

# Friends

3



PEARSON  
Longman

**Liz Kilbey**  
with **Carol Skinner**

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## Presentation

**1** Listen and read. Then answer the questions.

- How many main TV channels are there in Great Britain?
- How many are there in your country?

In Great Britain there are five main TV channels, but a lot of people receive cable or satellite TV too. There are cable and satellite channels for many different kinds of programmes, for example cartoons, news, documentaries and soaps. There are advertisements on all the channels except two – BBC1 and BBC2.

**2** Listen and read.

**Mum** Vicki! Mark's here.

**Mark** Hi, Vicki.

**Vicki** Oh, hello, Mark. Come in. Kim's here too.

**Mark** Oh, hi, Kim. Do you usually come home with Vicki after school?

**Kim** No, I don't, but my mum and dad are visiting my grandparents in Wales this week and I'm staying with Vicki.

**Mark** Are you staying all week?

**Kim** Yes, I am. Are you OK, Mark? You look worried.

**Mark** Well, I've got a problem with my homework. I left my Maths book at school again! I often forget my books, but I usually borrow Rob's.

**Kim** What's Rob doing now?

**Mark** He's doing his football training. He's in the team, so he trains twice a week.

**Vicki** Well, I'm doing my Geography now. I'm not using my Maths book. You can borrow it.

**Mark** Thanks. What are you watching?

**Kim** *The Simpsons*. But they're showing advertisements at the moment.

**Mark** Oh, no! I don't usually watch cartoons, but that's my favourite programme! I never miss it.

**Vicki** Come and join us, then. Do you like soaps too? It's *Friends* next.

**Mark** Oh dear, I want to, but this Maths looks difficult. I don't like Wednesdays, we always have a test.

**Kim** Don't worry about *The Simpsons*, Mark. I'm recording it. I always watch it at least twice. You can borrow the tape.

**Mark** Oh, thanks, Kim. That's brilliant. Right, then. I'm going. Bye, Vicki.

**Vicki** Bye, Mark.

**Mark** Bye, Kim, and thanks.





## Comprehension

3 Complete. Write **Mark**, **Rob**, **Kim** or **Vicki**.

- 1 They are at ..**Vicki**..'s house.
- 2 ..... 's grandparents live in Wales.
- 3 ..... often forgets school books.
- 4 ..... is in the football team.
- 5 ..... always records *The Simpsons*.
- 6 ..... is going to borrow a tape.

## Vocabulary

4 Match.

- 1 advertisement    2 cartoon    3 documentary  
4 film    5 news    6 quiz    7 soap

a 2



b

c



d

e



f



g



### Present Simple and Present Continuous

#### Present Simple

##### routine

I often forget my books.  
He trains twice a week.

##### general facts

Many people receive cable TV.

##### Time expressions

every day, always, often, usually, sometimes, never, twice a week, on Wednesdays

#### Present Continuous

##### now

I'm doing my Geography now.  
He's doing his football training.

##### temporary arrangements

I'm staying with Vicki.

##### Time expressions

today, now, at the moment, this week

## BE CAREFUL

I like cartoons. NOT I'm liking cartoons.

## Practice



5 Complete. Use the Present Simple or the Present Continuous. Then listen and check.

**Kim** *Friends* (finish) <sup>1</sup> ..**is finishing**.. now. What's on next?

**Vicki** Well, there's *Who Wants To Be A Millionaire?* on channel 3.

**Kim** Oh, I never (know) <sup>2</sup> ..... any of the answers. They always (ask) <sup>3</sup> ..... horrible questions. What about BBC1?

**Vicki** They (show) <sup>4</sup> ..... *Top of the Pops* at the moment.

**Kim** My mum always (record) <sup>5</sup> ..... that for my sister and me.

**Vicki** (you / like) <sup>6</sup> ..... documentaries? Channel 4 (show) <sup>7</sup> ..... programmes about animals all this week.

**Kim** Well, maybe. Why (you / look) <sup>8</sup> ..... out of the window, Vicki?

**Vicki** There's Mark again!

**Kim** What (he / do) <sup>9</sup> ..... ?

**Vicki** He (shout) <sup>10</sup> ..... something ... Oh, no! The Maths book's on the table. He forgot it!



6 Listen to Mark and Rob. Tick ✓ true. Cross ✗ false.

- 1 Rob is bored.
- 2 Rob is watching TV.
- 3 Mark is doing nothing.
- 4 Rob likes *Star Trek*.
- 5 Rob is going to go to Mark's house.



7 Talk about your favourite TV programmes.

*My favourite TV programme is Friends.*

*How often do you watch it?*



## Presentation

### 1 Listen and read.

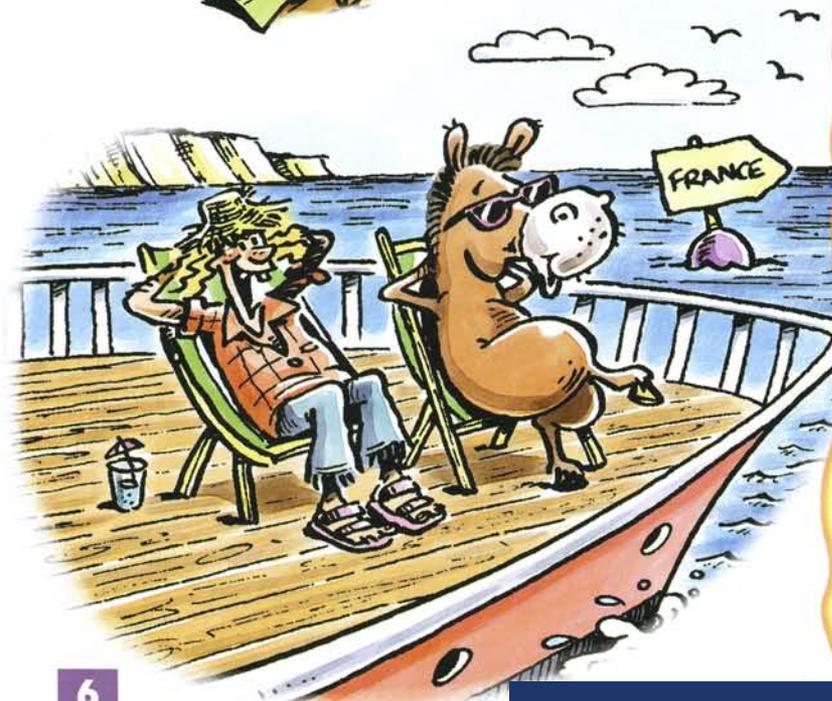
**Harry** Hi! I'm Harry.  
**Claire** And I'm Claire.  
**Harry** We're reporters.  
**Claire** But our news is a bit different!  
**Harry** That's right! We only report crazy news.  
**Claire** We're the ...  
**Harry** ... crazy reporters!  
**Claire** Today we're talking to George. Tomorrow morning he's going on a very ...  
**Harry** ... crazy ...  
**Claire** ... holiday! George, tell us all about it.



**George** Well, I'm going to France. There's nothing crazy about that.  
**Claire** Ah, but who are you going with, George?  
**George** Well, I'm going with Dobbin. Dobbin's my donkey, and he's my best friend. Where I go, he goes.



**Claire** How are you crossing the Channel? Are you going through the tunnel?  
**George** No, we're not. Dobbin doesn't like the dark. We're going by ferry.  
**Harry** Does Dobbin like sailing?  
**George** I don't know. I hope so.  
**Claire** Where are you staying?  
**George** In the countryside. We're camping. There are lots of good campsites in France.  
**Claire** Will you stay at the campsite all the time, George?  
**George** Oh, no. I'll go out and explore. I love sightseeing. I'll send you a postcard.  
**Harry** Are you taking a tent for Dobbin?  
**George** Yes, of course I am. We're not sharing.  
**Harry** And, er, what other things are you taking?  
**George** Oh, well, I'm not taking a lot of luggage because the van isn't very big.  
**Harry** Van? Are you going by van? Aren't you riding Dobbin?  
**George** Of course I'm not riding Dobbin. What a silly idea!





## Comprehension

2 Tick ✓ true. Cross ✗ false.

- 1 George is on holiday now.
- 2 Dobbin always travels with George.
- 3 George is planning to sail across the Channel.
- 4 George is planning to stay in a town.
- 5 Dobbin will sleep in a tent.
- 6 Dobbin will carry George.

## Vocabulary

3 Match.

campsite    ferry    luggage    postcard  
sightseeing    tent

- 1 You can sleep in this.    ..tent..
- 2 This is a kind of boat.    ..
- 3 You can stay here.    ..
- 4 Tourists like doing this.    ..
- 5 This word means 'bags'.    ..
- 6 You send this to your friends.    ..

### Present Continuous for future arrangements

Tomorrow morning he's **going** on holiday.  
I'm **not taking** a lot of luggage.  
Are you **taking** a tent?

## Practice

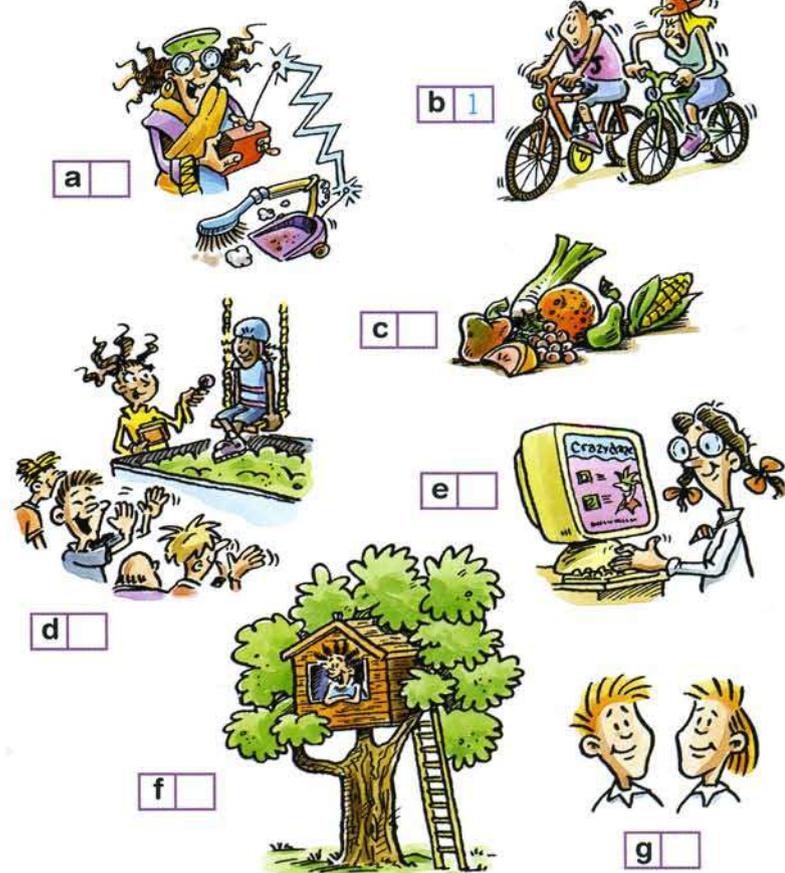
4 Look at George's diary for next week. Listen and circle the correct arrangements.

|                |  |
|----------------|--|
| Saturday night | catch ferry to Cherbourg, sleep on ferry / <u>in hotel</u> |
| Sunday         | go to campsite near / in Paris                             |
| Monday         | have a rest / explore countryside                          |
| Tuesday        | explore Paris with / without Dobbin                        |
| Wednesday      | meet friends at their house / campsite                     |
| Thursday       | go shopping / sightseeing                                  |
| Friday         | stay in hotel / catch ferry                                |

5 Write a paragraph about George's holiday arrangements.

On Saturday night, George and Dobbin are catching the ferry to Cherbourg. They ...

6 Listen to Harry and Claire. Put the pictures in the correct order.



7 Complete your diary for next week. Write five true things and two crazy things. Then talk to your partner. Can he / she spot the crazy things?

Monday meet the Queen

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_

What are you doing on Monday?    I'm meeting the Queen of England.



## editors' letter

Hi! Our readers often write to us about talented and famous people from their countries. Today we read Sally Richard's letter about Linda McCartney and Jake Roberts tells us about Nelson Mandela. But first, read Alex's interview with Rick about the famous American – Bill Gates.

*Ally and Alex*

## Presentation

2 Listen and read.

**Alex** Rick, you wrote to us about Bill Gates. Why did you choose him?

**Rick** Well, he's a very interesting person and he was born in my town. When he was about my age, he became interested in computers, and a few years later he changed the world! And he didn't even finish his university course.

**Alex** Why not?

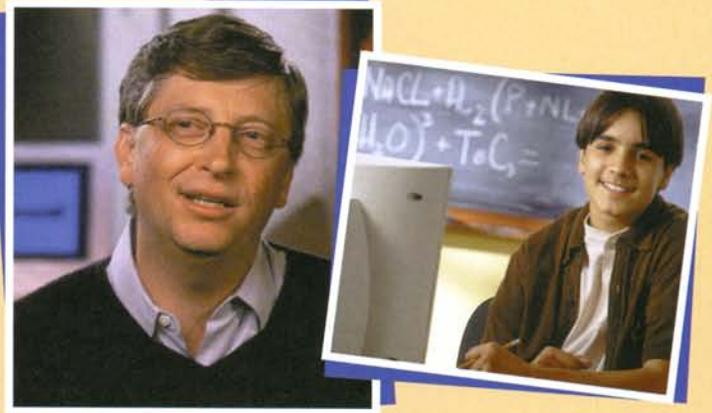
**Rick** Well, in 1975 he left university early and formed his own company. He called it Microsoft. That was the beginning of the 'personal computer'. Before that, most people didn't have computers in their homes.

**Alex** How old was he then?

**Rick** He was twenty.

**Alex** And he became a multi-millionaire!

**Rick** Well, no, he didn't – he became a multi-billionaire! The company was incredibly successful. In 1998 he moved into his 'dream house'. It's fantastic. It cost ninety-seven million dollars and it's got an underground



theatre and a huge swimming pool. It's even got heated paths in the gardens!

**Alex** Does he give any money to charity?

**Rick** Yes, he does. He's very generous. A long time ago he promised ninety per cent of all his money to charity and he still keeps his promise.

**Alex** Well, you chose a fascinating person. And who knows, Rick, perhaps you'll be the next Bill Gates!

## Comprehension

3 Answer the questions.

- 1 What did Bill Gates do when he left university?
- 2 Why is his company so important?
- 3 When did he move into his 'dream house'?
- 4 How much did it cost?
- 5 What does he do with most of his money?

## Vocabulary

4 Match.

- 1 He's fantastic.
- 2 He's famous.
- 3 He's fascinating.
- 4 He's generous.
- 5 He's successful.
- 6 He's talented.

d

- a He has done something very well.
- b He's very, very interesting.
- c He's very good at something.
- d He's amazing. He's wonderful!
- e Everybody has heard of him.
- f He often gives presents to people.



### Past Simple

|                  |  |  |
|------------------|--|--|
| <b>regular</b>   | He <b>formed</b> his company in 1975.<br>He <b>didn't form</b> his company in 1975.<br>When <b>did</b> he <b>form</b> his company? |  |
| <b>irregular</b> | He <b>left</b> university.<br>He <b>didn't leave</b> university.<br><b>Did</b> he <b>leave</b> university?                         |  |
| <b>to be</b>     | He <b>was</b> twenty.<br>He <b>wasn't</b> twenty.<br><b>Was</b> he twenty?   | You <b>were</b> twenty.<br>You <b>weren't</b> twenty.<br><b>Were</b> you twenty? |

### Time expressions

(a year) ago, in (1975), when he was ..., last (week), yesterday

## Practice

- 5** Complete Sally's letter. Use the Past Simple.



Dear Ally and Alex,  
I really admire Linda McCartney.  
She (be) <sup>1</sup> was born in New York, and she (become) <sup>2</sup> ..... a photographer. She (take) <sup>3</sup> ..... photographs of rock stars. In 1967 she (meet) <sup>4</sup> ..... Paul McCartney. At first, a lot of the Beatles' fans (not / like) <sup>5</sup> ..... Linda but Paul and Linda (not / be) <sup>6</sup> ..... worried. They (get) <sup>7</sup> ..... married in 1969. Linda (learn) <sup>8</sup> ..... to play the keyboard and she and Paul (form) <sup>9</sup> ..... a band called 'Wings'. Linda was a vegetarian and she (do) <sup>10</sup> ..... a lot of work for animal charities. Linda was interested in cooking and she (write) <sup>11</sup> ..... a lot of books about food.  
I hope you like my letter.

Sally

- 6** Complete the questions. Then ask and answer.

- Where (Linda McCartney / be) was Linda McCartney born?
- What (be) ..... her first job?
- When (she / meet) ..... Paul?
- Which musical instrument (Linda / play) ..... ?
- What (they / call) ..... their band?
- What other interests (she / have) ..... ?

*She was born in New York.*

## Listening skills: predicting

Before you listen, look at:

- the title and pictures  
– they tell you the *general subject*
- the questions  
– they tell you what information you need



- 7** Look at Exercise 8 and answer the questions below.

- 1** Read the title. Do you know anything about Nelson Mandela?
- 2** Look at the pictures. What can you see? Ask your teacher for useful vocabulary.
- 3** Read the questions. What information do you need?



- 8** Listen to Ally's interview with Jake and answer the questions.

## The life of Nelson Mandela



- 1** Where was Nelson Mandela born?  
South Africa
- 2** What was life like for black people in his country?
- 3** Was his family poor?
- 4** Something bad happened to him. What was it?
- 5** Something good happened to him. What was it?

- 9** Write a short paragraph about a famous person.

*I really admire ...*

## Summer Meeting 1

-  **1** Look at the title and the picture. What is the story about? Talk to your partner.

### Presentation

-  **2** Listen and read.

It was the first day of the holidays. Scott and his friends were playing volleyball on the beach. The boys were trying to throw the ball over the girls' heads into the sea and everybody was laughing. Scott jumped high into the air and caught the ball. He was shouting and laughing when he noticed a girl nearby. She was alone, and she was watching them. He didn't know her, but he stopped and smiled.

'Hi, are you new around here?' asked Scott.

'Yes, I am,' answered the girl. 'We moved here last week. I'm Harriet.'

'And I'm Scott.'

'Hey, Scott! Are you going to play, or are you talking to your new girlfriend?' shouted one of the girls in the group.

Scott blushed and called, 'OK, OK, Jilly!' He smiled at Harriet. 'I have to go. See you around,' and he hurried back to his game.

At twelve o'clock the next day Harriet went down to the beach again. Scott and his friends were there. Scott was sunbathing. Jilly was telling a funny story while the others were listening and laughing. Harriet felt shy. She sat on the sand and started to read a book. Nobody noticed her. Then Jilly stood up. 'Come on,' she said. 'It's half past twelve. Lunch time!' Everybody stood up.

'Hey, Scott, you know that girl yesterday? Who was she?'

'Oh, nobody special,' said Scott.

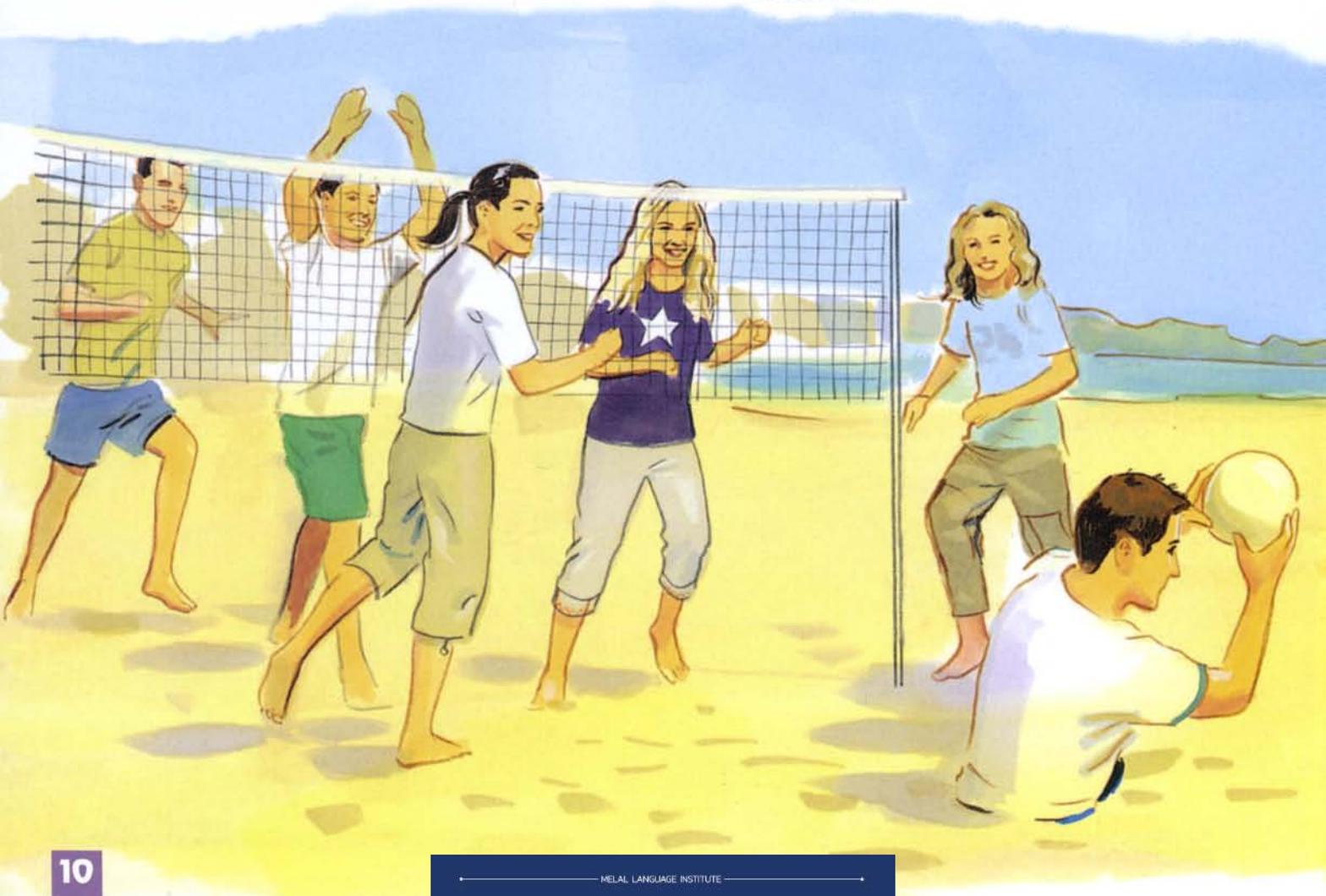
'Do you like her?' asked Jilly.

'No, I don't. I ... .' While he was speaking, he noticed Harriet.

Jilly giggled 'Let's go,' she said, and she walked past Harriet.

Harriet felt terrible. *Nobody special!*

Scott followed Jilly and the others. He felt terrible too.





## Comprehension

### 3 Circle the correct words.

- The boys were throwing the ball to the girls / into the sea.
- Harriet was playing / watching the game.
- Jilly / Scott spoke to Harriet.
- Jilly was Harriet's / Scott's friend.
- The next day Harriet was reading a book / playing volleyball on the beach.
- Harriet heard / didn't hear Scott's conversation with Jilly.

#### Past Simple and Past Continuous

Harriet **sat** on the sand and **started** to read a book. At twelve o'clock Scott **was sunbathing** and Jilly **was telling** a story.

Jilly **was telling** a funny story while the others **were listening**.

He **was shouting and laughing** when he **noticed** a girl nearby.

### 4 What were they doing at 12.15? Look at Exercise 2 again and complete the sentences.

- Scott ... was sunbathing ...
- Jilly .....
- The others .....
- Harriet .....



## Practice

### 5 Complete. Use the Past Simple or the Past Continuous.

The next day Harriet (wake up) <sup>1</sup>... woke up ... early and (look) <sup>2</sup>..... out of the window. It (rain) <sup>3</sup>..... . She (not / go) <sup>4</sup>..... to the beach, but she (go) <sup>5</sup>..... shopping. While Harriet (look) <sup>6</sup>..... at CDs, Scott (listen) <sup>7</sup>..... to music in the same shop. Harriet (buy) <sup>8</sup>..... a CD when she (see) <sup>9</sup>..... Scott. She (not / say) <sup>10</sup>..... anything and she (walk) <sup>11</sup>..... out of the shop.



### 6 Read and complete. Then listen and check.

- He saw her and smiled
- It was her father
- Sorry, I didn't hear you
- She was thinking about her old friends
- He was talking about his new job
- Yes, I know

Harriet was walking slowly down the road. <sup>1</sup>... d ... Suddenly somebody shouted her name. For a moment, she thought it was Scott. Then she felt a hand on her shoulder. She looked up.

<sup>2</sup>.....  
'Harriet, are you OK? I was calling you. What were you dreaming about?'

<sup>3</sup>.....', she said.

'I was in the supermarket when I saw you through the window,' he said. 'You looked sad. I know you didn't want to move here, but you'll soon make new friends. You'll see!'

<sup>4</sup>.....', said Harriet. 'Thanks, Dad.' She smiled at him. 'Can I help you with your bags?'

She took one of her father's bags and they started to walk home. <sup>5</sup>..... Harriet wasn't really listening. She was thinking about Scott when he walked past. <sup>6</sup>..... Harriet looked away, but Scott stood in the rain and watched them. He still felt terrible.



# Revision 1

## Vocabulary

- 1 Find five more adjectives to describe this man.



br<sup>1</sup>afantastic  
f<sup>2</sup>generous  
ul<sup>3</sup>talented  
e<sup>4</sup>rgy  
f<sup>5</sup>ascinating  
br<sup>6</sup>efamous  
ur<sup>7</sup>successful  
ar<sup>8</sup>

- 2 Give examples of these TV programmes.

The Simpsons is a cartoon.

- |           |                  |
|-----------|------------------|
| 1 cartoon | 4 film           |
| 2 soap    | 5 documentary    |
| 3 quiz    | 6 news programme |

- 3 Complete.

This is a picture of a <sup>1</sup>c..... . Next to the table there's a big <sup>2</sup>t..... . On the table there's a <sup>3</sup>p..... . Under the table there's some <sup>4</sup>l..... . A <sup>5</sup>f..... is sailing across the sea.



## Pronunciation chant

- 4 Listen and repeat.

I'm **packing** my **bags**.  
I'm **going** away.  
I'm **going** on  
a **holiday**.

I **watch** TV.  
I **sleep** all day.  
I **eat** a lot  
on **holiday**.

I **swam** in the sea.  
I **played** all day.  
I **had** fun  
on **holiday**.



## Grammar

- 5 Circle the correct form of the verbs.

- I always watch / 'm always watching TV in the evening.
- What's funny? Why do you laugh / are you laughing?
- Where does he come from / is he coming from?
- How often do you have / are you having Maths tests?
- Oh, no! Where's my umbrella? It rains / 's raining!
- Do you go / Are you going to town tomorrow?
- We don't go / aren't going to school on Saturdays.
- I stay / am staying with my friends this week.

- 6** Student A, this is your diary for next week. Talk to Student B and arrange a time to meet. Student B, turn to page 104.

What are you doing on Monday?

I'm going shopping in the morning.  
What about the afternoon?

**Student A**

|           | morning             | afternoon            |
|-----------|---------------------|----------------------|
| Monday    |                     | go to sports club    |
| Tuesday   | go shopping         |                      |
| Wednesday |                     | go to dentist's      |
| Thursday  | visit cousins       |                      |
| Friday    |                     |                      |
| Saturday  | get ready for party | go to party          |
| Sunday    |                     | watch football match |

**7 Complete. Use the Past Simple or the Past Continuous.**

- 'What time (you / get up) did you get up yesterday?' 'I (get up) ..... at seven.'
- I (phone) ..... you yesterday but you (not / answer) ..... . What (you / do) ..... ?
- While I (do) ..... my homework I suddenly (remember) ..... my friend's birthday.
- 'I (go) ..... shopping last weekend.' 'What (you / buy) ..... ?'
- I (see) ..... you at the station two days ago. Why (you / wear) ..... your best clothes?
- A lot of people (wait) ..... when the train (come) ..... into the station.

**8 Complete. Use the Present Simple, the Present Continuous, the Past Simple or the Past Continuous.**

- What (you / do) <sup>1</sup> are you doing next Friday evening?
  - I (do) <sup>2</sup> ..... my homework.
  - (you / usually / do) <sup>3</sup> ..... it on Fridays?
  - No, but my cousins (come) <sup>4</sup> ..... to stay on Saturday.
- Tell me about your last holiday. Where (you / go) <sup>5</sup> ..... ?
  - The USA!
  - (you / go) <sup>6</sup> ..... by plane?
  - Yes, and while we (fly) <sup>7</sup> ..... , we watched a film!
- I (see) <sup>8</sup> ..... Jane yesterday. She (sit) <sup>9</sup> ..... on a bus.
  - (you / speak) <sup>10</sup> ..... to her?
  - No, I (stand) <sup>11</sup> ..... at the bus stop when I (see) <sup>12</sup> ..... her. She (not / notice) <sup>13</sup> ..... me.

**Song Time**

**1 Listen and complete.**

I <sup>1</sup> ..... down the street just the other day.  
When I <sup>2</sup> ..... you baby, I had nothing to say.  
  
I <sup>3</sup> ..... my car just the other night.  
<sup>4</sup> ..... I saw you baby, You know it's not right. You know it's not right.  
  
You made me cry.  
You're with another guy.  
You made me cry.  
You know you made me cry.



# Culture Corner

## Scotland

### Reading

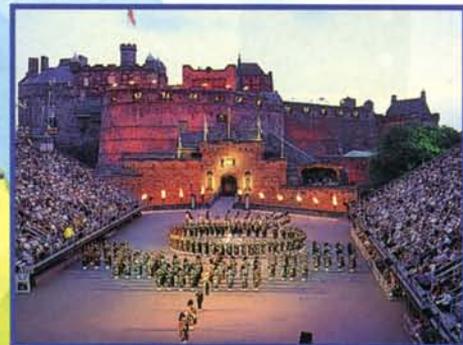
 **1** Look at the map and read.

**1** Scotland is very famous for its beautiful scenery. There are mountains, valleys, lakes and hundreds of islands. The most famous lake is called Loch Ness. It is very deep and some people believe that a mysterious creature lives at the bottom. This monster is often called 'Nessie'. Ben Nevis is the highest mountain in Great Britain (it is 1,343 metres high).



**3** The ancient language of Scotland is called Gaelic. Some people in Scotland still speak it and they also use Gaelic words when they speak English. For example, *loch* means *lake* and *ben* means *mountain*.

**2** An important symbol of Scotland is a special kind of material called 'tartan'. Traditional tartan skirts are called kilts and many Scots wear them – women and men! Another Scottish symbol is the thistle. Thistles are plants. They are beautiful but they are very sharp too. An ancient story says that enemies from across the sea hurt their feet on Scottish thistles. They quickly jumped back into their ships and sailed away.



**4** The capital of Scotland is Edinburgh. Every summer it has a huge festival, and artists, poets, musicians and actors from all over the world go there. There is also a special military show called a 'tattoo' at the castle. Military bands play some very unusual musical instruments called bagpipes. There is always a lot of music, dancing and fun at 'Hogmanay' – that's the Scottish word for New Year's Eve.

**2 Match.**

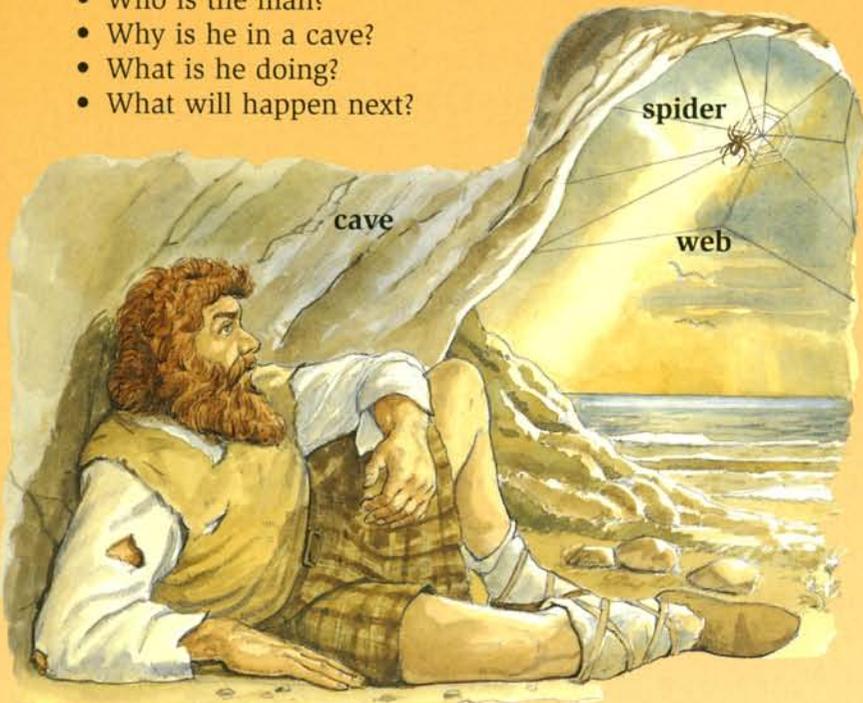
- a bagpipes
- b Ben Nevis
- c Hogmanay
- d kilt
- e Nessie
- f tattoo
- g thistle



**Speaking**

**3** You are going to hear a Scottish legend. First, look at the picture and talk about the questions.

- Who is the man?
- Why is he in a cave?
- What is he doing?
- What will happen next?



**Listening**

**4** Now listen and answer the questions.

- 1 Who was Robert Bruce?
- 2 Who was he fighting?
- 3 Was he winning?
- 4 Where did he hide?
- 5 What did he want to do?
- 6 What did he see?
- 7 What did he do?

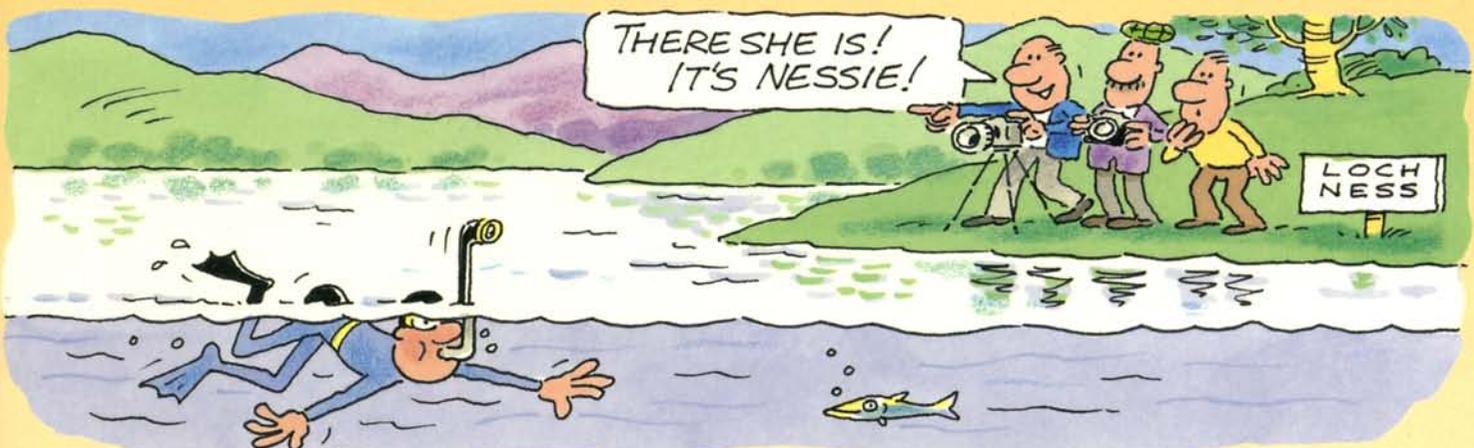
**Writing**

**5** Write the story of Robert Bruce.

Paragraph 1 (questions 1–3)  
*Robert Bruce was the king of Scotland. He was ...*

Paragraph 2 (questions 4–6)  
*He went and hid in ...*

Paragraph 3 (question 7)  
*Robert left the cave and ...*

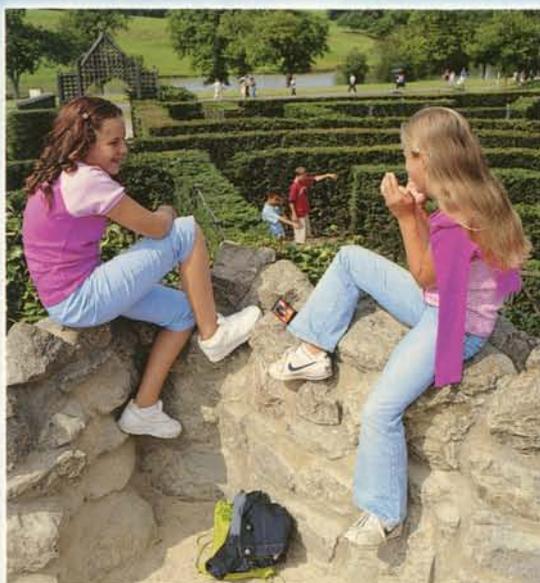


## Presentation

 **1** Listen and read. Then answer the questions.

- How old is Leeds Castle?
- Are there many castles in your country?

There are hundreds of ancient castles in Great Britain, and they are popular tourist attractions. Today the Londoners are visiting Leeds Castle. It's about one thousand years old. There are lots of things to see inside the building and there's a maze in the grounds.

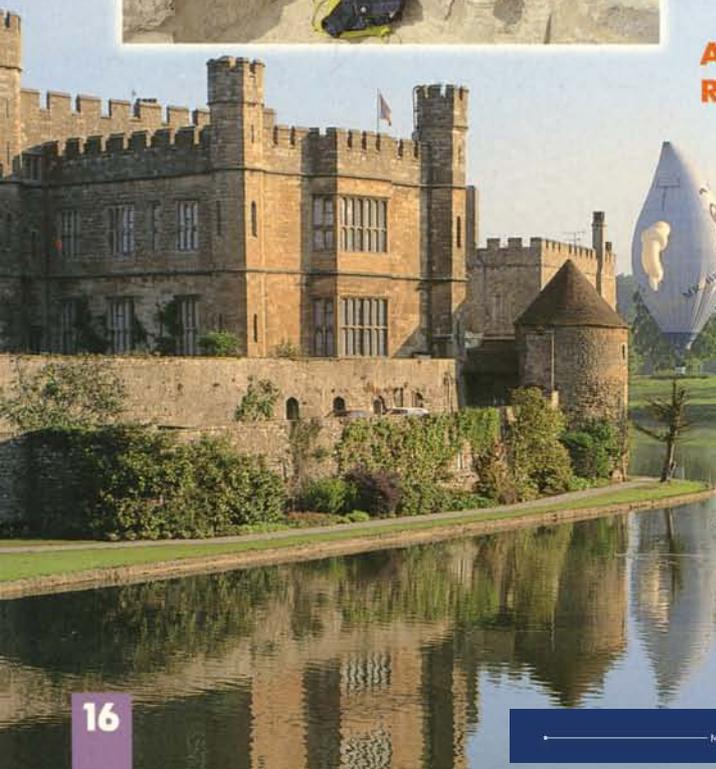


 **2** Listen and read.

- Kim** We've found the centre at last! I've never been in a maze before. What a brilliant view!
- Vicki** I think this is the most fantastic place I've ever seen. I'm having a great time!
- Kim** Hey, just look over there! I haven't seen so many hot-air balloons before. Have you?
- Vicki** No, I haven't. I'd love to have a ride in a balloon. Let's do it!
- Kim** We can't afford it. My mum asked for some information a few months ago, but it was too expensive.
- Vicki** What a pity. Why don't you take a picture of them?
- Kim** Yes, good idea. Come on boys! Have you got lost?
- Mark** No, we haven't. We're coming now.

\* \* \*

- Kim** Aha! You're here at last, Mark! You took a long time!
- Mark** We decided to stop and have a rest, that's all. Have you seen Rob? He was with me, and then he disappeared.
- Vicki** No, I haven't seen him. He isn't here. Oh, not again! I want to have lunch! Where's he gone this time?
- Mark** Has he ever done this before?
- Vicki** Yes, he has. Don't you remember?
- Mark** No. When did he get lost last time?
- Vicki** He got lost on our school trip last summer. It was awful. Oh dear! Will he ever find us?
- Kim** Of course he will. Look! I can see him. He's going the wrong way. Hey! Rob! This way! Oh dear, he can't hear me. Get ready to shout. One, two, three ...
- All** Rob!
- Rob** No need to shout. I heard you the first time. I didn't get lost, you know.





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 Vicki thinks the castle is fantastic.
- 2 Vicki has never seen so many hot-air balloons before.
- 3 Vicki and Kim are going to have a ride in a hot-air balloon.
- 4 Kim's mum went up in a hot-air balloon last year.
- 5 Mark found the centre before Rob.
- 6 Rob got lost last year.

## Vocabulary

4 Complete. Use the words in the box.

lost lunch ready rest ride time

- 1 It was a fantastic party. We had a great time .
- 2 Would you like to have a ..... on my new bike?
- 3 It's nearly time for school. Hurry up and get .....
- 4 I'm tired. I'm going to have a .....
- 5 Don't get ..... again. Take a map.
- 6 I'm hungry. Let's have .....

### Present Perfect and Past Simple

#### Present Perfect

We've **found** the centre at last.  
I **haven't seen** so many balloons before.  
Has he ever **got** lost before?

#### Past Simple

We **found** the centre two hours ago.  
I **didn't see** any balloons last week.  
When **did** he **get** lost?

## Practice

5 Complete. Use the Present Perfect or the Past Simple.

- 1 - (you / ever / be) <sup>1</sup> Have you ever been to the USA?  
- Yes, I <sup>2</sup> .....
- When (you / go) <sup>3</sup> ..... there?  
- I (go) <sup>4</sup> ..... last year.
- 2 - I (see) <sup>5</sup> ..... this film before!  
- When (you / see) <sup>6</sup> ..... it?  
- I (see) <sup>7</sup> ..... it last month.  
- (you / like) <sup>8</sup> ..... it?  
- Not really.



6 Talk to your partner. Write yes or no.

| Have you ever:            | yes / no |
|---------------------------|----------|
| visited a castle?         |          |
| seen a maze?              |          |
| been to another country?  |          |
| got lost?                 |          |
| had a horrible dream?     |          |
| lost something important? |          |
| met a famous person?      |          |
| won a prize?              |          |

*Have you ever visited a castle?*

*Yes, I have.*



7 How many times did your partner answer yes? Ask about what happened.

*When did you visit a castle?*

*I visited a castle last year.*

*Where was it?*

8 Choose one of your partner's yes answers, and write about it.

*Kate visited a castle last year. It was in ...*





## Presentation

### 1 Listen and read.

- Harry** Do you like cycling? How fast can you go? This week we're going to find out about a bicycle race. Yes, you've guessed – it's crazy!
- Jake** Hi! I'm Jake, but everybody calls me 'the Snail'.
- Harry** Why's that?
- Jake** Because I'm so slow! I'm the slow bicycle champion of Great Britain. In fact, I've broken the world record three times.
- Harry** Really? What exactly is a slow bicycle race?
- Jake** Well, you have to ride your bicycle very slowly. You have to stay on your bike all the time. You mustn't fall off your bicycle. The slowest person is the winner. It's very hard. I've already won the title five times, and I'm going to win it again today.
- Claire** Well, he's very confident, but he hasn't won yet. Let's watch!



### Harry

Well, Jake has just taken his place on the starting line. He's in the middle, between Sid and Laura. Anna is at one end and Dave at the other. And the race has just started. They're off!

