Vocabulary & Reading

Education

1 Look at the photos of two unusual schools. What do you think is happening in the photos?

2 Words to know. Read about the two schools. Answer as many of the questions as you can for each school.

Secondary schools

1 Is the school:
   – a private school or a state school?
   – a single-sex school or a mixed school?
2 Does it specialise in any subjects?
3 Which subjects are compulsory? Which are optional?
4 How many pupils are there in the school?
5 Do pupils wear a uniform or their own clothes?
6 Who makes the rules: the head teacher, the staff or the pupils?
7 Is there a lot of discipline?
8 Do any pupils have special responsibilities?

3 SPEAKING Discuss the questions in pairs.
   • Which information in the text surprises you?
   • What are the good and bad things about each school in your opinion?

   I don’t think it’s good that there are only forty pupils at Sands.

4 Write some notes about your school, using the questions in exercise 2 to help you.

   I go to … school in … It’s a state secondary school and it specialises in languages.

5 In pairs, A and B, roleplay a conversation. Answer the questions in exercise 2. A: answer about your school. B: answer as if you are Ashley or Laura.

   A: Do you go to a private school or a state school?
   B: It’s a private day school. How about you?
   A: My school is a mixed state school.

MINI WORKBOOK exercises 6–7 page 101

A different way to learn

The Brit School is the only state school for performing arts in Britain. It prepares students aged 14–19 for careers in theatre, music and film. Students study compulsory subjects like Maths and English every week but they also choose special options like acting, dance and singing. Former students include the singers Amy Winehouse and Leona Lewis. Ashley, 17, is in Year 12:

My main subject is Theatre. The course lasts two years and this week we’re working on a political drama that we’re writing ourselves. My friends are practising right now. Next week we’re producing a musical. I’m getting fantastic experience – my skills are really improving. Brit students sometimes get professional work, too. For example, this term I’m acting in a TV medical drama and next summer I’m appearing in a musical in London.
**Grammar Focus**

**Present simple and continuous**

6 Read what Ashley and Laura said about their schools again and answer the questions.

- What do students do every week?
- What particular things are they doing at the moment?

7 Read Grammar2know. Find another example in bold in text B of rules a–f.

MINI WORKBOOK exercises 1–3 page 100

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**Grammar2know**

**Present simple**

Use the present simple:

a to describe things that are generally true:
   *The school prepares students aged 14–19.*

b to talk about regular actions:
   *Students study Maths and English every week.*

**Time expressions:** every week, once a month, usually, always, never

---

**Present continuous**

Use the present continuous:

c to talk about actions in progress at the moment of speaking:
   *My friends are practising right now.*

d to talk about actions happening in the present period but not at the moment of speaking:
   *This week, we’re working on a political drama.*

e to talk about gradual changes in the present period:
   *My skills are improving.*

**Time expressions:** at the moment, (right) now, these days

f to talk about definite arrangements for the future:
   *Next week, we’re producing a musical.*

**Time expressions:** tomorrow, next week/month/Tuesday

---

8 Put the verbs in the correct tense, to show that the situation is changing.

1 British schools (change) are changing!
2 More pupils (stay) at school until they are eighteen.
3 Subjects like Film Studies (become) more popular.
4 Exam results (improve) but some people say that exams (get) easier.

---

9 a Put the verbs in the correct tense.

Like most teenagers, Ellie Morton goes to school five days a week but she (not catch) a bus to school like her friends. After breakfast, she (go) upstairs to her study to meet her teacher, her father Andrew.

‘Educating children at home (become) more popular nowadays,’ says Andrew. ‘Children (not always get) individual attention in classes of thirty. I (teach) all Ellie’s subjects and we (learn) together. Right now, she (prepare) for her A-levels. She (take) the exams this June, a year early. This week, we (study) European history and we (also work) on Ellie’s art project. Next weekend, we (visit) the National Gallery. We always (work) on a variety of topics, so that Ellie (not get) bored.’

**b** Listen and check. Would you like to study in the same way as Ellie? Why? Why not?
Vocabulary & Listening

Education and work

1. In pairs, think of one positive achievement and one negative thing that might happen:
   - in your school career
     + you pass all your exams
     - you fail an exam
   - in your working life.

2. a. **Words to know**. Check the words in blue. Which did you think of in exercise 1? Which words can you see in the picture?
   - getting a pay rise
   - failing an exam because you didn’t revise
   - getting promotion
   - getting good qualifications
   - earning a high salary
   - getting an apprenticeship with a good company
   - getting the sack
   - getting good marks in your coursework
   - (not) finding job satisfaction
   - being unemployed.

   b. Put the words in exercise 2a in the correct column in the table.

<table>
<thead>
<tr>
<th>Education</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>getting a pay rise</td>
<td></td>
</tr>
</tbody>
</table>

3. a. Read the statements and underline the option that you think is true.
   1. Boys/Girls revise more and get better marks in exams.
   2. Boys/Girls do better in Maths and Science.
   3. More boys/girls go to university.
   5. Boys/Girls get better marks in coursework.
   7. Men/Women need better qualifications to get the same job.
   8. Men/Women earn higher salaries on average.
   9. Men/Women focus more on promotion and pay rises.
   10. Men/Women focus more on job satisfaction.

   b. **Listen again and answer the questions.**
   1. Why are girls doing better at school, according to Kevin Dryden?
   2. Why is working life more difficult for women than men, according to Kate Hume?

5. Discuss the questions with the class.
   - Do you like exams or would you like to do more coursework?
   - Which will be most important in your career, money or job satisfaction?
   - Are the ideas in the programme about men and women true in your country?

