Module 1

Get Ready

1. Listen to the people in the photos. Make notes about:
   - where they are from
   - what they like
   - what they are good at
   - what they want to be

2. Listen again and complete the sentences with Matt, Jasmin, Sam or Gwen.
   1. goes to a big school.
   2. goes to a small private school.
   3. has a good dance teacher.
   4. has acting classes at school.
   5. has dance classes after school.
   6. and play the piano.

3. Look at the Key Words. What facilities has your school got? Has it got any others?

Key Words: School Facilities
- art room
- computer room
- dance studio
- football/hockey pitch
- gymnasium
- indoor/outdoor swimming pool
- language laboratory
- library
- music room
- recording studio
- science laboratory
- stage
- tennis courts
- theatre

4. Read the advert. Which things would you like to do?
   I’d like to do drama and I’d like to make a film.

5. Work in pairs. Ask and answer the questions and give reasons for your answers.
   1. What is your favourite subject at school?
      My favourite subject is chemistry because I’ve got a great teacher.
   2. What is your favourite activity in your English class?
   3. What is your favourite day of the week?
   4. What is your favourite place in the school?

Speak Out Tell the class your opinions.

6. What extra facilities would you like to have at your school?
   I’d like to have a skatepark near the science laboratories.
   2. What extra classes would you like to have?

Summer courses
PETERGATE SCHOOL OF PERFORMING ARTS

Would you like to be a professional musician, singer, dancer or actor? With us, you CAN do it!

3-WEEK RESIDENTIAL COURSE IN NORWICH
(160 kilometres from London).

- Music: classes for piano, guitar, violin, flute, saxophone
- Singing
- Dance
- Drama
- Performances: Students perform a piece of music and a song. Groups produce a short film or play.
- Excellent facilities: theatre, dance studio, recording studio
- Accommodation: shared rooms
- Full board (breakfast, lunch and dinner)
- Large gardens
- Tennis court
- Gymnasium
- Outdoor swimming pool

Dates: courses begin 15th July and 15th August.
1 Home Schooling

Warm-up

1 Look at the web page and the photos. How is home schooling different from your school day?

Reading and Listening

2 Read and listen to the interview. Check your answers from Exercise 1.

John

I’m John Watts, a reporter for the Daily News. I’m visiting Sally Atkins and her two children. Ned is fifteen. Leah is ten and they learn at home with their mum, Sally. Can you tell me about home schooling?

Sally

Yes, I can. Today is a typical day. Leah is in the garden. She’s drawing plants and writing about them. She loves the natural world. Every Friday she goes to a nature club with other kids. They learn about animals and the environment.

John

So you have got some friends?

Sally

Of course! I meet them in the park every day to play football.

3 Speak Out

Do you think home schooling is a good idea? Would you like to study at home with your parents? Why/Why not? Tell the class.

Grammar: Present Simple and Present Continuous

4 Read the sentences (1–4) and match them with the names of the tenses: Present Simple and Present Continuous.

<table>
<thead>
<tr>
<th></th>
<th>Present Simple</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They learn at home.</td>
<td>They are learning at home.</td>
</tr>
<tr>
<td>2</td>
<td>She loves the natural world.</td>
<td>She loves the natural world.</td>
</tr>
<tr>
<td>3</td>
<td>She’s drawing plants.</td>
<td>She is drawing plants.</td>
</tr>
<tr>
<td>4</td>
<td>I’m studying for three exams.</td>
<td>I am studying for three exams.</td>
</tr>
</tbody>
</table>

5 Find the sentences (1–4) from Exercise 4 in the text. Match them with the uses (a–d) below. Find more examples in the text for each use.

We use the Present Simple to talk about:

a) a present state or feeling.

b) an activity we do regularly.

We use the Present Continuous to talk about:

c) an activity happening right now at the time of speaking.

d) an activity happening for some time around the time of speaking but not necessarily now.

Practice

6 Match the people (1–6) with the sentences (a–f).

1 a) I’m only reading magazines.

b) I’m studying every day.

c) I’m studying for three exams at the moment.

d) I’m studying with my classmate.

e) I’m doing some practice exams.

2 a) She loves the natural world.

b) They are working on a project.

c) She’s doing some practical work.

d) She’s writing an essay.

3 a) She has a lot of school work to do.

b) They have a lot of homework.

c) He has a lot of work at the moment.

d) He has a lot of work at home.

4 a) They are doing some revision.

b) They are writing a report.

c) They are studying for exams.

d) They are revising for exams.

5 a) We are working on a project.

b) We are doing some research.

c) We are preparing for the exam.

d) We are preparing for the test.

6 a) I’m working on a science project.

b) I’m working on a history project.

c) I’m working on a geography project.

d) I’m working on a biology project.

7 Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

1 Laura is a good student. She ________ (like) school a lot.

2 Jill wants to travel across Siberia next year so she ________ (learn) Russian.

3 Chris is very fit. He ________ (swim) a lot and ________ (go) jogging every day.

4 I’m on a diet. I ________ (not eat) sweets this month.

8 Complete the interview with Ruby with the correct form of the verbs in brackets.

Tell me about a typical day for you.

I ________ (tell) you about a typical day for me. Every day is different. I ________ (not start) at a regular time. At the moment, I ________ (learn) about the stars, so I ________ (do) a lot of things at night! I ________ (study) with your parents?

My dad is but Mum isn’t. She ________ (teach) me French, art and geography. Dad’s a scientist so I ________ (do) things like biology with him. At the moment, my older sister ________ (take) tests or exams.

How do you know if you are learning?

I ________ (not worry) about that.

9 Use the notes below to make sentences about Ned and Ruby. Use the Present Simple and Present Continuous.

Ned

Ned: do a practice exam today, learn at home, never wear a school uniform, do a past exam paper on the Internet, play football every day, study for three exams at the moment.

Ruby

Ruby: look at the web page, make notes today, do a bit of revision, play tennis every weekend, study French with her mum

Your Turn

10 Work in pairs. Describe your school. Use the ideas below and the time expressions in the box. Add your own ideas.

- get grades
- play sport/music
- have lessons
- have tests
- train for a match
- go on trips
- work with other students
- watch films
- put on a play

We have lessons every day but we don’t have tests very often. This week our class team is training for a basketball match.

11 Read your descriptions to the class. Which is the most interesting?

 Grammar

1 Grammar: Present Simple and Present Continuous

2 a) They learn at home.

b) She loves the natural world.

c) She’s drawing plants.

d) I’m studying for three exams.

3 a) I’m not eating chocolate.

b) I don’t eat chocolate.

c) I only read magazines.

d) I’m only reading magazines.

4 a) I’m only reading magazines.

b) I’m studying every day.

c) I’m studying for three exams at the moment.

d) I’m studying with my classmate.

5 a) We are working on a project.

b) We are doing some research.

c) We are preparing for the exam.

d) We are preparing for the test.

6 a) I’m working on a science project.

b) I’m working on a history project.

c) I’m working on a geography project.

d) I’m working on a biology project.

7 Tell me about a typical day for you.

I ________ (tell) you about a typical day for me. Every day is different. I ________ (not start) at a regular time. At the moment, I ________ (learn) about the stars, so I ________ (do) a lot of things at night! I ________ (study) with your parents?

My dad is but Mum isn’t. She ________ (teach) me French, art and geography. Dad’s a scientist so I ________ (do) things like biology with him. At the moment, my older sister ________ (take) tests or exams.

How do you know if you are learning?

I ________ (not worry) about that.

