

ELEMENTARY - INTERMEDIATE

TIMESAVER

PHOTOCOPIABLE

BY JANE ROLLASON



50 MIXED-ABILITY GRAMMAR LESSONS



 **SCHOLASTIC**

50 Mixed-Ability Grammar Lessons

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Introduction

The material in *Timesaver 50 Mixed-Ability Grammar Lessons* is designed to practise and extend what students have learned in their main coursebook. The structures covered tie in with the Cambridge KET and PET programmes and the Common European Framework Levels A1 Waystage to B1 Threshold.

The 50 units are listed in the Contents list on pages 2–3. Each unit offers activities at three levels focused around the same topic:

Enter ★

for less able or weaker students

Step up ★★

for more able students

Fly ★★★

for able students who respond to challenging tasks

Using the activities

Vocabulary is graded according to topic and level. Some topics require more advanced vocabulary and students at all levels will find dictionaries or teacher input useful. The language used is natural and appropriate to the topic and the age group. Students and teachers will find the activities easy to use and the topics motivating.

Most units open with a global text, which can be accessed at different levels of difficulty for each of the three stages. For example, elementary students may only need to circle examples of the target structure within the text. Less confident students might need to be encouraged to tackle the more complex texts. Explain that students don't need to understand every word in order to complete the task, and show how simple the task is by doing one or two examples.

Photocopy the whole of your chosen unit for each student. Students accessing the material at Fly level may need to refer back to information or illustrations at Enter level. Students may want to select activities from within different levels.

The types of activity are varied and include individual work, pairwork and groupwork, homework and extended research suggestions. Activities may be open or closed and lead on to discussion and extension work.

Organising the classroom

Before handing out the Timesaver photocopies, organise students in the classroom into similar ability levels so that they can easily form into pairs and groups when they need to. Alternatively, leave it to students to find an appropriate partner or join a group at the right level.

Timing will vary according to class mix and level. One approach is to set a time limit for the whole class and ask students to complete what they can in the time given. Fast finishers at Step up level, for example, can complete the more basic work at Enter level or attempt a more challenging task at Fly level. Slow finishers can complete the work at home.

Get students to check their answers individually or check together as a whole class activity. You'll find the answers at the back of the book.

Topics

Each unit is centred around a specific topic. These dip into the lives of British teenagers, covering things they do, what they read, life at school, and cultural events. Here are some background notes, including web addresses which will provide useful additional information:

Everyday life: A survey of British teenage chatrooms reveals that favourite chat subjects include friends, girls/boys, personality, exams and school stress, dreams, music, part-time jobs, personal appearance and out-of-school activities. There are units in the Mixed-ability Timesaver on all these topics.

For example, we meet Black Rose, a successful college band who have played several local gigs (see page 19). Many Sixth Form colleges in the UK have thriving music scenes, some with their own recording studios and labels. Playing, listening to and writing music is a huge part of many teenagers' lives. A favourite summer activity is going to music festivals – there's one every weekend.

Graphology (see page 49) is a growing science, now widely used by companies and organisations when they are selecting applicants for jobs. It also has fun applications, allowing people to analyse their own personality through their handwriting.

Students in the UK are increasingly suffering from exam stress (see page 59), and there's advice on how to combat it.

Useful web addresses:

www.bbc.co.uk/teens (general)
www.britishgraphology.org (graphology)
www.slowfood.com (slow food campaign)

Cultural life: Cultural events included in this Timesaver that may feature in teenagers' lives include making New Year's Resolutions on the first day of each new year (see page 30), April Fool's Day jokes on 1 April (see page 86), the Duke of Edinburgh scheme (which involves students trekking and camping out all over the British countryside) (see page 61) and the Notting Hill Carnival (see page 91) which is held in west London during the last weekend of August each summer.

Useful web addresses:

www.theaward.org (Duke of Edinburgh)
www.bbc.co.uk/london/carnival (Notting Hill Carnival)

Literature: Sherlock Holmes, Phileas Fogg and Frodo Baggins appear alongside Harry Potter (see page 64) in units based around perennial literary favourites, *The Hound of the Baskervilles* (see page 24), *Around the World in 80 Days* (see page 114) and *The Lord of the Rings* (see page 97). All of these may be known to teenagers in non-English speaking countries in translation, in the original English, in the original French in the case of *Around the World in 80 Days*, or in simplified English readers.

Useful web addresses:

www.sherlock-holmes.org.uk (*Hound of the Baskervilles*)

www.harrypotter.warnerbros.co.uk (Harry Potter)

www.danradcliffe.com

(Daniel Radcliffe, who plays Harry Potter)

www.tolkiensociety.org

(J.R.R. Tolkien, author of *The Lord of the Rings*)

www.lordoftherings.net (*Lord of the Rings* film trilogy)

History: Myth and history combine in the stories of King Arthur (see page 116), the ghosts of Jamaica Inn in Cornwall, Britain's most haunted county (see page 39), while archaeology and history present us with a picture of Iron Age Britain (see page 68). The topic of the British Houses of Parliament includes stories about suffragettes and Guy Fawkes (see page 124). From beyond the UK come the ancient Olympics (see page 83), the Chinese myth of the Monkey King (see page 121), while more recent heroes from history include Gandhi (see page 27) and Martin Luther King (see page 28).

www.bbc.co.uk/history/ancient/arthur (King Arthur)

www.jamaicainn.co.uk (Jamaica Inn in Cornwall)

www.bbc.co.uk/history (for Iron Age information)

www.olympic.org (for history of the ancient Olympics)

www.mkgandhi.org (Gandhi)

www.dassk.org (Aung San Suu Kyi)

www.pbs.org (Nelson Mandela)

Issues: The environment is an increasingly central issue for teenagers who want to protect the world for their future. Topics include recycling (see page 66), predicting and thinking about the world in the future (see page 33) and conservation of the world as it is now (see page 12). The Internet and the library will provide plenty of further or background information for students interested in finding out about local recycling initiatives or conservation projects that require volunteers. Issues around migration are explored through the lives of world-class footballer Zinedine Zidane and an Italian family now living in Scotland (see page 13).

Useful web addresses:

www.zidane.fr (official site – French & Spanish only)

www.greenpeace.org (recycling & conservation)

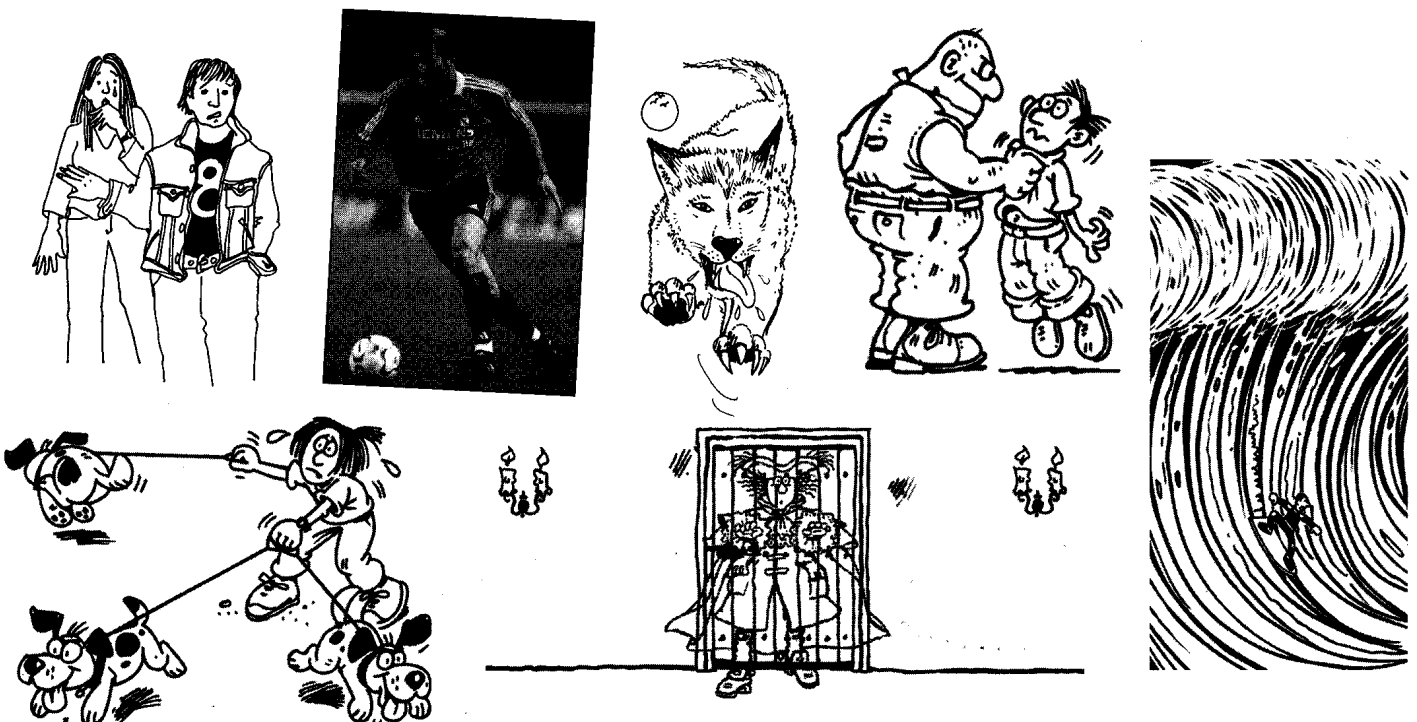
www.foe.co.uk (recycling & conservation)

Action: Challenging activities from extreme sports like surfing giant waves (see page 109) to surviving in the Arctic (see page 54) are discussed alongside more down-to-earth information about goal-setting in personal sporting activities (see page 51) and things to do on a family holiday by the sea (see page 119).

Useful web addresses:

www.padi.com (scuba diving)

www.ugo.com (extreme sports)

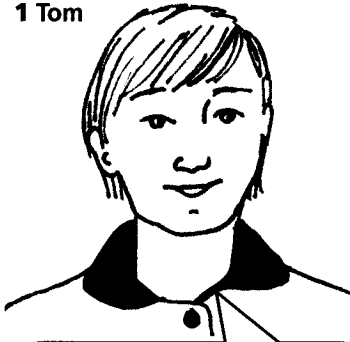


1 Money, money, money Present simple

Enter ★

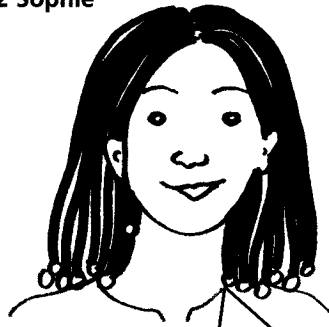
1 Read the information about Tom, Sophie and Leo who live in Manchester.

1 Tom



I'm 14. I go to Manchester Grammar School. I one sister and two brothers. I at a music shop three nights a week after school. I 15 euros for each evening. It's not much money but all my friends into the shop. I want to be a DJ when I leave school.

2 Sophie



I'm 15. I to my local secondary school. I 15 euros every week from my mum. I work in a shop on Saturdays and I 20 euros. Most weeks I get another 5 euros from my gran. I my money on clothes, going out and CDs. Oh, and mobile phone top-ups, of course. My hobby is horse riding. My dad pays for my lessons. I sometimes a magazine about horses.

3 Leo



I'm 15. I to the Grammar School. My parents give me lots of money. I my clothes, CDs, sports equipment, phone and other stuff – but my parents pay. I 50 euros a week to spend how I like. I tennis and squash most evenings after school and sometimes I at the gym. I'd like to be a professional tennis player.

2 Match these sets of words to the correct person. Write the numbers (1, 2 or 3) in the boxes.

A

choose get
go play
work out

B

come earn
go have
work

C

buy earn
go get
spend

3 Now put the words in the correct spaces.

- 4 Answer these questions.
- a) Where does Tom go to school?
 - b) Where does he work?
 - c) How much does he earn each week?
 - d) Who comes into the music shop?
 - e) Who gets the most money each week – Tom, Sophie or Leo?

5 Now work in pairs.

Ask and answer questions like the ones in Enter 4. One of you asks questions about Sophie. The other asks questions about Leo.