   I don’t think Kevin Dryden’s ideas are true in this country because …
**Grammar Focus**

**State and activity verbs**

6. Read the online comments A–D about the radio programme.

1. Match the people to the comments.
   - a parent
   - a student
   - a teacher
   - an older man

2. Who agrees with Kevin Dryden? What examples do they give?

3. What explanation did Richard’s pupil give for the differences between boys and girls?

4. What is the problem according to Alan?

---

**Grammar 2 know**

**State and activity verbs**

Use the present simple or present continuous to talk about activities:

- He usually studies in the living room.
- But today he’s studying in the bedroom.

Use only the present simple to describe states:

- I’m tired right now, Mum … I need a rest.

**Verbs that describe states**

- **be**:
  - I’m tired right now.

- **have**:
  - I have a fifteen-year-old son.

- **need**:
  - I need a rest.

- **liking/feeling**:
  - want, like, love, hate, prefer, care, don’t mind

- **thought/opinion**:
  - think, know, understand, believe, remember, forget, agree

- **appearance/the senses**:
  - seem, look, sound, smell, taste

**Some state verbs also have an ‘active’ meaning**:

- I have a fifteen-year-old son. (‘possession’ – a state)
- I’m having a break. (an activity)
- Some boys think revision is ‘uncool’. (their opinion – a state)

---

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

1. I (be) really hot. I (need) a drink.
2. (you want) coffee? I (prefer) tea, I (have) a bad stomach.
3. Karina (act) strangely today, she (seem) a bit upset.
4. What (you read)? It’s a detective novel but I (not like) it.

---

**Decide if the have phrase in brackets describes an activity or a state. Put the verb in the correct tense.**

1. It’s very noisy because the neighbours (have a party).
2. Laura (not have any brothers or sisters).
3. Katie (have a new hairstyle) – it’s really nice.
4. Anna can’t come to the phone – she (have a bath).
5. Where’s Steve? He (have lunch).

---

**In pairs, ask and answer the questions using state verbs.**

1. Do you think boys care more than girls about ‘looking cool in front of their mates’?
2. Do you believe that girls have more time to study than boys?
3. Do you agree or disagree with Alan, that schools need to be more ‘boy-friendly’?

---

MINI WORKBOOK exercises 4–5 pages 100–101
Reading & Vocabulary

1 a  SCANNING What can you see in the picture? Guess the connection between goldfish and computers. Tick (√) the best summary.
   1 √ Goldfish become more intelligent when they live near computers.
   2 √ People concentrate better when they have a pet goldfish next to their computer.
   3 □ Computers are making people's concentration similar to goldfish's.

b  Read the introduction and check your ideas.

2 Check the words in blue. Mark the activities. + (useful), – (unhelpful) and +/- (not sure). In pairs, compare answers.

Words to know (1.8)

- improve your concentration
- read things that are not worth reading
- make sense of what you are reading
- learn important skills
- learn useless information
- set yourself goals
- make quick decisions
- ignore distractions
- solve problems

3 Read section A of the text. Tick (√) true and cross (✗) false.
   1 □ People generally stay on websites for very short periods of time.
   2 □ Email and instant messaging are good for people's concentration.
   3 □ Julia Wood says her pupils get a lot of information online but don’t think about it.
   4 □ Anne Savan is a Music teacher who thinks that Science is good for her pupils' concentration.
   5 □ The experiment with Nintendo Games in Scottish schools failed.
   6 √ Ray Cole believes that people learn useful skills surfing the internet.

4 Discuss the questions in groups.

- Do you spend your time usefully online or not?
- I often read things that are not worth reading.
- Who do you agree with, Julia Wood or Ray Cole?
- I don’t agree with Julia, I think you learn important skills on the internet.
Is your concentration good? In pairs, do the quiz in section B to find out.

Read the key on page 124 and find your score. Is the conclusion true?

Read the tips in section C and choose the best ones to help your partner concentrate better.

Which other tips do you find useful?

Read Active Study. Underline examples of other suffixes in the text.

Notice the endings of nouns (suffixes)
Suffixes can tell you if a word is a noun, adjective or adverb. Here are some common noun suffixes:

a nouns for people: teacher, doctor, scientist
b other nouns: attention, information, persuasion, experiment, technology

For those with the attention span of a goldfish, here are some tips!

- Create the right work space. Remove distractions – turn off your phone and messaging alert.
- Get everything you need (pens, books) before you start.
- Set yourself a goal and a time limit. For strong concentration, work for about ninety minutes, then take a break.
- Perhaps you are worrying about other things instead of work? Write them on a ‘to do’ list, then forget them.
- Improve your concentration using the ‘five more’ rule. Say to yourself, ‘I am going to read five more pages before I stop,’ or ‘I am going to answer five more questions.’
1. **Look at the photo and answer the questions. Read the caption and check.**

- What are Lori and Greg doing at the moment?
- What do you think their relationship is?
- What do you think will happen next?

2. **Listen to Greg and Lori’s conversation and choose the correct answers.**

1. What do Greg and Lori have in common?
   - a) They are both listening to Leona Lewis.
   - b) They both went to the same concert.
   - c) They both like Leona Lewis.

2. Why does Greg tell Lori that he met Leona Lewis?
   - a) He wants to take her to a Leona Lewis concert.
   - b) He wants to impress her.
   - c) He wants her to play in his band.

3. How does Lori feel about Greg by the end of the conversation?
   - a) She’s becoming more friendly.
   - b) She doesn’t like him.
   - c) She wants to end the conversation.