8 Use the notes below to make sentences about Ned and Ruby. Use the Present Simple and Present Continuous.

Ned

Ned: do a practice exam today, learn at home, never wear a school uniform, do a past exam paper on the Internet, play football every day, study for three exams at the moment.

Ruby

Ruby: look at the web page, make notes today, do a bit of revision, play tennis every weekend, study French with her mum

Your Turn

10 Work in pairs. Describe your school. Use the ideas below and the time expressions in the box. Add your own ideas.

- get grades
- play sport/music
- have lessons
- have tests
- train for a match
- go on trips
- work with other students
- watch films
- put on a play

We have lessons every day but we don’t have tests very often. This week our class team is training for a basketball match.

11 Read your descriptions to the class. Which is the most interesting?
2 Boarding Schools

Warm-up
1. Read the text about two British boarding schools, Roedean and Eton. Are these boarding schools in your country? Would you like to go to one? Why/Why not?

Reading
2. Read the text about UWC and match the titles (a–e) with the paragraphs (1–5).

a) fees
b) free-time
c) houses
d) general school information

3. Look at the Reading Help.

Reading Help: Scanning for information
- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

4. Copy the table. Scan the texts from Exercises 1 and 2 and complete the table.

<table>
<thead>
<tr>
<th>UWC College</th>
<th>Atlantic College</th>
<th>Eton</th>
<th>Roedean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Brighton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year opened</td>
<td>1885</td>
<td>1440</td>
<td></td>
</tr>
<tr>
<td>Type of school</td>
<td>mixed boarding school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of houses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Read the text in Exercise 2 again. Are the sentences true (T), false (F) or is there no information (NI)?
1. All the UWC are international. ___________
2. The first UWC was in Germany. ___________
3. Atlantic College students must play sports. ___________
4. All students at UWCs study in English. ___________
5. The students at Atlantic College eat all their meals in their houses. ___________
6. Most students at a UWC are from rich families. ___________

6. Look at the Sentence Builder. Find two more examples in the text.

Sentence Builder
Atlantic College is more diverse than most schools.
My school is as expensive as Roedean.
Roedean is not as expensive as Eton.
The fees at his school are the same as at Roedean.
The fees at Atlantic College are not the same as those at Eton.
Roedean hasn’t got as many pupils as Eton.

7. Compare your school with Atlantic College, Eton and Roedean. Use the Sentence Builder and these words to write sentences.
- activities • big • classes • expensive
- famous • international • old • students

My school has more students than Atlantic College.

8. Look at the Word Builder. Find the verbs in red in the text and read the sentences.

Word Builder
- take part in (an activity)
- take up (a hobby/interest)
- take care of (someone/something)
- take place

9. Rewrite the sentences using verbs from the Word Builder.
1. The exams are in the gym. ___________
2. Why don’t you start to learn Italian? ___________
3. Please look after the baby. ___________
4. She always does something in the school play. ___________
5. Can you feed my cat when I’m away, please? ___________
6. I’d like to start judo next term. ___________

10. Verb Quiz
Find these get expressions in the Word Bank. You’ve got two minutes!
1. To enter a bus ___________
2. You do this every morning. ___________
3. To enter a car. ___________
4. To meet people. ___________
5. To be friendly with someone. ___________

Word Bank, page 106

11. Work in pairs. Ask and answer the questions.

Which do you think are unfair? Tell the class.
1. day or boarding schools?
2. boys, girls or mixed schools?
3. school uniform or own clothes?
4. final exams or project work?

12. Speak Out
What rules at your school do you think are unfair? Tell the class.

‘Public schools’ in Britain are, in fact, expensive private schools.

Answer on page 92.
Warm-up

1 Look at the photo. What can you remember about the students?

Reading and Listening

2 Read and listen to the dialogue. Find the people (and the animal) in the photo.
- Gwen • Jasmin • Matt • Sam • Mr Bywater
- Mr Grant • Benson • Mrs Tyler-Smith
The four students arrive at Petergate School.

Doug Right, here we are. This is the school.
Jasmin It looks great, Mr Grant.
Doug Call me Doug.
Jasmin Right … er, Doug.
Doug That’s Mr Bywater over there, one of the music teachers. And that’s Mrs Tyler-Smith with her cat, Benson. She’s the owner. Come and meet her.

Mrs T-S Hello! Did you have a good trip?
Jasmin Yes, thanks.
Mrs T-S Are you Gwen?
Jasmin No, I’m Jasmin. This is Gwen.
Gwen Pleased to meet you.
Mrs T-S So, you’re an actress, Janet.

3 Read the dialogue again. Are the sentences true (T) or false (F)?

1 Doug is friendly to Jasmin.
2 Mrs Tyler-Smith has a good memory.
3 Matt doesn’t like the place.
4 Matt is allergic to goldfish.

Speaking

4 Complete the Key Expressions from the dialogue with the words in the box.

Frankly I hate dancing.
I much prefer music.
I’d rather stand up.
I love acting.
I don’t mind singing.

Key Expressions: Preferences

5 Work in groups. What do people like and dislike about school?
- sport • rooms (e.g. the library) • classes
- school lunches • after-school clubs
- school trips • exams • school parties/dances

A Do you like doing sport at school?
B I can’t stand sport. I prefer dancing.
C I don’t mind PE classes and I like swimming.

6 Tell the class about your group.

7 Look at the Sentence Builder. Which sentences are about:
- general likes/dislikes?
- something you want to do now or in the future?

I like watching films.
I’d like to watch a film.
I prefer watching films to plays.
I’d rather watch a play.

Everyday Listening

1 Listen to Mrs Tyler-Smith and complete the information about summer courses at Petergate.

PETERGATE SUMMER COURSES

Meals
Breakfast from 1 to 2
Lunch at 3
Dinner at 4
After-lunch concerts at 1.45 on 5 and 6

Rehearsal rooms 7
Theatre/dance studio/gym 8
Swimming pool/tennis court 9

NO NOISE after 10 please!

Excursions:
London 11 July
Great Yarmouth (the coast) 12 July

2 Listen closely. Listen to the extracts from Exercise 1. Which of these words can you hear in the sentences: are or a?

3 Listen to more extracts. Which of these words can you hear: of or have?
Our family is moving from the United States to London. Keira, (thirteen) and Oliver (fifteen) are worrying about going to school in the UK. (The only one they know about is Hogwarts in the Harry Potter films!) Can anyone answer our questions?

1 Are schools free in the UK?
2 Are the school subjects the same as in the United States?
3 What is the school uniform like?
4 Are there entrance exams?
5 Do kids wear a uniform?
6 At what age do students start/leave school?
7 Are schools free in the UK?
8 Is there a lot of homework?
9 Are schools free in the UK?
10 Who pays for the students’ books?

Can anyone answer our questions? Then compare your questions with a partner. Imagine you are moving to a school in another country. What do you want to know? Write two questions. Then compare your questions with a partner.

Is there a lot of homework?

Across Cultures

Reading

1 Read the questions (1–6) at the beginning of the text. Are they the same as your questions?

2 Read the text about schools in the UK. Match the questions (1–6) with the correct replies (a–e). Two questions are answered in the same reply.

1 Most British parents pay for their children’s education.
2 British students have to clean their classrooms.
3 There are after-school activities.
4 Nobody can leave school before they are sixteen.
5 Everybody takes A level exams.
6 A lot of secondary schools don’t have a uniform.
7 Normally, there aren’t any lessons at the weekend.

