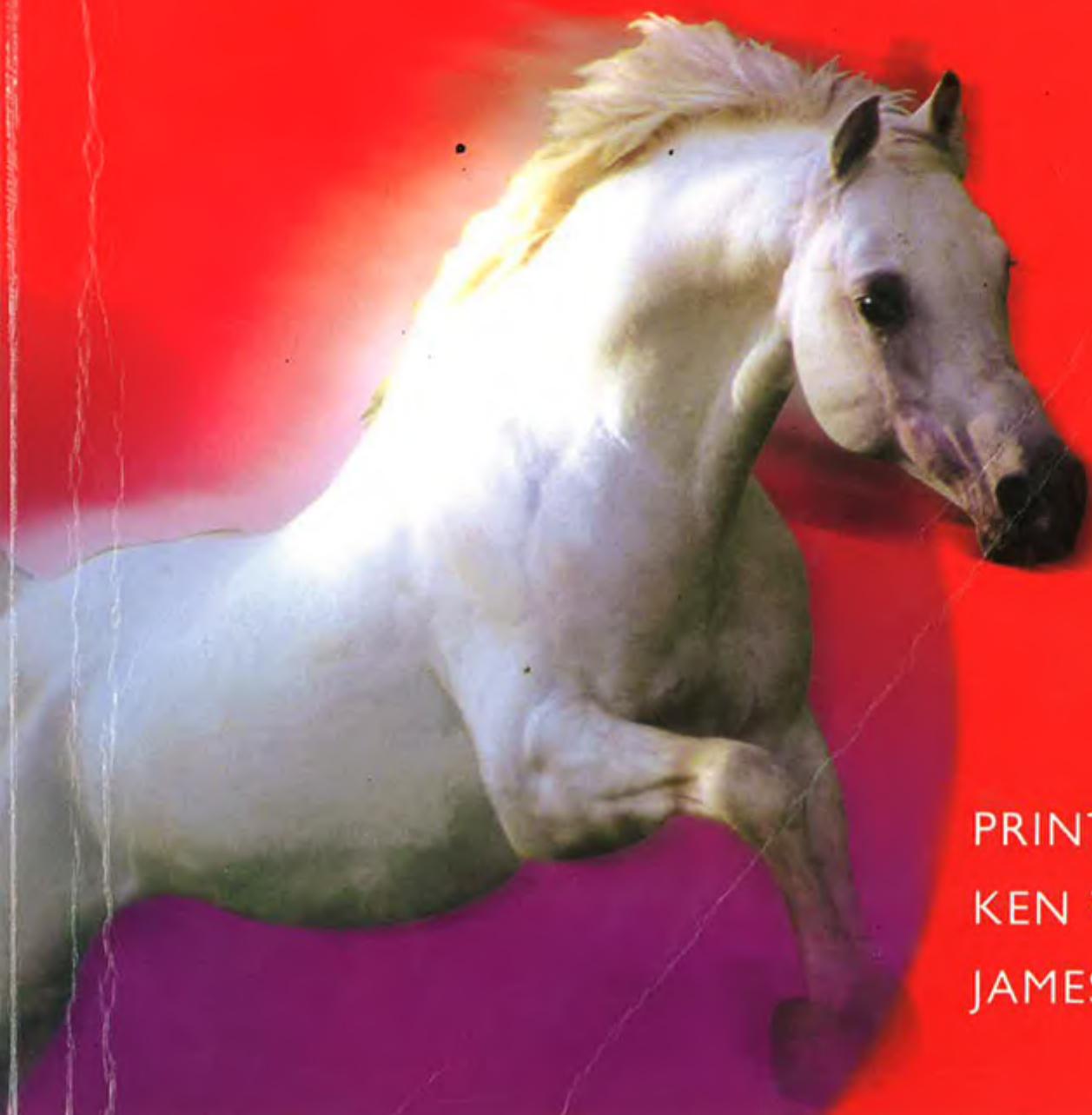


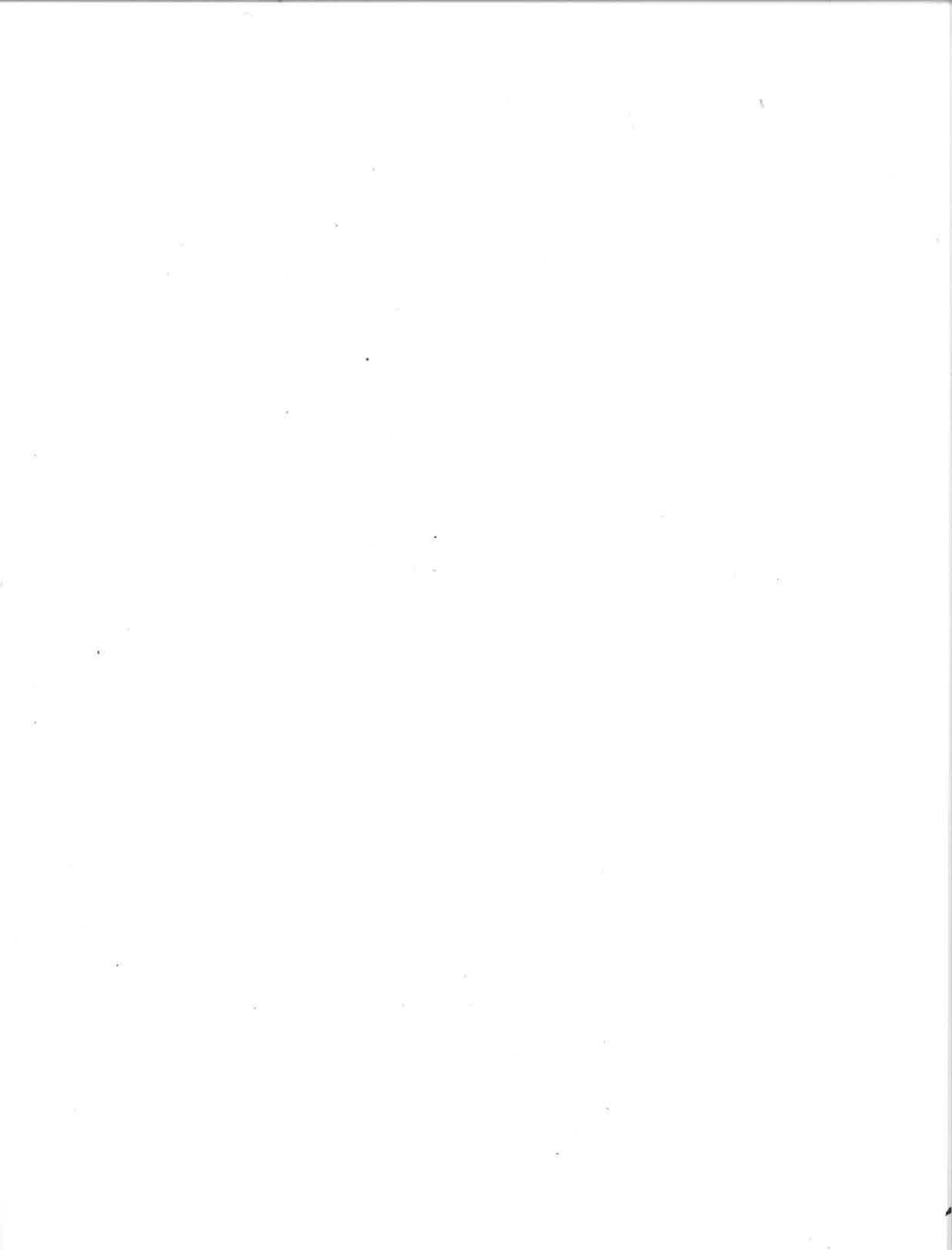
Move Ahead

Student's Book

2



PRINTHA ELLIS
KEN WILSON
JAMES TAYLOR



Move Ahead

20-27

Student's Book

I want to
Be Better
in english
and also
i want to
talk english
fluently
and good

71(Girls)

PRINTHA ELLIS

KEN WILSON

JAMES TAYLOR

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1 Let's go shopping	4	Shopping malls	1 simple and compound verb forms 2 noun + noun (box of matches)
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3 Activity holidays for teens	20	Sports/adventure holidays	1 present perfect versus past tense 2 infinitive patterns (It's easy to...)
4 Music	28	Instruments; singers; types of music	1 non-defining relative clauses 2 order of adjectives (long, blond hair)
5 Going places	36	Unusual forms of travel	1 present perfect (simple versus continuous) 2 present perfect (further uses)
6 The other side of the world	42	Australia; New Zealand	1 time prepositions 2 causatives
7 It's a good job	50	Unusual jobs; different personalities	1 future, especially present tenses 2 present tenses in future time clauses
8 Food for thought	58	Food and nutrition	1 conjunctions 2 other linking words
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13 It's a mystery!	96	Unusual events	1 perfect modals (must have) 2 adjective + preposition (famous for)
14 Friendship	104	Friendship and obligation	1 end position of prepositions 2 adjectives + preposition in questions
15 You're amazing!	112	Human body/brain; unusual people	1 general revision

READING	PRONUNCIATION	WRITING	MAGAZINE ARTICLES
<i>The biggest mall of all</i>	intonation	a message for a time capsule	<i>Do you want to be labelled?</i>
<i>We can learn from each other</i>	rising intonation	a description of school	<i>Teach yourself!</i>
<i>Holiday centres Lyndon Park</i>	/ə, /əʊ, /əʊ/	describing a series of events	<i>The Paralympic athletes</i>
<i>Om Kuiithoum</i>		a letter to a penfriend	<i>Star profile – Celine Dion</i>
<i>Ann Rook reports</i>	question intonation	a magazine article from an interview	
<i>Australia – the nation continent</i>	word stress	a description of a country	<i>New Zealand – the holiday of a life-time</i>
<i>My favourite things</i>	/ə/ (schwa)	a personal story	<i>Why does he do it?</i>
<i>What's cooking? The disappearing meal</i>		food diary	<i>Your health</i>
<i>The Great Train Robbery</i>	spoken 3rd conditionals	witness statement	<i>Sherlock Holmes</i>
<i>The man who can afford to fly into space</i>	word stress	personal opinion	
<i>'Clothing is a kind of language...'; How much have things really changed?</i>	tag questions	observational description	<i>Tomorrow's World</i>
<i>My Family and Other Animals</i>	sentence adverbs	photo description	<i>Meet the Durrells</i>
<i>The Mystery of the Marie Celeste</i>	-ed: /d/ /t/	town description	<i>The Black and White Beach</i>
<i>Scott: hero or failure?</i>	weak vowels in unstressed syllables	a letter of advice	<i>Puzzle page</i>
<i>Amazing people</i>		personal description	



- 1 Answer the questionnaire on the right, then compare your answers with the rest of the class.
- 2 These symbols show other things you can do in many malls. Match them with the phrases in the box. Which things can you do at your local mall?



play a game
use an escalator/lift
find out information about the mall
make a telephone call
buy souvenirs
park a car
go ice skating
get money from a machine
use a public toilet
have a birthday party

Are you a super shopper?

- 1 Have you ever been to a shopping mall?
a Yes b No
- 2 Do you have a mall near you?
a Yes b No
- 3 How often do you go shopping?
a once a week b more often c less often
- 4 Will you go shopping at a mall or department store in the next five days?
a Yes b No
- 5 What kind of shopper are you?
a quick b slow c average
- 6 How important are brand names, like Nike and Adidas?
a very important b quite important c not important
- 7 If something you really want is too expensive, will you buy it anyway?
a Yes b No
- 8 How often do you look for sales or bargains?
a often b sometimes c never
- 9 Who went shopping with you last time?
a family b friends c no one
- 10 What does your favourite shop sell?
a clothes b CD's, videos and games c other

3 These people are in the world's largest shopping mall at West Edmonton, in Canada. Read their comments about it.

1 Say who is speaking each time.



The Carlton family from California: Ellie, 14, Mark, 10, and Nicholas, 15, with Mum (Janet), Dad (Phil)

We're visiting Edmonton from California. I've never seen such a large shopping mall. It's amazing! All the famous brands are here – Adidas and Gap and Nike, and there's so much to see and do. I wanted to go to the amusement park first but Nicholas and Ellie wanted to shop. Still, I liked the pet store and the candy store was cool, too.

This is the largest mall in the world and I really enjoyed it at first. But now I've been walking for four hours, my feet are sore, my head aches and my wallet is much lighter. I hope we can go back to the hotel soon. Then this evening I'm going to take Janet and the kids to the ice hockey game at the ice rink. That will be great!

2 Say what the Carlton family are doing, have already done and are going to do.
 3 Find the American words (or spellings) for these British expressions:
 • shopping centre • sweets • favourite
 • funfair • children • shop (n.) • pavement



Deep Sea Danny is a mascot at the Deep Sea Adventure where you can ride in a submarine and see lots of marine animals.

I'm not sure what I am – a sort of underwater sea animal, I guess. It's a fun job, but the costume feels a bit heavy sometimes and it's awfully hot. I can see people through the mouth and my favorites are the little kids who think I'm real. Actually, I'm 19 and this is a summer job before I go to college.

This mall is great because there's something for everyone in the family. Now we're going to Europa Boulevard, which is like a real street with sidewalks and street lights. They say it looks like a street in Europe and I've never been to Europe. Then my sons want to visit the Deep Sea Adventure.

4

GRAMMAR DETECTIVE Questions with simple and compound verbs

1 Draw lines to the answers to these questions about the Carltons.
 2 Write the answers in complete sentences:
 They are ...; They parked ...

Are they shopping in a shopping mall?

How many shops have they visited?

Where did they park?

Does Ellie have a sister?

Where would Dad like to be?

No.

In the hotel.

Seven.

In parking lot 32B.

Yes.

There's more
on page 118!

1 READING

- 1 Look at the picture of West Edmonton Mall and describe what you see.
- 2 Read *The biggest mall of all*. Say how many of the places in the pictures are mentioned.

The biggest mall of all

When it was completed in 1998, West Edmonton Mall in Canada was the largest shopping mall in the world. Within its 493,000 square metres, you can find more than 800 shops, including six major department stores. You can buy everything from skateboards to football boots and from boxes of chocolates to tea cups. If you get hungry, there are at least 100 places to eat.

The mall is also a giant entertainment centre, with the world's largest indoor amusement park, an enormous water park, dolphin shows, a huge ice skating rink, the world's largest indoor man-made lake where you can travel in a real submarine, a miniature golf course and

26 cinemas. Millions of tourists from around the world visit this mall and many of them stay in hotels like Fantasyland, which has 358 rooms.

Of course, the size is not always an advantage. The mall has 58 entrances so it's important to remember where you came in. It has over 20,000 parking spaces, so you mustn't forget where you left your car. You can get very sore feet because the mall is as big as 104 football pitches. If you want to be one of more than 23,000 workers, choose your job carefully. Someone has to change the 326,000 light bulbs!

- 3 Read the text again and play a memory game. One person calls out a number and the rest of the class tries to say what it refers to.

millions

tourists

- 4 Read about the difference between containers and contents.

In the mall you can buy everything from boxes of chocolates to tea cups. A box of chocolates shows what is inside the box – the **contents**; tea cup names only the **container** – we don't know if there's anything inside. Look at the phrases in the box and write them under **container** or **contents**.

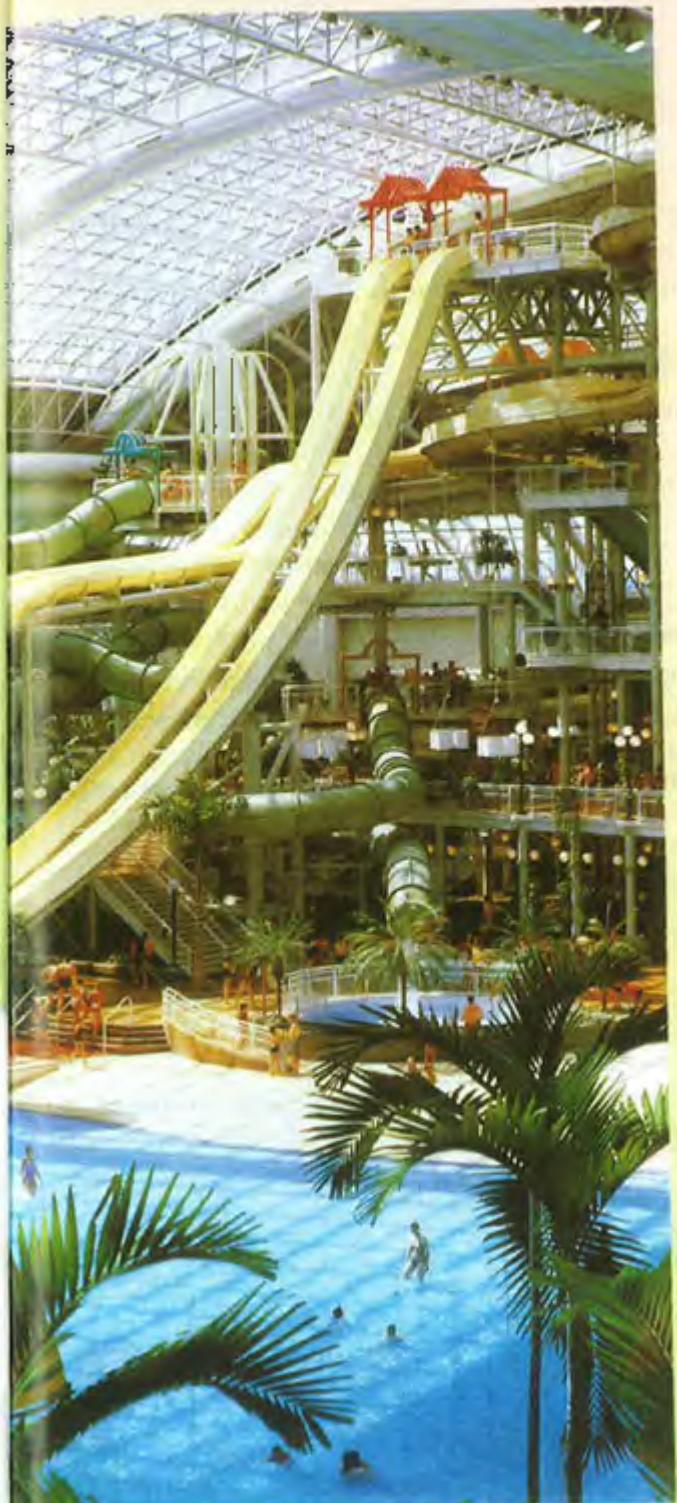
cup of tea sugar bowl tea cup
box of eggs soda bottle jug of water
tube of toothpaste soup tin matchbox

EXAMPLE: container
tea cup contents
cup of tea

- 5 From what you have read about the Edmonton mall so far, say if you would like to go there and if so, two or three things you would like to do.

- 6 Look at the title of the article on page 7. Skim through it quickly, then write down three reasons why people visit West Edmonton Mall.

A closer look inside



You may wonder why millions of people travel to West Edmonton just to go shopping. But, of course, they also come to see the other attractions. The mall is full of beautiful things to look at. There are water fountains everywhere as well as statues and other works of art. One street, *Europa Boulevard*, looks like a shopping street in a large European city. Part of the mall even has a 'sky ceiling'. You can see 'the sky' changing from dawn to day to dusk to dark.

The mall is full of things to do. If you are interested in sea life, you can visit Maria, Mavis, Gary and Howard. They are the four dolphins in the dolphin pool. You will see them playing and being fed. The sea-life caves have 200 different kinds of fish as well as penguins and sharks. You can even touch some of the sea animals in a special 'touch pool'.

If you prefer sports and adventure, you can go swimming in the waterpark with its 23 water slides (the highest slides are 26 metres). You can also go ice skating, play golf in a miniature golf course or even try bungee jumping! Galaxyland is an enormous amusement park with a roller coaster and many other rides and games. You can even visit a haunted castle!

When the amusement park was completed in 1983, a time capsule was hidden in the ground. People will open it in the year 2033 and find out what the mall was like fifty years before.

7 Read the article again carefully and find:

- three sports
- four times of day
- three beautiful things to look at
- four sea animals
- six things to see or do.

8 If you had to make a time capsule for the mall now, what things would you put in

1 Complete these paragraphs with verbs from the boxes in the present or past simple tense.

a *need give buy develop go open*b *shop park have drive offer exist*

a In the old days people shopped often and they bought what they needed from different shops: vegetables from the greengrocer; meat from the butcher; bread from the baker, and so on. In America, the 'general store' offered them the chance to buy things in the same place, and the supermarket exists from the general store. Clarence Saunders opened the first supermarket in 1916 in Memphis, Tennessee.

b Many supermarkets still exist in the United States, mostly in towns, but now millions of people shop at 'malls'. These are very large buildings which have many different stores inside. Shoppers drive to the malls in their cars because they are outside the towns. They park their cars there, because a mall always offers hundreds, or thousands, of parking places.

2 Complete these sentences with the correct tense of the verb in brackets.

1 These days we see a big increase in the number of out-of-town shopping malls. (see)

2 The first shopping mall in the United States was constructed in the 1940's. (construct)

3 Until then, shops were built usually in towns, especially town centres. (build)

4 Since the 1940's many malls have opened in the USA and in other countries. (open)

5 It is likely that the number of malls will continue to increase in the future. (continue)

6 Experts predicted that people were shopping in shopping malls, but they predicted that many small American town centres would 'die' because no one shopped there any more. (like, predict)

7 Where were people shopping before they opened the first malls in the United States? (shop)

8 Are many people going to out-of-town shopping malls in your country? (go) Yes, they are.

3a Use the verb *eat* to complete this table showing the difference between simple and compound tenses.

	affirmative	negative	interrogative
<i>present perfect</i>	(he) <u>has eaten</u>	(he) <u>hasn't eaten</u>	(he) <u>Has he eaten</u> ?
<i>present continuous</i>	(she) <u>is eating</u>	(she) <u>isn't eating</u>	(she) <u>Is she eating</u> ?
<i>present passive</i>	(it) <u>is eaten</u>	(it) <u>isn't eaten</u>	(it) <u>Is it eaten</u> ?
<i>present simple</i>	(they) <u>eat</u>	(they) <u>don't eat</u>	(they) <u>Do they eat</u> ?
<i>past simple</i>	(I) <u>ate</u>	(I) <u>didn't eat</u>	(I) <u>Did I eat</u> ?

3b In which form(s) in Exercise 3a do the simple tenses have a different number of parts compared to the compound tenses? Underline: *affirmative negative interrogative*.

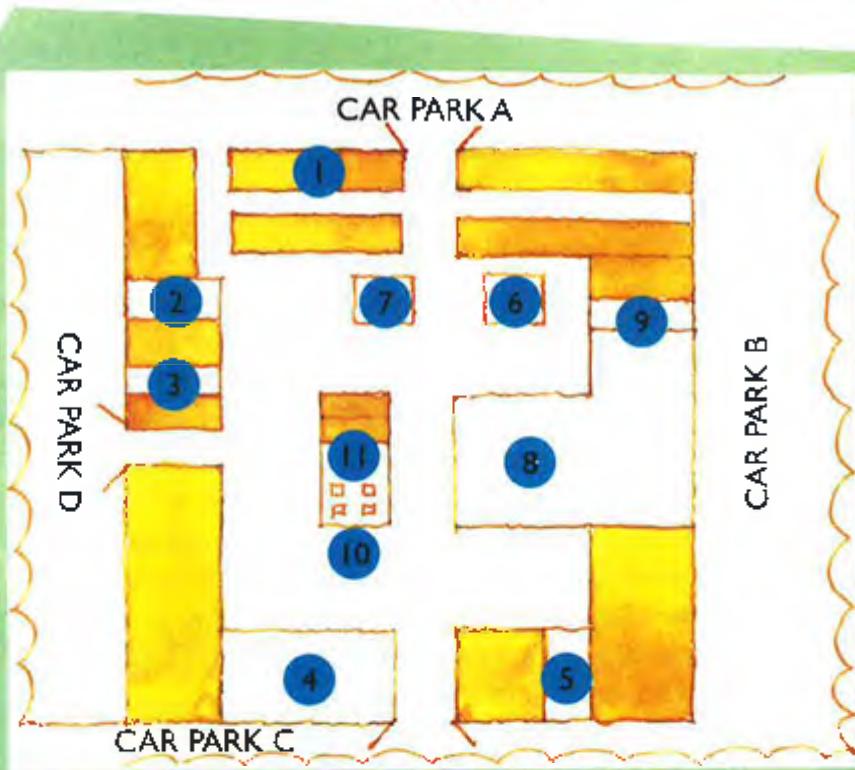
4 What did Helmut really give Ali?



1 Look at the map of Northgate Mall.

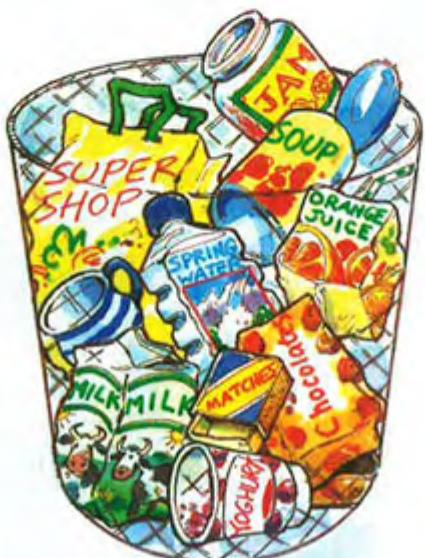
- 1 Listen and say where this family went first, next, after that, etc.
- 2 Where didn't they go?

Ground floor:
1 Oggs Shoes
2 Mrs Field's Bakery
3 The Luggage Rack
4 AXA Supermarket
5 Shirt Works
6 Super Shakes
7 Coffee 'n' Doughnuts
8 MacRoy's Department Store
9 Sweet Dreams
10 Lifts
11 Escalators
Other shops



2 What is the difference between a box of chocolates and a chocolate box? When you have recalled what it is, talk about these other things.

- 1 Look at the rubbish bin and find a matchbox, a milk carton, a chocolate box, a shopping bag, a soup tin, a tea cup, a jam jar, a yogurt pot, an orange juice carton and a water bottle.



- 2 Say where you or your family go to buy a bag of crisps, a cup of coffee, a box of chocolates, a tea cup, a carton of milk, a packet of envelopes, a tin (or a can) of cola, a shopping bag.

3 Listen to people in front of the sweet shop asking the way. Follow the directions on the map. Were they correct?

4 Pronunciation: giving directions

- 1 Listen to the directions again. Can you hear the way the voice follows the arrows?

Okay, so turn left, walk past the department store on your left, go past the lifts on your right, and it's the big store straight in front of you.

Right. Just walk straight ahead, past the milkshake stand and the doughnut shop, and it's right in front of you, a little to the left.

Walk straight across the square, past the milkshakes and the doughnuts, turn right at the bakery and then turn right again.

- 2 Practise pronouncing the phrases as they are marked.
- 3 Choose a point on the map then choose another point. Write down how to get to it from your start point.
- 4 Read your directions out to a partner or the class and see if they can follow them.

1 You are going to write a message for a time capsule. First read this message for Northgate Mall. Then tick the things in the box which are included in the message.

Hello and welcome from the year 1975.

Today is the first of September and you have just opened the time capsule for the Northgate Shopping Mall. We wanted to tell future generations a little about the mall as it looks today. There may have been many changes by the time you open the capsule.

This is the largest glass and brick building in this part of the country. It is built in the shape of a large square, with stores on three floors. In the middle of the square there is a large open space with lots of places to eat. There is also a play area for children. Outside, there are parking spaces for 5,000 cars. Lifts and escalators make it easy to move between floors and there are special lifts for people in wheelchairs.

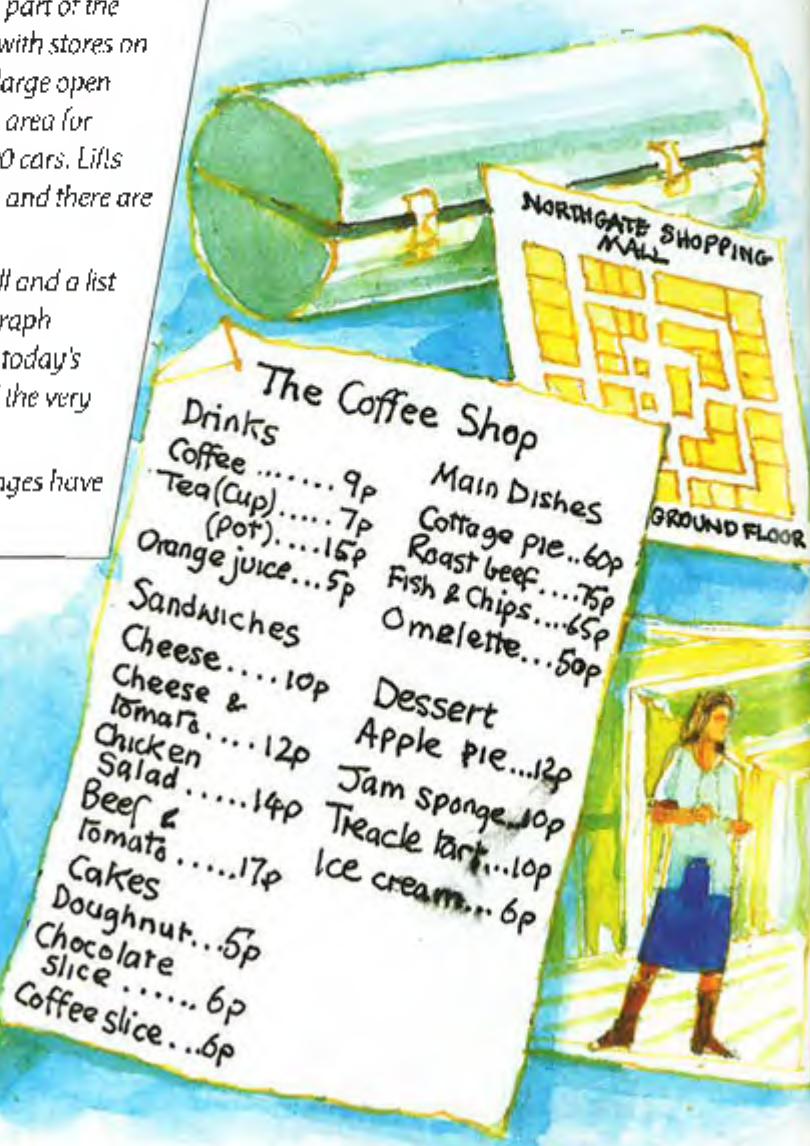
In this time capsule you'll find a floor plan for the mall and a list of the 150 stores it contains. There is an aerial photograph showing the full car park on a busy day, a menu with today's prices from a popular restaurant and a photograph of the very first shopper to enter the mall.

Thank you for opening this capsule. I wonder what changes have been made over the years!

Bags of Bags

- Brown's Shoes
- Burlington Menswear
- Byline Books
- Candy Floss
- Coffee Shop
- Cool Teens
- Country Stores
- Cute Kids
- David Hairstyles
- Deal's Department Store
- Dress Shop Company
- Dry Cleaning Services

- Greeting
- Introduction (include opening date, reason for capsule)
- Description of building
- Purpose
- Design
- Specific areas
- List of contents of the time capsule (photographs of attractions, shops, maps, souvenirs)
- What you hope the reader will do



2 Choose a new building you would like to prepare a time capsule for. It could be a school or sports club or some other building.

3 Write a message for your time capsule.

- 1 First write down the things from the list above that you want to include in your message. Make notes underneath each one.
- 2 Now write your whole message.

Do you want to be labelled?

MOVE
@HEAD
MAGAZINE

Your views

When you buy brand names, you are really paying for the design. Everyone knows what kind of person you are because you wear a certain brand. I know the clothes are more expensive, but it makes me feel good.

David, aged 14

Most girls of my age wear sports clothes most of the time. We like to buy clothes with brand names because the styles are up to date. I think the quality is better, too. If you're conscious about your image - the way you look - then brand names matter.

Charlotte, aged 12

I love labels. If I doesn't have the right label, I won't buy it. Labels are everything. It's about looking right, being part of something - a group.

Liz, aged 13

My mum and dad don't think labels are a good idea and I agree. I would rather spend the money on music and sports. My friends are the same, but a lot of people think we're weird.

Josh, aged 12

When we moved to a new town

last year all the girls in my new school had designer trainers. I was the only one who didn't and for a long time they made fun of me. When I told my teacher it just made things worse.

Dot, aged 15

Some of my friends look really terrible because they want to be like everyone else. They only wear the latest styles, even if the clothes don't suit them. They dye their hair and wear too much make-up. Sometimes they laugh at me but I don't really care. I just want to be myself, wear what I like and look good.

Claire, aged 14

Young teens these days speak a new language. They show who they are by what they buy. When I was young we cared more about what was going on in the world. Now kids just seem to want to be popular, look good and have a good time.

Andy, aged 45

What do you think?

1 Read the magazine article and answer the questions about the circled words.



Does this mean children?

Is this the same as playground?

Do the pupils ask the teacher when they do this?

Are the teachers happy or unhappy about doing this?

Do they have to do it?

The **kids** who have no teacher!

At Foxwood School in Sacramento California, teachers often leave their pupils in the classroom to work by themselves — all day! In the morning, they make sure that all the children have arrived, then they go out into the **yard** and play baseball! Every hour or so, they make sure that the children haven't got any problems — and at the end of the day, everyone goes home!

The head teacher at Foxwood is Linda Fry. She believes that children work much harder by themselves. 'I think we sometimes teach too much,' she said. 'Sometimes it's better if the children **work things out** for themselves.'

The children can go into the yard and play baseball, too, if they want. The teachers **don't mind** talking to the kids about the work they are doing in class.

Homework at Foxwood is **optional** — you don't do it if you don't want to. 'Almost all of the pupils do it,' said Linda Fry. 'And they do it better than they used to.'

2 Read about Foxwood School again and answer these questions.

- 1 Are there tiny teachers at Foxwood School?
- 2 Where do they usually spend the day?
- 3 Do they talk to the students at all?
- 4 Do the teachers visit the classrooms during the day?
- 5 Does anyone do any homework at Foxwood?

3 Now read the cartoon strip on page 13. Then complete these questions and answers.

- 1 What did Betty do with the magazine? She _____ it to _____.
- 2 Did _____ the magazine back to Betty? No, she _____ to Alan.
- 3 What did Alan _____ with it? He _____.
- 4 Did Sarah give the magazine to anyone? No, but she _____ Jim.
- 5 Did Jim _____ Betty? Yes, he did.



4 Read the e-mail that Jim sent to Betty. Then write an e-mail back to Jim, correcting his mistakes about Foxwood School.

EXAMPLE: You wrote: 'The school that has no teachers.' That's wrong. The school has lots of teachers.

5 Would you like to study at a school like Foxwood School? Think of one argument in favour of a school like that and one argument against it.

To: Betty
From: Jim
Subject: The school with no teachers!!!

Hi, Betty! Have you heard about the school that has no teachers??? There's a school called Foxwood in Sacramento, California, where the kids have to work by themselves all day! They never see the teachers, who spend the whole day in the playground playing football! The head teacher thinks that children work much harder by themselves. 'Teachers talk too much,' she said. 'It's better if the children do everything by themselves.' Guess what? There's no homework at Foxwood, but the kids are better students than they used to be!!!! Take care!
Jim

6

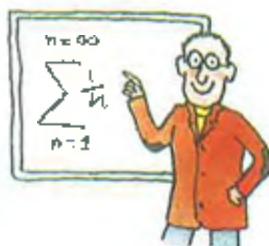
GRAMMAR DETECTIVE
Verbs with two objects

Look at the pictures and make three sentences.

Betty some photos passed a book
to his friend showed the teacher
their grandmother the ball
gave Alan and his brother



There's more
on page 119!



1 Name the school subjects in the pictures and then answer questions 1 and 2. Ask another student questions 3 to 7.

- 1 Which subjects in the pictures do you study?
- 2 Which other subjects do you study which are not in the pictures?
- 3 Which ones do you think are easy?
- 4 Which is the most difficult subject?
- 5 Why do you think it's difficult?
- 6 How much studying do you do by yourself?
- 7 Do you study by yourself more for the subjects that you like?

2 Look at the photos on these pages. Where do you think they were taken? Do you know anything about the places where you think they were taken?

3 Look at the reports about four schools below. Read them quickly and find:

- a school where many of the pupils have relatives in the Caribbean.
- a school where there are more than 60 nationalities.
- a school where children ask each other for advice about costumes.
- a school which is in contact with a school in Africa.

We can learn from each other!

1

At Bousfield Primary School in West London, there are pupils from nearly 70 different countries. Some of them are children of people from other countries who are working in London. Others are refugees, who had to leave their country because of a war or famine. Some of them can't speak English at all when they arrive at the school. There are special English classes for them. Pupils who already speak English are encouraged to learn a few words of another language – and there are plenty to choose from!

All the children are encouraged to take part in the festivals and celebrations which are important to other pupils in the class. For example, at Chinese New Year they all wear something red to school (a Chinese New Year tradition) and eat Chinese dumplings.

Remember – we can learn from each other!

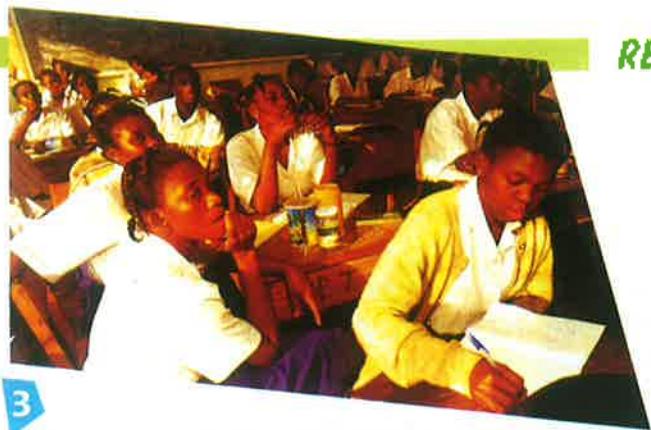


2

Many of the pupils at Grove School in London are Ghanaian, but most of them were born in London and have never been to Ghana, which is in West Africa 5,000 kilometres away. Their teachers decided to make contact with a Ghanaian secondary school, so the pupils could see how young African people are educated. The teachers found a school in a village 200 kilometres from the capital, Accra. With the Internet, it became much easier to make contact.

Now the pupils from the two schools e-mail each other regularly. They tell each other what they are doing and they can send photographs. When the Ghanaian pupils e-mailed photographs of their village, the London children were amazed. Not only have they never been to Africa, some of them have never been out of London, so the sight of an African village was very exciting and different.

Remember – we can learn from each other!



3

Notting Hill is a part of West London where there is a carnival every summer. It is extremely colourful and exciting, with costumes and music from the Caribbean, which was home to the ancestors of many of the people who live in Notting Hill. The carnival helps to keep alive the traditions of the Caribbean for local people who have never had the chance to go there.

Holland Park School is close to Notting Hill, and many of the pupils, who are aged from 11 to 19, have parents or grandparents from the Caribbean. The school has worked hard to make sure that they learn about the way of life and traditions of the Caribbean. The school has an excellent steel band, a group of musicians who make music by using steel drums. They are encouraged to teach younger pupils how to play the drums, so the tradition is continuing.



4

At Goodrich Primary School in South London, there is an International Day every year.

Pupils can dress up in a national costume from another country. Or, if they prefer, they can dress up as an animal that lives in another country. They often ask each other for help before they decide on their costumes. Parents who know how to make costumes from a particular country often make them for other people's children.

