

3A Would you dare?



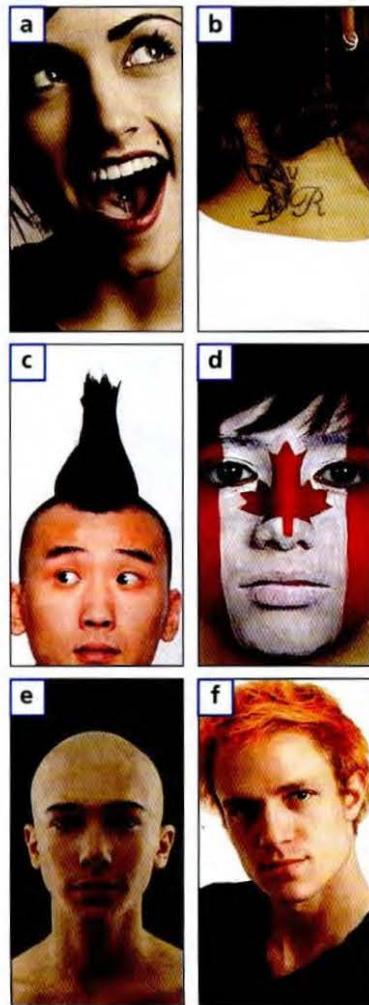
Vocabulary

Body art

1 a Match the expressions to the photos below.

- 1 painted their face in their team's colours
- 2 had their ear pierced
- 3 dyed their hair orange
- 4 shaved their head
- 5 had an unusual hairstyle
- 6 get henna

b Do you know anyone who has done any of these things?



Comprehension

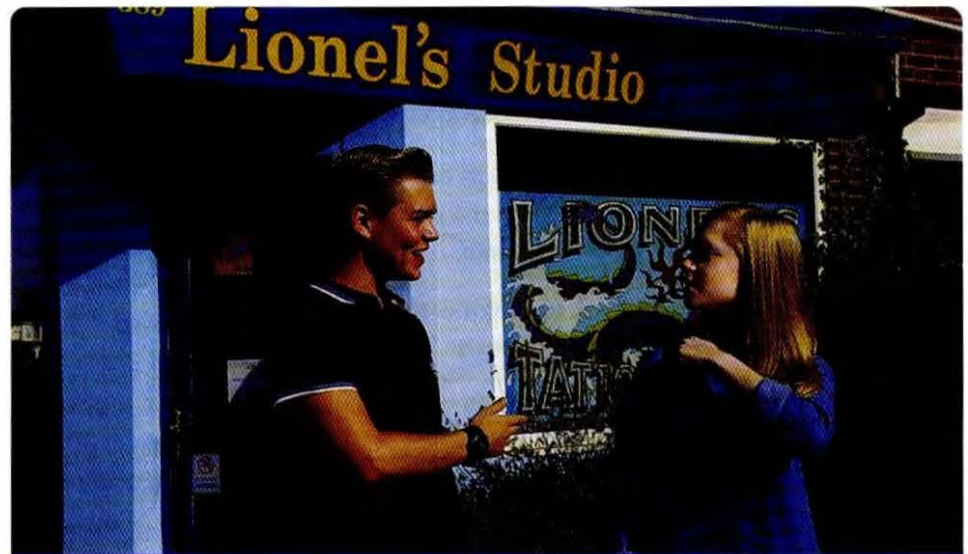
2 a 2.16 Read and listen to the dialogue. Which of the things in exercise 1 do Jake and Ella talk about?

b Copy and complete the chart.

	would do	wouldn't do	reason
Jake			
Ella			

c What do they dare each other to do? Do you think they will do it?

d Has anyone ever dared you to do something? Did you do it?



Jake Hey, look. There's a new place here.

Ella Oh, yes. If I got henna, I'd have a little butterfly on my shoulder. What about you?

Jake A henna? My parents would go mad if I did anything like that. Would you have your ear pierced?

Ella No, I wouldn't do that. I'd have my eyebrow pierced, but not my ear. Ugh.

Jake No, me neither. It would feel really weird.

Ella Would you shave your head?

Jake Yes, I would. My hair would grow again, wouldn't it? But I'd do it in summer, so that it wouldn't be too cold. How about you? Would you shave your head?

Ella No, I wouldn't. What would I look like with no hair? Anyway, I don't believe you. You wouldn't do it, either.

Jake Yes, I would.

Ella Well, there's a hairdresser's over there. Go on. I dare you.

Jake OK. I'll do it if you go in here and get henna.

Ella Well ...

Grammar

would

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3 a Complete this part of the dialogue.

Ella ¹ _____ you shave your head?
 Jake Yes, I ² _____. My hair ³ _____
 grow again, ⁴ _____ it? But I
⁵ _____ do it in summer, so that it
⁶ _____ be too cold. How about
 you? ⁷ _____ you shave your
 head?
 Ella No, I ⁸ _____. What ⁹ _____ I look
 like with no hair?

b The sentences in exercise 3a all use would. What are the sentences about?

- a things that happened in the past
- b things that will probably happen in the future
- c things that are imaginary or unreal

c Look at the sentences with would again. How do we make these forms?

- 1 a negative form
- 2 short forms
- 3 a question

4 a Look at the photos in exercise 1. Which things would you do?

I'd have / I wouldn't have my ear pierced.

b What would your ideal holiday be like? Write five things that you would do and five things that you wouldn't do.

I'd stay in a five-star hotel.

I wouldn't go with my parents.

Second conditional

5 We use the second conditional to talk about unreal or imaginary situations in the present or future. Look at these sentences from the dialogue. What verb form do we use:

- in the if clause? • in the main clause?

- 1 *If I got henna, I'd have a little butterfly on my shoulder.*
- 2 *My parents would go mad if I did anything like that.*

6 Complete the sentences. Put the verbs in brackets into the correct form.

- 1 I *wouldn't get* henna if someone _____ me to do it. (not get / dare)
- 2 If you _____ your head in winter, you _____ cold. (shave / feel)
- 3 My parents _____ if I _____ my hair orange. (not mind / dye)
- 4 The head teacher _____ you home if you _____ your face red and white. (send / paint)
- 5 If I _____ my ear pierced, my parents _____ very angry. (have / be)
- 6 I _____ my parents if I _____ to get henna. (not tell / decide)
- 7 If I _____ my hair orange, I _____ it in the summer holidays. (dye / do)
- 8 If my friends _____ me to steal something, I _____ it. (dare / not do)

Speaking

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7 a Complete the questions. Use these verbs.

have sleep swim run
do hold eat go

- 1 *Would you hold* a tarantula?
- 2 _____ a bungee jump?
- 3 _____ skydiving?
- 4 _____ in a haunted house?
- 5 _____ raw eggs?
- 6 _____ with sharks?
- 7 _____ your ear pierced?
- 8 _____ a marathon?



b Work with a partner. Student A: ask the questions. Student B: reply and give your reasons.

- *Would you hold a tarantula?*
- *Yes, I would. I'm not afraid of spiders. / No, I wouldn't. It might bite me.*

8 a What would you do if these things happened?

- Someone tried to steal your mobile phone.
- You found a wallet with some money in it.
- You saw people bullying your friend.
- You saw your friend's husband / wife with someone else.

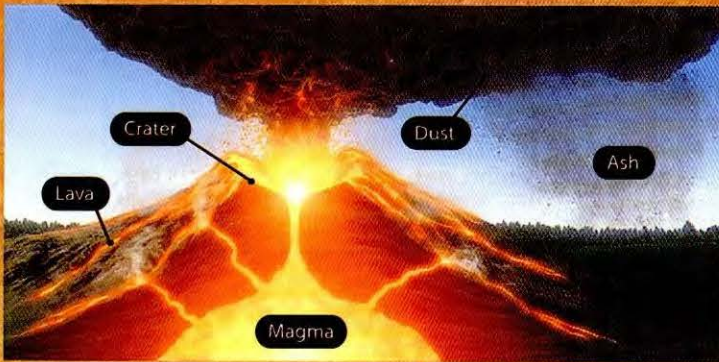
b Tell the class your ideas.

3B A dangerous world

Reading

1 2.17 Read and listen to the text. What are these?

- 1 a supervolcano 2 a volcanic winter



SUPERVOLCANO

Under the quiet green forests of Yellowstone National Park in the USA is a sleeping monster. Nobody knows its exact size, but it's about 80 kilometres long and 45 kilometres wide, and it looks like a peaceful valley covered in forests. In fact, it's a huge crater full of magma, or molten rock. If it erupted, the explosion would be bigger than 1,000 atomic bombs. Scientists call it a 'supervolcano'.

Volcanoes don't often cause damage over a wide area, but the eruption of a supervolcano would be a global disaster. It would destroy everything within 1,000 kilometres. Lava would cover an area as big as Europe. The explosion would be so strong that it would cause earthquakes, tsunamis and hurricanes. The hot lava would start forest fires all over North America.

