

Solutions  
***INTERMEDIATE***  
Pamphlet

I

1

# I

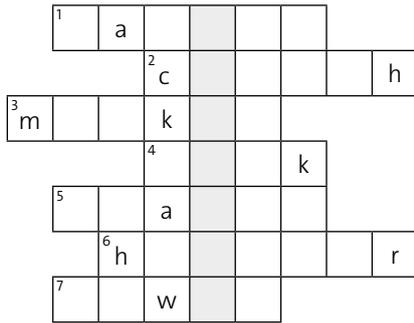
## Vocabulary Review

### Work in groups of three or four.

- 1 Read the clues and complete the grid.  
What is the mystery place?



- 1 a large, strong building, with thick walls, which protects people



- 2 a building where Christians go to worship



- 3 an open area where people buy and sell things



- 4 an area of public land in a city where people walk, play and relax



- 5 a figure of a person or animal made of stone or metal



- 7 a tall, narrow part of a building



- 6 an area of water where ships can stay



The mystery place is: \_\_\_\_\_

- 2 Match the word halves to make nouns for tourist and visitor attractions.

- |         |          |
|---------|----------|
| 1 monu  | a ium    |
| 2 cathe | b eum    |
| 3 aquar | c ment   |
| 4 mus   | d ace    |
| 5 rest  | e dral   |
| 6 pal   | f aurant |

- 4 Write the adjectives below in the correct part of the table.

anxious ashamed cross envious hard-working  
honest organised proud reliable sensitive  
shy upset

Personality	Feelings

- 3 Circle the odd one out.

- 1 play cards / table tennis / souvenirs  
2 go on a boat trip / on the beach / for a bike ride  
3 visit a theme park / a kayak / a museum  
4 go sunbathe / swimming / for a walk  
5 hire an excursion / a boat / a car

- 5 **SPEAKING** Complete the sentences with true information about yourself. Read out the second part of each sentence to your partner. Can he/she guess the adjective?

- I often feel embarrassed when \_\_\_\_\_.
- I'm sometimes frightened when \_\_\_\_\_.
- I feel delighted when \_\_\_\_\_.
- I get excited when \_\_\_\_\_.
- I sometimes feel confused when \_\_\_\_\_.

I have to speak in public.

Do you feel embarrassed when you have to speak in public?

Yes, that's right!

## Work in pairs.

## 1 Choose the correct words to complete the phone conversation.

Ralph What <sup>1</sup>are you doing / do you do at the moment, Jack?

Jack We're planning our summer holiday. We <sup>2</sup>'re usually going / usually go to Cornwall and stay in <sup>3</sup>a / the big house with some friends, but this year we want to do something different.

Ralph Do you always stay in <sup>4</sup>a / the same house?

Jack Yes, we do. What <sup>5</sup>are you going to / will you do in the holidays?

Ralph I don't know yet. I think I <sup>6</sup>'m going to / 'll talk about it with my sister tonight.

Jack Tonight? But you <sup>7</sup>'ll come / 're coming to <sup>8</sup>- / the cinema with Paul and me tonight. I've already got the tickets.

Ralph Oh yes! I forgot!

Jack That's so annoying! You <sup>9</sup>'re always forgetting / 'll always forget things!

Ralph Sorry! When <sup>10</sup>does the film start / is the film starting?

Jack Half past seven. And it finishes at quarter past nine. Don't be late! And bring an umbrella. It <sup>11</sup>'ll / 's going to rain later. Look at those black clouds.

Ralph OK. Do you think it <sup>12</sup>is going to / will be a good film?

Jack Yes, I do. It's got Jennifer Lawrence in it. She's <sup>13</sup>a / - fantastic actor.



## Student A

2 **SPEAKING** Complete the questions below. Then ask and answer them with your partner.

- 1 What / Jack / do at the moment?
- 2 What / Ralph / decide to do tonight?
- 3 Why / Jack / annoyed with Ralph?
- 4 Why / Ralph / need / an umbrella?

3 **SPEAKING** Ask and answer these questions about yourself with your partner.

- 1 What / you / do / at the moment?
- 2 Where / you / usually / go / at the weekend?
- 3 What / you / do / tonight?
- 4 Who / you / usually / go / on holiday with?

## Student B

2 **SPEAKING** Complete the questions below. Then ask and answer them with your partner.

- 1 Where / Jack / usually / go on holiday?
- 2 What / be / Jack's plans for tonight?
- 3 What time / film / finish?
- 4 What / be / Jack's opinion of Jennifer Lawrence?

3 **SPEAKING** Ask and answer these questions about yourself with your partner.

- 1 What / you / do / at the moment?
- 2 Where / you / usually / go / at the weekend?
- 3 What / you / do / tonight?
- 4 Who / you / usually / go / on holiday with?

## 1 Complete the sentences with the words below.

adult centenarian elderly infant middle-aged teens toddler twenties young child

- 1 My brother is thirteen months old and he's learning how to walk. He's a \_\_\_\_\_.
- 2 Last year I was still in my \_\_\_\_\_, but now I'm 30 years old.
- 3 No children are allowed in this shop without an \_\_\_\_\_.
- 4 It is my grandmother's 100th birthday today. She's now a \_\_\_\_\_!
- 5 Her new baby is just four weeks old. He's an \_\_\_\_\_.
- 6 Young people between the ages of thirteen and nineteen are in their \_\_\_\_\_.
- 7 Her aunt is quite \_\_\_\_\_. She's 86.
- 8 People aged between 40 and 60 are sometimes called \_\_\_\_\_.
- 9 When he was a \_\_\_\_\_ – about seven years old – he was scared of dogs.

## 2 Choose the correct words to complete the article.

## Beginnings: celebrities talk about their parents

### Champion surfer and star of *Surfing Lives*

Nicole Treacher tells us about her mother

My mother grew <sup>1</sup>up / down in a small village near Toulouse in France. Her parents split <sup>2</sup>away / up when she was just five years old and after that she was brought <sup>3</sup>up / in by her father. In 1986, when she was sixteen, she <sup>4</sup>left / moved home and went to university in London. She studied languages and <sup>5</sup>got / had her first job, working as a translator in London, in 1990. Two years later, her grandmother passed <sup>6</sup>away / up and my mother <sup>7</sup>retired / inherited her house in France. She decided to move back to France and <sup>8</sup>settle / start her own business. In 1995, my mother met a tall, handsome Australian. They <sup>9</sup>got / fell in love and <sup>10</sup>got / went engaged just two months after they first met. In 1998, they <sup>11</sup>changed / emigrated to Australia and decided to <sup>12</sup>start / get a family. And I was born in 2000!

3 **SPEAKING** Work in pairs. Play 'Guess the Celebrity'. Then swap roles.

**Student A** Think of a famous person. Be prepared to answer questions about:

- the person's age.
- key events from the person's life.

You can only answer *Yes* or *No* to the questions.

**Student B** Try to guess who your partner is thinking of.

Ask *yes/no* questions about:

- their age.
- their key life events.

Is the person a man?

Yes, he is.

Is he in his 20s?

No, he isn't.

Was he brought up in the UK?

Yes, he was.

# 1B

## Past tense contrast

### 1 Choose the correct past tenses to complete the text.

I <sup>1</sup>**started / had started** my own business in 2006. I <sup>2</sup>**left / had left** university the year before and <sup>3</sup>**worked / was working** for a large supermarket, but I <sup>4</sup>**had felt / felt** very bored with my job. One day, while I <sup>5</sup>**helped / was helping** a friend to design his website, I suddenly <sup>6</sup>**realised / had realised** that I could earn some money from my website design skills. I <sup>7</sup>**was doing / had done** a short web design course before I <sup>8</sup>**went / was going** to university and <sup>9</sup>**was really enjoying / had really enjoyed** it. My business <sup>10</sup>**was growing / grew** very quickly and, in 2008, I <sup>11</sup>**left / was leaving** my supermarket job and <sup>12</sup>**started / was starting** to work full-time as a website designer.

### 2 The underlined verbs are in the wrong tense. Rewrite the sentences using the correct past tense.

- |   |  |
|---|--|
| <p>1 While she was studying German at university, she <u>was meeting</u> her future husband.<br/>_____</p> <p>2 Before they <u>had left</u> the house, they had closed all the windows.<br/>_____</p> <p>3 We <u>were walking</u> to the bus stop and took the first bus into town.<br/>_____</p> <p>4 Jon <u>didn't buy</u> any coffee earlier, so they drank tea.<br/>_____</p> | <p>5 They finished their meal and then <u>had watched</u> a film on TV.<br/>_____</p> <p>6 It <u>rained</u> and the streets were dark and cold.<br/>_____</p> <p>7 I got my first job before I <u>was leaving</u> school.<br/>_____</p> <p>8 Stella was listening to some music when she <u>had heard</u> a noise outside.<br/>_____</p> |
|---|--|

### 3 a Complete the sentences with your own ideas. On a separate piece of paper, write one clue for each sentence.

- 1 Before I left home this morning, I had already ...
- 2 I hadn't ... before I got home yesterday.
- 3 I was ... at half past nine last night.
- 4 I was ... at eight o'clock this morning.
- 5 Last weekend, I ...
- 6 Yesterday I ...

1 two cups

2 text

3 watch

4 sister

5 play

6 music

### 3 b **SPEAKING** Read your partner's clues and try to guess their sentences.

I think before you left home this morning, you had already drunk two cups of coffee.

No! Before I left home this morning, I had already broken two cups!

**Listen and fill in the blanks. (Track 1.11)**

**Speaker 1** We all know what it's like to ..... with our family. It's just part of life, isn't it? Well, not ..... Sometimes, family arguments can become a habit ... a habit that is ..... and ..... for the people ..... Our three-week course ..... habit. Do the course on your own or better still, ..... other members of your family to ..... you.

**Speaker 2** When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, ..... Then I realised what I was doing wrong: I wasn't ..... for the arguments. So I started ..... them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same ..... – .....! Now I hardly ever lose an argument at home.

**Speaker 3** Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, ..... Without you, ..... You know how Grandad always tries to start an argument when we're out. He's much better when you're there. .... and tell me you're coming. Please!

**Speaker 4** I ..... home when I was seventeen after an ..... with my parents, and ....., it was ..... that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand ..... Of course, I've got a lot of ..... too!

## Student A

1 Ask Student B questions with *used to* to complete the text about Alfie below.

Alfie is a rich man now, but 20 years ago, he was very poor. He <sup>1</sup>\_\_\_\_\_ in Birmingham. He worked in a factory and he <sup>2</sup>\_\_\_\_\_. He <sup>3</sup>\_\_\_\_\_ car, so he <sup>4</sup>\_\_\_\_\_ to work. He always <sup>5</sup>\_\_\_\_\_ for lunch. After work, he <sup>6</sup>\_\_\_\_\_. At the weekend, he <sup>7</sup>\_\_\_\_\_ at the sports centre. And in the summer, he always <sup>8</sup>\_\_\_\_\_ in Scotland.

1 where / live? *Where did Alfie use to live?*

4 how / get to work?

7 what do / at the weekend?

2 what time / get up?

5 what / always / eat for lunch?

8 who / visit / in the summer?

3 have / car?

6 what / do / after work?

## 2 Read the text below and answer Student B's questions.

Emily is poor now, but 20 years ago, she was very rich. She *used to live in a beautiful house with a swimming pool. She didn't use to work and she used to get up at nine o'clock in the morning. After breakfast, she used to have a tennis lesson. She used to have a big expensive Porsche and she used to go to a different restaurant every day for lunch. After lunch, she used to go shopping with her friends. At the weekend, she used to fly to Paris.*

3 a Read about Michael. Then imagine how his life was 20 years ago. Write five sentences with *used to*.

Michael is 45 years old. He's a nurse in a hospital. He eats very healthy food and he always walks to work. He goes to the gym three times a week. He likes wearing jeans and T-shirts. At the weekend he often visits museums or goes to classical music concerts. But twenty years ago, his life was very different ...  
He *used to work as a teacher. He used to eat ...*

## 3 b Does your partner have the same ideas as you? Find out.

I think he used to work as a teacher.

Yes, I agree. / No, I think he used to be a train driver.

## Student B

## 1 Read the text below and answer Student A's questions.

Alfie is a rich man now, but 20 years ago, he was very poor. He *used to live in a small flat with no garden in Birmingham. He worked in a factory and he used to get up at half past six in the morning. He didn't use to have a car, so he used to take the bus to work. He always used to eat a ham sandwich for lunch. After work, he used to meet up with his friends. At the weekend, he used to go swimming at the sports centre. And in the summer, he always used to visit his cousin in Scotland.*

2 Ask questions with *used to* to complete the text about Emily below.

Emily is poor now, but 20 years ago, she was very rich. She <sup>1</sup>\_\_\_\_\_. She <sup>2</sup>\_\_\_\_\_ and she <sup>3</sup>\_\_\_\_\_ in the morning. After breakfast, she <sup>4</sup>\_\_\_\_\_. She <sup>5</sup>\_\_\_\_\_ and <sup>6</sup>\_\_\_\_\_ every day for lunch. After lunch, she <sup>7</sup>\_\_\_\_\_. At the weekend, she <sup>8</sup>\_\_\_\_\_.

1 where / live *Where did Emily use to live?*

4 what / do / after breakfast?

7 what / do / after lunch

2 work?

5 what kind of car / have?

8 where / fly / at the weekend?

3 what time / get up

6 where / go / for lunch

3 a Read about Michael. Then imagine how his life was 20 years ago. Write five sentences with *used to*.

Michael is 45 years old. He's a nurse in a hospital. He eats very healthy food and he always walks to work. He goes to the gym three times a week. He likes wearing jeans and T-shirts. At the weekend he often visits museums or goes to classical music concerts. But twenty years ago, his life was very different ...  
He *used to be a train driver. He used to eat ...*

## 3 b Does your partner have the same ideas as you? Find out.

I think he used to be a train driver.

Yes, I agree. / No, I think he used to work as a teacher.

**Play the game in groups of three or four. Throw the dice and move your counter.  
Follow the instructions on the square. Right answer? Well done! You stay in the game.  
Wrong answer? Bad luck! Go back 3 spaces.**

<p><b>1</b></p> <p><b>START HERE</b></p>	<p><b>2</b></p> <p><b>These sentences are incorrect. Choose one sentence and correct it.</b></p> <p>When I came into the classroom, all my friends <u>talked</u>.</p> <p>Before I left home, I <u>never prepared</u> my own meals.</p> <p>She opened the door and <u>was walking</u> out of the house.</p>	<p><b>3</b></p> <p><b>Put the words in the correct order to make a question. Then answer it.</b></p> <p>to / watch / What / you / did / you / on / were / seven / TV / when / use / ?</p>	<p><b>4</b></p> <p><b>Choose a sentence and complete it with your own ideas. Use the past perfect.</b></p> <p>I woke up late this morning because ...</p> <p>My friend didn't go to college yesterday because ...</p> <p>My phone didn't work because ...</p>
<p><b>8</b></p> <p><b>Answer this question.</b></p> <p>What were you doing at seven o'clock yesterday evening?</p>	<p><b>7</b></p> <p><b>Choose an answer and make a question for it.</b></p> <p>No, I hadn't. (Make a past perfect question.)</p> <p>Yes, we were. (Make a past continuous question.)</p> <p>Yes, I did. (Make a question with <i>used to</i>.)</p>	<p><b>6</b></p> <p><b>Name three things people didn't use to do in the 19th century.</b></p>	<p><b>5</b></p> <p><b>LUCKY SQUARE!</b></p> <p></p> <p>Move forward 2 spaces.</p>
<p><b>9</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>While I <u>read</u> a magazine, someone stole my bag.</p> <p>The dog <u>was jumping</u> out of the car and ran across the road.</p> <p>The two girls <u>met</u> five years earlier, when they were on a plane to Italy.</p>	<p><b>10</b></p> <p><b>UNLUCKY SQUARE!</b></p> <p></p> <p>Move back 3 spaces.</p>	<p><b>11</b></p> <p><b>Put the words in the correct order to make a question. Then answer it.</b></p> <p>be / actor / favourite / used / ten / when / to / you / Who / were / your / ?</p>	<p><b>12</b></p> <p><b>Choose a sentence and complete it with your own ideas. Use the past perfect.</b></p> <p>The school was closed today because ...</p> <p>Sarah's head hurt because ...</p> <p>There was milk on the kitchen floor because ...</p>
<p><b>16</b></p> <p><b>Answer this question.</b></p> <p>What were you doing at midnight on New Year's Eve?</p>	<p><b>15</b></p> <p><b>Choose an answer and make a question for it.</b></p> <p>Yes, she had. (Make a past perfect question)</p> <p>No, they weren't. (Make a past continuous question)</p> <p>No, he didn't. (Make a question with <i>used to</i>)</p>	<p><b>14</b></p> <p><b>LUCKY SQUARE!</b></p> <p></p> <p>Move forward 2 spaces.</p>	<p><b>13</b></p> <p><b>Name three things you didn't use to like when you were younger.</b></p>
<p><b>17</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>I phoned my brother while I <u>waited</u> for the train.</p> <p>When she <u>had come</u> downstairs, her sister had already prepared breakfast.</p> <p>He bought a stamp and <u>was posting</u> a letter.</p>	<p><b>18</b></p> <p><b>Put the words in the correct order to make a question. Then answer it.</b></p> <p>use / What / did / eight / go / to / were / bed / you / when / you / time / to / ?</p>	<p><b>19</b></p> <p><b>UNLUCKY SQUARE!</b></p> <p></p> <p>Move back 3 spaces.</p>	<p><b>20</b></p> <p><b>FINISH!</b></p>





**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What festivals do people in your country celebrate? How do they celebrate?
- 2 What do you know about the people from different ethnic and religious groups who live in your region?
- 3 Have you ever been to a festival in a foreign country? What was it like?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 Where is Leicester?  
a near London    b in the north    c in the East Midlands
- 2 Who organises the Diwali celebrations?  
a the Indian community    b business people    c performing artists
- 3 Who joins in the celebrations?  
a the Indian community    b school children    c everyone

**3**  Watch again. Number the things (A–F) in the order that you see them.

- A \_\_\_ Indian sweets  
B \_\_\_ decorations  
C \_\_\_ a solo dance  
D \_\_\_ *rangoli*  
E \_\_\_ a firework display  
F \_\_\_ a group dance

**4**  Watch again. Complete the sentences with the numbers below. There are two extra numbers.

23%   28%   30,000   39,000   329,000   1.2 million   1.5 million   4.9 million

- 1 \_\_\_\_\_ people in London are white.
- 2 About \_\_\_\_\_ people from Asian backgrounds live in London.
- 3 There are \_\_\_\_\_ black people living in London.
- 4 There are around \_\_\_\_\_ people living in Leicester.
- 5 \_\_\_\_\_ of the population of Leicester have an Indian background.
- 6 There were over \_\_\_\_\_ people at last year's Diwali celebrations.

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to go to Diwali celebrations? Why? / Why not?

## Vocabulary

6 **RECYCLE** Complete the phrasal verbs in the sentences with *up*, *out* or *on*.

- 1 I usually catch \_\_\_\_\_ with my friends at the weekend.
- 2 My brother signed \_\_\_\_\_ for the army last year.
- 3 My sister doesn't get \_\_\_\_\_ with my mum. They argue a lot.
- 4 They ran \_\_\_\_\_ of petrol on their drive home from the mountains.
- 5 The play didn't really live \_\_\_\_\_ to the five-star review it got in the newspaper.

7 Complete the text with the words below.

communities customs diverse identities multicultural

### The Notting Hill Carnival

Every year, at the end of August, around a million people come to west London to celebrate Europe's largest street festival, the Notting Hill Carnival. The carnival started in 1964 as a way for African Caribbean <sup>1</sup> \_\_\_\_\_ to celebrate their cultural <sup>2</sup> \_\_\_\_\_ and traditional <sup>3</sup> \_\_\_\_\_. Since then, it has grown into a huge festival and is now celebrated and attended by people from many different cultures and countries, reflecting how ethnically <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ present-day London really is.

### Extension

8 **Work in groups. Make a presentation to give to a group of foreign students about a festival that happens in your country. Include the following:**

- where and when it happens
- the history of the festival
- the best way to celebrate it
- advice about how to make the most of the festival

9 **Give your presentation to the class. Use the key phrases for giving advice.**

#### Giving advice

I think / don't think you should ...  
You ought to ...  
You should ...  
... That's my advice.

1 a Write the correct activities for each picture. The first letters have been given.



1 \_\_\_\_\_ b \_\_\_\_\_  
d \_\_\_\_\_



2 \_\_\_\_\_ b \_\_\_\_\_  
g \_\_\_\_\_



3 \_\_\_\_\_ p \_\_\_\_\_



4 \_\_\_\_\_ c \_\_\_\_\_



5 \_\_\_\_\_ w \_\_\_\_\_



6 \_\_\_\_\_ b \_\_\_\_\_



7 \_\_\_\_\_ g \_\_\_\_\_



8 \_\_\_\_\_ t \_\_\_\_\_  
t \_\_\_\_\_



9 \_\_\_\_\_ s \_\_\_\_\_



10 \_\_\_\_\_ i \_\_\_\_\_  
s \_\_\_\_\_

1 b Look at the activities in 1a again. Write the correct verb before each word: *do, play or go*.

2 Choose the correct words.

- 1 bake clothes / cakes
- 2 use social media / your friends
- 3 hang out with friends / stamps
- 4 watch videos online / magazines
- 5 text figures / your friends
- 6 collect stamps / social media

3 Choose the odd one out.

- 1 do ballet / drama / volleyball
- 2 play weights / ice hockey / chess
- 3 go rollerblading / cycling / ballet
- 4 do running / martial arts / gymnastics
- 5 play the piano / board games / horse riding
- 6 go camping / shopping / drama

4 **SPEAKING** Work in groups. Play 'Guess the activity'. Then swap roles.

**Student A** Think of an activity from exercises 1, 2 or 3.

**Students B, C & D** Ask Student A *yes/no* questions about the activity. Can you guess the activity?

Do you wear special clothes for this activity?

Yes, I do.

Do you do it outside?

No, I don't.

Is it... ?

## 1 Choose the correct words or phrases (a or b) to complete the text.

My sister <sup>1</sup> chess since she was child. When she was seven years old, our grandfather <sup>2</sup> her a chessboard and <sup>3</sup> her how to play. She <sup>4</sup> the game and <sup>5</sup> it every day. Two years later, she <sup>6</sup> a prize in a national competition. Since then, she <sup>7</sup> part in competitions around the world. She <sup>8</sup> chess players from many different countries too. <sup>9</sup> a game? 'Of course!' she says. <sup>10</sup> lots of games. But every time I lose, I learn something new.'

- |                       |                     |
|-----------------------|---------------------|
| 1 a has played        | b played            |
| 2 a has given         | b gave              |
| 3 a has taught        | b taught            |
| 4 a has loved         | b loved             |
| 5 a has played        | b played            |
| 6 a has won           | b won               |
| 7 a has taken         | b took              |
| 8 a has met           | b met               |
| 9 a Has she ever lost | b Did she ever lose |
| 10 a I've lost        | b I lost            |

## 2 Complete the sentences with the correct present perfect or past simple form of the words in brackets.

- 1 A \_\_\_\_\_ (you / ever / bake) a cake?  
B Yes, I \_\_\_\_\_. I \_\_\_\_\_ (make) my brother's wedding cake last year.
- 2 She \_\_\_\_\_ (already / spend) more than £500 on clothes this year and it's only February!
- 3 He \_\_\_\_\_ (join) an ice hockey team when he was in Toronto in 2010.
- 4 We \_\_\_\_\_ (not / do) any exercise since Christmas!
- 5 A \_\_\_\_\_ (you / see) Tom yesterday?  
B No, I \_\_\_\_\_. I \_\_\_\_\_ (not / see) him for about two weeks.
- 6 Five years ago, my parents \_\_\_\_\_ (visit) Croatia.
- 7 I \_\_\_\_\_ (never / play) this game before.
- 8 We \_\_\_\_\_ (see) a really good film on TV last night.
- 9 My brother \_\_\_\_\_ (just / finish) his exams.
- 10 They \_\_\_\_\_ (not / return) from their shopping trip yet.

