Get Ready

1 Look at the Key Words. What forms of communication do you use?

**Key Words:** Communication

- blog
- body language
- computer
- network
- email
- face-to-face conversation
- intranet
- instant messaging
- micro-blog
- mobile phone
- (US = cellphone)
- netbook
- postal service
- sign language
- smart phone
- tablet
- telegraph
- telephone (landline)
- texting (SMS messages)

2 Work in pairs. Complete the information with the Key Words. Check your answers on page 91.

900 BC Early **postal service** in China. Messages are carried on horseback.

1874 A.G. Bell has the first successful **conversation**.

1969 The first computer **links universities in the United States**.

1972 The first **is sent**. The message explains how to use the @ symbol.

1983 Motorola make their first **. It measures 25 centimetres x 8 centimetres!**

1996 **is invented. You can now chat to your friends on your computer.**

2006 The **site Twitter starts. A message can't be longer than 140 characters.**

2010 Apple launches the first **with a touch screen. Bigger than a smartphone but smaller than a netbook, it doesn't have a keyboard.**

3 Listen to the people in the photo. Match their names with the information (A = Abi, E = Ellie, S = Steve, T = Tanya).

1 **E** and **had the idea for an online radio station.**

2 **E** seems quite artistic.

3 **S** is interested in ‘green’ issues.

4 **E** and **were not born in Bristol.**

5 **E** and **like football.**

6 **E** is very keen on music.

Module 1

- Talk about communication and give opinions.
- Read about animal communication, social networking and unusual languages.
- Listen to short conversations.
- Write about safety online.
- Learn more about present tenses.
4. Read the advert for ‘radiochill.org’. What programme would you like to listen to?

The best music in town with Bristol’s hottest new bands.

Special weekend programmes: What’s On, Where To Go, Sports Round-up and Cool Clothes.

www.radiochill.org

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5. Work in pairs. Read the questions and then tell your partner about yourself.

1. What do you use your phone for most?
   a) phoning  c) taking photos  e) playing games
   b) texting  d) downloading music

2. How do you prefer to chat to your friends?
   a) face to face  c) by texting  e) by email
   b) on the phone  d) by instant messaging

3. What do you use the Internet for?
   a) email  c) buying things  e) Skype
   b) instant messaging  d) homework

4. Which of these things do you send by post?
   a) postcards  c) personal letters  e) formal letters
   b) birthday cards  d) Valentine cards

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6. Speak Out  Do you agree or disagree with the statement below? Tell the class.

Nowadays teenagers use computers and mobiles to communicate with friends but spend most of their time on their own.
1 Animal Talk

Warm-up

1 Look at the photos of animals. What do you know about them? Think about:
• where they live • what they eat
• their size and weight • characteristic features

Reading

2 Read the text about animal communication. How do these animals communicate?
• rats • ants • bees • birds • frogs
• elephants • whales

‘My dog is sitting in front of my desk, wagging his tail and looking at me intensely. What is he trying to tell me?’

Jane Roberts investigates.

People have always been interested in how animals communicate and scientists are doing a lot of research in this area.

Most animals communicate by smell; they produce chemical substances called pheromones. Scientists have discovered that a rat can identify another rat: its age, sex and social status, just by smelling its urine. Ants spread pheromones to guide other ants to a food source. Bees not only use pheromones but also ‘dance’ to tell other bees where to find food. For example, if a bee flies straight upwards, it means they should fly directly towards the sun.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Some male frogs make two-part calls: the first part can only be heard by other male frogs, and it is a warning. Females only hear the second part, which is a mating call!

Scientists have known for some time that many animals, like bats, whales and elephants, communicate with sounds that people cannot hear. Their calls produce waves that travel through the ground, water or air. We know that elephants probably receive these signals with their feet or trunks. However, we know little about how whales hear. Ecologists say that nowadays loud noise from ships is interfering with whales’ communication.

3 Have you got a pet? How does it communicate?

Grammar: Present tenses review

4 Identify the tenses in the examples (1–6):
Present Simple, Present Continuous or Present Perfect. Then match them with the uses (a–f).

Examples

1 What is he trying to tell me?
2 Scientists are doing a lot of research in this area.
3 Scientists have discovered that a rat can identify another rat.
4 Ants spread pheromones.
5 Everyone has heard birds singing.
6 We know little about how whales hear.

Uses

a) an activity that happens regularly
b) a past event with consequences in the present
c) a present state
d) an activity happening now
e) an event that happened in the past but it doesn’t matter when
f) an activity happening around now
5 Read the sentence. Choose the meaning (a or b) for the verb in bold.

Scientists **have known** for some time that many animals communicate with sounds that people cannot hear.

a) situation that started in the past and continues up till now

b) situation that happened in the past

6 Match the sentences (1–2) with the timelines (a–b).

1 I’ve had a cat **for two years**.
2 I had a cat **for two years**.

a) 2 years ago

b) now

Practise

7 Match the sentences (1–3) with the pictures (a–c).

1 I’ve fed the animals.
2 I’m feeding the animals.
3 I feed the animals.

Your Turn

8 Complete the text with the verbs in brackets in the Present Simple, Present Continuous or Present Perfect.

I **have** (have) two dogs, Choc and Ginger. Ginger **is** (be) in our family for seven years and Choc **is** (be) just two years old. They **are not** (not like) each other very much. Choc **sleeps** (sleep) in my bedroom and I **think** (think) Ginger **is** (be) jealous. Ginger **barks** (bite) Choc a few times and she often **barks** (bark) at her. At the moment, we **try** (try) to train them. I **find** (find) a good dog trainer and I **take** (take) the dogs to her three times a week. She’s really good.

9 Use the cues to write about Catherine, who studies elephant behaviour.

1 live in Africa / for ten years

2 love animals / always

3 have a pet / never

4 investigate elephants’ family life / this summer

5 take photos of elephant calves / now

6 write her observations / every day

7 observe the animals at night / often

8 not published many articles / yet

Your Turn

10 Use the cues to write a questionnaire about how people feel about animals. Use the correct tenses.

1 you / be afraid of any animals?

Are you afraid of any animals?

2 you / get on well with animals?

3 you / ever / be bitten by an animal?

4 you / ever / have a pet?

5 How often / you / watch programmes about animals?

6 you / look after an animal / now?

7 you / be allergic to any animals?

8 you / enjoy this lesson about animals?

11 Work in pairs. Ask and answer the questions.

12 **Speak Out** Report your partner’s answers to the class.
Many teens keep up with their friends on Facebook so you can’t ignore it. If you don’t understand social networking, you must bring up the subject with your kids and find out how it works. Discuss it and ask them to help you to set up your own page. Then you can friend your child. That way, you can keep in touch with the things they are doing online. You don’t have to join in with their conversations or post things on their wall but like you do in the real world.

It’s important to agree rules with your kids. Check out the security settings so you can talk to them about safety on the Internet.
5 Look at the Word Builder and find the verbs in text 3 from Exercise 2.

Word Builder

<table>
<thead>
<tr>
<th>two words</th>
<th>three words</th>
<th>four words</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>join</td>
<td>keep in touch</td>
</tr>
<tr>
<td>something</td>
<td>something</td>
<td>somebody</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>find</td>
<td>keep</td>
<td>keep in touch</td>
</tr>
<tr>
<td>something</td>
<td>something</td>
<td>somebody</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>set</td>
<td>keep</td>
<td>keep in touch</td>
</tr>
<tr>
<td>something</td>
<td>something</td>
<td>somebody</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>check</td>
<td>keep</td>
<td>keep in touch</td>
</tr>
<tr>
<td>something</td>
<td>something</td>
<td>somebody</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

6 Complete the sentences with the verbs from Exercise 5 in the correct form.

1 I use Skype to keep in touch with my cousins in Australia. We speak to each other most weekends.
2 He’s very quiet. He never participate in class discussions.
3 Why did you discuss the topic of homework? It always leads to an argument.
4 Let’s discuss that video on YouTube.
5 I created a Facebook page for my grandparents so they can see my photos.
6 Do you have a password for the new online? Or do you still read a newspaper?
7 We need to take care of some information for our project on the environment.

