

Objectives: Listen, read and talk about your identity and other people's; discuss urban tribes; write a short description; learn more about present tenses.

TOPIC TALK

- 1 Make guesses about which of the people in the photos (a-c):
 - are proud of their nationality
 - belong to an urban tribe (e.g. goths/skaters/punks)
 - are into sport
 - care about the environment
- 2 **1.2 1.3** Listen to the people (1-3) and check your guesses from Exercise 1.
- 3 **1.4 1.5** Listen again to the first person. Complete the information in the network.

Identity

My family roots are in ¹England/Wales.

I am proud of my/our ²_____.

One thing I love about my country is the ³_____.

I suppose I'm a/an ⁴_____ type of person but I'm a bit too ⁵_____.

I'm ⁶passionate about/keen on ⁷art/fashion/nature/sport, etc.

I'm (not) into ⁸_____.

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses

climate, food, landscape, lifestyle, people, wildlife

adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty

independent, laid-back, rebellious, shy, untidy

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos
piercings, tattoos

- 4 **1.6 Pronunciation** Listen and write down the contractions. Then listen again and repeat them.

1 - I'm

LANGUAGE CHOICE 1:
VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* identity.

a



c



b



SKILLS AVATARS



Warm Up

- 1 Work in pairs. Which of the avatars in the pictures (a-d) do you like most? Why? Describe an avatar you have used in a chat, blog or computer game.

Reading

- 2 → **SKILLS BUILDER 12** Use the strategies in the Skills Builder to choose a title (a-c) for the article.

- a More Avatars than People
- b Creating Identity Online
- c The Dangers of Avatars

- 3 → **SKILLS BUILDER 13** Use the strategies to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a How avatars have developed
- b The future of avatars
- c Avatars in virtual worlds
- d Your avatar and you
- e Buying virtual jewellery
- f Improving your looks
- g Identity online

- 4 Read the text again. Are the sentences true (T) or false (F) or is no information given (?)?

- 1 When you are online, you can take on any identity. **T**
- 2 Avatars first appeared on internet chats.
- 3 Some people spend a lot of money on their avatars.
- 4 People use avatars to express their own identity.
- 5 A person's avatar is usually not as good-looking as he/she is in real life.
- 6 Virtual worlds will be more expensive in the future.

Simon Boswell investigates the weird and wonderful world of online avatars.

1.7

- 1 When you are online you can be anyone or anything – you can create your own image and a new personality, you can be anyone you want to be.
- 2 The first, simple two-dimensional avatars appeared in the mid 1980s in role-playing computer games. By the late 1990s, they were in web chats like Instant Messenger. Nowadays, avatars are everywhere. In most chats, people use simple, ready-made images or upload their own images but you can also use dynamic avatars that move around and talk when you type in your message.
- 3 Avatars in online worlds like *Second Life* can talk, walk and fly around, meet people, go shopping or go to classes. There is lots of room for creativity and you can get a brand-new identity. If you're well-off, you can spend a fortune on buying virtual clothes and jewellery for your well-dressed, fashion-conscious avatar.
- 4 Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a kitten, your message is 'I'm a playful, laid-back person.' Well-known cartoon characters or laughing chimpanzees say 'I'm a really funny person.'
- 5 Surprisingly, most people create avatars that look more or less like them and behave like them. However, nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair, tattoos and piercings. Many people have more than one avatar, a sensible one for work, a good-looking, easy-going one for meeting people and a silly one for having fun.
- 6 Soon, over eighty percent of internet users will have at least one avatar and in some countries there will be more avatars than real people. Some people say that we spend too much time in virtual worlds and will become afraid of meeting people in the real world. Others look forward to the time when their avatar will look and act just like a real person and be able to travel around bigger, more exciting virtual worlds.

- 5 **Vocabulary** Look at the Word Builder. Match the adjectives with the meanings below.

rich attractive (x 2) stylish relaxed (x 2)
totally new can be used immediately
a flat image into wearing all the latest styles
famous

Word Builder Compound adjectives

brand-new, easy-going, fashion-conscious,
good-looking, laid-back, nice-looking,
ready-made, two-dimensional, well-dressed,
well-known, well-off

LANGUAGE CHOICE 2: VOCABULARY PRACTICE

- 6 **Work in pairs. Ask and answer the questions.**

- 1 What well-known stars (film/music/sport) do you think are good-looking?
- 2 How fashion-conscious are you? Give examples.
- 3 What do you wear when you want to be well-dressed?
- 4 How easy-going are you? Give examples.
- 5 If you suddenly became very well-off, what brand-new thing would you buy?

Writing

- 7 **Read the description and look at the picture. Find four differences.**

What does my avatar look ¹like? Well, she looks a bit ²like me but she's a bit taller and slimmer and she's got long brown hair and blue eyes. What is she ³like? When she's in her virtual world, she usually behaves ⁴like me. She's an alternative and rebellious kind of person, just ⁵like me. She ⁶likes really cool black clothes and silver jewellery and she ⁷likes going to concerts and hanging out in cool places in the virtual world, ⁸like the coffee shops on Bora Island.



- 8 **Look at the Sentence Builder. Match other examples of like (1-8) in Exercise 7 with the uses (a-e) below.**

Sentence Builder like

- a I **like** chatting online.
(verb: to talk about preferences)
- b My handwriting **is like** my dad's. / My handwriting looks **like** my dad's.
(preposition: *similar to*)
- c What **is** your friend **like**?
(preposition: ask for a general description)
- d What does my avatar look **like**?
(preposition: ask for a description of appearance)
- e There are various virtual worlds, **like** *Second Life*.
(preposition: *for example*)

SKILLS BUILDER 24

LANGUAGE CHOICE 3

- 9 **Work in pairs. Ask and answer the questions.**

- 1 Who are you like in your family? Who do you look like?
- 2 What clothes do you like? Give examples with *like*.
- 3 What do you like doing online? What kind of computer games do you like? Give examples.
- 4 What websites do you visit most often? Give examples with *like*.

- 10 **Create your own avatar. Write notes about the things below:**

- what it looks like
- how it behaves
- where you use it
- why you chose your avatar

- 11 **Use your notes to write a description of your avatar like the one in Exercise 7.**

- 12 **Work in groups. Ask and answer questions about your avatars. Use the cues in Exercise 10.**

A: *What does your avatar look like?*

B: *He's tall with long red hair. He looks a bit like me.*

No Comment

'I never forget a face but in your case I'll make an exception.'

Groucho Marx, American comedian

Warm Up

- 1 Look at the map of world languages. Which continents have the lowest number of endangered languages?
- 2 Read the text and answer the questions.
 - 1 Why do languages disappear?
 - 2 What do scientists do to save languages?
 - 3 Why do we want to save them?
- 3 **Your Culture** Where in the world is your language spoken? What languages have influenced your language? What foreign words are used in your language now?

Present tenses

- 4 Name the tenses (Present Simple or Present Continuous) in the sentences (1-5) underlined in the text and match them with the things they talk about (a-e).

- a feelings and opinions
- b facts and permanent situations
- c routines, things that happen regularly 1
- d things happening exactly at the time of speaking
- e things happening around now, not necessarily at the time of speaking

- 5 Read the rule. Can you change the verb forms in **bold** in the sentences (1-2) into the continuous?

- We use the Present Simple (not Present Continuous) with state verbs like these: *be, believe, belong, know, like, prefer, remember, want, understand.*

- 1 *Older speakers of the language **die**.*
- 2 *We **believe** we can help save some endangered languages.*

- 6 Match the Present Perfect sentences (1-2) with the uses (a-b).

- 1 *Australian and South American natives **have** always **used** plants to treat people.*
- 2 *A lot of languages of smaller cultures **have** **disappeared**.*

- a We talk about past events when it doesn't matter when they happened (often they have some consequences in the present).
- b We talk about a situation or habit that started in the past and is still going on.