People in the rest of the world wouldn't escape the destruction. The supervolcano would pollute the atmosphere with billions of tons of ash and dust. The wind would blow this pollution around the world and we would enter 'a volcanic winter'. When the ordinary volcano Tambora in Indonesia erupted in 1815, it produced 'the year without a summer' of 1816. There was so much dust in the atmosphere that even in Europe people didn't see the sun for several weeks that year. A supervolcano would be much worse. We wouldn't see the sun for a couple of years. Temperatures would fall by up to 15°C in North America and 3–5°C worldwide. Food production would stop, because plants wouldn't grow and animals would die. Famine and wars would follow.

If the monster under Yellowstone woke up, it would be the end of life as we know it. And it isn't the only one. There are supervolcanoes in California, near Naples in Italy, in Indonesia and in New Zealand. But could it really happen? Scientists at Yellowstone don't think it will happen soon, but it has erupted before. In fact, it usually erupts every 600,000 years, and the last eruption was 640,000 years ago!

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

- Yellowstone is in the USA.
- The supervolcano there is exactly 80 kilometres long and 45 kilometres wide.
- If it erupted, it would cover Europe in lava.
- The Yellowstone supervolcano produced 'the year without a summer'.
- Tambora was a supervolcano.
- If Yellowstone erupted, it wouldn't affect any other continent.
- The supervolcano in Indonesia is the biggest in the world.
- Yellowstone has never erupted before.

3 a Read the text again. Tick (✓) the disasters that it mentions.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> pollution | <input type="checkbox"/> hurricanes |
| <input type="checkbox"/> tsunamis | <input type="checkbox"/> drought |
| <input type="checkbox"/> famine | <input type="checkbox"/> disease |
| <input type="checkbox"/> forest fires | <input type="checkbox"/> wars |
| <input type="checkbox"/> floods | <input type="checkbox"/> earthquakes |
| <input type="checkbox"/> tornadoes | <input type="checkbox"/> climate change |

b What would cause each disaster?

pollution – ash and dust

4 Find these numbers in the text. What do they refer to?

1,000 (x2) billions 600,000 45 15 80

Grammar: so ... that

The explosion would be so strong that it would cause earthquakes.

There was so much dust in the atmosphere that people didn't see the sun for several weeks.

5 Join the sentences. Use so (much) ... that ...

- The explosion would be loud. You would hear it hundreds of kilometres away.
- There would be lava. It would cover most of the USA.
- There would be ash. It would block out the sun.
- Temperatures would be low. Nothing would grow.
- 1816 was cold. People called it 'the year without a summer'.

Vocabulary

Verbs and nouns

- 6 Copy and complete the chart with words from the text.

Verb	Noun
erupt	
explode	
pollute	
	production
	destruction

Listening and speaking

- 7 a Work with a partner. Complete the quiz. Ask each other the questions and write down the answers.

- b Tell the class your ideas.

1 If there was an earthquake and I was indoors, I would ..., because ...

- 8 a 2.18 Listen. What is the best thing to do in each situation? Why?

- b 2.18 Listen again. Note down the scores for each question. Read what your score means below.

17-21: In a dangerous situation, you would be cool and calm. You would survive accidents, earthquakes and fires, because you would know what to do.

12-16: You would stay calm in most situations, so you would probably survive. However, you might sometimes put yourself in danger, because you would make the wrong choice.

7-11: You aren't really a survivor. You wouldn't know what to do, so you would probably panic in a dangerous situation. You can't think clearly when you panic.

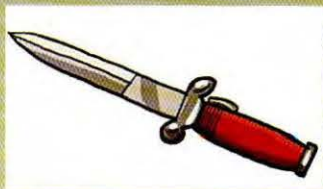
0-6: You aren't a survivor at all. In most dangerous situations, you would have to think very quickly. You wouldn't know what to do, so you would probably do the wrong thing.

Are you a survivor?

Dangerous situations are rare, but they sometimes happen. Would you know what to do? Would you survive?

Try this quiz.

- If there was an earthquake and you were indoors, would you ...
 - run outside immediately?
 - get under a desk or table?
 - stand next to a wall?
- If you were shipwrecked on a desert island, what would you do first?
 - try to build a boat
 - look for food
 - look for fresh water
- If you were in a car and you saw lightning, would you ...
 - get out of the car and stand a long way away from it?
 - get out of the car and crawl underneath it?
 - stay in the car?
- If you smelt smoke in the middle of the night, would you ...
 - go back to sleep?
 - get up and look for the fire?
 - telephone the fire brigade?
- If a dog bit your leg, would you ...
 - put a bandage on it and forget about it?
 - go to the nearest hospital?
 - try to find the owner of the dog?
- If you were outdoors and there was a tornado coming towards you, would you ...
 - run indoors and go down to the cellar?
 - run indoors and get as close to the centre of the building as possible?
 - get into the nearest car?
- If someone with a knife tried to steal your mobile, would you ...
 - give them the phone?
 - try to grab the knife?
 - run away?

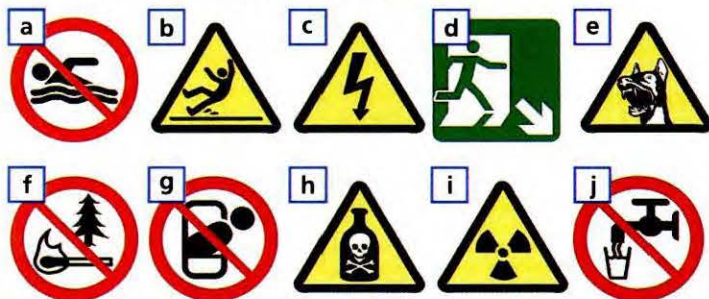


3C Warnings and advice

Vocabulary

Warning signs

1 Match the warnings to the signs.



- 1 Danger! High voltage electricity.
- 2 Beware of the dog.
- 3 Not drinking water.
- 4 Poison. For external use only. If swallowed, seek medical attention immediately.
- 5 Fire risk. No camp fires. Dispose of cigarettes and matches safely.
- 6 Radioactive hazard. Do not enter. Authorized personnel only.
- 7 Warning. Strong currents. No swimming.
- 8 Do not lean out of the window.
- 9 Caution! Floor is slippery when wet.
- 10 Emergency exit. Keep clear.

2 Copy the chart and complete it with adjectives from the nouns. Use a dictionary to help you.

Noun	Adjective	Noun	Adjective
danger	dangerous	luck	lucky
fame		risk	
poison		health	
hazard		ease	
caution		anger	
infection		dirt	

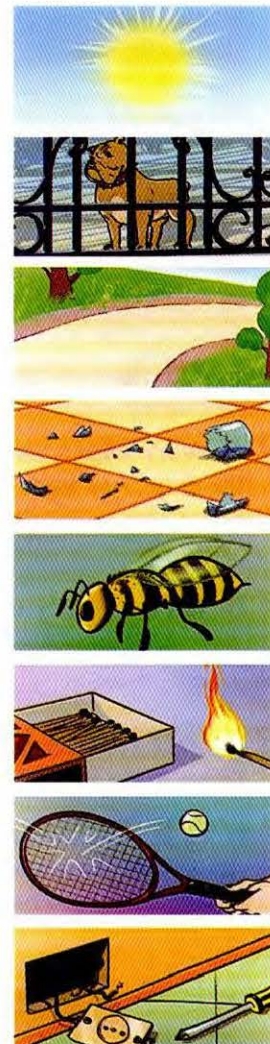
3 Work in a group. Make a list of things that could:

- 1 cut you
- 2 burn you
- 3 sting you
- 4 bite you
- 5 attack you
- 6 run you over
- 7 scratch you
- 8 poison you
- 9 hit you
- 10 electrocute you

Listening

4 a Match the warnings to the reasons.

- 1 You shouldn't lie in the sun too long.
- 2 I wouldn't go in there if I were you.
- 3 I don't think it's a good idea to cross the road here.
- 4 I'd put some shoes on if I were you.
- 5 You shouldn't wave your arms around like that.
- 6 Don't do that! It's dangerous.
- 7 I don't think it's a good idea to stand there.
- 8 I'd switch the electricity off first if I were you.



- a You could burn yourself.
- b You might cut yourself.
- c You could get bitten.
- d You might get electrocuted.
- e You might get stung.
- f You might get sunburnt.
- g You might get hit by the ball.
- h You could get run over.

b 2.19 Listen and check.

c 2.19 Listen again. Do the people take the advice?

Grammar: reflexive pronouns

When the subject and object of a sentence are the same person or thing, we normally use a reflexive pronoun.

<i>I cut myself.</i>	<i>We might burn ourselves.</i>
<i>You might hurt yourself.</i>	<i>You'll cut yourselves.</i>
<i>He burnt himself.</i>	<i>They hurt themselves.</i>
<i>She might burn herself.</i>	

Everyday English**Giving warnings and advice****5 a Complete the expressions.**

- | | |
|---------------------|-----------------------------|
| 1 Look ____! | 5 I don't think it's a good |
| 2 ____ careful. | ____ to do that. |
| 3 I ____ do that if | 6 Don't do that! It's ____. |
| I ____ you. | 7 You could ____ bitten. |
| 4 You ____ do that. | 8 You might cut ____. |

b What form of the verb do we use after *get*?

c What verb can we use instead of *might*?