They're all wobbling. Oh dear, Jake is going rather fast. Anna is doing very well, she's at the back, behind all the others. Oh, no! She's fallen off, so she's out of the race!

Jake is still in front of the others. Oh dear, come on Jake, slow down! He hasn't lost yet. Oh, no! Look! Laura is overtaking him, she's wobbling a lot. Oh, look! She's lost control, she's nearly at the finishing line. Yes, Laura has already crossed the line, she's lost the race now!

There's Sid. Oh dear, he's just put his foot down, his foot is touching the track, that's Sid out of the race ...

So it's just Jake and Dave. Dave is a little behind Jake. Jake isn't going to win this time ... He doesn't look very happy at all, but ... Oh! Dave's fallen off! Yes! He's off his bike and lying on the track ...

Has Jake crossed the line yet ...? Yes, he has! He's smiling and waving and the people are cheering. Jake 'the Snail' has done it again – and it's a new world record too. He's the slowest man on two wheels!



## Comprehension

### 2 Put the pictures in the correct order.

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| 1 | f | 2 |  | 3 |  |
| 4 |   | 5 |  | 6 |  |

## Vocabulary

3 Complete. Use the words in the box.

champion line race record  
title track

- There were five cyclists in the race.
- They cycled slowly round the .....
- Jake crossed the ..... last.
- He has broken the world ..... - he's the slowest man in the world!
- Jake has won the ..... 'The slowest man ever'.
- He's the ..... !

Present Perfect: *just, already, yet*

|           |  |
|-----------|--|
| positive  | The race has <b>just</b> started.<br>I've <b>already</b> won the title five times. |
| negative  | He hasn't won <b>yet</b> .   |
| questions | Has he crossed the line <b>yet</b> ?   |

## Practice

4 Answer the questions. Use *just, already* or *yet*.

- Why are all the cyclists waiting at the starting line?  
(the race / not / start)  
The race hasn't started yet.
- Jake is telling a story about his last race, but Harry isn't listening. Why?  
(he / hear / the story)  
He .....
- The first cyclist has crossed the line, but everybody is still watching the race. Why?  
(the race / not / finish)  
The race .....
- Why are the people cheering?  
(Jake / win / the race)  
Jake .....
- This isn't Jake's first world record. Why?  
(he / break / the record / three times)  
He .....

5 Listen. Tick ✓ true. Cross ✗ false.

- Kathy thinks snail racing is important.
- Kathy learnt about the race on the radio.
- Kathy bought her snail.
- Kathy's snail has never raced before.
- The race hasn't started yet.

## Speaking skills: useful phrases

- When you want to hear something again, say:  
*Sorry, I didn't hear you.*  
*Sorry, I didn't catch that.*  
*What did you say?*  
*Could you say that again, please?*
- When you don't understand, say:  
*What does ... mean?*  
*What do you mean?*
- When you want more time to think during a conversation, say:  
*Wait a minute ...*

6 Read and complete. Use the above phrases. Then listen and check.



- Harry** Well, the first snail is nearly at the finishing line now.
- Kathy** Yes, and it's my snail!
- Harry** Sorry, '... I didn't catch ... that!  
2 ..... , please?
- Kathy** It's my snail. The winner. It's mine. He's the king of the molluscs.
- Harry** 3 ..... 'molluscs'  
..... ?
- Kathy** Snails and things.
- Harry** Oh. Well, thank you very much. I'll say goodbye now.
- Kathy** But it hasn't finished yet.
- Harry** 4 ..... mean?
- Kathy** The other snails haven't crossed the line.
- Harry** Wait 5 ..... Do they all have to finish?
- Kathy** Yes, of course.
- Harry** But that'll take ages.
- Kathy** Well, only another hour.
- Harry** 6 ..... say?
- Kathy** It'll only take another hour or two.
- Harry** Ah!



## editors' letter

Many members of the *Friends' Club* are very talented. Today Ally interviews Maggie Tait at a school for very special people. But first we've got an article by Cristina, our young journalist from Madrid, in Spain. She describes a very gifted boy.

*Ally and Alex*

## Presentation

**1** Listen and read. Then answer the question.

*Do you know any talented people?*

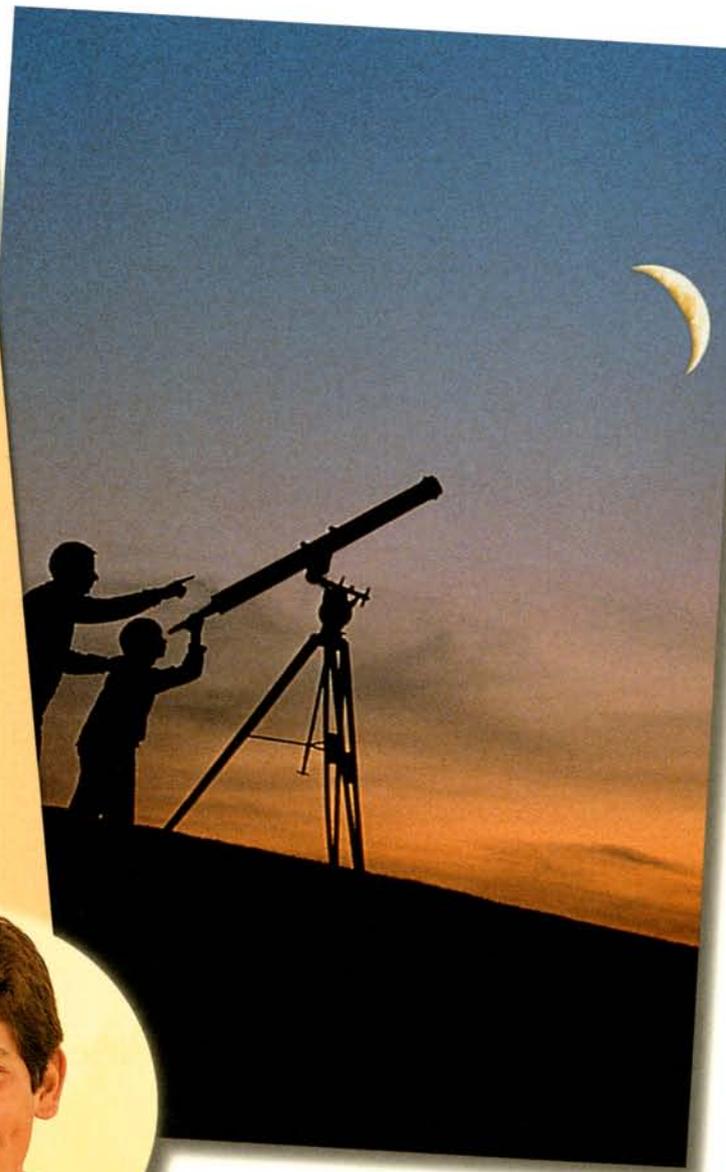
**2** Listen and read.

### Stars in His Eyes

José Alvarez from Seville has been at an unusual summer school in Madrid for a month. He is studying Physics and Astronomy, and he has already impressed his professors. 'José is the best student in my class,' Professor Teresa Santos told me. 'And he's only thirteen years old.'

José is brilliant at Maths and Physics. He has attended these special summer classes for the last three years. José often gets bored at his ordinary school, but he enjoys the lessons at the summer school very much. José's fellow students come from all over Spain. They are ambitious and clever, and they are also friendly. José has made a lot of new friends since the beginning of the summer. But what about José's friends back home? He says, 'They're on holiday right now, and I haven't seen them for weeks. I miss them, but I'll see them again soon.'

What does José do in his spare time? Does he have the same hobbies as other boys and girls his age? 'I love films and sport,' he says, 'but I haven't been to the cinema or played football for ages. I'm too busy!' What are José's ambitions? 'I think I'd like to be an astronomer,' says José. 'Scientists have learnt a lot about the universe, but I want to find out more.'





## Comprehension

### 3 Match.

- |                                  |                                     |                                 |
|----------------------------------|-------------------------------------|---------------------------------|
| 1 José is very good at           | <input checked="" type="checkbox"/> | <b>a</b> Physics and Astronomy. |
| 2 He goes to a special school in | <input type="checkbox"/>            | <b>b</b> films and sport.       |
| 3 He is studying                 | <input type="checkbox"/>            | <b>c</b> Madrid.                |
| 4 Three years ago he started     | <input type="checkbox"/>            | <b>d</b> Maths and Physics.     |
| 5 José's hobbies are             | <input type="checkbox"/>            | <b>e</b> summer classes.        |
| 6 José wants to be               | <input type="checkbox"/>            | <b>f</b> an astronomer.         |

## Vocabulary

### 4 Complete. Use the adjectives in the box.

ambitious    bored    gifted    busy  
friendly    unusual

- José is really clever, in fact he's gifted .
- This is a strange picture. It's very .....
- I've already seen this film. I'm .....
- My brother wants to get a good job. He's .....
- I don't like that boy, he isn't very .....
- Sorry, I can't go out. I'm .....

#### Present Perfect: *for, since*

Jose has been at summer school **for** a month.

Jose has made a lot of friends **since** the summer.

**for:** a long time, ages, ten years, a month, a week, a minute ...

**since:** last year, yesterday, my birthday, last Tuesday, the summer, August, 12 o'clock, 1988 ...

## Practice

### 5 Complete. Use the Present Perfect and circle *for* or *since*.

José (be) <sup>1</sup> has been ... at summer school <sup>2</sup> for / since a month. He (not / see) <sup>3</sup> ..... his old friends <sup>4</sup> *for* / since July, but he (make) <sup>5</sup> ..... some new friends. One of them is Rosalie. She says, 'I (not / know) <sup>6</sup> ..... José <sup>7</sup> *for* / since a long time, but we (be) <sup>8</sup> ..... friends <sup>9</sup> *for* / since the beginning of the summer.' Professor Santos says, 'José (be) <sup>10</sup> ..... my student <sup>11</sup> *for* / since a month. I (not / have) <sup>12</sup> ..... such a talented student <sup>13</sup> *for* / since many years.'

### 6 Listen to an interview with Maggie Tait talking about her job. Complete.

#### YOUNG STARS

Maggie Tait is a <sup>1</sup> teacher at the Russell Stage Academy. She is from <sup>2</sup> .....

She has lived in New York for <sup>3</sup> ..... years. She has been at the Academy since <sup>4</sup> .....

The students have lessons in <sup>5</sup> ..... , <sup>6</sup> ..... and <sup>7</sup> ..... . Maggie doesn't have an <sup>8</sup> ..... job.



### 7 Choose a famous talented person. Prepare an interview with him or her. Perform the interview for the class.

How long have you been a singer, Britney?

Oh, I've been a singer for many years. I started singing when I was a little girl.

### 8 Write about one of the talented people from Exercise 7.

Britney Spears has been a singer for many years. She started singing when she was ...



## Summer Meeting 2

### 1 Remember the story! Complete.

Harriet was watching a game of volleyball on the <sup>1</sup>.beach. . A boy called <sup>2</sup>..... spoke to her. The next day, he was talking to a girl called <sup>3</sup>..... . He said 'Harriet is nobody <sup>4</sup>.....'. Harriet heard him. She felt <sup>5</sup>..... .

### Presentation

#### 2 Listen and read.

Several days passed, and Harriet avoided Scott and his friends. Then one morning there was great excitement on the beach – a film crew were making an ad, and they were looking for extras. Harriet was curious, and she moved closer. Suddenly, she heard familiar voices in the crowd – Scott and his friends were talking.

'It isn't fair! I've always wanted to be on TV!'

'Yes, why didn't they choose us?' said Jilly. 'We've been here since nine o'clock this morning. I'm so disappointed!'

'Why did they only choose you, Scott? What's wrong with us?'

'Hey, it's just an ad,' Scott said.

Harriet didn't want to see Scott. Suddenly she wanted to burst into tears.

'Hey, you! Somebody stop that girl!'

A man in sunglasses spoke to Harriet. 'Have you had an audition?' he asked.

'Audition? No, I haven't.'

'We're looking for someone like you. Come on.'

Soon Harriet was standing next to Scott in front of a huge camera. At first she felt very embarrassed. 'That's it!' somebody shouted. 'That's the face! She's perfect.'

'Harriet, I'm sorry about the other day. I was stupid and horrible,' Scott said.

Harriet suddenly felt better. 'It's OK. Don't worry.' She paused, and then continued. 'Have you ever done this kind of thing before? I mean, have you ever been on TV?'

'Well, years ago I was in a TV ad for baby food,' laughed Scott.

While Scott and Harriet were talking, Jilly was staring at them.

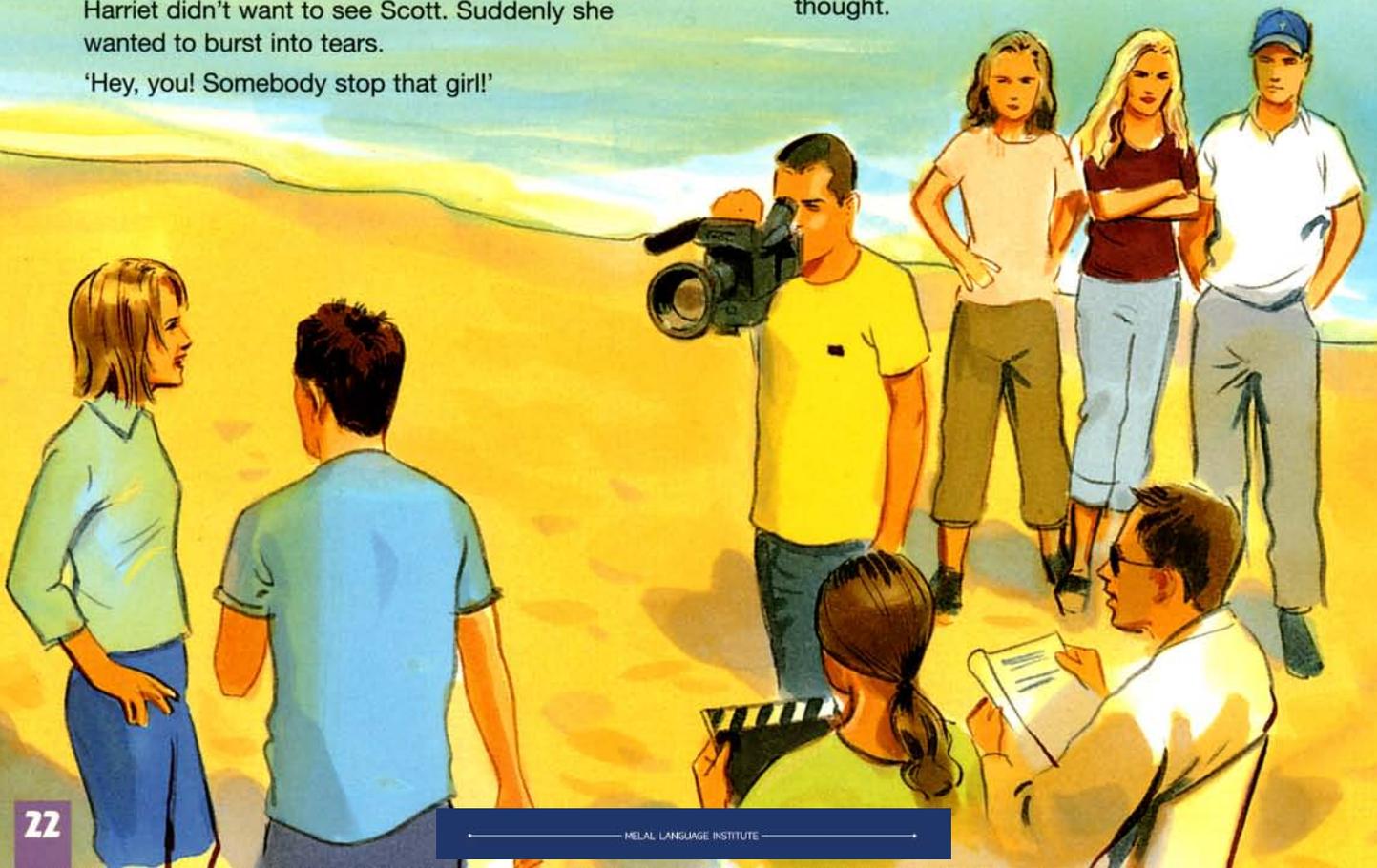
'I think she's really jealous of me,' thought Harriet.

The rest of the day was like a dream. The camera men filmed Harriet and Scott again and again – in the water, on the beach, in a café and in a shop.

Finally it was all over.

'It's been a very exciting day!' said Scott.

Harriet smiled. 'It has been my best day ever,' she thought.





## Comprehension

### 3 Answer the questions.

- 1 Why was there a crowd of people on the beach?
- 2 Whose voices did Harriet hear in the crowd?
- 3 Did Harriet ask for an audition?
- 4 Who did Harriet act with?
- 5 How did Harriet feel at the end of the day?

### Vocabulary

### 4 Complete. Use the words in the box.

curious    disappointed    embarrassed  
exciting    familiar    jealous

- 1 They had a great time. It was a very **exciting** day.
- 2 Harriet wanted to know what was happening. She was .....
- 3 She knew that voice. It was very .....
- 4 Harriet blushed because she was .....
- 5 Jilly had an audition, but they didn't choose her. She was .....
- 6 Harriet was in the film, not Jilly. Jilly was ..... of Harriet.

#### Past Simple, Past Continuous and Present Perfect

##### Past Simple

She **heard** familiar voices.  
Years ago I **was** in a TV ad for baby food.

##### Past Continuous

Harriet **was standing** next to Scott.  
While Scott and Harriet **were talking**, Jilly **was staring** at them.

##### Present Perfect

**Have** you ever **been** on TV?  
It's **been** a very exciting day.

## Practice

### 5 Complete Harriet's diary. Use the Past Simple, the Past Continuous or the Present Perfect.

**TUESDAY**

We (be) <sup>1</sup> **have been** here for only two weeks, but Mum and Dad (already / make) <sup>2</sup> ..... a lot of new friends. I (not / meet) <sup>3</sup> ..... anybody nice yet.

**FRIDAY**

Something horrible (happen) <sup>4</sup> ..... two days ago. I (walk) <sup>5</sup> ..... along the beach while some kids (play) <sup>6</sup> ..... volleyball. One of the boys (speak) <sup>7</sup> ..... to me. At first I (like) <sup>8</sup> ..... him, but I (be) <sup>9</sup> ..... wrong. I hate him and his stupid friends!

**WEDNESDAY**

I (be) <sup>10</sup> ..... so happy since the day on the beach. And yesterday when I (say) <sup>11</sup> ..... goodbye to Scott, he (ask) <sup>12</sup> ..... for my phone number! He (not / phone) <sup>13</sup> ..... yet, but I'm sure he will tomorrow.

### 6 Ask and answer. Use the ideas in the box.

move house    be jealous    have an audition  
be in a film

Have you ever moved house?

Yes, I have.

Really? When did you move house?

### 7 Write about one person in your group.

Mania has moved house once. She ...



# Revision 2

## Vocabulary

### 1 Match.

- 1 I can speak six languages and play six musical instruments.  d
  - 2 I've got a lot of work.
  - 3 She's got a new dress and I haven't. I want a new dress too.
  - 4 I want to be a film star one day.
  - 5 My team didn't win the match.
  - 6 I have to sing a song in front of the class. Oh dear!
- a ambitious      d gifted  
 b busy            e jealous  
 c embarrassed   f disappointed

### 2 Complete. Use *have* or *get*.

- 1 I'd like to have a ride on a horse.
- 2 Why are you late? Did you ..... lost?
- 3 Did you ..... lunch in a restaurant?
- 4 I usually ..... ready for school at eight o'clock.
- 5 Did you ..... a good time at the party?
- 6 I'm tired. I think I'll ..... a rest.

### 3 Find five more words connected with sport. Look → ↓.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| R | E | B | T | R | D | R | N |
| R | R | T | I | T | L | E | L |
| A | E | R | D | H | J | C | I |
| C | H | A | M | P | I | O | N |
| E | W | C | F | K | G | R | E |
| P | S | K | A | C | S | D | L |

## Pronunciation chant

### 4 Listen and repeat.

My **brother's** been to **England**.  
 My **brother's** been to **Spain**.  
 My **brother's** **climbed** Mount **Everest**.  
 My **brother's** **flown** a **plane**.  
 My **sister's** met the **President**.  
 And **she's** been **everywhere**.  
 My **sister's** been on **television**.  
**It's not fair.**



## Grammar

### 5 Look at the pictures and write sentences. Use *just*, *already* or *yet*.

- 1 She (win) the race.  
The others (not / finish).  
*She has just won the race ...*



### CINEMA

- 2 He (not / see) the film.  
She (see) it.



- 3 He (not / open) his present. She (open) hers.



**6 Complete. Use for or since.**

Steve was born in Great Britain but he has lived in Germany <sup>1</sup>...since... 1995. He sometimes goes to London but he hasn't been there <sup>2</sup>..... three years. Anna is Steve's girlfriend. He has known her <sup>3</sup>..... a long time – they have been friends <sup>4</sup>..... Steve's first day at school. Anna is on holiday at the moment, so Steve hasn't seen her <sup>5</sup>..... last week.

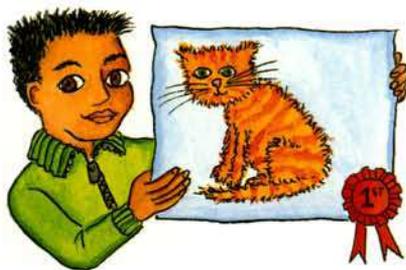
**7 Complete. Use the Present Perfect or the Past Simple.**

1



- (you / ever / be) <sup>1</sup>...Have you ever been... to Great Britain?
- Yes, I <sup>2</sup>.....
- When (you / go) <sup>3</sup>..... there?
- I (go) <sup>4</sup>..... there last year.
- (you / see) <sup>5</sup>..... Buckingham Palace?
- Yes, we <sup>6</sup>..... But we (not / see) <sup>7</sup>..... the Queen.

2



- (you / ever / win) <sup>1</sup>..... a competition?
- Yes, I (win) <sup>2</sup>..... a drawing competition last year.
- What (you / draw) <sup>3</sup>..... ?
- I (draw) <sup>4</sup>..... my cat.
- (you / get) <sup>5</sup>..... a prize?
- Yes, I <sup>6</sup>..... I (get) <sup>7</sup>..... £25.

**9 Complete. Use the Past Simple, the Past Continuous or the Present Perfect.**

It was Saturday morning. Paul and Luke were bored. They (watch) <sup>1</sup>...were watching... cartoons on TV when the phone (ring) <sup>2</sup>..... It was their friend Kate.

'(you / be) <sup>3</sup>..... to the new swimming pool yet?' she asked. 'We're going today. Do you want to come with us?'

The boys (meet) <sup>4</sup>..... Kate and her sister outside the pool. A lot of people (wait) <sup>5</sup>..... to buy tickets. At last they (go) <sup>6</sup>..... through the door and (see) <sup>7</sup>..... the pool for the first time. Lots of their friends (swim) <sup>8</sup>..... in the pool.

'I (never / see) <sup>9</sup>..... a pool as big as this!' said Paul. 'Thanks, Kate, we're certainly not bored now!'

**Fun Time**

**'Call my bluff'**

1 Make four sentences with the words on your 'card'. One sentence must be TRUE and the other three must be FALSE.

|   |   |
|---|---|
| <p><b>A</b></p> <ul style="list-style-type: none"> <li>three years ago</li> <li>for two months</li> <li>yesterday</li> <li>since my birthday</li> </ul> | <p><b>B</b></p> <ul style="list-style-type: none"> <li>since July</li> <li>last year</li> <li>for a long time</li> <li>in 1999</li> </ul> |
|---|---|

I went to Great Britain three years ago.

2 Listen to your partner's sentences. Ask questions. Which sentence is true?

I went to Great Britain three years ago.

How did you travel?

By plane.

Where did you stay?

In a hotel.

I don't think that's true!

**8 Continue the dialogue. You don't have to tell the truth! Then perform your dialogue for the class.**

Have you ever met a famous person?

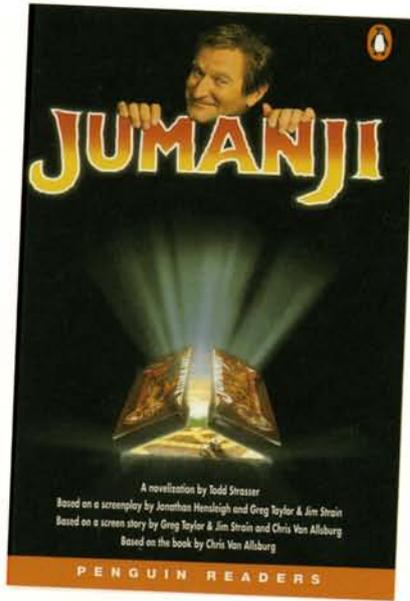
Yes, ...



# Reading Corner



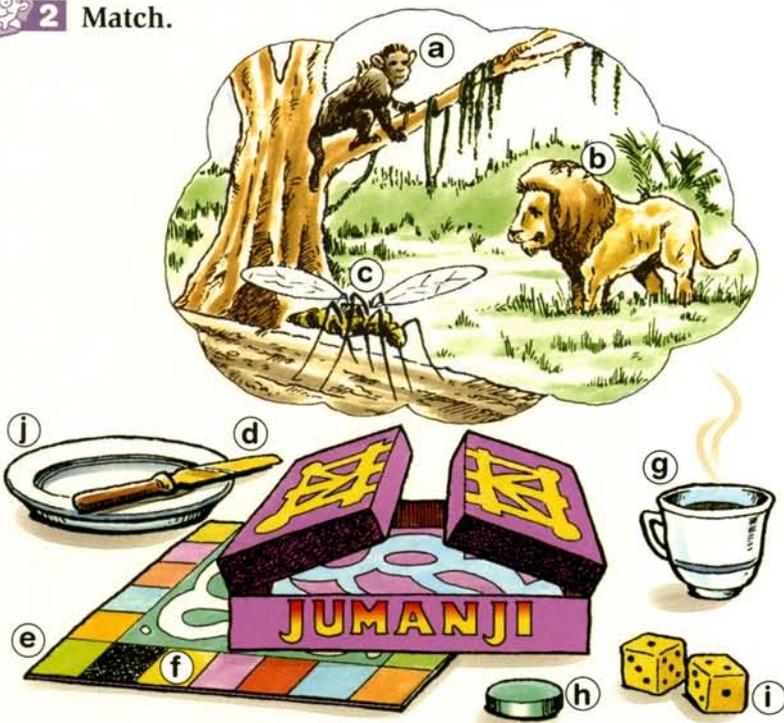
**1** Look at the cover and read. Do you like adventure books?



*Jumanji* is the name of a very dangerous game in a box. A boy called Alan finds the box and he and his friend Sarah begin to play the game. Then a terrible adventure begins. Years later, Peter and Judy Shepherd find the box too. Will they be able to finish the game and the adventure?



**2** Match.



- |              |                          |         |                          |
|--------------|--------------------------|---------|--------------------------|
| 1 board game | <input type="checkbox"/> | 6 token | <input type="checkbox"/> |
| 2 mosquito   | <input type="checkbox"/> | 7 knife | <input type="checkbox"/> |
| 3 dice       | <input type="checkbox"/> | 8 cup   | <input type="checkbox"/> |
| 4 monkey     | <input type="checkbox"/> | 9 plate | <input type="checkbox"/> |
| 5 square     | <input type="checkbox"/> | 10 lion | <input type="checkbox"/> |

## Reading



**3** Read and answer the questions.

Without a word, they ran upstairs. The noise came from the little room at the top of the house. But when they got there, it stopped. They looked around. The room had boxes and old pictures and things in it. *Brumm-tum-tum!*

It came from behind Judy. Peter ran across to a box with the word JUMANJI on the outside. Carefully, he opened up the game. Two tokens were on the board but Peter couldn't move them. Then he found two more, and the dice. The two tokens jumped out of his hand onto the first square!

Peter gave the dice to Judy. 'Y - you go first,' he said.

'OK,' said Judy, and she dropped the dice onto the board.

*Brumm-tum-tum! Brumm-tum-tum!*

Judy's token moved across the squares! Then they saw some words on the glass eye in the centre.

*Look out! These flying things can bite!* read Judy. *They come at you from left and right!*

Suddenly, they heard a noise - BZZZZZZ.

They turned around in time to see three mosquitoes as big as small birds!

from *Jumanji*, Penguin Readers

- 1 What are the names of the two characters in this extract?
- 2 How did they find the box?
- 3 How many tokens were there?
- 4 What was in the middle of the board?
- 5 What were the 'flying things'?
- 6 Why were they unusual?

## Listening

- 4 You are going to hear another part of the story. First, look at the picture. Guess some of the words you will hear.

monkey

kitchen



- 5 Listen and complete the sentences.

- Peter and Judy ran downstairs, because they heard noises.
- There were ..... monkeys in the kitchen.
- Peter and Judy ran back to .....
- The monkeys went out into .....
- ..... threw the dice.
- The new words said, 'This animal is very .....

## Speaking

- 6 Tell the story so far. Take turns.

First, they heard a noise.

They ran upstairs.

Peter found the game.

## Writing

- 7 Write the next part of the story. Use your own ideas.

- What kind of animal appeared next?
- What did it do?
- What did Peter and Judy do?

Peter and Judy waited for the next animal. They looked around the room. They were very frightened. Suddenly ...

## Project

Make a *Jumanji* board game. Use these ideas if you want to:

A LION ATTACKS YOU.

MISS A TURN.

MONKEYS STEAL YOUR FOOD.

GO BACK TWO SQUARES.

YOU FALL IN THE RIVER.

MISS A TURN.

THROW A SIX TO MOVE ON.

YOU ARE LOST IN THE JUNGLE.

YOU ARE ILL.

GO HOME.

YOU FIND A SECRET PATH.

GO FORWARD THREE SQUARES.

YOU HAVE A RIDE ON A FRIENDLY ELEPHANT.

HAVE TWO TURNS.

## Presentation

 **1** Listen and read. Then answer the question.

- *Are British schools the same as the schools in your country?*

The Londoners go to a typical British school. When Kim, Vicki, Mark and Rob were eleven, they left their primary school and went to a secondary school. Now they are thirteen and they are in Year 8, although it's only their second year at their new school.

In Year 11, they will take national exams called GCSEs (General Certificate in Secondary Education). They will take exams in at least six subjects although they might take more – perhaps as many as nine or ten. Then they might stay at school for two more years and study for two or more A level exams. However, they might leave school after their GCSEs. They haven't decided yet.

 **2** Listen and read.

**Mark** That was an interesting lesson! I really like Geography – it's my favourite subject. I'll definitely do Geography GCSE.

**Rob** I won't. I'm hopeless at it. Look at this homework. I got a really bad mark. I don't think I'll pass the exam.

**Vicki** Never mind, Rob. You might not fail it. Anyway, you'll be a famous footballer one day. I'm sure you'll play for England. You won't need Geography then.

**Mark** Ha ha! He'll get lost on the football pitch.

**Rob** Oh, very funny. Well, I may not be a footballer. I may do A levels, and I might even go to university, although I won't study Geography!

**Vicki** I want to study Art. I'll definitely do Art GCSE and then I might go to Art college.

**Kim** Yes, you're good at Art. It's not fair. I'm not good at anything.

**Vicki** Yes, you are. You're really good at acting. I think you'll be an actress.

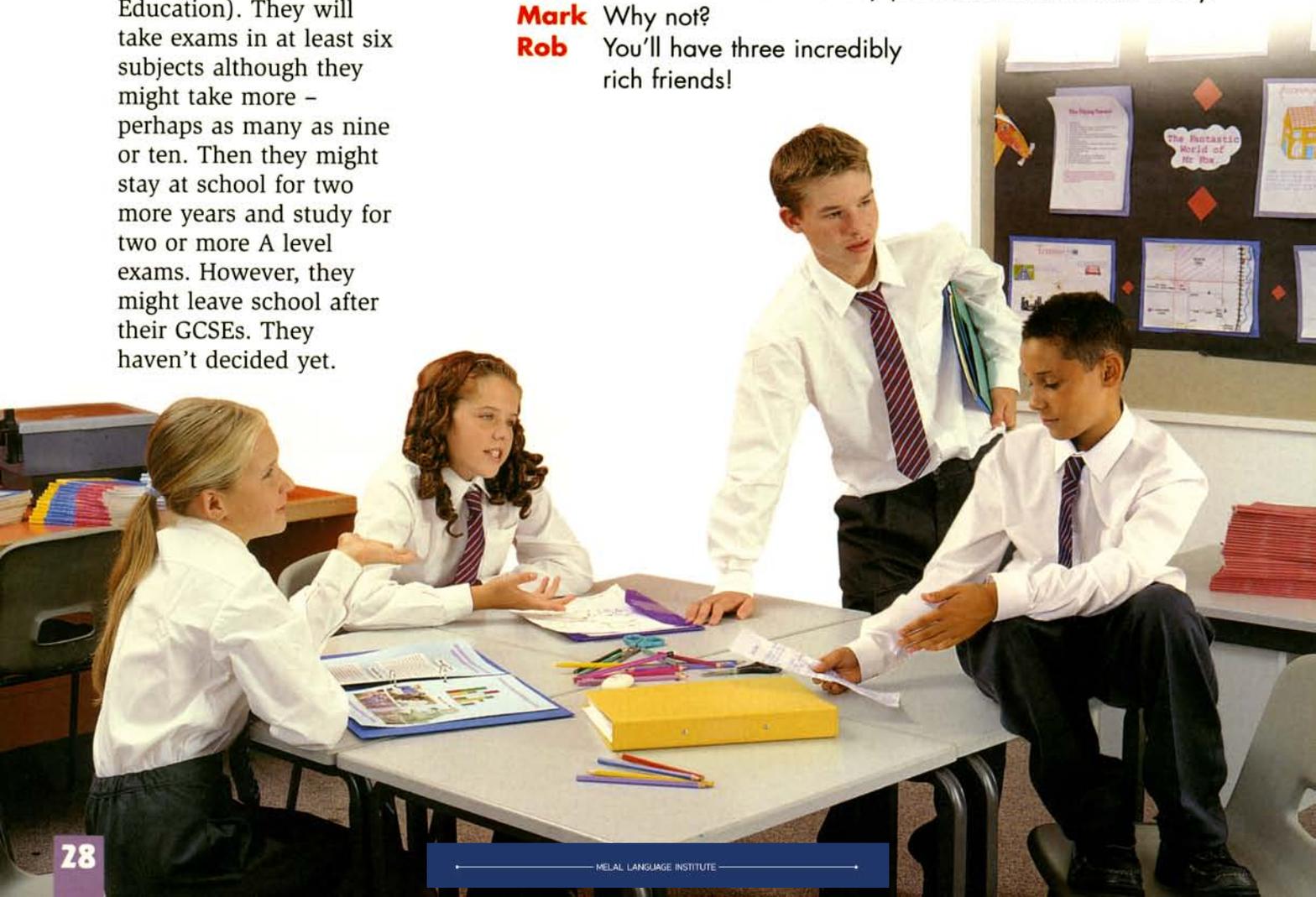
**Kim** Oh, do you think so? Well, maybe. Perhaps I'll be on TV.

**Mark** You'll be a film star, Vicki will be a world famous artist, Rob will be captain of England, but what about me? Geography GCSE won't make me rich!

**Rob** You? You won't have any problems, Mark. Don't worry.

**Mark** Why not?

**Rob** You'll have three incredibly rich friends!





## Comprehension

3 Answer the questions. Write *yes*, *no* or *maybe*.

- 1 Is Mark good at Geography? ..*yes*...
- 2 Will Rob do Geography GCSE? .....
- 3 Will Rob be a footballer? .....
- 4 Will Vicki do Art GCSE? .....
- 5 Will Kim be on TV? .....
- 6 Do you think Mark will have three rich friends? .....

## Vocabulary

4 Complete. Use the words in the box.

fail get go leave pass take

- 1 Pupils *take* exams at the end of every school year.
- 2 Will Kim ..... school after her GCSEs?
- 3 Perhaps Mark will ..... to university and study Geography.
- 4 What mark did Rob ..... for his homework?
- 5 Good luck! I hope you will ..... the Maths exam.
- 6 You're good at Maths. I'm sure you won't ..... it.

### will, may / might

I'm sure you'll **play** for England one day! } (I'm sure)  
I **won't study** Geography. }

I **may / might do** A levels. } (I'm not sure)  
They **may not / might not stay** at school. }

## Practice

5 Write sentences about the future. Use *will* or *may / might*.

- 1 The exams / be / difficult (I'm sure)  
*The exams will be difficult.*
- 2 Mark / get / a good mark (I'm not sure)
- 3 Rob / be / a famous footballer one day (I'm not sure)
- 4 Kim / not / go to university (I'm not sure)
- 5 Rob / not / do / Geography A level (I'm sure)
- 6 Vicki / be / successful (I'm sure)

## Writing skills: linking words

### and, but, however, although

These words link ideas. They help us guess what's coming next.

- **but**, **however** and **although** introduce OPPOSITE ideas:  
Rob likes school **but** he doesn't like Geography.  
Rob likes school, **although** he doesn't like Geography.  
**Although** Rob likes school, he doesn't like Geography.  
Rob likes school. He doesn't like Geography, **however**.  
Rob likes school. **However**, he doesn't like Geography.
- **and** continues the SAME idea:  
Rob likes school **and** he loves sport.



6 Look at the notes and complete the text.



### ROB

sport: very good at football,  
doesn't like tennis

school: likes French and Maths,  
hates Geography

hobbies: playing football and  
watching football on TV,  
doesn't watch much TV

music: keen on pop music,  
doesn't like rap

the future: hasn't decided yet,  
might be a footballer

Rob is very good at football, although <sup>1</sup> *he doesn't like tennis*. At school, he likes French and Maths. However, <sup>2</sup> ..... His hobbies are playing football and <sup>3</sup> ..... He <sup>4</sup> ....., however. Although he's keen on pop music, <sup>5</sup> ..... He hasn't decided about the future yet, but <sup>6</sup> .....



## Presentation

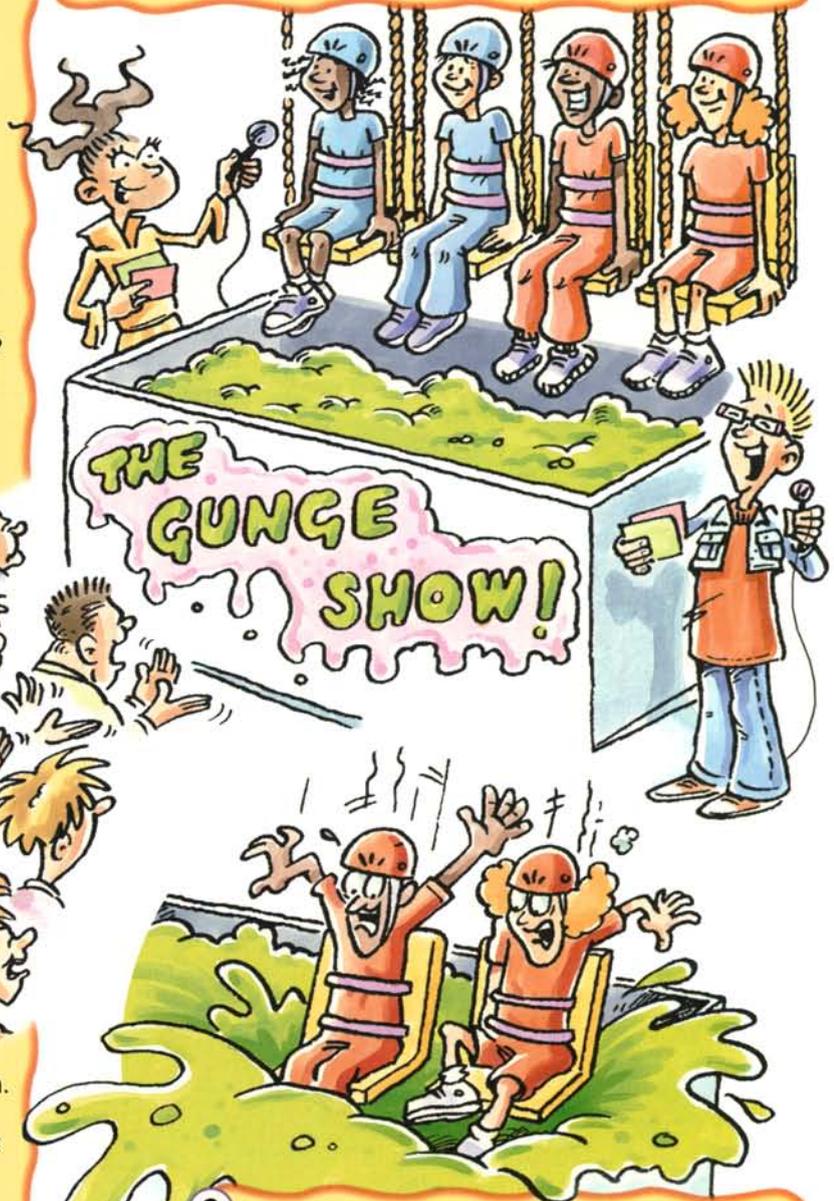
1 Listen and read.



- 2
- Harry** Right. It's the big final today, and in the Blue Team we have Jamie and Sarah. Hi, kids!
- Blues** Hi!
- Claire** And in the Red Team, Cathy and Adam. Are you nervous?
- Reds** Yes, a bit.
- Harry** OK. We're going to ask each team a question. If you get it right, you'll hear this sound ... and you'll get a point. If you get it wrong, you'll hear this ... and you'll lose a point. Oh, and one other thing, you will only have ten seconds to answer each question.
- Claire** We'll start when you're ready. OK, everybody?
- All** Yes.
- Harry** Right. Blues, can you name three sports beginning with 'b'?
- Jamie** Um ... , basketball, um ... , badminton and, um ... baseball!
- Claire** Just in time, Blues. And now, Reds. Can you name three water sports?
- Adam** Um ... , swimming, um ... diving ...
- Claire** Yes, and ...
- Cathy** Um ... water skiing!
- Harry** Oh dear, too late, time's up. Blues, your turn again. Listen carefully, and tell me the name of this food. It's a round piece of bread with cheese and tomato on top.
- Sarah** Pizza.
- Harry** Yes. Easy! Now, what'll happen if you get your next question right?
- Sarah** We'll win a prize.
- Claire** That's right! Now, Reds, what's this? It's a round piece of meat in a round sandwich.
- Cathy** Oh, um, er ... hamburger!
- Harry** Too late again. Oh dear. Reds, if you don't get the next answer right, I'll press that button, and then you'll fall in the gunge! Blues, what's the capital of Germany?
- Jamie** Um ... , Berlin.
- Claire** Yes. Reds, be very careful, now! What's the highest mountain in the world?

## THE GUNGE SHOW!

- 1
- Claire** Hi! This week we're hosting a popular TV quiz show. Of course, it's completely crazy.
- Harry** Welcome to The Gunge Show.
- Claire** Every week, brave boys and girls volunteer to come on this show.
- Harry** Sometimes they go away with lots of prizes ...
- Claire** ... and sometimes ... , well, sometimes they don't.



- 3
- Adam** Um ...
- Harry** You'll know the answer when I tell you.
- Reds** Oh, no!
- Harry** It's Mount Everest. Reds, get ready ...



## Comprehension

### 2 Tick ✓ true. Cross ✗ false.

- 1 There are two people in each team.
- 2 Cathy and Adam are nervous.
- 3 Jamie and Sarah know all the answers.
- 4 The Red Team is better than the Blue Team.
- 5 Cathy and Adam have lost three points.
- 6 Cathy and Adam will get a prize.

#### First Conditional if + Present Simple, will

If you **get** it right, you'll **hear** this sound.  
You'll **hear** this sound if you **get** it right.

If you **don't get** the answer right, I'll **press** that button.