Key

⊙ = endangered language

1.8

SAVE LANGUAGES

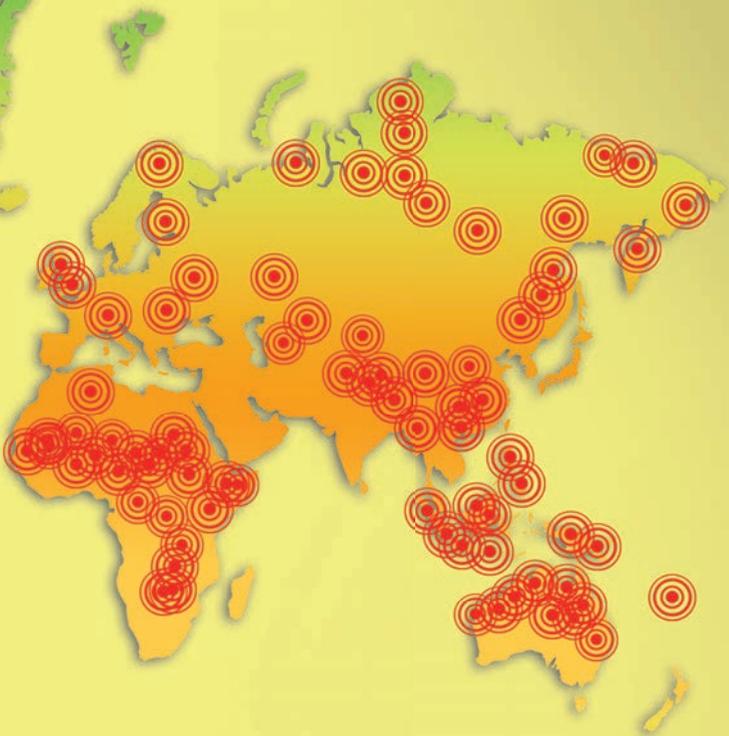
¹Every two weeks, a language dies. Languages are becoming extinct faster than endangered animals. Because language is part of national identity, minority languages have often been discriminated against. In the 19th century, Native Australians and American Indians were not allowed to use their native languages in public in Australia and the United States. It was also illegal to speak Celtic languages in Ireland, Scotland and Wales in the street. Some languages die naturally. While the languages of powerful groups have always spread, the languages of smaller cultures have disappeared. Small communities stop speaking their traditional language and choose the more 'popular' one. Slowly, older speakers die and the original language is forgotten.

Practice

- 7 Which of the people (a-c) could not say these sentences? Why?

- 1 'I'm living in the Amazon jungle.'
 - a a native Amazon Indian
 - b a student on holiday in the jungle
 - c an engineer building a road in the jungle
- 2 'I teach English.'
 - a an experienced teacher of English
 - b a full-time English teacher
 - c a PE teacher teaching an English class
- 3 'I've done my homework.'
 - a a student giving her homework to the teacher
 - b a student after she finished her homework
 - c a student planning to do her homework

➔ LANGUAGE CHOICE 4



² Many endangered languages have no written form but they carry amazing knowledge of local environments. Native Australians and South Americans have always used plants to treat people. Unfortunately, many of their languages are dying and this knowledge may one day be lost forever.

Christine Davies, from the Enduring Voices project, told us: ³ We believe we can help save some endangered languages. ⁴ We are recording the speakers of endangered languages on all continents. For example, in Australia we have recorded the only living speaker of Amurdag, so this language won't disappear completely. But while ⁵ we're talking now, the last speakers of some native languages all over the world are dying, taking their culture and knowledge with them. So we have to hurry.'

- 8 Use the notes to write sentences the people (1-3) could say. Use the Present Simple, Present Continuous and Present Perfect.**

I'm learning my 10th language now.

I work at university.

I've studied languages since I was at school.

- 1** an expert on languages
 - learn my 10th language now
 - work at university
 - study languages since I was at school
- 2** a 6-year-old native Australian child
 - speak our language at home
 - learn to write in English at school
 - never speak to a foreigner
- 3** an explorer
 - be a traveller since I was twenty
 - spend very little time at home
 - prepare for a trek in the Andes

→ LANGUAGE CHOICE 5

Grammar Alive

Personal information

- 9** **1.9** Listen to the dialogue. Answer the questions about Martha and James.

- 1** What languages do they speak well?
- 2** What languages are they learning?
- 3** What countries have they been to?

- 10** Work in pairs. Use the cues to make dialogues.

A: *Have you ever learned a foreign language?*

B: *Sure. I study French at school. I'm revising for a test now.*

A starts

- 1** learn a language?
- 2** visit Barcelona?
- 3** talk to a famous person?
- 4** buy designer clothes?

B starts

- 5** appear on TV?
- 6** feel really stressed?
- 7** fall in love?
- 8** use a laptop

B answers

- 1** study French at school - revise for a test now
- 2** often go to Spain - learn Spanish now
- 3** talk to famous people all the time - text Zac Efron now
- 4** buy designer clothes all the time - wear an Armani jacket today

A answers

- 5** appear on TV regularly - act in a soap opera this week
- 6** feel stressed often - feel stressed about the next class
- 7** fall in love all the time - fall in love with you right now
- 8** often use a laptop - chat online on it right now

- 11** Use the cues to write a questionnaire. Use correct tenses.

- 1** How many languages - speak?
How many languages do you speak?
- 2** What languages - learn now?
- 3** What subjects - like learning?
- 4** How many different countries - visit?
- 5** How many times - speak to a foreigner?
- 6** What foreign language - need most often?

- 12** Work in pairs. Ask and answer the questions. Tell the class about your partner.

Warm Up

- 1 **Vocabulary** Look at the network and the photos (a-b). Try to match the tribes with the descriptions (a-g).

Urban tribes
emos, geeks, goths, metal heads, punks, skaters, trendies

- Descriptions**
- a have dyed black/straight hair - into pessimistic punk music - wear dark clothes *emos*
 - b into horror films - have dyed hair - wear silver jewellery/black make-up - into *Evanesence*
 - c have scruffy clothes/shaved hair - chains/piercings
 - d like designer labels/loose shirts (male) - into clubbing/shopping
 - e wear dull clothes - obsessed with technology and gaming
 - f have long hair/beards - wear leather jackets/black T-shirts - into heavy metal
 - g wear baggy clothes - hang out at skate parks - into indie and punk

Listening

- 2 **1.10 1.11** Listen to an interview about urban tribes in the UK. Check your guesses from Exercise 1.
- 3 **1.10 1.11** Listen again. Are the sentences true (T) or false (F)?
- 1 Urban tribes started in the 1970s and 80s. *F*
 - 2 There are more tribes around these days.
 - 3 Tribes are changing faster than before because of the internet.
 - 4 Tribes are always based on tastes in music and clothes.
 - 5 The identity of some tribes is based on interests.
 - 6 Most young people now only belong to one tribe.
- 4 **Your Culture** Work in pairs. Which of the tribes in Exercise 1 do you have in your country? Can you think of any others? Tell the class.

LANGUAGE CHOICE 6:
VOCABULARY PRACTICE



DVD Choice

5 **DVD 1** Watch the documentary without sound. Order the things the journalist does (a-e). Then watch it with sound and check your answers.

- a He goes to the party in goth clothes and make-up.
- b Two goths put make-up on him and change his hair.
- c He feels relaxed with his appearance.
- d He travels to Whitby for a goth weekend. **1**
- e He interviews some goths.

6 **DVD 1** Watch again. Match the descriptions (1-5) with the people (a-d).

- a journalist (x 2)
- b goth man
- c goth woman
- d goth musician

- 1 has been a goth for a long time **b**
- 2 usually feels different from other people but not in Whitby
- 3 is worried about dressing up like a goth
- 4 doesn't like the journalist's clothes
- 5 now feels confident in goth clothes

7 Would you like to go to the Whitby Goth Weekend? Would you dress up like a goth?



Watching and Speaking

8 **1.12 DVD 2** Listen to or watch two interviews. Match the descriptions (1-5) with the people.

- Tim • George • Tom • Harry

- 1 dislikes goths **Tim and Tom**
- 2 likes goth music
- 3 likes punk music
- 4 has got tattoos
- 5 thinks he is independent but isn't

9 **1.12 DVD 2** Look at the Talk Builder. Listen or watch again. Choose the replies to the opinions you hear.

Talk Builder Agreeing and disagreeing (1)

- | | Agree | Disagree |
|--------------------------------|---------------------------------|------------|
| 1 I think they're a bit silly. | a So do I. b Me too. | c I don't. |
| 2 I'm not into their clothes. | a Neither am I. b Me neither. | c I am. |
| 3 I don't think we're a tribe. | a Neither do I. b Me neither. | c I do. |
| 4 I just love urban tribes. | a So do I. b Me too. c I don't. | |
| 5 I'm into their music. | a So am I. b Me too. c I'm not. | |
| 6 I don't like those groups. | a Neither do I. b Me neither. | c I do. |

→ SKILLS BUILDER 40

10 **1.13** Listen to the opinions and replies and notice the intonation. Listen and repeat the replies.

11 Write replies to the statements below with *your* opinions.

Neither am I.

- 1 I'm not into heavy metal.
- 2 I think goth clothes are great.
- 3 I don't think urban tribes are bad.
- 4 I'm really into hip hop and rap.
- 5 I don't like beards and long hair.
- 6 I think piercings and tattoos are horrible.

12 Choose one of the topics (a-e). Write five statements about your topic.

I don't think that goths are very interesting.