3 **SPEAKING** Complete these sentences with six true facts and one lie. Then ask and answer questions in pairs to find out about your partner. Can you spot your partner's lie?

Last weekend, I ...

I haven't ... for five years.

*I've never ...*

Ten years ago, I ...

I've already ... today.

I haven't ... yet today.

In 2014, I ...

What did you do last weekend?

Last weekend, I played basketball.  
What haven't you done for five years?

I haven't eaten meat for five years.

What have you never done?

I've never been to Australia.

## Listen and fill in the blanks. (Track 1.20)

**Matthew** Hi, Scarlett. How are you?

**Scarlett** Hi, Matthew. I'm on the bus. ...., so we'll be in the city centre in about ten minutes.

**M** OK, ....., but I .....

**S** .....? What about that new Italian.....on the high street?

**M** No, my dad ate there last week. He said it was a ..... The food ..... and the service wasn't .....

**S** OK, forget that! When you're celebrating the end of your exams, you need somewhere good.

**M** I agree. What about the French restaurant in the Palace Hotel? That's a bit special. I've heard the food is .....

**S** It's really expensive! Maybe we can go there next year, when I finish my exams.

**M** OK, maybe. Look, why don't we just go to the Mexican restaurant again? I love the ..... there and the food is fine.

**S** There's also the Chinese restaurant. The food is pretty ..... – but it's cheap!

**M** Let's ..... when you get here. I'm happy with the Mexican or the Chinese.

**S** You should choose. It's your .....

**M** OK. Let's go to the Mexican place. We can meet outside.

**S** I'm not sure where it is. Let's meet by the post office. ....! .....

**M** OK, no problem. I'll go there now and ..... you.

**S** ..... This bus isn't moving! There's lots of traffic.

**M** Don't worry. I don't mind waiting. I can send some ..... My parents bought me a new phone. ....?

**S** No. Has your number changed?

**M** Of course not. You just called me!

**S** Oh yes. ....?

**M** I gave it to my brother.

**S** Oh, that's a ..... It's a nice phone – and I don't like mine very much.

**M** Sorry. I didn't think of that. Anyway, see you soon!

**1 Choose the correct tense to complete each sentence.**

- 1 They've **painted / been painting** their room. Do you like the new colour?
- 2 They've **painted / been painting** their room. Their clothes are covered in paint.
- 3 I haven't **watched / been watching** TV for three hours. I've only just switched it on!
- 4 I haven't **watched / been watching** this programme before. It's really interesting.
- 5 We've **prepared / been preparing** supper. It's nearly ready.
- 6 We've **prepared / been preparing** supper. It's on the table.
- 7 She's **done / been doing** this homework for two hours, but she still can't understand it.
- 8 She's **done / been doing** her homework. Now she can relax.

**2 Complete the dialogue with the correct present perfect simple or continuous form of the verbs in brackets.**

- Kylie** Hi, Joe. You look tired. <sup>1</sup>\_\_\_\_\_ (you / work) all day?
- Joe** No, I <sup>2</sup>\_\_\_\_\_ (not / work) all day – I <sup>3</sup>\_\_\_\_\_ (try) to fix my laptop, but it's still broken.
- Kylie** Oh dear. <sup>4</sup>\_\_\_\_\_ (you / take) it to a computer shop?
- Joe** No, I haven't. I wanted to fix it myself.
- Kylie** Perhaps Martin can help you. He's really good with technical things.
- Joe** I <sup>5</sup>\_\_\_\_\_ (call) Martin since ten o'clock this morning, but there's no reply.
- Kylie** What number <sup>6</sup>\_\_\_\_\_ (you / try)? He changed his phone number last week.
- Joe** What? Really?
- Kylie** Yes. He <sup>7</sup>\_\_\_\_\_ (work) for a different company since January and they gave him a new phone five days ago.
- Joe** Oh, well, I didn't know that. So, <sup>8</sup>\_\_\_\_\_ (he / leave) his uncle's company?
- Kylie** Yes, he has. He stopped working there just before Christmas. And he <sup>9</sup>\_\_\_\_\_ (move) to a new house on Farm Street as well.
- Joe** Farm Street! Wow! <sup>10</sup>\_\_\_\_\_ (you / see) the houses on Farm Street? They're really expensive!
- Kylie** I know. Lucky Martin!

**3 SPEAKING** Work in groups. Read about the people below. Write sentences to describe what they have been doing. Then compare your ideas with another group's.

*Jane's skin is very red and she looks very hot.*

*Tim's phone bill is much more expensive than usual.*

*Henry's girlfriend won't speak to him.*

*Pippa arrived at college one hour late this morning.*

*Naomi's shoes are very dirty.*

*Mark doesn't want to go out with his friends at the weekend.*

*Jane's been sunbathing and she hasn't been wearing suncream.*

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What sports and shopping facilities are there in your region?
- 2 Which ones do you use and how often?
- 3 What new sports or shopping facility would you most like to see built in your city? Why?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 Where is Hollywood?
  - a near New York
  - b next to Los Angeles
  - c close to San Francisco
- 2 What is the population of Los Angeles?
  - a 2 million
  - b 400,000
  - c 4 million
- 3 Which area in Los Angeles is the most popular with celebrities?
  - a Santa Monica
  - b Beverly Hills
  - c Burbank

**3**  Watch again. Tick the things that you see.

- |                 |                          |                     |                          |
|-----------------|--------------------------|---------------------|--------------------------|
| a swimming pool | <input type="checkbox"/> | f main roads        | <input type="checkbox"/> |
| b movie studios | <input type="checkbox"/> | g seashore          | <input type="checkbox"/> |
| c skyscrapers   | <input type="checkbox"/> | h recording studios | <input type="checkbox"/> |
| d tennis courts | <input type="checkbox"/> | i movie stars       | <input type="checkbox"/> |
| e flood lights  | <input type="checkbox"/> | j police officers   | <input type="checkbox"/> |

**4**  Watch again. Match the descriptions (a–f) with the places (1–6).

- |                  |   |
|------------------|---|
| 1 Hollywood      | a an expensive shopping street                        |
| 2 Beverly Hills  | b a good mix of shops, homes and companies            |
| 3 Santa Monica   | c home of the major movie studios                     |
| 4 Rodeo Drive    | d popular with families for its parks and open spaces |
| 5 Burbank        | e home to rich and famous people                      |
| 6 Woodland Hills | f by the sea  |

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to visit Los Angeles? Why? / Why not?

## Vocabulary

- 6 **RECYCLE** Make six compound nouns or adjectives with the words below. Then complete the sentences with the correct compound nouns or adjectives.

air courts full high main mountain open range road sized speed tennis

- 1 The \_\_\_\_\_ into the city centre is closed today, so it's probably best to walk.
- 2 There are nineteen grass \_\_\_\_\_ that the players use during the Wimbledon championships.
- 3 The Andes \_\_\_\_\_ in South America is the longest in the world.
- 4 We don't have a \_\_\_\_\_ football pitch at our school because there isn't enough space.
- 5 The police were involved in a \_\_\_\_\_ car chase with the bank robbers.
- 6 There's an \_\_\_\_\_ swimming pool in our town which opens every summer.

- 7 Complete the text with the words below.

brands designer digital fashion movie personalities

### Fifth Avenue

Situated in New York's Manhattan area, Fifth Avenue is the most expensive shopping street in the world. You can find some of New York's most iconic landmarks there, including the Empire State Building and the New York Public Library, but <sup>1</sup>\_\_\_\_\_ -loving shoppers are more likely to come here for the <sup>2</sup>\_\_\_\_\_ labels on sale in the luxury department stores. It's also a great place to spot the rich and famous, as <sup>3</sup>\_\_\_\_\_ stars and television <sup>4</sup>\_\_\_\_\_ often shop here, attracted by the luxury <sup>5</sup>\_\_\_\_\_ and exclusive boutiques. Technology fans also come here for the world-famous Apple Store, which sells a large number of devices which allow you to play, watch, read or listen to your favourite <sup>6</sup>\_\_\_\_\_ media.

### Extension

- 8 Work in groups. Make a plan for a new shopping and entertainment centre in your city. Draw a plan of the centre. Talk about and choose the following:

- where the shopping centre should be located in the city
- what shops you'd like and where they will be located
- what entertainment facilities there will be
- what other facilities there will be

- 9 Present your shopping centre to the class. Use the key phrases for making and justifying a choice and rejecting the other options

#### Making a choice

We're going for ...

If I had to choose between ... and ... , I'd go for ...

#### Justifying a choice

The reason for our choice is ...

We think ... would (attract lots of people).

#### Rejecting the other options

We don't think ... would be as (attractive to customers) as ...

Work in groups to play scrabble.

We	have	been	waiting	for three hours.	They	haven't
left	the house	since Saturday.	My brother	moved	to Paris	in 2004.
She	has	already	finished	her homework.	He	has
been	living	in the same house	for twelve years.	They	didn't	play
football	yesterday.	I	have	never	been	to London.
She	has	been	playing	tennis	since she was a child.	My parents
met	20 years ago.	We	have	been	studying	for half an hour.

- 1 Lily and Ben are planning a birthday treat for their friend Tamara. Complete the dialogue with the phrases below.

Don't you think I like the idea I quite fancy I'd rather is a better option OK, I agree  
 Sorry, but I don't think that's settled we need to make would be fun

- Lily What do you think we should do for Tamara's birthday? I think bowling <sup>1</sup>\_\_\_\_\_.  
 We could go to that new bowling alley next to the cinema.
- Ben <sup>2</sup>\_\_\_\_\_ it would be difficult to get to? It's quite far from the train station.  
<sup>3</sup>\_\_\_\_\_ of rollerblading. We can hire rollerblades at the Queen Mary Park. It'll be really cool.
- Lily <sup>4</sup>\_\_\_\_\_ that's a very good idea. What if the weather's bad? I think an indoor activity  
<sup>5</sup>\_\_\_\_\_ than an outdoor activity at this time of year.
- Ben OK, well, <sup>6</sup>\_\_\_\_\_ ice skating. Have you been to the ice rink at the leisure centre?
- Lily No, I haven't. <sup>7</sup>\_\_\_\_\_ go ice skating than rollerblading. But the ice rink is quite expensive.
- Ben Look, <sup>8</sup>\_\_\_\_\_ a decision. I know the ice rink is expensive, but it is Tamara's birthday. It's easy to get to and it's indoors.
- Lily <sup>9</sup>\_\_\_\_\_. Let's go ice skating.
- Ben Great, <sup>10</sup>\_\_\_\_\_ then. I'll book it this afternoon.

- 2 Act out the dialogue in pairs.
- 3 Work in pairs. Look at the three photos below. Think of two reasons for and two reasons against doing each of these activities.
- 4 **SPEAKING** Imagine that you are planning a day out for your friends. You have to choose one of the activities shown below. Discuss your ideas together. Use the phrases from exercise 1 to help you. Agree on an activity. Act out your dialogue to the rest of the class.





I

2

1 Rearrange the letters to make words and put them under the correct headings.

badgane sairpn claf snpie brun caerm neelobsd  
kedniy bsruie acibintotis mniedice tbuhm

Parts of the body	Treatments	Injuries

2 Choose the correct words to complete the dialogues.

Jade Hi, Paddy. Why weren't you at school today?

Paddy I was in hospital!

Jade Oh no! What happened?

Paddy I fell off my bike at the weekend and <sup>1</sup>burned / <sup>2</sup>twisted my <sup>3</sup>ankle / <sup>4</sup>scalp.  
So I went to the doctor this morning. He gave me some <sup>5</sup>painkillers / <sup>6</sup>antibiotics and told me to go home and rest.

Jade OK. So why were you in hospital?

Paddy Because I tripped on the steps when I was leaving the doctor's surgery and <sup>7</sup>broke / <sup>8</sup>had my <sup>9</sup>wrist / <sup>10</sup>waist!

Ned Have you seen Martin? He's got a black <sup>11</sup>eye / <sup>12</sup>nose.

Isobel Really? How did he do that?

Ned He was doing karate with Dave yesterday evening and Dave hit him in the face.

Isobel Oh no! Did he apologise?

Ned No! So Martin got really angry and kicked Dave. Dave fell onto the floor, <sup>13</sup>banged / <sup>14</sup>sprained his head and then had a really bad <sup>15</sup>nosebleed / <sup>16</sup>bruise.  
There was blood all over the floor.

Isobel What a disaster!

3 **SPEAKING** Work in groups. Look at these photos. Try to make an interesting story about how each person got his/her injuries. Then compare your ideas with another group.



He was on a skiing holiday with his family when he decided to try a new ski slope. At first, everything was fine, but then ...

**1 Use the prompts to make speculations and predictions about the future.**

1 We / probably / find / a cure for AIDS.

\_\_\_\_\_

5 People / work / for much longer.

\_\_\_\_\_

2 I / sure / people / live / until they are 150 years old.

\_\_\_\_\_

6 I / doubt / we / live / healthier lives.

\_\_\_\_\_

3 We / might / have / more specialist hospitals.

\_\_\_\_\_

7 Children / may / learn / how to treat their own illnesses.

\_\_\_\_\_

4 Scientists / could / grow / new body parts.

\_\_\_\_\_

8 Doctors / definitely / use / more technology.

\_\_\_\_\_

**2 Work in pairs. Read the predictions from exercise 1. Which do you agree with? Which do you disagree with? Why?**

**3 Use the phrases below to complete the text.**

could stay   develop   might have   wants to change   will definitely be  
will probably check   will reduce   won't visit

In the future, if we <sup>1</sup>\_\_\_\_\_ the technology, people with long-term illnesses <sup>2</sup>\_\_\_\_\_ their doctor. They <sup>3</sup>\_\_\_\_\_ at home and communicate with their doctor online. They <sup>4</sup>\_\_\_\_\_ special machines at home to help them with their treatment. These machines <sup>5</sup>\_\_\_\_\_ the patient's health regularly. If the doctor <sup>6</sup>\_\_\_\_\_ the treatment, he will use his computer to send the changes to the machine in the patient's home. I'm sure that this <sup>7</sup>\_\_\_\_\_ the cost of healthcare and I think people <sup>8</sup>\_\_\_\_\_ happier to stay at home when they are ill.

**4 SPEAKING Work in groups. Think of first conditional *if* clauses to complete these sentences. Then read out the beginnings of your sentences to another group. Can they match them with the correct endings?**

... I'll be really happy!

... I'll feel very sad.

... I won't go out.

... I won't speak to him.

... I'll go shopping at the weekend.

... I won't be surprised.

If my brother borrows my phone again ...

No.

... I won't speak to him.

... I won't be surprised.

Yes!

## Listen and fill in the blanks. (Track 1.31)

**Host** Professor Martin, you're ..... in the ..... of the human body. Is that right?

**Professor** Yes, that's right. So, for example, we've been asking: Is it possible to ..... in a .....

**H** And what's the answer?

**P** Well, ..... we know how long humans can survive in a vacuum in ..... space. Three Russian ..... died in 1971 when their space ..... had a ..... at an ..... of 168 kilometres. The ..... inside the capsule dropped to zero and the crew died after 30 to 40 seconds.

**H** .....

**P** Yes, ..... But it is possible to survive shorter ..... of time in a vacuum. In 1966 a scientist was testing a ..... in a special room when the pressure suddenly dropped to almost zero for a period of 27 seconds. He ..... after 15 seconds and he woke up when the pressure inside the room ..... to normal. He was fine.

**H** Good! So what else have you been studying?

**P** We've also been asking: how long can the human body survive without .....

**H** And what is the answer?

**P** Well, we can't force people to ..... until they die, so it's impossible to know the exact limits. But we know about some ..... For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964. That's 264 hours.

**H** Amazing! How many days is that?

**P** About 11 days.

**H** ..... !

**P** Actually, no. His first sleep after those 11 days ..... almost 15 hours.

- 1 Look at Marie's plans for tomorrow. Then complete the sentences below with the future perfect or future continuous form of the verbs in brackets.

9.00	Get up and have breakfast	17.30	Meet Rachel at the British Museum
9.45	Leave home	18.45	Cinema with Rachel
11.00-11.45	Tennis with Phil	21.00	Catch train to Guildford
12.30	Lunch with my cousin	22.15	Train arrives at Guildford
13.50	Bus to station	22.30	Bus home
14.30	Catch train to London	23.00	Arrive at home!
15.45	Train arrives at King's Cross		

- By 10.00, she \_\_\_\_\_ breakfast. (eat)
  - At 11.30, she \_\_\_\_\_ tennis with Phil. (play)
  - At 12.00, she \_\_\_\_\_ her game. (finish)
  - At 13.00, she \_\_\_\_\_ lunch with her cousin. (have)
  - At 14.00, she \_\_\_\_\_ the restaurant. (leave)
  - At 15.15, she \_\_\_\_\_ to London. (travel)
  - At 16.00, she \_\_\_\_\_ at King's Cross Station. (arrive)
  - At 17.45, she \_\_\_\_\_ Rachel at the British Museum. (meet)
  - At 19.00, she and Rachel \_\_\_\_\_ a film. (watch)
  - At 23.15, she \_\_\_\_\_ home. (return)
- 2 Use the future continuous or future perfect form of the verbs in brackets to complete the article.

## This week, we ask two readers ... what do you think life will be like in 50 years' time?

### Rosa says ...



I think that 50 years from now, we<sup>1</sup> \_\_\_\_\_ (live) in houses under the sea. We<sup>2</sup> \_\_\_\_\_ (destroy) the Earth's surface through pollution and global warming.

I hope that we<sup>3</sup> \_\_\_\_\_ (try) to find a solution to the problem, but perhaps we<sup>4</sup> \_\_\_\_\_ (treat) our natural resources so badly that they won't recover.

### Andy says ...



I think we<sup>5</sup> \_\_\_\_\_ (explore) space. We<sup>6</sup> \_\_\_\_\_ (make) contact with other species on other planets within the next 20 years and they<sup>7</sup> \_\_\_\_\_ (visit) us several times. I think people

<sup>8</sup> \_\_\_\_\_ (discover) how to reduce global warming and by the next century we<sup>9</sup> \_\_\_\_\_ (live) in a much more eco-friendly way.

- 3 **SPEAKING** Work in pairs.

**Student A** Think of a job. Imagine that this will be your job in the future. Tell your partner what you will be doing on this day in ten years' time.

**Student B** Listen to Student A's sentences. Can you guess the job?

On this day, in ten years' time, I'll be wearing shorts and a T-shirt. I'll be sitting on a chair on the beach. I'll be watching people.

I think you're going to be a lifeguard!

**Work in two teams.**

**Team A students** Find the person in Team B with the matching ending of your sentence.

**Team B students** Find the person in Team A with the matching beginning of your sentence.

**Team A cards**

I'm sure that scientists in the future	✂
I doubt that my favourite team	✂
If you don't study tonight,	✂
You won't be late for the lesson	✂
You might burn yourself	✂
By this time tomorrow,	✂
Next year, after I've passed my exams,	✂
I will be sitting on a beach in Greece	✂
I will have sent more than 25 emails	✂
If you can understand this homework,	✂

**Team B cards**

I will find a cure for cancer.	✂
I will win the match tomorrow.	✂
I you'll fail the test tomorrow.	✂
I if you leave immediately.	✂
I if you touch that pan.	✂
I I will have finished my exams.	✂
I I will be working for my aunt's company.	✂
I in one week's time.	✂
I by lunchtime.	✂
I you'll probably get a good mark.	✂

## 3

# Functional Language Practice: Identifying people in photos and speculating about photos

1 Tomas is describing this photo. Choose the correct options to complete his description.



This <sup>1</sup>looks like / **most likely** some kind of party. I think it's probably a group of friends, or <sup>2</sup>maybe / **a sort of** students from the same class at college because they all look as if they're the same age. The man <sup>3</sup>who is / **in** a hat and the man wearing jeans and a T-shirt are cooking some food on a barbecue. There's <sup>4</sup>I'd say that / **a sort of** table in the background and some chairs. I think one woman is holding a plate, or <sup>5</sup>something like that / **maybe**. <sup>6</sup>I would say / **It's most likely** in the summer because they're all wearing summer clothes and it looks quite bright and sunny. <sup>7</sup>I'd say that / **There's a sort of** the party is in someone's garden. Everyone's having a good time, <sup>8</sup>or maybe / **I would say**.

2 **Work in pairs.** Look at the photo in exercise 1 again. Say two more things about it.

3 **Work in pairs.** Look at the photo on the right. Make notes about the details in the photo. Think about:

- what the people are wearing
- what they are doing
- what they are feeling
- where they are

4 **SPEAKING** Make notes about the photo. Use the language from exercise 1. Present your ideas to your partner.





**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What are your favourite sports?
- 2 Can you explain the rules?
- 3 What sports are popular in Britain?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 In which sport can players use their hands and feet to control a ball?  
a football    b rugby    c basketball
- 2 Which sport has the oldest rules?  
a football    b rugby    c cricket
- 3 Which sport is played in the Ashes tournament?  
a football    b rugby    c cricket

**3**  Watch again. Choose the correct words to describe what you see.

- 1 a girl **kicking** / **catching** an orange football
- 2 a man in white **kicking** / **running with** a rugby ball
- 3 girls in dark blue playing **hockey** / **tennis**
- 4 a team in yellow playing **football** / **rugby**
- 5 a man in red **playing** / **refereeing** a rugby match
- 6 a **cricket** / **rugby** stadium in Australia

**4**  Watch again. Complete the sentences with the correct words.

- 1 Two hundred years ago, \_\_\_\_\_ games were popular in private schools in Britain.
- 2 The sport of \_\_\_\_\_ officially began in 1871.
- 3 In cricket, each team has \_\_\_\_\_ players.
- 4 In August 1882, \_\_\_\_\_ beat England in a cricket match.
- 5 There are \_\_\_\_\_ matches in an Ashes tournament.
- 6 \_\_\_\_\_ has won the Ashes 31 times.

**Round up****5 SPEAKING** Work in groups. Answer the question.

Have you ever played cricket? Would you like to? Why? / Why not?

## Vocabulary

**6 RECYCLE** Complete the sentences with the correct form of the words in brackets. You may also need to add a prefix or a suffix.

- 1 When England lost the match, I was so \_\_\_\_\_ that I started crying. (happy)
- 2 We were very \_\_\_\_\_ when a girl from our school won a gold medal. (pride)
- 3 He experienced a lot of \_\_\_\_\_ before the final match of the tournament. (anxious)
- 4 The man reacted \_\_\_\_\_ when I asked him to stop talking during the tennis match. (anger)
- 5 He should feel \_\_\_\_\_ for scoring a goal with his hands. It was wrong. (shame)
- 6 \_\_\_\_\_, Germany won the match. They had the best team and played really well. (surprise)

**7** Complete the text with the words below.

committee representatives rivalry rules tournament trophy

## The Six Nations Championship

Every year in February and March, six European countries – England, France, Ireland, Italy, Scotland and Wales – play in the Six Nations rugby <sup>1</sup>\_\_\_\_\_. The organising <sup>2</sup>\_\_\_\_\_, part of Rugby Europe, which includes <sup>3</sup>\_\_\_\_\_ from each of the countries involved, arranges the matches. The <sup>4</sup>\_\_\_\_\_ are simple: every country plays every other country once, and the team with the most points at the end is the winner and is awarded the Championship <sup>5</sup>\_\_\_\_\_. It is hugely popular with European rugby fans, and there is always great <sup>6</sup>\_\_\_\_\_ between the countries, especially, it seems, when England is playing. So, if you're visiting any of the countries involved in February or March next year, make sure you watch a game.