What **will happen** if you **get** the next question right?

## Practice

### 3 Complete. Use the First Conditional.

- 1 We (do) .....**ll do**..... the quiz if there (be) .....**are**..... some good prizes.
- 2 If the next question (be) ..... about History, I (not / know) ..... the answer.
- 3 If he (get) ..... the next answer right, he (win) ..... a prize.
- 4 (he / lose) ..... if he (give) ..... the wrong answer?
- 5 If they (win) ..... , they (have) ..... a party.
- 6 My friends (be) ..... surprised if they (see) ..... me on TV.

### BE CAREFUL

You'll know the answer **when** I tell you.  
(I will tell you.)

You'll know the answer **if** I tell you.  
(I might tell you.)

### 4 Complete. Use *if* or *when*.

- 1 **When** the quiz finishes, Jamie and Sarah will get a prize.
- 2 They'll phone all their friends ..... they get home.
- 3 ..... the prize is some money, they'll go on holiday.
- 4 Cathy and Adam will be green and wet ..... they climb out of the gunge.
- 5 ..... they're upset, Harry will tell them some jokes.
- 6 They will try again next week ..... they want to.



### 5 Harry is explaining another game. Look at the questions and guess the answers. Then listen and check.



What will happen if ...

- 1 you give a right answer?
- 2 you give a wrong answer?
- 3 you get ten points?
- 4 you get twenty points?



### 6 a Design a class quiz. Think about these questions:

- How many teams will there be?
- How many people will be in a team?
- How many questions will they have?
- What will happen if somebody gives a right answer?
- What will happen if somebody gives a wrong answer?
- How many points do the winners need?

### b Think of four questions for the quiz. Write each question on a piece of paper and put them in a bag.

### c Choose the teams. Pick the questions from the bag.



## editors' letter

Are you brave? Are you adventurous? If you answer the questions in our quiz, you will find out! Then read some letters about the quiz.

*Ally and Alex*

**1** Listen and read. Then answer the questions.

- What kind of person are you?
- Can quizzes tell you about your personality?

## Presentation

**2** Do the quiz.

**3** Now check your scores.

## How courageous are you? What would you do if ...



**1** you heard a strange noise in the middle of the night?

- I would tell my parents and go back to bed.
- I would hide under the bed.
- I would get up and have a look.



**2** you saw a ghost?

- I wouldn't believe my eyes – I don't believe in ghosts.
- I would faint.
- I would speak to it nicely – it might be shy or lonely.



**3** an alien spaceship landed in your garden?

- I would keep calm and phone the newspapers.
- If I were alone, I'd panic. I would be terrified.
- I would wait for the aliens to come out, and I'd take a picture.



**4** you were on a desert island?

- If I could swim, I'd escape. If I couldn't swim, I'd build a boat.
- If I didn't have a friend, I would be frightened.
- I would explore the island.



**5** you found an enormous spider in your bed?

- I would remove it carefully – it might be poisonous.
- I would scream and call for help.
- I would pick it up and put it in a bottle – it might interest my Science teacher.

## Score

2 points for every **a)** answer  
1 point for every **b)** answer  
3 points for every **c)** answer

### 5-7 points

Oh dear, you aren't very brave at all!

### 8-11 points

You are brave and very cool. Well done.

### 12-15 points

You are very, very brave – or crazy!



## Vocabulary

### 4 Match the adjectives with similar meanings.

- |              |                                     |                            |
|--------------|-------------------------------------|----------------------------|
| 1 strange    | <input checked="" type="checkbox"/> | <b>a</b> frightened        |
| 2 courageous | <input type="checkbox"/>            | <b>b</b> calm              |
| 3 lonely     | <input type="checkbox"/>            | <b>c</b> unusual           |
| 4 cool       | <input type="checkbox"/>            | <b>d</b> quiet and nervous |
| 5 shy        | <input type="checkbox"/>            | <b>e</b> brave             |
| 6 terrified  | <input type="checkbox"/>            | <b>f</b> alone             |

### Second Conditional if + Past Simple, would

If I **saw** a ghost, I **wouldn't believe** my eyes.  
I **wouldn't believe** my eyes if I **saw** a ghost.

If I **didn't have** a friend, I **would be** frightened.

What **would** you **do** if you **saw** a ghost?

### BE CAREFUL

If I **were** alone, I'd panic. (formal)  
If I **was** alone, I'd panic. (informal)

## Practice

### 5 Complete. Use the correct form of the expressions in the box.

have a car    be lonely    watch it  
can speak French    ask for an autograph  
be older

- I would give you a lift, if I had a car.
- If there was a good film on tonight, I .....
- I would talk to your French cousin if I .....
- If I ....., I wouldn't go to school.
- If I met a famous person, I .....
- I ..... if I didn't have a friend.

### 6 Complete the readers' emails. Use the Second Conditional. Then listen and check.

New Message - Friends' Club.net

From: Daniel  
To: Ally@FriendsClub.net  
Subject: The Quiz

Hi! I like your quiz, but I have some different answers. For example, if I (see) <sup>1</sup> ..... SAW ..... a ghost, I'd take a photograph and then I (run) <sup>2</sup> ..... away! So, am I brave, or not?  
Daniel

New Message - Friends' Club.net

From: Lucy  
To: Ally+Alex@FriendsClub.net  
Subject: Spiders

Dear Ally and Alex,  
If there (be) <sup>3</sup> ..... a spider in my bed, I'd go and get my brother. If I asked him, he (catch) <sup>4</sup> ..... it for me! He loves spiders. And if a spaceship (land) <sup>5</sup> ..... in my garden, I'd ask for a ride! I'd love to travel through space.  
Lucy

New Message - Friends' Club.net

From: Kevin  
To: FriendsClub.net  
Subject: Strange noises

Dear Friends' Club,  
If I heard a strange noise in the night, I (not / do) <sup>6</sup> ..... any of those things - I (call) <sup>7</sup> ..... the police. I think that's the best thing to do.  
Kevin

### 7 Ask and answer.

What would you do if you ...

- were rich?
- saw a famous person in the street?
- could fly?
- were alone in a strange city?

What would you do if you were rich?

If I were rich, I would ...

### 8 Choose two of the questions in Exercise 7. Write what you would and wouldn't do.

If I were rich, I'd buy new clothes every week.

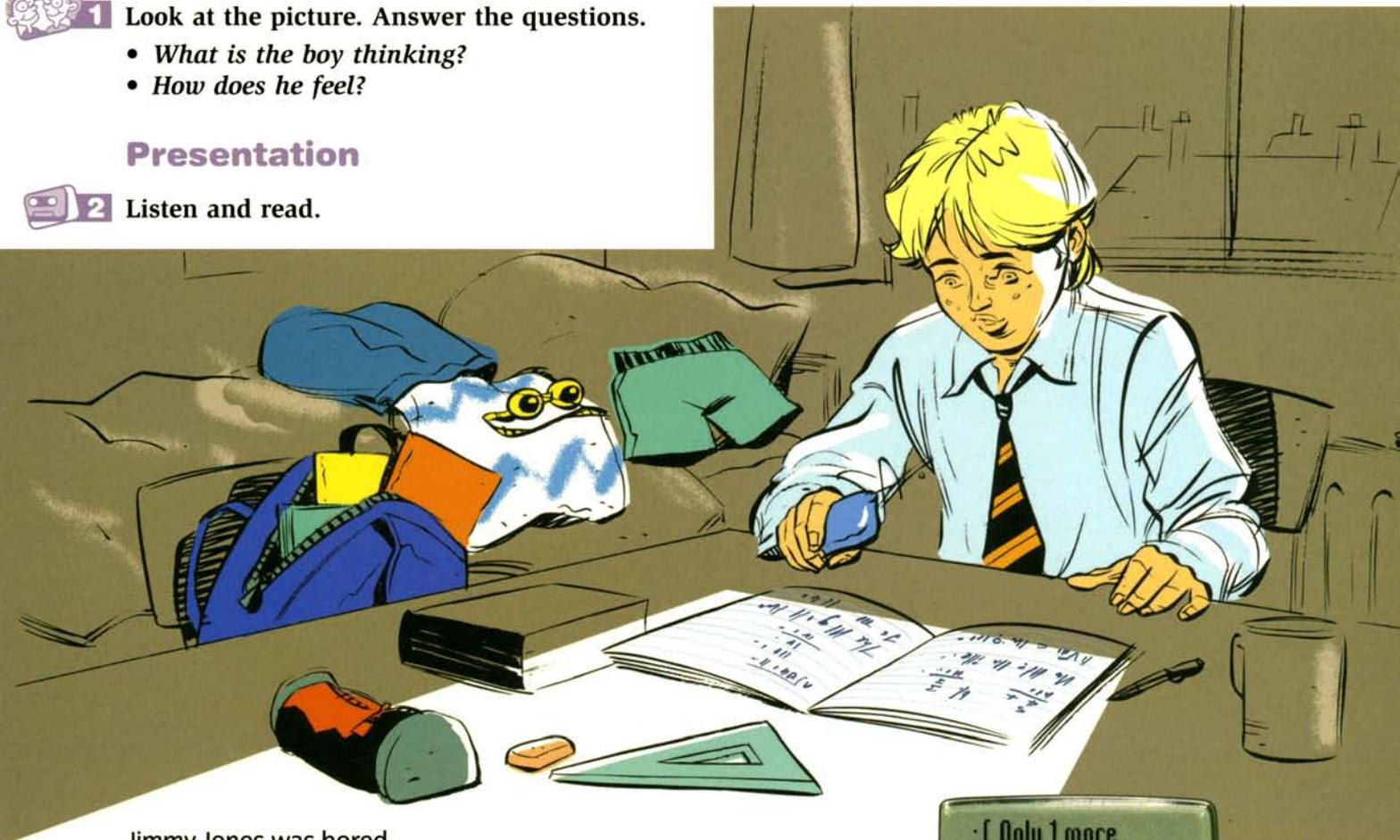
## Make a Wish 1

 **1** Look at the picture. Answer the questions.

- What is the boy thinking?
- How does he feel?

## Presentation

 **2** Listen and read.



Jimmy Jones was bored.

'I wish I had something interesting to do,' he thought. 'And I wish I could do this Maths. I wish I was clever.'

Jimmy was staring at his Maths text book.

'I wish it was the summer,' he sighed. 'Then I wouldn't have any homework. And I wish ...'

Something inside his bag rang. Jimmy pulled out his phone and found the message.

:) Congratulations!  
You are 2day's lucky  
winner. Use your prize  
wisely. Remember,  
just 2 wishes. :)

'Weird!' said Jimmy. He looked for the sender's number, but it wasn't there.

'It's a joke,' he thought. He looked back at his Maths book.

'Oh dear! This will take hours! I wish I didn't have any homework this weekend.'

The phone rang again.

: ( Only 1 more.  
Think carefully next  
time : (

'Now I know it's a joke,' thought Jimmy, 'My books are still here!'

He opened his Maths exercise book and his mouth fell open. There was the weekend's homework in his Maths book, finished, in Jimmy's own handwriting.

'I'm dreaming,' said Jimmy, 'but I don't want to wake up!'

He opened his French book. There, under today's date, was a paragraph about his summer holidays, in French and in his handwriting.

In his Geography book he found a map of Europe with all the capital cities, and in his Science book there were two neat diagrams.

Jimmy carefully closed his books and put them all back in his bag. He sat on the edge of his bed and breathed deeply.

'Yes,' he said at last, 'I'll be very, very careful.'



## Comprehension

### 3 Circle the correct words.

- Jimmy was .....  
a **bored**    b interested
- Jimmy ..... do his Maths homework.  
a could    b couldn't
- It ..... summer.  
a was    b wasn't
- Jimmy ..... the sender's number.  
a didn't find    b found
- Jimmy got ..... messages.  
a one    b two
- Jimmy ..... his homework.  
a did    b didn't do

### Vocabulary

### 4 Match the words in the box with their opposites.

bored    careful    clever    lucky  
neat    weird

- stupid ..... **clever**.....
- interested .....
- normal .....
- unlucky .....
- messy .....
- careless .....

#### wish + Past Simple

I wish I **had** something to do.  
(I haven't got anything to do.)

I wish I **didn't have** any homework.  
(I have some homework.)

I wish I **could** do this Maths.  
(I can't do this Maths.)

#### BE CAREFUL

I wish I **were** clever. (formal)  
I wish I **was** clever. (informal)

## Practice

### 5 Complete.



- I wish I (not / have) **..didn't have..** a lot of homework.
- I wish I (know) ..... the answers.
- I wish I (not / be) ..... bored.
- I wish I (can) ..... understand this book.
- I wish it (not / be) ..... autumn.
- I wish I (be) ..... on holiday.

### 6 Look at Exercise 5 again and answer the questions. Write yes or no.

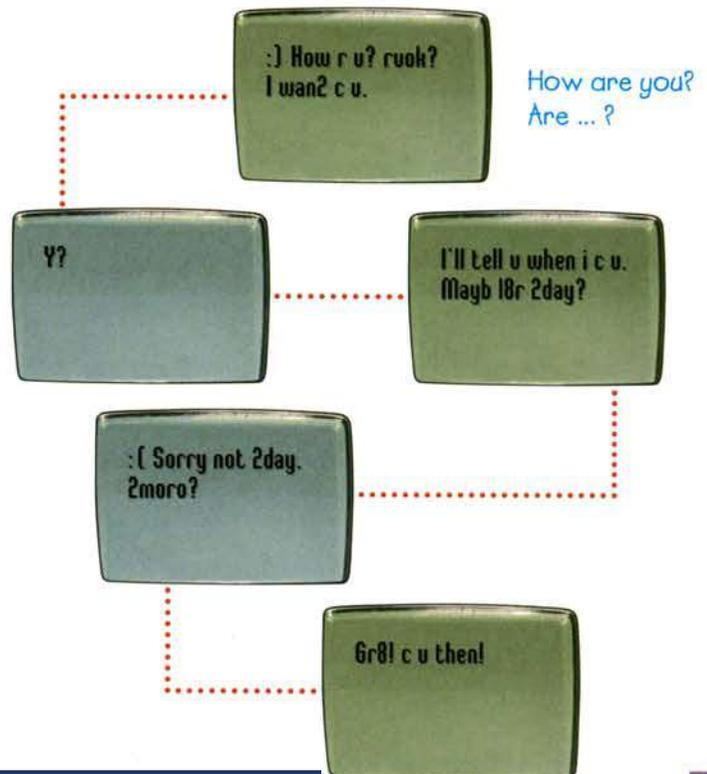
- Does he have a lot of homework? **..yes...**
- Does he know the answers? .....
- Is he bored? .....
- Can he understand the book? .....
- Is it autumn? .....
- Is he on holiday? .....

### 7 Write three wishes.

I wish ...



### 8 Can you understand this text conversation?





# Revision 3

## Vocabulary

### 1 Complete the missing verbs.

Mark and Rob are going to <sup>1</sup>t.ake a Geography exam next week. Mark will probably <sup>2</sup>p..... it because he's good at Geography.

Rob doesn't usually <sup>3</sup>g..... very good marks for Geography. He might <sup>4</sup>f..... the exam.

When Rob is 16 he might <sup>5</sup>l..... school and become a professional footballer. Mark will probably stay at school and then <sup>6</sup>g..... to university.

### 2 Put the adjectives in the correct column.

brave careful careless cool  
courageous lonely lucky messy  
neat unlucky stupid frightened

| 😊     | ☹️     |
|-------|--------|
| brave | stupid |

## Pronunciation chant

### 3 Listen and repeat.



If you **had** a million pounds,  
what would you **do**?  
If you **had** a million pounds,  
what would you **buy**?  
I'd **buy** a plane so I could fly.  
I'd **buy** a castle in the sky.  
I'd **sail** round the world in a very big ship.  
I **wouldn't** give it to you.

## Grammar



### 4 Ask and answer. Use will, won't and may / might. Then write about your partner.

|                            | yes | no | maybe |
|----------------------------|-----|----|-------|
| After school, will you ... |     |    |       |
| • go to the sweet shop?    |     |    | ✓     |
| • go to bed?               |     | ✓  |       |
| • watch TV?                |     |    |       |
| • visit a friend?          |     |    |       |
| • clean your bedroom?      |     |    |       |
| • do your homework?        |     |    |       |

Will you go to the sweet shop after school?

I might.

Adam might go to the sweet shop after school.

### 5 Make sentences. Use the First Conditional.

- If they / win / he / sing.  
If they / not / win / he / be / unhappy.  
If they win, he'll sing. If they ...



- If he / pass / he / have / a party. If he / fail / he / try / again.



- If he / not / have / the cake / he / scream.  
If he / eat / it all / he / be ill.

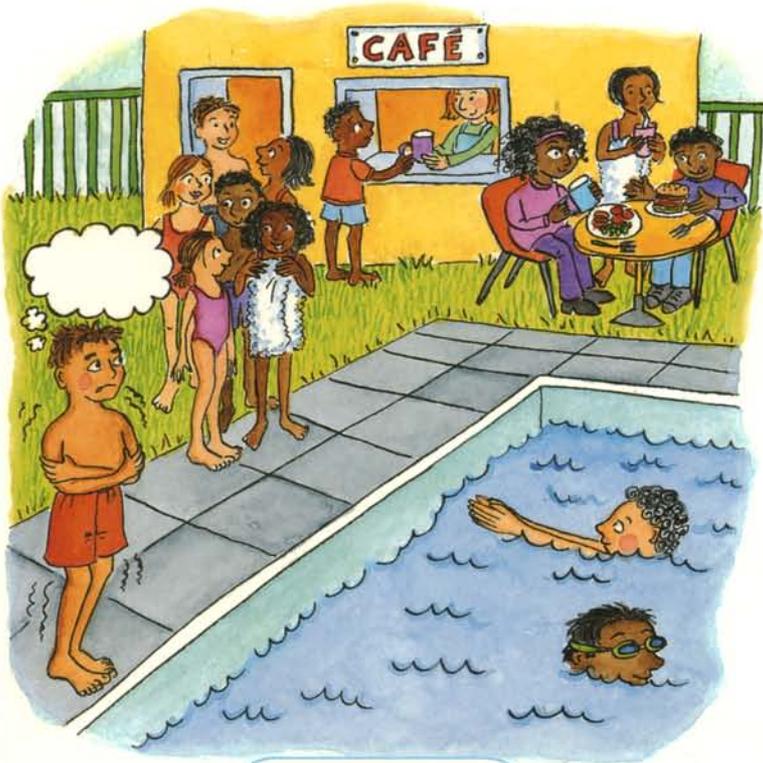


**6 Match. Then make sentences in the Second Conditional.**

- |                                 |                          |
|---------------------------------|--------------------------|
| 1 I / have / a lot of money     | <input type="checkbox"/> |
| 2 I / live / in England         | <input type="checkbox"/> |
| 3 I / can / sing                | <input type="checkbox"/> |
| 4 I / can / have / a pet        | <input type="checkbox"/> |
| 5 I / see / a ghost             | <input type="checkbox"/> |
| 6 I / not / have / any homework | <input type="checkbox"/> |
- 
- |                                |  |
|--------------------------------|--|
| a I / be / famous              |  |
| b I / wear / expensive clothes |  |
| c I / speak / English all day  |  |
| d I / be / bored               |  |
| e I / choose / a dog           |  |
| f I / not / be / frightened    |  |

1b If I had a lot of money, I'd wear expensive clothes.

**7 Look at the picture of Jo and make sentences. Use I wish.**



*I wish I wasn't cold.  
I wish I was warm.*

- 1 I'm cold.
- 2 I don't like swimming.
- 3 I can't dive.
- 4 I'm hungry.
- 5 I don't have any money for food.
- 6 We come here every week.

**8 Complete. Write the correct form of the verbs.**

- 1 When I'm older, I (get) .....**!!get**..... a job.
- 2 If I had enough money, I (buy) ..... some new clothes.
- 3 What (you / do) ..... if you found some money on the street?
- 4 We'll win the match if Harry (play) ..... in the team.
- 5 (you / help) ..... me if I can't do my homework?
- 6 I wish I (have) ..... a computer.
- 7 Would you scream if you (see) ..... a ghost?
- 8 She (not / be) ..... angry if you say sorry.
- 9 I (not / walk) ..... if I had a bike.
- 10 I wish I (be) ..... on holiday.

**Song Time**

**1 Complete the sentence. Then tell the class.**

If I could make a wish, I'd wish I ...

*If I could make a wish, I'd wish I had no homework.*

**2 Complete. Then listen and check.**

some wings    way up high  
think of lots of things    I had  
who needs money

**Wishing**

If I could make a wish  
I'd **1. think of lots of things** ..  
But I wouldn't wish **2**.....  
some money.  
No, I'd wish I had **3**.....  
And then I'd fly.  
Yes, I would fly.  
I would fly, I would fly, I would fly.  
Because **4**.....  
when you're up in the sky?  
Who needs money  
when you're **5**..... ?



# Culture Corner

## England

### Reading

#### 1 Read and match.

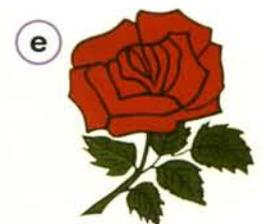
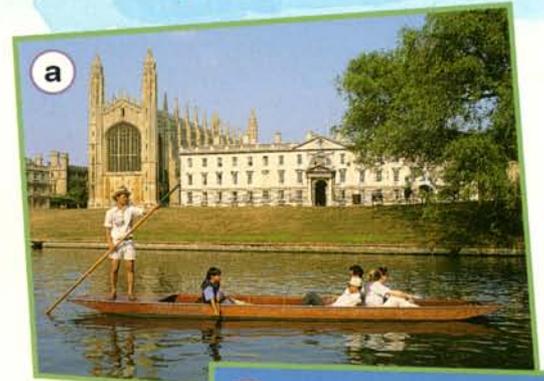
**1 e** The symbol of England is a red rose, and English people are crazy about gardening. Everywhere in England you will see gardens, large and small. The English are also famous for their love of animals. A lot of families have pets, especially cats and dogs.

**2** English football is famous of course, but there is another national sport too – cricket. Many English people love cricket, but it is not so popular in Wales, Scotland or Ireland. Some cricket matches continue for five days, and often there isn't even a winner!

**3** In the south of England you will find some beautiful villages. Some of the houses and cottages have thatched roofs. 'Thatcher' is an English surname. Many English surnames are the names of jobs, for example Butcher, Baker, Wheeler, Farmer, Potter.

**4** The two oldest and most famous universities in England are in Oxford and Cambridge. If you visit these cities, you will see amazing old buildings, beautiful gardens, rivers – and punts. Punts are long boats. You have to stand up at one end of the punt, put a pole in the water and push. It's very difficult!

**5** Some of the wildest and most beautiful countryside in England is in the north. It is very popular with walkers, campers and climbers. If you go to the northeast, near Newcastle, you will be able to see Hadrian's Wall. Roman soldiers built it two thousand years ago. You can still walk along parts of it – just like the Roman soldiers did.



## Listening

- 2** Listen to James talking about his favourite place in England. Then answer the questions.



- 1 Where is Tintagel?
- 2 Why is it famous?
- 3 What can you see there?
- 4 Where might you see ghosts?
- 5 What might you see every year?

## Speaking

- 3** Talk about your favourite place. Answer the questions.

- Where is it?
- What's it like?
- How many times have you been there?
- Why do you like it?

*My favourite place is London.  
There are lots of amazing buildings ...*

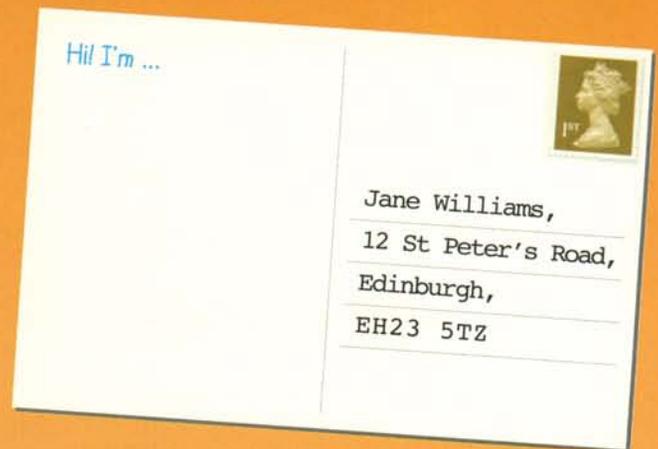
- 4** Tell the class about your partner's favourite place.

*Jane's favourite place is London ...*



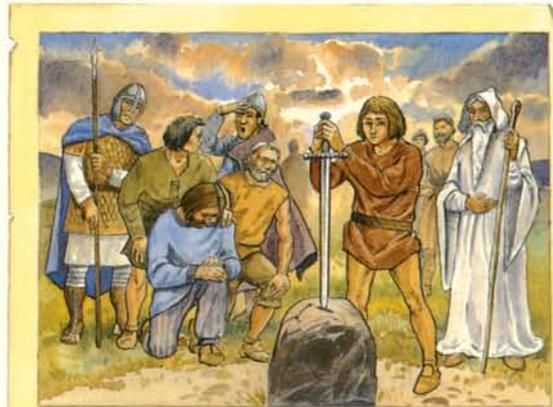
## Writing

- 5** Write a postcard from your favourite place. Describe the place and say what you're doing.



## Project

Find out about legends from your country. Choose one of them, and write and illustrate the story.



*The Sword in the Stone*

*A long time ago there was a man called Arthur. One day ...*



## Presentation



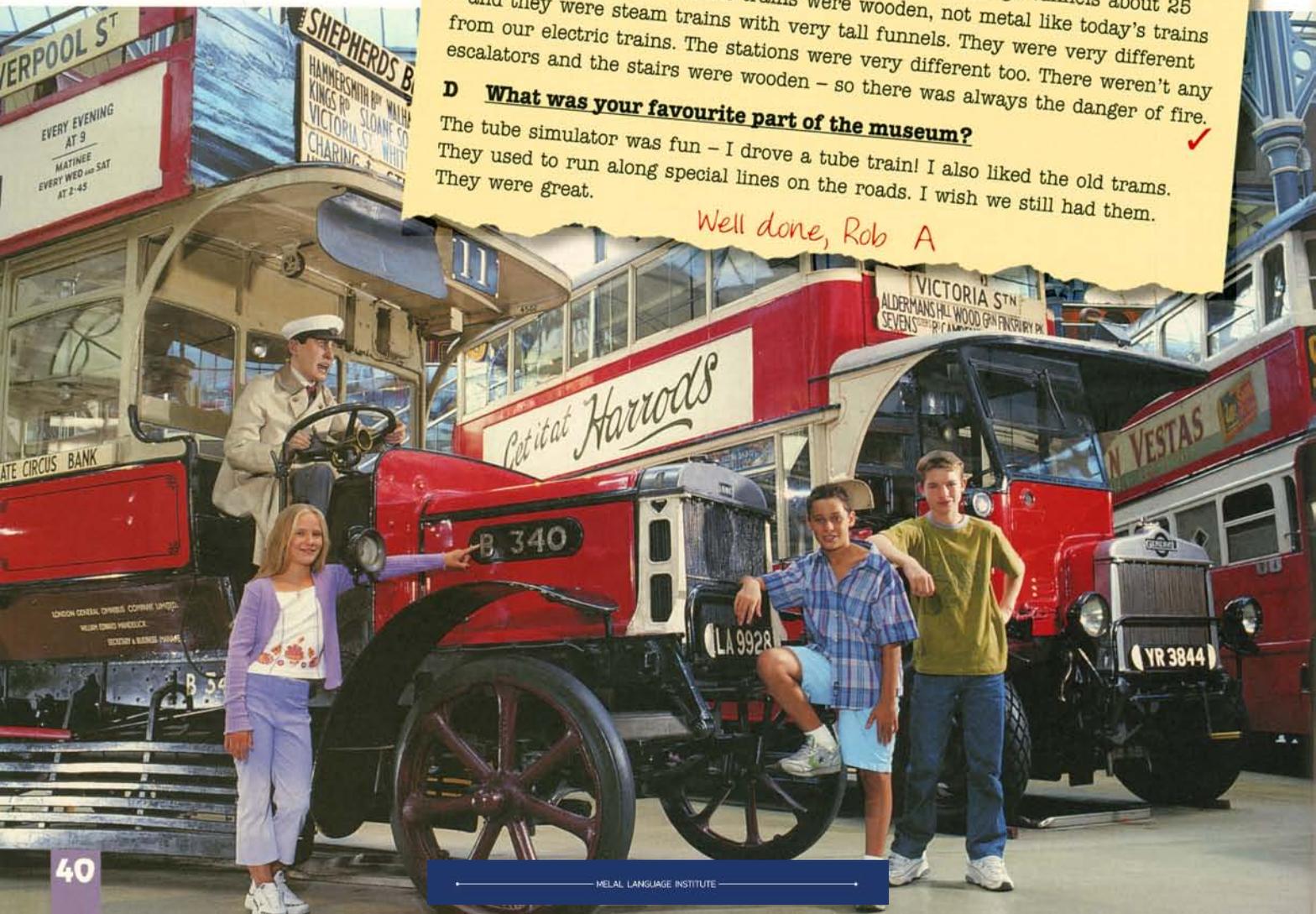
**1** Listen and read. Then answer the questions.

- How do most people travel around London?
- How do you usually travel?

Londoners can get around their city by car, by bicycle, on foot or even by boat, but most people use the famous red buses or the underground ('the tube'). Last week the Londoners went on a school trip to London's Transport Museum. The trip was part of their History project.



**2** Listen and read.



### YEAR 8 HISTORY PROJECT

Name: Robert Rossi

Date: 12th May

## LONDON'S TRANSPORT MUSEUM

### A The buses

**What were the first London buses like? Did everybody use to travel on them?**

The first buses appeared on the streets of London in 1829. They didn't have engines – horses used to pull them – and they were only for rich people. The ordinary people used to walk everywhere. The fares slowly got cheaper and more and more people started to use them. The buses were double-deckers, just like we have today, but they used to be open at the top. They had a driver, of course, and a conductor. These men used to look after the horses as well as the passengers. ✓

### B The trains

**The first trains made a big difference to ordinary people's lives. Why?**

Before they had trains, most Londoners didn't use to go out of the city very often. When the first trains appeared, they could afford to go by train to the countryside for day trips. ✓

Some people went to live in the suburbs – they used to travel by train to their jobs in the city centre every day. ✓

### C The underground

**What was the early underground like?**

The first underground line opened in 1863. It went through tunnels about 25 metres below the ground. The trains were wooden, not metal like today's trains – and they were steam trains with very tall funnels. They were very different from our electric trains. The stations were very different too. There weren't any escalators and the stairs were wooden – so there was always the danger of fire. ✓

### D What was your favourite part of the museum?

The tube simulator was fun – I drove a tube train! I also liked the old trams. They used to run along special lines on the roads. I wish we still had them. They were great.

Well done, Rob A



## Comprehension

3 Tick ✓ true. Cross ✗ false.

- The first buses had engines.
- The first buses didn't have tops.
- Londoners used trains to get to work.
- The first underground trains were electric.
- Underground stations have changed a lot.
- There are trams in London today.

|   |
|---|
| X |
|   |
|   |
|   |
|   |
|   |

4 Complete. Use the words in the box.

conductor driver escalators fare  
passengers tram transport underground

- The driver drives the bus and the ..... collects the money and checks tickets.
- The ..... travel on the buses and trains.
- When you travel on a train or bus you have to pay the .....
- 'The tube' is another word for the .....
- Trains and buses are two types of .....
- ..... are stairs but they move up and down.
- A ..... is like a train in a street.

### used to

The first London buses **used to be** open at the top. Londoners **didn't use to go** out of the city very often. **Did** everybody **use to travel** on them?

## Practice

5 Complete. Use the correct forms of *used to*. Then listen and check.

**Teacher** In the early twentieth century people (not / have) <sup>1</sup> didn't use to have electricity. The houses (be) <sup>2</sup> ..... colder and darker than ours. People (carry) <sup>3</sup> ..... water into their houses from outside, and toilets (not / be) <sup>4</sup> ..... inside.

**Kim** Where (they / wash) <sup>5</sup> ..... ?

**Teacher** Most people (have) <sup>6</sup> ..... a bath in front of the fire.

**Kim** They (not / have) <sup>7</sup> ..... TV, so what (they / do) <sup>8</sup> ..... in the evenings?

**Teacher** Families and friends (do) <sup>9</sup> ..... a lot of things together, for example everybody (stand) <sup>10</sup> ..... round the piano and sing.

**Kim** I'm glad I live in the twenty-first century!

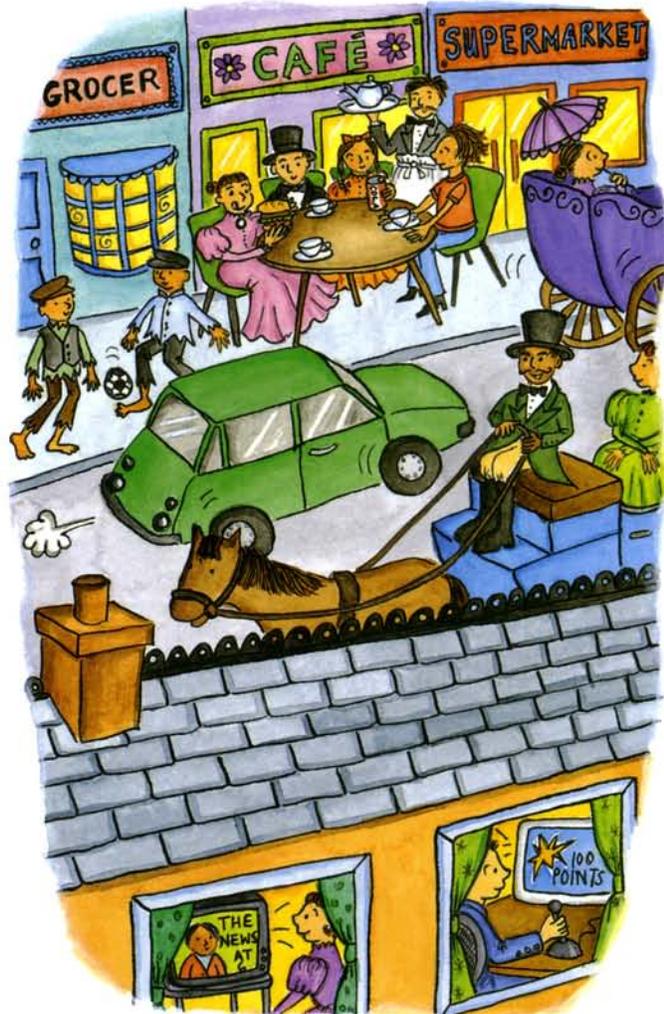
6 Listen to Vicki talking to her grandfather. Answer the questions.

- How many films did the cinema use to show on Saturday mornings?  
Two
- Did Ben's family use to have a television?
- How did Ben usually get to school?
- Where did they use to go on holiday?
- How did they use to get there?
- Does Ben like Chinese food now?
- Where did Ben's vegetables use to come from?

7 Look at the picture of London one hundred years ago. Find six more mistakes and tell your partner. Use the words in the box.

buy drink drive eat play  
watch wear

*They didn't use to buy food in supermarkets.*

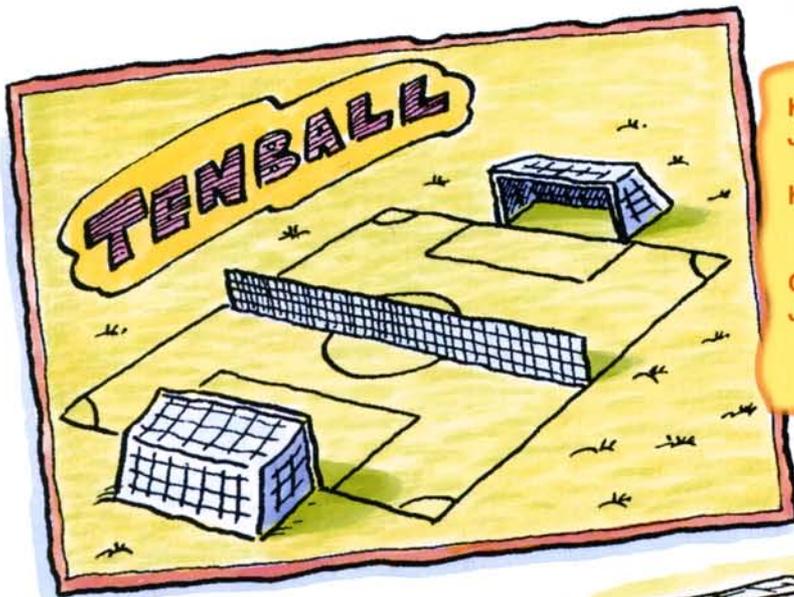




## Presentation

### 1 Listen and read.

- Harry** Hi! Kelly and Jonathan Roberts are twins, but they like different sports.
- Claire** Yes. Kelly always wants to play tennis, and Jonathan always wants to play football ...
- Harry** ... but they have found a solution to the problem.
- Claire** It's very clever and ...
- Harry** ... very crazy!
- Claire** What's your new sport called, Kelly?
- Kelly** It's called tenball. It's half tennis, half football.
- Claire** Right. And where do you play tenball?
- Jonathan** Well, we play it on a football pitch, but you don't have to. You can play it in your garden, or in the park.
- Claire** Does it have to be on grass?
- Jonathan** No, it doesn't, but I think grass is best.



- Kelly** You must have a net and two goals.
- Jonathan** Well, they don't have to be real goals. We usually use jumpers for goal posts.
- Kelly** Yeah, well, anyway ... you can play with a partner, but you don't have to. You have to get the ball over the net and score a goal.
- Claire** Do you use a tennis ball?
- Jonathan** Well, yes, usually. It doesn't have to be a tennis ball. You can use a football, but it's more difficult.

- Harry** Must you use a racket?
- Kelly** Yes, you have to use a racket. You mustn't kick the ball, or head it!
- Claire** So, do you have to hit the ball over the net and into the goal? Can the ball bounce?
- Jonathan** Oh, yes! And you don't have to stay on your side of the net. You can run round to the other side. But the ball must go over the net first. And it must go into your opponent's goal, of course!
- Harry** Hmm. It's certainly crazy. Let's see you play.





## Comprehension

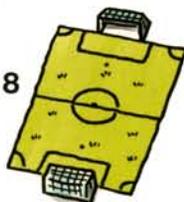
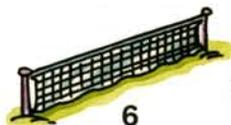
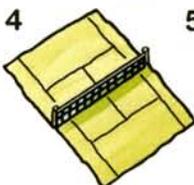
### 2 Answer the questions.

- 1 What is the twins' problem?
- 2 Why is the game called tenball?
- 3 Where do they play it?
- 4 What kind of ball do they usually use?
- 5 What other things do they need?

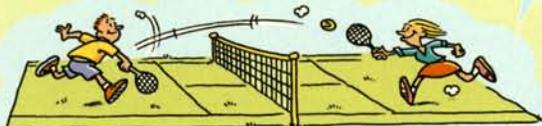
### Vocabulary

### 3 Match.

|   |   |          |
|---|---|----------|
| a | 5 | boots    |
| b |   | court    |
| c |   | goal     |
| d |   | net      |
| e |   | pitch    |
| f |   | racket   |
| g |   | team     |
| h |   | trainers |



must / have to, don't have to, mustn't



|                |  |
|----------------|--|
| must / have to | You <b>must / have to</b> have a net.  |
| don't have to  | You <b>don't have to</b> play outside. |
| mustn't        | You <b>mustn't</b> kick the ball.      |

## Practice

### 4 Circle the correct words.

- 1 Tennis players mustn't / don't have to kick the ball.
- 2 Tennis players *have to* / don't have to use rackets.
- 3 Tennis players *mustn't* / *must* hit the ball over the net.
- 4 Footballers *must* / don't have to kick the ball – they can head it.
- 5 Footballers *have to* / *mustn't* play in a team.
- 6 Footballers *mustn't* / don't have to use rackets.

### 5 Read and complete Claire's article.

- a although they often wear costumes
- b and the players don't have to be the same age
- c and the 'hoopers' try to stop them
- d but they can only say *yes* or *no*
- e they can ask questions



### Quidditch for all!

Here's another crazy sport for you! Two teachers at a school in Wales have started giving Quidditch lessons to their pupils. Of course, the players don't fly!

There are two teams, and the pitch is the school field. There can be any number of people in a team, <sup>1</sup>.....<sup>b</sup>..... – the teachers often join in with the pupils. The players don't have to wear special clothes, <sup>2</sup>.....

One player in each team is the 'hooper'. He or she has to move around with a large hoop. Players have to get the ball (called the 'quaffle') through the other team's hoop and score a goal – <sup>3</sup>..... . The teams win ten points for every goal.

Each team has a 'golden snitch'. This is the most important ball in the game. Before the game starts, they hide their 'snitch' in a special place. Then, while they are trying to score goals, the players also have to find the other team's 'snitch'. However, they don't have to look for the 'snitch' – <sup>4</sup>..... . The other team must answer the questions and they *mustn't* tell lies, <sup>5</sup>..... . If somebody finds the golden snitch, their team wins one hundred and fifty points and the game finishes.



### 6 Design your own crazy sport. Present your sport to the class.

- How many people can play the sport?
- Where do they play it?
- What do you need?
- What are the rules?
- What is your crazy sport called?

There are two players. They play the sport in a swimming pool ...



**1** Listen and read. Then answer the question.

*Are some activities only for boys and others only for girls? What do you think?*

## editors' letter

Today we're going to hear about the film called *Bend it like Beckham*. It's a story about girl footballers. First read about Jamie Bell. He played the part of Billy in the film *Billy Elliot*.

*Ally and Alex*

## Presentation

**2** Listen and read.

# DANCING TO THE TOP

Last week Ally talked to a film critic. Steve Johnson told her about the film *Billy Elliot* and the star of the film, Jamie Bell.

**1 Ally** *Billy Elliot* is an unusual film. What's it about?

**Steve** Billy is a boy from a poor family in England. He wants to go to ballet school. His friends laugh at him and his father says ballet is only for girls. He doesn't let Billy have dancing lessons. He makes him learn boxing, but Billy hates it. Then one day the ballet teacher notices him. She teaches him secretly and she makes him practise hard. In the end Billy becomes very successful and famous.

**Ally** Does his father let him go to ballet school, then?

**15 Steve** Yes, he does – but only after a long time.

**Ally** Tell me about Jamie Bell.

**Steve** Well, his story is a little bit like Billy's, although his family isn't poor. Jamie was thirteen, about the same age as Billy, when he made the film. When he was a little boy, his hobby was dancing. The other kids laughed at him but he didn't give up his dancing lessons.

**Ally** But Jamie's mum let him have lessons, didn't she?

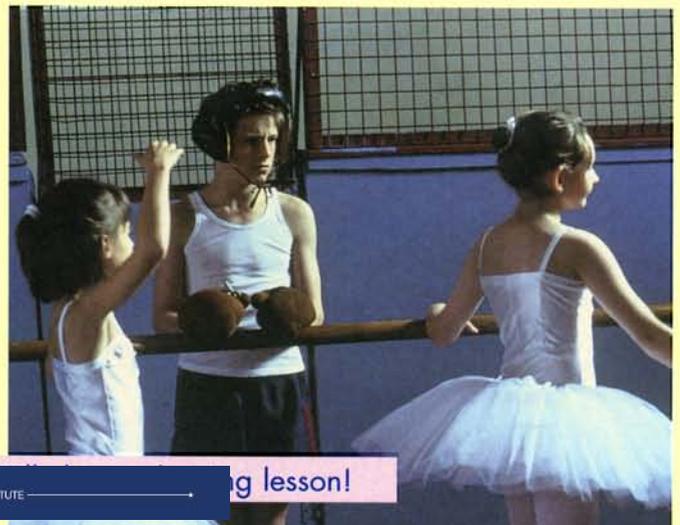
**25 Steve** Yes, she did. That's a very important difference. Jamie's family helped and encouraged him all the

**Ally** And now Jamie is successful and famous, like Billy in the film.

**30 Steve** That's right. The film was a big hit, and Jamie won some important awards. He met a lot of film stars and made a lot of money. However, he didn't let it go to his head. Although he missed a lot of school, his mum always made him do his homework, and he kept in touch with his school friends too.