Remember – we can learn from each other!

4 Now read the reports again and answer these questions.

- 1 Are all the children at Bousfield School from the same country?
- 2 What are the English-speaking children encouraged to do?
- 3 How far apart are Grove School and its partner school in Africa?
- 4 What traditional activity does Holland Park School encourage its pupils to continue?
- 5 What happens on International Day at Goodrich School?



5 Now talk about these questions.

- 1 If you could make contact with pupils at a school in another country, which country would you choose?
- 2 Which subject at your school would you tell the other pupils about?
- 3 Which other school activity (museum visits, for example) would you tell them about?
- 4 If you could e-mail one question to them, what would you ask?
- 5 If you could e-mail a photograph of your town, what would you send?

2 GRAMMAR

1 Re-order the words in these sentences correctly.

- 1 Helmut sent an e-mail his brother.
- 2 He didn't copy to his sister the e-mail.
- 3 But he did buy a nice book her.
- 4 He got for her it at the old market.
- 5 Helmut gave to his sister it yesterday.

2 Match your sentences from Exercise 1 with the following rules.

- A If we put the direct object first, we use a preposition (*to / for*) before the indirect object.
- B Generally, we put the indirect object (no preposition) before the direct object.
- C1 If one object is a pronoun, we usually put it before the noun.
- C2 We also follow rule A if necessary.
- D If both objects are pronouns, we usually put the direct object first.

1 2 3 4 5

3 Complete each sentence by adapting a verb from the box and including the objects indicated.

EXAMPLE: Last year David gave Anne a present. *a present / Anne*

lend read give promise buy pay

- 1 You _____ for years, Dad, but we never get it! *a holiday / us*
- 2 Tomorrow I _____ before they go to bed. *a story / the children*
- 3 Could you please _____ to buy that magazine? *some money / me*
- 4 Only if you agree _____ before Monday! *to me / the money*
- 5 I really enjoyed _____ from that artist's shop. *for my parents / a picture*
- 6 I _____ tomorrow. *them / it*

4 Rewrite Helmut's last three sentences correctly. Can you explain why he says *What?* at the end?



2 Read the three conversations, match them with the pictures and choose a question from the box to complete them. Then listen and check.



2 Where have you been?
We've just spent a week on the beach.

3 ?
Of course we did!



3 This is very good, Maria.
Thank you.

4 ?
Yes, we did.



1 What happened to you?
I fell off my bike.

5 ?
Yes!

Did you hurt yourself?
Did you enjoy yourself?
Did you do it yourself?

Did you hurt yourselves?
Did you enjoy yourselves?
Did you do it yourselves?

2 Practise one of the conversations with a partner and add a few lines. Use *yourself* or *yourselves*.

3 Read the stories below. Correct the underlined words.

Jim fell off his bike and hurt herself. When he saw Betty he said, 'I've cut himself very badly and my knee is hurting a lot. What should I do?' There was no one around to help, and Betty didn't know anything about First Aid so ...

Alan and his brother Barry spent two weeks in Sorrento in Italy. They enjoyed ourselves very much but Barry ate too much ice cream. By the last day, he had a terrible toothache. 'I'm annoyed with themselves,' he said. 'I've ruined my holiday.' Alan wasn't listening. He had a terrible stomach ache because he ...

Maria and Rosia went to a First Aid lesson. 'We put a bandage round our friend Alison's head. No one helped us, we did it myself.' 'That's enough!' shouted Alison after fifteen minutes. 'It's too tight!' When we took it off, Alison had a bad headache. The teacher looked at Alison and said: 'Oh dear; ...'

4 In pairs, choose one of the stories and write one or two sentences to complete it. Read the complete story to the rest of the class.

What's your school like?

Hi! My name is Ahmed and I'm 14 years old. I live in London with my parents and my two brothers and a sister. My family moved here from Morocco about ten years ago. I go to Holland Park School, which is near where I live in North Kensington. My favourite subject is Information Technology — I love it! I'm crazy about computers but I haven't got one of my own. We only have about three hours a week of IT, but we have a computer club at the school, which means I can work on the computers by myself after school. My hobby is writing music on the computer. I want to write film music when I leave school.

So, here are my questions:

- 1 What's your school ?
- 2 What is your favourite ?
- 3 How many hours ?
- 4 Do you do some extra ?
- 5 What do you want to do ?



Hello! I'm Lucy and I go to Lady Margaret School for Girls in Oxford. I'm 13 and I live in a village called Beckley, which is just outside Oxford, which means that I have to take the bus to school every morning. I live with my mum and dad in a farmhouse, although we aren't farmers! In fact, my dad doesn't really like animals. I do! I want to be a vet when I leave school. My favourite subject is biology. I haven't got any brothers and sisters but I've got eleven pets altogether, a dog, three cats, two hamsters, three birds and two stick insects!

Here are my questions:

- 1 What is your school ?
- 2 What is your favourite ?
- 3 How many brothers ?
- 4 Have you got any ?
- 5 What do you want to do ?

1 Read the messages from the two school students. Try to complete their questions.

2 Listen to Ahmed and Lucy. Check the questions they ask and make a note of any extra information that you hear.

3 Choose which student you would like to reply to. Write an e-mail or letter introducing yourself and giving similar information about yourself. Don't forget to answer their questions.

4 Finally, add a little extra information to the e-mail. Write about something that happened to you. You can use one or both of these expressions in your story.

I really enjoyed myself when
I hurt myself when ...

Teach yourself!

There are ways in which you can improve your memory. Try this memory activity. Imagine that you want to remember the following words in the order they are written. Read them once, close your eyes and try to remember them.

1 table	6 orange
2 brother	7 car
3 cat	8 pencil
4 leaf	9 shirt
5 friend	10 socks

How did you do? It was difficult, wasn't it? Let's try to use the number-rhyme system. First of all, try to memorise these words which rhyme with the numbers from one to ten:

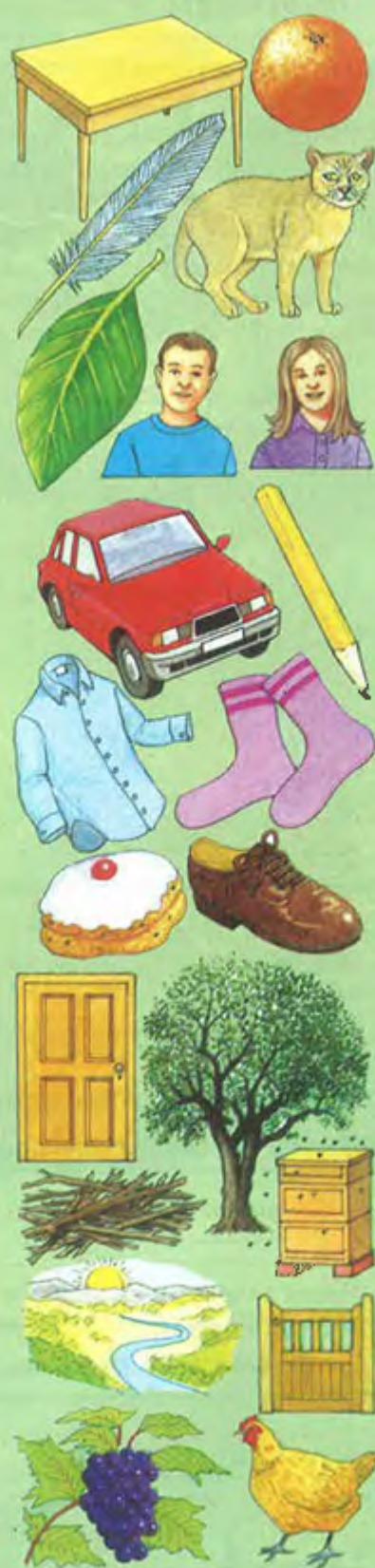
1 bun	6 sticks
2 shoe	7 heaven
3 tree	8 gate
4 door	9 vine
5 hive	10 hen

So ... now let's try to remember the first ten words by linking them to the number-rhyme words. Like this!

1 bun <i>table</i>	6 sticks <i>orange</i>
Imagine a giant bun on a little table. Imagine that the bun is too heavy for the table, and the table is falling over!	Imagine an orange as big as a beach ball, and someone pushing big sticks into it. Imagine the juice squirting out!
2 shoe <i>feather</i>	7 heaven <i>car</i>
Imagine your favourite shoe with a giant feather in it - it's so big that you can't put your shoe on!	Imagine a car driving through an amazingly beautiful place.
3 tree <i>cat</i>	8 gate <i>pencil</i>
Imagine your favourite tree with a huge cat at the top, making a lot of noise - it can't get down!	Imagine a giant gate made of pencils.
4 door <i>leaf</i>	9 vine <i>shirt</i>
Imagine your bedroom door as a giant leaf.	Imagine a huge vine, disappearing up into the sky. Instead of leaves on the vine, there are lots of brightly-coloured sticks blowing in the wind.
5 hive <i>friend</i>	10 hen <i>socks</i>
Imagine your best friend working at a desk. Imagine an enormous beehive on the desk with bees flying around. Imagine your friend's face!	Imagine a hen walking around wearing socks!

Go back and try to remember the first ten words again, linking them to the number-rhyme words. Then try to remember these new words, using the same system.

1 bike	6 chocolate cake
2 knee	7 computer
3 ice cream	8 photograph
4 toothache	9 carnival
5 bandage	10 steel drum



3

ACTIVITY HOLIDAYS FOR TEENS

INTRODUCTION



1 Look at the sports and activities in the pictures.

- 1 How many do you recognise?
- 2 Use the words in the box on the right to help you label the pictures.
- 3 Which two sports are not shown?

2 Look at these ways of talking about sports.

- 1 How are they different? Can you say why?

I go fishing once a month.

We played tennis today.

Sam does judo.

- 2 Complete the table with activities from the box.

abseiling fishing canoeing pony trekking
 cycling tennis motorsports swimming
 football windsurfing photography chess

3 Add to the table any other sports and activities you can think of.

- 1 Which ones have you tried? When did you last do them?
- 2 Which ones would you like to try? Why?

play (ballsports, games, team sports)	go (with -ing forms)	do (individual activities and sports)
tennis,	fishing,	judo,

3 Isabel has been on an activity holiday in Britain, where she did lots of sports and activities. Read her description of her holiday.

- Fill the gaps (...) with sentences from the box on the right, then read Isabel's description again.
- Listen to Isabel and see if she says the same thing.

Last year I spent a week on an activity holiday. It was excellent and I made lots of new friends! When I arrived, I was picked up at the station and taken to the centre. When I first saw the centre I was a bit worried because it was very big and a bit frightening. (1) ...

On the first day I went mountain biking and did map reading. We got really wet and muddy when we were riding the bikes, but it was a lot of fun.

One of the funniest things happened while we were canoeing. There were three people in each canoe. All the canoes were in a row and we were holding on to the canoe next to us. Then the instructor counted to three and one person in each canoe had to stand up. Guess who had to stand up in our canoe? (2) ... Of course, everyone fell into the water and it was absolutely FREEZING!

During the rest of the week I did archery, raft building and I played volleyball several times. I also went walking and rifle shooting. The only things I do at home are swimming and collecting shells on the beach so I was really tired by the end of each day. (3) ...

(4) ... and that's the truth!

Me! Then we had to sing and clap our hands. That week was the best week of my life. But after I had a chance to look around, I felt quite at home. At night I slept in a room with four other girls and we all slept really well!



5 Answer these questions about Isabel's activities.

- Which sports and activities has she done?
- Can you explain what happened to her when she went canoeing?

6

GRAMMAR DETECTIVE

Present perfect versus past simple

Sunday	go cycling
Monday	go canoeing
Tuesday	do archery
Wednesday	go swimming
Thursday	play tennis
Friday	do photography
Saturday	play basketball

- Look at the diary notes. Sam has been* cycling this week. He went cycling on Sunday.
- Without looking, say what sports Sam has done (in any order). Mention two sports he hasn't done.
- Now, say what he did each day.

He's been cycling.

*Note that go becomes be here.

There's more on page 121!

1 READING

1 Note down things you remember about Isabel's holiday. Say what you think an activity holiday is.

2 Read about activity centres and note down anything that surprises you.



Holiday activity centres



Imagine a large house with lots of land around it in a beautiful location – near mountains, rivers, forests or the sea. But it isn't a tourist hotel... it's a **holiday activity centre**, just for teenagers! These centres are very popular because it's possible to make loads of new friends and do lots of interesting sports and activities. Nobody gets bored!

There are often so many things to do that it's impossible to do them all. Sometimes it's difficult even to fit in your favourites. You can take part in a different sport or activity every morning and afternoon. The evenings are full, too, with indoor activities like talent shows, videos or swimming in the indoor pool. Or you can sing songs and play games around a real campfire in the open air, go on a

treasure hunt or compete in a mini-Olympics.

It is also possible to go on specialist holidays. For example, on a Grand Prix holiday you can try motor sports and there's another for horse lovers. You can learn how to drive a car or protect the environment. You can go canoeing, go fishing or be taught to windsurf or sail. You can practise your golf or tennis, too.

You can even go on an English language holiday for a week or more. You study English for 12 hours a week while you live with other English-speaking guests. It's a great chance to practise your English in ordinary situations – and do some sports and activities as well!

3 Read the text again.

1 Find something that is:

- difficult to do. **It is difficult to fit in your favourites**
- impossible to do. **It is impossible to do all the activities in the centre**

2 Find several things you can learn **you can go on an English language holiday**

3 Complete these sentences:

- Teenagers who want to meet people and do sports like to ...
- For learners of English a language holiday is a chance to ...

4 Fill in your choices of activities for a 3-day activity holiday. Explain to a partner what you would like to do. How many of your activities are the same?

Day	Morning	Afternoon	Evening
One			
Two			
Three			

to practise your English in ordinary situations

5 You are going to read about a particular activity holiday centre.

- 1 Look at the map and match the words in the box with the numbers.
- 2 Which one can't you see?

chalets house caravans camping site
stables sports hall forest lake farm
tower river cliffs motor sports track

LYNDON PARK



Lyndon Park is a popular activity holiday centre. It is a huge house with a lot of land. There are two lakes for water sports, a sports hall, a farm and stables for 70 ponies. There are also forest paths, cliffs and towers for abseiling, a motor sports track and an indoor pool. You can canoe in the nearby river. Although it is big, it's not difficult to find your way around.

The house was built in the style of a 'calendar house'. This means that parts of the building have something to do with time. For example, there are 52 rooms (equal to 52 weeks in a year), 365 windows (one for each day) and seven entrances (days in a week).

At Lyndon Park you can choose where you stay. There are rooms for people who want to stay in the main house. You can also stay in a caravan or a wooden chalet. There is a campsite near the farm where you can stay in a tent. The tents are really special with beds and a wooden floor. You needn't be frightened to walk around at night as there are lots of staff and the area is well lit.

Lyndon Park is a great place to spend a holiday.

6 Say whether these statements are correct or not. Correct the ones that are wrong.

- 1 Lyndon Park is too big to find your way around.
- 2 The camping area in particular is quite dark.
- 3 A calendar house has something to do with months.
- 4 A tent will be okay if it rains because it's got a real floor.
- 5 You can abseil from a tower.
- 6 There are three types of places where you can stay.

7 Answer these questions about yourself.

- 1 Where would you want/not want to stay at Lyndon Park?
- 2 What would you not want to do on an activity holiday?
- 3 In your opinion, what are the best kinds of holidays?

2 GRAMMAR

1 Underline the correct form of the verb.

BOB: Hello, James. When did you arrive / have you arrived?

JAMES: Hi, Bob. On Monday, and we had / have had a great time since then.

BOB: Really? What did you do / have you been doing?

JAMES: Well, on Tuesday and Wednesday we went / 've been to the beach and yesterday we visited / 've visited the old town.

BOB: Excellent. And did you do / have you done anything interesting so far today?

JAMES: Certainly. We went / 've been fishing already.

BOB: Really? Was that / Has that been good?

JAMES: Fantastic. I caught / have caught three big fish. They're in the fridge!

BOB: That's not fair! I went / have been fishing every day this week and I didn't catch / haven't caught anything! And this morning a big fish broke / has broken my fishing rod!

2 Complete this conversation with the past tense or present perfect tense.

ANNA: _____ the Brad Pitt film at the Odeon?

BECKY: Yes, I _____ it the day before yesterday.

ANNA: And _____ it?

BECKY: Yes, I _____. I _____ it _____ wonderful!

ANNA: Really? I _____ a good film for ages! But I _____ a lot of Pitt's films and I _____ them.

BECKY: Well, let's go together tonight. I don't mind seeing this new one again.

3 Choose and adapt verbs from the box to complete this description.

play win have score be windsurf beat describe write (twice)

YOUNG MAN OF MANY TALENTS

Still only 26, Dan McCann _____ a very varied and active life and he _____ highly successful in several fields. He _____ the English boys' tennis championship twice and he _____ in the men's tournament at Wimbledon. In the England schools' chess championship, Dan _____ several well-known schoolboy players and in the same year he _____ many brilliant goals for the Arsenal youth team. Now Dan is a successful author. He _____ three novels. The first _____ the experiences of a young hero in the world of sport, and in the second he _____ about a new hobby: windsurfing. Dan _____ for three years now and already people are talking about his great talent for the sport.

4 Take Ali's advice. Write five sentences like those in the dialogue about yourself with *too* or *enough* and these adjectives: *young, old, interesting*.

HELMUT: The present perfect is quite easy to understand, Ali!

ALI: Yes, but it's very difficult to use correctly.

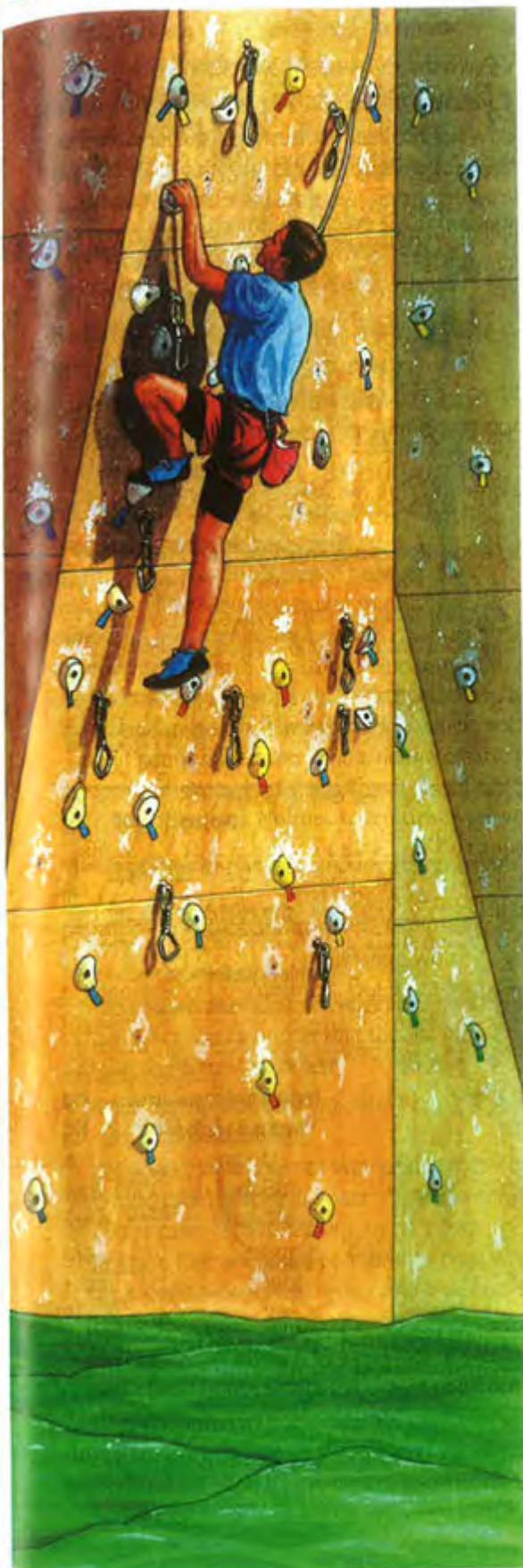
HELMUT: That's true. The past tense is enough difficult for me to get right.

ALI: It's 'difficult enough for me to get right'.

HELMUT: That's not true, Ali. Your English is too good to cause you any problems!



Climbing the wall



1 Listen to an instructor explaining the climbing wall to beginners and answer these questions.

- 1 Would you like to try climbing? Why or why not?
- 2 What experiences does he ask people about?
Has anyone ever . . . ?
How many have never . . . ?

2 Listen again and complete the boxes.

Equipment

wooden wall with _____ and _____

harness

ropes

Tips

You need to be _____ and _____

You mustn't _____

You mustn't _____ or _____

3 What does the instructor say:

- you need to stay?
- you will be doing?
- Is a dangerous thing to do?
- is the most important thing to remember?

4 Pronunciation: *to, too, two*

1 Listen to the word 'to' in these sentences and say if any of them is pronounced like the word, 'two'.

I'd like to try an activity holiday sometime.

I would be too frightened to try canoeing.

An activity holiday camp is a great place to make new friends.

You need to stay cool when you are climbing.

2 Now practise saying the sentences aloud.

3 Here are some more sentences. Say them aloud.

It's important to be fit.

Have you ever wanted to climb?

It is dangerous to stop.

Some walls are impossible to climb.

It is dangerous to climb without a helmet.

4 WRITING

1 This is the first paragraph of Isabel's account of her activity holiday, which you read on page 21. Read it again and find two more expressions which show when something happened and add them to the first box below. Then read the second box.

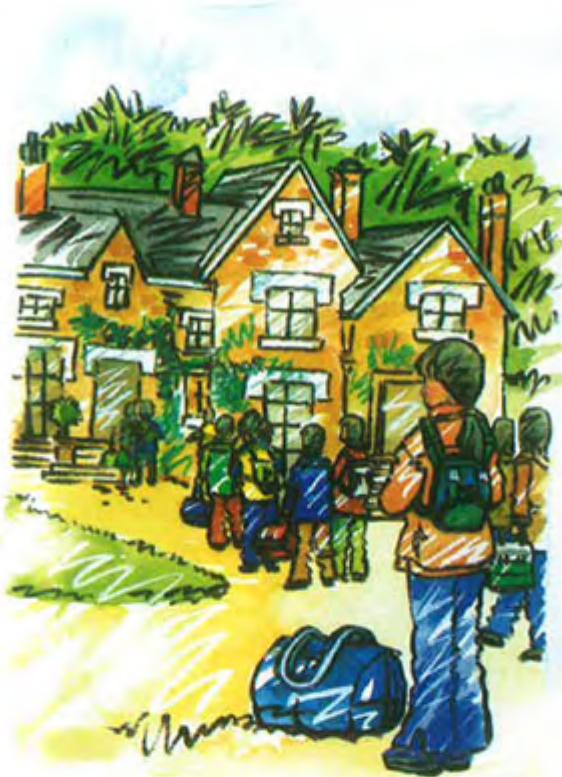
Last year I spent a week on an activity holiday. It was excellent and I made lots of new friends! When I arrived, I was picked up at the station and taken to the centre. When I first saw the centre I was a bit worried because it was very big and a bit frightening. But after I had a chance to look around, I felt quite at home.

Time words and expressions

last year

Key words and expressions

activity holiday	a week
it was excellent	made friends
(was) picked up	worried
frightened	feel at home



2 Now list your key words for the other three paragraphs, including time words.

2 Is 1, 2 or 3 the best summary of the first paragraph? Be ready to explain your choice.

- 1 Isabel was frightened when she went on her activity holiday but it was excellent.
- 2 Isabel went on an activity holiday last year. At first she was a bit frightened but later on she felt at home and made a lot of friends.
- 3 Isabel was picked up at the station and taken to a big centre for her activity holiday.

3 Read the rest of Isabel's description on page 21.

- 1 Look again at the key words and expressions for the first paragraph in the box above.

4 Use your notes to write a summary of Isabel's description. (Don't forget the time words!)

The Paralympic athletes

The Paralympic Games is an athletic competition for people with disabilities. The name is short for Parallel Olympics, because it takes place at the same time as the Olympic Games.

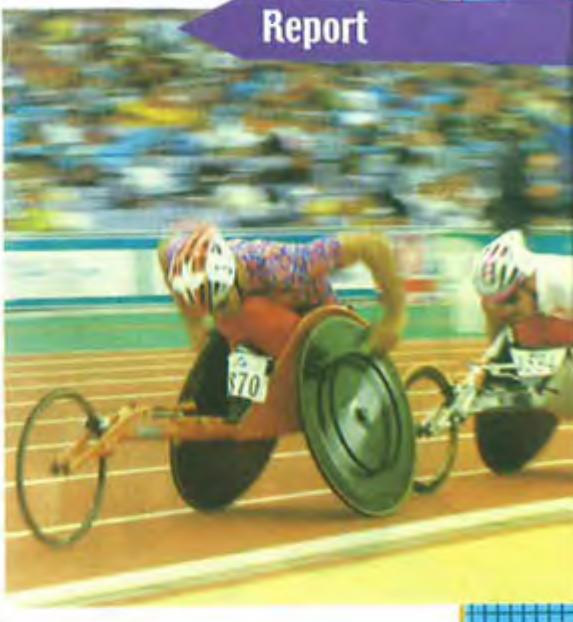
Wheelchair sports began in a hospital in England in 1948. They were started by a doctor who felt that sports, particularly competitive sports, should be part of the process of getting better.

The Paralympic Games were born in Rome in 1960, where there were 400 athletes from 23 nations competing. Forty years later, at the Sydney 2000 Games in Australia, there were closer to 1000 athletes from 125 countries.

There are many track events at the summer Paralympics, including the 100-metre, 400-metre, 5,000-metre and 10,000-metre races. Field events include discus, high jump and long jump. Athletes also compete in archery, basketball, cycling, fencing, judo, sailing, football, swimming, tennis, volleyball and weightlifting.

One of the most popular sports is wheelchair basketball, which has been part of the Paralympics since the beginning. It is even faster and more exciting since a new three-wheel wheelchair was introduced in the 1996 Games. Using this chair, a player can move more quickly on the court and change direction more easily.

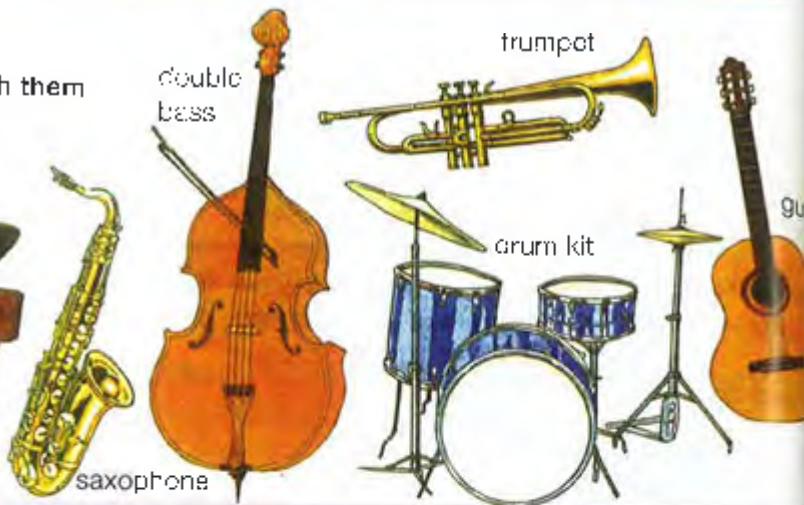
The Sydney 2000 Games were hugely successful and set many records. More than 4,472 million people travelled to Olympic Park over the 19 days of the Games. They ate 2000 pizzas a day and drank 3000 bottles of water. The Games were shown on television in 220 countries. Watching on television was probably more comfortable than being there, particularly on the day the temperature reached 34.5 degrees!



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

How many of the sports mentioned in the article can you find in this word search? (Only one is missing.)

1 Read about four young musicians. Match them with the instruments they play.



YOUNG MUSICIAN OF THE YEAR

The *finals* of the Young Musician of the Year contest take place this weekend. These are the finalists.

My name is Kate Fry and I play the double bass, which is a large stringed instrument. I chose it because my uncle, who was a professional musician, used to play it. I started studying music when I was seven. The double bass was too big for me, so my mother persuaded me to learn the violin, which is a smaller stringed instrument. When I got taller, I started playing the double bass. My favourite kind of music is Latin American music.



My name is Sarah Nurse and I play the piano, which is a keyboard instrument. I also play the violin. I play in the school orchestra and I'm also a member of the London Youth Orchestra, which I joined last year. Last summer, we played at a festival in Salzburg, Austria. I like all kinds of music and my favourite composer is Schubert.



My name is Alan Singleton and I play the trumpet, which is a wind instrument. I also play the saxophone, which is another kind of wind instrument. I want to be a professional musician when I leave school, but it is very hard to join an orchestra as a saxophonist. There is very little classical music written for the saxophone. I hope to make a living as a session musician, which means that I will work in recording studios with a lot of different groups. My favourite kind of music is Latin American music.



My name is Jane Curtis, and I'm a percussionist, which means that I play the drums and other percussion instruments, such as the tambourine. I also play the piano quite well and I'm learning to play the guitar. I play percussion in my school orchestra and I play drums in our school band, which is called Tangerine Dreams. Jazz is my favourite kind of music. My ambition is to play the drums in a jazz band.

2 Answer these questions about the musicians.

- 1 How many of the musicians play the violin?
- 2 Does Kate's uncle still play the double bass?

- 3 What is the ambition of the musician who plays the tambourine?
- 4 Which musician plays a large stringed instrument?
- 5 What does a session musician do?

3 Read about the different groups of instruments and answer these questions.

- 1 Which instrument is illustrated in each piece of information?
- 2 Can you draw a picture of one of the instruments not illustrated?
- 3 How do the four young musicians play their instruments?

4 You will hear five pieces of instrumental music. Note down any images, words or expressions that come into your mind as you listen. Compare your notes with other students.

EXAMPLE: Piece 1 a castle near a lake
people smiling

Piece 2 a road with lots of cars

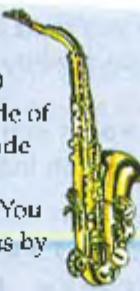
5 Read this assessment of the first two pieces of music that you heard. Do you agree with the writer?

I liked the first piece of music, which was slow and romantic. It made me think of a castle near a lake. I didn't like the second piece, which was too noisy. It made me think of a road with lots of cars.

6 Write one or two sentences about the piece of music you liked best. Say why you preferred it.

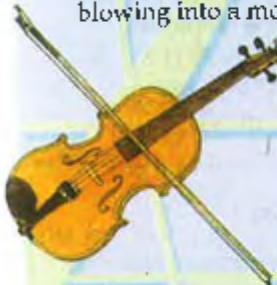
- Wind and brass instruments
(Examples: trumpet, saxophone)

Some wind instruments are made of wood, but now they are also made of metal or plastic. Brass instruments are made of metal. You play wind and brass instruments by blowing into a mouthpiece.



- Stringed instruments
(Examples: guitar, violin)

You play these instruments with your fingers, or with a bow or a plectrum. A sound is produced when the strings vibrate.



- Percussion instruments
(Examples: drums, tambourine)

You make a sound by hitting these instruments with your hand, a stick or a mallet.



- Keyboard instruments
(Examples: piano, organ)

You make a sound by pressing the keys. On a piano, this causes a hammer to hit a string. Some people say that the piano is actually a percussion instrument.



7

GRAMMAR DETECTIVE

Non-defining relative clauses

Find the correct place in the sentences on the left for the phrases on the right. Don't forget the punctuation.

My uncle ... has a big collection of musical instruments.
Jazz ... is the kind of music my uncle likes.

A violin ... is difficult to learn.

Percussionists ... need to have very strong hands.

Celine Dion ... comes from Canada.

3 which is a stringed instrument

5 who is the youngest of fourteen children

6 who have to hit their instruments

7 who used to be a professional musician

2 which originated in the United States



There's more
on page 120!

1 Before you read about these two singers, say what you already know about either of them.

2 These words and phrases appear in the first article. Match them with six of the definitions below.

1 wedding 2 follow in his footsteps 3 in public
4 broadcast live 5 took place 6 improving

- a showing that something is true
- b in front of people
- c when two people get married
- d do the same thing
- e tell people that someone is alive
- f happened
- g changed places with
- h getting better
- i played on the radio as it happened

Om KULTHOUM was born in a small village in Egypt in 1904. Her father was a farmer, (1). He sang at important events such as weddings and funerals. He wanted his son to follow in his footsteps so he brought singing teachers to the house. Unfortunately, his son was not interested in singing. However, Om Kulthoum, (2), soon showed that she could continue the family tradition.

When she was 22, she went to live in Cairo to study music. Here, she met a lot of famous musicians and poets, (3). She sang for the first time in public in Cairo in 1922.

She was the first person to sing on Cairo radio when it began broadcasting in 1935. After this, her popularity spread to other parts of the world. For many years, she gave a monthly concert, (4). At each concert, she sang only three songs, and each song lasted from 90 minutes to two hours. For millions of her fans across the world, her concerts were a national event. Kings and princes flew home to listen. Politicians never made speeches during one of Om Kulthoum's Thursday concerts, (5).

Throughout her life, she continued practising and improving the way she sang and she gave concerts until after her seventieth birthday. Her voice was amazing. It had strength and power and great beauty and it appealed to everyone, young and old, rich and poor. They called her

3 Now read the article. The numbers indicate that a piece of information is missing. Fill the gaps with one of these phrases.

3 a some of whom wrote songs for her to sing
3 b which were broadcast live on radio
2 c who also attended the lessons
4 d which took place on the first Thursday of the month.
e who also earned a little money by singing



'Om Kulthoum is more effective in connecting the Arab world than thousands of airlines, more powerful than thousands of railways or telephone lines. ... Her voice echoes in each and every land.'

Mustafa Mahmoud

'The People's Artist' and 'The Star of the East'.

Om Kulthoum died in a Cairo hospital in 1975. Heads of government from all over the world sent telegrams expressing their sadness. Thousands of people lined the street on the day of her funeral.

4 Before you read about Barış Manço, find these numbers and dates. What do they refer to?

his birth his released his first record

1939-45 1964 1988 he decided to make a television programmes
a hundred and fifty five hundred thousand

1975 1978 1999 he was dead

he met his wife he married her

5 Now read the whole article and answer these questions.

- 1 What is unusual about his name and his brother's name? **his name means peace and his brother's name means war**
- 2 Where did his music career start?
- 3 Why did Barış decide to start singing in Turkish?
- 4 What did he want to do with his television programme?
- 5 How did he meet his wife?

Barış Manço is one of the most popular Turkish singers of all time. He was born in Istanbul during the 1939-45 World War. His older brother's name was Savaş, which means *war*. His parents thought that it was time to have peace on earth and called their second son Barış, which means *peace*. He was the first person in Turkey to be named Barış.

After finishing school, he studied at the School of Fine Arts in Paris. His music career started while he was living there.

His first record was released in 1964, and included the songs *Baby Sister*, *Quelle Peine*, and *Un Amour Que Toi*. Daniel Filipacchi, the owner of Europe-1 Radio Station, saw him at a concert the following year. He worried about Manço's accent and banned his songs! This made Manço very angry and he stopped singing in French and English and started singing in Turkish.

In 1988, he decided to make a series of television programmes to improve understanding with other countries. He visited 150 countries, travelled more than 500,000 kilometres and interviewed many famous and interesting people.

He met his wife Lale in 1975. She was visiting her sister and needed to make a phone call. She went to ask her sister's neighbour if she could use the phone. The neighbour was Barış Manço.

6 Read the article again and do these tasks.

- 1 Find four verbs that have one syllable in the past tense. These are two syllables in the past tense.

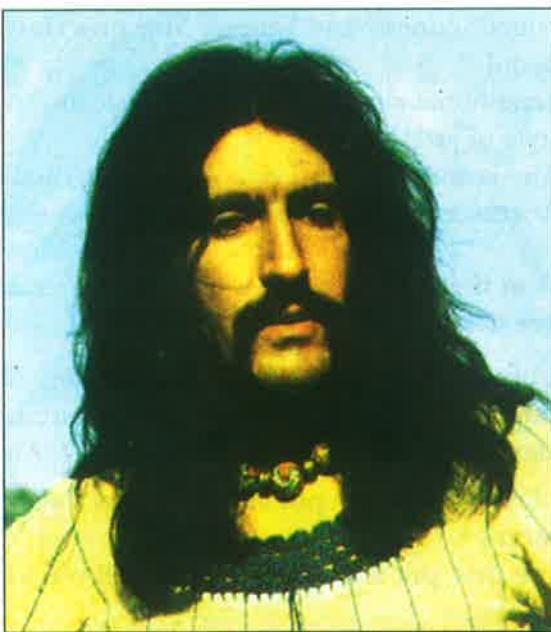
EXAMPLE: want – wanted

- 2 Find three verbs that add an extra letter in the past tense.

EXAMPLE: tap – tapped

- 3 Find three verbs that use the letter y in the past tense.

EXAMPLE: hurry – hurried



Barış Manço

When Barış opened the door, Lale asked if she could use the phone. He answered, 'You can if you marry me!'

'Why not?' said Lale, and made the phone call. They married in 1978.

Barış Manço died in 1999. He said this about his life and career.

'I wasn't born to be a singer. I was born to share my experiences with others. I did this by singing or talking to children on my TV programmes. I also did it by talking to the penguins at the South Pole or finding out how water flows at the Equator. I tried to express myself as much as I know. And I will keep on sharing what I believe is true.'

2 GRAMMAR

1 Underline the defining relative clauses. Put brackets round any (non-defining clauses) you find. Write out the sentences leaving out the 'extra' information.

- 1 The musician that I was talking to, who must have been about 80, suddenly smiled happily.
- 2 The tambourine, which I have seen in many parts of the world, is a very old percussion instrument.
- 3 The tubas that were invented in 1815 by Adolphe Sax, who worked in Paris, were different from earlier tubas.
- 4 The violins you mean come from Cremona in Italy, where the most important makers were the Stradivari, Guarneri and Ruggieri workshops.
- 5 Antonio Stradivari, whose two sons also carried on the tradition, made violins in the 17th and 18th centuries which are now worth millions of pounds.

2 Write out these sentences, including the extra information in the second sentence.

- 1 The violin is now the most 'important' instrument in western orchestras. It has four strings.
- 2 Nigel Kennedy and Vanessa Mae give classical concerts on the violin. They are popular with young people.
- 3 Traditional jazz started in New Orleans, in the USA in the first half of the 20th century. It is an older style of jazz.
- 4 The jazz trumpeter Louis Armstrong died more than 30 years ago. His recordings still sell.
- 5 Armstrong made this recording with King Oliver in 1922. It gives an idea of his early music.

3 Look at these noun phrases and choose examples of the general rules for the order of adjectives before nouns.

- 1 A big black dog
- 2 A big black pet dog
- 3 A big black Chinese pet dog
- 4 Large white sheets
- 5 Large white cotton sheets
- 6 Large white Egyptian cotton sheets
- 7 An enormous yellow concrete football stadium

Just before the noun put any adjectives that tell you the purpose.

EXAMPLES:

Before that, put any adjectives that tell you what it is made of.

EXAMPLES:

Before that, put any adjectives that tell you where it comes from.

EXAMPLES:

Before that, put any adjectives that tell you about colour.

EXAMPLES:

Before that, put any adjectives that tell you about size.