### Extension

**8** Work in groups. Find out about an unusual sport or game. Find some photos of people playing the sport and make a fact file about it. Include the following:

- a short history of the sport
- where people play the sport
- the rules of the sport
- a description of what is happening in the photos

**9** Present your fact file to the class. Use the key phrases for describing and speculating about photos and identifying people in photos.

#### Describing photos

The photo shows ...

In the foreground / background, ...

#### Speculating about photos

It looks like some kind of ...

I think it's ... of some kind.

They're most likely ...

#### Identifying people in photos

The man with the red shirt ...

The woman jumping / running / kicking ...

## Vocabulary

### Exercise 6

- Ask the students to read each sentence and decide what type of word goes in the gap before forming the answer from the word in brackets.
- **Weaker classes:** Elicit the type of word that goes in each space first.
- **Answers:** 1 unhappy 2 proud 3 anxiety 4 angrily 5 ashamed 6 Unsurprisingly

### Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 tournament 2 committee 3 representatives 4 rules 5 trophy 4 rivalry

## Extension

### Exercise 8 and 9

- **Materials needed:** Paper, pens, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to write a fact file about an unusual sport.
- **Language:** Find a photo of an unusual sport and elicit the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to research their sport and find some photos. Then give them another 5–8 minutes to write their fact file, making sure they include all the information in the task. Finally, ask the groups to present their sports to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which sports they would like to play and why. For homework, you could ask them to invent and write about a new sport.

## British sports

Many modern sports have their origins in 19th century Britain. People all over the world enjoyed physical games for thousands of years, but it was the Victorians who organised and made rules for them. Without their influence, most of today's popular sports would be very different.

Take rugby, for example. Two hundred years ago, ball games similar to football and rugby were very popular in the country's famous private schools, but each school had completely different rules. It wasn't until 1863 that a committee decided to agree on a universal set of rules. However, there was some disagreement between different groups and some people became very angry.

Most of the representatives wanted a game that limited the use of the hands and encouraged skill more than force. In 1863 they created 'association' football, which most people now call football or soccer.

But others felt the game should be more physical and, most importantly, that players should be allowed to use their hands as well as their feet. In 1871 they formed the Rugby Football Union and the sport of rugby was born.

But one typically British sport that the Victorians didn't organise was cricket. The Marylebone Cricket Club invented the first set of cricket rules in 1788 and many of these basic laws still apply today. There are still two teams of eleven players. One team bats, and the other team bowls and fields. The batter tries to hit the ball and run between the 'wickets'. This is called a run. The bowler tries to hit the wickets and the fielder tries to catch the ball. If they can do this, the batter is out. But while the Victorians didn't create these rules, they did make one huge contribution to cricket: the Ashes.

In the 19th century, England often played colonies like India, the West Indies and Australia, but the English almost always won. So it was a huge surprise when Australia beat England on 29 August 1882. The English were deeply ashamed of this defeat. And the Australians jokingly referred to this match as the death of English cricket. They burned a wicket or a cricket ball – we still don't know what exactly – and put the ashes in an urn. They then offered it to the English cricket team.

Since then, Australia and England have played a tournament called the Ashes at least once every four years – but usually more often – and they take turns to play in England and Australia. Each tournament includes five matches, each taking up to five days to play. At the end, the winners receive a glass trophy based on the original urn of ashes. For English and Australian cricket fans it is a sporting event not to be missed, and winning is a matter of great national pride.

This is the Adelaide Oval on Ashes day. It's an extremely popular event and thousands of people happily travel miles to watch the cricket. But it isn't all fun. For over 130 years, there has been an intense rivalry between England and Australia. By the time the two countries meet again, England will have won 31 tournaments and Australia will have won 32 tournaments. If England win next time it will be a draw, so most people predict the next Ashes will be an exciting but anxious event for cricket lovers in both countries.

## 1 Use the words below to complete the sentences.

attic cellar drive extension garage  
hall landing patio pond stairs

- You keep your car and bicycle in the \_\_\_\_\_.
- The \_\_\_\_\_ is at the top of the house. People often store old clothes or furniture there.
- An \_\_\_\_\_ is an extra part of the house that is added on later.
- You go up and down \_\_\_\_\_ to reach different floors in your house.
- A \_\_\_\_\_ is a flat, hard area outside a house. People sit here in warm weather.
- A \_\_\_\_\_ is at the top of the stairs. It usually has doors into other rooms.
- The \_\_\_\_\_ is the first room you come into when you enter a house.
- The \_\_\_\_\_ is under the house.
- A \_\_\_\_\_ is a private road which leads from the public road to your house.
- Some people have fish and beautiful water plants in their \_\_\_\_\_.

## 2 Rearrange the letters to make words and complete the text.

**My blog**

My friends Amy and Rudi live in a lovely <sup>1</sup>\_\_\_\_\_ (thcatehd cgtaote) in Wiltshire. When they first bought it, three years ago, it was really <sup>2</sup>\_\_\_\_\_ (ddaailpetd). 

The windows were broken, the roof had a hole in it, and it didn't have a front door! But now it's <sup>3</sup>\_\_\_\_\_ (blaulifeuty reersotd) and they're very happy in it. It's in the <sup>4</sup>\_\_\_\_\_ (tniy) village of Avebury, which has a population of just 486!

Their previous home was completely different! It was a <sup>5</sup>\_\_\_\_\_ (ctooapnrmy) flat in the centre of Birmingham. The flat was quite <sup>6</sup>\_\_\_\_\_ (scipouas) – it had three large bedrooms and a big kitchen – and, of course, it was very <sup>7</sup>\_\_\_\_\_ (ceentloinvy laocetd) close to the shops, but it wasn't as <sup>8</sup>\_\_\_\_\_ (chmirang) as their cottage.

3 **SPEAKING** Work in pairs.

**Student A** You are an estate agent. You are trying to sell a house to Student B. Think of at least ten good things about the house. You can use the ideas below or your own ideas:

- the age of the house
- how many rooms it has got
- the condition of the house
- the location

**Student B** Student A is trying to sell a house to you. You want to be certain that this house is perfect. Ask an extra question about every fact that Student A mentions.

This is a really lovely house. It's 100 years old and its history is very interesting.

100 years old! Oh dear. That's very old. Is it very dilapidated?

No, of course not. It's been beautifully restored

Beautifully restored. Hmm. Who ...

**1 Choose the correct words to complete the sentences.**

- 1 There are **fewer** / **less** shops in this area, but it's much more convenient for work.
- 2 It's the most beautiful house I've **ever** / **never** seen.
- 3 The traffic is far **heavy** / **heavier** than it used to be.
- 4 Our neighbours are getting **more** / **noisier** and noisier.
- 5 We can get to your house **more quickly** / **quick** if we take the bus.
- 6 The harder we look for a house, the **much** / **more** difficult it gets.
- 7 Your bedroom is much bigger **for** / **than** mine.
- 8 This is the **least** / **worst** expensive house in the street.

**2 Complete the email with the words and phrases below.**

better and better   cheaper   fewer   further   impressive   I've ever seen   less   most

Message
Options

Hi Freya,

It was great to hear from you, and I'm really pleased that you're planning to move here. You wanted some advice about different areas in the city, so here are my favourite three places.

South Hollifield is probably the<sup>1</sup>\_\_\_\_\_ charming part of the city. It's got some beautiful big houses and some really interesting shops and restaurants. But I know that you're looking for a flat and unfortunately there are<sup>2</sup>\_\_\_\_\_ flats in this area. Upper Hollifield is in the north of the city. The houses here are much less<sup>3</sup>\_\_\_\_\_ than in South Hollifield, and of course they're also much<sup>4</sup>\_\_\_\_\_. But I think that the area is getting<sup>5</sup>\_\_\_\_\_. There's<sup>6</sup>\_\_\_\_\_ crime here than there used to be and the new school is very good. The third area to consider is Lower Greenside. This is a contemporary development and it's got some of the most unusual houses and flats<sup>7</sup>\_\_\_\_\_. It is<sup>8</sup>\_\_\_\_\_ from the centre of town, but the public transport system is excellent.

Hope that's helpful!  
Lots of love  
Kay

**3 SPEAKING** Work in pairs. Complete the table with your own opinions. Then ask and answer questions to find out your partner's ideas.

	Me	My partner
most boring book / ever read		
least expensive thing / in my bag		
most difficult exam / ever take		
best actor / ever see		
worst song / ever hear		
most expensive thing / in my room		

What's the most boring book you've ever read?

I think the most boring book I've ever read was the first Harry Potter book.

Really? I loved it! The most boring book I've ever read was ...

**Listen and fill in the blanks. (Track 2.08)**

**Speaker 1** I've been working for a charity called Safe Houses for three years now, and in that time the ..... young people without a home has ..... Charities like ours do not have enough time or money to ..... all the people who ..... Only the government can really solve the problem, but unfortunately, ..... is not a ..... most people. ....

**Speaker 2** ..... one of the youngest people on the Sleep Out, but in fact there were lots of people ..... or younger. I think young people care about homelessness – especially when they see people sleeping ..... on the streets who need help. Whereas older people often just walk past, maybe because they're too busy. .... that's why so many young people want ..... an event like the Big Sleep Out. I'm going to suggest that all of my friends ..... next year.

**Speaker 3** We're ..... two ..... homelessness in our city. ...., for people who are ..... sleeping rough, we will provide free places at ..... And secondly, we're offering assistance for young, homeless people who need to find work – because we know how difficult it can be to ..... when you are homeless. With these proposals, we ..... during the ..... – to make our city a better place for all of its .....

**Speaker 4** I've been sleeping on the streets, ....., for about a year now. .... – it just happens to you. I was in a children's home until I was 17 but I had to leave because there were a lot of arguments and fights. I needed some space and some time ..... – that was very important. At the moment, I don't mind living on the streets too much. The worst thing is when people call me lazy and tell me to find a job. That ..... me. They don't understand.

**Speaker 5** ....., and to be honest, I don't really like it. I think the number has ..... a lot recently. They ....., especially if they talk to me when I'm on my own. I know they're probably harmless, but they don't look very friendly! In the evenings, a lot of them seem to hang around the High Street. I usually ..... that area if I'm walking home on my own.

## 1 Match the sentence halves.

- |   |                                     |
|---|-------------------------------------|
| 1 If I lived in the country,              | a if I had a car.                   |
| 2 If I couldn't swim,                     | b I would learn to speak Spanish.   |
| 3 If my house were bigger,                | c if the traffic wasn't so noisy.   |
| 4 I wouldn't walk to college              | d if we lived closer to them.       |
| 5 I'd visit my grandparents every weekend | e if we had a bigger garden.        |
| 6 I'd get a dog                           | f I'd go for long walks every day.  |
| 7 If I moved to Spain,                    | g I'd have my own bedroom.          |
| 8 I would sleep better                    | h I wouldn't enjoy a beach holiday. |

## 2 Complete the text with the correct form of the verbs in brackets.



I wish my sister <sup>1</sup>\_\_\_\_\_ (not come) into my room. If only I <sup>2</sup>\_\_\_\_\_ (have) a lock on my bedroom door! She's always borrowing my stuff. If I <sup>3</sup>\_\_\_\_\_ (take) her things, she <sup>4</sup>\_\_\_\_\_ (get) really annoyed. And I wish she <sup>5</sup>\_\_\_\_\_ (not play) her music so loudly. I can't do my homework because of the noise. If only I <sup>6</sup>\_\_\_\_\_ (can) go to my friend's house. If I <sup>7</sup>\_\_\_\_\_ (be) at Rachel's house, we <sup>8</sup>\_\_\_\_\_ (can) do our homework together and then watch TV.

3 **SPEAKING** Work in groups.

- Take it in turns to choose one of the situations below.
- Complain about your situation. Make sentences beginning with *If only* or *I wish*.
- Time each person in the group. Who can continue talking for the longest?

You are very annoyed because you live in the country and you don't like it.

If only I were in the city. Life in the country is so boring. I wish I lived closer to the shops. If only I ...

You are very stressed because you live in the city and you don't like it.

You are very bored because your journey to school is long.

You are very upset because your bedroom is smaller than your brother's / sister's bedroom.

**Work in groups to play the game.**

- 1 This is the tiniest kitchen I've ever seen.
- 2 You can renovate your house if you had more time.
- 3 The shops in this area are getting worse and worse.
- 4 The more John talks about his house, less I want to see it.
- 5 I wish the trains were more reliable.
- 6 It's the least expensive house in the street, but I think it's the most charming.
- 7 My bedroom is less messier than my sister's.
- 8 The trains are faster during the week than at the weekends.
- 9 If only we had a garden, we could have a party outside.
- 10 There are less rooms in this apartment than in the one we saw yesterday.
- 11 I wish you don't use my phone. It's really annoying!
- 12 If I wouldn't live near the school, I would probably buy a bike.
- 13 If only my neighbour wouldn't play her music so late at night!
- 14 The bigger your garden is, the more time you have to spend looking after it!
- 15 Your brother runs slower than you.
- 16 You wouldn't sell this house if you didn't need the money.
- 17 If I were at the beach now, I swam in the sea.
- 18 He's much friendlier than he used to be.
- 19 I wish we lived nearer the park.
- 20 She's got fewer books than her friend.



## 1 Work in pairs. Look at the advertisement. Discuss the questions.

Have you heard of this kind of scheme? Do you think you / your family would like to try it out?

### **Eurostay Homeswap**

Is hotel accommodation too expensive for your holiday?  
Would you prefer to stay in a comfortable family home – just like your home?

Then why not join our Homeswap Register?

- Upload the details and photos of your house to our website.
- Look through our list of members' houses around Europe.
- Choose your perfect house, contact the owner and arrange a Homeswap!



## 2 Complete the dialogue with the phrases below.

a good point   me see   now I come to  
things considered   thinking about   the thing is

- Mum** What do you think about this homeswap idea?  
It would be a great way of finding accommodation next time we go on holiday.
- Dad** A homeswap? I've never heard of that. Let  
1 \_\_\_\_\_ . I'm not sure, really.
- Bob** I wouldn't like it at all. I don't like the idea of people being in my house when I'm not there. Wouldn't that worry you, Mum?
- Mum** I suppose 2 \_\_\_\_\_ , you'd have to trust them.
- Bob** And what about your personal information? They might read your letters while you're away.
- Dad** Actually, 3 \_\_\_\_\_ think about it, I agree with Bob. I think it's too risky.
- Mum** Well, 4 \_\_\_\_\_ it, I believe that sometimes it's good to take risks. And it would be a good way to experience real life in another country. I think we should try it.
- Bob** No way! I don't want a stranger sleeping in my bed.
- Dad** That's 5 \_\_\_\_\_ .
- Mum** Oh well. All 6 \_\_\_\_\_ , I suppose we'll forget that idea and just go back to the usual week's camping in Devon.

## 3 Act out the dialogue in groups of three.

- 4 **SPEAKING** Work in small groups. You are planning a short holiday to Madrid and you want to discuss the accommodation options. There are three possible options. Compare the different options and state your opinions.

### **Youth hostel**

One small room to share. Use of a small kitchen. Cheap. 30 minutes from the city centre.

### **Hotel**

One large room to share. Breakfast included. Expensive. Five minutes from the city centre.

### **Camping**

One medium-sized tent to share. A barbecue is available at the campsite. Very cheap. One hour from the city centre.

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 Have you ever visited a palace?
- 2 Where was it? Can you describe it?
- 3 Who lives there or used to live there?

**Comprehension check****2**  Watch the DVD clip. Are the sentences true or false?

- 1 The Isle of Wight is off the south coast of England. **true / false**
- 2 Queen Victoria and her family used to stay there on holiday. **true / false**
- 3 Osborne House is the near the sea. **true / false**
- 4 Queen Victoria's father designed Osborne House. **true / false**
- 5 The Royal Family still uses Osborne House today. **true / false**

**3**  Watch again. Tick the things that you see.

- |               |                          |            |                          |
|---------------|--------------------------|------------|--------------------------|
| a bedroom     | <input type="checkbox"/> | g steps    | <input type="checkbox"/> |
| b dining room | <input type="checkbox"/> | h path     | <input type="checkbox"/> |
| c desks       | <input type="checkbox"/> | i lawn     | <input type="checkbox"/> |
| d bathroom    | <input type="checkbox"/> | j shutters | <input type="checkbox"/> |
| e mirror      | <input type="checkbox"/> | k pond     | <input type="checkbox"/> |
| f flower bed  | <input type="checkbox"/> |            |                          |

**4**  Watch again. Number the events (A–F) in the order that they happened.

- A \_\_\_ Queen Victoria married Prince Albert.
- B \_\_\_ Victoria was born.
- C \_\_\_ Queen Victoria died.
- D \_\_\_ Osborne House was built.
- E \_\_\_ Victoria became queen at the age of eighteen.
- F \_\_\_ Prince Albert died.

**Round up****5 SPEAKING** Work in groups. Answer the questions.

Would you like to visit Osborne House? Why? / Why not? If so, what would you like to see?

## Vocabulary

### 6 RECYCLE Choose the correct words.

- 1 We live in a **lively** / **spacious** part of London with lots of restaurants, theatres and shops nearby.
- 2 The builders **restored** / **located** the 16th century farmhouse beautifully.
- 3 Our living room is small, but really **remote** / **cosy**, especially when we light a fire.
- 4 My parents love living in the countryside. It's so **peaceful** / **impressive** being away from the city.
- 5 It's a very **tiny** / **spacious** modern apartment with a large living room and three bedrooms.
- 6 The beautiful Schönbrunn Palace in Vienna is one of the most **impressive** / **dilapidated** palaces in Europe.

### 7 Complete the text with the words below.

descendants era monarchs reigned

## King Henry VIII

Henry VIII is one of the most famous <sup>1</sup>\_\_\_\_\_ who ever <sup>2</sup>\_\_\_\_\_ in England. He was a member of the Tudor family, and he became king in 1509 at the age of seventeen. He ruled until his death in 1547. During his reign he married six wives, and had three children: Mary I, Elizabeth I, and Edward VI. After Henry's death, neither Edward nor Mary reigned for very long, but Elizabeth became one of the most popular queens in English history and reigned for 45 years. Unfortunately, none of Henry's children had any <sup>3</sup>\_\_\_\_\_, and after Elizabeth's death the Tudor <sup>4</sup>\_\_\_\_\_ ended.

## Extension

### 8 Work in groups. Discuss these questions.

- Do you think it is a good idea for a country to be ruled by a monarch? Why? / Why not?
- Apart from their role in government, what other benefits do you think a king or queen gives to a country?
- Who would you prefer to have as the head of your country: a monarch or a president? Why?

### 9 Present and discuss your findings with the class. Use the key phrases for expressing opinions and gaining time.

#### Expressing opinions

I believe / don't believe that ...  
It seems to me that ...  
As I see it, ...

#### Phrases for gaining time

Let me see. I'd have to give that some thought.  
That's a difficult question, but a very good one.  
Actually, now I come to think about it, ...  
Well, thinking about it, ...

**1 Match the sentence halves.**

- |  |   |
|--|---|
| 1 I uploaded a video clip to YouTube yesterday                   | a a game at college last year.                          |
| 2 I enjoy reading the posts on this site,                        | b but I can print this document directly from my phone. |
| 3 I've just started my own business,                             | c this really funny text message from Rita to you.      |
| 4 I installed this new app                                       | d and it's already got over one thousand views!         |
| 5 Lots of my friends have subscribed to Marie's YouTube channel, | e on my phone yesterday and it's really cool.           |
| 6 We learned how to program                                      | f so I need to set up a new email account for it.       |
| 7 I'm going to forward   | g but I don't really like her video clips.              |
| 8 My laptop isn't working,                                       | h but I don't often comment on them.                    |

**2 Choose the correct words to complete the dialogue.**

**Gran** Hi Dan, can you help me with my new computer?

**Dan** Of course, Gran. What do you want to do?

**Gran** Well, my friend Eileen sent me a very interesting article and I want to <sup>1</sup>**copy** / **empty** some text from it and put it into a new document.

**Dan** Oh, that's easy. First you should <sup>2</sup>**open** / **enter** your article from Eileen.

**Gran** Yes ...

**Dan** And you <sup>3</sup>**follow** / **scroll down** the page until you find the text that you want.

**Gran** I see. Yes, here it is.

**Dan** Good. Now you need to highlight the text and <sup>4</sup>**create** / **click** on this icon here: the 'copy' icon.

**Gran** I see. OK.

**Dan** Now you can <sup>5</sup>**close** / **check** Eileen's article and <sup>6</sup>**create** / **follow** a new document.

**Gran** Yes ...

**Dan** And now you <sup>7</sup>**empty** / **paste** your text into the new document.

**Gran** Ah, all right. I've done that.

**Dan** And don't forget to <sup>8</sup>**scroll up** / **save** your new document.

**Gran** Thank you!

**3 SPEAKING** Work in pairs. Imagine that you teach a very basic computer course. Create a TV advertisement for your course. Think about these things:

- Who will be interested in your course? (e.g. the elderly, young children, office workers, etc.)
- What kinds of things will you teach them to do?
- How can you explain this very simply in your advertisement?

Do you think computers are complicated and difficult to understand?  
Do you know how to copy and paste text, how to ... ? In our course, you will learn ...

## 1 Choose the correct words to complete the sentences.

a little   any   both   every   many   much   none   some

- I prefer this computer. It doesn't take up \_\_\_\_\_ space on my desk.
- I haven't got \_\_\_\_\_ apps on my phone.
- \_\_\_\_\_ computers are much more powerful than others.
- \_\_\_\_\_ you and your brother should switch off your computers now and come downstairs!
- How \_\_\_\_\_ documents have you sent to the printer?
- She spends \_\_\_\_\_ time \_\_\_\_\_ day browsing Facebook.
- \_\_\_\_\_ of the computers at school work, so I'll use my computer at home.

## 2 Choose the correct words (a, b or c) to complete the text.

My uncle collects old technology. At first he kept his collection in his garage, but he's now got so <sup>1</sup>\_\_\_ stuff that there's very <sup>2</sup>\_\_\_ space for <sup>3</sup>\_\_\_ of his collection. Last year he bought two big cupboards for his sitting room and they're <sup>4</sup>\_\_\_ full of gadgets. <sup>5</sup>\_\_\_ of the gadgets in his collection are very old, but he's also got <sup>6</sup>\_\_\_ more modern equipment. He hasn't got <sup>7</sup>\_\_\_ mobile phones, though. He hates mobile phones! <sup>8</sup>\_\_\_ weekend, he spends <sup>9</sup>\_\_\_ hours working on his gadgets. He switches <sup>10</sup>\_\_\_ gadget on and checks it carefully. Then on Sunday afternoons he goes online and buys more technology! <sup>11</sup>\_\_\_ people think he's crazy!

- |             |            |         |
|-------------|------------|---------|
| 1 a all     | b much     | c many  |
| 2 a little  | b a little | c any   |
| 3 a all     | b little   | c few   |
| 4 a either  | b some     | c both  |
| 5 a Few     | b A few    | c Every |
| 6 a little  | b every    | c some  |
| 7 a every   | b any      | c much  |
| 8 a Some    | b Every    | c No    |
| 9 a much    | b few      | c many  |
| 10 a either | b all      | c each  |
| 11 a Most   | b Any      | c No    |

3 **SPEAKING** Work in groups. Play the long sentence game.

a few   a little   any   little  
many   most   much   no   some

**Student A** Make a sentence beginning *We've got ...* and ending: *in our house*. Include one of the qualifiers above.

We've got a few computers in our house.