**Ally** And do you recommend the film?

**40 Steve** Yes, I do, because it's a good story, and it's funny too.





## Comprehension

### 3 Circle the correct words.

- The film is about dancing / acting.
- Billy / Jamie is a real person.
- Jamie started dancing when he was *little* / *thirteen*.
- Nobody / Some people laughed at Jamie.
- Jamie's family *is* / *isn't* like Billy's.
- Jamie *stopped* / *didn't stop* studying.

### Reading skills: guessing words from context

- Read the whole sentence again. Circle the difficult word(s).  
*The other kids laughed at him too, but he didn't give up.*
- Are they nouns, adjectives or verbs? *verb*
- Look for linking words, e.g. *and, but, however, although, because*. They help you guess what's coming next.  
*The other kids laughed at him too, **but** ... + an opposite idea.*
- Try to guess the meaning. Check with your teacher. *stop?* ✓

### 4 Find these words and expressions in Exercise 2. Talk to your partner and guess what they mean.

*1 It's a verb. It comes from 'courage', so maybe it means 'give courage'?*

- encouraged (line 28)
- a big hit (line 31)
- made a lot of money (line 33)
- he didn't let it go to his head (line 34)
- kept in touch with (line 37)
- recommend (line 39)

#### make and let

##### Present

At first, Billy's father **makes** him **have** boxing lessons.  
After a long time, he **lets** him **have** dancing lessons.

##### Past

Jamie's mum **made** him **do** his homework.  
Jamie's mum **let** him **have** dancing lessons.

## Practice

### 5 Complete. Use the correct form of *make* or *let*.

- Some parents don't ...let... girls play rough games.
- Billy didn't like boxing but his father ..... him do it.
- Jamie liked dancing and his mum ..... him have lessons.
- 'Why didn't you come out yesterday?' 'My parents didn't ..... me.'
- The teacher always ..... the class work hard. He never ..... them have a rest!
- 'Why are you late?' 'Sorry, my mum ..... me finish my homework.'

### 6 Listen to Alex's interview with Emma. Tick ✓ true. Cross ✗ false.



- They are talking about a film.
- It's a comedy.
- The main character is Jess.
- Jess's parents let her play football.
- Jess's friend Jules has to play football secretly.
- Jules doesn't like wearing dresses.

### 7 Make true sentences. Use *let* or *make* and the ideas in the box.

chew gum    do the housework  
eat in front of the TV    go to bed early  
make my bed    study every day  
tidy my room    use the phone for hours

*My parents don't let me chew gum.  
They make me do the housework.*

## Make a Wish 2

### 1 Remember the story! Complete.

Jimmy got two strange text <sup>1</sup>...messages... . He had <sup>2</sup>..... wishes. He wished for no <sup>3</sup>..... . Now he's got <sup>4</sup>..... more wish. He is going to be very <sup>5</sup>..... .

### Presentation

#### 2 Listen and read.

'I won't have to do any homework today!' Jimmy had all day to think about his next wish. He decided to go for a walk. He picked up his phone and went downstairs. It was very cold outside, and he had to put on his warmest coat. Jimmy hated the cold. 'I wish ... ,' but then he stopped. 'I nearly did it again,' he thought, 'I will have to be more careful in future.' He was thinking about money. If he wished for lots of money, he could share it with his friends. They would certainly have fun. But which friends? Would they argue? And how much money would he wish for? 'I'll have to keep it secret,' he thought. But then, if nobody knew, it wouldn't be much fun. He was in the town centre now. He looked in the shop windows. 'I must take my time,' he thought. 'I mustn't do anything stupid.'



The next day was Monday. Jimmy usually got up at the last minute on schooldays, but this day was different. His mother didn't have to shout at him, and he didn't have to run to the bus stop. The bus was late, as usual, and when it came, Jimmy and his friend Andy had to stand. 'I wish ... ,' Jimmy began, but then, just in time, he stopped.



They were walking through the school gates when Jimmy heard his phone. It was at the bottom of his bag, and he had to pull everything out onto the pavement.



### Comprehension

#### 3 Tick ✓ true. Cross ✗ false.

- 1 Jimmy loved cold weather.
- 2 Jimmy put on a warm coat.
- 3 Jimmy decided to wish for money.
- 4 Jimmy got up late on Monday morning.
- 5 Jimmy and his friends had seats on the bus.
- 6 Jimmy's phone was in his bag when it rang.



### have to

| past                                      | present                                    | future                                   |
|---|--|--|
| He <b>had to</b> put on his coat.         | He <b>has to</b> put on his coat.          | He <b>will have to</b> put on his coat.  |
| He <b>didn't have to</b> put on his coat. | He <b>doesn't have to</b> put on his coat. | He <b>won't have to</b> put on his coat. |
| <b>Did he have to</b> put on his coat?    | <b>Does he have to</b> put on his coat?    | <b>Will he have to</b> put on his coat?  |



**5** There are two versions of the end of this story.

Student A, read version 1 below.

Student B, read version 2 on page 104.

Take **no more than two minutes**. Then answer the questions.

- 1 What did Jimmy wish?
- 2 What happened?

### BE CAREFUL

| past   | present                  | future       |
|--------|--------------------------|--------------|
| had to | have to / has to<br>must | will have to |

## Practice

**4** Write sentences. Use the correct form of *have to*.

- 1 It was cold. (wear a coat)  
Jimmy had to wear a coat .....
- 2 It was Monday morning. (go to school)  
Jimmy .....
- 3 Jimmy got up early. (run for the bus)  
Jimmy .....
- 4 It's Saturday today. (do any work tomorrow)  
He .....
- 5 Jimmy's school has a uniform. (wear a tie every day)  
Jimmy .....
- 6 Jimmy's class will have exams soon. (work hard next week)  
Jimmy .....

### Make a Wish 3 – Version 1

'I must decide quickly!' thought Jimmy. He was sitting in the classroom and the teacher was choosing the teams for sports day. Jimmy hated sports day. He was never in a team. He was terrible at everything except for swimming.

'There will be extra training every evening for all the teams,' announced the teacher.

'Well, that's one good thing!' thought Jimmy. 'I won't have to do that!'

'And now, one new event for sports day,' said the teacher. 'This year, we are going to have a swimming gala. I have chosen some swimmers for our team, here are the names ...'

Jimmy crossed his fingers, and listened.

'Andy Johnson, Helen King, Julie Seward, John Skinner ...'

Then Jimmy remembered.

He closed his eyes and whispered, 'I wish I was in the team.'

'... and that's all.'

The teacher looked back at her list and then said, 'Oh, and Jimmy Jones. Sorry, Jimmy, I didn't see your name at first.'

### Reading skills: skimming

- 1 Read the question(s) first. What do you need to know?
- 2 Don't stop half-way through a sentence – read all of it.
- 3 Don't worry about difficult words.



**6** Tell your partner what happened in your version.

*In my version, Jimmy ...*



**7** Which version is better? Why?

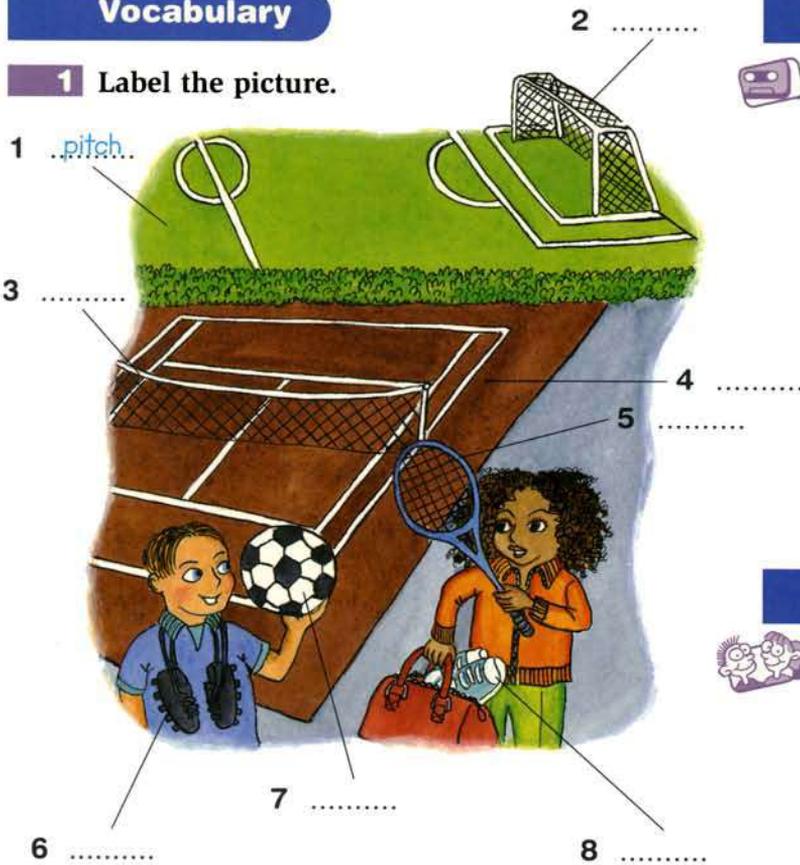
*I think version 1 is better. Version 2 is sad!*



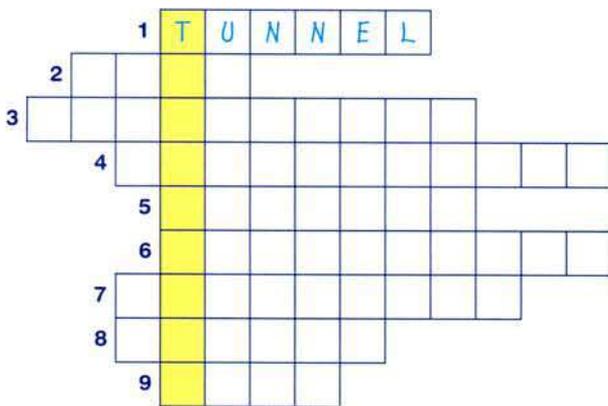
# Revision 4

## Vocabulary

1 Label the picture.



2 Complete. What's the keyword?



- The tube travels through it.
- You have to pay this on a bus or train.
- These stairs move.
- This train is also called 'the tube'.
- You catch the train from here.
- These people travel on buses and trains.
- This person takes your money on a bus or train.
- This person sits at the front of the bus or train.
- This is half bus, half train.

## Pronunciation chant

3 Listen and repeat.

What do we **have** to do today?  
What do we **have** to do?

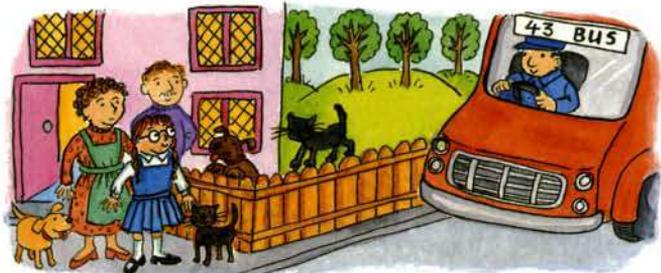
We have to get **up** and **go** to school.  
We **mustn't** be late.  
We **have** to work.

What will we **have** to do next week?  
What will we **have** to do?

We **won't** have to do any work at all.  
It's a holiday.  
We **mustn't** forget.

## Grammar

4 Look at the pictures of Jill. Talk about her life forty years ago. Use *used to* and *didn't use to*.



*She didn't use to live in the town.*

- live in the town
- have lots of pets
- short hair
- travel by bus
- live with her parents
- have a mobile phone

- 5** Make true sentences about your school. Use *must / have to, mustn't or don't have to*.

*We don't have to go to school on Sundays.*

- 1 go to school on Sundays
- 2 do homework
- 3 stand up for the teacher
- 4 bring our lunch to school
- 5 use mobile phones in class
- 6 be late for lessons



- 6** Complete. Use the correct form of *have to*.

- 1 I ...*ll have to*... go to the library tomorrow.
- 2 Sorry, I can't go out now. I ..... help my mum.
- 3 Yesterday we ..... stay at school late.
- 4 (he) ..... go to school today?
- 5 It was very warm yesterday. I (not) ..... wear a jumper.
- 6 You (not) ..... get up early next Saturday, we'll be on holiday.

- 7** Make sentences.



1e He didn't want to study but his mother made him go to the library.

- 1 He didn't want to study
- 2 He didn't like the food
- 3 He wanted the last biscuit
- 4 He wasn't tired
- 5 He was tired
- 6 He was doing his homework

but his mother

- a didn't let him stay in bed.
- b let his brother make a noise.
- c made him eat it.
- d let his brother eat it.
- e made him go to the library.
- f made him go to bed.



- 8** Student A, look at the table below. Student B, look at the table on page 105.

A

- 1 Guess your partner's sport. Ask 'yes / no' questions like these:  
Do you have to play it outside?  
Do you have to use a ball?  
Do you have to play in a team?  
Do you have to wear special clothes?

- 2 Your sport is: *basketball*

Answer your partner's questions. You can only say *yes* or *no*.



## Song Time

- 1 Complete. There are two extra words in the box.

blue knew through too  
true you (x 3)

- 2 Now listen and check.

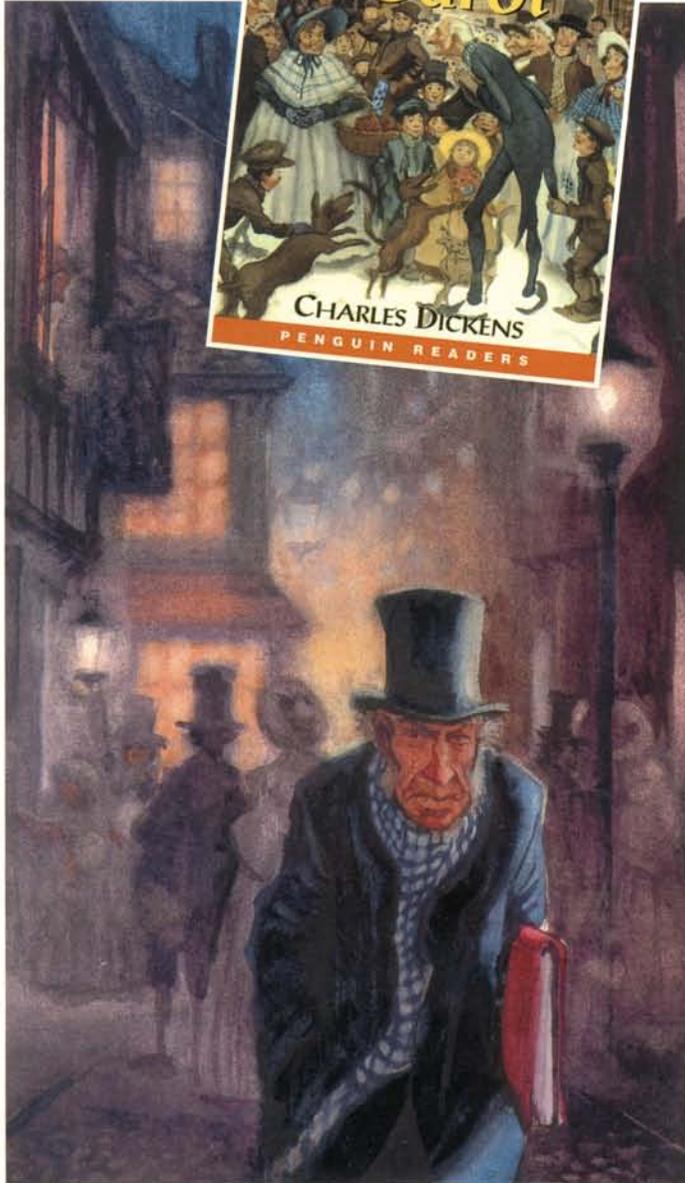
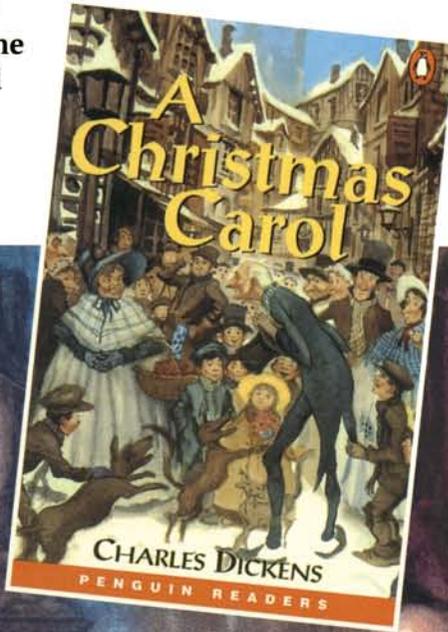
### Sad and Blue

I used to be sad.  
I used to be <sup>1</sup>...blue...  
I used to be lonely.  
Then I met <sup>2</sup>..... (x 2)  
I didn't use to laugh.  
I promise this is <sup>3</sup>.....  
I didn't use to have much fun.  
Then I met <sup>4</sup>..... (x 2)  
But life is very different now.  
I smile the whole day <sup>5</sup>.....  
Yes, life is so much better.  
When I met <sup>6</sup>..... (x 2)

- 3 Look at the second line. What does 'blue' mean there?



**1** Look at the cover and the picture, and read. What is the story about?



Charles Dickens wrote *A Christmas Carol* in 1843. The main character of the book is called Scrooge. Although he is rich, he is very unkind to everybody. He doesn't like giving money to people and he never smiles or laughs. Jacob Marley used to work with Scrooge, but he died before the story begins. Then one day, just before Christmas, Scrooge sees a ghost ...

## Reading



**2** Read and answer the questions.

'Who are you?' Scrooge asked. But he knew.  
 'You mean – who *was* I?'  
 'Who *were* you, then?' said Scrooge.  
 'In life I was Jacob Marley. Don't you know me?'  
 said the ghost.  
 'No,' said Scrooge, 'I don't.' But he did.  
 'Your eyes say it is Marley,' said the ghost. 'Are your eyes wrong?'  
 'Yes,' said Scrooge. 'My eyes are wrong. Why not?' [...]  
 The ghost gave a loud cry and made a really loud noise with its chain. Its mouth fell open – it was the mouth of a dead man.  
 Scrooge fell down on the floor and looked up at the ghost. He put his hands in front of his face.  
 'Why?' he cried. 'Why are you here? You're dead.'

'I am here tonight,' the ghost said, 'because I have to tell you something. I can help you.'  
 'You were always a good friend to me,' said Scrooge. 'Thank you.'  
 'Three ghosts will come,' said the ghost of Jacob Marley.  
 'When?' asked Scrooge.  
 'The first ghost will come at one o'clock. You will hear the church clock and you will see him. The second ghost will come on the next night at the same time, and the third on the next night at midnight. You will hear midnight on the church clock.'  
 'And you?' asked Scrooge.  
 'You won't see me again.' [...]  
 The ghost walked back, away from Scrooge. It walked and the window opened at the same time. [...]  
 And then it went out into the night.

from *A Christmas Carol*, Penguin Readers

- 1 Did Scrooge know the ghost?
- 2 Who was the ghost?
- 3 Was it a friendly ghost?
- 4 What did it want to do?
- 5 How did it leave the room?

## Listening

3 Listen and number the pictures.

a



b



c



4 Listen again and complete the sentences.

- 1 The first ghost showed Scrooge .....
- 2 The second ghost showed Scrooge .....
- 3 The third ghost showed Scrooge .....

## Speaking



5 Look at the picture. How do you think the story ends?



*That's Scrooge. He's talking to an old lady.*

*Yes. He's smiling!*

*He's happier than he used to be.*

## Writing

6 Write the end of the story. Use your ideas from Exercise 5.

*When the third ghost went, Scrooge ...*



## Presentation

**1** Listen and read. Then answer the questions.

- What can you do in the West End?
- Are there a lot of cinemas, theatres, clubs and restaurants in your town?

It's Vicki's birthday and the Londoners have been to London's West End to celebrate. That's an area in central London with a lot of cinemas, theatres, clubs and restaurants. Vicki's Uncle Patrick took Vicki and her friends to see the latest *Shrek* film. Now Vicki is asking him lots of questions about his job. He works in an animation studio in London.

**2** Listen and read.

**Vicki** Thank you very much, Uncle Patrick. I really enjoyed that film. I want to be an animator like you.

**Patrick** Good idea.

**Vicki** But what do you actually do?

**Patrick** Well, I do the drawings. We need lots and lots of them. In fact, twenty-four drawings are needed for every second of film.

**Vicki** You're kidding! Twenty-four different pictures for every second?

**Patrick** Yes. It takes a very, very long time to make a complete cartoon film.

**Vicki** So what do you do first?

**Patrick** First of all, the storyboards are made.

**Vicki** What's a storyboard?

**Patrick** Drawings of the story. They're pinned up on a big board.

**Vicki** Like a comic?

**Patrick** Yes, exactly. Then, the script is written. After that the dialogue is recorded. The storyboard and the dialogue are matched – the words match the pictures.

**Vicki** But it doesn't move yet, does it?

**Patrick** No, but then the animations are made – hundreds and thousands of pictures for each scene.

**Vicki** Right. And what about animations with models? Are they more difficult?

**Patrick** I'm often asked that. No, not really. They're done in the same way, but with photographs of the models.

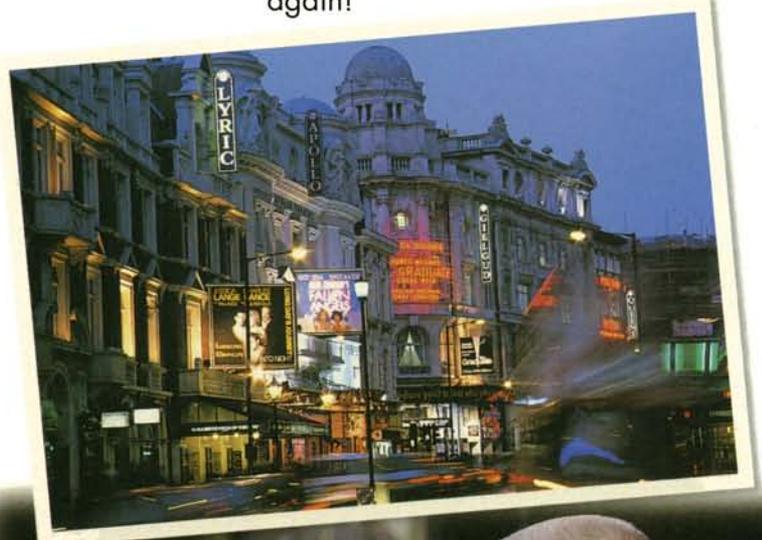
**Vicki** Does somebody have to make thousands of different models?

**Patrick** Oh, good question. No, we don't need many models. Small changes are made to them each time. For example, the arms or legs are moved. Or parts of the face are changed. The models are made of plasticine, or something similar, so they are flexible.

**Vicki** Do you use plasticine?

**Patrick** Yes, we do. But you can use all kinds of materials.

**Vicki** It's just like primary school all over again!





## Comprehension

**3** How do they make cartoons? Put the sentences in the correct order.

- a Make drawings to make each picture 'move'.
- b Match the words and the pictures.
- c Record the dialogues.
- d Plan the story in pictures.
- e Write the script.

### Passive Voice: Present Simple positive

#### Active

People often **ask** me that.  
Somebody **writes** the script.  
Somebody **makes** the animations.

#### Passive

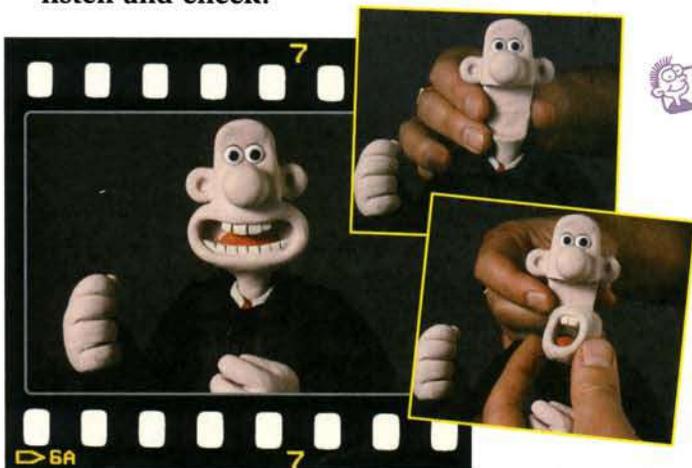
I'm often **asked** that.  
The script **is written**.  
The animations **are made**.

## Practice

**4** Rewrite the sentences.

- 1 Somebody draws the pictures.  
*The pictures are drawn.*
- 2 Somebody chooses the pictures.
- 3 Somebody puts the pictures on the board.
- 4 Somebody matches the script and the pictures.
- 5 Somebody records the dialogue.
- 6 Somebody makes the animations.

**5** Complete. Use the Passive Voice. Then listen and check.



When Wallace speaks, the same model (use)  
1 *is used* , but the mouths (change)  
2 ..... . One mouth (take) 3 .....  
out and a different one (put) 4 ..... in.  
Then the photograph (take) 5 ..... . The  
mouths (keep) 6 ..... in a special place  
and they (use) 7 ..... again and again.

## BE CAREFUL

The models are made of plasticine.

### Vocabulary



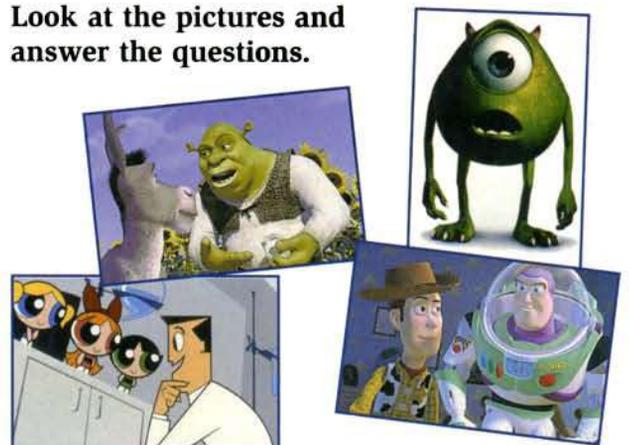
**6** What are they made of? Use the words in the box.

cotton glass metal paper plastic  
plasticine rubber wood wool

1 It's made of plasticine.



**7** Look at the pictures and answer the questions.



- Do you know the names of these characters?
- Have you seen the films?
- Which one is your favourite?

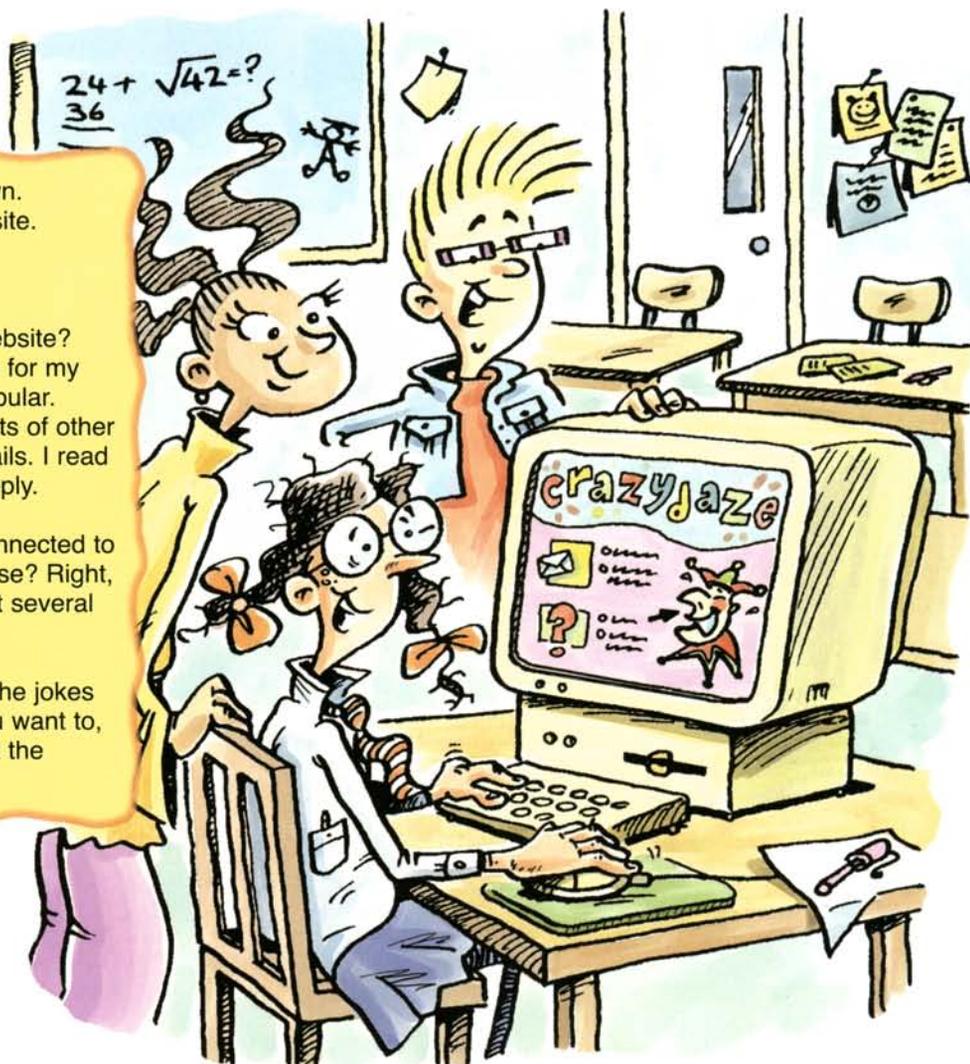
*These characters are ...*



## Presentation

1 Listen and read.

- Harry** Today we're talking to Jesse Brown.  
**Claire** She's just designed her own website. It's called Crazydaze.  
**Harry** Yes, and we like it because ...  
**Claire** ... it's crazy!  
**Harry** Jesse, why did you design this website?  
**Jesse** Well, it started as a school project for my teacher. But it's become really popular. It's visited by all my friends and lots of other people too. They send lots of emails. I read all of them and I always send a reply.  
**Claire** I see. Tell us more about it.  
**Jesse** I'll show you. Hang on, I'm not connected to the Internet. Oh, where's the mouse? Right, then ... here's the website. It's got several different pages, of course.  
**Harry** Show us the jokes page.  
**Jesse** Right. Just click on this icon and the jokes page opens. You can print it if you want to, but the printer isn't switched on at the moment.



I'm lost. Have you seen my website?



- Harry** Are all the jokes written by you and your friends?  
**Jesse** Oh, no! They're changed every week, so we need hundreds and hundreds. The jokes are written by lots of people – teachers and parents and kids.  
**Harry** Let's hear one of your jokes, please.  
**Jesse** OK. Um ... What is black and white and read every day?  
**Harry** Black and white and 'red' every day? I don't know.  
**Jesse** A newspaper. I said R-E-A-D, not R-E-D. Ha ha.  
**Harry** Ah yes, I see. What other pages are there?  
**Jesse** Well, there's a competition page. Every week there's a cartoon, and you have to write the text for it.  
**Harry** Do you draw the cartoons?  
**Jesse** No, they're not drawn by me. I'm terrible at Art! My friends draw them.  
**Harry** Is the winner chosen by you?  
**Jesse** The cartoons are read by everybody in the class, then we vote for the winner.  
**Claire** What's the prize?  
**Jesse** A toy spider.  
**Claire** Well, thank you, Jesse, and good luck with your crazy website. Bye.



## Comprehension

### 2 Correct the sentences.

- Jesse's teacher designed the website.  
*Jesse designed the website.*
- Jesse's friends reply to the emails.
- Jesse writes the jokes.
- Jesse draws the cartoons.
- Jesse chooses the winner of the competition.

### Vocabulary

### 3 Look at the words in the box. Are they similar in your language? What do they mean?

email icon the Internet mouse website

*The Internet means ...*

### 4 Complete. Use the verbs in the box.

click connect print send visit

- Use the mouse to ..... *click* ..... on an icon.
- ..... to the Internet.
- ..... a website.
- ..... an email to a friend.
- ..... a picture and put it on your wall!

#### Passive Voice: Present Simple

**negative** I'm not connected.  
The printer **isn't** switched on.  
The jokes **are not** written by Jesse.

**questions** Am I connected?  
Is the printer **switched on**?  
Are the jokes **written** by Jesse?

## Practice

### 5 Complete. Use the Passive Voice.

- (the computer / connect) *Is the computer connected.* to the Internet at the moment?
- How many emails (send) ..... every day?
- The website (not / change) ..... every day.
- (it / visit) ..... very often?
- When (the winner / choose) ..... ?
- All the emails (read / by Jesse) .....

## BE CAREFUL

The Internet is used **by** millions of people every day.  
The jokes are changed every week **by somebody**.

### 6 Rewrite the sentences. Use the Passive Voice. Use *by* if you need to.

- Lots of people visit the website.  
The website *is visited by lots of people.*
- The teachers write some of the jokes.  
Some of the jokes .....
- Jesse always sends a reply.  
A reply .....
- Somebody wins a prize every week.  
A prize .....
- The class chooses the winner.  
The winner .....
- Somebody draws a cartoon every week.  
A cartoon .....

### 7 Complete the cartoons. Then listen and check.



- Its bicycle is broken.
- That fish needs more water.
- Why is that dog driving a car?
- But it hasn't drunk all that water yet.



## editors' letter

There are so many wonderful sights in the world. Read Ally's interview with Hugo about the Nasca lines in Peru. Then read Lily's letter about the fantastic clay army at Xian in China. We've also got an interview with Hesham from Egypt. It was recorded last week in Cairo. We think you will be amazed!

*Ally and Alex*

## Presentation

### 1 Listen and read.

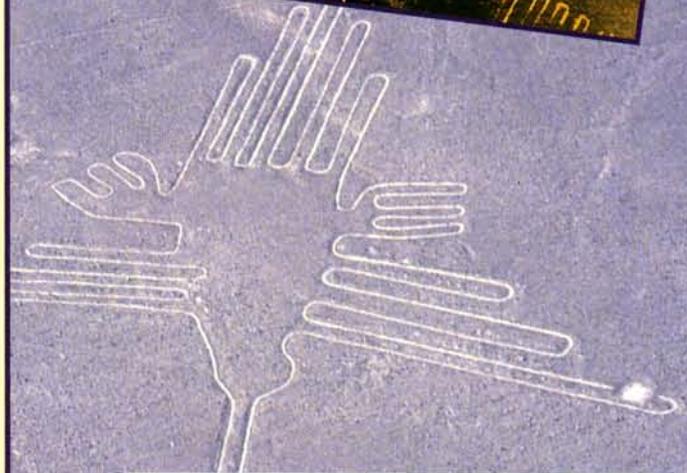
1 Listen and read. Then answer the questions.

- *Where are Peru, China and Egypt?*
- *What do you know about these countries?*

## Presentation

### 2 Listen and read.

- Ally** Hugo, what exactly are the Nasca lines?
- Hugo** They're huge drawings of birds, animals and insects. They were cut into the ground.
- Ally** Why are they called the Nasca lines?
- Hugo** Because they were made by the Nascan people. They used to live in Peru thousands of years ago.
- Ally** When were the drawings made?
- Hugo** They were made over a period of a thousand years, from about 500 BC to AD 500. The Nascans buried the drawings in sand and they weren't found for thousands of years.
- Ally** Have you actually seen these drawings?
- Hugo** No, I haven't, but I'd love to, because I'm sure they're a fantastic sight. You can't see them very well from the ground because they are so big – you have to go up to a height of several hundred metres. They were first discovered by pilots in the 1920s. They saw them from their planes.
- Ally** What an amazing discovery! Why were they drawn that size?
- Hugo** Well, they weren't drawn for humans. They were made for the sky gods. The Nascans wanted to please them.
- Ally** So the sky gods could see them but the Nascans couldn't!
- Hugo** Well, probably – although some people think that the Nascans invented hot-air balloons.
- Ally** So maybe the Nascans saw their pictures after all! And maybe hot-air balloons are inventions from two thousand years ago. Wow! One last question, Hugo, where did the Nascans go?
- Hugo** Well, some people say that their tombs are nearby – but nobody really knows. It's another mystery.



## Comprehension

### 3 Answer the questions.

- 1 Where did the Nascan people live?
- 2 How long ago did they live?
- 3 What did they draw?
- 4 Why did they draw them?
- 5 Why is it difficult to see the Nasca lines?



### Passive Voice: Past Simple

|                  |   |
|------------------|---|
| <b>positive</b>  | It <b>was recorded</b> last week.<br>They <b>were made</b> a long time ago.       |
| <b>negative</b>  | It <b>wasn't recorded</b> last week.<br>They <b>weren't made</b> a long time ago. |
| <b>questions</b> | <b>Was it recorded</b> last week?<br><b>Were they made</b> a long time ago?       |

## Practice

**4** Complete the letter from Lily. Use the Passive Voice.

Dear Ally and Alex,

I'd like to tell you about the Emperor's army at Xian. My friends and I (take) '...were taken...' there last week by our teachers. There are thousands of model soldiers and they are all different. They (make) '.....' two thousand years ago for an Emperor of China. When he died, he (bury) '.....' with them. The models (not / discover) '.....' for thousands of years. Then they (find) '.....' by some farmers, in 1974. Historians still have a lot of questions about the Emperor's army, for example: How (they / make) '.....'? (they / build) '.....' by one person or many people? Are there any more? It's a fantastic place. I hope you will visit it one day!

Your friend,

Lily



## Vocabulary

**5** Match the adjectives with the nouns.

|         |                                     |          |
|---------|-------------------------------------|----------|
| 1 big   | <input checked="" type="checkbox"/> | a width  |
| 2 heavy | <input type="checkbox"/>            | b size   |
| 3 high  | <input type="checkbox"/>            | c weight |
| 4 long  | <input type="checkbox"/>            | d age    |
| 5 old   | <input type="checkbox"/>            | e length |
| 6 wide  | <input type="checkbox"/>            | f height |

## Listening skills: listening for detail

- Before you listen, look at the questions carefully. What are the most important words? (e.g. **age**) What questions might go with them? (e.g. **How old is ... ?**) What information do you need to answer them? (e.g. ... **years old**)
- When you listen for the first time, don't write anything down. Listen for the most important words.
- Listen again and make notes.

**6** Match.

|          |   |                        |                           |
|----------|---|------------------------|---------------------------|
| age      | <input type="text"/> 2 <input type="text"/> e | 1 How big is it?       | a 100 g                   |
| weight   | <input type="text"/> <input type="text"/>     | 2 How old are you?     | b 10 cm x 15 cm           |
| material | <input type="text"/> <input type="text"/>     | 3 How heavy is it?     | c 12 Station Road, London |
| address  | <input type="text"/> <input type="text"/>     | 4 What's that made of? | d 10 metres               |
| size     | <input type="text"/> <input type="text"/>     | 5 How high is it?      | e 15                      |
| height   | <input type="text"/> <input type="text"/>     | 6 Where do you live?   | f paper                   |

**7** Listen to Hesham telling Alex about the pyramids. Complete the notes.

### The Egyptian pyramids

- age: about 4,500 years old
- material: .....
- transported by .....
- height: about .....
- used as .....



**8** Write about the Egyptian pyramids. Use your notes from Exercise 7.

The first pyramids were built about 4,500 years ago ...

## The Story of Magnus 1

 1 Look at the picture. Answer the questions.

- What is the story about?
- Can you guess some of the words in the story?

## Presentation

 2 Listen and read.

Magnus lived in a Viking village by the sea. His father was a farmer and Magnus worked with him in the fields, but he loved going down to the shore. He enjoyed talking to the sailors and working on his little fishing boat. Life in the village was very difficult and Magnus hated living there. The land was cold and hard, and the people were often hungry. However, that wasn't the worst thing. Sometimes dragons appeared. The dragons were hungry too. They attacked the animals and the people were terrified. Some sailors decided to look for richer, happier lands. Magnus liked sailing and he planned to sail away with them one day.

One afternoon, Magnus finished his work early, so he went down to his boat. He looked over the sea to the horizon.

'I'd like to get away from here,' he thought.

Some sailors were preparing a longboat for a voyage, and some fishermen were repairing their nets. Two farmers were watching them and talking.

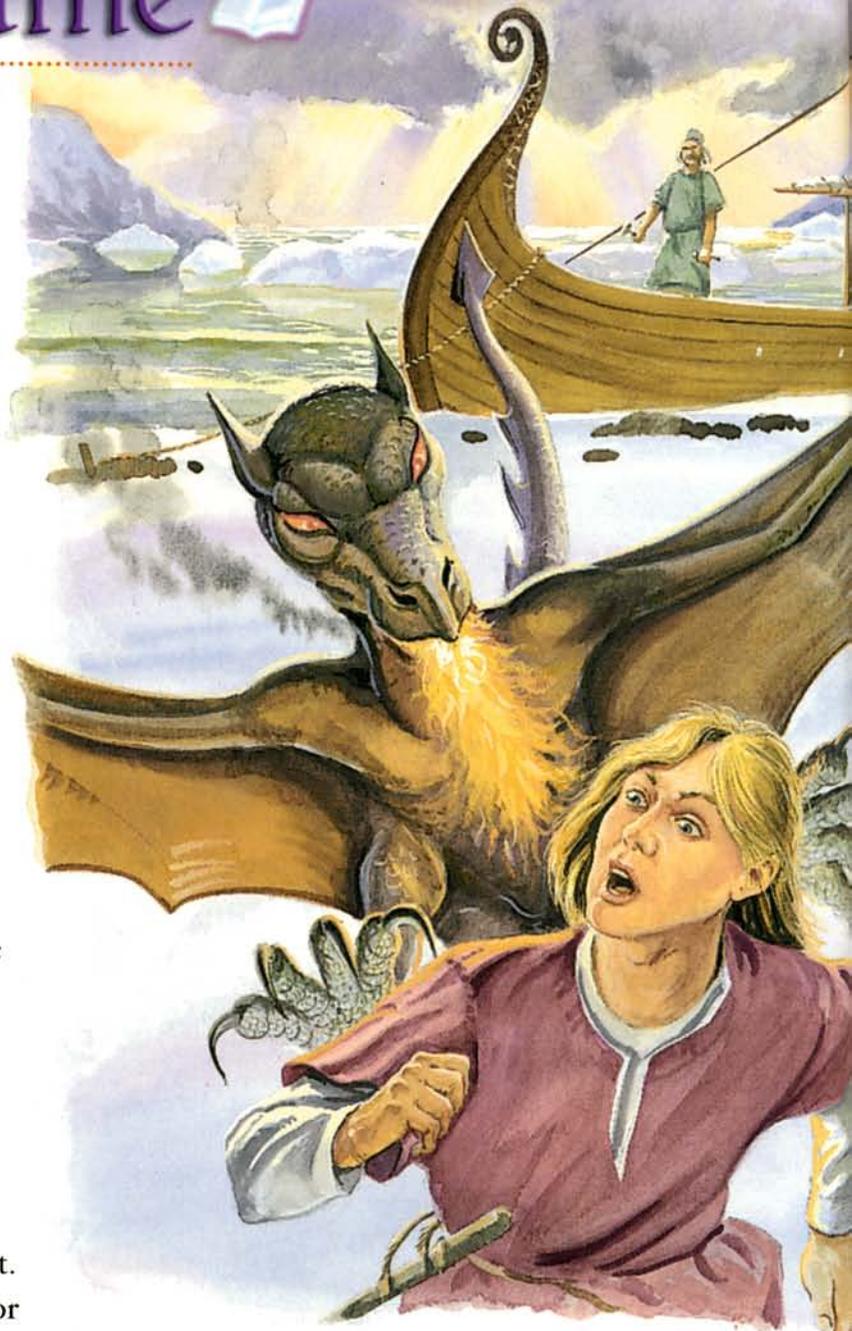
'Two more of my sheep were stolen last night,' said one old man.