Speaking**6 Look at the picture. What dangers are there?**

1 *The boy might fall and hurt himself.*

7 Work with a partner. One of you is a person in the picture in exercise 6. Make the dialogue. Follow this pattern.

A Give a warning.

B Ask Why? / Why not?

A Give a reason.

B Respond.

- *I'd put a T-shirt on if I were you.*
- *Why? It's hot today.*
- *Yes, but you might get sunburnt.*
- *Maybe you're right.*



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3D The skydiver

Extensive reading

1 2.20 Read and listen to the story.

- 1 What is the man's name?
- 2 What happened to him?
- 3 Where did it happen?

2 Put the events in the correct order.

- ☐ a He couldn't reach the strings.
- ☐ b He slowed down a little.
- ☐ c He tried to unfasten the main canopy.
- ☐ d He tried to cut the strings of the parachute.
- ☐ e He pulled the cord to open his canopy.
- ☐ f He hit the ground.
- ☐ g He opened the reserve parachute.
- ☒ h He jumped from the plane.
- ☐ i The strings of the canopy were caught in his backpack.
- ☐ j The canopy didn't open properly.

3 Find the numbers in the story. What do they refer to?

25 16 4,000 60 200 1,000 220 130 5

4 a The man didn't die. What do you think happened to him?

b 2.21 Listen to the end of the story. Choose the correct answers.

- 1 What saved him?



a soft mud



b the roof of the hangar



c thick bushes



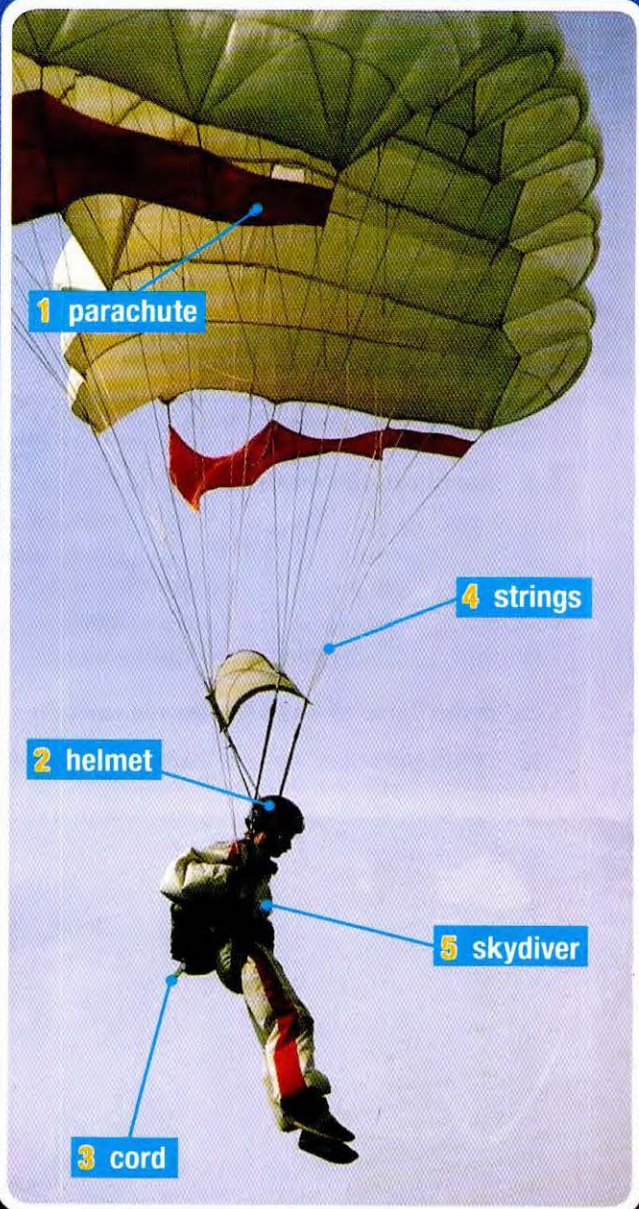
d a hot-air balloon

- 2 What did he injure?

- a his neck and hip
- b his back and knee
- c his ankle and lung
- d his liver and shoulder

- 3 What did he do after the accident?

- a He spent two years in hospital.
- b He soon started skydiving again.
- c He gave up skydiving.
- d He designed a safer parachute.





Michael Holmes is a skydiving instructor and a champion skydiver. He has done thousands of successful jumps in many parts of the world.

In December 2006, the twenty-five-year-old took off in a plane with sixteen other skydivers from an airfield near Lake Taupo in New Zealand. It was a beautiful, sunny day. At 4,000 metres above the lake, he jumped from the plane into the clear, blue sky. That day, he had a camera on his helmet to record his fall.

After 60 seconds, Michael pulled the cord to open his parachute (or canopy, as skydivers prefer to call it). But the canopy didn't open properly. Michael knew immediately that something was wrong, because he didn't slow down. He just kept falling very fast. He wasn't worried. Skydivers always carry a reserve parachute in case the main canopy doesn't open properly. It had happened to him a few times before, so he knew what to do. First he had to get rid of the main parachute. If he didn't, the reserve would get caught in the strings of the main one.

So, he pulled the cord to unfasten the main canopy. Nothing happened. He pulled it again. Again nothing happened. The strings of the main parachute were caught in the bag on his back. All the time he was falling at nearly 200 kilometres per hour. He was spinning out of control, too, and he almost became unconscious. He had to think fast.

By now, he was only about 1,000 metres above the ground. In less than 30 seconds he would hit the ground travelling faster than a train. If that happened, he would certainly die. He took out his knife to cut the parachute strings, but he couldn't reach them. He tried again and again, but it was no use. The strings were too far away from him.

He looked down. He could see the airfield and the lake. They were rushing towards him at terrifying speed. 'If I landed in the lake, I'd probably survive,' he thought. But then he realized that the lake wouldn't save him. If he hit the water at that speed, it would knock him unconscious and he would drown before anybody could reach him. In any case, he couldn't steer the half-open canopy. He had no idea where he would land.

Just 220 metres from the ground, he had no choice. 'If I try to open the reserve parachute now, perhaps it won't get caught in the strings,' he thought. It was his only chance, so he pulled the cord to open the reserve parachute. But he was unlucky. The reserve got caught in the strings and didn't open properly. It slowed him down a little, but he was still falling at 130 kilometres per hour.

He was now just five seconds from the ground. 'This is it. I'm going to die,' he thought. He waved to the camera on his helmet and shouted: 'Goodbye!'

Then BANG! And everything went black.



1 2.22 Read and listen to the text. Match these topics to the correct paragraphs.

- | | |
|----------------------|-----------------------------|
| a evening activities | d places |
| b benefits | e working with other people |
| c outdoor activities | |

2 a Find all the names of the things mentioned in the text for these categories.

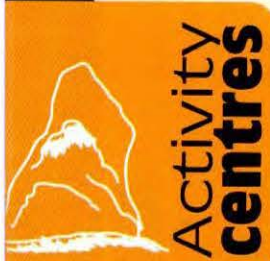
- 1 water activities
- 2 things that involve riding or driving
- 3 activities where you are up in the air
- 4 evening activities
- 5 popular places for activity centres

b How do activity holidays help young people?

c Which activities would you like to do? Why?

3 2.23 Listen to some young people talking about their holidays at an activity centre. Find this information for each person.

- 1 Where was the centre?
- 2 What things did he / she do?
- 3 What was his / her favourite activity?
- 4 What did he / she like best about the holiday?



What do you do in the school holidays?

1 In Britain, activity holidays are very popular. Teenagers spend a week or two at an activity centre (or summer camp, as they're sometimes called). Here you can do all sorts of exciting and interesting things, such as horse riding, canoeing, rock climbing, mountain biking, archery, go-karting and sailing. At some centres you can also ride a motorbike or a quad bike, and even drive a car (but not on ordinary roads, of course, because you have to be 17 to take your driving test).

2 Most young people today live in cities, so these holidays are a great opportunity to do exciting things and to enjoy fresh air in the countryside or by the sea. In addition, the activities help you to become more confident, because they challenge you to do things that you wouldn't normally do. On the Skywalk, for example, you have to walk along a rope high up in the trees. It's all very safe, of course. Everyone has to wear a helmet and a safety harness, but you still need a lot of confidence to step out onto a rope 30 metres above the ground with just another rope to hold onto. Another very popular activity is the Zip Wire, where you hold onto a small bar or a strap and slide down a long cable.

3 There are activity centres all over Britain. Many of them are in Wales and the Lake District. There are hills, mountains, forests and lakes here, so you can do a lot more things. Cornwall and Devon in the south-west of England are popular places as well, because there are a lot of beaches for water activities and cliffs for climbing there. Newquay in north Cornwall is excellent for surfing, too.

4 A holiday in an activity centre isn't just about getting lots of exercise. The social side is very important as well. You make a lot of new friends, and for many of the activities you have to work together. A good example of this is raft-building. In this, groups have some materials – barrels, pieces of wood and ropes. Each group has to design and build a raft from these things and then cross a river or lake on it. It's very exciting, as each group wants to be first. And not all of the rafts get to the other side!