3. **Complete the conversation with the correct Phrases2know. Then listen again and check.**

**Greg:** 1. **Excuse me!** Hello!
**Lori:** 2. **Sorry?**

**Greg:** Hi … Is this your phone? I think you dropped it.
**Lori:** Oh yes, thank you.

**Greg:** No problem. I see you like music, what are you listening to?
**Lori:** Oh, it’s Leona Lewis.

**Greg:** 3. **Who is she?** She’s cool. I like her. As a person, I mean.
**Lori:** As a person? Do you know her? 4. **Do you know her?**

**Greg:** Well, I met her in Edinburgh once – I live here.
**Lori:** 5. **Greg, by the way.**

**Greg:** Yeah, I was at her concert here in Edinburgh, and someone invited me to her after-show party.
**Lori:** 6. **Greg, I’m Lori.** So you actually met Leona Lewis!

**Greg:** 7. **She’s my favourite singer in the whole world!**

**Lori:** 8. **Yeah.** So did you actually speak to her?
**Greg:** Um, yeah, well, sort of …

**Lori:** 9. **What did she say to you?**
**Greg:** Well, she, um – where are you going?
**Lori:** To my accommodation, it’s near the University.
**Greg:** Cool! I’m going in that direction!
Imagine that you meet an interesting stranger at a bus stop. Act out the conversation using the prompts below and Phrases2know on page 10. You can invent information.

- Find a reason to start a conversation.
- Introduce yourself.
- Find out where the other person is from.
- Find a topic you’re both interested in.
- Find out as much as you can about each other.

**A FORMAL LETTER OF APPLICATION**

**Greeting**

Dear Sir/Madam

Dear Mr/Mrs/Miss/Ms …

**Giving your reasons for writing**

I am writing to apply …

**Describing yourself and your background**

My full name is …

I am … years old and I live in …

**Describing your studies and interests**

I am attending … school

My subjects are …

I also enjoy …

At the moment I’m learning to …

**Describing your ambitions**

My dream is to …

**Ending**

I hope to hear from you soon.

I look forward to your reply.

**Signing off**

Yours faithfully,

Yours sincerely,

**Phrases2know**

- Greeting
  - Dear Sir/Madam
  - Dear Mr/Mrs/Miss/Ms …

- Giving your reasons for writing
  - I am writing to apply …

- Describing yourself and your background
  - My full name is …
  - I am … years old and I live in …

- Describing your studies and interests
  - I am attending … school
  - My subjects are …
  - I also enjoy …
  - At the moment I’m learning to …

- Describing your ambitions
  - My dream is to …

- Ending
  - I hope to hear from you soon.
  - I look forward to your reply.

- Signing off
  - Yours faithfully,
  - Yours sincerely,
6 meeting up

Vocabulary & Listening

Social relationships

1. a WORD RACE Work in pairs. How many relationship words can you write down in one minute?
   1 Family: aunt, grandparents
   2 Friends and acquaintances: classmate,
   b Check the Words2know. Add them to the correct list in exercise 1a.

2. a Look at the photos on Sophie's phone. Guess what her relationship is with them.
   I think Harold and Joan are her grandparents.
   b Listen and check your answers. Note down one more piece of information about each person.
   Billy – the family pet – he's very lazy.
   Compare your answers in pairs.

3. a Match the verb phrases in blue 1–11 to the explanations a–k below.

   **Words2know** 2.23
   1 adore each other.
   2 got to know each other on a school trip.
   3 fell out on the school trip.
   4 split up six months ago.
   5 doesn't get on with Sophie any more.
   6 is going out with
   7 someone who Sophie can't stand.
   8 looked after Sophie when she was little.
   9 have a good laugh together.
   10 makes fun of his partner a lot.
   11 keeps in touch with Sophie online.

   a □ are boyfriend and girlfriend
   b □ hates
   c □ doesn't have a good relationship
   d □ love very much
   e □ stays in contact
   f □ ends a relationship
   g □ makes jokes about
   h □ had an argument
   i □ have fun together
   j □ took care of
   k □ became friends

   b Match the people 1–5 in exercise 2b with the phrases 1–11 in Words2know. There are three extra phrases.

4. a SPEAKING Work in pairs. Describe Sophie's relationship with each of the people in the photos, using the Words2know.
   George is her ex-boyfriend. She went out with him …
   b Think of six people you know from exercise 1. Write sentences about them, using phrases from exercise 3a. Give reasons for what you say.
   I can't stand my next-door neighbour – he's really rude.

MINI WORKBOOK exercise 6 page 111
Grammar Focus

Present perfect with for and since

5 2.26 Match the questions 1–5 about Sophie’s friends and family to answers a–f. There is one extra answer. Listen and check.

1 □ How long have you known your best friend Ellie?
2 □ Were you at school with Natalie for a long time?
3 □ How long did you go out with your ex-boyfriend, George?
4 □ Have you seen your old school friend Natalie recently?
5 □ How long have you had your cat Billy?

a We were together for about six months.

b We’ve had him for thirteen years, I think.

c They’ve been married since about 1960.

d Yes, we were in the same class at primary school for seven years.

e We’ve been friends since we started secondary school.

f No, I haven’t seen her for ages.

6 a Look at answers a–f in exercise 5 and answer the questions.

1 Which situations are finished now? Which still continue?
2 Which use the present perfect and which use the past simple?

b Read Grammar 2 know and check your answers. Find an example of each rule in exercise 5.

7 Complete the sentences using for or since and the present perfect or past simple.

1 Billy isn’t very well, he hasn’t eaten anything for three days.

2 I ________ (be) in the school basketball team ________ last Christmas.

3 I ________ (play) basketball ________ several years at primary school too, before I started secondary school.

4 My grandpa ________ (be) a gardener ________ forty years, but he’s retired now.

5 My grandparents ________ (live) in their house ________ they got married.

6 George ________ (be) with his new girlfriend ________ three months now.

8 a 2.27 Use the prompts to make questions with how long. Listen and check.

