

Fourth edition

Project

Student's Book



4

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Introduction

A An unusual day

Comprehension

Fundraising day

1 **1.2** Read and listen to the story. Answer the questions.

- 1 What is the boy's name?
- 2 Why is he going to school on Saturday?
- 3 Who are they raising money for?

It's Saturday morning. Rupert doesn't normally go to school on Saturdays. He usually plays football, but he isn't playing football today. He's going to school with all his friends.

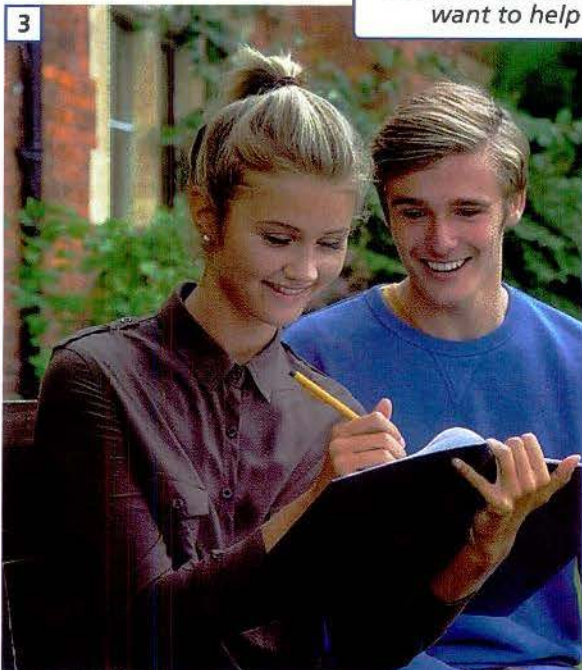
1



I'm going to school, but we haven't got any lessons today.

We're having a fundraising day. We're raising money for our twin school in Kenya, Africa. They need some new science equipment, but the school is quite poor, so we want to help them.

3



Rupert What do you usually do on Saturday mornings, Olivia?

Olivia I usually go into town with my friends.

Rupert What are you doing today?

Olivia I'm drawing portraits for people.

Rupert Can I see? Wow! I think that's brilliant. Do you like drawing?

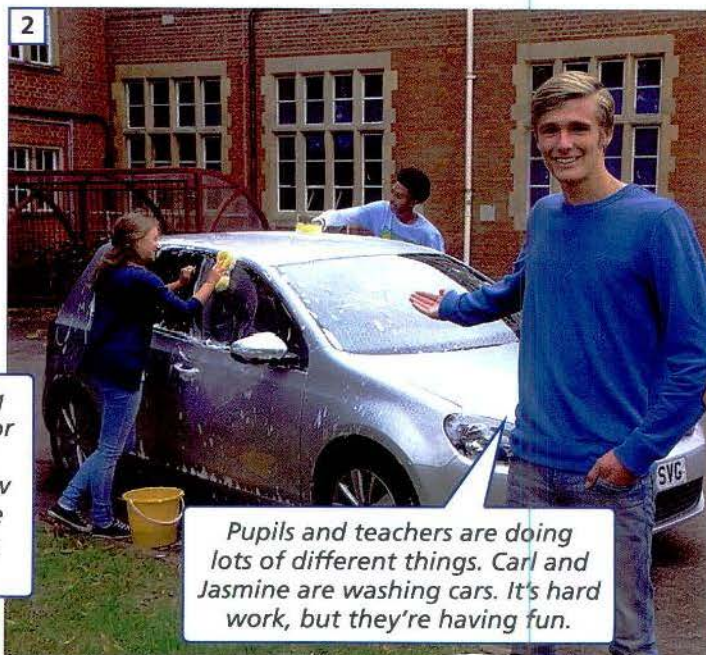
Olivia Yes, I love it.

2 a Match the people to the activities.

- | | |
|------------------------|---------------------------|
| 1 Carl and Jasmine are | a interviewing people. |
| 2 Olivia is | b trying a computer game. |
| 3 Rupert is | c washing cars. |
| 4 Bella is | d filming everything. |
| 5 The head teacher is | e drawing portraits. |

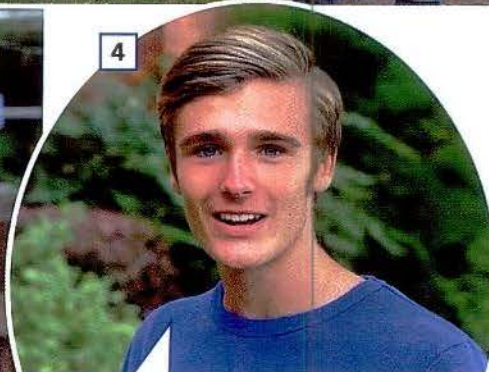
b What do Rupert and Olivia normally do on Saturdays?

2



Pupils and teachers are doing lots of different things. Carl and Jasmine are washing cars. It's hard work, but they're having fun.

4



My friend Bella and I are making a film about the day for the school website. I'm interviewing people and Bella is filming everything on her camcorder. Oh, there's the head teacher. He's trying a computer game. Come on, Bella!

Grammar

Present tenses

3 a Complete the sentences from the story.

- 1 Rupert _____ normally _____ to school on Saturdays. He usually _____ football.
2 He _____ football today. He _____ to school with all his friends.

b What are the two tenses? When do we use each tense?

c Find more examples of each tense in the story.

Stative verbs

4 Find examples of these verbs in the story. What tense are they in?

want have got think like love need

We don't normally use the present continuous tense with these verbs, because they describe a state not an activity.

5 a Complete the text. Put the verbs in brackets in the correct tense.

My name's Petra. My friends and I ¹ *are helping* (help) with the fundraising day.

We usually ² _____ (go) swimming on Saturday mornings, but we ³ _____ (not go) swimming today.

We ⁴ _____ (cook) hamburgers and sausages, and we ⁵ _____ (sell) them to people.

It's quite hard work, but Mrs Dean ⁶ _____ (help) us. She

⁷ _____ (teach)

Cookery here at the school.

I ⁸ _____ (think) the fundraising day is a great idea, because we all ⁹ _____ (want) to help our friends in Kenya.



b 1.3 Listen and check.

Listening and speaking

6 a 1.4 Listen to more of Rupert's interviews. Match the names to the pictures.

Name	Usual activity	Today
1 Hazel		
2 Ethan		
3 Zoe		
4 Mark		

b 1.4 Listen again. Answer the questions.

- What things are in the show?
- What does Ethan want to do when he's older?
- What is Zoe doing at the moment?
- What is Mark eating?

7 Work with a partner. Make interviews with the people at the fundraising day. Use the questions.

- What's your name?
- What do you usually do at this time?
- What are you doing today?
- Why are you doing it?
 - What's your name?
 - My name's Olivia.
 - What do you usually do at this time?

8 A guessing game: What am I doing?

Work in a group of four.

Student A: Think of an activity and imagine that you are doing it now. Write it down, but don't show anyone.

Students B-D: Ask yes / no questions to guess what A is doing now. Each person asks two questions: one present simple and one present continuous.

B Do you do this thing every day?

A Yes, I do.

C Are you eating?

A No, I'm not.

D Do you do it in the evening?

A No, I don't usually do it then.

B So you aren't making your bed. Are you getting up?

A No, I'm not.

D Are you having a shower?

A Yes, I am. I'm having a shower.



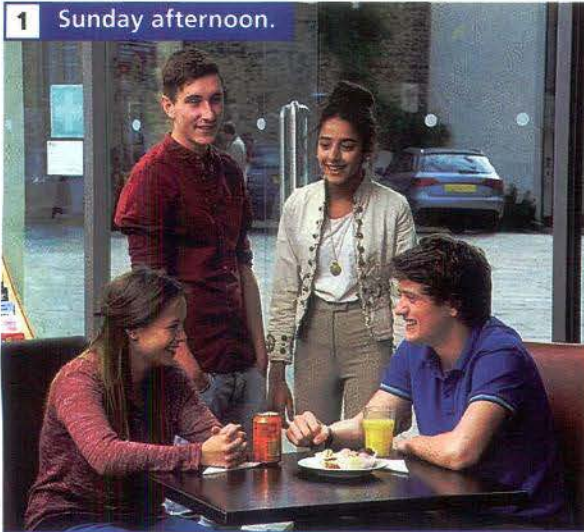
Work experience

1 **1.5** Read and listen to the story. Who are the main characters? Find them in photo 2.

2 Who's going to:

- | | |
|-------------------------|----------------------------|
| 1 work for a newspaper? | 4 work on their project? |
| 2 talk to the pupils? | 5 work in a hotel? |
| 3 work in a restaurant? | 6 go to the sports centre? |

1 Sunday afternoon.



Tara What are you going to do for your work experience, Mike?

Mike I'm going to work in a newspaper office. I want to be a reporter when I leave school. What about you?

Tara I'm going to work in a restaurant – you know, The Old Barn.

Mike Oh, right.

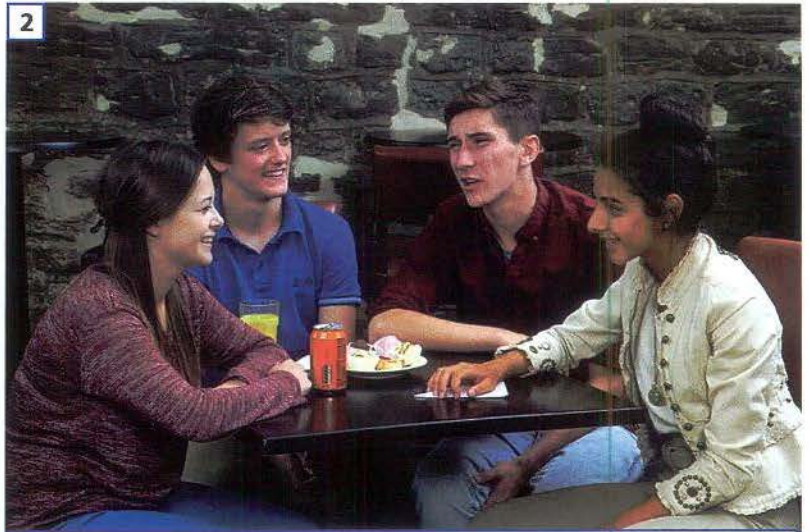
Tara Lily's going to work in a hotel.