- a urban tribes in your country
- b clothes and fashion
- c different styles of music
- d personal appearance
- e interests and habits

13 Work in groups. Take turns to say your statements to each person in your group. Record their responses.

- A: *I like band T-shirts.*
- B: *So do I.*
- C: *I don't.*

14 Report your results to the class.

Sixty percent of the class don't like piercings. Forty percent like them.

Language Review Module 1

1 Identity Complete the text with the correct words.

I'm very proud ¹ _____ my surname, Bruce, because my ancestor was Robert the Bruce who defeated the English at the battle of Bannockburn in 1314. One thing I really love ² _____ Scotland is our traditional costume, the kilt, and I sometimes wear mine on special occasions like weddings. I'm a ³ _____ too rebellious and I sometimes have problems at school. I'm passionate ⁴ _____ folk music and I'm keen ⁵ _____ playing the guitar. I'm not ⁶ _____ wearing band T-shirts. /6

2 Compound adjectives Add one extra word to the words in brackets to complete the sentences with the correct adjectives.

- A My sister is very ⁷ _____ (fashion) and she loves wearing ⁸ _____ (new) designer clothes.
 B I am not very ⁹ _____ (well) so I haven't got much money for clothes but I always try to be ¹⁰ _____ (dress).
 C Robert Pattinson is a really ¹¹ _____ (know) actor and he's very ¹² _____ (good) - everybody likes him. /6

3 like Put like in the correct place in the sentences.

- 13 What does your cousin, Jenny, look?
 14 She looks a bit me but she is taller and slimmer.
 15 And what is she?
 16 She is an easy-going and laid-back type of person my brother, Tom.
 17 She is really into doing sports hockey and basketball. /5

4 Present tenses Use the cues to write questions.

- 18 what language / you usually speak?
 19 what languages / you learn this year?
 20 what language / want to learn?
 21 how many countries / you visit so far?
 22 you ever do a language course abroad? /5

5 Present tenses Complete the phone conversation with the verbs in brackets in the correct tense.

- A: Hi, Anna. How are things?
 B: Okay, Claire, but I'm a bit tired because I ²³ _____ (have) two exams today.
 A: What ²⁴ _____ (do) at the moment?
 B: I ²⁵ _____ (write) to my cousin Eric.
 A: The one from Belgium? I ²⁶ _____ (never meet) him.
 B: He's really nice. He ²⁷ _____ (live) in Brussels and he can speak four languages. His English is so good that people often ²⁸ _____ (think) he is English.
 A: Lucky him. I ²⁹ _____ (want) to learn Italian but we can't do it at school. I ³⁰ _____ (study) French for three years but I'm terrible at it.
 B: Well, I ³¹ _____ (visit) Italy a couple of times and I ³² _____ (understand) a bit of Italian. It's a great language. /10

6 Agreeing and disagreeing (1) Complete the dialogues.

- A: I think punk music is great. → (agree)
 B: So ³³ _____.
 A: I like goth clothes. → (disagree)
 B: I ³⁴ _____.
 A: I'm not into piercings. → (agree)
 B: Me ³⁵ _____.
 A: I don't like skater clothes. → (disagree)
 B: I ³⁶ _____.
 A: I'm into urban tribes. → (agree)
 B: Me ³⁷ _____.
 A: I don't like tattoos. → (agree)
 B: Neither ³⁸ _____.
 A: I'm not into dyed black hair. → (disagree)
 B: I ³⁹ _____.
 A: I'm into clubbing and shopping. → (agree)
 B: So ⁴⁰ _____.
 /8

Self Assessment

1.14 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

| Exercise | If you need practice, go to |
|----------|--------------------------------|
| 1 | Language Choice 1 |
| 2 | Language Choice 2 |
| 3 | Language Choice 3 |
| 4 and 5 | Language Choice 4 and 5 |
| 6 | Students' Book (SB) p.11 ex.11 |

6 HEROES



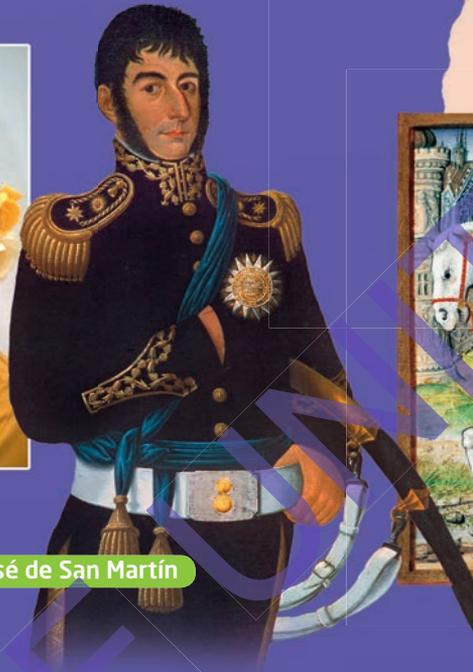
e Gandhi



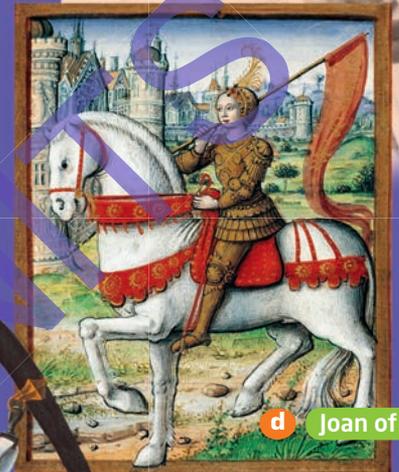
a Elizabeth I



b Aung San Suu Kyi



c José de San Martín



d Joan of Arc

Objectives: Talk about and listen to descriptions of heroes and heroines; read a story and a film review; write a review; learn about modals for speculation in the past.

TOPIC TALK

- 1 Work in pairs. Look at the photos (a-e) and the network. Which of the people have you heard about? What did they do? When did they live? (e.g. *in the 20th century*)
- 2 3.2 3.3 Listen and identify three of the heroes in the photos (a-e). Why were they heroes?
- 3 3.4 3.5 Listen again to the first person. Complete the information in the network.
- 4 3.6 Pronunciation Listen and write down the dates. Then listen again and repeat them. What dates are important in your country's history?

LANGUAGE CHOICE 31: VOCABULARY PRACTICE

- 5 Your Culture Choose a hero/heroine from your country. Find out information about him/her. Then work in groups. Use the network to talk about your person.

Biography

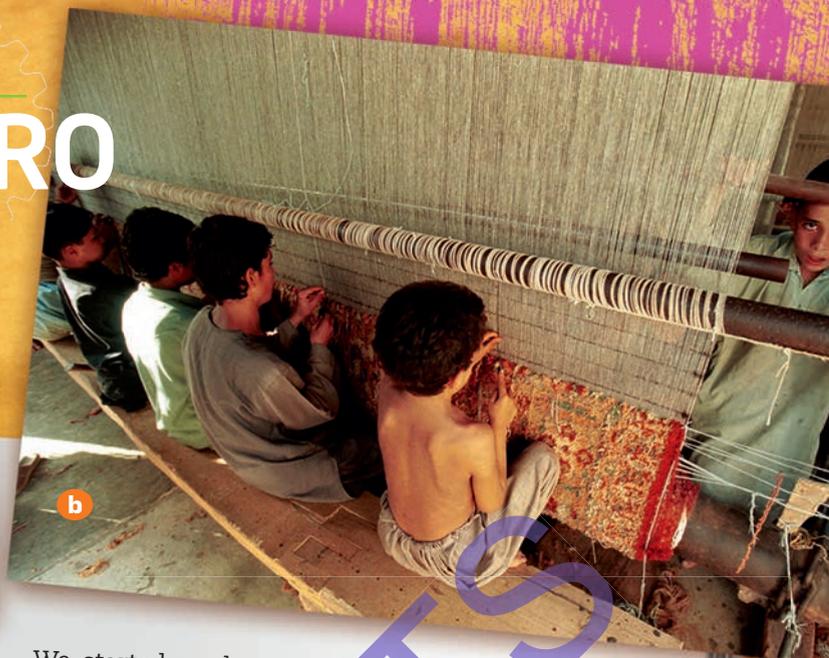
_____ was a great man/woman. He/She came from ¹England/India/South Africa. He/She was born into a/an ²_____. He/She had a ³difficult/happy/privileged childhood. As a young man/woman he/she ⁴_____. After that, he/she ⁵_____ of Indians in South Africa. Later, he/she ⁶_____ India. In my opinion, he/she was a great ⁷_____.

aristocratic, middle-class, poor, privileged, royal, wealthy, well-known, working class **family**

joined the army, civil service
studied law, medicine, science
took part in/organised (peaceful) demonstrations, protests, a rebellion
worked as a doctor, lawyer, scientist, teacher

campaigned/fought for equal rights, freedom of speech, human rights, peace, the independence of ... , women's rights
campaigned/fought against child labour, colonialism, discrimination, poverty, racism, slavery, the invaders

artist, explorer, leader, liberator, pioneer, revolutionary, ruler, scientist, social reformer, soldier, thinker, writer



Child Hero Shot in Pakistan

3.7



Iqbal Masih, 12-year-old campaigner against child labour in Pakistan, has been murdered, probably by the powerful 'carpet mafia'.