5 After an active day in the fresh air, everyone is ready for a good meal. Then after dinner, they get together to sing songs or play indoor games, such as table tennis, pool or darts. Some people prefer to just chat about the day's activities. And after that everyone sleeps very well!

English Across the Curriculum

3

Geography: plate tectonics

1 Look at the title of the text. What do you know about this topic?

2 **2.24** Read and listen to the text. Are the statements true or false, or doesn't it say?

- 1 South America and Africa used to be part of the same continent.
- 2 There were three continents 210 million years ago.
- 3 The Earth's crust is five kilometres thick.
- 4 Magma is very hot.
- 5 The plates move five centimetres a year.
- 6 India was part of Gondwana.
- 7 The Alps were created 20 million years ago.
- 8 Only the African plate is moving now.

PLATE TECTONICS

If you look at a map of the world, you'll see oceans and continents. Their shapes and positions look permanent, but they aren't. Look closely at the east coast of South America and the west coast of Africa. They have a very similar shape. This is because at one time they were part of the same continent. If you had a time machine and you went back 180 million years, you wouldn't find today's continents; you would find just two large continents – Laurasia in the north and Gondwana in the south. Thirty million years before that you would find only one continent – Pangaea.

The continents are part of the Earth's crust. This is a thin hard layer of rock 5–50 kilometres thick. It consists of several large plates. These plates float on the hot, soft magma below the crust. The heat in the magma makes the plates move. They move very slowly – only a few centimetres a year, but over millions of years, they can travel thousands of kilometres.

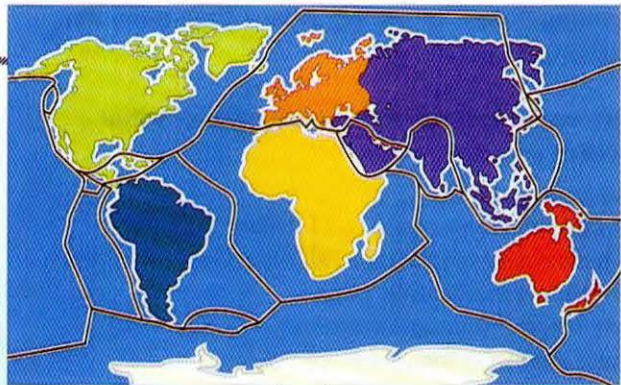
Plate tectonics, as this process is called, has produced the Earth that we see today. When the Indian plate broke away from Gondwana, it moved north and slid under the Eurasian plate. This pushed up the mountains of the Himalayas. The African plate created the Alps when it crashed into the European plate.

3 a **2.25** Listen. You will hear more about plate tectonics. Which of the topics does the speaker talk about?

- | | |
|---|--|
| <input type="checkbox"/> climate change | <input type="checkbox"/> life on Earth |
| <input type="checkbox"/> other planets | <input type="checkbox"/> how oil is formed |
| <input type="checkbox"/> dinosaurs | <input type="checkbox"/> volcanoes and earthquakes |

b **2.25** Listen again. Match the places to the items.

- | | |
|---|--------------------------------|
| 1 the Pacific and North American plates | a tropical forests |
| 2 the Pacific Ocean | b the Ring of Fire |
| 3 Antarctica | c unique animals |
| 4 Australia | d the San Francisco earthquake |




The continents are still moving. Africa is splitting into two parts. The Mediterranean will probably disappear, as the northern part of Africa joins Europe. If your time machine took you to the future, you would see a very different world from today.



Grammar

1 a How would you spend an ideal day? What would you do? What wouldn't you do?

b  2.26 Listen. How would Bryan and Sonia spend their ideal day? Copy and complete the chart.

	Bryan	Sonia
1 get up?		
2 spend the day with?		
3 eat?		
4 do during the day?		
5 do in the evening?		
6 go to bed?		

c Work with a partner. Use the chart to make questions. Ask your partner about their ideal day.

When would you get up?

2 What would you do in these situations? What wouldn't you do?

- become famous
If I became famous, I'd ... / I wouldn't ...
- my favourite sports star / visit my school
- find someone's mobile phone
- my friend / win a lot of money
- hear a noise in the middle of the night
- burn myself

3 Complete the sentences with the correct reflexive pronoun. irLanguage.com

- That dog's looking at _____ in the mirror.
- Be careful, children.
You'll burn _____.
- Ow! I've scratched _____.
- We're looking at _____ in these photographs.
- Don't touch that, Mary! You'll electrocute _____.
- The two boys fell off the bike and hurt _____.
- John has cut _____ on some glass.
- Jane was surprised when she saw _____ on TV.



Everyday English

4 a Complete the dialogues with expressions from the box. You can use some more than once.

I suppose you're right. Yes, OK then. There's some broken glass over there.
 You should use the footbridge. Don't fuss. We'll be all right.
 You shouldn't go near a strange dog. Don't worry. We might get stung. You might get run over. You could fall and hurt yourself.
 Why not? You could cut yourself. There are lots of insects here.
 Why? You might get bitten. The traffic here is very fast.
 You might burn yourself. They're very hot. The floor's slippery.

- I'd use a cloth to hold those plates if I were you.
 - Why?
 - They're very hot. You might burn yourself.
 - I suppose you're right.
- I don't think it's a good idea to have our picnic here.
- We shouldn't play frisbee here.
- I wouldn't cross the road here if I were you.
- You shouldn't run near the swimming pool.
- I wouldn't touch that dog if I were you.

b Work with a partner. Practise your dialogues.

Study skills

Dealing with unknown words

When you read, you often meet an unknown word. What should you do? Choose the best word or expression from the brackets to complete the advice.

- _____ a dictionary immediately. (Use / Don't use)
- _____ the whole text to get the general meaning first. (Read / Don't read)
- _____ words are important for understanding the text. (All / Not all) So you _____ ignore some words while you are reading. (can / shouldn't)
- You _____ try to work out the meaning of an unknown word from the context. (should / shouldn't)
- At the end, _____ the unknown words in a dictionary and record them. (check / don't check)

Your Project

3

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Develop your writing

Expressing addition

- 1 We can use these words and phrases to express addition. Find examples in the text on page 40 and complete the rules.

also too in addition as well

- 1 We put _____ or _____ at the end of the sentence or clause.
- 2 We put _____ at the beginning of a sentence.
- 3 We put _____ before a main verb but after an auxiliary or *be*.

- 2 Link the pairs of sentences. Try to use all the words and phrases in exercise 1.

- 1 You can go mountain biking. You can ride a quad bike.
You can go mountain biking. You can also ride a quad bike.
- 2 The days are full of activities. There are evening activities.
- 3 My favourite thing was the Skywalk. I liked the Zip Wire.
- 4 You get lots of exercise. The activities build your confidence.
- 5 We had a great time. I made a lot of new friends.
- 6 The centres do lots of outdoor activities. Some centres do things like music and art.
- 7 You do some things on your own. There are a lot of team activities.

Project task

Design your own activity centre and create a brochure or web page about it. Answer these questions. Try to use the expressions in exercise 1.

- Where is the centre?
- What's its name?
- What things can you do there?
- How does your centre help young people?
- What social activities are there?

Illustrate your brochure / web page with some pictures or drawings.

Song

- 1 a Complete the song with these words.

bonfire hole devil lightning fight
roller skates mirror scissors grizzly bear

- b 2.27 Listen and check.

- 2 a Make a list of all the dangerous things to do in the song.

- b Which ones can you find in the pictures?

Don't Sit Down 'Cause I've Moved Your Chair

Break a ¹_____, roll the dice
Run with ²_____ through a chip pan fire fight
Go into business with a ³_____
But just don't sit down 'cause I've moved your chair
Find a well-known hard man and start a ⁴_____
Wear your shell suit on ⁵_____ night
Fitting a circular ⁶_____ with a peg that's square
But just don't sit down 'cause I've moved your chair
Bite the ⁷_____ and tell me how it tastes
Kung fu fighting on your ⁸_____
Do the Macarena in the ⁹_____ 's lair
But just don't sit down 'cause I've moved your chair



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4A Using the media



Vocabulary

The media

- 1 a How many different kinds of media can you think of?

You watch *a film* ...

You listen to *the radio* ...

You read *a newspaper* ...

You go on *the Internet* ...

- b 3.2 Which preposition do we use with these types of media? Listen to the dialogues. Complete the chart with *in*, *at* and *on*.

_____	the theatre	the cinema	a concert
_____	TV	the radio	the Internet
_____	a website	a CD	
_____	a newspaper	a play	a programme
_____	a film		

Comprehension

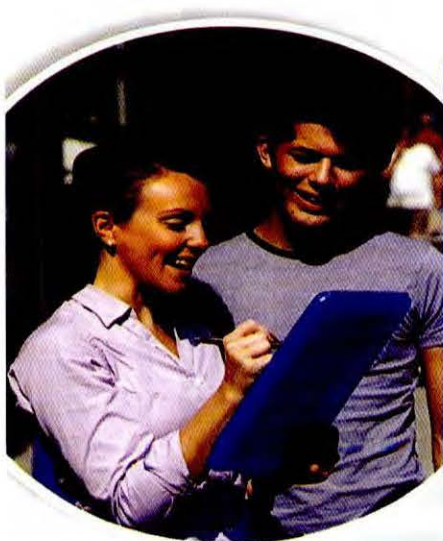
- 2 a 3.3 Read and listen to the dialogue and the questionnaire. What is the questionnaire about?