Mike Yes, I know.

Tara What's Andy going to do?

Mike I don't know. Anyway, here he is with Lily. We'll ask him.

2



Andy Work experience? I've got no idea. It will be boring anyway.

Lily No, it won't. I think it will be good fun.

Tara And we won't have any homework or tests for a week.

Andy That's true, I suppose. I can practise more for my tennis tournaments.

Mike Anyway, Mr Bray is going to talk to us about it next week.

Tara And you have to tell him what you're going to do.

Lily Or he'll find something for you. And it will probably be in a bank or something, and you won't like that.

Andy He isn't going to talk to us till Thursday. I'll find something good before then.

Mike How will you do that?

Andy I don't know yet.

3 Later.

Mike Well, I think it's time to go home.

Tara Yes. Are you going to get the bus?

Mike Yes, I am.

Tara OK. I'll come with you

Andy Hang on a minute. Is anybody going to watch the basketball match at the sports centre this evening?

Tara I can't. I'm going to do my Geography project.

Lily Me, too. Anyway, I don't really like basketball.

Andy What about you, Mike?

Mike No. I'm going to do the Science homework.

Andy Oh yes, I forgot about that. But I'll do it later, after the match. It won't take long.



3 a What do you think happens next?**b** **1.6** Listen to the end of the story and check your ideas. Where is Andy going to work?**c** **1.6** Listen again. Answer the questions.

- How many people does Mr Bray want to see?
- What jobs is he going to give them?
- How did Andy get his job?
- How do the others feel about his job?
- How does Andy feel about it?

Grammar**will / going to****4 a** Complete the sentences from the story. Then complete the rules with **will** or **going to**.

We use _____ for:

1 what we intend to do

I _____ my Geography project.

2 a definite future

Mr Bray _____ to us about it next week.

We use _____ for:

3 what we think about the future

I think it _____ good fun.

4 decisions made now







*OK. I _____ with you.***b** How do we make negatives and questions in each form? Find examples in the story.**5 a** Complete the dialogue. Use the correct form of **will** or **going to** and the verbs in brackets.

- Shall we go to the cinema this evening?
- I'm *going to* revise (revise) for the test tomorrow.
- Oh, yes. I forgot about that. What about Saturday?
- OK. I ² _____ (meet) you in the Square at 2.
- Maybe Jim ³ _____ (come) with us, too.
- Good idea. I ⁴ _____ (text) him now.

Later

- That's your phone. Is it from Jim?
- Yes, but he can't come. He ⁵ _____ (watch) a football match on Saturday afternoon.
- That's a pity.
- Yes, but he also says he ⁶ _____ (have) a party for his birthday next month.
- Wow, great. That ⁷ _____ (be) cool!

b **1.7** Listen and check.**c** Work with a partner. Read the dialogue.**Listening, writing and speaking****6 a** **1.8** Listen. Write where the people are going to do their work experience in the second column of the chart.

Name	Where?	What will it be like?
 1 Bill	<i>in a factory</i>	<i>enjoy it learn new things</i>
 2 Paula		
 3 Raj		
 4 Becky		
 5 Tom		
 6 Millie		

b **1.8** Listen again. Write notes on what they think their work experience will be like in the last column of the chart.**c** Use your chart. Write about the people.*Bill's going to work in a factory. He thinks he'll enjoy it and he'll learn new things.***7 a** Answer the questions. Write your answers.

- What are you going to watch on TV this evening?
- Are you going to buy anything this week? What are you going to buy?
- Are you going to play any sports this week? What are you going to play and when?
- Do you think you will be famous in the future? What will you be famous for?
- What job do you think you'll have?
- Where do you think you'll live when you're older?

b Work in a group. Compare your answers. Has anyone got the same answers as you?

1A The Iceman

Vocabulary

Materials

1 a Look at the list of materials. Use your dictionary. Which ones:

- are kinds of metal?
- come from plants?
- come from animals?
- can you make clothes from?

plastic cotton stone wool copper
wood silver paper iron silk leather
steel glass polyester gold rubber

b Look at how we make compound nouns.



This is a ring.
It's made of gold.
It's a gold ring.



These are cups.
They're made of paper.
They're paper cups.

Note: These two words don't follow the pattern.

wood → a wooden box
wool → woollen gloves

c Work with a partner. Think of an object for each material in exercise 1a.



a plastic ruler



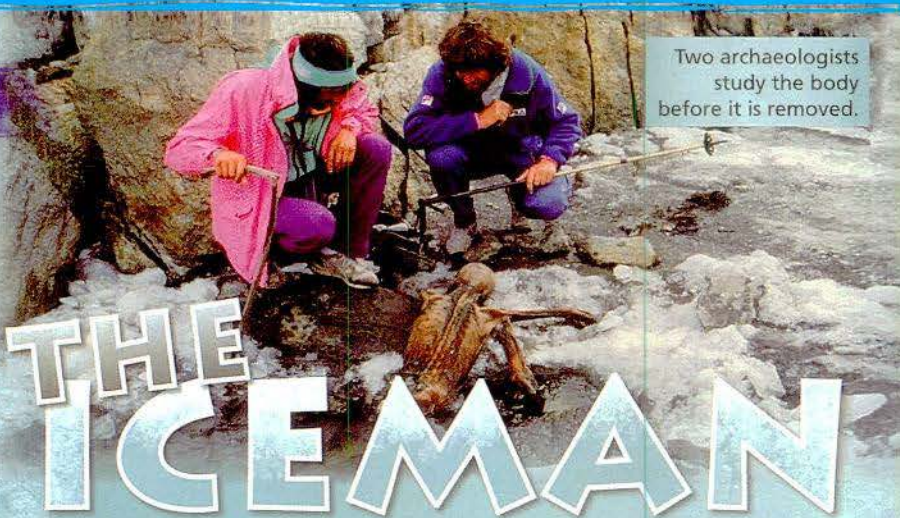
cotton socks

Comprehension

2 a Look at the title of the text and the pictures. Who was the Iceman? What do you think happened to him?

b 1.9 Read and listen to the text. Check your ideas.

c Label the items in the picture.



Two archaeologists study the body before it is removed.

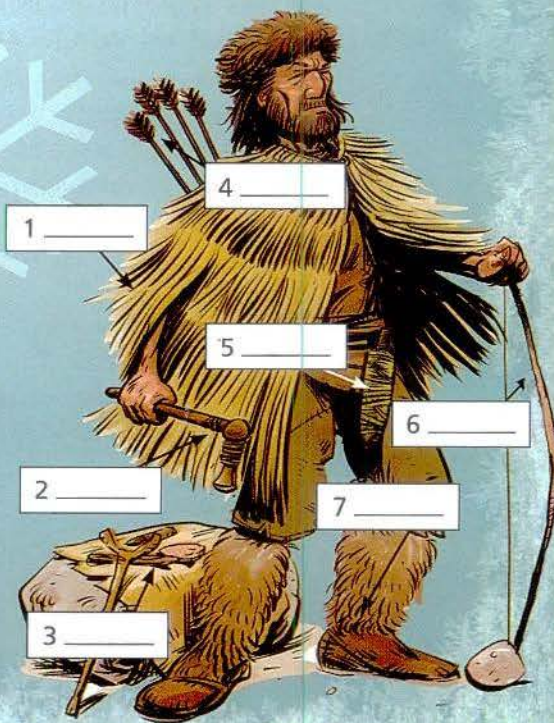
THE ICEMAN

In September 1991, two German tourists were on holiday in the Alps. One day, they were walking along a path, when they saw something in the ice. They stopped and looked. It was part of a body. They thought it was a climber, but they were wrong. They weren't looking at the body of a modern climber. This body was over 5,300 years old. They were looking at a man from the Stone Age.

Who was he? What was he doing in the mountains? How did he die? Did he fall or did somebody murder him? Archaeologists from all over the world wanted to study the Iceman.

Ötzi, as the archaeologists called him, lived between 3350 BC and 3100 BC – over 600 years before the Egyptians built the Pyramids. He came from northern Italy and he was about forty-six years old. That was old in the Stone Age, because people didn't live very long then. He was about 1.6 m tall, had blue eyes and long, dark brown hair. We know that he was a farmer, because scientists found pieces of corn in his clothes. He was probably taking his sheep and goats into the mountains when he died.

Ötzi changed our ideas about the Stone Age. Before Ötzi, archaeologists thought that copper didn't arrive in Europe until 2000 BC. However, Ötzi was carrying a copper axe 1,300 years earlier. He was also carrying a bow and arrows, a knife and some wooden tools. He was wearing warm clothes, with a waterproof cloak and leather boots. These things show that Stone Age people were very sophisticated.



Grammar

Past simple and past continuous

- 3 a** Look at the grammar box. Complete the sentences from the text. Why are the tenses different in the first sentence, but the same in the second sentence?

1 They _____ along a path, when they saw something in the ice.



the past _____
an action in progress when an event happened in the past



the past _____
a completed action in the past

2 They _____ and _____

b Complete the names of the two tenses.

c Find examples of these forms for each tense in the text.