EXAMPLES:

4 What is Ali going to say next?



The Ricky Martin quiz



- 1 Where was Ricky Martin born?
a Brazil b Puerto Rico c Argentina
- 2 What colour are his eyes?
a Blue b Green c Brown
- 3 What colour is his hair?
a Blond b Brown c Red
- 4 How many languages does he speak?
a Five b Two c Three
- 5 What is the English translation of Ricky's song *La Copa de la Vida*?
a The World Cup b The Cup of Life
c The Empty Cup
- 6 At which event was *La Copa de la Vida* the official song?
a The 2000 Olympics
b The African Nations Cup
c The 1998 World Cup

- 1 Read the quiz and choose your answers. Compare them with other students.
- 2 What else do you know about Ricky Martin? Can you name any other songs that he has recorded?
- 3 Now listen to a conversation between two radio DJs and check your answers to the Ricky Martin quiz.
- 4 What did the first DJ say about the second DJ? Listen again and check if you like.
 - a You used to have dark long hair. Now you've got grey short hair.
 - b You used to have long dark hair. Now you've got short grey hair.
- 5 Now choose one word from each of the three boxes and complete the sentences. Use each word only once.

big small curly dark long

blue black white brown blond

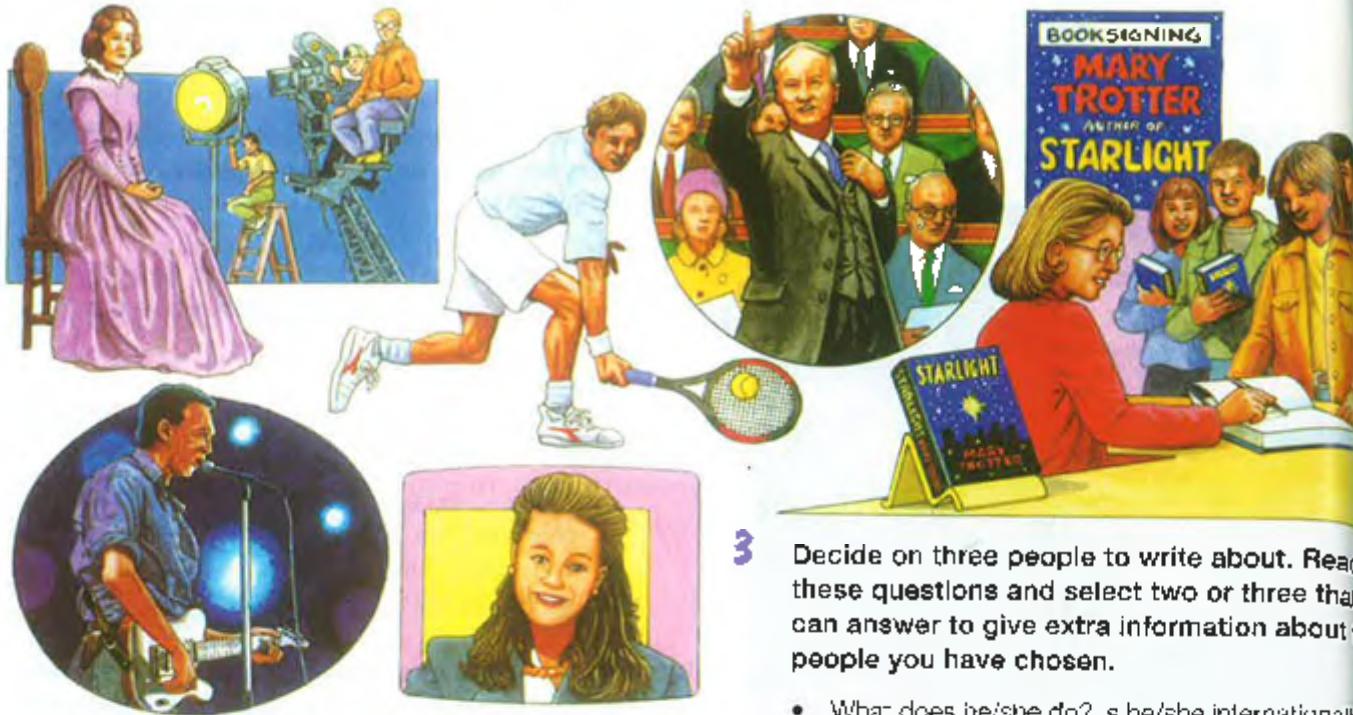
eyes dress bag hair car

- 1 I saw Celine Dion on TV last night. She was wearing a ...
- 2 Ricky Martin arrived at the concert driving a ...
- 3 He got onto the piano carrying a ...
- 4 Julia Roberts looked great in the film. She had ...
- 5 My cousin is very good-looking. He has ...

- 6 Describe your favourite TV, pop or film star. Don't say the name. Ask the rest of the class to guess who you are describing.

EXAMPLE:

She's got long dark hair and blue eyes. She always wears long golden earrings. She often wears a long black dress. Who is she?



1 You are going to write a letter to a pen-friend in another country about three people who are famous in your country. First complete these sentences.

- 1 The most famous person in this country is probably ...
- 2 Our most famous writer is ...
- 3 Our best-known film actor is ...
- 4 My favourite sports star here is ...
- 5 Our most successful singer is ...
- 6 In my opinion, our best TV personality is ...
- 7 The most successful foreign singer is ...
- 8 My favourite foreign film star is ...
- 9 The most famous foreign sports star is probably ...
- 10 The best-known British/American person is probably ...

2 Compare your answers with other students. If you have named people that other students don't know, describe them.

EXAMPLE:

Brad Pitt is a film star. He's got blond hair and blue eyes.

3 Decide on three people to write about. Read these questions and select two or three that can answer to give extra information about people you have chosen.

- What does he/she do? Is he/she internationally famous?
- **Writer:** What kind of books does he/she write? Has he/she won any prizes?
- **Film star/director:** What kind of films does he/she make? Has he/she ever appeared in a Hollywood film? Which ones have you seen?
- **Sports star:** What sport does he/she play? Has he/she won anything? Have you ever seen him play?
- **Singer:** What kind of songs does he/she sing? Which song is your favourite?
- **TV star:** What kind of programme is he/she on? What does he/she look like? Is he/she funny?
- **People from other countries:** What nationality is he/she? Why is he/she successful in your country? When did you first hear about this person? Has he/she ever been to your country?

4 Now write the letter to a pen-friend. The people you talk about can be from other countries as well as yours. Imagine that the pen-friend knows nothing about any of them. Use phrases which give extra information.

EXAMPLE:

The most successful foreign singer in our country is Celine Dion, who comes from Canada. She sang 'My Heart Will Go On', which was the theme song from the film 'Titanic'.

★ Celine Dion ★

- ★ Where is she from?
- ★ How did she start?
- ★ When did she become an international superstar?

Celine Dion was one of the most successful pop vocalists of the 1990s. She was born in Charlemagne, a small town in Canada, the youngest of 14 children of a musical family.

Her parents, both musicians, had a small music club and at the weekends, the whole family performed together before the local population. Celine sang with her brothers and sisters from the age of five. In 1981, when she was twelve, she composed a song in French with her mother and one of her brothers. They made a demo tape, which was heard by René Angelil, a well-known manager of singers and bands. René was so impressed by the voice of the young Celine, that he decided to make her an international star.

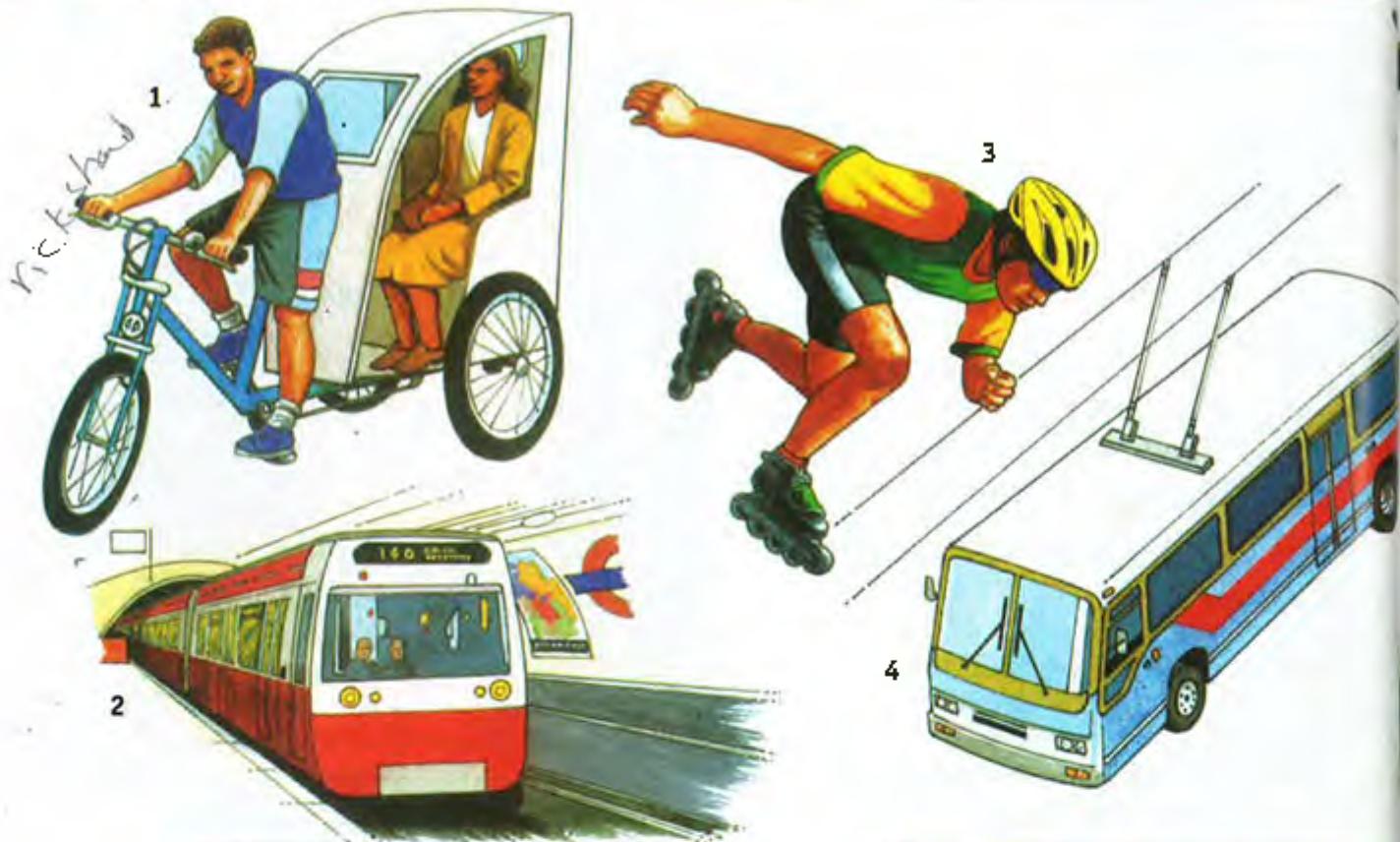
Celine's talent was soon recognised. In 1982, she won the Gold Medal at the Yamaha World Song Festival in Tokyo. In 1983, she became the first Canadian ever to receive a Gold Record in France.

By 1988, Celine was a superstar in her native province of Quebec. That same year, she won the Eurovision Song Contest in Ireland, where she performed for a television audience of 600 million viewers throughout Europe, the Middle East, Japan and Australia.



Celine became an international star when she recorded the title track for the Disney film *Beauty and the Beast*. The song went to number one and won an Academy Award. *Beauty and the Beast* appeared on Celine's second English language album, called simply *Celine Dion*. In Canada, the album sold millions of copies.

British fans soon began to take notice. The album *The Colour Of My Love* and the song *Think Twice*, which was on the album, were both top of the British album and singles charts for five weeks. This was the first time that the same artist had done this in the UK since 1965. *Think Twice* remained at number one for two more weeks and became only the fourth ever million-selling single in the UK by a female artist. Of course, her most famous song of all is *My Heart Will Go On*, the theme song from *Titanic*. The *Titanic* album sold over 27 million copies worldwide.



1 Children have been riding these for some time. But recently they have come back in a new form. This new model is very light and it looks terrific. It is still popular with children, but it is also used by adults. It is especially useful for people working in large areas like airports and you can hire them at some amusement parks and shopping malls.

2 People have been riding in these in the East for thousands of years. Of course the first ones were pulled by men on foot and this is still true in some countries. In other countries they are more often pulled by bicycles. But now they are beginning to appear in the West. They aren't as large or as fast as taxis but they're cleaner and cheaper. The one in the picture is in Berlin in Germany.

1 Look at the pictures of types of transport.

- 1 Tick all the ones you have used.
- 2 How many can you name?

2 Match the names of transport with the pictures.

underground train rickshaw bicycle scooter
roller-blades ferry flying boat trolley bus llama

- Which forms of transport has no one in your class ever tried?

3 Talk about how you get around.

- Which forms of transport have you used? Where were you going when you used them?
- What transport have you been using most often in the past six months?

4 Read the four descriptions of types of transport and try to match them with four of the pictures.



5 Talk about transport. First, make certain you know these words for groups of people.

tourists retired people toddlers teenagers
business people school children families
hikers

3 South Americans use these for transport as well as food. But they have recently become popular in the United States. There they are used to pull or carry light loads including people. They are especially useful in mountains or areas where there are no proper roads.

4 People and animals around the world have been travelling across water by these since early times. The first ones were extremely simple, but they have become larger and larger, particularly in the last two centuries. The small ones may go only a very short distance, while the larger ones may travel a long way – even overnight. The one in the picture can carry around 900 people as well as cars, and the passengers can sleep, eat, shop and play games on board.

- 1 Choose one of the forms of transport and say:
 - which groups of people you think have been using it most/least often.
 - which groups have never used it.

2 Do others in the class agree?

6

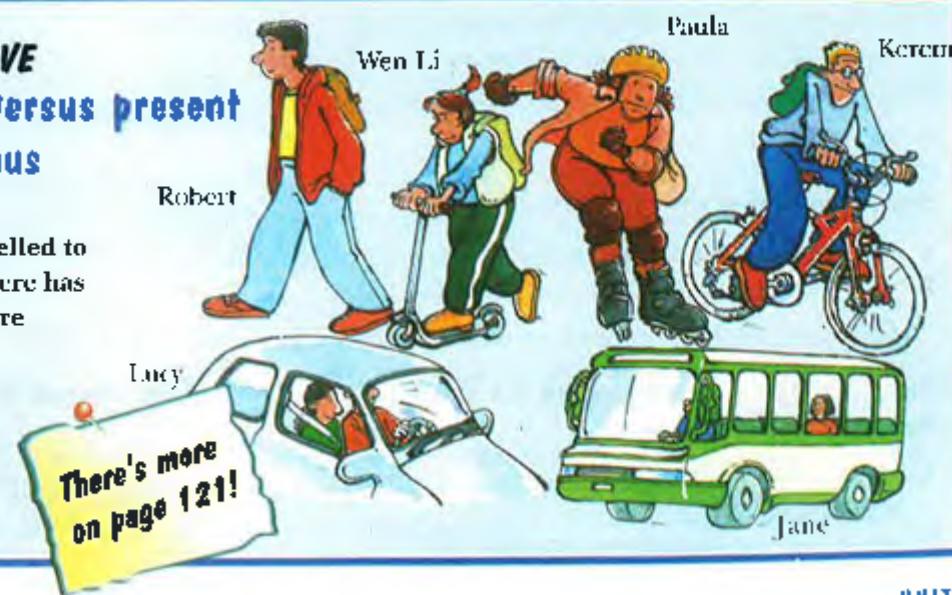
GRAMMAR DETECTIVE

Present perfect versus present perfect continuous

These children have always travelled to school by train. But this week there has been an accident and no trains are running.

Look at the pictures and say how they have been travelling for the past week.

There's more
on page 121!



1 Read the introduction and look at the pictures. Scan the interview to find out where Sue went, how long the journey took and whether she enjoyed it.



Anne Rook reports

Sue Carrel lives quietly in the North of England. So why did I want to travel 300 miles to talk to her? Because more than half a century ago, when she was a young woman, Sue Carrel did something I have never done. She travelled by flying boat.



Sue, I know you've travelled by flying boat ... ?
I went by flying boat to Singapore in October 1946. At six o'clock on a Wednesday morning we left Poole Harbour, on the south coast of England, and we arrived in Singapore at 4 o'clock in the afternoon on the Saturday.

So it took ...

That's right. I believe now it takes about 15 hours to fly there. Of course it was much more comfortable the way I did it. I've travelled on rather a lot of

planes in the last few years and that was the most comfortable journey I've made by air in my life.

It seems a very long journey, Sue! Why ... ?

Well, for one thing, you can slowly get used to the change in temperature. It was beginning to get cold when I left England, and at the other end it was very hot. But we got used to the change while we were travelling.

2 Read this part of the interview again.

- 1 Try to complete what the reporter says.
- 2 Listen and check. Are your sentences the same?

3 Answer these questions about the interview so far.

- 1 What is the verb they use when describing the travelling time?
- 2 What was the weather like in Singapore?

3 Sue says why she thought the flying boat was comfortable. What phrase does she use to introduce her explanation?

4 What does this phrase suggest she will probably talk about next?

4 Read the rest of the interview on page 39.

- 1 Find things that you could do on a flying boat that you cannot usually do on an aeroplane today.
- 2 What couldn't the flying boat do?



Was the *inside of the flying boat* very different to an aeroplane today?

Oh, yes. Very different. There were cabins, like small rooms. At this time most of the passengers were men. When I flew to Singapore, only three of them were women. The women were in the centre cabin and this had very large armchairs, like a sitting room at home. There were six of *these*, with a table in between. There was a large restaurant and I also remember a deck, where you could walk up and down. Of course, you can't do that these days.

So, what did you do at night?

Well, two of the nights we spent in hotels on the ground. But one night we spent in the air. Some of the cabins had beds which folded away and I slept in one of *these*.

Did the plane come down very often?

Oh, yes. We couldn't go very far without landing. Of

course this was always on the water. The flying boat could come down on land, but if it did, it couldn't take off again. We landed outside Marseilles for our evening meal, and I remember coming down on the Nile. Small boats came out to the flying boat to take us to shore.

Do you remember very much about how you felt on the journey?

I've forgotten a lot, of course, but today I've been looking through some photographs to remind myself. I'll show them to you later.

I'd love to see those! Were you ever frightened?

Well, yes. I shall never forget landing in Karachi. It was at night, and the pilot couldn't find the water. He kept dropping flares, special lights, and he'd bring the plane down to have a closer look. We were all feeling worried. We could see land and buildings below us, where there should have been water ...

5 Find the descriptions of these words in the text: *cabins, armchairs, tea, flares*.

6 Look through the whole interview to find these words printed in italic and say what they refer to: *there, that, the other end, them, these, this*.

7 Look at these sentences from the interview. Change the words in *italics* to make them about yourself.

- 1 I've travelled on rather a lot of planes.
- 2 Today I've been looking through some photographs.
- 3 I shall never forget landing in Karachi.

2 GRAMMAR

1 Underline the better form of the present perfect in each case.

- I'm sure they've always used / been using rickshaws in Asia, but how long have they used / been using them in Berlin?
- Jean and Dave have travelled / been travelling all day – in fact, they've travelled / been travelling more than 300 kilometres.
- I've known / been knowing Mike for 20 years and recently we've met / been meeting once a week for lunch.
- MARK: Why are you so happy, John?
JOHN: I've done / been doing all my homework. I've done / been doing it all day.
- Sam's never come / been coming to school by scooter before but this week he's come / been coming on a he got for his birthday.
- I've written / been writing letters all day and I've still only written / been writing four.
- Sue's lived / been living in Liverpool all her life but she's stayed / been staying with Mary while she's at university.

2 Look at these guidelines and relate them to your answers in Exercise 1.

Present perfect simple:

- a more permanent situation
- may suggest long-term situation
- focus on the result or product
- may suggest a completed situation
- *always/never* suggest completion
- must be used with stative verbs

Present perfect continuous:

- a more temporary situation
- may suggest short-term situation
- focus on the action itself
- may suggest a continuing situation
- may suggest repeated situations
- cannot be used with stative verbs

3 Complete these sentences with a suitable present perfect form of the verbs in brackets.

BEN: That's a nice scooter! How long _____ it? (have)

SAM: Only a week. And I _____ everywhere! (ride) Have you got one?

BEN: No. I _____ my parents for one for weeks but they _____ me one yet. (ask, give)

SAM: Too bad! Anyway, why are you so hot? _____? (run)

BEN: Yes, I have. I _____ about two miles. (run)

SAM: Are you training for the big race?

BEN: Yes, I _____ for it for months, but it will be difficult to beat Bob. (train)

He _____ the race three times already. (win)

4 What's the difference in the tenses Helmut and Ali use? Who do you think is right?

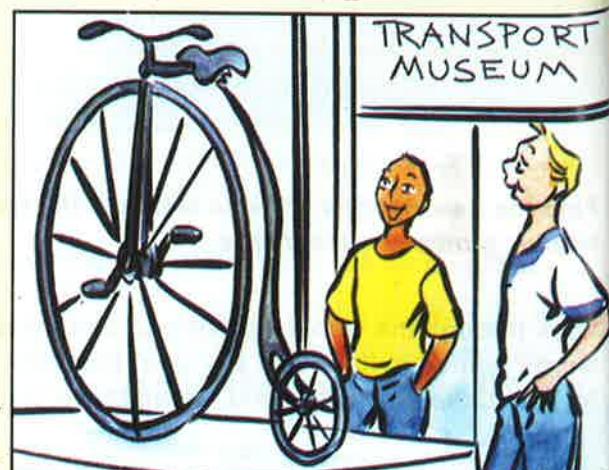
ALI: Have you been to this transport museum before, Helmut?

HELMUT: Yes, I have. This is the third time I am here. But it's the first time I see that bicycle. Have you seen it before, Ali?

ALI: No, I haven't. This is the first time I've been here so of course it's the first time I've seen the bicycle.

Complete this sentence:

This is the first time I _____



1 Look at the picture of Ryan Tripp in the United States and describe what you see. Is there anything which surprises you?

2 Ryan explains on American radio who he is and what he is doing. Listen and answer these questions:

- 1 What do people call Ryan? Why?
- 2 Who is Whitey Pender?

3 Listen again and tick the word you hear.

- 1 I was born on May 1st a 1989 b 1985
- 2 I rode my lawnmower from Salt Lake to Washington a CD b DC
- 3 The journey took less than a fifty b sixty days.
- 4 I was in the a 7th b 10th grade in high school at that time.
- 5 I was trying to raise money . . . so it was for a good cause b good, of course.

4 Look at Ryan's profile. Then listen and fill it in.

MY FAVORITE STUFF

Name: _____

Food: _____ Drink: _____

Music: Bob Jovic Movie: Toy Story

Activity: _____ Color: _____

Sports: _____

Movie star: Arnold Schwarzenegger



5 Find the American words for these expressions.

What is the spelling change?

- year in school • secondary school
- film • colour

6 Pronunciation: intonation of questions

1 Listen to these questions. Can you hear the way the voice follows the arrows?

- a What do people call Ryan?
- b Did he ride across America on a llama?
- c Was he trying to save the life of a baby girl?
- d What is his ambition?
- e Is he on the university football team?

Now answer the questions and divide the answers into two types.

2 Practise asking these questions.

- a What is Ryan's last name?
- b Was Sue Carrel ever frightened?

Write about an exciting journey. It could be one that you have made or one that someone else has made. You might have read about a journey or heard about it another way.

- 1 Write a sentence introducing the journey you are writing about. Use these examples to help you:

My most exciting journey was . . .

My aunt and uncle made a very exciting journey last year. They went to . . .

I think the first tourist to visit a space centre must have had a very exciting journey. I saw it on TV and . . .

- 2 Think about what made it exciting. Was it

- the route? • the means of travel? • the destination? • what happened on the way?

Make notes and complete your paragraph.

6

THE OTHER SIDE OF THE WORLD

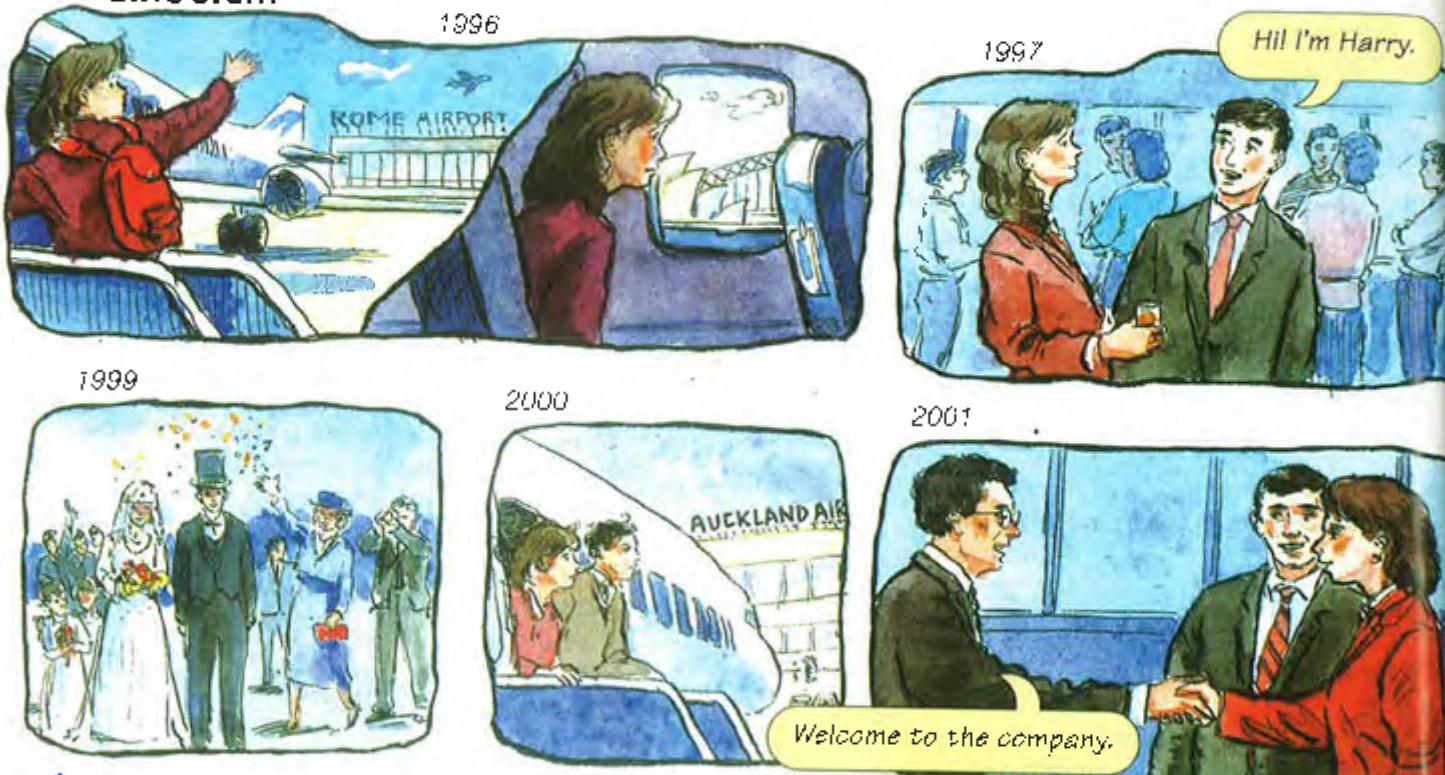
INTRODUCTION

1 Put the verbs in the box in the past tense. Write a sentence using at least two of the verbs.

EXAMPLE: I left Rome at six o'clock and arrived in ...

2 Look at the pictures and describe what happened to Eva between 1996 and 2001. Use the verbs in Activity 1, where you can.

EVA'S STORY



3 Listen to Eva's story.

- 1 Note down the dates and any new information. Try to write down any new words that you hear.
- 2 Listen again to check. Ask the teacher for the correct spelling and then look the words up in a dictionary.

4 Are these sentences true or false? Correct the false ones.

- 1 Eva has been living in Australia since 1996.
- 2 She's known Harry since 1997.
- 3 They've been married since 1998.
- 4 They've lived in New Zealand since 1999.
- 5 Eva has worked for Taylor Television since 2000.

arrive in (a place) get married fly from ... to
meet (a person for the first time) move to
start working for leave (a place).

5 Write similar sentences about yourself or someone you know.

EXAMPLE: My cousin Jane has been in Australia since 1998.

6 Read the newspaper article and find:

- three factual mistakes about Eva and Harry.
- information about them which you haven't read or heard already.

NOTE: Check the month that the article appeared in the *Auckland Gazette* when you look for the factual mistakes.

AUCKLAND GAZETTE

JUNE 2001

NEW IN TOWN –

EVA AND HARRY O'NEILL

HARRY O'NEILL has come to work for Taylor TV, and the company has also found a new star – Harry's wife Eva. Taylor TV boss Tommy Taylor has given Eva a job as a newsreader.

Eva's story is remarkable. When she emigrated to Australia five years ago, she hardly spoke a word of English. Then she met former Olympic swimmer Harry O'Neill and her life changed dramatically.

Eva, who comes from Switzerland, met Harry at a party in Italy four years ago. They have been married for two months. Harry introduced Eva to some of his friends at Sydney Television (STV) and they gave her a job in the newsroom.

Eva already had plenty of TV experience – she worked as a TV news reporter when she lived in Europe, so it's no surprise that STV were interested. Her big break came when she became STV's Late Night News presenter in 1999. During her time at STV, the audience for Late Night News grew by 50%.

When Harry was offered a job as a sports commentator for Taylor TV here in Auckland, Tommy Taylor also 'stole' Eva from STV to work on News at Six.

"We love it here in New Zealand," said Eva. "In fact, we're having a house built in Hawkes Bay."



7 Choose the sentence that means more or less the same as the extracts from the article.

- 1 she hardly spoke a word of English.
 - a She didn't speak much English.
 - b She thought English was very difficult.
- 2 former Olympic swimmer Harry O'Neill.
 - a Harry is an Olympic swimmer now.
 - b Harry isn't an Olympic swimmer now.
- 3 Eva already had plenty of TV experience.
 - a TV was a new experience for her.
 - b She had worked on TV before.
- 4 It's no surprise that STV were interested.
 - a It's hard to understand why STV gave her a job.
 - b It's easy to understand why STV gave her a job.
- 5 we're having a house built
 - a We're building a house.
 - b Someone is building a house for us.

8

GRAMMAR DETECTIVE

Time prepositions since and for



1 Read the questions and the answers.

Write similar answers that are true for you.

What's the difference between *since* and *for*?

How long have you lived in this town? For five years.

How long have you been at this school? Since 2000.

How long have you studied English? For three years.

How long have you been in this room? Since nine o'clock.

2 Look at the list of time expressions.

Do you use *since* or *for* with them?

six o'clock five minutes yesterday

last week three weeks this morning

January six months five years 1997

There's more
on page 127!



1 Look at the map of Australia and New Zealand. Do you know anything about either of the countries? Can you answer any of these questions?

- 1 What are the names of the capital cities of the two countries?
- 2 Do Australians and New Zealanders speak the same language?
- 3 Do you know anything about the major cities of either country?

You will find most of this information somewhere in this unit.

2 Read the introduction about Australia. The numbers refer to the questions in the next column. Complete the questions (1-5) and match them with the answers (a-e).

Australia – the nation continent

Australia is the only nation on earth that occupies an entire continent. It is the sixth largest country in area in the world (1). It is one of the oldest land masses in the world and it is the flattest of all continents. Mount Kosciusko is the highest mountain (2). It is also the second driest continent (3). About 30 per cent of the country is tropical (4). About 70 per cent of the population live in the 10 largest cities (5).

- 1 of the other five?
- 2 is Mount Kosciusko?
- 3 is the driest?
- 4 is the tropical area?
- 5 people live in Australia?

a Antarctica
b Seventeen million, six hundred thousand
c Two thousand, two hundred and twenty-eight metres
d In the north
e Russia, Canada, China, the USA, Brazil

3 Look at the headings and photographs in the article on page 45. Note down something you know about one of the topics. Show your note to other students and read theirs. Then read the whole article.

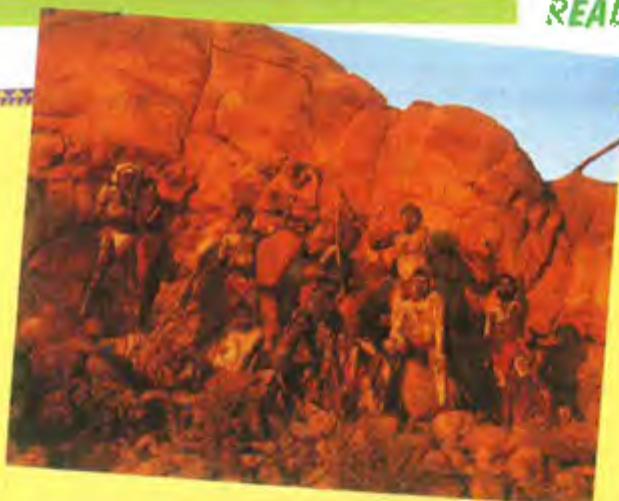
4 Read the introduction and the main article again and decide if the following facts are true, partly true or false.

- 1 There is only one other continent which is drier than Australia.
- 2 A quarter of a million aborigines live in cities.
- 3 You can recognise Australians speaking English because of their accent.
- 4 The capital city is also the largest city.
- 5 The 2000 Olympic Games took place in an Australian port on the west coast.
- 6 Marsupials keep their young in their pouches and can be found in many countries.
- 7 More than half of all the types of bird found in Australia cannot be found anywhere else.
- 8 The Olympics and the Paralympics were both very successful.

THE PEOPLE

Australia is a multi-cultural society. People from all over the world have settled there. About a quarter of a million people are aboriginal. Their ancestors have lived in Australia for many centuries. Two thirds of these native people live in cities. The rest live in rural areas. Many of them follow the traditional ways of their ancestors which are thousands of years old.

In addition, there are about five million people from nearly 200 other countries who have emigrated to Australia since the beginning of the 20th century. Four out of ten Australians are migrants or the children of migrants. half of them are from non-English speaking countries. In 1992, 41 per cent of new Australian migrants came from East Asia.



THE LANGUAGE

English is Australia's official language, although there is no law saying that Australians have to speak it! Australian English is similar to English in other parts of the world. The Australian accent is distinctive, and there are some words and expressions which are unique.

THE MAJOR CITIES

The capital city is Canberra, but the largest city is Sydney, a port in south east Australia and the capital of the state of New South Wales. Sydney has one of the largest natural harbours in the world, similar in size to San Francisco in California. Other important cities are Melbourne and Brisbane in the east, and Perth on the west coast.



WILDLIFE

The Australian land mass has been isolated from other land masses for 55 million years. This has created a sanctuary for certain kinds of animals and birds, particularly marsupials (animals which carry their young in a pouch), such as kangaroos and koalas. There are 50 different species of kangaroo. Some are as big as people, others are as small as cats. Australia has 700 different kinds of bird – and 400 of them are only found in Australia!



THE OLYMPIC GAMES

The Olympic Games were held in Sydney in September 2000. Most people think that they were the best Olympic Games of all time. One month later, Sydney was also the venue of the Paralympics, the Olympic Games for people with disabilities. For the first time ever in the Paralympics, there were massive crowds at all the events. In fact, most events were sold out.



5 Write two or three sentences, saying what you have learnt for the first time about Australia.

If you want to find out more about Australia, visit the official Australian tourism website on www.australia.au

2 GRAMMAR

1 Complete these sentences with time expressions from the box.

for since during ago by until once

- 1 The plane leaves at 6:30 so you must be here by six o'clock at the latest.
- 2 The aboriginal inhabitants have lived in Australia for thousands of years.
- 3 The first Europeans arrived in New Zealand about 350 years ago.
- 4 Once the only inhabitants of the two islands were the Maoris and this situation lasted until Captain Cook's arrival in 1769.
- 5 Australia has been much better known since the Sydney Olympics in 2000.
- 6 During the Games people saw the city and the country on TV every day.
- 7 Wellington has been the capital of New Zealand for more than a century, since 1843 and the main university was started a century ago. The climate is mild and even in the summer (December to February) temperatures are never higher than 30 degrees. After February, temperatures fall until the middle of winter (July). But even then they only drop to an average of 12 degrees during the day.

2 Complete these sentences with information about yourself.

- 1 I have been in this school for ...
- 2 I've been studying English since ...
- 3 I left primary school ... ago.
- 4 We don't come to school during ...
- 5 On school days we have classes until ...
- 6 We have to be in school by ...
- 7 Once I ...

3 Look at the signs and complete the answers.

BILL SMITH
BARBER

PHOTOSHOP
DEVELOPING

TOM COBLEY
Shoe Repairs

JOHN JONES
OPTICIAN

EXAMPLE: Where can you have film developed? You can have film developed at Photoshop.

- 1 Where can you get your hair cut? You ...
- 2 Where can you have your eyes tested? You ...
- 3 What can you do at Photoshop? You ...
- 4 What can you do at Cobley's? You ...
- 5 Who can you get to test your eyes? You ...
- 6 Who can you get to repair your shoes? You ...

4 What should Helmut have said about his hair?

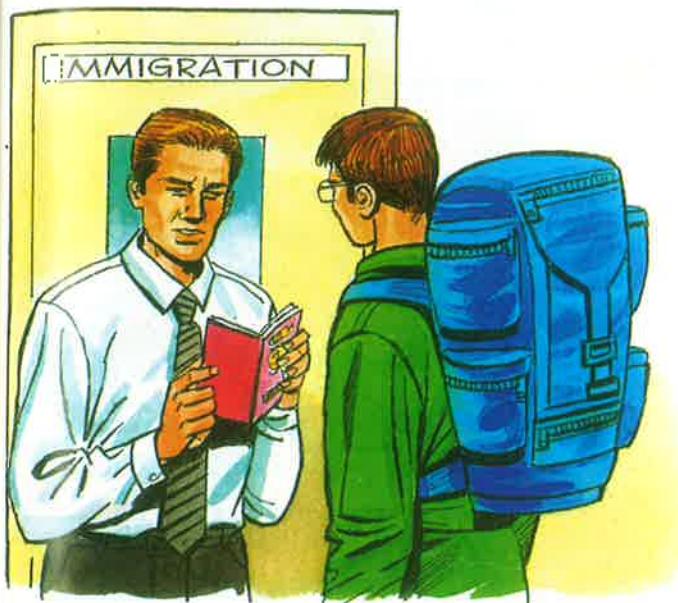


1 Read the first e-mail from a New Zealander, Bruce, to his friend Steve in Edinburgh, Scotland.

2 Now read Steve's reply to Bruce.

3 Imagine that Bruce has just arrived in the UK. The immigration officer asks him these questions. Predict Bruce's answers. Will he have problems answering any of the questions?

- 1 Where have you just arrived from?
- 2 Is London your final destination?
- 3 Where are you planning to stay while you're in the United Kingdom?
- 4 Where exactly does your friend's uncle live?
- 5 Does he know that you are planning to stay with him?



4 Now listen and check. Do you think Bruce answered all the questions sensibly? What do you think happened next?

From: Bruce Anderson
To: Steve Brown
1st July

Steve,

Sorry that I haven't written for a long time. I've been studying for my exams. When they're over, I'm planning to come to Europe for about three months. I leave Auckland on 14th July. I want to visit Egypt, Turkey and Jordan first, so I expect I'll arrive in the UK at the beginning of August. Is it OK if I come and stay with you in Edinburgh for a few days? If it's a problem, I can go somewhere else. I'd like to spend a few days in London, too. How do I get to Edinburgh from London? Hope to hear from you.