6 Work in a different pair. Ask and answer questions about you.

Examples:

Where do you live? Do you work?

Step up ★★

1 Read about Sophie in Enter 1. What does she spend her money on? Tick the boxes.

- clothes sweets make-up
 cinema swimming going out
 horse riding magazines CDs
 phone top-ups books

How much money do you get each week?

- enough
 too much
 too little

2 What do you spend your money on? What don't you spend your money on?

Make two lists of four things each.

Talk to a partner. Do you spend your money on the same things?

3 Write sentences about Tom, Sophie and Leo. Use the negative form of the present simple, like this:

Tom doesn't go to the same school as Sophie.

Leo doesn't pay for his clothes.

Now write three sentences about you. Use the negative form.

Read your sentences to a partner. Are some of your sentences the same?



Fly ★★★

- 1 Read about Tom, Sophie and Leo in Enter 1. Write about Ella in the same way. Use the information in this profile.

Name: *Ella*

Age: *14* School: *Manchester High School*

Money from parents: *40 euros a month* Work: *Saturday job in a flower shop*

Earns: *25 euros* Pays for: *some clothes, phone top-ups, magazines, going out*

Hobbies: *kick-boxing, watching TV* Wants to be: *an explorer*

- 2 Work in pairs. Describe a friend. Use at least three negative verbs and three positive verbs. Listen to your partner. Count the verbs he or she uses.

- 3 How much money do you get each week? Make a questionnaire. Choose your own questions. Here are some examples.

	name	/	/	/	/	/	/	/	/	/
How much money do you get from your family?										
0-10 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-20 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21-30 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much money do you earn?										
0-10 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-20 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21-30 euros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much do you spend each week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which of these things do you buy with your money?										
CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ask at least ten students your questions and note down their answers.

- 4 Look at the answers to the above exercise. What can you say about people in your class? Write some sentences. Then tell the class.

Examples:

Most people get between 20 and 30 euros a week.

They spend ...

Some people buy ...

Nobody buys ...

2 Party time Present continuous

Enter ★

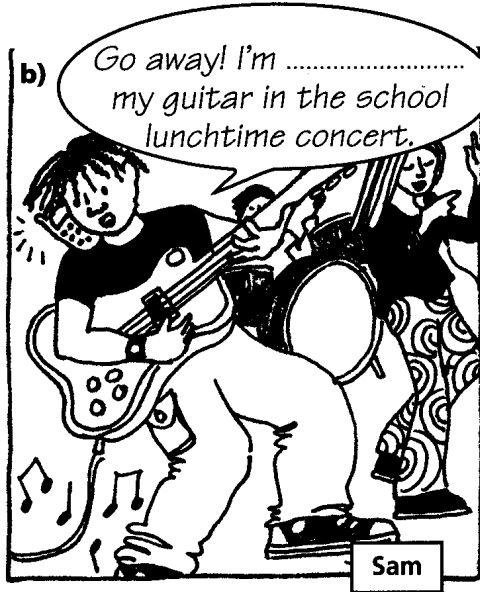
1 Gemma is inviting her friends to a party.

Hi! It's Gemma.
Where are you? What are you doing?



What are her friends saying? Use these verbs.

buy climb ~~do~~ play study tell wash



2 Work in pairs. Take turns to say what the people in the pictures are doing.
Example:
Gemma is phoning her friends. / Gemma is inviting her friends to her party.

3 Work in a different pair. You close your book. Your partner asks you questions.
Example:
What are Harry and Sophie doing?
Can you remember? If you can't remember, have a guess.

Step up ★★

- 1 Gemma gets cross with her friends because they're all busy. Look at what they are doing in Enter 1. Then read her conversation with Martha.



Work in pairs. Act out Gemma's conversations with her other friends.

- 2 Now write about five people you know. What are they *always* doing?

Fly ★★★

- 1 None of the people in Enter 1 are going to Gemma's party. What are they doing on Saturday night? Think of a reason for each one.

Example:

Sam isn't going to the party. He's playing in a concert on Saturday night.

- 2 Work in groups. One of you invites the others to do something on Saturday. The others give excuses.

Example:

*I'm having a barbecue on the beach on Saturday? Can you come?
What a shame! I'm going to London this weekend.*

- 3 Read what Milo says about his life.

*Last year I was unhappy.
This year I'm much happier. What's different? I'm working harder at school this year. I've got a new girlfriend. We have a lot of fun together. My mother was really unwell – she was in bed most of the time. But now she's getting better. I play the saxophone. I'm not very good, but I am improving because I practise a lot. I was shorter than my friends last year. But I'm growing now and I'm taller than my friend, Simon. In fact, my life is changing all the time.*

What's changing in your life? What progress are you making? Write about it. Use the present continuous in the same way as Milo – to show how things are changing or improving.

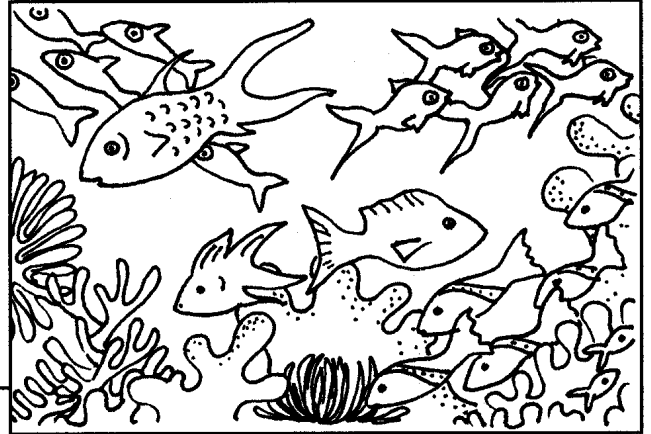
3 Working abroad

Present simple and present continuous

Enter



- 1** Andy left school last year and is going to study French at university in six months' time. But right now, he's working as a diving instructor in the Caribbean. He went to the Caribbean in November. Now it's April. He's coming home at the end of May.



Put the verbs in brackets in the present simple or the present continuous.

Dear Mum and Dad,

Hi! How are you all? I **1** (celebrate) the end of the tourist season! At last! I am really tired. There aren't many tourists here now.

Life is much slower. I still **2** (get up) early. The birds **3** (make) a lot of noise when the sun comes up – it's hard to sleep after six. I usually **4** (take) a walk along the beach and **5** (have) a swim before breakfast. I **6** (have) breakfast at the moment. This morning I **7** (eat) a mango from the tree outside my room. I **8** (drink) coffee, although I usually **9** (have) tea.

I've only got two trips today. I **10** (take) the first group of tourists to the coral reef at 7.30. And then one at about 3.30. It **11** (get) dark at about 6.30. Each trip **12** (last) about two and a half hours. And in between – there's time for a long lunch and a long sleep!

Only one more month of paradise. I **13** (love) this island. I **14** (fly) home on 24 May, I think – I **15** (book) my ticket this afternoon. Can you meet me at Heathrow? The plane (TA321) **16** (land) at 7am, Terminal 4. Sorry it's so early!

Time to go – my group for the reef trip **17** (just arrive). See you in a month!

Love, Andy.

- 2** Work in pairs. One of you is Andy's mum. The other is Andy's friend, Joe. Joe asks about Andy. Have a conversation.

Step up ★★

1 Read Andy's letter in Enter 1. Which tense do we use to talk about:

- a) what is happening now? b) temporary states?
- c) what happens every day? d) future facts?
- e) future plans? f) our feelings?

Find an example of each one.

Example:

a) what is happening now? *This morning I'm eating a mango ...*

2 When we talk about our feelings and senses, we don't usually use the present continuous. Read this conversation between two friends. Circle the verbs that you think are in the wrong tense.

Kate: Please try to like Abi. You and Abi are my best friends ... and you are hating each other.

Kelly: I don't hate her. I'm just not liking her very much. We don't have much in common. She's always talking about music and stuff. I'm not interested in that.

Kate: She likes other things too. She's knowing a lot about films and theatre. She's belonging to that drama group. You're loving drama.

Kelly: Oh, you're not understanding! She looks at me sometimes – like I'm an insect or something ...

Kate: You're just imagining it ...

Fly ★★★

1 Imagine you are working for a few weeks on the Ionian island of Kefalonia in Greece. Here are the details of your stay.

Where: Mounda Beach, Kefalonia

How long: 5 weeks, between May and October

Project: conservation of loggerhead turtles

Accommodation: shared villas with bathroom, kitchen

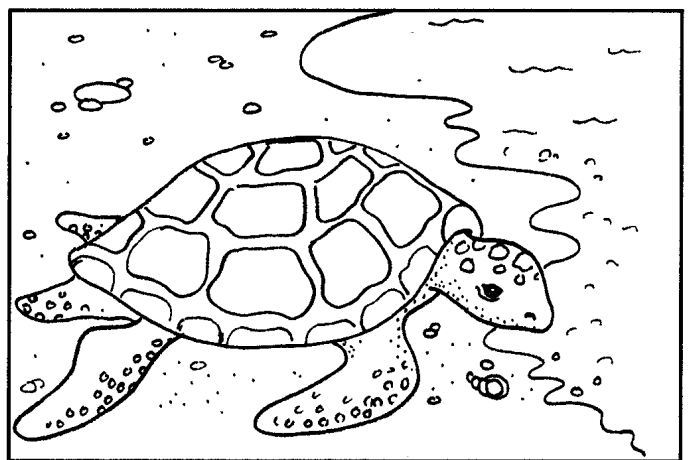
Weather: 30-35° C; hot and dry; occasional storm

Useful qualifications (not essential): science degree; knowledge of Greek

Free time activities: diving at Fiskardo; exploring the island

A typical night's work: start at 10 pm, finish at 7 am.

Walk up and down the beach (up to 10km per night); find female turtle; when female is laying eggs, measure female, check for disease, count eggs, measure one egg, tag female, wait until she returns to sea, record position of nest



A typical day's work: start at 8 am, finish at 6 pm

Talk to tourists about the turtles and project; cook and clean at the villas.

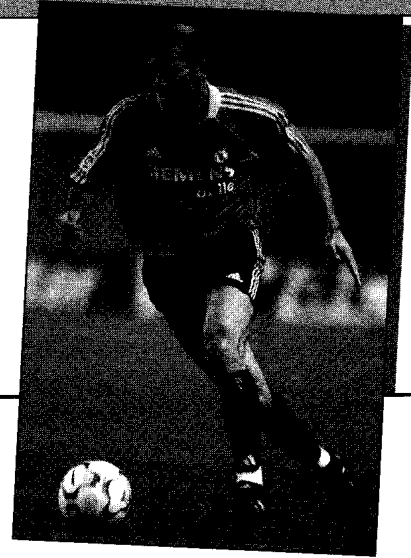
Write two diary entries about your stay on Kefalonia – one for when you're working (either day or night) and one for when you're free. Try to use the present simple and the present continuous – check how Andy uses them in his letter in Enter 1.

4 Zinedine Zidane Past simple

Enter ★

1 Put these verbs in the past simple form in the fact file.

score miss publish vote ~~play~~
 move join start



FACT FILE Zinedine Zidane

Date of birth: 23/06/1972

Place of birth: La Castellane, Marseille, France

Family: married to Veronique, three sons

Public nickname: Zizou

Family nickname: Yaz

Club history: In 1987 he (a) *played* for Cannes; then in 1992 he (b) to Bordeaux; in 1996 he (c) Juventus; and in 2001 he (d) playing at Real Madrid

Good football moment: He (e) two goals for France against Brazil in the 1998 World Cup Final – France won 3-0

Bad football moment: He head-butted Jochen Kientz in a game between Hamburg and Juventus in 2000; the referee sent him off and he (f) the next 5 matches

Club trophies: Italian Championship 1997 and 1998, European Cup 2002, Spanish Championship 2003

International trophies: World Cup 1998, Euro 2000

FIFA Player of the Year: 1998, 2000, 2003

Shirt number for Real Madrid: 5

Position for Real Madrid: midfield

Record transfer fee from Juventus to Real Madrid: £46 million

In 1998 he (g) a book called *My Friends First*.