- b 3.3 Listen again. Complete the questionnaire with Pete's answers.

- c Work with a partner. Ask and answer the questions.

Lisa Excuse me. My name's Lisa. Can I ask you some questions, please?
Pete Why? Are you doing a survey or something?
Lisa Yes, it's about how young people use computers.
Pete Will it take very long?
Lisa No, only a few minutes.
Pete OK, then.

- 1 Have you got your own computer?
 Yes ☐ No ☐
 If YES: Is it a desktop, a laptop or a tablet?
- 2 How often do you use your computer?
 Every day ☐ Every 2-3 days ☐
 Once a week ☐ Less than once a week ☐
- 3 Were you using the Internet at 8 pm yesterday?
 Yes ☐ No ☐
 If YES: What were you using it for?
- 4 Are you going to use the Internet this evening?
 Yes ☐ No ☐ Maybe ☐
- 5 Do you use the Internet to find information for your schoolwork?
 Yes ☐ No ☐
- 6 Does anyone in your family buy things online?
 Yes ☐ No ☐
- 7 Have you ever downloaded a TV programme from the Internet?
 Yes ☐ No ☐
 If YES:
 a What did you download?
- b Will you download TV programmes from the Internet again?
 Yes ☐ No ☐ Maybe ☐



Grammar

Question forms

3 a How do we make questions? Match the types of verbs to the patterns.

Types of verbs	
1	the verb <i>be</i> (present simple and past simple) <i>am, is, are</i> <i>was, were</i>
2	verbs with two parts (auxiliary + verb): • with a modal (<i>can, must, should</i>) • the present perfect (<i>have</i> + past participle) • continuous tenses (<i>be</i> + <i>-ing</i>) • the future with <i>will</i> • passive voice (<i>be</i> + past participle)
3	verbs with only one part: • the present simple • the past simple

Patterns	
A	<i>do / does or did</i> subject verb
B	verb subject
C	auxiliary subject verb

b Find all the questions in the dialogue and the questionnaire. Which pattern does each follow? Mark them A, B or C.

4 a Choose the best answer for each question word.

- | | |
|--------------|---------------------------------------|
| 1 What? | a I've got two brothers and a sister. |
| 2 How? | b My keys. |
| 3 Why? | c It's about ten kilometres. |
| 4 Which? | d We'll arrive at six. |
| 5 What time? | e She was born in London. |
| 6 How many? | f I usually go on the bus. |
| 7 How far? | g I'm going to buy the green ones. |
| 8 Where? | h Two years ago. |
| 9 How long? | i Because I had toothache. |
| 10 When? | j Since 2009. |

b Write a question to match the answer for each question word in exercise 4a.

1 What are you looking for?

c Work with a partner. Ask and answer your questions.

Speaking

5 a Look at items 1–10. What questions will you ask to find the information? Find someone in the class who:

- watches the news on TV.
Do you watch the news on TV?
- went to the cinema yesterday.
- can play the guitar.
- has been in a newspaper.
- would like to be a radio presenter.
- was using the Internet yesterday evening.
- is going to play a computer game this evening.
- won't be at home this weekend.
- has got a Facebook profile.
- is older than you.

b Go round the class. Ask the questions.

6 a Work in a group. You are going to do a survey for a local radio station. Write a questionnaire. Use the cues.

- Have you got ...?
- What radio station / listen to?
- When / normally listen ...?
- Were / listening at 8 pm last night?
- ... ever phoned / emailed ...?
- If so, what did ...?
- What like / dislike about the radio station?
- ... you like to work ...?



b Go round the class and interview people.

c Tell the class what you find out.

4B Jobs

Vocabulary

Personality

- 1 a** Match these words to the correct descriptions. Use a dictionary to help you.

charming loyal patient ~~enthusiastic~~
hard-working reliable polite easy-going
ambitious tidy sensible cheerful

- 1 Martha always wants to do lots of things. She's very *enthusiastic*.
- 2 Jim doesn't worry about things. He's very _____.
- 3 April doesn't get angry when she has to wait. She's a very _____ person.
- 4 Jack never does anything silly. He's very _____.
- 5 Becky always does what she says she will. She's a _____ person.
- 6 Ryan works very hard. He's very _____.
- 7 Everything in Maria's bedroom is in the correct place. She's a very _____ person.
- 8 Mark always speaks to people very nicely. He's very _____.
- 9 Everybody likes talking to Jane. She's very _____.
- 10 Russell wants to be rich and famous. He's very _____.
- 11 Sally laughs a lot. She's very _____.
- 12 Raj always supports his friends. He's very _____.

- b** 3.4 Listen and check.

c Can you add more words to the list in exercise 1a?

friendly, ...

- 2** What qualities do you think are the most important for these people? Choose four things for each person.

- a good friend
- a good teacher
- a good parent
- a good shop assistant

- 3** Look at the words in exercise 1. Match them to their opposites below.

miserable rude unreliable impatient
~~negative~~ disloyal unpleasant lazy
silly messy unambitious anxious

enthusiastic – negative

Reading

- 4 a** Look at the advertisements. What kind of jobs are they for?

- b** Write the names of the jobs.

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TEENSCENE JOBS

ADVERTS

To get further details of any of these jobs or an application form, click on the advert.

A CUTTING TIME

Saturday's our busiest day of the week, so we're looking for an enthusiastic and hard-working assistant (male or female). Duties include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.

The hours are 8.30–6.30 every Saturday with a one-hour lunch break.

We'll pay you £4 an hour and we'll give you a free hairstyle once a month, too.

B FILM EXTRAS WANTED

Have you ever wanted to be in the movies? Are you interested in acting? We're making a film in the local area during July and August and we'll need several young people as extras. We're looking for attractive and confident 14–18-year-olds. £50 a day plus meals.

Please attach a recent photograph to your application.

C NEWSPAPER BOYS / GIRLS

We're looking for reliable young people to deliver newspapers and magazines. We need one person for morning deliveries (7–8 am) and two people for evening deliveries (5–6 pm). You must be at least 13 years old and have your own bicycle. For morning deliveries you need to be good at getting up early, too!

Pay: £30 p.w.

When you apply, please say whether you prefer mornings or evenings.

5 Match the descriptions to the jobs. Some descriptions match more than one job.

- 1 You must have your own transport.
- 2 You have to work outdoors.
- 3 You have to send a photograph.
- 4 They don't say how much you get paid.
- 5 They need more than one person.
- 6 You get more than money.
- 7 You have to work on Saturdays.

D

The Coffee Pot Restaurant



We're looking for Saturday assistants to help in our busy town centre restaurant. Duties will include setting and clearing tables, serving customers and helping in the kitchen. We're looking for polite, patient and friendly people who can work under pressure.

Hours: 10–4, including a half-hour lunch break.

Pay: Minimum wage + lunch

E

Walkies

A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog walkers.



You must be sensible and reliable. Dogs need exercise whatever the weather. So if you're fond of animals and you like walking, we'd like to hear from you.

F

PART-TIME ASSISTANTS WANTED

Shop 'n' Save Supermarket needs two young people (14–18) for evening and weekend work. The job involves helping customers, putting things on the shelves, collecting trolleys, etc.

Hours: 5–7 evenings or 10–5 Saturdays and Sundays.

You must be tidy, honest and good at Maths.



6 a Which jobs can't these people do?

- 1 Patty doesn't like animals.
- 2 Mark plays football on Saturday mornings.
- 3 Henrietta doesn't like getting up early.
- 4 Bob is going on holiday in August.
- 5 Freya hasn't got a bike.
- 6 Martin is thirteen years old.
- 7 Katrina goes to music class on Wednesdays and Fridays at 5.30 pm.
- 8 Alice doesn't like doing housework.

b Which job(s) couldn't you do? Why? Which one would you choose? Why?

c Describe the ideal person for each job. Use the words in exercise 1 to help you.

Grammar: gerunds

When we talk about an activity, we normally use the gerund (-ing form).

*Duties will include **sweeping** the floors.*

*Are you interested in **acting**?*

*You need to be good at **getting up** early.*

*The job involves **helping** customers.*

7 What's my job? Work with a partner. Student A: think of a job. Say what it involves. Student B: say what job it is.

- My job involves serving food and drinks to passengers on a plane.
- You're a flight attendant.

Listening

8 a 3.5 Listen. You will hear four people talking about their weekend jobs. Copy the chart and write the correct places.

a bookshop a music school a hairdresser's salon
a wildlife centre an ice cream parlour a café

	Andy	Bella	Jason	Mary
where?				
hours?				
duties?				
likes?				
doesn't like?				

b 3.5 Listen again and complete the chart.