Bruce

From: Steve Brown
To: Bruce Anderson
12th July

Brucel

Sorry! I hope you haven't left yet. I didn't read your e-mail earlier because my computer was at the repair shop. Yes, of course you can stay with us in Edinburgh. In fact, why don't you stay with my uncle in London as well? London is really expensive! I'm not sure of his address but his phone number is 020-7111-9001. I'll e-mail him and tell him to expect a call from you. See you soon!

Steve

5 Pronunciation: first syllable stress in two-syllable words

1 In words where the stress is on the first syllable, the second syllable is often (or often contains) a /a/ sound (like *person*) or an /ɪ/ sound (like *married*). Here are some words from this unit where the stress is on the first syllable. Can you think of any other words, for example, words ending in -er, -ing or -ish?

*married person swimmer former Europe
working English party plenty Sydney
written final problem*

2 Listen and practise all the words.

3 Make sentences using at least two of the words.

1 Quickly read again the article about Australia on pages 44 and 45. Make notes of the information you find about:

- the size of the country in relation to other countries in the world
- where the majority of the population lives
- the first people who lived there
- people from other places who have come to live there
- the official language
- the major cities
- wildlife.

2 Write notes about your own country. Include as many of the topics in Activity 1 as you can. You don't need to write complete sentences yet.



Sorry I haven't written for a while ... I've been ill.



Apologies for not writing sooner ... I've been on holiday and I've been enjoying myself!



Sorry! I haven't written because I haven't had time.

3 Read Bruce's e-mail to Steve on page 47 again. The first sentence is an apology for not writing sooner. The second sentence is an excuse, the reason for the delay in writing. Is it a good excuse? Read the apologies for not writing, shown below. Which are good excuses and which are poor excuses?

4 What tense do all the excuses have in common? Can you think of an excuse that would need a different tense?



I'm really sorry. There's no excuse ... I've been watching TV all the time.



Please accept my apologies for not replying sooner, but I have been looking after my young brother for two weeks.



Will you forgive me? I haven't written because I've had too much homework.

New Zealand – the holiday of a lifetime!

Catherine Willis went on holiday to New Zealand with her sister. Here is part of her diary.



MOVE
@HEAD
MAGAZINE
Report

Day 1

New Zealand consists of two islands, North Island and South Island. We arrived in Auckland, which is in North Island. Many people think that South Island is more interesting, but we found great things to do on both islands. On the first day, we took a raft through the underground river in the spectacular Ruakuri caves. It's a bit scary at first, but absolutely fascinating!

Further information <http://www.blackwaterrafting.co.nz/>



Day 2

Today we took a balloon flight! We went to Hawkes Bay on the east coast. It's the perfect region for ballooning. There are farmlands, orchards, vineyards and a picturesque mountain background.

The exciting – and scary – thing about a hot-air balloon is that you can't steer it! It drifts with the wind so you never know where you will land. We landed in a field full of sheep! Actually, this is not really so surprising. There are three million people in New Zealand and sixty million sheep.

Further information: www.early-am-balloons.co.nz



Days 3 and 4

Yesterday we travelled by boat from North Island to South Island – wonderful views of both islands from the boat! I was getting really excited. I'd been waiting weeks for our next activity – bungee jumping!

Apparently, the original bungee jumpers are the people of the Pacific island of Vanuatu. They have been throwing themselves from huge towers for centuries with a few vines tied to their feet. Oxford University's Dangerous Sports Club discovered this in the 1970s. They tried it themselves and made a video. A New Zealander, AJ Hackett, saw it and became a bungee fanatic. In June 1987, he jumped from the Eiffel Tower in Paris. Suddenly bungee jumping became famous all over the world!

Today we went to Hackett's own place in Queenstown, which is an excellent – and safe – place to try it. It's an absolutely brilliant experience!

Further information <http://www.ajhackett.com/>



New Zealand – it really is the holiday of a lifetime. www.tourism.net.nz



a 20-metre crane



trees cut into animal shapes



circus without animals



a 30 floor building



underwater in the Caribbean



teaching how to skydive



guide dogs for the blind



flying over a 2000 acre forest

1 Each of the people in the pictures has a job which seems ordinary, but it is special in some way. Match these words to the pictures.

window cleaner photographer fire fighter driver
gardener instructor animal trainer performer

2 Use the captions under the pictures to help you give a full description of each person's job.

EXAMPLE: The man in picture H fights forest fires from a plane.

3 Use a dictionary to complete these tasks.

- Find the difference between: a teacher and an instructor; a gardener and a farmer; a performer and an actor.
- There are many types of drivers (taxi, bus, etc). Choose a job and think of as many types as you can. You can use your dictionary to help you.

3 Find the opposites of these words: *risky, boring, indoor, skilled, heavy, satisfying, important*

4 Choose some of the jobs in the pictures you would or wouldn't like to do and say why.

EXAMPLE: I wouldn't like to be a gardener because it's heavy outdoor work and it's boring.

5 Look at the advertisements on page 51 and say what jobs are being advertised. Which one needs a university or college degree?

6 Read the advertisements again.

- There is a mistake in the list of duties for each job. Can you find it?
- Which advertisement should it be in?

Rescuers on skis

We are looking for people to work on our mountain-rescue team.

All rescuers will need to

- do two months' on-the-job training
- work from rescue planes or helicopters
- perform first-aid
- drive cars, vans and ambulances
- book airline tickets
- be strong and in good health
- work long hours (45–50 per week)
- work indoors and outdoors, in all kinds of weather.

Our summer training programme begins May 1st. Interviews are being held in April.

Join the our rescue team – it's a great chance to help!



Want to travel?

Oasis travel is looking for a travel agent for our newest office.

Is this the job for you?

As our new agent you will probably have experience with an airline.

You will also have to:

- be a good sales person
- have experience of running a large restaurant
- be patient and helpful with clients
- travel frequently
- have a good telephone manner
- work on computers

Interviews begin in two weeks and are being held in

Oasis head office.

Apply now before it's too late!



Can you manage . . .
a 200 bedroom hotel?



The person who manages our new tourist hotel is likely to need to take quick decisions. He or she must organise a team of people, be good at solving problems and able to deal with difficult guests and criminals.

A degree in hotel management is necessary.

Deadline for applications is end December. Interviews are taking place in the hotel at the beginning of January. Job begins 1st February.

POLICE OFFICER

If you are an experienced police officer and you want to work in a local community, here is your chance. The Police Force are going to hire three neighbourhood officers in the new year. Your duties will include:

- + getting to know the area
- + policing on foot, horseback, skis, motorcycle or patrol car
- + crime prevention
- + working with young offenders

Officers will have to work outdoors in all kinds of weather and will often work more than 40 hours per week. Police work can be dangerous and may be stressful for the officer and his family.

Starting salary to be agreed at the interview. Training begins August 1st.

Training begins in two weeks.

Your tour of the station will start in an hour.

You will face danger.

British policemen do not carry guns.

You are likely to work long hours.

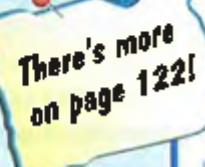
This may be stressful for your family.



GRAMMAR DETECTIVE

Future

- 1 Present or future?
Which words tell you?
- 2 Definite, possible
or probable?
Which words tell you?



MY FAVOURITE THINGS



WHEN YOU start a job you will probably have to work with tools, machines and other equipment. For example, if you are a farmer, you will probably work with trucks and tractors. If you work as an airline agent you will have to work with telephones, computers and tickets. Cooks, nurses, secretaries and PE teachers, all have to work with particular equipment.

Some people think that when you choose your future job, you should think about what you will work with. If you hate those things, you may hate your job. So it may be

useful for you to think about just what kinds of things you like to use.

Think about these categories, for example. There are types of material, including wood, paper, glass, plants, plastics, cloth and bricks. There are things you find at school or in offices, such as desks and pens and computers. Some people don't like electronic equipment or machines. Others love things such as CD players, cameras, TVs and computer games.

- musical instruments
- games and hobbies
- sports equipment
- transportation
- tools
- reading materials
- art materials
- clothing
- things which create energy (batteries, motors, etc)
- scientific equipment

Does your list give you any ideas about the kind of job you would like to do?

4 List ten things you like. On another piece of paper, write down two or three jobs you would use them in.

- 1 Give your list to a partner or read it to the class.
- 2 When other people suggest jobs you might do, say if it is one you have written down. If it is not, say whether or not you want to add it.

1 Read *My favourite things* quickly then answer these questions.

- 1 What does the title mean? What does it have to do with choosing a job? Give some examples of equipment mentioned in the text.
- 2 What things go with the jobs in the first paragraph?

2 Read the article again and say which categories mentioned in it these belong to.

calculator leather boat telescope fishing net
newspaper electric motor raincoat

3 Make a list of the categories in the box on the right. Write some of your favourite things by each one. Write X by categories that do not interest you. You may also add your own categories.

5 Job
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Ma
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6 Re
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or
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7
a

5 Jobs involve people as well as things. The words below describe types of personality. Match them with the definitions in the box.

careful, artistic, practical, sociable, inquisitive

6 Read about the people in the picture then choose a word from Activity 5 to describe each group. Compare your choices with other students.

- 1 People who are good at solving problems and working with their hands.
- 2 People who like asking a lot of questions and finding out about things.
- 3 People who like to create things and like paintings, sculpture, music etc.
- 4 People who are friendly and enjoy talking to other people.
- 5 People who behave sensibly and think about what they are doing.

Personality

Suppose you walk into a room full of people and you are the last to arrive. You soon discover that there are five different groups. You also find that the people in each group are interested in the same sorts of things.

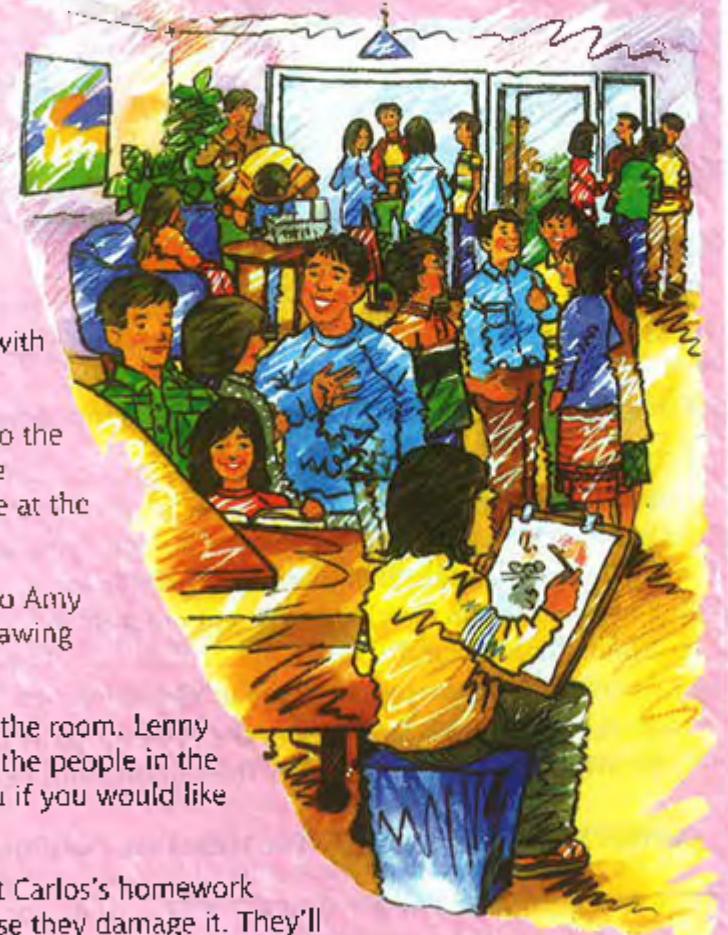
Near the door you meet Peter and Linda, who belong to a farm club. They grow their own vegetables and look after animals. Michael makes kites and Carlos has built a machine which helps with homework.

Over by the window are the people who belong to the school astronomy club, *Galactic Explorers*. They are organising a science quiz for the rest of the people at the party.

The group next to the piano have been listening to Amy playing. Now James is telling a joke. Martha is drawing cartoons of everyone. They're really funny!

The largest and noisiest group is in the middle of the room. Lenny smiles and begins to tell you all about the rest of the people in the room. He seems to know everyone. June asks you if you would like something to eat.

Finally the people around the table are looking at Carlos's homework machine. They have decided not to touch it in case they damage it. They'll wait until Carlos shows everyone how it works.



7 Choose the group you would join first, next and after that. Explain your choices to the class.

8 Make a list of places you plan to go in the next week and describe the sorts people you will probably meet there.

2 GRAMMAR

1 Underline the correct future forms in this conversation.

- 1 ANN: What do you do / are you doing this weekend, Jane?
- 2 JANE: Well, I have / 'm having lunch with my brother in Cambridge tomorrow and then we go / are going to a concert.
- 3 ANN: Really? How do you get / are you getting to Cambridge?
- 4 JANE: By train. And the only train leaves / is leaving here at 10 o'clock.
- 5 ANN: But it's not a direct train. Where do you change / are you changing?
- 6 JANE: At Peterborough, and I only have / am having five minutes to catch the other one!
- 7 ANN: What time does the concert start / is the concert starting?
- 8 JANE: Well, we meet / 're meeting some friends at the concert hall at 4 o'clock and the concert actually begins / is actually beginning at 4:15.

2 Use a verb from the box to complete each sentence with a suitable future form (will, going to, present continuous, present simple).

visit land meet plant be carry become start

- 1 Tom's interested in science and we think he will be a doctor one day.
- 2 I can't come because I am meeting my skydiving instructor at four.
- 3 Look! The gardener is planting those flowers beside that wall.
- 4 Your training period for the new job begins tomorrow at 8 am.
- 5 That fire fighter is carrying the child down the ladder. The house is burning fiercely and he's really brave!
- 6 The newspaper photographer is visiting at the house at 11, so don't be late!
- 7 I'm sorry, the manager can't see you tomorrow morning. He is working our factory in York. He can't see you in the afternoon because his plane lands until 5.30 in the evening.

3 Complete the paragraphs with the time conjunctions and answer the questions.

- 1 Even if you go to university before you finish school, it will take you many years to complete your training. When you become a doctor, you will first need to study hard for several years. Even if you have finished your studies, you will have to work as an 'intern' in a hospital. (*after, before, as soon as*)
- 2 I'm going to start working with a photographer after I finish school. And I'm going to help him in his shop at the weekend until I start working there full-time. Then, when I actually have the job, I will already have learned a lot about it. (*by the time, until, when*)
 - a Are these paragraphs about the present? past? future? (Underline your answer.)
 - b Which tenses are used after the conjunctions here? _____

4 Correct Helmut's sentences. Two tenses are possible. Which would you choose?





1 You are going to listen to a popular television game show.

1 First read a description of the game.

Many people in Britain and the USA remember a popular television game show called, 'What's my line?' ('line' means 'kind of work.') People with unusual jobs came on this show and 'the panel' had to guess the job. There were usually two women and two men on the panel. They were often film or television stars. There was also a presenter, who stood in front of the audience. Each guest signed his or her name on a blackboard, and then did a short mime of the job, which the panel watched carefully. After that, the panel asked questions. If the answer to a question was 'No,' the guest was given money. The panel had to try to guess the job before they had ten 'No' answers.

2 Now describe what you see in the picture.

2 You are going to hear some people playing 'What's my line?'

- 1 Listen and make a note of the questions you hear.
- 2 Listen again and write the answers. Can you guess the person's 'line'?
- 3 Now listen to the end of the game. Were you right?

3 Work in groups to play 'What's my line?' One person chooses a job and the others take turns to ask questions and try to guess what it is.

4 Pronunciation: schwa /ə/ in word endings

- 1 Listen to these sentences. Can you hear the difference in the vowel sounds in **bold**? Is the sound of 'e' in unstressed word endings like *-less*, *-est*, *-ness*, *-ment* weak or strong?
I would like to eat less meat but it's hopeless.
In the darkness you could still see the nest.
I meant to go home after the entertainment but we stayed on for coffee.
It's in your best interest.

- 2 Listen to these words and repeat them.

<u>hope</u> <u>less</u>	<u>in</u> <u>ter</u> <u>est</u>	<u>ex</u> <u>per</u> <u>l</u>
<u>ex</u> <u>cel</u> <u>ent</u>	<u>dark</u> <u>ness</u>	<u>en</u> <u>ter</u> <u>tain</u> <u>ment</u>
<u>con</u> <u>ti</u> <u>nen</u> <u>t</u>	<u>diffi</u> <u>cult</u>	<u>an</u> <u>swe</u> <u>r</u>

- 3 Now practise saying the sentences in 1 above.

1 Personal stories can tell us a lot about people. Read this story of something that happened in a person's life. What does it tell you about the person?

My puppet show when I was seven years old.

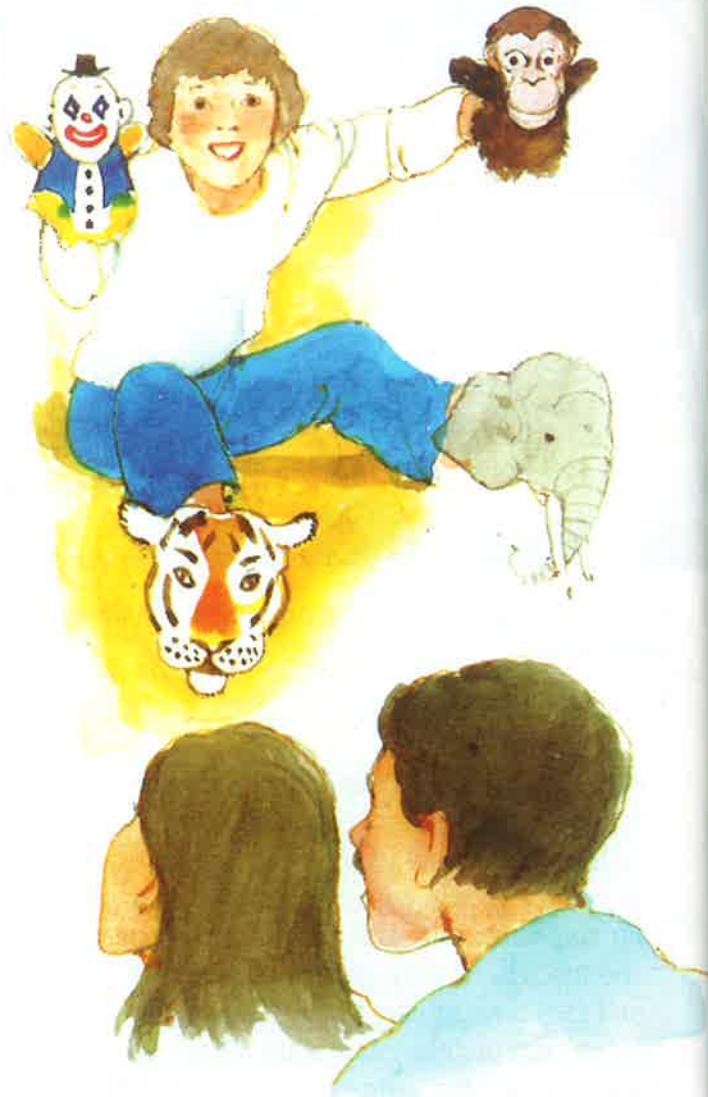
When I was seven, I decided I wanted to put on a puppet show for my mother and father. We had some animal hand puppets and I decided to tell a story about a circus.

I asked my little brother to play the part of an elephant and a tiger and I chose to play a clown and a monkey.

We made a stage from a table with a cloth over it. Mum and Dad sat on the floor in front of us. Then the play began.

But after only a few minutes, my brother decided to stop. I wanted to finish the play and so I did the only possible thing – I put the elephant puppet on my left foot and the tiger puppet on my right foot.

Mum and Dad laughed a lot. But I think they were pleased that I finished the play. They still talk about it in fact.



2 Find these things in the story.

- 1 Something the writer wanted to do very much.
- 2 How he or she did it:
 - Was there a problem?
 - What was it?
 - How was the problem solved?
- 3 What happened in the end?

3 Write a story about something that happened in your personal life.

- 1 Try to follow the pattern in Activity 2. Make notes under 1, 2 and 3.
- 2 Look at what is in each paragraph in the story.
- 3 Check the verb tenses used in the story.
- 4 Write your story and check it carefully for spelling, punctuation and capital letters.

why does he do it?

A look at a dangerous occupation

We all wish sometimes that life was more of an adventure. But most of us also like to be safe and comfortable. We don't want to risk getting killed every day.

Dangerous occupations are usually exciting and well paid. They often involve travelling to foreign countries or meeting famous and interesting people. Here is a look at someone who likes his occupation, in spite of the danger, and at the reasons why he does it.

Michael Gilbert is a freelance cameraman. He does a lot of his work underwater. Michael has been diving since he was about nine years old. He was on holiday with his parents and a friend had a snorkel. He tried it and 'that was it - ever since I first put my head under water, I've been fascinated by diving'.

His commercial diving career has included taking photos and videos underwater, mostly to inspect oil rigs, underwater burning, planting explosives and connecting pipelines. He has also won prizes for his underwater photographs of sea animals. But is he ever frightened?

'My most frightening experience,' he says, 'was on a night dive. I was photographing an oil pipeline. My only light was from the torch on my helmet. At one point I had the feeling that I was being watched. But I still wasn't prepared for what I saw when I turned round. It was a giant sea turtle! We started each other and he reared right up - he was absolutely enormous. Nothing happened, though. We both recovered and he swam off, but I kept looking over my shoulder for the rest of the night!'

Mostly, though, I'm not frightened or apprehensive because it's something I've been doing for such a long time. It's something



Commercial diving is not a lifetime job, however. A diver in his early forties is at his best because he has so much experience. But after 44 or 45, it's about time to give it up.

Commercial divers require an engineering background so that they know about the basics of working with metals and so on. They need to get on well with people, too. When they work offshore, for up to four months at a time, they live in a very closed world with other people. Most divers are very easy-going. They have to be.

1 Look at the picture and answer these questions.

- 1 What have the two girls just bought?
- 2 What is the woman with the microphone doing?

2 Read the news item on the right and answer these questions.

- 1 If 30% of the pupils in your class were vegetarian, how many would that be?
- 2 If 5% of the population of your country were vegetarians, how many would that be?
- 3 What would you miss if you could only eat vegetarian food?

3 Read the conversation. Decide if the missing words are *and*, *but* or *because*.

REPORTER: Excuse me?

AMY: Yes?

REPORTER: I'm from Oxford Local Radio. Do you mind if I interview you?

AMY: No, not at all.

REPORTER: What did you buy in the Burger Bar?

AMY: I bought a Vegetarian Special ... my friend Alice bought a cheeseburger.

REPORTER: Why did you buy a Vegetarian Special?

AMY: ... I'm a vegetarian. Alice eats meat ... I don't.

REPORTER: What does a Vegetarian Special consist of?

AMY: Vegetable burger, french fries ... a cold drink.

REPORTER: If you're a vegetarian, why are you eating french fries?

AMY: ... french fries are potatoes. It's OK to eat potatoes, isn't it?

REPORTER: ... they were probably cooked in animal fat. Animal fat isn't vegetarian.

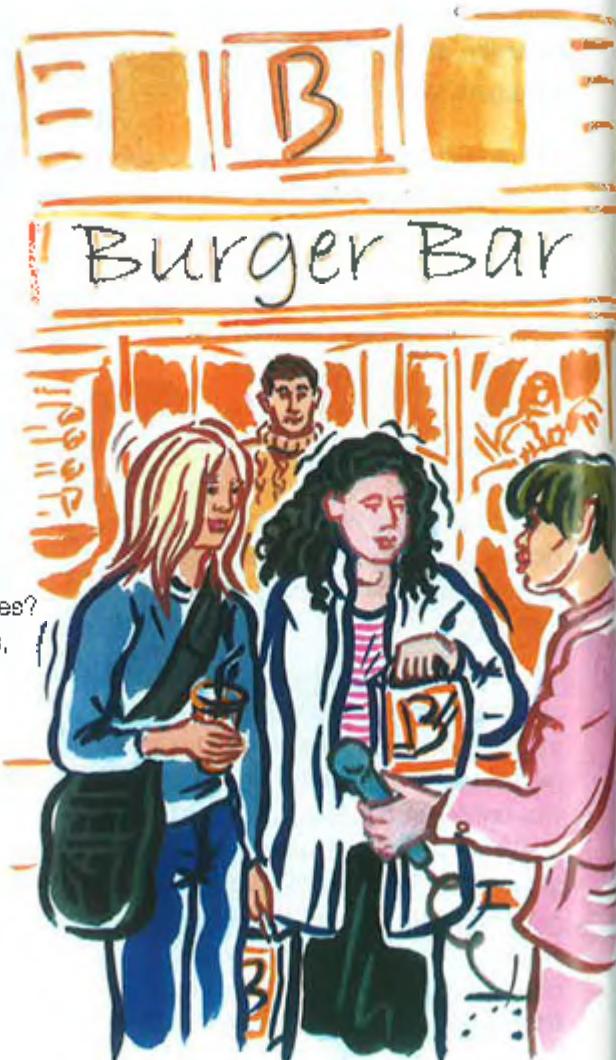
4 Listen to the reporter interviewing the boy who is leaving the Burger Bar behind Amy and Alice. Predict his answers to these questions.

- 1 Do you mind if I ask you some questions?
- 2 What did you buy from the Burger Bar?
- 3 Did you buy any french fries?
- 4 Are you a vegetarian?
- 5 How do you know that the french fries are cooked in vegetable oil?

Now listen and check.

Girls don't eat meat!

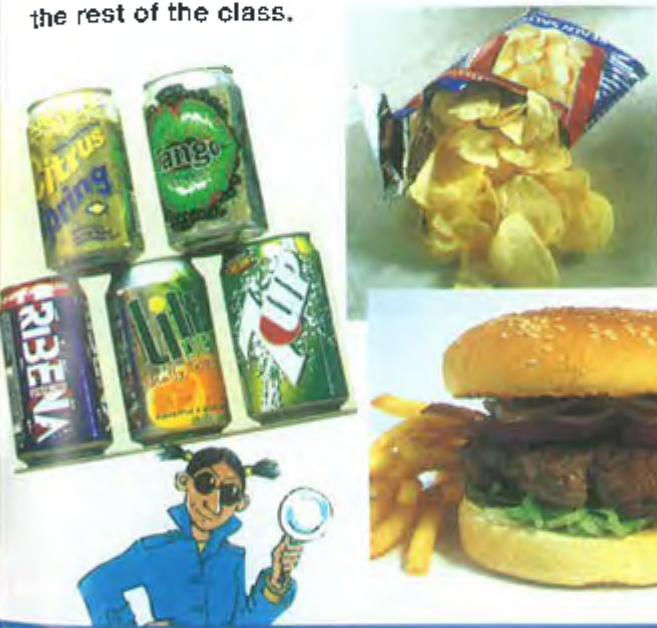
According to a new survey, 30% of teenage girls in Britain say they are vegetarians, whereas less than 2% of teenage boys think of themselves as vegetarians. It is estimated that between 3% and 5% of the whole population are vegetarians.



5 Are these sentences true or false?

- Both Amy and her friend Alice bought something to eat at the Burger Bar.
- Neither Amy nor the boy bought french fries.
- The Burger Bar uses both animal fat and vegetable oil to cook french fries.
- The boy doesn't eat french fries because he's a vegetarian.
- He knows how they cook french fries in the Burger Bar because he works there.

6 Work in threes. Imagine that one of you is a reporter and the other two have just bought some food in a take-away café. Practise asking and answering the kind of questions that the reporter asked. Then act out the interview for the rest of the class.

9 GRAMMAR DETECTIVE
Conjunctions

both ... and or *neither ... nor*?

Write as many sentences as you can.

EXAMPLE: I think both lentils and beans are delicious.

Neither crisps nor fizzy drinks are good for you.

fizzy drinks
burgers

apples

carrots

peas

crisps

GOOD FOR YOU

DELICIOUS

EXPENSIVE

fish

pears

bananas

beans

oranges

spinach

lentils

There's more
on page 123!



carrots
peas
crisps
oranges
spinach
lentils

1 The article *What's cooking?* is about food in the future. Read the underlined sentence. Does this happen in your house?

2 Five words in the article are in **italics**. Three of the definitions below match three of the words. Two of them mean the complete opposite. Which is which?

1 an adjective which indicates that something happens very often	3 very important
2 stop doing something	5 made stronger
4 not seen in many places	

3 Now read the whole of *What's cooking?* and find answers to these questions.

- 1 In the future, will cookers still be used in the home?
- 2 What part will mobile phones play in the cooking process?
- 3 Why will meat disappear from the menu?
- 4 Our *protein needs will be fulfilled from plant sources*. What is the importance of this sentence to the food-manufacturing industry?
- 5 What must we do to make sure there are plenty of fish in the sea?

What's cooking?



Tomorrow's children will eat differently from their parents. Many modern homes don't have a dining room because the occupants usually eat their meals in front of the television. In the future, families eating together at home will be an *unusual event*.

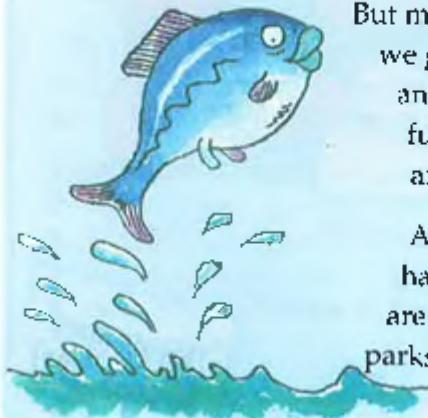
Food will be heated in a microwave. If there is a cooker, it will be on the dining table rather than in the kitchen.

The kitchen of the future will be intelligent! Thanks to automation, it may be possible to call home on a mobile phone to start a cooking programme.

In the future, fewer Europeans will eat meat because they think that other foods are better for their health. In addition, farmers will realise that growing crops is a more efficient use of land than rearing cattle. 'Every time a person *gives up* eating beef,' says food expert Brian Ford, 'three thousand square metres of land are freed for crop production.'

But meat is a *major* source of protein. How will we get the protein we need without meat? The answer: from plant sources. Mushrooms and other fungi will be specially grown, *fortified* with vitamins and artificially flavoured. Artificial flavouring will become *widespread*.

According to Ford, fish will always be popular. 'Fish, especially oily fish, have much to contribute to the diet of the future. The problem is that we are catching too many fish. We need to establish sanctuaries - "national parks" - in the oceans where fish are free to multiply.'



4 The *Disappearing Meal* is a short story. Read the first paragraph. Is the story about ...

- something which happened in the past?
- something which happens regularly?
- something that might happen in the future?

The disappearing meal

I was late. I was in my car on the motorway and the traffic was queuing up in front of me. Three people were coming to my house to eat. There was only one thing to do. I switched on the tele-communicator in my car and keyed in the code for my house.

'How can I help you?' asked the friendly computer voice.

'Cook dinner for four people,' I said, speaking as clearly as I could.

'Certainly,' replied the computer. 'Fish or meat?'

The traffic began to move. I pressed the accelerator and began to move forward. 'Fish or meat?' repeated the computer.

'Fish, no - meat!' I replied. A car swerved in front of me. I shouted at the driver.

'Fish or meat?' asked the computer again.

'Meat!' I replied again.

I was an hour late getting home. My three friends were waiting at my door. They were very sympathetic. 'We were late, too,' said John. 'Don't worry.'

I opened the door to my apartment. 'There's something wrong,' I thought. 'I can't smell anything.' Sure enough, there was nothing in the kitchen. No food. 'What went wrong?' I asked the kitchen. Not surprisingly, the kitchen didn't reply.

The telephone rang. It was my mother. 'How are you?' she said.

'I'm not happy,' I replied. 'I have three guests for dinner and there's nothing to eat.'

'Oh, that's strange!' said my mother. 'I've just arrived home and there's a meal for eight people here! I didn't ask the kitchen to cook anything.'

'Eight people?' I replied.

'Yes,' said my mother. 'Four fish meals and four meat meals. Why don't you bring your friends here?'

I couldn't believe it! I had telephoned my mother's kitchen by mistake!

'Don't take your coats off,' I said to my friends. 'We're going to have dinner at my mother's house.'

5 Now read the complete story and answer these questions.

- 1 Where is the man when the story begins?
- 2 Why is he worried about the traffic?
- 3 How does he solve the problem of preparing a meal for his friends?
- 4 Were his friends annoyed with him when he finally arrived home?
- 5 Why was there no food prepared when he went into his kitchen?
- 6 In your own words, explain what happened when the man programmed his in-car computer.



1 Join these sentences together with a coordinating conjunction from the box. (Omit the subject when this is normal.)

so and or but

- I brought some onions. I got some apples.
- I bought some carrots. I couldn't find any beans.
- I couldn't find any beans. I got peas instead.
- We need a vegetable. You could buy peas. You could see if they have any cabbage.

2 Rewrite these sentences beginning as shown. Use paired coordinating conjunctions from the box.

both/and not only/but also either/or; neither/nor

- There weren't any mushrooms or any cheese and we needed both. *There were ...*
- It doesn't matter whether you get raspberries or strawberries. *Get ...*
- Surprisingly, we managed to get to the market and to the station. *We not ...*
- She cooked the meal and she did her homework. *She ...*

3 Underline all the main clauses in these sentences.

- Mary refused to eat the steak because she is a vegetarian.
- Mary is a vegetarian so they made a dish especially for her.
- If they hadn't done that, she would have felt really hungry.
- It's a good thing they did or she would have felt really hungry.
- Although they were helpful, Mary was disappointed with the meal.
- They were very helpful, but Mary was still disappointed with the meal.
- The meal was very expensive in addition to the fact that it was disappointing.
- The meal was disappointing and it was expensive.
- That's an expensive restaurant which Mary won't go back to!
- That's an expensive restaurant; Mary won't go back to it.

4 What does Ali mean with his last sentence? Rewrite all of Helmut's sentences correctly.



You are going to hear a nutritionist talking about food and health. You will hear these words and phrases. Read the definitions.

<i>a balanced diet</i>	a diet which includes proteins, sugars, fats, vitamins and minerals.
<i>additives</i>	chemicals added to food to give flavour, colour or as a preservative
<i>calorie</i>	a unit of heat; it indicates the energy value of food
<i>carbohydrates</i>	organic compounds found in foods which provide a lot of calories, such as sugar, cereals, milk and cheese
<i>chemical preservatives</i>	chemicals with no nutritional value added to food to keep it in good condition for longer
<i>minerals</i>	inorganic substances that are vital to our health
<i>proteins</i>	nutritional compounds that are essential to life; meat and cheese are the main sources of proteins, but there are other sources
<i>starches</i>	an essential nutritional requirement, obtained from potatoes and rice
<i>vitamins</i>	substances that are essential for the normal functioning of the body



2 Before you listen, can you answer these questions?

- 1 Where do we get protein from and why do we need it?
- 2 Where do we get carbohydrates from and why do we need them?
- 3 Where do we get energy from?
- 4 Is there anything wrong with eating beefburgers and pizzas?

3 Now listen to the nutritionist. How does she answer the following questions? In your own words, explain as much as you can about her answers.

- 1 What do we need when we eat?
- 2 Where do we get it from?
- 3 How much should we eat?
- 4 Are there foods that are bad for you?

4 The following sentences are similar to what the nutritionist said, but at least one word is different or has been added. The new words change the meaning of the sentences. Try to identify the change and say what the original sentence was.

- 1 Your body will never operate well if you have energy.
- 2 Protein is obtained from meat, fish, cheese, beans and fruit juice.
- 3 Protein, sugars, fats, vitamins and minerals – a balanced diet will include most of these.
- 4 The foods which contain fewest calories are those which contain large amounts of carbohydrates.
- 5 If you sit behind a desk all day, you need far more calories than if you spend all day building houses.
- 6 Pizzas are good for you as well, if they don't contain a mixture of foods.
- 7 However, if beefburgers or pizzas contain chemical additives, they are definitely bad for you.
- 8 You need proteins, carbohydrates, fats, minerals and vitamins ... you also need chemicals which only add colouring and flavouring.

5 Listen again and check.

5 Read the corrected sentences in Activity 4 again. Is any of this information new to you? Say what you have learnt about food and nutrition.

1 This is part of a food diary written by a 14-year-old pupil at a school in London. Read it quickly and say which of these things are mentioned:

- the food that he ate
- the things that he drank
- where he was when he had his meals and snacks
- who he was with
- what else he was doing when he was eating and drinking.



Food diary: Stephen Atkinson, 1A

Our teacher Mr Marshall asked us to read a diary of the things that we ate and drank on Monday 10th September.

8.15 I got up late so I didn't have any breakfast before I went to school. My mother told me to take some fruit, but I don't like fruit, so I didn't take any.

8.25 The bus was late so I bought a bar of chocolate in the shop next to the bus stop.

9.45 We had a break between lessons, and I bought a doughnut and a can of cola from the school shop.

12.35 Lunchtime. I was really hungry! The school canteen has three choices of food. On Monday there was chicken or beefburger or cheese salad. You could have chips and peas with them. I really wanted to have a beefburger, but I'm trying to eat better, so I had the cheese salad. But I couldn't resist the chips, so I had a plate of chips as well.

3.45 School ended and everyone went to the café in the park. It's a good place to sit and relax after school. I went with Dennis and Felix, and we all had a cup of coffee and a piece of chocolate cake.

6.00 Mum made a really nice lasagne for dinner. Mum, Dan, Moxy and I ate it in front of the television. I also tried to do my French homework at the same time.

9.15 I was still doing my French homework and I was really hungry again. I went to the fridge and got some cheese and mayonnaise and made myself a sandwich. Very nice!

2 What do you think of Stephen's eating and drinking habits? Which are good habits and which are not so good?

3 Write your own food diary. Include at least two of these:

- Everything that you have consumed so far today (including sweets and snack foods).

2 Everything that you consumed yesterday.

3 A comparison of your diet on a school day with your diet at the weekend.

4 Exchange your food diary with another student. Read your partner's and suggest changes to his/her diet.

YOUR HEALTH

Are you getting the vitamins you need?

You need a daily supply of vitamins A-E. The chart will tell you where you can get them and why they are important.

VITAMIN CHART

SOURCE

A ► fish oil, liver, cream, butter, eggs, milk and most fresh vegetables



B ► milk, yeast, liver, chicken, tomatoes, leafy vegetables



C ► citrus fruits



D ► fish oil (the only reliable food source); the sun (but only in small amounts)



E ► rice



FUNCTIONS

A ► important for the health of your hair, skin and your throat and stomach

B ► converts blood sugar to energy; helps your heart work efficiently; important for your brain and digestion

C ► helps prevent colds; promotes healthy bone growth; good for your teeth and gums

D ► essential to bone formation and growth; reduces risk of bone malformations; important for healthy eyes and eyesight

E ► essential for muscular health, including your heart; helps your nervous system

What happens if you have a VITAMIN DEFICIENCY? Look at the chart!

Vitamin deficiency

A deficiency of Vitamin A can lead to dry hair and an itchy scalp and skin disease.



A deficiency of Vitamin B can lead to mouth and gum disorders and nervous symptoms (tiredness, numbness, dizziness and muscular weakness).



A deficiency of Vitamin C can lead to brittle bones and the enamel covering of your teeth can be weakened. Wounds may also take longer to heal.



