4 I'm **studying** for three exams.

- 5 Find the sentences (1–4) from Exercise 4 in the text. Match them with the uses (a–d) below. Find more examples in the text for each use.

We use the Present Simple to talk about:

- a) a present state or feeling, _____
 b) an activity we do regularly, _____

We use the Present Continuous to talk about:

- c) an activity happening right now at the time of speaking, _____
 d) an activity happening for some time around the time of speaking but not necessarily now, _____

Practice

- 6 Match the people (1–6) with the sentences (a–f).

- 1–6
- | | |
|----------------------------------|--------------------------------|
| 1 a person allergic to chocolate | a) I'm not eating chocolate. |
| 2 a person on a slimming diet | b) I don't eat chocolate. |
| 3 a history teacher on holiday | c) I only read magazines. |
| 4 a teenage girl | d) I'm only reading magazines. |
| 5 a student before an exam | e) I study every day. |
| 6 a hard-working student | f) I'm studying every day. |

- 7 Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

- 1 Laura is a good student. She likes (like) school a lot.
 2 Jill wants to travel across Siberia next year so she _____ (learn) Russian.
 3 Chris is very fit. He _____ (swim) a lot and _____ (go) jogging every day.
 4 I'm on a diet. I _____ (not eat) sweets this month.

- 8 Complete the interview with Ruby with the correct form of the verbs in brackets.

- I Tell me about a typical day for you.
 R Every day is different. I don't start (not start) at a regular time. At the moment, I ² _____ (learn) about the stars, so I ³ _____ (do) a lot of things at night!
 I ⁴ _____ your parents _____ (study) the stars with you?
 R My dad is but Mum isn't. She ⁵ _____ (hate) being outside in the cold for hours.
 I ⁶ _____ you always _____ (study) with your dad?

R No, I don't. I work with the best person for that subject. For example, Mum ⁷ _____ (teach) me French, art and geography. Dad's a scientist so I ⁸ _____ (do) things like biology with him. At the moment, my older sister ⁹ _____ (study) for a physics exam, so Dad ¹⁰ _____ (help) her and a friend, Ned.

I Do you get good grades?

R I ¹¹ _____ (not know)! I never ¹² _____ (take) tests or exams.

I How do you know if you are learning?

R I ¹³ _____ (not worry) about that.

- 9 Use the notes below to make sentences about Ned and Ruby. Use the Present Simple and Present Continuous.



Ned: do a practice exam today, learn at home, never wear a school uniform, not do a past exam paper on the Internet, play football every day, study for three exams at the moment

Ruby: look at the sky this week, make notes today, not go to traditional school, not often work on a laptop, play tennis every weekend, study French with her mum

Ned is doing a practice exam today. He learns at home.

Your Turn

- 10 Work in pairs. Describe your school. Use the ideas below and the time expressions in the box. Add your own ideas.

every day sometimes never often
 at the moment always this week/month

- get grades • play sport/music • have lessons
- have tests • train for a match • go on trips
- work with other students • watch films
- put on a play

We have lessons every day but we don't have tests very often. This week our class team is training for a basketball match.

- 11 Read your descriptions to the class. Which is the most interesting?

Warm-up

1 Read the text about two British boarding schools, Roedean and Eton. Are there boarding schools in your country? Would you like to go to one? Why/Why not?

Reading

2 Read the text about UWC and match the titles (a–e) with the paragraphs (1–5).

- a) fees
- b) free-time activities
- c) houses
- d) general information
- e) the first school

ROEDEAN

Opened 1885 in Brighton, near the sea. 400 girls aged eleven to eighteen (about fifteen per cent are day girls). Three houses. Girls share rooms in groups. Fees: approx. £24,000 per year.

ETON COLLEGE

Opened in 1440 in Windsor, near London. About 1300 boys aged thirteen to eighteen. Twenty-five houses. No dormitories; pupils have their own study-bedrooms. Fees: approx. £26,000 per year.

UWC

- UWC is a movement consisting of thirteen schools and colleges and over 120 national committees, which can be found in five continents. German educationalist, Kurt Hahn, had the idea for the international colleges during the 1950s' Cold War. He believed that young people from all over the world, learning and living together, could help to build international understanding and world peace.
- On 19th September 1962, the first school, UWC Atlantic College, was opened in Wales. UWC Atlantic College is a mixed boarding school and has 350 students aged from sixteen to nineteen years old. It is more diverse than most schools: the students come from as many as eighty different countries. Life at UWC Atlantic College is not as formal as at some boarding schools. Students don't wear a uniform and there are no compulsory sports or competitions between the houses.
- In addition to academic work, UWC students **take part in** community service. Every student must **take up** a voluntary activity for two afternoons or evenings a week. UWC Atlantic College students can choose from a wide range of activities and services. For example, they can help with sea and beach rescue; work on the college farm where they learn to grow food and take care of the environment or organise activities for disabled children.
- At UWC Atlantic College, the students live in seven houses. Each house has beds for about forty-eight students and, usually, four students from different countries share a room. Houseparents live with the students and **take care of** them. The rooms are quite simple and the students share bathrooms. Each student house has a living room with a small kitchen and study rooms. Breakfast, lunch and dinner **take place** in a beautiful twelfth-century dining room.
- Anyone can apply to a UWC school or college. There are no restrictions on nationality, religion or politics. The fees are about £23,500 a year but the school chooses students for their ability to learn, not their ability to pay. The organisation helps students if they need money.



3 Look at the Reading Help.

Reading Help: Scanning for information

- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

4 Copy the table. Scan the texts from Exercises 1 and 2 and complete the table.

	Atlantic College	Eton	Roedean
Location			Brighton
Year opened		1440	
Type of school	mixed boarding school		
Age of students			
Number of students			
Number of houses			

5 Read the text in Exercise 2 again. Are the sentences true (T), false (F) or is there no information (NI)?

- All the UWC are international.
- The first UWC was in Germany.
- Atlantic College students must play sports.
- All students at UWCs study in English.
- The students at Atlantic College eat all their meals in their houses.
- Most students at a UWC are from rich families.

6 Look at the Sentence Builder. Find two more examples in the text.

Sentence Builder

Atlantic College is **more diverse than** most schools.
 My school is **as expensive as** Roedean.
 Roedean is **not as expensive as** Eton.
 The fees at his school are **the same as** at Roedean.
 The fees at Atlantic College are **not the same as** those at Eton.
 Roedean hasn't got **as many pupils as** Eton.

7 Compare your school with Atlantic College, Eton and Roedean. Use the Sentence Builder and these words to write sentences.

- activities
- big
- classes
- expensive
- famous
- international
- old
- students

My school has got more students than Atlantic College.

8 Look at the Word Builder. Find the verbs in red in the text and read the sentences.

Word Builder

- take part in (an activity)
- take up (a hobby/activity)
- take care of (someone/something)
- take place

9 Rewrite the sentences using verbs from the Word Builder.

- The exams are in the gym.
The exams take place in the gym.
- Why don't you start to learn Italian?
- Please look after the baby.
- She always does something in the school play.
- Can you feed my cat when I'm away, please?
- I'd like to start judo next term.

10 **Verb Quiz** Find these *get* expressions in the Word Bank. You've got two minutes!

- To enter a bus. _____
- You do this every morning. _____
- To enter a car. _____
- To meet people. _____
- To be friendly with someone. _____

➤ Word Bank, page 106

Speaking

11 Work in pairs. Ask and answer the questions.

- Which do you think is better:
- day or boarding schools?
 - boys, girls or mixed schools?
 - school uniform or own clothes?
 - final exams or project work?

12 **Speak Out** What rules at your school do you think are unfair? Tell the class.

Fact or Fiction?

'Public schools' in Britain are, in fact, expensive private schools

Answer on page 92.

Warm-up

1 Look at the photo. What can you remember about the students?

Reading and Listening



2 Read and listen to the dialogue. Find the people (and the animal) in the photo.

- Gwen • Jasmin • Matt • Sam • Mr Bywater
- Mr Grant • Benson • Mrs Tyler-Smith

The four students arrive at Petergate School.

Doug Right, here we are. This is the school.

Jasmin It looks great, Mr Grant.

Doug Call me Doug.

Jasmin Right ... er, Doug.

Doug That's Mr Bywater over there, one of the music teachers. And that's Mrs Tyler-Smith with her cat, Benson. She's the owner. Come and meet her.

Mrs T-S Hello! Did you have a good trip?

Jasmin Yes, thanks.

Mrs T-S Are you Gwen?

Jasmin No, I'm Jasmin. This is Gwen.

Gwen Pleased to meet you.

Mrs T-S So, you're an actress, Janet.

Jasmin Jasmin. Well, I prefer dancing to acting. I really love dancing.

Mrs T-S Oh. And you, Helen, sorry, Gwen. You'd like to be a singer. Is that right?

Gwen Well, I'd rather be a film director. That's my ambition and I like taking photos.

Mrs T-S Really? Well, come in!

Sam Hey, it's a big place!

Matt I can't stand old houses. I'm allergic to dust.

Sam Allergic to dust?

Matt Yeah, and cats. I hate going near them. And I don't like dogs much either.

Sam Don't you like any animals?

Matt I don't mind goldfish. They're okay.

Sam Well, there's a cat over there. Look.

Matt Oh no! And who's that strange guy with the beard?

Sam I think he's one of the teachers.

Matt Really? He looks scary.

Sam Come on. Let's go in.

3 Read the dialogue again. Are the sentences true (T) or false (F)?

- Doug is friendly to Jasmin.
- Mrs Tyler-Smith has a good memory.
- Matt doesn't like the place.
- Matt is allergic to goldfish.

