

5A Climate change

Vocabulary

The environment

1 a Match the meanings to the words. Use a dictionary to help you.

- | | |
|---|--------------------|
| 1 the ice in the Arctic and Antarctic | a drought |
| 2 cutting down a forest | b power stations |
| 3 harmful chemicals in the air or water | c climate change |
| 4 coal, oil and gas | d the ice caps |
| 5 carbon dioxide | e rainforests |
| 6 when there is no rain for a long time | f CO ₂ |
| 7 the tropical forests | g pollution |
| 8 tropical storms | h greenhouse gases |
| 9 gases that trap the sun's heat | i deforestation |
| 10 these produce electricity | j hurricanes |
| 11 the Earth is getting hotter | k fossil fuels |

b Which of the things in exercise 1a can you find in the photos?

Climate change: its biggest cause

We hear a lot today about ¹_____. Thousands of articles are written about it in newspapers and magazines; TV programmes are made about it.

²_____, like ³_____ (carbon dioxide), are released into the atmosphere. The sun's heat is trapped by these gases and gradually the world is getting warmer.

Scientists believe that, as a result, ⁴_____ will melt, sea levels will rise and many islands and coasts will disappear under the water. We will also see more extreme weather, such as ⁵_____, heavy rain, high temperatures and ⁶_____.

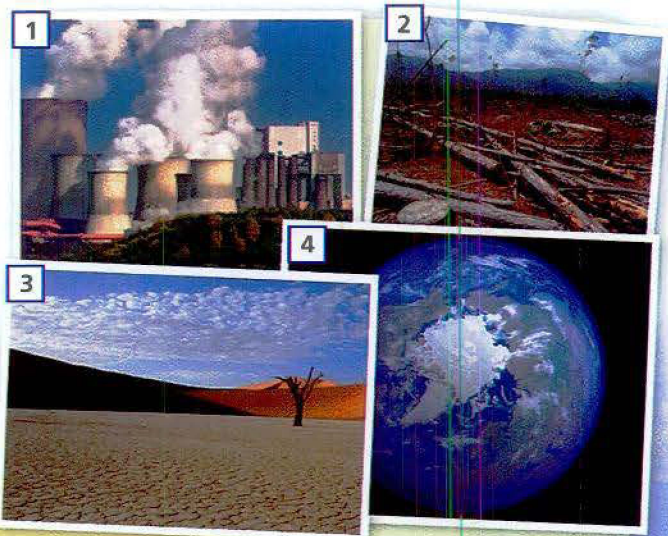
A lot of greenhouse gases are produced when ⁷_____ are burnt by ⁸_____, factories, cars and aeroplanes.

However, the biggest cause is ⁹_____. The world's forests – especially the tropical ¹⁰_____ of South America, Africa and South-East Asia – are very important for the Earth's climate. But every year, over 200,000 square kilometres of forests are destroyed. That's an area the size of Britain.

Comprehension

2 a **1** **3.2** Read and listen to the text. Complete the gaps with words a–k from exercise 1a. Which word isn't used?

b What is 'the biggest cause' of climate change?



In some cases, the trees are cut down and the wood is taken away. It's used for buildings and furniture. However, in many cases, the land is wanted for farms. The trees are just burnt down, and billions of tonnes of greenhouse gases are released into the atmosphere. Twenty-five per cent of all CO₂ is produced by deforestation. (Aeroplanes produce three per cent.)

If we want to save the planet, we must save the forests!



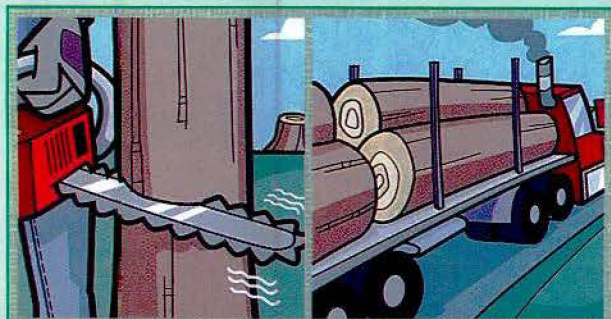
3 a Find these things in the text.

- five things that produce greenhouse gases
- one greenhouse gas
- two things that will happen if the ice caps melt
- four kinds of extreme weather
- three places where there are tropical rainforests
- two reasons why forests are cut down

b Why is deforestation a bigger problem for the environment than air travel?

Grammar**Passive voice: present****4 a** Complete the passive sentence. Do the active and passive sentences have the same meaning?

Active	Power stations burn fossil fuels.
Passive	Fossil fuels _____ by power stations.

b Complete the sentence from the text.

In some cases, the trees _____ down and the wood _____ away.

We normally use the passive when the action is the most important thing. So we don't always need to say who does the action.

c How do we make the passive? Complete the rule. Choose from these forms.

- the verb have
- an -ing form
- a past participle
- the verb be

To make the passive, we use _____ and _____.

d Find more examples of the passive in the text.**5** Rewrite the sentences in the passive. Use the underlined words as the subject.

- Cars release a lot of CO₂.
A lot of CO₂ is released by cars.
- Farmers burn down the forests.
- Forests make most of the world's rain.
- Satellites photograph forest fires.
- Deforestation kills millions of animals.
- Aeroplanes produce three per cent of greenhouse gases.
- Greenhouse gases trap the sun's heat.
- Climate change produces extreme weather.
- Trees absorb carbon dioxide.
- Power stations produce electricity.

Listening**6 a** You are going to hear an environmental campaigner talking about biofuels.

3.3 Listen and choose the correct answers.

- Biofuels are fuels that are
 - made from plants.
 - used on farms.
- Biofuels are produced because fossil fuels are
 - running out.
 - becoming too expensive.
- People think that biofuels are
 - cheaper.
 - cleaner.
- Most biofuels are used in
 - power stations.
 - cars.
- The speaker thinks that biofuels are
 - a good thing.
 - a bad thing.

b **3.3** Listen again. What reasons does the speaker give for his opinion? Choose two from this list.

- A lot of extra pollution is produced by biofuels.
- Biofuels use land that is used for food at the moment.
- More factories are needed to produce biofuels.
- Biofuels produce less CO₂ than fossil fuels.
- Rainforests are destroyed to provide land for biofuels.
- Biofuels are also running out.

c Look at the two reasons that you have chosen. What effects will they have, according to the speaker?



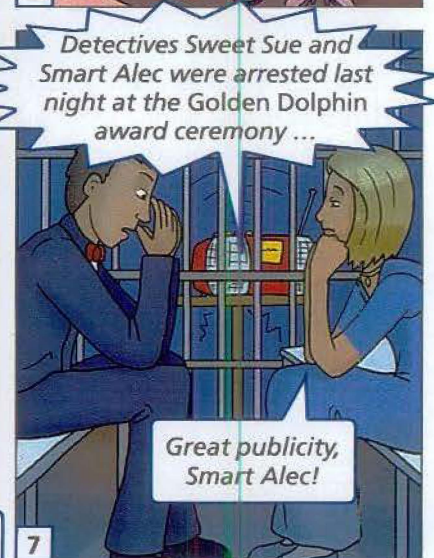
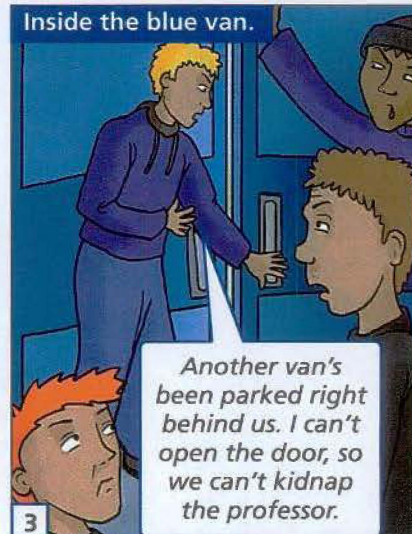
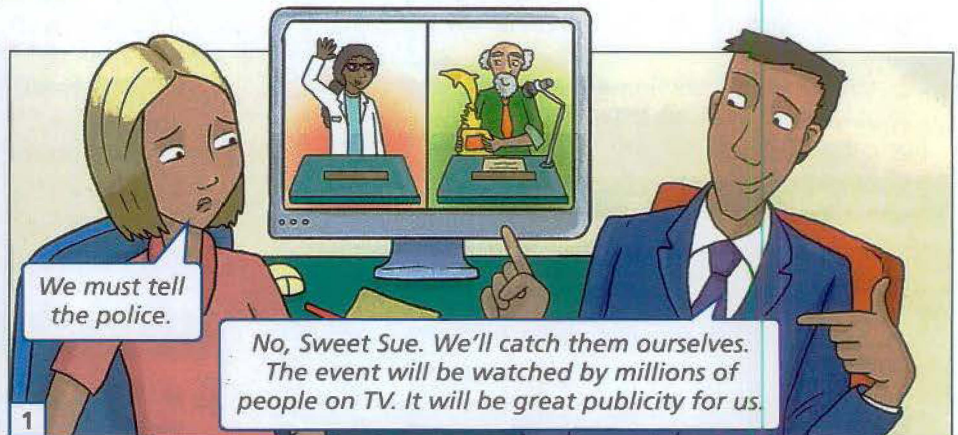


Comprehension

1 **3.4** Read and listen to the story. Answer the questions.