A deficiency of Vitamin D in children can lead to a lack of energy and a desire for sweets, because the body is not using sugar efficiently.



A deficiency of Vitamin E can lead to high blood pressure and heart disease.



TEST YOURSELF – how well do you know vitamins?

- 1 Which vitamin can you get from drinking orange juice?
- 2 Dairy produce provides you with two vitamins. Which are they?
- 3 Sitting for half an hour in a park on a sunny day will provide you with a natural source of which vitamin?
- 4 Which meat products are rich in vitamins?
- 5 Give three examples of leafy vegetables.
- 6 Which vitamins do the following people need?
 - someone worrying about a cut finger that won't stop bleeding
 - someone scratching their head
 - a child lying on a sofa and compulsively eating lots of sweets
 - someone with no feeling in their toes
 - someone who is short of breath and whose face looks redder than normal



- 1 Look at the pictures. They show the same hotel room, before and after the disappearance of a valuable necklace. What changes can you see?
- 2 Check the meaning of the words in the box, which appear in the story below. Then read about the necklace.

- **suspect** (noun): does this mean someone who committed a crime or someone who possibly committed a crime?
- **admit** and **deny**: which one means telling people that you did something and which one means telling people that you didn't do something?
- **fingerprints**: how can they help the police solve a crime?

The Van Bliven necklace

MRS DOLORES VAN BLIVEN is an American **crime writer**. While she was staying at the expensive Hotel de Luxe in Paris, a necklace worth \$100,000 disappeared from her room. The police were called to investigate. Inspector Clouteau identified three **suspects**: Brigitte, the chambermaid, Lord Birdseye, an Englishman, and Mrs Van Bliven herself.

Mrs Van Bliven's room was on the fifth floor. She told the police: 'I locked my door at seven o'clock and had a bath. I listened to music on the radio. When I came out of the bathroom at eight o'clock, my jewel box was open and the necklace had gone.' A hotel receptionist said that she had phoned Mrs Van Bliven's room at half past seven, but Mrs Van Bliven denied hearing the phone ring.

Brigitte said: 'I went into Mrs Van Bliven's room at half past seven. I didn't see or hear anything unusual. I

saw Mrs Van Bliven's jewel box but I didn't look in it.' However, her fingerprints were found on the box. Brigitte later admitted looking in the box, but denied stealing the necklace. She also said that she had closed the box after looking in it.

Lord Birdseye was staying in the room next to Mrs Van Bliven's. The balconies of the rooms were connected but there was a glass partition between them. It would have been possible for Lord Birdseye to climb over it. He told the police: 'I wasn't in my room between seven o'clock and eight o'clock that evening. I left my room at half past six and didn't return until ten o'clock.'

However, a hotel receptionist said that she had seen Lord Birdseye get into the lift at 7.15pm and go up to the fifth floor. Lord Birdseye's fingerprints were not found on the jewel box, but the police found a pair of black leather gloves in his room.

3 Who do you think is responsible for the theft? Try to solve the crime by answering these questions. Use the pictures as well as the text.

- 1 Mrs Van Bliven said that she didn't hear the phone. Is this possible?
- 2 Was the window broken from the inside or the outside? Does this help any of the suspects?
- 3 Is there any evidence that Brigitte was in the room?
- 4 Do you think that Brigitte broke the window?
- 5 The police found the necklace in the room. Where do you think they found it?

4 Read Inspector Clouteau's report of the theft. What new information is there? Is any of it relevant to the crime?

When I inspected Madame Van Bliven's room, I discovered the following: her jewel box was open, a drawer was open, and her suitcase had been moved, possibly opened; a pane of glass in the door leading to the balcony was broken; the phone had been unplugged.

I interviewed the chambermaid, Brigitte Marceau. Her fingerprints were on the jewel box but they were not on the open drawer. She lied about the jewel box but I think she is not guilty. (1) I also interviewed an Englishman who was staying in the room next to Madame Van Bliven's. Lord Birdseye is a very suspicious character, but I do not think he is guilty. (2)

I decided that Madame Van Bliven had invented the theft. But where was the necklace? I was about to leave the room when I noticed the flowers in the vase. They were very untidy - not what you would expect at the Hotel de Luxe. I found the necklace in the vase. (3)



GRAMMAR DETECTIVE

Third-type conditionals

Circle the correct meaning.

If he had broken the window, _____ → He broke / didn't break the window.
 the glass would have been on the inside. _____ → The glass was / wasn't on the inside.
 If Mrs Van Bliven hadn't unplugged the phone, _____ → She unplugged / didn't unplug the phone.
 she would have heard it ringing. _____ → She heard / didn't hear it ringing.
 If the flowers hadn't been so untidy, _____ → The flowers were / weren't untidy.
 I wouldn't have looked in the vase. _____ → I looked / didn't look in the vase.
 If Brigitte had opened the drawer, _____ → She opened / didn't open the drawer.
 her fingerprints would have been on it. _____ → Her fingerprints were / weren't on it.
 If she hadn't hidden the necklace in the vase, _____ → She hid / didn't hide the necklace in the vase.
 I wouldn't have found it. _____ → I found / didn't find it.



1 Which of these words have something to do with crime, and which have something to do with detection?

detective robber break into clue suspect
witness fingerprint steal evidence arrest

2 Match some of the words in Activity 1 with these definitions.

- 1 a police officer who tries to solve a crime
- 2 reasons why the police think that someone is guilty of a crime
- 3 something that helps to solve a puzzle or mystery
- 4 someone who may have seen or may have information about a crime
- 5 to take a person to the police station on suspicion of committing a crime
- 6 to enter a place illegally

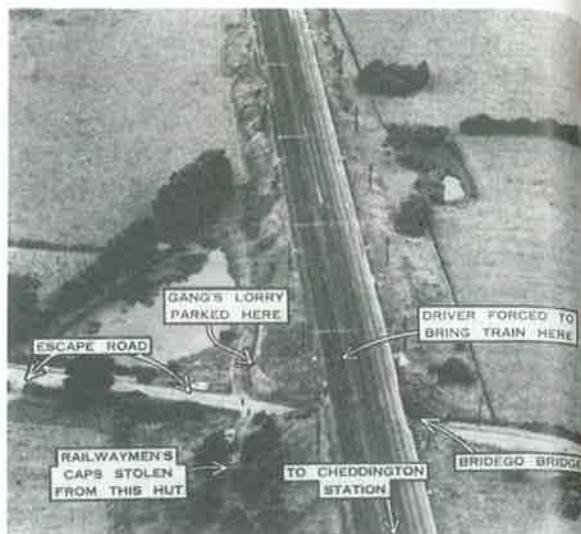
3 The article on these pages is about a train robbery which took place in England in 1963. Scan the text and find the answers to these questions.

- 1 Why was the money going to London? (In *What was the crime?*)
- 2 Where was the money on the train? (in *What kind of train was it?*)
- 3 What did the robbers do to make the train stop? (In *What happened?*)
- 4 Where did the robbers go after they had committed the crime? (In *How did they solve the crime?*)

4 Read these questions, then find the answers in the article.

- 1 What was special about the time and the place that the robbers chose?
- 2 Why didn't the people in the signal box know that the warning lights had been changed?
- 3 Did all the coaches on the train contain money? If not, what did they contain?
- 4 How many people were in the engine of the train?
- 5 What colour light made the train driver decide to stop the train?
- 6 What evidence did the robbers leave at the farm?
- 7 Why was the evidence discovered?
- 8 Complete this sentence: If the British government had allowed the money to be destroyed in Scotland, ...

The Great



What was the crime?

At three o'clock in the morning of 3rd August 1963, robbers stole £2.5 million from a train travelling from Glasgow in Scotland to London. The robbers stopped the train at a quiet spot in the English countryside about 40 kilometres north of London. At the time, it was the biggest robbery ever in the United Kingdom. The money was old banknotes which were being taken to London to be destroyed.



Train Robbery

What kind of train was it?

In the 1950s, mail trains made the 500-kilometre journey from Glasgow to London every night. The train contained all kinds of mail – letters, parcels etc. One of the coaches on the train was called the High Value Packages Coach. The bags containing the money were in this coach. It was the second one behind the engine at the front of the train. There were five Post Office workers in the High Value Coach. There was a driver, his assistant and a fireman in the diesel engine at the front of the train.

What happened?

There are signal lights for train drivers all the way along railway lines. Green lights mean the driver can continue. Amber lights are a warning to drivers that they will soon see a red light, where they must stop. At night, when there are very few trains running, the lights are almost always green.

The gang knew that the only way to stop the train was to change the green lights to amber and red. One of the robbers, an ex-railway worker, knew that if the lights were broken, a signal would flash in a nearby signal box. So the robbers didn't break the green lights. They added two new lights along the track. The first one (amber) was placed several hundred metres before a bridge, the second one (red) was placed near the bridge. The gang covered the green lights with gloves. The gloves later provided useful clues for the police.

On the night of the robbery, the mail train approached the bridge. The driver saw the amber light and applied the brakes. A few hundred metres later, he saw the red light and

stepped. The fireman got out of the engine to use the emergency telephone next to the railway line. Almost immediately, the gang overpowered the driver and his assistant. The driver was severely injured. Then the robbers broke into the High Value Packages coach, ordered the Post Office workers to lie down and stole the money.

How did the police solve the crime?



The thieves had rented a large isolated farmhouse about 40 kilometres from the railway line. After the robbery, they went back there. While they were there, they ate and drank and played a board game called Monopoly. They left mountains of evidence that they had been there. The next day another member of the gang was planning to go to the farm and clean it from top to bottom.

The other gang member was very lazy — he didn't go to clean the farm. When the police finally discovered the farm, they had all the evidence they needed: clothing, fingerprints, footprints, specimens of hair etc. All the robbers had left their fingerprints on the Monopoly game. There were also the remains of a meal. Police were able to find where the robbers had bought the food.

All the robbers were arrested and sent to prison. Some of them were sentenced to 30 years imprisonment, not only because they stole the money, but because the driver later died of his injuries.



1 Match the two parts of each sentence.

1 If a stranger had come through the door; _____
 2 The maid would have told Mrs Jones _____
 3 Would Mrs Jones have told her husband _____
 4 If Mr Jones had needed the insurance money, _____
 5 If little Jim Jones hadn't looked in the bird's nest _____

a if she had lost the ring?
 b he would have taken it himself.
 c they would never have found it.
 d if she had seen it anywhere.
 e the guard would have seen him.

2 Read about the situations and say what you would have done.

1 Dave got home without his key. No one was at home but there was a window open.
 I _____
 2 Ann had to do her homework but she had left her textbook at school.
 I _____
 3 Jack was in town with friends. He wanted to buy a small present but didn't have enough money.
 I _____
 4 Jane asked her friend Emma, if she liked her new dress, but Emma didn't like Jane's dress at all.
 I _____

3 Complete these sentences to express the ideas in brackets.

1 The police identified the criminal from his fingerprints.
 If the criminal _____, the police _____ . (*wear gloves*)
 2 The security men called the police when they found an open door.
 If the bank robbers _____, the security men _____ . (*close the door*)
 3 The car thief stole your car, sir, because you didn't lock it!
 The thief _____, sir, if _____ . (*lock it*)
 4 Fortunately, I went back to the house and found the ring by the front door.
 I _____, if _____ . (*find the ring*)
 5 Mrs Jones didn't see the traffic light and so she didn't stop.
 Mrs Jones _____, if _____ . (*see the light*)
 6 It was raining hard so she didn't notice the light.
 If it _____, she _____ . (*rain*)

4 Why does Helmut say *new*? Find all Helmut's mistakes and correct them.



1 Look at the pictures. Which of these sentences describes what happened?

- a The police officer asked the boy if he had broken the window and he admitted it.
- b The police officer accused the boy of breaking the window and he denied it. So the police officer gave him the ball.
- c The boy denied breaking the window but then asked for the ball, which meant that he was probably responsible.

2 Now listen to the complete conversation. What extra things do you hear? What does this tell you about the police officer and the boy?

3 Read these regrets written in letters and e-mails. Can you express similar ones in a sentence beginning *I wish I'd ...* or *I wish I hadn't ...*?

I did quite well in my end-of-year English test, but I had trouble with the listening part. I wish I'd asked my parents for a cassette recorder instead of a CD player for my birthday. I could listen to English cassettes at home if I had a cassette recorder.

My friend had two tickets for the football match between Egypt and England. He gave the other ticket to his brother. I wish he'd given it to me! I saw the match on television and it was really exciting. I wish I'd been there!

I watched a really interesting programme on TV last night, but it finished really late. I wish I hadn't watched it. I felt really tired at school today.

The teacher asked for a volunteer to check some information about America on the Internet. I put my hand up but she chose someone else. I wish she'd chosen me! I really like working on the Internet.

4 Pronunciation: third-type conditionals in spoken English

- 1 The following are examples of written English:
If I had known you were coming, I would have stayed at home.
I wish I had known you were coming.
If I had not tried to clean the vase, I would not have broken it.
I wish I had not tried to clean it.
 In spoken English, the sentences sound like this:
If I'd known you were coming, I would've stayed at home or I'd've stayed at home.
I wish I'd known you were coming.
If I hadn't tried to clean the vase, I wouldn't have broken it. I wish I hadn't tried to clean it.

- 2 Listen to the examples in context.
- 3 Now work out how to say the following sentences. Write a short dialogue with a partner and practise them.
If you had done your homework carefully, you would not have made so many mistakes.
If you had not eaten so much ice-cream, you would not have felt so ill.
If it had not rained yesterday, we would have gone to the zoo.

1 Look at the photograph. What is happening? What are the police doing? Why do you think they are doing it?

2 Read the statement below which was given by the man in the picture. He was arrested by the police and admitted stealing money from a petrol station.



At half past eleven last night I was driving down Swan Road. I drove past the Swan petrol station. There were no customers there. I could see a man sitting in the kiosk next to the petrol pumps. He was reading a newspaper. I stopped and parked my car about fifty metres past the petrol station. I got out of the car and walked back. I walked up to the kiosk and asked the man for money. He was frightened and gave me £100 from the till. I ran out, got into my car and drove away. I drove for about a kilometre and then saw there was a police road block ahead. The police were stopping all the cars and talking to the drivers. I turned right, then turned right again. When I got back to the main road, I turned left, so that I was driving in the opposite direction to the police road block. Then I realised that I didn't have much petrol. I saw a petrol station on the other side of the road. It was the one that I had robbed a few minutes earlier. I didn't realise this. I turned into the petrol station and stopped the car. The man who worked there was standing outside his kiosk and talking to a police officer. The man recognised me and the police officer arrested me. I'm very sorry for what I did and I wish I hadn't done it. If there had been some customers at the petrol station, I would not have stopped and the robbery would not have taken place.

3 Imagine that you were a witness to the robbery. Write a statement for the police explaining what happened. Refer to:

- what you were doing (e.g. I was walking down Swan Road. I was on my way to ...)
- what you saw (e.g. I saw a man get out of his car and walk to the kiosk.)

- what the thief looked like (describe the man in the photograph above)
- how you knew something was wrong (e.g. The man ran out of his kiosk and started shouting.)
- what you did (e.g. I called the police on my mobile phone.)

SHERLOCK HOLMES

- THE GREATEST DETECTIVE OF ALL TIME

WHO WAS SHERLOCK HOLMES?

Sherlock Holmes was a private detective who lived in the second half of the nineteenth century in a house at 221 Baker Street in London. Both the police and private individuals came to ask him for help in solving crimes. He and his friend Doctor Watson were in constant demand.



He was the greatest detective of all time, but of course, he didn't really exist. Sherlock Holmes, the most famous character in the history of British mystery fiction, was created by Arthur Conan Doyle.

Most Sherlock Holmes adventures were written as short stories, although the detective first appeared in a novel called *A Study in Scarlet*. In 1893, Sherlock Holmes and his enemy Moriarty were killed in a short story called *The Final Problem*, the last story in *The Memoirs of Sherlock Holmes*.

Holmes's death caused anger and despair among his fans. They were so upset that the author was forced to bring the detective back to life. Holmes fans are thankful for this, as one of the later books is the classic *The Hound of the Baskervilles*, which was written in 1902.

A TYPICAL SHERLOCK HOLMES INVESTIGATION

Sherlock Holmes' powers of detection were incredible. Whenever he visited the scene of a crime, he always found clues that the police had failed to notice. In *The Boscombe Valley Mystery*, he and Watson were asked to visit a large house where the owner had been murdered.

It seemed to be an 'open and shut case', which means it seemed clear who was responsible. The murdered man had been seen arguing with his son in the woods. The son was then seen running from the woods with blood on his clothing. The police arrested the son, who was now in prison.



After spending just five minutes at the scene of the crime, Holmes had discovered several clues which indicated that the son wasn't the murderer.

The murderer is a tall man, left-handed, limps with his right leg, wears thick-soled shooting-boots and a grey cloak, smokes Indian cigars, uses a cigar-holder, and carries a blunt penknife in his pocket. There are several other indications, but these may be enough to aid us in our search.



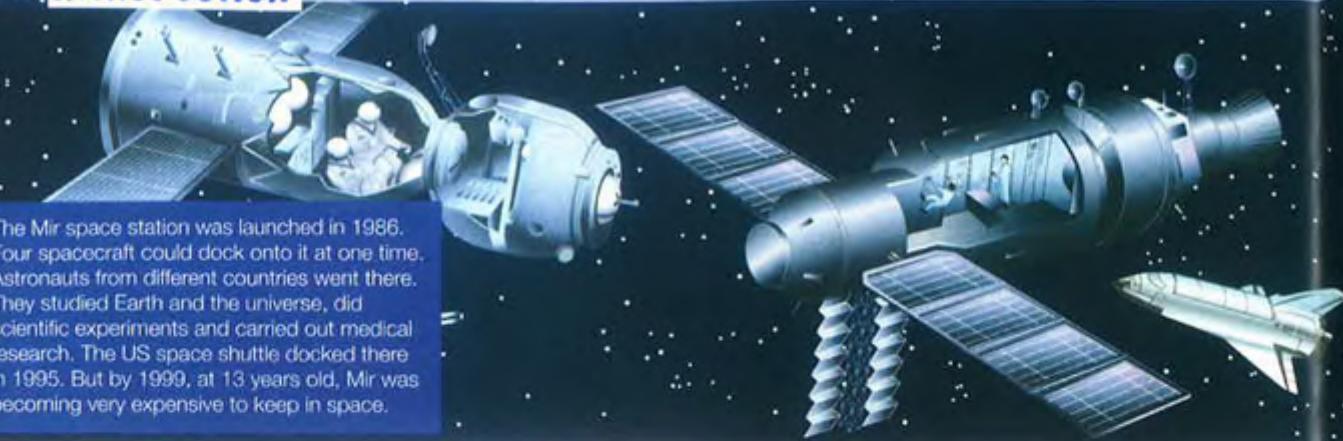
(From *The Boscombe Valley Mystery* by Sir Arthur Conan Doyle)

How could Holmes know these things? What did he find there? Can you guess?

10

IMAGINE TRAVELLING IN SPACE ...

INTRODUCTION



The Mir space station was launched in 1986. Four spacecraft could dock onto it at one time. Astronauts from different countries went there. They studied Earth and the universe, did scientific experiments and carried out medical research. The US space shuttle docked there in 1995. But by 1999, at 13 years old, Mir was becoming very expensive to keep in space.

Read about Mir and look at the picture. Match the words and expressions below with the definitions that follow. Which items are in the picture? Which expressions are not defined? How would you define them?

1 space age	2 space station
3 space capsule	4 spacecraft
5 space probe	6 space shuttle
7 space station	8 outer space

- a a small unmanned spacecraft which is sent into space to transmit information about what space is like
- b the time since space travel has been possible
- c a spacecraft which is designed to be used many times
- d a massive object used by space travellers as a base
- e the part of a spacecraft in which astronauts can travel and return to Earth

2 Discuss these questions with other students.

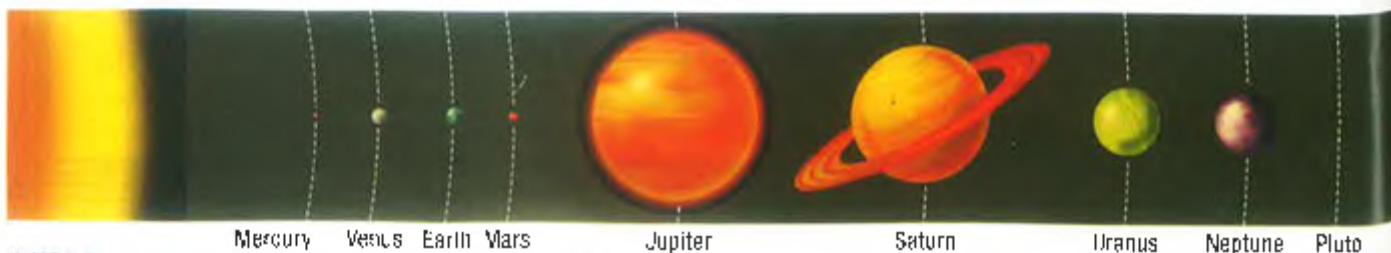
- 1 Can you imagine flying in space? What do you think it would be like?
- 2 What would you expect to see in a space station?
- 3 Which other student or students in your class would be good astronauts?

3 Before you read *Voyage of discovery* on page 75, discuss what you already know about space travel and exploration of the solar system. Use the map at the bottom of the page and match up these facts and dates to help your discussion.

1957	Dennis Tito	1st citizen explorer in space
1st man in space	2001	construction completion date
Neil Armstrong	1969	2001
1961	1995	Sputnik 1 2008
Yuri Gagarin	1st satellite launched	1st man on moon
International Space Station	Space shuttle docks with Mir space station	

4 Read about Voyager quickly and find:

- the names of three planets on the route of the Voyager spacecraft
- two pieces of technical equipment on Voyager
- three other things that scientists put on it
- the location of the music and other recordings.



Voyage of discovery



In 1977, Voyager 1 and Voyager 2, both unmanned spacecraft, left Earth on a journey which took them more than twenty thousand million kilometres – past Jupiter and on to Saturn and Uranus. The two craft contained cameras to take pictures, antennae to transmit them back to Earth and ... a special disk containing recordings of many different types of music. Why?

Scientists at NASA (the National Aeronautics and Space Administration) in America decided that Voyager 1 and 2 should carry information about Earth in case the inhabitants of other planets found them. Dr Carl Sagan was the head of the committee which decided what to include. 'We wanted to give an impression of the place where the spacecraft had come from,' said Dr Sagan. 'We put pictures of Earth, greetings in many different languages and recordings of all kinds of music in the spacecraft.'

'The pictures should be easy to understand, the languages will be impossible to understand,' said Sagan, 'but music is different. Music is an expression of human feeling which goes beyond language ... maybe it will be possible for other life forms to appreciate it. The music is contained in a golden disk,' said Dr Sagan. 'There is a cartridge which will play the music. There are instructions, written in scientific graphics explaining how to use it. Anyone who is intelligent enough to open the spacecraft will work out how to listen to the disk.'

5 What sort of music would you choose to send into space? What pictures would you send? What other sounds do you think could give an

idea of life on Earth? Make a short list and discuss your choices and ideas with other students.

GRAMMAR DETECTIVE

Verbs with *–ing* and the infinitive

Can you *imagine* travelling in space? What would you *expect* to see there?

Are the following verbs like *imagine* or like *expect*? Are they followed by an *–ing* verb or by an infinitive? Make sentences, using *I* and a verb on the left and a phrase on the right. Complete the sentences, using a phrase beginning with *because*.



There's more
on page 125!



I	decided pretended dared felt like gave up refused finished avoided	go home eat a pizza pass the examination climb the wall study French be someone else answer the question meet my friends	because ...
---	---	---	-------------

1 Before you read the news articles, put these verbs into the correct list A or B. Look in the articles to check how they are used. (Two of the verbs can go in both lists.)

afford agree decide finish hope insist on
marry refuse start stop try

A: Followed by an infinitive
B: Followed by an -ing form

2 Read the two headlines for each news article. Quickly scan the story and decide which headline is correct.

3 Read the first article and find words for:

- 1 someone with a lot of money
- 2 the mechanics of space flight
- 3 an ordinary person

4 Read the article more carefully and answer the questions below. Try to add some extra information to your answer.

EXAMPLE: Was Dennis Tito born in the USA?

No, he wasn't. He came to the USA when he was a child. Maybe he was born in Europe or Asia.

- 1 Was aerospace engineering his first choice of college course?
- 2 Did he achieve his ambition to train as an astronaut?
- 3 Was he successful in his working life after he left NASA?
- 4 Was he satisfied with his life as he approached his 60th birthday?

1

October 15th 2000

The man who can afford to fly in space! The man who can't afford to fly in space!

DENNIS TITO, a 60-year-old multi-millionaire from California, came to the US as a child. As a teenager he saw the launch of the first Soviet satellite. He changed his college course and *started studying* aerospace engineering. Afterwards, he *managed to get a job* with NASA (the National Aeronautics and Space Administration), the centre of the US space programme.

He *hoped to travel* in space but he took only a small part in the US space programme. 'When I realised I would never become an astronaut, I *decided to do* something different,' he said. He *stopped working* at NASA, became a financial manager, and made his millions. But, at almost 60, he *decided to stop working* and *start spending* some of this money on a space trip. He joined the 'citizen explorer' programme, at Star City, the Russian space research centre. In return for a payment of \$20 million, he will be able to fly to the Mir space station, which has been orbiting Earth for nearly 15 years.



5 Read the next article and decide if these sentences are true or false. If they are false, explain why.

- 1 Tito lost all hope of flying in space when the Mir space station came down.
- 2 No one else is interested in paying \$20 million to fly in space.
- 3 He trained to be an astronaut with Yuri Gagarin.

March 23rd 2001

Tito's dream comes down in flames! Tito's dream comes true!

The Mir space station came down safely yesterday, after 15 years in orbit. It sank into the Pacific Ocean and the dreams of American millionaire, Dennis Tito, sank with it. But he still **hopes to be** the

first private citizen to fly in space. He has spent three months training at Star City, the Russian space centre.

Unfortunately, only Tito **wanted to take part** in the 'citizen explorer' programme and his \$20

million was not enough to save Mir. However, he **refuses to accept** that his chance to fly in space has gone. 'Things change very quickly,' he said. 'In a few years time, there may be a hotel in space. And I'll be the first one to check in!'

3 Read the other two news articles and answer these questions.

1 Explain how Tito's hopes rose and fell, then rose again.

- 2 When this article was written, was the new international space station completely built?
- 3 Why were the Americans unhappy about Tito?
- 4 Why were the Russians determined to keep Tito in their team?

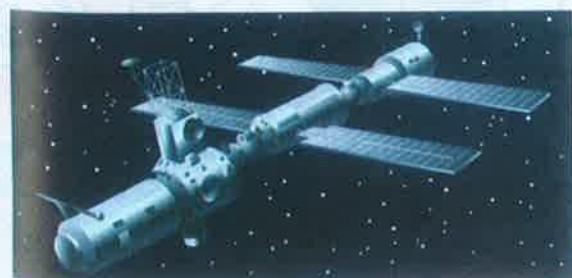
3

April 1st 2001

New hope for space tourist No hope for space tourist

Dennis Tito, who wants to be the first citizen space traveller, has new hope that his dream will come true. He lost his chance to fly into space with the Russians when the Mir space station crashed into the Pacific Ocean last month.

But now he may **be able to fly** after all. The international space programme, based in Houston, Texas, has **invited** three Russian cosmonauts to **join** the training programme. The Russians will **train to fly** to a new international space station, which is under construction. Tito has been told that he will be one of the Russian team. The American billionaire has told friends that he is 'ecstatic'.



April 29th 2001

Tito takes off! Tito gives up!

With American and Russian colleagues, Dennis Tito finally took off yesterday from the launch pad in Kazakhstan on a flight to the new international space station. Last month, NASA **tried to prevent** him from flying because he was 'a non-professional crew member who is not trained to deal with emergencies on board the station'. But the two Russian cosmonauts, Talgat Musabeyev and Yury Baturin, **refused to start training** until NASA **agreed to include** Tito. The Russian space agency **insisted on keeping** Tito in their space team. If he had been left out, the Russians would have lost the \$20 million that Tito had **agreed to pay** them.

Tito never **gave up hoping** that he would travel into space. Now his dream has come true.



4

1 Complete these sentences with the correct forms of the verbs in brackets.

- 1 In the 15th century, Leonardo da Vinci wanted _____ a helicopter but he couldn't seriously consider _____ so because the technology did not exist. (*build, do*)
- 2 Although H.G. Wells could imagine _____ to the moon, he failed _____ how it could be done. For example, he seemed _____ it would be possible without special breathing systems. (*travel, understand, think*)
- 3 Arthur C. Clarke enjoys _____ about space adventures but he avoids _____ about things without _____ how they might be possible one day. (*think, write, explain*)
- 4 Would you agree _____ back to school if you could travel to the moon? (*postpone, go*)

2 Complete this paragraph using the correct pairs of verbs from the box in the correct form.

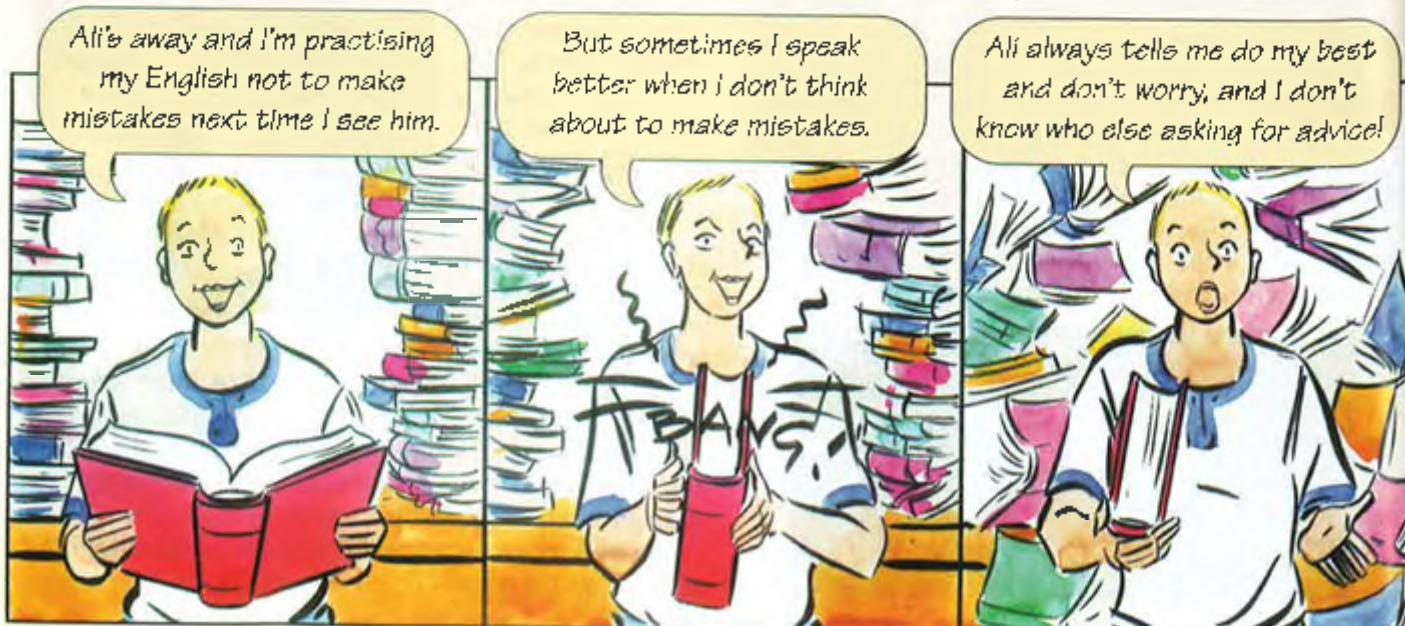
wish / keep give up / use risk / build delay / bring

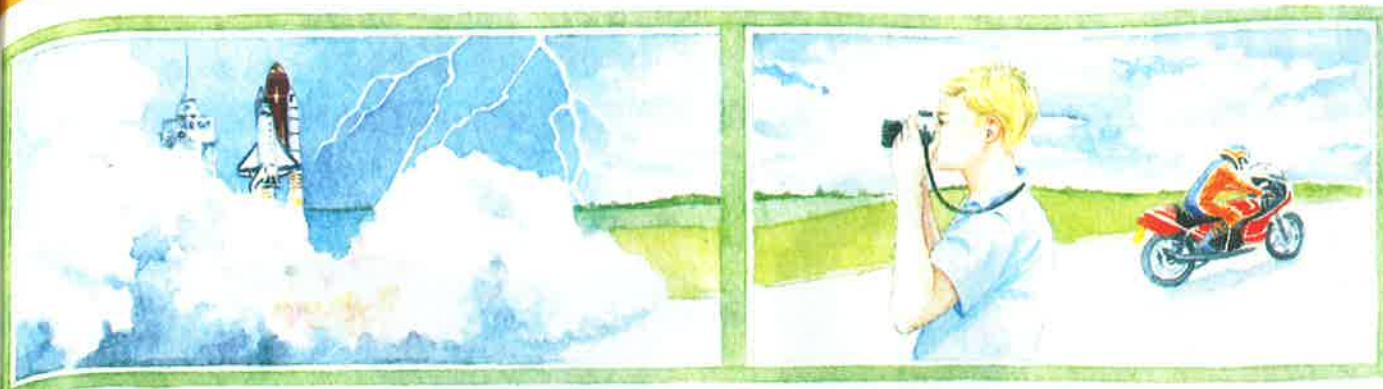
In the 1980's the Soviet Union decided _____ a space station for astronauts (the Russians called them cosmonauts) to live in. But they denied _____ the station in space permanently. In fact, they planned _____ MIR, as the space station was called, after five years. However, the station was a great success and the space authorities managed _____ it back to earth for 15 years – until March 2001.

3 Write in the correct form of the missing word and write another grammatically similar sentence for each case.

- 1 The Russians wondered WHERE _____ the MIR space station. (*bring down*)
- 2 AFTER _____ this, they decided on the South Pacific. (*discuss*)
- 3 They chose this area IN ORDER _____ people's lives. (*endanger*)
- 4 In fact, there wasn't really ANYWHERE ELSE _____. (*choose*)
- 5 Even so, many people were worried ABOUT the station _____. (*fall*)

4 Can you help Helmut while Ali's away? Write out what he says correctly.





1 You are going to hear five sounds and five words. Listen to them all and try to remember them in the same order. Then write the word or draw a picture of each item.

2 Try this test of your imagination. Read the instructions and give yourself marks.

0 = impossible 1 = difficult 2 = easy

Use your imagination.

In your mind, can you ...

1 see ...

your front door?
your toothbrush?
a friend's face?
a computer game?
the surface of the moon?



2 hear ...

rain?
a fire alarm?
a friend's voice?
birds singing?
a space rocket launching?



3 feel ...

grass under your feet?
yourself swimming?
a sticky cake?
the feathers of a chicken?
yourself travelling at high speed through space?



3 Total the marks for each column. Are they different or the same? Compare your scores with other students. Who had the best score for each column?

4 Discuss the test with other students.

EXAMPLES: It's easy (for me) to see my toothbrush in my mind's eye.

It's difficult to imagine travelling at high speed through space.

It's impossible to feel grass under my feet.

5 Look at the words in *italics* in *What kind of learner are you?* Imagine how they are pronounced. Listen and check then read the article.

What kind of learner are you?

We all learn in different ways. Some people are **visual learners** – they prefer reading, looking at pictures or watching TV. Some people are **auditory learners** – they prefer listening to teachers and other students, and also listening to cassettes. Some people are **kinaesthetic learners** – they prefer moving around, touching things – it helps them learn. Most people are a combination of all three types of learner.

In Activity 2, if you scored most points in column 1, you are a mainly **visual learner**. If you scored most points in column 2, you are a mainly **auditory learner**. If you scored most points in column 3, you are a mainly **kinaesthetic learner**.

Look back at all the information in this unit. Use what you have read and what you already know to answer this question:

Is space exploration useful or a waste of money?

Give reasons for your opinion.

- If you support space exploration, say what discoveries have been useful, or how they may be useful in the future.
- If you believe it is a waste of money, say what things you think the money could be better spent on.

INTRODUCTION



1 Look at some of the clothes and accessories that were 'in fashion' a long time ago.

1 Match them with these names.

helmet scarf drawstring bag comb wig
parasol sandals folding fan glasses
platform shoes

2 How many of them can you still see people wearing or using today?

2 Read the descriptions in the boxes below and match them with the pictures. Which pictures are not described?

3 Read the descriptions again.

- 1 Find reasons why people wore different sorts of clothing.
- 2 Look at the items in the pictures which have not been described. Explain their purpose (some have more than one).

A These were carried by ladies in France in the 18th century. Ladies used them because they protected their skin from the sun and also because they were very pretty.

B People have worn these for centuries. In the 17th century King Louis XVI of France wore one to cover his baldness. However, in France it soon became a sign of social importance and all gentlemen (those who didn't work for a living) wore them.

D Made of bronze, this was worn for protection of the head in times of war and showed that the wearer was a soldier.

E These were worn over the shoes to keep the wearer's feet dry when the streets were wet. In Italy, they were built as high as 76cm. It must have been very difficult to walk in these!

C People were already wearing these (also called spectacles) in the 1300s. Of course, not many people could read, so wearing these was a sign of an educated person.

F These were used in China in the 16th century. Later they became popular in Europe. They were used to keep the head and face cool as well as for modesty, because they hid the face. They were also very beautiful and often made of silk or feathers.



Claire and Jane



Lawrence and Roberto



Joey and Martin



Julie and Rani

4 Look at modern versions of some of the items on the previous page.

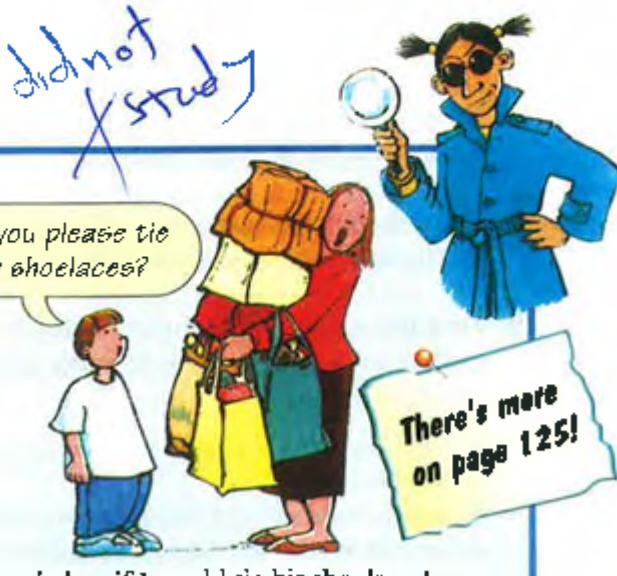
1 Say what they are and how they have changed.
2 Tell the person next to you which items you like or don't like and why.

EXAMPLE: I like/don't like the ... because ...
Write down what the other person says to you.

3 Report in small groups or to the rest of the class.
EXAMPLE: She said she liked the ... because it had ... and she could ...

5 Listen to the people in the pictures talking about each item.

1 Note down the questions they ask.
2 Compare your notes with the person next to you.
EXAMPLE: Claire asked if the bag was expensive, didn't she?



6 GRAMMAR DETECTIVE

Reported questions

Spot the differences between the original questions and the reported questions.