Speaking

4 Complete the Key Expressions from the dialogue with the words in the box.

hate like (x2) love mind
much prefer rather stand

Key Expressions: Preferences

- I _____ dancing to acting.
- I really _____ dancing.
- You'd _____ to be a singer.
- I'd _____ be a film director.
- I _____ taking photos.
- I can't _____ old houses.
- I _____ going near them.
- I don't like dogs _____ either.
- I don't _____ goldfish.

5 Work in groups. What do people like and dislike about school?

- sport • rooms (e.g. the library) • classes
- school lunches • after-school clubs
- school trips • exams • school parties/dances

- Do you like doing sport at school?
- I can't stand sport, I prefer dancing.
- I don't mind PE classes and I like swimming.

6 **Speak Out** Tell the class about your group.

7 Look at the Sentence Builder. Which sentences are about:

- general likes/dislikes?
- something you want to do now or in the future?

Sentence Builder

I like watching films.	I'd like to watch a film.
I prefer watching films to plays.	I'd rather watch a play.

8 Work in pairs. Say true sentences about the ideas below. Use *I like* or *I'd like*.

I'd like to have acting classes at school.

- have acting classes • meet Keira Knightley
- eat Turkish food • speak English
- go snowboarding • play the guitar
- visit the UK

9 Work in pairs. Arrange things to do this weekend, e.g. go to the cinema, rent a DVD, go shopping. Use *I prefer* and *I'd rather*.

- What would you like to do on Friday night? Would you like to go out or watch TV at home?
- I'd rather go out because I prefer going to the cinema to watching TV.

Everyday Listening



1 Listen to Mrs Tyler-Smith and complete the information about summer courses at Petergate.

PETERGATE SUMMER COURSES

Meals

Breakfast from 1 _____ to 2 _____
Lunch at 3 _____
Dinner at 4 _____
After-lunch concerts at 1.45 on 5 _____ and 6 _____

Closing times of facilities:

Rehearsal rooms 7 _____
Theatre/dance studio/gym 8 _____
Swimming pool/tennis court 9 _____
NO NOISE after 10 _____, please!

Excursions:

London 11 _____ July
Great Yarmouth (the coast) 12 _____ July



2 Listen closely Listen to the extracts from Exercise 1. Which of these words can you hear in the sentences: *are* or *a*?



3 Listen to more extracts. Which of these words can you hear: *of* or *have*?



Across Cultures 1

Warm-up

- Imagine you are moving to a school in another country. What do you want to know? Write two questions. Then compare your questions with a partner.

Is there a lot of homework?



Reading

- Read the questions (1–6) at the beginning of the text. Are they the same as your questions?
- Read the text about schools in the UK. Match the questions (1–6) with the correct replies (a–e). Two questions are answered in the same reply.

1 – a



www.education-info.com/forum

education-info.com

Our family is moving from the United States to London. Keira, (thirteen) and Oliver (fifteen) are worrying about going to school in the UK. (The only one they know about is Hogwarts in the Harry Potter films!) Can anyone answer our questions?

- Are schools free in the UK?
- Are the school subjects the same as in the United States?
- What's a typical day like?
- At what age do students start/leave school?
- Do kids wear a uniform?
- Do schools have entrance exams?

Thanks for your help!

Moving Mom

a State education is free so the schools pay for teachers, books, exam fees and any special equipment for science, etc. We (parents) pay for school uniforms and things like rulers, calculators. Also, schools charge for extras like school trips. About ninety per cent of British students go to a state school.

Jayathome

b I go to a comprehensive school and I study: English, maths, science, technology, history, geography, foreign languages, music, art, sport and citizenship. My school also has after-school clubs for swimming and drama.

Bestboy@15

c Here, students start primary school when they are five and move to secondary school when they are eleven. At sixteen, students take public exams called General Certificate of Secondary Education. After GCSEs, students can leave school, do a course to prepare for a job or study for A level (Advanced Level) exams (these are necessary for university entrance).

Retiredheadteacher

d Most schools are comprehensive so they don't have an entrance exam. Secondary schools usually have a uniform. Some schools have simple uniforms with, for example, a shirt, sweatshirt and a dark skirt or trousers. Other schools have more formal uniforms with jackets and ties.

Dave75

e My school day is 8.40 to 4 o'clock, Monday to Friday. We start with registration. Then we move about the school for different lessons. We have short breaks between lessons and a longer break at lunchtime. Some people eat in the school canteen but I take a packed lunch.

glittergirl

- Read the text again. Are the sentences true (T), false (F) or is there no information (NI)?

- Most British parents pay for their children's education.
- British students have to clean their classrooms.
- There are after-school activities.
- Nobody can leave school before they are sixteen.
- Everybody takes A level exams.
- A lot of secondary schools don't have a uniform.
- Normally there aren't any lessons at the weekend.

- Check if your questions in Exercise 1 are answered in the text.

- Find compound nouns in the text with these meanings.

- a school the government pays for
state school
- a secondary school with no entrance exam
- special clothes students must wear at school
- the place where students can eat lunch
- an exam that is the same everywhere
- the money you pay to take an exam
- an exam you take to get into a school

- Look at the Word Builder. How do you say the phrases in your language?

Word Builder

- study for an exam
- pay for books
- charge for school trips

- Complete the questions with words and phrases from Exercises 6 and 7.

- One person writes about GCSEs and A levels. Which _____ do students take in your country?
- How do you _____ a test? Do you plan your revision carefully or do it the night before?
- Do you eat in your _____? Why/Why not?
- Does your school _____ extras like guitar lessons?
- Who _____ your school equipment like pens, pencils, etc?

Speaking

- Work in pairs. Ask and answer the questions from Exercise 8.

- Game** Work in pairs. How much can you remember about British schools? Test your partner. Student A uses the text to ask questions. Student B closes the book and answers.

A *Who pays for the students' books?*

B *Their parents.*

A *No. The school pays for their books.*

PROJECT

Your ideal school

- Think about these things:

- location
- day school or boarding school
- school trips
- boys, girls or mixed school
- number of students in a class
- facilities
- uniform or no uniform
- school rules
- after-school clubs

- Plan your description. Make notes on these points:

- general description (location, type of school, uniform, rules, facilities)
- a typical school day (classes, lunch, breaks)
- after school (clubs, activities, trips, homework)

- Write your description in three paragraphs.

My ideal school is near the sea. It's a day school for boys and girls. There isn't a uniform and there aren't any rules. The school has got a music studio, an Olympic-size swimming pool and a computer for every student.

- Work in groups. Read each other's descriptions. Say what you like or dislike about your partners' ideal schools.

Study Corner 1

Language Check

1 Complete the words in the sentences.

- We have our chemistry lessons in a _____ .
- Our school has got three tennis c _____ .
- There is a football p _____ .
- I get books from the school l _____ .

2 Complete the verbs in the sentences.

- I want to take _____ photography.
- When I'm ill, my mum takes _____ of me.
- I'd like to take _____ karate or judo.
- When my neighbour is away, I take _____ of his dog.
- He'd like to take _____ in the concert.
- The school dance takes _____ in the gym.

Vocabulary / 10

3 Put the verbs in brackets in the Present Simple or the Present Continuous.

- A Hi, Alan. What ¹¹ _____ you (do) here?
- B Shh, Fred, don't speak so loudly. I ¹² _____ (revise) for my exams. I often ¹³ _____ (come) to the library. I sometimes ¹⁴ _____ (use) the computers here.
- A I ¹⁵ _____ (use) my dad's computer at home when my sister isn't on it!
- B Where is she? I want to talk to her.
- A She ¹⁶ _____ (play) hockey. They ¹⁷ _____ (have) a school competition this week. They always ¹⁸ _____ (have) it at this time.
- B Oh yes, I forgot about that. Anyway, why are you here? You hate studying.

Grammar / 10

4 Choose the correct word.

- A Would you ²¹ *love / like* to ²² *go / going* to the school dance this weekend?
- B Thanks, but I'd ²³ *rather / prefer* go to the cinema. I love ²⁴ *go / going* out with my friends but I prefer ²⁵ *watch / watching* films to ²⁶ *dance / dancing*. I ²⁷ *can't / don't* stand ²⁸ *be / being* in noisy places.
- A I ²⁹ *don't / can't* mind that – I love ³⁰ *to go / going* to clubs and discos!

Communication / 10

Study Help: Using your coursebook

Find these things in *New Challenges 3*. Which are the most useful for you?

- Key Words • Key Expressions • Word Builder
- Word Bank • Reading/Listening Help
- Sentence Builder • Language Check
- Time Out Magazine

- Match the problems (1–10) with the solutions (a–j).

1–b

I want to ...

- find out what's in a module
- find some tips for reading and listening
- do some extra reading
- find answers to word quizzes (e.g. verb quiz)
- revise vocabulary
- revise a grammar area
- do extra grammar practice
- find useful expressions for speaking
- do a revision test
- find some tips for studying

Look at ...

- stories in Time Out Magazine
- the top of the Get Ready page
- the Workbook Grammar Reference
- Reading and Listening Help boxes
- the Workbook or CD-ROM
- the Word Bank
- the Language Check
- Key Word boxes, Word Builder and the Word Bank
- the Study Help boxes
- Key Expressions boxes

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–4	Get Ready – Key Words
Numbers 5–10	Unit 2 – Word Builder
Numbers 11–20	Unit 1 – Grammar
Numbers 21–30	Unit 3 – Key Expressions

- Now do the exercises in Language Check 1 of the Workbook.

- Talk about personality, relationships and being a teenager; roleplay phone calls.
- Read about teenage problems and families.
- Listen to phone calls.
- Write short emails to friends.
- Learn more about modal verbs and personal pronouns.



People

Get Ready

- 1 Look at the Key Words and the photos. What do you think the people are like?



Key Words: Personality Adjectives

easy-going energetic extroverted friendly
 hard-working helpful honest independent
 introverted kind lazy organised outgoing
 practical quiet reliable sensitive shy
 sociable talkative thoughtful tidy untidy

The girl in photo a) looks energetic and outgoing.