7 Game How many sentences can you make with the verbs in the box?

- get off
- get up
- go out with
- put on
- put up
- take care of

Word Bank, page 104

8 Look at the Sentence Builder. When do we use for and since – with a period of time or a point in time?

Sentence Builder

I’ve been with her for two weeks.
I haven’t seen him for ages.
Micro-blogs have been around since 2005.
I haven’t seen him since March.

9 Write true sentences with for or since and the time expressions in the box.

- two hours
- eight o’clock
- Tuesday
- a few days
- three years
- 2011
- Christmas
- ages

I haven’t eaten for two hours.

Writing and Speaking

10 Work in pairs. Write social networking rules to go in an advice leaflet for young teenagers.

Think about:

- safety • posts • bullying
- privacy • parents

Use these words to help you:

- a friend request • a password • a profile
- to block • to friend/unfriend • to post
- to report

11 Compare your advice with other students.
Warm-up

1. Look at the body language of Ellie, Steve, Tanya and Abi in the photo. Who do you think ...?
   1. likes looking cool?
   2. doesn’t say much?
   3. is very enthusiastic?
   4. has a good sense of humour?

Reading and Listening

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

   The group meet at the radiochill.org studio in Ellie’s house.

   Ellie: OK, we’re ready to start next week. We’ll do an hour a day at first.
   Abi: I don’t think an hour’s very much.
   Steve: It’s a long time on the radio.
   Ellie: That’s true. We could start the first programme with an introduction about ourselves.
   Abi: What about music? If you ask me, music’s much cooler than chatting.
   Tanya: I don’t think so. I agree with Ellie. An intro would be good. What do you think, Steve?
   Steve: Fine.
   Ellie: What about news? Didn’t we agree on that before?
   Abi: We haven’t got any news yet. We’ve got to find some.
   Tanya: ‘Radio reporter, sixteen, pushes girl into fountain in Millennium Square.’
   Abi: Yeah, that was funny, wasn’t it?
   Tanya: Yeah, it was for you but not for me!
   Ellie: Come on you two, let’s get back to the subject.
   Tanya: Well, there’s an athletics competition in Bristol next week. I think it’ll be interesting. Don’t you think so?
   Steve: Yeah, definitely.
   Ellie: I think so, too. We can have that later with the news. So we have the intro and then some music. Then the news, then more music.
   Tanya: Yeah. We can add more programmes later. You’ve got plenty of music, haven’t you, Abi?
   Abi: Lots of cool stuff!
   Ellie: Okay, let’s get down to some work!

3. Look at the Sentence Builder. We use negative questions when we want the listener to agree with us or to show surprise.

   **Sentence Builder**
   
   Didn’t we agree on that?
   Don’t you think so?

4. Complete the dialogue with negative questions. Use the cues in brackets.

   A. I think that CD’s great. (you / like / it?)
   B. Don’t you like it?
   A. Yeah, but I prefer Green Day’s new album.
   B. I’ve heard it’s good but I think Foo Fighters are better. (you / think / so?)
   A. Yeah, I do. They’re great. They were on TV last week. (you / see / them?)
   B. Really?
   A. Yeah, (you / know / that?)

www.radiochill.org
Everyday Listening

Listen to six short conversations. Choose the correct answer, a, b or c.

1. Where is Tim on holiday?
   a) on the coast   c) on a boat
   b) in the mountains

2. What are Roxy’s favourite blogs about?
   a) films   b) pop music   c) football

3. What homework has Kelly not done?
   a) maths   b) chemistry   c) geography

4. How does Tom usually get to school?
   a) by bus   b) on foot   c) by car

5. What instrument can Susan play?
   a) piano   b) flute   c) guitar

6. How did Cath wish her cousin ‘Happy Birthday’?
   a) by mobile phone   c) by email
   b) with a card

Work in groups. Use the advice in the Speaking Help and Key Expressions from Exercise 5 and talk about these things.

• the best football teams • the best films
• the best radio/TV programmes at the moment • the best websites/blogs • the best tennis stars • the best pop groups/singers

Tom   I think Chelsea are the best team.
Ann    Yeah, definitely. Don’t you agree, Simon?
Simon  No, I don’t think so. I think Liverpool are better.

Key Expressions: Opinions

What do you think? I think (that) …
Don’t you think so? I don’t think (that) …
I think so, too. / Yes, definitely.
That’s true. / I agree with …

Speaking Help: Class discussions

• Always use English except for names in your language (e.g. TV programmes, films, groups).
• Listen to your partner’s opinions and wait for them to stop before you speak.
• Ask the others their opinions, too.
Across Cultures

Warm-up
1. Look at the photos and guess if these sentences are true (T) or false (F).
   1. Smoke signals started in North America and China.
   2. You can send detailed information with smoke signals.
   3. You can hear ‘talking drums’ twenty kilometres away.
   4. Communicating with drums began in South America.
   5. Some children learn how to whistle messages at school.

Reading
2. Read the text and check your guesses from Exercise 1.
3. What are the advantages and disadvantages of each type of communication?

Keeping In Touch

In the dark days before mobile phones, people had different ways of communicating over long distances. Lucy Marr looks at some of these methods.

Smoke signals are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are careful, you can control the size and shape of the puffs to create signals. However, you can only send simple, short messages such as ‘everything is okay’, ‘danger’ or ‘help!’. Smoke signals can be seen from a long way off but they are useless if you want to keep something secret. Everybody in the area knows what you’re saying – it’s a bit like listening to people on their mobile phones on the bus!

Talking drums can send quite complicated information. And they’re loud – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

Whistling languages are very rare. People whistle messages to each other on the
4 Look at the Word Builder. Complete it with the words in blue from the text with the opposite meaning.

**Word Builder**

| well-known | 1      |
| non-long   | 2      |
| simple     | 3      |
| careless   | 4      |
| useful     | 5      |
| quiet      | 6      |
| common     | 7      |

5 Write sentences about four of these things using words from the Word Builder.

- an animal
- heavy music
- a street
- a singer

Giraffes have got long necks. They are common in Africa.

6 Adjective Quiz Work in pairs. Test your partner on the opposites of the words in the box.

**Word Bank, page 111**

correct  hard-working  patient  happy  kind
outgoing  dangerous  tidy  tall  pleasant
strong  experienced  comfortable  lucky
healthy  fair  rich

A What’s the opposite of ‘correct’?
B ‘Incorrect’. What’s the opposite of . . .?

Speaking

7 Work in pairs. Ask and answer the questions.
1 How many foreign languages can you understand a bit of?
2 How many languages can you say ‘hello’ in?
3 What other foreign language would you like to learn? Why?
4 Have you ever made up a secret code? If so, how did it work?
5 Are there any words that only you and your friends use?

An article

1 Work in groups. Choose an important type of communication for each student (see the Key Words on page 8).

2 Find out more details about your type of communication and make notes.
- say when and where it started
- show an example of it
- explain the advantages and disadvantages

3 Write your article and ask your group to check it.

4 Give your article to other students to read.

The ancient Egyptians had a system of picture writing called hieroglyphs. Each hieroglyph represented a thing or an idea. For example, this hieroglyph 🦁 represented ...
Study Corner 1

Language Check

1. Complete the phrases. Then match the words (1–4) with the definitions (a–d).
   - micro-blog 1______ • email 2______
   - texting 3______ • instant messaging 4______
   a) sending written messages by mobile phone
   b) an online diary with very short pieces of information
   c) a message sent by computer
   d) chatting to friends online

2. Complete the gaps with one word.
   5. I set ______ an online bank account.
   6. Can you check ______ the train times, please?
   7. She wants to bring ______ the subject of safety.
   8. How did you find ______ about the party?
   9. He loves keeping ______ with my friends’ news.
   10. I think it’s unkind to join in ______ gossip.
   11. She keeps in touch ______ her old boyfriend.