- 1 What were the criminals planning to steal?
- 2 Why didn't they steal it?

The *Golden Dolphin* award is presented every year at the Globe Theatre to people who have helped the environment. Last year, it was won by Professor Wise. This year, it will be given to Doctor Sage for her work on protecting gorillas. But Smart Alec has received some information that criminals are planning to steal it. The *Golden Dolphin* will be taken to the theatre by Professor Wise, but the criminals are going to kidnap him, and the award will be replaced with a fake.



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

- 1 Professor Wise has won the award three times.
- 2 The award is for people who have helped animals.
- 3 Sweet Sue wants to tell the police.
- 4 The award is taken to the theatre by Doctor Sage.
- 5 The ceremony is on TV.
- 6 The criminals are waiting in a car.
- 7 Professor Wise is kidnapped.
- 8 The beard isn't false.
- 9 Sweet Sue and Smart Alec don't get any publicity.
- 10 They are kept in jail for two days.

Grammar**Passive voice: different tenses****3 a** Complete the sentences from the story.

- 1 *The Golden Dolphin award* _____ *presented every year.*
- 2 *Last year, it* _____ *won by Professor Wise.*
- 3 *This year, it* _____ *given to Doctor Sage.*
- 4 *The real professor* _____ *kidnapped.*

b Match the tenses to the sentences in exercise 3a.

- present perfect
- present simple
- past simple
- future

c Complete the rule with the correct words.

- the past participle
- the subject
- the verb be

To change the tense in a passive verb, we change _____.

d Find more examples of the passive in the story.**4** Rewrite the sentences in the passive. Keep the same tense.

- 1 Smart Alec parked the van.
The van was parked by Smart Alec.
- 2 Some criminals will steal the award.
- 3 Doctor Sage has won the award this year.
- 4 Smart Alec pulled the professor's beard.
- 5 The police haven't arrested the criminals.
- 6 Millions of people saw the show.
- 7 Doctor Sage has taken the award to the bank.
- 8 The bank will keep it in a safe.
- 9 The police will protect the award next year.
- 10 The police have released Sweet Sue and Smart Alec.

Listening and writing**5 a** **3.5** Listen to a recording about an environmental problem. Choose the correct answers.

- 1 How was the problem caused?
 - a There was an explosion on an oil rig.
 - b An oil tanker sank.
 - c A tsunami destroyed an oil refinery.
- 2 What birds were affected by the disaster?
 - a penguins
 - b pelicans
 - c sea eagles
- 3 How many birds were rescued?
 - a about 75
 - b about 116
 - c about 60
- 4 Where is the SOCOBIOMA Centre?
 - a Brazil
 - b Uruguay
 - c Argentina
- 5 What happened to fourteen of the birds?
 - a They were released.
 - b They were sent to zoos.
 - c They died.

b Complete the sentences. Choose from these words.

months feathers weeks stomachs
strong twenty-four detergent soap
oil waterproof thirty-eight water

- 1 _____ was used to clean the birds.
- 2 However, this also removed the natural oil from the birds' _____.
- 3 As a result, their feathers weren't _____, so they weren't released immediately.
- 4 The birds that died probably swallowed some _____ before they were rescued.
- 5 So far, _____ birds have been released.
- 6 The other birds will be released in a few _____, when their feathers are waterproof again.

c **3.5** Listen again and check.**6** Work with a partner. Write a news bulletin about the incident. Use the information in exercise 5 to help you.

5C Caring for the environment

Reading

1 a Look at the title and the photos. What do you think the text is about?

b  3.6 Read and listen to the text. What does the writer want?

c Find the names of these people and places in the text.

- 1 the man who wrote the letter
- 2 a brown bear cub
- 3 the place where the nature reserve is
- 4 the man who runs the bear orphanage
- 5 the place that Yuri was taken to

2 Correct the statements.

- 1 Yuri was born in spring.
- 2 His mother was sleeping in a cave.
- 3 Yuri's mother was killed by the hunters' dogs.
- 4 Brown bears are hunted because they are dangerous.
- 5 Bears are almost extinct in Russia.
- 6 The cubs are usually taken home as pets.
- 7 At the orphanage, the bears are taught how to do tricks.
- 8 When they are older, the bears will be sold to zoos.
- 9 Professor Pazhetnov has saved seventy-five bear cubs.
- 10 So far, over a hundred bears have been released.

Save the ORPHAN BEARS

Dear Friend

I want to tell you about Yuri. Yuri is a young brown bear. He was born in winter and like all bear cubs, he was blind and he had no teeth. His mother was hibernating in her den, deep inside the Russian forest. Outside, it was very cold and everything was covered by thick snow. Inside the den with his mother, however, Yuri felt safe and warm.

Then, when Yuri was only a few weeks old, some hunters came. Dogs were sent into the den. Yuri's mother was woken up by the dogs. She tried to protect her cub, but when she climbed out of the den, she was shot by the hunters.

Every year, between 3,000 and 4,000 brown bears are hunted and killed like this. There are only 110,000 brown bears in Russia today and they are almost extinct in the rest of Europe. Their meat and fur are sold for thousands of dollars, so people will continue to hunt them. The cubs are usually just left to die. Without their mothers they can't survive.

Yuri, however, was lucky. He was found by one of the hunters and he was taken to The Russian Bear Orphanage, 350 kilometres northwest of Moscow. The orphanage is run by Professor Valentin Pazhetnov. Here, Yuri will be looked after. He and other orphan bears will be fed and taught how to survive. When they are old enough, they will be taken to a nature reserve in Bryansk, where they will be protected. Professor Pazhetnov hopes that in the future some bears will be released in other European countries where they are now extinct.

So far, over a hundred bear cubs have been saved by the orphanage. Seventy bears have been returned to the forest. We want to save more. That's why I'm writing to you now. Money is needed for food, transport and for people to look after the baby bears. Yuri and his friends need your help. Please send a donation today. Together we can save the orphan bears.

Thank you.

Yours sincerely,

Fred O'Regan



Vocabulary

Definitions

3 Match the words from the text in exercise 1b to the meanings.

- | | |
|--------------------|--|
| 1 a cub | a a bear's hair |
| 2 hibernate | b a child with no parents |
| 3 so far | c hit by a bullet from a gun |
| 4 a den | d to sleep through the winter |
| 5 shot | e a place where animals are protected |
| 6 blind | f a baby bear |
| 7 a nature reserve | g money that you give to help |
| 8 an orphan | h a place where orphans are looked after |
| 9 an orphanage | i They have all died. |
| 10 extinct | j a bear's home |
| 11 fur | k can't see |
| 12 a donation | l up to now |


4 Role-play. Work with a partner. One person is a reporter and the other is Professor Pazhetnov. Use the cues to make an interview.

- Why / Yuri / at the orphanage?
 - Why was Yuri brought to the orphanage?
 - His mother was killed by hunters.
- How many bears / kill / each year?
- Why / they / kill?
- What / happen / to Yuri now?
- What / happen / to him / when he grows up?
- How many cubs / save?
- What / money / need / for?
- Why / you / want to save the orphan bears?