- 2 Listen to the people in the photos and check your guesses from Exercise 1.



- 3 Listen again and answer the questions.

- 1 What after-school activities does Jenny do?
- 2 Why does Scott help his neighbour go shopping?
- 3 What are Robert's interests?
- 4 What is Lisa's hobby?

- 4 Work in pairs. Ask your partner the questions and then look at the results on page 91. Is the personality description accurate for you?

How Extrovert Are You?

Do these statements describe you?

Mark each one on a scale of 1-4.

1 - no, not at all 2 - sometimes
 3 - often 4 - yes, definitely.

- | | | |
|---|--|---------|
| 1 | When I'm out with my friends, I talk less than the others. | 1 2 3 4 |
| 2 | I listen to other people before I give my opinions. | 1 2 3 4 |
| 3 | When I go to a party, I only talk to people I know. | 1 2 3 4 |
| 4 | I am a thoughtful, careful and loyal person. | 1 2 3 4 |
| 5 | When I'm busy and the phone rings, I ignore it. | 1 2 3 4 |

Warm-up

1 Look at the Key Words. Which words are positive and which are negative? Use them to describe the people in the photos.



Key Words: Feelings

angry annoyed anxious bored calm cheerful delighted depressed excited furious nervous relaxed sad scared thrilled upset worried

Reading

2 Do you read the advice columns in magazines? Which problems do people often write about?



3 Read the problem page letters (1–3) and match them with the replies (a–c).

4 Which problem is the most serious? Why?



Grammar: Speculating

5 Complete the sentences from the text with modal verbs for speculating: *must*, *could* and *can't*.

- They _____ be happy with the situation either.
- She _____ like you.
- He _____ have some savings.

6 Match the modal verbs (1–3) with the meanings (a–c).

- | | |
|----------------|--|
| 1 <i>must</i> | a) I'm sure it's not true. (strong evidence) |
| 2 <i>could</i> | b) I'm sure it's true. (strong evidence) |
| 3 <i>can't</i> | c) Perhaps it's true. (weak evidence) |

Practice

7 Complete the speculations about people with *must* or *can't*.

- Look, she's smiling and laughing. She can't be angry.
- Sam's had a terrible argument with his girlfriend. He _____ be upset.
- They're flying to Alaska on Saturday. They _____ be excited.
- She's a bully and she's very unpleasant. She _____ have a lot of friends.
- My brother's most important exam is tomorrow. He _____ be feeling anxious.
- Sally _____ be a nervous person – she loves dangerous sports and horror films.

8 Look at a social network profile. Complete the sentences with *must*, *can't* and *could*.

MY PROFILE [updates](#) [pics](#) [logout](#)



Friends: 3
 Interests: football, basketball, tennis, swimming
 Favourite music: –
 Favourite time: nine o'clock on Monday morning!
 Favourite food: pasta, pizza – anything Italian!
 Favourite drink: black coffee

+ add as friend
 send message

- She could be very sociable.
- She _____ like sport.
- She _____ like music.
- She _____ enjoy school.
- She _____ be Italian.

9 Look at another social network profile. Make sentences about the person using *must*, *can't* and *could*.

He must like music.

MY PROFILE [updates](#) [pics](#) [logout](#)



Friends: 526
 Interests: drawing, painting, photography
 Favourite music: Seal, Jay-Z, Red Hot Chili Peppers, Alicia Keys
 Favourite time: four o'clock on Friday afternoon
 Favourite food: fish and chips, bacon sandwiches, curry – all traditional British food
 Favourite drink: tea with three sugars

+ add as friend
 send message

Your Turn

10 Game Think of a friend. Describe him/her to your partner. Give one clue at a time. Your partner must guess the person.

- A *He's in our class.*
 B *It could be Tomas.*
 A *He's shy.*
 B *It can't be Tomas! It could be Danny.*
 A *No. He speaks French at home.*
 B *It must be Etienne.*
 A *That's right.*

Q 1 I've got a crush on a girl in my class. Last week, I asked her to my birthday party and she said, 'Yes'. I was really excited but, on the day, she sent a text. It said, 'Sorry, can't come 2 party. Will explain.' Do you think she hates me?

2 I'm worried about my older brother. He doesn't speak to anyone in the family, he stays out late at night and last week I found some money in his bedroom. He hasn't got a Saturday job and our parents don't give us a lot of pocket money. I don't know where he got the money. I think he stole it. What can I do?

3 There's a new girl in our class this term. At first, we all liked her because she's very generous. Now, she's making a lot of trouble: she talks about people and causes arguments. Last term, we were all good friends but now we're in small groups and we don't know who our friends are. It's horrible!

A a You could be worried about nothing. First, ask your brother where the money came from. He could have some savings or it could be some birthday money. If he doesn't give you a clear answer, you'll have to tell your parents.

b This girl is a very clever bully and she is controlling all of you. Talk honestly to your old friends – they can't be happy with the situation either. Show that good friends talk to each other and solve their problems. Remember, there must be a reason why she is a bully so try to be kind – but don't let her split up your friendships.

c No, that can't be the reason. Think about it: she must like you because she accepted your invitation and she sent you a text to apologise. Next time you see her, be friendly and relaxed. It'll be okay!

Warm-up

- 1 Which of the things below do you argue about with your parents?
- homework • clothes • bedroom
 - playing computer games • watching TV
 - hairstyle • friends • mobile phone
 - making phone calls at home • getting home late
 - doing household chores • playing music too loud
 - having a tattoo or body piercing



Reading

- 2 Read the text about family arguments. Which of the things in Exercise 1 do the family argue about?

The kids speak

Edward:
Mum and Dad think I'm a little boy and it's really annoying. I mean, I'm nearly sixteen and they won't let me have an earring or a tattoo. We argue a lot about my clothes. The other BIG problem is homework. They make me do it every day and won't allow me to go out until it's finished. I didn't do well in maths last year so they make me take extra classes after school.

Sophie:
I love my mum and dad but we argue about some things. Dad makes a fuss when I spend more than five minutes in the bathroom and he gets angry when I use all the hot water. Mum gets annoyed when I won't make my bed or do the washing-up. They say I make phone calls all the time but that's not true – I usually send texts. Anyway, they won't allow me to take my phone to bed so I can't send texts at night. That isn't fair, is it?



The parents speak

Pete and Clare Atkins:
We're very proud of Edward and Sophie. They both make friends easily so they've got busy social lives. On school nights we make them do their homework before we let them see their friends.
Edward is becoming very independent but he's only fifteen so he needs our support and advice. He wants an earring but we think he's too young to make that choice. We'll make him wait until he's eighteen – and we'll make him pay for it from his own money! When he makes an effort, Edward does well at school.
Sophie does her best at school too and, luckily, she always does her homework without an argument. Sometimes she's a bit cheeky but she's very funny and she makes us laugh. She spends hours in the bathroom doing her hair and trying on make-up. Also, she makes a terrible mess in her bedroom – there's always an argument when we make her tidy it! She makes hundreds of phone calls every day so she always wants pocket money to buy credit. She makes money babysitting and doing housework for our neighbours.

- 3 Which person from the text could say these things?
- 1 I don't like doing homework. *Edward*
 - 2 There's no hot water!
 - 3 It's not fair! All my friends have got earrings.
 - 4 Yes, I'll look after your children on Friday evening.
 - 5 Make your bed and tidy your room!

- 4 Look at the Word Builder. Find the words in the box in the text and add them to the Word Builder.

my/your bed a fuss a mess an effort friends
homework housework money phone calls
someone laugh the washing-up well
my/your hair my/your best

Word Builder

make	<i>your bed</i>
do	<i>homework</i>

- 5 **Verb Quiz** Complete the expressions with *make* or *do*.
- 1 *do* the shopping
 - 2 _____ a cup of tea
 - 3 _____ a suggestion
 - 4 _____ trouble
 - 5 _____ a mistake
 - 6 _____ athletics
 - 7 _____ puzzles
 - 8 _____ calculations

➤ Word Bank, page 109

- 6 Complete the text with the correct form of *make* or *do*.

When I get home from school, I ¹ _____ a cup of tea. Then, I go to my room and I ² _____ my bed. After that, I ³ _____ my homework – my parents ⁴ _____ a fuss when I don't. We get a lot of homework and you have to ⁵ _____ an effort to ⁶ _____ well. I worry about my marks but my parents always say, 'Just work hard and ⁷ _____ your best.'

- 7 Look at the Sentence Builder. Find more examples of the verbs in the text.

Sentence Builder

They	make	me	take extra classes.
We	let	them	see their friends at the weekends
We	'll make	him	wait until he's eighteen.

- 8 Look at the example.

They won't let me have an earring.

Find two more examples in the text of *won't* with the meaning 'refuse to do something'.

- 9 Rewrite the sentences using *make* or *let*.
- 1 In sports lessons, we have to warm-up first. Our games teacher *makes us warm-up first.*
 - 2 My parents say I can't go to rock concerts. My parents won't _____
 - 3 I have to tidy my room at weekends. My parents _____
 - 4 They had to stay in at break. Their teacher _____
 - 5 I can use the Internet on my dad's computer. My dad _____

Speaking

- 10 Look at the expressions from two arguments. Who says them? A teenager (T) or a parent (P)?

- 1 Where have you been?
- 2 Can I have a ...? Why not?
- 3 Oh, please. I just want a small one on my shoulder.
- 4 Why are you late?
- 5 Why didn't you phone home?
- 6 It's not fair. All my friends have got them.
- 7 You never listen to me.
- 8 Everyone else stays out late.
- 9 I'll pay for it with my own money.
- 10 You're too young to have a ...

- 11 Work in pairs. Roleplay two situations.