**Student B** Repeat Student A's sentence and add another item + quantifier.

We've got a few computers, but no electricity in our house.

**Student C** Repeat Student B's sentence and add another item + quantifier.

We've got a few computers, but no electricity and very little space in our house.

Continue around the group for as long as possible.

## Listen and fill in the blanks. (Track 2.17)

**1 Customer** Hi.....?

**Assistant** Sure. What's the problem?

**C** My smartphone is locked. If I put the passcode in, .....

**A** Right. Can I see?

**C** Yes. Look: 5-2-6-1. Nothing.

**A** Hmm. This phone ..... locks if an incorrect passcode is .....  
three times. .... ?

**C** Yes, I'm sure. But my three-year-old son was playing with it this morning  
...

**A** Ah, well that could be the problem. I ..... he's pressed some keys and  
locked your phone. Anyway, ..... We can't unlock  
phones here. You need to ..... your phone network. They're the only  
people who can unlock it.

**C** .....

**A** It's hard to say. I ..... you should allow at least three or four days.

**C** Oh dear! That's quite a long time. Are you sure you can't do anything to  
help me?

**A** I'm afraid not.

**2 Man** Can I help you?

**Woman** Oh, yes. Do you live around here?

**M** ..... That's my house!

**W** I'm trying to find the Victoria Hotel. My ..... says it's up this road ...

**M** But this isn't a road. You can see that! And you're .....

**W** Are you sure this isn't the Victoria Hotel?

**M** Of course I'm sure! I live here!!

**W** Oh, ..... All right, I'll turn around.

**M** Don't turn around, you'll ruin the plants. Just go .....

**W** All right. Look, it isn't my fault. I'm just following the satnav. Do you  
know where the hotel is?

**M** I think there's a hotel around the next corner. But it isn't called the  
Victoria Hotel. It's the Empire Hotel.

**W** The Empire Hotel. That's the one!

**M** You said the Victoria.

**W** I know, ..... Thank you. Bye!

**M** Don't ..... my ... roses.

**3 Girl** Have you been using my MP3 player?

**Boy** Er ... no.

**G** Yes, you have!

**B** ..... ?

**G** Because all the ..... are .....!

**B** I added a few songs, you're right. Do you like them?

**G** Not really. Why did you ..... all my songs?

**B** I didn't erase anything. I just ..... about ten new songs ..... it.

**G** You did erase them. Look – there are only ten songs on here now, and they're yours. Mine aren't here.

**B** Oh, I'm sorry. .... – you've got a back-up of your songs on your computer, haven't you?

**G** No, I haven't! I loaded them onto the MP3 player from a friend's tablet.

**B** That's .....

**G** It isn't stealing. He said it was OK.

**B** I don't mean stealing from your friend. I mean stealing from the people who made the songs. It's called ..... and it's .....

**G** Look, .....! Don't use my MP3 player without asking!

**4 Dad** You were great. .... !

**Girl** Thanks, Dad. Did you video any of it?

**D** Yes, I did. I used my new camcorder.

**G** Ooh. ....

**D** There should be four or five clips.

**G** These are all clips of a football match!

**D** Oh. I recorded those yesterday. I ..... what happened.

**G** ....., you didn't record anything at all tonight.

**D** I tried to! Actually, it did keep giving me a message - something about 'memory full' .....

**G** It means the memory is full.

**D** So, what do I do about that?

**G** Never mind. Actually, all the members of the ..... are getting together a bit later to celebrate the end of the show. I'll talk to people there. Maybe somebody else ..... it.

**D** I hope so. I think the man next to me had a camcorder too.

**G** OK. Anyway ... Thanks for coming. .... you ..... it!

**5 Boy** Is that a new games .....?

**Girl** No, it isn't. But it's a new game.

**B** It looks good. What's it called?

**G** ..... of Fear. It's fun ... but I'm .....

**B** .....

**G** I agree. But how?

**B** I'm not sure. Keep ..... Maybe there's a secret bridge – or a boat.

**G** .....

**B** How do you know?

**G** There's a ..... in the corner. I've got less than twenty seconds .....!

**B** What does that number mean? Three. ....?

**G** No, that's my score. I've got three points.

**B** Only three points? That's terrible.

**G** I know. But it's my first time.

**B** ..... three points! And look at the top score: it's over a million.

**G** Yes, all right. I know I'm doing ....., .....

## 1 Complete the sentences with the phrases below.

can't have    could have    might not have    must have    should have    shouldn't have

- 1 I \_\_\_\_\_ used my satnav. This map is really old and now I'm completely lost.
- 2 Oh look, that's Jon's phone on the desk. He \_\_\_\_\_ forgotten it.
- 3 My computer isn't working. I'm not sure why, but I \_\_\_\_\_ downloaded some malware when I clicked on that link.
- 4 He \_\_\_\_\_ sent this text message. He hasn't got a phone.
- 5 I \_\_\_\_\_ tried to update my phone software. I did it last night and now my phone doesn't work at all.
- 6 You \_\_\_\_\_ deleted that document. Perhaps you saved it to a different folder.

## 2 Complete the text with the correct past modal form of the verbs in brackets.

**Kim** My laptop is missing! It's got all my homework on it!

**Steve** OK, don't panic. When did you last have it?

**Kim** Well, it was in my bag when I was on the train yesterday afternoon. But when I got off the train, it wasn't there.

**Steve** Someone on the train <sup>1</sup> \_\_\_\_\_ (must / steal) it! Who was sitting next to you?

**Kim** An elderly lady. But she <sup>2</sup> \_\_\_\_\_ (can't / take) the laptop. She got off the train with me, and she didn't have any luggage.

**Steve** It <sup>3</sup> \_\_\_\_\_ (might / fall) out of your bag. Was the bag closed?

**Kim** No, it wasn't.

**Steve** Well, that's not good. You <sup>4</sup> \_\_\_\_\_ (shouldn't / leave) your bag open.

**Kim** Yes, well, I know that now.

**Steve** Have you called the train company? They <sup>5</sup> \_\_\_\_\_ (could / find) it.

**Kim** No, I haven't called them yet.

**Steve** Well, you <sup>6</sup> \_\_\_\_\_ (should / call) them first of all!

**Kim** Actually, I've just remembered something. I <sup>7</sup> \_\_\_\_\_ (might / not / lose) my laptop. In fact, I <sup>8</sup> \_\_\_\_\_ (may / forget) to put it in my bag before I got onto the train.

**Steve** So where is it?

**Kim** Well, I <sup>9</sup> \_\_\_\_\_ (must / leave) it at my aunt's house. That's where I was yesterday morning.

**Steve** Mystery solved!

3 **SPEAKING** Work in pairs. Read about these situations. Then talk about what might / could / can't / must have happened.

- Natasha was crying last night after a long phone call.
- Will was listening to his MP3 player on the beach yesterday. Now it doesn't work.
- Marie hasn't replied to any of her emails for over a week.
- George is missing and his laptop and phone have also disappeared.

Natasha must have had an argument with her boyfriend.

I think she might have heard some bad news about a relative.

## Work in pairs to play noughts and crosses.

1

Choose one of the situations below. Make a sentence with *should* / *shouldn't have*.

- John went out three times last week. This week he failed all his exams.
- Kate forgot to set her alarm clock. Today she was late for work.
- Anna ate three pizzas yesterday. Now she feels sick.

2

Talk about the furniture in your bedroom. Use at least two of the expressions of quantity below.

a few a little both  
each some

3

Who stole the chocolate cake? Make a sentence about Rick, Amy or Fred with *must* / *can't have*.

Someone stole your chocolate cake this morning.

- Rick doesn't like chocolate.
- Amy wasn't at your house yesterday.
- Fred's hands are covered in chocolate.

4

Talk about the technology in your classroom. Use at least two of the expressions of quantity below.

all every few most no

5

Choose one of the situations below. Make a sentence with *might* / *might not have*.

- Betty's hair is wet.
- Dom keeps falling asleep at his desk.
- Suzie hasn't been at school for a week.

6

Talk about the things in your bag. Use at least two of the expressions of quantity below.

any little many much some

7

Choose one of the situations below. Make a sentence with *should* / *shouldn't have*.

- Tom had a big argument with his girlfriend yesterday.
- Sally fell and hurt her leg very badly. She then went to the gym.
- Tony borrowed his sister's phone and then broke it.

8

Talk about your town and the things in it. Use at least two of the expressions of quantity below.

all any a few both each

9

Choose one of the situations below. Make a sentence with *may* / *may not have*.

- Lydia has been very happy and smiling all day.
- Ben can't find his favourite jacket.
- You just heard a knock on the door, but when you opened it, nobody was there.

**1 Use the words below to complete the dialogue.**

as believe I'd my opinion seems that

**Jo** Do you want to play this video game?

**Emma** Hmm, not really. I think <sup>1</sup>\_\_\_\_\_ video games are pretty boring and not very creative.

**Jo** I don't agree. In <sup>2</sup>\_\_\_\_\_ view, it depends on the game. Some games are quite educational.

**Emma** Yes, that's true, but <sup>3</sup>\_\_\_\_\_ I see it, you're still looking at a screen for hours.

**Jo** I <sup>4</sup>\_\_\_\_\_ that you're doing a lot more than just looking at a screen. You're using your brain, you're testing your reactions ...

**Emma** Yes, OK, I understand your point. But it <sup>5</sup>\_\_\_\_\_ to me that the whole video game experience is false. It's not real life.

**Jo** Well, <sup>6</sup>\_\_\_\_\_ say that you can use the same argument about reading books. Books aren't real life.

**Emma** That's different. In my <sup>7</sup>\_\_\_\_\_, books encourage creativity because you have to imagine your own images. But video games are much less creative.

**2 Work in pairs. Do you agree with Jo or Emma? What do you think about playing video games?**

**3 a Work in pairs. Match the photo to one of these statements.**



- We should all have one 'technology-free' day every week.
- In an ideal school, every student would have a computer on their desk.
- People can't communicate face-to-face anymore because they spend too much time communicating online.

**3 b Discuss the following questions.**

- What is happening in the photo?
- What do you think about this kind of teaching?
- How do you think the students feel?

**4 Work in pairs. Choose one of the other statements from exercise 3a. Express your opinions about it.**



**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What is the capital of your country?
- 2 What do you know about its history?
- 3 Would you like to live there? Why? / Why not?

**Comprehension check****2** ▶ Watch the DVD clip. Choose the correct answers.

- 1 How many North American colonies did the British rule before the USA was created?  
a three    b eight    c thirteen
- 2 What was George Washington doing during the War of Independence?  
a He was the president.  
b He was in the army.  
c He was building the new capital city.
- 3 Where has Congress been meeting since 1800?  
a in the Capitol Building    b in the White House    c in Philadelphia

**3** ▶ Watch again. Are the sentences true or false?

- 1 There is an American flag in the top left corner of the classroom. **true / false**
- 2 Washington, D.C. is located in the west of the USA. **true / false**
- 3 There is a fountain in the front garden of the White House. **true / false**
- 4 The Capitol building is brown. **true / false**
- 5 The Lincoln Memorial is in a large white building. **true / false**
- 6 The Washington Monument is by a lake. **true / false**

**4** ▶ Watch again. Match the events (a–f) with the years (1–6).

- |        |   |
|--------|---|
| 1 1776 | a People start to build the new capital city.                                 |
| 2 1791 | b President Roosevelt officially calls the President's House the White House. |
| 3 1800 | c The USA is created.   |
| 4 1860 | d President John Adams first moves into the President's House.                |
| 5 1902 | e The Lincoln Memorial opens.   |
| 6 1920 | f Abraham Lincoln is elected president.                                       |

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to visit Washington, D.C.? Why? / Why not?

## Vocabulary

### 6 RECYCLE Choose the correct prepositions.

- 1 I've always been very curious **about / of / in** artificial intelligence.
- 2 The government is responsible **for / with / in** making laws.
- 3 The teacher hadn't made us aware **with / about / of** the exam until the day before.
- 4 Everyone complained because they were unhappy **for / in / with** the decision that was made.
- 5 Our company has been successful **with / in / to** the IT business for the last ten years.

### 7 Complete the sentences with the words below.

colonies independence settlements slavery territory

- 1 Lithuania gained its \_\_\_\_\_ from the Soviet Union in 1991.
- 2 The two neighbouring countries fought a war over the disputed \_\_\_\_\_.
- 3 India, Australia and New Zealand were once British \_\_\_\_\_, but now they are all independent countries.
- 4 There had been a number of smaller \_\_\_\_\_ here before they built the city.
- 5 \_\_\_\_\_ has been illegal in Britain since 1833.

## Extension

### 8 Work in groups. Find a photograph that shows an important moment in your country's recent history. Find out what happened. Include the following:

- when it was taken
- a description of the photo and the people in it
- what had happened before and what happened afterwards
- why the photo is important

### 9 Present your findings and the photo to the class. Use the key phrases for describing photos and expressing opinions.

#### Describing photos

It looks to me as if ...

They look like they're ...

They don't look very ...

#### Expressing opinions

It seems to me that ...

In my opinion / view, ...

For me, the important thing is ...

## 1 Create nouns from the adjectives below and write them under the correct heading.

creative generous honest idealistic intelligent loyal modest optimistic  
patient punctual realistic shy self-confident serious stubborn

-ness	-nce	-ism	-ity	-y

## 2 Choose the correct words to complete these sentences.

- 1 My brother loves meeting people – he's very **sociable** / **shy** and he can be very **flexible** / **ambitious** if plans change at the last minute.
- 2 She's **cheerful** / **creative** – she designs her own clothes – but she's also quite **stubborn** / **punctual**. Once she has an idea, she won't change it.
- 3 You shouldn't be so **modest** / **mature**! You're really **thoughtful** / **realistic** and always help other people.
- 4 I'm very **generous** / **enthusiastic**. I always try my hardest at everything. But sometimes I'm not very **self-confident** / **patient** and I can get annoyed with other people.
- 5 He is **honest** / **pessimistic** sometimes and he often thinks that bad things will happen, but he's very **loyal** / **serious** and will always support his friends.
- 6 She got amazing exam results and she's obviously very **intelligent** / **optimistic**, but she's not very **sympathetic** / **idealistic** when other people have problems.

3 **SPEAKING** Work in pairs. Make a radio advertisement for one of these jobs. Include information about the qualities needed for the job.

**Children's nurse**

**Paramedic**

**SCIENTIST**

**Financial advisor**

We're looking for a patient and sympathetic person to join our nursing team at the children's hospital.  
You will be helping children with ...

**Clothes  
designer**

**1 Complete the sentences with the correct relative pronoun: *who, whose, which, where* or *whom*.**

- 1 The man \_\_\_\_\_ house this is works for Apple.
- 2 This is the job \_\_\_\_\_ I applied for last week.
- 3 She's the woman \_\_\_\_\_ runs the biggest publishing company in Ireland.
- 4 I want to visit the place \_\_\_\_\_ my grandfather grew up.
- 5 The man \_\_\_\_\_ you spoke to is the CEO of a large chain of supermarkets.
- 6 The girl \_\_\_\_\_ won last year's prize is now a successful businesswoman.
- 7 The book \_\_\_\_\_ he wrote about his experiences became a bestseller.
- 8 They're the students \_\_\_\_\_ teacher appeared on TV last week.

**2 Complete the sentences with a defining relative clause. Use *who, which, where* or *whose*. If the sentence does not need a relative pronoun, omit it.**

- 1 I met an actor yesterday. He is very famous.  
The actor I met *yesterday* is very famous.
- 2 We're going to visit a castle tomorrow. It was the home of King Henry VIII.  
The castle \_\_\_\_\_ was the home of King Henry VIII.
- 3 This is a clothes shop. I bought my suit here.  
This is the clothes shop \_\_\_\_\_ my suit.
- 4 She's a student. She appeared on TV last night.  
She's the student \_\_\_\_\_ last night.
- 5 We saw the teacher last week. She doesn't work at our school any more.  
The teacher \_\_\_\_\_ at our school any more.
- 6 This woman is an amazing artist. I've borrowed her car.  
The woman \_\_\_\_\_ is an amazing artist.
- 7 This man lives on a boat. He walks past our house every day.  
The man \_\_\_\_\_ on a boat.
- 8 This is a bag. I keep my laptop in it.  
This is the bag \_\_\_\_\_ my laptop.

**3 SPEAKING Work in small groups. Think of a person, a place, or an object. Describe it using a defining relative clause. Can the other people in your group guess the word?**

He's the actor who starred in *The Hunger Games*.

Is it Josh Hutcherson?

Yes, it is!

It's the thing which you use to check your emails.

Is it a computer?

No, it isn't. It's a smartphone.

## Listen and fill in the blanks. (Track 2.29)

**Presenter** So, ..... ?

**Guest** She read a ..... by Jules Verne called *Around the World in Eighty Days*. Nellie ..... to copy the adventure and try to go around the world in fewer than eighty days.

**P** .....

**G** Well, the year was 1888 – and of course, in those days, there were no aeroplanes or helicopters. ...., it ..... time to travel long distances.

**P** So how did Nellie pay for this adventure?

**G** The owner of the newspaper, Joseph Pulitzer, agreed to pay for it. It was good ....., another New York newspaper called *Cosmopolitan* thought it was such a good idea that they sent their own reporter, Elizabeth Bisland, to go around the world too.

**P** Did the two women travel together?

**G** No. They both left New York on 14th November 1889. But Nellie went east, across the Atlantic to London. Elizabeth travelled in the opposite ....., west across the United States.

**P** .....

**G** Exactly! .....

**P** And how did Nellie get on?

**G** Most of her ..... went well. From London, she went to France and met the author Jules Verne in a town called Amiens. She then went by train to Brindisi, in Italy. From there, a ship took her to Port Said in Egypt, then Singapore and Hong Kong. There, she ..... another ship to take her back to the USA. However, while she was crossing the Pacific Ocean, there was a ..... She arrived late in San Francisco and missed her train to New York.

**P** Oh dear. So what happened?

**G** Joseph Pulitzer didn't want Nellie to lose the race. ...., he paid for a private train to bring her home. She ..... win the race and go around the world in 72 days, six hours, eleven minutes and fourteen seconds.

## 1 Match the sentence halves.

- |   |   |
|---|---|
| 1 Last year, my uncle moved to Berlin,              | a which used to belong to Beyoncé.              |
| 2 Bella, who comes from a very wealthy family,      | b used to go to my school.                      |
| 3 My sister owns a dress                            | c where he works for a German car manufacturer. |
| 4 Dave and Angela, whose mother is a famous singer, | d got a sports car for her eighteenth birthday. |
| 5 Tanya and Steve live in Paris,                    | e is doing his first marathon in August.        |
| 6 My birthday cake, which was made by my aunt,      | f don't like listening to music.                |
| 7 The girl over there, who has red hair,            | g where they first met.                         |
| 8 Tom, who runs 25 km every week,                   | h is delicious.                                 |

## 2 Complete the text with the non-defining relative clauses below. Add commas where necessary.

who was my aunt's favourite actor  
 which he took from his pocket  
 which was in a small restaurant in North London  
 who all loved the script

who was wearing dark glasses and a baseball cap  
 who took drama and media studies at university  
 which was very funny and original  
 which she sent to his agent

My aunt, <sup>1</sup> \_\_\_\_\_ wanted to make a romantic comedy film. She wrote her own script, <sup>2</sup> \_\_\_\_\_ in 2006. She then spent several years trying to find investors for her film, but was unsuccessful. Her friends, <sup>3</sup> \_\_\_\_\_ advised her to contact Colin Redway, <sup>4</sup> \_\_\_\_\_. Colin didn't reply to my aunt's letter, <sup>5</sup> \_\_\_\_\_. But then something amazing happened. My aunt went to a friend's birthday party, <sup>6</sup> \_\_\_\_\_. She was talking about the film when a stranger, <sup>7</sup> \_\_\_\_\_ came up to her table. 'I love the idea of that film!' said the stranger. 'Send me the script!' He wrote down his email address on a card, <sup>8</sup> \_\_\_\_\_. Then he disappeared. When my aunt looked at the card later, she realised that it was Colin Redway!

3 **SPEAKING** Work in pairs. Take it in turns to add information about these people / places / things.

Use non-defining relative clauses.

- Angelina Jolie
- Barack Obama
- Buckingham Palace
- Canada
- The Statue of Liberty
- Nelson Mandela
- My house

Angelina Jolie is an actor.

Angelina Jolie, who is an actor, is married to Brad Pitt.

Angelina Jolie, who is an actor, is married to Brad Pitt, who starred in *Fury*.

Angelina Jolie, who is an actor, is married to Brad Pitt, who starred in *Fury*, which is a film about ...

Work in groups to make sentences.

Venus Williams	One World Trade Center
whose sister is called Serena	which is in Lower Manhattan, New York
is an amazing tennis player.	is the fourth tallest building in the world.
Malala Yousafzi	Stonehenge
who is from Pakistan	which is more than five thousand years old
won the Nobel Peace Prize in 2014.	is a circle of enormous standing stones.
The Beatles	Machu Picchu
who split up in 1970	which is in Peru
were one of the most famous groups in the world.	is a 15th-century Inca site.
Bart Simpson	The International Space Station,
whose father, Homer, works at a nuclear power plant,	which orbits the Earth at 27,724 kilometres per hour
has got two sisters called Lisa and Maggie.	has got two bathrooms and a gym.

## Functional Language Practice: Asking for information about a job

### 1 Put the dialogue into the correct order.

- \_\_\_ **Dan** Well, it depends on experience. We'd have to invite you in for an interview and then we can discuss that in more detail.
- \_\_\_ **Dan** Our camps run throughout the summer, from mid-July until the end of August. Each camp is one week long, starting on a Monday and finishing on a Sunday.
- \_\_\_ **Dan** We run two holiday camps – the junior camp is for 8–12-year-olds, and the senior camp is for 13–17-year-olds.
- 1 **Dan** Hello, this is Dan Fletcher speaking.
- \_\_\_ **Dan** Oh no! Don't worry about that. We provide all the accommodation for our staff.
- \_\_\_ **Dan** Well, Ms Kumar, we're looking for someone who will help to entertain and look after the children. You would need to make sure that the children are happy and you would have to organise some of their activities.
- \_\_\_ **Aisha** Thank you. Something else I'd like to ask you about is the accommodation. Do the Activity Leaders need to provide their own tents?
- 12 **Aisha** OK, well thank you very much, Mr Fletcher. I'll send you my application form!
- \_\_\_ **Aisha** I see. And, speaking of the children, what age group are they?
- \_\_\_ **Aisha** Oh, that's good, because I haven't got tent! And finally, moving on to the question of salary. Could you tell me what the salary is, please?
- \_\_\_ **Aisha** OK. So the youngest children are eight years old. Oh, another thing I wanted to know is the exact dates of the camps.
- \_\_\_ **Aisha** Oh, hello Mr Fletcher. My name's Aisha Kumar. I'm calling about the Holiday Camp Activity Leader job, advertised in yesterday's Gazette. Could I ask you about the main responsibilities of the job?

### 2 Work in pairs. Act out the dialogue.

### 3 **SPEAKING** Work in pairs. Read the job advertisement below. Then role-play a conversation asking for information about it.

## The Mars Tennis Academy

The Mars Tennis Academy is looking for tennis coaches for our kids' summer tennis club.

Do **you** love sport? Could **you** teach tennis to young children?

CALL:

**Rita Simmonds or Paul Hernandez**  
on **01682 435122**  
for more information.

#### Student A

You are Rita / Paul. Think about these things:

- What are the responsibilities of the job?
- What personal qualities does the job require?
- What are the working hours?
- What is the salary?

#### Student B

You want to find out more about this job.