Speaking, listening and writing

5 a Read the quiz and answer the questions.

b Compare your answers with a partner.

6 a  3.7 Listen and check your answers to the quiz.

b  3.7 Listen again. Answer the questions.

- How do these things help the environment?
 - recycling aluminium and paper
 - saving water
- How many appliances does an average family have on standby?
- What is the best way to save petrol?

A Green Quiz

- How much energy is saved when an aluminium can is recycled?
 - a enough to run a calculator for three minutes
 - b enough to run a TV for three hours
 - c enough to run a mobile phone for three days
- The people of Boulder County, Colorado (population: 282,000), decided to recycle paper. How many trees were saved in one year?
 - a 20,000
 - b 5 million
 - c 500,000
- How much water is used by an average family of four in one day?
 - a 800 litres
 - b 200 litres
 - c 500 litres
- How much of a modern car is recyclable?
 - a less than 20%
 - b about 50%
 - c more than 75%
- How much energy is used by an electrical appliance, such as a computer or TV, when it is on standby?
 - a none
 - b up to 25% of the energy it uses when it's switched on
 - c more than 50% of the energy it uses when it's switched on
- How is most petrol wasted in a car?
 - a by driving too fast
 - b by leaving the engine running when stopped
 - c by driving too slowly



7 a How green are you? Write your answers to the questions.

- What things do you usually recycle?
- Do you switch off the light when you leave a room?
- What electrical appliances do you leave on standby?
- Do you leave the water running when you brush your teeth?
- How many car journeys do you make in a week?
- How many non-recyclable things (e.g. crisp packets) do you throw away each week?

b Discuss your answers in a group or in the class.

5D Kids



Tara is worried

1 a What happened to Tara in the last episode of 'Kids'? Look back and check your ideas.

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

- 1 Why is Tara worried?
- 2 Why does she tell Mrs Ross about Wimbledon?

2 Complete the sentences.

- 1 Tara doesn't want to eat anything, because ...
- 2 Andy eats ...
- 3 Lily says that she's ...
- 4 Tara tells Andy that it's all ...
- 5 When Tara arrives, Mrs Ross is ...
- 6 The secretary's name is ...
- 7 Tara thinks that Mr Ross has ...
- 8 Tara told the restaurant manager that ...
- 9 Mrs Ross tells Tara to ...



Tara Mrs Ross wanted to see me.
Secretary Oh yes, Tara. She won't be long. She's just on the phone at the moment.
Tara Oh, OK. Thank you. (thinks) Oh, my legs feel like jelly.
Mrs Ross Ah, Tara. You're here. Come in.
Tara Yes, miss.
Mrs Ross Oh, Sally. If my husband phones, tell him that I'm already dealing with it.
Secretary OK.
Tara (thinks) Oh no! He's told her. I'm in real trouble now. What shall I do?

1 Lunchtime.



Lily How do you feel, Tara?
Tara I'm really nervous. Oh, why does she want to see me?
Andy Aren't you going to eat that sandwich?
Tara No. I can't eat a thing. I feel sick.
Andy Can I have it, then? I'm starving.
Tara Help yourself. What if Mr Ross has told her?
Mike I'm sure he hasn't.
Tara I hope you're right. But look. My hands are shaking and my heart's pounding.
Lily Yes, I've got butterflies in my stomach, too. And I don't have to see the head teacher.
Mike Don't worry. It'll be all right.
Andy Yes. Just stay cool.
Tara Cool? That's easy for you to say. This is all your fault in the first place.

Mrs Ross Well, Tara, do you know why I want to see you?

Tara Yes, miss. And I'm very sorry.

Mrs Ross Sorry?

Tara Yes, I knew it was a mistake. I wasn't really ill.

Mrs Ross When was this, Tara?

Tara Last Wednesday, miss.

Mrs Ross You were doing your work experience then, weren't you?

Tara Yes, miss, but I've always wanted to go to Wimbledon and then I had the chance, but then Mr Ross saw me and ...

Mrs Ross I think you'd better start at the beginning and tell me all about it, Tara.



3 a What do you think happens next?**b** 3.9 Listen to the end of the story and check your ideas.**c** 3.9 Listen again and answer the questions.

- How does Mrs Ross feel? Why?
- Did she know about Wimbledon?
- Why did she want to see Tara?
- What's Mrs Ross going to do now?

Everyday English**Useful expressions****4 a** Complete the expressions from the story.

- How do you _____?
- Don't _____.
- It'll _____ all right.
- I _____ starving.
- Just _____ cool.
- That's easy _____ you to say.
- She won't _____ long.
- She's just _____ the phone.
- Start _____ the beginning.
- Tell me _____ about it.

b How do you say the expressions in your language?**5** Complete the dialogues. Choose expressions from exercise 4a.

- Come on. We haven't got time to eat.
 - But _____.
 - Oh, you can wait a bit longer.
 - _____. You've already had your lunch.
- Is Lily ready yet?
 - _____.
 - But we're late. What's she doing?
 - _____.
- We've got a history test now. I feel really nervous.
 - _____.
 - But I can't remember anything.
 - _____.
- I've had a terrible day.
 - Well, _____.
 - I don't know where to start.
 - Just _____.

Expressing worries**6 a** Find expressions in the story to match the pictures.**b** Have you got similar expressions in your language?**c** What does Mike say to reassure Tara? What other expressions do you know for reassuring people?**7 a** Match the situations to the possible problems.

- I have to go to the dentist's.
- We've got a test today and I haven't revised for it.
- I've got my first ice skating lesson tomorrow.
- I'm a singer in a band and we've got our first concert on Saturday.
- I'm going on my first meeting.
- I've been picked for the school basketball team.

What if ...

- I can't remember the words?
- I need a filling?
- I fall over?
- I drop the ball or something?
- I do something really embarrassing?
- I fail?

b Work with a partner. Make dialogues for the situations in exercise 7a. Use the expressions in exercises 4a and 6a.

- I have to go to the dentist's.*
- How do you feel?*
- I'm really nervous. What if I need a filling?*
- Don't worry. It'll be all right.*
- I hope you're right.*



1 a Write five facts that you know about Australia. Compare your answers with a partner.

b  **3.10** Read and listen to the text. Compare your ideas.

2 Read the text again. Answer the questions.

- 1 Who were:
 - a the first Australians?
 - b the first European settlers?
- 2 What does the name 'Australia' mean?
- 3 What is:
 - a the largest city?
 - b the capital city?
 - c the outback?
 - d the School of the Air?
 - e a flying doctor?
 - f the national game?

3 a Find these things in the text.

- 1 two explorers
- 2 eight kinds of wild animal
- 3 five things that Australian farms produce
- 4 four kinds of metal that are found there

b What does the text say about:

- 1 the Aborigines?
- 2 the animals?
- 3 the size?
- 4 links with Britain?

AUSTRALIA

Australia is the sixth-largest country in the world. However, fewer than 20 million people live there. The first people there were the Aborigines. They arrived in Australia about 10,000 years ago, during the last Ice Age. At that time, sea levels were lower and people could easily cross from Asia. When sea levels rose again, Australia was cut off until it was discovered by a Dutch explorer, Abel Tasman, in the late 17th century. Today, only 1.5% of Australia's population are Aborigines.

The name 'Australia' comes from the Latin *terra australis*, which means 'southern land'. In the 18th century, the British explorer, Captain James Cook, claimed the land for Britain. At first, Australia was used as a prison. Criminals from Britain were sent there. Later, other people from Britain and Ireland went to live there. The British influence is still very strong. The official language is English, cars drive on the left, and the national game is cricket. In recent years, however, many immigrants have come from other European countries and from Asia, too.

Australia was cut off from the other continents a long time ago, so a lot of Australia's animals, like the kangaroo, the koala and the platypus aren't found anywhere else. Australia also has some of the most dangerous animals in the world. There are poisonous snakes and spiders. Several people are bitten every year, and schoolchildren have to learn first aid for snake and spider bites. In the north, there are huge saltwater crocodiles and in the sea, around the coast, there are sharks and poisonous jellyfish.