In a 2004 poll for a French newspaper, people

(h) Zidane 'the most popular Frenchman of all time'.

2 Use the past simple forms of these verbs to complete the questions below. Use the info in the fact file to answer them.

call move pay play win

- a) Who Zidane for in the 1998 World Cup?
- b) What Zidane's brothers him when he was a boy?
- c) When Real Madrid the European Cup?
- d) Where he to after he played for Bordeaux?
- e) How much Real Madrid Juventus for Zidane?



Step up ★★

- 1 Look at this interview with Zidane. Work in pairs. Student A is the interviewer – cover up Part B. Student B is Zidane – cover up Part A. Read it aloud. Each time you come to a space, guess the verb and put it in the past simple form. If you can't guess, your friend can tell you the infinitive of the verb and you can put it in the right form.

Part A

Interviewer: When you were a child, you ... in a suburb of Marseille, called La Castellane. What ... it like?

Zidane: It was tough. People lived in high blocks of flats. The streets were dangerous. It still is a difficult place today.

Interviewer: What ... you ... from La Castellane?

Zidane: I learned about life as well as about football. But I was lucky to come from a difficult area. My parents still live near there.

Interviewer: Who ... there?

Zidane: Lots of kids from different races and poor families. There wasn't much work. Some people had jobs – they worked long hours for little money. Each day was hard, especially for parents. But we were happy.

Interviewer: What ... you happy?

Zidane: My family. Music was important. And, of course, football.

Interviewer: Your parents ... to France from Algeria, didn't they?

Zidane: Yes, they're Berbers – from the village of Taguemoune in the hills.

Interviewer: What ... your father ... when he first ... in Marseille?

Zidane: He worked as a warehouseman. He always worked nights. I didn't like it.

Interviewer: He must be very proud of you today.

Zidane: Yes, and I'm proud of him. He taught me and my brothers a lot about life.

Part B

Interviewer: When you were a child, you lived in a suburb of Marseille, called La Castellane. What was it like?

Zidane: It ... tough. People ... in high blocks of flats. The streets ... dangerous. It still is a difficult place today.

Interviewer: What did you learn from La Castellane?

Zidane: I ... about life as well as about football. But I ... lucky to come from a difficult area. My parents still live near there.

Interviewer: Who lived there?

Zidane: Lots of kids from different races and poor families. There ... much work. Some people ... jobs – they ... long hours for little money. Each day was hard, especially for parents. But we were happy.

Interviewer: What kept you happy?

Zidane: My family. Music ... important. And, of course, football.

Interviewer: Your parents came to France from Algeria, didn't they?

Zidane: Yes, they're Berbers – from the village of Taguemoune in the hills.

Interviewer: What did your father do when he first arrived in Marseille?

Zidane: He ... as a warehouseman. He always worked nights. I ... it.

Interviewer: He must be very proud of you today.

Zidane: Yes, and I'm proud of him. He ... me and my brothers a lot about life.

- 2 Write questions you'd like to ask Zidane or another sporting personality, for example:

Tiger Woods, Paula Radcliffe, Michael Schumacher, Justine Henin-Hardenne, Wayne Rooney

Fly ★★★

- 1 Look at the Fact File in Enter 1 and the interview in Step up 1. Use the past simple to complete these questions and then answer them.

- a) How many clubs Zidane before he joined Real Madrid?
 b) What trophies he in 1998?
 c) Where he born?
 d) Why the referee him in the Hamburg-Juventus match in 2000?
 e) How long he Juventus?
 f) Where his family to France from?
 g) What life in La Castellane when he was young?
 h) What three things him happy in La Castellane?



- 2 Look at this interview with Gina. Her family migrated from Italy to Scotland. Like Zidane, she is proud of her family's origins. She is Scottish and Italian. Write the questions. They may not all be in the past simple.

Interviewer: *When did your family come to Scotland?*.....

Gina: My grandparents came in 1920.

Interviewer:

Gina: They came from a small hill village between Naples and Rome.

Interviewer:

Gina: Because they were so poor. There was no work. My grandfather came from a big family and there wasn't enough land for them all.

Interviewer:

Gina: Both. Obviously I'm Scottish because I was born here. But my soul is Italian and my heart is in Italy.

Interviewer:

Gina: My grandparents always spoke Italian to me, but my mother usually spoke English.

Interviewer:

Gina: My *nonna* – my grandmother. She taught me all I know about Italian cooking. We always eat Italian food at home – it keeps us in touch with our roots.

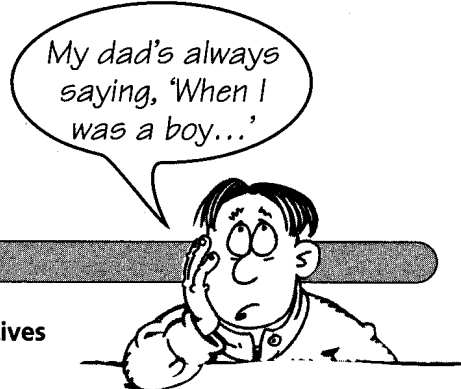
- 3 Imagine that your friend's family moved to your country from another country. What was their experience like? Make up an interview with them.

5 Life in the past Past simple (2)

Older people often say,

"Life was much better when we were young ..."

Let's see ...



Enter ★

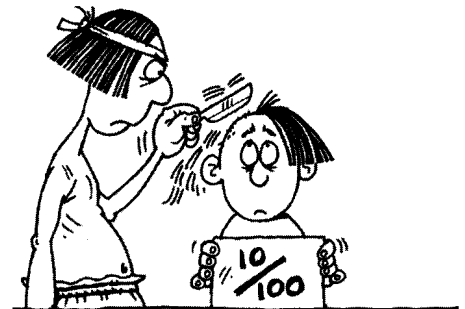
1 Circle the past simple verbs in these sentences. Don't worry about negatives and questions. Are they regular or irregular? Make two lists.



a) The ancient Greeks didn't have glass in their windows. In the winter, they closed their shutters, but it was cold.



b) Criminals in ancient Rome fought wild animals in the Colosseum. They didn't usually win.



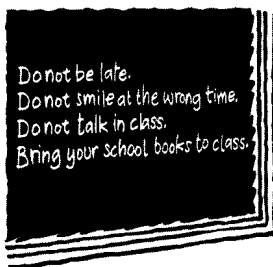
c) When an Aztec boy failed a school test, his teacher shaved his head. And shaved heads weren't fashionable!



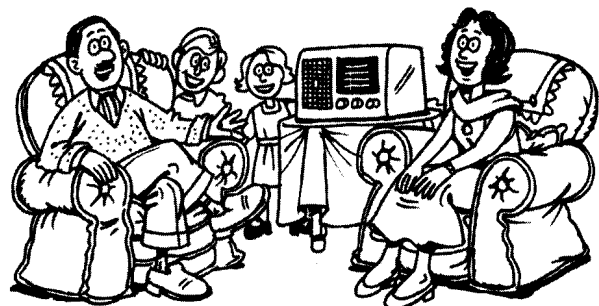
d) In the 16th century people threw their rubbish out of the window onto the streets. What a smell! Many people died of terrible diseases like cholera and smallpox.



e) In the 18th century in Europe, rich men and women wore very tall white wigs. Women wore very wide skirts. Could they get through normal doors? No, they turned sideways. They looked very silly.



f) In the early 20th century, when children did something wrong at school, a teacher hit them with a cane – for example, when they broke rules.



g) In 1950 there were no computers, mobile phones, personal stereos or colour televisions. What did everyone do in their spare time?

2 Compare your lists with a partner. Take turns to say the infinitive form of each verb.

Example: *closed* – *close*

3 What happened? Complete the sentences with negative forms.

revise wear close ~~bring~~ turn look



a) I ... ~~didn't bring~~ ... my maths book today.



b) I to get through the door.

c) I the shutters last night.



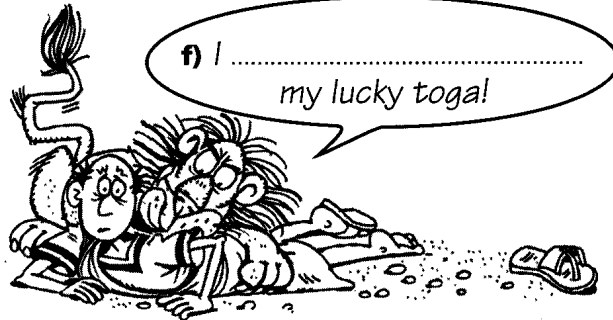
d) I for the test this morning.



e) I before I threw the rubbish out!



f) I my lucky toga!



Step up ★★

1 Work in pairs. One of you is an interviewer. The other is an old person.

The interviewer asks the old person questions about their childhood.

Examples:

Did you have a television?
How much pocket money did you get?

Where did you live?
What did you have for breakfast?

Now change partners and roles.

2 Look at the pictures in Enter 3. Write a question and short answer for each picture, like this:

Did he bring his maths book today?
No, he didn't.

3 Use these prompts to write sentences about the ancient Olympic Games.

a) women/not/be allowed to/compete/watch *Women weren't allowed to compete or watch.*

b) poets/go/Games/write/poems/athletes

.....

c) one famous Olympic champion, Polydamas of Skotoussa/once/kill/lion/bare hands

.....

d) a famous boxer, Melankomas of Caria/never/punch/opponent/but/always/win

.....

e) Melankomas/dance/dodge/until/opponent/fall down

.....

f) crowd/shout/laugh/losers

.....

g) Games/last/five days/judges/give/prizes/final day

.....

Fly ★★★

1 Read about Decimus Maximus, a Roman senator, on a day in July, AD120.

Decimus got up as soon as it was light. As it was summer, that meant 4.30 am. He splashed cold water on his face and put on his toga. For breakfast he had a piece of goat's cheese and a handful of olives. At 7 am, Decimus arrived for work at the Senate. Several other senators were late and they didn't start until 7.20 am. They discussed a new law about chariots. People said chariots drove too fast through the streets. It was dangerous. Decimus didn't agree. He liked fast chariots. He finished work at 12 noon and went home. After lunch with his wife, he had a short siesta, and then went to the barbershop for a shave. There was no soap in those days, so the barber shaved him with hot water only – it was rather painful. Decimus went to his local baths at about 3 pm. He did some exercises with weights and played a silly ball game. Everyone had a steam bath after the game and finally a cold plunge. Back at home at 5.30 pm, he changed for dinner into a light toga. Some friends came. They ate and drank until it got dark at about 7.30 pm. Then his friends went home and he went to bed.

Compare Decimus's day with your day on Wednesday last week. Write sentences like this:

Decimus got up at 4.30 am but I didn't get up until 7.30 am.

He had a siesta after lunch but I played basketball with my friends.

2 Work in pairs. Take turns. Read aloud the first part of your comparisons.

Example: *Decimus got up at 4.30 am ...*

Your partner tries to guess the second part of your comparison.

Example: *... but you didn't get up until 9 am.*

3 Quiz. Research and write five questions about your country's history in the past simple. They can be about wars, laws or about daily life. Work in pairs. Put your questions together. Now you have ten questions. Quiz another pair or the class. They score 1 point for a correct answer. You score 1 point if they get the answer wrong. Who wins?

6 Black Rose Present perfect

Enter ★

- 1 Work in pairs. Answer these questions about you.
- Have you ever been to a music festival?
 - Have you ever listened to an opera?
 - Have you ever played music in front of an audience?
- 2 Read this article about a successful college band, Black Rose. It appeared in the college music magazine called *Riff*. You will need to know these words:
- band tour album track No 1 hit gig fan label venue bust up (n) guitarist

BLACK ROSE HAS LOST ITS PETALS

Black Rose is our college's biggest band right now. Jody, Ed, Frank and Fliss got together at college in 2003. Since then, they've done four tours of the south-west and they've released two CDs on the college label. They've had three tracks played on national radio! They've just finished a tour of the Swan Theatre, the football ground and the Nag's Head pub in town. On the day before the last gig, we talked to lead singer, Jody.

Interviewer: Has the tour gone well?

Jody: It's been great. The fans have been amazing. They've liked our new songs as well as the old ones.