- an affirmative statement
- a negative statement
- a question

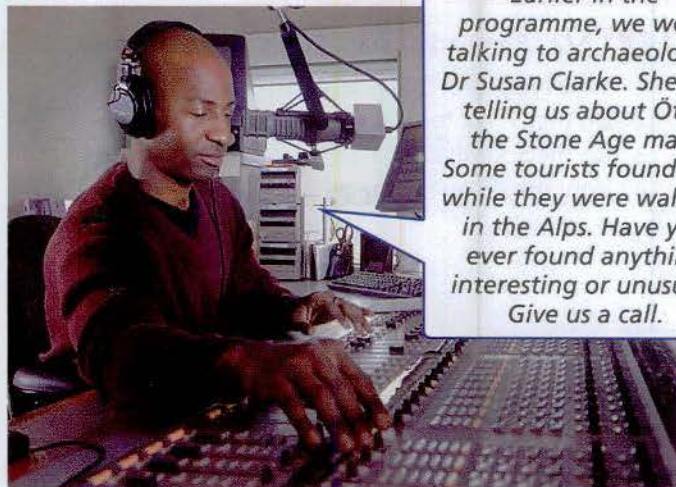
- 4 a** Complete the text. Put the verbs in brackets into the past simple or the past continuous tense.

How ¹ _____ Ötzi _____ (die)? In 2001, scientists in Italy ² _____ (X-ray) the body and they ³ _____ (find) an arrowhead in his shoulder. So we think that Ötzi probably ⁴ _____ (die) like this: one day he ⁵ _____ (take) his animals into the mountains, when somebody ⁶ _____ (attack) him. He ⁷ _____ (escape), but as he ⁸ _____ (run away), they ⁹ _____ (shoot) him in the back with an arrow. Ötzi ¹⁰ _____ (run) up the mountain and ¹¹ _____ (lie down) to rest. While he ¹² _____ (lie) there, it ¹³ _____ (start) to snow. Ötzi probably ¹⁴ _____ (freeze) to death.

b 1.10 Listen and check.

Listening and speaking

- 5 a** Read what the man says.



Earlier in the programme, we were talking to archaeologist Dr Susan Clarke. She was telling us about Ötzi, the Stone Age man. Some tourists found him while they were walking in the Alps. Have you ever found anything interesting or unusual? Give us a call.

- b** 1.11 Look at the photos. Listen. Which of these things did the callers find?



- c** 1.11 Listen again. Find this information about each caller.

- 1 How did they find the thing? What were they doing?
- 2 What did they do with it?
- 3 Where is it now?

- 6** Work with a partner. One person is the man and the other is a caller. Choose one of the other things in the photos. Make dialogues. Use the questions in exercise 5c to help you.

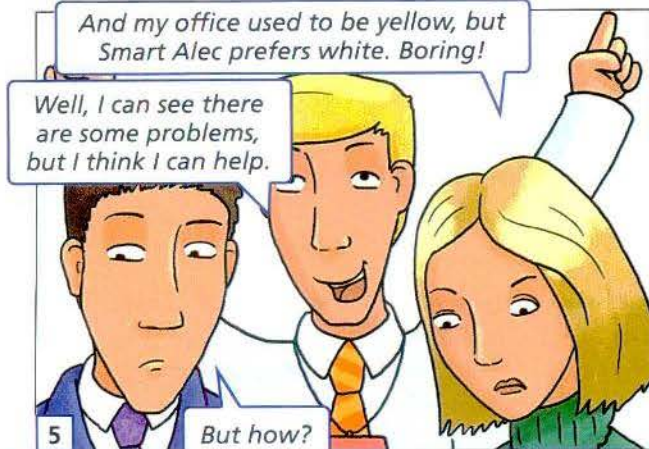
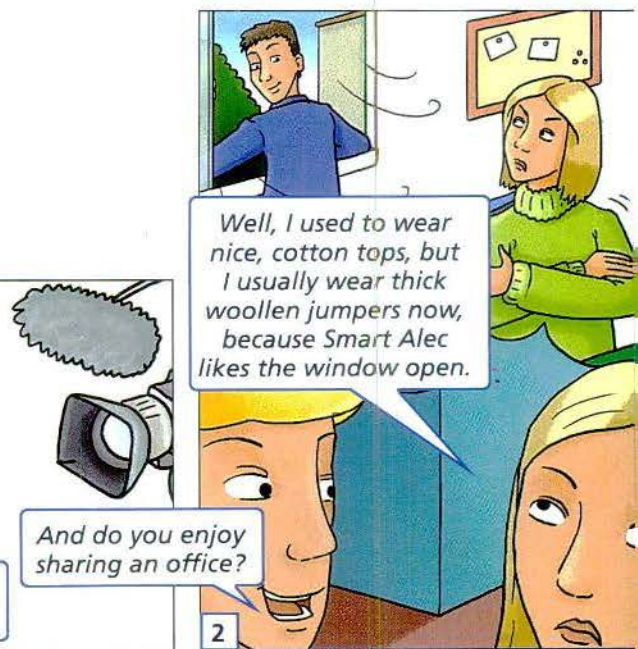
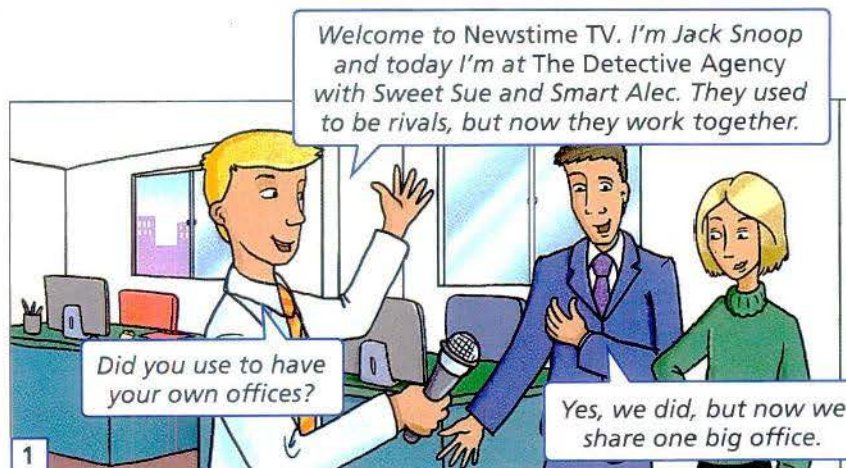
1B We used to be rivals



Comprehension

1 1.12 Read and listen to the story. Answer the questions.

- 1 Who are Sweet Sue and Smart Alec talking to?
- 2 Do they work together now?
- 3 Do they like sharing an office?
- 4 How does the reporter solve their problem?



2 Complete the sentences.

- Jack Snoop works for _____.
- Sweet Sue and Smart Alec share _____.
- Sweet Sue can't wear _____, because _____.
- Smart Alec doesn't _____ now.
- Sweet Sue can't find _____, because _____.
- Sweet Sue thinks the colour _____.
- Jack Snoop used to _____.
- He's building _____.

Grammar

used to

3 a Complete the sentence from the story.



They _____ rivals, but now they work together.

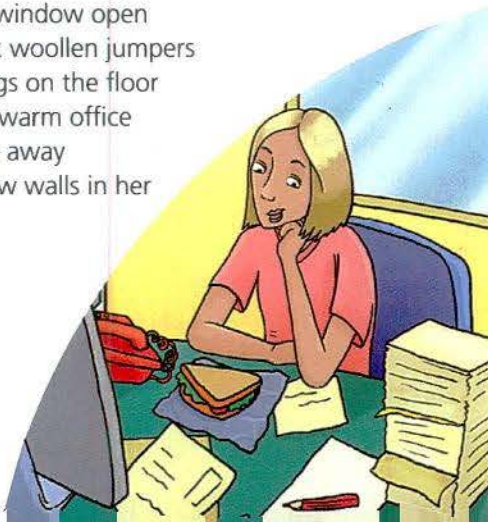
We use *used to* for things that we did in the past, but don't do now.

b How do we make these things with *used to*? Find examples in the story.

- negatives
- questions

4 What did and didn't Sweet Sue use to do before she worked with Smart Alec? Make sentences. Use the cues and *used to* or *didn't use to*.

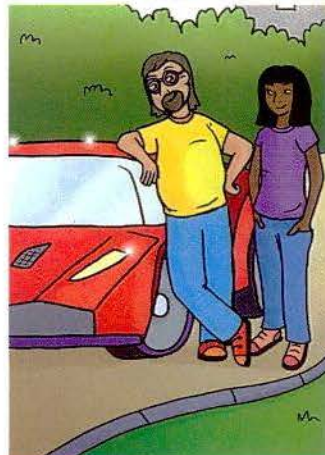
- work with Smart Alec
She didn't use to work with Smart Alec.
- have her own office
- leave the window open
- wear thick woollen jumpers
- leave things on the floor
- work in a warm office
- put things away
- have yellow walls in her office



Writing and speaking

5 a Look at the pictures of Smart Alec. Write ten sentences about his life in the past and now. Use *used to*.

Then



Now



He used to drive a sports car, but he rides a bicycle now.

b Work with a partner. Interview Smart Alec.

- Where did you use to live?
- What did you use to look like?
- Did you use to ...?

6 a How has your life changed? Write six things that you used to do and six things that you didn't use to do when you were six years old. Use these verbs.

play with watch like go
have eat drink do wear

b Work with a partner. Ask and answer questions about things you used to do and didn't use to do.


- What did you use to play with?
- I used to play with a toy aeroplane.

1C Clothes

Vocabulary

Describing clothes

1 a How many items of clothing can you name? Make a list. Tick (✓) the ones that are plural.

b  **1.13** We use these words to describe clothes. Listen and repeat.



1 plain



2 short-sleeved



3 baggy



4 checked



5 tight



6 high-heeled



7 striped



8 loose



9 flat



10 long-sleeved



11 flared



12 pointed

c What other words do you know for describing clothes?

light, dark, ...

d Choose someone in a picture in this book or someone in your class. Describe his / her clothes. Your partner has to guess who it is.

This person is wearing a blue, short-sleeved shirt. The shirt is plain. He's also wearing ...

Reading

2  **1.14** Read and listen to the text. Put the sentences in the correct order to tell the story of jeans.

- ☐ a Strauss paid for a patent for jeans.
- ☐ b He used copper rivets to make the trousers stronger.
- ☐ c Jeans became very fashionable with teenagers.
- ☐ d Strauss and Davis built a jeans factory.
- ☐ e He sold denim to a tailor called Jacob Davis.
- ☐ f Levi Strauss arrived in California.
- ☐ g Jeans were only used as work clothes until the 1950s.
- ☐ h Davis used the denim to make work trousers.
- ☐ i Davis wanted a patent to protect his idea.