3. Complete the sentences with the opposites of the underlined word.
   12. I’m very careful with my phone and games but I’m a bit ______ with my clothes.
   13. She was unknown before she won the competition; now she’s a ______ singer.
   14. I thought this homework would be ______ but it’s quite ______.
   15. I had nine ______ answers and only one ______ answer in the maths test.

4. Complete the text with the verbs in brackets in the correct tense: Present Simple, Present Continuous or Present Perfect.
   Blind people ______ (use) the Braille system for reading since the nineteenth century. Braille ______ (consist) of a series of raised dots which ______ (represent) letters of the Latin alphabet. There are about two million people in the UK with sight problems but only twenty thousand ______ (read) with Braille. In the last few years, many young people ______ (start) to use electronic text instead of Braille. At the moment, experts ______ (discuss) how to make Braille more attractive for young people.

5. Complete the sentences with for or since.
   22. He hasn’t phoned me ______ two weeks.
   23. We’ve lived here ______ 2008.
   24. I haven’t seen her ______ Friday.
   25. She’s taught in our school ______ six years.

6. Choose the correct option in italics.
   Sue: I ______ think / believe their new CD is great.
   Mei: I don’t think ______ so / that. I prefer the first one.
   Pat: I agree ______ with / in Sue. It’s better for dancing. Don’t you think ______ that / so?
   Sue: Yes, that’s ______ so / true.

Vocabulary / 15

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 1–4</td>
<td>Get Ready – Key Words</td>
</tr>
<tr>
<td>Numbers 5–11</td>
<td>Unit 2 – Word Builder</td>
</tr>
<tr>
<td>Numbers 12–15</td>
<td>Across Cultures 1 – Word Builder</td>
</tr>
<tr>
<td>Numbers 16–21</td>
<td>Unit 1 – Grammar</td>
</tr>
<tr>
<td>Numbers 22–25</td>
<td>Unit 2 – Sentence Builder</td>
</tr>
<tr>
<td>Numbers 26–30</td>
<td>Unit 3 – Key Expressions</td>
</tr>
</tbody>
</table>
- Now do the exercises in Language Check 1 of the Workbook.

Study Help: Using the Internet

- First, write key words in a search engine like Google (e.g. ancient Egypt + language).
- If you can’t find any good sites, change the key words (e.g. ancient Egypt + hieroglyphics).
- When you find a good site, don’t try to understand everything. Bookmark the site (Favourites) so you can return to it.
- Copy useful parts of a website onto your computer or print them out. Then you can read them more slowly and take notes.
- Always put a list of the websites where you got the information from at the end of your work.
- Use the Study Help to find out information about one of these people or things:
  - sign language • Bristol • Liverpool F.C. • Adele • Sebastian Vettel
Module

- Talk about money and make a complaint.
- Read about charity auctions and the history of money.
- Listen to dialogues in shops.
- Write a formal letter of complaint.
- Learn more about passives and articles.

Get Ready

1. Look at the Key Words. What is the difference between:
   - win and earn?
   - borrow and lend?

   **Key Words: Money**
   - to get: pocket money, a salary, a wage
   - to have: a bank account, cash (coins/bank notes), a cheque book, a credit card, a debit card (or cash card), savings
   - to borrow/earn/lend/make/save/spend/win money

2. Listen to the programme about teenagers and money in the UK. Complete the information.

   **TEENAGERS AND MONEY IN THE UK**
   - Average pocket money in the UK: £9.76.
   - Lowest pocket money in the UK (Wales): about £2.50.
   - Chores: % of teenagers who do jobs around the house: 4.
   - Part-time jobs: nearly a 5% of 12- to 16-year-olds have part-time jobs.

   - Average wage: £6.
   - Most popular jobs: delivering and working in a shop.
   - Spending: sweets, crisps, chocolates, going out, mobile phones.
   - Saving: % of teenagers who save; average savings: £12.

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

   1. Do you get pocket money? Do you have to do jobs at home to get your pocket money? What kind of jobs?
   2. Have you got a part-time job? If so, what kind of job?
   3. List the three main things you spend your money on.
   4. Do you save money? If so, where do you keep it? What are you saving for?

4. **Speak Out** Discuss the proverbs. What do you think they mean? Are there similar sayings in your language? Tell the class.

   1. The best things in life are free.
   2. Money doesn’t grow on trees.
   3. A fool and their money are soon parted.
Auction

Warm-up

1 Read the list of different types of charities. Add two more.
   • arts (galleries, museums, opera, etc.)
   • children’s educational
   • medical research wildlife

2 Speak Out Have you ever raised money for charity? What did you do? Tell the class.

Reading

3 Read the texts. What sorts of charities are the buyers helping? Can you add to the list in Exercise 1?

Welcome to egiving.co.uk
The site where money can be made by anybody, for any charity. Find something to sell, upload the details and wait for the bidding to start! It’s that easy!

Success stories
A thousand pounds was raised for a disabled charity when a well-known writer auctioned the name of a character in a novel. The prize was won by Marc Parsons who wanted to see his name in print. ‘It’s amazing that my name will be read all over the world! And I’ve helped a good cause.’
A non-speaking part in a soap opera has recently been auctioned by a TV drama company. The part was bought for £10,000 by Charlie Fletcher, for his wife, Chloe. The money will be given to a children’s hospital. Mrs Fletcher, who is a big fan of the programme, will be filmed later this summer and her performance can be seen on 15th September at 7.30 p.m.

Don’t worry, not everything is expensive. Smaller items include photos that have been signed by TV and music stars. Follow the link to see the full list of items for sale this month.

4 Discuss the questions.
   1 Would you pay to be in a book, song, film or TV programme? Which one?
   2 Would you buy something in a charity auction that had belonged to a famous person? What? How much would you pay?
Grammar: The passive

5 Complete the sentences (1–5) from the texts with the correct forms of the passive. Then complete the rest of the table (6–9).

<table>
<thead>
<tr>
<th>Example</th>
<th>Tense</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boots are personalised with Rooney’s shirt number.</td>
<td>Present Simple</td>
<td>is/are + past participle</td>
</tr>
<tr>
<td>The prize by Marc Parsons.</td>
<td>Past Simple</td>
<td>+ past participle</td>
</tr>
<tr>
<td>Smaller items include photos that by TV and music stars.</td>
<td>Present Perfect</td>
<td>/ + past participle</td>
</tr>
<tr>
<td>Her performance on 15th September. The profits from the sale to help a children’s hospital.</td>
<td>modal verb + infinitive</td>
<td>can/will/must + past participle</td>
</tr>
</tbody>
</table>

6 Compare the passive and active sentences in the table. Why do we use the passive in these situations? Match the sentences (1–3) with the reasons (a–c).

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My name will be read all over the world!</td>
<td>People will read my name.</td>
</tr>
<tr>
<td>2 It is signed by the eight club members.</td>
<td>The eight club members signed it.</td>
</tr>
<tr>
<td>3 These boots are made for professional players by Nike.</td>
<td>Nike makes these boots for professional players.</td>
</tr>
</tbody>
</table>

We use the passive when:

a) We don’t want to start a sentence with new information.
b) The subject is too long.
c) We don’t know/it isn’t important who does it.