'Was it a dragon?' asked another.

'I think so,' the first man answered, 'I saw flames in the sky!'

Suddenly there was a sound like a great wind. Magnus looked up from his boat and saw a dragon. It was flying towards him. It opened its huge mouth and breathed fire. Magnus felt terrible heat on his face.

He wanted to hide, but he couldn't. He felt the dragon's claws around his body. Magnus was lifted into the sky.



## Comprehension

 3 Circle the correct words.

- 1 Magnus liked *the village* / the sea.
- 2 Magnus's father was *a sailor* / *a farmer*.
- 3 The people wanted *food* / *dragons*.
- 4 The dragons were *hungry* / *terrified*.
- 5 The man saw *a dragon* / *flames*.
- 6 The dragon held Magnus in its *claws* / *mouth*.



### Vocabulary

4 Put the words in the box in the correct groups.

claws    face    flames    heat  
shore    voyage

- a sea, voyage, .....
- b fire, ....., .....
- c body, ....., .....

#### Gerunds and infinitives

*love, hate, enjoy + gerund*

He **loved going** down to the shore.

He **hated living** there.

He **enjoyed talking** to the sailors.

*plan, decide, want + infinitive*

He **planned to sail** away.

They **decided to look** for richer lands.

He **wanted to hide**.

### BE CAREFUL

like + -ing / would like + infinitive

Magnus **liked sailing**.

I'd **like to get away** from here.

### Practice

5 Complete.

- 1 Magnus loved (work) working on his boat.
- 2 He didn't like (live) ..... in the village.
- 3 He wanted (sail) ..... away.
- 4 'I'd like (explore) ..... the world,' he thought.
- 5 The old men enjoyed (tell) ..... old stories.
- 6 Magnus hated (be) ..... poor.
- 7 He planned (leave) ..... the village one day.
- 8 He decided (become) ..... a sailor.



6 Talk to your partner. Use gerunds and infinitives.

*I hate swimming.*

- 1 I hate .....
- 2 I like .....
- 3 I've decided .....
- 4 I love .....
- 5 I plan .....
- 6 I'd like .....
- 7 I want .....
- 8 Our friends enjoy .....

7 Write about your friend. Use ideas from Exercise 6.

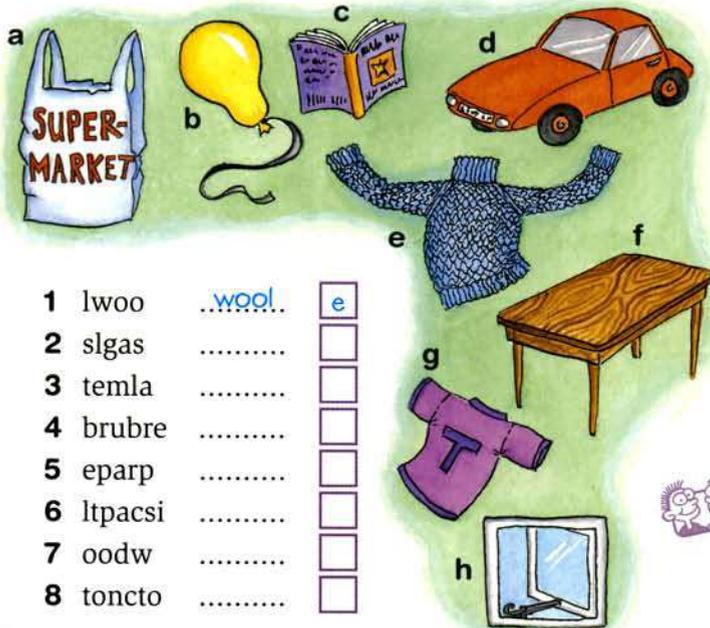
*Tom hates ...*



# Revision 5

## Vocabulary

1 What are they usually made of? Find the words and match.



- |   |         |          |                                     |
|---|---------|----------|-------------------------------------|
| 1 | lwoo    | ..wool.. | <input checked="" type="checkbox"/> |
| 2 | slgas   | .....    | <input type="checkbox"/>            |
| 3 | temla   | .....    | <input type="checkbox"/>            |
| 4 | brubre  | .....    | <input type="checkbox"/>            |
| 5 | eparp   | .....    | <input type="checkbox"/>            |
| 6 | ltpacsi | .....    | <input type="checkbox"/>            |
| 7 | oodw    | .....    | <input type="checkbox"/>            |
| 8 | toncto  | .....    | <input type="checkbox"/>            |

2 Match.

- |   |  |                                     |
|---|--|-------------------------------------|
| 1 | It's a sea journey.                        | <input checked="" type="checkbox"/> |
| 2 | It's next to the sea.                      | <input type="checkbox"/>            |
| 3 | It's part of a fire.                       | <input type="checkbox"/>            |
| 4 | This is next to the computer.              | <input type="checkbox"/>            |
| 5 | You feel this if you're close to the fire. | <input type="checkbox"/>            |
| 6 | It's a kind of message.                    | <input type="checkbox"/>            |
- |   |       |   |        |
|---|-------|---|--------|
| a | email | d | mouse  |
| b | flame | e | shore  |
| c | heat  | f | voyage |

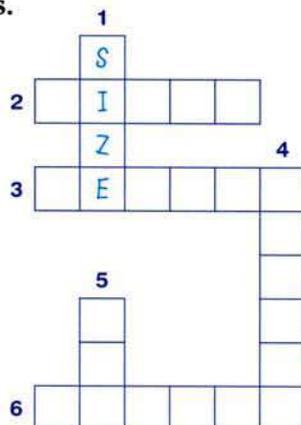
3 Complete. Make nouns to match the adjectives.

Down

- 1 big  
4 high  
5 old

Across

- 2 wide  
3 long  
6 heavy



## Pronunciation chant

4 Listen and repeat.

Go to bed!  
But I'm not tired!

I don't like going to bed.  
I want to stay right here.

Get up!  
But I'm tired!

I hate getting up in the morning.  
I want to stay in bed.



## Grammar

5 Match and write the sentences.

- |   |         |                                     |   |                           |
|---|---------|-------------------------------------|---|---------------------------|
| 1 | Coffee  | <input checked="" type="checkbox"/> | a | is found under the ground |
| 2 | Gold    | <input type="checkbox"/>            | b | are made in Hollywood     |
| 3 | English | <input type="checkbox"/>            | c | is grown in South America |
| 4 | Films   | <input type="checkbox"/>            | d | are made of paper         |
| 5 | Books   | <input type="checkbox"/>            | e | is played on a court      |
| 6 | Tennis  | <input type="checkbox"/>            | f | is spoken in Australia    |

1c Coffee is grown in South America.

6 Correct the sentences. Use the Passive Voice in the Past Simple.

Alexander Graham Bell  
Christopher Columbus Leonardo da Vinci  
Michael Jackson J.K. Rowling Walt Disney

1 America was discovered by Ferdinand Magellan.

No, it wasn't. It was discovered by Christopher Columbus.

- 2 Harry Potter was written by William Shakespeare.  
3 The telephone was invented by Bill Gates.  
4 Thriller was sung by Elvis Presley.  
5 Toy Story was made by Warner Brothers.  
6 Mona Lisa was painted by Van Gogh.

**7** Student A, look below.  
Student B, look at page 105.

Student A

**a** Ask Student B questions to complete the information about the London Eye.



Who was the London Eye designed by?

It was designed by ...

The London Eye is in London, of course and it was designed by (*who?*) <sup>1</sup>..... . However, it wasn't made in Great Britain at all! The main parts of the Eye were built in (*where?*) <sup>2</sup>..... . Other parts were made in the Czech Republic, France, Germany and Italy. The parts were carried to Great Britain by (*how?*) <sup>3</sup>..... . Then they were put together in (*where?*) <sup>4</sup>..... . It was opened to the public on (*when?*) <sup>5</sup>..... .

**b** Read about the Millennium Bridge and answer Student B's questions.



The Millennium Bridge is a new bridge across the River Thames in London. It was opened in 2000 by the Queen. However, it was closed again two days later because it was wobbling too much!

Two years later, on February 22nd, it was opened again. Now it is used by thousands of people every day.

**8** How many TRUE sentences can you make with these words and expressions?

like love hate enjoy plan decide  
want would like

cooking dancing eating singing  
sleeping swimming taking exams  
to travel to go to Great Britain to go home  
to be famous to be rich to go on holiday

*I love cooking.*

## Song Time

**1** Put words with the same sounds together. Then complete the song, listen and check.

care hair me rain train tree

1 again, rain ..... 2 air, .....  
3 sea, .....  
4 me, .....  
5 hair, .....  
6 train, .....  
7 care, .....

### Living In The City

I like swimming in the deep blue  
<sup>1</sup>...sea...

I like sitting underneath a <sup>2</sup>...tree...  
I like lying with the sun on <sup>3</sup>.....  
I don't like living in the city.

I love breathing fresh clean <sup>4</sup>.....  
I love feeling the wind in my <sup>5</sup>.....  
I love walking without a <sup>6</sup>.....  
I hate living in the city.

I don't like running for the morning  
<sup>7</sup>.....

I don't like walking through the  
pouring <sup>8</sup>.....

I don't like going off to school <sup>9</sup>.....  
Oh, I hate living in the city.

**2** Do you live in the city or the country? What do you like about living there? What don't you like? Talk to your partner.

*I live in the town. I like it because there are lots of shops.*



# Culture Corner

## Ireland

### Reading

#### 1 Read.

**A** Ireland is the name of an island. It is next to the island of Britain. There are two parts of Ireland: Northern Ireland is a part of the United Kingdom, and the Republic of Ireland is a different country.

**B** Everywhere in Ireland you will see green, in fact Ireland's other name is 'the Emerald Isle'. Green is one of the symbols of Ireland and everybody wears green on Saint Patrick's Day, the Irish national holiday.



**C** The most famous symbol of Ireland is the shamrock. It became a symbol because it grows in many places – and it has three leaves. The number three is very special for Irish people – some even believe it is magic.



**E** Leprechauns are Irish fairies. They are shoemakers, and they are not very friendly. They also have secret pots of gold. If you find a leprechaun, you can look for his gold, but don't look away from the leprechaun. If you do, he will disappear – and so will the gold! Of course, this is only a superstition.

**D** Another Irish symbol is the harp, and two other traditional instruments are the bagpipes and the fiddle ('fiddle' is another word for 'violin'). The Irish are famous for their playing, singing and dancing.



#### 2 Which paragraphs tell us about ...

- 1 Irish people in America? ..... **F**.....
- 2 a special plant? .....
- 3 music? .....
- 4 an Irish story? .....
- 5 two countries in one island? .....
- 6 the national colour? .....

**F** If you sailed west from Ireland you would come to the USA. A hundred years ago, thousands of Irish families left Ireland to look for work. Many of them went to the USA. Today there are many people in the USA with Irish surnames and Irish relatives.

## Listening

- 3 Look at the picture. Where are the people? What are they doing?



I think they are looking for something.

- 4 Listen to Sharon talking about the Blarney Stone. Tick ✓ true. Cross ✗ false.

- 1 Blarney is a popular tourist attraction.
- 2 The stone is part of a wall.
- 3 Stories say that an old woman rescued a king.
- 4 Stories say that she gave the king a magic stone.
- 5 People say that if you kiss the stone, you will be able to tell good stories.
- 6 Nobody can find the stone.

## Writing

- 5 You are on holiday in Ireland. Complete this postcard.

Hi! We're having a great time in Ireland. We visited the Blarney Stone yesterday. I'll tell you a bit about it ...



Jonathan Hill,  
16 Meadow Rise,  
Hereford,  
Herefordshire.  
HR17 2BQ

## Speaking

- 6 Think of a famous place in your country. Don't tell anybody! Try to guess your friends' places. You can only ask 'yes / no' questions.

Is it in the north?

No, it isn't.

Is it a city?

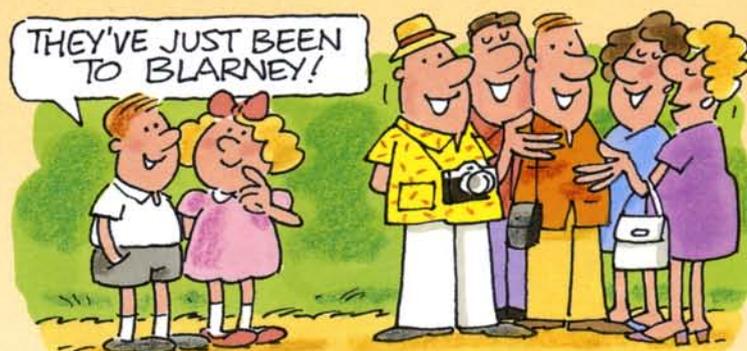
Yes, it is.

## Project

Find out about superstitions from your country and from other countries. Collect information and pictures. Make a display for the classroom wall, and tell the class.



In Great Britain, very small spiders are called 'money spiders' because if you see one, you will get some money. Black cats are also lucky in Great Britain, although in some other countries they are unlucky.





## Presentation

 **1** Listen and read. Then answer the questions.

- Are all three airports near central London?
- What is the main airport in your country?

Heathrow is the main London airport and it's the biggest airport in Europe. It's not far from the centre of London and it's used by more than sixty-two million passengers every year. There are two other large London airports: Stansted and Gatwick. They are on the outskirts of London but there are fast train services to these airports from the city centre.

 **2** Listen and read.

**Vicki** What time are we meeting your cousin, Kim?

**Kim** Well, his arrival time is twelve o'clock, but he'll have to wait for his luggage first. And of course his flight might be late.

**Vicki** It's only half past eleven. We're really early.

**Kim** Yes, but it's a good thing, because I'm lost.

**Vicki** So am I. Heathrow is enormous! I've never been here before.

**Kim** Neither have I. It's like a city!

**Vicki** Yes, it is. I can't see your mum and dad.

**Kim** Neither can I. Oh, yes, I can. Look, they're over there. They're queuing for some coffee. Would you like a drink?

**Vicki** No, I wouldn't. Not now.

**Kim** Neither would I. What do you want to do?

**Vicki** Well, I want to look round the shops.

**Kim** Oh, so do I. Right then, which way?

**Vicki** Well, I haven't seen any signs for the shops.

**Kim** I have. Look, over there. Come on. I want to go to the bookshop.

**Vicki** Oh, I don't. I'm going to buy some chocolate. I'll see you back here, OK?

**Kim** Yes, OK.

\* \* \*

**Vicki** Hi! Have you finished your shopping now?

**Kim** Yes, I have. I've spent nearly all my money.

**Vicki** So have I. And I'm starving.

**Kim** So am I. I think I'll go and get something to eat now.

**Vicki** OK, so will I. Oh no, look at the time! It's nearly half past twelve. We haven't got time to get any food now. We'll have to hurry. I didn't look at my watch.

**Kim** Neither did I. Come on! Let's go and find my parents! Quick!





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 Kim and Vicki are passengers.
- 2 This is their first visit to Heathrow.
- 3 They went to the same shops.
- 4 Vicki has spent most of her money.
- 5 They are hungry.
- 6 They are going to get something to eat.


## Vocabulary

4 Match.

- 1  b I'm flying to Australia. Where do I take my luggage?
- 2  My friend is coming from the USA and I'm meeting her.
- 3  What time is my flight?
- 4  I'll see you next month. Goodbye!
- 5  Where do I have to show my passport?
- 6  I can't find my bags!

|   |                           |   |                     |
|---|---------------------------|---|---------------------|
| a | <b>ARRIVALS</b>           | b | <b>CHECK-IN</b>     |
| c | <b>PASSPORT CONTROL</b>   | d | <b>DEPARTURES</b>   |
| e | <b>FLIGHT INFORMATION</b> | f | <b>LOST LUGGAGE</b> |

so do I, neither do I

|                                   | I agree                 | I disagree         |
|-----------------------------------|-------------------------|--------------------|
| I'm lost.                         | So <b>am</b> I.         | I'm <b>not</b> .   |
| I <b>want</b> to go to the shops. | So <b>do</b> I.         | I <b>don't</b> .   |
| I've spent all my money.          | So <b>have</b> I.       | I <b>haven't</b> . |
| I'll get something to eat.        | So <b>will</b> I.       | I <b>won't</b> .   |
| I <b>can't</b> see your mum.      | Neither <b>can</b> I.   | I <b>can</b> .     |
| I <b>wouldn't</b> like a drink.   | Neither <b>would</b> I. | I <b>would</b> .   |
| I <b>didn't</b> look at my watch. | Neither <b>did</b> I.   | I <b>did</b> .     |
| I <b>haven't</b> seen any signs.  | Neither <b>have</b> I.  | I <b>have</b> .    |

## Practice

5 Agree.

- 1 I like chocolate.
- 2 I watched TV last night.
- 3 I'm going to get a drink.
- 4 I haven't got time.
- 5 I wouldn't like to buy that.
- 6 I'm tired.
- 7 I can't swim.
- 8 I won't spend all my money.

1 So do I.



6 Disagree.

1 I won't.

- 1 I'll have a rest soon.
- 2 I'd love a sandwich.
- 3 I've spent all my money.
- 4 I don't want this drink.
- 5 I didn't see a sign.
- 6 I'm looking for a bookshop.
- 7 I can speak Chinese.
- 8 I haven't been in an aeroplane.

## Speaking skills: agreeing and disagreeing

- 1 Think carefully about the subject. What is your opinion?
- 2 Think of reasons for your opinion.
- 3 Think of phrases you can use to agree or disagree with people, e.g. *I agree, I don't agree, So do I, Neither do I, etc.*
- 4 Listen carefully to what the other people say.
- 5 Agree or disagree politely and give your reasons.



7 Choose one of these subjects. Discuss it in your group. Then present your ideas to the class.

- Are school uniforms a good idea?
- Is History boring?
- Is TV bad for you?
- Is English harder than your language?

I think school uniforms are a good idea because they are smart.

So do I.

I don't agree. I think our own clothes are better because they are more comfortable.



**1** Would you buy any of these crazy inventions? Talk to your partner.

**Fluffy Legs Lamp**  
This lamp really dances!



**Motorised tie rack**  
Your ties move round so you can see them all!



**Musical T-shirts**  
Touch the picture and listen to the music!



## Presentation

**2** Listen and read.

- Claire** Claris Hunter is an inventor. She's invented some amazing things ...
- Harry** ... and some very crazy things. We're going to talk to her.
- Claire** Claris, what's your favourite invention?
- Claris** Oh dear, it's difficult, I have a lot of favourites. Let's look in my catalogue. Oh, I know – the rain alarm! I'll show it to you. Put the battery in here, then put it on your hat and press this switch, and it will beep if it rains. Now, I need some water. Pass that watering can to me, please. Very useful. No need for the weather forecast.
- Harry** Er, but ...



- Claris** Now, this is the techno jacket. Here it is.
- Claire** Are you going to give us a demonstration?
- Claris** Yes, of course. Look, here's the plug ... Now, you turn the dial to the correct temperature. Soon you'll be lovely and warm.
- Harry** But, um ... , er ...
- Claris** For hot weather, there's an air conditioning system. If you press this button here, cool air will circulate round your body. You can check your temperature with this thermometer inside the jacket. Shall I show you?
- Claire** Well, maybe in a minute. What are these strange-looking shoes? Show them to us.

- Claris** Oh, they're my spring shoes. They're shoes with little springs on the bottom.
- Harry** Oh, wow! Can I try them?
- Claris** Yes, of course.
- Harry** They're brilliant! Can I borrow them?
- Claris** No, I'm sorry. I don't lend my inventions to anybody, I sell them to customers.
- Harry** Well, perhaps I'll get these shoes for my birthday.
- Claire** Er, Claris, could you send me a catalogue, please?





## Comprehension

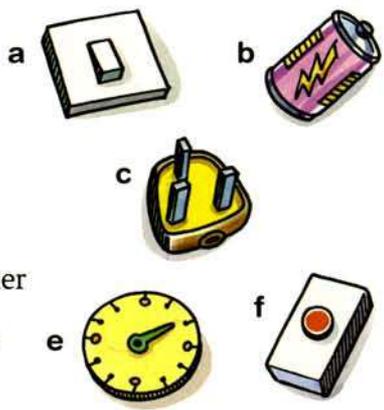
### 3 Match.

- 1 Claris is an .....c.....
  - 2 Her favourite invention is the .....
  - 3 You wear the rain alarm on your .....
  - 4 Harry likes the ..... best.
  - 5 The ..... is a cool coat.
  - 6 Claire wants a .....
- a catalogue      d techno jacket  
b hat              e rain alarm  
c inventor        f spring shoes

### Vocabulary

### 4 Match.

- |   |   |             |
|---|---|-------------|
| 1 | f | button      |
| 2 |   | battery     |
| 3 |   | dial        |
| 4 |   | plug        |
| 5 |   | switch      |
| 6 |   | thermometer |



Verbs with two objects  
give, send, show, lend, pass, sell

|      |                            |                                      |
|------|----------------------------|--------------------------------------|
| Show | Harry<br>the shoes<br>them | the shoes.<br>to Harry.<br>to Harry. |
| Send | me<br>the catalogue<br>it  | the catalogue.<br>to me.<br>to me.   |

## Practice

### 5 Put the words in the correct order.

- 1 her inventions / Claris / showed / to the reporters  
Claris showed her inventions to the reporters.
- 2 a / demonstration / Claris / them / gave  
Claris .....
- 3 passed / the / her / watering can / Harry  
Harry .....
- 4 Harry / Claris / the shoes / didn't / gave  
Claris .....
- 5 to / she / lend / did / them / him  
Did .....
- 6 will / send / to / Claire / she / a / catalogue  
She .....

## BE CAREFUL

lend and borrow

Can I **borrow** some money from you?  
Yes, I'll **lend** you £1.

### 6 What are they saying? Listen and number the pictures.



### 7 Look at the pictures in Exercise 6 and practise the dialogues.

Can you lend me some money, please?

Sorry, I can't. I haven't got any.

Of course. Here you are.



## editors' letter

Athletes in ancient Greece used to compete in the Olympic Games thousands of years ago. Then about a hundred years ago the modern Games were founded. They are held every four years. Today we've got a letter from a future Olympic champion in Germany, and Nikos from Greece tells Ally about the Olympic flame. But first, do our special Olympics quiz!

*Ally and Alex*

## Presentation

2 Do the quiz.

## THE OLYMPIC GAMES TRIVIA QUIZ

- The man who ran the first marathon was .....  
a) Greek    b) American    c) Chinese
- The person that founded the modern Olympic Games was .....  
a) Greek    b) French    c) Italian
- The city which held the first modern Olympic Games was .....  
a) Berlin    b) London    c) Athens
- The sport that was introduced to the Olympics in 1996 was .....  
a) table tennis    b) skateboarding  
c) beach volleyball
- The country that held the first Winter Olympics was .....  
a) France    b) Norway    c) Japan
- The five rings that are on the Olympic flag are all different colours. The colours were chosen because .....  
a) schoolchildren from every country voted for these colours  
b) these colours are all found on the flag of every country  
c) the ancient Greeks wore these colours when they were competing



3 Now listen and check your answers.



**Relative pronouns: who, which, that**

|   |  |
|---|--|
| <b>who</b><br>people                      | The man <b>who</b> ran the first marathon was Greek.   |
| <b>which</b><br>animals and things        | The city <b>which</b> held the first modern Olympic Games was Athens.  |
| <b>that</b><br>people, animals and things | The person <b>that</b> founded the modern Olympic Games came from France.<br>The sport <b>that</b> was introduced to the Olympic Games in 1996 was beach volleyball. |

**Practice**

**4 Complete. Use who or which.**

Dear Ally and Alex,

I learnt to swim when I was three years old, and the person <sup>1</sup>...**who**... taught me was my father. My hero is Mark Spitz, the swimmer <sup>2</sup>..... broke twenty-six world records in swimming.

I am a member of a swimming club <sup>3</sup>..... is part of an Olympic Games programme for children in Germany. Every day I swim eighty lengths in a swimming pool <sup>4</sup>..... is just like an Olympic pool.

I have a trainer <sup>5</sup>..... helps me a lot, and I have a special diet <sup>6</sup>..... is mainly vegetables. It's a tough life, but I want to be the next world champion!

Your friend

Sabina



**5 Complete Ally's interview with Nikos. Then listen and check.**

- a who lights it
- b which is brought
- c who comes from
- d which opens the Games
- e that come from many different countries



**Ally** Tell us about the Olympic flame, Nikos.  
**Nikos** It's a special flame <sup>1</sup>...**b**... from Greece. It symbolises the Games, of course, and they light it at the ceremony <sup>2</sup>..... It's a great honour for the person <sup>3</sup>.....

**Ally** And who is that?

**Nikos** An athlete <sup>4</sup>..... the host country. He or she carries a special torch into the arena and lights the flame.

**Ally** Do you mean they bring the torch all the way from Greece?

**Nikos** Oh, yes. And it mustn't go out.

**Ally** Does the same person carry it all the way?

**Nikos** No, there are lots of runners. They're athletes <sup>5</sup>..... They run one kilometre each.

**Ally** How do they cross the sea?

**Nikos** They take the flame on ships or even aeroplanes. They don't swim!

**Ally** No, I didn't think so.



**6 Match. Then write sentences.**

1 Christopher Columbus was the man who discovered America.

- 1 Christopher Columbus
- 2 Hogwarts
- 3 Walt Disney
- 4 The Titanic
- 5 George Lucas
- 6 Hobbits

- a man / made *Star Wars*
- b man / invented Mickey Mouse
- c man / discovered America
- d characters / appeared in *The Lord of the Rings*
- e school / Harry Potter went to
- f ship / sank

|   |
|---|
| c |
|   |
|   |
|   |
|   |
|   |

## The Story of Magnus 2

### 1 Remember the story! Complete.

Magnus lived in a <sup>1</sup>.Viking. village. He worked in the <sup>2</sup>....., but he wanted to <sup>3</sup>..... away one day. Magnus was working on his <sup>4</sup>..... when a <sup>5</sup>..... attacked him and took him away.

### Presentation

#### 2 Listen and read.

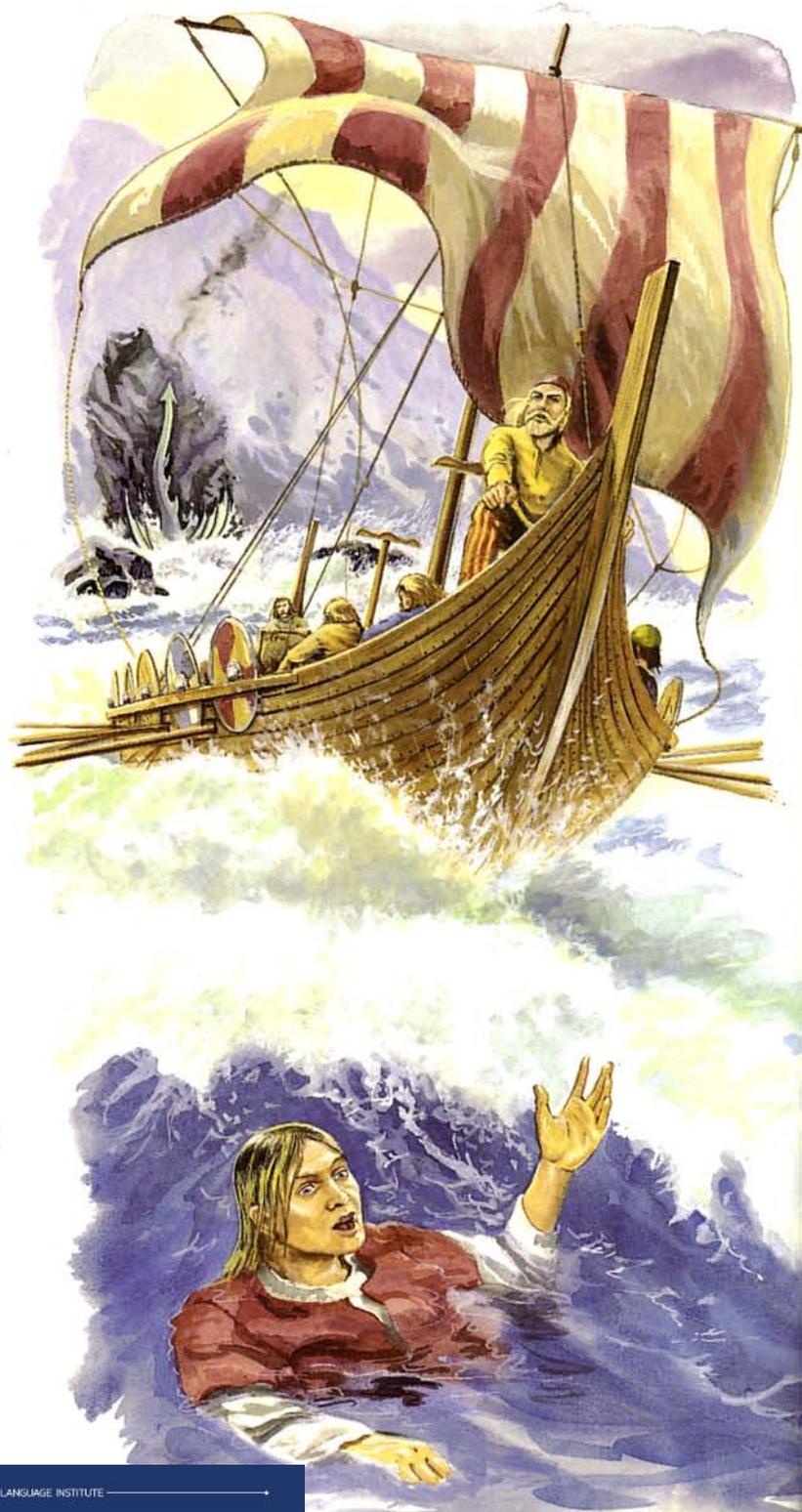
- 1 The dragon flew through the clouds towards the sun with its claws around Magnus's body. The little fishing boat lay smashed in the water. The other fishermen dropped their nets and looked at it in horror and amazement. 'What happened?' they cried. 'Was it a dragon? Who saw it? Who did it take?'
- 2 There was terror in Magnus's heart but he thought 'I must keep calm and think. I must open these claws. What can I use?' Then he had an idea. The knife in his belt. Of course! He pulled out the knife and tried to open the claws. The dragon roared and flames poured out of its mouth. It flew up and down and round and round, but it didn't open its claws. 'Try again,' Magnus thought. 'Don't give up!' He moved the knife and the dragon roared again. 'But I didn't touch it,' Magnus thought. 'What hurt the dragon?'
- 3 Suddenly he realised. Every time he moved the knife, the dragon roared with pain and anger because it couldn't see. The sunlight was reflected into its eyes. Magnus moved the knife and the dragon roared again. First it flew round and round in circles. Then it flew downwards. 'We're going to crash into the cliffs!' Magnus thought. He tried to open the claws again and again. At last, they started to open. A few seconds later, Magnus fell into the sea. The dragon crashed into the cliffs. It was dead.

- 4 The sailors pulled Magnus to safety.

'What did you do? How did you do it?' one of them asked.

'We need men with courage for our next voyage,' another man said. 'Will you come with us?'

Magnus was wet, cold and exhausted. But there was pride in his eyes, and he smiled.





## Comprehension

### 3 Circle the correct answers.

- What did Magnus use to attack the dragon?
  - his belt
  - his knife
  - fire
- Which part of the dragon's body did Magnus attack?
  - its claws
  - its mouth
  - its eyes
- Why couldn't the dragon see?
  - It was very angry.
  - It was looking at the sun.
  - Light was shining into its eyes.
- What did the dragon do?
  - It crashed into the cliffs.
  - It flew away.
  - It killed Magnus.
- The sailor said, 'Will you come with us?' What did Magnus probably answer?
  - 'I'm not sure.'
  - 'Yes, I will.'
  - 'I want to stay in the village.'

### Subject questions

| subject |      | object      |
|---------|------|-------------|
| What    | hurt | the dragon? |
| Who     | saw  | it?         |

### Object questions

| object |     | subject |       |
|--------|-----|---------|-------|
| What   | did | you     | do?   |
| Who    | did | it      | take? |

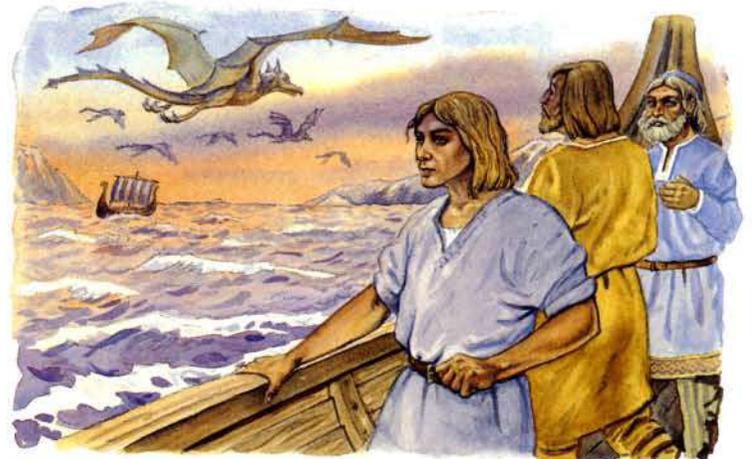
## Practice

### 5 Make questions. Use *who* or *what*.

- The sailors watched the dragon.  
*Who watched the dragon?*
- The dragon attacked Magnus.
- Magnus remembered his knife.
- The knife reflected the sunlight.
- The sunlight hurt the dragon's eyes.
- Magnus hurt the dragon.
- The sailors rescued Magnus from the sea.
- The dragon hit the cliffs.



### 6 Listen to the end of the story. Answer the questions.



- How long did Magnus spend with the Viking sailors?  
*ten years*
- How many men helped him?
- What did they see when they were near land?
- What was the first thing that they threw in the air? What happened?
- What was the second thing? What happened?
- What did the dragons do?

### 7 Write the story of how Magnus sent the dragons away.

*Magnus went away with the Vikings ...*

## Vocabulary

### 4 Match the adjectives with nouns from the text.

- |                            |               |
|----------------------------|---------------|
| 1 horrible (paragraph 1)   | <i>horror</i> |
| 2 amazed (paragraph 1)     | .....         |
| 3 terrified (paragraph 2)  | .....         |
| 4 painful (paragraph 3)    | .....         |
| 5 angry (paragraph 3)      | .....         |
| 6 safe (paragraph 4)       | .....         |
| 7 courageous (paragraph 4) | .....         |
| 8 proud (paragraph 4)      | .....         |





# Revision 6

## Vocabulary

1 Put the letters in the correct places on the signs.

1 FLIGHT  
I ORM ION

2 P SPO  
CONTR

3 ST  
LUG GE

4 C CK-IN

5 AR VALS

6 DEPAR RES



2 Find the words.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| A | K | S | W | I | T | C | H |
| L | D | U | D | I | H | C | T |
| S | I | W | E | N | E | B | M |
| B | A | T | T | E | R | Y | A |
| I | L | B | M | O | M | K | J |
| N | R | A | E | L | O | K | M |
| T | E | S | P | O | M | T | O |
| R | H | R | L | P | E | U | B |
| V | L | B | U | T | T | O | N |
| O | T | U | G | A | E | E | L |
| Y | B | A | T | Y | R | U | P |



3 Complete. Make adjectives from the nouns.

- I don't like it. It's horrible. (HORROR)
- He's a ..... man. (COURAGE)
- Does it hurt? Is it .....? (PAIN)
- Her parents are ..... of her. (PRIDE)
- She was ....., but it was only a spider. (TERROR)
- John was ..... when I broke his bike. (ANGER)

## Pronunciation chant

4 Listen and repeat.



I know a **girl** who **danced** with a **man** who **danced** with the **Queen** of England!  
I know a **man** who **danced** with a **girl** who **danced** with the **Prince** of Wales!

## Grammar

5 Agree and disagree.

*I went to the cinema last Saturday.*

*I didn't.*

*So did I.*

- I went to the cinema last Saturday.
- I haven't finished my homework yet.
- I'm going to Katie's party.
- I've been to London.
- I don't like pizza.
- I can't speak German.
- I'll have a cup of coffee.
- I'd like to go home now.

**6** Look back through your book and make sentences. Use *who* or *which*.

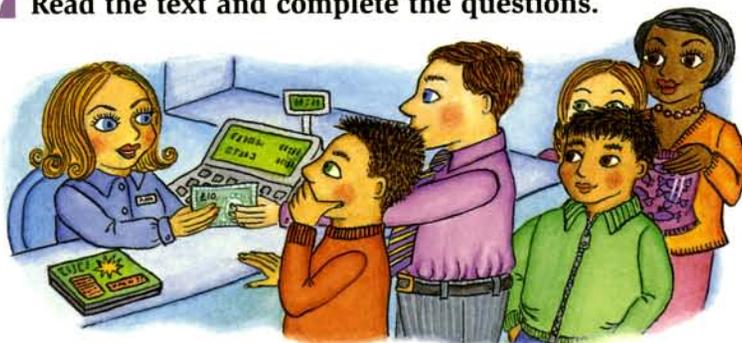
- |                   |     |
|-------------------|-----|
| 1 Cathy and Adam  | F b |
| 2 Tenball         |     |
| 3 Billy Elliot    |     |
| 4 The Nasca lines |     |
| 5 The Vikings     |     |
| 6 Claris          |     |
| 7 Athens          |     |

- A** woman  
**B** people  
**C** game  
**D** drawings  
**E** city  
**F** children  
**G** boy

- a** invented the techno jacket  
**b** were dropped in the gunge  
**c** liked ballet  
**d** was invented by twins  
**e** were made thousands of years ago  
**f** held the first modern Olympic Games  
**g** built longboats

1 Fb Cathy and Adam are the children who were dropped in the gunge.

**7** Read the text and complete the questions.



My brother Ted went to town yesterday. His friend, Steve, went with him. Ted saw a computer game and he decided to buy it. While he was waiting to pay for it, he saw his teacher, Mr Franks, in the queue behind him. When Ted got to the front of the queue, he took out his money, but he didn't have enough, and neither did Steve. Mr Franks was very kind and he paid for the game. Ted's going to give him the money today.

- |                             |   |
|-----------------------------|---|
| 1 Who <u>went to town</u> ? | <b>Ted</b> went to town.                          |
| 2 Who ..... ?               | <b>Steve</b> went with him.                       |
| 3 What ..... ?              | He wanted a <b>computer game</b> .                |
| 4 Who ..... ?               | He saw <b>Mr Franks</b> .                         |
| 5 Who ..... ?               | <b>Mr Franks</b> paid for the game.               |
| 6 What ..... ?              | Ted is going to give Mr Franks <b>the money</b> . |

**8** Put the words in the correct order.

- 1 sold / the / game / to / my / friend / me  
*My friend sold the game to me.*
- 2 the / teacher / to / she / showed / it
- 3 the / pass / to / water / George
- 4 me / you / lend / £5 / could / ?
- 5 sent / to / a / letter / I've / John
- 6 advice / she / me / gave / some

**Song Time**

- 1 What makes you happy? Talk to your partner and then tell the class. Use the ideas in the box if you want to.

- sunshine holidays food  
 friends music weekends  
 jokes

*Sunshine makes me happy.*

2 Listen and complete.



Who?

- Who <sup>1</sup> makes the sun shine on a rainy day?  
 Who makes my heart sing?  
 Who <sup>2</sup> ..... ?  
 You do, you do, you do, you do.
- Who picks me up when things go wrong?  
 Who <sup>3</sup> ..... ?  
 Who makes me happy?  
 You do, you do, you do, you do.



## Listening

- 4 Look at the picture and listen. Then put the sentences in the correct order.



- Peagreen fell.
- Arrietty ate some ice cream.
- Peagreen shouted.
- Arrietty climbed up the fridge.
- Arrietty went inside the fridge.
- The fridge door closed.

|   |
|---|
|   |
|   |
|   |
| 1 |
|   |
|   |

## Speaking

- 5 What will Arrietty do next? Talk to your partner. Then tell the class.

*I think she'll eat the ice cream.*

- 6 Imagine another adventure for Arrietty. Plan the story. Use the titles below, or your own ideas.

- Arrietty Falls into a Bath
- Arrietty Gets Lost in the Garden
- Arrietty Meets a Spider
- Arrietty Finds a Chocolate Cake

*One day, Arrietty ...*

## Writing

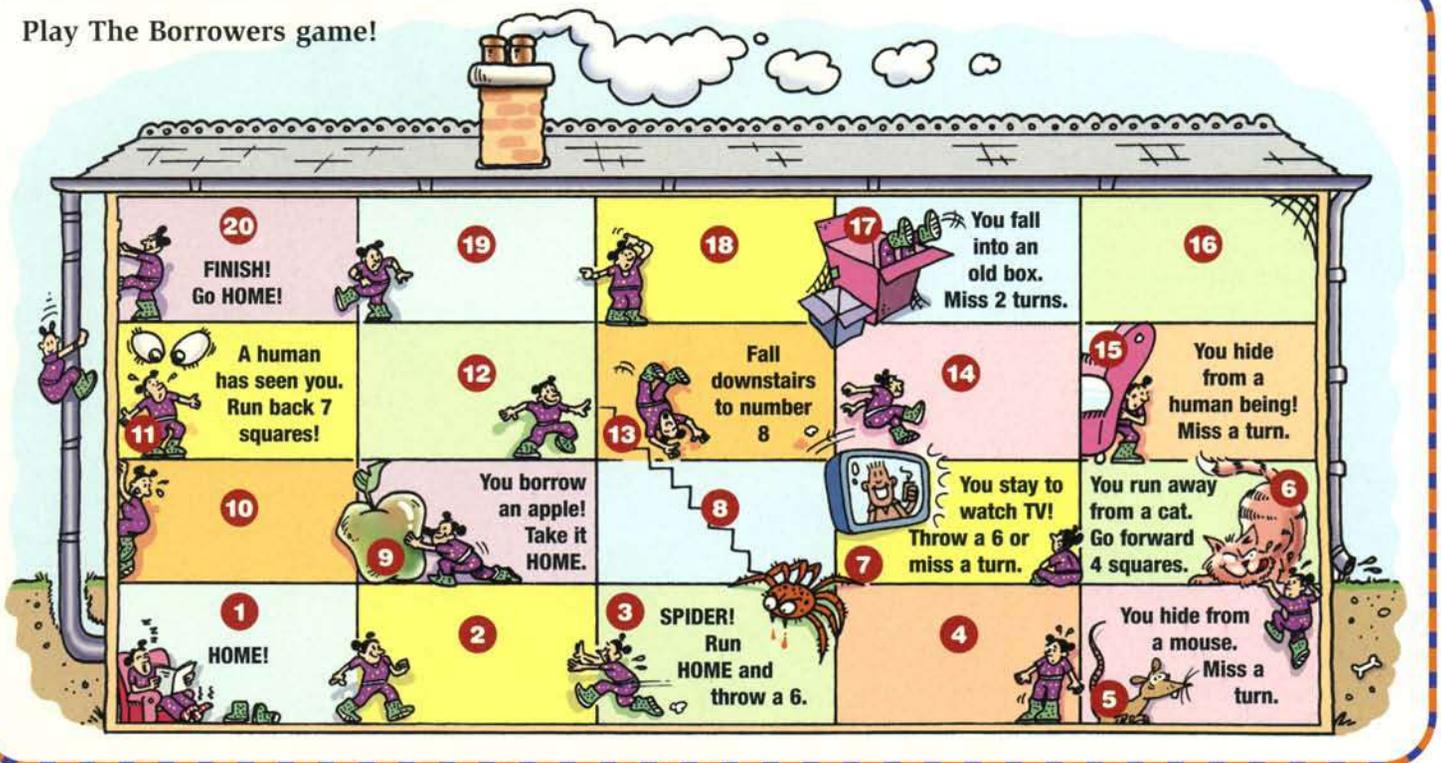
- 7 Write your story about Arrietty.