3 Why did these things happen?

- 1 Thousands of people went to California.
- 2 Jacob Davis used denim for his trousers.
- 3 People called the cloth 'denim'.
- 4 Davis decided that he needed a patent.
- 5 Davis asked Strauss for some money.
- 6 Teenagers in the 1950s started wearing jeans.

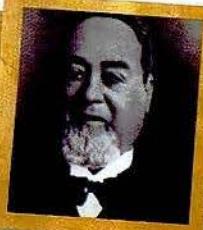
Strauss used to sell a lot of cloth to a tailor in Nevada – a Latvian immigrant called Jacob Davis. Davis made clothes for the gold miners and railway workers. They needed strong clothes, but it was hot in California, so woollen trousers were no good. Davis used to make most of his trousers from denim. This was made of cotton and it was very strong, but it was also soft and comfortable. People called it 'denim', because it originally came from Nimes in France. 'De Nimes' means 'from Nimes'.

However, the trousers weren't strong enough for one of Davis's customers, so Davis decided to make them stronger. He used copper rivets on the pockets and other places, and so invented jeans. Soon other tailors started to make jeans, too. Davis wanted to protect his idea, but he didn't have enough money for a patent. So he wrote to Levi Strauss. Strauss paid \$68 for the patent and the two men became business partners. Their blue jeans were so popular that they soon had to build a factory to produce them.

For the next hundred years people only wore jeans as work clothes. But then in the 1950s, film stars, like James Dean, and pop stars, wore them and they became very fashionable. Teenagers loved them because their parents didn't use to wear them.

Today, jeans come in all kinds of styles and colours. Designers also use denim for shorts, jackets, shirts, skirts, dresses, hats, suits – in fact, everything except socks and underwear. You can even have denim shoes and boots.

The Story OF JEANS



In 1848, someone discovered gold in California and soon thousands of people were travelling to the west coast of the USA. One of these people was a German immigrant called Levi Strauss. He was only twenty-four years old when he arrived in San Francisco. He wasn't looking for gold. He was a wholesaler. He imported goods and sold them to small shops.

Listening and speaking

4 a 1.15 Listen and complete the dialogue.

Use these words.

size can take expensive trousers
try changing too baggy big fit



Tara Do you like these
1 _____?
Mike Yes, but they're a bit
2 _____, and they're
too 3 _____. I like
these.
Tara Why don't you
4 _____ them on?
Mike Yes, I think I will.
Excuse me. 5 _____
I try these trousers on,
please?
Assistant Yes, the
6 _____ rooms
are over there, near the
escalator.
Mike Thanks.

Later

Assistant How are they?

Mike They aren't 7 _____ enough. They're
8 _____ tight.

Tara Try another pair.

Mike OK. Have you got these in a bigger 9 _____,
please?

Assistant Just a minute ... Er, yes. Here you are.

Try these.

Mike OK. Thanks.

Later

Assistant Do they 10 _____ OK?

Mike Yes, these are fine. I'll 11 _____ them.

b Work in a group of three. Role-play the dialogue.

5 a 1.16 Listen to another dialogue. Answer the questions.

- 1 What does the girl want to buy?
- 2 What's the problem with:
 - the first suggestion?
 - the second suggestion?
- 3 Does she buy anything?

b 1.16 Listen again and check.

6 a Add the opposites of the adjectives in section A to section B.

too / enough			
A	It's They're	too	small. expensive. loose. short. light.
B	It isn't They aren't	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	enough.

b Work with a partner. Look at the pictures. Student A: Make a sentence with one of the adjectives. Student B: Make a sentence with the same meaning using the opposite adjective.

A This hat's too small.

B It isn't big enough.



7 a Work with a partner. One person is a customer and the other is an assistant. Make dialogues for these situations.

- 1 You want to buy some jeans. You try them on, but they're too long.
- 2 You want to buy a jumper. You try it on, but it's too baggy.
- 3 You want to buy a jacket, but it's too expensive.
- 4 You want to buy some shorts, but they're all too light. You want something darker.

b Role-play one of your dialogues in front of the class.



The test

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

b 1.17 Read and listen to the story. Answer the questions.

- 1 What's happening today?
- 2 What did each person do at the weekend?

Lily Andy Mike Tara

- 3 How does each person feel about the test?

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

- 1 Lily's grandfather is seventy years old.
- 2 Lily enjoyed her weekend.
- 3 Mike went swimming on Friday evening.
- 4 Tara was shopping when Andy saw her on Friday.
- 5 Andy didn't win the tennis competition.
- 6 Lily didn't revise for the test.
- 7 Andy thinks he's failed the test.
- 8 Mike didn't answer all the questions.

1 Monday morning.

Andy Hi, Lily. Did you have a good weekend?

Lily Oh, hi, Andy. Yes, thanks.

Andy Were you away? I didn't see you.

Lily Yes, I was at my grandparents'. It was my grandma's seventieth birthday.

Andy Oh, right. Did you have a good time?

Lily Yes, it was great, because I could see all my aunts, uncles and cousins. What about you?



Andy It was a busy weekend. On Friday evening I went swimming at the sports centre with Mike, and then on Saturday and Sunday I played in a tennis competition.

Lily How did it go? Did you win?

Andy No, I didn't, but I did quite well. I came third.

Lily Well done! Did you see Tara at the weekend?

Andy I saw her on Friday when I was going to the sports centre, but I didn't see her after that.

2



Tara Hi!

Lily Hi, Tara. We were just talking about you. Andy said he didn't see you at the weekend.

Tara No, well, I was at music class on Saturday and I was revising for the French test most of Sunday.

Lily Yes, I had to revise in the car while we were driving to my grandparents'. When did you revise, Andy?

Andy Oh, I didn't have to do a lot. French is easy. See you later.

Tara Yes, bye.

Lily Bye!

3 Later.




Tara That test was hard, but I think I got most questions right.

Mike Yes. I'm glad I revised for it.

Lily Me, too. How did you get on, Andy?

Andy Oh, it wasn't too bad. I couldn't answer all the questions, but I think I've passed.

3 a What do you think happens next?**b**  1.18 Listen to the end of the story and check your ideas.**c**  1.18 Listen again. What marks did each person get?**Everyday English****Talking about a test****4 a** Complete the expressions.

- 1 That _____ was hard.
- 2 I think I got _____ questions right.
- 3 I'm _____ I revised for it.
- 4 How did you _____ on?
- 5 It wasn't _____ bad.
- 6 I couldn't _____ all the questions.
- 7 I _____ I've passed.
- 8 What _____ did you get?
- 9 I got ninety-two per _____.

b Work in a group. Imagine you have just had a test. Use the expressions to talk about it.**Past modals****5 a** Complete the sentences from the story.

- 1 I _____ all my aunts, uncles and cousins.
- 2 I _____ in the car while we were driving to my grandparents'.
- 3 Oh, I _____ a lot. French is easy.
- 4 I _____ all the questions, but I think I've passed.

b When do we use each form?**6** Complete the sentences. Use *could* / *couldn't* and *had to* / *didn't have to*.

- 1 Lily _____ study in the car.
- 2 Lily _____ go swimming on Friday, because she _____ go to her grandparents'.
- 3 Mike _____ revise in the car. He was at home all the time.
- 4 Tara _____ revise on Saturday, because she _____ go to music class.
- 5 Mike _____ answer all the questions, but Andy _____ leave some of them.

7 a Think about last weekend. Write about something that:

- you couldn't do.
- you were happy that you could do.
- you didn't want to do, but you had to do.
- you didn't have to do.

Give your reasons.

b Tell a partner about your weekend.

I couldn't go out with my friends, because I was ill.
I was in bed all day, but I could watch lots of DVDs.

Responding to news**8 a**  1.19 Listen to three dialogues. Complete the expressions.

I'm in a judo competition.
 I've got a ¹_____ exam.
 We've got an important match.

Good ²_____.
 I'll keep my ³_____ crossed for you.
 I hope you pass / win.


How did it ⁴_____?
 How did you ⁵_____ on?
 How was it?
 Did you pass / win?

I passed.
 I came second.
 We won.

I failed.
 I came last.
 We lost.

Congratulations!
 That's ⁶_____ news.
⁷_____ done.
 I'm glad to hear that.

Never mind.
 That's a pity.
⁸_____ luck next time.
 I'm sorry to hear that.

b  1.19 Listen again and check.**c** Work with a partner. Make dialogues. Follow the pattern.



1 1.20 Read and listen to the text. Copy and complete the chart.

Group of people	When?	Where from?
The Celts	600 BC	

2 Match the names to the correct sentence endings.

- | | |
|------------|---|
| 1 Claudius | a was the first king of England. |
| 2 Hadrian | b made Britain part of the Roman Empire. |
| 3 Alfred | c won the Battle of Hastings. |
| 4 Harold | d built a wall across the north of Britain. |
| 5 William | e was the last Anglo-Saxon king. |

3 1.20 Read and listen to the text again. Answer the questions.

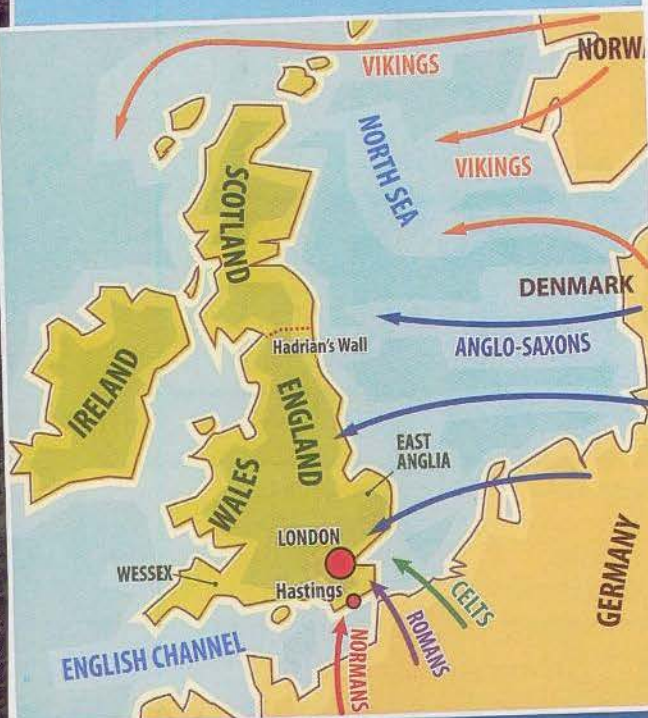
- Who were the first people to live in Britain?
- What did the Romans call Britain?
- Why did the Romans leave?
- What do these names mean?