8 Look at use a) in Exercise 6. Choose the best way (a or b) to continue the sentences (1–2).

1 Picasso painted a lot of paintings.
   a) One of them was bought for £58 million.
   b) Someone bought one of them for £58 million.

2 Elton John put the whole contents of his London house on sale.
   a) Almost everything was bought by collectors and fans.
   b) Collectors and fans bought almost everything.

9 There are nine examples of the active form in the text that should be passive. Find them and rewrite the text.

10 Put the verbs in brackets into the active or passive.

1 Edgar Degas attended (attend) an auction where someone (sell) one of his paintings for $100,000. The artist (ask) what he felt. ‘I feel as a horse must feel,’ he replied, ‘when the beautiful cup (give) to the jockey.’

2 John Lennon (sign) his last album, Double Fantasy, for his murderer, Mark Chapman, just before he (shoot). Recently it (buy) for $1.8 million.

Your Turn

11 Game Work in groups. In one minute, write as many true sentences as you can about your life. Use the verbs in the box and the passive.

| asked | stolen | made | injured | found | bought | invited | used | stopped | broken | written | lost | cleaned | sold | repaired |

My bike was stolen last week. My computer has been repaired. I will be invited to my cousin’s wedding.
11 Funny Money

Warm-up

1 Look at the Key Words and the photos. Guess what the objects are made of.

I think a) is made of iron.

Key Words: Materials
bronze cloth copper glass gold iron leather metal paper plastic silver stone tin wood

Reading

2 Read the text. Check your guesses from Exercise 1.

It's lunchtime and you've got two slices of delicious homemade cake. What does your friend say? 'If you give me a piece of cake, I'll give you a bag of crisps.' That's not a very good deal so you answer, 'You must be joking! I'll give you a piece of cake if you give me a bag of crisps and a sandwich.' You and your friend are bartering.

People have bartered for centuries but it's not a good way of doing business. For example, a strawberry farmer can't swap with an apple farmer because their crops are ripe at different times. You can't carry a piano to an airport to pay for your holiday because it's too big – and the airline probably doesn't want a piano. This is why people started to use rare things as simple 'money', things like silver and gold, shells, feathers, beads and salt.

The ancient Chinese used small bits of metal as money but the first real coins were produced in Lydia (modern Turkey) in the 7th century BC. They were a mixture of gold and silver. Early European coins were usually silver and actually a British pound used to be a pound (= .5 kilo) of silver. However, some Pacific islanders preferred much heavier coins: theirs were stone and the biggest weighed nine tons!

Pieces of paper were first used as money in China over a thousand years ago but it was not until the 7th century that bank notes appeared in Europe. Most modern bank notes are paper or a type of plastic but, in the past, they were made from lots of different materials including leather and silk.

'Time Banks' are a new idea. A group of people make a list saying what each person wants and can offer. Then, people get in touch with each other. For example, I dig someone's garden and they put five credits in my account every week. I want to record a song so I pay forty credits to use some recording equipment.

Another new idea in Britain is towns having their own money. Totnes in the south west of England introduced the 'Totnes pound' a few years ago because the town wanted people to spend money in local shops. The benefits are that money stays in the local community and people reduce the miles they drive to supermarkets.

'Noney' are decorative bank notes that the artist Obadiah Eelcut first made in 2003. Each note is a small work of art which can be with used anywhere to buy anything. The only problem is that not everyone wants them because they have artistic, not money, value. One New Yorker tried to pay for a cup of coffee and a slice of toast with it in a café. 'You can keep that for yourself,' came the reply.

What type of money in the text? 1 would look nice in the garden but wouldn't fit in your pocket? 2 looks nice but is worth nothing? 3 does not exist physically?

4 Read the text again. Answer the questions.

1 Why does the person in paragraph 1 say 'You must be joking'?
2 Why did people begin using feathers as money?
3 What happens when you pay someone ten 'time credits'?
4 What is Noney useful for? What is it not useful for?

5 Look at the Word Builder. Find the words in red in the text and match (1–6) with (a–f).

Word Builder

1 a bag of  f) crisps
2 pieces of  b) coffee
3 bits of  c) people
4 a group of  d) toast
5 a cup of  e) metal
6 slice of  a) paper
6 Which of these words can you not use together?
1 a bag of
   a) crisps   b) sugar   c) sweets   d) hot chocolate

2 a piece of
   a) chocolate b) chalk  c) mint   d) paper

3 a bit of
   a) bread    b) coffee c) chocolate d) cake

4 a group of
   a) friends  b) apples c) students d) animals

5 a cup of
   a) leather b) tea   c) hot milk d) coffee

6 a slice of
   a) rice    b) bread c) cake d) meat

Word Bank, page 112

7 Game Work in groups and play the game. Use these words:
   bag, bar, bit, bottle, box, can, carton, cup, glass, packet, piece, pile, slice, tube

A I went shopping and bought a bag of crisps ...
B I went shopping and bought a bag of crisps and a carton of milk ...
C I went shopping and bought ...

8 Look at the Sentence Builder. How do you say these sentences in your language?
   a) such a (+ adjective) + noun + that
   b) so + adjective + that

Sentence Builder
   1 His idea was such a (great) success that he was able to move.
   2 Most things are so big that you can’t carry them around.

9 Join each pair of sentences in two ways using so and such.
   1 It was an easy exam. Everybody got 100%.
      a) such an easy exam that everybody got 100%!
      b) so easy that everybody got 100%!

   2 The party was noisy. The neighbours complained.
   3 It was a good hotel. We decided to stay there next year.
   4 The film was sad. I cried!
   5 It was a cold day. We didn’t go out.

Speaking
   10 Imagine you belong to a ‘Time Bank’. Write a list of your ‘offers’ and ‘wants’.
      offers take dogs for walk, help with maths homework
      wants copy of the new Black Eyed Peas CD

   11 Work in groups. Show the others your lists. Then negotiate. Did you agree to do business?
      A If you lend me your bike, I’ll take your dog for a walk.
      B No, thanks. But I’ll lend you my bike if you buy me a cola.

Fact or Fiction?
   Some Celtic coins, made in Britain between 150 BC and AD 50, are in the shape of hedgehogs.
   Answer on page 91.

TIME OUT! Page 97, Exercise 11
Value for Money

Warm-up

1 Look at the photo. Where are Ellie, Tanya and Abi? What do you think they are talking about?

Reading and Listening

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

Abi goes to the market and meets Ellie and Tanya there.

Abi Excuse me?
Woman Yes, can I help you?
Abi Well, I bought this shampoo last week. I’m afraid there’s a problem with it.
Woman Really, what’s that?
Abi Well, the first time I used it, my head hurt a bit. Then, my hair started to fall out!
Woman I’m terribly sorry about that. Let me have a look at it.
Abi It’s made by Natural Cosmetics.
Woman Have you got a receipt, please?
Abi Yes, here you are.
Woman Thanks. Well, I really apologise about this. Would you like a refund or would you like to choose another kind of shampoo?
Abi I’d like another shampoo, please. One for dry hair.
Woman What about this one? It’s slightly more expensive but it’s a really good one.
Abi Okay, I’ll have that one, please.
Woman Right, here you are. And I’m sorry again about that other shampoo.
Abi That’s okay. And thanks very much.
Woman Not at all.
Abi Hi, you two. What are you doing here?
Ellie We’ve just been having lunch over there. What about you, Abi?
Abi Well, I’ve just taken back some shampoo. It was weird. It hurt my head and later some of my hair started falling out!
Tanya Oh no! Poor you.
Abi It’s not funny, Tanya!
Ellie No, it isn’t funny. I bet other people have had the same problem. We might have another story here!