1 live/is this area
How long have you lived in this area?

2 be/at primary school
3 know/your oldest friend
4 have/your school bag
5 be/your journey to school today
6 be/in this English lesson

b 2.27 Listen to the questions again and write answers for yourself, using for or since. Ask and answer the questions in pairs.

9 a Choose three people you know and prepare short talks about them, similar to Sophie’s talks in exercise 2b:

This is Max. He’s my oldest friend. I’ve known him for ten years. We met because we live in the same street. We got on really well because …

b Present one person to the class.

MINI WORKBOOK exercises 1–2 page 110
You're too nice! He's just a melodramatic teenager and it's not your problem. He'll be fine – stop worrying!!!

You're crazy! NEVER meet up with people you meet online – it's a stupid, dangerous thing to do!!!

What has this boy been writing in his emails? Is it really so terrible? Words can't hurt you – just delete the emails and texts and ignore him. He'll soon get bored!

If you really want to meet him, be very careful. Take your friend with you to check that he's really the person in the photos. Always meet in a public place, and tell other people where you're going and when you'll be home.

You're too nice! He's just a melodramatic teenager and it's not your problem. He'll be fine – stop worrying!!!

You're crazy! NEVER meet up with people you meet online – it's a stupid, dangerous thing to do!!!

What has this boy been writing in his emails? Is it really so terrible? Words can't hurt you – just delete the emails and texts and ignore him. He'll soon get bored!

If you really want to meet him, be very careful. Take your friend with you to check that he's really the person in the photos. Always meet in a public place, and tell other people where you're going and when you'll be home.

I agree with answer 1 …
I don't think Maya should …
Grammar Focus

Present perfect continuous

7 a Read sentences 1–6. Who said them?
1 I’ve been talking to this boy online for three months.
2 Today he’s asked me to meet him.
3 What has this boy been writing in his emails?
4 I haven’t been seeing him recently.
5 I’ve been getting annoyed with him lately.
6 I’ve deleted him on Facebook.

b Which verbs in exercise 7a are present perfect simple and which are present perfect continuous? Read Grammar2know to check.

8 Complete the sentences with the correct tense.
1 Anna (go out) with Paul for six months.
Anna has been going out with Paul for six months.
2 I (met) Ben’s new girlfriend – she’s really nice.
3 I (not go) to the gym much recently, and I feel really un/f_ i t.
4 (you hear) the news? Gemma and Alex (split up).
5 My cousin’s (learn) to drive for over three years, but she (not pass) her test yet!

9 a Write the names of five of the following.
1 a book you are reading
2 someone you know who can drive Peter
3 a language you are learning
4 a couple who are going out together Mateo & Maria
5 the street where you live street
6 an extra class you go to
7 a sport you play

b In pairs, swap your lists. Take turns to ask and answer questions with How long?

How long has Peter been driving?
Since last summer, I think.

MINI WORKBOOK exercises 3–5 pages 110–111
Reading & Listening

1 Look at the photo. What do you think the people are talking about?

2 Read the introduction to Strangers on a Train and answer the questions.
   1 What kind of novel is it and who is it by?
   2 When was it published?
   3 Where is it set?
   4 What do you know about the main character?
   5 Which famous director made the book into a film?

STRANGERS ON A TRAIN is a crime thriller by the American novelist Patricia Highsmith, published in 1950, and set in the USA. The main character, Guy, is separated from his wife, and now wants to marry another girl, Anne. His wife, Miriam, won’t divorce him. Guy has just got into a train compartment. The director Alfred Hitchcock made a famous film of the book in 1951.

3 Read extract 1. Tick (✓) true and cross (✗) false. Correct the false information.
   1 □ Guy and Bruno are travelling to the same place.
   2 □ Bruno is an architect.
   3 □ Guy is travelling on business and Bruno is going on holiday.
   4 □ Bruno gets on well with his mother.
   5 □ Bruno gets on well with his father.
   6 □ Guy left his wife a few years ago.

4 Read extract 1 again and answer the questions in pairs. Underline the parts of the text that give you the answers.
   1 What are Guy’s first impressions of Bruno?
   2 Does he want to get involved in a conversation with him?
   3 Do you think Bruno comes from a rich or poor family?
   4 How would you describe Bruno’s relationship with his mother?
   5 What problems does Bruno have with his father?
   6 Is Guy comfortable about discussing his life with Bruno?
   7 What do you think of Bruno, by the end of this extract? Why?

5 a Later on, Bruno suggests a crime. Guess what it is. Compare ideas with the class.
   Perhaps he wants to …
   b 2.33 Listen to extract 2 and answer the questions.
      • What is the plan? Did you guess correctly?
      • Why is it a ‘perfect crime’?
      • How does Guy respond?

6 a 2.33 Check the words in the box. Then listen to extract 3.

amusement park rides lake island throat
‘Oh. Do you get on with your mother okay?’ Guy said that he did.
‘Oh. I get on okay with my mother too,’ Bruno said. ‘She’s coming to Santa Fe in a few days. We have a lot of fun together sitting around, playing golf. We even go to parties together.’ He laughed. ‘Do you think that’s strange?’
‘No,’ said Guy.
‘I have to ask for a hundred dollars now and then from my mother. My father doesn’t give me any money because he says I don’t want to work, but that’s a lie.’ Bruno put his hands in his pockets. ‘If my father had a nice quiet son like you everyone would be happy.’
‘Why do you think I’m nice and quiet?’ ‘I mean you chose a profession. Me, I don’t feel like working.’ Bruno laughed again.
‘My father still hopes I’ll enter his business. My father doesn’t like me. He doesn’t like anybody. He doesn’t like anything but money. Sometimes I’m so angry with him I want to kill him. Did you ever want to murder somebody, Guy?’
Guy wasn’t listening. He was thinking about Anne and Miriam. It was all mixed up in his head.
‘Are you married, Guy?’ ‘No, er yes. Well I’m separated. I left three years ago,’ Guy said. He didn’t want to tell Bruno these things.
‘Why is that, Guy?’
‘I think we were too young …’
‘Do you love her?’
Guy didn’t answer this.
Vocabulary

Choose the words a–c that can complete each phrase 1–6. There are two correct answers for each.