England Normandy

- Why does the story end in 1066?

4 Do you know the story of your country? Where did the people come from? When? Make a chart like the one in exercise 1 about your country.

THE STORY OF ENGLAND



People have lived in the British Isles for thousands of years, but we don't know much about the first people there. About 600 BC the Celts arrived from the area which is now Belgium. They settled all over Britain and Ireland.

In AD 43, the Roman emperor Claudius sent an army to Britain. For almost the next 400 years, most of Britain, or Britannia as it was called, was part of the Roman Empire. However, the Romans never conquered the area which is now Scotland. The Roman emperor, Hadrian, built a wall across the north of Britain. You can still see parts of Hadrian's Wall today.


In the 4th century AD, German tribes started to attack the Roman Empire and the Romans left Britain in AD 410. Over the next hundred years, tribes from north-western Europe – Angles, Saxons and Jutes – invaded Britain. We call these people the Anglo-Saxons. They settled in the south-east of Britain and they pushed the Celts into the hills and mountains of the north and west. The Angles gave their name to a new country – 'Angle-land', or England.

At first there were seven different kingdoms, but they finally united under the first king of England – Alfred the Great.

The English needed to unite, because new people were attacking the country. These were the Vikings from Denmark and Norway. They started to attack England in the 8th century and they gradually conquered the north-eastern part of England. In the end, Alfred defeated the Vikings and united the whole country.


The Vikings also attacked France. The French king gave them some land in the north. This became Normandy – the land of the Northmen. In 1066, Duke William of Normandy invaded England. He defeated the last Anglo-Saxon king, Harold, at the Battle of Hastings. William the Conqueror, as he is called, became King William I. The Norman Conquest of 1066 was the last successful invasion of England.

History: materials

- 1 a**  **1.21** Read and listen to the text.
Tick (✓) the materials that are mentioned.

rubber plastic stone cotton iron
leather bronze aluminium copper

- b** Put the materials that you ticked in the correct historical order.

- 2**  **1.21** Read and listen to the text again.
Answer the questions.

- 1 What were the first metals that people used?
- 2 How did people discover copper?
- 3 What is bronze?
- 4 Why is bronze more useful than copper?
- 5 Why did iron replace bronze?
- 6 Why did iron and steel become cheaper in the 18th century?
- 7 What is the difference between natural and synthetic materials?

The first materials that people used were stone, wood and bones, but around 4000 BC the first metal tools appeared. They were made of copper. In fact, people had metal before that time. They already knew about gold and silver, but these were too soft for tools. Copper, however, is hard enough and copper tools were much sharper than stone tools. We don't know how people discovered copper. It was probably when they put some rocks round a fire and the fire melted the metal in the rocks.

Soon people discovered that if you mix copper with a little tin, you get an even stronger material. We call this bronze. With their new tools, Bronze Age people could do many more things. In particular, they could cut rocks to build houses, palaces, temples and huge monuments, like the Pyramids. However, there was a problem. Although copper was quite common, tin was not, so bronze was always expensive. Then, around 1500 BC people discovered a new metal – iron. Iron is a very common mineral. Almost 5% of the Earth's crust is iron and scientists believe that the red colour of the planet Mars is iron, too. With the Iron Age, tools and weapons became a lot cheaper.

Although iron ore is very common, people needed charcoal to make it into iron. Charcoal is made from wood and by the 18th century, Europe didn't

- 3** Find these things in the text.

- 1 seven kinds of metal
- 2 four things that Bronze Age people built
- 3 four things that people built in the Industrial Revolution
- 4 four kinds of plastic

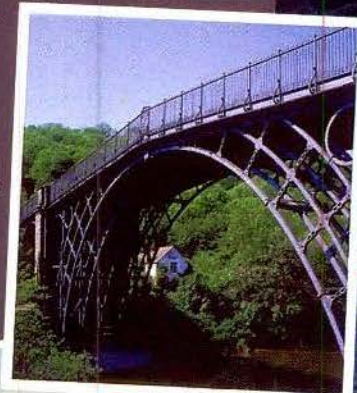
- 4** Do some research. Choose one of the materials in exercise 1a that is not mentioned in the text. Find this information about it.

- 1 Where does it come from?
- 2 When did people start using it?
- 3 What do they use it for?
- 4 What advantages and disadvantages does it have?



have enough trees. However, an Englishman, Abraham Darby, discovered how to use coal instead of wood. Coal was very common and this led to the Industrial Revolution. People used iron and steel, which is made from iron, to build machines, steam engines, bridges, railways and many more things.

Stone, wood and metal are all natural materials. However, in the 19th century, scientists discovered that they could separate the molecules of some materials and make completely new ones. We call them synthetic materials, or plastic. The first real plastic – Bakelite – appeared in 1909. Over the next thirty years other kinds of plastic, such as PVC, polystyrene and nylon, appeared. Chemists are still producing new kinds of plastic today.



Grammar

1 a What is happening in the picture?

b Complete the story. Put the verbs in brackets into the past simple or the past continuous tense.



One wet afternoon in September, Danny Spencer ¹ _____ (sit) in his room. He ² _____ (study) for a test. His parents ³ _____ (be) at work and his sister, Alice, ⁴ _____ (be) at school. He ⁵ _____ (be) hungry, but it ⁶ _____ (rain) heavily, so he ⁷ _____ (not want) to go to the shops. He ⁸ _____ (decide) to cook some chips. He ⁹ _____ (put) some oil in a saucepan on the cooker and ¹⁰ _____ (light) the gas. Then the telephone ¹¹ _____ (ring), so Danny ¹² _____ (go) to answer it. While he ¹³ _____ (talk) on the phone, the oil suddenly ¹⁴ _____ (catch) fire. When Danny ¹⁵ _____ (smell) the smoke, he ¹⁶ _____ (run) back to the kitchen. But as he ¹⁷ _____ (go) into the kitchen, he ¹⁸ _____ (trip) on the leg of a chair and ¹⁹ _____ (hit) his head on a cupboard ...

c 1.22 What do you think happened next? Listen to the whole story and check your ideas.

2 Oliver and his family moved to Canada last year. Make sentences with *used to* and *didn't use to*.

	Now	Then
1	in Canada	in England
2	ice hockey	football
3	a big house	a flat
4	go horse riding	go cycling
5	jeans to school	a school uniform

1 He *didn't use to live in Canada*.
He *used to live in England*.

3 Write sentences about these things.

- homework that you had to do yesterday
- something that you could do last weekend
- something that you didn't have to do last Saturday
- a TV programme that you couldn't watch last week

Listening and speaking

4 a 1.23 Listen and complete the chart.

What?	Result?
1 <i>swimming competition</i>	
2	
3	
4	

b Work with a partner. Use the situations in the chart. Make the dialogues with a different result.

5 a Work with a partner. Read the dialogue.

Customer Excuse me. Can I try these jeans on, please?
 Assistant Yes, the changing rooms are over there, next to the jackets.
 Customer Thank you.
 ...
 Assistant How are they?
 Customer They aren't big enough. Have you got them in a larger size?
 Assistant Yes, here you are. Try these.
 ...
 Assistant Are they better?
 Customer Yes, these are fine. I'll take them.

b Change the dialogue to fit this information.

a shirt / too big

Customer Excuse me. Can I try this shirt on, please?

c 1.24 Listen and check.

Study skills

Learning English outside the classroom

You can also learn English outside the classroom.

Which of these things do you do?

- read books and magazines in English
- watch TV programmes or films in English
- make friends with people in English-speaking countries
- listen to music in English
- visit English websites on the Internet



Your Project

1

Develop your writing

Contrasting sentences

- 1 a** Look at how we can join two sentences. Notice the difference in punctuation.

Copper is quite common. Tin is not.
Copper is quite common, **but** tin is not.
Copper is quite common. **However**, tin is not.
Although copper is quite common, tin is not.

- b** Join each pair of sentences with **but**, **However** and **Although**.

- 1 Jeans were very popular. People only wore them as work clothes.
- 2 Stone, wood and metal are natural materials. Plastic is not.
- 3 The Romans conquered all of southern Britain. They never conquered Scotland.
- 4 Ötzi was only forty-six years old. That was old for someone in the Stone Age.

- 2** Complete the sentences with your own ideas.

- 1 I'm wearing ... today, but my friend ...
- 2 In the morning I usually ... However, in the evening ...
- 3 Although I play ..., my favourite ...
- 4 Today the weather ... However, yesterday ...
- 5 We ... on weekdays, but at the weekend ...
- 6 Although I like ..., I prefer ...


Project task

Write about an important event in your life. Use these questions to help you.

- 1 When did the event happen?
- 2 How did it start? What were you doing?
- 3 What actually happened?
- 4 What was the result?
- 5 Why is the event important?

Write about the event. Try to include some contrasting sentences. Illustrate your text with pictures or photos.

Song

- 1**  1.25 Listen to the song. Find all the words that rhyme.
- 2** Who is the singer singing to? How does he feel? Why?

Yester-Me, Yester-You, Yesterday

What happened to the world we knew,
When we would dream and scheme
And while the time away,
Yester-Me, yester-You, yesterday.

Where did it go, that yester-glow
When we could feel the wheel of life turn our way.
Yester-me, yester-you, yesterday.