Interviewer: The band has created its own sound over the last five years, hasn't it?

Jody: Yeah. We've worked hard on our music – we want to be unique.

Interviewer: Have sales of the new album been good?

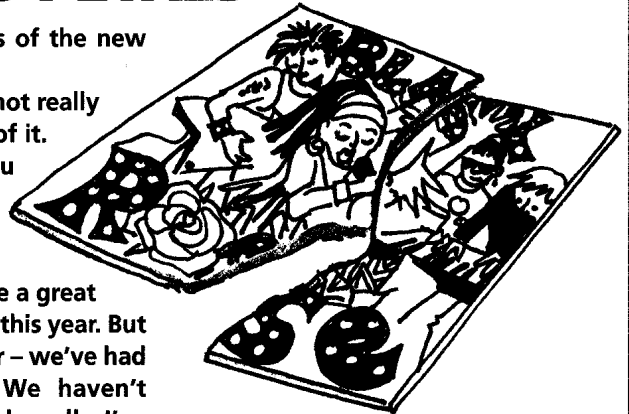
Jody: I'm not sure. I'm not really interested in that side of it.

Interviewer: Are you looking forward to the final gig tonight in the college hall?

Jody: Yes and no. It'll be a great gig – probably the best this year. But I'm sorry the tour's over – we've had a really good time. We haven't argued. We've played well. I've loved it. The fans have loved it. Even the weather's been good! But we need to concentrate on our exams now!

BUT ... since our interview last week, the band has had a big **BUST UP**.

The college gig didn't go very well. The lead guitarist and the pianist



didn't play well. They were really tired and didn't try very hard. Jody was really mad. "When students have paid all that money for a ticket, we have to play well!" she said the next morning. "Some fans have waited a year to see us. I feel terrible." So she's left the band. At *Riff* magazine we hope it's only temporary.

- 3 Complete these sentences about Black Rose using the verbs below in the present perfect.

like sell enjoy be happen ~~play~~ release

- Jody, Ed, Frank and Fliss *have played* together since 2003.
- They two CDs since then.
- The fans on the local tour their new music.
- the new album well? Jody doesn't know.
- Jody the tour.
- The weather good.
- But what since the interview?

4 Write these words in the correct order.

a) fans / the / amazing / been / have

.....

b) money / have / a lot of / they / for / their / Black Rose tickets / paid

.....

c) waited / months / for this tour / have / some of them

.....

d) the / has / Jody / band / left

.....

5 Work in pairs. Ask your partner three questions about Black Rose.

6 Make a test for your partner.

Use your dictionary, coursebook or memory. Choose five verbs with irregular past participles, eg *keep, kept; go, went*. Write them down and don't show them to your partner.

Give your partner the infinitive form, eg *keep; go*.

He or she tells you the past participle, eg *kept; went*.

Score one point for each correct answer. You do your partner's test. Who scores more?

7 With your partner, you have ten verbs. Find another pair and test them with your ten. Do their test. Who scores more?

Step up ★★

1 Answer these questions.

- Have you ever been to London?
- How many different schools have you been to?
- How long have you been at this school/college?

2 In informal English, we often contract *has* to 's in the present perfect, eg *He's been here before*. But 's can also stand for *is*.

Ben, KJ and Jan have invited some friends to Jan's house for the evening. Jan's parents have gone away for the weekend. Ben's at the shops. He's buying some drinks. He phones Jan.

There are six contractions in their phone conversation. Circle each one. Which ones stand for *is* and which for *has*?

Ben: Has KJ arrived?

Jan: Yes, he's here now.

Ben: Has he remembered all the stuff?

Jan: Yup. He's brought everything with him. He's in the kitchen. He's made the mini pizzas. Now he's cooking some sausages. He's a star!

Read the conversation aloud with a partner.

3 Work in pairs. Write the words in the correct order and then take turns to ask and answer the questions.

- a) been ever France have you to?
- b) this town lived you always have in?
- c) taken you English exams so far how many have?
- d) today have had already you your lunch?
- e) seen any good films lately you have?
- f) any good books you have read lately?

Fly ★★★

1 Answer these questions.

- a) How many music concerts have you been to?
 b) Have you seen your favourite band play?
 c) Has it rained today?

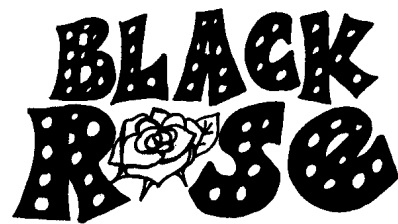
2 Look at the interview with Black Rose in Enter 2.

What does the headline mean? Use your dictionary to find out.

3 Complete the sentences with these adverbs.

yet temporarily so far ~~always~~ still already ever never

- a) Black Rose have *already* done four tours of the south-west and released two albums.
 b) Fans have treated Black Rose really well.
 c) The new CD has sold over 1,000 copies
 d) Jody has left the band.
 e) She hasn't forgiven Frank and Fliss
 f) Fliss hasn't apologised to the fans.
 g) I have been to a Black Rose concert.
 h) Have you been to a Black Rose concert?



4 Answer these questions to explain the two tenses.

- a) Why do we say 'the band *has split up*' (present perfect) in the last paragraph of the article?
 b) Why do we say 'The Beatles *split up* in 1970' (past simple)?

5 Write an article about the recent history of a band or group of musicians you like. Use the article about Black Rose as a model.

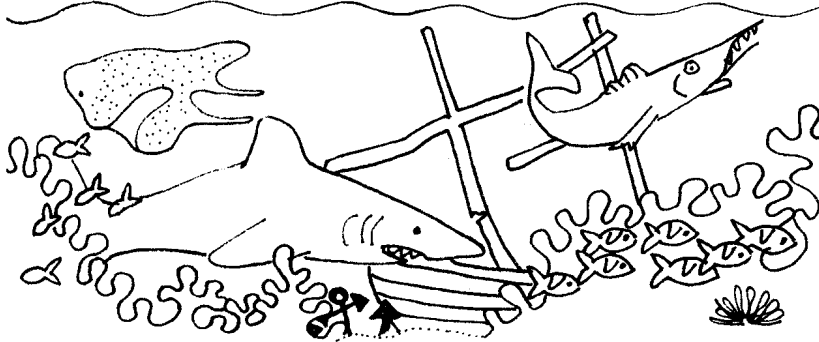
7 Scuba diving

Past simple v present perfect

Enter



- 1 Read about Joel. When you come to a choice of tenses, underline the correct one.



Joel lives in Brisbane on the east coast of Australia. He works for a children's charity. It's called "Spare a Thought".

He gets four weeks holiday a year. He visits his parents for one weekend. He spends the rest of his holiday scuba diving.

"a) *I've dived / I dived all my life,*" says Joel. "My dad b) *has taken / took me* diving when I was a kid. My family lived in Melbourne, but we always spent our holidays at the Great Barrier Reef. After college, c) *I've moved / I moved* here to Brisbane. d) *I've lived / I lived* here ever since. Why Brisbane? Because it's the closest big city to the Barrier Reef.

My whole social life is diving. I belong to a club. There's a bar and a restaurant and they often have parties. I met my girlfriend, Stella, there. e) *We've been / We were* together for about three years now. Maybe it's time to get married ...

Good times? f) *I've had / I had* some very exciting moments in the sea. I've bumped into sharks, I've swum with manta rays, I've chased hundreds of barracuda.

g) *I've seen / I saw* everything that's down there. Bad times?

h) *I've had / I had* one terrible experience a few years ago."

- 2 Work in pairs. Write three questions about Joel. Write the answers too.
Examples:

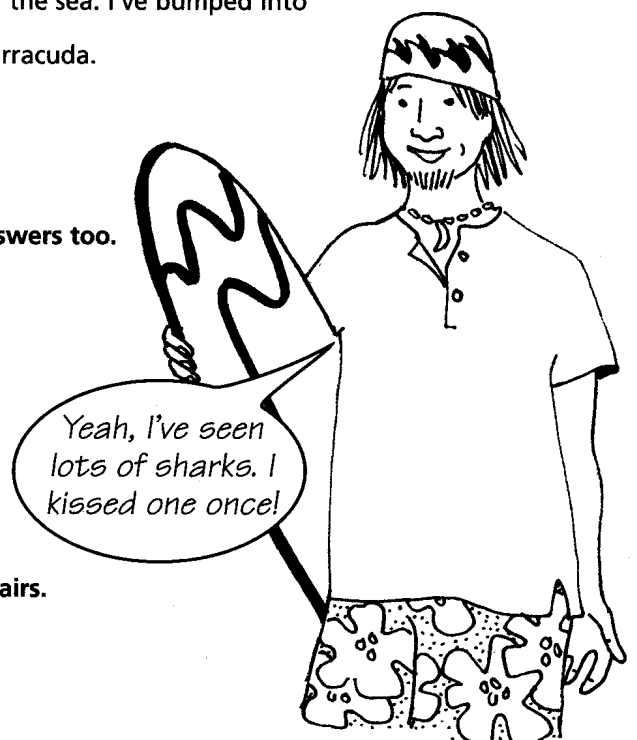
Who does Joel work for?

Where did Joel live when he was a kid?

Where has he lived since college?

Now work with another pair. Close your books.
Ask the other pair your questions and answer theirs.

- 3 What do you think Joel's 'terrible experience' was? Work in pairs.
Write down some ideas.



Step up ★★

1 Read the first part of Joel’s interview in Enter 1. Then read the next part of the interview.

“We were over a wreck beyond the reef – in the open sea. You always dive with a buddy – another diver – in case you get into trouble. My buddy that day was Pete. Pete was nervous and not very experienced. We were about 40 metres down – quite deep – and the sea was rough.

We couldn’t see much. Then suddenly Pete saw a shark, two actually. He’s seen hundreds of sharks, but for some reason, he panicked. He started to swim up to the top very quickly. But that’s dangerous. You must go up slowly. I tried to hold him back. I tried to calm him. But he punched me. He just wanted to get away. I lost my mask and mouthpiece for a moment ...”

What happened next? Put the words in the right order to find the three options. Then tick your favourite option.

- a) Pete a ate shark
- b) the surface went back to too quickly Pete
- c) helped and Joel Pete calmed down

What do you think has happened since?

- d) spoken since Pete Joel hasn’t to
- e) from Pete recovered experience his hasn’t
- f) best recovered has and with is Pete Joel friends
- g) missed Joel Pete has

2 Work in pairs. How did the story end? Discuss your favourite endings.

Fly ★★★

1 Work in pairs. Use these prompts to make questions in the past simple or the present perfect. Then take turns to ask and answer them.

- a) you/ever/go/Rome? *Have you ever been to Rome?*
- b) you/ever/dive?
- c) you/go/holiday/last year?
- d) you/go swimming/last week?
- e) you/ever been/Great Barrier Reef?
- f) you/ever seen/a shark?
- g) you/order/shark/when you last ate at a restaurant?

2 Read the interview with Joel in Enter 1 and Step up 1. What do you think Joel said to Pete afterwards? What did Pete say? Write a dialogue between them.

3 Work in pairs. Read your dialogue from Fly 2 to each other. Count how many times your partner uses the past simple and the present perfect. Who uses more of each?