3 Check if your questions in Exercise 1 are answered in the text.

5 Find compound nouns in the text with these meanings.

4 Read the text again. Are the sentences true (T), false (F) or is there no information (NI)?

1 Most British parents pay for their children’s education.
2 British students have to clean their classrooms.
3 There are after-school activities.
4 Nobody can leave school before they are sixteen.
5 Everybody takes A level exams.
6 A lot of secondary schools don’t have a uniform.
7 Normally, there aren’t any lessons at the weekend.

8 Complete the questions with words and phrases from Exercises 6 and 7.

1 One person writes about GCSEs and A levels. Which _______ do students take in your country?
2 How do you _______ a test? Do you plan your revision carefully or do it the night before?
3 Do you eat in your _______? Why/Why not?
4 Does your school _______ extra like guitar lessons?
5 Who _______ your school equipment like pens, pencils, etc?

9 Work in pairs. Ask and answer the questions from Exercise 8.

10 Game Work in pairs. How much can you remember about British schools? Test your partner. Student A uses the text to ask questions. Students B closes the book and answers.

A Who pays for the students’ books?
B Their parents.
A No. The school pays for their books.

Word Builder

| study for an exam | pay for books | charge for school trips |

Your ideal school

2 Plan your description. Make notes on these points:
1 general description (location, type of school, uniform, rules, facilities)
2 a typical school day (classes, lunch, breaks)
3 after school (clubs, activities, trips, homework)

3 Write your description in three paragraphs.

My ideal school is near the sea. It’s a day school for boys and girls. There isn’t a uniform and there aren’t any rules. The school has got a music studio, an Olympic-size swimming pool and a computer for every student.

4 Work in groups. Read each other’s descriptions. Say what you like or dislike about your partners’ ideal schools.
Study Corner 1

Language Check

1. Complete the words in the sentences.
1. We have our chemistry lessons in a __________.
2. Our school has got three tennis courts.
3. There is a football pitch.
4. I get books from the school library.

2. Complete the verbs in the sentences.
5. I want to take __________ photography.
6. When I’m ill, my mum takes __________ of me.
7. I’d like to take __________ karate or judo.
8. When my neighbour is away, I take __________ of his dog.
9. He’d like to take __________ in the concert.
10. The school dance takes __________ in the gym.

Vocabulary

3. Put the verbs in brackets in the Present Simple or the Present Continuous.
A. Hi, Alan. What __________ you (do) here?
B. Shh, Fred, don’t speak so loudly. I __________ (revise) for my exams. I often __________ (come) to the library. I sometimes __________ (use) the computers here.
A. I __________ (use) my dad’s computer at home when my sister isn’t on it!
B. Where is she? I want to talk to her.
A. She __________ (have) a school competition this week. They __________ (have) it at this time.
B. Oh yes, I forgot about that. Anyway, why are you here? You hate studying.

Grammar

4. Choose the correct word.
A. Would you __________ love / like to __________ go / going to the school dance this weekend?
B. Thanks, but I’d __________ rather / prefer go to the cinema. I love __________ go / going out with my friends but I prefer __________ watch / watching films to __________ dance / dancing. I __________ can’t / don’t stand __________ be / being in noisy places.
A. I __________ don’t / can’t mind that – I love __________ to go / going to clubs and discos!

Communication

Feedback

• Listen and check your answers to the Language Check. Write down your scores.
• Look at the table. Check where you made mistakes.

Wrong answers: Look again at:
Numbers 1–4 Get Ready – Key Words
Numbers 5–10 Unit 2 – Word Builder
Numbers 11–20 Unit 1 – Grammar
Numbers 21–30 Unit 3 – Key Expressions
• Now do the exercises in Language Check 1 of the Workbook.

Study Help: Using your coursebook

Find these things in New Challenges 3. Which are the most useful for you?
- Key Words • Key Expressions • Word Builder
- Word Bank • Reading/Listening Help
- Sentence Builder • Language Check
- Time Out Magazine

• Match the problems (1–10) with the solutions (a–j).

1 – b
I want to ...
1 find out what’s in a module
2 find some tips for reading and listening
3 do some extra reading
4 find answers to word quizzes (e.g. verb quiz)
5 revise vocabulary
6 revise a grammar area
7 do extra grammar practice
8 find useful expressions for speaking
9 do a revision test
10 find some tips for studying

Look at ...

a) stories in Time Out Magazine
b) the top of the Get Ready page
c) the Workbook Grammar Reference
d) Reading and Listening Help boxes
e) the Workbook or CD-ROM
f) the Word Bank
g) the Language Check
h) Key Word boxes, Word Builder and the Word Bank
i) the Study Help boxes
j) Key Expressions boxes

Sample Unit
Get Ready

1. Look at the Key Words and the photos. What do you think the people are like?

Key Words: Personality Adjectives
- easy-going
- energetic
- extroverted
- friendly
- hard-working
- helpful
- honest
- independent
- introverted
- kind
- lazy
- organised
- outgoing
- practical
- quiet
- reliable
- sensitive
- shy
- sociable
- talkative
- thoughtful
- tidy
- untidy

The girl in photo a) looks energetic and outgoing.

2. Listen to the people in the photos and check your guesses from Exercise 1.

3. Listen again and answer the questions.
   1. What after-school activities does Jenny do?
   2. Why does Scott help his neighbour go shopping?
   3. What are Robert’s interests?
   4. What is Lisa’s hobby?

Module 4

- Talk about personality, relationships and being a teenager; roleplay phone calls.
- Read about teenage problems and families.
- Listen to phone calls.
- Write short emails to friends.
- Learn more about modal verbs and personal pronouns.

People

4. Work in pairs. Ask your partner the questions and then look at the results on page 91. Is the personality description accurate for you?

How Extrovert Are You?

Do these statements describe you? Mark each one on a scale of 1–4.

- 1 = no, not at all
- 2 = sometimes
- 3 = often
- 4 = yes, definitely

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 2 3 4</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I’m out with my friends, I talk less than the others.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. I listen to other people before I give my opinions.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. When I go to a party, I only talk to people I know.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. I am a thoughtful, careful and loyal person.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. When I'm busy and the phone rings, I ignore it.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
**Problem Page**

**Warm-up**

1. Look at the Key Words. Which words are positive and which are negative? Use them to describe the people in the photos.

**Key Words:**

- angry
- annoyed
- anxious
- bored
- calm
- cheerful
- delighted
- depressed
- excited
- furious
- nervous
- relaxed
- sad
- scared
- thrilled
- upset
- worried

**Reading**

2. Do you read the advice columns in magazines? Which problems do people often write about?

3. Read the problem page letters (1–3) and match them with the replies (a–c).

   - 1  I've got a crush on a girl in my class. Last week, I asked her to my birthday party and she said, 'Yes'. I was really excited but, on the day, she sent a text to apologise. I was really upset. She must like you.
   - 2  I'm worried about my older brother. He doesn't speak to anyone in the family, he stays out late at night and he hasn't got a Saturday job and our parents don't give him any pocket money. I don't know where he got the money. I think he stole it. What can I do? He could have some savings or it could be some birthday money. If he doesn't give you a clear answer, you'll have to tell your parents.
   - 3  There's a new girl in our class this term. At first, we all liked her because she's very generous. Now, she's making a lot of trouble: she talks about people and causes arguments. She must be a nervous person – she can't be happy with the situation either.