- Student A, page 89
➤ Student B, page 90

Fact or Fiction?

Sixty-six per cent of American parents say they have the same values as their children. Only forty-six per cent of teenagers say they have the same values as their parents!

Answer on page 92.

Warm-up

1 Work in pairs. What is happening in the photo?

Reading and Listening

2.21 Read and listen to the dialogue. Check your guesses from Exercise 1.

Gwen, Sam and Jasmin go into town on their free afternoon.

Gwen Hey, there's a good film on at six o'clock with Kirsten Dunst.

Sam Let's phone Matt.

Gwen Hasn't he got a headache? Anyway, his mobile's not working.

Jasmin No problem. I'll ring the school.

Sam That's a good idea.

Mr B Petergate School.

Jasmin Hello. Mr Bywater? It's Jasmin. Can I speak to Matt, please?

Mr B Hello, Jasmin. Hold on a moment. I'll see if he's here. Sorry, he's not in his room. Can I take a message?

Jasmin Yes, please. Can you ask him to phone me?

Mr B What's your number?

Jasmin It's 07381 776098.

Mr B Just a moment. So that's 07381 776098.

Jasmin Okay, thanks, Mr Bywater.

Mr B Not at all, Jasmin. Bye.

Twenty minutes later, Matt calls Jasmin.

Jasmin Hi, Matt!

Matt Hi, my cell phone is okay now. I got your message.

Jasmin Right. Do you want to go to the Riverside Cinema with us tonight?

Matt Sorry, I can't. I'd like to but I'm still not feeling great.

Jasmin Come on, we're not going without you. You need to get out a bit. Kirsten Dunst is in the film. You love her!

Matt I don't know. Anyway, the Riverside's miles away.

Jasmin No, it's not. It's only ten minutes from school.

Matt Hang on, let me look at the map. Oh, all right. I'll be there in about twenty minutes.

Jasmin Great. See you!

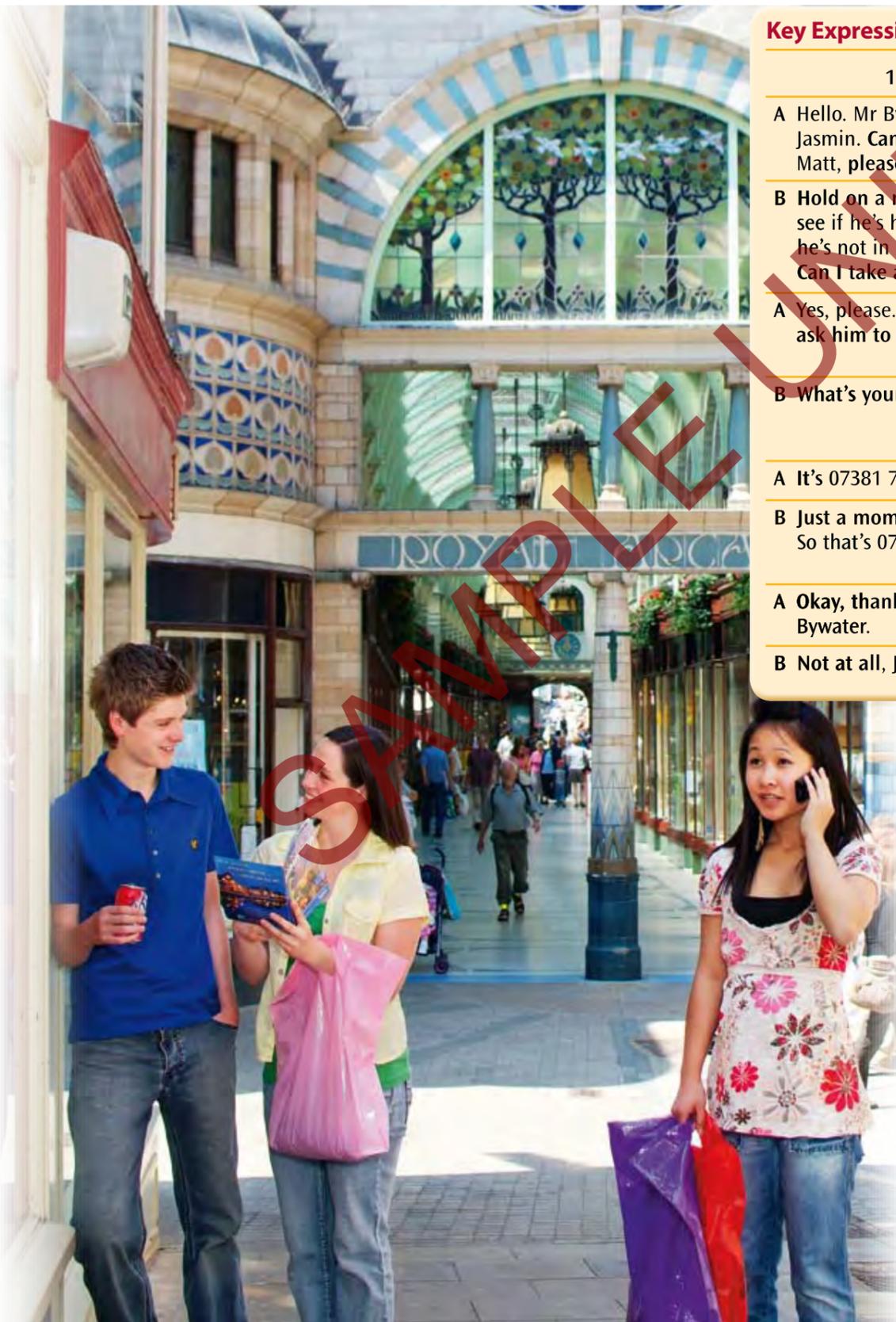
3 Read the dialogue again and answer the questions.

1 Who doesn't want to ring up Matt?

2 Why do they have to phone the school?

3 Why does Jasmin think Matt will like the film?

4 What reasons does Matt give for not going?



Speaking

4 Look at the Key Expressions and answer the questions.

1 Which phone call (1 or 2) is more formal?

2 What three expressions mean 'wait'?

3 In call (1), why does Jasmin say *It's Jasmin* but in call (2) Matt doesn't say *It's Matt*?

Key Expressions: Phone Calls

1	2
A Hello. Mr Bywater? It's Jasmin. Can I speak to Matt, please?	A Hi, Matt!
B Hold on a moment. I'll see if he's here. Sorry, he's not in his room. Can I take a message?	B Hi, my cell phone is okay now. I got your message.
A Yes, please. Can you ask him to phone me?	A Right. Do you want to go to the Riverside Cinema?
B What's your number?	B Sorry, I can't. I'd like to but I'm still not feeling great.
A It's 07381 776098.	A Come on.
B Just a moment. So that's 07381 776098.	B Hang on ... Oh, all right. I'll be there ...
A Okay, thanks, Mr Bywater.	A Great. See you!
B Not at all, Jasmin. Bye.	

5 Work in pairs. Act out phone call 1. Take turns to phone a friend's house and leave a message with the friend's mother or father.

6 Write notes about one of these things to do in town this weekend. Think about where to meet and what time.

- watch a film • go to a party
- go bowling • go shopping
- go to a concert • have a meal

watch a film / Odeon Cinema / 6 p.m. Saturday

7 Work in pairs. Act out phone call 2.

- Student A, page 89
- Student B, page 90

Everyday Listening

1 Look at the Listening Help.

Listening Help: Specific information

- Before you listen, look at the questions and read any texts you have to complete (e.g. messages, notices, leaflets).
- Guess what kind of information you need (e.g. times, prices, names, dates).
- When the CD is playing, listen for this kind of information.
- Remember, you can say the same thing in different ways (e.g. *moviefilm*, *half-past three/three thirty*).

2.22 Listen to the phone conversations. Use the Listening Help to help to complete the messages.

Chris
Tom called. He wants to go to the ¹ _____
on ² _____ afternoon. Phone him at his
³ _____ house. Her number is ⁴ _____.
Mum x

Kirsty
Cathy phoned. Meet her outside the
⁵ _____ at ⁶ _____ this afternoon.
Take the new Coldplay ⁷ _____. She
wants to go to Gino's for an ⁸ _____.
Dad

2.23 Listen closely Listen and underline the sentence you hear, a or b.

- a) He's not here at the moment.
b) He isn't here at the moment.
- a) And my mobile's not working.
b) And my mobile isn't working.
- a) Sorry, Cathy, she's not in.
b) Sorry, Cathy, she isn't in.
- a) We're not sure.
b) We aren't sure.
- a) No, they're not going out now.
b) No, they aren't going out now.

2.24 Listen again and repeat the sentences.

Your Challenge

Writing: Emails

1 Read the emails (a–e) and put them in order.

a **from** Jamie
to Vicky
subject Saturday

Great! See you then!
Jamie

b **from** Vicky
to Jamie
subject Saturday

Jamie,
Thanks for the email. I'd love to come but I can't. **Unfortunately**, I've got a dentist's appointment at eleven. Some other time maybe.
Vicky

c **from** Vicky
to Jamie
subject Saturday

Hi J,
That's a good idea. I can meet you all outside the dentist's **then**. By the way, Laura can come! **Luckily**, she hasn't got her tennis class this Saturday. She lives near the dentist's so she can meet us **there**. See you on Saturday!
Vicky

d **from** Jamie
to Vicky
subject Saturday

Vicky,
We don't have to go **there** at eleven. We can go a bit later. Half eleven? **Actually**, we could wait for you outside the dentist's, if you like. **By the way**, can you tell Laura? Maybe she wants to come, too.

e **from** Jamie
to Vicky
subject Saturday

Hi there Vicky,
Paul and I are going to the new amusement park on Saturday. My older sister's got the car and **she** can take **us** there at about eleven. How about coming with us? **It** isn't too expensive because there's a special offer for the first month. **Anyway**, send me reply or phone me.
Jamie

Text Builder

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

1 *then – eleven thirty*

- 1 then (c) 4 she (e)
2 there (c) 5 us (e)
3 there (d) 6 it (e)

3 Look at the words in blue. Which of the words mean:

- 1 It's a pity but ...
2 Oh, another thing ...
3 In fact, ...
4 It's lucky because ...
5 I want to change the subject.