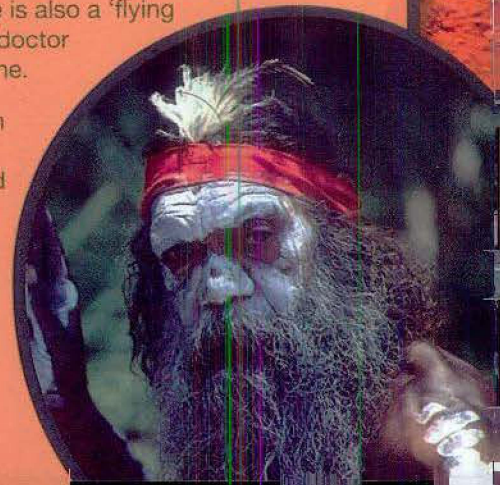


The largest city is Sydney with its famous Harbour Bridge and Opera House. The 2000 Olympics were held in Sydney. Sydney, however, isn't the capital of Australia. The capital is Canberra.

Australia is a huge country – approximately 4,000 km across – but most Australians live in the south-east corner between Sydney and Melbourne. This is because 90% of the land is very dry. Australians call this dry area

the outback. There are some huge farms there with millions of sheep and cattle. There are nine sheep for every person in Australia. The children who live on these farms can't go to school, because the nearest town is too far away. They study at home with the School of the Air. They talk to their teacher by radio and, nowadays, by telephone, the Internet and webcams, too. There is also a 'flying doctor' service. The doctor comes to you by plane.

Australia is a rich country. Meat, fruit, vegetables, wool and wine are produced. Gold, silver, iron, copper, coal and diamonds are found there, too.



Science: hurricanes

1 Look at the photos. What do you know about hurricanes? What have you heard about them on the news?

2 **3.11** Listen and complete the gaps in the text.

3 Answer the questions.

- 1 What is the difference between a hurricane and a typhoon?
- 2 What time of year are hurricanes formed? Why?
- 3 Why do the winds go round the centre of the hurricane?
- 4 Why are hurricanes dangerous?
- 5 What damage did Hurricane Katrina do?
- 6 How will climate change affect hurricanes?

A hurricane is a big tropical storm in the Atlantic Ocean. (There are tropical storms in the Pacific and Indian Oceans, too, but there they're called typhoons or cyclones.) Hurricanes start over the ocean, and they happen in late ¹ _____ when the water is warm.

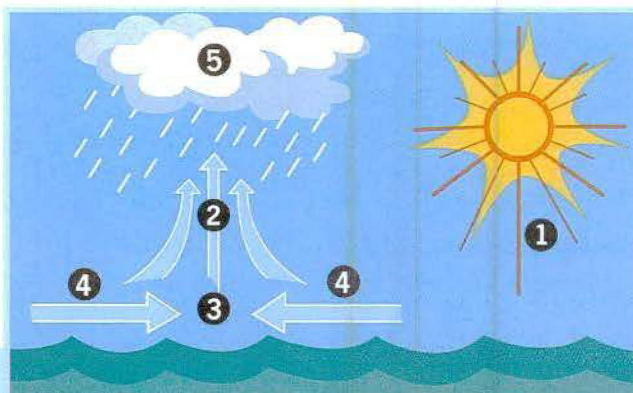
When a hurricane is photographed by a satellite, it looks like a giant doughnut. The strong winds are pulled round the centre by the rotation of the Earth. The centre of the hurricane is called 'the ² _____. There is no wind here.

A hurricane is formed over the ocean, but then it's blown towards the islands of the Caribbean and the coasts of Central and North America. The winds can reach over ³ _____ km/h, so hurricanes can be very dangerous.



4 Match sentences a-e to numbers 1-5 on the diagram.

- ☐ a An area of low pressure is created.
- ☐ b The ocean is warmed by the sun.
- ☐ c As the air rises, it's cooled. Clouds are formed and rain is produced.
- ☐ d Warm, wet air rises.
- ☐ e Air is sucked in by the low pressure. Strong winds are created.



Buildings are damaged. Trees, bridges and power lines are blown down. Every year, hundreds of people are killed by hurricanes.

One of the biggest natural disasters in US history was Hurricane Katrina in ⁴ _____. It broke the flood barriers along the River Mississippi and over 80% of the city of ⁵ _____ was flooded. Thousands of homes were destroyed and 1,836 people were killed. Another 705 people were never found. In total, Hurricane Katrina cost the USA \$⁶ _____ billion.

However, hurricanes and typhoons also do some good things. Over half the rain in ⁷ _____ is brought by typhoons.

Hurricanes are caused by heat. Scientists believe that if climate change continues, the world will get warmer and we will see ⁸ _____ more hurricanes each year.



Grammar

- 1** Complete the text. Put the verbs in brackets into the present simple passive.

The oceans

Over 80% of goods ¹(transport) by ships. Oil ²(carry) by huge tankers. Sometimes these tankers sink. Then beaches ³(pollute) and a lot of animals ⁴(kill) by the oil.

Over 100 million tonnes of fish ⁵(take) from the oceans every year. Most of these fish ⁶(catch) by large fishing boats with long nets. Every year, 150,000 tonnes of fishing nets ⁷(throw away) by fishing boats. Millions of fish, birds, seals, whales and dolphins die when they ⁸(trap) by these nets.

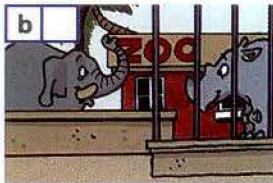
Dangerous chemicals ⁹(dump) in the oceans. A lot of factories and power stations ¹⁰(build) on the coast and as a result, a lot of waste ¹¹(pump) into the sea.

- 2 a** Complete the text with the past simple passive form of these verbs.

give kill hit send damage build blow down use

In 2007, the coast of Mexico ¹_____ by Hurricane Dean. The zoo in Chetumal ²_____ by the strong winds. Luckily, no animals ³_____, but several buildings and trees ⁴_____. An international rescue team ⁵_____ to the zoo, and over 15,000 US dollars ⁶_____ by different organizations. The money ⁷_____ to repair the zoo. New and better houses ⁸_____ for the animals.

- b** Put the pictures in the correct order.



- 3** Rewrite the sentences in the passive. Keep the same tense. Start the passive sentence with the underlined words.

- Recycling aluminium saves a lot of energy.
A lot of energy is saved by recycling aluminium.
- Computers on standby waste electricity.
- Higher sea levels will destroy many cities.
- Deforestation has damaged the global environment.
- Drought has caused forest fires.
- Hurricane Katrina flooded the city of New Orleans.
- The strong winds blew down many buildings.

Vocabulary

- 4** Work in a group. Look at these topics. Your teacher will choose a letter of the alphabet. You have two minutes to think of a word for each topic beginning with that letter.

- the weather
- animals
- environmental problems
- things associated with Australia

Listening and writing

- 5 a** 3.12 Look at the dialogue. Listen. Some parts are different. Underline them.

- We've got a History test today.
- How do you feel?
- I'm really nervous. What if I can't remember anything?
- Don't worry. It'll be OK.
- I hope you're right.

- b** 3.12 Listen again. Rewrite the dialogue.

Study skills

Your learning environment
How do you learn best? What helps you to learn?

- Working in a quiet room?
- Working with other people?
- Having someone to correct you?
- Using a computer (Project Student's Website)?
- Playing language games?
- Learning rules?

Write some ideas. Discuss your ideas with a partner.



Your Project

5

Develop your writing

Organizing a text

- 1 a Look at the text about Yuri on page 60. Each paragraph has got a topic. Put these topics in the correct order to match the text.

- ☐ a What will happen to Yuri now?
- ☐ b How typical is the problem?
- ☐ c Who is Yuri?
- ☐ d Why is your help needed?
- ☐ e What caused the problem for Yuri?

b Why are they in this order?

- 2 a Look at the text about Australia on page 64. Write the topic of each paragraph.

b Work with a partner. Compare your ideas.

Project task

Make a poster about how people can protect the environment.