Arrietty Falls into a Bath

One day, Arrietty and her brother were in the bathroom. Arrietty wanted to get some soap, so ...

## Fun Time

Play The Borrowers game!





## Presentation

**1** Listen and read. Then answer the questions.

- When do the summer holidays begin for British schoolchildren?
- When does your school year finish?

British schools break up for the summer in the middle of July and the new school year starts in September. Secondary schools often have 'speech days' at the end of term. Celebrities make speeches and some pupils are awarded prizes.

**2** Listen and read.

**Mark** Are your parents here?

**Rob** Yes, I can see them. They're in the front row. How embarrassing.

**Mark** Mine aren't here yet. They must be stuck in traffic. I hope they'll get here soon.

**Rob** Don't worry. Do you think you'll get a prize?

**Mark** I don't think so. I did quite well in the Geography exam, but I didn't come top. What about you?

**Rob** I don't know.

**Mark** Who's that woman – the one in the trousers?

**Rob** She must be the guest speaker. I think she used to come to this school. I think she's famous, but I've never heard of her.

\* \* \*

**Vicki** I'm glad I don't have to make a speech. It must be really scary.

**Kim** True, but we have to listen to it. That's worse!

**Vicki** Cheer up! It might not be boring this year. You never know!

**Kim** Hey, Rob's going to get a prize.

**Vicki** Is he? Which one?

**Kim** The sports one of course.

**Vicki** How do you know?

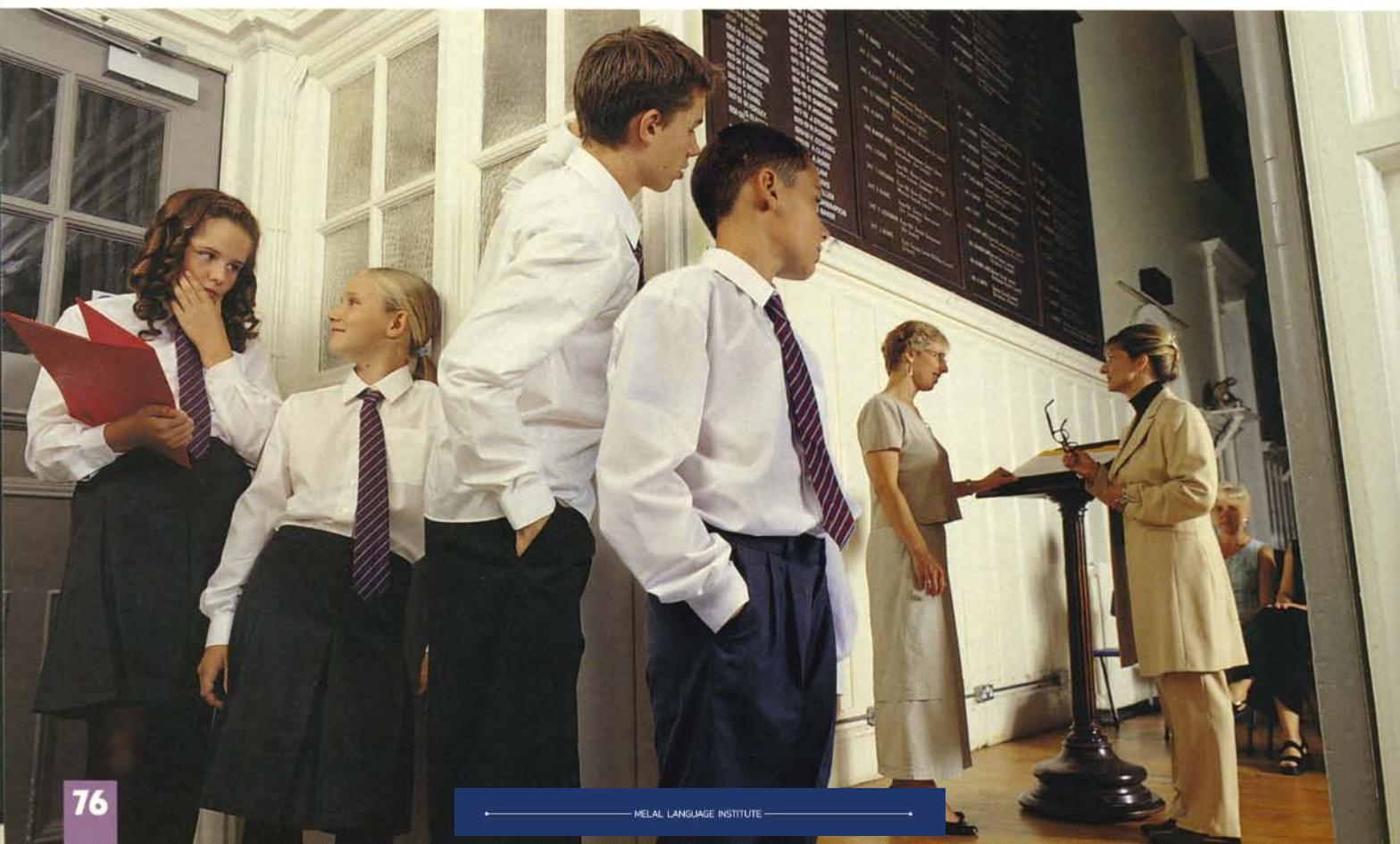
**Kim** I saw the list.

**Vicki** Well, I'm sure Rob doesn't know. He can't have any idea. If he knew, he'd tell us! Did you see *my* name on the list?

**Kim** Yes. You've got the Maths prize.

**Vicki** That can't be true. I'm terrible at Maths.

**Kim** Sorry, I was only joking. Yes, I saw your name. But you'll have to wait and see.





## Comprehension

3 Tick ✓ true. Cross ✗ false.

- 1 Rob can see his parents.
- 2 Mark's parents are late.
- 3 Vicki has to make a speech.
- 4 Kim doesn't like listening to speeches.
- 5 Kim knows about the prizes.
- 6 Rob knows about the prizes.


### must, can't (deduction)

They **must** be stuck in traffic.  
That **can't** be true.

## Practice

4 Circle the correct words.

- 1 I've seen the guest speaker on TV. She must / can't be famous.
- 2 She left the school a long time ago. She must / can't know many of the teachers.
- 3 She arrived in a very expensive car. She must / can't have a lot of money.
- 4 Rob is going to get the sports prize. He must / can't be good at sport.
- 5 He hasn't said anything about it. He must / can't know.
- 6 Vicki is going to get a prize. Her parents must / can't be proud.
- 7 Mark can't see his parents. They must / can't be here.
- 8 Kim says Vicki's going to get the Maths prize, but Vicki's bad at Maths. Kim must / can't be right.

5 Write sentences. Use **must** or **can't** and the words in the box.

cold   happy   hungry   late  
strong   tired

- 1 Vicki's school bag is too heavy for her. She can't be very strong.
- 2 Kim is having a rest.
- 3 Rob is running towards the bus stop.
- 4 Rob's team have just lost a match.
- 5 Vicki has taken off her jumper.
- 6 Mark is going into the sweet shop.



6 Kim and Vicki are talking about the guest speaker. Listen and complete.

Name: <sup>1</sup> Wanda Black

Age: about <sup>2</sup> .....

Used to like <sup>3</sup> ..... and was good at <sup>4</sup> .....

Job: <sup>5</sup> .....

Moved to <sup>6</sup> ..... Five years ago.

## BE CAREFUL

Who's that woman – the **one** in the trousers? = Who's that woman – the **woman** in the trousers?



7 What does 'one' mean in these dialogues?

- 1 – I've won a prize!  
– Which **one**? ..prize..  
– The Maths **one**.
- 2 – Look at those boys. Which **one** is your brother?  
– The tallest **one**. .....
- 3 – Which book is yours?  
– The red **one**. .....



8 Student A, think of a classmate, but don't tell your partner.

Student B, ask your partner 'yes / no' questions. Can you guess the person?

Is this person a boy?

No.

Has she got two brothers?

Yes.

Then it must be Maria!

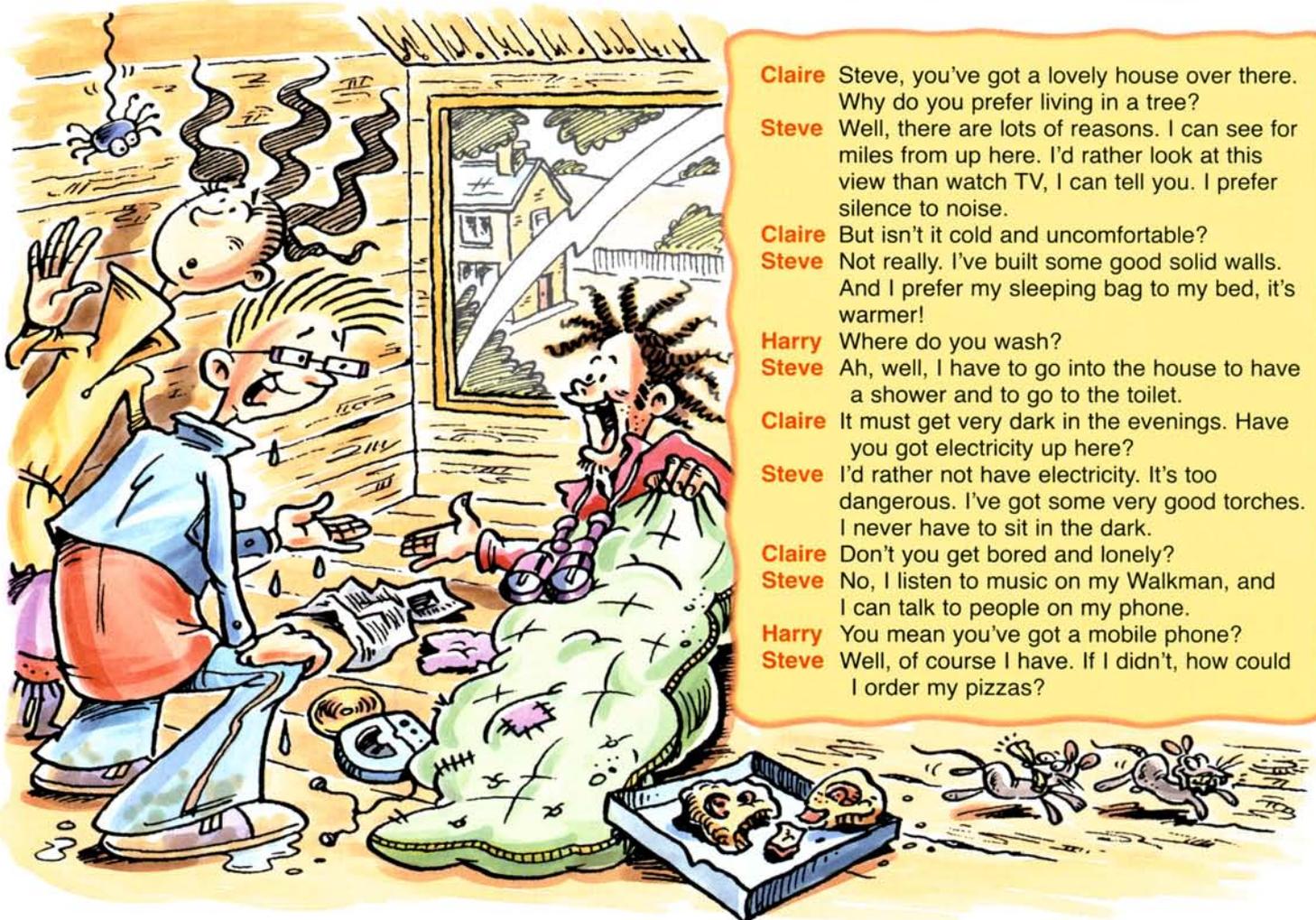
That's right.



## Presentation

**1** Listen and read.

- Claire** Where would you rather live – in a big, warm house ...
- Harry** ... or in a tree?
- Claire** Well, personally, I prefer looking at trees to living in them.
- Harry** So do I. But, well, not everybody agrees.
- Claire** We're standing in a garden, and we've come to visit Steve Wallace.
- Harry** Steve lives up there, in this tree.
- Claire** Steve!
- Steve** Hello.
- Harry** Can we come up?
- Steve** Yes, please do. Be careful!



- Claire** Steve, you've got a lovely house over there. Why do you prefer living in a tree?
- Steve** Well, there are lots of reasons. I can see for miles from up here. I'd rather look at this view than watch TV, I can tell you. I prefer silence to noise.
- Claire** But isn't it cold and uncomfortable?
- Steve** Not really. I've built some good solid walls. And I prefer my sleeping bag to my bed, it's warmer!
- Harry** Where do you wash?
- Steve** Ah, well, I have to go into the house to have a shower and to go to the toilet.
- Claire** It must get very dark in the evenings. Have you got electricity up here?
- Steve** I'd rather not have electricity. It's too dangerous. I've got some very good torches. I never have to sit in the dark.
- Claire** Don't you get bored and lonely?
- Steve** No, I listen to music on my Walkman, and I can talk to people on my phone.
- Harry** You mean you've got a mobile phone?
- Steve** Well, of course I have. If I didn't, how could I order my pizzas?

## Comprehension

### 2 Circle the correct answers.

- Which is NOT in Steve's tree house?  
**a** a Walkman      **b** a sleeping bag  
**c** a shower
- What does Steve say about the tree house?  
**a** It's quiet.      **b** It's uncomfortable.  
**c** It's cold.
- What does Steve do when it's dark?  
**a** He switches on an electric light.  
**b** He sits in the dark.  
**c** He uses a torch.
- Does Steve ever go into his 'real' house?  
**a** Yes, when he needs the bathroom.  
**b** Yes, when it's bedtime.  
**c** No, never.
- Which does Steve NOT do in his tree house?  
**a** watch TV      **b** listen to music  
**c** make phone calls

### Vocabulary

### 3 Complete. Use see, look at or watch.

- Look at this picture! It's fantastic!
- How often do you ..... TV?
- Please move, I can't ..... the screen.
- ..... the sky! It's going to rain.
- Do you want to ..... the football match?
- Can you ..... my keys? I've lost them.

*I prefer, I'd (= I would) rather*

I prefer silence to noise.

I prefer looking at trees to living in them.

I'd rather look at this view than watch TV.

**BE CAREFUL**

I'd rather not have electricity.

## Practice

### 4 Complete. Write one word in each gap.

Steve prefers his tree house <sup>1</sup>....to.... his ordinary house, and he <sup>2</sup>..... rather sleep in a sleeping bag <sup>3</sup>..... a bed. However, Harry and Claire <sup>4</sup>..... being inside a house to being outside. They would <sup>5</sup>..... watch TV than look at the view and they would rather <sup>6</sup>..... sit in a tree at all.



### 5 Which do you prefer? Use I prefer, I'd rather.

*I'd rather live in a tent than a house.*

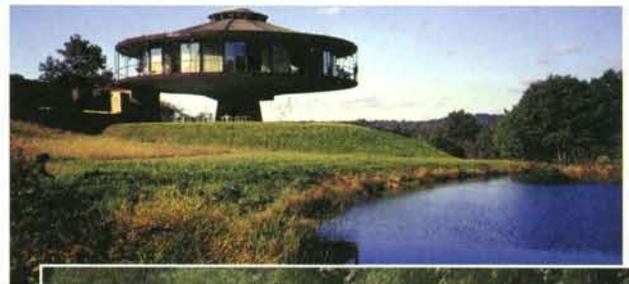


### 6 Write about your partner.

*Ann would rather live in a tent than a house.*



### 7 Look at the pictures and listen. Tick ✓ true. Cross ✗ false.



- Harry likes the Flying Saucer House.
- Claire thinks the Flying Saucer House is comfortable.
- Claire would rather stay in one place.
- Claire prefers big houses.
- Harry would rather not do any cleaning.



### 8 Design your own crazy house.

*My house is under the ground.  
It hasn't got any windows.*



*Ally and Alex*

**1** Listen and read. Then answer the questions.

- Do you ever read problem pages in magazines?
- Are they helpful?

## editors' letter

Problems, problems! We all have them! Sometimes it's good to share them with friends. Today's letters are from three readers with very different kinds of problems. We hope our replies will help.

## Presentation

**2** Listen and read.

# Friends' Problems

**1** My parents don't let me watch TV on school nights. They say it's bad for me and I should read books instead. It's not fair. A lot of my friends have TVs in their bedrooms. I can't even watch it downstairs! When they talk about TV programmes at school, I can't join in. What should I do?

**Kathy**

**2** I've got two little brothers and they really get on my nerves. They follow me around and they're noisy. They also get in the way when my friends come round. My mum says I should be patient with them but what about me? I need some privacy. It's not fair.

**Mike**

**3** My girlfriend and I don't talk anymore. She got a computer last month and since then she hasn't been interested in anything else. She doesn't want to go out with me anymore. I really like her and I don't want to be selfish – but I'm getting fed up. Should I look for a new girlfriend?

**Robert**

**a** *If I were you, I'd be patient. I'm sure she'll soon get bored with it. Ask her out again in a few days' time. If you really get on with her, don't look for somebody new. That's not fair to anybody.*

**Ally**

**b** *This is a tricky problem but you shouldn't get upset. Perhaps you should talk to them about it when you are a bit calmer. If I were you, I wouldn't say anything about it for a week or two, then I'd try again. Perhaps they will change their minds. Good luck!*

**Alex**

**c** *This is a very common problem. It's not really anybody's fault, is it? I think you should sit down and have a chat with your mother. She must be very busy – do you ever give her a hand? If I were you, I'd explain the problem to her, and also try to see her point of view. I'm sure she will try to help.*

**Ally**

## Comprehension

**3** Match the problems with the replies from Ally and Alex.

1       2       3



## Vocabulary

### 4 Complete. Use the words in the box.

common   fair   noisy   patient  
selfish   tricky   upset

- You've got two sweets and I've only got one. It's not ...*fair*...
- I lost my new watch and I was very .....
- Shh! Please don't be so .....
- She explained it to me again and again, she was very .....
- I can't understand this. It's really .....
- This often happens. It's very .....
- She never thinks about other people. She's very .....

#### *should, shouldn't, if I were you (advice)*

You **should** talk to your parents.

You **shouldn't** get upset.

**Should** I look for a new girlfriend?

**If I were you**, I'd explain the problem.

**If I were you**, I **wouldn't** say anything.

## Practice

### 5 Give advice. Use *should* or *shouldn't*.

- I get bored at weekends. (take up a hobby)  
*You should take up a hobby.*
- I'm always late for school.  
(get an alarm clock)
- I'm thirsty. (have some water)
- I'm tired. (go to bed late)
- I haven't got any friends. (join a club)
- I have bad dreams. (watch horror films)

### 6 Give advice. Use *If I were you* and the words in the box.

get a fish   have a sandwich  
not / go to school   not / eat it  
pay for it   record it

- I borrowed my friend's watch and lost it.  
*If I were you, I'd pay for it.*
- I want a pet but I live in a small flat.
- I want to watch that film, but it starts late.
- It's Monday morning and I'm ill.
- I'm hungry.
- I like chocolate but it makes me ill.

### 7 Read this letter and write your advice.

My best friend is having a party soon but I haven't got anything to wear. I want to buy some new clothes but I haven't got any money. My parents say I don't need any new clothes, but I do. Help!

**Clare**

Dear Clare,  
I think you should ...

### Dictionary skills: finding the meaning of idioms and expressions

Look at the most important words (= words which are NOT *a, the, to, your, someone* etc). You will find the expressions under one or all of them in a dictionary.

EXAMPLE **change your mind**

**change**<sup>1</sup> /tʃeɪndʒ/ verb

**change your mind** to make a new decision which is opposite to the one before: *I was going out this evening but I've changed my mind.* (= I'm going to stay at home instead).

**mind**<sup>1</sup> /maɪnd/ noun

**change your mind** to decide to do something different: *I was going to leave tomorrow but I've changed my mind.*



### 8 Find these expressions in the texts in Exercise 2. What do they mean?

*1 It means 'to have a friendly talk'.*

- have a chat (text C)
- get on my nerves (text 2)
- get in the way (text 2)
- give somebody a hand (text C)
- point of view (text C)

### 9 Write sentences with the expressions in Exercise 8. Then read them to the class.

*After lessons I'm going to have a chat with my friend about my school problems.*

## The Streetboys 1



**1** Look at the title and the picture. Then answer the questions.

- Who are the people?
- Where are they?
- What are they doing?
- What will happen in the story?

## Presentation



**2** Listen and read.

One Saturday morning Lisa Long was in her father's music shop. She often helped her father.

'Dad, can I ask you a favour?'

'What is it, Lisa?'

'Some boys at the youth club have just formed a band,' she said, 'and they're brilliant. They're called *The Streetboys*.'

'Yes?'

'Well, they usually practise in Ricky's garage,' explained Lisa, 'but they're not allowed to anymore ...'

'Why not?'

'Ricky's dad's got a new car. They must find a new place. They've got a really important gig next week. Can they come here?'

'To the shop?'

'Yes. And, there's another thing. Their keyboard is

awful. Can they practise on one of ours? Oh, please, Dad, please!'

Mr Long sighed. 'OK, Lisa, they can come on Monday, at five o'clock. Just this once!'

On Monday evening, Mr Long was just putting the CLOSED sign in the window when an old van stopped outside. Five boys got out of it and came into the shop.

Lisa was standing by a huge keyboard in the corner of the shop.

'Here it is,' she said. 'Dad says you're allowed to practise on it!'

Ricky sat down and started playing. Dave and Frankie joined in with their guitars and Andy and Steve started singing.

When the song finished, Lisa clapped, but Mr Long looked thoughtful.

'Why is your gig so important?' he asked.

'Because it's at the Haven Club,' explained Ricky. 'Agents often go there. If we play well, we might even get a recording contract!'

'I see. Why don't you borrow this keyboard?'

Ricky looked at him in amazement.

'Are you sure?' he asked.

Mr Long nodded.

'Yes,' he said. 'I don't usually allow people to borrow my instruments, but I think you're good. Good luck next week!'





## Comprehension

### 3 Answer the questions.

- 1 What kind of shop did Mr Long have?
- 2 Where did *The Streetboys* use to practise?
- 3 Who was *The Streetboys*' keyboard player?
- 4 Who were the singers?
- 5 Where was the gig?
- 6 What did Mr Long lend *The Streetboys*?

#### allow, to be allowed to

**Active** Ricky's dad **allows** them **to** use the garage.

**Passive** They **are allowed to** use the garage.

## Practice

### 4 Rewrite the sentences.

- 1 He doesn't usually allow people to borrow his instruments.  
People aren't usually allowed to borrow his instruments.
- 2 He allowed Ricky to practise on the keyboard.  
Ricky was .....
- 3 Is he allowed to practise at home?  
Do his parents allow .....
- 4 Mr Long allowed the boys to practise in his shop.  
The boys were .....
- 5 Customers aren't allowed to touch the instruments.  
Mr Long doesn't .....



### 7 Talk to your partner. Use the correct forms of *let* and *allow*.

When you were eight, were you allowed to / did your parents let you:

- 1 go out in the evening?
- 2 choose your own clothes?
- 3 have a mobile phone?
- 4 go shopping with your friends?
- 5 go to bed late?
- 6 watch TV all day?
- 7 watch horror films?
- 8 eat junk food?

*When I was eight, my parents didn't let me watch TV all day.*

*I wasn't allowed to watch horror films.*



### 8 What do you think will happen next in the story?

*I think The Streetboys ...*



1 You're not allowed to talk!



2 .....



3 .....



4 .....



5 .....



6 .....



# Revision 7

## Vocabulary

### 1 Match the words with the definitions.

- |           |                                     |           |                          |
|-----------|-------------------------------------|-----------|--------------------------|
| 1 common  | <input checked="" type="checkbox"/> | 5 tricky  | <input type="checkbox"/> |
| 2 fair    | <input type="checkbox"/>            | 6 upset   | <input type="checkbox"/> |
| 3 noisy   | <input type="checkbox"/>            | 7 selfish | <input type="checkbox"/> |
| 4 patient | <input type="checkbox"/>            |           |                          |

- a making a lot of noise  
 b found everywhere; usual  
 c not thinking about other people  
 d the same for everybody  
 e feeling unhappy or worried about something  
 f able to wait for a long time  
 g difficult

### 2 Circle the correct verb.

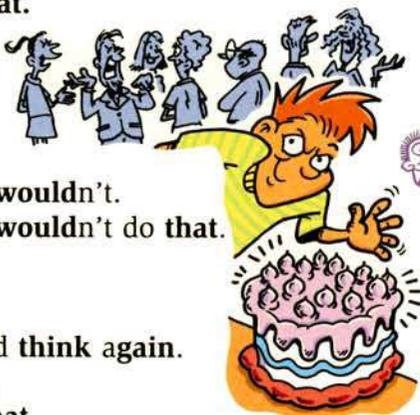
- Do you *look at* / watch 'The Simpsons'?
- Where's my pen? I can't *see* / *watch* it.
- Come and *look at* / *watch* this photograph.
- I'm going to *look at* / *watch* a tennis match this afternoon.
- Do you *see* / *look at* that sign? What does it mean?
- 'Did the doctor *watch* / *look at* your foot?'  
'Yes, it's not broken!'

## Pronunciation chant

### 3 Listen and repeat.

If  
 If I were you  
 If I were you, I **wouldn't**.  
 If I were you, I **wouldn't do that**.

If  
 If I were you  
 If I were you, I'd **think again**.  
 I'd **think again**.  
 I **wouldn't do that**.



## Grammar

### 4 Look at Anna's bedroom and make sentences about her. Use *must* and *can't*.



She must eat a lot of fruit.

- eat a lot of fruit
- like cats
- like music
- be English
- be keen on tennis
- take a lot of photographs
- wear dresses every day
- read a lot
- play the guitar
- drink a lot of cola

### 5 Which do you prefer? Talk to your partner.

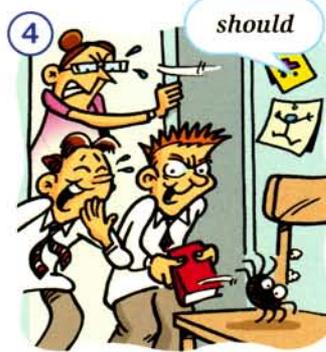
I'd rather travel by plane than ship.

- |                      |                |
|----------------------|----------------|
| 1 plane / ship       | I'd rather ... |
| 2 bananas / apples   | I prefer ...   |
| 3 play tennis / swim | I'd rather ... |
| 4 music / reading    | I prefer ...   |
| 5 cycle / walk       | I'd rather ... |
| 6 pizzas / burgers   | I prefer ...   |

**6 Match. Then give advice.**

- a hurry up
- b not / do that
- c wear a coat
- d go to bed
- e not / buy that
- f not / eat all of them

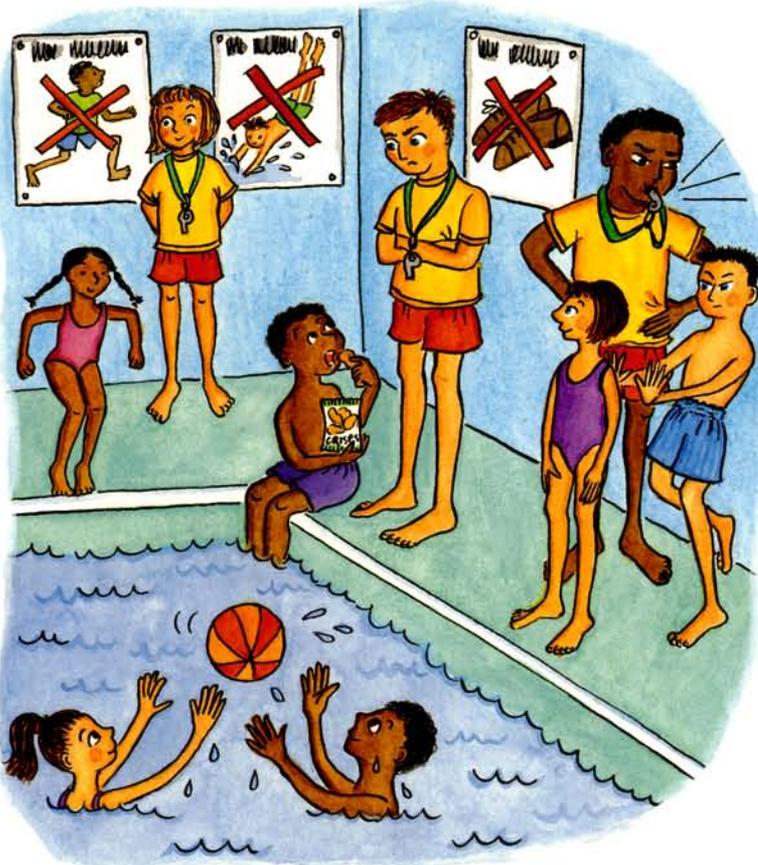
1c You should wear a coat



**7 Make sentences. Use allow.**

- dive jump in eat play ball push  
run wear shoes

*You're not allowed to dive.*



**Song Time**

**1 Read and complete. Then listen and check.**

the way I feel Everything's new  
I want to stay here

**Dreamland**

I can't be awake.  
This can't be real.  
I don't understand  
1 .....

It must be a dream.  
It can't be true.  
Everything's different.  
2 .....

I must be asleep  
but one thing is clear.  
I don't want to wake up.  
3 .....

It must be a dream ...

**2 What is the best dream you've ever had? Tell your partner.**

*In my dream I was a world-famous pop star. I had a huge car with a swimming pool inside it ...*



# Culture Corner

## Wales

**1** Look at the picture and listen. Then answer the question.



What's the Welsh word for 'Wales'?

## Reading

**2** Read.

A red dragon is probably the oldest symbol of Wales. If you go to Wales, you will see red dragons everywhere – on signs, in souvenir shops and on flags. Another symbol of Wales is a vegetable called a leek.



Welsh people wear them on their coats on St David's Day, the Welsh national holiday, although some people wear another symbol of Wales – the daffodil.



There are two official languages in Wales, Welsh and English, although English is usually spoken. Children study Welsh at school and some people speak it all the time. Signs are usually in Welsh and English. The Welsh language has some very long place names; look at this station sign!

Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch



Holidaymakers love the beautiful Welsh beaches, and the mountains of Snowdonia are popular too. The ancient castles are also big tourist attractions.



Welsh people are famous for their singing and their music festivals. A musical instrument, the harp, is one of the symbols of Wales.

There is a fantastic new sports stadium in Cardiff. The Welsh are crazy about rugby. It's their national sport.



**3** Match.

- |            |                                     |                      |
|------------|-------------------------------------|----------------------|
| 1 dragon   | <input checked="" type="checkbox"/> | a musical instrument |
| 2 harp     | <input type="checkbox"/>            | b flower             |
| 3 leek     | <input type="checkbox"/>            | c animal             |
| 4 daffodil | <input type="checkbox"/>            | d sport              |
| 5 rugby    | <input type="checkbox"/>            | e vegetable          |

**4 Read and answer.**

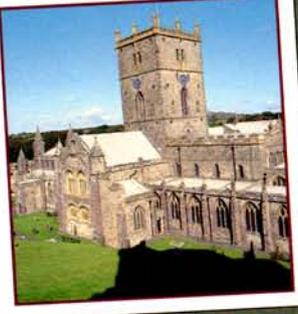
**a** **Snowdonia National Park**, a very beautiful area in the north. Travel to the top of Mount Snowdon – on foot or, if you prefer the easy life, by the Snowdon Mountain Railway!



**b** **Cardiff**, the capital of Wales and a busy port. An excellent shopping centre with first class restaurants and cafés. Great parks and museums. Don't miss Techniquest, a science museum for the whole family.



**c** **St David's**, on the west coast. Visit the famous cathedral and enjoy the long, beautiful beaches. See fantastic sea life at the Oceanarium and the Marine Life Centre and take a boat trip to Ramsey Island.



Where could you ...

- 1 have a ride on a little train? .....
- 2 find out about sea life? .....
- 3 spend a day in a big city? .....
- 4 see an ancient church? .....
- 5 climb a mountain? .....
- 6 learn about science? .....

**Speaking**

**5** Which place would you like to visit? Why?

*I would like to visit ...*

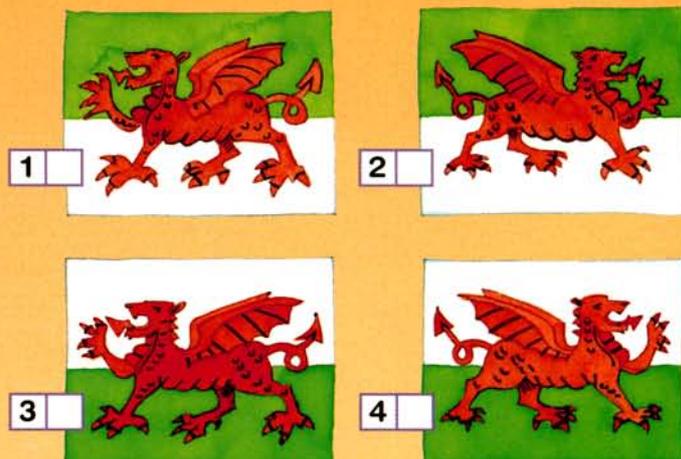
**Writing**

**6** Emma is going to visit your country. Complete this email to her.



**Listening**

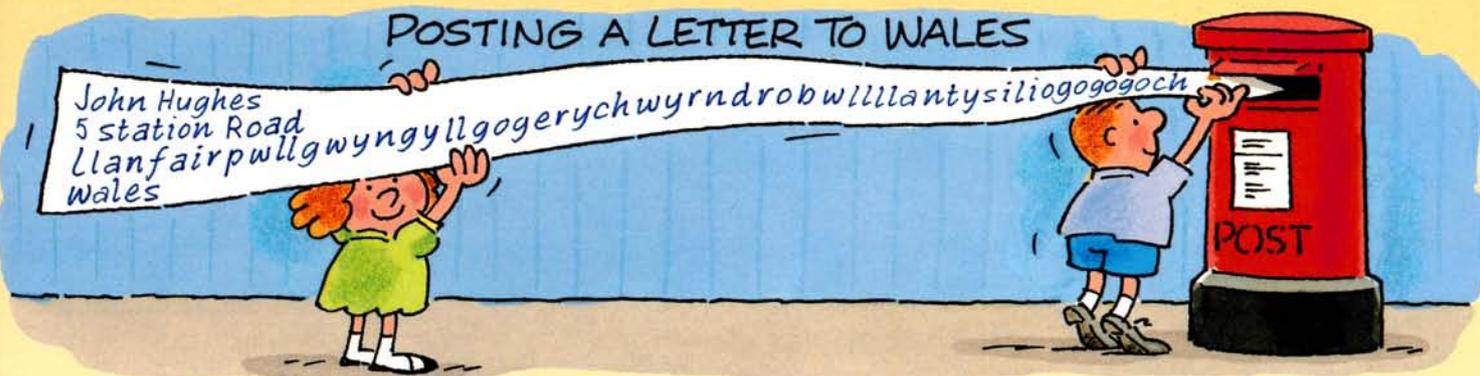
**7** Listen. Tick the Welsh flag.



**Speaking**

**8** Imagine a flag. Describe it for your partner to draw.

*There's a big green circle in the middle ...*





## Presentation

**1** Listen and read. Then answer the questions.

- How old is Stonehenge?
- Can you think of some ancient places in your country?

The stone circle of Stonehenge is one of the most popular tourist attractions in Great Britain. It is more than four thousand years old, and it is one of the wonders of the world. There are other stone circles in Great Britain, and some are older and bigger, but Stonehenge is the most famous.

**2** Listen and read.

**Guide** I'm going to tell you a little bit about the history of this amazing place. It isn't really one circle, it's actually two, and they were built at different times. The circle of bigger stones was built first.

**Vicki** What about the smaller one in the middle?

**Guide** That circle isn't as old as the other one. The stones are different from the others – they came from a different place – but both circles are ancient. They're older than some of the Egyptian pyramids!

**Kim** Those stones are huge! How were they carried here?

**Guide** Nobody really knows. It's a mystery. Remember, this was before the wheel was invented, and the biggest stones weigh about forty-five tonnes – that's heavier than eight elephants!

**Rob** Why was Stonehenge built, anyway?

**Guide** Well, that's even more mysterious. There are lots of theories. Many people believe it was a giant calendar or a temple.

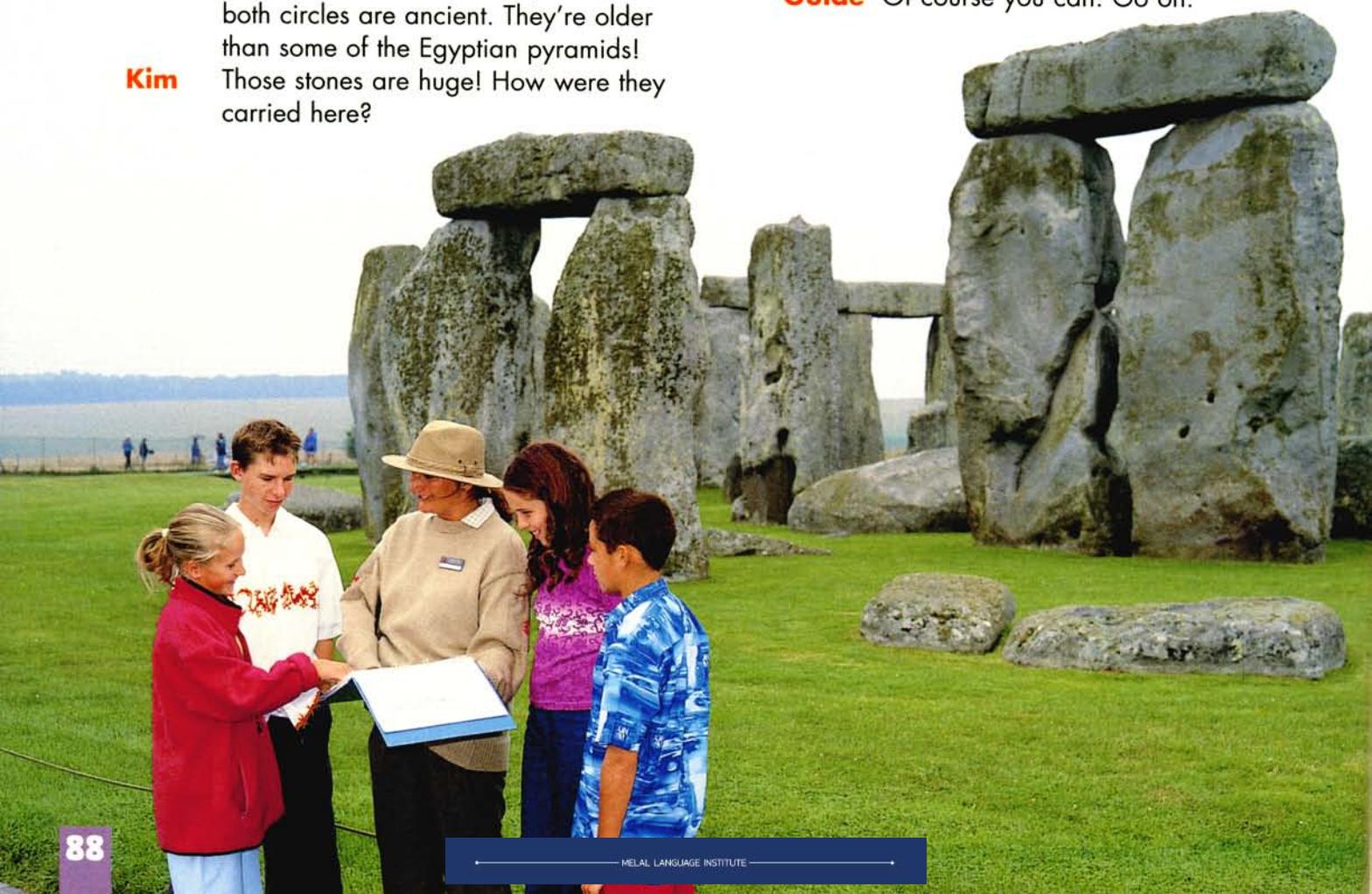
**Vicki** This must be one of the most interesting places in Great Britain!

**Rob** Yes. I usually think History is boring but this isn't the same as an ordinary lesson. This is the best History lesson I've ever had!

**Guide** Well, there are a lot of other stone circles in Great Britain – in fact the biggest one in the world is just forty kilometres away from here, at Avebury. It's about the same age as Stonehenge and it's as interesting, although it's less famous.

**Mark** Can we take some photos?

**Guide** Of course you can. Go on.





## Comprehension

### 3 Tick ✓ true. Cross ✗ false.

- 1 Stonehenge is the only stone circle in Great Britain.
- 2 There are two stone circles at Stonehenge.
- 3 All the stones were taken from the same place.
- 4 They didn't use wheels to move the stones.
- 5 Eight elephants carried the stones.
- 6 There is a bigger stone circle at Avebury.

### BE CAREFUL

Stonehenge is an interesting place.  
The Londoners are interested in Stonehenge.

## Vocabulary

### 4 Circle the correct words.

- 1 The Stonehenge lesson wasn't *bored* / *boring*.
- 2 Are you *interested* / *interesting* in History?
- 3 The Londoners had an *excited* / *exciting* day.
- 4 They thought Stonehenge was *amazed* / *amazing*.
- 5 It was a long journey back to London and they were very *bored* / *boring*.
- 6 The Londoners were very *tired* / *tiring* when they got home.

### Comparative and superlative adjectives

|           | adjective  | comparative | superlative  |
|-----------|------------|-------------|--------------|
| short     | old        | older       | the oldest   |
|           | big        | bigger      | the biggest  |
|           | heavy      | heavier     | the heaviest |
| long      | mysterious | more        | the most     |
|           |            | mysterious  | mysterious   |
| irregular | good       | better      | the best     |

This isn't **the same as** an ordinary lesson.  
They're not **the same age**.  
That circle isn't **as old as** the other one.  
The stones are **different from** the others.  
**Both** circles are ancient.  
It's **less famous than** Stonehenge.

## Practice

### 5 Complete. Use the words in the box.

as both from than the the

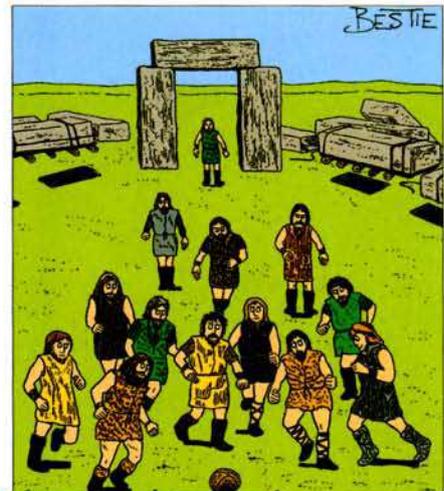
We visited Stonehenge and Avebury on <sup>1</sup>...the... same day. We went with Kim's parents so it was different <sup>2</sup>..... a school trip. Avebury was less busy <sup>3</sup>..... Stonehenge. Mark and Kim took lots of photos in <sup>4</sup>..... places. Kim's photos weren't as good <sup>5</sup>..... Mark's. <sup>6</sup>..... worst one was a picture of Rob – he had no head!