8 The Hound of the Baskervilles

Past perfect

Enter ★

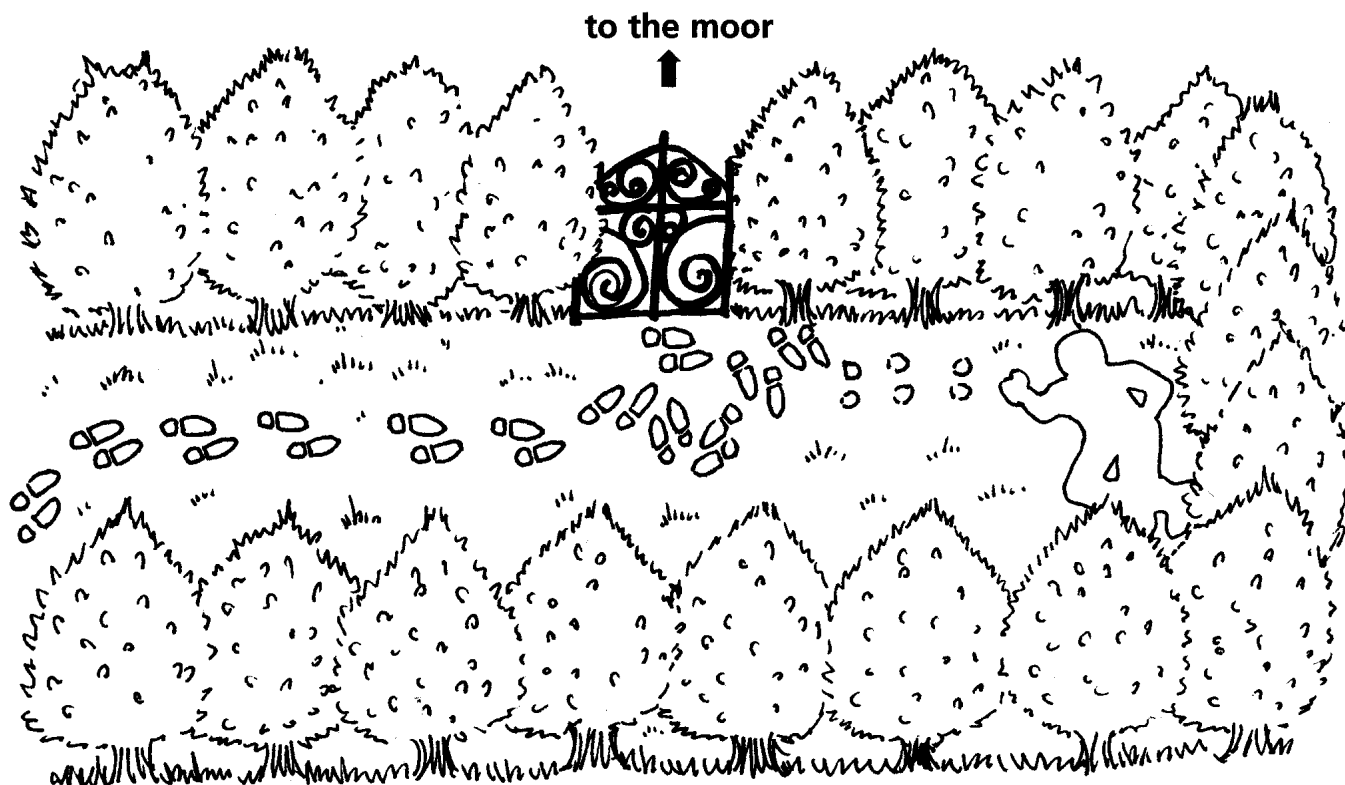
- 1 Read about these events from *The Hound of the Baskervilles* by Sir Arthur Conan Doyle. They happen at the beginning of the story. Circle each use of the past perfect simple. The first one is done for you.

The Baskerville family had lived in Baskerville Hall on Dartmoor for hundreds of years. Sir Charles Baskerville was the most recent owner. He was popular among the local people because he was very generous and kind. He had made a lot of money in South Africa. He had only been at Baskerville Hall for two years before the terrible night of 4 June. Mr and Mrs Barrymore also lived at Baskerville Hall. They had looked after Sir Charles all the time he was at Baskerville Hall.

Dr James Mortimer of Grimpen, Dartmoor, came to see Sherlock Holmes and Dr Watson at 221b Baker Street, in London. He wanted their help. He was a friend of Sir Charles Baskerville. Sir Charles was dead. He had died of a heart attack a few weeks earlier.

Dr Mortimer told Holmes about the curse of the Baskervilles. People thought that a big black dog – the hound – lived on the moor and killed members of the Baskerville family. They thought it had killed Sir Charles.

Every night before he went to bed, Sir Charles took a walk in the garden at Baskerville Hall. He always walked down Yew Tree Alley (look at the diagram).



- 2 These are the facts about the death of Sir Charles but they are jumbled. Number the facts 1-9 in the correct order.
- A local farmer was on the moor near Baskerville House at about 11 pm. He had been to the pub earlier. He heard loud cries.
 - After dinner, Sir Charles went for his usual walk. He never returned to the house.
 - At midnight, Barrymore found the house door open. He was worried. He went outside and looked for his master.
 - Barrymore found the body. Sir Charles had fallen at the end of the walk. There were no marks on his body. His eyes were wide. His mouth was open.
 - From this point to the end of Yew Tree Alley, Sir Charles had walked on his toes.
 - Halfway down the alley, there is a gate onto the moor. Sir Charles had stopped at this gate. There were lots of footprints there.
 - He had seen something terrible. And he had had a heart attack, said the doctor.
 - It had rained during the day. There were footprints in the wet grass. Barrymore followed the footprints down Yew Tree Alley.
 - It was the evening of 4 June. Sir Charles planned to go to London the next morning. Mr Barrymore had already packed his suitcase.
- a) b) c) d) e) f) g) h) i)

- 3 Work in pairs. Take turns to read the facts of the case, a-i, aloud in the correct order to tell the story. Check your order with another pair. Is it the same?
- 4 What do you think happened to Sir Charles? Talk to a partner. Work in pairs and write down some ideas.
- 5 What other verb tenses does the writer use? Find examples.

Step up ★★

- 1 Read about the Hound of the Baskervilles in Enter 1 and 2. Complete the questions with the past perfect form of these verbs and then answer them.

be die live make rain see walk

- Where Sir Charles a lot of money?
- How long Sir Charles at Baskerville Hall before he died?
- Where the farmer earlier that evening?
- How Sir Charles between the gate and the end of Yew Tree Alley?
- it before Sir Charles went for his walk?
- How he ?
- What he ?

2 Look at this description of the Curse of the Baskervilles.

Sir Hugo Baskerville lived in the 18th century. He was a wild man. He was rich and he wanted to marry a local farmer's daughter. She was poor, but she didn't want to marry him. So he kidnapped her. Three of his friends came for a party. He shut her in a tower. They drank all night. In the early morning at about 5.30 she climbed out of the tower and ran away across the moor towards her home. At about 6 am Sir Hugo went to the tower – she had gone. He chased her across the moor on his horse. His friends chased him. They rode for miles. And then they found them. The woman had died from exhaustion and lay on the ground. And then they saw a terrible sight – a huge black dog, more like a monster than a dog. It had great big teeth. It had ripped the throat out of Sir Hugo Baskerville. One of Hugo's friends died of terror that night. The other two went mad. This dog is the Hound of the Baskervilles. Sir Hugo brought the curse on the family.

Use these conjunctions to join the facts. Put one of the facts in the past perfect.

when after before once by the time

- a) Sir Hugo kidnapped the woman; his friends came for a party
- b) He shut her in a tower; he and his friends drank all night
- c) She escaped; Sir Hugo went to the tower at 6am
- d) His friends found the woman; the woman already died
- e) They found Sir Hugo; the dog ripped out his throat

Fly ★★★

1 Read these sentences. Did the dog bite the postman BEFORE or AFTER he put the letters through the door?

- a) The postman put the letters through the door and then the dog bit him.
- b) The dog bit the postman because he'd put the letters through the door.
- c) When the postman had put the letters through the door, the dog bit him.
- d) When the postman put the letters through the door, the dog bit him.
- e) The postman had already put the letters through the door when the dog bit him.
- f) The dog had just bitten the postman when he put the letters through the door.

2 Read about Sir Charles in Enter 1 and 2. He had wanted to go to London on 5 June. Why didn't he go?

3 Think of something you had wanted to do at a particular time in the past. Why didn't you do it?

Example:

I had wanted to take my English exam last May, but I wasn't ready.

4 Choose one of the following to research.

- a) What happens in *The Hound of the Baskervilles*. Read the story or use the Internet.
- b) What Sherlock Holmes was like.
- c) Information about Sir Arthur Conan Doyle.

Tell the class.

9 Fighters for rights Past continuous

Enter ★

1 Work in pairs. Answer these questions.

- a) Was it raining yesterday morning?
 b) Were you reading a magazine at midday yesterday?
 c) Were you chatting online at 7 pm?

2 Work in pairs. Choose three times, eg 9 am, 1 pm and 6 pm. Guess what your partner was doing at each of these times. Have three guesses for each time and keep the score like this:

- At 9 am ...were you having breakfast? (correct – 3 points; wrong – no points)
 ...were you travelling to school/college? (correct – 2 points; wrong – no points)
 ...were you talking on your mobile? (correct – 1 point; wrong – no points)

3 Read these facts about Mahatma Gandhi. Complete the gaps with the correct verbs in the past continuous form.

break cry fast read stand ~~study~~ visit walk
 work

When Gandhi was born in 1869, the British ruled India. When he went to London to study law at the age of 18, they still ruled India. When Gandhi (a) *was studying* in London, he lived very cheaply. He walked everywhere and ate no meat.

Gandhi (b) in South Africa as a lawyer when the First World War started in 1914. He and his family returned to India in 1915. Gandhi became a political leader. He taught people about non-violent protest. Violence in 1924 between Hindus and Muslims stopped because Gandhi (c) 'I will not eat until there is peace between you,' he said. Then the British rulers put a tax on salt. Gandhi marched to the sea and took a handful of salt. He (d) the law but he was not being violent.

Gandhi came to Britain for three months in 1931. While he (e), he stayed in ordinary British homes. He didn't want to stay in expensive hotels.

One day, 16 years later, Gandhi (f) to a prayer meeting. A man pulled a gun from his shirt and shot him three times. All night, people (g) outside his house. Some people (h) Some people (i) holy books.

It was only two years after India had finally won independence from Britain. It was 30 January 1948. Gandhi was 79.

4 Work in pairs. Each of you writes three questions about Gandhi using the past continuous. Cover the information about Gandhi. Ask each other your questions.

Examples:

Where was Gandhi living in 1888?

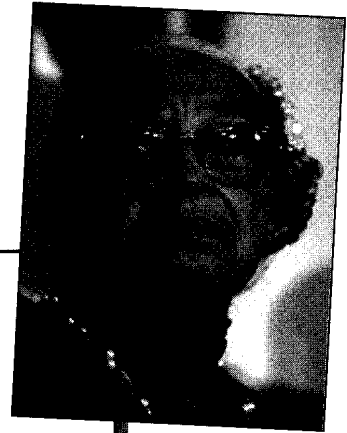
Was he breaking the law when took a handful of salt?



Step up ★★

1 Answer these questions.

- What were you doing at 9 am today?
- Where were you living in December last year?
- What were you wearing yesterday?



2 Read about Rosa Parks and answer the questions.

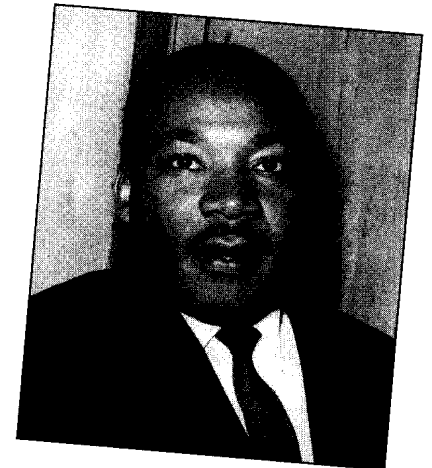
Montgomery Bus Boycott

Rosa Parks worked in a department store in Montgomery, Alabama, USA. She always took the bus home. She was sitting on the bus one day in December 1955 when a white man asked for her seat. It was a 'Whites Only' seat. The 'black' seats were at the back. After a long day at work, she was tired. She refused. The police arrested her. Martin Luther King Jr. heard about her case. 'Don't use the buses,' he said to Montgomery blacks. The Montgomery Bus Boycott started. It lasted more than a year. Because no blacks were travelling on the buses, the bus company was losing money. After a year, the 'Whites Only' notices disappeared and black people went back on the buses.

- Where was Rosa Parks sitting on the bus?
- Where was she going?
- Who wanted her seat?
- Why did she refuse?
- Why were the Montgomery buses losing money during 1956?