3 Look at the Key Expressions. Use the dialogue to complete the gaps (1–8).

Key Expressions: Complaining

<table>
<thead>
<tr>
<th>Customer</th>
<th>Shop assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _______ me?</td>
<td>Yes, can I help you?</td>
</tr>
<tr>
<td>Well, I bought … last week. I’m 2 _______ there’s a problem with it.</td>
<td>What’s that?</td>
</tr>
<tr>
<td>Yes, here you are.</td>
<td>Thanks 3 _______. Well, I really 4 _______ about this. Would you like a 5 _______ or would you like to choose another kind of … ?</td>
</tr>
<tr>
<td>I’d like another …, please.</td>
<td>Right, here you are. And I’m sorry again about …</td>
</tr>
<tr>
<td>Thanks 6 _______.</td>
<td>Not at all.</td>
</tr>
</tbody>
</table>

all our products are 100%
4 Look at the Speaking Help.

**Speaking Help: Being polite**
- In English, it is important to use *please* and *thank you* a lot.
- To make something sound less aggressive, we use expressions like: *I’m afraid . . ., I’m sorry but . . .*.

5 Work in pairs. Take turns to be a shop assistant and a customer. Use the Key Expressions to complain about something you bought. Remember to be polite! Think about these things:

1. **What did you buy?**
   - a beauty product
   - clothes
   - a gadget
   - a computer game

2. **What was wrong with it?**
   - it had bad side effects
   - it didn’t work
   - it was damaged
   - something was missing
   - it was too tight or baggy

3. **What do you want?**
   - a refund
   - a replacement

---

### Everyday Listening

1. Listen to three shop dialogues and complete the table.

<table>
<thead>
<tr>
<th>Customer 1</th>
<th>Customer 2</th>
<th>Customer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the customer buy?</td>
<td>What was wrong with it?</td>
<td>What does the customer get in the end?</td>
</tr>
<tr>
<td>a beauty product</td>
<td>it had bad side effects</td>
<td>a replacement of the same model</td>
</tr>
<tr>
<td>clothes</td>
<td>it didn’t work</td>
<td></td>
</tr>
<tr>
<td>a gadget</td>
<td>it was damaged</td>
<td></td>
</tr>
<tr>
<td>a computer game</td>
<td>something was missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>it was too tight or baggy</td>
<td></td>
</tr>
</tbody>
</table>

2. Listen again. Match the adjectives with the people.

- rude
- tired and sleepy
- aggressive
- polite
- cheerful
- nervous

**Dialogue 1:**
- customer
- shop assistant

**Dialogue 2:**
- customer
- shop assistant

**Dialogue 3:**
- customer
- shop assistant

3. **Pronunciation**

   Practise saying the words below. **Underline** the consonant sounds (eg. *sp, th*) that are difficult for you.

   - twelfth
   - receipt
   - gathering
   - environment
   - marathon
   - crisps
   - weekly
   - wage
   - pounds
   - weird
   - product
   - baggy
   - third
   - tests
   - sweets
   - hedgehog
   - birthday
   - exhibition
   - maths
   - district
   - battlefield
   - origin
   - detached
   - another
   - Wednesday
   - auction
   - challenge
   - spending
   - especially

4. Listen and repeat the words.

5. Look back through the first four modules. Make a list of the difficult words to pronounce.
Your Challenge

Writing: A letter of complaint

1. Read the mixed-up parts of the letter (a–g) quickly and answer these questions.

1. Who wrote the letter?
2. What did he buy?
3. Where did he buy it?

Text Builder

2. Put the parts of the letter (a–g) in the correct order.

3. Look at the linking words in blue. Which of these do they express?
   a) time  b) addition  c) reason  d) contrast

4. Look at the Writing Help.

Writing Help: Formal letters

- Always be polite.
- Learn some common phrases like I am looking forward to hearing from you and Yours sincerely.
- Don’t use contractions like I’ve, I’m and don’t. Use I have, I am and do not.
- Never use slang words or expressions.

5. Find formal words or expressions in the letter that mean:
   - hello  - to tell  - can’t  - don’t work
   - write back soon  - goodbye

6. Write a letter to a company complaining about something you bought recently.

STEP 1
Think of a product you bought and imagine what was wrong with it.
- a computer game (damaged) / a pair of jeans (too tight)

STEP 2
Write your letter.
- give your reason for writing
- describe the problem
- say what action you want them to take

Remember
- be polite – always say please and thank you
- use formal words and expressions

STEP 3
Check your letter for contractions and linking words.

7. Work in groups. Read each other’s letters. Whose complaint is the most serious? Whose letter is most convincing?
Understanding Grammar: Articles: the

1. Read the text. Which holiday offers the best value for money?

LAST-MINUTE HOLIDAY DEALS

City Tour
£500
During this one-week tour, you explore Prague, the picturesque capital of the Czech Republic, take a cruise on the Danube while visiting Budapest and walk the narrow streets of the old town of Tallinn. Enjoy 5* hotels and top restaurants in the fastest developing part of Europe.

Explore South America
£4000
Exciting three-week holiday. Fly from the United States to Chile to watch the penguins and admire the snow-capped peaks of the Andes. In Peru, go to Lake Titicaca and climb Machu Picchu to see the famous Inca ruins. Cruise the Galapagos Islands to see the giant tortoises. Flights, travel and accommodation in good quality tourist hotels included.

Kayaking in Croatia
£390
A five-day active break on the Adriatic, kayaking from one unspoiled island to another. Visit historical villages on Korcula island and try delicious local food at amazing prices on Krk. Accommodation in guesthouses. Flights and travel not included.

Ocean Paradise
£1500
per day for 2 people
Hire an island on the Seychelles and stay in a luxury villa to enjoy the comforts of the rich and the amazing wildlife of the Indian Ocean. All services provided.

3. Complete the sentences with the where necessary.

1. ____ Nile is the longest river in the world and ____ Lake Baikal is the deepest lake.
2. ____ Rio Grande separates ____ Mexico from ____ United States.
3. I spent my last holidays in ____ Netherlands. I worked in a bar in ____ Amsterdam.
4. ____ Crete is the biggest Greek island in ____ Mediterranean Sea.
5. ____ Czech Republic and ____ Slovakia used to be one country with the capital, ____ Prague.
6. ____ Yangtze, the longest river in Asia, starts in ____ Dangla Mountains in ____ Tibet.
7. ____ Amazon starts in ____ Andes, flows through ____ Peru, ____ Colombia and ____ Brazil and enters ____ Atlantic Ocean at the equator.
8. ____ Thames, which flows through ____ Oxford and ____ London, is one of the longest rivers in ____ United Kingdom.

4. Write six sentences about your country. Include information about:
- interesting cities
- rivers and lakes
- mountains and the sea
**Study Corner 4**

Language Check

1. Complete the text with money words.
   
   I’m 1. ________ my money to buy a motorbike.
   
   I’ve already got £359 in my bank 2. ________ . I get £5 3. ________ money every week from my mum and dad and I do a part-time job on Saturday mornings to 4. ________ extra money. My 5. ________ is only £15 for four hours work but it helps a lot. I don’t 6. ________ much money on sweets or chocolates.

2. Complete the text with suitable words.
   
   I sometimes buy a 7. _____ of crisps and a 8. _____ of cola on my way back from school.
   
   Then, when I get home, I usually have a 9. _____ of tea and a 10. _____ of my granny’s fruitcake.

3. Put the verbs in brackets into the correct form of the passive.
   
   Years ago, shells 11. ________ (use) as money by a lot of North American Indians.
   
   Since 1999, the euro 12. ________ (introduce) in sixteen European countries.
   
   Every year, a lot of old coins 13. ________ (buy and sell) on the Internet.
   