4 Write notes to make arrangements for this weekend. Use the blue linking words from the emails.

STEP 1 Work in pairs. Each person writes a short note to their partner to suggest going out this weekend.

Writing Help: Checking

- Read the instructions again. Have you completed the task?
- Have you used the correct tenses and linking words?
- Have you checked spelling and punctuation?

STEP 2 Look at the Writing Help before you give your note.

STEP 3 Reply to the notes. You would love to come but can't because you have got something on.

STEP 4 Reply and suggest another time or day.

STEP 5 Reply and agree to go out with your partner.

5  **Speak Out** Tell the class about your arrangement.

Steve and I agreed to go to the cinema at six o'clock on Saturday.



Understanding Grammar: Personal pronouns

1 Complete the table.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns	Reflexive pronouns
<i>I like John.</i>	<i>Jim likes me.</i>	<i>This is my pen.</i>	<i>It's mine</i>	<i>I cut myself.</i>
I	me	my	1 <i>mine</i>	myself
you	you	2 _____	yours	yourself
he	3 _____	his	his	himself
she	her	4 _____	hers	herself
it	it	its	–	itself
we	5 _____	our	ours	ourselves
you	you	your	6 _____	yourselves
they	them	their	theirs	themselves

2 Complete the text with pronouns and possessive adjectives from the table.

Jovana and I are best friends. 1 _____ went to primary school together. 2 _____ parents are friends, too – 3 _____ mother and 4 _____ mother were at university together. Jovana is living in New York now – 5 _____ went there with 6 _____ parents six months ago. 7 _____ are diplomats and 8 _____ often work abroad. Usually, 9 _____ take 10 _____ children with 11 _____. Jovana loves New York, 12 _____ parks, cafés and busy life. 13 _____ father is interested in art so 14 _____ often takes 15 _____ to museums and galleries. 16 _____ has a new boyfriend, Jerry. Last week Jovana sent 17 _____ a letter with a photo of 18 _____. 19 _____ is very good-looking. Jovana is coming home for Christmas. 20 _____ I'll definitely meet up!

Reflexive pronouns

3 Read the sentences and match the words (1–2) with the people (a–b).

Jovana has a Christmas present for Anna. She bought 1 **her** a nice scarf. She bought 2 **herself** new gloves.

a) Anna b) Jovana

4 Complete the sentences with the correct object pronoun or reflexive pronoun.

- We didn't know Claire so she introduced _____.
- They are so selfish, they always think only about _____.
- My sister was hungry so I made _____ a sandwich.
- You're all dirty. Just look at _____ in the mirror.
- My home town is beautiful, I love _____.
- My father cut _____ when he was building a bookshelf.
- When Mike arrived, we introduced _____ to the other guests.
- Last night, we saw Jill on TV. They filmed _____ in a supermarket.

Reflexive and reciprocal pronouns

5 Look at the sentences (1–2) and match them with the pictures (a–b).

- Jerry and Jovana are looking at **each other**. They are in love.
- Jerry and Jovana are preparing for a date. They are looking at **themselves** in the mirror.



6 Complete the sentences with the correct words.

- Anna and Jovana often phone **each other/themselves**.
- Anna and Jovana describe **each other/themselves** as 'best friends'.

7 Complete the sentences with **each other**, **ourselves**, **yourselves** or **themselves**.

- We don't know _____ very well but we like _____ a lot.
- If you two are hungry, go and get _____ some lunch.
- Jovana and Anna write emails to _____ once a week.
- The film was good – we really enjoyed _____.
- We kissed _____ for the first time at a party.
- Film stars can read about _____ in magazines.

Study Corner 4

Language Check

1 Complete the words in the sentences.

Sue is a ¹ s _____ girl and makes friends easily.
 Pat is very ² e _____ . She never gets ³ w _____ about exams.
 Carl is quite ⁴ s _____ and gets ⁵ u _____ when people tease him.

2 Choose the correct word.

- 6 My parents never *do* / *make* a fuss.
- 7 I don't *do* / *make* many phone calls; I prefer to send text messages.
- 8 My sister always *does* / *makes* well at maths.
- 9 My mum got angry because I *did* / *made* a mess in the kitchen.
- 10 My teacher says I should *do* / *make* more effort in sport.

Vocabulary / 10

3 Choose the best alternative in each sentence.

- 11 Rose talks about Ivan all the time. She *can't* / *must* fancy him.
- 12 Elena is always friendly and outgoing. She *can't* / *could* be shy.
- 13 Tomas and Oliver are always together. They *could* / *must* be good friends.
- 14 Kathy's in a bad mood today. She *could* / *can't* be worried about something.
- 15 Neil plays tennis, football and basketball. He *could* / *must* be athletic.

4 Complete the sentences with the correct form of *make* or *let*.

- 16 My parents _____ me tidy my bedroom last night.
- 17 Their school _____ students leave their mobiles switched off.
- 18 Her parents will _____ her wait until she's eighteen to get a tattoo.
- 19 Mum and Dad won't _____ me have a TV in my bedroom.
- 20 'I'll _____ you have an earring when you are older.'

5 Complete the gaps with pronouns.

She looked at ²¹ _____ in the mirror and then turned to Tom. They smiled at each ²² _____ and laughed. 'Do you remember when we met ²³ _____ other outside the bus station?' she asked. 'Of course I do,' said Tom. 'I thought you were talking to ²⁴ _____ but you were on your mobile phone! Then, when we looked at ²⁵ _____ other, we knew it was love at first sight!'

Grammar / 15

6 Complete the gaps with one word.

- A Hello.
- B Hi, Mrs Smith. ²⁶ _____'s Joanna Johnson. ²⁷ _____ I speak to Sue, please?
- A ²⁸ _____ on, I'll get her. ²⁹ _____, she's not in at the moment. Can I ³⁰ _____ a message?
- B Thanks. Can you ask her to ...

Communication / 5

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready and Unit 10 – Key Words
Numbers 6–10	Unit 11 – Word Builder
Numbers 11–15	Unit 10 – Grammar
Numbers 16–20	Unit 11 – Sentence Builder
Numbers 21–25	Understanding Grammar
Numbers 26–30	Unit 12 – Key Expressions

- Now do the exercises in Language Check 4 of the Workbook.

Study Help: Memorising vocabulary

How do you remember words? What kind of learner are you?

- **Visual.** You look at new words. You cover the page and try to 'see' the words in your mind. Sometimes you draw pictures next to words in your vocabulary book.
- **Oral.** You repeat words to yourself (silently or aloud) again and again.
- **Analytical.** You break words into different parts and think how they fit together (e.g. skate + board). You think about differences and similarities between English words and words in your language (e.g. tourist, turista (Spanish)).

- Look at Key Words boxes in Modules 1–4. Learn five new words. Ask your partner to test you.



- Talk about discoveries and inventions; make requests and offers.
- Read about giant prehistoric animals.
- Listen to a survey and a TV programme.
- Write invitation notes.
- Learn about unreal conditionals; *a few/few, a little/little* etc.

Discoveries

Get Ready

1 Look at the Key Words. Which is the most interesting science? Which do you do at school?



Key Words: Science

archaeology astronomy biology botany
chemistry geology medicine physics
zoology

2 Complete the sentences with the words in the box.

archaeologists astronomers
biologists zoologists

- _____ discovered a new species of mammal in Borneo in 2005.
- The discovery of the human genome by _____ has helped medical research.
- In 1992, _____ used satellite technology to find the lost city of Ubar in Arabia.
- In 2005, _____ discovered Xena, a new small planet in our solar system.

3 Match the pictures (a–c) with the sentences (1–4) in Exercise 2. There is one extra sentence.



4 Look at the list of important discoveries. Listen to three people talking about them. Which do they think were the most important? Why? Copy and complete the table.

- electricity • metals • new continents
- nuclear power • penicillin
- new planets and galaxies • radio waves
- vaccines • the human genome
- new species of plants and animals

	Which discovery?	Why?
1		
2		
3		

5



Speak Out Work in pairs. Decide what you think are the two most important discoveries in history and say why. Choose from the list or add your own ideas. Then tell the class.

We think the discovery of the human genome was really important. It will change medicine in the future.

Warm-up

1 Look at the photos (a–d). When were these things first used? Check your answers on page 92. How did they change people's lives?



Reading

2 Read the text. Do you agree with the author's choice of inventions (1–3)? Which inventions (4–6) are most likely to happen?

3 **Speak Out** What inventions would you like to see in the future? Why? Tell the class.

What inventions have influenced our lives most? Here are my top three choices.

1 Antibiotics

Most of us would not be alive if doctors didn't use vaccines and antibiotics. Three centuries ago, people only lived until they were thirty-five years old and most of them died of infectious diseases.

2 The Computer

Frankly, my best friend – it plays games with me, plays music to me, helps me learn. I would lose contact with the world if my computer wasn't there on my desk.

3 The Toilet

Go ahead. Laugh. Then try to imagine New York City without toilets. If we didn't know how to remove sewage and bring clean water into buildings, modern cities wouldn't be possible. We would probably have cities but they would look and smell completely different.

And what about the future? When Leonardo da Vinci did a drawing of a plane, fifteenth-century scholars probably said: 'Forget it, Leon. If machines could fly, we'd know about it.' Perhaps some inventions that look impossible today will become reality one day.