I had a dream, so did you.
Life was warm, love was true,
Two kids who followed all the rules, yester-fools,
And now, now it seems those yester-dreams
Were just a cruel and foolish game we used to play,
Yester-me, yester-you, yesterday.

When I recall what we had,
I feel lost, I feel sad.
With nothing but the mem'ry of yester-love
And now, now it seems those yester-dreams
Were just a cruel and foolish game we had to play,
Yester-me, yester-you, yesterday.
Yester-me, yester-you, yesterday.



2A The movies

Vocabulary

Verbs + prepositions

1 Match the expressions to the photos.

- | | |
|---------------|----------------|
| 1 jump off | 4 fall through |
| 2 dive in(to) | 5 drive down |
| 3 jump out of | |

Comprehension

2 a 1.26 Read and listen to the text. What job is it about? Why will the job probably disappear in the future?

b Find these things in the text.

- 1 four stunt doubles
- 2 four famous film titles
- 3 two stunts that Rick English has done
- 4 six stunts that Angela Meryl has done
- 5 the most expensive stunt ever
- 6 two injuries

STUNT
DOUBLES

Have you ever done anything really dangerous? Have you fallen off a bridge? Have you walked through a fire? Rick English and Angela Meryl have. You've probably never heard of Rick or Angela, but you've seen them when you've watched a film at the cinema or on a DVD. They've been in a lot of famous films, including *Kill Bill*, *Pirates of the Caribbean*, *Casino Royale* and the *Harry Potter* films. You haven't heard of them, because they're stunt doubles. Most film stars don't want to do dangerous things in films, so stunt doubles do them. Rick and Angela have been stunt doubles for some of the biggest movie stars.

They've done a lot of very dangerous stunts. Rick has driven cars through walls and into rivers. Angela has fallen off bridges, high buildings and motorbikes. She's also fallen out of windows and cars. Stunts look good in films, but they can be very dangerous. In 2002, Angela

fell through a glass table in the film *Kill Bill*. The glass cut her hand very badly and she ended up in hospital.

Probably the most dangerous stunt ever was in the film *Cliffhanger*. The stuntman, Simon Crane, climbed from one aeroplane to another, while they were flying at nearly five thousand metres. That was also the most expensive stunt ever. Simon got a million dollars for it.

'Danger is part of our life,' says stuntman Frank Street. 'A lot of stunt doubles have died and most of them have been in hospital several times. In fact, I've just come out of hospital myself. I broke my arm when I jumped out of a helicopter last week.' Because stunts are so dangerous and expensive, film directors have started to use CGI (Computer Generated Imagery) instead. It's safer and cheaper. So, in the future, there probably won't be any stunt doubles.

Grammar

Present perfect

3 a Read the rules. Complete the sentences from the text.

We use the present perfect tense to talk about:

- experiences up to now.
Rick _____ cars through walls.
- recent events (usually with *just* or *recently*).
I _____ just _____ out of hospital myself.

b Find more examples of the present perfect tense in the text.

4 a Have you ever done these things?

I've fallen out of bed. / I haven't fallen out of bed.

- | | |
|-----------------|-----------------------------|
| fall out of bed | see a shooting star |
| do karate | live in a different town |
| ride a horse | write to someone in English |
| be on the radio | forget your homework |

b Work with a partner. Ask and answer questions about the activities in exercise 4a.

- Have you ever fallen out of bed?
- Yes, I have. / No, I haven't.

5 a Write three things that you have done recently and three things that you haven't done.

*I've seen a film recently.
I haven't played tennis recently.*

b Compare your sentences with a partner.

Present perfect v past simple

6 a Complete the sentences from the text.

- Angela _____ off bridges, high buildings and motorbikes.
- In 2002, Angela _____ through a glass table.

b Which tense do we use:

- when there is a past time reference?
- when there is no past time reference?

7 Look at the pictures. What stunts has Frank Street done? Make sentences about what he has or hasn't done. When did he do the stunts?



- He has climbed up a skyscraper. He did it in 2006.
- He hasn't jumped out of a plane.

Listening

8 a 1.27 Listen to six people. What have they done for the first time recently? Copy the chart and complete the first column.

What?	When?	How did they feel?

b 1.27 Listen again. Complete columns 2 and 3.

9 a Write down four true things that you have done and two false things.

b Work with a partner. Read your sentences. Your partner must guess if they are true or false.

- I've driven a go-kart.
- That's not true. You haven't driven a go-kart.
- Yes, I have. I drove it for my birthday two years ago.

2B Smart Alec closes the door

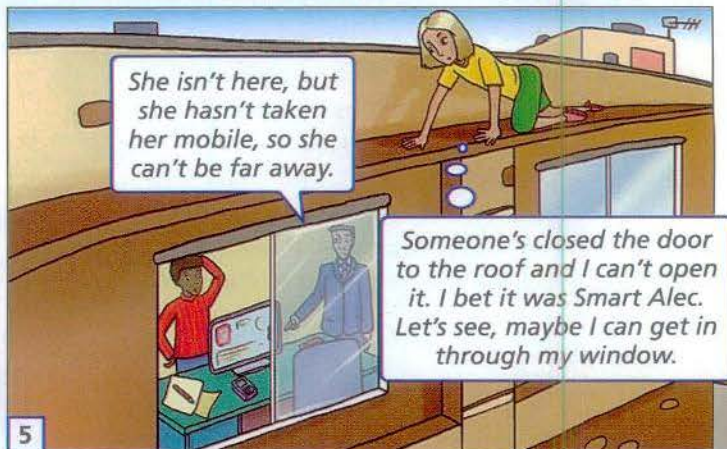


Comprehension

1 **1.28** Read and listen to the story. Answer the questions.

- 1 Why does Sweet Sue go on the roof?
- 2 Why can't she get down?

Sweet Sue and Smart Alec are watching a building. They're waiting for some criminals. Sweet Sue has been there since half past seven this morning.



2 Complete the sentences.

- Sweet Sue and Smart Alec are trying to catch ...
- Sweet Sue has been there for ...
- Sweet Sue decides to ... on the ...
- Smart Alec and ... arrested ...
- Smart Alec ... to the roof.
- ... has come to see ...
- Sweet Sue tries to get in ...
- She can't get in because Smart Alec has ...
- ... rescue her.
- Sweet Sue is on ... for ...

Grammar

Present perfect

3 Read the rules and complete the sentences.

We can use the present perfect tense to talk about:

- 1 a past action with a result in the present.

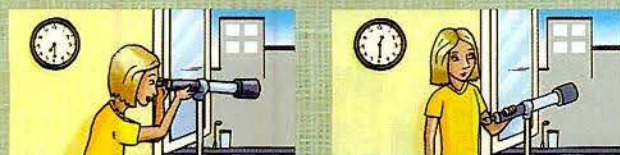
I _____ the window, but now it's too noisy.



PAST NOW

- 2 an activity that started in the past and continues into the present.

I _____ here for five hours.



PAST NOW

4 Read the sentences about Smart Alec's day. What has or hasn't he done? Use the verbs in brackets.

- He's wearing a new pair of shoes. (buy)
He's bought some shoes.
- He's hungry. (have lunch)
- He's looking at some new photos. (take)
- His computer is off. (switch on)
- His car is very clean. (wash)
- It's hot in his office. (open)
- He doesn't know where Sue is. (see)
- He's going to the post office. (write)

for / since

5 a Complete the sentences from the story.

- Sweet Sue has been there 7.30.
- I've been here half an hour.

b Complete the rules.

.....>>
1 2 3 NOW 9.00 NOW
for 3 hours since 9 o'clock

We use with a period in time.
We use with a point of time.

6 Complete the phrases with for or since.

- _____ one o'clock
- _____ two minutes
- _____ six years
- _____ Tuesday
- _____ 12 June
- _____ three days
- _____ an hour
- _____ yesterday

7 Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.

- I'm a writer. I _____ (write) ten books since 2005.
I _____ (write) two books last year.
*I'm a writer. I've written ten books since 2005.
I wrote two books last year.*
- Smart Alec _____ (leave) university seven years ago.
He _____ (be) a detective for six years.
- The post _____ (not arrive) yet today. It _____ (not arrive) until 11.30 yesterday.
- We _____ (have) Mr Lee for History last year, but we _____ (have) Mrs Kay for two months now.
- I _____ (see) Jim last Tuesday, but I _____ (not see) him since then.
- I'm hungry. I _____ (not eat) anything for five hours now. I only _____ (eat) a sandwich at lunchtime.
- Marcia isn't here. She _____ (go) to the shops. She _____ (go) about half an hour ago.

Listening

8 1.29 Listen and choose the correct meanings.

- They live / *don't live* in New York.
- He studies / *doesn't study* German now.
- Debs takes / *doesn't take* the bus to school.
- She is / *isn't* in the school hockey team.
- She works / *doesn't work* in a shop.
- He does / *doesn't do* judo.
- They are / *aren't* on holiday.
- Frank rides / *doesn't ride* his bike to school.

Reading

1 a  1.30 Read and listen to the text. Answer the questions.

- 1 How did Mason become famous?
- 2 What does he like about being famous?
- 3 What doesn't he like?
- 4 What does he do now?
- 5 What does he want to do in the future?

b Do you watch reality TV shows? Which one is your favourite? Why?

Fame

Three years ago, Mason Macdonald was a successful contestant on the *Desert Island* reality TV show. Millions of people watched him and the other seven contestants as they tried to survive on the famous island for six weeks.

Before he went to the island, good-looking Mason was a teacher in a school in Manchester. He shared a flat with two friends. However, in the last three years, his life has changed a lot.

'At first, it was really exciting,' he says. 'I did a lot of interviews for newspapers and celebrity magazines. Whenever I opened a newspaper, I saw my picture. People recognized me in the street and I signed a lot of autographs. I went to a lot of parties and had a fantastic holiday in Australia, too.'