Ask about:

- responsibilities.
- personal qualities.
- working hours.
- salary.





**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 How many students are there at your school?
- 2 At what ages do students in your country start and finish school?
- 3 What subjects do you study? Do you have to study all these subjects or did you choose to study some of them?

**Comprehension check****2** ▶ Watch the DVD clip. Choose the correct answers.

- 1 How old are the students when they start at West Milford School?  
a twelve    b fourteen    c fifteen
- 2 What type of school is West Milford?  
a a public high school  
b a private high school  
c a public art school
- 3 What is an elective subject?  
a a subject you choose to study  
b a subject you have to study  
c a subject you study after school

**3** ▶ Watch again. Number the lessons (A–G) in the order that you first see them.

- A \_\_\_ woodwork  
B \_\_\_ English  
C \_\_\_ music  
D \_\_\_ physical education  
E \_\_\_ art  
F \_\_\_ film photography  
G \_\_\_ mechanics

**4** ▶ Watch again. Are the sentences true or false?

- 1 It doesn't cost students any money to go to West Milford School. **true / false**
- 2 Each lesson is an hour long. **true / false**
- 3 Students must wear the same clothes to school every day. **true / false**
- 4 Physical education is an elective subject. **true / false**
- 5 Students don't have to use their own cameras in the photography class. **true / false**
- 6 Lots of students choose to study art. **true / false**
- 7 Students who study music must already play their own instrument. **true / false**
- 8 West Milford is a normal American high school. **true / false**

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to go to school in the USA? Why? / Why not?

## Vocabulary

**6 RECYCLE** Complete the sentences with the correct adjective form of the nouns below.

ambition creativity flexibility intelligence maturity punctuality self-confidence

- 1 Matthew would like to own his own company one day. He's \_\_\_\_\_.
- 2 Armita is very smart and is good at solving problems quickly. She's \_\_\_\_\_.
- 3 Robert is fourteen, but he behaves like an adult. He's \_\_\_\_\_.
- 4 Amanda writes beautiful stories and poems. She's \_\_\_\_\_.
- 5 Abdul isn't shy and believes in his abilities. He's \_\_\_\_\_.
- 6 Sophie is always on time. She's \_\_\_\_\_.
- 7 Fiona is happy to change her plans to suit other people. She's really \_\_\_\_\_.

**7** Complete the text with the words below.

curriculum fees periods uniform

## THE BRIT SCHOOL

The Brit School in south London is one of the most unusual schools in the country. As well as teaching the core national <sup>1</sup> \_\_\_\_\_ of English, maths, science, computing and citizenship, the school specialises in music, theatre, dance and TV production. Lessons are usually taught in 50-minute <sup>2</sup> \_\_\_\_\_, and take place in one of the classrooms or in the recording studios, two theatres, or three dance studios that are at the school. Students don't need to pay <sup>3</sup> \_\_\_\_\_ to attend the Brit School, and because the school encourages students' creativity, they don't have to wear a <sup>4</sup> \_\_\_\_\_. But the school isn't for everyone, and only young people with special talents can go there.

### Extension

**8** Work in groups. Make a presentation to give to a group of students from the USA about the school system in your country. Include the following:

- the different types of schools and the ages of the students that go there
- the curriculum that students follow
- the fees that students need to pay
- the exams that students must do and when they must do them

**9** Give your presentation to the class and answer any questions. Then ask questions about the other presentations. Use the key phrases for asking for information.

#### Asking for information

Could you tell me ...

I was wondering ...

I'd like to know ...

May I ask ...

Another thing I wanted to know is ...

## 1 Write the art forms for each picture.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

## 2 Choose the correct words to complete the text.

There are some people who seem to have an unfair amount of talent – they can sing, dance and play an instrument and they do all three brilliantly. One example is the great classical musician Daniel Barenboim, who can <sup>1</sup>create / conduct an orchestra and <sup>2</sup>play / compose the piano at the same time. The <sup>3</sup>act / actor Ben Affleck has also <sup>4</sup>directed / conducted several movies and he's <sup>5</sup>carved / written the scripts for others. Zoe Saldana <sup>6</sup>appeared in / played the films *Avatar* and *Guardians of the Galaxy*, but she originally trained as a ballet <sup>7</sup>poet / dancer. And finally, the famous pop <sup>8</sup>singer / sculptor Florence Welch studied art at college, and still <sup>9</sup>performs / paints pictures regularly.

3 **SPEAKING** Work in pairs.**Student A**

You are a very talented person. Tell Student B about your talents and what you have achieved. Make phrases from the verbs and nouns below.

act carve compose conduct  
dance direct paint sing write

films novels music pictures  
plays poetry sculptures

**Student B**

You are the host of a TV chat show called *Amazing People!* Interview Student A. Find out about his/her different talents and achievements.

Hi and welcome to *Amazing People!* Today, I'm talking to ... . What amazing talents have you got?

Well, of course, I wrote my first novel last year and it's just won ...

**1 Match the active sentences with the passive versions and complete the passive forms.**

- 1 Someone reads a poem every morning on the radio.
- 2 We might never know the identity of this song's composer.
- 3 My friends were singing a very boring song.
- 4 Someone had created a beautiful piece of art.
- 5 My father painted the portrait in our sitting room.
- 6 People all around the world will watch Philip Glass's new opera.
- 7 Someone has bought my sculpture!

- \_\_\_ a The portrait in our sitting room \_\_\_\_\_ by my father.
- \_\_\_ b A very boring song \_\_\_\_\_ by my friends.
- \_\_\_ c My sculpture \_\_\_\_\_ !
- \_\_\_ d \_\_\_\_\_ every morning on the radio.
- \_\_\_ e A beautiful piece of art \_\_\_\_\_ .
- \_\_\_ f The identity of this song's composer \_\_\_\_\_ .
- \_\_\_ g Philip Glass's new opera \_\_\_\_\_ by people all around the world.

**2 Complete the text with the correct passive form of the verbs in brackets.**

Today, I'm visiting a writer's workshop in South London.

The workshop <sup>1</sup> \_\_\_\_\_ (set up) in 2015 by author

Dave LeMarr, whose best-selling novel *Voices in Time*

<sup>2</sup> \_\_\_\_\_ (sell) in 25 different countries since it

<sup>3</sup> \_\_\_\_\_ (first / publish) in 2006. At the moment,

students at the workshop <sup>4</sup> \_\_\_\_\_ (teach) simple

and effective ways to improve their skills. Yesterday

they <sup>5</sup> \_\_\_\_\_ (show) a piece of badly written text and they <sup>6</sup> \_\_\_\_\_ (ask) to

rewrite it, using a list of five key writing techniques. Tomorrow, they <sup>7</sup> \_\_\_\_\_

(give) a beginning sentence and they will have to write a short story in just two hours.

'People can create amazing things when they are under pressure!' says LeMarr. 'The next

great novelist <sup>8</sup> \_\_\_\_\_ (might / discover) at tomorrow's workshop!



**3 SPEAKING Work in pairs. Play '20 Questions'.**

**Student A** Think of a famous work of art. It could be a book, a film, a painting, a sculpture or a piece of music.

**Student B** Ask *yes/no* passive questions. Try to guess Student A's work of art.



Is it listened to by people?

No, it isn't.

Is it read by people?

Yes, it is.

OK, so it's a novel or a poem. Was it written by a British author?

No, it wasn't.

Has it been read by many people in this class?

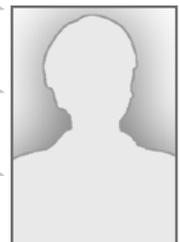
Yes, it has.

Was it written by a Brazilian author?

Yes, it was.

Is it *The Alchemist* by Paul Coelho?

Yes, it is!



**Listen and fill in the blanks. (Track 3.06)**

**Speaker 1** .....  
rappers – people like Eminem and Jay Z, and some of the female rappers too, like Lil’ Kim and Missy Elliott – then you’ll realize how good they are. It isn’t just poetry, it’s fantastic poetry. In fact, I’d say that some of them are the best poems being written today. Seriously, that’s my opinion. ....  
..... But that’s wrong, isn’t it? A lot of teenagers listen to rap music and rap can be great poetry – even though some people don’t look at it like that. So I’d say that in some ways, .....

**Speaker 2** .....? They’re the ones you get in greetings cards – birthday cards, Mother’s Day cards, ..... I mean, a poem has to be ....., doesn’t it? To be a good poem, it has to come from the writer’s ..... and ..... It has to be about why the poet loves a particular man or woman – or why the poet is feeling ..... sad. These poems in greetings cards are all the same. ‘I hope your birthday is full of fun ... er ... You really are a wonderful son.’ That ..... writing them. ....! ....., wouldn’t it? Writing rubbish every day.

**Speaker 3** ....., in our English classes. Some of it is OK but to be honest, ..... I .....!  
Or ....., .....  
..... In the past, it was always ..... And usually, it ..... too. For me, ..... That’s the skill of the poet, isn’t it? If you .....  
.....! ‘A leaf on a tree ... the sun shines ... water flows ... life goes on.’ There, that’s a poem. Huh!

**Speaker 4** ‘ ..... / ..... / ..... / .....’ er ... ‘And something something something heard, and something is the storm’ .....  
... I can’t remember the rest. But it’s one of my favourites. It’s by Emily Dickinson. I love her poems. In fact, .....  
women. I think women make better poets than men – but that’s just my

....., of course! I don't find it very easy to memorize poems. ....  
..... ! But I enjoy doing it and I really like having a few  
poems that I know from memory.

**Speaker 5** ..... Ahem. ' .....  
..... I cry,  
..... ' Yeah. I know ... it's ....., isn't it? .....,  
really, because I wasn't ..... or anything when I ..... it.  
..... if I write a really sad poem, it doesn't mean I'm feeling  
sad. You know, it's a ....., isn't it? It's not the truth. Like a singer  
.....  
..... – about death, disease, that kind of  
thing. I'm not sure why. I just like writing about those topics. I think they're  
more powerful than happy topics. Who wants to read about people feeling  
great? It's .....

1 Use the *have something done* form of the phrases below to complete these dialogues.

have / your eyes / check   have / it / fix   have / a pizza / deliver  
have / it / cut   have / my photo / take   have / my phone / steal

- 1 A Nice hair, Roxy.  
B Thanks. I \_\_\_\_\_ at the new hairdresser's in town.
- 2 A Do you want to go out to a restaurant tonight?  
B No, let's stay in and \_\_\_\_\_.
- 3 A Why were you late this morning?  
B My car broke down. I had to take it to the garage to \_\_\_\_\_.
- 4 A What's wrong, Paul?  
B I \_\_\_\_\_ last night. I only got it last week for my birthday!
- 5 A When I'm sitting at the back of the class, I can't see the board.  
B I think you should \_\_\_\_\_.
- 6 A Why haven't you got your student ID card?  
B I need to \_\_\_\_\_ for it.

2 Put the words in the correct order to make sentences.

- 1 write / Did / story / yourself / you / this / ?  
\_\_\_\_\_
- 2 looked / mirror / herself / in / She / the / at  
\_\_\_\_\_
- 3 postcard / Last / myself / I / the / sent / a / from / beach / year / !  
\_\_\_\_\_
- 4 will / They / not / they're / injure / careful / themselves / if  
\_\_\_\_\_
- 5 has / Charles / the / to / himself / how / taught / guitar / play  
\_\_\_\_\_
- 6 meal / have / this / We / ourselves / made  
\_\_\_\_\_
- 7 like / I / listening / don't / myself / to  
\_\_\_\_\_
- 8 play / costumes / You / the / make / yourselves / the / can / for  
\_\_\_\_\_

3 **SPEAKING** Work in groups. Imagine that you are very rich and you have a lot of servants. Take it in turns to make a sentence about the different things you have done for you. You can use the ideas below or your own ideas. Try to continue making sentences for as long as possible.

clean house   deliver flowers   iron clothes   make bed   paint nails  
prepare breakfast   style hair   tidy room   wash car

I always have my nails painted every morning.

I never make my bed. I have it made for me.

I have my breakfast prepared for me while I stay in bed.

Play the game in groups of three or four. Roll the dice and move your counter.  
Follow the instructions on the square. Right answer? Well done! You stay in the game.  
Wrong answer? Bad luck! Go back three spaces.

<p><b>1</b></p> <p><b>START HERE</b></p>	<p><b>2</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>I had my car <u>repair</u> at the garage. Why don't you look up the answer <u>myself</u>? The girls were sure they were <u>been</u> followed.</p>	<p><b>3</b></p> <p><b>Choose a question. Put it into the correct order and answer it.</b></p> <p>was / by / <i>David Copperfield</i> / written / Who / ? <i>Stay with me</i> / sung / was / Who / by / ? made / Where / are / SEAT / cars / ?</p>	<p><b>4</b></p> <p><b>Choose a sentence and complete it with your own ideas. Use the <i>have something done</i> form.</b></p> <p>I never have ... I often have ... I would love to have ...</p>
<p><b>8</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>The building will <u>to be</u> completed tomorrow. Why can't I see <u>me</u> in the mirror? We're <u>doing</u> our house decorated at the moment.</p>	<p><b>7</b></p> <p><b>Choose a sentence and make it passive.</b></p> <p>He wrote the article in half an hour. The storm has destroyed our house. They were performing the play in London.</p>	<p><b>6</b></p> <p><b>Choose a place from the list. Say what you can have done there.</b></p> <p>beauty salon phone shop dentist</p>	<p><b>5</b></p> <p><b>LUCKY SQUARE</b></p> <p></p> <p>Move forward 2 spaces.</p>
<p><b>9</b></p> <p><b>Choose a question. Put it into the correct order and answer it.</b></p> <p>sport / played / What / Wimbledon / at / is / ? <i>Mona Lisa</i> / painted / the / Who / by / was / ? radio / Who / by / was / the / invented / ?</p>	<p><b>10</b></p> <p><b>UNLUCKY SQUARE</b></p> <p></p> <p>Move back 3 spaces.</p>	<p><b>11</b></p> <p><b>Choose a place from the list. Say what you can have done there.</b></p> <p>jewellery shop florist's tattoo parlour</p>	<p><b>12</b></p> <p><b>Choose a sentence and make it passive.</b></p> <p>Someone is reading my texts. They will answer your email tomorrow. They caught the forger and put him in prison.</p>
<p><b>16</b></p> <p><b>Choose a place from the list. Say what you can have done there.</b></p> <p>bike shop dry cleaner's hairdresser's</p>	<p><b>15</b></p> <p><b>Choose a question. Put it into the correct order and answer it.</b></p> <p>directed / Who / was / the / film / by / <i>Interstellar</i> / ? play / was / by / the / <i>Hamlet</i> / Who / written / ? the / was / When / wheel / invented / ?</p>	<p><b>14</b></p> <p><b>LUCKY SQUARE</b></p> <p></p> <p>Move forward 3 spaces.</p>	<p><b>13</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>The box had never been <u>open</u> before today. Did you <u>had</u> the car washed yesterday? Why is that man talking to <u>itself</u>?</p>
<p><b>17</b></p> <p><b>Choose a sentence and make it passive.</b></p> <p>My sister designed this birthday card. Someone has broken my favourite cup. People might never find your wallet.</p>	<p><b>18</b></p> <p><b>These sentences are incorrect. Choose a sentence and correct it.</b></p> <p>I can fix this computer <u>me</u>. Where do you <u>having</u> your car washed? The thief <u>be</u> seen by no-one.</p>	<p><b>19</b></p> <p><b>UNLUCKY SQUARE</b></p> <p></p> <p>Move back 2 spaces.</p>	<p><b>20</b></p> <p><b>FINISH!</b></p>

## 1 Complete the dialogue with the words below.

absolutely enjoy fan into keen quite stand thing

**Kerry** So, what do you want to watch on TV tonight? How about the football match? It's Man United vs Arsenal.

**Beth** I really can't <sup>1</sup>\_\_\_\_\_ football. In fact, to be honest, I'm not really <sup>2</sup>\_\_\_\_\_ watching sport on TV at all.

**Kerry** All right, no sport. Let's see, there's the new *Sherlock* series on at nine o'clock. I <sup>3</sup>\_\_\_\_\_ love Benedict Cumberbatch.

**Beth** Really? He's a good actor, but I've never been that <sup>4</sup>\_\_\_\_\_ on the new version of *Sherlock*. I'm a big <sup>5</sup>\_\_\_\_\_ of the old Sherlock Holmes films from the 1940s, with Basil Rathbone. In fact, I <sup>6</sup>\_\_\_\_\_ most old films very much.

**Kerry** Well, OK. Are there any good old films on TV tonight?

**Beth** There's a great 1950s sci-fi film on Channel 4. I'm <sup>7</sup>\_\_\_\_\_ into sci-fi at the moment.

**Kerry** Sorry, but science fiction is not really my <sup>8</sup>\_\_\_\_\_. I've got a much better idea.

**Beth** What's that?

**Kerry** Let's forget about watching TV. Let's listen to some music instead.

## 2 Work in pairs. Act out the dialogue.

3 **SPEAKING** Work in pairs. Look at the TV guide below. Discuss what programme you should watch together. Use language to express your likes and dislikes.

Friday, September 25th	9 p.m.	
BBC 1	<b>The Curse of Frankenstein</b> Classic 1950s horror film.	
BBC 2	<b>Golf</b> Live golf coverage from the Ryder Cup.	
ITV 1	<b>Family Dinners</b> Top chef Freddie Martin shares his favourite family recipes.	
Channel 4	<b>British Museum: Treasures of the World</b> Archaeologist Jan Stevens, gives a guided tour around the museum. This week: The Egyptian Room	
BBC 3	<b>Rick's New Life</b> Hilarious new sitcom starring Dave Smith as Rick.	
UK Gold	<b>Pride and Prejudice</b> Classic TV drama based on the novel by Jane Austen.	
ITV 2	<b>The Singer</b> Semi-finals of the popular singing competition. Who will go home tonight, and who will go forward into next week's finals?	



**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 Who are your favourite film and book characters? Why?
- 2 Do you know any of Charles Dickens's books? If so, which ones?
- 3 Have you seen any James Bond films? If yes, which ones?

**Comprehension check****2**  Watch the DVD clip. Are the sentences true or false?

- 1 Charles Dickens lived in the last century. **true / false**
- 2 James Bond was originally a character in a Charles Dickens novel. **true / false**
- 3 Ian Fleming came from a rich family. **true / false**
- 4 He worked as a journalist during the Second World War. **true / false**
- 5 Sean Connery played James Bond in the first Bond film. **true / false**

**3**  Watch again. Choose the correct words.

- 1 Charles Dickens had a **long beard / long hair**.
- 2 The DVD clip shows the Charles Dickens **Library / Museum** in London.
- 3 Ian Fleming was born in a large **terraced / detached** house in London.
- 4 At Eton College, students wear old-fashioned black **suits / shirts**.
- 5 Goldeneye, Fleming's house in Jamaica, is by **the beach / the mountains**.
- 6 Fleming wrote his novels **by hand / on a typewriter**.

**4**  Watch again. Number the events (A–H) in the order that they happened.

- A \_\_\_ Goldeneye was built in Jamaica.
- B \_\_\_ The Second World War started.
- C \_\_\_ Fleming went to Eton College.
- D \_\_\_ Fleming died.
- E \_\_\_ *Casino Royale* was published.
- F \_\_\_ Fleming became a journalist.
- G \_\_\_ Fleming joined the British secret service.
- H \_\_\_ The first Bond film was made.

**Round up****5 SPEAKING** Work in groups. Answer the questions.

Have you seen the latest James Bond film? If so, did you enjoy it? If not, would you like to see it? Why? / Why not?

## Vocabulary

### 6 RECYCLE Complete the text with the words below.

created dramas directed novels plays wrote

## Wolf Hall

Some critics are already saying that *Wolf Hall* is the one of the best TV <sup>1</sup> \_\_\_\_\_ ever made. It was based on the <sup>2</sup> \_\_\_\_\_ that Hilary Mantel <sup>3</sup> \_\_\_\_\_ about the life of Thomas Cromwell, who was one of Henry VIII's most important advisors. Damian Lewis, who you might recognise from the American TV series *Homeland*, <sup>4</sup> \_\_\_\_\_ King Henry. Peter Kosminsky <sup>5</sup> \_\_\_\_\_ the series, and along with the actors, designers and crew, he has <sup>6</sup> \_\_\_\_\_ a brilliant, atmospheric drama which is going to become a classic.

### 7 Complete the sentences with the words below.

adaptations blockbuster influenced phenomenon released

- 1 There have been lots of excellent TV \_\_\_\_\_ of the Sherlock Holmes stories.
- 2 His new novel was \_\_\_\_\_ by the experience he had in the army.
- 3 The next James Bond film will be \_\_\_\_\_ later in the year.
- 4 The Harry Potter series was a huge \_\_\_\_\_ in the book world.
- 5 Benedict Cumberbatch stars in the new \_\_\_\_\_, *Doctor Strange*.

## Extension

### 8 Work in pairs. Think of a film that you have seen recently, do some research about it and then make a presentation about it. Include the following:

- information about the director, actors, locations
- a summary of the story
- your opinion of the film
- who you would recommend it to

### 9 Give your presentation to the class. Use the key phrases for stating an opinion and introducing a preference.

#### Stating an opinion

I'm a big fan of ...  
I'm really keen on ...  
I really can't stand ...  
I'm not a big fan of ...

#### Introducing a preference

I must say, ...  
To be honest, ...  
To be frank, ...  
Personally, ...

**1 Complete the sentences with the correct form of the phrases below.**

add your number    disable data roaming    leave a message  
lose the signal    put you on loudspeaker    put your phone on silent  
recharge my phone    run out of credit    top up my mobile

- 1 Remember to \_\_\_\_\_ when you travel abroad. The fees can be very high.
- 2 I'm sorry, I'm \_\_\_\_\_. I can't hear you. Can you hear me? Hello? Hello?
- 3 I forgot to \_\_\_\_\_ last night and now the battery is flat.
- 4 Welcome to the Odeon cinema. Please \_\_\_\_\_ while you are watching the film.
- 5 I've \_\_\_\_\_ to my contacts list, so I can call you later.
- 6 I'm sorry, Sarah's out at the moment, but you can \_\_\_\_\_.
- 7 Let me \_\_\_\_\_ and then everyone can hear you.
- 8 I can't make any calls at the moment because I've \_\_\_\_\_, but I'll \_\_\_\_\_ when I get paid tomorrow.

**2 Chose the correct phrases to complete the dialogue.**

**Karen** Hello, this is Karen speaking.

**Joe** Hi, Karen. Are you OK? I've been trying to call you for ages, but I couldn't <sup>1</sup>**get through / get back** to you.

**Karen** Hi, Joe. Yes, sorry I wasn't <sup>2</sup>**picking up / breaking up** the phone. I'm trying to get a project finished at the moment. Look, I really need to concentrate on it – can I <sup>3</sup>**cut you off / call you back** later?

**Joe** Well, OK, but don't forget. And there's one more thing, before you <sup>4</sup>**hang up / switch off** ... Karen? Karen?

...

**Karen** Hello, this is Karen speaking.

**Joe** Karen! Why did you <sup>5</sup>**cut me off / get back to me**? I was in the middle of talking to you!

**Karen** Hello? Hello? Sorry, I can't hear you. You're <sup>6</sup>**running out / breaking up**. Could you <sup>7</sup>**speak up / pick up**, please?

**Joe** Karen? It's Joe again! Karen? Karen?

**3 SPEAKING Work in pairs. Act out a phone conversation between two friends.**

**Student A** You are on a train. Your phone signal is very weak and you can't always hear the other person. You want to give them an important message.

**Student B** You are at home. When Student A calls, you can't hear him/her very well. You are also in a hurry because you need to go out in five minutes.