- 1 Choose one of these areas:
 - animals • forests • water
 - the oceans • rubbish • energy
 - pollution
- 2 Do some research to find information and illustrations.
- 3 Write a short text. Use these paragraph topics.
 - What is the problem?
 - Why is it happening?
 - What will happen if we don't change things?
 - What can we do about it?
- 4 Put your text and pictures together to make a poster.

Make a class display of all the posters.

Answers to quiz on page 48.

1 a 1, b 1, c 0, d 0 2 a 0, b 2 3 a 2, b 0 4 a 2, b 0 5 a 0, b 1, c 1, d 0 6 a 2, b 1, c 0 7 a 0, b 2, c 1

Song

- 1 ① 3.13 Listen to the song. Choose the correct words.

- 2 Find five ways in which people are damaging the environment.

Mercy Mercy Me (The Ecology)

Oh, mercy mercy me,
Oh, things ain't what they used to be,
No, no
Where did all the ¹blue skies / sunshine go?
²Danger / Poison is the wind that blows
From the north and south and ³east / sea.

Oh, mercy mercy me,
Oh, things ain't what they used to be,
No, no
Oil wasted on the ⁴beaches / oceans and upon our seas,
⁵Fish / Clouds full of mercury.

Oh, mercy mercy me,
Oh, things ain't what they used to be,
No, no
Radiation in the ground and in the ⁶sky / food,
⁷Animals and people / birds who live nearby are dying.

Oh, mercy mercy me,
Oh, things ain't what they used to be.
What about this ⁸polluted / overcrowded land?
How much more ⁹abuse / harm from man can you stand?



6A Friends

Comprehension

1 a Read the story. Put the pictures in the correct order.

b 3.14 What do you think the lion said? Listen to the whole story and check your ideas.

FRIENDS

One day, an antelope and a monkey were walking along.

'I feel tired,' said the monkey. 'All this walking is wearing me out. It's easier for you. You've got long legs. Mine are very short.'

'If you climb on my back, I'll carry you,' said the antelope.

'Thank you,' said the monkey.

'Don't mention it, my friend,' said the antelope. 'I know that if I need anything, you'll look after me.'

'Of course,' said the monkey and climbed onto the antelope's back.

The two friends walked on until they came to a tree. The monkey jumped down and they both sat down in the shade. While they were sitting there, however, they saw a lion coming towards them.

'Oh no,' said the monkey. 'If that lion catches us, he'll eat us up.'

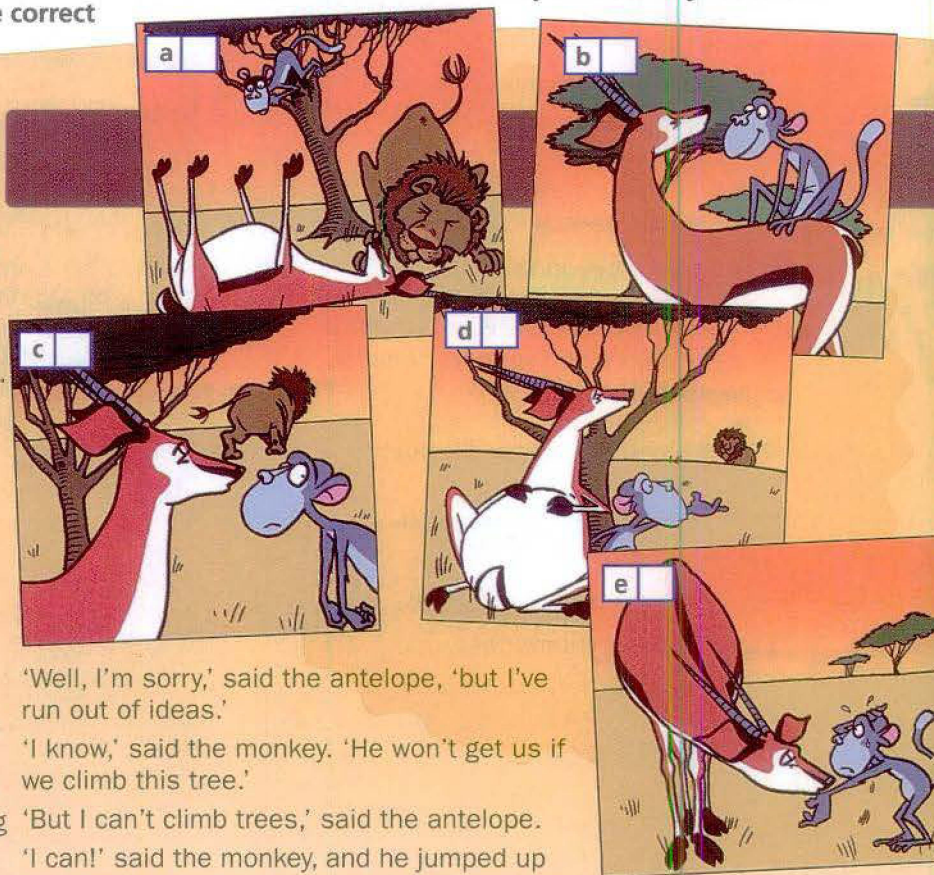
'Perhaps he's already had his dinner,' said the antelope. 'If he isn't hungry, he'll leave us alone.'

'Yes, but we can't find out if he's hungry or not,' said the monkey. 'Quick. I'll get on your back again and we can escape. Hurry up!'

'That's no good,' said his friend. 'I won't be able to run very fast if you're on my back. The lion will easily catch up with me.'

All the time the lion was getting closer.

'But we must think of something,' said the monkey. 'We can't just give up.'



'Well, I'm sorry,' said the antelope, 'but I've run out of ideas.'

'I know,' said the monkey. 'He won't get us if we climb this tree.'

'But I can't climb trees,' said the antelope.

'I can!' said the monkey, and he jumped up into the tree and sat on one of the branches. The lion was very close.

'I can't run away now,' thought the antelope. 'That lion can run a lot faster than I can. So the antelope lay down on the ground and pretended to be dead.'

The lion came to the tree. He looked up and saw the monkey sitting on a branch. Then he walked up to the antelope. He bent down and sniffed the antelope's ear for a few moments. Then he walked away. When the lion was gone, the monkey came down the tree and the antelope stood up.

'Phew!' said the monkey. 'That was scary, but what was the lion doing? I saw him sniffing your ear.'

'He was talking to me,' said the antelope.

'Really?' said the monkey. 'What did he say?'

'He said ...'

Vocabulary

Phrasal verbs

- 2 a** A lot of English verbs have got two or three parts. We call them phrasal verbs.



sit down



run away

- b** Find ten more phrasal verbs in the story.
- c** What does each verb mean? Use a dictionary to help you.

Grammar

First conditional

- 3 a** Complete the sentence from the story. What tense do we use in each clause?

If that lion _____ us, he _____ us up.

'if' clause

main clause

- b** Find five more first conditional sentences in the story.

- 4** Complete the antelope's thoughts. Match the halves of the sentences.

If I run away, the lion will catch me.

- | | |
|-------------------------------------|---|
| 1 If I run away, | a I won't help him. |
| 2 If I don't move, | b the monkey won't help me. |
| 3 If the lion is hungry, | c he'll think that I'm dead. |
| 4 If the monkey stays in the tree, | d the lion will catch me. |
| 5 If the lion attacks me, | e I won't ask the monkey. |
| 6 If the lion doesn't eat me, | f I'll tell everyone about that selfish monkey. |
| 7 If that monkey feels tired again, | g the lion won't get him. |
| 8 If I need help in the future, | h he'll eat me. |

Listening and writing

- 5 a** What is happening in the pictures?

- b** 3.15 Listen to the advice. Choose the correct pair of pictures.

If you don't look after your mobile, someone will steal it.

Picture e.