Iqbal became a slave at the age of four and worked in a carpet factory for six years before he managed to escape. After this he contacted Bonded Labor Liberation Front, a Pakistani NGO* and helped to free a lot of children himself. He sneaked into factories, took photos and collected evidence for the police, who later arrested the owners and freed the slave workers. He was shot two years after his escape. There may be over 250 million working children worldwide.

*NGO – non-governmental organisation

We started work at sunrise. We were forbidden to stop or to talk. Our arms and shoulders ached. Our hands worked on their own, out of habit. If we didn't work fast enough, we were punished.

There were fourteen of us. Fatima was the youngest – she can't have been older than five, she was so small. The oldest was Karim. He must have worked in the factory since he was very little because he couldn't even remember his family or home. His parents may have sold him to our master to pay their debts, like most of our families. Salman was chained to his machine, day and night. I don't know why – he might have made a mistake in the carpet pattern. Nobody had the courage to run away.

From the moment he arrived we knew that Iqbal was different. When he escaped and came back with the police to free us all, our master was shocked. He must have thought that Iqbal was just another helpless child. But he wasn't.

Warm Up

- 1 Look at the photos (a-b). Make guesses about the children.

The children might be from India. They could be earning money for their families.

- 2 Read the newspaper cutting about Iqbal and an extract from a novel about his life. Answer the questions.

- 1 What was life and work in the carpet factory like?
- 2 Why did the children work there?
- 3 What did Iqbal do? Why did he die?

- 3 **Your Culture** Are there any child workers in your country? At what age can you start work?

Speculating about the past

- 4 Read the speculations (1-3) from the text. Complete the rule.

- 1 He **might have made** a mistake.
- 2 She **can't have been** older than five.
- 3 He **must have worked** in the factory since he was very little.

- When we speculate about the past, we often use *must/may/might/could/can't* + ____ + 3rd form of the verb (perfect infinitive).

- 5 Read the sentences (1-2). Match them with the uses (a-b).

- 1 There **may be** over 250 million working children worldwide.
- 2 Our master **must have thought** that Iqbal was a helpless child.

- a speculation about the present
b speculation about the past

Practice

- 6 Match the sentences (1-3) with the best paraphrases (a-b).
- 1 He *can't have made a mistake*.
a Maybe he didn't make a mistake.
b I'm certain that he didn't make a mistake.
 - 2 He *must have worked in a carpet factory*.
a I'm sure he works in a carpet factory.
b I'm sure he worked in a carpet factory.
 - 3 The children *may have escaped from slavery*.
a Perhaps the children escaped from slavery.
b The children certainly escaped from slavery.

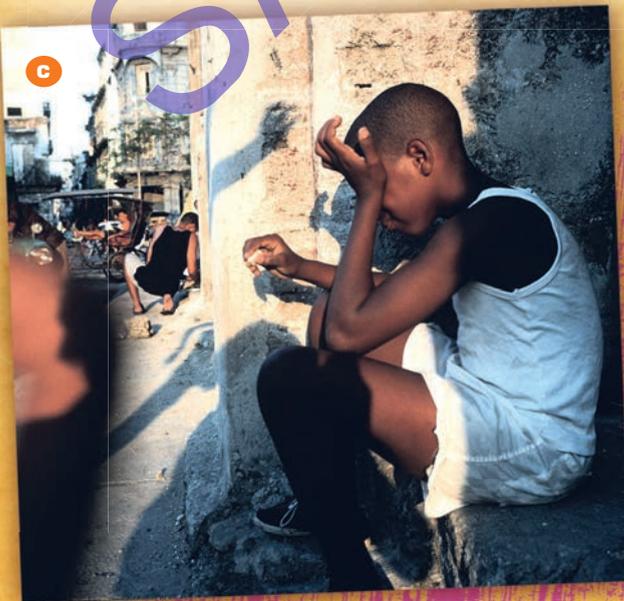
LANGUAGE CHOICE 32

- 7 Use the cues to complete the sentences.
- 1 Iqbal sneaked into carpet factories many times. He must have been clever (must / be clever).
 - 2 A factory manager has been arrested. He _____ (may / employ children in his factory).
 - 3 A girl is selling snacks in the street. She _____ (can't / be born into a rich family).
 - 4 The child disappeared from the street. The carpet mafia _____ (may / kidnap her).
 - 5 The children look hungry. They _____ (might / not eat anything all day).
 - 6 This carpet is beautiful. It _____ (must / take a lot of time to make it).

LANGUAGE CHOICE 33

- 8 Use the cues and *must/may/might/could/can't* and *have + the 3rd form of the verb* to make sentences about Iqbal.

have a lot of courage be weak
have a rich family be intelligent
hate his situation dream about freedom
plan his escape for a long time go to school



Grammar Alive Making guesses

- 9 3.8 Listen to the dialogue. What reasons do Lisa and Rob give for James becoming a volunteer?

- 10 Work in pairs. Use the cues and modals to make dialogues.

A: *Anna is crying.*

B: *She may have broken up with Jake.*

A: *She can't have broken up with him. She loves him!*

A starts

- 1 Anna is crying. (She loves Jake.)
- 2 Mike hasn't come to school today. (He's very healthy.)
- 3 Kate looks unhappy. (She's the best student.)
- 4 Dave is late. (He's always on time.)
- 5 Maria isn't answering the phone. (She's waiting for Jack's call.)

B answers

- 1 may / break up with Jake
- 2 may / catch a cold
- 3 must / fail a test
- 4 could / miss the bus
- 5 must / switch it off

B starts

- 6 Vicki is out. (It's only 8 a.m.)
- 7 Nick is driving! (He's a terrible driver.)
- 8 Fiona has a great sun tan. (I saw her at school last week.)
- 9 Adam has no time for his friends. (He is too lazy.)
- 10 Colin didn't come to the party. (He has very good memory.)

A answers

- 6 may / go to the cinema
- 7 must / pass his driving test
- 8 could / be on holiday
- 9 must / find a part-time job
- 10 may / forget

- 11 Look at the photos (c-d) and make guesses about the people.

He may have run away from home. He must be frightened.



17 SKILLS ACTION HEROES

Warm Up

- 1 Look at the photos (a-b). Who are your favourite action heroes and what are your favourite action films?

Listening

- 2 **3.9 3.10** → **SKILLS BUILDER 6** Use the strategies in the Skills Builder to listen to a conversation about a film and choose the best answer for the questions.

- What has Alice been doing?
a studying b doing exercise c shopping
- How does Simon feel?
a bored b relaxed c tired
- How does Alice feel?
a bored b worried c impatient
- What does Simon become?
a bored b irritated c tired
- Where are Alice and Simon?
a at school b at home c on holiday
- Who are Alice and Simon?
a friends b classmates c brother and sister

- 3 **3.11** Look at the Sentence Builder. Try to complete the sentences. Then listen and check your guesses. How would you say them in your language?

Sentence Builder

Prepositions at the end of sentences

Questions

- Who's he working for?
What are you talking ¹ _____?
Who is he talking ² _____?
Why don't you ring someone ³ _____?

Relative clauses

- He's an actor I've never been keen on.
That's what he's famous ⁴ _____.
She's watching that quiz show she's good ⁵ _____.

LANGUAGE CHOICE 34

- 4 Work in pairs. Ask and answer the questions.

- What new film is everybody talking about?
- What actors and actresses are you keen on?
- What films are they famous for?
- What cinema do you usually go to?
- Who do you usually ring up and arrange to go to the cinema with?



Jason Bourne

Reading

- 5 Read the extracts from Robert Ludlum's novel, *The Bourne Identity*. Order the sentences (a-f).

- The doctor found information about a bank account in Switzerland.
- Bourne found out that he had a lot of money and that his first name was Jason.
- A badly injured man was picked up from the sea. 1
- Bourne remembered how to get to the bank where he had the account.
- His life was saved by a doctor but he had lost his memory.
- He went to a hotel in Zurich that he remembered from before and found out his surname.