### 6 Rewrite the sentences. Use the words in brackets.

- 1 My photos aren't as good as yours. (than)  
Your photos are better than mine.
- 2 This stone isn't the same as that one. (different)  
This stone is ..... that one.
- 3 Your theory is more interesting than his. (less)  
His theory is ..... yours.
- 4 The stone circle at Avebury is bigger than Stonehenge. (as)  
Stonehenge isn't ..... the stone circle at Avebury.
- 5 This place is mysterious and that one is too. (places)  
Both ..... mysterious.
- 6 Some pyramids are as old as Stonehenge. (age)  
Some pyramids are ..... as Stonehenge.



### 7 Why was Stonehenge built? What do you think? Talk to your partner.



I think it was a landing place for UFOs.

I think ...



## Presentation

### 1 Listen and read.

- Claire** Fizzy melons, exploding bananas, chocolate carrots ... Does that sound crazy? Food scientist Mike Robertson is going to do some experiments with Harry. Let's watch them!
- Harry** Mike, this food looks ordinary, so why is it special?
- Mike** Try a piece of melon.
- Harry** Oh, it tastes very odd, but it's delicious. I've never tasted a melon like this before. Mm ... It's much nicer than ordinary melon. It's fizzy, isn't it?
- Mike** Yes, that's right. And we can do the same with oranges, grapes and lots of other fruit – but not bananas.
- Harry** Why not?
- Mike** They always explode!
- Harry** I see. But why do you do this?
- Mike** Well, Harry, lots of children don't like fruit, and they would rather drink fizzy drinks than still drinks.
- Harry** So you make fruit that tastes like a fizzy drink? It's a trick! Show us some more, please!



- Mike** Do you like chocolate, Harry?
- Harry** Yes, of course I do. I love it!
- Mike** Do you like carrots?
- Harry** No, I don't. I hate them.
- Mike** Right. Put on this blindfold. Now, touch this, please. What does it feel like?
- Harry** It feels hard and a bit rough. It feels like a carrot.
- Mike** OK. And now touch this.
- Harry** Oh, it feels soft and smooth. I think it's chocolate.
- Mike** OK. Now, taste this. Which one is it?
- Harry** It smells like chocolate. It tastes delicious. It must be chocolate!
- Mike** Take off the blindfold, Harry.
- Harry** Oh dear! I was wrong! It's a carrot! But it tastes like chocolate!
- Mike** You see, my ideas sound crazy, but actually they're serious.
- Harry** Maybe. But chocolate carrots are disgusting. I don't feel well.

## Comprehension

### 2 Complete.

First, Harry ate some <sup>1</sup>.melon. and he liked it. Then he put on a blindfold and he touched a piece of <sup>2</sup>..... and <sup>3</sup>..... . Then he ate the <sup>4</sup>..... , but it tasted like <sup>5</sup>..... .

**Claire** Er, I'm afraid Harry's ill. That's all for now.





## editors' letter

What are you going to do when you leave school? No idea yet? Today we find out about the Morris twins. They are a brother and sister who have set up their own company. Sheila and Ted Morris do all their business over the Internet, so that's how Alex interviewed Sheila.

*Ally and Alex*

## Presentation

2 Listen and read.

### Welcome to the FRIENDS' CLUB CHATROOM

Alex: Hi! Can I ask you some questions, please?

Sheila: Of course. Fire away!

Alex: Thanks. First of all, tell us about your company.

Sheila: It's called 'Top of the Line'. We design clothes and sell them from our website. We had a go at it while we were still at school, then we set up the company.

Alex: Weren't you very young?

Sheila: Yes, we were. We went into business earlier than most people. We made a big decision, but we thought about it carefully and decided to take a chance.

Alex: You must get on well together!

Sheila: Yes, we do, but we have different skills. Ted understands fashion better than me, and he's brilliant at designing and making the clothes.

Alex: What's he bad at?!!

Sheila: He doesn't understand computers as well as me, so I look after the website.

Alex: Do you wear Ted's designs?

Sheila: Sometimes. But I don't usually dress smartly for work. I usually just wear jeans and T-shirts.

Alex: So is everything going brilliantly?

Sheila: Well, we have a problem now. We have more and more customers and the company is growing more quickly than we planned. We can't work faster or harder than we do now. We need help.

Alex: Are you looking for new staff?

Sheila: Yes. We're going to advertise.

Alex: In the newspaper?

Sheila: No, on the web!

Alex: Good luck.

Sheila: Thanks. Bye.

Alex: Bye.

Hi!

## Comprehension

3 Circle the correct words.

- Ted is Sheila's *school friend* / brother.
- 'Top of the Line' sells *clothes* / *computers*.
- Ted knows more about *fashion* / *computers* than Sheila.
- Sheila *often* / *never* wears jeans.
- They don't have enough *customers* / *staff*.
- They're going to *read* / *write* an advertisement.





## Vocabulary



6 Talk to your partner. Complete the questionnaire.

4 Complete. Use the words in the box.

do have go make set take

It's time to <sup>1</sup>..make... a decision about my future. I've always wanted to <sup>2</sup>..... into business, and now I'm going to <sup>3</sup>..... a go at it! I'm going to <sup>4</sup>..... up a company which buys and sells records and CDs. I will <sup>5</sup>..... most of my business by phone but I'm going to <sup>6</sup>..... a chance with a website too.

Wish me luck!



### Adverbs

| adjective | adverb      | comparative adverb |
|-----------|-------------|--------------------|
| quick     | quickly     | more quickly       |
| brilliant | brilliantly | more brilliantly   |
| careful   | carefully   | more carefully     |
| bad       | badly       | worse              |
| good      | well        | better             |
| early     | early       | earlier            |
| late      | late        | later              |
| fast      | fast        | faster             |
| hard      | hard        | harder             |

## Practice

5 Complete. Make adverbs from the adjectives in brackets.

- 1 Ted designs clothes ...well... . (GOOD)
- 2 Sheila works ..... . (CAREFUL)
- 3 They both work ..... . (FAST)
- 4 Sheila understands computers ..... than Ted. (GOOD)
- 5 Sheila and Ted started work ..... than a lot of their friends. (EARLY)
- 6 Sheila and Ted work ..... now than they used to. (HARD)

How well can you dance?

Quite well.

I can't. I dance badly!

|   | me | my partner |
|---|----|------------|
| <b>How well can you dance?</b><br>Very well.<br>Quite well.<br>Badly.                           |    | ✓          |
| <b>How well can you sing?</b><br>Beautifully.<br>Quite well.<br>Terribly.                       | ✓  | ✓          |
| <b>How smartly do you dress?</b><br>Very smartly.<br>Quite smartly.<br>I don't dress smartly!   |    |            |
| <b>How fast can you swim?</b><br>Really fast.<br>Quite fast.<br>I swim slowly.<br>I can't swim. |    |            |
| <b>How well can you cook?</b><br>Brilliantly.<br>Quite well.<br>Awfully.                        |    |            |
| <b>How hard do you work at school?</b><br>Very hard.<br>Quite hard.<br>Not very hard.           |    |            |
| <b>How early do you get up?</b><br>Very early.<br>Quite early.<br>Late.                         |    |            |

7 Now write a paragraph. Compare yourself and your partner.

I can't dance as well as Jack, but I can sing as well as him. I ...

## The Streetboys 2

### 1 Remember the story! Complete..

Lisa's friends had a band called '*The Streetboys*'. They visited her dad's <sup>2</sup>..... shop because they wanted to practise. Lisa's dad liked them and he lent them a <sup>3</sup>..... . They needed it for an important <sup>4</sup>..... .

### Presentation

#### 2 Listen and read.

Six months later, Lisa was at her friend's house. It was raining too hard to go out, so Lisa was watching television and Ruth was reading a magazine. Suddenly Lisa shouted, 'Hey, Ruth, look! Those are *The Streetboys*! You know, the boys who borrowed my dad's keyboard!'

'Your band has shot from nowhere to number one, Andy,' the interviewer was saying. 'Everything is going really well for you. What are your plans now?'

'We're going on tour next week,' said Andy, 'but before that we're playing at the Haven Club in Barminster. We got our first recording contract after a gig there!'

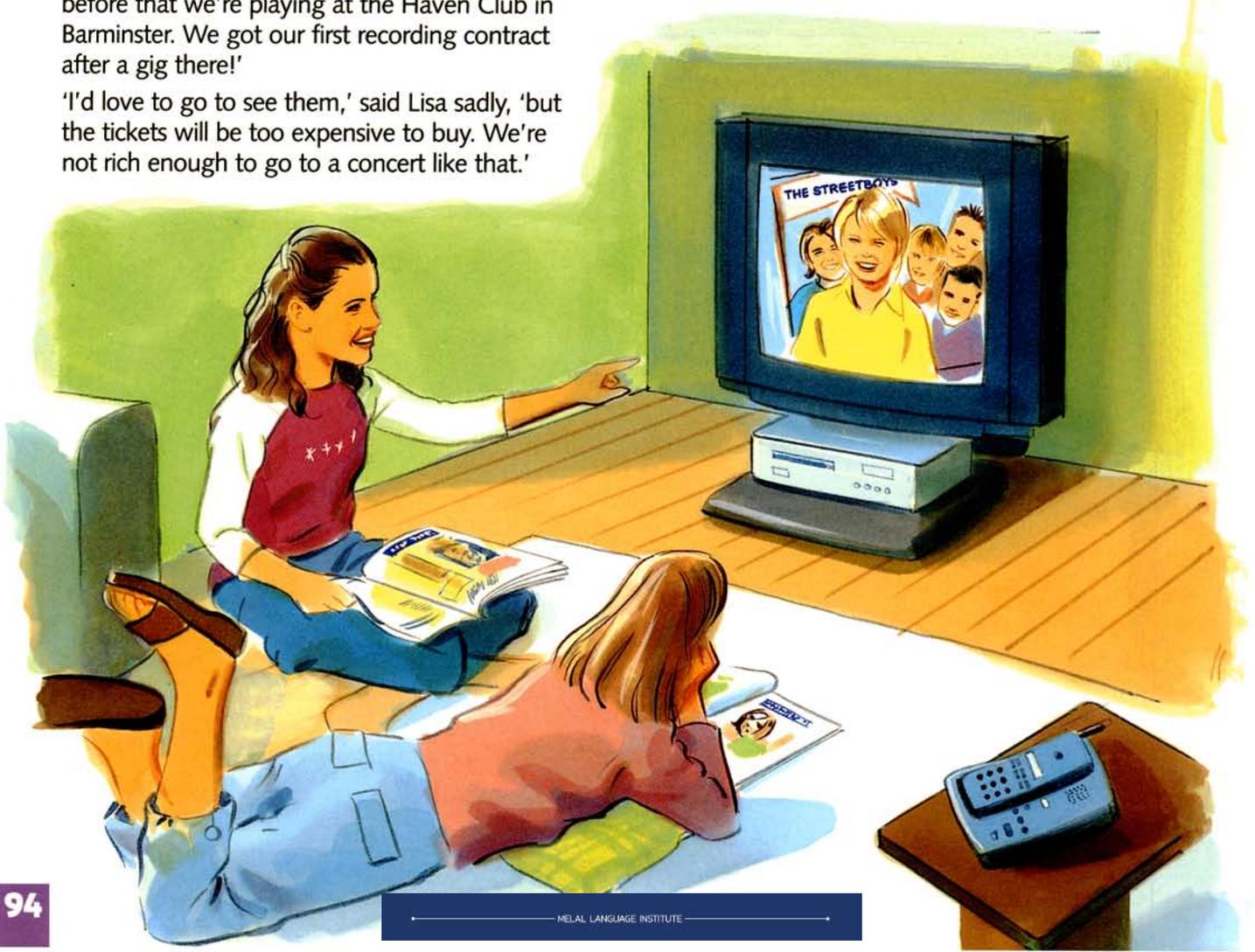
'I'd love to go to see them,' said Lisa sadly, 'but the tickets will be too expensive to buy. We're not rich enough to go to a concert like that.'

Just then the phone rang. It was Lisa's father. 'Lisa, I've just had the most fantastic phone call from *The Streetboys*' manager. They've invited us to their concert. They're going to send us two free tickets. The trouble is, I don't finish work early enough to go to the concert – but would Ruth like my ticket?'

When Lisa put the phone down, she was smiling too much to speak! 'Ruth,' she said at last, 'we're going to the concert!'

For the next few days, Lisa and Ruth were both too excited to think about anything except the concert. At last the special day arrived. The girls were just getting ready to catch the bus to Barminster when Lisa looked out of the window and gasped. There was a limousine outside her house! The driver opened the door for the girls, and they were driven to the concert like film stars. At the end of the show, they went backstage to see the boys.

'Thank you,' said Ricky. 'We won't forget our first fan!'





## Comprehension

### 3 Answer the questions.

- 1 Why did Lisa shout?
- 2 Where was *The Streetboys*' next concert?
- 3 What were they going to do after that?
- 4 Why didn't Lisa buy a ticket for the concert?
- 5 Who phoned Lisa's dad?
- 6 Who went to the concert with Lisa?
- 7 How did they get there?
- 8 Who was *The Streetboys*' 'first fan'?

#### **too** + adjective / adverb + infinitive

The tickets will be **too expensive to buy**.  
It was raining **too hard to go out**.

#### **not** + adjective / adverb + **enough** + infinitive

We're **not rich enough to go** to a concert like that.  
I **don't finish work early enough to go** to the concert.

## Practice

### 4 Rewrite the sentences. Use *too* or *enough*.

- 1 Mr Long works late. He can't go to the concert. (too)  
Mr Long works too late to go to the concert.
- 2 I can't buy any tickets. They are expensive. (too)  
The tickets are .....
- 3 This song won't be a hit. It isn't very good. (enough)  
This song isn't .....
- 4 I didn't practise hard. I didn't play well. (enough)  
I didn't practise .....
- 5 Lisa didn't sleep. She was very excited. (too)  
Lisa was .....
- 6 I sing badly. I won't be a pop star. (too)  
I sing .....

## Writing skills: story

- 1 Plan your story first: make notes and write down useful vocabulary.
- 2 Organise your notes into three paragraphs:
  - a Set the scene and describe the characters.
  - b Describe what happened.
  - c Write about the results of the action.

- 5 Read the first part of the story again (unit 28, page 82). Then look at the pictures below and write the story about what happened at the Haven Club.

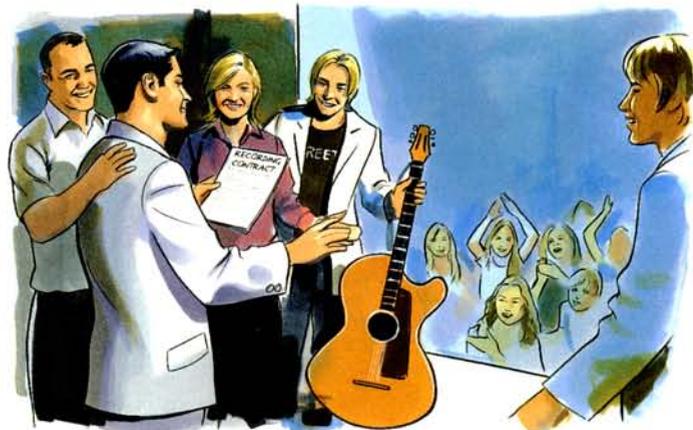


### paragraph 1

Ricky borrowed Mr Long's keyboard and a few days later the band went to the Haven Club for their gig. They were checking their equipment while the fans were arriving. They all felt nervous ...



### paragraph 2



### paragraph 3

- 6 Imagine you are Lisa. Tell your friends the story of *The Streetboys*.

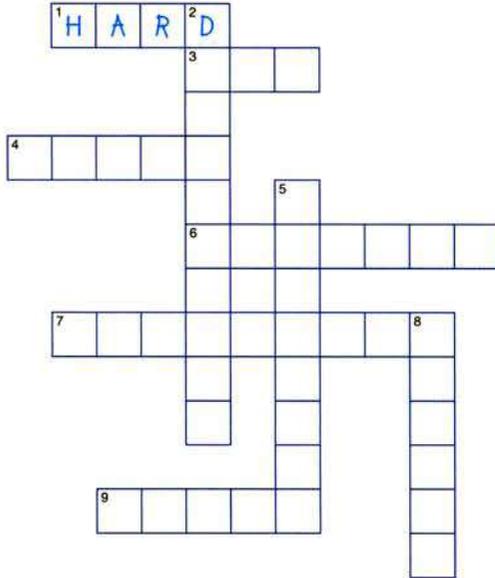
*It all started when I met them at my youth club. They needed somewhere to practise, so I ...*



# Revision 8

## Vocabulary

### 1 Complete.



#### Across

- I can't bite this biscuit because it's .....
- Jack's in hospital because he's .....
- You've made a mistake. You're .....
- I'm not joking. I'm .....
- This cake tastes lovely. It's .....
- Cola and lemonade are ..... drinks.

#### Down

- I really don't like this. It tastes .....
- Our town isn't special. It's .....
- It's not rough. It's .....

### 2 Add -ed or -ing.

- I watched an amaz.ing. programme last night.
- Are you interest..... in music?
- I was very excit..... before we went on holiday.
- I didn't enjoy that film - it was bor.....
- Harry was amaz..... when he won a prize.
- I'm bor..... Let's do something interest..... !
- I've just heard some excit..... news.

### 3 Match.

- |                      |                                     |  |
|----------------------|-------------------------------------|--|
| 1 set up (a company) | <input checked="" type="checkbox"/> | a decide                               |
| 2 make a decision    | <input type="checkbox"/>            | b start (a company)                    |
| 3 have a go at       | <input type="checkbox"/>            | c do something that might be dangerous |
| 4 take a chance      | <input type="checkbox"/>            | d try                                  |

## Pronunciation chant

### 4 Listen and repeat.



My brother's bigger than yours.  
No, he isn't.  
Yes, he is.

My team's better than yours.  
No, it isn't.  
Yes, it is.

Your head's bigger than mine.  
No, it isn't.  
Yes, it is.

## Grammar

### 5 Compare Frankie and Joe. Use the words in the boxes.

as than different less

short fat smart tall thin  
popular loudly quietly better  
well badly

Both men are singers.

Frankie isn't as popular as Joe.



Frankie

Joe

**6 Complete. Use the correct form of the words in the box. Use each word once.**

careful bad delicious early fast  
horrible late pretty

- 1 He sang very badly and it sounded awful!
- 2 I arrived ..... so I had to wait.
- 3 I love this cake. It tastes .....
- 4 She ran ..... than us, and she won the race.
- 5 I arrived first. John arrived ..... than me.
- 6 Those flowers look .....
- 7 This fish is bad. It smells .....
- 8 Please carry the eggs .....

**7 Write sentences. Use *too* or *enough*.**



She's very fat. She can't get through the door.  
*She's too fat to get through the door.*



That film is frightening. I'm not going to watch it.



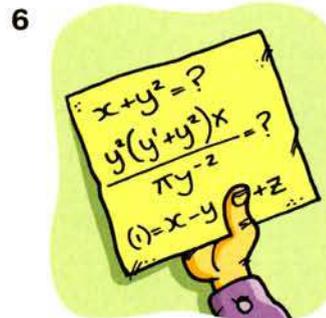
He isn't running very fast. He won't catch the bus.



You're not very old. You can't drive.



It's raining hard. We can't go out.



This is very difficult. I can't do it.

**8 Rewrite the sentences.**

- 1 This design isn't the same as that one. (different)  
This design is different from that one.
- 2 She's a brilliant singer. (sings)  
She .....
- 3 I don't dance as well as you. (than)  
I .....
- 4 The book isn't as exciting as the film. (more)  
The film .....
- 5 He's too ill to go to school. (well)  
He .....
- 6 That CD is very expensive so I can't buy it. (too)  
That CD .....

## Fun Time

Choose a verb from list A and an adverb from list B. Act! Can the class guess your verb and adverb?



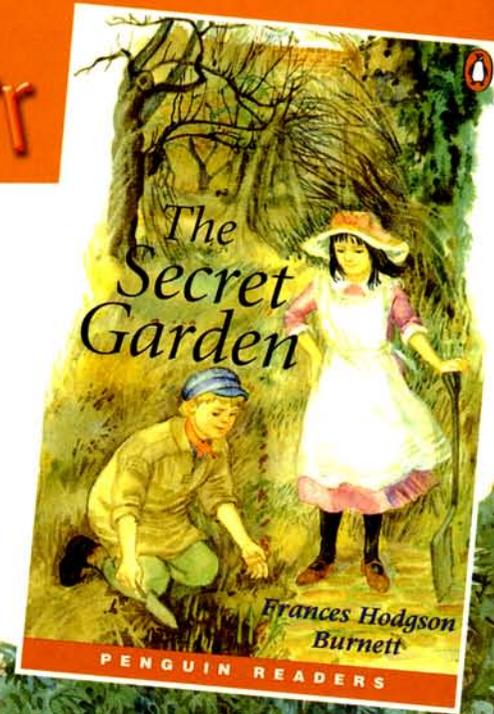
*You're singing sadly.*

**List A**  
dance  
play tennis  
swim  
sing  
eat  
drink  
sleep  
write  
read  
ride a bike

**List B**  
badly  
well  
quietly  
fast  
slowly  
noisily  
happily  
sadly



# Reading Corner



## 1 Look at the cover and read. Have you seen the film?

*The Secret Garden* is about a girl called Mary. She goes to live in a big old house in England after her parents die. She doesn't have any friends and she is very unhappy. Then she learns some secrets about the house ... and the garden. She makes two important friends – a boy called Dickon and a boy called Colin. Their lives begin to change.

## Reading

## 2 Read paragraphs A–E and put them in the correct order. Then listen and check.

**A 1** Mary looked round and there was the robin on the ground near her. 'You followed me!' she cried. She sat on the ground and put her hand out. The robin did not run away. 'I'm happy!' Mary thought.

Suddenly, she saw something on the ground near the robin. It was an old key. 'Perhaps it's the key to the secret garden!' she thought. She took the key back to her room and looked at it for a long time.

**B** She looked round excitedly. She was *inside* the secret garden!

It was very early spring, and there were no flowers. But there were rose-trees everywhere, and rose-plants climbed over the walls and the other trees in the garden. 'It's the strangest place in the world!' Mary thought.

The grass was brown, everything was brown. 'Is anything growing here? Everything looks very dead,' she thought.

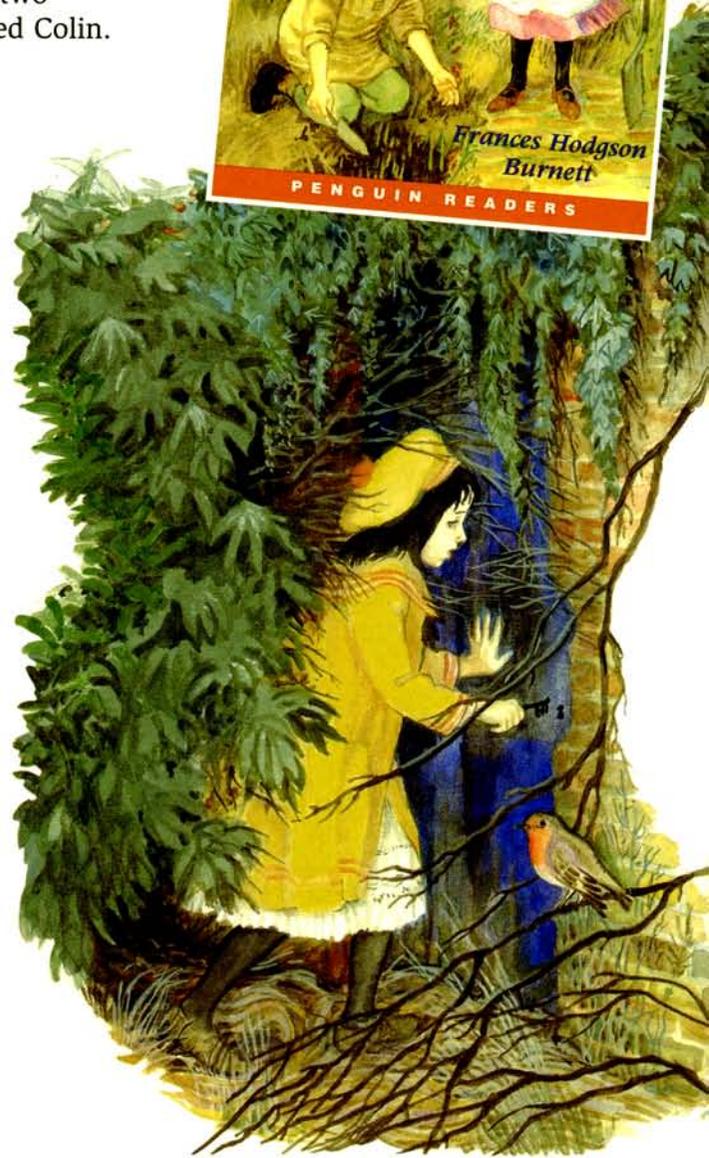
**C** Mary walked round the garden. There were little green plants in the ground. She looked at them carefully. There was grass round them and the plants couldn't grow very well. She started to pull up the grass round the plants. 'That's better,' she said.

**D** She felt very excited. She took the key from her coat and put it in the door. It was not easy, but slowly she turned the key. She pushed the door and it opened. She walked through and quickly shut the door behind her.

**E** The next morning, Mary took the key and went to the wall of the secret garden. The robin was on top of the wall.

She laughed. 'You showed me the key yesterday. Perhaps you'll show me the door today,' she said.

Then something magical happened. There was a strong wind that day, and suddenly it moved the plants under the robin to one side. Mary looked – and there in the wall was a door. 'The door to the secret garden!' she cried.



from *The Secret Garden*, Penguin Readers

## Speaking

3 Talk to your partner. Answer the questions.

YES

Have you seen the film or read the book called **The Secret Garden**?

NO

Tell your partner about the film.

- What happens at the end?
- Did you like it? Why?

Tell your partner your ideas.

- What do you think happens next?
- How will the garden make Mary happy?

*I've seen the film. At the end of the story, Mary ...*

*I haven't seen the film. I think Mary will ...*

## Listening

4 Look at the picture and listen. Then answer the questions.

Which boy is Colin and which boy is Dickon?  
Why do you think so?



*I think the boy on the right is ...*

## Reading

5 Read Beth's review of *The Secret Garden*. Complete the first sentence.

- I think *The Secret Garden* is a bit boring.
- The Secret Garden* is one of my favourite books.
- Don't read *The Secret Garden*!

*'The Secret Garden'*

by Frances Hodgson Burnett.

A review by Beth Searle.

... I like the story because it's about the countryside and gardens and animals. I live in a town but I would like to live in the countryside one day.

'The Secret Garden' is an old-fashioned story and it's a bit sad, but I enjoyed it very much. I recommend it!

## Writing

6 Write about a famous book from your country.

*'Harry Potter and the Philosopher's Stone'*  
by J.K. Rowling.

This book is about ... I like this book because ...

## Project

Find information about a famous film. Collect pictures and make a display for the classroom wall.

*The Lord of the Rings*  
The film was made in ...  
The director was ...  
The actors were ...  
I think ...



# Top Band



A play to act

## People in the play

Three bands (four members in each):  
*Eastlife, The Dreamers and The Rockers,*  
Four judges  
Four fans



*There is a big poster: TOP BAND COMPETITION TONIGHT! at the back of the stage. Four chairs are arranged in a semicircle on one side of the stage.*

*A crowd of fans, all holding autograph books, are on stage. The Dreamers and The Rockers enter. Fans scream. Eastlife enter. Fans scream again.*

**Rocker 1** (to *The Dreamers* and *Eastlife*) What are you doing?

**Dreamer 1** We're waiting for the Top Band competition. What are you doing?

**Rocker 2** We're waiting for the competition too. But you can all go home now because we're going to win.

**Rocker 3** Yes, that's right. We're going to be Top Band.

**Rocker 4** Yes. We're going to be rich and famous.

**Dreamer 2** Oh, no, you're not! Our band can sing better than yours.

**Dreamer 3** Yes, and we can dance better than you.

*The dreamers start dancing badly.*

**Dreamer 4** Yes, we're going to be Top Band, not you.

**Rocker 1** You'll see. I'm sure we'll win.

**Eastlife 1** No, you won't. We're the best band ever.

**Eastlife 2** Yes, we are.

**Eastlife 3** We're going to win.

*Judges enter. They are holding clipboards.*

**Judge 1** Right, we're ready to start! Who's first?

**Judge 2** Um, *The Rockers*? Where are you?

**Rocker 1** We're here.

*The Rockers come forward.*

**Judge 3** What are you going to sing?

**Rocker 2** We're going to sing *Sad and Blue*.

**Judge 4** Come along then. Don't be shy.

**Judge 1** That's right. We're all friends here.

**Rocker 3** OK, here we come.

*Judges sit down on the chairs. The Rockers get ready to play. The fans and the other bands sit down on the stage to listen.*

The Rockers sing the following. They sing very badly – e.g. they all start at different times and the tune is all on one or two notes. They also dance badly while they are singing.

I used to be sad.  
 I used to be blue.  
 I used to be lonely.  
 Then I met you.  
 Then I met you.  
 I didn't use to laugh  
 I promise this is true  
 I didn't use to have much fun.  
 Then I met you.  
 Then I met you.  
 But life is very different now.  
 I smile the whole day through.  
 Yes, life is so much better.  
 When I met you.  
 When I met you.

**Judge 2** (shouting) Stop, please! That's enough. Thank you very much, *The Rockers*. Er, next!

**Rocker 4** (to audience) I think they liked us!  
*The Rockers sit down.*

**Judge 3** Right. Now then. *The Dreamers*. Oh dear. Where are you?

*The Dreamers stand up and get ready to play.*

**Dreamer 1** We're here.

**Judge 4** Come on then.

**Dreamer 2** (to audience) They're going to love us!

The Dreamers sing the following, very badly, and dance badly at the same time.

If I could make a wish  
 I'd think of lots of things.  
 But I wouldn't wish I had some money.  
 No, I'd wish I had some wings.  
 And then I'd fly.  
 Yes, I would fly.  
 I would fly, I would fly, I would fly.  
 Because who needs money  
 when you're up in the sky?  
 Who needs money  
 when you're way up high?

**Judges** (together) Thank you! Stop now, please!

**Dreamer 3** We were great!

**Dreamer 4** I'm sure we'll win!

*The Dreamers sit down.*

**Judge 1** My head hurts. (putting his head in hands)

**Judge 2** How many more bands are there?

**Judge 3** (consulting paper) Just one, I think. *Eastlife*.

**Judge 4** Well, let's hope they're good!

**Eastlife 4** Is it our turn now?

**Judge 1** Yes, come on, let's go!

*Eastlife stand up.*

**Eastlife 1** I'm so excited.

**Eastlife 2** Me too. We're going to be famous!

**Eastlife 3** Yes, and rich too.



Eastlife get ready to play. They perform the following song, very badly.

I was walking down the street  
just the other day.  
When I saw you baby,  
I had nothing to say.  
I was driving my car  
just the other night.  
When I saw you baby,  
You know it's not right.  
You know it's not right.  
You made me cry.  
You're with another guy.  
You made me cry.  
You know you made me cry.

**Judges (together)** STOP!

**Judge 2** We need some time. We have to think about it.

**Eastlife 4** We've won, haven't we?

**Judge 3** We'll tell you later. Please go away now.

The judges sit down on their chairs and 'talk'. The bands are all lying down, they all look very tired. The fans stand up and start screaming and waving their autograph books.

**Fan 1** (to one of The Rockers) Excuse me, could I have your autographs, please?

**Rocker 1** Oh, not now, I'm too tired. Ask my agent.

**Rocker 2** No, sorry, I need some peace and quiet.

**Rocker 3** Oh please, not now.

**Rocker 4** Go away. We haven't got time.

**Fan 2** (to The Dreamers) Do you think I could have your autographs, please?

**Dreamer 1** Ask me later. I'm busy.

**Dreamer 2** Can't you see I'm resting?

**Dreamer 3** No.

**Dreamer 4** Do I know you? Are you important? No? Oh, go away.

**Fan 3** (to Eastlife) Excuse me ...

**Eastlife 1** Not now, please.

**Eastlife 2** We need a rest.

**Eastlife 3** We were brilliant, weren't we?

**Eastlife 4** (pushing fans away) Bye, bye.

**Rocker 1** Let's go somewhere quieter!

**Other band members** Yes, come on! Let's go!

The three bands leave the stage. The fans stay on the stage.

**Judge 1** They're all awful!

**Judge 2** Really terrible!

**Judge 3** What shall we do? We need a winner.

The judges are still 'talking'.

**Fan 4** This is boring.

**Fan 1** Yes. I'm bored too.

**Fan 2** What can we do?

**Fan 3** I know, let's sing something!

**Fan 4** Good idea. What's your favourite song?

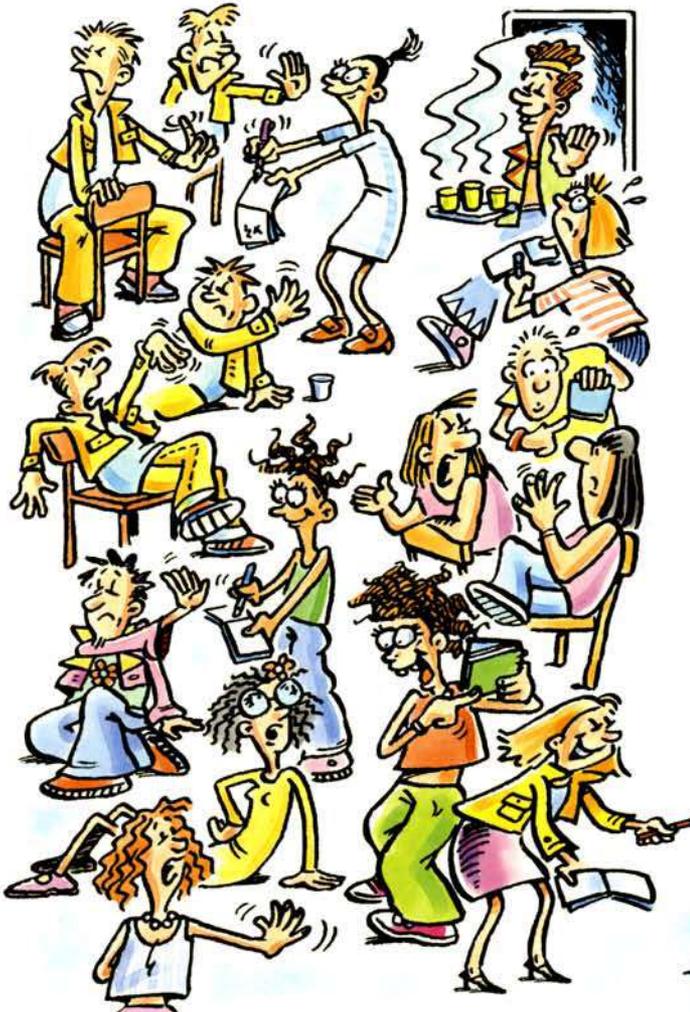
**Fan 1** *Baby, baby.*

**Fan 2** Oh, yes. I like that one too. I know all the words.

**Fan 3** But we need some music.

**Fan 4** That's OK, I've got my CD player. Here you go.

Fan 4 sets down the CD player and switches it on. The fans sing the following and dance – they are excellent.



Baby, baby,  
 Won't you be my baby?  
 Don't say maybe  
 Baby. } x2

Do you love me?  
 Don't say maybe.  
 Baby, baby,  
 Won't you be my baby?  
 Don't say maybe  
 Baby.

**Judge 4** Wait a minute ... Listen!

**Fans** (singing)

Baby, baby,  
 Won't you be my baby?  
 Don't say maybe  
 Baby.

**Judge 1** There must be another band out there.

**Judge 2** (looking at paper) That's strange, there aren't any more on the list.

**Judge 3** Well, let's find out!

*The judges stand up and look towards the fans.*

**Judge 3** Aha! Hello!

**Judge 4** Who are you?

**Fan 1** We're just the fans.

**Judge 2** Funny name for a band!

**Judge 3** But you're very good.

**Judge 4** Yes, you've won the competition.

**Judge 1** Congratulations!

**Judge 2** You've won a recording contract with me!

**Judge 3** You're going to be famous.

**Judge 4** Can I have your autographs, please?

*The fans start signing autographs. The three bands enter. They are angry.*

**Eastlife 1** It's not fair. They're just the fans.

**All the band members** Yes, they're just the fans!

**Judge 1** Yes, we know. And *Just The Fans* are going to be number one very soon!



# Student B

## Unit 16 page 47

### Revision 1 page 13

6 Student B, this is your diary for next week. Talk to Student A and arrange a time to meet.

What are you doing on Monday?

I'm going shopping in the morning.  
What about the afternoon?

Student B

|           | morning                       | afternoon          |
|-----------|-------------------------------|--------------------|
| Monday    | go shopping                   |                    |
| Tuesday   | — look after little brother — |                    |
| Wednesday | go to friend's house          |                    |
| Thursday  |                               |                    |
| Friday    |                               | visit grandparents |
| Saturday  |                               | go to party        |
| Sunday    |                               | do homework        |



5 There are two versions of the end of this story.

Student A, read version 1 on page 47. Student B, read version 2 below.

Take no more than two minutes. Then answer the questions.

- 1 What did Jimmy wish?
- 2 What happened?

### Make a Wish 3 – Version 2

The first lesson was French. Jimmy watched his teacher's face as he looked at his homework.

'Well, Jimmy Jones,' he said. 'What's happened to you? This is excellent. Well done.'

'The first wish was OK,' thought Jimmy, 'but I must think of something even better now.'

He looked around the classroom. What would his friends say if they knew his secret? What would they wish for? A computer? A million pounds? A house with a swimming pool?

'I mustn't waste this one,' he said softly. 'I wish I could think of a really good idea.'

At once the idea came to him. 'I wish I had a hundred wishes!' he shouted.

'So do we all, Jimmy,' said the teacher, 'now, what's that in French?'

Jimmy smiled, and whispered, 'I wish I knew the answer!'

Nothing happened. The teacher was standing over him, his friends were beginning to laugh.

'Can I hear a mobile phone, Jimmy?' asked the teacher.

Jimmy didn't want to look, but he had to pull it out of his bag.

:) You've already had your 2 wishes. Better luck next time. Goodbye. :)!

## Revision 4 page 49

**8** Student B, look at the table below.  
Student A, look at the table on page 49.

**B**

**1** Answer your partner's questions.  
You can only say *yes* or *no*.

Your sport is: *ice hockey*



**2** Guess your partner's sport.  
Ask 'yes / no' questions like these:

- Do you have to play it outside?
- Do you have to use a ball?
- Do you have to play in a team?
- Do you have to wear special clothes?

## Revision 5 page 61

**7** Student B, look below.  
Student A, look at page 61.

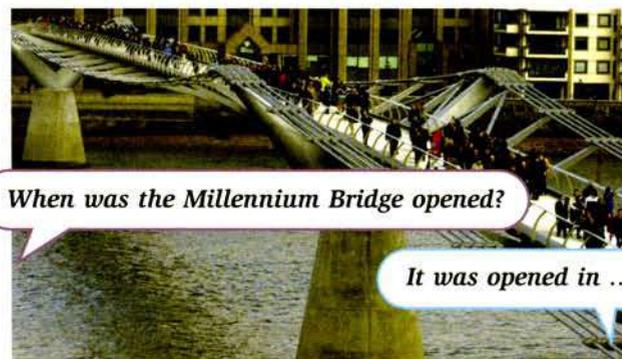
**Student B**

**a** Read about the London Eye and answer Student A's questions.



The London Eye is in London, of course and it was designed by British architects. However, it wasn't made in Great Britain at all! The main parts of the Eye were built in Holland. Other parts were made in the Czech Republic, France, Germany and Italy. The parts were carried to Great Britain by ship. Then they were put together in London. It was opened to the public on February 1st 2000.

**b** Ask Student A questions to complete the information about the Millennium Bridge.



When was the Millennium Bridge opened?

It was opened in ...

The Millennium Bridge is a new bridge across the River Thames in London. It was opened in (when?) <sup>1</sup>..... by (who?) <sup>2</sup>.....

However, it was closed again (when?) <sup>3</sup>..... because (why?) <sup>4</sup>..... !

Two years later, on (when?) <sup>5</sup>..... , it was opened again. Now it is used by thousands of people every day.