- c** Write a sentence about each situation in exercise 5. Use these expressions to help you.

not look after your mobile	not revise for a test
leave your computer on standby	miss breakfast
leave things on the stairs	go to bed late

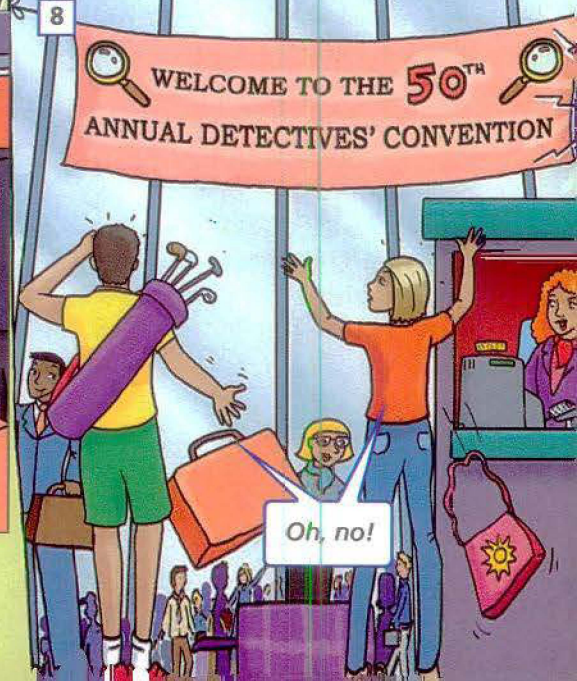
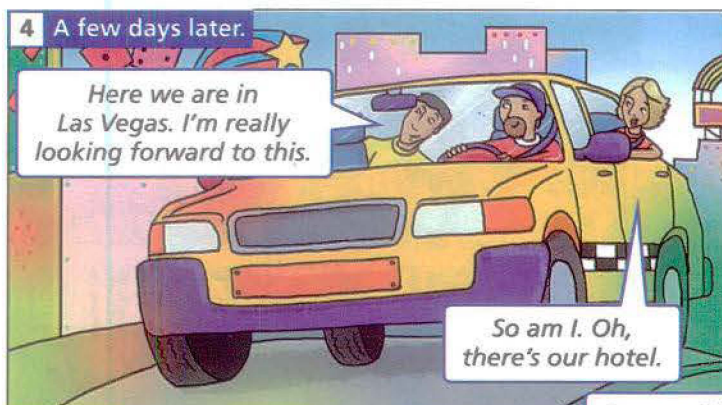
If you don't look after your mobile, someone will steal it.



Comprehension

1 **3.16** Read and listen to the story. Answer the questions.

- Where do Sweet Sue and Smart Alec go?
- What's happening there this week?



2 Correct the sentences.

- Sweet Sue and Smart Alec need a holiday because the weather's very bad.
- They want to forget all about their friends.
- Sweet Sue books the holiday on the Internet.
- They leave on Saturday.
- They finish all their shopping before they leave.
- They'll be away for a month.
- The hotel isn't very busy.
- Smart Alec wants to play tennis after they check in.
- They'll go swimming when he gets back.
- The hotel is full of doctors.

Grammar**Future time clauses****3 a Complete the sentences from the story.**

- As soon as I _____ these emails, I _____ to the travel agency.
- We _____ all our work before we _____.
- After we _____, I _____ a game of golf.
- I _____ and sit by the pool while you _____ that.
- We _____ dinner when I _____.







b Underline the time clauses in the sentences.**c Complete the rule.**

In the time clause we use the _____ tense.
In the main clause we use the _____ tense.

4 Make sentences. Use the cues.

- I / phone / as soon as / the letter / arrive
I'll phone as soon as the letter arrives.
- before / I / go out / I / do / my homework
- we / go / to the cinema / after / school / finish
- I / get up / when / the alarm / ring
- as soon as / we / get home / we / have / a meal
- I / watch / the football match / while / I / do / my homework
- when / I / leave / school / I / go / to university
- as soon as / it / stop / raining / we / play / tennis
- we / not think / about school / while / we / be / on holiday
- before / it / get / dark / I / go jogging

Listening and writing**5 a 3.17 Listen and match the names in column 1 to the pictures in column 2.**

1	2	3	4
James		after	arrive
Megan		as soon as	have a piano lesson
Adam		before	finish work
Zara		after	play tennis
Ruby		while	go to the dentist's
Toby		when	go on holiday

b 3.17 Listen again. Match the pictures to the words in columns 3 and 4.**c Say what each person will do and when.**

James will have something to eat after he plays tennis.

6 a Complete the sentences about yourself.

- As soon as I get home today, ...
- Before I go to bed tonight, ...
- After school finishes today, ...
- While I watch TV this evening, ...
- When the lesson finishes, ...
- While I do my homework today, ...
- As soon as I finish school / university, ...
- When I'm eighteen years old, ...
- Before I'm thirty, ...

b Compare your sentences with a partner.

Reading

1 a Look at the photos. What problems do you think the teenagers have got?

b Read the text.

- What are all the letters about?
- Who gives the advice?

2 a Read the text again. Some parts of the letters and advice are missing. Match these sentences to gaps 1–8 in the text.

- My parents never have time for me.
- However, it can take time for parents to see that you've grown up.
- I think I'm old enough to make my own decisions.
- Why not invite the boy to your house to meet them first?
- It's good to have an ambition in life.
- When they read it, I'm sure they'll do something to help.
- They say that I won't get a good job if I don't go to university.
- I haven't said anything to my parents about it yet.

b  **3.18** Listen and check.

PROBLEM PAGE

Have you got a problem?
Write to Melanie for advice.

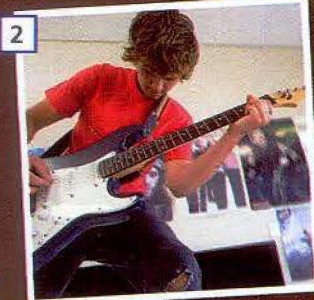


I've got a real problem with my parents. I'm 14 and a boy from my school has asked me out on a meeting¹ _____. If I tell them, they'll just say 'No', because they think I'm too young to marry. I really want to go on the meeting.

Should I say that I'm going somewhere with my friends?

Samantha

Coventry



I play the electric guitar with a band. I want to leave school next year so that I can go on tour with the band, but my parents say that I have to stay on at school.² _____. I like school, but I want to be a pop star and I think we're good enough to be really famous.

Liam

Bournemouth

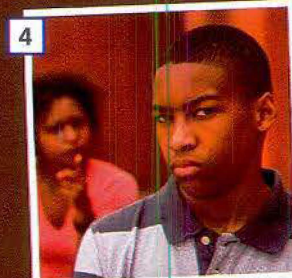


You often have letters from kids who want more freedom from their parents, but I've got the opposite problem.

³ _____. My dad travels a lot on business, and my mum's always busy with something. I usually eat on my own. If I want someone to talk to, my parents are never there.

Emma

Manchester



I always used to get on well with my mum and dad, but now that I'm a teenager, we seem to disagree on everything and we argue all the time. It's all 'Do this.' 'Don't do that.' 'You can't stay in bed all day, so get up.'⁴ _____

Mark

Norwich

This is a common problem between teenagers and parents. I'm sure that your parents are only trying to protect you. However, it's never a good idea to tell lies. If your parents find out, you'll be in real trouble, so you must talk to them about it.⁵ _____. Perhaps that will solve it.

A lot of young people dream about being pop stars, sports stars, and so on.

⁶ _____. However, my advice to you is to listen to your parents. In this case they're right. And don't worry. The music world will still be there when you finish university.

Yes, you can have too much of a good thing. This is a difficult situation. My usual advice is to talk to parents, but if they aren't there, that won't be easy. I think you should write to them and tell them how you feel.⁷ _____

When you're young, your parents choose your clothes, organize your time and so on. When you're a teenager, you want to do some of these things for yourself.⁸ _____. Why not make a list of things that you want to decide for yourself? Then discuss it with your parents and try to reach an agreement. A calm discussion is always better than an argument.

3 Complete the sentences with the correct names from exercise 1b.

- _____ has a lot of arguments with his mum and dad.
- _____ doesn't normally have meals with her family.
- _____ usually advises people to talk to their parents.
- _____ wants to be a pop star.
- _____ 's parents are always busy.
- _____ 's parents think that 14 is too young to go on a date.
- _____ wants to make his own decisions.
- _____ wants to go out with a boy.
- _____ thinks that lying is not a good idea.
- _____ doesn't want to go to university.