4C Requests

Vocabulary

Phrasal verbs

- 1 a** Phrasal verbs are very common in English. Complete the sentences with these words.

down on (x2) off up
away back in over out

- 1 Could you switch *on* the TV, please?
- 2 Please pick _____ your litter before you go.
- 3 I'm sorry. I've knocked _____ my glass of milk.
- 4 Don't throw _____ these magazines, please.
- 5 Have you put _____ the rubbish?
- 6 Please take _____ your shoes before you come in.
- 7 Can I try _____ these trousers, please?
- 8 Could you fill _____ this form, please?
- 9 Can you turn _____ the volume, please? It's very loud.
- 10 Is it OK if I give _____ the DVD tomorrow?

- b** 3.6 Listen and check.

Grammar: separating phrasal verbs

A phrasal verb consists of:

a verb + a particle
switch on

When a phrasal verb has got an object, the particle can go before or after the object. (But if the object is a pronoun, the particle **must** go after it.)

John switched on the radio
John switched the radio on.
John switched it on.
John switched-on it.

- 2** Rewrite the sentences in exercise 1a. Separate the verbs.

1 *Could you switch the TV on, please?*

- 3 a** Give examples of two more phrasal verbs for each of these verbs.

put take turn give

put away

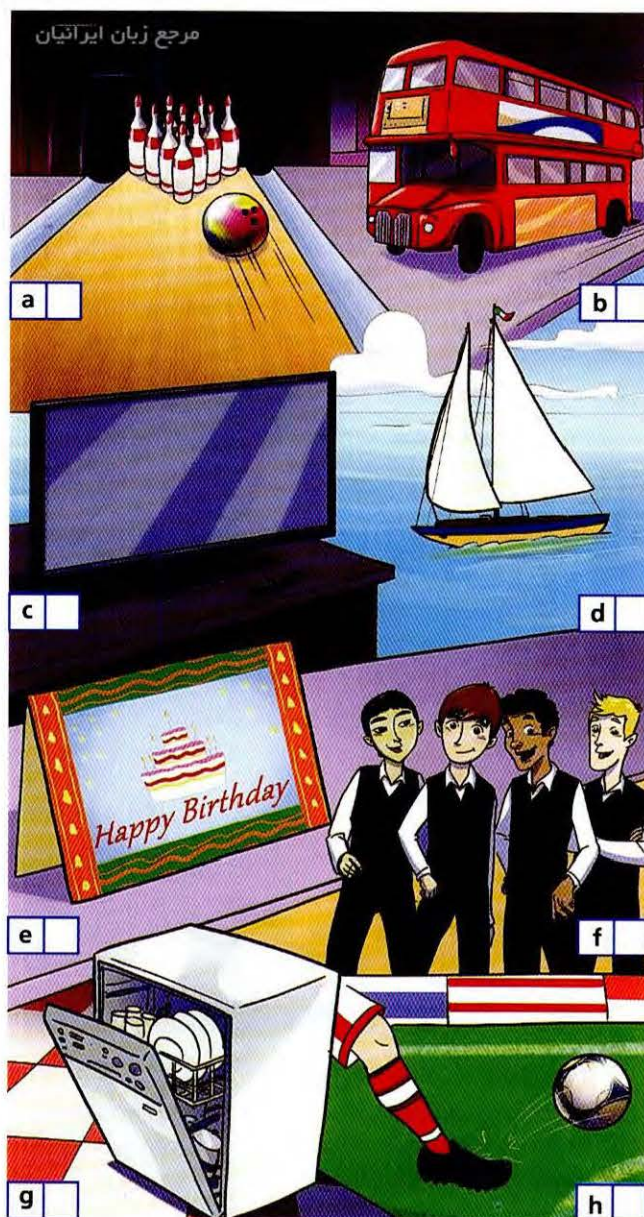
- b** Write a sentence for each of your phrasal verbs.

Don't leave your bag there. Put it away.

Listening

- 4 a** Look at the pictures. What do they show?

- b** 3.7 Listen. Number the pictures to match the dialogues 1–4. There are two pictures for each dialogue.



- c** 3.7 Listen again. Answer the questions for each dialogue.

- 1 What is the relationship between the people?
- 2 Who wants something?
- 3 What does he / she want?

5 a Copy and complete the chart for dialogues 2–4. Use the pictures and your answers in exercise 4.

	Dialogue 1	Dialogue 2
1 Request	<i>The son wants to go on a school sailing trip.</i>	
2 Objection	<i>His father thinks it might be expensive.</i>	
3 Response	<i>He says that all his friends are going.</i>	
4 Result	<i>He will find out how much it's going to be.</i>	

b **3.7** Listen again and check your ideas.

Everyday English

Making requests

6 a Label the pairs of sentences a or b.

- a asking someone to do something
b asking for permission

1 _____

Can I go on the sailing trip?
Is it all right if I do it tomorrow?

2 _____

Do you think you could you get a birthday card?
Could you put Channel 4 on?

b What form of the verb do we use after *Would you mind ...?* Complete the request.

Would you mind _____ these things in the dishwasher?

7 a Put the dialogue in the correct order.

- ☐ a Yes, but only if you've finished your homework properly first.
☐ b Yes, I will, but is it all right if I do it on Sunday afternoon?
☐ c Will you have any homework to do?
☐ d OK. I will.
☐ e Can I go and stay over at Mike's place this weekend, Mum?
☐ f No. Your grandparents are coming over for the day.
☐ g Oh, OK. I'll do it after school on Friday then. Could you give me a lift to Mike's, please?

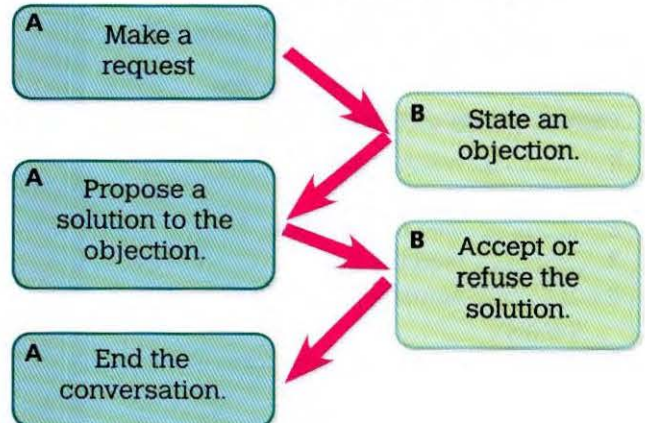
b **3.8** Listen and check.

c Read your dialogue with a partner.

d Replace the underlined expressions with other expressions from exercise 6. Read your new dialogue.

Speaking

8 a Work in groups of three. Make dialogues for situations 1–4 below. Follow this pattern.




b Practise your dialogues.



- 1 Your parents are going out. They want you to stay in and look after your younger brother / sister. But you've been invited to a party. You need a lift there, too. Talk to your parents.
- 2 You want to go out with a boy / girl, but you don't know what to say. Ask a friend to do it for you. Your friend doesn't think it's a good idea.
- 3 Your friends are coming round to your house for the evening. Your younger brother / sister wants to watch something on TV. Talk to him / her.
- 4 You want to go to the cinema with your friends. You haven't got any money. You didn't help with the housework this week, so you didn't get any pocket money. Talk to your parents.

4D Murder at the theatre

Extensive reading

1  **3.9** Read and listen to the extract from a play. Who are the people in the pictures?

2 a Find these things in the pictures.

the stage the curtain a bullet
the cast the gun the audience

b What is happening in each picture?

3 Complete the sentences with the correct names or titles.

- 1 _____ was recording the performance.
- 2 _____ died on the stage.
- 3 _____ fired the gun.
- 4 _____ normally puts the bullets in the gun.
- 5 _____ was in love with John Russell.
- 6 _____ and _____ had an argument this afternoon.
- 7 _____ recorded the conversation between John and Ursula.
- 8 _____ wanted £1,000 from Ursula.
- 9 _____ used to be an actor.