   Next year, euro notes with a picture of the Queen on them 14. ________ (make) in the UK.
   
   If you belong to a local ‘Time Bank’, you must remember that every transaction you make 15. ________ (record).

4. Put the verbs in brackets into the active or the passive.
   
   Last week, a bank in central Bristol 16. ________ (rob) and £1 million 17. ________ (steal). This morning, the police 18. ________ (arrest) a man. He 19. ________ (hold) for questioning by the police.
   
   Tomorrow, he 20. ________ (take) to Bristol Prison.

5. Complete the text with the when necessary.
   
   The most expensive house in the world is in 21. ________ UK. It has 103 bedrooms and five swimming pools. It is near 22. ________ River Thames.
   
   The most expensive house in 23. ________ North America is in 24. ________ United States. It is on 25. ________ Atlantic coast and has its own golf course.

6. Complete the dialogue.
   
   B Can I 26. ________ you?
   
   A Well, I’m 27. ________ there’s a problem with this shirt. I bought it last week and it’s got a mark on it.
   
   B I’m terribly 28. ________ about that. Have you got a 29. ________ ?
   
   A Yes, here you are.
   
   B Thanks. Would you like a 30. ________ or would you like to choose another one?

**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:**

| Numbers 1–6 | Get Ready – Key Words |
| Numbers 7–10 | Unit 11 – Word Builder |
| Numbers 11–20 | Unit 10 – Grammar |
| Numbers 21–25 | Understanding Grammar |
| Numbers 26–30 | Unit 12 – Key Expressions |

**Study Help: Communication problems**

- To check that someone understands you, don’t say: Do you understand me? It sounds rude. Use these expressions:
  
  Do you know what I mean? I think … , don’t you?
  
  If someone doesn’t understand what you say, try saying it in a different way.
  
  A I need to lend a pound for the bus.
  
  B Sorry?
  
  A I mean, I haven’t got a pound for the bus.
  
  Can you give me a pound?
  
  B Ah, you want to borrow a pound.

- Work in pairs. Say these sentences in a different way.
  
  I’ve got a complaint about this watch. It’s no good.
  
  What’s the price of that MP3 player over there?
  
  Working in a pizzeria is my part-time job.
Module 8

- Talk about paintings, music and fantasy.
- Read about genius and fantasy worlds.
- Listen to descriptions of paintings and everyday conversations.
- Write a story.
- Learn about reported statements; quantity.

Get Ready

1 Look at the Key Words. Describe the paintings.

**Key Words:** Adjectives

abstract clever colourful complicated confusing funny imaginative impressive peaceful realistic relaxing ridiculous surprising symbolic unusual weird

2 Listen to three people (a–c). What adjectives do they use to describe each painting?

3 Listen again. Complete the sentences about the speakers (a–c).

1 [ ] doesn’t like the painting.
2 [ ] likes abstract art because it makes you think.
3 [ ] thinks the painting is about growing old.
4 [ ] and [ ] can spend a long time looking at the painting.
5 [ ] imagines people in the painting.
6 [ ] thinks the painting is symbolic of the man’s life.

4 Which painting do you like most? Why?

5 Listen to two pieces of music and imagine two scenes. Answer the questions about each scene.

1 Where is it taking place (e.g. a street scene, a café, a mountain top)?
2 What’s the weather like (e.g. foggy, sunny, snowing, windy)?
3 What’s happening (e.g. birds singing, cars passing)?
4 How do you or the people in the scene feel (e.g. sad, excited, bored, frightened)?

6 Speak Out Tell the class about the scenes you have imagined.

The first scene is in a big city. There are lots of cars and...
Warm-up

1 Look at the paintings and photos in this module. Do you think creative people are different from other people? In what ways?

Reading

2 Read the text and answer the questions.
1 What jobs did the four people do?
2 What sort of health problem did they all have?

Biographies of creative people show that many of them have difficult lives. In fact, psychological studies have found that original thinkers suffer from mental illnesses like schizophrenia and depression more than the general population. However, is their mental illness part of their creativity?

For example, Vincent van Gogh admitted that he was risking his life for art. He explained that he dreamed of painting and then he painted his dreams. Van Gogh predicted that painting would make him mad. He was right. His mental health problems got worse and he committed suicide at the age of thirty-eight.

The Nobel-prize-winning mathematician John Forbes Nash (played by Russell Crowe in the film A Beautiful Mind) suffered from schizophrenia. He commented that he had been successful when he was ill and when he wasn’t. However, Forbes believed he would be more successful if he was like a ‘normal’ person.

The British writer Virginia Woolf experienced depression throughout her life and often had to spend time in hospital. However, between periods of illness, she was very creative and wrote many classic books including To the Lighthouse and Mrs Dalloway. Finally, her health problems became too difficult and she killed herself. She left suicide notes in which she said she was going to go mad again and that she couldn’t fight it any more.

The Mexican artist Frida Kahlo was a medical student when she was seriously injured in an accident. She found that painting helped as she recovered from her injuries. She suffered from physical pain and depression for the rest of her life, but painting improved her mental health.

When somebody asked Kahlo how she was, she replied, ‘I am not sick. I am broken. But I am happy when I paint.’

The relationship between creativity and mental problems is, to some extent, paradoxical. To be creative, you need to use parts of your brain that most people rarely use and this can lead to emotional and psychological problems. Obviously, there are many creative people who enjoy good mental health and have happy private lives.

Grammar: Reported statements

3 Complete the table with sentences from the text.

<table>
<thead>
<tr>
<th>Actual words</th>
<th>Reported statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ‘I am risking my life for art.’</td>
<td>Vincent Van Gogh admitted that he was risking his life for art.</td>
</tr>
<tr>
<td>2 ‘I dream of painting and then I paint my dreams.’</td>
<td>____________________________</td>
</tr>
<tr>
<td>3 ‘Painting will make me mad.’</td>
<td>____________________________</td>
</tr>
<tr>
<td>4 ‘I have been successful when I am ill and when I’m not.’</td>
<td>____________________________</td>
</tr>
<tr>
<td>5 ‘I’m going to go mad again and I can’t fight any more.’</td>
<td>____________________________</td>
</tr>
<tr>
<td>6</td>
<td>She replied that she wasn’t sick. She was broken. But she was happy when she painted.</td>
</tr>
</tbody>
</table>

UNITS
4 Underline the reporting verbs in Exercise 3.

5 Compare the sentences in the table. What changes are made to the tenses?

Present Simple → Past Simple

6 What other changes do you notice?

I → he

Practice

7 Match the reported statements (1–4) with when they were said (a–d).

1 He said he would paint a landscape.  b
2 He said he had painted a landscape.
   a) after he painted
   b) before he painted
3 She said she was writing a short story.
4 She said she was going to write a short story.
   c) before she wrote
   d) while she wrote

8 Read the reported statements. What were the actual words?

1 Somebody told us that the art gallery was open on Sundays.
   ‘The art gallery is open on Sundays.’
2 The museum guide admitted that the paintings weren’t very interesting.
   ‘The paintings …’
3 A critic predicted that her poems would be read in 300 years’ time.
   ‘Her poems …’
4 The author announced that he was going to burn all his work.
   ‘I …’
5 A spokesperson said the musician’s family didn’t want lots of fans waiting outside the hospital.
   ‘They …’

9 Read what these creative people said. Report their words.

1 ‘Creativity is my job. I do it from Monday to Friday.’
   The author explained that creativity was his job. It was what he did from Monday to Friday.
2 ‘I’m a famous writer but I can’t spell.’
   The author revealed that he …
3 ‘I wasn’t a good piano student because I didn’t listen to my teacher.’
   The musician admitted she …
4 ‘She’ll never paint another picture.’
   The art critic predicted …
5 ‘I’m working on a book of children’s poems.’
   The poet told the journalist she …

10 Report what these creative people said. Use different reporting verbs.

1 ‘Art is not what you see, but what you make others see.’
   Edgar Degas
2 ‘I really don’t believe in magic.’
   J K Rowling
3 ‘I can take a lot of praise. I love it when I get admiring letters from people.’
   Norman Rockwell
4 ‘From a hundred pictures, mine will always look the best.’
   Tamara de Lempicka
5 ‘People either love me or they hate me, or they don’t really care.’
   Banksy

Your Turn

11 Think of a book, a film and a TV programme that people have told you about. Report what they said and give your opinion.