- What happened to these? *my, do, like, will, you,* word order (verb, subject)
- What words have been added to the reported questions?

1 Before you read, look at the pictures and match them with the times in the box on the right.

17th century 11th century
19th century prehistoric

'Clothing is a kind of language . . .'

PEOPLE have been wearing clothes for thousands of years, but we're not absolutely certain why prehistoric man first did so. There must have been various reasons. Clothing was needed for protection from the weather and perhaps from injury while hunting. A less practical reason was for decoration. An early myth suggests that people first covered their bodies for reasons of modesty.

Clothing and accessories tell us a lot about people's lives. Recently, important evidence of the clothing and daily life of prehistoric man in Europe was discovered. In 1991 the 5,000-year-old frozen body of a man was found on top of a glacier in the Alps. He was wearing a fur cap, coat and leggings, leather boots and a



grass cape. These clothes would have kept him warm and dry. He had a bow, arrows and an axe. They prove that practical clothing, tools and weapons were being skilfully made 5,000 years ago. (You can find out more about this discovery on page 86.)

Today experts say that clothing is a kind of language. We often put on

clothes and accessories to show the kind of people we are and what we think about ourselves. From what people wear we can often tell their age, whether they are male or female, where they come from, their religious beliefs, whether they are married, what their jobs are, what sports they do, and how rich or powerful they are.

2 Read the article and find reasons why people wear clothing and accessories.

3 Read the article again. What can you tell about the people in the pictures from their clothes?

4 Find the words in the article which fit these definitions and use them to make sentences about yourself.

- a keeping someone safe from harmful events or conditions
- b hiding the body from the sight of others
- c something that causes you to believe something is true
- d done very well
- e things which are worn or carried but are not part of normal clothing

5 Look at these sentences and say whether they are active or passive.

- a People needed clothing as protection from the weather.
- b Recently, a discovery gave us important evidence about the kind of clothing prehistoric man was wearing.
- c Someone found the frozen body of a man.
- d He would have been kept warm and dry by these clothes.
- e It has been proven by them that people were skilfully making practical clothes, tools and weapons 5,000 years ago.

- 1 Find the same statements in the text in another form.
- 2 Say which form you think is the best choice and to give a reason.

6 Before you read further, decide where you think the people in the pictures were from. Then read and find out if you were correct.



How much have things really changed?

The clothes we wear now are not the same as the clothes our ancestors wore – or are they? Some things do not change, as we can see if we look at clothing in ancient cultures.

The early Egyptians grew flax to make linen. Important people in Egyptian society wore the most clothing, so workers wore a simple loincloth while men of the upper class wore a skirt. Women wore an

ankle-length dress with one or two straps over the shoulder. Shoes were sandals made of leather or dried grass called rushes. Both men and women wore jewellery. Because many men and women shaved their heads, they also wore wigs. Women painted their lips and coloured their fingernails with a reddish-orange dye. Both men and women painted their eyelids with kohl, much like today's eyeliner.

Clothing in ancient Greece was made from linen or wool. Lengths of material were held in place with pins and sashes (or belts). Clothes were not made by stitching or sewing. Women dressed modestly in ancient Greece. They wore an

ankle-length tunics while men's tunics were shorter. Women in many areas wore veils whenever they left the house.

The most famous item of clothing in ancient Rome was the toga, a one-piece garment made of wool. Roman men could wear the toga but women, slaves and foreigners could not. Romans disapproved of the clothing of the Germanic people from the north who wore shirts and trousers. In fact, the toga is still being worn today by men in Libya. Modern brides have also inherited two important things from Roman wedding dress: the veil and the wedding ring.

7 Read the text again and find words and phrases for:

- 1 materials that clothing is made from.
- 2 materials used for decoration.
- 3 items of clothing worn for work, for modesty, for weddings and to be attractive.

8 Compare the things worn in ancient Egypt, Greece and Rome with what we wear today.

EXAMPLE: Our clothing is still made from linen and wool but the pieces are sewn together.

1a Complete the reports of these questions.

- 1 'What's a parasol?'
Jack asked Jill _____
- 2 'Do you know another name for spectacles?'
Helmut asked Ali _____
- 3 'Were old Greek helmets made of silk?'
Dartan wanted to know _____
- 4 'When did folding fans first arrive in Europe?'
Jill enquired _____

1b In your notebook, answer the questions in 1a.

2 Report this conversation beginning each sentence as indicated.

- 1 'Have you ever heard about the 'Iceman', Dave?'
Mary asked Dave _____
- 2 'I think I have. But it was quite a long time ago.'
Dave said _____
- 3 'Yes. He was found in 1991. But he died 5,000 years earlier!'
Mary agreed and added _____
- 4 'Why are you asking me about him now, Mary?'
Dave wanted to know _____
- 5 'There's an Iceman exhibition at 7.30 tonight. Would you like to come with Tom and me?'
Mary explained that _____
- 6 'Thanks, Mary, but I'm sorry I won't be able to come.'
Dave thanked her but _____

3 Rewrite these sentences beginning as indicated.

- 1 Someone gave Mary two tickets for the Iceman exhibition.
Mary _____
- 2 Someone had sent Tom a ticket, as well.
Tom _____
- 3 Mary offered Dave a ticket.
Dave _____
- 4 A person at the exhibition promised the visitors an interesting film.
The visitors to the exhibition _____
- 5 But no one showed the Iceman himself to them!
But they _____

4a Correct Helmut's first sentence.

The answers are to England,
studying, soon and of course I do!

Many people have asked me where has
All gone and what is he doing and when
will he back and do I miss him.



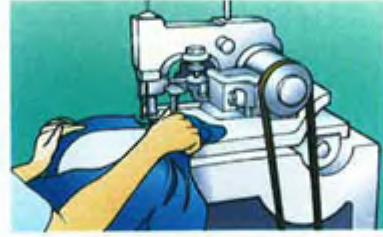
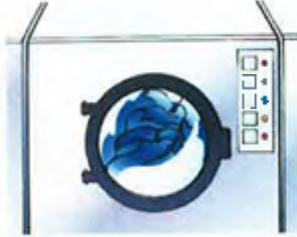
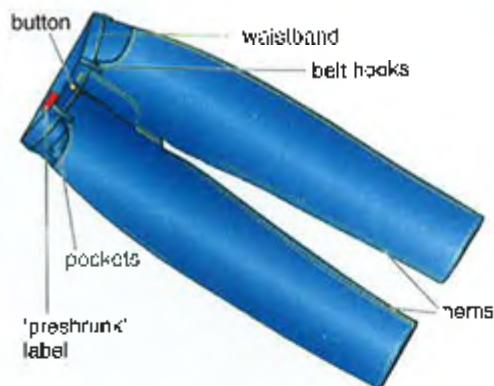
4b Report Helmut's answers in four full sentences.

1 Answer these questions.

- Have you ever worn jeans?
- Which other people wear them?
- Where and when do you think they are most often worn?
- Where and when shouldn't people wear jeans?

2 You are going to listen to a guide showing visitors around a jeans factory.

- 1 Look at the equipment in the pictures and try to decide what happens first, next, then, after that etc.
- 2 Listen to the tape to see if you were correct.



7 pattern design

4 pocket setting

1 washing machine

5 waistband machine



2 belt loop attaching

6 computerised sewing machine

3 hemming machine

3 Listen to the tape again.

- 1 Note down either the questions you hear or the answers.
- 2 Report a question or an answer that you heard. Another student replies with the question or the answer that goes with it.

EXAMPLES: **Student A:** The guide said the pockets went on first.

Student B: Someone asked him what happened first.

Student A: The guide asked Karen if she had just started to work there.

Student B: Karen said she had only been working there for two weeks.

4 Pronunciation: intonation of tag questions

- 1 You are going to hear examples of tag questions. Listen to the way the speaker's voice follows the arrows.
- 2 Decide whether the speaker expects a 'yes' answer (+) or is uncertain of the answer (-).
 - Jasmine has worked here for a long time, haven't you, Jasmine?
 - Then they shouldn't shrink, should they?
 - It's enormous, isn't it?
 - But batteries are expensive, aren't they?
 - They still need buttons, don't they?
- 3 Now ask these questions. Others say whether you sound certain or uncertain.
 - (+) This isn't very good, is it?
 - (-) We are going in the right direction, aren't we?
 - (-) You put the sugar in next, don't you?
 - (+) You will wear your helmet, won't you?

1 You are going to write a description of a person. First read more about the 'Iceman' found in the Alps.

Frozen in time



This is a picture of the 'Iceman,' the oldest frozen body ever discovered. He has also been nicknamed 'Otzi', because he was found in the Ötztal region in Italy. Otzi was found in 1991 at 10,500 feet by a German couple hiking in the Alps. His body was 158 centimetres tall and weighed just a little more than 13 kilograms. He was probably around 45 years old when he died.

Otzi's clothes were found with him. He wore a cap of brown bear fur and carried a wooden backpack. His clothing was made of animal skins and he had a cape made of grass to protect him from the weather. His leather shoes were also lined with straw for warmth.

He was also found with a copper axe, a knife made of stone, a bow and 14 arrows. The condition of the bones in his legs showed that he had done a lot of walking. His little toe showed signs of frostbite, which sometimes happens to mountain climbers.

So what was the Iceman doing on the day he died? He could have been a shepherd who died while looking after his sheep. He may have been hunting. He may have died of illness, or perhaps he got lost in fog or snow and froze to death. Although his clothes tell us what kind of man he was, we will never know for certain what happened to the man who was trapped in ice for 5,000 years.

2 The description includes these things. Put them in order.

- what the person looked like
- who the person is
- possible age
- looks and accessories
- clothing
- what the clothing tells us about the person

3 Choose one of the people illustrated in this unit and write a short description.

- 1 First, make notes under the categories in Activity 2.
- 2 Descriptions of clothing in this unit can help you with vocabulary or you can use your dictionary.
- 3 Write about 200 words and give your composition a title.

Tomorrow's World: WHAT WILL WE BE BUYING?

Our day-to-day lives are changing very rapidly in the 21st century. So how will this affect what we will be wearing? We have come up with some suggestions and asked our teenage panel what they think. Do you agree?

Disposable clothing

There will be clothing, such as skirts, T-shirts and trousers, which you can wear once and then throw away. No more washing and ironing, and think of all the different styles you could have!

Watch-phone-TV-computer-camera

Your watch will become your most important accessory. It will be your office, your classroom and your entertainment centre.

Internet shopping

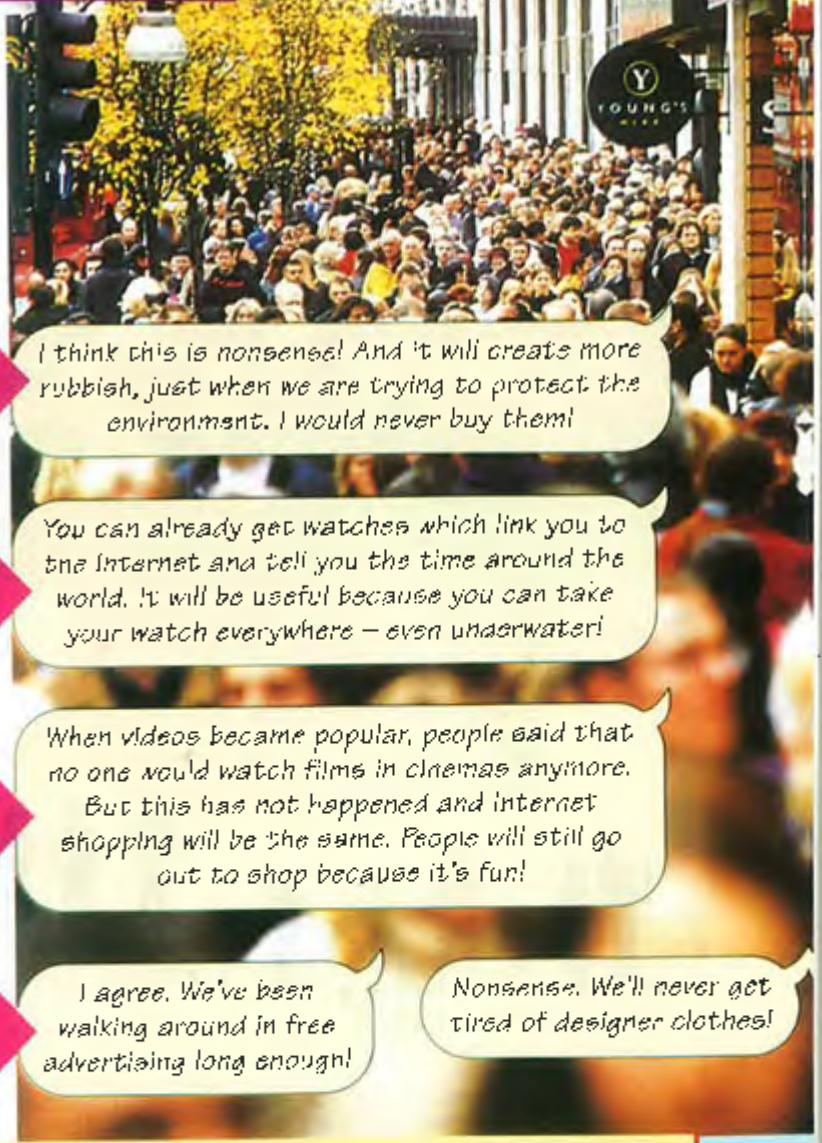
Shopping centres will be a thing of the past. You won't leave your house to buy clothing – or anything else.

Brand names

Brand names have been around for a long time and people will get tired of them.

Can you find the clothing?

- 1 Another word for sports shoes
- 2 Usually has a buckle
- 3 Sometimes worn back to front
- 4 For cool feet, wear these
- 5 Protection for rollerblading
- 6 Popular trousers, often blue
- 7 Worn by a bride
- 8 Often have logos
- 9 'Accessories' for ears
- 10 They protect your eyes from the sun



INTRODUCTION

1 Read the poem then answer the questions.

- 1 Why do you think Grandad asked if he snored?
- 2 Why do you think the family told him that he didn't?



When we go over
to my Grandad's
he falls asleep.

While he's asleep
he snores.

When he wakes up
he says,
'Did I snore?
Did I snore?
Did I snore?'

We all say,
'No, you didn't snore.'
Why do we lie to him?

by Michael Rosen

2 Look at the terms below for members of a family. Write the names of your own family members next to the correct group.



sons daughters nieces
nephews cousins



mothers fathers aunts uncles

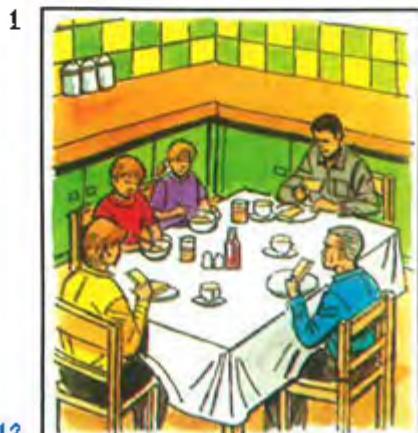


grandfathers grandmothers
great aunts great uncles

3 Match these terms with the family photographs below and decide what each one means.

a nuclear family b single-parent family
c extended family

Which of the families shown below is most like your own? What do you think family life would be like in one of the other families?



4 Make certain you understand the descriptions of people in the box below. Say which people are shown in the pictures.

- 1 Are there people like these in your family? Write down members of your family if they fit a description.
EXAMPLE: My grandmother always has time to listen.
- 2 Which family members haven't you mentioned? Write descriptions for them.
EXAMPLE: My aunt is always busy.

Someone who always has time to listen

Someone who often laughs

Someone who definitely forgets things

Someone who has never been on an aeroplane

Someone who's usually unhappy

A child who's sometimes naughty

Someone who's always kind, even to his/her rivals

Someone who gets angry only when he/she's tired

An older person who's never been married

Someone who plays a musical instrument well

Someone who goes to bed early

Someone who is still afraid to use computers

Someone who's already retired (stopped working)

A person who hasn't learnt to drive yet

5 Choose a member of your family and write a short description.

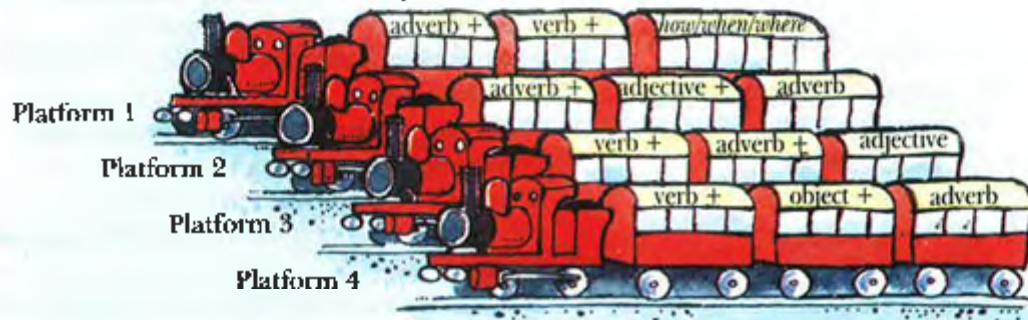


6 GRAMMAR DETECTIVE Position of adverbs

Underline the adverbs and adverbial phrases in the descriptions below. Do they answer the questions, *How?* *How often?* *How much?* or *How, when and where?*

- 1 A woman who takes the train reluctantly
- 2 A man who often travels to London on Wednesdays
- 3 A boy who is extremely clever
- 4 A little girl who likes to look out of the window but isn't tall enough
- 5 A man and woman who are never on time and have missed one train

Which trains are the first four people going to take?



There's more
on page 126!

1 READING

- 1 Read the introduction about Gerald Durrell, who always loved animals and worked with them all his life.
- 2 Find the unusual pet in the picture on page 91, say what it is and what you know about this animal. Then read the extract.



Gerald Durrell was born in India in 1925 but later went to live in England. When he was 9, his family moved to the Greek island of Corfu to get away from the terrible English weather. With his mother, his older brothers, his sister and pet dog, he spent five years on the island. For Gerald, who loved all animals, it was a chance to have a huge number of unusual pets. But this was not always easy for his family, as this extract from his book about their time on Corfu shows.

Then one day I found a fat mother scorpion in the wall. She was wearing a fur coat. I looked more closely. It was really a mass of very small babies who were holding on to their mother's back. I very much admired this family, and decided to take them secretly into the house and up to my bedroom. I wanted to keep them and watch them while they grew up. With great care I put the mother and family into a matchbox, and then hurried to the villa.

Unfortunately, lunch was just on the table. I placed the matchbox carefully on a shelf in the sitting room and went to the dining room and joined the family for the meal. I ate very slowly, fed Roger secretly under the table and listened to the family, who were arguing. I completely forgot about my exciting new pets. When Larry had finished, he fetched some cigarettes from the living room. He lay back in his chair, put one in his mouth and picked up the matchbox which he had brought. I watched him with interest. He was still talking when he opened the matchbox.

Now I still say this: the mother scorpion did not want to hurt anyone. She was anxious and a little angry because I had shut her up in the matchbox for so long, so she took her chance to escape. She climbed out of the box very quickly. Her babies were still holding on tightly as she climbed on to the back of Larry's hand. There, she was a bit uncertain, and she paused. Her sting was curved up at the ready. When Larry felt the movement of her claws, he looked down and saw her.

Then things got increasingly confused.

3 Now answer these questions.

- 1 Who is telling the story? Note down quickly the things he did and how and where he did them.
EXAMPLE: *He found a scorpion in the wall.*
He looked more closely.
- 2 Describe the behaviour of the mother scorpion and her babies. Who do you think Roger is? Who do you think Larry is? What do you think will happen in the next part of the story?

4 Look at this sentence from the text:

Unfortunately, lunch was just on the table.

- 1 Decide whether 'unfortunately' refers to a particular word or the whole sentence.
- 2 Look at these sentences, find the adverbs and say what they refer to.

Sadly, they never managed to return to Corfu.

'I won't do it,' he replied angrily.

Stupidly, he left his passport at home.

He was never naughty when his brother was away, oddly enough.

She was unnecessarily slow when she didn't want to do something.

5 Read the rest of the story, then say who these people were and find them in the picture: Larry, Lugaretzia, that horrible boy, Margo, Leslie.



Larry screamed with fear and Lugaretzia dropped a plate. Roger came out from beneath the table and began to bark wildly. Larry shook his hand and the poor scorpion flew down the table. She landed between Margo and Leslie and her babies went everywhere as she fell on to the cloth. She was now very angry and she raced towards Leslie. Leslie jumped to his feet, overturned his chair and hit the scorpion with his napkin. She rolled across the cloth towards Margo, who let out a scream louder than a railway engine. Mother put on her glasses and peered down the table. At that moment Margo tried to stop the scorpion and threw a glass of water at it. The shower missed the animal completely, but successfully hit mother, who immediately lost her breath and couldn't speak. The scorpion had hidden under Leslie's plate, but her babies were running wildly all over the table and Roger, who wanted to help, was barking and running round the room.

"It's that horrible boy again," roared Larry.

"Look out! Look out! They're coming," screamed Margo.

"All we need is a book," shouted Leslie. "Hit 'em with a book."

"What's the matter with you all?" Mother kept asking, as she wiped her glasses.

"It's that horrible boy ... he'll kill us all ... Look at the table ... knee-deep in scorpions ..."

No one had been able to explain things to Roger. He wanted to protect the family and, as Lugaretzia was the only stranger in the room, he bit her on the leg.
This did not help very much.

(From *My Family and Other Animals* by Gerald Durrell)

6 Find words which fit these definitions.

- a spray of water
- very, very bad
- look at something as though it is difficult to see
- knock over
- without control
- clear or dry something

7 Say what or who did these actions.

- began to bark wildly
- fell on to the cloth
- let out a scream louder than a railway engine
- overturned his chair
- successfully hit mother
- immediately lost her breath
- were running wildly all over the table
- bit someone on the leg

1 Complete the sentences with adverbs or adverbial phrases that answer the questions indicated.

- Scorpions are _____ found in hot countries. (*how often?*)
- _____ we are going to visit the zoo. (*when?*)
- Some of the animals there are _____ dangerous. (*how much?*)
- I always look forward to visits to the zoo _____. (*how?*)
- I hope that on our next visit we will get _____. (*where? when?*)

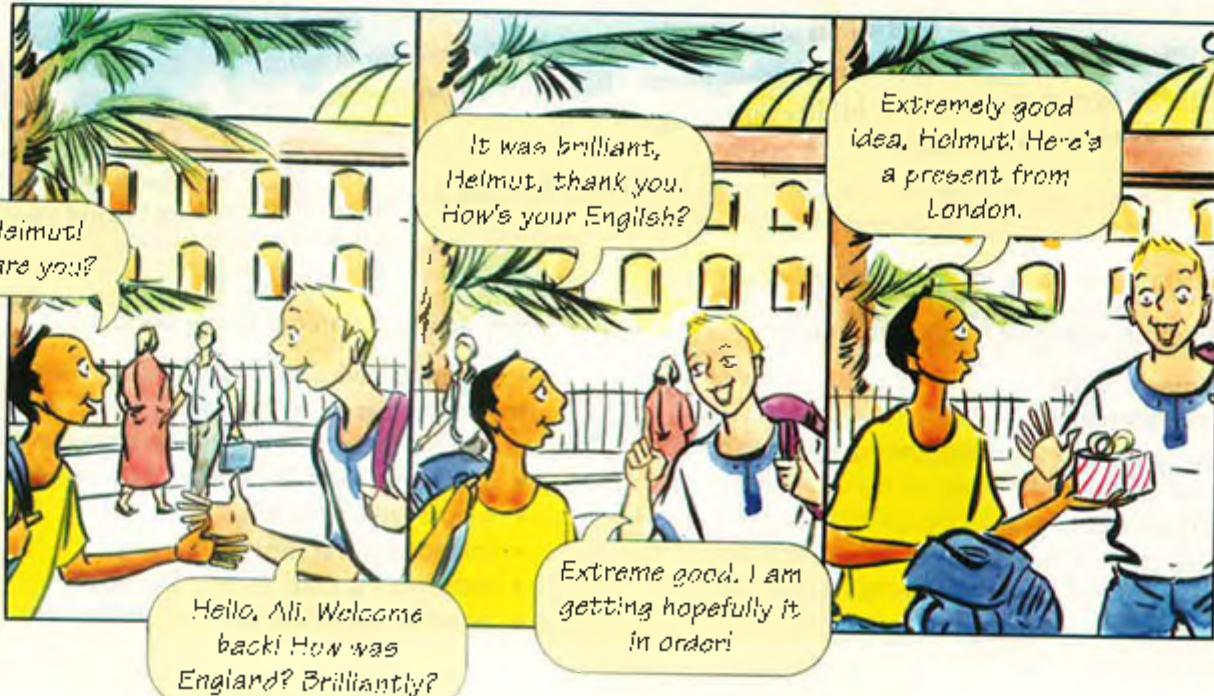
2 Rewrite these sentences putting the adverbs and adverbial phrases in their normal positions.

- My grandmother speaks fluently French, but often she makes mistakes.
- My aunt is fond extremely of animals though she isn't sometimes enough kind to her children.
- My uncle carefully looks after his horses but here he doesn't keep them.
- In the countryside we next week are going to visit fortunately his farm.
- My cousins tomorrow are going to visit there him.

3 Underline the appropriate sentence adverbs in this paragraph.

At that time I was about ten years old and was known to everyone in the family as 'sleepyhead'. I had always loved animals and I often saw my uncle but, *strangely / hopefully*, I had never been to his farm before. *Naturally / Sadly*, the whole idea of the visit filled me with excitement. *Amazingly / Unfortunately*, on the morning of the trip, the weather was not very good and, *enthusiastically / typically*, I slept for most of the long journey. *Luckily / Disappointingly*, when I woke up the sun was shining brightly and I could see animals in the fields all around, and there in the distance was my favourite uncle.

4 Act out the dialogue. Naturally, you must correct Helmut's mistakes first.



1 Read the introduction then discuss the advantages and disadvantages of moving often for parents, children, and relations at home.

2 Look at the maps of the world and the USA.

1 Match these labels to the coloured areas.

USA: Midwest, South, East, West.

World: Africa, North America, South America, Asia, Middle East, Europe, Australia

2 Look at the maps and find places you or people in your family have been to.

Some families live very close together. They may all live in the same region or city or even in the same street. Other families have to move long distances, usually because of job opportunities. People working for the government or the army may have to move quite often, as do people working in industries like building or oil. They may also go to live in foreign countries. The children in these families may have to change schools many times.

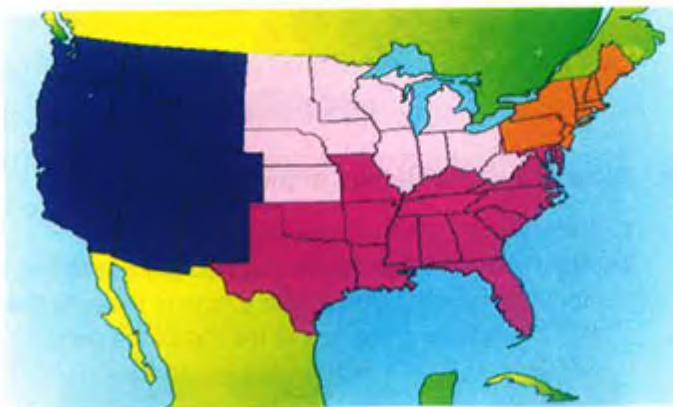


3 Look at the map and listen to a description of the movements of one American family.

1 Try to find some of the areas of the United States and parts of the world they have lived in.

2 Listen again and answer these questions:

- What work did the speaker's grandfather do?
- Why did her mother move to California?
- Where did her father come from?
- Why did her family move to Oregon?
- Where was her husband born?
- Where were her children born?
- Where might her grandchildren live?



4 Pronunciation: sentence adverbs

1 Find the adverbs in the sentences in the box that refer to the whole sentence.

2 Then listen to the sentences. How do they sound different to the other adverbs?

3 Practise reading the sentences aloud.

Sadly, they never managed to return to Corfu.

'I won't do it,' he replied angrily.

Stupidly, he left his passport at home.

He was never naughty when his brother was away, oddly enough.

She was unnecessarily slow when she didn't want to do something.

- When a friend shows you family photographs, what questions do you usually ask?
- Read the descriptions of the photographs and write notes under the headings in the box.

This is a photo of my cousins. It was taken by my uncle last summer when they were in South Africa. They went on a Safari holiday and visited lots of animal parks. Here they are stroking baby lions. You can tell it's in a special park because there are fences and the mother lion isn't there. These lions must be very tame because they're not even looking at my cousins and one seems to be asleep. They must be used to visitors. It looks like it's a hot and sunny day and my cousins look happy. They both love animals. Jeanie, on the left, is twelve and so is Jamie. They're twins. They live near me and we go to the same school.



- Subject • What are they doing? • Photo taken by
- When/Where • Weather • Who/What is in the picture
- How they look/feel • Details

This is a picture of my sister's wedding. She got married last month and I was a bridesmaid. This picture was taken by the wedding photographer. As you can see, it wasn't a very nice day. It rained and everyone got wet. They still look happy, though. My sister, in the wedding dress, married John, in the top hat. On the top step you can see John's father and mother and my mother and father. The little bridesmaid is our cousin, Meg, and that's me, next to her. You can't really see my dress very well, but it was blue silk with a big bow at the back. The flowers were pink and white roses. My brother, Bill, is next to me. He doesn't look very happy, but that's because he doesn't like dressing up and he really hated that suit! We had a lot of fun at the party afterwards, though.



- Think about the details in the descriptions.

- Which information did you find interesting?
- Are there any more details you would like to know about the photographs? Add a note of these to the list of headings in the box at the top of the page.



- Find one or two of your favourite family photographs and write a description, using the headings to help you. (You might like to practise with one of these photographs first.)



Meet the Durrells

Gerald Durrell, the rather naughty boy in *My family and other animals*, grew up to be an extraordinary man. He was seventy years old when he died in 1995. By then, he had become a much-loved writer and television personality. He was also well-known in the movement to protect endangered animals. So how did Gerald become such an important man in later life? And what was his family really like?

Gerald was born in India, the youngest of four children. Gerald's parents had also been born in India. For the Durrell family, England was a very far away place. India was their home.

Gerald's father, a railway engineer, worked for the British government. He travelled around India a great deal and the children saw very little of him. When Gerald was born, his father had his own company and was rich and successful. However, he was also overworked and when Gerald was three, his father died quite suddenly. Although Gerald's mother didn't want to leave India, she took the children home to England, to go to British schools.

England was a lonely place for Mrs Durrell. The weather was often terrible and, when Gerald was nine, the family moved to the Greek island of Corfu. By this time, Gerald's oldest brother, Lawrence, was already a writer and he encouraged Gerald to write, too. Lawrence went on to become a great novelist and his books were influenced by his travels and his life in Cairo, where he wrote the *Alexandria Quartet*.

Gerald, of course, would go on to write about animals. Even when he was a baby, his first word may have been 'zoo'. Later, much to the family's disgust, their sinks and basins in England were always full of newts, tadpoles and other 'pets'. So, when the family moved to Corfu, Gerald was delighted. His experiences there were the subject of his most famous book, *My family and other animals*, which has sold millions of copies around the world.

The Durrell children felt that their mother had given them the chance to 'be themselves'. While Lawrence and Gerald became famous writers, their brother Leslie, though not as successful, was a painter and loved boats. Margo married twice and lived for a time in North Africa and later worked on a cruise ship.

Gerald went on to write more books and to promote animal conservation. Perhaps his greatest achievement was the zoo he founded on the island of Jersey, now one of the world's great zoos.





1  **Read this conversation.** How sure are Mum and Peter about when Hélène is arriving? Is Kate sure she knows? What do you think is the answer to Dad's second question? Listen and check.

DAD: When is Hélène arriving?

MUM: I'm not sure. It might be today.

PETER: No. She would have phoned by now. She must be coming tomorrow.

KATE: No, she isn't. She's coming on Friday.

DAD: How do you know?

2 **Look at the mobile phone text message at the top of the page.** It is from Hélène, a French student, to her English friend, Kate. Letters are missing from some of the words! Choose the right words and write out the message.

1 WLL = wall? will? willing?

2 CTCH = catch? chat? church?

3 THN = during? train? trying?

4 FRDY = Freddy? Friday? free day?

5 ARR = arrive? arrest? arrange?

6 NDN = landing? London? lying down?

7 MT = meal? meet? mate?

8 STN = Saturday? sitting? station?

3 **Look at the map at the top of the page and complete the paragraph about the Eurostar. Did you already know any of the information?**

I WILL CTCH TRN @ 8 FRDY
I WIL ARR NDN @ 11
WLL I MT ME @ TH STN?



The Eurostar is a fast train service between London and ... or ... The journey time is about three hours. The train runs on special high-speed lines in France and Belgium. It crosses the English Channel through the ... which runs under the sea. Some Eurostars go from London to Paris non stop; others stop at ... which is a town about half way between London and the south coast. The Channel Tunnel opened in 1994, and is the second longest railway tunnel in the world.

4 **Read and speculate about what happened to Hélène.**

Peter and Kate went to Waterloo station to meet Hélène. She planned to catch the Eurostar in Paris at 8 a. m. and arrive in London at 10 a. m. (The journey takes three hours, but the time in England is one hour behind France.) The train arrived a little late, at 10.10 a. m. When everyone had got off, Hélène was nowhere to be seen. She has a mobile phone, but she often forgets to charge it, so there is no power when she needs it. She also gets bored with train journeys and often falls asleep. What do you think happened to her?

EXAMPLES: Perhaps she missed the train.

She must have missed the train.

She might have missed the train.



5  **Read the dialogue and choose the best of the sentences in colour. Then listen and check.**

KATE: Where is she? / Where do you think she is?
 PETER: She missed the train. / She must have missed the train.
 KATE: No, she didn't miss the train. / No, she can't have missed the train.
 PETER: How do you know?
 KATE: She would have called me from Paris. / She called me from Paris.
 PETER: The train left Paris at eight o'clock – that was seven o'clock here. Was your mobile phone switched on then?
 KATE: No.
 PETER: She called you and couldn't get through. / She might have tried to call you and couldn't get through.
 KATE: But I switched it on two hours ago. If she'd called later, she'd have got through.
 PETER: She got tired of trying! / She must have got tired of trying!

6 **Read what happened next and try to answer the questions using *might have*. Don't worry if you aren't completely sure of your answers.**

A station official told Peter and Kate that the Eurostar had also stopped at Ashford. 'Your friend might have got off by mistake,' he said. 'And now she could be waiting for another train.'

'When is the next Eurostar due to arrive?' Peter asked the official.

'In an hour,' said the official. 'But it doesn't stop at Ashford.'

'Oh, no!' said Kate.



'Don't worry,' said the official. 'There are lots of trains from Ashford to Waterloo. She doesn't have to wait for a Eurostar. She can catch a local train.'

'How long will that take?' asked Kate.

'About half an hour.'

'Oh, dear,' said Kate. 'And I still don't understand why she hasn't rung me.'

At that moment, they saw Hélène running towards them.

- 1 Hélène must have been on the Eurostar. Why has she taken her so long to meet them?
- 2 Why didn't she call Kate on her mobile phone?

7 **Read these mini-stories and speculate about them.**

EXAMPLE: Angela waited for Wendy at the cinema but she didn't turn up.

Wendy must have forgotten about it.

- 1 It wasn't raining, but Ben came home wet through.
- 2 Everyone came through passport control except Diana. Her passport photo is very old.
- 3 It was February. Everyone in the office looked pale, except Paul, who had a sun tan.



8 **GRAMMAR DETECTIVE**
Perfect modals

Read these sentences. Match each sentence to one of the statements in the bubbles.

- Hélène must have got off at the wrong station.
- She missed the train.
- She might have forgotten about the trip.
- Ben fell in the river on his way home.
- The immigration officer might have questioned Diana about her passport.
- Paul must have had a winter holiday in the sun.



1 Check the meaning of these words, which all have something to do with boats. Are any of these in the picture below?

cabin captain cargo crew deck galley
first mate lifeboat log mast on board sail

2 Read *A ship on the horizon*. Choose the better explanation of these phrases.

1 its course was uneven
a The ship wasn't moving in a straight line.
b The sea was very rough.

2 sent a signal
a sent a message with flags.
b telephoned the other ship.
3 There was no reply.
a No one came from the other ship to talk to them.
b There was no signal from the other ship.
4 Their arrival produced no response from the crew.
a No one said anything when they arrived.
b No one came to see what they were doing.

The Mystery of the *Marie Celeste*



A ship on the horizon – December 5th 1872

The *Dei Gratia* was sailing east across the Atlantic from New York to Gibraltar when the crew saw a ship ahead of them. It was sailing very slowly, and its course was uneven. The *Dei Gratia*'s captain sent a signal: 'Identify yourself. Do you need help?' There was no reply.

The *Dei Gratia* moved closer. Three men got into a small boat and rowed towards the silent ship. As they approached, they saw that it was called the *Marie Celeste*. Their arrival produced no response from the crew. They climbed on board and discovered the reason why.

The ship was deserted. But it was undamaged. The cargo of industrial alcohol had not been touched. There was gold, jewellery and money on board – but none of it had been disturbed. There was plenty of food and water. The sailors' belongings were in order. There was no sign of panic. In the galley were the remains of an evening meal. In the captain's cabin, breakfast was on the table. Someone had sliced the top off a boiled egg.

There was a bloodstained sword in a cabin and stains on the deck which might have been blood. There was a hole in the deck that could have been made by an axe. The last entry in the ship's log was written on 25th November, ten days earlier. The ship had then been 400 miles (600 kilometres) further west.

Read **What could have happened?** Complete these sentences with your own opinions. Begin **I think/I don't think that ...**

- 1 ... the crew abandoned ship in a storm because ...
- 2 ... the boat was attacked by pirates because ...
- 3 ... the crew murdered the captain and his family because ...
- 4 ... a giant octopus attacked the ship because ...
- 5 ... they found a newly-formed island because ...



What could have happened?

Ten people had left New York aboard the *Marie Celeste*: the captain, Benjamin Briggs, his wife, Sarah, his daughter, Sophia, the first mate, Albert Richardson and six other sailors.

Could they have abandoned ship in a storm? Possibly. But the storm would have damaged the ship. Could the boat have been attacked by pirates? Possibly. But why didn't the pirates steal the gold and money?

Could the crew have murdered the captain and his family and then escaped in a different boat? Possibly. But there was no sign of a struggle and the ship's lifeboats were still on board, undisturbed. Although rewards were offered for the arrest of the crew all over the world, none of them was ever seen again.

Did the crew move to another ship or jump into the sea? Possibly, but why? Some strange theories were put forward to explain the mystery.

- A giant octopus might have attacked the ship when everyone was on deck.
- The ship might have reached a mysterious 'new' island that had risen from the ocean, perhaps through volcanic activity. The crew might have gone ashore, then been unable to get back to the boat; eventually, the island sank back into the Atlantic.

Read this strange theory. Then close your book and re-tell it in your own words.

In 1913, the headmaster of a London school received some papers from an old servant named Abel Fosdyk. Shortly afterwards, Fosdyk died. In the papers, he claimed that he had been an unrecorded passenger and the only survivor from the *Marie Celeste*.

According to Fosdyk, Captain Briggs had asked the ship's carpenter to make a platform at the front of the ship where his daughter could play safely. Some days later, the captain was telling the crew that it was possible to swim

The strangest theory of all

fully dressed. The eccentric captain jumped overboard to show them. Everyone rushed onto the platform to watch. It collapsed, and everyone fell into the sea, where they were all eaten by sharks. All except Fosdyk, that is. He held onto the remains of the platform until he was washed up on the coast of Africa.