3 Look at the facts about Mahatma Gandhi in Enter 3. Write about another political fighter, Martin Luther King Jr., in the same way. Take half of the sentence from Column 1 and the other half from Column 2.

Example: *King was studying in Pennsylvania when he learned about the ideas of Mahatma Gandhi.*

**Column 1**

- 1948 studying in Pennsylvania
- 1951-55 studying at Boston University
- 1955 working in the church in Montgomery, Alabama
- 1962-4 living in Atlanta
- 1965-73 Americans fighting in Vietnam
- April 4 1968 staying at the Lorraine Motel in Memphis, Tennessee
- April 4 1968 standing on the balcony of the Lorraine Motel

Column 2

- ➡ 1948 learned about Mahatma Gandhi
- ➡ 1953 married Coretta Scott
- ➡ 1955-6 police arrested Rosa Parks
- ➡ 1963 march on Washington and famous speech 'I have a dream...'
- ➡ 1963 *Time* Magazine's Man of the Year
- ➡ 1964 won Nobel Peace Prize
- ➡ April 4 1968 James Earl Ray shot King in Memphis, Tennessee

Fly ★★★

- 1 Work in pairs. Ask each other three questions about what you were doing yesterday, last week or last month.
- 2 Look at the story about Rosa Parks in Step up 2. Imagine you are a friend of Rosa's. It's twenty years later. Someone comes to interview you about the Montgomery Bus Boycott. Describe what happened.
- 3 Write sentences about these pictures. Use *as*, *when* or *while* and the past continuous and the past simple.



a) *I was dreaming about food when an apple fell on my head.*

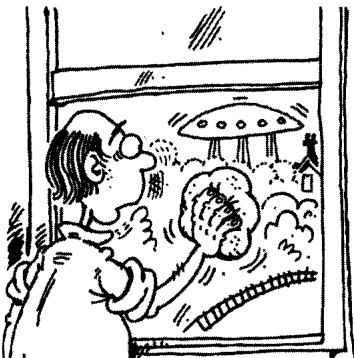
b)

.....



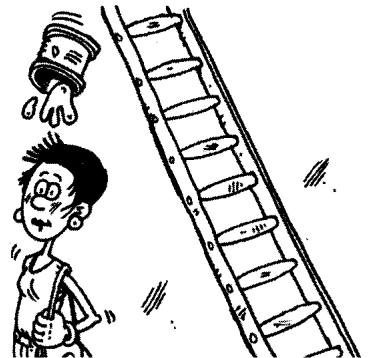
c)

.....



d)

.....



e)

.....



f)

.....



- 4 Research: Choose another fighter for rights and peace, for example Nelson Mandela or Aung San Suu Kyi, or another person you admire. Find out some information about them and present a fact file to the class.

10 New Year's resolutions *be going to + infinitive*

Enter ★

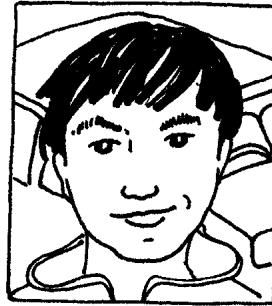
- Work in pairs. What are you going to do
a) tomorrow? b) at the weekend? c) for your next birthday?
- We asked the Price family from Cardiff about New Year resolutions. Complete the sentences below with the words in the box.



Mum - Lily



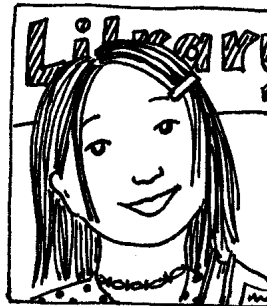
Dad - Dave



Jake, 17



Nick, 13



Emily, 12

eat
going
gym
I'm
more
read
Spanish
stop
to
watch

- I'm going to ... smoking. I'm going to go to the ... three times a week.
- I'm going to do my homework ... carefully. I'm going to ... a book a week.
- I'm ... to spend more time on my Playstation. I'm going to ... more junk food.
- ... going to spend less time in the kitchen. I'm going to learn ...
- I'm going to ... less telly. I'm going ... learn to drive.

- Who said what? Write the correct names next to each letter.
a) b) c) d) e)

Work in pairs and take turns. Your partner closes their book. For example:
 You: He's going to spend more time on his Playstation.
 Your partner: Dad.
 You: Right / Wrong.

Step up ★★

- 1 Write down three New Year's resolutions. Don't show your partner. Make two guesses to find out each of your partner's resolutions, like this:

- Are you going to get fitter?
- No.
- Are you going to work harder at English?
- No! I'm going to be nicer to my sister.

Now write sentences about your partner, like this:

She's going to be nicer to her sister.

- 2 What's going to happen next? Talk in groups. Predict what the characters are going to do. Write down your ideas. Tell another group. Compare your predictions.

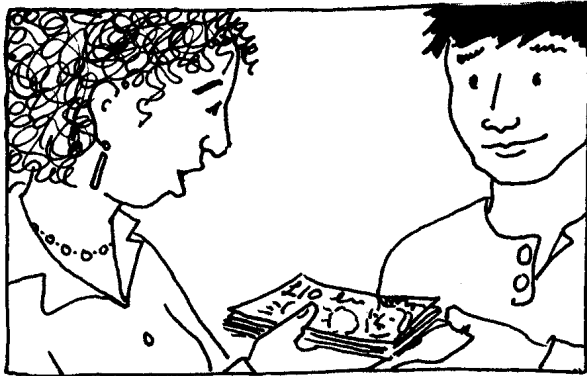
Mark is going out with Meg. They're very happy.



But he's also going out with Charleen. Meg doesn't know about Charleen. Charleen knows about Meg.



Mark doesn't want to go out with Charleen. But he owes Charleen's mum a lot of money.



Mark hasn't got a job. He can't break up with Charleen because he hasn't got any money for her mum.



Meg sees Mark with Charleen.



Charleen's Mum sees Mark with Meg.



Fly ★★★

- 1 Each member of the Price family made two resolutions in Enter 2. Read what they said and answer these questions.

- What was Emily going to do more carefully?
- Where was Lily going to spend less time?
- What was Nick going to eat more of?
- What was Dave going to give up?
- What was Jake going to learn to do?

Now ask about their second resolutions in the same way.

- 2 We talked to the Price family six months later. What do you think they said? Complete the sentences like this:

- I was going to read a book a week* but I've actually read two a week.
- I but I haven't. I *have* cut down though!
- I but I'm learning French instead.
- I but Mum gives me fruit and vegetables all the time.
- I but I haven't got my licence yet.
- I and I have. I'm getting much better marks at school now.

- 3 Work in pairs. Read about Meg in Step up 2 and then read this dialogue between Meg and her mother. Make similar dialogues with *be going to* and the prompts for the Price family.



- Jake: I / watch two films on TV
Lily: you / not / watch TV because you promised to clean my car
- Lily: you / not / spend all day on the Playstation
Nick: I / spend all day / on the Playstation because there's nothing else to do
- Nick: I / not / eat this cabbage
Dave: you / eat that cabbage because I say so
- Dave: Jake / not / borrow my car
Lily: Jake / borrow your car because mine is at the garage
- Emily: I / not / do any more revision today
Lily: you / do more revision because you've got an exam tomorrow

Now make up your own dialogues and then act them out for the class.

11 Twenty-twenty Future with will

Enter ★

1 Work in pairs to answer these questions.

- a) How old will you be in 2020?
- b) Will people live on space stations in 2020?
- c) Will global warming destroy the planet?



2 Life in 2020 ... will it be better? Look at this information. Use it to write predictions. Compare your sentences with a partner.

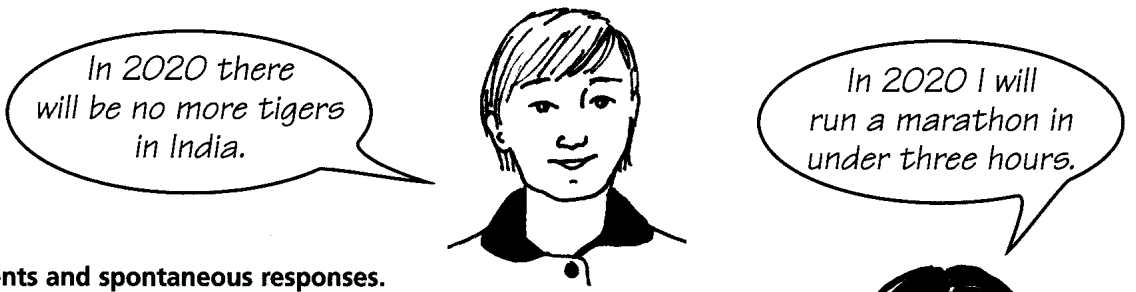
- a) 2020 / Europe / more tornadoes. *In 2020 Europe will have more tornadoes.*
- b) 2010 / in England one in four adults / obese
- c) 2030 / the world's population / eight billion
.....
- d) 2030 / the population of Europe / less than it is today
.....
- e) 2030 / the world's demand for food / 60% higher
.....
- f) 2050 / London / under water
- g) 2070 / half of Europe / desert

3 Work in groups. You meet the Secretary General of the United Nations. Your meeting lasts five minutes. Which of the issues in Enter 2 will you talk about? Or will you talk about other issues? Discuss.

Step up ★★

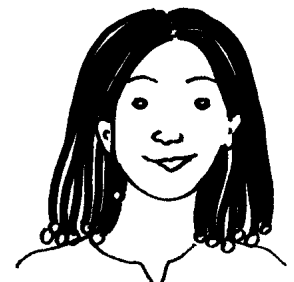
1 Look at the predictions in Enter 2. Write your own predictions for 2020, 2050 and 2070.

Examples:



2 Match these events and spontaneous responses.

- | | |
|--------------------------|-----------------------------|
| a) The kettle's boiling. | 1 I'll let it out. |
| b) It's raining. | 2 I'll open the car window. |
| c) It's cold. | 3 I'll switch it off. |
| d) Something's burning. | 4 I'll put the fire on. |
| e) I'm feeling sick | 5 I'll close the window. |
| f) The dog's barking. | 6 I'll check the cooking. |



- 3 Work in small groups. Take turns to make up events – use the pictures below and your own ideas. Someone else in the group responds spontaneously.

Example:

- The phone's ringing.
- I'll answer it.



Fly ★★★

- 1 Read the predictions in Enter 2. Imagine you are a politician. Make promises to change the predictions.

Example: In 2010 one in four adults in England will be obese.

We will stop fast food advertising. We will give people more advice on what to eat. We will make fruit and vegetables cheaper. We will make fast food expensive.

- 2 Use *will* + an adverb from below to make optimistic and pessimistic predictions about the weather in response to the comments.

probably definitely maybe perhaps certainly

- a) It's my wedding day tomorrow. *It'll probably rain.*
- b) We're having a picnic in the park at the weekend.
- c) I'm spending a week in New York at New Year.
- d) My brother's going to the carnival in Rio.
- e) Shall we go to the beach tomorrow?
- f) Let's leave the car at home and walk to the shops.

- 3 Work in pairs. Make these statements sound more determined by using *will* or *won't*.

Examples:

I don't really want to eat these snails.

I won't eat these snails.

I'd like to go out with my friends.

I will go out with my friends.

- a) I'd like to be a top footballer.
- b) I wish I had a puppy.
- c) I'd rather not have extra Latin lessons.
- d) It would be very nice if I could possibly learn this list of vocabulary by tomorrow.
- e) I don't really want to spend all day doing housework.
- f) I would prefer not to let my swimming teacher bully me.
- g) I'd quite like to give up chocolate.

- 4 Be careful when you use *I will/won't do something* – it can sound rude. Which of these people could you say *I will/won't ... to?*

- a) your teacher b) your parents c) your grandparents d) yourself
- e) a stranger f) your best friend g) a shopkeeper

12 How things change *used to + infinitive*

Enter



- 1 A big family used to live in this house in the 1960s. Now nobody lives here. It's falling down. Complete the sentences with *used to* and the verbs in the box.



~~have~~ be eat grow have invite play read

- a) The parents *used to have* lots of parties.
 b) The children tennis and football in the garden.
 c) The parents all their friends over. d) They lunch in the dining room.
 e) There a treehouse in the oak tree. f) They a horse and two dogs.
 g) The oldest son all day long. h) They their own vegetables.