My brother told me that he liked ‘To Kill a Mocking Bird’. I enjoyed it, too.

Fact or Fiction?

The artist Vincent van Gogh cut off his right ear.

Answer on page 91.
Filming *The Hobbit*

JRR Tolkien was a professor at Oxford University, but he is most famous for writing the fantasy novels *The Hobbit* (1937) and *The Lord of the Rings* (1955). *The Hobbit* tells the story of how Bilbo Baggins, a hobbit, goes to find a ring which has been stolen by a dragon. *The Hobbit* introduces a lot of the characters who appear in *The Lord of the Rings*, for example Gandalf, Gollum, Frodo and Galadriel.

The three *The Lord of the Rings* films were very successful so film producers liked the idea of making a film of *The Hobbit*. It was first discussed in 2003, but filming was delayed by problems with money, legal battles, threats of an actors’ strike, a studio fire and the first director leaving the project!

In 2008, work started on the script and everybody expected filming to start at the beginning of 2010. However, the director Guillermo del Toro had to leave the project. After he left, there were Internet rumours about who would take his place. Suggested names included David Yates who is famous for directing the *Harry Potter* films. Finally, it was announced that Peter Jackson, *The Lord of the Rings* director, would direct the film.

Then, before filming could start, there were arguments between the film company and different unions about working conditions on *The Hobbit*. Peter Jackson was tired of arguing and he threatened to move filming to Eastern Europe. There was a danger of destroying the film industry in New Zealand so the government helped by passing new laws.

A lot of actors were interested in appearing in *The Hobbit*. A British actor, Martin Freeman, got the main part of Bilbo Baggins. Some of the actors from *The Lord of the Rings* trilogy are in it, too: Cate Blanchett, Elijah Wood and Orlando Bloom.

There was a press conference to launch the project, but Peter Jackson couldn’t go because he was recovering from an operation. He told reporters that he was safer at home because the actors made him laugh so there was a danger of breaking his stitches. The actors said they weren’t worried about appearing in a film that had had so many problems. After years of difficulties, filming started in March 2011.
4 Read the list of events from the text (a–h). Put them in order from first to last (1–8).

a) Filming started.  
b) Guillermo del Toro, the director, left the project.  
c) JRR Tolkien created Bilbo Baggins.  
d) Martin Freeman got the part of Bilbo Baggins.  
e) Peter Jackson agreed to direct The Hobbit.  
f) The Lord of the Rings was filmed.  
g) The New Zealand government changed the law.  
h) They decided to film The Hobbit.

5 Read and choose the correct option in italics.

1 JRR Tolkien’s main job was writing fantasy books / teaching at a university.
2 The Hobbit was filmed / written before The Lord of the Rings.
3 All / Some of The Lord of the Rings films were successful.
4 The Hobbit was filmed in Eastern Europe / New Zealand.
5 The main character in the films is called Bilbo Baggins / Martin Freeman.
6 Peter Jackson wasn’t at the press conference to launch the film because he was going to have / had an operation.

6 Look at the Sentence Builder. Complete it with words from the text. Then find more examples in the text.

**Sentence Builder**

He is most famous for writing the fantasy novels The Hobbit and The Lord of the Rings.  
Peter Jackson was tired of acting in three films a year.  
There was a danger of falling rocks.  
A lot of actors were interested in the film.  
They weren’t worried about performing in front of a big audience.

7 Complete the rule.

When we use preposition + verb, the verb is / isn’t in the -ing form.

8 Match the two parts of the sentences.

1 He doesn’t worry … a) about performing in front of a big audience.  
2 He was famous … b) of acting in three films a year.  
3 She was tired … c) of falling rocks.  
4 There’s a danger … d) by typing the script.  
5 We were interested … e) for starring in a film when he was a child.  
6 She helped … f) in seeing where The Hobbit was filmed.

9 Complete the sentences with preposition + -ing forms. Use your own ideas.

1 I’m worried about failing my exams.  
2 I’m interested in seeing where.  
3 I think there’s a danger of  
4 I’d like to be famous by  
5 At home, I help by  
6 I’m tired of

10 Work in pairs. Choose a book to make into a film. Decide:

- where you will make the film
- which actors will be the stars
- who will sing the title song

11 Form new pairs. Tell each other about your plans.

We’re going to film ‘The Hound of the Baskervilles’ in Scotland. Johnny Depp is going to be Sherlock Holmes and Robert Pattinson is going to be Dr Watson. We want Mumford and Sons to sing the title song.

12 Work in pairs.

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

**TIME OUT!** Page 102, Exercise 23
Warm-up

1 Look at the photos and guess what happened after the last episode.

Reading and Listening

2 Read and listen to the dialogues. What really happened?

*Abi* and *Tanya* are in the studio.

**Abi** I bought this album yesterday. It’s really …

**Tanya** Sorry to interrupt. Have you heard from *Ellie* and *Steve*?

**Abi** No, I haven’t. By the way, we’ve got to get the news ready soon.

**Tanya** Oh, here they are. What happened?

**Ellie** Well, we spoke to Mrs Foster. She was obviously lying so we hid outside. Then, at lunchtime, we looked around the factory.

**Tanya** Wow!

**Steve** Yeah, and we found some triclosan!

**Ellie** As I was saying, we were in the factory. We were taking photos when suddenly we heard somebody shouting! We ran to our bikes.

**Steve** Yeah, and Mrs Foster and two heavies were there!

**Tanya** Oh, no!

**Steve** We started riding away as fast as we could.

**Ellie** But they followed us in a car!

**Steve** Luckily, we got away and phoned the police.

**Ellie** They arrested her and the two heavies. They were trying to move the chemicals.

**Tanya** Amazing!

**Ellie** Let’s start work. We’ll be first with the news!

Later, the group celebrate at the ‘SS Great Britain’.

**Abi** Can I say something? Let’s drink to radiochill.org and our first big story!

**Tanya** Thanks to *Ellie* and *Steve*.

**Steve** Changing the subject, look at that guy smoking inside. It’s illegal in cafés now.

**Ellie** Hey – that’s a good idea for a programme.

**Tanya** Come on, *Ellie*. Let’s talk about that later. Let’s have some fun!

Speaking

3 Why do we use these Key Expressions?

a) to change the topic
b) to go back to a topic
c) to interrupt

**Key Expressions:** Interrupting and changing the topic

1 Sorry to interrupt.
2 By the way, we’ve got to get the news ready soon.
3 As I was saying, we were …
4 Changing the subject, look …
5 Let’s talk about that later.
4 Work in pairs. Use the Key Expressions and the instructions to have a conversation.

A Did you see that film last night?
B Yeah, amazing, wasn’t it? By the way, did you see the Arsenal game?

A Start talking about last night’s TV.
B Reply. Change the topic to sport or clothes.
A Reply. Change the topic to film or books.
B Go back to sport or clothes.
A Reply. Go back to films or books.
B Reply. Change the topic to school.
A Reply.

Everyday Listening

1 Look at the Listening Help.

Listening Help: Answering questions

- Read the questions before you listen.
- Remember, the words in the question may not be exactly the same on the CD.
- Think of synonyms and examples. For example, if the question asks about sport, the speaker might mention games or exercise (synonyms) or football or tennis (examples).