It was great. I really enjoyed all the fame and the excitement, but there were difficulties, too. After a while, photographers started to follow me and my friend everywhere. One Sunday morning, someone knocked on my door. It was quite early and I was still

in bed. I opened the door in my pyjamas and there was a photographer there. I was very angry, so I grabbed his camera and threw it across the street. Well, he called the police and then the newspapers were full of the story. 'Police arrest *Desert Island* Mason.' It wasn't true. The police didn't arrest me. They just asked some questions and I paid for a new camera. That's the danger when you're famous. You lose a lot of your freedom.'

After that, things became quieter, but Mason didn't want to go back to his life in Manchester. He's lived in London for two years now and has worked for a radio station for over a year. He's still famous, but photographers haven't followed him for a long time. 'I've been very lucky,' he says. 'And I've really enjoyed my success.' What about the future? 'Well, my friend and I are getting married in three months. I'm very happy about that. As for a job, I've enjoyed my work, but in the future, I'd really like to be a game show host on TV and write a book, too.'



2 Read the text again. Which of the sentences are true about Mason's life since he won *Desert Island*?

- 1 He hasn't moved house.
- 2 He's married his friend.
- 3 The police arrested him.
- 4 He hasn't been abroad.
- 5 People asked him for autographs.
- 6 He broke a photographer's camera.
- 7 He's written a book.
- 8 Journalists interviewed him.
- 9 He's become a TV game show host.
- 10 People didn't invite him to a lot of parties.



Vocabulary

Nouns and adjectives

3 a Find the missing words in the text to complete the chart.

Noun	Adjective
¹ danger	dangerous
anger	² _____
³ _____	successful
good looks	⁴ _____
luck	⁵ _____
happiness	⁶ _____
⁷ _____	famous
⁸ _____	free
excitement	⁹ _____
¹⁰ _____	difficult

b Complete the sentences with words from exercise 3a. Sometimes more than one answer is possible.

- 1 I don't want to be f_____.
- 2 H_____ is the most important thing in life.
- 3 F_____ is more important than s_____.
- 4 E_____ things are often d_____.
- 5 F_____ doesn't always make people h_____.
- 6 S_____ people often have a lot of l_____.

c Do you agree with the statements?

Listening and speaking

4 a What is your favourite game show on TV? What do the contestants have to do?

b Look at the picture. What is the name of the show? What do you think the contestants have to do?



5 a **1.31** Listen to part 1 of the game show. Answer the questions.

1 What are the people's surnames? Match the surnames to the people.

Curtis Banks Jones Bennett

2 How much has each contestant won so far?

£10,000 £3,000 £50,000 £8,000 £15,000

3 What is the prize in the final round?

4 What happens if they lose?

b **1.31** Listen again and check your ideas.

6 a **1.32** Listen to part 2 of the game show. Answer the questions.

- 1 Which contestant decides to gamble?
- 2 What letter does he / she get?
- 3 How does he / she get it?
- 4 What will he / she have to do in the final round?

b Discuss the questions.

- 1 Give your own answers to the questions in the quiz.
- 2 Do you think the contestant wins?

7 **1.33** Listen to part 3 and check your ideas.



Andy's in trouble

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

b **1.34** Read and listen to the story. Answer the questions.

- 1 Who is Andy talking to? Why?
- 2 Why is he worried at the end?

2 Answer the questions.

- 1 Why is Tara late?
- 2 Why isn't Andy there?
- 3 What subjects does Mr Hunt talk to Andy about?
- 4 What excuse does Andy give for his bad mark in French?
- 5 What does Andy say that he was doing?
- 6 What must he do tomorrow?
- 7 What will happen if Andy doesn't bring the project?
- 8 How much of the project has Andy done?



Tara Hi. Sorry I'm late. I've been to the library to get a book.

Mike It's OK. Andy isn't here yet, either.

Tara Oh, yes. He's gone to see the form teacher, hasn't he?

Lily Yes, he has. We think it's about the French test last week.



Andy You wanted to see me, Mr Hunt?

Mr Hunt Yes, Andy. Come in. Now, I've had a look at your work for this year. It isn't very good, is it?

Andy No, sir.

Mr Hunt These are your marks for Science, History and Maths. They're all pretty poor, aren't they?

Andy Yes, sir.

Mr Hunt And you had a French test last Monday, didn't you? What mark did you get?

Andy Fifteen per cent, sir.

Mr Hunt You used to be very good at French, Andy. What happened?

Andy I don't know, sir.

Mr Hunt I do, Andy. You didn't revise, did you?

Andy But I was in a tennis competition all weekend.

Mr Hunt That's no excuse, Andy.

Andy Well, I was doing other things, too, sir.

Mr Hunt What other things? You clearly weren't spending time on your other homework, were you?

Andy I was ... working on my Geography project.

Mr Hunt Really?

Andy Yes, sir. I haven't finished it yet, but I've done quite a lot.

Mr Hunt Good. You can show it to me tomorrow. Now ...

Later.

Tara Oh dear. Andy doesn't look very happy, does he?

Mike How did it go, Andy? Did he want to talk to you about your French test?

Andy Yes, he did. And all the other subjects, too.

Lily Oh, no!

Andy And he wants to see my Geography project tomorrow or he'll send a letter to my parents.

Mike Well, you can do that, can't you?

Andy No, I can't, because I haven't done it.

Lily But you've done some of it, haven't you?



4

No. I haven't even started it!

3 a What do you think happens next?

b 1.35 Listen to the end of the story and check your ideas.

c 1.35 Listen again. Are the statements true or false?

- 1 Tara's only done half the project.
- 2 Mr Hunt teaches Geography.
- 3 Andy uses Tara's project to show Mr Hunt.
- 4 Mr Hunt doesn't think the project is very good.
- 5 Mike thinks Andy is very lucky.
- 6 Tara has got Andy out of trouble.

Everyday English

Useful expressions

4 a Put the words in the correct order to make expressions.

- 1 I'm late sorry
- 2 me to wanted you see
- 3 a work look I've your had at
- 4 pretty they're poor all
- 5 excuse that's no
- 6 happy doesn't Andy very look
- 7 even I it started haven't

b How do you say the expressions in your language?

been / gone

5 Complete the sentences from the story and answer the questions.

1 I've _____ to the library.

Is Tara still at the library?



2 He's _____ to see Mr Hunt.

Is Andy still with Mr Hunt?



6 Complete the sentences. Use the present perfect tense with been or gone.

- 1 Mike isn't here. He _____ to the shops.
- 2 We _____ to the cinema. The film was good!
- 3 I can't eat anything. I _____ to the dentist.
- 4 Tara's tired, so she _____ to bed.
- 5 Andy _____ to see his form teacher, and now he's got a lot of work to do.
- 6 Lily isn't at home. She _____ to her cousin's.

Question tags

7 a Complete the sentences from the story.

- 1 It isn't very good, _____?
- 2 They're all pretty poor, _____?

We normally use question tags to check or confirm information.

b How do we make question tags with:

- a negative sentence?
- a positive sentence?

c Find all the question tags in the story.

d Complete the sentences. How do we make the question tag?

- 1 Well, you can do that, _____?
- 2 You had a French test last Monday, _____?
- 3 Andy doesn't look very happy, _____?

8 Change the statements into questions using question tags.

- 1 He's your form teacher.
He's your form teacher, isn't he?
- 2 Your marks weren't very good.
- 3 Andy hasn't done the project.
- 4 He can't show it to Mr Hunt.
- 5 He only thinks about sport these days.
- 6 He came third in the tennis competition.
- 7 Andy's parents will get a letter from Mr Hunt.
- 8 He's got good friends.

9 a Do you know your partner well? Make questions with question tags for him / her. Use the cues.

- 1 brothers and sisters
You've got a sister, haven't you?
- 2 birthday
- 3 age
- 4 like / music
- 5 don't like / 'subject'
- 6 can play
- 7 can't speak
- 8 watched on TV last night
- 9 didn't do at the weekend
- 10 will have for dinner
- 11 have never done
- 12 going to do this evening
- 13 have done recently

b Ask your questions. How many did you get right?

You've got a sister, haven't you?

No, I haven't. I've got a brother.



1 1.36 Read and listen to the text. Match the headings to paragraphs 1–4.

Books	Magazines and comics
Computers	How much do teenagers read?

2 1.36 Read and listen again. What differences are there between boys' and girls' reading habits? Copy and complete the chart.

Boys	Girls

3 a Answer the questions about your own reading habits.

- How many hours do you read in a week?
- Where and when do you read?
- What do you read:
 - books?
 - magazines and comics?
 - things on a computer?
- What books do you have to read for school?
- Do you borrow books from libraries?

b Discuss your ideas in the class. Compare the reading habits of people in your class with the teenagers in the article. What things are the same? What things are different?

TEENAGERS' reading habits

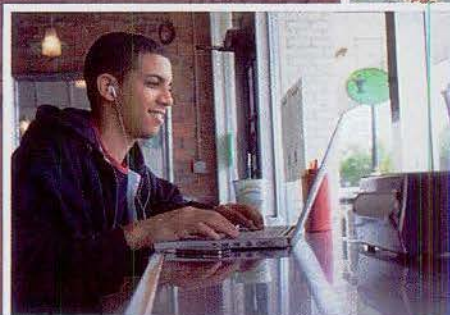


1

According to a government survey, 83% of British teenagers read in their free time. Their favourite place to read is in bed. Generally, girls read more than boys. On average, girls read for 4.5 hours a week. Boys only read for 2.3 hours a week (but they watch TV and DVDs for 11 hours). E-books are becoming more popular.

2

Books are popular with most British teenagers. However, girls and boys read different things. Girls normally read fiction. Their favourite authors are J.K. Rowling and Jacqueline Wilson. Boys often read non-fiction books about their hobbies or about famous people. Teenagers also have to read books for English lessons at school. They usually read classic novels by British authors, like George Orwell, or American authors, such as John Steinbeck. Schools also have a library. Pupils can read there or they can borrow books to read at home.