'Who's there? Who's in this room?' **(3.12)**

Washburn went quietly to the bed. He did not want to make a sudden noise or movement that could cause his patient new psychological damage. The next few minutes would be as important as the surgery he had performed on the man many times during the past month.

'A friend,' he said softly. 'You speak English. I thought you would. How do you feel?'

'I'm not sure.'

'You were brought here, to the French island of Ile de Port Noir, by fishermen who found you in the Mediterranean. You'd been shot, many times. I'm a doctor – your doctor. My name is Geoffrey Washburn. What's yours?'

The stranger was silent for a minute. Then he turned and looked into the doctor's eyes. 'I don't know,' he said.



Lara Croft

'I found this piece of film under your skin. It says: Die Bank Gemeinschaft, 11 Bahnhofstrasse, Zurich, 07-1712-0-14-260.'

'Bank details?'

'Exactly. The numbers are in your handwriting – they're your signature for an account in Zurich.'

He knew the name of the hotel. Carillon du Lac. He had given it to the taxi driver without thinking. He knew the reception area, and the big glass windows that looked out over Lake Zurich. He had been there before. 'It's good to see you again, sir,' the receptionist said. But I don't know you! I don't know me! Help me! Please!

'Thank you,' he said. 'I've hurt my hand. Could you fill in the form for me and then I'll try to sign it.' The patient held his breath.

'Of course, sir.' The receptionist completed the form, then turned it around for the signature.

Mr J. Bourne, New York, NY, USA.

He stared at it. He had a name – part of a name.

J. Bourne. John? James? Joseph? He signed.

He left his room and walked into the street. His feet seemed to take him on a route that he knew – and then there was the Gemeinschaft Bank.

He entered through the heavy glass doors and was directed to a first floor receptionist.

'Your signature, please,' the man requested, passing him a form.

He looked and understood; no name was needed this time, just the number of the account. He wrote out the numbers and was shown to a private room.

The banker opened the box and passed the papers to the other man, who stared at the top page in disbelief. The amount in the account was 11,850,000 Swiss francs. More than four million American dollars. How? Why? The bottom statement showed that the first payment into the account had been from Singapore: 51,750 Swiss francs. Below that was an envelope with 'Owner only, officer of the Treadstone Seventy-one Company' typed on it. He opened it and read:

Owner: Jason Charles Bourne

Address: Unlisted

Nationality: American

- 6 Read the film synopsis. Find three differences between the book and the film.

In the book, he finds a bank statement in the box.

In the film, ...

(3.13) A fishing boat picks up an **unidentified** man who is badly wounded. The captain is **unsympathetic** but the ship's engineer looks after the man; he removes two bullets from his back and finds a plastic tube under his skin. When the man wakes up, he does not know who he is. The engineer **unwraps** the tube and finds information about a bank account in Zurich. The man recovers from his wounds but can't remember anything and is **impatient** to get to Zurich. When he arrives there, he sleeps in a park and two policemen try to arrest him because it is **illegal**. After a fight, he **disappears** and in the morning goes to the bank where they take him to an **impersonal** underground room and give him a box. Inside it there is a passport in the name of Jason Bourne, lots of money in cash and a gun. The man **unpacks** the things and finds five more passports with five different names.

- 7 **Vocabulary** Look at the Word Builder. Find words in blue in the film synopsis to complete the box. Then add prefixes to the words (a-g) to make opposites.

a tidy b like c comfortable d correct
e known f friendly g happy

Word Builder Prefixes

un + adjective/adverb: unpleasant, ¹ **unidentified**, ² _____

un + verb: undress, ³ _____ ⁴ _____

ill/in/im + adjective: invisible, irregular, impossible,

⁵ _____, ⁶ _____, ⁷ _____

dis + verb: disagree, ⁸ _____

LANGUAGE CHOICE 35: VOCABULARY PRACTICE

- 8 Work in pairs. Take turns to complete the sentences.

- I get impatient when people ...
- The things I find unpleasant are ...
- The most uncomfortable place I know is ...
- In my country, it is illegal to ...

- 9 Choose a film that you like. Write notes about the things below:

- general information
- summary of story
- favourite scenes

- 10 Work in groups. Tell your partners about the film. They have to try to guess the film.

LESSON 18 GRAMMAR LOCAL HERO

Warm Up

- 1 Look at the photo. Who are the people?
- 2 **3.14** Read and listen to the interview. Are the sentences true (T) or false (F)?
 - 1 The robber was armed.
 - 2 Michael hit the robber with a bottle.
 - 3 Michael has been taking self-defence lessons.



Reporter: With us here is Michael Franklin, who's helped arrest a robber. Michael, you live in this street, don't you?

Michael: Yes, I live near the shop.

Reporter: Tell us what happened. You were buying a newspaper at this local shop, weren't you?

Michael: Yes, I was paying when this man ran in and ...

Reporter: He wasn't armed, was he?

Michael: Well, he had a kitchen knife and he ...

Reporter: He threatened to kill everyone, didn't he?

Michael: No, he told the owner to give him the money from the till.

Reporter: Were there any other people in the shop?

Michael: Yes, there were four other people.

Reporter: So you took a bottle and hit him, didn't you?

Michael: I did.

Reporter: You haven't been taking self-defence lessons, have you?

Michael: No, I haven't but I ...

Reporter: But now you will, won't you?

Michael: I don't know.

Reporter: Thank you, Michael. We've been talking to Michael Franklin, who's saved four lives today. And now ...

Question tags

- 3 Read the reporter's questions (1-2). Match them with the explanations (a-b).

- 1 You hit him, **didn't you?**
- 2 Were there any other people in the shop?

- a The reporter thinks he knows the answer and only wants Michael to confirm.
- b The reporter doesn't know the answer.

- 4 Read the questions (1-4). Underline the correct words to complete the rule.

- 1 You live in this street, don't you?
- 2 He wasn't armed, was he?
- 3 He threatened to kill everyone, didn't he?
- 4 You haven't been taking self-defence lessons, have you?

- We normally use a *positive/negative* tag after a positive statement and a *positive/negative* tag after a negative statement.

- 5 Complete the questions with correct question tags.

- 1 You live in this street, don't you ?
- 2 He wasn't masked, _____ ?
- 3 The streets were empty, _____ ?
- 4 You can't do karate, _____ ?
- 5 You have talked to the police, _____ ?
- 6 The shop will be closed tomorrow, _____ ?
- 7 You wouldn't do it again, _____ ?
- 8 You haven't been coming recently, _____ ?
- 9 The people are grateful to you, _____ ?

LANGUAGE CHOICE 36

- 6 For each question (1-6), make positive and negative questions with question tags.

- 1 Are your friends brave?
Your friends are brave, aren't they?
Your friends aren't brave, are they?
- 2 Can you put out a fire?
- 3 Have your friends done first aid training?
- 4 Was there an accident in your school last year?
- 5 Did the criminal have a gun?
- 6 Would you like to learn self-defence?

- 7 Use the cues and your knowledge of your partner to ask positive or negative tag questions. Add three questions of your own.

- 1 (not) be very brave
You are very brave, aren't you?
You aren't very brave, are you?
- 2 (not) learning self-defence
- 3 (not) be in a dangerous situation
- 4 (not) want to become a hero
- 5 (not) can give first aid
- 6 (not) become a police officer

- 8 Work in pairs. Ask and answer your questions.

- A: *You are very brave, aren't you?*
B: *No, I am not.*

Writing Workshop 3

- 1 Look at the book cover. What sort of story do you think it is? Read the book review and check your guess.

3.15

1 *Lorna Doone* was written by R.D. Blackmore in 1869 and is a historical romance set in 17th century England. It was a best-seller when it came out and since then at least ten films have been made of the book.



2 The story is about the love between the heroine, Lorna Doone, and a farmer's son called John Ridd. One day, young John meets Lorna after finding his way into the secret valley where she lives. Later, he finds out that she is from a family of robbers and murderers but he likes Lorna and knows it is not her fault she is a Doone. When he is older, John goes back to the valley and he and Lorna fall in love. However, Carver Doone, the murderer of John's father, wants to marry Lorna, too and soon the battle between the two men begins.

3 The plot is full of both action and drama and the main characters are generally interesting. John Ridd is the strong, silent type who is not only loyal and honest but also brave. His enemy, Carver Doone, is also strong and good-looking but is a violent and evil man. Lorna is kind and sensitive as well as extremely beautiful though she is sometimes a bit too good to be true. Another criticism that can be made of the book is that the fight between the good and evil is a bit too obvious.

4 To sum up, the book is an exciting story of love and murder. If you enjoy romance and action, I would definitely recommend reading this classic story.

Text Builder

- 2 Match the paragraphs (1-4) with the topics (a-d).