4 Work in a group. Discuss the questions.

- Which person do you think has got the worst problem?
- Do you agree with the advice? Why? Why not?
- What advice would you give him / her?

Vocabulary

Verbs and nouns

5 a Complete the chart. Find the missing words in the text on page 72.

Verb	Noun
¹ <i>argue</i>	have an argument
discuss	have a ² _____
decide	make a ³ _____
⁴ _____	find a solution
choose	make a ⁵ _____
agree	reach an ⁶ _____
⁷ _____	have a disagreement

b Check the meanings of the words in a dictionary.

6 a Complete the sentences. Use words from the chart in exercise 5a. Sometimes more than one choice is possible.

- I don't usually _____ with my parents. If we _____ on something, we usually _____ it and try to reach an _____.

- You won't _____ a problem by having an _____ about it. You should have a _____ instead.
- When we're young, our parents _____ most things for us, but teenagers want to make their own _____.
- When I have a _____ with my parents, I usually go and _____ it with my granddad. That often _____ the problem.
- Every year, quite a lot of teenagers _____ to run away from home after they've had an _____ with their parents.
- I want to _____ my own clothes. I'm going to wear them, so I should make the _____.

b Which of the sentences do you agree with?

Listening and speaking

7 a 3.19 Listen to a radio phone-in programme about parents and teenagers. Tick (✓) the things that the callers mention.



Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers with our problem page adviser, Melanie. If you've got something to say on this, give us a call. And our first caller is Steph. What do you want to say, Steph?

- ☐ 1 I don't often argue with my parents.
- ☐ 2 I don't get enough pocket money.
- ☐ 3 My parents don't like my friend.
- ☐ 4 I can always go to my parents for advice.
- ☐ 5 I can't stay out late.
- ☐ 6 My mother always tidies my room.

b 3.19 Listen again. Match the names to the statements in exercise 7a.

Steph Jack Chris Nina

8 a What advice would you give to Chris and Steph? Discuss your ideas in a group.

b Role-play. One person is Chris or Steph and the other is Melanie. The caller describes his / her problem again and Melanie gives her advice. Use these expressions.

Why not ...? It's a good / bad idea to ...
I (don't) think you should ... My advice is to ...

6D Kids



Decision time

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

b 3.20 Read and listen to the story. Answer the questions.

- 1 What do Mike and Lily want to do?
- 2 What does Lily call Andy? Why?

2 Answer the questions.

- 1 Where is Tara at the start of the story? Why?
- 2 Why did the head teacher want to see her?
- 3 Why is Tara upset?
- 4 Does Mrs Ross know that the others went to Wimbledon, too?
- 5 Why doesn't Andy want to go and see Mrs Ross?
- 6 Why did Andy have Wednesday afternoon off?
- 7 How did Tara help Andy?
- 8 Who is going to see Mrs Ross?



Lily Tara's gone home. She doesn't want to talk to anyone.

Andy What happened with Mrs Ross? She didn't tell her about Wimbledon, did she?

Lily Yes, she did, because she thought Mrs Ross already knew.

Mike But she didn't know anything about it. She wanted to tell Tara that she's won the school prize.

Andy Wow! Cool!

Lily Yes, but Tara might not get it now. She was really upset about it.

Andy Did she say anything to Mrs Ross about us?

Lily No, she didn't.

Andy That's good.

Mike No, it isn't. It was all your idea. Tara shouldn't take the blame for it.



Mike So we should all go and see Mrs Ross to help Tara.

Andy Hang on a minute. Why should I get into trouble when I didn't do anything wrong?

Mike Yes, you did. We all told lies to get the afternoon off.

Andy Well, actually, I didn't.

Lily What do you mean?

Andy I had the afternoon off anyway. They closed the sports centre that afternoon to do a fire safety check.

Mike You're kidding! So it will be all right with you if Tara takes all the blame, will it?

Lily And you won't mind if she loses the school prize?

Mike Have you forgotten that she helped you with your project?

Lily Yes, she got you out of trouble with Mr Hunt, you rat!



The next day.

Tara I have to go and see Mrs Ross again.

Mike We'll come with you.

Tara Thanks, but you don't have to.

Lily Yes, we do. We're all in this together.

Tara What about Andy?

Mike I haven't seen him since our last lesson.

3 a What do you think happens next?

b 3.21 Listen to the end of the story and check your ideas.

c 3.21 Listen again. Are the statements true or false?

- 1 Andy has gone home.
- 2 Andy told the head teacher about the trip to Wimbledon.
- 3 Tara will get the school prize.
- 4 They're all going to Wimbledon again.
- 5 Andy's in a tennis tournament this weekend.
- 6 Andy's going to be in trouble with his parents.

Everyday English

Useful expressions

4 a Match the halves of the expressions.

- | | |
|------------------------------|------------------------------------|
| 1 <i>She doesn't want</i> | a <i>you mean?</i> |
| 2 <i>She didn't know</i> | b <i>the blame for everything.</i> |
| 3 <i>We're all</i> | c <i>in this together.</i> |
| 4 <i>It was all</i> | d <i>to talk to anyone.</i> |
| 5 <i>Tara shouldn't take</i> | e <i>a minute.</i> |
| 6 <i>Hang on</i> | f <i>kidding!</i> |
| 7 <i>What do</i> | g <i>your idea.</i> |
| 8 <i>You're</i> | h <i>anything about it.</i> |

b How do you say the expressions in your language?

Expressing purpose

5 a Look at what Mike says. Why should they all go and see Mrs Ross?



So we should all go and see Mrs Ross to help Tara.

b We use an infinitive with *to* to say why we do something. We call this an infinitive of purpose. Find and complete these sentences from the story.

- 1 *We all told lies* _____.
- 2 *They closed the sports centre that afternoon* _____.

6 Complete the sentences. Match the verbs and the pictures to say why you did the things.

1 *I went to the fridge to get a drink.*

1 I went to the fridge ...

go



2 I used the Internet ...

read



3 I went to the supermarket ...

get



4 I texted my friend ...

make



5 I sat down ...

do



6 I bought some bread ...

play



7 I went to the sports centre ...

say



8 I put on my pyjamas ...

download



7 Work in a group. One person starts a sentence and the next person finishes it with an infinitive of purpose.

- *I went on the Internet ...*
- *I went on the Internet to book a holiday.*

Here are some ideas for sentence beginnings.

I went to the ... / on the ...

I bought some / a ...

I'm going to the ...

I put on my ...

I sat down ... / stood up ... / lay down ...

I made an appointment ...

I texted / emailed / phoned my friend ...

I switched on the ...



1 ①3.22 Read and listen to the text. Match the things to the correct times. Some can go with more than one time.

- | | |
|------------------------|----------------------|
| 1 clubbing | a Friday evening |
| 2 a nap | b Saturday morning |
| 3 weddings | c Saturday afternoon |
| 4 family entertainment | d Saturday evening |
| 5 roast beef | e Sunday morning |
| 6 church | f Sunday afternoon |
| 7 the cinema | g Sunday evening |
| 8 a lie-in | |
| 9 sports | |
| 10 an early night | |
| 11 shopping | |
| 12 homework | |

2 What do these expressions mean?

have an early night
have a lie-in

go clubbing
have a nap

THE WEEKEND

What is a typical weekend like for families in Britain?

Children don't go to school on Saturdays and Sundays, but they normally have homework to do over the weekend. Some do their homework on Friday evenings, so that they can forget about school for the whole weekend. Others prefer to relax after a week at school and do their homework on Sunday evenings.

Saturday morning is a popular time for sports and other activities. A lot of schools have sports matches against other schools. Sports centres are usually very busy, too. They usually have classes for different things like tennis, basketball, swimming and so on. Some children have music lessons or go to meditation classes on Saturday mornings.

Saturday afternoon is normally the time for professional sports matches. There's always lots of sport on TV. Most football and rugby matches start at three o'clock. Saturday afternoon is also the traditional time for weddings.

On Saturday evenings, most people want some kind of entertainment. Older teenagers go to the cinema or they go *exercising* at a gym. They call it 'going *exercising*'.

3 ①3.23 Listen to six teenagers talking about their favourite part of the weekend. Copy and complete the chart.