4 Teleportation

Life would be much easier if we could just disappear in one place and reappear in another. Imagine how much time, money and energy we would save if we discovered how to get to foreign lands in a split second.

5 A Universal Cure

We can already cure most diseases but new ones are still appearing. If we found a universal cure, we could get rid of cancer and AIDS and face any future flu epidemic. Perhaps DNA research can help?

6 Time Machine

If we could travel in time, I'd definitely go and meet a few people from the past. Maybe it will be possible one day.

Grammar: Unreal conditionals

4 Match the sentences (1–2) with their meanings (a–b).

- 1) Most of us would not be alive if doctors didn't use vaccines and antibiotics.
 2) If we found a universal cure, we could get rid of cancer and AIDS.
 a) unreal, imagined present situation
 b) unlikely future situation

5 Complete the pattern with the correct tense and verb forms.

Condition	Result
if + _____	_____ / could (not) _____

Practice

6 Complete the sentences with the correct verb forms.

- 1 If scientists had (have) more money, they could find (find) a cure for AIDS.
 2 Water and air _____ (not be) so dirty if factories _____ (not produce) so much pollution.
 3 If mobile phones _____ (not exist), we _____ (not be able) to talk to friends so easily.
 4 We _____ (go) to the Moon if space travel _____ (be) cheaper.
 5 If we _____ (can) write without pens or computers, we _____ (work) faster.
 6 We _____ (have) more free time if robots _____ (do) our work.

7 Match the conditions with the results. Write conditional sentences.

1–e *If we didn't have email, we would write letters.*

Condition	Result
1 we have email	a) it is difficult to communicate
2 we use the Internet to find information	b) cloning is possible
3 we can't prevent natural disasters	c) we don't go to libraries very often
4 we have electricity	d) we use vacuum cleaners and dishwashers
5 scientists know the genetic code	e) we don't write letters
6 people don't speak one language	f) many people die

Your Turn

8 Write sentences about what our life would be like without the things in the box.

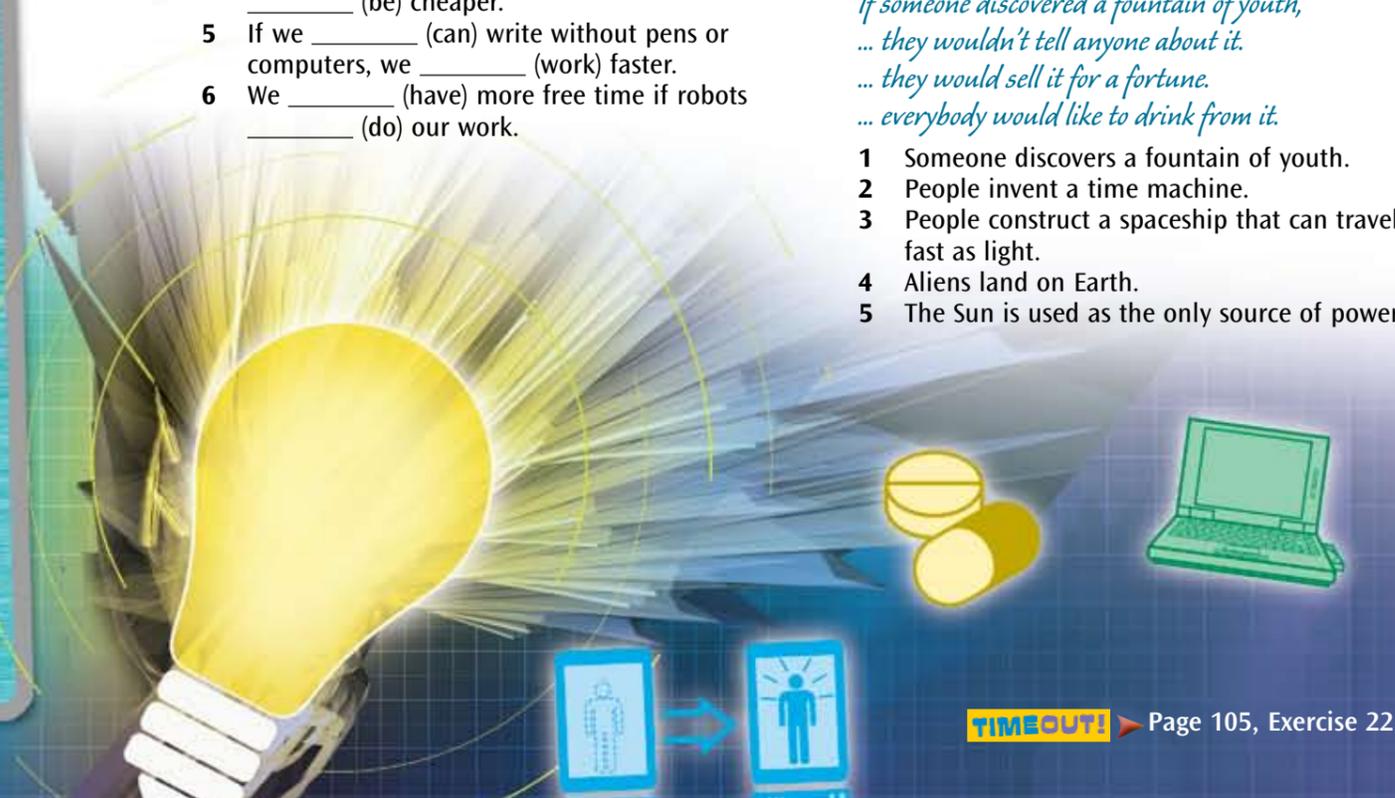
If I didn't have the telephone, I couldn't talk to my friends so often.

bottles CDs planes television
 running water cameras remote control
 guns plastic bags lifts telephone

9 Work in groups. Imagine how our lives would change if these things became true in the future. Make sentences about the consequences of each situation.

*If someone discovered a fountain of youth, ... they wouldn't tell anyone about it.
 ... they would sell it for a fortune.
 ... everybody would like to drink from it.*

- 1 Someone discovers a fountain of youth.
 2 People invent a time machine.
 3 People construct a spaceship that can travel as fast as light.
 4 Aliens land on Earth.
 5 The Sun is used as the only source of power.



Warm-up

1 Look at the Key Words and answer the questions (1–5). Check your answers on page 92.



Key Words: Animals

crocodile dinosaur elephant giant sloth hamster horse lizard mammoth rhinoceros sabre-toothed tiger whale wolf

- Which animals don't exist now?
- Which is the biggest?
- Which is the smallest?
- Which animals eat or ate meat?
- Which can you keep as pets?

Reading



2 Read the text and identify the animals in the pictures (a–d).



When dinosaurs dominated the Earth, mammals were small, furry animals, hiding in the forests. After the disappearance of the dinosaurs, these creatures evolved into modern mammals. But that isn't the whole story. Between the time of the dinosaurs and our own history, there was another time ...

A TIME THE WORLD FORGOT

1 Fossils found in Germany show the existence of mammals about forty-five million years ago. One animal was an early relation of the horse but only fifty centimetres tall. **Ambulocetus** was even more amazing; it was a kind of small whale with legs, which probably walked and swam like a crocodile.

2 In this period, birds were much bigger and more dominant than mammals. They probably developed from dinosaurs. **Archaeologists** have found evidence of huge birds like the **gastornis**. They were up to three metres tall and couldn't fly. They were meat-eaters – and there were lots of small mammals on the menu!

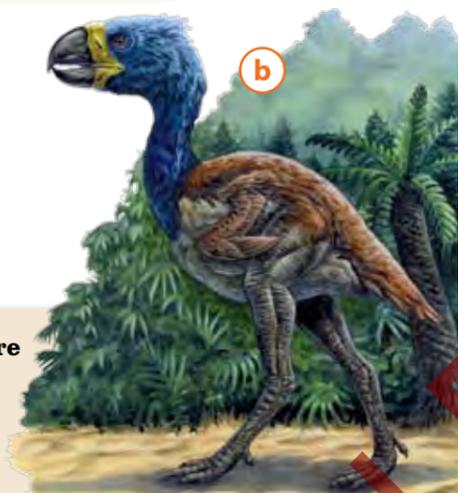
3 When the Earth's climate got a lot colder, these giant birds died out and mammals took control but there's a big difference between these mammals and the ones we know today. The Earth thirty million years ago was a land of giant mammals such as a nine-metre-long rhinoceros and a five-metre-long wolf!



3 Look at the Reading Help.

Reading Help: Identifying the main point

- Look for one or two sentences in each paragraph with the main meaning. They are often (but not always) at the beginning of the paragraph.
- The main point is usually general and is supported with specific information and examples.



4 Use the advice in the Reading Help to identify the main point in paragraphs 1–5.

- Some fossils were found in Germany.
 - Small mammals lived forty-five million years ago.
 - Some mammals could swim.
- Huge meat-eating birds dominated at this time.
 - Birds evolved from dinosaurs.
 - There were a lot of birds that couldn't fly.
- The world got colder.
 - Giant birds died out.
 - Giant mammals became dominant.
- Some giant mammals lived recently.
 - Darwin made important discoveries.
 - A giant sloth was the size of an elephant.
- One mammal ate dinosaurs.
 - Chinese scientists found a fossil.
 - Scientists are discovering new species all the time.

5 Are the statements true (T), false (F) or is there no information (NI)?

- Archaeologists found fossils near Frankfurt in the 1990s.
- Early horses were smaller than modern horses.
- The ambulocetus was a type of crocodile.
- Mammals dominated the animal kingdom forty-five million years ago.
- Archaeologists have found the teeth of the giant wolf.
- Humans lived at the same time as mammoths.