Write two more sentences – use your own ideas.

- 2 Write down five sentences about the house now.
 3 Work in pairs. Ask and answer questions about the family and the house in the 1960s.
 Examples:

- Did they use to have any pets?
 - Yes, they used to have a horse and two dogs.


Step up ★★

- 1 Work in pairs. Choose one person in the picture in Enter 1. Imagine their life in the house. Ask and answer questions.


What did the dad use to be? He used to be a teacher.

- 2 Work in pairs. One of you is A, the other is B. Look at your information box below and cover your partner's. This is about you. Say who you are now. Ask each other information about your past lives, like this:

Where did you use to live? Did you use to be a policeman?



A
Now: You are an artist and a farmer, you live in the country, you are 35.
In your 20s:
Home: shared a house with friends in Liverpool
Job: graphic designer
Hobbies: Liverpool Football Club fan; jogging every evening; drawing lessons every week



B
Now: You are a policeman, you live in the city, you are 35.
In your 20s:
Home: flat in Covent Garden, London
Job: accountant
Hobbies: clubbing every Friday; shopping every Saturday; eating in restaurants most evenings

- 3 Think of three things you used to do regularly but don't do now. Or something about your life that used to be different, for example:

I used to go fishing with my dad at weekends.

I used to have a cat.

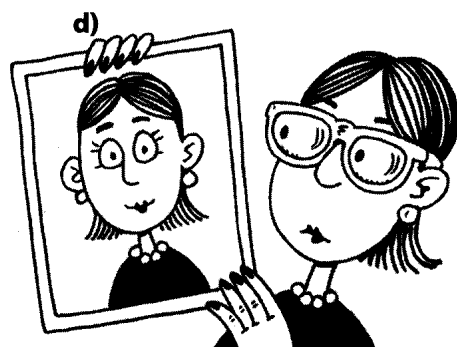
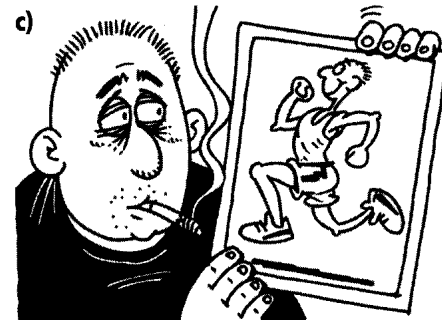
Compare your sentences in groups.

Fly ★★★

- 1 Write something about each of these people, using *didn't use to + verb*.



He didn't use to be fat.



- 2 What did life use to be like in your country in the 1980s or 1990s? Write about jobs, income, lifestyle, cars, daily habits, eating habits, etc and compare it with life now.

Examples:

My family never used to eat pasta and pizzas. We have them all the time now.

13 Can you do it? Modals – can, could, be able to

Enter ★

- 1 Work in pairs. Look at the pairs of activities. Take turns to say what you *can* and *can't* do.

Example:

ride a bicycle • drive a car

I can ride a bicycle, but I can't drive a car.

I can ride a bicycle and drive a car.

I can't ride a bicycle or drive a car.

- a) play tennis • play table tennis
- b) play the piano • sing
- c) speak English • speak French
- d) rollerblade • skateboard
- e) make an omelette • cook a meal for ten people
- f) ride a bicycle • ride a horse
- g) write stories • write poems
- h) tell jokes • tell lies

- 2 Think of things you can't do now but will be able to in the future. Complete the sentences.

- a) When I'm 18, I'll be able to drive.
- b) When I'm 21, ...
- c) When I'm older, ...
- d) When this course is finished, ...
- e) When I've practised more, ...
- f) When I've had some lessons, ...

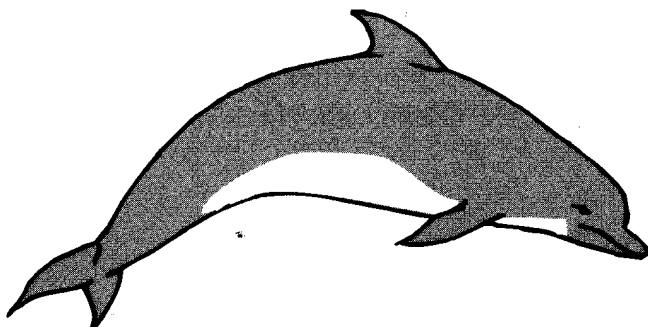
Step up ★★

- 1 We use *can/could* with the sense verbs: *hear, smell, see, taste, feel*. Respond to these situations.

Example: a bird singing

I can hear a bird singing.

- a) a cake burning
- b) a dog barking
- c) a dolphin in the sea
- d) the chillies in this curry
- e) some money in my pocket



- 2 Answer these questions. Can you ...

- a) solve this equation?

$$2x + 3x = 10; x = ?$$

- b) finish this line from Shakespeare?

"When shall we three meet again?
In thunder, lightning or in ...?"

- c) name the capital of Peru?
- d) identify the chemical element "Ca"?
- e) name King Arthur's famous sword?

Work in pairs. Ask each other about the questions, like this:

Could you solve the equation?

Yes, I could. The answer was ...

No, I couldn't. Could you?

Fly

★★★

- 1 Think of five things you could (probably) do now but you couldn't do when you were younger (or at some time in the past). Write about them, like this:

I couldn't run a marathon when I was young, but I could now.

In a group, ask the other students about the same things, like this:

*Could you swim two kilometres when you were at primary school?
Could you now?*

- 2 When we talk about ability in the present perfect, with *-ing* forms or the infinitive, we have to use *be able to*.

Examples:

I haven't been able to go in a lift since I got stuck in one.

Being able to drive has changed her life.

If you want to be able to swim better, have some lessons.

Complete these sentences.

- a) I would like go shopping this afternoon, but I don't think I've got time.
b) They find anyone to look after their cat while they're on holiday.
c) fix my car myself has saved me a lot of money.
d) I use my new camera because I've lost the instructions.
e) I'd love draw as well as David Hockney.
f) She dreams of give up smoking.

- 3 We use *could have (done)* to talk about things which were possible but didn't happen. Complete these sentences using *could* or *could have* with a suitable verb.

join go hurt paint

- a) I don't know where to go on holiday. I *could go* to America.
b) Sam didn't know what to do last night. He to the cinema but he stayed at home.
c) In the holiday I my room but I spent my time with friends instead.
d) You your bedroom purple if you want.
e) I suppose I the tennis club this year.
f) I the football club at the beginning of the season but it's too late now.
g) Don't play with that knife. You yourself.
h) When Sam was climbing that tree, he fell. He himself badly but he was lucky.
He only banged his knee.

14 School rules

Modals – *have got to, ought to, must, mustn't*

Enter ★

1 Answer these questions about your school/college.

- Do you have to wear a uniform?
- Do you have to sign in when you arrive?
- Do you have to do homework every night?
- Do you have to stay at school until you're 16?

2 Think of three questions you'd like to ask a British teenager about school. Write them down.

Ideas: lunch, subjects, length of school day, number of lessons per day, exams, holidays

3 Here are some rules from the Heron Secondary School. Put the words in the correct order, adding *must* or *mustn't*.

a) school you wear uniform *You must wear school uniform.*

b) before arrive you 9.00 am

c) animals bring school you into

d) in or corridors you the eat classrooms sports hall laboratories
.....

e) litter drop you

f) gum chew you

g) you polite and teachers to adults be

h) give on time you your in homework

Step up ★★

1 Kerry is 15 and lives in London. She lives with her mum, her dad and her sister, Cheri. Her older brother has left home now. Read about some of the rules in her house.

Rules are simple in our house. I must always be home on time. I must help with the chores around the house. My particular jobs are to empty the rubbish bins and ironing. I mustn't watch TV until I've done all my homework and I mustn't spend more than half an hour on the phone.



What are the rules in your house? Write about them in the same way.

2 Work in groups. You are members of a student council. Talk about things you want to change at school / college, for example behaviour, sports, appearance, exams.

Use *should / shouldn't* and *ought to / oughtn't to + infinitive*.

Examples:

We ought to have a drinks machine in the changing rooms.

There should be fewer rules.

We shouldn't have to wear a uniform.

Fly ★★★

1 Work in pairs. Make recommendations to each other, using *must*, *ought to* or *should* and the prompts below. Read the two examples first.

- a) the new Chilis CD
- b) the new Brad Pitt film
- c) the double chocolate ice cream
- d) the new clothes shop on the corner
- e) the new beach café
- f) yoga



A strong recommendation

.....

.....

.....

.....

.....

.....

.....

A weaker recommendation

.....

.....

.....

.....

.....

.....

.....

2 Some people have done the wrong thing. Use these past forms to say what went wrong: *should/shouldn't have*; *ought to/oughtn't have*. Write two comments on each situation.

- a) Sue had a party while her parents were away. There was a terrible mess the next day. It took hours to clear up. Her friends didn't help.
- b) Mark went for a swim in the lake on his own. He didn't tell anyone before he went. He had a problem while he was in the water and nearly drowned. Luckily there was a fisherman on the lake.
- c) I went on holiday with my friends, Danny and Clem. We stayed at a campsite. One day we went to the beach. We left our money and passports in our tent. Danny said the campsite was safe. There was a security man but somebody stole everything.
- d) A top athlete won lots of world records. She thought she would do better if she took some steroid drugs. Her trainers told her not to. The Athletics Association found out about the drugs. Now she has lost her world records.

15 Jamaica Inn Modals – could, may, might

Enter ★

1 Tick the view which is closest to yours. Work in pairs and compare your answers.

a) Do ghosts exist?

Ghosts may exist. There is no such thing as a ghost. Yes, definitely.



b) Is there life on other planets?

There may be life in other solar systems. No. Life only exists on Earth. Yes, definitely.

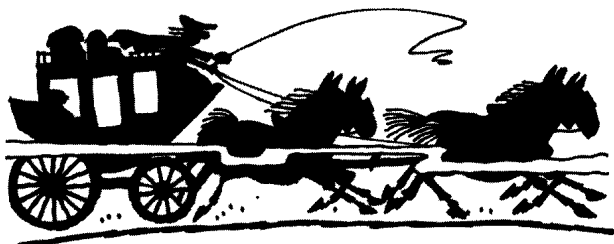
c) Do aliens visit Earth?

They may do. Yes, there is a lot of evidence in favour.

Definitely not. People who see spaceships are mad.

2 Read about the ghosts at Jamaica Inn and answer the questions as you go. Use *may* or *could* to talk about different possibilities.

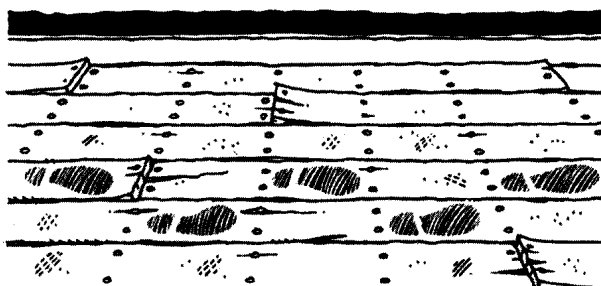
Bodmin Moor in Cornwall is a wild and scary place. Not many people live there. Jamaica Inn was built in 1750 to welcome travellers from the moor. It also welcomed smugglers. But there is a spooky atmosphere about the place ... many guests report strange things at Jamaica Inn. Imagine you are a guest at Jamaica Inn.



It is a quiet night. You are in the lounge. You hear horses and metal wheels on the stones outside the hotel. But when you look out, there is nothing there.

a) What is the sound?

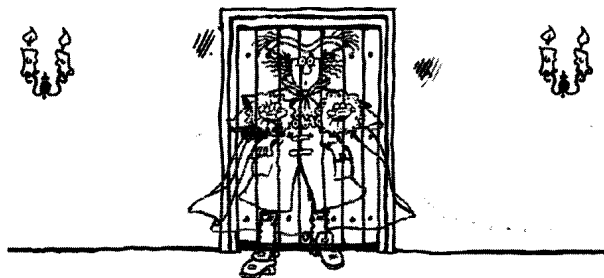
It could/may be



You hear footsteps in the corridors – but there is nobody there!

c) What makes the noise?