1. waste ____________
   a) energy  b) fuel  c) the environment
2. recycle _______________
   a) pollution  b) waste  c) glass
3. switch on/off ___________
   a) the computer  b) fuel  c) the lights
4. protect _______________
   a) wildlife  b) the environment  c) energy
5. reduce _______________
   a) pollution  b) carbon emissions  c) the heating

Complete the text with the words a–h below. There is one extra word.

a) cancelled  b) crowded  c) reliable  d) distance
   e) licence  f) pass  g) transport  h) traffic

What a day!
I use public transport a lot. The buses in my city are ____________ and a bus ____________ is not very expensive.

But yesterday there was some important political event with a lot of visitors and everything was wrong. The main streets were closed, and everywhere else there were terrible ____________ jams. Many buses were ____________ and the rest were so ____________ it was difficult to breathe. A lot of people were late for school. My friend who’s just got his driver’s ____________ was two hours late, because he tried to drive. In fact, the only people who came on time were the ones who cycle to school.

Match sentences 1–6 to the reasons a–f.

1. Sophie’s really depressed.
2. I’ve never been so embarrassed in all my life.
3. Miss Ross looks really annoyed.
4. The children are very disappointed.
5. Luke is terribly nervous.
6. Charlie’s very jealous.
   a) Emily’s been dancing with another guy.
   b) He thinks he’s been learning the wrong things for the exam!
   c) I’ve done something really silly.
   d) She’s split up with her boyfriend and lost her job!
   e) The school trip has been cancelled.
   f) Tom has been rude to her.

Grammar

Choose the correct verb form to complete the text.

1. know
2. went
3. go
4. have planned
5. ‘ve already prepared
6. will finish
7. like
8. will rain
   a) know  b) knew  c) ‘ve known
   a) went  b) have gone  c) have been
   a) go  b) ‘ll go  c) are going
   a) have planned  b) plan  c) ‘ve been planning
   a) ‘ve already prepared  b) already prepared  c) ‘ve already been preparing
   a) will finish  b) finish  c) finishes
   a) like  b) likes  c) will like
   a) will rain  b) doesn’t rain  c) rains

Holiday of a lifetime
I’ve been my best friend Alfie since we were five. We ____________ to primary school together for six years. Now we’re in different schools, but we keep in touch. If everything goes well, we ____________ on a cycling trip around Europe this summer. We ____________ this trip for a year. We ____________ all the equipment. As soon as school ____________, we’ll get on our bikes and be off! We’re going to Normandy ____________. If we ____________ it there, we’ll stay for a week. We’ll camp in a tent unless it ____________. I can’t wait!
Complete the second sentence so that it means the same as the first.

1. Grace started going out with Patrick five months ago.  
   Grace has been going out with Patrick for five months.
2. I’ve lived in Budapest from the day of my birth.  
   I’ve lived in Budapest the day of my birth.
3. There may be traffic jams on the roads tomorrow. Then we’ll cycle to school.  
   If there are traffic jams on the roads tomorrow, we’ll cycle to school.
4. I won’t come if she doesn’t invite me.  
   I won’t come unless she invites me.
5. He’ll get home and he’ll switch on his computer at once.  
   He’ll switch on his computer as soon as he gets home.

Listening Skills

ACTIVE STUDY: Listen for specific information

7. Listen to a radio talk about how to make a relationship a success. Choose the best answer.
   1. The first piece of advice is to
      a. look after your relationship.
      b. take care of yourself.
      c. try to look more attractive.
      d. avoid being bored.
   2. To get to know your partner better, Helen advises you to find out
      a. about his/her favourite bands.
      b. about his/her long-term plans.
      c. how he/she feels about different things.
      d. if he/she really likes you.
   3. You should talk about your feelings
      a. to help you understand them.
      b. when you fall out.
      c. when you think he/she doesn’t care about you.
      d. without making him/her feel bad.
   4. If you and your partner have fun together,
      a. it’s good for your health.
      b. the relationship will feel more important.
      c. you can make fun of the other person.
      d. you have a better chance of staying together.
   5. Choose the best title for this talk.
      a. Four Ways to Make a Relationship Work
      b. Getting to Know Each Other
      c. You Don’t Have to Split Up
      d. Finding the Perfect Boyfriend

Speaking Skills

8. In pairs, act out the following roleplay, using the Phrases to know from page 42.
   A: You’re a tourist visiting your town.  
      You’re looking for a building/monument (decide which one).
      • Ask where it is.
      • Ask the way.
      • Thank the person who helped you.
   B: You’re in your home town. A tourist asks you for directions.
      • Say where the place is.
      • Give directions to get there.
      • Respond politely.

9. Look at the photos of people going on holiday using different means of transport. Compare and contrast them. Include the following points:
   • the advantages and disadvantages of the different means of transport
   • how you think the people are feeling
   • which way of travelling you think will be more popular in the future
   • your favourite ways of travelling.
Listening & Vocabulary

1 Do you read a newspaper? If so, which one?

2 Check the Words2know. Then put them into the categories below. Compare your answers in groups.

Words2know

- news articles
- the horoscopes
- cartoons
- letters to the editor
- advertisements
- gossip column
- film reviews
- sports news
- ‘human interest’ stories

I usually read
- the sports news
- ‘human interest’ stories

I don't usually read

3 a Look at the photo and the headline. You will hear a news story about how a local newspaper helped Lisa Wicks and her father, Michael. What do you think the ‘amazing coincidence’ was?

b 4.2 Listen and check.