- a summary and recommendation
- b description of the plot
- c introduction and background
- d opinions about character and plot

- 3 Find formal expressions in blue in the text with these meanings (1-4).

- 1 you should really read it
- 2 it happens in ...
- 3 the story's got lots of
- 4 one more bad thing is ...

- 4 Look at the Sentence Builder. How do you say the linkers in bold in your language?

Sentence Builder Addition linkers

- 1 The plot is full of **both** action **and** drama.
- 2 John Ridd is **not only** loyal and honest **but also** brave.
- 3 Lorna is kind and sensitive **as well as** beautiful.

SKILLS BUILDER 30

- 5 Use the cues and the linkers in brackets to write sentences about *Lorna Doone*.

- 1 The Doones: robbers / murderers (*both / and*)
The Doones were both robbers and murderers.
- 2 Lorna: beautiful woman / good person (*as well as*)
- 3 John: very strong + brave / honest + loyal (*not only / but also*)
- 4 The book: exciting to read / very romantic (*both / and*)

- 6 Write a short book review.

SKILLS BUILDER 31

- 1 Choose a story you have read recently. Write notes about it using the topics in Exercise 2.
- 2 Use your notes to write a review.
- 3 Check spelling, vocabulary and grammar.

- 7 Work in groups. Read each other's reviews. Which of the books would you like to read? Tell the class.

SKILLS

Speaking Workshop 3

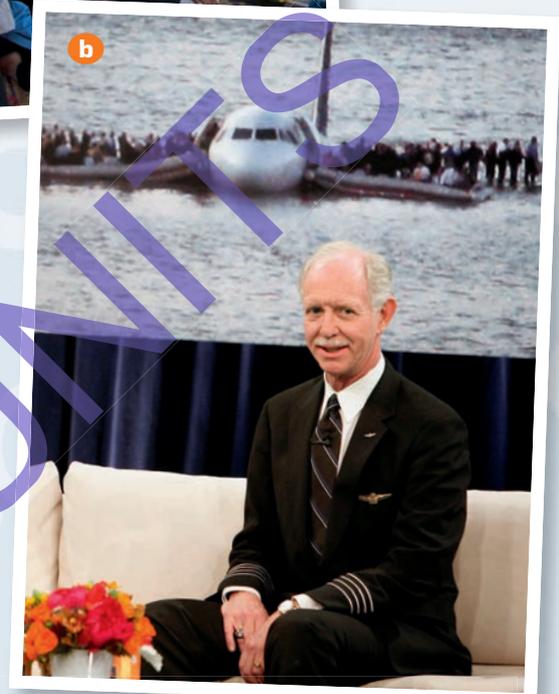
1 Look at photo a. Make guesses about:

- the place • the woman:
 - her age - nationality - job
- why she is a heroine

2 **3.16 3.17** Listen to Karen talking about the photo. Which of her guesses are the same as (or similar to) yours?

3 Look at the Talk Builder. Match the functions (a-d) with the groups of expressions in bold (1-4).

- a vague language (you use when you don't know the word or are not sure about something)
- b speculation (about the present or the past)
- c additions to the end of the sentence (e.g. to clarify or comment)
- d descriptions of position in the photo



Talk Builder Talking about photos

- 1 She **must be** in her mid thirties. She's **probably** from a Muslim country. It **might be** Syria or Turkey. She **looks** friendly. She **may have** done something for poor people.
- 2 She's wearing a **kind of** scarf. It might be Syria **or somewhere like that**. She looks a kind **sort of** person.
- 3 **In the background**, you can see more children. Behind her, on the **left of the photo**, there is a notice board.
- 4 You can see them clearly, **the children I mean**. She must be good at her job, **I think**.

→ SKILLS BUILDER 47

4 **3.18 Pronunciation** Listen and repeat the sentences. Notice the intonation at the end of the sentences.

5 Complete the sentences.

- 1 The teacher is fifty and the student about fifteen. She looks experienced, the teacher I mean.
- 2 It could be a theatre, or _____ like that.
- 3 She looks a nice person, I _____.
- 4 The police officer is arresting the man. He looks worried, the _____ I mean.

6 Describe the man in photo b.

→ SKILLS BUILDER 47

1 Look at the photo and write notes about the things below:

- where it is
- who is in the photo
- what else you can see in the photo (e.g. in the background)
- what is happening now
- what has happened before
- what is going to happen next

2 → SKILLS BUILDER 48 Read the strategies in the Skills Builder for how to keep talking. Practise saying sentences.

3 Work in pairs. Ask and answer questions about the two photos.

7 Tell the class your guesses about the photo. Then check them on page 129.

LEARNING LINKS: 1 Read and listen to an extract from *Jane Eyre* in Culture Choice 3 on page 106.

Then do a project about a fictional hero or heroine from your country.

2 Check Your Progress 6 → MyLab / Workbook page 53.

3 Exam Choice 3 → MyLab / Workbook pages 54-56. Complete the Module Diary.

Objectives: Listen, read and talk about learning and schools; write a blog post with your opinions; learn more about taking part in conversations; learn more about reported statements.



TOPIC TALK

- Look at the photos (a-c). Find the activities in the network and add more school subjects.
- Your Culture** Read the notes on page 130. How is education in your country different?
- 4.9 4.10** Listen to three English secondary students. Which of them is most like you?
- 4.11 4.12** Listen again to the first person. Complete the information in the network.
- 4.13 Pronunciation** Listen to the sentences and write down the contractions. Then write out the full forms. Listen again and repeat the sentences.
It'd be (it would be) great.

LANGUAGE CHOICE 50: VOCABULARY PRACTICE

- Work in groups. Use the network to talk about your learning.

School (1)

The subject I like best is ¹ geography .
 And my least favourite subject is ² _____ .
 I'd like to drop it and do ³ _____ instead.
 I suppose I'm good at ⁴ _____ but I'm not
 so good at ⁵ _____ .
 Outside class, I ⁶ _____ and ⁷ _____ .
 It'd be great to ⁸ _____ .

Subjects

art and design, business studies, citizenship, drama, economics, English language/literature, geography, ICT (information and computer technology), philosophy, politics, religious education, technology

Learning skills

analysing information/ideas, assessing my progress, concentrating in class, memorising facts/numbers/ideas/images, organising my learning, passing exams, presenting work neatly, solving problems, working in teams, working online

Extra-curricular activities

belong to the cadets (army), choir, debating club, film club, orchestra, poetry club
do adventure activities, astronomy, chess, climbing, dancing, painting, sport, voluntary work
learn about carpentry, cookery, first aid/life saving, personal finance,
write for the school magazine

Warm Up

- 1 Look at the photos. Is your school single-sex or mixed?

Reading

- 2 → SKILLS BUILDER 21 Use the strategies in the Skills Builder to match the points of view (a-f) with the introduction and the posts (1-5) in the magazine. There is one extra point of view.

- a 'I'm totally against single-sex schools.' 3
 b 'Boys do badly in mixed schools.'
 c 'Single-sex schools are old-fashioned.'
 d 'I'm in favour of cooperation between single-sex schools.'
 e 'I can see that there are two sides to the argument.'
 f 'Girls have more freedom at all-girls' schools.'

- 3 Read the texts again. Are the arguments (1-8) for (F) or against (A) mixed schools?

- 1 They help you socialise with people of the opposite sex. F
 2 Male and female brains are different.
 3 Personality is more important than gender.
 4 These schools educate you for real life.
 5 Boys and girls learn differently.
 6 Boys do badly because of the way students' work is marked.
 7 Girls don't do technical subjects because of stereotypes.
 8 Sport is too important in all-boys' schools.

- 4 Vocabulary Look at the Word Builder. Find ten more examples of nouns with these endings in blue in the text.

Word Builder Making nouns

| | |
|-------------------|-------------------------------|
| ation: | cooperation, education |
| ment: | development |
| ence/ance: | difference |
| ity: | ability |
| ship: | championship |

→ LANGUAGE CHOICE 51:
VOCABULARY PRACTICE

Life Education

Should we go back to single-sex schools? (4.14)

1 More and more state schools in the USA are changing back to single-sex **education**.

According to some American experts, male and female brains are not the same, boys and girls develop at a different rate and they learn differently. Other experts disagree, according to them, there are more learning differences between individuals than between the two genders and girls and boys learn better together. They say there is no **evidence** that single-sex schools improve academic **performance** either.



What do you think?

2 I went to a mixed school until last year when I moved to an all girls' school. In my previous school, the boys talked all the time and there were lots of discipline problems in class. There were a lot of stereotypes, **appearance** was really important and was linked to the girls' **popularity**. There were only two girls in the ICT classes so I didn't do that as an option. Now, at my new school, classes are quieter and we can talk about things more openly. I feel more relaxed in class, too – I'm not worried about what the boys think about me. This year I'm doing ICT and I'm in the school football team, too!