## 1 Correct the underlined mistakes.

- 1 'I haven't used my phone since yesterday.'  
He told me that he hasn't used his phone since the day before.
- 2 'She couldn't remember her password.'  
He said she can't remember her password.
- 3 'I had already given him my number.'  
She said that she already gave him her number.
- 4 'She spent four hours on the phone last night.'  
He said that she has spent four hours on the phone the night before.

- 5 'I might send him a text message.'  
She said she might have sent him a text message.
- 6 'I'm listening to my voicemail.'  
He said that he is listening to his voicemail.
- 7 'I don't have your number.'  
She said that she hadn't had my number.
- 8 'We will call you back later.'  
They said they will call me back later.

## 2 Read the text and then rewrite it as reported speech.

'I'm not talking to Jon at the moment. I'm really annoyed with him and I can't understand why he's being so strange. I tried to call him yesterday, but he had switched his phone off. I left a message on his voicemail this morning and he didn't call me back. He hasn't answered any of my texts. I'll send him an email, and I'll explain why I'm so angry. I hope he'll reply.'

She said that she <sup>1</sup> \_\_\_\_\_ at that moment. She said she <sup>2</sup> \_\_\_\_\_ and she <sup>3</sup> \_\_\_\_\_ why he was being so strange. She told me that she <sup>4</sup> \_\_\_\_\_, but he <sup>5</sup> \_\_\_\_\_ phone off. She said she <sup>6</sup> \_\_\_\_\_ and he <sup>7</sup> \_\_\_\_\_ back. She said that he <sup>8</sup> \_\_\_\_\_ texts. She told me that she <sup>9</sup> \_\_\_\_\_ an email and she <sup>10</sup> \_\_\_\_\_ why she was so angry. She said that she hoped <sup>11</sup> \_\_\_\_\_ reply.

## Student A

- 3 a **SPEAKING** Work in pairs. Imagine that you are the celebrity below. Student B is a journalist. Answer Student B's questions about:

- your daily routine.
- your likes and dislikes.
- what you did last weekend.
- what you hope you will do in the future.

**Florence / Frederick Beauchamp**

*You are a world-famous fashion designer. Everyone wants to wear your clothes. You live in Paris, but you often travel to London, Rome or New York.*

- 3 b Swap roles. You are a journalist. Ask questions to find out about Student B's celebrity's life.
- 3 c Work with Student B. Present a 'Celebrity News' programme. Talk about the celebrity you interviewed. Report what he/she said.

## Student B

- 3 a **SPEAKING** Work in pairs. Imagine that you are a journalist. Student A is a celebrity. Interview Student A and find out about his/her:

- daily routine.
- likes and dislikes.
- last weekend.
- hopes for the future.

- 3 b Swap roles. Imagine you are the celebrity below. Answer Student A's questions.

**Daisy / Dan Jenkins**

*You are a singer. You write sad and emotional songs. You always dress in black and don't smile very often. You spend most of your time listening to music or writing music.*

- 3 c Work with Student A. Present a 'Celebrity News' programme. Talk about the celebrity you interviewed. Report what he/she said.

## Listen and fill in the blanks. (Track 3.15)

**Host** So when were these ..... first put there under the sea?

**Professor** ..... The idea was ..... around 1840, soon after ..... And by 1850, a line was in place under the sea between Britain and France – ..... The English Channel is only about 30 kilometres ..... What the business world really wanted was a link between Europe and North America. ....

**H** That's several thousand kilometres.

**P** Indeed. .... But one businessman, called Cyrus Field, ..... He spent years ..... money ..... it. And by 1857, his company was ready to ..... its first ..... at laying a cable.

**H** And .....?

**P** ..... Two ships ..... from the west coast of Ireland to begin laying the cable across the ocean to the east coast of America. But unfortunately, the cable broke on the first day. They repaired the cable and ..... their work, but soon after, it broke again. This time the cable was in water more than three kilometres deep and they just couldn't repair it. They decided to ..... the .....

**H** But I guess he didn't give up.

**P** No, he didn't. A year later, Cyrus Field's company made another attempt. This time they tried a different ..... The two ships started in the middle of the Atlantic Ocean. They joined their two cables together, then they set off in opposite directions. But the cable broke again – once after only six kilometres, then twice more. So again, they ..... the attempt and the ships went back to port.

**H** At this point, .....

**P** No, they weren't. But Cyrus Field was not prepared to give up. His ships met once more in the middle of the Atlantic. They joined their cables and began to ..... in opposite directions. This time the cable didn't break. One ship arrived at the coast of America on 4 August 1858 and the other arrived at the coast of Ireland the next day. They used horses to pull the ends of the cable out of the ocean and up on to land.

**H** So the job was finished?

**P** Yes. Finally, the job was finished. A few days later, the first message was sent. Although it was only a short message, it took 17 hours and 40 minutes to send it!

**H** Why's that?

**P** .....!

**H** .....

**1 Rewrite these questions as reported speech. Remember to change the pronouns and time references if necessary.**

1 Were you at school yesterday?

He asked me \_\_\_\_\_.

2 What did you do last summer?

She asked him \_\_\_\_\_.

3 Is your house near the park?

He asked them \_\_\_\_\_.

4 When did you get up yesterday?

She asked her \_\_\_\_\_.

5 Who is reading my magazine?

He asked us \_\_\_\_\_.

6 Did you buy a new phone last week?

She asked him \_\_\_\_\_.

7 How friendly is your dog?

They asked us \_\_\_\_\_.

8 Will you go to university next year?

We asked them \_\_\_\_\_.

**2 Read the telephone conversation and then complete Jodie's report below.**

**Jodie** Hello, can I help you?

**Trev** Yes, please. I've got a problem with my phone.

**Jodie** What's the problem?

**Trev** Well, I dropped it in the bath last night.

**Jodie** Oh dear. How long was it under the water?

**Trev** I don't know. Probably about a minute.

**Jodie** What did you do when you took your phone out of the water?

**Trev** I put it in a bag of rice for 24 hours.

**Jodie** Yes, that's a good idea. But did you switch it off first?

**Trev** No, I didn't.

**Jodie** Can you switch it on now?

**Trev** No, I can't. It doesn't work at all.

**Jodie** I'm sorry. I think you'll need a new phone.

## Phone Repair: Mr Trevor Davies

Job 1359 Jodie Stevenson

I asked if I *could* help the customer. He replied that he *had* a problem with his phone.

I asked <sup>1</sup> \_\_\_\_\_.

He told me that <sup>2</sup> \_\_\_\_\_.

I asked <sup>3</sup> \_\_\_\_\_ under the water.

He said that he <sup>4</sup> \_\_\_\_\_, but it was probably about a minute.

I asked what <sup>5</sup> \_\_\_\_\_ out of the water.

He said that <sup>6</sup> \_\_\_\_\_ for 24 hours.

I asked <sup>7</sup> \_\_\_\_\_ first. He said that he hadn't.

I asked <sup>8</sup> \_\_\_\_\_ now.

He said that <sup>9</sup> \_\_\_\_\_.

He said it <sup>10</sup> \_\_\_\_\_.

I told him that I <sup>11</sup> \_\_\_\_\_ and I thought he

<sup>12</sup> \_\_\_\_\_ a new phone.

**3 SPEAKING** Work in pairs. Choose a job from the list below.

car mechanic dentist IT consultant librarian nurse police officer sports coach teacher

Tell your partner one question often asked by this person. Can your partner guess the job?

He asked if I brushed my teeth every day.

Dentist!

**Student A**

Work in pairs. Report on your questions and answers. Try to find the matching questions / answers.

She asked if he often played tennis in the park.

He replied that he usually went to the sports centre.

'What will the weather be like tomorrow?' she asked.

'When did you go to bed last night?' she asked.

'What did you do at the weekend?' she asked.

'Have you ever spoken to a famous person?' she asked.

'What's your favourite item of clothing?' she asked.

'I don't feel very cold,' he replied.

'I took the bus because it was raining,' he replied.

'I want to go somewhere hot and sunny,' he replied.

'I think Usain Bolt is amazing because he's the best runner in the world,' he replied.

'I usually go to the sports centre,' he replied.

**Student B**

Work in pairs. Report on your questions and answers. Try to find the matching questions / answers.

She asked if he often played tennis in the park.

He replied that he usually went to the sports centre.

'Do you often play tennis in the park?' she asked.

'Why aren't you wearing a coat?' she asked.

'Who is your favourite sports person?' she asked.

'How did you get to school yesterday?' she asked.

'Where are you going to spend your summer holidays?' she asked.

'It was probably at midnight,' he replied.

'Yes, I talked to David Beckham at a party last year,' he replied.

'I stayed in bed because I didn't feel very well,' he replied.

'I love my new coat because it's really warm,' he replied.

'I think it will be warm, but cloudy,' he replied.



**1 Choose the correct phrases to complete the dialogue.**

A What do you think is happening in this photo?

B Hmm. **'It's hard to say / I'm pretty certain**, but I think the boy looks worried or confused.

A Yes, I agree. Do you think the people in the photo are students?

B **It looks / It could be** as if they are, yes. Maybe they're in a lesson or perhaps they're doing an exam.

A **I can't be sure / I'm pretty certain** that they can't be doing an exam. He's using his mobile phone! That's not allowed in an exam.

B That's true. But where are they? **It's clear / It looks** that they're not at a café because there's no food or drink.

A **It could be / I can't be sure**, but I'd say that her book is different from his book. So they're probably not in a lesson together. I think they're in a library.

B Yes, you're probably right. I don't think the girl is happy. **Judging by / It looks** her expression, I'd say that she's angry with him.

A **It's hard to say / It could be** that he's answering his phone and she's annoyed because of the noise.

B They're definitely not very happy people!



**2 Act out the dialogue in pairs.**

**3 SPEAKING** Now discuss this photo. Use phrases for speculating from exercise 1. Talk about:

- what is happening.
- where the people are.
- how they might be feeling.



**Before you watch**

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 Do you know anyone who is blind or partially sighted?
  - 2 If so, do you know how they get around?
  - 3 Do you know what a guide dog does? Have you ever seen one?

**Comprehension check**

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- 1 What did Louis Braille invent?
    - a a new language
    - b a way for blind people to read
    - c a way to teach blind people
  - 2 The DVD clip shows an example of braille
    - a in a book.
    - b on a sign.
    - c on a computer.
  - 3 The DVD clip shows a dog learning how to
    - a climb stairs.
    - b read braille.
    - c cross the road.
- 3 **▶ Watch again. Are the sentences true or false?**
- 1 There are 285 million blind people in the world. **true / false**
  - 2 Louis Braille was born blind. **true / false**
  - 3 Despite being blind, Braille still went to school. **true / false**
  - 4 Helen Keller became involved in politics and teaching. **true / false**
  - 5 Blind people in Britain recently said that the biggest problem they had was making friends. **true / false**
  - 6 The Guide Dogs for the Blind Association teaches dogs to help blind people. **true / false**
- 4 **▶ Watch again. Complete the sentences with the numbers below. There are two extra numbers.**
- 4,800 50,000 30,000 200,000 400,000 8.1 million 39 million 246 million
- 1 There are around \_\_\_\_\_ partially sighted people in the world.
  - 2 In the UK there are approximately \_\_\_\_\_ blind or partially sighted people.
  - 3 There are \_\_\_\_\_ dogs in Britain.
  - 4 The Guide Dogs for the Blind Association has provided around \_\_\_\_\_ blind and partially sighted people with dogs since it began in 1931.
  - 5 There are \_\_\_\_\_ guide dog owners in the UK today.
  - 6 It costs around £ \_\_\_\_\_ to train and care for a guide dog.

**Round up**

- 5 **SPEAKING** Work in groups. Answer the question.
- Would you like to volunteer to train a guide dog? Why? / Why not?

## Vocabulary

### 6 RECYCLE Complete the sentences with the verbs below.

admitted encouraged insisted mentioned refused suggested

- 1 My parents have always \_\_\_\_\_ me to do my best at school.
- 2 Even though Christina wanted to stay at home, Robin \_\_\_\_\_ on going to the cinema.
- 3 When the police asked him about it, Jack \_\_\_\_\_ stealing the money.
- 4 The teacher \_\_\_\_\_ to let the students leave the class until the end of the lesson.
- 5 John \_\_\_\_\_ seeing your cousin at the party last week.
- 6 Carla \_\_\_\_\_ meeting at the Italian restaurant.

### 7 Complete the sentences with the words below. Are these words nouns or verbs in the sentences? Write N or V.

breed guide help match partner train

- 1 The farmer's new dog was a great \_\_\_\_\_ to him. \_\_\_\_
- 2 Sailors used to use the stars to \_\_\_\_\_ them at night. \_\_\_\_
- 3 If you want to be the best, you've got to \_\_\_\_\_ really hard. \_\_\_\_
- 4 What \_\_\_\_\_ is your dog? He looks like a poodle. \_\_\_\_
- 5 The teacher decided to \_\_\_\_\_ me with Sally for the activity. We weren't a good \_\_\_\_\_! \_\_\_\_, \_\_\_\_

## Extension

### 8 Work in groups. Find out about a charity in your country that helps people. Design a poster promoting this charity. Include the following:

- a short history of the charity
- a summary of what the charity does
- some examples of the people that the charity has helped
- why the charity needs more money

### 9 Present your poster to the class. The class must then decide which charity they would like to support. Use the key phrases for making and justifying a choice and making an additional point.

#### Making a choice

I'm going for ...

I'm opting for ...

I'm choosing ...

#### Justifying a choice

The reason for my choice is ...

I've chosen ... because

There are a number of reasons why I'm choosing ...

#### Making an additional point

Moreover, ...

Not only that, but ...

What is more, ...

I

5

1 Look at the pictures. Find nine words for forms of transport in the wordsearch.



P	O	R	T	R	A	N	K	M	C
A	Y	B	I	N	D	E	S	O	A
B	A	I	R	C	R	A	F	T	B
Y	C	S	L	O	E	E	E	O	L
E	H	T	R	A	M	R	R	R	E
I	T	C	K	C	E	T	R	B	C
F	F	I	C	H	E	T	Y	I	A
X	S	C	O	O	T	E	R	K	R
H	E	L	I	C	O	P	T	E	R



2 Choose the correct words to complete the sentences.

- Let's wait for our train in the waiting **room** / office.
- All passengers for Flight BA306, please go to the departure **car** / gate now.
- I've left my car in the car **park** / station.
- You can't go past the ticket **barrier** / rank if you haven't got a ticket.
- You have to wait at a level **gate** / crossing when a train is passing.
- We can pick up a taxi from the taxi **rank** / stop.
- We went through passport control, picked up our luggage and walked out into the arrivals **desk** / hall.
- I left my bag on the train, but perhaps someone handed it in to the lost property **bay** / office.

3 **SPEAKING** Work in groups of four.

**Student A:** Choose one of the places from exercise 2, or one of the places below.

buffet car   bus stop   check-in desk   coach bay   filling station  
harbour   service station   ticket office

Imagine that you are at this place. Describe to the other students:

- what you can see.
- what you can hear.
- what people are doing.

**Students B, C & D:** Listen to Student A's description. Can you guess the place?

**1 Read the situation and choose the sentence (a or b) with a similar meaning.**

- 1 I didn't have any money, so I didn't buy a sandwich in the buffet car.
  - a If I'd had some money, I would have bought a sandwich in the buffet car.
  - b If I hadn't had any money, I wouldn't have bought a sandwich in the buffet car.
- 2 He fell asleep in the airport and missed his plane.
  - a If he had missed his plane, he would have fallen asleep.
  - b If he hadn't fallen asleep, he wouldn't have missed his plane.
- 3 They sat in the waiting room because they didn't want to get wet.
  - a If they had wanted to get wet, they wouldn't have sat in the waiting room.
  - b If they had sat in the waiting room, they wouldn't have got wet.
- 4 We didn't go to the lost property office because we found our bag on the platform.
  - a If we had found our bag on the platform, we wouldn't have gone to the lost property office.
  - b If we hadn't found our bag on the platform, we would have gone to the lost property office.
- 5 There weren't any taxis at the taxi rank, so we took a bus.
  - a If there had been some taxis at the taxi rank, we wouldn't have taken a bus.
  - b If there hadn't been any taxis at the taxi rank, we would have taken a bus.
- 6 He didn't go up onto the deck because he was scared of the sea.
  - a If he hadn't been scared of the sea, he would have gone up onto the deck.
  - b If he hadn't gone up onto the deck, he wouldn't have been scared of the sea.

**2 Read the story and then write third conditional sentences using the prompts below. Add commas where necessary.**

**The day that changed my life ...**

I was a young artist living in Brighton. One day, I arranged to meet my uncle in London. It was snowy, so I didn't walk to the station. I took a taxi and I caught the first train to London. I arrived in London very early, so I decided to go to a café. I shared a table with an elderly woman because there weren't any free tables. Then I saw my uncle walk past the café, so I ran outside quickly. Because I was in a hurry, I didn't remember to pick up my bag. The woman in the café found my bag and opened it to look for my address. She saw some of my paintings and drawings. She phoned me the next day and offered to show my paintings at her gallery! And that was how a snowy day was the beginning of my career as an artist.

- 1 If it / not be / snowy / I / walk / to the station.  
\_\_\_\_\_
- 2 If I / not take / a taxi / I / not catch / the first train to London.  
\_\_\_\_\_
- 3 If I / not arrive / in London very early / I / not decide / to go to a café.  
\_\_\_\_\_
- 4 If there / be / some free tables / I / not share / a table with an elderly woman.  
\_\_\_\_\_
- 5 If I / not see / my uncle walk past the café / I / not run / outside so quickly.  
\_\_\_\_\_
- 6 If I / not be / in a hurry / I / remember / to pick up my bag.  
\_\_\_\_\_
- 7 If the woman / not open / my bag / she / not see / my paintings and drawings.  
\_\_\_\_\_
- 8 If she / not see / my paintings / she / not offer / to show them at her gallery.  
\_\_\_\_\_

**3 SPEAKING Work in pairs. Play 'It's Your Fault!' Choose one of the problems below. Role-play the conversation between the two people. Try to think of reasons why it is the other person's fault. Use the third conditional.**

- You have just missed your train to Edinburgh.
- You are at the airport and you've realised that your passports are at home.
- You are on holiday, but your luggage has disappeared.
- You have forgotten your best friend's birthday.

It's your fault! If you had fixed the alarm clock, we wouldn't have got up so late.

No, it's not my fault, it's your fault. If you hadn't spent so long in the shower, we would have left home sooner.

No, it's not my fault, it's your fault. If you

Listen and fill in the blanks. (Track 3.25)

**1** .....  
..... The problem .....  
the air conditioning system and ..... I would .....  
..... I hope to give  
you an update ....., the cabin crew will .....  
..... The captain and crew  
.....

**2** ....., ..... It  
was only later, when I was in the ....., that I noticed the word  
'Delayed' on the screens. ....  
..... They couldn't even tell  
me ....., which was quite ....., I  
..... Why couldn't they tell us? Anyway, they just offered  
the passengers a free drink and told us to keep checking the screens for more  
information. ....., 'Delayed' changed to 'Delayed for 4 hours'. ....  
.....!  
..... Six hours!

**3 Woman** .....,  
.....?

**Man** Yes, I have.

**W** ....., .....? ....., that 'annoying passenger'  
was me.

**M** Oh no! .....! .....? .....

**W** No! ....., ....., checked in my bags and  
..... I looked at the screen to see which gate I  
needed, and I thought it said 'gate 15'. So that's where I went ... and waited  
... and waited. Then there was an ..... calling me to gate 18, so I  
ran. It was so embarrassing!

**M** .....

**W** No, I didn't .....  
..... again.

**4** Good afternoon, ladies and gentleman. ....  
window, .....  
..... Unfortunately, .....  
..... Passengers will  
..... We .....  
..... , .....  
..... you ..... any ..... the ..... to your  
hotel, please ..... a member of staff in the .....

**1 Match the sentence halves to make sentences with reduced relative clauses.**

- |   |                                     |
|---|-------------------------------------|
| 1 My sister was reading the book          | a built by the famous engineer.     |
| 2 The man looking out of the train window | b written by your teacher.          |
| 3 London Heathrow, first opened in 1929,  | c floating above the Earth.         |
| 4 The car parked next to mine             | d lives next to my aunt.            |
| 5 I can see the bridge                    | e taken by my sister.               |
| 6 We don't know the girl                  | f belongs to my grandfather.        |
| 7 Here is the photo                       | g waiting in the taxi.              |
| 8 The astronauts were in a lunar module   | h is the busiest airport in Europe. |

**2 Rewrite the pairs of sentences as one sentence with a participle clause.**

- |  |   |
|--|---|
| 1 The passenger is at the check-in desk. He is wearing a grey coat.<br><i>The passenger wearing a grey coat is at the check-in desk.</i> | 5 The astronauts have trained for a long time. They are repairing the satellite.                          |
| 2 The International Space Station is huge. It was launched in 1998.  | 6 Passengers will not be allowed to board the plane. They are the passengers who carry more than one bag. |
| 3 We can see the train. It's arriving at platform 3.   | 7 Millions of people are watching the spaceship. It's heading towards the moon.                           |
| 4 He bought a new car. It was made in Japan.   | 8 <i>Gravity</i> is a film about space. It was praised by many film critics.                              |

**3 a Choose one of the photos below. Write three true and one false sentence to describe the photo. Use participle clauses in each sentence.**



The girl sitting on the floor is doing her homework.



The woman lying on the sofa is talking on her phone.

**3 b SPEAKING** Work in pairs. Cover the photos and read out your sentences. Can you spot your partner's false sentence?

## Talk about it!

<p><b>Add a past participle clause to this sentence.</b> I bought a coat.</p>	<p><b>Add a present participle clause to this sentence.</b> The girl is staring at me.</p>
<p><b>Add a past participle clause to this sentence.</b> I visited a castle.</p>	<p><b>Add a present participle clause to this sentence.</b> Can you see the dog?</p>
<p><b>Add a past participle clause to this sentence.</b> The man was in the waiting room.</p>	<p><b>Add a present participle clause to this sentence.</b> The car nearly hit a pedestrian.</p>
<p><b>Add a past participle clause to this sentence.</b> The TV programme was awful.</p>	<p><b>Add a present participle clause to this sentence.</b> The firefighters saved the little girl.</p>
<p><b>Add a past participle clause to this sentence.</b> I loved the songs.</p>	<p><b>Add a present participle clause to this sentence.</b> The man is a doctor.</p>
<p><b>Complete this sentence.</b> If my family had moved to another country when I was a baby, ...</p>	<p><b>Complete this sentence.</b> If I had lived in the 19th century, ...</p>
<p><b>Complete this sentence.</b> If there had been an earthquake this morning, ...</p>	<p><b>Complete this sentence.</b> If I hadn't come to this English lesson, ...</p>
<p><b>Complete this sentence.</b> If I had stayed in bed this morning, ...</p>	<p><b>Complete this sentence.</b> ..., I would have been very happy.</p>
<p><b>Complete this sentence.</b> ..., my friends would have been very angry.</p>	<p><b>Complete this sentence.</b> ..., I would have learned how to play the piano.</p>
<p><b>Complete this sentence.</b> ..., I would have become famous.</p>	<p><b>Complete this sentence.</b> ..., I wouldn't have come into school today.</p>

Work in groups. Pick four cards. Make a story from the words on the cards.

hot air balloon	port	holiday camp	hiking	metres
tram	filling station	mountain biking	hostel	ticket barrier
cabin	cruise ship	coach	B&B	waiting room
kilometres	campsite	sightseeing	motorbike	underground
sleeper	platform	kayaking	check-in desk	aircraft
helicopter	horse riding	scuba diving	self-catering apartment	taxi rank
ticket office	hovercraft	ferry	arrivals hall	fishing



**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 Which famous explorers do you know?
- 2 Where were they from and where did they go?
- 3 How did they travel?