6 Look at the Word Builder. Complete it with more examples of nouns in blue from the text.

Word Builder

-ry	discovery
	1 _____
-tion	relation
	2 _____
	3 _____
	4 _____
-ance	disappearance
	5 _____
-ence	existence
	6 _____
	7 _____
-ist	archaeologist
	8 _____

7 Complete the sentences with words from Exercise 6.

- The origins of life on Earth are still a _____.
- Charles Darwin published his theory of _____ in 1859.
- We think a change in climate caused the _____ of the giant birds.
- _____ and _____ are finding new _____ all the time.
- The recent _____ in China surprised scientists.
- The dog is a _____ of the wolf.

8 **Game** Make nouns from the words in the box. Which is the odd-one-out?

celebrate explore inform prepare present recover

► Word Bank, page 110

9 Look at the Sentence Builder.

Sentence Builder

Birds were **much** bigger than mammals. The Earth's climate got **a lot** colder. Ambulocetus was **even** more amazing. It was **a bit** bigger than a cat.

10 Compare the animals in pictures (a–d). Use these adjectives.

- strange • colourful • dangerous • big
- small • interesting

The ambulocetus is even stranger than the giant sloth!

Speaking

11 Work in pairs. Find out about two more giant mammals.

- Student A, page 89
- Student B, page 90

Fact or Fiction?

Archaeologists have found fossils of a giant pig. It was two metres tall and weighed 350 kilogrammes.

Answer on page 92.

Warm-up

1 Look at the photo. What do you think they are happy about?

- finishing the course • Jasmin's birthday
- passing an exam • Matt getting an audition

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

The course has finished. Gwen and Jasmin are going out when they meet Mr Bywater.

Gwen Oh, here's Mr Bywater.

Mr B It's lucky I saw you. Are you seeing Matt tonight?

Jasmin Yes.

Mr B Can you do me a favour?

Jasmin Sure.

Mr B I'd like you to give him this letter.

Jasmin Okay, I'll do that.

Gwen Mm, sounds interesting.

Mr B I hope so.

The girls meet the boys in town to celebrate the end of the course.

Matt Hey, you're late!

Gwen Jasmin's got something for you.

Jasmin Yeah, Bywater gave me this letter.

Matt Bywater? What does he want?

Jasmin I don't know. Shall I open it for you?

Matt No, I'll do it.

Sam Come on, don't keep us in suspense.

Matt I don't believe it! Bywater recommended me to his friend. He's a film director in the States. I've got an audition next month for a small part in a film!

Jasmin That's brilliant!

Gwen Wow!

Sam And you never liked him!

Matt Well, I was wrong about him.

Gwen Okay. Come on everybody, let's celebrate!

3 Answer the questions.

- 1 Why does Mr Bywater say 'It's lucky I saw you'?
- 2 What does Mr Bywater ask the girls to do?
- 3 How did Mr Bywater help Matt?
- 4 Why does Matt say 'Well, I was wrong about him'?

Speaking

4 Look at the Key Expressions. Which are requests (R) and which are offers (O)?

Key Expressions: Offers and Requests

- 1 Can you do me a favour? *R*
- 2 I'd like you to give this letter to him.
- 3 Okay, I'll do that.
- 4 Shall I open it for you?

5 Work in pairs. Take turns to ask favours. Use the ideas below.

- record the match tonight • help organise my party
- lend me a couple of CDs • give my homework to our teacher
- post this letter • look after my hamster while I'm on holiday

A Can you do me a favour?

B Sure.

A I'd like you to record the match tonight.

B Okay, I'll do that.

6 Work in pairs. Take turns to make offers. Use the ideas below.

- your friend has got two heavy bags
- it's warm in the room • your friend is hungry
- the TV is very loud • your friend can't do his/her homework

Would you like me to help you?

Shall I help you with your bags?

Everyday Listening

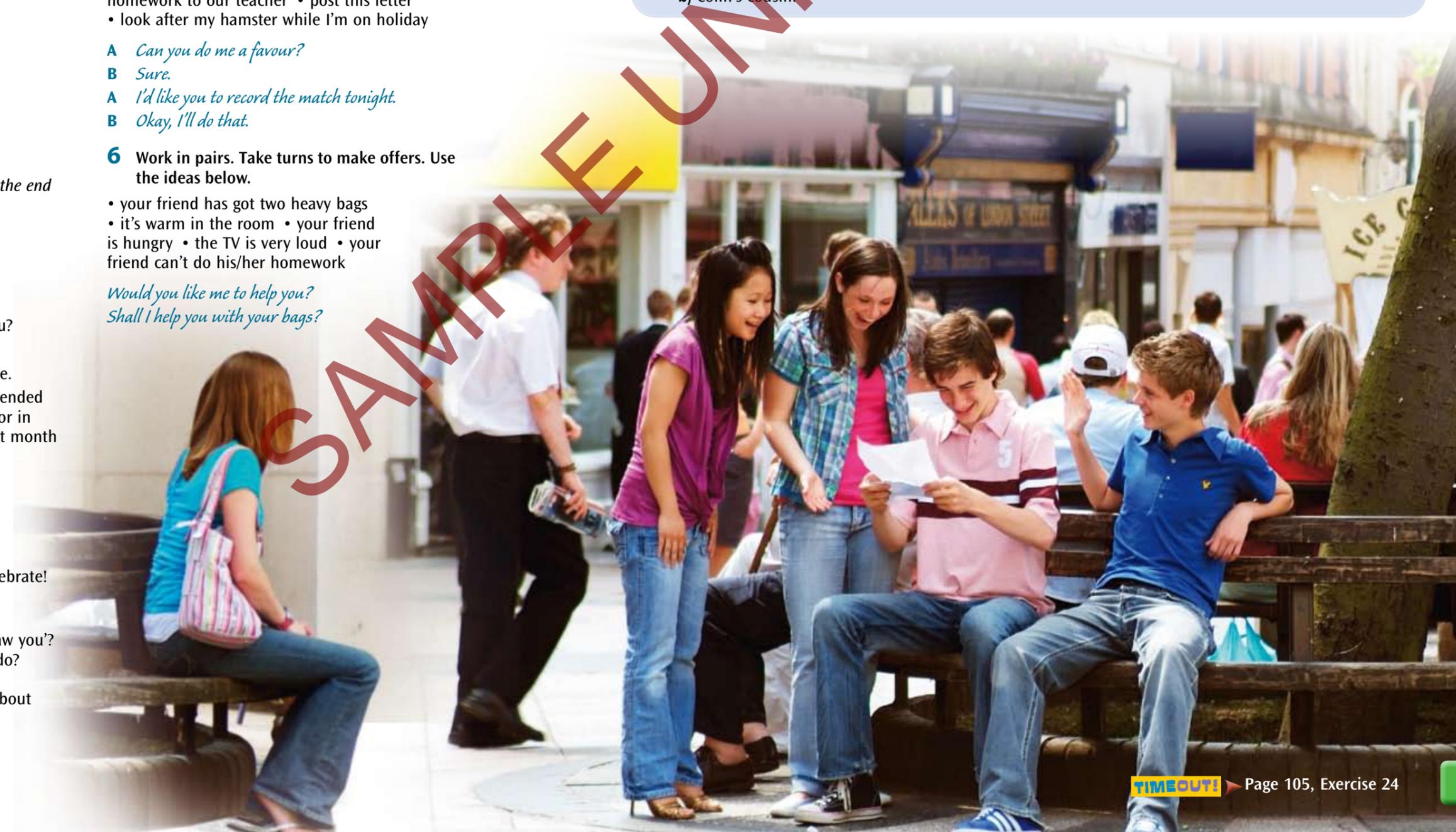
1 Listen to the TV programme. Choose the correct answers, a), b) or c).

- 1 Colin is ...
a) sixteen. b) seventeen. c) eighteen.
- 2 Colin is from ...
a) England. b) Ireland. c) Scotland.
- 3 Colin's invention is for children with ...
a) breathing problems. c) learning problems.
b) hearing problems.
- 4 The child breathes the spray through the elephant's ...
a) mouth. b) tail. c) trunk.
- 5 Who suffers from asthma?
a) Colin's mother. c) Colin's brother.
b) Colin's cousin.

2 Listen closely Listen and complete the gaps with contractions.

- 1 And now _____ time for *Invention of the Week*.
- 2 Let us know and _____ try to help you.
- 3 Now, _____ Colin's invention.
- 4 _____ made a bag.
- 5 _____ connected to the elephant's trunk.
- 6 _____ got a little cousin.
- 7 And _____ been really successful.
- 8 _____ buy one if my son had asthma.

3 Listen again and repeat the sentences.



Your Challenge

Writing: Notes

- 1 Read the emails (a–c) and match them with the replies (1–4). There is one extra reply.

a

date Wed, 7th March 2012
to Sam
subject Galactic Wars

Hi Sam,
 Can I borrow your copy of *Galactic Wars*? I've heard **it's** a really good game and I'm bored with all of **mine**. Could you bring it tomorrow? **I** can play it at the weekend?
 Thanks, Damian

b

date Wed, 7th March 2012
to Liz
subject Electricity equations

Hi Liz,
 Can you do me a favour? I don't understand those equations on electricity. **I** can't do my physics homework. Can I come round to your house later this evening? **you** can explain **them**?
 Tim

c

date Wed, 7th March 2012
to Andy
subject Jacket shopping

Hi Sue,
 I've got to go shopping this weekend. **I** get a new jacket. I need it. **there's** a family wedding next month and my mum has let me choose **one** myself. Can you come with me? **help**? We could go to that shopping centre. My mum can take us – she could pick us up outside your house at ten.
 Emma

1

Okay, I'll come with you. I'd like to go **there** as well. **I** get a new mobile phone. I'll see you **then**.

2

Sorry, I can't bring **it** in tomorrow. **I** lent it to my cousin. Would you like me to bring in **some others**? I've got a really cool one about aliens.

3

I'm really sorry but I can't come. I have to help my mum with the shopping on Thursday.