4

People often say that teenagers don't read much, because they spend all their time on computers. But what do they do on their computers? A lot of the time, they read. For girls, social networks and celebrity websites are the most popular. Boys' favourites are online song lyrics and computer game cheats.

3

Teenagers generally prefer reading magazines and comics to books. General teenage magazines are all for girls. They have articles about celebrities, make-up and relationships. Boys, like men, read magazines about their interests, such as cars, computers, football or music. A lot of boys also read comics, but only one girl in twenty reads them.



ICT: computers

1 a Find the computer hardware and software in the picture. Write the numbers (1–14).

Computer hardware

- ☐ a mouse
- ☐ a monitor
- ☐ keys
- ☐ a memory stick
- ☐ a screen
- ☐ a system unit
- ☐ a mouse mat
- ☐ a keyboard

Computer software

- ☐ a menu
- ☐ an icon
- ☐ a window
- ☐ a taskbar
- ☐ a cursor
- ☐ a folder

b 1.37 Listen, check and repeat.

2 a 1.38 Read and listen to the text. Complete the gaps with the words in the boxes.

b 1.38 Listen again and check.

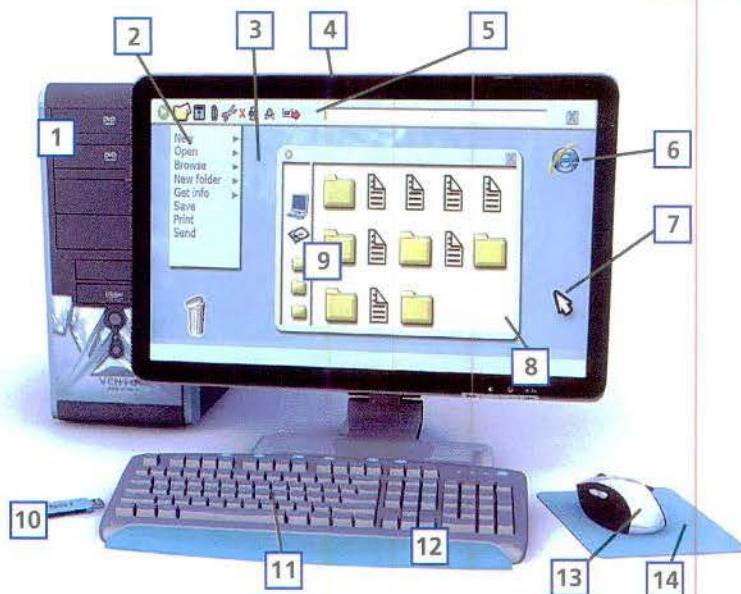
3 Find someone who ...

- ... has had a virus in their computer.
- ... saves things on a memory stick.
- ... is on a social network.
- ... has recently downloaded an app.
- ... has used an online computer game cheat.
- ... has used a tablet computer.
- ... uses a smart TV to go online.
- ... has lost some homework because they didn't save it.
- ... has created their own website.
- ... has written a blog.
- ... saves things in a cloud.

Have you ever had a virus in your computer?

When did it happen?

What did you do about it?



Computers

back up hard drive launch quit save
memory stick cloud shut down click

When you want to use a program, you ¹ _____ on its icon. This will ² _____ the program. You can also click on a file and this will launch the program, too. When you finish, you need to ³ _____ your work. Your computer will save things on its ⁴ _____, but it's a good idea to ⁵ _____ anything important somewhere else, too. You can save a copy on a ⁶ _____ or in a ⁷ _____. Then you can ⁸ _____ the program and ⁹ _____ the computer.

password download username firewall virus online

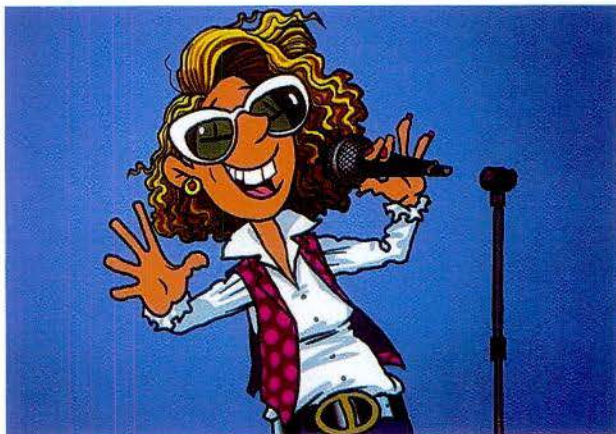
Security is very important when you go ¹⁰ _____. Never tell anyone your ¹¹ _____ or ¹² _____. Viruses normally get into your computer when you ¹³ _____ something from the Internet. A ¹⁴ _____ can cause a lot of problems with your computer, so you need a ¹⁵ _____ to protect your files.

tablet broadband smart
Wi-Fi apps connections

Things change very quickly with computers. At one time, computers were very big and Internet ¹⁶ _____ were slow. Nowadays, ¹⁷ _____ provides very fast connections and you can use your laptop, mobile phone or ¹⁸ _____ to go online almost anywhere with a ¹⁹ _____ connection. You can also use a ²⁰ _____ TV to go online, and you can download ²¹ _____ to do lots of different things.

Grammar

- 1 a** Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.



- Cora Dixon is a singer. So far, she _____ four albums. She _____ her first album in 2009. (make)
- Until 2010, she _____ in Liverpool, but since she became famous, she _____ in New York. (live)
- She _____ two concert tours last year, but she _____ any tours so far this year. (do / not do)
- Her parents _____ her for over a year now. However, her brother _____ her in New York last month. (not see / see)
- When she first started, she _____ with a band called The Angels, but she _____ with them for a long time now. (sing / not sing)
- Cora _____ a lot of songs, too. She _____ her first song when she was still at school. (write)

- b** 1.39 Listen and check.

- 2** Write sentences about your life with these cues. Use the past simple or the present perfect tense.

- on Saturday afternoon
I went bowling on Saturday afternoon.
- since 8.30 this morning
I haven't eaten anything since 8.30 this morning.
- since Saturday
- yesterday
- last week
- until now
- never
- last night
- in August
- for the last hour

- 3 a** 1.40 Listen. Where are the people now?

1 Brian	at home	at the sports centre ✓
2 Suzie	here	at the cinema
3 Simon and Claire	here	at their grandparents'
4 Oliver	in the classroom	at the library
5 Ed and May	at home	in London
6 Beth	in the kitchen	in the bathroom
7 John	in bed	at the bus stop
8 Kylie	at home	at the doctor's

- b** Write about each person. Use *been* or *gone*.

- 1 Brian's gone to the sports centre.

- 4 a** Complete the sentences with question tags.

- Your birthday's in June, *isn't it?*
- We haven't had an English test this week, _____?
- You went to a party last Saturday, _____?
- Our teacher lives near you, _____?
- You weren't at school last Tuesday, _____?
- You aren't going out tonight, _____?
- It will be sunny tomorrow, _____?
- You can't play the piano, _____?

- b** Work with a partner. Use your tag questions.

- Your birthday's in June, isn't it?*
- Yes, it is. / No, it isn't. It's in October.*

Writing

- 5** Imagine that you have become famous. Write six things that have happened to you since you became famous.

Study skills

Day 1	present perfect 1	phrasal verbs
Day 2	been/gone	nouns/adjectives
Day 3	present perfect 2	question tags

Plan your revision

Put the steps in order.

- Just before the exam, look over everything again.
- Revise one or two things each day.
- Make a list of the things that you have to revise.
- Make a timetable. Give the most time to difficult things.
- First, work out how much time you've got.

Your Project

2

Develop your writing

Time expressions

- 1** Find these expressions in the text on page 24. What do they mean?

after that at first before whenever
in the future then after a while

We use these expressions to join sentences and show sequence.

- 2 a** Choose the correct time expressions.

¹After / Before I was on *Find the New Pop Star*, I had a quiet life in Brighton. ²After / Before I won and moved to London, everything changed. ³After that / At first, it was very exciting, but ⁴at first / after a while, it all became very annoying. ⁵Whenever / In the future I went out, there were always reporters there. I couldn't stand it and I ended up in a fight with a photographer. ⁶At first / Then the police came to interview me. ⁷After that / Before, I decided to move back to Brighton and since then, things have become a lot quieter. Nowadays, people don't pay any attention to me in the street. ⁸At first / In the future, I'd like to be an actor and work in the USA.

- b** 1.41 Listen and check.

Project task

You are going to write a biography of a pop, sports or film star. Collect some information about the person.

Write your biography for a magazine article. Try to use some time expressions in it. Your biography should have these paragraphs:

- 1 An introduction: Who is the article about and why? What does he / she do?
- 2 The past: When and where was he / she born? What was life like before he / she became famous? Where did he / she live?
- 3 Fame: How did he / she become famous? What things has he / she done since then?
- 4 Changes: How has his / her life changed since he / she became famous?

Illustrate your biography with pictures.

Song

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

see tight takes forget top
am name fly enough free
fame Heaven forever together

- b** 1.42 Listen and check.

- 2 a** What does the singer want? Why does she think she will get it?

- b** Find all the expressions in the song about being famous.

Fame

Baby look at me
And tell me what you ¹ _____
You ain't seen the best of me yet,
Give me time I'll make you ² _____ the rest.

I got more in me
And you can set it ³ _____
I can catch the moon in my hands,
Don't you know who I ⁴ _____?

Remember my ⁵ _____
Fame!

I'm gonna live forever,
I'm gonna learn how to ⁶ _____
High!

I feel it coming ⁷ _____,
People will see me and cry
⁸ _____!

I'm gonna make it to ⁹ _____,
Light up the sky like a flame,
Fame!

I'm gonna live ¹⁰ _____,
Baby remember my name.

Remember
Remember

Baby hold me ¹¹ _____,
'Cause you can make it right.
You can shoot me straight to the ¹² _____,
Give me love and take all I've got to give.

Baby I'll be tough,
Too much is not ¹³ _____,
I can ride your heart 'til it breaks,
Ooh I got what it ¹⁴ _____.