4. Which problem is the most serious? Why?

**Grammar:**

5. Complete the sentences from the text with modal verbs for speculating: must, could and can't.

   - a) I'm sure it's not true. Perhaps it's true. I'm sure it's true.
   - b) I'm sure it's not true. Perhaps it's true. It can't be true.
   - c) I'm sure it's not true. Perhaps it's true. I'm sure it's true.

6. Match the modal verbs (1–3) with the meanings (a–c).

   - 1 must
   - 2 could
   - 3 can't
   
   - a) I'm sure it's not true. (strong evidence)
   - b) I'm sure it's true. (very strong evidence)
   - c) Perhaps it's true. (weak evidence)

**Practice**

7. Complete the speculations about people with must, could or can't.

   - a) She's smiling and laughing. She can't be angry.
   - b) I'm sure he's going to pass. He must be studying hard.
   - c) Sally's always late. She can't be very sociable.

**Your Turn**

10. **Game** Think of a friend. Describe him/her to your partner. Give one clue at a time. Your partner must guess the person.

   - A He's in our class.
   - B It could be Tomas.
   - C He's shy.
   - D It can't be Tomas! It could be Danny.
   - E No. He speaks French at home.
   - F It must be Elcien.
   - G That's right!
Warm-up

1. Which of the things below do you argue about with your parents?
   - homework • clothes • bedroom
   - playing computer games • watching TV
   - hairstyle • friends • mobile phone
   - making phone calls at home • getting home late
   - doing household chores • playing music too loud
   - having a tattoo or body piercing

Reading

2. Read the text about family arguments. Which of the things below do you argue about with your parents?

The kids speak

Edward:
Mum and Dad think I’m a little boy and it’s really annoying. I mean, I’m nearly sixteen and they won’t let me have an earring or a tattoo. We argue a lot about my clothes. The other BIG problem is homework. They make me do it every day and won’t allow me to go out until it’s finished. I didn’t do well in maths last year so they make me take extra classes after school.

Sophie:
I love my mum and dad but we argue about some things. Dad makes a fuss when I spend more than five minutes in the bathroom and he gets angry when I use all the hot water. Mum gets annoyed when I won’t make my bed or do the washing-up. They say I make phone calls all the time but that’s not true – I usually send texts. Anyway, they won’t allow me to take my phone to bed so I can’t send texts at night. That isn’t fair, is it?

The parents speak

Pete and Clare Atkins:
We’re very proud of Edward and Sophie. They both make friends easily so they’ve got busy social lives. On school nights we make them do their homework before we let them see their friends. Edward is becoming very independent but he’s only fifteen so he needs our support and advice. He wants an earring but we think he’s too young to make that choice. We’ll make him wait until he’s eighteen – and we’ll make him pay for it from his own money! When he makes an effort, Edward does well at school.

Sophie does her best at school too and, luckily, she always does her homework without an argument. Sometimes she’s a bit cheeky but she’s very funny and she makes us laugh. She spends hours in the bathroom doing her hair and trying on make-up. Also, she makes a terrible mess in her bedroom – there’s always an argument when we make her tidy it! She makes hundreds of phone calls every day so she always wants pocket money to buy credit. She makes money babysitting and doing housework for our neighbours.

Speaking

10. Look at the expressions from two arguments. Who says them? A teenager (T) or a parent (P)?

   1. Where have you been?
   2. Can I have a …? Why not?
   3. Oh, please. I just want a small one on my shoulder.
   4. Why are you late?
   5. Why didn’t you phone home?
   6. It’s not fair. All my friends have got them.
   7. You never listen to me.
   8. Everyone else stays out late.
   9. I’ll pay for it with my own money.
   10. You’re too young to have a …


Fact or Fiction?

Sixty-six per cent of American parents say they have the same values as their children. Only forty-six per cent of teenagers say they have the same values as their parents!

Find two more examples in the text of won’t with the meaning ‘refuse to do something’.

Rewrite the sentences using make or let.

1. In sports lessons, we have to work hard first.
2. My parents say I can’t go to rock concerts.
3. I have to tidy my room at weekends.
4. They had to stay in at break.

5. Complete the expressions with make or do.

   1. ....the shopping 5. ... a mistake
   2. ... a cup of tea 6. ... athletics
   3. ... a suggestion 7. ... puzzles
   4. ... trouble 8. ... calculations

6. Complete the text with the correct form of make or do.

When I get home from school, I ... a cup of tea. Then, I go to my room and I ... my bed. After that, I ... my homework – my parents ... a fuss when I don’t. We get a lot of homework and you have to ... an effort to finish it well. I worry about my marks but my parents always say, ‘Just work hard and ... your best.’

7. Look at the Sentence Builder. Find more examples of the verbs in the text.

8. Look at the example.

   They won’t let me have an earring.

   Find two more examples in the text of won’t with the meaning ‘refuse to do something’.

9. Rewrite the sentences using make or let.

   1. In sports lessons, we have to work hard first.
   2. My parents say I can’t go to rock concerts.
   3. I have to tidy my room at weekends.
   4. They had to stay in at break.

   Student A, page 89
   Student B, page 90

9. Look at the example.

   They won’t let me have an earring.

   Find two more examples in the text of won’t with the meaning ‘refuse to do something’.

9. Rewrite the sentences using make or let.

   1. In sports lessons, we have to work hard first.
   2. My parents say I can’t go to rock concerts.
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   4. They had to stay in at break.

   Student A, page 89
   Student B, page 90

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   They won’t let me have an earring.

   Find two more examples in the text of won’t with the meaning ‘refuse to do something’.

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   4. They had to stay in at break.

   Student A, page 89
   Student B, page 90

9. Look at the example.

   They won’t let me have an earring.

   Find two more examples in the text of won’t with the meaning ‘refuse to do something’.

9. Rewrite the sentences using make or let.

   1. In sports lessons, we have to work hard first.
   2. My parents say I can’t go to rock concerts.
   3. I have to tidy my room at weekends.
   4. They had to stay in at break.

   Student A, page 89
   Student B, page 90
Warm-up

1 Work in pairs. What is happening in the photo?

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

Gwen, Sam and Jasmin go into town on their free afternoon.

Gwen Hey, there’s a good film on at six o’clock with Kirsten Dunst.

Sam Let’s phone Matt.

Gwen Hasn’t he got a headache? Anyway, his mobile’s not working.

Jasmin No problem. I’ll ring the school.

Sam That’s a good idea.

Mr B Petergate School.

Jasmin Hello. Mr Bywater? It’s Jasmin. Can I speak to Matt, please?

Mr B Hello, Jasmin. Hold on a moment. I’ll see if he’s here. Sorry, he’s not in his room. Can I take a message?

Jasmin Yes, please. Can you ask him to phone me?

Mr B Right. Do you want to go to the Riverside Cinema?

Jasmin It’s 07381 776098.

Mr B Just a moment. So that’s 07381 776098.

Jasmin Okay, thanks, Mr Bywater.

Twenty minutes later, Matt calls Jasmin.

Jasmin Hi, Matt!

Matt Hi, my cell phone is okay now. I got your message.

Jasmin Right. Do you want to go to the Riverside Cinema with us tonight?

Matt Sorry, I can’t. I’d like to but I’m still not feeling great.

Jasmin Come on, we’re not going without you. You need to get out a bit. Kirsten Dunst is in the film. You love her!

Matt I don’t know. Anyway, the Riverside’s miles away.

Jasmin No, it’s not. It’s only ten minutes from school.

Matt Hang on, let me look at the map. Oh, all right. I’ll be there in about twenty minutes.

Jasmin Great. See you!