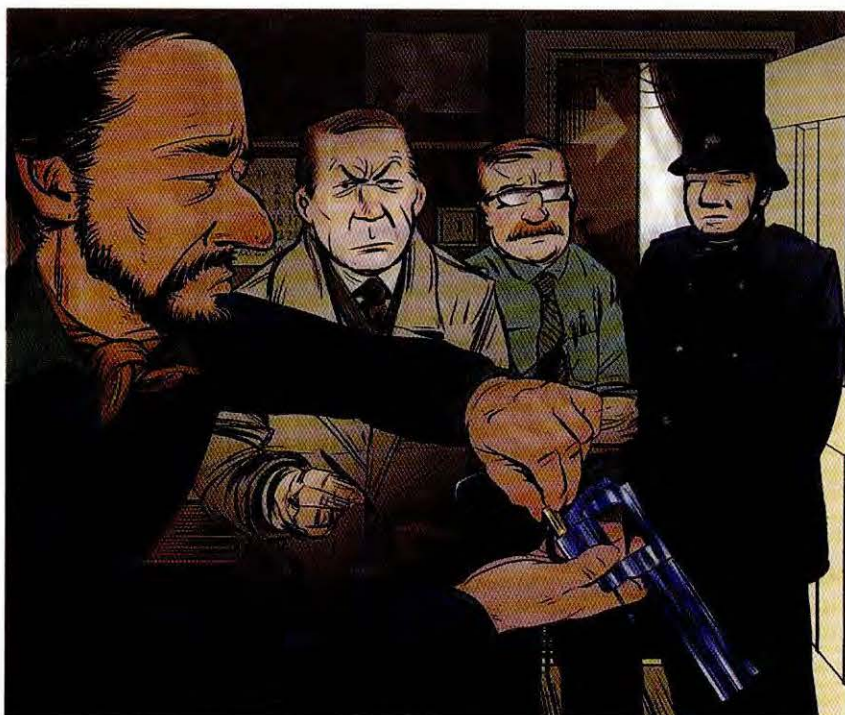
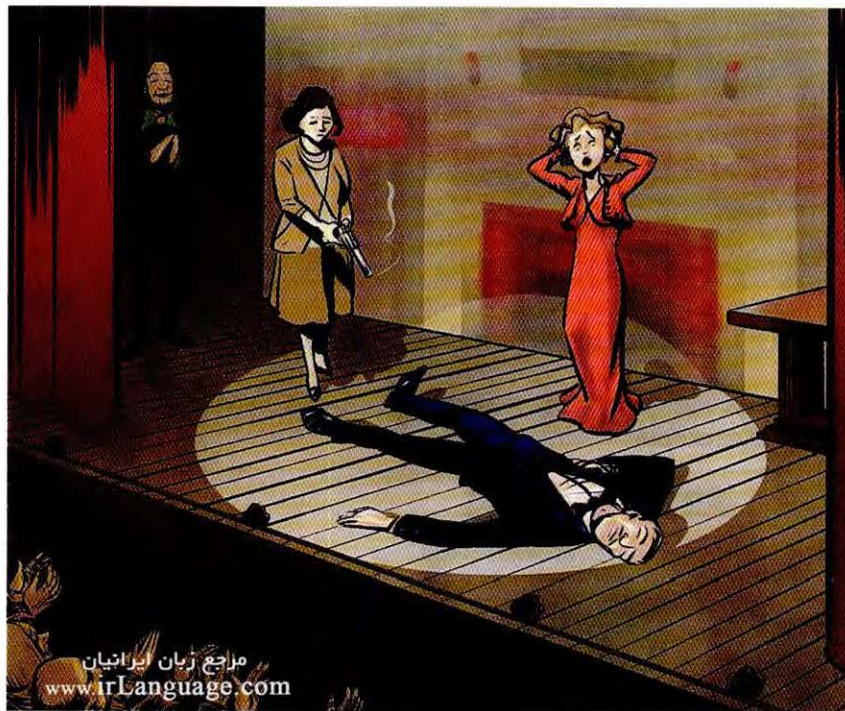
4 Choose the correct preposition.

- 1 This is a special performance *to / of / from* 'The Jealous Lover'.
- 2 Rose pointed the gun *to / on / at* her husband.
- 3 There were real bullets *at / in / on* the gun.
- 4 A police inspector interviewed the people *on / to / at* the theatre.
- 5 The director left the gun *on / in / at* a table *at / to / on* the stage.
- 6 Fiona heard John talking *to / at / in* Ursula.
- 7 Fiona said she was *on / at / in* love *for / with / of* John.
- 8 Only Fiona's fingerprints were found *at / on / to* the gun.
- 9 Ursula spent some time *to / at / in* prison.
- 10 John Russell got a big part *in / to / on* a film.

5 a Three people had a motive for killing John Russell. Who are they? What were the motives?

b Who do you think was the murderer? Why?

c  **3.10** Listen and check your ideas.



'The Jealous Lover'

Directed by Martin Lock

George	John Russell
Rose	Fiona May
Martina	Ursula Twain

Scene 1

The Grand Theatre. It's the tenth performance of the play 'The Jealous Lover'. It's a special night, because the director, Martin Lock, is recording the play. It's near the end of the first act. Rose, George and Martina are on the stage. The director is watching them from the side. Rose is pointing a gun at her husband, George, because she has found him meeting Martina.

Rose You've gone too far this time, George.

George Put that gun down, Rose. Don't be a fool.

Rose fires the gun. George falls to the floor holding his chest.

Martina Aargh. You've killed him!

The curtain falls. The audience claps.

Director Oh well done, everybody. That was perfect for the recording. John, you died brilliantly. John ...! John?

Fiona Oh no! He's dead! He's really dead!

Scene 2

A detective inspector and a police constable are talking to the people at the theatre.

Inspector So, Miss May, you shot John Russell. Did you know that there were real bullets in the gun?

Fiona Of course not, Inspector. We always use blank bullets.

Inspector Who normally puts the bullets in the gun?

Director I do.

Inspector Can you show me how you do it, Mr Lock?

Director Yes, of course. Like this.

Inspector Thank you. And did you put blank bullets in the gun this evening?

Director Yes, I did. The stage manager saw me and then I put it on the table over there on the stage, as usual.

Inspector So somebody changed the bullets. Now, Miss May, you were going out with Mr Russell, weren't you? But you had an angry argument this afternoon, didn't you? Everybody heard it. What was it about?

Fiona I ... I saw him talking to Ursula Twain. I asked him what it was about, but he didn't tell me anything. I've seen them talking like that before.

Inspector So you were jealous. Did you say 'You monster, I'll kill you!'?

Fiona Well, I ... Yes, I did, but I didn't mean it. I was angry. I didn't kill John. I was in love with him.

Inspector But only your fingerprints were on the gun, Miss May! I want to talk to you all again later, but first I need to see the stage manager.

Scene 3

The inspector is talking to the people at the theatre again.

Inspector Now, Miss Twain. What were you and Mr Russell talking about this afternoon when Fiona saw you?

Ursula He asked me to marry him. Fiona knew that he loved me. That's why she was jealous.

Fiona No. It's not true. He loved me, not her!

Inspector You're lying, Miss Twain. You see, while you were talking to Mr Russell, the stage manager was testing the sound equipment. Listen to this.

The stage manager switches on the sound system.

John A thousand pounds by tomorrow, Ursula, or else.

Ursula But I haven't got it. Please, John.

John Well, you'd better find it. You don't want everybody to know your little secret, do you?

The stage manager switches off the recording.

Inspector Mr Russell was blackmailing you, wasn't he, Miss Twain? What was your little secret?

Ursula I ... I ...

Inspector You spent some time in prison, didn't you? For robbery, wasn't it, Miss Twain?

Director Well, Ursula, if you did kill him, he deserved it.

Inspector Yes, Mr Lock. The stage manager tells me that you didn't like John Russell.

Director Well, he wasn't the nicest person in the world, but ...

Inspector You used to be an actor, too, didn't you? Why did you give it up?

Director I ... I had the chance of a big part in a film. I really wanted it, but I didn't get it.

Inspector Why not?

Director John Russell got it. Yes, I hated him for that, but I didn't kill him.

Inspector But you put the bullets in the gun. So we have three people – Fiona May, Ursula Twain and Martin Lock – and you all had a motive for killing John Russell ...



1 **3.11** Read and listen to the text. Which of the topics does it mention?

- | | | |
|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> shopping | <input type="checkbox"/> homework | <input type="checkbox"/> watching TV |
| <input type="checkbox"/> part-time jobs | <input type="checkbox"/> saving money | <input type="checkbox"/> sports |
| <input type="checkbox"/> housework | <input type="checkbox"/> school | <input type="checkbox"/> pocket money |

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

- Not all British teenagers get pocket money from their parents.
- All teenagers have to make their own bed.
- Teenagers buy a lot of things online.
- Most teenagers save about a quarter of their pocket money.
- Teenagers aren't allowed to work outdoors.
- You can't do a part-time job when you are twelve years old.
- If you deliver newspapers, you have to start at 6.30 am.
- You can't work for more than two hours on Wednesdays.
- You can work for the whole of the summer holidays.

3 a **3.12** Listen to some teenagers talking about their jobs. Copy and complete the chart.

	Wesley	Mel	Bernie	Linda
Where do they work?				
When do they work?				
What exactly do they do?				

b **3.12** Listen again. How does each person feel about their job?

c Which people:

- | | |
|---------------------------|-------------------------------|
| 1 work during the week? | 5 have to get up early? |
| 2 sell things? | 6 work after school? |
| 3 work outdoors? | 7 work on Saturdays? |
| 4 work with other people? | 8 do something with trolleys? |

4 Compare what British teenagers do with teenagers in your country.

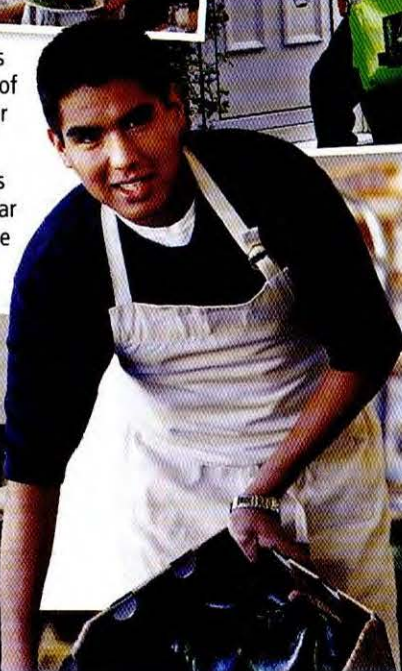
Teenagers and money

Most British teenagers get pocket money from their parents. In some families, teenagers have to help with jobs around the house to earn their pocket money. They help with the housework – vacuuming the floor, loading the dishwasher, setting the table and so on – or they do things outside, such as washing the car and cutting the grass in the garden.