Favourite part	Why?
1 Sunday lunchtime	big lunch with the family
2	

4 Work in a group. Discuss the questions.

- How is a typical weekend different in your country?
- What things do you and your family do at the weekend?
- What's your favourite time? Why?

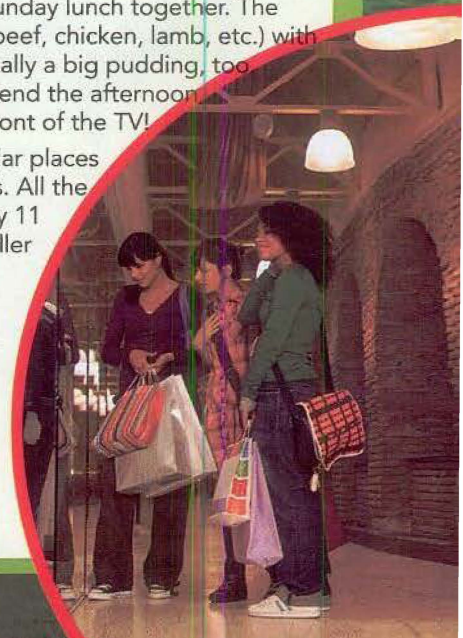


At home, the television has programmes for family entertainment, such as *The X Factor*, *Strictly Come Dancing*, *Merlin* or *Doctor Who*.

On Sunday mornings, people often have a lie-in. That means that they get up later than they do during the week. Some people go to church on Sunday mornings. Families often have a big Sunday lunch together. The meal is usually roast meat (beef, chicken, lamb, etc.) with vegetables. And there's usually a big pudding, too. After that, a lot of adults spend the afternoon having a nap (sleeping) in front of the TV!

Shopping centres are popular places to go on Sunday afternoons. All the big shops are open – usually 11 am to 5 pm – but most smaller shops are closed all day.

Then it's Sunday evening, and your parents say: 'Come on, it's school again tomorrow.' So it's time to do your homework if you haven't already done it, pack your school bag and have an early night.



Citizenship: the European Union

1 a What do you know about the European Union? Do the quiz.

b Compare your answers with a partner.

2  **3.24** Listen and check your ideas.




- 1 Why was the European Union started?
- a People wanted to make a lot of money.
 - b People didn't want another world war.
 - c People wanted to live in other countries.

- 2 The original name of the EU was
- a the EEC.
 - b UEFA.
 - c The European League.

- 3 It was created in 1957 by the Treaty of
- a Paris.
 - b Berlin.
 - c Rome.



3  **3.24** Listen again. Answer the questions.

- 1 What does 'EEC' mean?
- 2 When did the UK join?
- 3 When did Spain join?
- 4 Which economic areas are larger than the EU?
- 5 Where is the European Central Bank?
- 6 What do the stars on the EU flag represent?
- 7 What things does the EU deal with?

THE EUROPEAN UNION

- 4 The treaty was signed in 1957 by six countries. Which of these countries signed it?
- | | |
|-----------|-------------------|
| a France | g Spain |
| b Denmark | h Belgium |
| c Germany | i Portugal |
| d the UK | j Luxembourg |
| e Greece | k Italy |
| f Ireland | l the Netherlands |
- 5 The name was changed to 'the European Union' after which treaty in 1992?
- a The Maastricht Treaty
 - b The Treaty of London
 - c The Lisbon Treaty
- 6 Between 1992 and 2007, how many new countries joined the EU?
- a 2 b 9 c 15
- 7 The EU is the _____ largest economic area in the world.
- a second b third c fourth
- 8 The EU is run by the European Commission. Its offices are in
- a Strasbourg. b Frankfurt. c Brussels.
- 9 How many stars are there on the EU flag?
- a 6 b 12 c 27
- 10 Who composed the EU's anthem *Ode to Joy*?
- a Beethoven b The Beatles c Dvořák



Vocabulary

- 1 Complete the sentences. Choose phrasal verbs to match the pictures. Use the past simple tense.

go away walk away get back
pick up sit down look after
run out of bend down get on



- 1 We went to the shops and we at 2.30 pm.

- 2 I didn't want an argument, so I just



- 3 We petrol on the motorway yesterday.



- 4 We the bus and



- 5 We our neighbours' cat when



they for the weekend.



- 6 I and a coin that was on the ground.



Grammar

- 2 Complete the sentences with the correct form of the verbs in brackets.

- I'll phone you after Sarah (arrive).
- Before we have dinner, I (have) a shower.
- We'll see Ken when we (go) to the shops.
- We (wait) while Tara gets the tickets.
- Joe will set off as soon as we (text) him.
- I (do) my homework before I watch TV.
- Andy's parents (be) angry when they get the letter.
- We'll leave as soon as the programme (finish).

- 3 Match cues 1–7 to cues a–g. Make sentences starting with *If*.

If you go to Las Vegas, you'll have a great time.

- | | |
|-----------------------------------|---|
| 1 you / go to Las Vegas | a he / not have time for his schoolwork |
| 2 Liam / leave school | b she / give you good advice |
| 3 you / write to Melanie | c people / not trust you |
| 4 you / not protect your password | d they / help you, too |
| 5 Andy / play tennis all the time | e he / not get a good job |
| 6 you / help your friends | f you / have a great time |
| 7 you / tell lies | g people / read your emails |

Listening and writing

- 4 a 3.25 Listen and match the people in column 1 to the things they did in column 2.

1

1 Ryan

2 Mark

3 Jess

4 Nathan

5 Belinda

6 Max

7 Heather

8 Jeremy

2

open the door

sit down

go to the shop

switch on the TV

pick up the phone

go to the station

email Zoe

open the fridge

3

to buy a pen

- b 3.25 Listen again. Why did they do the things? Complete column 3.

- c Write sentences about the people.

- 1 Ryan went to the shop to buy a pen.

Study skills

Dealing with problems

- Read the email. What is the problem?
- Work in a group. Write a reply with two pieces of advice to help the writer.

I'm learning English, but I always feel very silly when I speak English in class, because I know that I make lots of mistakes. I'm going to England soon and I'm sure people there will laugh at me when I try to speak English.



Your Project

6

Develop your writing

Describing a problem / giving advice

- 1 Look at Samantha's letter on page 72. Put the topics in the correct order to match the letter.

- ☐ a How do you feel now?
- ☐ b What is the problem?
- ☐ c Ask for advice.
- ☐ d Who are you having a problem with?
- ☐ e What, if anything, have you done about it?

- 2 Look at the expressions. Find them in Melanie's advice on page 72. Then complete the sentences. (Some can be completed in more than one way.)

Commenting

This is a common ...
I'm sure that ...
A lot of young people ...
In this case ...
This is a difficult ...
When you're ...

Giving advice

It's never a good idea to ...
Why not ...?
My advice to you is to ...
I think you should ...
Try to ...

Justifying

If your parents find out ...
When they read it ...

Project task

Make a class problem page.

- 1 Work in a group. Write a letter to a problem page. Use the pattern in exercise 1.
- 2 Give your letter to another group.
- 3 Write a reply to the letter that you receive. Use the expressions in exercise 2.

Put all your letters and replies together to make a class problem page.

Song

- 1  3.26 Listen to the song. Complete it with these words.

lucky nothing day fall heart moment problems
fail something mouthful answers storms rules

- 2 What is the message of the song?

- a Don't work hard.
- b Think about yourself first.
- c Deal with problems immediately.
- d Don't take life too seriously.

Don't Try So Hard

If you're searching out for ¹ _____,
Don't try so hard.
If you're feeling kind of ² _____,
Don't try so hard.
When your ³ _____ seem like mountains,
You feel the need to find some ⁴ _____,
You can leave it for another ⁵ _____,
Don't try so hard.

But if you ⁶ _____ and take a tumble, it won't be far.
If you ⁷ _____, you mustn't grumble,
Thank your ⁸ _____ stars.
Just savour every ⁹ _____
And treasure every ¹⁰ _____
When the ¹¹ _____ are raging round you,
Stay right where you are.

Oh, don't try so hard,
Oh, don't take it all to ¹² _____,
It's only fools, they make these ¹³ _____
Don't try so hard.