Speaking

4 Look at the Key Expressions and answer the questions.

1 Which phone call (1 or 2) is more formal?

2 What three expressions mean ‘wait’?

3 In call (1), why does Jasmin say ‘It’s Jasmin’ but in call (2) Matt doesn’t say ‘It’s Matt’?

Key Expressions: Phone Calls

1

A Hello, Mr Bywater! It’s Jasmin. Can I speak to Matt, please?

B Hold on a moment. I’ll see if he’s here. Sorry, he’s not in his room. Can I take a message?

A Yes, please. Can you ask him to phone me?

B What’s your number?

A It’s 07381 776098.

B Just a moment. So that’s 07381 776098.

A Okay, thanks, Mr Bywater.

B Not at all, Jasmin. Bye.

2

A Hi, Matt!

B Hi, my cell phone is okay now. I got your message.

A Right. Do you want to go to the Riverside Cinema?

B Sorry, I can’t. I’d like to but I’m still not feeling great.

A It’s 07381 776098.

B Hang on … Oh, all right. I’ll be there …

A Okay, thanks, Mr Bywater.

B Not at all, Jasmin. Bye.

3

Listen closely. Listen and underline the sentence you hear, a or b.

1 a) He’s not here at the moment.

b) He isn’t here at the moment.

2 a) And my mobile’s not working.

b) And my mobile isn’t working.

3 a) Sorry, Cathy, she’s not in.

b) Sorry, Cathy, she isn’t in.

4 a) We’re not sure.

b) We aren’t sure.

5 a) No, they’re not going out now.

b) No, they aren’t going out now.

4 Listen again and repeat the sentences.

5 Work in pairs. Act out phone call 1. Take turns to phone a friend’s house and leave a message with the friend’s mother or father.

6 Write notes about one of these things to do in town this weekend. Think about where to meet and what time.

- watch a film
- go to a party
- go bowling
- go shopping
- go to a concert
- have a meal
- watch a film / Odeon Cinema / 6 p.m. Saturday

7 Work in pairs. Act out phone call 2.

Student A, page 89

Student B, page 90
Your Challenge

Writing: Emails

1 Read the emails (a–e) and put them in order.

from Jamie to Vicky
subject Saturday

Great! See you then!
Jamie

from Vicky to Jamie
subject Saturday

Hi J.
There’s a special offer for the first month. Anyway, can you tell Laura? Maybe she wants to come, too.
Vicky

from Jamie to Vicky
subject Saturday

Vicky,
We don’t have to go there at eleven. We can go a bit later. Half eleven? Actually, we could wait a bit later. Half eleven? Actually, we could wait half an hour. Half eleven? Actually, we could wait half an hour. Half eleven? Actually, we could wait half an hour.
By the way, can you tell Laura? Maybe she wants to come, too.
Jamie

from Vicky to Jamie
subject Saturday

Hi there Vicky,
Paul and I are going to the new amusement park on Saturday. My older sister’s got the car and she can take you there at about eleven. How about coming with us? It isn’t too expensive because we don’t have to go there at eleven. We can go a bit later. Half eleven? Actually, we could wait half an hour. Half eleven? Actually, we could wait half an hour.
By the way, can you tell Laura? Maybe she wants to come, too.
Jamie

Understanding Grammar: Personal pronouns

1 Complete the table.

<table>
<thead>
<tr>
<th>Subject pronouns I like John.</th>
<th>Object pronouns jim likes me.</th>
<th>Possessive adjectives This is my pen.</th>
<th>Possessive pronouns It’s my pen.</th>
<th>Reflexive pronouns I cut myself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>my</td>
<td>2 mine</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>you</td>
<td>3 yours</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>his</td>
<td>4 yours</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>her</td>
<td>5 theirs</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>it</td>
<td>6 theirs</td>
<td>ourselves</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>our</td>
<td></td>
<td>themselves</td>
</tr>
<tr>
<td>you</td>
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<td>your</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the text with pronouns and possessive adjectives from the table.

Jovana and I are the best friends. 1 went to primary school together. 2 parents are friends, too – 3 mother and 4 father were at university together. Jovana is living in New York now – 5 went there with 6 parents a few months ago. 7 are diplomats and 8 often work abroad. Usually, 9 took 10 children with 11. Jovana loves New York, 12 parks and cafes, and 13 fancy life. 14 Father is interested in art so 15 visits museums and galleries. 16 has a new boyfriend, Jerry. Last week Jovana sent 17 a letter with a photo of 18. 19 is very good-looking. Jovana is coming home for Christmas. 20 ‘ll definitely meet up.

Reflexive pronouns

3 Read the sentences and match the words (1–2) with the people (a–b).

Jovana has a Christmas present for Anna. She bought 1 her a nice scarf. She bought 2 herself new gloves.

a) Anna  b) Jovana

4 Complete the sentences with the correct object pronoun or reflexive pronoun.

1 We didn’t know Claire so she introduced 1. 2 They are so selfish, they always think only about 2. 3 My sister was hungry so I made 3 sandwich. 4 You’re all dirty. Just look at 4 in the mirror. 5 My home town is beautiful, I love 5. 6 My father cut 6 when he was building a bookshelf. 7 When Mike arrived, we introduced 7 to the other guests. 8 Last night, we saw Jill on TV. They filmed 8 in a supermarket.

5 Look at the sentences (1–2) and match them with the pictures (a–b).

1 Jerry and Jovana are looking at each other. They are in love.
2 Jerry and Jovana are preparing for a date. They are looking at themselves in the mirror.

6 Complete the sentences with the correct words.

1 Anna and Jovana often phone each other/they themselves.
2 Anna and Jovana describe each other/they themselves as ‘best friends’.

7 Complete the sentences with each other, ourselves, yourselves or themselves.

1 We don’t know very well but we like a lot.
2 If you two are hungry, go and get some lunch.
3 Jovana and Anna write emails to each other once a week.
4 The film was good – we really enjoyed it.
5 We kissed for the first time at a party.
6 Film stars can read about themselves in magazines.
Language Check

1. Complete the words in the sentences.
Sue is a ___ girl and makes friends easily. Pat is very ___ - ___ . She never gets ___ about exams. Carl is quite ___ and gets ___ when people tease him.

2. Choose the correct word.
6. My parents never do / make a fuss.
7. I don’t do / make many phone calls; I prefer to send text messages.
8. My sister always does / makes well at maths.
9. My mum got angry because I did / made a mess in the kitchen.
10. My teacher says I should do / make more effort in sport.

3. Choose the best alternative in each sentence.
11. Rose talks about Ivan all the time. She can’t / must fancy him.
12. Elena is always friendly and outgoing. She can’t / could be shy.
13. Tomas and Oliver are always together. They could / must be good friends.
14. Kathy’s in a bad mood today. She could / can’t be worried about something.
15. Neil plays tennis, football and basketball. He could / must be athletic.

4. Complete the sentences with the correct form of make or let.
16. My parents ________ me tidy my bedroom last night.
17. Their school ________ students leave their mobiles switched off.
18. Her parents will ________ her wait until she’s eighteen to get a tattoo.
19. Mum and Dad won’t ________ me have a TV in my bedroom.
20. ‘I’ll ________ you have an earring when you are older.’

5. Complete the gaps with pronouns.
She looked at ________ in the mirror and then turned to Tom. They smiled at each other outside the bus station. ‘Do you remember when we met ________ other?’ she asked. ‘Of course I do,’ said Tom. ‘I thought you were talking to ________ but you were on your mobile phone! Then, when we looked at ________, we knew it was love at first sight!’