They spend most of their money on going out, clothes, trainers, music, computer games and mobile phone bills. Not many teenagers shop online, because they enjoy going to the shops with their friends. However, they buy things online if they can get them cheaper that way. A lot of teenagers try to save some money in a bank, too. Older teenagers usually save money to pay for driving lessons. (You can drive a car in the UK when you are seventeen years old.)

Some teenagers do part-time jobs to get some money. They usually work in shops, supermarkets and cafés at the weekend, but some teenagers do jobs during the week. One of the most popular jobs is having a paper round (delivering newspapers to houses and flats). You can do a part-time job when you are thirteen. However, there are lots of restrictions on places and hours of work.

- You can't work in any dangerous places, like building sites or factories, or work in places that sell dangerous drinks or on ships.
- You can't drive or ride on any vehicles, except your own bicycle for a newspaper round.
- You can only work for a maximum of two hours on a weekday, and you aren't allowed to work before seven o'clock in the morning or after seven o'clock in the evening.



Social studies: TV

1 Do a survey in your class. Ask about these things.

- 1 How many hours a day do you watch TV?
- 2 What are your favourite programmes?
- 3 Do you normally watch TV on your own or with other people?

2 a 3.13 Read and listen to the text. Which topics does it mention?

- a Who invented TV?
- b Violence on TV
- c Watching TV and health
- d Reality TV shows
- e The growth of TV
- f Is TV a good thing?
- g How does a TV work?
- h Families and TV

b Match the topics to the paragraphs.

3 Find these numbers in the text. What do they refer to?

7,000 3-4 hundreds 40,000

4 a Work in a group. Discuss the questions.

- 1 Which of the problems do you think is the most important? Why?
- 2 What should we do about the problem?

b Present your ideas to the class.



- 1 In today's world, television is everywhere. However, it hasn't always been like that. In 1945, there were only 7,000 TV sets in the USA. Now almost every household in developed countries has got at least one TV. For many people it's the most important source of news and entertainment. However, the growth of TV raises some important questions.
- 2 Are we all becoming 'couch potatoes'? A study in the USA showed that the average young person watches TV for 3-4 hours a day. What is this doing to their health? Studies show that there is a link between TV and health. A lot of children and teenagers don't get enough exercise, because they spend too much time in front of the TV. There is also a link with education. If children are watching TV, they aren't doing other things, such as reading or playing a musical instrument.
- 3 Is it good for families? When TV first started there were only a few TV channels, and TV sets were expensive, so everybody in the family used to watch the same programmes together. Now satellite TV brings hundreds of different channels to our screens and many families have more than one TV, so members of the family all watch different programmes. Is this good for families? If they don't share experiences, do they have less to talk to each other about? And shouldn't parents know what their children are watching?
- 4 Is it OK to show violence on TV? According to research in the USA, the average 18-year-old has watched 40,000 murders on TV. Does this make young people more violent? The answer seems to be 'yes', but it's very difficult to prove. We don't advertise cigarettes on TV because young people might start smoking so should we also ban violence, because young people might become more violent?
- 5 TV is now a big part of most people's lives. In many ways, it's made our lives richer, as we can watch almost anything that we want, when we want. But has it also made us lazier, less friendly and more violent?

Grammar

- 1 a** A year ago, Cameron was chosen to be a member of a new band called Mind Games. Make questions to complete the interview with him. Use the cues in brackets.

R = Reporter C = Cameron

R ¹(you / always / want) to be a singer, Cameron?

C Yes, I have.

R ²(you / play) a musical instrument, too?

C No, I can't. I started to learn the guitar, but I gave it up.

R ³(how long / you / be) in Mind Games now?

C Six months.

R ⁴(what / you / do) before that?

C I worked in a bank.

R ⁵(your life / change) since you joined the band?

C Yes, it has. It's changed tremendously.

R ⁶(you / like) your new life?

C Yes, I do – it's great fun.

R ⁷(what / you / do) at the moment?

C We're recording our first album.

R ⁸(you / write) any of the songs?

C No, I didn't. Amelia, one of the other members, wrote some of them.

R ⁹(she / write) a lot of songs?

C No, she doesn't, but I think she will in the future.

R So ¹⁰(what / do) next?

C We're going to make a movie.

R ¹¹(that / be) your first film?

C Yes, it will, but not the last, I hope.

- b** 3.14 Listen and check.

Speaking

- 2** Ruby wants to go to a party. Make her dialogue with her father. Use the cues.

R = Ruby F = Father

R go / party / Pete's house / Friday?

F what time / finish?

R not know / sure not be late

F OK / but be home by eleven

R thanks / give / lift?

F no / go out

R OK / get / lift with Ella

Listening

- 3 a** 3.15 Listen and choose what the people do.

- | | |
|---|---|
| <input type="checkbox"/> a magazine reporter | <input type="checkbox"/> a party organizer |
| <input type="checkbox"/> a buyer | <input type="checkbox"/> a make-up artist |
| <input type="checkbox"/> a film star's personal assistant | <input type="checkbox"/> a clothes designer |

- b** 3.15 Listen again. Complete the chart.

	Bradley	Lucinda
job?		
involves?		
likes?		
doesn't like?		

- c** Work with a partner. Choose another job from exercise 3a. Make an interview with the person.

Vocabulary

- 4** Work with a partner. Write four words for each category.

- kinds of media
- words to do with computers
- positive adjectives for describing people
- negative adjectives for describing people
- phrasal verbs

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Study skills

Using a dictionary

Look at the extract from *Oxford Wordpower Dictionary*. Match these things to the numbers. Why is each thing important?

- a an example sentence
b other forms (e.g. plural / past tense)
c part of speech
d expressions and phrases
e pronunciation
f meaning (or translation)

1 **2** **3**

4 **5** **6**

1 often [U, sing] the activity of sending out programmes for people to listen to; the programmes that are sent out: I always **listen to the radio** in the car. • I heard an interesting report **on the radio** this morning. • a radio station/programme • national/local radio

2 [C] a piece of equipment that is used for receiving and/or sending radio messages or programmes (on a ship, plane, etc. or in your house): a car radio

3 [U] the sending or receiving of messages through the air by electrical signals: to **keep in radio contact** • radio signals/waves verb [I, T] (pt, pp)

4 **5** **6**

6 **MORE** You put, switch or turn a radio on or off. You may also **turn it up or down** to make it louder or quieter. To choose a particular **station**, you **tune in** to it.

Your Project

4

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Develop your writing

A formal email

1 Read the email. Which job on pages 46–47 is the person applying for?

2 a Choose the correct expressions.

✉ ☹ ☺ ↩ ➡

To: sjones@walkies.com
Subject: walkers

¹Hi Sandra, / Dear Sandra Jones, / Dear Ms Jones,
I saw your advertisement on the Teenscene website and I ²would like / want / am going to apply for a job as a walker. I am fifteen years old. I am very fond of animals, and I am responsible and reliable.
I can come for an interview any weekday after 3.30 pm.
³Bye for now. / I look forward to hearing from you. / See you soon.
⁴Yours sincerely, / Love, / Best wishes,
⁵Michael / M. Wake / Michael Wake

b 3.16 Listen and check.

3 Choose one of the jobs on pages 46–47. Write your own email to apply for it.

Project task

Write a project about teenage life in your country.

Make a questionnaire. Here are some questions you could ask.

- How do you spend your free time?
- Do you do a part-time job?
- What do you like / dislike about your life?
- What things do you worry about?

Interview some teenagers about their lives. Make an audio or video recording of your interviews.

Song

1 a 3.17 Listen and complete the song.

b 3.17 Listen again and check.

2 Answer the questions.

- 1 Who is the singer singing about?
- 2 Why can't he forget her?
- 3 How does he feel about her?

On The Radio



On the radio, on the radio
on the radio, on the radio

Radio station, that's ¹_____

It's the sound of the summer
and everyone is singing along

The memories made music, the music
made memories

The moon in the sky on ²_____ that we partied
We stayed out all night long (radio tuning)

You haunt me in a pop song (haunt me in a
pop song)

She haunts me in a pop song on the radio

³_____ you've been gone

She haunts me in a pop song on the radio

Oh no, they'd be playing our song out
everywhere I go

Oh there's a place, it keeps me on hold, ⁴_____

Oh no, they'd be playing your song out
everywhere I go

Oh there's a place, I can see your smile ⁵_____

On the radio, on the radio, on the radio
on the radio

You left in the autumn ⁶_____

But the music still played through the wind and
the rain and the summer

The summer lived on ⁷_____

I wanted to hate you but I can't escape you

You're in every song, every song from the past

A ghost ⁸_____