**Comprehension check****2** ▶ Watch the DVD clip. Are the sentences true or false?

- 1 Robert Falcon Scott had been an explorer for many years when he became captain of the *Discovery*. **true / false**
- 2 It took over a year to travel to the Antarctic. **true / false**
- 3 When they arrived in Antarctica, they built a hut. **true / false**
- 4 They lived on the ship for many months. **true / false**
- 5 Captain Scott was the first man to reach the South Pole. **true / false**

**3** ▶ Watch again. Choose the correct words.

- 1 Scott's ship, the *RSS Discovery*, was made of **metal / wood**.
- 2 The ship sailed south and **east / west** to get to the Antarctic.
- 3 They built their hut on **the shore / a hillside**.
- 4 The crew played **games / music** on the ship when they were bored.
- 5 In 1910, Scott died **going to / returning from** the South Pole.

**4** ▶ Watch again. Number the events (A–H) in the order that they happened.

- A \_\_\_ The *Discovery* set off from the UK.
- B \_\_\_ Two ships arrived to help free the *Discovery*.
- C \_\_\_ The *Discovery* arrived on the Antarctic coast.
- D \_\_\_ Scott was working in the navy.
- E \_\_\_ Scott and two others decided to try and walk to the South Pole.
- F \_\_\_ Scott joined the expedition to the Antarctic.
- G \_\_\_ The *Discovery* stopped in New Zealand.
- H \_\_\_ The ice froze around the ship.

**Round up****5 SPEAKING** Work in groups. Answer the questions.

Would you like to be an explorer? Why? / Why not? If so, which part of the world would you most like to visit? Why?

## Vocabulary

### 6 RECYCLE Match the two halves of the sentences.

- |                            |   |
|----------------------------|---|
| 1 The rescue ship managed  | a to carry out their research while on board. |
| 2 The engines stopped      | b leave the ship and look for food.           |
| 3 The crew offered         | c working when they caught fire.              |
| 4 The crew ended up        | d to work longer to save the ship.            |
| 5 The scientists continued | e to find all the passengers and crew.        |
| 6 The captain agreed to    | f staying a lot longer than they thought.     |

### 7 Complete the sentences with the correct form of the words below.

expeditions on board on foot sailed trek voyage

## Charles Darwin and the HMS *Beagle*

In 1831, Charles Darwin set off on a round-the-world <sup>1</sup> \_\_\_\_\_ on the ship the HMS *Beagle*. The ship <sup>2</sup> \_\_\_\_\_ from Portsmouth in England across the Atlantic Ocean to South America. Life <sup>3</sup> \_\_\_\_\_ the ship was sometimes difficult, but Darwin spent a lot of time reading and researching. When they arrived in South America, Darwin set off <sup>4</sup> \_\_\_\_\_ on a number of small <sup>5</sup> \_\_\_\_\_ to find new plants and animals. Sometimes he and his team would <sup>6</sup> \_\_\_\_\_ for days through rainforests to look for new and interesting species. After five years away, Darwin and the crew sailed home. He had collected thousands of new species and learned a lot about the world, which would help him develop his theory of evolution.

### Extension

#### 8 Work in groups. Find out about the life of a modern-day explorer or adventurer and make a poster about them. Draw a map of a journey they took, and find some photos of places that they visited.

Include the following:

- who they are, where they're from and how they got interested in exploring
- where they went and how they travelled
- what they found or how their lives were changed by the journey

#### 9 Present your poster to the class. Use the key phrases for ordering your presentation.

##### Ordering your presentation

I'd like to start by ...

First of all, ...

Secondly, ...

Let's look now at ...

Now we'll move on to ...

Finally, ...

To finish up, ...

## DVD clip summary

The DVD clip is about the expedition to the Antarctic led by Captain Scott in 1902.

## Background

Robert Falcon Scott was born in 1868 in the naval town of Devonport, on the south-west coast of England. He joined the navy as a cadet when he was just thirteen years old, and served on various Royal Navy ships for the next twenty years. In 1901, at the age of 33, he was given the job by the Royal Geographical Society of captaining the RRS *Discovery* on a three-year expedition to the Antarctic. The expedition went further south than anyone had been previously, and when Scott returned to Britain he became a national hero. After this, Scott became more interested in the Antarctic, and in 1910 he led a new expedition to reach the South Pole. When they arrived in Antarctica, the teams set out with sledges, ponies and dogs, but due to the terrible weather conditions, the ponies couldn't cope and eventually the dog teams turned back. Scott and four of his men eventually reached the pole on foot, but were beaten there by a Norwegian party. Sadly, all five of the men died on the 1,500 km return journey.

## Before you watch

### Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

## Comprehension check

### Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 false 2 false 3 true 4 true 5 false

### Exercise 3

- **Pre-watching:** Ask the students to read the questions and to try and remember what they saw and heard in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 wood 2 east 3 the shore 4 games 5 returning from

### Exercise 4

- **Pre-watching:** Ask the students to try and put the events in the correct order before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 D 2 F 3 A 4 G 5 C 6 H 7 E 8 B

## Round up

### Exercise 5

- Put the students in groups. Give them a few minutes to discuss the questions.
- **Answers:** Students' own answers

## Vocabulary

### Exercise 6

- The students read both halves of the sentences and try and match them.
- **Weaker classes:** Help the students match the verbs and prepositions before they match the sentences.
- **Answers:** 1 e 2 c 3 d 4 f 5 a 6 b

### Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 voyage 2 sailed 3 on board 4 on foot 5 expeditions 6 trek

## Extension

### Exercises 8

- **Materials needed:** Large pieces of paper, pens, scissors, glue, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to make a poster about a modern-day explorer and draw a map of a journey they took.
- **Language:** Elicit how to start and end a presentation. Then focus on the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to find out about an explorer. Then give them another 5 minutes to prepare their presentation and draw their poster, making sure they include all the information in the task. Then ask them to present their poster to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which explorer they think is the bravest or most interesting. For homework, you could ask them to imagine they are that explorer and to write an account of their journey.

## Captain Scott and Antarctica

By the end of the Victorian era, British explorers had travelled across every continent in the world except one: Antarctica.

The first major expedition to the Antarctic was on the RRS *Discovery* in 1901 and it was led by an English explorer called Robert Falcon Scott. Scott was an ambitious young naval officer. In 1899, he heard about an expedition to the Antarctic and quickly offered to go. He stopped working as a naval officer and became captain of the *Discovery*.

The RRS *Discovery* was built in the Scottish city of Dundee, a city famous for its shipbuilding heritage. After a lifetime of service, the ship is now a popular tourist attraction in its hometown. It was powered by both steam and sails and was designed to sail through the icy waters of the Antarctic.

Scott's team included naval officers – including another famous explorer, Ernest Shackleton – and scientists, who wanted to learn more about the area's plants and wildlife.

On 6 August 1901, the *Discovery* left the UK. After a five month voyage via Cape Town and Lyttelton Harbour in New Zealand, the ship arrived on the coast of Antarctica on 8 February 1902. The crew immediately set up camp, building a large hut which is still there today. This is where they stored their supplies while they lived on the ship.

The crew continued to live on board as the Antarctic ice froze around the ship. Scott expected this to happen, but it meant that nobody could leave and they ended up staying a lot longer than predicted. If the ship hadn't been designed for Antarctic exploration, it probably would have broken, but fortunately it didn't. However, the crew had to wait for the ice to melt. They stayed on board for months, carrying out research and, when they were bored, playing games.

Eventually, Scott suggested they leave the ship and venture south. He wanted to try to reach the South Pole on foot. Two others, Edward Wilson and Ernest Shackleton, agreed to join him. They trekked through storms and blizzards, but they didn't reach their destination. This may have been a good thing. If they had reached the South Pole, they might not have had enough supplies to get back.

But they survived. And when they returned to camp, two relief ships had arrived, and eventually the crew managed to free the *Discovery* using dynamite. On 10 September, the ship arrived back in London and Captain Scott became a national hero.

But his desire to reach the South Pole grew over the years, and in 1910 he left again for the Antarctic. Sadly, his mission ended in failure. He was beaten to the Pole by the Norwegian explorer Roald Amundsen, and Scott and his men tragically died on the return journey.

However, if he hadn't returned to the South Pole, he wouldn't have become Scott of the Antarctic, one of the most famous British heroes of the 20th century.

# *Video Activity*

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What festivals do people in your country celebrate? How do they celebrate?
- 2 What do you know about the people from different ethnic and religious groups who live in your region?
- 3 Have you ever been to a festival in a foreign country? What was it like?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 Where is Leicester?  
a near London    b in the north    c in the East Midlands
- 2 Who organises the Diwali celebrations?  
a the Indian community    b business people    c performing artists
- 3 Who joins in the celebrations?  
a the Indian community    b school children    c everyone

**3**  Watch again. Number the things (A–F) in the order that you see them.

- A \_\_\_ Indian sweets  
B \_\_\_ decorations  
C \_\_\_ a solo dance  
D \_\_\_ *rangoli*  
E \_\_\_ a firework display  
F \_\_\_ a group dance

**4**  Watch again. Complete the sentences with the numbers below. There are two extra numbers.

23%   28%   30,000   39,000   329,000   1.2 million   1.5 million   4.9 million

- 1 \_\_\_\_\_ people in London are white.
- 2 About \_\_\_\_\_ people from Asian backgrounds live in London.
- 3 There are \_\_\_\_\_ black people living in London.
- 4 There are around \_\_\_\_\_ people living in Leicester.
- 5 \_\_\_\_\_ of the population of Leicester have an Indian background.
- 6 There were over \_\_\_\_\_ people at last year's Diwali celebrations.

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to go to Diwali celebrations? Why? / Why not?

## Vocabulary

6 **RECYCLE** Complete the phrasal verbs in the sentences with *up*, *out* or *on*.

- 1 I usually catch \_\_\_\_\_ with my friends at the weekend.
- 2 My brother signed \_\_\_\_\_ for the army last year.
- 3 My sister doesn't get \_\_\_\_\_ with my mum. They argue a lot.
- 4 They ran \_\_\_\_\_ of petrol on their drive home from the mountains.
- 5 The play didn't really live \_\_\_\_\_ to the five-star review it got in the newspaper.

7 Complete the text with the words below.

communities customs diverse identities multicultural

### The Notting Hill Carnival

Every year, at the end of August, around a million people come to west London to celebrate Europe's largest street festival, the Notting Hill Carnival. The carnival started in 1964 as a way for African Caribbean <sup>1</sup> \_\_\_\_\_ to celebrate their cultural <sup>2</sup> \_\_\_\_\_ and traditional <sup>3</sup> \_\_\_\_\_. Since then, it has grown into a huge festival and is now celebrated and attended by people from many different cultures and countries, reflecting how ethnically <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ present-day London really is.

### Extension

8 Work in groups. Make a presentation to give to a group of foreign students about a festival that happens in your country. Include the following:

- where and when it happens
- the history of the festival
- the best way to celebrate it
- advice about how to make the most of the festival

9 Give your presentation to the class. Use the key phrases for giving advice.

#### Giving advice

I think / don't think you should ...

You ought to ...

You should ...

... That's my advice.

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What sports and shopping facilities are there in your region?
- 2 Which ones do you use and how often?
- 3 What new sports or shopping facility would you most like to see built in your city? Why?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 Where is Hollywood?
  - a near New York
  - b next to Los Angeles
  - c close to San Francisco
- 2 What is the population of Los Angeles?
  - a 2 million
  - b 400,000
  - c 4 million
- 3 Which area in Los Angeles is the most popular with celebrities?
  - a Santa Monica
  - b Beverly Hills
  - c Burbank

**3**  Watch again. Tick the things that you see.

- |                 |                          |                     |                          |
|-----------------|--------------------------|---------------------|--------------------------|
| a swimming pool | <input type="checkbox"/> | f main roads        | <input type="checkbox"/> |
| b movie studios | <input type="checkbox"/> | g seashore          | <input type="checkbox"/> |
| c skyscrapers   | <input type="checkbox"/> | h recording studios | <input type="checkbox"/> |
| d tennis courts | <input type="checkbox"/> | i movie stars       | <input type="checkbox"/> |
| e flood lights  | <input type="checkbox"/> | j police officers   | <input type="checkbox"/> |

**4**  Watch again. Match the descriptions (a–f) with the places (1–6).

- |                  |   |
|------------------|---|
| 1 Hollywood      | a an expensive shopping street                        |
| 2 Beverly Hills  | b a good mix of shops, homes and companies            |
| 3 Santa Monica   | c home of the major movie studios                     |
| 4 Rodeo Drive    | d popular with families for its parks and open spaces |
| 5 Burbank        | e home to rich and famous people                      |
| 6 Woodland Hills | f by the sea  |

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to visit Los Angeles? Why? / Why not?

## Vocabulary

- 6 **RECYCLE** Make six compound nouns or adjectives with the words below. Then complete the sentences with the correct compound nouns or adjectives.

air courts full high main mountain open range road sized speed tennis

- 1 The \_\_\_\_\_ into the city centre is closed today, so it's probably best to walk.
- 2 There are nineteen grass \_\_\_\_\_ that the players use during the Wimbledon championships.
- 3 The Andes \_\_\_\_\_ in South America is the longest in the world.
- 4 We don't have a \_\_\_\_\_ football pitch at our school because there isn't enough space.
- 5 The police were involved in a \_\_\_\_\_ car chase with the bank robbers.
- 6 There's an \_\_\_\_\_ swimming pool in our town which opens every summer.

- 7 Complete the text with the words below.

brands designer digital fashion movie personalities

### Fifth Avenue

Situated in New York's Manhattan area, Fifth Avenue is the most expensive shopping street in the world. You can find some of New York's most iconic landmarks there, including the Empire State Building and the New York Public Library, but <sup>1</sup>\_\_\_\_\_ -loving shoppers are more likely to come here for the <sup>2</sup>\_\_\_\_\_ labels on sale in the luxury department stores. It's also a great place to spot the rich and famous, as <sup>3</sup>\_\_\_\_\_ stars and television <sup>4</sup>\_\_\_\_\_ often shop here, attracted by the luxury <sup>5</sup>\_\_\_\_\_ and exclusive boutiques. Technology fans also come here for the world-famous Apple Store, which sells a large number of devices which allow you to play, watch, read or listen to your favourite <sup>6</sup>\_\_\_\_\_ media.

### Extension

- 8 Work in groups. Make a plan for a new shopping and entertainment centre in your city. Draw a plan of the centre. Talk about and choose the following:

- where the shopping centre should be located in the city
- what shops you'd like and where they will be located
- what entertainment facilities there will be
- what other facilities there will be

- 9 Present your shopping centre to the class. Use the key phrases for making and justifying a choice and rejecting the other options

#### Making a choice

We're going for ...

If I had to choose between ... and ... , I'd go for ...

#### Justifying a choice

The reason for our choice is ...

We think ... would (attract lots of people).

#### Rejecting the other options

We don't think ... would be as (attractive to customers) as ...

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What are your favourite sports?
- 2 Can you explain the rules?
- 3 What sports are popular in Britain?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 In which sport can players use their hands and feet to control a ball?  
a football    b rugby    c basketball
- 2 Which sport has the oldest rules?  
a football    b rugby    c cricket
- 3 Which sport is played in the Ashes tournament?  
a football    b rugby    c cricket

**3**  Watch again. Choose the correct words to describe what you see.

- 1 a girl **kicking** / **catching** an orange football
- 2 a man in white **kicking** / **running with** a rugby ball
- 3 girls in dark blue playing **hockey** / **tennis**
- 4 a team in yellow playing **football** / **rugby**
- 5 a man in red **playing** / **refereeing** a rugby match
- 6 a **cricket** / **rugby** stadium in Australia

**4**  Watch again. Complete the sentences with the correct words.

- 1 Two hundred years ago, \_\_\_\_\_ games were popular in private schools in Britain.
- 2 The sport of \_\_\_\_\_ officially began in 1871.
- 3 In cricket, each team has \_\_\_\_\_ players.
- 4 In August 1882, \_\_\_\_\_ beat England in a cricket match.
- 5 There are \_\_\_\_\_ matches in an Ashes tournament.
- 6 \_\_\_\_\_ has won the Ashes 31 times.

**Round up****5 SPEAKING** Work in groups. Answer the question.

Have you ever played cricket? Would you like to? Why? / Why not?

## Vocabulary

**6 RECYCLE** Complete the sentences with the correct form of the words in brackets. You may also need to add a prefix or a suffix.

- 1 When England lost the match, I was so \_\_\_\_\_ that I started crying. (happy)
- 2 We were very \_\_\_\_\_ when a girl from our school won a gold medal. (pride)
- 3 He experienced a lot of \_\_\_\_\_ before the final match of the tournament. (anxious)
- 4 The man reacted \_\_\_\_\_ when I asked him to stop talking during the tennis match. (anger)
- 5 He should feel \_\_\_\_\_ for scoring a goal with his hands. It was wrong. (shame)
- 6 \_\_\_\_\_, Germany won the match. They had the best team and played really well. (surprise)

**7** Complete the text with the words below.

committee representatives rivalry rules tournament trophy

## The Six Nations Championship

Every year in February and March, six European countries – England, France, Ireland, Italy, Scotland and Wales – play in the Six Nations rugby <sup>1</sup>\_\_\_\_\_. The organising <sup>2</sup>\_\_\_\_\_, part of Rugby Europe, which includes <sup>3</sup>\_\_\_\_\_ from each of the countries involved, arranges the matches. The <sup>4</sup>\_\_\_\_\_ are simple: every country plays every other country once, and the team with the most points at the end is the winner and is awarded the Championship <sup>5</sup>\_\_\_\_\_. It is hugely popular with European rugby fans, and there is always great <sup>6</sup>\_\_\_\_\_ between the countries, especially, it seems, when England is playing. So, if you're visiting any of the countries involved in February or March next year, make sure you watch a game.

### Extension

**8** Work in groups. Find out about an unusual sport or game. Find some photos of people playing the sport and make a fact file about it. Include the following:

- a short history of the sport
- where people play the sport
- the rules of the sport
- a description of what is happening in the photos

**9** Present your fact file to the class. Use the key phrases for describing and speculating about photos and identifying people in photos.

#### Describing photos

The photo shows ...

In the foreground / background, ...

#### Speculating about photos

It looks like some kind of ...

I think it's ... of some kind.

They're most likely ...

#### Identifying people in photos

The man with the red shirt ...

The woman jumping / running / kicking ...

## Vocabulary

### Exercise 6

- Ask the students to read each sentence and decide what type of word goes in the gap before forming the answer from the word in brackets.
- **Weaker classes:** Elicit the type of word that goes in each space first.
- **Answers:** 1 unhappy 2 proud 3 anxiety 4 angrily 5 ashamed 6 Unsurprisingly

### Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 tournament 2 committee 3 representatives 4 rules 5 trophy 4 rivalry

## Extension

### Exercise 8 and 9

- **Materials needed:** Paper, pens, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to write a fact file about an unusual sport.
- **Language:** Find a photo of an unusual sport and elicit the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to research their sport and find some photos. Then give them another 5–8 minutes to write their fact file, making sure they include all the information in the task. Finally, ask the groups to present their sports to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which sports they would like to play and why. For homework, you could ask them to invent and write about a new sport.

## British sports

Many modern sports have their origins in 19th century Britain. People all over the world enjoyed physical games for thousands of years, but it was the Victorians who organised and made rules for them. Without their influence, most of today's popular sports would be very different.

Take rugby, for example. Two hundred years ago, ball games similar to football and rugby were very popular in the country's famous private schools, but each school had completely different rules. It wasn't until 1863 that a committee decided to agree on a universal set of rules. However, there was some disagreement between different groups and some people became very angry.

Most of the representatives wanted a game that limited the use of the hands and encouraged skill more than force. In 1863 they created 'association' football, which most people now call football or soccer.

But others felt the game should be more physical and, most importantly, that players should be allowed to use their hands as well as their feet. In 1871 they formed the Rugby Football Union and the sport of rugby was born.

But one typically British sport that the Victorians didn't organise was cricket. The Marylebone Cricket Club invented the first set of cricket rules in 1788 and many of these basic laws still apply today. There are still two teams of eleven players. One team bats, and the other team bowls and fields. The batter tries to hit the ball and run between the 'wickets'. This is called a run. The bowler tries to hit the wickets and the fielder tries to catch the ball. If they can do this, the batter is out. But while the Victorians didn't create these rules, they did make one huge contribution to cricket: the Ashes.

In the 19th century, England often played colonies like India, the West Indies and Australia, but the English almost always won. So it was a huge surprise when Australia beat England on 29 August 1882. The English were deeply ashamed of this defeat. And the Australians jokingly referred to this match as the death of English cricket. They burned a wicket or a cricket ball – we still don't know what exactly – and put the ashes in an urn. They then offered it to the English cricket team.

Since then, Australia and England have played a tournament called the Ashes at least once every four years – but usually more often – and they take turns to play in England and Australia. Each tournament includes five matches, each taking up to five days to play. At the end, the winners receive a glass trophy based on the original urn of ashes. For English and Australian cricket fans it is a sporting event not to be missed, and winning is a matter of great national pride.

This is the Adelaide Oval on Ashes day. It's an extremely popular event and thousands of people happily travel miles to watch the cricket. But it isn't all fun. For over 130 years, there has been an intense rivalry between England and Australia. By the time the two countries meet again, England will have won 31 tournaments and Australia will have won 32 tournaments. If England win next time it will be a draw, so most people predict the next Ashes will be an exciting but anxious event for cricket lovers in both countries.

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 Have you ever visited a palace?
- 2 Where was it? Can you describe it?
- 3 Who lives there or used to live there?

**Comprehension check****2**  Watch the DVD clip. Are the sentences true or false?

- 1 The Isle of Wight is off the south coast of England. **true / false**
- 2 Queen Victoria and her family used to stay there on holiday. **true / false**
- 3 Osborne House is the near the sea. **true / false**
- 4 Queen Victoria's father designed Osborne House. **true / false**
- 5 The Royal Family still uses Osborne House today. **true / false**

**3**  Watch again. Tick the things that you see.

- |               |                          |            |                          |
|---------------|--------------------------|------------|--------------------------|
| a bedroom     | <input type="checkbox"/> | g steps    | <input type="checkbox"/> |
| b dining room | <input type="checkbox"/> | h path     | <input type="checkbox"/> |
| c desks       | <input type="checkbox"/> | i lawn     | <input type="checkbox"/> |
| d bathroom    | <input type="checkbox"/> | j shutters | <input type="checkbox"/> |
| e mirror      | <input type="checkbox"/> | k pond     | <input type="checkbox"/> |
| f flower bed  | <input type="checkbox"/> |            |                          |

**4**  Watch again. Number the events (A–F) in the order that they happened.

- A \_\_\_ Queen Victoria married Prince Albert.
- B \_\_\_ Victoria was born.
- C \_\_\_ Queen Victoria died.
- D \_\_\_ Osborne House was built.
- E \_\_\_ Victoria became queen at the age of eighteen.
- F \_\_\_ Prince Albert died.

**Round up****5 SPEAKING** Work in groups. Answer the questions.

Would you like to visit Osborne House? Why? / Why not? If so, what would you like to see?

## Vocabulary

### 6 RECYCLE Choose the correct words.

- 1 We live in a **lively** / **spacious** part of London with lots of restaurants, theatres and shops nearby.
- 2 The builders **restored** / **located** the 16th century farmhouse beautifully.
- 3 Our living room is small, but really **remote** / **cosy**, especially when we light a fire.
- 4 My parents love living in the countryside. It's so **peaceful** / **impressive** being away from the city.
- 5 It's a very **tiny** / **spacious** modern apartment with a large living room and three bedrooms.
- 6 The beautiful Schönbrunn Palace in Vienna is one of the most **impressive** / **dilapidated** palaces in Europe.