6. Complete the gaps with one word.
A. Hello.
B. Hi, Mrs Smith. ________’s Joanna Johnson.
26. I speak to Sue, please?
A. ________ on, I’ll get her. 29 ________, she’s not in at the moment. Can I ________ a message?
B. Thanks. Can you ask her to …

Feedback
- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Check where you made mistakes.

Wrong answers: Look again at:
Numbers 1–5 Get Ready and Unit 10 – Key Words
Numbers 6–10 Unit 11 – Word Builder
Numbers 11–15 Unit 10 – Grammar
Numbers 16–20 Unit 11 – Sentence Builder
Numbers 21–25 Understanding Grammar
Numbers 26–30 Unit 12 – Key Expressions
- Now do the exercises in Language Check 4 of the Workbook.

Study Help: Memorising vocabulary
How do you remember words? What kind of learner are you?
- Visual. You look at new words. You cover the page and try to ‘see’ the words in your mind. Sometimes you draw pictures next to words in your vocabulary book.
- Oral. You repeat words to yourself (silently or aloud) again and again.
- Analytical. You break words into different parts and think how they fit together (e.g. skate + board). You think about differences and similarities between English words and words in your language (e.g. tourist, turista (Spanish)).

- Look at Key Words boxes in Modules 1–4. Learn five new words. Ask your partner to test you.
Discoveries

Get Ready

1 Look at the Key Words. Which is the most interesting science? Which do you do at school?

Key Words: Science
- archaeologists
- astronomers
- biologists
- zoologists
- botany
- geology
- medicine
- physics
- zoology

2 Complete the sentences with the words in the box.

archaeologists  astronomers  biologists  zoologists

1 ________ discovered a new species of mammal in Borneo in 2005.
2 The discovery of the human genome by ________ has helped medical research.
3 In 1992, ________ used satellite technology to find the lost city of Ubar in Arabia.
4 In 2005, ________ discovered Xena, a new small planet in our solar system.

3 Match the pictures (a–c) with the sentences (1–4) in Exercise 2. There is one extra sentence.

Module 8

- Talk about discoveries and inventions; make requests and offers.
- Read about giant prehistoric animals.
- Listen to a survey and a TV programme.
- Write invitation notes.
- Learn about unreal conditionals; a few/few, a little/little etc.

4 Look at the list of important discoveries. Listen to three people talking about them. Which do they think were the most important? Why? Copy and complete the table.

<table>
<thead>
<tr>
<th>Which discovery?</th>
<th>Why?</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

• electricity • metals • new continents
• nuclear power • penicillin
• new planets and galaxies • radio waves
• vaccines • the human genome
• new species of plants and animals

5 Speak Out Work in pairs. Decide what you think are the two most important discoveries in history and say why. Choose from the list or add your own ideas. Then tell the class.

We think the discovery of the human genome was really important. It will change medicine in the future.
Warm-up

1 Look at the photos (a–d). When were these things first used? Check your answers on page 92. How did they change people’s lives?

Reading

2 Read the text. Do you agree with the author’s choice of inventions (1–3)? Which inventions (4–6) are most likely to happen?

3 Speak Out What inventions would you like to see in the future? Why? Tell the class.

What inventions have influenced our lives most? Here are my top three choices.

1 Antibiotics
Most of us would not be alive if doctors didn’t use vaccines and antibiotics. Three centuries ago, people only lived until they were thirty-five years old and most of them died of infectious diseases.

2 The Computer
Frankly, my best friend — it plays games with me, plays music to me, helps me learn. I would lose contact with the world if my computer wasn’t there on my desk.

3 The Toilet
Go ahead. Laugh. Then try to imagine New York City without toilets. If we didn’t know how to remove sewage and bring clean water into buildings, modern cities wouldn’t be possible. We would probably have cities but they would look and smell completely different.

And what about the future? When Leonardo da Vinci did a drawing of a plane, fifteenth-century scholars probably said: ‘Forget it, Leon. If machines could fly, we’d know about it.’ Perhaps some inventions that look impossible today will become reality one day.

4 Teleportation
Life would be much easier if we could just disappear in one place and reappear in another. Imagine how much time, money and energy we would save if we discovered how to get to foreign lands in a split second.

5 A Universal Cure
We can already cure most diseases but new ones are still appearing. If we found a universal cure, we could get rid of cancer and AIDS and face any future flu epidemic. Perhaps DNA research can help?

6 Time Machine
If we could travel in time, I’d definitely go and meet a few people from the past. Maybe it will be possible one day.

Grammar: Unreal conditionals

4 Match the sentences (1–2) with their meanings (a–b).

1) Most of us would not be alive if doctors didn’t use vaccines and antibiotics.
   a) unreal, imagined present situation
   b) unlikely future situation

5 Complete the pattern with the correct tense and verb forms.

Condition | Result
--- | ---
1 If scientists __had__ (have) more money, they __could find__ (find) a cure for AIDS.
2 Water and air __are__ (be) so dirty if factories __produce__ (not produce) so much pollution.
3 If mobile phones __exist__ (not exist), we __think__ (be) able to talk to friends so easily.
4 We __go__ (go) to the Moon if space travel __is__ (be) cheaper.
5 If we __write__ (can) write without pens or computers, we __work__ (work) faster.
6 We __have__ (have) more free time if robots __do__ (do) our work.

7 Match the conditions with the results. Write conditional sentences.

Condition | Result
--- | ---
1 we have email | a) it is difficult to communicate
2 we use the Internet to find information | b) cloning is possible
3 we can’t prevent natural disasters | c) we don’t go to libraries very often
4 we have electricity | d) we use vacuum cleaners and dishwashers
5 scientists know the genetic code | e) we don’t write letters
6 people don’t speak one language | f) many people die

Your Turn

8 Write sentences about what our life would be like without the things in the box.

If I didn’t have the telephone, I couldn’t talk to my friends so often.

9 Work in groups. Imagine how our lives would change if these things became true in the future. Make sentences about the consequences of each situation.

if someone discovered a fountain of youth, people don’t drink from it.
... they wouldn’t tell anyone about it.
... they wouldn’t drink from it.
... everybody would like to drink from it.
1 Someone discovers a fountain of youth.
2 People invent a time machine.
3 People construct a spaceship that can travel as fast as light.
4 Aliens land on Earth.
5 The Sun is used as the only source of power.
Land of Giants

Warm-up
1 Look at the Key Words and answer the questions (1–5). Check your answers on page 92.

Key Words: Animals
crocodile dinosaur elephant giant sloth hamster horse lizard mammal mammoth rhinoceros sabre-toothed tiger whale wolf

1 Which animals don’t exist now?
2 Which is the biggest?
3 Which is the smallest?
4 Which animals eat or ate meat?
5 Which can you keep as pets?

Reading
2 Read the text and identify the animals in the pictures (a–d).

When dinosaurs dominated the Earth, mammals were small, furry animals, hiding in the forests. After the disappearance of the dinosaurs, these creatures evolved into modern mammals. But that isn’t the whole story. Between the time of the dinosaurs and our own history, there was another time ...

A TIME THE WORLD FORGOT

1 Fossils found in Germany show the existence of mammals about forty-five million years ago. One animal was an early relative of the horse but only fifty centimetres tall. Ambulocetus was even more amazing; it was a kind of small whale with legs, which probably walked and swam like a crocodile.