Andrea (Birmingham)

- 5 Work in pairs. What do you think are/should be the most important things at school? Order the elements and give your reasons.

A: *I think the most important thing is preparation for the world of work.*

B: *I don't agree. I think it should be ...*

- friendships with other people
- preparation for the world of work
- academic performance
- passing public examinations
- learning about cooperation and teamwork
- personal development



‘The boys talked all the time and there were lots of discipline problems.’



3 I'm at a mixed school and I'm against single-sex classes. I think that it's not your gender that's important but your **personality**. I think it's important to have **friendships** with both boys and girls. For example, I have more in common with two or three girls I know than with lots of boys. I think male single-sex schools are dull, too because they are obsessed with sports such as football, cricket and rugby and I'd hate that! Guys at all-boys' schools don't learn to socialise with girls, like a friend of mine who dies of **embarrassment** every time he meets a girl. I wouldn't like to be like him! So I'm in favour of mixed education because it educates you for life.
Simon (Cardiff)

4 I go to a mixed school but most of my teachers are women. In some subjects, I don't get such good marks because my work is not very neat and my handwriting is terrible – I don't think that is very fair. We have lots of project work, too but I'd prefer to have **examinations** as I do better in them. Also, among the boys in my class studying is considered a 'girly' thing. If you do well at something, the others laugh at you. I think I'd do better at an all-boys' school.
Alan (Ipswich)

5 I go to a girls' school but there's a boys' school next door. I think it's the best kind of **arrangement** because we have lots of social events together but we study separately.
Carol (Liverpool)

Writing

6 Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder Example linkers

- For example**, I have more in common with girls.
- They are obsessed with sports **such as** football.
- They don't learn to socialise, **like** a friend of mine who is very shy with girls.

→ SKILLS BUILDER 35

7 Complete these sentences about your life.

- I am interested in subjects such as _____.
- I don't enjoy subjects like _____.
- I would like to study other subjects at school. For example, _____.
- I have to do things for homework such as _____.
- We do activities outside class like _____.

8 Choose the kind of education you are in favour of (a-d). Think of arguments for it.

- You learn to socialise with the opposite sex.*
- single-sex schools
 - mixed education
 - single-sex classes in a mixed school
 - two single-sex schools that work together

9 Use your notes to write a blog post like those above. Use the expressions below and give examples to support your arguments.

I'm in favour of ... because ...
I'm against ... because ...

10 Work in groups. Read each others' posts. What do you think? Tell the class.

We're all in favour of mixed education because ...

Your Choice

No Comment

‘Education is not the filling of a bucket but the lighting of a fire.’

W.B. Yeats, Irish poet

Warm Up

- 1 Look at the photos (a-c) on page 73. Which of the people are doing something good for their brain?
- 2 Read the online forum. Were your guesses correct? What tips about brain power have you learned?
- 3 How well do you look after your brain? What good and bad things do you do?

Reported statements

- 4 List the verbs in **bold** from the text that people use to report people's words, thoughts or actions.

believe, ...

- 5 Read the sentences and see how they are reported in the text. When does the tense of the original sentence change?

Junk food is bad for the brain.

→ Scientists **claim** (that) junk food is bad for the brain.

Caffeine and alcohol kill brain cells.

→ My grandmother **thought** (that) caffeine and alcohol killed brain cells.

- 6 Write the reported sentences from the text. Name the verb forms.

- 1 Oily fish is the best brain food. (Present Simple)
*She **thought** that oily fish **was** the best brain food.* (Past Simple)
- 2 We don't produce new brain cells. (Present Simple)
- 3 These kids are getting poor results in memory tests. (Present Continuous)
- 4 He didn't make any big discoveries on the run. (Past Simple)
- 5 The rats can't solve problems that they have already solved. (Present Perfect)
- 6 Negative people will make you depressed. (*will*)
- 7 The rats can't solve problems. (*can*)

- 7 Read the sentences (1-2) from the text. What were the original sentences? How did the pronouns in **bold** change?

- 1 *He **admitted** that **he** hadn't made any big discoveries but said that running helped **his** mind relax.*
- 2 *My granddad always warned me that negative people would make **me** depressed.*

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‘I've read somewhere that there are ways to increase brain power. Any tips on that? I really have to make my brain work at its best to revise before the exams.’

4.15

Replies



Jessica posted 12 April 23:10

1 Go jogging! Until recently, scientists **believed** that new brain cells were not produced after we were born but actually, physical exercise stimulates the growth of new brain cells. Running or aerobics can increase your concentration and learning ability. My science teacher **said** running gave him time to think. He **admitted** that he hadn't made any big discoveries on the run but said that running helped his mind relax.



Dmitri posted 12 April 22:57

2 Get more sleep. Lack of sleep does awful things to your concentration and learning ability. Scientists **claim** that after 21 hours without sleep (or three late nights and early mornings) our brain works similarly to someone who is drunk. When we sleep, the brain processes new information and even solves problems. The Russian chemist Mendeleev 'invented' the periodic table in a dream.



Jonathan posted 12 April 17:28

3 You should always eat breakfast. But watch what you eat! Scientists studied kids who usually had fizzy drinks and sugary snacks for breakfast. After the study they **announced** that these kids were getting the same results as 70-year-olds in memory tests. My grandmother **thought** caffeine and alcohol killed brain cells. She often told me that oily fish, like salmon or tuna, was the best brain food and she was right. Also, scientists claim that junk food is bad for the brain. I recently read about an experiment on rats that were given only junk food to eat. The authors said that the rats couldn't solve problems that they had already solved before.



Maria posted 11 April 12:02

4 Being happy and positive helps the brain so find friends who have a good sense of humour and avoid people who complain. My granddad always **warned** me that being with negative people would make me depressed.

a



b



c



Practice

- 8 Match the reported statements (1-4) with the time the original words were said (a-b).

- | | |
|--|-------------------|
| 1 She said she had failed the exam. | a after the exam |
| 2 She said she would fail the exam. | b before the exam |
| 3 The student thought the test was going to be easy. | a during the test |
| 4 The student thought the test was easy. | b before the test |

LANGUAGE CHOICE 52

- 9 Use the beginnings in brackets to report what Mary, a brain scientist, said in an interview.

- I'm interested in brain chemistry. (She said ...)
She said that she was interested in brain chemistry.
- I failed some tests in primary school. (She admitted ...)
- My team have done lots of work. (She reported ...)
- We're going to study emotions. (She says ...)
- There will be more and more research into abstract thinking. (She believes ...)
- I'm working on learning styles. (She told us ...)
- I don't remember people's names. (She admitted ...)
- Alcohol can cause brain damage. (She warned ...)

LANGUAGE CHOICE 53

Grammar Alive Reporting (1)

- 10 4.16 Listen to an interview with Brian, talking about speed learning. Which of the reported statements below are correct? Correct the ones which are not.

- Brian said they had started many years earlier.
incorrect - Brian said they had started three years earlier.
- Brian said they trained over ten thousand people a year.
- Brian said they taught people how to concentrate more effectively.
- Brian said that we couldn't improve our learning ability.
- Brian said they were interested in memory.
- Brian said they had worked out a memory training programme.
- Brian said they had three new courses on offer.

- 11 4.17 Listen to a student's statements and report her words in your notebook.

She said that she slept too little and that she drank too much coffee.

- 12 Work in pairs. Write three sentences about your true or made-up achievements, habits, interests, etc. Share them with your partner.

I am learning Russian. I've won a song contest. I am a fast reader.

- 13 Work with another person. Report to them what your previous partner said.

She said she was learning Russian. She said she had won a song contest. She claimed she was a fast reader.

Warm Up

1 **Vocabulary** Use the vocabulary network to answer the questions.

- 1 What sort of school do you go to?
- 2 What facilities has your school got?
- 3 What equipment have your classrooms got?
- 4 What is the atmosphere in your school like?
- 5 Which rules do you have at your school?

Atmosphere:

competitive, friendly, laid-back, lively, noisy, relaxed, serious, sociable, strict

Problems:

aggressive behaviour, bullying, fighting,

Schools:

UK: primary (4/5-11), secondary (e.g. comprehensive school) (11-18), sixth-form college (16-18)

US: elementary school (5-11), middle school (11-14), high school (14-18)

SCHOOL (2)**Rules:**

arrive on time, attend school daily, hand in homework on time, leave personal items at home (e.g. phones), no hats/hoods/jewellery, wear a uniform

Facilities:

science/computer/language lab, sports hall/gym, theatre/assembly hall, library

Equipment:

computers, projectors and screens, high-speed internet access/wi-fi

LANGUAGE CHOICE 54: VOCABULARY PRACTICE

Listening

2 **4.18 4.19** Work in pairs. Listen to two exchange students (Alice and Polly) talking about their schools. Student A answers the questions in Exercise 1 for Alice. Student B answers the questions for Polly.