A ridiculous explanation? Possibly. But there were strange marks at the front of the ship which indicated that some extra carpentry work had been done.

1 Underline the correct modals.

It was Sunday morning and Detective Williams thought Jones Smith might steal / might have stolen the watch and rings lost by the pop singer on Saturday night. He spent Sunday morning following Smith, thinking that he would lead / would have led him to the stolen items. Williams discovered nothing, but later he asked Smith's friend John Doe about Smith. Doe said Smith couldn't do / couldn't have done anything wrong the night before because he and Smith had been at the Rex cinema together.

'You'll enjoy / 'll have enjoyed watching "The Great Escape", then,' said Williams.

'Yes, I really liked it,' replied Doe.

'Well,' said Williams, 'you must be / must have been the only one who did. They were showing "The Mummy Returns". I think perhaps you ought to come / ought to have come to the police station with me.'

2 Rewrite each sentence by adding four or five words to the beginning indicated.

1 I'm sure Smith did it. There's no other explanation.

Smith _____.

2 It's possible he did it, but I'm not sure.

Smith _____.

3 Doe said he had enjoyed 'The Great Escape'. It was a bad idea to say that!

Doe _____.

4 It's not possible that Smith did it.

Smith _____.

5 Doe himself wanted to do it, given the chance.

Doe _____.

3 Complete these sentences with the correct prepositions.

1 Many people are afraid _____ spiders.

2 My friend Ali is really good _____ English.

3 But he's very bad _____ Maths.

4 I think England is famous _____ castles and pop music and its language.

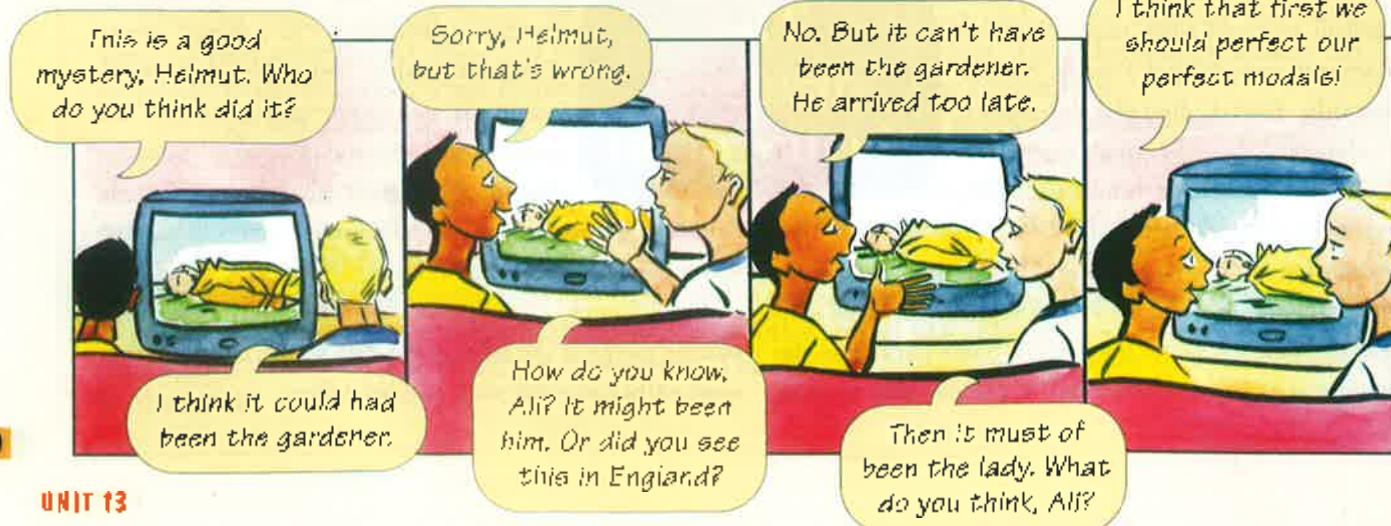
5 I'm really interested _____ nature programmes on TV.

6 My brother is keen _____ collecting stamps.

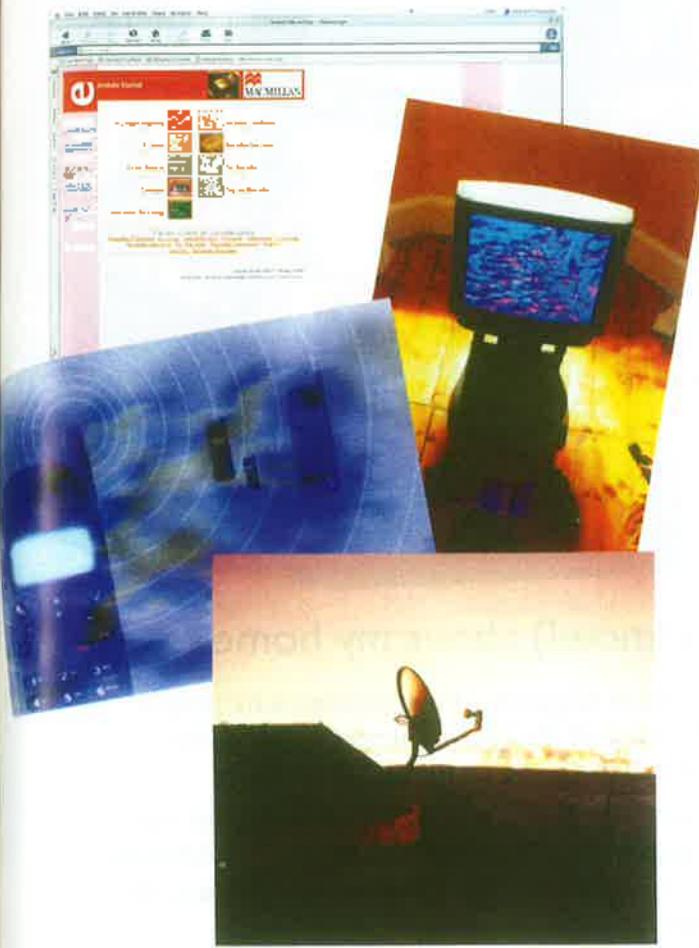
7 I'm very proud _____ improving my English.

8 I'm worried _____ global warming and the environment.

4 Help Helmut to get his perfect modals perfect!



What must life have been like without these things? It's a mystery to me!



1 Look at the pictures of inventions that changed our lives. Below are two definitions for each one. Name the invention and choose the right definition.

- 1 A machine that makes it possible to
a watch
b listen to programmes.
- 2 Something you put on
a the wall or roof of the building where you live
b the wall near the TV that enables you to watch lots of different TV channels.
- 3 Something you use so that your parents
a always know where you are.
b can talk to you wherever you are.
- 4 A system of information sites that you can
a access on a computer.
b only access on your telephone.

2 Now listen to three young people, each talking about an invention. They mention (1) what life must have been like before it was invented; (2) what life has been like since it was invented. Which inventions do they talk about?

3 Listen to the last speaker again and read what she said. Find (a) three extra words that are grammatically correct and (b) three extra words which are incorrect.

I'm really extremely pleased that I've got one. I know that I can to call my parents at any time. If I'm going to be a little bit late home from at school, I call them. But mainly I use it to send messages to my school friends. We're not allowed to do that at school, of course. My brother, who's nearly four years more older than me, didn't have one when he was at school. It must have been really difficult.

4 What do you think about the inventions in the pictures? Do you use any of them? Would life be different if you didn't use them?

5 Pronunciation: regular past tense verb endings

1 With one exception, the past tense of the following regular verbs is formed by adding either a /d/ sound, like *abandoned*, or a /t/ sound, like *approached*. Practise saying the words and then put them into two lists as in the example below.

abandoned approached arrived attacked
called climbed collapsed deserted
discovered escaped happened jumped
missed moved produced reached sliced
stopped switched touched

EXAMPLE:

/d/	/t/
abandoned	approached

2 The odd one out is *deserted*. How is it different from the others?
3 Listen to the pronunciation of the words.

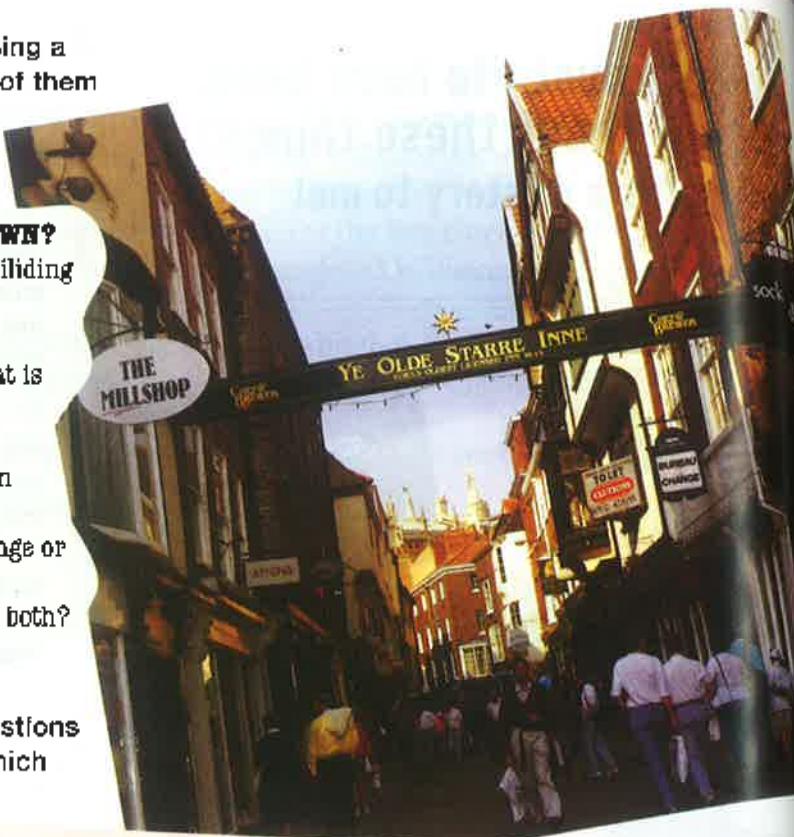
1 Complete the questions in the survey, using a preposition from the list below. Use one of them twice.

at for from in of on near

HOW MUCH DO YOU KNOW ABOUT YOUR TOWN?

- 1 What kind of people were responsible ... building the original town?
- 2 What is your town famous ... ?
- 3 What are people in your town good ... ? What is the economy based ... ?
- 4 Are the inhabitants proud ... the town?
- 5 How is your town different ... other towns in your country?
- 6 Is it situated ... a river, or ... a mountain range or other natural feature?
- 7 Are the people interested ... art or sport, or both?

2 Read this composition. Which of the questions in the survey does the writer answer? Which ones doesn't she answer?



Things I know (and things I don't know!) about my home town

I come from Manchester, a big city in the north west of England. I have no idea why people first lived in the area. I think it must have been because of the cotton industry. Before the cotton industry started, there weren't many people living here.

Cotton was the main industry of the city for about a hundred years, from the middle of the nineteenth century, but I'm not sure why. There aren't any cotton fields in or near Manchester – it's too cold! Cotton fields are in warmer places, like the southern United States. In fact, all the cotton produced in Manchester mills was imported.

The industry could have started in the area because imported cotton originally arrived at the port at Liverpool, about 50 kilometres away. Later, they built a huge canal from the coast to Manchester, so big ships could sail all the way to the city.

Why did the cotton industry start in Manchester? It's a mystery to me! Someone said that it was because Manchester is very damp. But why is damp weather good for producing cotton? I don't know!

Manchester is situated on the River Irwell, which isn't a very pretty river. There are factories along it, but there is also the Lowry Centre, a really nice new art gallery. There are exhibitions of paintings there almost every week.

The weather isn't very nice in Manchester. Sometimes I think that it rains all the time! But Manchester people are very proud of their city, and we all like living here. I think my city is different from other cities because the people are very friendly and because of Manchester United, the best football team in the world!

3 Now write a similar piece about your town. Try to refer to all the questions in Activity 1.

PUZZLE IT OUT!

The black and white beach

Here is a mystery from long, long ago ...



In ancient times, there were two nations called Atlantis and Mediterranean and they were always at war. Each nation had a royal family. King Harold of Mediterranean was a good king but King Gerald of Atlantis was an evil king. Gerald wanted to be king of both nations.

One day, evil King Gerald captured good King Harold and held him prisoner. Harold's daughter Princess Rose pleaded with King Gerald for the life of her father. Gerald sent a message to the princess. The note said: 'If you want to save the life of your father, meet me on the black and white beach at midnight.'

The black and white beach was at the border between the two countries. It was a long beach covered in pebbles. All the pebbles were black or white.

Princess Rose went to the beach with two bodyguards. Gerald was there alone. He was carrying a bag.



'Do you want to save the life of your father?' asked King Gerald.

'Of course,' said Princess Rose.

'In that case, this is what I suggest,' said King Gerald, smiling in an evil way. 'I will put one black pebble and one white pebble in my bag. You must take one pebble out of the bag. If you choose the white pebble, your father will go free. But if you choose the black pebble, you must marry me, and I will be ruler of both our kingdoms.'

Princess Rose reluctantly agreed to the bargain. In the darkness, King Gerald picked two pebbles from the beach and put them in his bag. But there was a problem. One of Rose's bodyguards whispered in her ear:

'Princess,' said the bodyguard, 'I've put two black pebbles in the bag!'

Princess Rose realised that she had been tricked. But she knew that if she accused King Gerald of cheating, he would be angry, and she wouldn't be able to save her father.

How did Princess Rose manage to save her father and avoid marrying evil King Gerald?

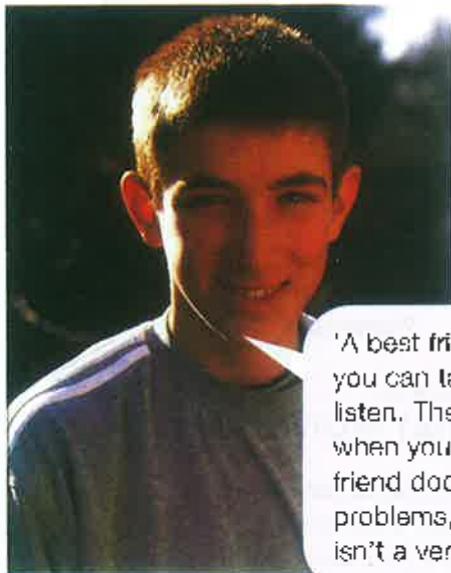


You can find out on page 111.

14 FRIENDSHIP

INTRODUCTION

- 1 What does the word **friend** make you think of and what do you look for in a best friend?
- 2 Read these comments about friendship. Say what each person thinks is most important about a friend. Choose the one you agree with most and explain your choice.



'A best friend is someone you can talk to and who will listen. They'll give you advice when you need it. If your friend doesn't listen to your problems, then that person isn't a very good friend.'

- 3 What do you want to know when you first meet someone?

Where do you come from?

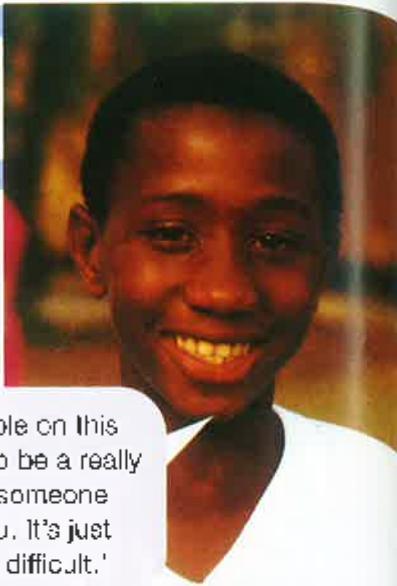
How old are you?

What are you interested in?

- 4 Look at these characteristics of a real friend. Do you agree with them?

A real friend...

- ✓ helps you **cheer up** when you're worried or upset.
- ✓ has a **good laugh** with you.
- ✓ tells you to stop **moaning** when you complain about things.
- ✓ is **cool and trendy**.
- ✓ likes you even when you're stressed out and not easy to be with.
- ✓ argues with you without **telling off** with you.
- ✓ understands you better than anyone else.
- ✓ shares secrets and is always **straight** with you.
- ✓ is **bad-tempered** and easy to get on with.



'With 6 billion people on this planet, there has to be a really good chance that someone else is a lot like you. It's just finding them that's difficult.'



'My best friend and I are very different, but there is no one I would rather be with. She makes me forget about myself and because of that I love her.'

- 1 Match the informal words in coloured type with these more formal words and expressions.

- **stopping being friends** • **complaining** • **relax**
- **tell the truth** • **worried or anxious**
- **not worried about anything** • **be fun to be with**
- **popular and up-to-date**

(Remember! The informal words can be used with people your own age, but are not always appropriate with adults or in written form.)

- 2 List the characteristics you think are important. Then number them in order of importance (1 is most important)
- 3 Try to find someone in the class who has a similar list.

5 Could you be your own best friend? How many of the things you think are important in a friend apply to you?

6 Having a best friend is not always free of problems. Here are some reasons why friends 'fall out'. Check their meanings (use your dictionary if you need help). Then add more reasons of your own.

- ✗ Your parents don't approve of your friend (or your friend's parents don't like you!)
- ✗ Your friend spends too much time doing something that you don't enjoy.
- ✗ One of you is jealous of the other.
- ✗ One of you has found another friend and doesn't include the other.
- ✗ One of you has got a problem at home and is very unhappy.
- ✗ One of you does something the other one doesn't think is right.
- ✗ One of you always has to have his/her own way.
- ✗ One of you is always telling the other one what to do.
- ✗ One of you has revealed the other one's secrets to someone else.



7 GRAMMAR DETECTIVE

Prepositions in final position

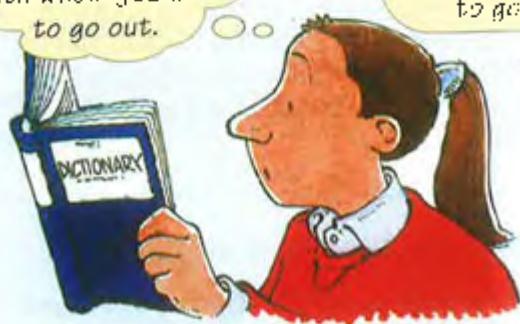
Spoken or written? What is the difference?

A friend is someone with whom you like to go out.

That's right! My friend Jane is someone I like to go out with.

Astronomy is a subject about which I know a lot.

It's a subject I know nothing about!



Are these formal or informal? Change them so that they are the opposite.

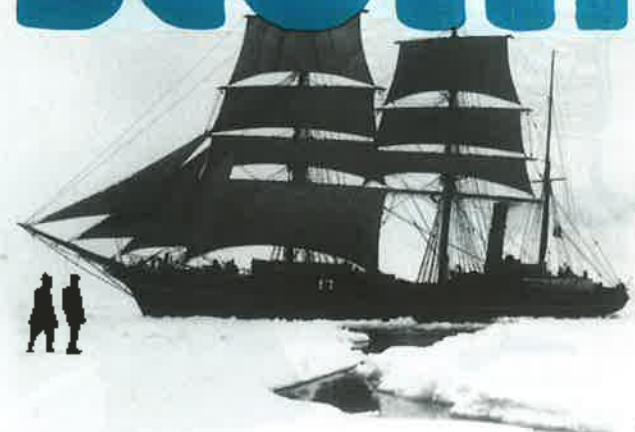
- Mark is someone for whom I have a lot of respect.
- Polly is a girl who's difficult to talk to.
- To which address should I send it?
- The people I go to school with are very laid-back and cool.

There's more on page 127!

- Look at the photographs of Scott's expedition to the Antarctic. Say what you think they were trying to do and what problems they had.
- Read Part 1 and say whether or not Scott was a good choice for leader. Explain why or why not.



Scott: hero or failure?



1 Robert Falcon Scott, who was chosen to lead the first British expedition to Antarctica, is not always portrayed as a hero. At the time, Scott, a Royal Navy officer, was not a popular choice. Many people thought it should be a scientist. Scott himself admitted that he had never been interested in Antarctica or polar exploration, but he accepted the task.

Scott's expedition left New Zealand for Antarctica on 21st December, 1901, at the start of summer in the southern hemisphere. A special ship, an ice-breaker named *s*, had been built for the journey. Soon it had crossed the Antarctic Circle and was

moving south through the ice. Scott spent the winter in the Antarctic and in the spring he set off for the South Pole. His dream was that he and his party should be the first men ever to reach it.

There were many problems. The dogs pulling the sledges were not strong enough nor properly trained. Scott did not really know how to manage the dog teams and hadn't thought it important to learn. One by one the dogs died and the party had to drag their supplies themselves. By the end of the year they had to turn back. In the spring Scott was called back to England because the expedition was becoming too expensive.

3 Find a word or expression for these phrases.

- an organised journey by several people for a special purpose
- visiting and finding out about Antarctica
- the area of the Earth south of the equator
- platform on long narrow pieces of metal or wood designed for travelling in snow
- pull something along the ground slowly and with difficulty

4 Answer these questions about the text.

- What was the *Discovery*? Explain the name.
- What important mistake did Scott make? What was the result?
- Which of these words describe Scott's personality? (You can use your dictionary for help.) *strong, brave, sensible, over-confident, proud, arrogant, experienced*

5 Scott kept a diary on his last expedition to the South Pole in 1911. Read this phrase which he wrote on 18th January, 1912.

... and good-bye to most of our daydreams!

- 1 Talk about what you think happened and why.
- 2 Read Part 2 and find out if you were right.

2

SCOTT RETURNED TO CAPE EVANS in 1911, but the Norwegian explorer, Roald Amundsen, was also leading an expedition south. In October, Scott and his party, Dr Edward Wilson, Captain Lawrence Oates, Lieutenant Henry Bowers and Petty Officer Edgar Evans, set out on the 1500 km journey to the Pole. They were just 2 km from it when Bowers saw a tent ahead.



Scott wrote in his diary:

Thursday, Jan. 18

In the tent, we find a record of five Norwegians having been here . . . Well, we have turned our back now on the goal of our ambition and must face our 800 miles of dragging – and good-bye to most of our day-dreams!

It was, perhaps no surprise that the Norwegians had reached the Pole two months earlier. Their base camp was 100 km nearer the Pole and they were more used to the ice and working with dog teams.



Scott and his team at the South Pole, January 1911

6 Do you think that people on a difficult and dangerous expedition need to be friends? Give your reasons. Now read Part 3 of the story and look for evidence of friendship towards the end of Scott's journey.

3

But for Scott and his men the return journey was terrible. The temperature was extremely low and the men became weaker and weaker. Evans was the first to die. Oates' feet were badly frostbitten. Scott wrote:

At lunch, the day before yesterday, . . . Oates said he couldn't go on; he proposed we should leave him in his sleeping bag. That we could not do, and we induced him to come on . . . He slept through the night . . . he woke in the morning – yesterday. It was blowing a blizzard. He said, "I am just going outside and may be some time." He went out into the blizzard and we have not seen him since.

Some days later, the survivors were caught in a terrible storm just 19 km from their next store of supplies. They had run out of food and oil. Scott wrote:

We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far.

They died soon after.

7 Read the passage again and answer these questions.

- 1 Why were the Norwegians the first to reach the Pole?
- 2 What caused Oates to slow down?
- 3 Which of these do you think was the real reason for Scott's failure?
 - lack of experience
 - lack of good judgement
 - unexpected low temperatures
 - bad luck

See page 111 for the answer.

1 Complete these questions with suitable prepositions.

- 1 What are you afraid _____?
- 2 Which subject are you best _____?
- 3 Which subject are you worst _____?
- 4 What is your country most famous _____?
- 5 What kind of TV programmes are you most interested _____?
- 6 Do you have any hobbies that you are keen _____?
- 7 What are you most proud _____?
- 8 Is there anything that you are worried _____?

2 Write complete sentence answers to the questions in Exercise 1 above.

3a Order these words to make 'conversational' questions about Scott's expedition. Then write short answers to the questions.

- 1 to / where / Scott / trying / get / was / to / ?

- 2 who / beaten / Scott's / by / was / team / ?

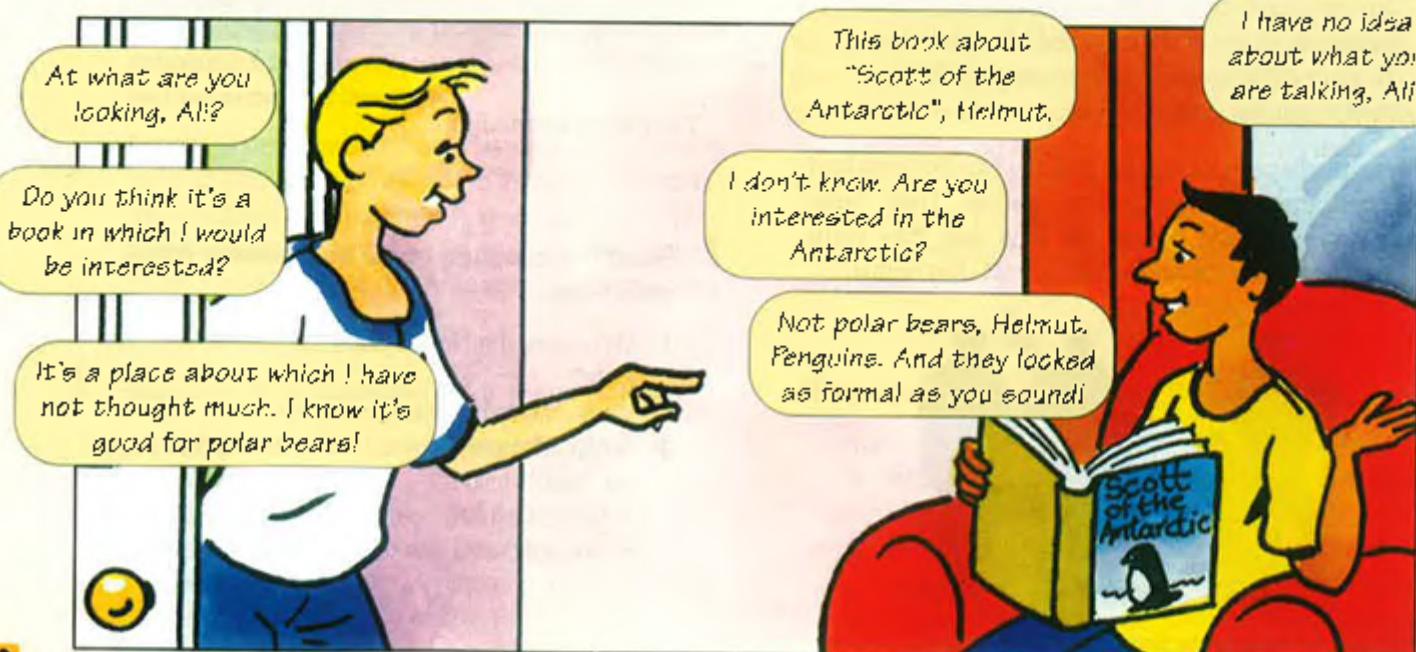
- 3 what / used / working / the / Norwegians / were / to / with / ?

- 4 brought / organisers / why / 1901 expedition / Scott / back / did / the / have / ?

- 5 Norwegians / did / be / by / remembered / leave / the / anything / to / ?

3b Can you say which structures are in the questions?

4 Improve all of Helmut's sentences. What does Ali means about penguins?



1 Listen to a song about friendship written by the American singer, Carole King.

When you're down and troubled and you need a helping hand
And nothing, nothing is going right.

Close your eyes and think of me and soon I will be there
To brighten up even your darkest nights.

You just call out my name and you know wherever you are
I'll come running to see you again.

Winter, spring, summer or fall, all you have to do is call
And I'll be there, you've got a friend.

If the sky above you should grow dark and full of clouds
And that old North Wind should begin to blow.
Keep your head together and call my name out loud
Soon I'll be knocking upon your door.

You just call out my name and you know wherever you are
I'll come running to see you again.

Winter, spring, summer or fall, all you have to do is call
And I'll be there, you've got a friend.

2 Listen to the song again and tick an answer:

The song is a slow fast song.
It's very happy slightly sad
It tells a story has a message
I like it. I don't like it.

How many singers are there in the song?
How many instruments are there?

3 Look at the words to the song.

- Find the expressions which show what the friend will do.
- The title of the song is mentioned twice. What do you think it is?

4 Pronunciation: weak vowels in unstressed syllables

1 Listen to these words. Where is the stress?
hope less cold est

ex per di ff cult bright en si bil ity

Listen again and pay attention to the sound of the second syllable.

2 Read these opposites.

happi ness / sad ness
mini mum / maxi mum

extrovert / introvert
coldest / hottest

Try to think of other words with these endings and say them.

1 Read these letters and say what you think the problems are.

Dear Mary

Suzanne and I have been friends for two years, but now she has started ordering me around and telling me what to do. She hangs out with other people at break and when we have an argument she tells everyone about it. She sits next to another girl now and they are always whispering. I know they are talking about me and I feel really upset. She used to be kind but now she is horrible. She tells lies about me, too. What shall I do?

• Katie, 12



My best friend, Ron, has stopped speaking to me. He won't say why, but I'm pretty certain I know the reason. It's because I'm on the swimming team and he can't be because his parents don't approve. They think it will take too much time away from his homework. I suppose he thinks I should stop swimming and be with him in my spare time, but I think I can do both. I really don't want to lose him as a friend, but I don't want to give up swimming either. What can I do?

• Alan, 15

2 Unscramble the advice in the box on the right.

- 1 Begin with \Rightarrow and use the words in *italics* to help you.
- 2 Which problem is it an answer to?

3 Write your own advice to the person with the other problem.

- Of course you have to remember that you can make new friends, **too**.
 \Rightarrow I know it's hard to understand **why**, but sometimes friends seem to change for no reason.
- It may happen that she wants to be friends again when she sees you can be happy without her.
- So **my advice to you** is to find new friends of your own to hang out with and stop worrying about her.
- Maybe it's **because** your friend just wants to make new friends.

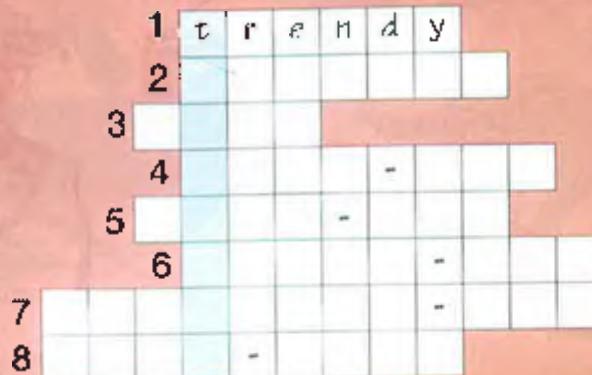
PUZZLE PAGE

MOVE
@HEAD
MAGAZINE

Solutions

What do you call a person who pretends to be your friend but isn't really? Fill in the puzzle to find out!

- 1 up-to-date
- 2 a person who 'wants to be' like someone else
- 3 popular
- 4 stop being friends
- 5 spend a lot of time with
- 6 relax
- 7 anxious
- 8 not worried about anything
- * US slang



What really happened to Scott and his party?

When Britain first heard about the deaths of Scott and his party, Scott was seen as a hero. But he is not always portrayed as a hero in the history books. The 'Message to the Public' which was found with his body said, 'Our wreck is certainly due to this sudden advent of severe weather, which does not seem to have any satisfactory cause...' But many people thought this was a poor excuse. Anyone would expect the Antarctic to be cold!

Recently scientists have looked at the weather at the time Scott was there and have found that he was right. At the beginning of March, when Scott and his party were trying to get to their supplies, the low temperatures were between minus 30 and minus 40. That's between 10 and 20 degrees colder than average for the time of year. So Scott and some of his party would probably have survived if the weather had not been so cold.

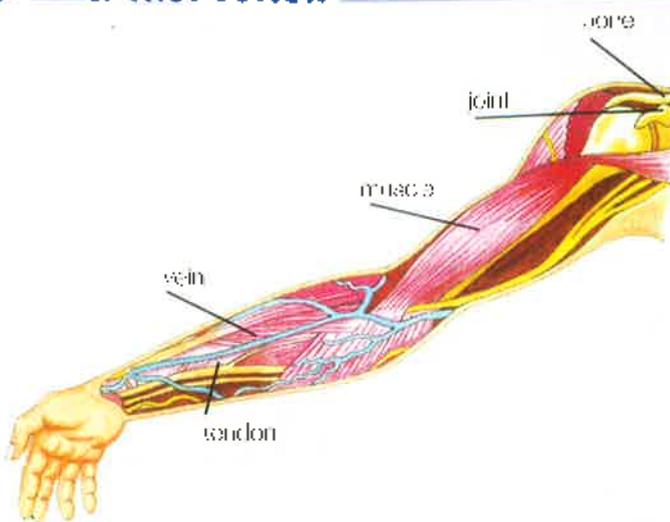


Solution to *The Black and White Beach* puzzle on page 103

Rose took a pebble out of the bag and immediately dropped it onto the beach. It was dark so no one could see what colour it was. 'Oh, sorry!' said Rose, innocently. 'I dropped the pebble and didn't see what colour it was. Let's have a look at the other pebble in the bag. Oh – it's black! So the one I took out must have been white!' Evil King Gerald couldn't admit that he had cheated, so he released good King Harold.

Solution to *What happened to Hélène?* from Unit 13, page 97

Hélène fell asleep on the train and woke up after everyone else had got off.



1 Find the correct definition for each named part in the diagram above. What does the extra definition refer to?

- 1 A ... is part of the skeleton.
- 2 ... is the outer covering of the body.
- 3 A ... produces movement by contracting or relaxing.
- 4 A ... is a strong, thick cord that joins muscles and bones.
- 5 A ... connects two or more bones.
- 6 A ... is a tube which carries blood back to the heart from various parts of the body. (An artery carries blood away from the heart.)

2 Make sure you understand the actions in the box, then say which ones can be done:

- by both humans and other creatures
- by humans only • better by other creatures.

buy carry heavy items cook crawl cry
 climb the wall of a room draw pictures fly
 hibernate jump laugh quarrel read shout
 sleep speak stay underwater swim write

3 Read Part 1 and identify these creatures. Which ones are illustrated?

- 1 an animal which can live for a long time without food or water in the desert.
- 2 a large cat-like animal with a spotty coat, the fastest mammal.

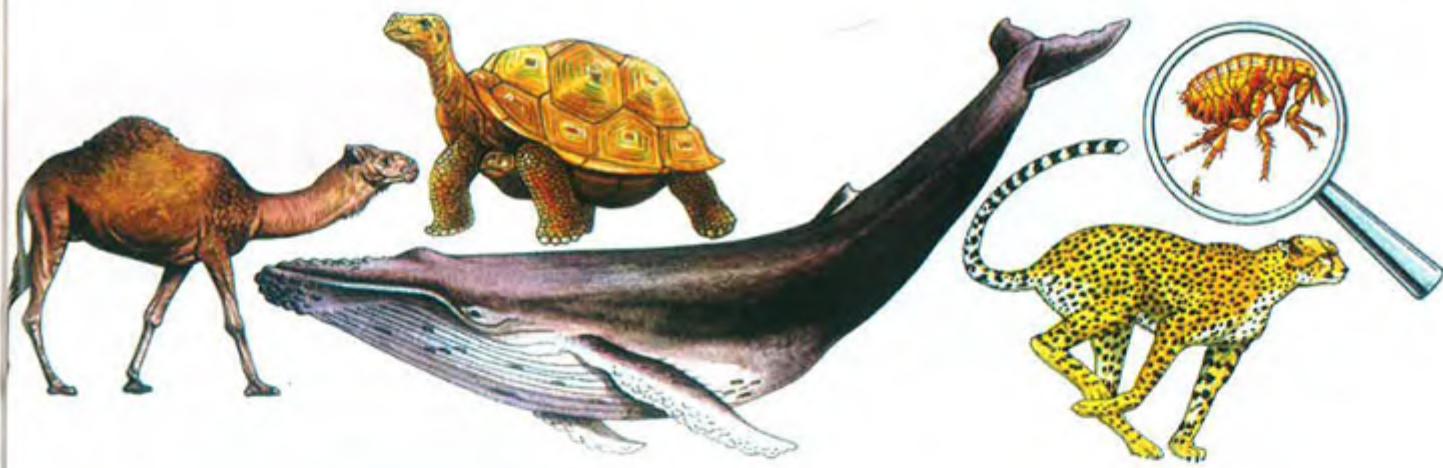
- 3 a small, graceful antelope.
- 4 a reptile that lives in and near the water, whose body is covered by a shell.
- 5 a dangerous marine creature with a long body and sharp teeth.

1 Humans aren't very good at some things. We can't run as fast as gazelles or cheetahs, and we swim much more slowly than whales or sharks. We can't jump like a flea, and, relative to our size, we can't carry as much as a rhino beetle. We don't live as long as a Galapagos turtle, and we need to eat and drink far more often than the average camel. We need more sleep than dogs and cats and we eat meat, even though our mouths were designed to eat leaves and nuts. Only humans eat and drink things that are bad for them, and go on eating when they've stopped feeling hungry!

Even so, the human body is amazing, complex and well organised.

4 Are these facts true or false? Decide, then read Part 2 and check.

- 1 Humans have more than 20 litres of blood in their bodies.
- 2 More than four-fifths of a human body is water.
- 3 The human body contains iron.
- 4 There are three times as many bones in a body as there are joints.
- 5 The brain has 10 million working parts.



2 Every minute of your life, your heart works like a power station, pumping between 7 and 20 litres of blood around 100,000 kilometres of arteries and veins. A body is 95 per cent water (about 50 litres), which represents 60 per cent of an average person's weight. In a body, there is enough fat to make 7 bars of soap, enough lime to paint a small hut, enough phosphorus to make more than 2,000 matches and enough iron to make a 3-centimetre nail.

About 200 bones are operated by 650 muscles and over 100 joints. All these are covered with skin, a waterproof protection that works better than the most expensive raincoat you could buy.

The astonishing human brain is the world's most complex computer, with 10 million million working parts. Every second, your brain makes thousands of decisions and carries out thousands of activities. Every day, your brain makes 100 times more connections than all the world's telephone systems.

5 Name the element that is present in each of these and in the human body. How much of each one does the average body have?

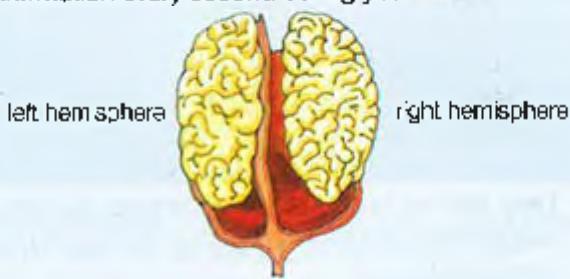


6 What part of the body is compared to each of these? Explain the comparison.



7 Read about the two hemispheres of the brain. Underline any information which is new to you.

8 The right and left hemispheres control actions on the opposite side of the body. Also, the left hemisphere controls speech, reading, writing and calculations. The right is the creative side, controlling, for example, artistic appreciation. The brain has a massive memory section, capable of receiving ten new pieces of information every second during your life.



8 Read Parts 1 – 3 again. What did you find out about:

- 1 the things we eat?
- 2 the work which the heart does?
- 3 the unusual things that the body contains?
- 4 the number of parts of the brain?
- 5 the two sides of the brain?