2 In this period, birds were much bigger and more dominant than mammals. They probably developed from dinosaurs. Archaeologists have found evidence of huge birds like the gastornis. They were up to three metres tall and couldn’t fly. They were meat-eaters – and there were lots of small mammals on the menu!

3 When the Earth’s climate got a lot colder, these giant birds died out and mammals took control but there’s a big difference between these mammals and the ones we know today. The Earth thirty million years ago was a land of giant mammals such as a nine-metre-long rhinoceros and a five-metre-long wolf!

4 The reason for the extinction of these giant mammals is a mystery but some were alive until quite recently. For example, we know early humans hunted mammoths and sabre-toothed tigers. And in the 1830s, Charles Darwin found the bones of a giant sloth in South America which lived 10,000 years ago. It was the size of an elephant and looked like a huge hamster.

5 Is this the complete story of the evolution of life on Earth? Probably not. We are discovering new information all the time. In 2005, Chinese scientists reported the discovery of a fossil of a giant sloth. This unknown mammal lived about 130 million years ago and was a bit bigger than a cat. Interestingly, it had the bones of a small dinosaur in its stomach. A dinosaur-eating mammal! What will we discover next??

6 Look at the Word Builder. Complete it with more examples of nouns in blue from the text.

Word Builder
-ry discovery 1
- tion relation 2
- ance disappearance 5
- ence existence 6
- ist archaeologist 8

4 Use the advice in the Reading Help to identify the main point in paragraphs 1–5.
1 a) Some fossils were found in Germany.
b) Small mammals lived forty-five million years ago.
c) Some mammals could swim.
2 a) Huge meat-eating birds dominated at this time.
b) Birds evolved from dinosaurs.
c) There were a lot of birds that couldn’t fly.
3 a) The world got colder.
b) Giant birds died out.
c) Giant mammals became dominant.
4 a) Some giant mammals lived recently.
b) Darwin made important discoveries.
c) A giant sloth was the size of an elephant.
5 a) One mammal evolved from a dinosaur.
b) Scientists are discovering new species all the time.

7 Complete the sentences with words from Exercise 6.
1 The origins of life on Earth are still a mystery.
2 Charles Darwin published his theory of evolution in 1859.
3 We think a change in climate caused the extinction of the giant birds.
4 Early horses were smaller than modern horses.
5 The recent discovery in China surprised scientists.
6 The dog is a descendant of the wolf.
7 Look at the Sentence Builder.

Sentence Builder
Birds were much bigger than mammals. The Earth’s climate got a lot colder. Ambulocetus was even more amazing. It was a bit bigger than a cat.

8 Compare the animals in pictures (a–d).

Use these adjectives.
• strange • colourful • dangerous • big • small • interesting

The ambulocetus is even stranger than the giant sloth!

9 Look at the Word Builder. Complete it with more examples of nouns in blue from the text.

Word Builder
-ry discovery 1
- tion relation 2
- ance disappearance 5
- ence existence 6
- ist archaeologist 8

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Word Builder
-ry discovery 1
- tion relation 2
- ance disappearance 5
- ence existence 6
- ist archaeologist 8

4 Use the advice in the Reading Help to identify the main point in paragraphs 1–5.
1 a) Some fossils were found in Germany.
b) Small mammals lived forty-five million years ago.
c) Some mammals could swim.
2 a) Huge meat-eating birds dominated at this time.
b) Birds evolved from dinosaurs.
c) There were a lot of birds that couldn’t fly.
3 a) The world got colder.
b) Giant birds died out.
c) Giant mammals became dominant.
4 a) Some giant mammals lived recently.
b) Darwin made important discoveries.
c) A giant sloth was the size of an elephant.
5 a) One mammal evolved from a dinosaur.
b) Scientists are discovering new species all the time.

7 Complete the sentences with words from Exercise 6.
1 The origins of life on Earth are still a mystery.
2 Charles Darwin published his theory of evolution in 1859.
3 We think a change in climate caused the extinction of the giant birds.
4 Early horses were smaller than modern horses.
5 The recent discovery in China surprised scientists.
6 The dog is a descendant of the wolf.
7 Look at the Sentence Builder.

Sentence Builder
Birds were much bigger than mammals. The Earth’s climate got a lot colder. Ambulocetus was even more amazing. It was a bit bigger than a cat.

8 Compare the animals in pictures (a–d).

Use these adjectives.
• strange • colourful • dangerous • big • small • interesting

The ambulocetus is even stranger than the giant sloth!

9 Look at the Word Builder. Complete it with more examples of nouns in blue from the text.
Warm-up

1 Look at the photo. What do you think they are happy about?
• finishing the course  • Jasmin’s birthday
• passing an exam  • Matt getting an audition

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

The course has finished. Gwen and Jasmin are going out when they meet Mr Bywater.

Gwen Oh, here’s Mr Bywater.
Mr B It’s lucky I saw you. Are you seeing Matt tonight?
Jasmin Yes.
Mr B Can you do me a favour?
Jasmin Sure.
Mr B I’d like you to give him this letter.
Jasmin Okay, I’ll do that.

The girls meet the boys in town to celebrate the end of the course.

Matt Hey, you’re late!
Gwen Jasmin’s got something for you.
Jasmin Yeah, Bywater gave me this letter.
Matt Bywater? What does he want?
Jasmin I don’t know. Shall I open it for you?
Matt No, I’ll do it.
Sam Come on, don’t keep us in suspense.
Matt I don’t believe it! Bywater recommended me to his friend. He’s a film director in the States. I’ve got an audition next month for a small part in a film!
Jasmin That’s brilliant!
Gwen Wow!
Sam And you never liked him!
Matt Well, I was wrong about him.
Gwen Okay. Come on everybody, let’s celebrate!

5 Work in pairs. Take turns to ask favours. Use the ideas below.
• record the match tonight  • help organise my party  • lend me a couple of CDs  • give my homework to our teacher  • post this letter  • look after my hamster while I’m on holiday
A Can you do me a favour?
B Sure.
A I’d like you to record the match tonight.
B Okay, I’ll do that.

6 Work in pairs. Take turns to make offers. Use the ideas below.
• your friend has got two heavy bags  • it’s warm in the room  • your friend is hungry  • the TV is very loud  • your friend can’t do his/her homework
Would you like me to help you?
Shall I help you with your bags?

Everyday Listening

Listen to the TV programme. Choose the correct answers, a), b) or c).

1 Colin is …
   a) sixteen.  b) seventeen.  c) eighteen.
2 Colin is from …
   a) England.  b) Ireland.  c) Scotland.
3 Colin’s invention is for children with …
   a) breathing problems.  b) learning problems.  c) hearing problems.
4 The child breathes the spray through the elephant’s …
   a) mouth.  b) tail.  c) trunk.
5 Who suffers from asthma?
   a) Colin’s mother.  b) Colin’s brother.  c) Colin’s cousin.

Listen closely. Listen and complete the gaps with contractions.

1 And now _______ time for Invention of the Week.
2 Let us know and _______ try to help you.
3 Now, _______ Colin’s invention.
4 _______ made a bag.
5 _______ connected to the elephant’s trunk.
6 _______ got a little cousin.
7 And _______ been really successful.
8 _______ buy one if my son had asthma.

Speaking

4 Look at the Key Expressions. Which are requests (R) and which are offers (O)?

Key Expressions: Offers and Requests
1 Can you do me a favour? R
2 I’d like you to give this letter to him. R
3 Okay, I’ll do that.
4 Shall I open it for you?