4 4.2 Listen again and answer the questions.

1 How had Lisa and her dad lost contact?
2 Why was Michael feeling ‘a bit desperate’?
3 What did he decide to do?
4 Was the editor helpful?
5 How did Lisa feel when she saw the newspaper?
6 What did Lisa’s mother think she should do?
7 How did her dad react?
8 How are Lisa and her dad feeling now?

5 Do you think this is a sad story or a happy story? Why? Why not?

MINI WORKBOOK exercise 7 page 119

Amazing coincidence as dad searches for long-lost daughter

SHE’S BEHIND YOU!

Help me find my daughter!
Grammar Focus

Reported speech

6. a (4.2) Listen to the story of Lisa and her father again. Who said these things in the news programme, Lisa or Michael?
1. ’I was completely shocked.’
2. ’We certainly won’t wait another five years before we see each other again.’
3. ’We plan to spend more time together.’
4. ’We’re going out tonight to celebrate.’
5. ’Can you print a photo of me in your paper?’

b Read the newspaper article describing the same story to check your answers.

7. a Compare the sentences in exercise 6a with the underlined sentences in 6b. Which show the speaker’s exact words and which show reported words?

b Read Grammar 2 know to check your answers.

Reported speech

In direct speech, we give the speaker’s exact words using inverted commas:
’I was completely shocked,’ said Lisa.

In reported speech, we explain what the person said, without giving their exact words:
Lisa said that she had been completely shocked.

Verb tenses

In reported speech, we normally change the tense of the main verb further into the past:
’We plan to spend more time together.’
He said they planned to spend more time together.

She said they were going to celebrate.
’I was completely shocked.’
She said that she had been completely shocked.
’We won’t wait another five years.’
He said they wouldn’t wait another five years.

’We haven’t seen each other for years.’
He said they hadn’t seen each other for years.

Pronouns

’We’re planning to spend more time together.’
Michael said that they were planning to spend more time together.

8. Here are some more things that Michael Wicks, Lisa and her friend said. Put them into reported speech and make any necessary changes.
   1. ’I came to Sunbury to look for my daughter,’ Michael told the reporter.
      Michael told the reporter that he had come to Sunbury to look for his daughter.
   2. ’I haven’t seen Lisa for ten years,’ Michael said to the reporter.
   3. ’You haven’t changed!’ Michael said to Lisa.
   4. ’I go to school in Sunbury,’ Lisa said to her father.
   5. ’I’m sorry I didn’t contact you before,’ Michael told his daughter.
   6. ’We won’t lose touch again,’ Lisa said.
   7. ’I’m planning to visit London soon,’ Lisa said.

9. Change the direct speech in the news article into reported speech. Take turns to retell the story.

MINI WORKBOOK exercises 1–2 page 118 and exercise 5 page 119
Vocabulary & Listening
Celebrities and the media

1 Read the newspaper stories, 1–3, and match the celebrities to the pictures, A–C. Then answer the questions.

• Why are these people celebrities?
• Why are they in the news at the moment?
• Do you know any real-life celebrities who have done similar things? Which real-life celebrities are in the news at the moment?

1 Hollywood stars, Nicolina Lorie and Chad Bitt, appeared in public yesterday to show the world their new twin daughters, Astra and Galaxy. Also with them, were their four adopted children, Zula (7), Kalahari (5), Chutney (4) and Pepe (2). The child-loving couple adopted the kids while they were doing charity work in different parts of the world.

2 Heiress Madrid Maddison, daughter of billionaire businessman Ron Maddison, has been released by Los Angeles police. She was arrested late last night for dangerous driving, and spent the night in a police cell. When the police stopped her, she was driving at 140 kph the wrong way down a Los Angeles freeway. Witnesses said it was a miracle that she hadn’t had an accident.

3 Manchester and England footballer, Jason Dole, has moved into a friend’s flat. Friends say he has split up with his wife, pop singer Melanie Kim. They have been married for only three months. Photographs showing Dole and nineteen-year-old model Kelly Brains dancing in a nightclub appeared in last week’s newspapers.

2 Words to know (4.4) Check the words in blue. Do you agree or disagree with the statements? Compare your answers in pairs.

1 ☐ Celebrities should have more privacy, photographers should be banned from following them and standing outside their houses.
2 ☐ Celebrities deserve the treatment they get. They want publicity so they can’t complain when they sometimes get bad publicity!
3 ☐ It’s wrong for celebrities to use their children to get publicity – they should keep them away from the media.
4 ☐ I don’t believe most things I read about celebrities in the media. I think they print lies, just to sell papers.
5 ☐ Celebrities are under more pressure than other people, that’s why they behave badly sometimes.
6 ☐ Most celebrities are self-centred and desperate for attention.
7 ☐ Celebrities have a strong influence on young people, both good and bad.
8 ☐ I’m not influenced by celebrities.

3 Listen to four people discussing celebrities. Which statement in exercise 2 summarises each person’s opinion?

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐

Grammar Focus
Reported questions

4 Read the questions the journalists asked the celebrities. Who did they ask each question to: M (Madrid), J (Jason), N&C (Nicolina and Chad)?

1 Are you planning to have any more children? N & C
2 What does your father think about the incident?
3 What’s happening between you and Kelly?
4 Why have you moved out?
5 When will you appear in court?
6 What do the older children think of the twins?
7 Is Chad a good father?
8 Were you drunk last night?
9 Are you going back to Melanie?
10 Are you sorry for what you have done?