# Word list

## UNIT 1

advertisement /əd'vɜ:tɪsmənt/  
always /'ɔ:lweɪz, -weɪz/  
animal /'æniməl/  
at the moment /ət ðə 'məʊmənt/  
BBC /bi: bi: 'si:/ / **British Broadcasting Corporation**  
bored /bɔ:d/  
borrow /'bɒrəʊ/  
brilliant /'brɪljənt/  
cable TV /,keɪbəl ti:vi:/  
cartoon /kɑ:tun/  
channel /'tʃænl/ **TV channel**  
country /'kʌntri/  
different /'dɪfərənt/  
difficult /'dɪfɪkəl/  
documentary /,dɒkjʊ'mentəri/  
except /ɪk'sept/  
favourite /'feɪvərɪt/  
film /fɪlm/  
finish /'fɪnɪʃ/  
football training /'fʊtbɔ:l ,treɪnɪŋ/  
for example /fɜr ɪg'zɑ:mpəl/  
forget /fə'get/  
horrible /'hɒrɪbəl/  
idea /aɪdɪə/  
join /dʒɔɪn/  
kind of ... /'kaɪnd əv, əv/  
know /nəʊ/  
least /li:st/ **at least**  
leave /li:v/  
look out of (the window) /lʊk 'aʊt əv/  
main /meɪn/  
millionaire /,mɪljəneə/  
miss /mɪs/  
never /'nevə/  
news /nju:z/  
next /nekst/  
now /naʊ/  
often /'ɒfən, 'ɒftən/  
Oh dear! /əʊ 'dɪə/  
programme /'prɒɡræm/  
question /'kwɛstʃən/  
quiz /kwɪz/  
receive /rɪ'si:v/  
record /rɪ'kɔ:d/ (v)  
satellite TV /,sætələɪt ti: 'vi:/  
shout /ʃaʊt/  
show /ʃəʊ/ (v)  
soap /səʊp/  
stay /steɪ/  
tape /teɪp/  
team /ti:m/  
test /test/ (n)  
then /ðen/  
train /treɪn/ (v)  
twice (a week) /twɑɪs/  
use /ju:s, ju:z/  
usually /'ju:ʒuəli, 'ju:ʒəli/  
visit /'vɪzɪt/ (v)  
Wales /weɪlz/  
want /wɒnt/  
watch /wɒtʃ/  
What's on? /,wɒts 'ɒn/  
worried /'wʌrɪd/  
worry about /'wʌrɪ ə'baʊt/

## UNIT 2

a bit /ə 'bɪt/  
arrangement /ə'reɪndʒmənt/  
bag /bæg/  
because /brɪ'kɔ:z/  
camp /kæmp/  
campsite /'kæmpsɑɪt/  
carry /'kæri/  
**Channel** /'tʃænl/ **the Channel**  
catch (the ferry) /kætʃ/  
countryside /'kʌntrɪsaɪd/  
cross /krɒs/ (v)  
dark /dɑ: 'dɑ:k/ **the dark**  
donkey /'dɒŋki/  
explore /ɪk'splɔ:/  
ferry /'feri/ **by ferry**  
France /frɑ:ns/  
I hope so. /aɪ 'həʊp səʊ/  
luggage /'lʌɡɪdʒ/  
postcard /'pəʊstkɑ:d/  
report /rɪ'pɔ:t/ (v)  
reporter /rɪ'pɔ:tə/  
rest /rest/ **have a rest**  
ride /raɪd/  
sailing /'seɪlɪŋ/  
send /send/  
share /ʃeə/  
sightseeing /'saɪtsi:ɪŋ/  
silly /'sɪli/  
sleep /sli:p/  
take /teɪk/  
tent /tent/  
**That's right.** /ðæt s 'raɪt/  
thing /θɪŋ/  
through /θru:/  
tourist /'tuərɪst/  
town /taʊn/  
travel /'trævəl/  
tunnel /'tʌnl/  
unusual /ʌn'u:ʒuəl, -ʒəl/  
van /væn/  
who /hu:/

## UNIT 3

actually /'æktʃuəli, -tʃəli/  
admire /əd'maɪə/  
age /eɪdʒ/  
amazing /ə'meɪzɪŋ/  
as well as /əz 'wel əz/  
beginning /brɪ'gɪnɪŋ/  
change /tʃeɪndʒ/ (v)  
charity /tʃærə'ti/  
company /'kʌmpəni/  
cost /kɒst/ (v)  
**course (university course)** /kɔ:s/  
**dream house** /'dri:m haʊs/  
early /'ɜ:li/  
even /'i:vən/  
famous /'feɪməs/  
fan /fæn/  
fantastic /fæn'tæstɪk/  
fascinating /'fæsəneɪtɪŋ/  
form /fɔ:m/ (v)  
generous /'dʒenərəs/  
heated /'hi:tɪd/  
huge /hju:dʒ/  
important /ɪm'pɔ:tənt/

incredibly /ɪn'kredəbli/  
instrument /'ɪnstrəmənt/ **musical instrument**  
interest /'ɪntrəst/  
interested /'ɪntrəstɪd/  
interesting /'ɪntrəstɪŋ/  
interview /'ɪntəvju:/ (n)  
keyboard /'ki:bɔ:d/  
married /'mærid/ **get married**  
move (into) /mu:v/  
**multi-billionaire** /mʌlti biljəneə/  
**multi-millionaire** /mʌlti mlɪljəneə/  
path /pɑ:θ/  
perhaps /pə'hæps/  
photographer /fə'tɒgrəfə/  
poor /pɔ:/  
popular /'pɒpjələ/  
professional /prə'feʃənəl/  
promise /'prɒmɪs/ **keep a promise**  
reader /'ri:də/  
recipe /'resəpi/  
rich /rɪtʃ/  
successful /sək'sesfəl/  
talented /'tæləntɪd/  
theatre /'θɪətə/  
**underground** /'ʌndəgraʊnd/ (adj)  
vegetarian /vedʒə'teəriən/  
world /wɜ:ld/  
wonderful /'wʌndəfəl/

## UNIT 4

air /eə/  
alone /ə'ləʊn/  
beach /bi:tʃ/  
blush /blʌʃ/ (v)  
conversation /kɒn'vɜ:seɪʃən/  
dream about /'dri:m ə'baʊt/  
feel /fi:l/  
follow /'fɒləʊ/  
funny /'fʌni/  
giggle /'gɪɡəl/ (v)  
high /haɪ/  
hurry /'hʌri/  
jump /dʒʌmp/  
laugh /lɑ:f/  
nearby /'niəbaɪ, nɪəbaɪ/  
notice /'nəʊtɪs/ (v)  
road /rəʊd/  
sad /sæd/  
sand /sænd/  
sea /si:/  
shoulder /'ʃəʊldə/  
shy /ʃaɪ/  
smile /smaɪl/ (v)  
soon /su:n/  
special /'speʃəl/  
sunbathe /'sʌnbəɪð/  
terrible /'terɪbəl/  
throw /θrəʊ/  
try /traɪ/  
turn away /tɜ:n ə'weɪ/  
volleyball /'vɒlibɔ:l/  
walk out of /,wɔ:k 'aʊt əv, əv/  
walk past /,wɔ:k 'pɑ:st/  
while /waɪl/

## CULTURE CORNER

actor /'æktə/  
ancient /'eɪnʃənt/  
another /ə'nʌðə/  
artist /'ɑ:tɪst/  
bagpipes /'bægpɪps/  
band /bænd/  
beautiful /'bjʊ:tɪfəl/  
believe /brɪ'lɪ:v/  
bottom /'bɒtəm/ at the bottom  
capital /'kæpɪtl/  
castle /'kɑ:səl/  
cave /keɪv/  
creature /'kri:tʃə/  
deep /di:p/  
enemy /'enəmi/  
feet /fi:t/ (singular foot /fʊt/)  
festival /'festɪvəl/  
fight /faɪt/ (v)  
Gaelic /'geɪlɪk, 'gæɪlɪk/  
hide /haɪd/  
hurt /hɜ:t/ (v)  
island /'aɪlənd/  
kilt /kɪlt/  
lake /leɪk/  
legend /'ledʒənd/  
material /mə'tɪəriəl/  
military /'mɪlɪtəri/  
monster /'mɒnstə/  
mountain /maʊntən/  
musician /mju:zɪʃən/  
mysterious /mɪ'stɪəriəs/  
New Year's Eve /nju: jɪəz 'i:v/  
plant /plɑ:nt/ (n)  
poet /pəʊt/  
quickly /'kwɪkli/  
sail away /seɪl ə'weɪ/  
scenery /'si:nəri/  
Scotland /'skɒtlənd/  
Scottish /'skɒtɪʃ/  
sharp /ʃɑ:p/  
ship /ʃɪp/  
spider /'spaɪdə/  
still /stɪl/  
tartan /'tɑ:tn/  
tattoo /'tætu:, 'tætu:/  
thistle /'θɪsəl/  
traditional /trə'dɪʃənəl/  
valley /'væli/  
wear /weə/  
web /web/  
win /wɪn/

## UNIT 5

afford /ə'fɔ:d/ can't afford  
at last /ət 'lɑ:st/  
attraction /ə'trækʃən/ tourist attraction  
awful /'ɔ:fəl/  
building /'bɪldɪŋ/  
decide /dɪ'saɪd/  
disappear /dɪ'səpiə/  
dream /dri:m/ (n)  
ever /'evə/  
expensive /ɪk'spensɪv/  
find /faɪnd/  
ground /graʊnd/ in the grounds  
have a great time /hæv ə ,ɡreɪt 'taɪm/  
have a rest /hæv ə 'rest/

have a ride /hæv ə 'raɪd/  
have lunch /hæv 'lʌntʃ/  
hot air balloon /hɒt 'eə bə'lʌn/  
lost /lɒst/ get lost  
maze /meɪz/  
need /ni:d/ no need  
pity /'pɪti/ what a pity  
prize /praɪz/  
ready /'redi/ get ready  
tired /taɪəd/  
view /vju:/ (n)

## UNIT 6

ages /'eɪdʒɪz/ take ages  
already /ɔ:l'redɪ/  
at all /ət 'ɔ:l/  
champion /'tʃæmpɪən/  
cheer /tʃɪə/  
confident /'kɒnfɪdənt/  
cross the line /kros ðə 'laɪn/  
crowd /kraʊd/  
cycling /'saɪklɪŋ/  
cyclist /'saɪklɪst/  
fact /fækt/ in fact  
fall off /fɔ:l 'ɒf/  
fast /fɑ:st/  
find out /faɪnd 'aʊt/  
grass /ɡrɑ:s/  
guess /ɡes/  
happy /'hæpi/  
hard /hɑ:d/ (adj)  
just /dʒʌst/  
king /kɪŋ/  
lie /laɪ/ (v)  
line /laɪn/ starting line; finishing line;  
be over the line  
lose /lu:z/  
lose /lu:z/ lose control  
molluscs /'mɒləskz/  
nearly /'nɪəli/  
off /ɒf/ They're off!  
out /aʊt/ be out  
overtake /əʊvə'teɪk/  
race /reɪs/ (v, n)  
rather /'rɑ:ðə/  
record /rɪkɔ:d/ break the world  
record  
slow /sləʊ/  
slow down /sləʊ 'daʊn/  
slowly /'sləʊli/  
snail /sneɪl/  
title /'taɪtl/ win the title  
touch /tʌtʃ/ (v)  
track /træk/  
wait /weɪt/  
wave /weɪv/ (v)  
wheel /wi:l/  
winner /'wɪnə/  
wobble /'wɒbəl/  
yet /jet/

## UNIT 7

academy /ə'kædəmi/  
ambition /æ'mbɪʃən/  
ambitious /æ'mbɪʃəs/  
article /'ɑ:tɪkəl/  
astronomer /ə'strɒnəmə/  
Astronomy /ə'strɒnəmi/

attend /ə'tend/  
bored /bɔ:d/ get bored  
busy /brɪzi/  
clever /'klevə/  
enjoy /ɪn'dʒɔɪ/  
fellow /'feləʊ/ fellow student  
for /fə, fɔ:/  
friendly /'frendli/  
gifted /'ɡɪftɪd/  
impress /ɪm'pres/  
journalist /'dʒɜ:nəl-ɪst/  
member /'membə/  
miss /mɪs/ (v)  
ordinary /'ɔ:dənəri/  
Physics /'fɪzɪks/  
scientist /'saɪəntɪst/  
since /sɪns/  
spare /speə/ spare time  
stage /steɪdʒ/  
strange /streɪndʒ/  
universe /'ju:nɪvɜ:s/  
unusual /ʌn'ju:ʒuəl, -ʒəl/

## UNIT 8

ad /æd/  
again and again /ə'ɡeɪn ənd ə'ɡeɪn,  
ə'ɡeɪn ənd ə'ɡeɪn/  
audition /ɔ:'dɪʃən/  
avoid /ə'vɔɪd/  
burst into tears /bɜ:st ɪntə 'tiəz/  
camera /'kæməərə/  
crew /kru:/ film crew  
curious /'kjʊəriəs/  
disappointed /dɪ'səpəɪntɪd/  
embarrassed /ɪm'bærəst/  
excitement /ɪksaɪtmənt/  
exciting /ɪksaɪtɪŋ/  
extras /'ekstrəz/  
face /feɪs/  
fair /feə/  
familiar /fə'mɪljə/  
jealous of /'dʒeləs əv, ɒv/  
look for /'lʊk fə, fɔ:/  
mean /mi:n/ I mean  
over /'əʊvə/ all over  
pass /pɑ:s/  
pause /pəʊz/ (v)  
rest /rest/ (n)  
several /'sevərəl/  
stare /steə/  
stupid /'stju:pɪd/  
sunglasses /'sʌŋɡləsɪz/  
tear /teə, tɪə/ (n)  
voice /vɔɪs/

## READING CORNER

adventure /əd'ventʃə/  
begin /brɪŋɪn/  
behind /br'hænd/ from behind  
bird /bɜ:d/  
bite /baɪt/  
board game /bɔ:d geɪm/  
box /bɒks/  
carefully /'keəfəli/  
character /'kærɪktə/  
cup /kʌp/  
dangerous /'deɪndʒərəs/  
dice /daɪs/

drop /drɒp/ (v)  
 frightened /'fraɪtnd/  
 knife /naɪf/ (plural knives /naɪvz/)  
 lion /'laɪən/  
 Look out! /lʊk 'aʊt/  
 monkey /'mʌŋki/  
 mosquito /mə'ski:təʊ/  
 move /mu:v/  
 noise /nɔɪz/  
 plate /pleɪt/  
 square /skweə/  
 time /taɪm/ in time  
 token /'təʊkən/

### UNIT 9

acting /'æktɪŋ/  
 actress /'æktɪs/  
 although /ɔ:l'dəʊ/  
 Art /ɑ:t/  
 captain /'kæptən/  
 college /'kɒlɪdʒ/  
 definitely /'defənətli/  
 exam /ɪgzæm/  
 fail an exam /feɪl ən ɪgzæm/  
 GCSE /dʒi: si: es 'i: General Certificate  
 of Secondary Education  
 Geography /dʒi 'ɒgrəfi, 'dʒɒgrəfi/  
 hopeless /'həʊpləs/  
 keen /ki:n/ be keen on  
 level /'levəl/ A level exams  
 mark /mɑ:k/ (n)  
 mind /maɪnd/ never mind  
 national /'næʃənəl/  
 pass an exam /pɑ:s ən ɪgzæm/  
 pitch /pɪtʃ/ football pitch  
 primary school /'praɪməri ,sku:l/  
 secondary school /'sekəndəri ,sku:l/  
 study /'stʌdi/ (v)  
 take an exam /teɪk ən ɪgzæm/  
 typical /'tɪpɪkəl/  
 university /ju:nɪvɜ:səti/  
 worry /'wʌri/ No worries!

### UNIT 10

badminton /'bædmɪntən/  
 baseball /'beɪsbɔ:l/  
 basketball /'bɑ:skɪtbɔ:l/  
 brave /breɪv/  
 bread /bred/  
 careful /'keəfəl/  
 climb out of /klaɪm 'aʊt əv/  
 completely /kəm'pli:tli/  
 diving /'daɪvɪŋ/  
 final /'faɪnl/ (n)  
 get a point /get ə 'pɔɪnt/  
 gunge /gʌŋdʒ/  
 host /həʊst/ (v)  
 if /ɪf/  
 joke /dʒəʊk/ (n)  
 kid /kɪd/  
 lose a point /lu:z ə 'pɔɪnt/  
 meat /mi:t/  
 nervous /'nɜ:vəs/  
 piece of /'pi:s əv/  
 pizza /'pi:tʃə/  
 press the button /pres ðə 'bʌtn/  
 quiz show /'kwɪz ʃəʊ/  
 right /raɪt/ get it right

round /raʊnd/ (adj)  
 sandwich /'sænwɪdʒ/  
 sound /saʊnd/ (n)  
 surprised /sə'praɪzd/  
 tomato /tə'mɑ:təʊ/  
 turn /tɜ:n/ your turn  
 up /ʌp/ time's up  
 upset /ʌp'set/  
 volunteer /'vɒləntɪə/ (v)  
 water skiing /'wɔ:tə ,ski:ɪŋ/  
 when /wen/  
 wrong /rɒŋ/ get it wrong

### UNIT 11

adventurous /əd'ventʃərəs/  
 alien /'eɪliən/ (n, adj)  
 bottle /'bɒtl/  
 calm /kɑ:m/  
 cool /ku:l/  
 courageous /kə'reɪdʒəs/  
 desert island /dezət 'aɪlənd/  
 enormous /ɪ'nɔ:məs/  
 faint /feɪnt/ (v)  
 ghost /gəʊst/  
 help /help/ (n)  
 keep calm /ki:p kɑ:m/  
 land /lənd/ (v)  
 lonely /'ləʊnli/  
 mobile phone /'məʊbaɪl fəʊn/  
 panic /'pænik/ (v)  
 personality /pɜ:sənə'læti/  
 pick up /pɪk 'ʌp/  
 poisonous /'pɔɪzənəs/  
 quiet /'kwaɪət/  
 remove /rɪ'mu:v/  
 scream /skri:m/  
 shy /ʃaɪ/  
 space /speɪs/  
 spaceship /'speɪsʃɪp/  
 terrified /'terfaɪd/

### UNIT 12

bored /bɔ:d/  
 breathe /bri:ð/  
 careful /'keəfəl/  
 careless /'keələs/  
 clever /'klevə/  
 Congratulations! /kɒŋgrætʃu'leɪʃənz/  
 deeply /'di:pli/  
 diagram /'daɪəgræm/  
 edge /edʒ/  
 exercise book /'eksəsaɪz bʊk/  
 handwriting /'hændraɪtɪŋ/  
 lucky /'lʌki/  
 message /'mesɪdʒ/  
 messy /'mesi/  
 mouth /maʊθ/ his mouth fell open  
 neat /ni:t/  
 pull out /pʊl 'aʊt/  
 sender /'sendə/  
 sigh /saɪ/ (v)  
 unlucky /ʌn'lʌki/  
 wake up /weɪk 'ʌp/  
 weird /wiəd/  
 wisely /'waɪzli/  
 wish /wɪʃ/ make a wish  
 wish /wɪʃ/ (v)

### CULTURE CORNER

baker /'beɪkə/  
 butcher /'bʊtʃə/  
 camper /'kæmpə/  
 climber /'klaɪmə/  
 cottage /'kɒtɪdʒ/  
 cricket /'krɪkɪt/  
 England /'ɪŋɡlənd/  
 English /'ɪŋɡlɪʃ/  
 especially /ɪ'speʃəli/  
 everywhere /'evriweə/  
 farmer /'fɑ:mə/  
 job /dʒɒb/  
 large /lɑ:dʒ/  
 northeast /,nɔ:θi:st/  
 part of /'pɑ:t əv, əv/  
 punt /pʌnt/  
 pole /pəʊl/  
 potter /'pɒtə/  
 push /pʊʃ/  
 river /'rɪvə/  
 Roman /'rəʊmən/  
 rose /rəʊz/  
 soldier /'səʊldɪə/  
 south /saʊθ/ in the south of  
 stand up /,stænd 'ʌp/  
 surname /'sɜ:nəɪm/  
 sword /sɔ:d/  
 symbol /'sɪmbəl/  
 thatched roof /θætʃt 'ru:f/  
 thatcher /θætʃə/  
 village /'vɪlɪdʒ/  
 walker /'wɔ:kə/  
 wheeler /'wi:lə/  
 wild /waɪld/

### UNIT 13

appear /ə'piə/  
 bath /bɑ:θ/  
 below /brɪləʊ/  
 by (bicycle, boat, bus, car) /baɪ/  
 century /'sentʃəri/  
 collect /kə'lekt/  
 conductor /kɒndʌktə/  
 danger /'deɪndʒə/  
 difference /'dɪfərəns/  
 double-decker /,dʌbəl 'dekə/  
 driver /'draɪvə/  
 electric /ɪ'lektɪk/  
 electricity /ɪ'lektɪsəti, 'elɪk-/  
 engine /'endʒɪn/  
 escalator /'eskəleɪtə/  
 fare /feə/  
 fire /faɪə/  
 funnel /'fʌnl/  
 glad /glæd/ I'm glad  
 horse /hɔ:s/  
 metal /'metl/ (adj)  
 metre /'mi:tə/  
 on foot /ɒn 'fʊt/  
 passenger /'pæsɪndʒə/  
 pull /pʊl/  
 simulator /'sɪmjəleɪtə/  
 stairs /steəz/  
 station /'steɪʃən/  
 steam train /'sti:m treɪn/  
 suburbs /'sʌbɜ:zbz/  
 toilet /'tɔɪlɪt/

train /treɪn/  
tram /træm/  
transport /'trænspɔ:t/  
tube /tju:b/  
tunnel /'tʌnl/  
underground /'ʌndəgraʊnd/ (n)  
wooden /'wʊdn/

#### UNIT 14

anyway /'eniweɪ/  
boot /bu:t/  
bounce /baʊns/  
certainly /'ʃɜ:tnli/  
costume /'kɒstjʊm/  
court /kɔ:t/  
field /fi:ld/ school field  
fly /flaɪ/  
goal /gəʊl/  
goal post /gəʊl pəʊst/  
have / has to /'hæv tə, 'hæz tə/  
head the ball /hed ðə 'bɔ:l/  
hit /hɪt/  
hoop /hu:p/  
join in with /dʒɔɪn 'ɪn wɪð, wɪθ/  
jumper /'dʒʌmpə/  
kick /kɪk/  
lie /laɪ/ tell lies  
must /mʌst, məst/  
mustn't /'mʌstənt/  
net /net/  
opponent /ə'pəʊnənt/  
pitch /pɪtʃ/  
racket /'rækɪt/  
score /skɔ:/ score a goal  
side /saɪd/  
solution /sə'lju:ʃən/  
team /ti:m/  
trainers /'treɪnəz/  
twin /twɪn/

#### UNIT 15

activity /æk'tɪvəti/  
award /ə'wɔ:d/  
ballet /'bæleɪ/  
ballet school /'bæleɪ sku:l/  
boxing /'bɒksɪŋ/  
chew /tʃu:/  
courage /'kʌrɪdʒ/  
critic /'krɪtɪk/  
dirty /'dɜ:ti/ get dirty  
encourage /ɪn'kʌrɪdʒ/  
give up /gɪv 'ʌp/  
gum /gʌm/  
hate /heɪt/  
head /hed/ go to sb's head  
hit /hɪt/ (n)  
let /let/  
make /meɪk/  
part /pɑ:t/ play the part of  
pass the ball /pɑ:s ðə 'bɔ:l/  
polite /pə'laɪt/  
practise /'præktɪs/  
recommend /rekə'mend/  
rough game /rʌf 'geɪm/  
secretly /'si:kri:tli/  
touch /tʌtʃ/ keep in touch with

#### UNIT 16

announce /ə'naʊns/  
argue /ɑ:gju:/  
as usual /əz 'ju:ʒuəl, 'ju:ʒəl/  
at once /ət 'wʌns/  
coat /kəʊt/  
cross one's fingers /krɒs wʌnz 'fɪŋgəz/  
event /ɪ'vent/  
excellent /'eksələnt/  
gala /'gɑ:lə/ swimming gala  
gate /geɪt/  
list /lɪst/  
pavement /'peɪvmənt/  
put on /pʊt 'ɒn/  
seat /si:t/  
shop window /ʃɒp 'wɪndəʊ/  
softly /'sɒftli/  
tie /taɪ/ (n)  
uniform /'ju:nɪfɔ:m/  
walk /wɔ:k/  
waste /weɪst/ (n)  
whisper /'wɪspə/ (v)

#### READING CORNER

chain /tʃeɪn/  
Christmas Carol /,krɪsməs 'kærəl/  
church /tʃɜ:tʃ/  
cry /kraɪ/ give a loud cry  
dead /ded/  
die /daɪ/  
midnight /'mɪdnait/  
night /naɪt/  
Scrooge /skru:dʒ/  
tonight /tə'naɪt/  
unkind /ʌn'kaɪnd/

#### UNIT 17

animation /,ænɪ'meɪʃən/  
animation studio /,ænɪ'meɪʃən ,stju:diəʊ/  
animator /,ænɪmeɪtə/  
area /'eəriə/  
arm /ɑ:m/  
celebrate /'seləbreɪt/  
change /tʃeɪndʒ/ (n)  
club /klʌb/  
comic /'kɒmɪk/  
complete /kəm'pli:t/  
cotton /'kɒtn/ (n)  
dialogue /'daɪələg/  
drawing /'drɔ:ɪŋ/  
flexible /'fleksɪbəl/  
glass /glɑ:s/ (n)  
latest /'leɪtəst/  
leg /leg/  
match /mætʃ/ (v)  
metal /'metl/ (n)  
model /'mɒdl/  
paper /'peɪpə/ (n)  
picture /'pɪktʃə/  
pin up /pɪn 'ʌp/  
plastic /'plæstɪk/ (n)  
plasticine /'plæstɪsɪn/  
put in /pʊt 'ɪn/  
rubber /'rʌbə/ (n)  
scene /si:n/  
script /skrɪpt/  
similar /'sɪmlə/  
storyboard /'stɔ:ribɔ:d/  
take out /teɪk 'aʊt/

way /weɪ/  
wood /wʊd/ (n)  
wool /wʊl/ (n)  
You're kidding! /jɔ: 'kɪdɪŋ/

#### UNIT 18

broken /'brʊkən/  
by /baɪ/  
click (on) /kɪk/  
competition /,kɒmpə'tɪʃən/  
connect (to) /kə'nekt/  
design /dɪzɪn/ (v)  
email /'i: meɪl/  
Good luck! /gʊd 'lʌk/  
Hang on! /hæŋ 'ɒn/  
icon /'aɪkɒn/  
Internet /'ɪntənət/ the Internet  
I see. /aɪ 'si:/  
mouse /maʊs/ (plural mice)  
newspaper /'nju:spetə/  
own /əʊn/  
page /peɪdʒ/  
print /prɪnt/  
printer /'prɪntə/  
reply /rɪ'plɑɪ/ (n)  
reply to /rɪ'plɑɪ tə, tu/ (v)  
send /send/  
switch on /,swɪtʃ 'ɒn/  
toy /tɔɪ/ (adj)  
visit /'vɪzɪt/ (v)  
vote for /'vəʊt fə, fɔ:/ (v)  
website /'websaɪt/

#### UNIT 19

AD (Anno Domini) /eɪ 'di:/  
after all /ɑ:ftə 'ɔ:l/  
amazed /ə'meɪzd/  
army /'ɑ:mi/  
BC (before Christ) /bi: 'si:/  
bury /'berɪ/  
China /tʃaɪnə/  
clay /kleɪ/ (n, adj)  
discover /dɪ'skʌvə/  
discovery /dɪ'skʌvəri/  
Egypt /'i:dʒɪpt/  
Egyptian /ɪdʒɪ'pʃən/  
Emperor /'empərə/  
god /gɒd/  
heavy /'hevi/  
height /haɪt/  
historian /hɪ'stɔ:riən/  
human /'hju:mən/  
insect /'ɪnsekt/  
invent /ɪn'vent/  
invention /ɪn'venʃən/  
length /leŋθ/  
mystery /'mɪstəri/  
Nasca lines /'næskə laɪnz/  
Nasca people (the Nascans)  
/næskən 'pi:pəl/  
period /'pɪəriəd/  
Peru /pə'ru:/  
pilot /paɪlət/  
plane /pleɪn/  
please /pli:z/ (v)  
probably /'prɒbəbli/  
pyramid /'pɪrəməɪd/  
several /'sevərəl/

sight /saɪt/  
size /saɪz/  
tomb /tu:m/  
transport /træn'spɔ:t/ (v)  
weight /weɪt/  
wide /waɪd/  
width /wɪðθ/

## UNIT 20

attack (v) /ə'tæk/  
claw /klɔ:/  
dragon /dræɡən/  
field /fi:ld/  
fisherman /fɪʃmən/ (plural fishermen)  
fishing boat /'fɪʃɪŋ bəʊt/  
flame /fleɪm/  
get away from /get ə'weɪ frəm, frəm/  
heat /hi:t/ (n)  
hold /həʊld/  
horizon /hə'reɪzən/  
hungry /'hʌŋɡri/  
land /lənd/ (n)  
lift /lɪft/ (v)  
longboat /'lɒŋbəʊt/  
net /net/  
prepare /prɪ'peə/  
repair /rɪ'peə/  
sailor /seɪlə/  
sheep /ʃi:p/ (plural sheep)  
shore /ʃɔ:/  
steal /sti:l/  
Viking /'vaɪkɪŋ/  
voyage /'vɔɪ-ɪdʒ/  
wind /wɪnd/

## CULTURE CORNER

Blarney Stone /'blɑ:ni stəʊn/  
Emerald /'emərəld/ the Emerald Isle  
fairy /'feəri/  
fiddle /'fɪdl/  
gold /ɡəʊld/  
grow /ɡrəʊ/  
harp /hɑ:p/  
holiday /'hɒlədi/ national holiday  
Ireland /'aɪələnd/  
Irish /'aɪrɪʃ/  
kiss /kɪs/ (v)  
leaf /li:f/ (plural leaves /li:vz/)  
leprechaun /'leprəkəʊn/  
magic /'mædʒɪk/ (adj)  
Northern Ireland /'nɔ:ðən 'aɪələnd/  
pot /pɒt/  
Republic of Ireland  
/rɪ'pʌblɪk əv 'aɪələnd/  
relative /relətɪv/ (n)  
rescue /reskjʊ:/ (v)  
Saint Patrick's Day /sənt 'pætrɪks deɪ/  
shamrock /'ʃæmrɒk/  
shoemaker /'ʃu:meɪkə/  
superstition /,su:pə'stɪʃən, 'sju:-/  
United Kingdom /jʊ,naɪtɪd 'kɪŋdəm/  
violin /vaɪəlɪn/

## UNIT 21

aeroplane /'eərəpleɪn/  
agree /ə'ɡri:/  
airport /'eəpɔ:t/  
arrival /ə'reɪvəl/ arrival time

arrivals /ə'reɪvəlz/  
bookshop /'bʊkʃɒp/  
check-in /'tʃek ɪn/  
departures /dɪ'pɑ:tʃəz/  
disagree /dɪ'sə'ɡri:/  
fast train service /fɑ:st 'treɪn sɜ:vɪs/  
flight /flaɪt/  
lost luggage /lɒst 'lʌɡɪdʒ/  
Neither (do) I. /,naɪðə du 'aɪ/  
outskirts /'aʊtskaɪts/  
passport /'pɑ:spɔ:t/  
passport control /'pɑ:spɔ:t kən'trəʊl/  
queue /kju:/ (v)  
shall /ʃəl, ʃæl/  
sign /saɪn/ (n)  
So (do) I. /,səʊ du 'aɪ/  
spend /spend/  
starve /stɑ:v/ I'm starving.

## UNIT 22

air conditioning (system)  
/,eə kən'dɪʃənɪŋ/  
alarm /ə'lɑ:m/  
battery /'bætəri/  
beep /bi:p/ (v)  
borrow /'bɒrəʊ/  
button /'bʌtn/  
catalogue /'kætəlɒɡ/  
circulate /'sɜ:kjʊleɪt/  
cool /ku:l/  
demonstration /,demən'streɪʃən/  
dial /'daɪəl/ (n)  
favourite /'feɪvərɪt/ (n)  
flag /flæg/  
fluffy /'flʌfi/  
hat /hæt/  
inventor /ɪn'ventə/  
lamp /læmp/  
lend /lend/  
lovely /'lʌvli/  
motorised /'məʊtəraɪzd/  
plug /plʌɡ/ (n)  
sell /sel/  
spring /sprɪŋ/  
spring shoes /sprɪŋ 'ʃu:z/  
switch /swɪtʃ/ (n)  
techno /'teknəʊ/ (adj)  
thermometer /θə'mɒmɪtə/  
tie rack /'taɪ ræk/  
useful /'ju:sfəl/  
warm /wɔ:m/  
watering can /'wɔ:tərɪŋ kæn/  
weather forecast /'weðə ,fɔ:kɑ:st/

## UNIT 23

arena /ə'reɪnə/  
athlete /'æθli:t/  
beach volleyball /bi:tʃ 'vɒlibɔ:l/  
bring /brɪŋ/  
ceremony /'serəməni/  
compete /kəm'pi:t/  
diet /'daɪət/  
found /faʊnd/  
go out /ɡəʊ 'aʊt/  
have a go at /hæv ə 'ɡəʊ ət, æt/  
hero /'hɪərəʊ/  
hold /həʊld/  
honour /'hɒnə/

host country /,həʊst /'kʌntri/  
light /laɪt/ (v)  
mainly /'memli/  
marathon /'mærəθən/  
modern /'mɒdn/  
Olympic flame /ə,lɪmpɪk 'fleɪm/  
Olympic Games /ə,lɪmpɪk 'ɡeɪmz/  
ring /rɪŋ/  
runner /'rʌnə/  
sink /sɪŋk/  
skateboarding /'sketbɔ:dɪŋ/  
symbolise /'sɪmbəlaɪz/  
table tennis /'teɪbəl 'tenɪs/  
torch /tɔ:tʃ/  
tough /tʌf/  
trainer /'treɪnə/

## UNIT 24

amazement /ə'meɪzmənt/  
anger /'æŋɡə/  
angry /'æŋɡri/  
belt /belt/  
cliff /klɪf/  
cloud /klaʊd/  
courage /'kʌrɪdʒ/  
crash /kræʃ/ (v)  
downwards /'daʊnwədz/  
drop (nets) /drɒp/  
exhausted /ɪɡ'zɔ:stɪd/  
horror /'hɒrə/  
pain /peɪn/  
painful /'peɪnfəl/  
pour out /pɔ: 'aʊt/  
pride /praɪd/  
proud /praʊd/  
realise /rɪ'əlaɪz/  
reflect /rɪ'flekt/  
roar /rɔ:/  
safe /seɪf/  
safety /'seɪfti/  
smashed /smæʃt/  
sunlight /'sʌnlaɪt/  
terror /'terə/  
touch /tʌtʃ/ (v)  
wet /wet/

## READING CORNER

bang /bæŋ/  
cupboard /'kʌbəd/  
destroy /drɪ'strɔɪ/  
fridge /frɪdʒ/  
hole /həʊl/  
human being /hju:mən 'bi:ɪŋ/  
quietly /'kwaɪətli/  
unhappily /ʌnhæpəli/

## UNIT 25

award prizes /ə'wɔ:d 'praɪzɪz/  
boring /'bɔ:ɪŋ/  
break up (for the summer) /breɪk 'ʌp/  
celebrity /sə'lebrəti/  
Cheer up! /tʃɪər 'ʌp/  
embarrassing /ɪm'bærəsɪŋ/  
guest speaker /gest 'spi:kə/  
joke /dʒəʊk/ (v)  
row /rəʊ/ front row  
scary /'skeəri/  
speech /spi:tʃ/

speech day /spi:tʃ deɪ/  
stuck /stʌk/ be stuck in traffic  
sweet shop /swi:t ʃɒp/  
take off /teɪk ˈɒf/  
term /tɜ:m/

## UNIT 26

bedtime /ˈbedtaɪm/  
comfortable /ˈkʌmfətəbəl, ˈkʌmfət-/  
dark /dɑ:k/ get dark  
Floating House /fləʊtɪŋ ˈhaʊs/  
Flying Saucer /flaɪ-ɪŋ ˈsɔ:sə/  
I'd rather ... /aɪd ˈrɑ:ðə/  
ladder /ˈlædə/  
mile /maɪl/  
order /ˈɔ:də/ (v)  
personally /ˈpɜ:sənəli/  
prefer ... to ... /prɪˈfɜ:tə/  
shower /ˈʃaʊə/ (n)  
silence /ˈsaɪləns/  
sleeping bag /sli:pɪŋ bæɡ/  
solid /ˈsɒlɪd/  
uncomfortable /ʌnˈkʌmfətəbəl,  
ʌnˈkʌmfət-/  
walkman /ˈwɔ:kməŋ/  
wall /wɔ:l/

## UNIT 27

ask out /ɑ:sk ˈaʊt/  
change one's mind /tʃeɪndʒ  
wʌnz ˈmaɪnd/  
chat /tʃæt/ have a chat  
come round /kʌm ˈraʊnd/  
common /ˈkɒmən/  
explain /ɪkˈspleɪn/  
fair /feə/ it's not fair  
fault /fɔ:lt/  
fed up /fed ˈʌp/ get fed up  
get on with /get ˈɒn wɪð, wɪθ/  
give someone a hand /ɡɪv sʌmwʌn  
ə ˈhænd/  
go out with /ɡəʊ ˈaʊt wɪð, wɪθ/  
helpful /ˈhelpfəl/  
ill /ɪl/  
in a few days' time /ɪn ə ˌfju:  
deɪz ˈtaɪm/  
instead /ɪnˈsted/  
nerves /nɜ:vz/ get on one's nerves  
noisy /ˈnɔɪzi/  
patient /ˈpeɪʃənt/ (adj)  
point of view /pɔɪnt əv ˈvju:  
privacy /ˈprɪvəsi, ˈpraɪ-/  
problem page /ˈprɒbləm peɪdʒ/  
selfish /ˈselfɪʃ/  
take up (a hobby) /teɪk ˈʌp/  
thirsty /θɜ:sti/  
tricky /ˈtrɪki/  
upset /ʌpset/  
way /weɪ/ get in the way

## UNIT 28

agent /ˈeɪdʒənt/  
allow to /əˈlaʊ tə, tu/  
any more /eni ˈmɔ:/

clap /klæp/  
corner /ˈkɔ:nə/  
customer /ˈkʌstəmə/  
equipment /ɪkwi:pmənt/  
favour /ˈfeɪvə/ (n)  
garage /ˈɡærɑ:ʒ, -ɪdʒ/  
gig /ɡɪɡ/  
guitar /ɡɪtɑ:/  
head teacher /hed ˈti:tʃə/  
music shop /ˈmjuzɪk ʃɒp/  
nod /nɒd/  
recording contract /rɪˈkɔ:dɪŋ ˌkɒntrækt/  
thoughtful /θɔ:tfəl/  
youth club /ju:θ klʌb/

## CULTURE CORNER

cathedral /kəˈθi:drəl/  
coast /kəʊst/  
daffodil /ˈdæfədɪl/  
first class /fɜ:st ˈklɑ:s/  
full of /ˈfʊl əv, ɒv/  
harp /hɑ:p/  
historic /hɪˈstɔ:rɪk/  
holidaymaker /ˈhɒlədeɪmeɪkə/  
leek /li:k/  
Marine Life Centre /məri:n laɪf ˌsentə/  
mountain railway /maʊntən ˈreɪlweɪ/  
National Park /næʃənəl ˈpɑ:k/  
Oceanarium /əʊʃənəriəm/  
official /əˈfɪʃəl/  
port /pɔ:t/  
rugby /ˈrʌɡbi/  
sea life /ˈsi: laɪf/  
souvenir shop /su:vənɪə ʃɒp,  
ˈsu:vənɪə-/  
sports stadium /ˈspɔ:ts ˌsteɪdiəm/  
St David's Day /sənt ˈdeɪvɪdz deɪ/  
Wales /weɪlz/  
Welsh /welʃ/

## UNIT 29

both /bəʊθ/  
calendar /ˈkæləndə/  
elephant /ˈeləfənt/  
excited /ɪkˈsaɪtɪd/  
giant /dʒaɪənt/  
temple /ˈtempəl/  
theory /θiəri/  
tiring /ˈtaɪərɪŋ/  
tonne /tʌn/  
weigh /weɪ/  
wonder of the world /wʌndə əv ðə  
ˈwɜ:ld/

## UNIT 30

banana /bəˈnɑ:nə/  
biscuit /ˈbɪskɪt/  
blindfold /ˈblaɪndfəʊld/ (n)  
carrot /ˈkærət/  
delicious /dɪˈlɪʃəs/  
disgusting /dɪsˈɡʌstɪŋ/  
experiment /ɪkˈsperɪmənt/ (n)  
explode /ɪkˈspləʊd/  
fizzy /ˈfɪzi/

fruit /fru:t/  
grape /ɡreɪp/  
melon /ˈmelən/  
odd /ɒd/  
orange /ˈɒrəndʒ/  
rough /rʌf/  
serious /ˈsɪəriəs/  
smell /smel/ (v)  
smooth /smu:ð/  
soft /sɒft/  
sound /saʊnd/ (v)  
still /stɪl/  
taste /teɪst/ (v)  
well /wel/ feel well

## UNIT 31

advertise /ˈædvətaɪz/  
by the way /baɪ ðə ˈweɪ/  
decision /dɪˈsɪʒən/  
design /dɪzajn/ wear designs  
do business /du: ˈbɪznɪs/  
fashion /ˈfæʃən/  
go into business /ɡəʊ ɪntə ˈbɪznɪs/  
grow /ɡrəʊ/  
jewellery /ˈdʒu:əlri/  
look after /lʊk ˈɑ:ftə/  
set up a company /set ʌp ə ˈkʌmpəni/  
smartly /ˈsmɑ:tlɪ/ dress smartly  
so far /səʊ ˈfɑ:/  
staff /stɑ:f/  
take a chance /teɪk ə ˈtʃɑ:ns/

## UNIT 32

backstage /ˈbæksteɪdʒ/  
free /fri:/  
gasp /ɡɑ:sp/ (v)  
interviewer /ɪntəvju:ə/  
invite /ɪnˈvaɪt/  
limousine /lɪˈmɑ:zi:n/  
shoot /ʃu:t/ shoot from nowhere  
to number one  
show /ʃəʊ/ (n)  
ticket /ˈtɪkɪt/  
tour /tuə/ on tour

## READING CORNER

excitedly /ɪkˈsaɪtɪdli/  
ground /ɡraʊnd/  
key /ki:/  
magical /ˈmædʒɪkəl/  
old-fashioned /əʊld ˈfæʃənd/  
pull up /pʊl ˈʌp/  
put out a hand /pʊt aʊt ə ˈhænd/  
review /riˈvju:/  
robin /ˈrɒbɪn/  
rose-plant /rəʊz plɑ:nt/  
rose-tree /rəʊz tri:/  
shut /ʃʌt/  
strong /strɒŋ/  
‘The Lord of the Rings’ /ðə ˌlɔ:d əv ðə  
ˈrɪŋz/  
turn the key /tɜ:n ðə ˈki:/  
unhappy /ʌnhæpi/

## IRREGULAR VERBS

| INFINITIVE | PAST SIMPLE                | PAST PARTICIPLE            |
|------------|----------------------------|----------------------------|
| be         | was / were                 | been                       |
| become     | became                     | become                     |
| begin      | began                      | begun                      |
| break      | broke                      | broken                     |
| bring      | brought                    | brought                    |
| build      | built                      | built                      |
| buy        | bought                     | bought                     |
| catch      | caught                     | caught                     |
| choose     | chose                      | chosen                     |
| come       | came                       | come                       |
| cut        | cut                        | cut                        |
| do / does  | did                        | done                       |
| draw       | drew                       | drawn                      |
| dream      | dreamed / dreamt           | dreamed / dreamt           |
| drink      | drank                      | drunk                      |
| drive      | drove                      | driven                     |
| eat        | ate                        | eaten                      |
| fall       | fell                       | fallen                     |
| feel       | felt                       | felt                       |
| find       | found                      | found                      |
| fly        | flew                       | flown                      |
| forget     | forgot                     | forgotten                  |
| get        | got                        | got                        |
| give       | gave                       | given                      |
| go         | went                       | gone                       |
| grow       | grew                       | grown                      |
| have / has | had                        | had                        |
| hear       | heard                      | heard                      |
| hide       | hid                        | hidden                     |
| hit        | hit                        | hit                        |
| hold       | held                       | held                       |
| hurt       | hurt                       | hurt                       |
| keep       | kept                       | kept                       |
| know       | knew                       | known                      |
| learn      | learnt (BrE), learned      | learnt (BrE), learned      |
| leave      | left                       | left                       |
| lend       | lent                       | lent                       |
| let        | let                        | let                        |
| lie        | lay                        | lain                       |
| lose       | lost                       | lost                       |
| make       | made                       | made                       |
| mean       | meant                      | meant                      |
| meet       | met                        | met                        |
| overtake   | overtook                   | overtaken                  |
| put        | put                        | put                        |
| read       | read                       | read                       |
| ride       | rode                       | ridden                     |
| ring       | rang                       | rung                       |
| run        | ran                        | run                        |
| say        | said                       | said                       |
| see        | saw                        | seen                       |
| sell       | sold                       | sold                       |
| send       | sent                       | sent                       |
| set up     | set up                     | set up                     |
| shoot      | shot                       | shot                       |
| show       | showed                     | shown                      |
| shut       | shut                       | shut                       |
| sing       | sang                       | sung                       |
| sit        | sat                        | sat                        |
| smell      | smelt (BrE), smelled (AmE) | smelt (BrE), smelled (AmE) |
| speak      | spoke                      | spoken                     |
| spend      | spent                      | spent                      |
| stand      | stood                      | stood                      |
| steal      | stole                      | stolen                     |
| swim       | swam                       | swum                       |
| take       | took                       | taken                      |
| teach      | taught                     | taught                     |
| tell       | told                       | told                       |
| think      | thought                    | thought                    |
| throw      | threw                      | thrown                     |
| understand | understood                 | understood                 |
| wear       | wore                       | worn                       |
| win        | won                        | won                        |
| write      | wrote                      | written                    |

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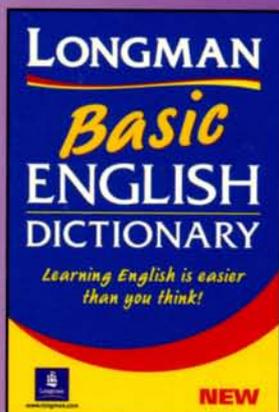
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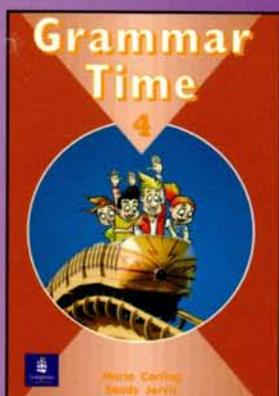
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3



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