5 Answer the questions.
1 Why does Mr Bywater say ‘It’s lucky I saw you’?
2 What does Mr Bywater ask the girls to do?
3 How did Mr Bywater help Matt?
4 Why does Matt say ‘Well, I was wrong about him’?
Your Challenge

Writing: Notes

1 Read the emails (a–c) and match them with the replies (1–4).

There is one extra reply.

a date Wed, 7th March 2012
to Sam
subject Galactic Wars

Hi Sam,
Can I borrow your copy of Galactic Wars? I’ve heard it’s a really good game and I’m bored with all of mine. Could you bring it tomorrow so that I can play it at the weekend?
Thanks, Damian

b date Wed, 7th March 2012
to Liz
subject Electricity equations

Hi Liz,
Can you do me a favour? I don’t understand those equations on electricity. I can’t do my physics homework. Can I come round to your house later this evening to see if you can explain them?
Thanks, Tim

c date Wed, 7th March 2012
to Andy
subject Jacket shopping

Hi Sue,
I’ve got to go shopping this weekend to get a new jacket. I need it because there’s a family wedding next month and my mum has let me choose one myself. Can you come with me and help? We could go to that shopping centre. My mum can take us – she could pick us up outside your house at ten.
Thanks, Emma

Text Builder

2 Complete the gaps in Exercise 1 with these linking words: so, so that, to, because.

1 so or so that
2 so that
3 Find the words in blue in the emails. What do they refer to?

it (a) – the computer game (Galactic Wars)

3 Find the words in blue in the emails. What do they refer to?

Galactic Wars (it) – the computer game

4 Write an email to a friend.

STEP 1 Write an email to a friend, asking for something.

a) only with plural countable nouns?

b) only with uncountable nouns?

c) with both uncountable and plural countable nouns?

STEP 2 Work in pairs. Read your partner’s note and write a reply.

a) you can/can’t do the favour

b) if you can’t, give reasons

c) if you can, arrange when/how to do it

Understanding Grammar: a lot of / lots of, much / many, a little / little, a few / few

1 Read the text about Pompeii. Why do you think the volcano killed so many people?

The Roman city of Pompeii was buried under volcanic ash when Vesuvius erupted in 79 AD. Before the explosion, Pompeii was a rich town, with 20,000 residents. The houses had running water and central heating. People who had a lot of money collected works of art: Pompeii had a lot of public baths and lots of shops. People lived happily with few worries and a lot of hopes for the future. There were a lot of sights of volcanic activity but because they caused little damage, people didn’t pay much attention to them. They felt safe and didn’t expect any danger. On 24th August, they saw lots of smoke coming from Vesuvius. Very few people understood what was happening. In fact, they had very little time to escape.

A cloud of gas and ash fell down on the town and killed many people in a few seconds (the temperature of the cloud was almost 500°C). A lot of people suffocated – even a little volcanic ash and gas can kill immediately. Pompeii was buried under the ash for centuries until it was accidentally rediscovered in the eighteenth century.

2 Compare the two columns below. Which of the words in bold are used?

a) only with plural countable nouns?

b) only with uncountable nouns?

c) with both uncountable and plural countable nouns?

Countable nouns

many people

time

Uncountable nouns

much attention

little time

few worries

little damage

very few people

a lot of money

a lot of signs

lots of smoke

3 Translate the pairs of sentences into your language. Do the expressions in bold mean the same?

a) The earthquake caused little damage.

b) The earthquake caused a little damage.

c) The people had few worries.

d) The people had a few worries.

4 Read the sentences and complete the rule with many / much or a lot of.

1 There were a lot of signs of volcanic activity.

2 People who had a lot of money collected art.

3 Were there many people who escaped?

4 Did the volcano produce much lava?

5 People didn’t pay much attention to the signs.

6 Vesuvius didn’t erupt many times.

We usually use ______ in statements and use ______ and ______ in questions and negative sentences.

5 Which response is more appropriate?

1 ‘There are thirty seconds left to the end of the match.’

a) There’s little time to score another goal.

b) There’s a little time to score another goal.

2 ‘I feel depressed and lonely.’

a) It’s because you have a few friends.

b) It’s because you have few friends.

6 Choose the correct words. In one sentence, both options are correct.

1 There are a few / a little active volcanoes in the world.

2 We have little / few knowledge about other galaxies.

3 There are a lot of / much old Indian ruins in Latin America.

4 We don’t like watching TV. We watch very little / few programmes.

5 Archaeologists don’t find a lot of / many new historic places nowadays.

6 Europeans had a little / little gold in the sixteenth century so it was very expensive.

7 There are very few / a few archaeological sites in Antarctica.

8 Look at your classroom and use these phrases to describe it.

There are a lot of ______

There aren’t many ______

There isn’t much ______

There are very few ______

There is very little ______

There are a few ______

There is a little ______
Language Check

1. Match the sciences (a–e) with the discoveries (1–5).

   a) archaeology   c) botany   e) zoology
   b) astronomy     d) medicine


2. What are the animals?

   6. [Image of a rhinoceros]
   7. [Image of a rhinoceros]
   8. [Image of a kangaroo]
   9. [Image of a platypus]
   10. [Image of a platypus]

3. Make nouns from the words in brackets.

Mars has always been a **mysterious** (mysterious) to scientists. In 2000, a *Mars Surveyor* spacecraft found possible **evident** (evident) of water on the planet. In 2004, after the **disappear** (disappear) of *Beagle 2*, NASA sent two robots called *Spirit* and *Opportunity* to the planet. They sent a lot of important **inform** (inform) about the ‘red planet’ back to Earth, including an amazing **discover** (discover) – rocks from an ancient sea!

4. Put the verbs in brackets in the correct tense.

   If spaceships **go** (go) faster, we **can** (can) travel to other planets easily.

   What period of history **you** (choose) if time travel **be** (be) possible?

   If we **not use** (not use) so much energy we **stop** (stop) climate change.

5. Complete the gaps with the words in the box.

   [few little many much]

   22. There are only a ______ mountain gorillas left in the wild.
   23. Because of climate change, some areas of the world haven’t got ______ water.
   24. Pluto and Xena only receive a ______ light from the Sun.
   25. Once there were ______ dinosaurs on Earth.

6. Complete the gaps with one word.

   A. I can’t do this.
   B. ______ you like me to show you?
   C. Can you ______ me a favour?
   D. Maybe.
   C. I’d ______ you to give this to Gary.
   D. Sure, ______ do that.
   E. I can’t open this packet.
   F. ______ I open it for you?

Key Expressions 5/5

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Check where you made mistakes.

<table>
<thead>
<tr>
<th>Wrong answers</th>
<th>Look again at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 1–5</td>
<td>Get Ready – Key Words</td>
</tr>
<tr>
<td>Numbers 6–10</td>
<td>Unit 23 – Key Words</td>
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<tr>
<td>Numbers 11–15</td>
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<td>Numbers 16–21</td>
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<td>Numbers 22–25</td>
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<tr>
<td>Numbers 26–30</td>
<td>Unit 24 – Key Expressions</td>
</tr>
</tbody>
</table>

- Now do the exercises in Language Check 8 of the Workbook.

Study Help: Self-assessment

- Which were the easiest and most difficult reading and listening exercises in this module?
- Look at your scores in all the Language Checks. What do you need to revise?
- Look at your portfolio. What are your weak areas in writing – spelling, punctuation, linking words?
- Look at the objectives boxes in the Get Ready sections. How well can you do the activities now? List the activities and give yourself a score.

  *make suggestions: 7/10; write an email: 6/10*