4

Sure, no problem. Come round at nine and we'll look at **them** together.

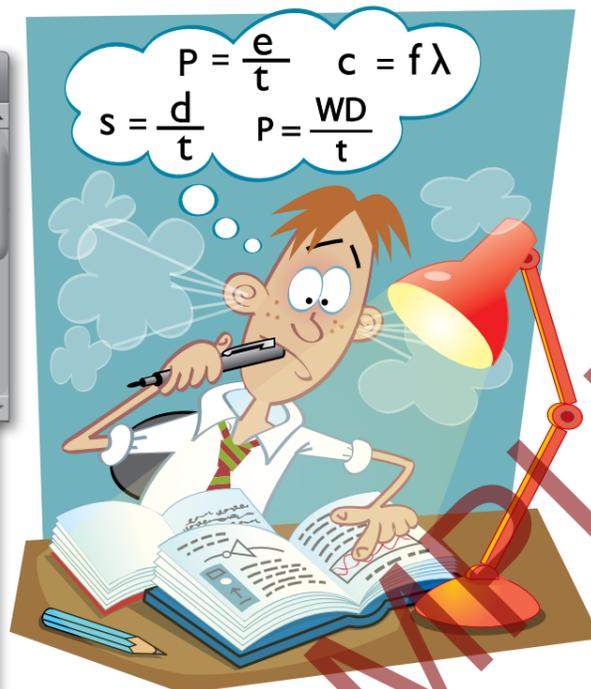
Text Builder

- 2 Complete the gaps in Exercise 1 with these linking words: *so, so that, to, because*.

1 *so or so that*

- 3 Find the words in **blue** in the emails. What do they refer to?

'it' (a) – *the computer game (Galactic Wars)*



- 4 Write an email to a friend.

STEP 1 Write an email to a friend, asking for something.

- ask him/her a favour (e.g. to help you/to lend you something)
- give reasons

STEP 2 Work in pairs. Read your partner's note and write a reply.

- say you can/can't do the favour
- if you can't, give reasons
- if you can, arrange when/how to do it

Understanding Grammar: *a lot of/lots of, much/many, a little/little, a few/few*

- 1 Read the text about Pompeii. Why do you think the volcano killed so many people?

The Roman city of Pompeii was buried under volcanic ash when Vesuvius erupted in 79 AD. Before the explosion, Pompeii was a rich town, with 20,000 residents. The houses had running water and central heating. People who had **a lot of** money collected works of art. Pompeii had pavements, **a few** public baths and **lots of** shops. People lived happily, with **few** worries and **a lot of** hopes for the future.

There were **a lot of** signs of volcanic activity but because they caused **little** damage, people didn't pay **much** attention to them. They felt safe and didn't expect any danger. On 24th August, they saw lots of smoke coming from Vesuvius but **very few** people understood what was happening. In fact, they had **very little** time to escape.

A cloud of gas and ash fell down on the town and killed many people in **a few** seconds (the temperature of the cloud was almost 500°C). **A lot of** people suffocated – even **a little** volcanic ash and gas can kill immediately. Pompeii was buried under the ash for centuries until it was accidentally rediscovered in the eighteenth century.

- 2 Compare the two columns below. Which of the words in **bold** are used:

- a) only with plural countable nouns?
 b) only with uncountable nouns?
 c) with both uncountable and plural countable nouns?

Countable nouns	Uncountable nouns
many people	much attention
a few seconds	a little volcanic ash
very few people	very little time
few worries	little damage
a lot of signs	a lot of money
lots of shops	lots of smoke

- 3 Translate the pairs of sentences into your language. Do the expressions in **bold** mean the same?

- a) The earthquake caused **little** damage.
 b) The earthquake caused **a little** damage.
 c) The people had **few** worries.
 d) The people had **a few** worries.

- 4 Read the sentences and complete the rule with *many/much* or *a lot of*.

- 1 There were **a lot of** signs of volcanic activity.
 2 People who had **a lot of** money collected art.
 3 Were there **many** people who escaped?
 4 Did the volcano produce **much** lava?
 5 People didn't pay **much** attention to the signs.
 6 Vesuvius didn't erupt **many** times.

We usually use _____ in statements and use _____ and _____ in questions and negative sentences.

- 5 Which response is more appropriate?

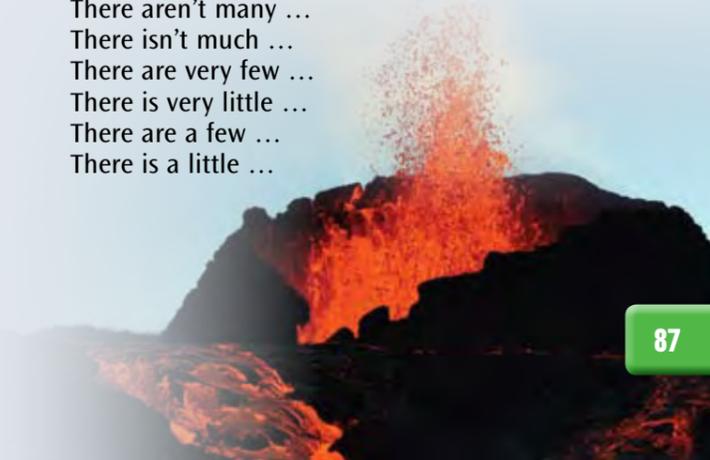
- 1 'There are thirty seconds left to the end of the match.'
 a) There's little time to score another goal.
 b) There's a little time to score another goal.
 2 'I feel depressed and lonely.'
 a) It's because you have few friends.
 b) It's because you have a few friends.

- 6 Choose the correct words. In one sentence, both options are correct.

- 1 There are *a few / a little* active volcanoes in the world.
 2 We have *little / few* knowledge about other galaxies.
 3 There are *a lot of / much* old Indian ruins in Latin America.
 4 We don't like watching TV. We watch very *little / few* programmes.
 5 Archaeologists don't find *a lot of / many* new historic places nowadays.
 6 Europeans had *a little / little* gold in the sixteenth century so it was very expensive.
 7 There are *very few / a few* archaeological sites in Antarctica.

- 7 Look at your classroom and use these phrases to describe it.

There are a lot of ...
 There aren't many ...
 There isn't much ...
 There are very few ...
 There is very little ...
 There are a few ...
 There is a little ...



Study Corner 8

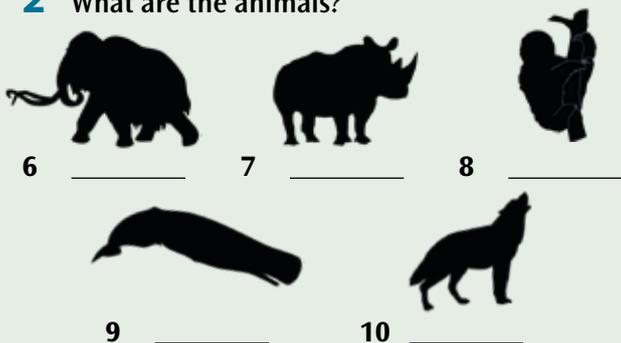
Language Check

1 Match the sciences (a–e) with the discoveries (1–5).

- a) archaeology c) botany e) zoology
b) astronomy d) medicine

- 1 A vaccine for polio – 1952.
- 2 New type of kangaroo in Australia – 1967.
- 3 Evidence of water on the planet Mars – 2000.
- 4 An ancient 'city of the dead' in Egypt – 2005.
- 5 Unknown plants in New Guinea – 2006.

2 What are the animals?



3 Make nouns from the words in brackets.

Mars has always been a ¹¹ _____ (mysterious) to scientists. In 2000, a *Mars Surveyor* spacecraft found possible ¹² _____ (evident) of water on the planet. In 2004, after the ¹³ _____ (disappear) of *Beagle 2*, NASA sent two robots called *Spirit* and *Opportunity* to the planet. They sent a lot of important ¹⁴ _____ (inform) about the 'red planet' back to Earth, including an amazing ¹⁵ _____ (discover) – rocks from an ancient sea!

Vocabulary / 15

4 Put the verbs in brackets in the correct tense.

If spaceships ¹⁶ _____ (go) faster, we ¹⁷ _____ (can) travel to other planets easily.

What period of history ¹⁸ _____ you (choose) if time travel ¹⁹ _____ (be) possible?

If we ²⁰ _____ (not use) so much energy we ²¹ _____ (stop) climate change.

5 Complete the gaps with the words in the box.

few little many much

- 22 There are only a _____ mountain gorillas left in the wild.
- 23 Because of climate change, some areas of the world haven't got _____ water.
- 24 Pluto and Xena only receive a _____ light from the Sun.
- 25 Once there were _____ dinosaurs on Earth.

Grammar / 10

6 Complete the gaps with one word.

- A I can't do this.
B ²⁶ _____ you like me to show you?
C Can you ²⁷ _____ me a favour?
D Maybe.
C I'd ²⁸ _____ you to give this to Gary.
D Sure, ²⁹ _____ do that.
E I can't open this packet.
F ³⁰ _____ I open it for you?

Key Expressions / 5

Feedback

4.24

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–10	Unit 23 – Key Words
Numbers 11–15	Unit 23 – Word Builder
Numbers 16–21	Unit 22 – Grammar
Numbers 22–25	Understanding Grammar
Numbers 26–30	Unit 24 – Key Expressions

- Now do the exercises in Language Check 8 of the Workbook.

Study Help: Self-assessment

- Which were the easiest and most difficult reading and listening exercises in this module?
- Look at your scores in all the Language Checks. What do you need to revise?
- Look at your portfolio. What are your weak areas in writing – spelling, punctuation, linking words?
- Look at the objectives boxes in the Get Ready sections. How well can you do the activities now? List the activities and give yourself a score.

make suggestions: 7/10; write an email: 6/10