5 Read part of an article written by one of the journalists in the picture. Which celebrity is it about? Do you think the celebrity is sorry for what she has done?
... suddenly Madrid Maddison and her personal assistant appeared at the police station door. I asked her when she would appear in court. Maddison remained silent. ‘No comment,’ answered her assistant, sharply. Another journalist asked whether she had been drunk the previous night. ‘Miss Maddison was very tired last night,’ said the assistant, reading carefully from a statement. ‘She was also very upset about some sad personal news.’ I asked if she was sorry for what she had done. ‘Miss Maddison very much regrets that she put other people in danger. She is very glad that no one was hurt.’ Another journalist asked what her father thought about the incident. ‘Miss Maddison thanks her parents for their kindness and support,’ said the assistant. Then the heiress disappeared into a waiting limousine.

6 a Underline four reported questions in the article. Match them to the direct questions in exercise 4.

b Compare the four direct and reported questions. What is the difference in word order? Read Grammar2know.

7 Read more questions that reporters asked Miss Maddison. Rewrite them in reported speech.

I asked her ...

1 What time did the incident happen?
2 Are you worried about going to prison?
3 Is your car damaged?
4 How long did you spend in the police cell?
5 Have you ever been arrested before?

8 In pairs, choose three questions from exercise 4 and write the answers. Now write an article like the one in exercise 5. Use reported speech where possible.

I asked him ... and he said ... Then I asked ...
True life stories

1

Two high school students from Orange County, California could go to prison for crimes that some people might think are trivial. Prosecutors told the court that Omar Khan and Tanvir Singh, both 18, had broken into Tesoro High School to steal tests and had changed their own and others’ grades on the school computer network. While Singh allegedly only tried doing it once, Khan apparently did it several times. Khan could get more than 38 years in prison. Singh could get three years. ‘These are very serious crimes,’ said prosecutor Chuck Lawhorn.

Defence lawyer Carol Lavacol told The Los Angeles Times that Khan was ‘a really nice kid. He’s only 18 years old, it’s just a very sad situation.’ Tesoro High School, with 2800 students, is one of the country’s best.

2

An Australian teenager could be fined 20,000 AUS$ for having a party while his family was on holiday. ‘It was just a get-together with a couple of mates at first and then we thought, why not have a bit of a party,’ 16-year-old Corey Delaney told reporters. ‘But it got a bit out of control.’

More than 500 people came to Corey’s house in Melbourne and police were called when neighbours complained about the noise. No one was arrested but 30 police officers, a helicopter and a dog squad were needed to break the party up. Police chief Christine Nixon said that Corey would have to pay for damage to neighbours’ cars and gardens. ‘He needs to be taught a lesson and one way or another, we’ll do that,’ she said.

Corey’s mother, Jo Delaney, said: ‘We’re a good family. I’m just horrified that this has actually happened.’

3

A teenage student was bitten by her dog as she celebrated a £7m lottery win. 18-year-old Ianthe Fullagar was shocked when she heard the news. ‘I was screaming so loudly with excitement that my dog, Brock, didn’t know what was happening. So he bit me!’ Ianthe is currently on a gap year between school and university, and has been working as a part-time waitress at a hotel near her home in Ravenglass, Cumbria. She said she was planning to organise a holiday in Egypt for herself, her family and friends, and to buy her first car. After that, she said she was still planning to go to university to study law. ‘I just plan to live like a normal student and not like a millionaire,’ she told reporters.
2 a Match at least two phrases below to each headline in exercise 1.

to get out of control     a prison sentence
a fine              to change grades     damage
to complain        a defence lawyer
a prosecutor       to break in     prize money
to scream with excitement

b PREDICTING Can you predict what each story is about? Make a list of ideas with the class.

3 a Work in groups of three, A, B and C. Each read one ‘True life’ story on page 80. Answer the questions.

- What has happened?
- What do people say about it?
- What may/will happen next?

b Tell the other students in your group about the story you have read, using the questions above to help you.

4 Read all three stories. Choose the correct answer.

1 Singh and Khan
a only changed their own grades.
b only hacked into the school computer once.
c may get very different punishments.

2 The prosecutor in California thinks
a these crimes are trivial.
b Omar and Tanvir are nice boys.
c these are serious crimes.

3 Corey originally planned to
a have a small party.
b have a big party.
c do a lot of damage.

4 Corey’s mother
a thinks her son is horrible.
b can’t really believe what has happened.
c thinks her son has learnt a lesson.

5 Ianthe’s dog
a was probably frightened by her behaviour.
b was excited that she had won.
c is always very noisy.

5 a 47 Listen to some people A–C discussing the stories and answer the questions.

- Which story is each conversation about?
- Which people in the stories, do or don’t the speakers agree with?

b 47 Listen again and tick (✓) the Phrases2know that you hear.

6 a Read the questions below and spend a few minutes planning how to express your opinion.

b Discuss your opinion in groups.

Story 1
- Do you have any sympathy for Omar Khan and Tanvir Singh? Why do you think they did what they did?
- Do you think the prison sentences suggested in the article are fair or not?
- If not, what would be an appropriate punishment?

Story 2
- Do you have any sympathy for Corey Delaney?
- What would you do if you had a party that ‘got out of control’?
- Do you think that a $20,000 fine is the right punishment for Corey?
- Who do you think should pay the fine?

Story 3
- If you won £7m, would you ‘live like a normal student’ or would you do something different?
- Do you think the win will make Ianthe’s life better or not?
- How can Ianthe make sure that she can lead a ‘normal’ life?