9 How much of the information on these pages did you already know? Write two or three sentences saying what you have learnt for the first time.

EXAMPLE: I didn't know that our mouths were designed to eat leaves and nuts.
It was a surprise to discover the length of veins and arteries in the body.

1 Before you read in detail, scan the article and find this information.

- 1 Which river did the two acrobats cross?
- 2 What kind of theatre is Graeae Theatre?
- 3 What kind of plane did Michel Lotito eat?
- 4 What was the name of the prison where Nelson Mandela was imprisoned?
- 5 How long did he spend there?

2 Now read about the tightrope-walkers and answer these questions.

- 1 How did the two acrobats pass each other in the middle of the river?
- 2 After passing each other, did they walk to the other side of the river straight away?
- 3 What is your opinion about people who do tricks like this?

3 Decide what these words and expressions mean, then read about Jenny Sealey and check them in context.

- 1 *quarrel*: is that a nice or a nasty conversation?
- 2 *shove*: does that mean you touch someone violently or in a friendly way?
- 3 *a vivid imagination*: does it mean you think of unusual things or normal things?
- 4 *I was probably making it up*: does this mean people believed her or did they think she was inventing a story?
- 5 *I was advised to give up ballet dancing*: did they suggest that she should continue dancing or that she should stop?
- 6 *I went on dancing*: did she stop dancing or continue?
- 7 *lip-read*: do people who are deaf or people who can hear need to do this?

4 Read about Michel Lotito and find these things that he ate.

- 1 a means of transport
- 2 something you use to carry food you want to buy
- 3 something that gives a lot of light in a room
- 4 five parts of a bicycle
- 5 a piece of sporting equipment

Amazing

On 14th September 1997, **Didier Pasquette** of France and **Jade Kinder-Martin** of the USA met in the middle of the river Thames in London – 45 metres above the water on a tightrope! They were the first people to cross the river on a tightrope simultaneously in opposite directions.

They met in the middle, shook hands and threw white roses into the river. Pasquette knelt down on the tightrope and Kinder-Martin stepped over him. Then they did acrobatic tricks whilst sitting, kneeling and lying on the wire. If they had fallen, they would have hit the water at 100 kilometres per hour. Only two other people have ever successfully crossed the Thames on a tightrope – and they didn't do it at the same time!



5 Read about Nelson Mandela and complete these questions and answers.

- 1 When was Nelson Mandela...? Between 1994...
- 2 How many years... in prison? ...years
- 3 Why was he originally...? Because he had...
- 4 What date was...? The eleventh...
- 5 What did he do before...? He said...

6 Read about the people again and note down things that impress, surprise, astonish or horrify you about them. Then write three or four sentences about them and what they did. Think about these questions:

- Did any of the people do something that was good for society?
- Did any of them do risky or dangerous things?
- Did any of them overcome problems in their lives?

people

Jenny Sealey is artistic director of Graeae (pronounced 'grey-eye') Theatre Company, a theatre for disabled people in London. When she was seven years old, she had an argument with another pupil at school, after which she was deaf. This is her story:



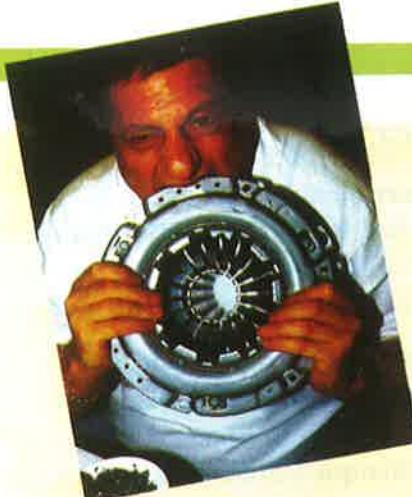
I remember a quarrel, a shove, a bang on the head. I got up and said: 'I'm not your friend any more!' ... and I couldn't hear my voice. I was deaf and no one knew what to do. Doctors said that, because I had a vivid imagination, I was probably making it up! I was advised to give up ballet dancing, and to grow my hair long (to hide the hearing aid). They also said I should think about a career as a librarian – because libraries are quiet!

I went on dancing (I could follow the person in front of me), I learnt sign language and I taught myself to lip-read. I joined Graeae as an actor ten years ago and it changed my life.

Would I like to be able to hear again? Absolutely not! If I could hear, I would lose my job and I love what I do.

Michele Lotito of France, known as Monsieur Mangetout (Mister Eat-everything) has been eating metal and glass since 1959. He has eaten 18 bicycles, 15 supermarket trolleys, seven TV sets, six chandeliers, two beds, a computer, a pair of skis and ... a Cessna 150 four-seater light aircraft!

Lotito took two years to eat the Cessna. 'I would like to try it again,' he said. 'Next time, I'll do it faster!' He can eat a bicycle in six days. 'I start with the frame,' he explained. 'I saw off a piece as wide as my finger. I eat the handlebars in the same way, then I cut up the chain and the



spokes.' The hardest part is the tyres. 'Strangely enough,' he said, 'eating a tyre is more difficult than eating the metal parts. I have to drink huge amounts of water. It's like eating a kilo of feathers. Your stomach is full, but there's no weight there.'

Doctors are mystified by his ability to eat these things. He has eaten more than eight tonnes of metal in his life, but says that bananas and hard-boiled eggs make him sick!



Nelson Mandela, was president of South Africa from 1994 to 1999. But he was a political prisoner on Robben Island for 27 years during the time of white minority rule in his country. He was released on 11th February 1990. He was originally imprisoned in 1962 because he had left the country illegally, a relatively minor charge. However, while he was in prison, he was charged and found guilty of sabotage and sentenced to life imprisonment.

The real reason for his imprisonment was his constant activity on behalf of the black majority in South Africa. During the time he was in prison, Mandela continued to fight for the rights of all South Africans to be equal.

When he was released from prison, thousands of his supporters were waiting for him at the gates. But, before he left, he insisted on saying thank you to the police officers and prison warders who had become his friends.

HELMUT'S ENGLISH QUIZ

Underline the correct answers.

1a Shopping changed/has changed a lot in the USA in the 20th century.
 1b Thousands of malls have built/have been built since the Second World War.
 1c Please buy a milk bottle/bottle of milk on your way home.



Is the English correct? Write YES or NO

2a Helmut sent his mother a card. _____ 2b Did he get a present his father? _____
 2c He gave to him it yesterday. _____ 2d He didn't have time to get it himself. _____
 3a The 2000 Olympic Games have been held in Sydney. _____
 3b The Australian athletes won many gold medals at the Sydney Games. _____
 4a Louis Armstrong, his records still sell well, was a great jazz player. _____
 4b The tuba, which was invented in the 19th century, is a brass instrument. _____
 4c They played the rugby game in an enormous black steel football stadium. _____

Underline the correct answers.

5a You look hot, Ali! I've run / 've been running, Helmut. 5b I've run / 've been running five kilometres!
 5c This is the first time I see / 've seen you so tired, Ali!
 6a John visited England during / since the summer holidays.
 6b He was going to stay for / until the end of the year but came home early.
 6c You can get your hair cut / cut hair at Chris's Salon in Ramshill.
 7a What do you do / are you doing tomorrow evening? 7b We'll go as soon as Mary arrives / will arrive.
 7c I take / 'll take you to the airport. When does your plane leave / is your plane leaving?

Complete the sentences.

8a Jane is a strict vegetarian who eats _____ meat _____ fish.
 8b _____ it was cold, we decided to go swimming.
 9a If I _____ the answer yesterday, I _____ _____ the question!
 9b I _____ to England with Ali if I _____ the chance, but I didn't!
 9c I wish I _____ the answer to you question, but I'm sorry I don't!
 10a I tried _____ (imagine, live) in England, but I couldn't.
 10b John was thinking of _____ but there was nowhere _____ (move go).

Rewrite these sentences, starting as shown.

11a 'Have you finished, Bill?' jean asked
 11b 'What are pliers, Tom?' ian wanted to know
 11c 'Someone offered me a ticket for the match.' I
 12a We hear Dave often speaking fluently Italian. We
 12b Joe wanted yesterday to ride a horse but they said he wasn't enough big. Joe
 13a Perhaps it was Helen you saw this morning. If
 13b It is not possible that you saw Helen this morning. You
 13c The only logical explanation is that it was someone else you saw. If
 14a In what kind of books are you most interested? What
 14b With whom can you practice conversational English? Who

1 Look at these pairs of words. Does sentence 1, 2 or 3 explain the difference between them?

- amazing / amazed • amusing / amused
- astonishing / astonished • boring / bored
- exciting / excited • frightening / frightened
- interesting / interested • shocking / shocked

- 1 The first word is a verb and the second word is an adjective.
- 2 They are both adjectives and mean the same thing.
- 3 The first word describes an event, an achievement or something that someone has done; the second word describes someone's reaction to those things.

2 You are going to hear an interview with a man who wants to cycle around the world. Which of these words and expressions do you expect to hear?

ambition boat break a record drive easy
keep in touch mobile phone national sport
restaurant sponsors

3 Now read this extract from the interview. Fill the gaps with words and expressions from Activity 2. Then listen and check your answers.

HAMISH: It's always been my ... to ride around the world.

INTERVIEWER: Which route will you take?

HAMISH:

I'll cross the English Channel, and cycle through France. I'm looking forward to that. The French love cycling – it's their... When I get to Athens in Greece, I'm going to take a ... to Alexandria in Egypt.

INTERVIEWER: Will you be able to ... with your friends and family?

HAMISH:

Oh, yes. One of my ... is a communications company. They've given me a ... I'll be calling home every day.

INTERVIEWER: How long do you think the trip will take?

HAMISH:

Well, if I want to..., I'll have to do it in less than three months.

4  Look at the pairs of adjectives in this part of the interview. Choose the correct one, then listen and check.

INTERVIEWER: It all sounds very *exciting / excited*. It's the most *amazing / amazed* project I've heard of for a long time. Are you *exciting / excited*, Hamish?

HAMISH: Yes, I am.

INTERVIEWER: You don't sound very *exciting / excited*.

HAMISH: Oh, no! I'm very *exciting / excited*. But I'm a little bit *frightening / frightened*, too. It could be a bit dangerous.

INTERVIEWER: Well, I can understand that, Hamish. I'm sure our listeners will be very *interesting / interested* in finding out how you get on. Will you call us when you reach a really *interesting / interested* place?

HAMISH: Yes, of course I will.



Look back at the people on pages 114 and 115. All of them are amazing in different ways. Write about the most amazing person you know, or have heard of. Write three short paragraphs giving this information:

- Who the person is: name, age, where s/he comes from, any other personal details.
- What s/he does or has done: a description of the significant event/s in his or her life.
- The reasons why, in your opinion, the person is amazing.

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GPB: Intermediate Grammar Practice Book

1 Simple and compound verb forms

(Practice exercises: Unit 1, page 8: **GPB** (1))

Only two tenses in English are expressed without an auxiliary verb, the present simple: *love/loves*; and the past simple: *loved*.

Auxiliary verbs

1 *to be* is used for:

a the continuous tenses (+ -ing form):

present continuous	<i>I am working</i>
past continuous	<i>I was working</i>
present perfect continuous	<i>I have been working</i>
past perfect continuous	<i>I had been working</i>
future continuous	<i>I will be working</i>
future perfect continuous	<i>I will have been working</i>

b the passive voice (+ past participle):

present continuous	<i>It is being eaten</i>
past continuous	<i>It was being eaten</i>
present perfect continuous	*
past perfect continuous	*
future continuous	<i>It will be being eaten</i>
future perfect continuous	*

NOTE

*Passive forms with perfect continuous forms are very rare, and *to be* avoided. (*It has been being eaten*, *It had been being eaten*, *It will have been being eaten*.)

2 *to have* is used for:

a the perfect tenses (including some continuous forms above) (+ past participle):

present perfect	<i>I have worked</i>
past perfect	<i>I had worked</i>
future perfect	<i>I will have worked</i>

b the passive voice (+ past participle):

present perfect	<i>It has been eaten</i>
past perfect	<i>It had been eaten</i>
future perfect	<i>It will have been eaten</i>

3 modal auxiliaries, especially

will (+ base form of the verb) (including the future forms above) and *would* (for conditionals and future in the past):

future simple	<i>I will work</i>
conditional/future in past	<i>I would work</i>

passive voice (+ past participle):

future simple	<i>It will be eaten</i>
conditional/future in past	<i>It would be eaten</i>

4 *do/does/did* is used with

the simple tenses to form negatives (by adding *not/hn't* to the auxiliary) and interrogatives (by inversion) in the same way as other tenses:

He has worked *He hasn't worked* *Has he worked?*
He is working *He isn't working* *Is he working?*
It is understood *It isn't understood* *Is it understood?*
She works *She doesn't work* *Does she work?*
They ate *They didn't eat* *Did they eat?*
So 'irregular' verbs are only irregular in the past tense affirmative.

2 Direct and indirect objects

Sentence order

(Practice exercises: Unit 2, page 16; **GPB** (2))

Many verbs in English can take **direct** and **indirect** objects, with the indirect object often being a person:
Emma sent John an e-mail.

If both are nouns, the **indirect** object usually comes first without a preposition:

If you prefer to emphasise **who** she sent it to instead of emphasising what she sent:

Emma sent an e-mail to John.

If the indirect object comes second, it is necessary to include **to** (or **for**). This is the only possible order with **suggest** and **explain**:

The same rules apply if the **indirect** object is a personal pronoun:



If only the **direct** object is a personal pronoun, it goes before the indirect object:

Emma sent it to John.

If both objects are personal pronouns, the safe option is to put the **direct** object first:

Emma sent them to him even though she promised to buy them for me.

Examples of verbs which commonly have two objects:
give **send** **promise** **buy** **bring** **write** **owe**
show **tell** **offer** **take** **lend** **pay** **pass** **read**
post **e-mail** **read** **make** **get**

The indirect object in the passive

(Practice exercises: Unit 11, page 84; **GPB** (2))

With many of these verbs (**give**, **tell**, **offer**, **promise**, **show**, **send**, **pay**, **lend**, etc.), the personal **indirect** object is often preferred as the subject of a passive sentence:

I was offered a book. Mr Smith was given some interesting information.

They were paid their wages.

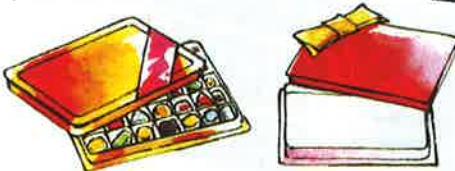
If the **direct** object is the subject (in order to emphasise the indirect object by placing it at the end), **to** has to come before the indirect object:

Some interesting information was given to Mr Smith.

3 Noun structures

Noun as adjective

(Practice exercises: Unit 11, page 84; **GPB** (3))



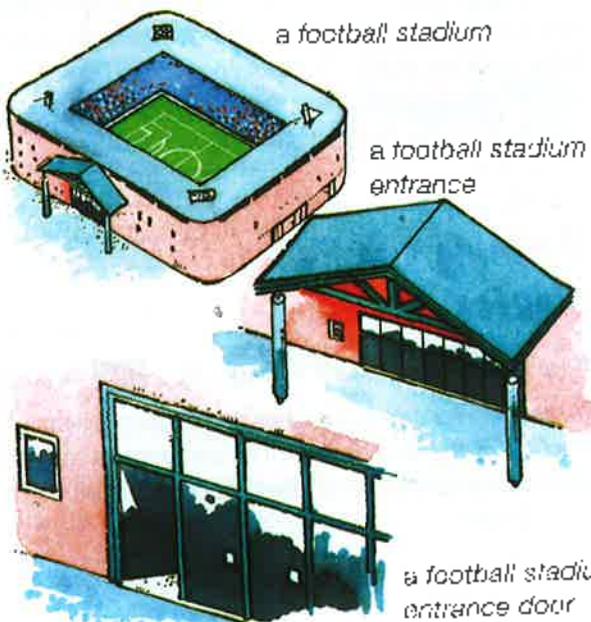
box of chocolates/chocolate box

The main difference between these two expressions is that **box of chocolates** has two words functioning as nouns. The first noun may also be in the plural: **boxes of chocolates** (there are boxes and there are chocolates).

By contrast, in **chocolate box**, only the word **box** functions as a noun and could be plural: **chocolate boxes**. The word **chocolate** in this case only tells you what the purpose of the box(es) is, so it cannot be made plural here. Because it only tells us what the box is for; it doesn't say whether it has any chocolates in it.

NOTE

This use of two (or more) nouns together, with one 'describing' the next is very common in English:



A football stadium entrance door means a door through which you can enter a stadium used for playing football. In each expression, it is the last word which is the noun 'head', that is, the word which the others are describing.

The structure is especially common in newspaper headlines:



(suggesting a shocking story about a victim of an accident on a railway).

Countable and uncountable nouns

(Practice exercises: Unit 3, page 24; **GPB (3)**)

Most nouns in English are countable (they can have singular and plural forms). In the singular, they have an article (a/an, the) or other determiner (my, that etc.) in front of them. In the plural they can appear alone.

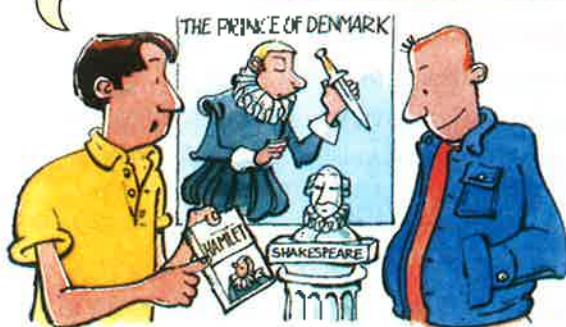
Uncountable nouns do not have a plural form; they can have an article (the) in front of them, but not an indefinite article. They include words for abstract ideas like *love, ambition, work* and words for other things which cannot be 'counted': *leather, water, air, sugar*. When we use plural countable nouns and uncountable nouns in a general sense, they do not have an article: *I like lemonade; toasters are good for you.*

4 Defining and non-defining relative clauses

(Practice exercises: Unit 4, page 32; **GPB (4)**)

A defining relative clause has information which is necessary to the meaning of the sentence; it tells you which example is being talked about and you can't take it out:

The play that he wrote about the Prince of Denmark is called 'Hamlet'.



A non-defining relative clause adds extra information to the sentence, but it is not actually necessary. If you take it out, the sentence still has its original meaning:

'*Twelfth Night*', which Shakespeare wrote in 1601, is very enjoyable.



There are some formal differences between the two types of clause.

- a Non-defining clauses are marked off by commas; it is not possible to mark off defining clauses in this way.
- b Prepositions usually come at the end of defining clauses; they usually come at the beginning of non-defining clauses.

The musician everyone still talks about is Louis Armstrong.

This music, about which everyone still talks, was a complete surprise when it first appeared.

- c It is not possible to use *that* as the relative pronoun in non-defining clauses in place of *who(m)* or *which*. (See the examples above.)
- d Object pronouns in non-defining clauses cannot be left out:

The instruments, which he made using special techniques, are now worth millions of pounds.

But they can be left out of defining clauses:

The great instruments (which/that Stradivari made) were all stringed instruments.

5 The present perfect

The present perfect contrasted with the past tense

(Practice exercises: Unit 3, page 21; **GPB** (5))

The main difference between the two tenses is: the present perfect connects the past and the present in some way; the past refers to a situation that is in some way finished.

Have you seen the film at the Odeon? (It's still on; you could still see it.)

Did you see that film at the Odeon? (It isn't on there any more.)

The adverbs used with the two tenses are different, too. With the present perfect, the adverbs often have the idea of *up to now* (but that might still change). With the past, they refer to a completed time, even if it is very recent:

Have you ever met someone famous? (I *not*, you still *might*.)

How many books have you read this year? (You might still read more.)

Did you meet Mrs Jones **yesterday**? (yesterday is finished)

How many words did you learn last week? (last week's number can't change)

In some situations, no change is possible (if someone has died, for example, or has become too old for a particular group). The present perfect is not possible then:

David Beckham has played many times for England.

but:

David Beckham played several times for the England schoolboys' team.

The present perfect often suggests an effect on the present. The past tense does not suggest this connection:



The present perfect is often used without a time adverb. The past tense usually has a past time adverb (even if it's only understood from the situation).

I've eaten potatoes but *I haven't eaten* sweet potatoes.

I've done my homework but *I haven't given* it to the teacher.

I first ate sweet potatoes when I lived in Mexico.

I did my homework last night and *I gave* it in ten minutes ago.

NOTE

Conversations quite often begin with a (general) present perfect question and then focus on a specific time in the past.



The present perfect simple and continuous

(Practice exercises: Unit 5, page 40; **GPB** (5))

In general, the present perfect simple focuses more on the result of activity, the continuous more on the activity itself:

I've been writing this essay all evening but *I've only written* ten lines.

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As a result, the continuous may be connected to 'how long?', the simple to 'how much?' or 'how many?'.

I've been waiting here for ages.

We've drunk two cups of coffee while we've been waiting for you.

As part of this general difference, the continuous focuses on a continuing and incomplete situation; the simple focuses on a completed situation.

I've been reading 'Great Expectations' and I'm about halfway through it.



The simple sometimes relates to a long-term (and therefore perhaps, more permanent) situation, the continuous to a short-term, temporary one.

I've lived most of my life in the north.

I've been staying at my uncle's while I've been studying at London University.

NOTE

Verbs used statively do not take the continuous form in any tense:

I've owned that car all the time I've been studying at London University.

Verbs generally used statively include:

believe like forget hate mean prefer
have (own) know matter prefer remember
seem suppose understand want wish

In sequences which may continue

(Practice exercises: Unit 5, page 40; **GPB** (5))

With ordinal numbers (first, second...), in sequences which may continue, the present perfect tense is used. Other perfects are used when continuing is not possible:

This is the first time I've visited your country.

Today is only the second time I've ever met him.

London in 1908 was the fourth time the modern Olympic Games had been held and 2008 is the twenty-fifth time they will have been celebrated.

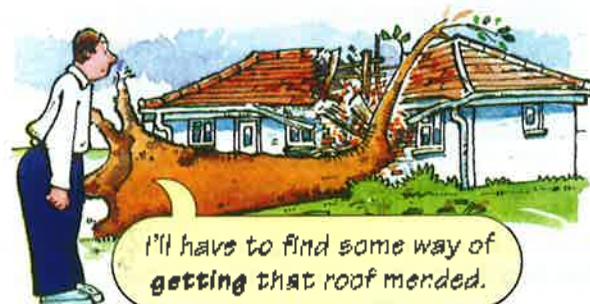
6 Causatives

(Practice exercises: Unit 6, page 46; **GPB** (6))

This structure is used to show that someone gets someone else to do something for them. The structure consists of have or get + object + past participle:

I had my hair cut yesterday. (I didn't cut it myself.)
He's going to get his car repaired soon.

In general, get is preferred to have in the imperative form, and especially to give the idea that there may be some difficulty:



As with the passive voice, it is very common not to include the actual person who does the action (as in all the examples above). However, it is possible to include the person, using the same preposition as in the passive:

You should get your hair cut by Chris.

We had our house built by the best company in the city.

7 The future

(Practice exercises: Unit 7, page 54; **GPB** (7))

There are at least seven different verb forms to express the future in English. We look at four here:

will

Use this form to talk about:

the future in general *There will be an English test next week.*

predictions *John says Brazil will win the next World Cup.*

promises *I'll pay you back soon!*

offers *We'll fetch you from the station.*

requests *Will you take me to the match, Dad?*

decisions made at the time *That's the doorbell. I'll go.*

going to

Use this form to talk about:

intentions

'I'm going to work very hard this year!'

plans

'My brother is going to buy a new house.'

predictions (with present evidence)

'He's going to fall off his bicycle!'

present continuous

Use this form to talk about:

fixed arrangements for the future

'I'm seeing Mr Smith at 3 o'clock.'*'My sister's coming tomorrow.'**'We're having a party on Saturday.'*

present simple

Use this form to talk about:

timetables

*'What time does the bus leave?'**'The plane doesn't land until 4.20.'*

8 Conjunctions

(Practice exercises: Unit 8, page 62; **GPB** 8)

There are three kinds of conjunctions:

a Coordinating conjunctions (and, but, or, so)

These join 'equal' parts of a sentence, for example, two main clauses:

Mr Brown got into his car and drove to work. The dress was expensive but Mary didn't like it.

NOTE

If the subject of the two main clauses is the same, it can be omitted in the second clause as in the first example above.

b Paired coordinating conjunctions (both...and, not only...but, either...or etc.)

These generally join smaller parts than clauses:

*We can either go to the cinema or go for a walk.**He is not only a writer but also an artist.*

c Subordinating conjunctions (if, although, when, where, so that, because, while, as soon as etc.)

These join subordinate clauses to main clauses:

*I'll tell my mother when I get home.**If we find the dog, we'll phone you.**Although it was cold, we enjoyed the day.*

Each of the clauses must have a subject, even if it is the same one in both cases.

Conjunctions in future time clauses

(Practice exercises: Unit 7, page 54; **GPB** 5)

In future time clauses, the verb in the subordinate clause is in the present, with the future generally being indicated by the main clause. (This is also true of first-type conditional clauses linked by the conjunctions if and unless and some other conjunctions):



Other linkers

(Practice exercises: Unit 8, page 62; **GPB** 8)

Linking adverbs and adverbial expressions often come at the beginning of a sentence and are usually followed by commas. These are words such as *furthermore* (to indicate an additional argument), *however* (to indicate a contrast), *alternatively* (to indicate another possibility) or *therefore* (to indicate a consequence). They have a linking function like conjunctions, but they are not grammatically part of the clauses around them.

NOTE

Some other modals can be used instead of *would*.
If you had known about the problems, you should / might / could have tried to help.
If we hadn't won the game, we might / could be in a very different position now.

Perfect modals

(Practice exercises: Unit 13, page 100; **GPB** 9)

In general, modal verbs refer to the present or future but all of them (except *shall*) can be used with perfect infinitives (*have tried* etc.) to talk about the past. Examples include those given for the third-type conditional above, but they do not have to be in conditional sentences.

I should have bought something for supper when I was out.

I'm sure they will have arrived already.

Some people may have been injured in the fire.



NOTE

Must have and *can't have*, are always used in relation to deductions:

John must have felt very happy when his father returned home.

You can't have seen Robert - he's in the United States!

Sequences after wish

(Practice exercises: Unit 9, page 70; **GPB** 10)

The meaning is that you want things to be different from what they are (or were, or will be). The form in each case is the past of what might be expected: the past instead of the present; the past perfect instead of the past; *would* instead of *will*.

I wish I knew his name now, but I don't.

I wish we had met earlier, but we didn't.

I wish he wouldn't leave, but he will.

9 Third-type conditional and similar sequences

Third-type conditional

(Practice exercises: Unit 9, page 70; **GPB** 9)

We use the third-type conditional to talk about hypothetical situations in the past.

If I had known about the problems, I would have tried to help.

(This implies that the speaker did not know about the situation and did not try to help.)

I would never have known if you hadn't told me.

(This means that you did tell me and so I did know.)

In some cases where the condition is in the past, the result may be in the present:

If we hadn't won the game, we would be in a very difficult position now.



(Did they win the game? Yes, they did. Are they in a difficult position now? No, they aren't.)

He wouldn't be so unhappy if they had found the animal.

(Is he unhappy now? Yes, he is. Did they find the animal? No, they didn't.)

10 Infinitive and -ing patterns

(Practice exercises: Unit 10, page 78; **GPB** 11)

(Both infinitives (want to go) and gerunds (enjoy going) may be used as the objects of other verbs. It is necessary to learn which form follows which verbs. It is possible to have sequences of more than two verbs, the form of each verb depending on the verb before. *I want to enjoy being part of that group.* *He enjoys having to train hard.*

Verbs followed by the -ing form include:

admit avoid consider delay deny dislike
enjoy escape feel like finish give up
can't help imagine involve mention mind
miss postpone practice put off risk
can't stand suggest

Verbs followed by the to infinitive include:

agree appear ask attempt can't bear
choose dare decide expect fail happen
help hesitate hope offer prefer prepare
pretend promise refuse seem want wish

The negative of both the -ing form and the infinitive is made with *not*:

He admitted not going to school regularly.
He agreed not to continue this bad habit.

The infinitive

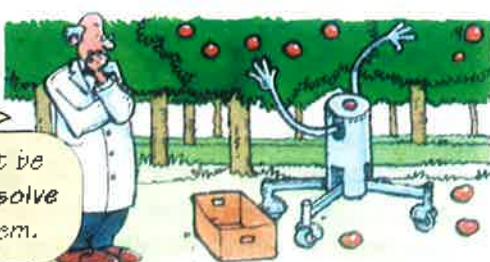
The infinitive can be the subject of a sentence:

To work hard isn't easy.

But ideas like this are more usually expressed using *It* - verb (usually *to be*), then the infinitive:

It isn't easy to work hard.

It was nice to meet you.



There are several other structures in which the infinitive plays a part:

• After question words:

*I didn't know **how to do it**, **where to go** for help, **what to ask**, or **who to speak to**.*

- In reported commands, offers, requests etc.:

*He told them **to stop** talking.*

*We invited him **to stay**.*

*We begged them **not to go**.*
- After indefinite pronouns:

*I had **nothing to do**, so I looked around for **someone to talk to**.*
- To express purpose:

*We've **come** here today **to thank you**.*

*We took a taxi in order **not to arrive** late.*

The gerund

Although the infinitive can be the subject at the beginning of a sentence, it is much commoner to use the -ing form (gerund) in this position. This may be a single word, *Swimming* keeps you fit, or a phrase: *Swimming regularly* keeps you fit.

Swimming immediately after eating a heavy meal is quite dangerous.

We have seen above that both the infinitive and the gerund may be the object of verbs, but only the gerund can be the object of a preposition (including the preposition *to*):

After considering the question very carefully we are close to making a decision.

11 Questions in reported speech

(Practice exercises: Unit 11, page 84; **GPB** 12)

A report of a question begins something like this:

I asked him... / Mary enquired... / We wondered...

Here, the subject *if, Mary, we* comes before the verb so the sentence which follows is **not** a question.

Therefore, it should not have a question word order:

I asked him what the answer was.

Mary enquired if the train would be on time.

We wondered whether it was time to leave.

Reports of questions which begin with a question word keep the question word in the report. The main changes are of word order and, generally, of verb tense, pronoun and others which are typical of all reported speech.

How long will this concert last, Mary?

*Bill asked Mary **how long** the concert would last.*



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Changes here include: *this* to *the*, because we're not at the concert, and *Mary* being included in the introduction to the question. The usual changes include *will* to *would* (future in past) and the non-question word order.

Reports of questions which begin with an auxiliary verb (yes/no questions) require *if* or *whether*. The *Do/Does* auxiliary is dropped, and the *Did* auxiliary usually becomes *had* in the past perfect:



Mrs Brown asked David whether he *liked* carrots.



Ray asked Anna if she *had* ever eaten Indian food.

The verb which introduces the report of a question must be one of asking and not one of telling.

Examples are *asked*, *wondered*, *enquired*, *wanted to know*. This last has a different following structure:
Do you like carrots?

Mrs Brown wanted to know whether David liked carrots.

12 Adverb types and position

(Practice exercises: Unit 12, page 92; **GPB** 13)

Different types of adverbs normally appear in different positions: at the beginning of the clause, before the subject; in middle position, which is between the subject and the verb or between different parts of the verb; or in final position, the most common, which is after the object. If several adverbs appear in final position, their typical order is manner, place, time. Note that adverbs are not normally placed between the verb and the object.

Adverbs of manner (how?) usually come in final position:

*They greeted their mother **enthusiastically**.*

Adverbs of frequency (how often?) usually come in middle position, (between the first and second parts of compound verbs; before simple verbs but after verb *be*) but longer adverbial expressions (once a week) usually come in final position:

*We **usually** go to the gym **once a week** and I have **sometimes** seen Dave there.*

Adverbs of place (where?) usually come in final position:

*After the concert, let's meet **here**.*

Adverbs of time (when?) may come either at the beginning or at the very end:

***Tomorrow** we'll get here **early**.*

Adverbs of degree (how much?) come immediately before the adjective or adverb they modify – with one exception, *enough*, which comes immediately after it:

*That's **fantastically** good but will it be good **enough** to win?*



Sentence adverbs, which tell you how the speaker wants you to understand what he is saying, usually come at the beginning:

***Surprisingly**, she came top in the final exam.*

NOTE

These are the usual, unemphatic positions; adverbs are the words that can be most moved around and they may be highlighted by being put in other positions.

13 Adjectives

Order before nouns

(Practice exercises: Unit 4, page 32; **GPB** 14)

Adjectives which represent opinions and feelings (*beautiful, exciting*) come before those which give facts (*tall, young, red, British*). So we would say *An **exciting** **young** tennis player*.



In the group of 'factual' adjectives, words for age, size or shape usually come first. Then words for colour, followed by adjectives saying where things come from, ones which say what something is made of, and finally, just before the noun, ones which indicate purpose.

So: *an old white Egyptian cotton pocket handkerchief*. But, of course, there are hardly ever more than two or three adjectives together.

Perhaps: *a beautiful white Egyptian handkerchief* or *a large white pocket handkerchief*.

Followed by certain prepositions

(Practice exercises: Unit 14, page 106; **GPB** (14))

Some adjectives are typically followed by particular prepositions. Among the more common are

afraid of *ashamed of* *bad at* *bored with*
curious about *famous for* *interested in*
jealous of *keen on* *kind to* *late for*
proud of *ready for* *sad about*
separate from *worried about*

John's *afraid of* spiders. I'm *ashamed of* this result! Are you *ready for* work? She's *sad about* leaving.

NOTE

If a verb follows one of those combinations, it naturally is in the -ing form:

I'm *bored with* reading the same stories so often.

14 Prepositions

Time prepositions

(Practice exercises: Unit 6, page 46; **GPB** (5))

The following prepositions are used in different ways in time expressions.

a **Both for and since** indicate 'how long', but they do it in different ways.

for does this in a direct way and is followed by a period of time: *for 25 years*; *for the whole summer*. I've known Tom *for about six months*.

since is followed by a point in the past when a time period began, so you can work out how long up to the present. This preposition is nearly always used with a perfect tense: *since 1900*; *since yesterday*; *since the war*.

I've known him *since January*.

NOTE

It is not usual to use *since + ago*: instead of *since three years ago* we prefer *for three years*.

b **during** followed by a noun (*night, winter*) is used to indicate 'when', but **not** 'how long':
We arrived during the winter so there was snow on the ground.



c **by** means 'at or before' a time mentioned. It does not mean 'about':

We'll go at 6.15 so you must be here by then.

d **until** means from one point in time to another:

We'll be here until Monday. (from now until Monday)
NOTE

To say you will start doing somewhere on Monday, you say: *We won't be there until Monday*.

Prepositions in final position

(Practice exercises: Unit 13, page 100; **GPB** (6))

The normal position for prepositions is in front of their object (as indicated by the two underlined prepositions in this sentence). In some structures, however, the normal position is at the end:

i wh- questions: *What are you looking **at**?*

ii relative clauses: *That's the man **that** everyone is talking **about**.*

iii passive clauses: *All your suggestions **will be** listened **to**.*

iv causal verbs: *We had the old wheels taken off and new ones put **on**.*

v infinitive clauses: *I need something to cut the bread **with**.*

15 Pronouns

(Practice exercises: Unit 2, page 16; **GPB** (17))

Reflexive and emphatic pronouns have the same form but different positions in the sentence. The reflexive always follows immediately after the verb:

*I have you **hurt yourself**?*

Emphatic pronouns follow either the object:

*You must do **it yourself**.*

or the subject:

*He **himself** was not skilful enough to do it.*

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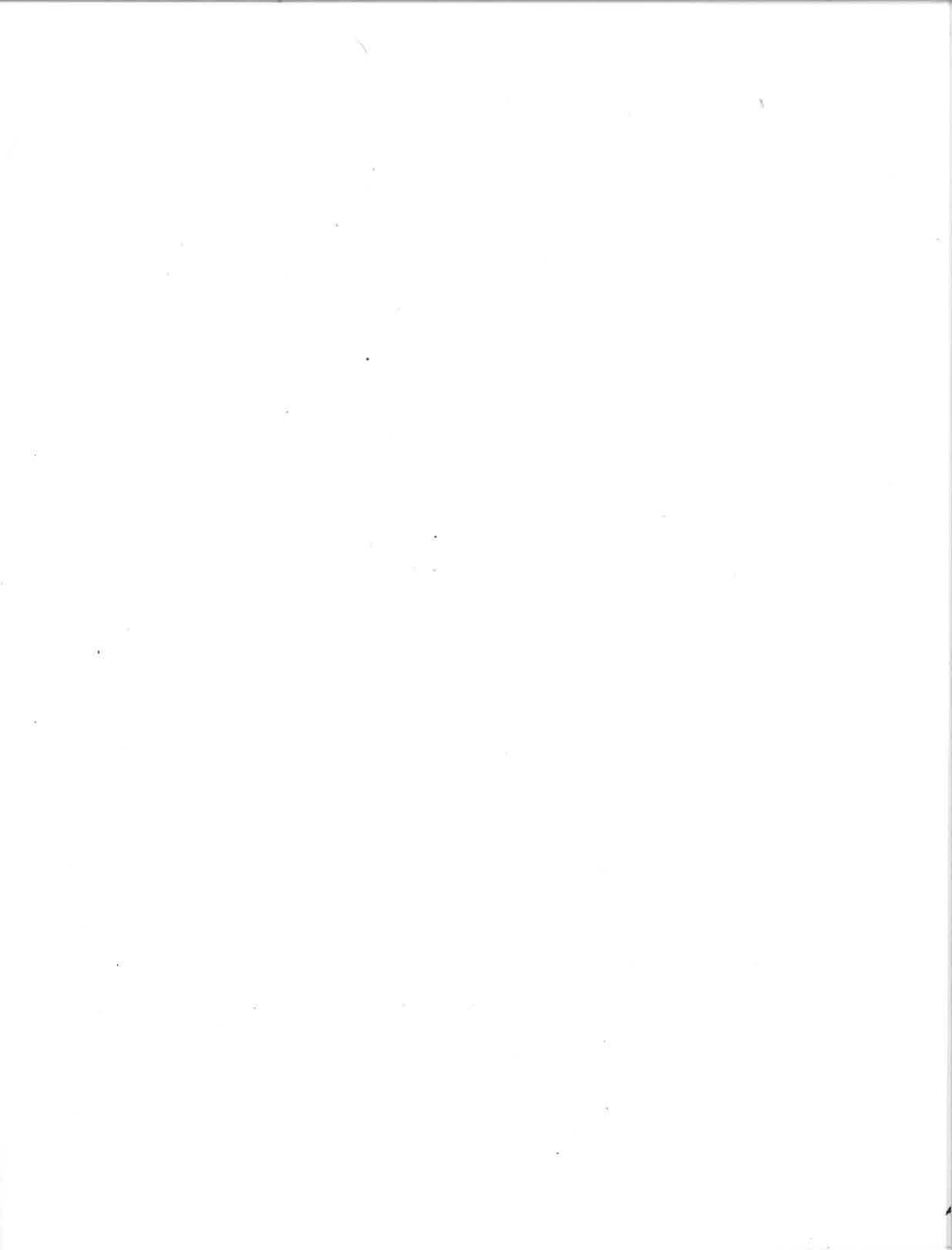
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