3 **4.18 4.19** Listen again and answer the questions.

- 1 Which of the two girls is more enthusiastic about her school?
- 2 What are the girls' favourite extra-curricular activities?
- 3 Where do Polly's ideas about US high schools come from?
- 4 What kind of problems were there in Alice's old school?
- 5 What is Polly surprised about?
- 6 What are they both looking forward to?

4 **DVD 9** Watch the extract from a BBC programme without sound and order the events (a-e). Watch the extract with sound and check your guesses.

- a The teacher gives him a punishment.
- b Dennis doesn't hand in his homework.
- c Dennis is having breakfast and listening to the radio.
- d Dennis makes a joke.
- e His notebook catches fire on the toaster.

5 **DVD 9** Watch again. Are the sentences true (T) or false (F)?

- 1 The radio news was about an asteroid that might hit the Earth. **T**
- 2 The teacher gets very angry because of Dennis's excuse.
- 3 The teacher makes Dennis do extra homework.
- 4 The teacher will not punish Dennis if the world ends at 3.20 because of the asteroid.
- 5 The teacher is in a bad mood because he has had too much coffee.

6 Has anything ever happened to your homework? Did your teacher believe you? What is the funniest excuse you have heard in class?





Watching and Speaking

- 7 **4.20 DVD 10** → **SKILLS BUILDER 9** Use the strategies in the Skills Builder to listen to or watch two dialogues and match the people with their intentions (1-7). There is one extra intention.

• Jamie (J) • Miss Roberts (MR) • Katie (K)

- 1 doesn't want to help the other person *K*
- 2 wants to borrow something
- 3 needs to get to a class
- 4 wants to invite someone to a match
- 5 wants to get to a meeting
- 6 wants more time for a project
- 7 wants to arrange to meet

- 8 Look at the Talk Builder. Which of the expressions (a or b) are more formal?

Talk Builder Asking for permission

- 1 **Attract attention:**
 - a Excuse me, Miss Roberts. **b** Hey, Katie!
- 2 **Ask to speak to someone:**
 - a I want to speak to you. **b** Could I possibly have a word with you, please?
- 3 **Make a request:**
 - a Can I ... ?/Can't I ... ? **b** Would it be all right if I ... ? / Is it okay if I ... ?
- 4 **Refuse permission:**
 - a Sorry. **b** I am sorry but ...
- 5 **Give permission:**
 - a Oh, all right. **b** Yes, you can do that.
- 6 **Try to end a conversation:**
 - a I'm sorry but I really must be going. **b** Look, I've really got to go.
- 7 **Say goodbye:**
 - a Bye, see you. **b** Goodbye. See you on Monday.

→ **SKILLS BUILDER 52**

- 9 **4.21** Listen and repeat the questions and replies. Notice the intonation.

- 10 Complete the dialogues with words and expressions from the Talk Builder.

A: ¹ *Excuse me*, Mr Smith. Could I possibly ² _____ with you, please? I need more time for my maths homework. ³ _____ all right if I handed it in tomorrow?

B: Yes, you ⁴ _____ that. I'm ⁵ _____ I really must be going.

C: ⁶ _____, Sam. I want to speak to you. ⁷ _____ borrow your dictionary?

D: ⁸ _____, Annie. It's at home.

C: Well, ⁹ _____ come round and get it?

D: Oh, ¹⁰ _____.

- 11 Work in pairs. Act out the dialogues above. Change the things to ask for.

- 12 Choose two situations to act out - one from each list (1-2). Think of imaginative reasons.

- 1 You want permission from your teacher to:
 - a miss an exam. **b** leave school early.
 - c use a computer in an exam.
- 2 You want to:
 - a use a friend's computer.
 - b borrow a schoolmate's laptop.
 - c come to his/her house to study together.

- 13 Work in pairs. Act out the dialogues. Make it difficult for your partner!

A: *Is it all right if I arrive late?*

B: *Why are you going to be late? I'm sorry but ...*

Language Review Modules 8 and 9

1 Environment/School Complete the texts with the correct words.

I live in a subtropical ¹_____ and the temperature never drops ²_____ freezing. The biggest problem is traffic and air ³_____ and this causes health problems. I think people should use their cars less and I always try to walk or ⁴_____ everywhere. I go to a big secondary school which is very friendly. The only thing I don't like is that we have to wear a ⁵_____. At school, I do well at science and the ⁶_____ I like best is biology. However, I'd like to drop PE and do drama ⁷_____. Outside class, I do debating. It'd be ⁸_____ to learn cookery because it is so useful. /8

2 take/Making nouns Complete the text with the correct form of the words in brackets and prepositions where needed.

I go to an experimental school with no classes or teachers - the adults are 'advisers' who ⁹_____ (take care) our learning. The first big ¹⁰_____ (differ) from other schools is that there are no classrooms but one big room with the ¹¹_____ (appear) of a modern office. Students can ¹²_____ (take part) group projects and can also ¹³_____ (take break) when they want. There are no compulsory ¹⁴_____ (exam) but the students' academic ¹⁵_____ (perform) is above average for the USA. I like the school because it is a more creative type of ¹⁶_____ (educate). If you ¹⁷_____ (take advantage) the school you learn a lot, like ¹⁸_____ (cooperate) with other people. /10

3 Cause linkers/Example linkers/Reduced relative clauses Join sentences 19-23 using the words in brackets. Re-write sentences 24-26 as reduced relative clauses.

- 19 There is a lot of pollution. It is caused by exhaust fumes from cars. (*due to*)
- 20 Forest fires are increasing. The reason for this is climate change. (*because of*)
- 21 I always walk everywhere. I have not got a car. (*as*)
- 22 We should find new ways to save energy. Car sharing is one example. (*such as*)
- 23 I am in favour of renewable energies. Solar energy is one type. (*like*)
- 24 There are a lot of accidents on that road. The accidents are happening because people drive too fast.
- 25 Scientists have produced a new report. The scientists are working on climate change.
- 26 People consume twice as much energy as those in the UK. These people are living in the USA. /8

4 Future Continuous Complete the dialogue with the Future Continuous form of the verb in brackets.

- A: You're going on holiday tomorrow? Lucky you!
 B: Yes, we ²⁷_____ (leave) the house at 6.30.
 A: What time ²⁸_____ (you arrive) in New York?
 B: Tomorrow afternoon. This time tomorrow ²⁹_____ (we walk) around Manhattan.
 A: ³⁰_____ (you go) to the NBA shop?
 B: Yes, ³¹_____ (I definitely go) there! /5

5 Pronouns Complete the sentences with myself, ourselves, himself or each other (x 2).

- 32 I got up and looked at _____ in the mirror.
- 33 We painted the bedrooms at home _____.
- 34 My neighbours are friendly and we help _____.
- 35 My brother hurt _____ when he fell over.
- 36 We have known _____ since we were four. /5

6 Reported statements Report the statements below.

- 37 'I'm good at remembering dates.' (*He said ...*)
- 38 'I have never failed an exam.' (*She told us ...*)
- 39 'Not sleeping can be unhealthy.' (*He warned ...*)
- 40 'There will be more computers.' (*He believes ...*)
- 41 'I'm bad at doing homework.' (*He admitted ...*)
- 42 'ICT is going to be important.' (*He told us ...*) /6

7 Agreeing and disagreeing (2)/Asking for permission Complete the dialogues.

- A: Excuse me. Could I ⁴³_____ have a word with you? ⁴⁴_____ it be all right if I used a computer in the exam?
 B: I am ⁴⁵_____ but we don't usually allow that.
 A: But I hurt my finger. Is it ⁴⁶_____ if I use one just this time?
 A: I think ICT classes are great, ⁴⁷_____ you?
 B: No, I don't think ⁴⁸_____. They're not interesting. Don't you agree?
 A: No, I ⁴⁹_____.
 B: But maths is more useful. Don't you think ⁵⁰_____? /8

Self Assessment

4.22 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

| | |
|---|---|
| 1 | Language Choice 43 and 50 |
| 2 | Language Choice 46 and 51 |
| 3 | SB p.67 ex.5, p.71 ex.7; Language Choice 47 |
| 4 | Language Choice 44 |
| 5 | Language Choice 48 and 49 |
| 6 | Language Choice 52 and 53 |
| 7 | SB p.68 ex.5, p.75 ex.10 |