7 WRITING Write a short paragraph giving your opinion about one of the stories. Use the Phrases2know to help you.

Personally, I think the punishment for Omar Khan is fair, because ... He probably did this because ... However, I don’t feel sorry for him and I think he should ...
Vocabulary

**Active Study** Learn words in groups

1. Put the words below into the categories in the table. Add one more word in each category.

<table>
<thead>
<tr>
<th>Health problems</th>
<th>Accidents &amp; rescues</th>
<th>The media</th>
<th>The law</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhaustion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>editor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lifeboat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>defence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawyer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>advertisement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>bleeding</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>prosecutor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get stuck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>symptoms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prison sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gossip column</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dizzy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>firemen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Active Study** Learn collocations

2. Match the words to make collocations.

1. sprain a. out of control
2. feel b. an influence
3. take c. law
4. get d. sick
5. have e. painkillers
6. study f. your ankle

**Active Study** Word formation

3. Complete the sentences with the correct form of the word in brackets.

1. Some celebrities want **publicity** so much they'll do anything to get media attention. (PUBLIC)
2. Please knock before entering my room – respect my **privacy**. (PRIVATE)
3. The singer's fans were screaming with **excitement**. (EXCITE)
4. We waited for hours and **finally** our friends arrived. (FINAL)
5. It's a **believable** story, but it's true. (BELIEVE)
6. I've been under a lot of **pressure** recently because of exams. (PRESS)
7. **Fortunately**, the firemen arrived too late. (FORTUNE)
8. Shackleton’s crew survived thanks to his **leadership**. (LEADER)

**Active Study** Notice silent letters

4. PRONUNCIATION (4.10) Listen to the words and cross out the letter which is silent. Listen again and repeat.
   1. exhausted  2. heiress
   3. advertisement  4. doubtful
   5. island  6. column

**Grammar**

5. Read the story. Put the phrases a–f in the gaps 1–6.

Keith Moore, 45, from Kendal, has received a police award for bravery this week. On 25 July, when he noticed two men talking to his elderly neighbour, Mrs Tillis. He heard them say they would come with her to the post office so she could pick up some money. 'I realised b. ', he said later. Mr Moore immediately called the police c. Mrs Tillis entered the post office and the men waited outside. Mr Moore followed her and managed to persuade her to stay indoors d. The two men were arrested and it was discovered that e. in other towns before. Mr Moore, f. said yesterday as he received the award: 'It is really nice to be honoured in this way but I don't see myself as a hero.' and then followed the three people to the town centre

b. Mr Moore was working in his garden
c. they had committed similar crimes
d. they were trying to rob her
e. until the police arrived
f. who used to be a Cadet as a schoolboy

6. Complete the second sentence so that it means the same as the first.

1. I work as a driver, ' the man said.
   The man said **he worked** as a driver.
2. 'I'm going to study law, ' Amy said.
   Amy said **to study** law.
3. 'I'll phone you every day, ' Katie said to me.
   Katie said **to phone** every day.
4. 'I'm sorry I forgot to do the shopping, ' said Daniel.
   Daniel said **to do** the shopping.
5. 'Give me that gun!' said the police officer to the robber.
   The police officer told **for** the gun.
6. 'Have you ever seen a real criminal? ' my friend asked me.
   My friend asked **if** a real criminal.
7. 'Where did you spend your holiday? ' Mrs Young asked us.
   Mrs Young asked **where** holiday.
Reading Skills

**ACTIVE STUDY** Read for specific information

7 Read the following news story. Match the sentences a–f to the gaps 1–5. There is one extra sentence.

a ‘Any one of us could have been killed,’ he added.
b He then gave his name and other details to the cyclists and eventually drove away.
c Mr Johnson told the media that the incident showed London needed more cycle lanes.
d The door hit a parked Ford Mondeo and started pulling it along the street.
e When the police arrived, the witness reported what she’d seen.
f The police have contacted and questioned the lorry driver.

**Mayor narrowly escapes accident**

Boris Johnson, the Mayor of London, narrowly escaped a dangerous accident while inspecting the streets on his bike last Friday. Mr Johnson and several other officials were cycling down Narrow Street in Limehouse, east London, looking for new cycle routes, when the door of a passing lorry, which had not been locked properly, opened as it was crossing a speed hump.1 ____ . The Ford crashed into another parked car. ‘There was torn metal and broken glass flying in all directions,’ a witness told our reporter.

The Mayor and the group accompanying him missed the crash by a few metres. One of the cyclists said it was a miracle nobody was injured.2 ____ . Commenting on the incident later, the Mayor

said his companions had remained impressively calm. The lorry driver got out, checked that nobody was hurt and helped clear the debris off the road.3 ____ . The incident was recorded by a security camera on one of the buildings. The Mayor can be seen in the video, walking around the crashed cars and inspecting the damage.4 ____ . He may be fined for two motoring offences: driving ‘without due care and attention’ and keeping a vehicle in a dangerous condition.5 ____ . As the summer cycling season begins, the City Council promises a £115m ‘cycle revolution’, which will involve, among other projects, the introduction of a network of marked ‘Cycle Super Highways’ on key routes through the capital.

Listening Skills

**ACTIVE STUDY** Listen for gist

8 4.11 Listen to four news items. Match headings a–e to news items 1–4. There is one extra heading.

a Art thieves arrested
b Difficult rescue
c Fatal accident
d Internet thief faces jail sentence
e Lucky escape

Speaking Skills

9 In pairs, act out the following roleplay.

A: You have seen an accident. Tell the police about it. Include details of:

- the place
- the people
- the events.

B: You are a police officer. Student A will tell you about an accident he/she saw. Ask about the details:

- the exact time and place
- what happened
- Student A’s reaction.