2 Listen to two conversations. Are the sentences true (T) or false (F)?

Dialogue 1 (Sue and Ben)
1 [] Steve and his girlfriend went out with each other for a long time.
2 [] Ben doesn’t like sport.
3 [] Ben and Sue both liked Steve’s girlfriend.
4 [] Ben doesn’t want to go to the birthday party.

Dialogue 2 (Katy and Tom)
5 [] Tom’s dad is getting a new computer.
6 [] Katy has passed her driving test.
7 [] Katy had a serious crash.
8 [] Tom was once injured in a car crash.

3 Listen Closely Some sounds disappear or change in natural speech. Listen to the sentences.

1 They’ve been together for ages.
2 He looked terrible.
3 He’s such a good guy.
4 I better start getting ready.
5 It’s her eighty-sixth birthday!
6 I’ve got to do two more of my maths problems.

4 Listen again and repeat the sentences in Exercise 3.
Our summer holiday in Spain. We rented a house in a village on the coast. The house was near a sandy beach, like those you see in travel brochures but the water was freezing!

One day, we were going back home when it happened. We had spent all day on the beach. A driver was having problems with his car. We saw that the car was completely stuck in the sand, my friend Paul and I offered to give it a push. Two Spanish girls came and helped us. Having got the car out, one of the girls thanked us in English and smiled at me. ‘I’m Isabel,’ she said. ‘That’s my dad. Maybe we’ll see you at the fiesta?’

The following Friday was our last day. We went to the fiesta after dinner. The streets were crowded. In the square, a local group was playing Spanish punk music. I saw Isabel and her friend, Blanca! Paul and I walked nervously across to them. Isabel looked lovely with her tanned skin, brown eyes and long, dark hair.

We had a lemonade in an open-air café and Isabel and I talked and talked for ages. Poor Paul and Blanca were getting bored, so we danced for a while and then watched the firework display. We all swapped mobile numbers. I phoned her to say goodbye. We kept in touch for a while but then we stopped. I still think about Isabel sometimes and smile, even now.
Understanding Grammar: Talking about quantity

1 Read the text. Which is your country’s most famous gallery? Have you ever visited it?

All countries are proud of their artists and most capital cities have a national gallery where you can see famous works of art. For example, the Prado in Madrid and the Zacheta in Warsaw are both world-famous art galleries. There are also some famous galleries in London.

Most of London’s galleries are free and they are usually open every day but visitors must remember that none of them open on 25th December. The National Gallery and the National Portrait Gallery are very popular. Both of the galleries are in Trafalgar Square and neither of them has an entrance fee. In the National Gallery you can see paintings by great artists from the thirteenth to nineteenth centuries, for example, Vincent Van Gogh. The National Portrait Gallery has an enormous collection of paintings and photographs. There are portraits of all of the British kings and queens as well as ordinary people like actors, scientists and singers.

Both places have special activities for young people. In the National Gallery, students can study the science of colour or use the pictures to tell stories and create plays.

The National Portrait Gallery has a special programme for people aged fourteen to twenty-one. The activities include drawing, film making and photography. All of the activities are outside school hours so most of them are at the weekends but some of them are in the holidays.

2 Complete the table with examples from the text.

<table>
<thead>
<tr>
<th>A all/both/most/some + plural noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>all countries</td>
</tr>
<tr>
<td>both</td>
</tr>
<tr>
<td>most</td>
</tr>
<tr>
<td>some</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B all/both/most/some/none/ neither + of + pronoun/ the + plural noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
</tr>
<tr>
<td>both</td>
</tr>
<tr>
<td>most</td>
</tr>
<tr>
<td>some</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>neither</td>
</tr>
</tbody>
</table>

3 Complete the rule with A or B from Exercise 2.

In column ________, all, most and some refer to people or things in general.
In column ________, all, most and some refer to specific people or things.

4 Use the text to complete the rules with both, neither and none.

1 ________ and ________ have negative meaning.
2 ________ and ________ are used to talk about two people or things.

5 Put all, none, most and some on the scale.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Complete the sentences with of where necessary.

1 Not all ________ artists are successful.
2 I took photographs of some ________ the paintings.
3 We experimented with some ________ colours.
4 Most ________ art galleries have activities for students.
5 I asked both ________ them for help.
6 None ________ the paintings interested me.

7 Complete the sentences with words from the table in Exercise 2.

1 I had two photographs in the exhibition and ________ of them sold for £25!
2 My friend and I get bad marks for art because ________ of us can draw.
3 ________ things in the museum shop were expensive but I found some cheap postcards.
4 We’ve studied ________ abstract artists at school but not many.
5 There was a terrible fire and sadly ________ of the paintings were saved.
6 It was Christmas Day so ________ of the galleries were closed in London.

8 Think about your class. Make sentences beginning with All/None/Most of us ...

All of us are learning English.
None of us has got a car.
Most of us enjoy sport.

9 Work in pairs. Write five sentences with Both of us ... and five with Neither of us ...

Both of us like modern art.
Neither of us likes traditional art.
Study Corner 8

Language Check

1. Complete the sentences with the adjective form of the nouns in brackets.

1. I think the swan is ______ symbol of love.
2. I think landscape paintings are ______ relaxation.
3. Magritte’s ideas are very ______ cleverness.
4. The artist uses everyday objects in an ______ imagination way.
5. A ______ surprise number of artists have mental health problems.
6. Some people prefer ______ reality sculptures but others like abstract ones.
7. Guernica by Picasso is the most ______ impression painting in the gallery.
8. Monet’s paintings are very ______ (peace).
9. The gallery is ______ (confusion) because the paintings are grouped by subject, not date.
10. Her paintings are very ______ (colour).

2. Report the sentences from an interview with an artist. Start each sentence with She said ...

11. ‘I like to work outside.’
12. ‘My favourite artist is Paula Rego.’
13. ‘I became famous when I won the Turner Prize.’
14. ‘I’ll never stop painting.’
15. ‘My art teacher encouraged me to use watercolours.’

3. Complete the sentences with the correct prepositions.

16. I’m tired ______ doing the same thing every day.
17. Don’t stand there. There’s a danger ______ falling over the edge.
18. I’m interested ______ visiting the sculpture garden.

19. His career was helped ______ going to a good university.
20. She worries ______ leaving her cats.

4. Complete the sentences with all, both, most, neither or none.

I’ve got two brothers. 21 ______ of them love art but 22 ______ of them can paint.
The art gallery was enormous! 23 ______ of us spent several hours there but 24 ______ of us saw everything.
I like 25 ______ creative activities, for example sculpture, drawing, and photography but I hate writing poetry.

5. Complete the dialogue.

A: 26 ______ to interrupt you, Pat. Have you seen my mobile?
B: It’s over there. 27 ______ the way, Sue phoned. She wants to see us on Saturday.
A: I think we’re meeting Sandra, aren’t we?
B: 28 ______ talk about that later. 29 ______ (imagination) way.
A: There, on the table.
B: Oh, yeah.
A: 30 ______ the subject, can you read this letter?
B: Tell me what you think.

Study Help: Dictionary skills (2)

Read the advice below.

- A good dictionary can help you work out the meanings of idiomatic expressions.
- First, identify the key word in the phrase, e.g. He lost his temper when I told him that I had broken the window. Then look up the key word in your dictionary, lose.
- Finally, look for an equivalent idiom in your own language or try to paraphrase the English one.

Find idiomatic expressions with these meanings in sentences 1–3.

1. We lost our way when we were in the forest.
2. The computer game was such good fun I lost track of the time.
3. Our basketball team lost out because their players were much taller than us.