### 7 Complete the text with the words below.

descendants era monarchs reigned

## King Henry VIII

Henry VIII is one of the most famous <sup>1</sup>\_\_\_\_\_ who ever <sup>2</sup>\_\_\_\_\_ in England. He was a member of the Tudor family, and he became king in 1509 at the age of seventeen. He ruled until his death in 1547. During his reign he married six wives, and had three children: Mary I, Elizabeth I, and Edward VI. After Henry's death, neither Edward nor Mary reigned for very long, but Elizabeth became one of the most popular queens in English history and reigned for 45 years. Unfortunately, none of Henry's children had any <sup>3</sup>\_\_\_\_\_, and after Elizabeth's death the Tudor <sup>4</sup>\_\_\_\_\_ ended.

## Extension

### 8 Work in groups. Discuss these questions.

- Do you think it is a good idea for a country to be ruled by a monarch? Why? / Why not?
- Apart from their role in government, what other benefits do you think a king or queen gives to a country?
- Who would you prefer to have as the head of your country: a monarch or a president? Why?

### 9 Present and discuss your findings with the class. Use the key phrases for expressing opinions and gaining time.

#### Expressing opinions

I believe / don't believe that ...  
It seems to me that ...  
As I see it, ...

#### Phrases for gaining time

Let me see. I'd have to give that some thought.  
That's a difficult question, but a very good one.  
Actually, now I come to think about it, ...  
Well, thinking about it, ...

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 What is the capital of your country?
- 2 What do you know about its history?
- 3 Would you like to live there? Why? / Why not?

**Comprehension check****2** ▶ Watch the DVD clip. Choose the correct answers.

- 1 How many North American colonies did the British rule before the USA was created?  
a three    b eight    c thirteen
- 2 What was George Washington doing during the War of Independence?  
a He was the president.  
b He was in the army.  
c He was building the new capital city.
- 3 Where has Congress been meeting since 1800?  
a in the Capitol Building    b in the White House    c in Philadelphia

**3** ▶ Watch again. Are the sentences true or false?

- 1 There is an American flag in the top left corner of the classroom. **true / false**
- 2 Washington, D.C. is located in the west of the USA. **true / false**
- 3 There is a fountain in the front garden of the White House. **true / false**
- 4 The Capitol building is brown. **true / false**
- 5 The Lincoln Memorial is in a large white building. **true / false**
- 6 The Washington Monument is by a lake. **true / false**

**4** ▶ Watch again. Match the events (a–f) with the years (1–6).

- |        |   |
|--------|---|
| 1 1776 | a People start to build the new capital city.                                 |
| 2 1791 | b President Roosevelt officially calls the President's House the White House. |
| 3 1800 | c The USA is created.   |
| 4 1860 | d President John Adams first moves into the President's House.                |
| 5 1902 | e The Lincoln Memorial opens.   |
| 6 1920 | f Abraham Lincoln is elected president.                                       |

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to visit Washington, D.C.? Why? / Why not?

## Vocabulary

### 6 RECYCLE Choose the correct prepositions.

- 1 I've always been very curious **about / of / in** artificial intelligence.
- 2 The government is responsible **for / with / in** making laws.
- 3 The teacher hadn't made us aware **with / about / of** the exam until the day before.
- 4 Everyone complained because they were unhappy **for / in / with** the decision that was made.
- 5 Our company has been successful **with / in / to** the IT business for the last ten years.

### 7 Complete the sentences with the words below.

colonies independence settlements slavery territory

- 1 Lithuania gained its \_\_\_\_\_ from the Soviet Union in 1991.
- 2 The two neighbouring countries fought a war over the disputed \_\_\_\_\_.
- 3 India, Australia and New Zealand were once British \_\_\_\_\_, but now they are all independent countries.
- 4 There had been a number of smaller \_\_\_\_\_ here before they built the city.
- 5 \_\_\_\_\_ has been illegal in Britain since 1833.

## Extension

### 8 Work in groups. Find a photograph that shows an important moment in your country's recent history. Find out what happened. Include the following:

- when it was taken
- a description of the photo and the people in it
- what had happened before and what happened afterwards
- why the photo is important

### 9 Present your findings and the photo to the class. Use the key phrases for describing photos and expressing opinions.

#### Describing photos

It looks to me as if ...

They look like they're ...

They don't look very ...

#### Expressing opinions

It seems to me that ...

In my opinion / view, ...

For me, the important thing is ...

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 How many students are there at your school?
- 2 At what ages do students in your country start and finish school?
- 3 What subjects do you study? Do you have to study all these subjects or did you choose to study some of them?

**Comprehension check****2**  Watch the DVD clip. Choose the correct answers.

- 1 How old are the students when they start at West Milford School?  
a twelve    b fourteen    c fifteen
- 2 What type of school is West Milford?  
a a public high school  
b a private high school  
c a public art school
- 3 What is an elective subject?  
a a subject you choose to study  
b a subject you have to study  
c a subject you study after school

**3**  Watch again. Number the lessons (A–G) in the order that you first see them.

- A \_\_\_ woodwork  
B \_\_\_ English  
C \_\_\_ music  
D \_\_\_ physical education  
E \_\_\_ art  
F \_\_\_ film photography  
G \_\_\_ mechanics

**4**  Watch again. Are the sentences true or false?

- 1 It doesn't cost students any money to go to West Milford School. **true / false**
- 2 Each lesson is an hour long. **true / false**
- 3 Students must wear the same clothes to school every day. **true / false**
- 4 Physical education is an elective subject. **true / false**
- 5 Students don't have to use their own cameras in the photography class. **true / false**
- 6 Lots of students choose to study art. **true / false**
- 7 Students who study music must already play their own instrument. **true / false**
- 8 West Milford is a normal American high school. **true / false**

**Round up****5 SPEAKING** Work in groups. Answer the question.

Would you like to go to school in the USA? Why? / Why not?

## Vocabulary

**6 RECYCLE** Complete the sentences with the correct adjective form of the nouns below.

ambition creativity flexibility intelligence maturity punctuality self-confidence

- 1 Matthew would like to own his own company one day. He's \_\_\_\_\_.
- 2 Armita is very smart and is good at solving problems quickly. She's \_\_\_\_\_.
- 3 Robert is fourteen, but he behaves like an adult. He's \_\_\_\_\_.
- 4 Amanda writes beautiful stories and poems. She's \_\_\_\_\_.
- 5 Abdul isn't shy and believes in his abilities. He's \_\_\_\_\_.
- 6 Sophie is always on time. She's \_\_\_\_\_.
- 7 Fiona is happy to change her plans to suit other people. She's really \_\_\_\_\_.

**7** Complete the text with the words below.

curriculum fees periods uniform

## THE BRIT SCHOOL

The Brit School in south London is one of the most unusual schools in the country. As well as teaching the core national <sup>1</sup> \_\_\_\_\_ of English, maths, science, computing and citizenship, the school specialises in music, theatre, dance and TV production. Lessons are usually taught in 50-minute <sup>2</sup> \_\_\_\_\_, and take place in one of the classrooms or in the recording studios, two theatres, or three dance studios that are at the school. Students don't need to pay <sup>3</sup> \_\_\_\_\_ to attend the Brit School, and because the school encourages students' creativity, they don't have to wear a <sup>4</sup> \_\_\_\_\_. But the school isn't for everyone, and only young people with special talents can go there.

### Extension

**8** Work in groups. Make a presentation to give to a group of students from the USA about the school system in your country. Include the following:

- the different types of schools and the ages of the students that go there
- the curriculum that students follow
- the fees that students need to pay
- the exams that students must do and when they must do them

**9** Give your presentation to the class and answer any questions. Then ask questions about the other presentations. Use the key phrases for asking for information.

#### Asking for information

Could you tell me ...

I was wondering ...

I'd like to know ...

May I ask ...

Another thing I wanted to know is ...

**Before you watch**

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 Who are your favourite film and book characters? Why?
  - 2 Do you know any of Charles Dickens's books? If so, which ones?
  - 3 Have you seen any James Bond films? If yes, which ones?

**Comprehension check**

- 2 **▶ Watch the DVD clip. Are the sentences true or false?**
- 1 Charles Dickens lived in the last century. **true / false**
  - 2 James Bond was originally a character in a Charles Dickens novel. **true / false**
  - 3 Ian Fleming came from a rich family. **true / false**
  - 4 He worked as a journalist during the Second World War. **true / false**
  - 5 Sean Connery played James Bond in the first Bond film. **true / false**
- 3 **▶ Watch again. Choose the correct words.**
- 1 Charles Dickens had a **long beard / long hair**.
  - 2 The DVD clip shows the Charles Dickens **Library / Museum** in London.
  - 3 Ian Fleming was born in a large **terraced / detached** house in London.
  - 4 At Eton College, students wear old-fashioned black **suits / shirts**.
  - 5 Goldeneye, Fleming's house in Jamaica, is by **the beach / the mountains**.
  - 6 Fleming wrote his novels **by hand / on a typewriter**.
- 4 **▶ Watch again. Number the events (A–H) in the order that they happened.**
- A \_\_\_ Goldeneye was built in Jamaica.
  - B \_\_\_ The Second World War started.
  - C \_\_\_ Fleming went to Eton College.
  - D \_\_\_ Fleming died.
  - E \_\_\_ *Casino Royale* was published.
  - F \_\_\_ Fleming became a journalist.
  - G \_\_\_ Fleming joined the British secret service.
  - H \_\_\_ The first Bond film was made.

**Round up**

- 5 **SPEAKING** Work in groups. Answer the questions.
- Have you seen the latest James Bond film? If so, did you enjoy it? If not, would you like to see it? Why? / Why not?

## Vocabulary

### 6 RECYCLE Complete the text with the words below.

created dramas directed novels plays wrote

## Wolf Hall

Some critics are already saying that *Wolf Hall* is the one of the best TV <sup>1</sup> \_\_\_\_\_ ever made. It was based on the <sup>2</sup> \_\_\_\_\_ that Hilary Mantel <sup>3</sup> \_\_\_\_\_ about the life of Thomas Cromwell, who was one of Henry VIII's most important advisors. Damian Lewis, who you might recognise from the American TV series *Homeland*, <sup>4</sup> \_\_\_\_\_ King Henry. Peter Kosminsky <sup>5</sup> \_\_\_\_\_ the series, and along with the actors, designers and crew, he has <sup>6</sup> \_\_\_\_\_ a brilliant, atmospheric drama which is going to become a classic.

### 7 Complete the sentences with the words below.

adaptations blockbuster influenced phenomenon released

- 1 There have been lots of excellent TV \_\_\_\_\_ of the Sherlock Holmes stories.
- 2 His new novel was \_\_\_\_\_ by the experience he had in the army.
- 3 The next James Bond film will be \_\_\_\_\_ later in the year.
- 4 The Harry Potter series was a huge \_\_\_\_\_ in the book world.
- 5 Benedict Cumberbatch stars in the new \_\_\_\_\_, *Doctor Strange*.

## Extension

### 8 Work in pairs. Think of a film that you have seen recently, do some research about it and then make a presentation about it. Include the following:

- information about the director, actors, locations
- a summary of the story
- your opinion of the film
- who you would recommend it to

### 9 Give your presentation to the class. Use the key phrases for stating an opinion and introducing a preference.

#### Stating an opinion

I'm a big fan of ...  
I'm really keen on ...  
I really can't stand ...  
I'm not a big fan of ...

#### Introducing a preference

I must say, ...  
To be honest, ...  
To be frank, ...  
Personally, ...

**Before you watch**

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 Do you know anyone who is blind or partially sighted?
  - 2 If so, do you know how they get around?
  - 3 Do you know what a guide dog does? Have you ever seen one?

**Comprehension check**

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- 1 What did Louis Braille invent?
    - a a new language
    - b a way for blind people to read
    - c a way to teach blind people
  - 2 The DVD clip shows an example of braille
    - a in a book.
    - b on a sign.
    - c on a computer.
  - 3 The DVD clip shows a dog learning how to
    - a climb stairs.
    - b read braille.
    - c cross the road.
- 3 **▶ Watch again. Are the sentences true or false?**
- 1 There are 285 million blind people in the world. **true / false**
  - 2 Louis Braille was born blind. **true / false**
  - 3 Despite being blind, Braille still went to school. **true / false**
  - 4 Helen Keller became involved in politics and teaching. **true / false**
  - 5 Blind people in Britain recently said that the biggest problem they had was making friends. **true / false**
  - 6 The Guide Dogs for the Blind Association teaches dogs to help blind people. **true / false**
- 4 **▶ Watch again. Complete the sentences with the numbers below. There are two extra numbers.**
- 4,800 50,000 30,000 200,000 400,000 8.1 million 39 million 246 million
- 1 There are around \_\_\_\_\_ partially sighted people in the world.
  - 2 In the UK there are approximately \_\_\_\_\_ blind or partially sighted people.
  - 3 There are \_\_\_\_\_ dogs in Britain.
  - 4 The Guide Dogs for the Blind Association has provided around \_\_\_\_\_ blind and partially sighted people with dogs since it began in 1931.
  - 5 There are \_\_\_\_\_ guide dog owners in the UK today.
  - 6 It costs around £ \_\_\_\_\_ to train and care for a guide dog.

**Round up**

- 5 **SPEAKING** Work in groups. Answer the question.
- Would you like to volunteer to train a guide dog? Why? / Why not?

## Vocabulary

### 6 RECYCLE Complete the sentences with the verbs below.

admitted encouraged insisted mentioned refused suggested

- 1 My parents have always \_\_\_\_\_ me to do my best at school.
- 2 Even though Christina wanted to stay at home, Robin \_\_\_\_\_ on going to the cinema.
- 3 When the police asked him about it, Jack \_\_\_\_\_ stealing the money.
- 4 The teacher \_\_\_\_\_ to let the students leave the class until the end of the lesson.
- 5 John \_\_\_\_\_ seeing your cousin at the party last week.
- 6 Carla \_\_\_\_\_ meeting at the Italian restaurant.

### 7 Complete the sentences with the words below. Are these words nouns or verbs in the sentences? Write N or V.

breed guide help match partner train

- 1 The farmer's new dog was a great \_\_\_\_\_ to him. \_\_\_\_
- 2 Sailors used to use the stars to \_\_\_\_\_ them at night. \_\_\_\_
- 3 If you want to be the best, you've got to \_\_\_\_\_ really hard. \_\_\_\_
- 4 What \_\_\_\_\_ is your dog? He looks like a poodle. \_\_\_\_
- 5 The teacher decided to \_\_\_\_\_ me with Sally for the activity. We weren't a good \_\_\_\_\_! \_\_\_\_, \_\_\_\_

## Extension

### 8 Work in groups. Find out about a charity in your country that helps people. Design a poster promoting this charity. Include the following:

- a short history of the charity
- a summary of what the charity does
- some examples of the people that the charity has helped
- why the charity needs more money

### 9 Present your poster to the class. The class must then decide which charity they would like to support. Use the key phrases for making and justifying a choice and making an additional point.

#### Making a choice

I'm going for ...

I'm opting for ...

I'm choosing ...

#### Justifying a choice

The reason for my choice is ...

I've chosen ... because

There are a number of reasons why I'm choosing ...

#### Making an additional point

Moreover, ...

Not only that, but ...

What is more, ...

**Before you watch****1 SPEAKING** Work in pairs. Answer the questions.

- 1 Which famous explorers do you know?
- 2 Where were they from and where did they go?
- 3 How did they travel?

**Comprehension check****2** ▶ Watch the DVD clip. Are the sentences true or false?

- 1 Robert Falcon Scott had been an explorer for many years when he became captain of the *Discovery*. **true / false**
- 2 It took over a year to travel to the Antarctic. **true / false**
- 3 When they arrived in Antarctica, they built a hut. **true / false**
- 4 They lived on the ship for many months. **true / false**
- 5 Captain Scott was the first man to reach the South Pole. **true / false**

**3** ▶ Watch again. Choose the correct words.

- 1 Scott's ship, the *RSS Discovery*, was made of **metal / wood**.
- 2 The ship sailed south and **east / west** to get to the Antarctic.
- 3 They built their hut on **the shore / a hillside**.
- 4 The crew played **games / music** on the ship when they were bored.
- 5 In 1910, Scott died **going to / returning from** the South Pole.

**4** ▶ Watch again. Number the events (A–H) in the order that they happened.

- A \_\_\_ The *Discovery* set off from the UK.
- B \_\_\_ Two ships arrived to help free the *Discovery*.
- C \_\_\_ The *Discovery* arrived on the Antarctic coast.
- D \_\_\_ Scott was working in the navy.
- E \_\_\_ Scott and two others decided to try and walk to the South Pole.
- F \_\_\_ Scott joined the expedition to the Antarctic.
- G \_\_\_ The *Discovery* stopped in New Zealand.
- H \_\_\_ The ice froze around the ship.

**Round up****5 SPEAKING** Work in groups. Answer the questions.

Would you like to be an explorer? Why? / Why not? If so, which part of the world would you most like to visit? Why?

## Vocabulary

### 6 RECYCLE Match the two halves of the sentences.

- |                            |   |
|----------------------------|---|
| 1 The rescue ship managed  | a to carry out their research while on board. |
| 2 The engines stopped      | b leave the ship and look for food.           |
| 3 The crew offered         | c working when they caught fire.              |
| 4 The crew ended up        | d to work longer to save the ship.            |
| 5 The scientists continued | e to find all the passengers and crew.        |
| 6 The captain agreed to    | f staying a lot longer than they thought.     |

### 7 Complete the sentences with the correct form of the words below.

expeditions on board on foot sailed trek voyage

## Charles Darwin and the HMS *Beagle*

In 1831, Charles Darwin set off on a round-the-world <sup>1</sup> \_\_\_\_\_ on the ship the HMS *Beagle*. The ship <sup>2</sup> \_\_\_\_\_ from Portsmouth in England across the Atlantic Ocean to South America. Life <sup>3</sup> \_\_\_\_\_ the ship was sometimes difficult, but Darwin spent a lot of time reading and researching. When they arrived in South America, Darwin set off <sup>4</sup> \_\_\_\_\_ on a number of small <sup>5</sup> \_\_\_\_\_ to find new plants and animals. Sometimes he and his team would <sup>6</sup> \_\_\_\_\_ for days through rainforests to look for new and interesting species. After five years away, Darwin and the crew sailed home. He had collected thousands of new species and learned a lot about the world, which would help him develop his theory of evolution.

### Extension

#### 8 Work in groups. Find out about the life of a modern-day explorer or adventurer and make a poster about them. Draw a map of a journey they took, and find some photos of places that they visited.

Include the following:

- who they are, where they're from and how they got interested in exploring
- where they went and how they travelled
- what they found or how their lives were changed by the journey

#### 9 Present your poster to the class. Use the key phrases for ordering your presentation.

##### Ordering your presentation

I'd like to start by ...

First of all, ...

Secondly, ...

Let's look now at ...

Now we'll move on to ...

Finally, ...

To finish up, ...

## DVD clip summary

The DVD clip is about the expedition to the Antarctic led by Captain Scott in 1902.

## Background

Robert Falcon Scott was born in 1868 in the naval town of Devonport, on the south-west coast of England. He joined the navy as a cadet when he was just thirteen years old, and served on various Royal Navy ships for the next twenty years. In 1901, at the age of 33, he was given the job by the Royal Geographical Society of captaining the RRS *Discovery* on a three-year expedition to the Antarctic. The expedition went further south than anyone had been previously, and when Scott returned to Britain he became a national hero. After this, Scott became more interested in the Antarctic, and in 1910 he led a new expedition to reach the South Pole. When they arrived in Antarctica, the teams set out with sledges, ponies and dogs, but due to the terrible weather conditions, the ponies couldn't cope and eventually the dog teams turned back. Scott and four of his men eventually reached the pole on foot, but were beaten there by a Norwegian party. Sadly, all five of the men died on the 1,500 km return journey.

## Before you watch

### Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

## Comprehension check

### Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 false 2 false 3 true 4 true 5 false

### Exercise 3

- **Pre-watching:** Ask the students to read the questions and to try and remember what they saw and heard in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 wood 2 east 3 the shore 4 games 5 returning from

### Exercise 4

- **Pre-watching:** Ask the students to try and put the events in the correct order before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 D 2 F 3 A 4 G 5 C 6 H 7 E 8 B

## Round up

### Exercise 5

- Put the students in groups. Give them a few minutes to discuss the questions.
- **Answers:** Students' own answers

## Vocabulary

### Exercise 6

- The students read both halves of the sentences and try and match them.
- **Weaker classes:** Help the students match the verbs and prepositions before they match the sentences.
- **Answers:** 1 e 2 c 3 d 4 f 5 a 6 b

### Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 voyage 2 sailed 3 on board 4 on foot 5 expeditions 6 trek

## Extension

### Exercises 8

- **Materials needed:** Large pieces of paper, pens, scissors, glue, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to make a poster about a modern-day explorer and draw a map of a journey they took.
- **Language:** Elicit how to start and end a presentation. Then focus on the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to find out about an explorer. Then give them another 5 minutes to prepare their presentation and draw their poster, making sure they include all the information in the task. Then ask them to present their poster to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which explorer they think is the bravest or most interesting. For homework, you could ask them to imagine they are that explorer and to write an account of their journey.

## Captain Scott and Antarctica

By the end of the Victorian era, British explorers had travelled across every continent in the world except one: Antarctica.

The first major expedition to the Antarctic was on the RRS *Discovery* in 1901 and it was led by an English explorer called Robert Falcon Scott. Scott was an ambitious young naval officer. In 1899, he heard about an expedition to the Antarctic and quickly offered to go. He stopped working as a naval officer and became captain of the *Discovery*.

The RRS *Discovery* was built in the Scottish city of Dundee, a city famous for its shipbuilding heritage. After a lifetime of service, the ship is now a popular tourist attraction in its hometown. It was powered by both steam and sails and was designed to sail through the icy waters of the Antarctic.

Scott's team included naval officers – including another famous explorer, Ernest Shackleton – and scientists, who wanted to learn more about the area's plants and wildlife.

On 6 August 1901, the *Discovery* left the UK. After a five month voyage via Cape Town and Lyttelton Harbour in New Zealand, the ship arrived on the coast of Antarctica on 8 February 1902. The crew immediately set up camp, building a large hut which is still there today. This is where they stored their supplies while they lived on the ship.

The crew continued to live on board as the Antarctic ice froze around the ship. Scott expected this to happen, but it meant that nobody could leave and they ended up staying a lot longer than predicted. If the ship hadn't been designed for Antarctic exploration, it probably would have broken, but fortunately it didn't. However, the crew had to wait for the ice to melt. They stayed on board for months, carrying out research and, when they were bored, playing games.

Eventually, Scott suggested they leave the ship and venture south. He wanted to try to reach the South Pole on foot. Two others, Edward Wilson and Ernest Shackleton, agreed to join him. They trekked through storms and blizzards, but they didn't reach their destination. This may have been a good thing. If they had reached the South Pole, they might not have had enough supplies to get back.

But they survived. And when they returned to camp, two relief ships had arrived, and eventually the crew managed to free the *Discovery* using dynamite. On 10 September, the ship arrived back in London and Captain Scott became a national hero.

But his desire to reach the South Pole grew over the years, and in 1910 he left again for the Antarctic. Sadly, his mission ended in failure. He was beaten to the Pole by the Norwegian explorer Roald Amundsen, and Scott and his men tragically died on the return journey.

However, if he hadn't returned to the South Pole, he wouldn't have become Scott of the Antarctic, one of the most famous British heroes of the 20th century.