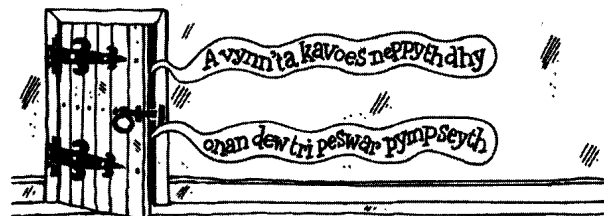
It



A man in a three-cornered hat and cloak appears in front of you upstairs. He walks through doors and walls.

b) Who is he?

He could/may be



You hear ghostly voices speaking in a foreign language. The language sounds like old Cornish. Not many people speak it today.

d) Where are the voices coming from?

They

Step up ★★

1 Read about Jamaica Inn in Enter 2. Now read about another ghost.

Once, many years ago, a man was drinking at the bar. A stranger came in. He asked the man to go out onto the moor. The man followed the stranger. He left his half-full glass on the bar. He didn't come back. The next day, the inn-keeper found his body on the moor. He was dead. Sometimes people see the man – he is sitting on the wall outside the inn or he is going into the bar.

Work in pairs. You are in the bar in Jamaica Inn when the man disappears. Talk about him and the stranger. Who might/could they be? What might/could be happening? Discuss different ideas.

Suggestions: one man is a smuggler, the other is a customs officer; both are criminals; they are brothers; both are smugglers or horse thieves; one man has stolen the other man's wife



2 What will/won't we be able to do in the future? Write about the possibilities and then compare your answers in groups

- a) live on Mars *We may be able to live on Mars.*
- b) live on the moon
- c) live in eco-bubbles
- d) give up cars
- e) live much longer
- f) stop wars
- g) learn to live together peacefully

Fly ★★★

1 Read about the strange events at Jamaica Inn in Enter 2 and Step up 1. Write about them. Use *could well* for strong possibilities, *could simply* and *could hardly* for excluding possibilities, like the examples.

It could well be a ghost.
It could simply be people's imagination – they see a ghost because they want to.
It could hardly be a ghost. There's no such thing!

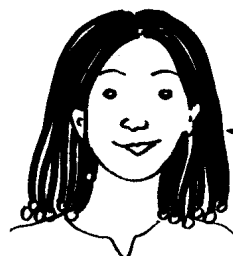
2 Work in groups. Ask each other the questions.

- a) Could you swim in a sea with sharks?
- b) Could you hold a snake in your hands?
- c) Could you eat worms?
- d) Could you jump out of a plane and parachute to earth?
- e) Could you sleep in a haunted bedroom?

3 Do you know any stories of hauntings or ghostly events? Choose one and write a short description of it. Then, in groups, tell your story. Discuss what could have caused the event. Use *could have been* for past possibility.

Example:

I heard a terrible noise but I didn't see anything. It could have been a real cat. It could have appeared and disappeared quickly. It could have gone up the chimney or into the shadows.



I couldn't stay the night at Jamaica Inn – I'd be too scared. Could you?

16 Looking after pets

Modals – need, needn't

Enter ★

1 What do these people (and dogs) need? Look at the pictures and answer the question with *need* as a main verb. Choose answers from the words below.

~~a drink~~ a lift a walk some money some help



He needs a drink!



b)



c)



d)



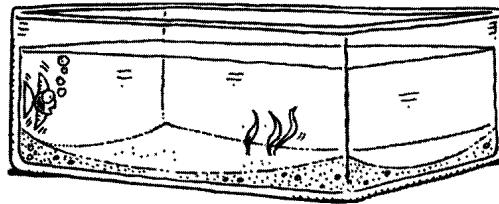
e)

2 Work in pairs and talk about the pets in the pictures. Use *need* without *to*. Here, *need* is used as a modal verb in negatives and questions.

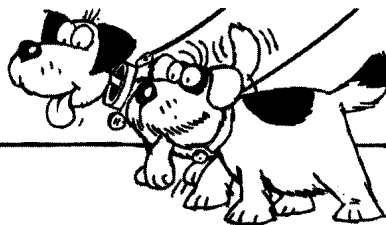
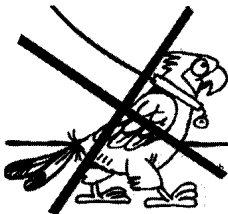
Choosing a pet.

a) FISH

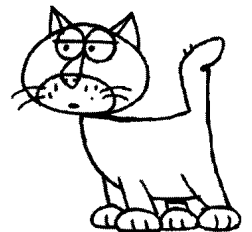
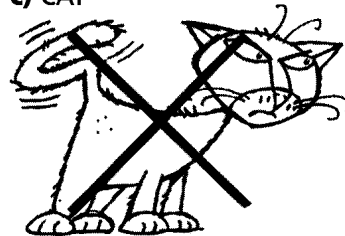
Need I buy a big tank for my fish?
You needn't buy a big tank.



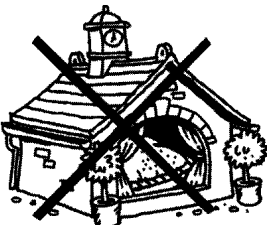
b) PARROT



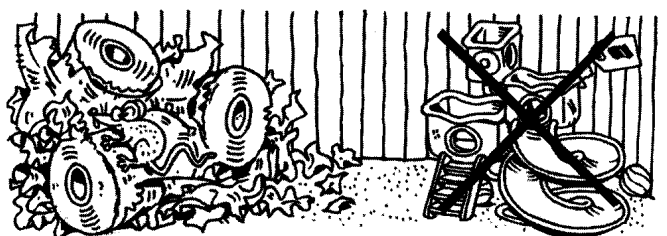
c) CAT



d) DOG



e) MOUSE



Step up ★★

1 Make sentences with the prompts and **will + need to**.

a) I/renew passport/soon I'll need to renew my passport soon.

b) You/eat something/before/go/ice rink this evening

.....

c) He/work harder/get a good grade/summer exams

.....

d) They/change their clothes/before/go/cinema

.....

e) She/have some swimming lessons/before/go/in the sea again

.....

f) We/apologise/when/get to school

.....

Why will these people need to do these things? Think of a reason. Tell them to a partner.

Example: I'll need to renew my passport soon because it runs out next month.

2 Complete these sentences with **need + -ing** form of one of these verbs.

~~wash~~ brush change clean feed fill muck out scratch

a) The puppy's blanket needs *washing*.

b) The fish's water

c) The pony's stable

d) The budgie's cage

e) The rat's food bowl

f) The dog

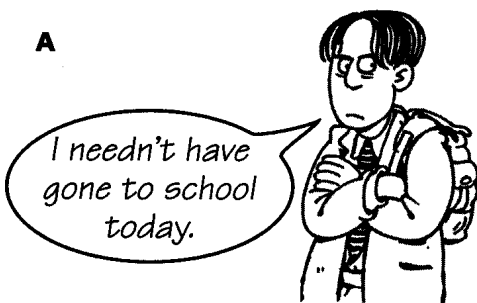
g) The cat's teeth

h) The crocodile's back

Try ★★★

1 Who went to school today?

A



B

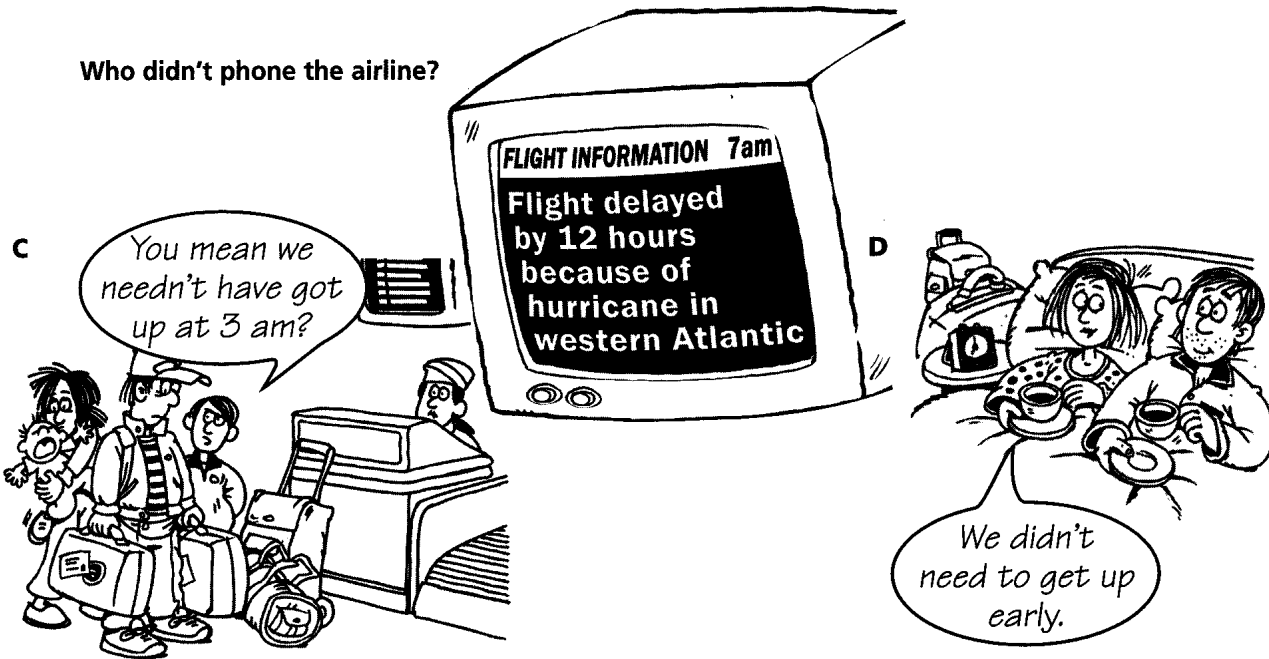


Here is the second half of what each boy said. Which goes with **A**? Which goes with **B**?

1 But nobody told me school was cancelled.

2 So I stayed in bed all morning.

Who didn't phone the airline?



Here is the second half of what they said. Which goes with Family C and which with Family D?

3 Why didn't you phone the airline before we left?

4 No, the airline said to get there at 6 this evening.

2 Write sentences about these situations.

a) Sara didn't go to school today. It was a holiday.

Sara didn't need to go to school today.

b) Danny went to the bank this morning. Then he found some money in his pocket.

Danny needn't have gone to the bank this morning.

c) We booked some cinema tickets but there were plenty of seats when we got there.

d) I didn't take an umbrella with me today. It didn't rain.

e) Rob handed his homework in this morning. The teacher didn't want it until next Wednesday.

f) I had three sandwiches in my lunchbox. I didn't buy any more food.

g) My mother didn't wash my tennis clothes yesterday. Today's match was cancelled.

h) Jana ate dinner before she went to the party. There was lots of food there.

3 Find out about looking after one of the pets below or choose your own.

rat pony budgie hamster rabbit lizard

Does a rat-owner need to flea-spray his/her pet?

Does he/she need to take it for a walk?

Write some instructions. Work in groups and discuss your ideas.

17 Can you help me? Modals – can, could, would, may

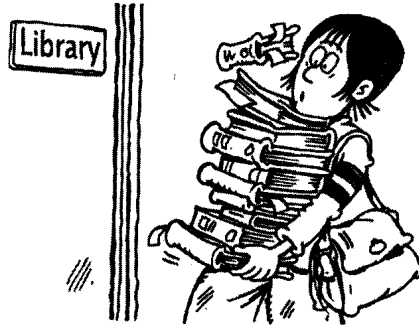
Enter ★

1 Write offers of help for these situations, using the expressions below.

Can I help you? May I help you? Could I do that for you?



a) May I help you?



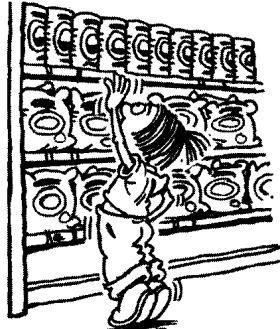
b)



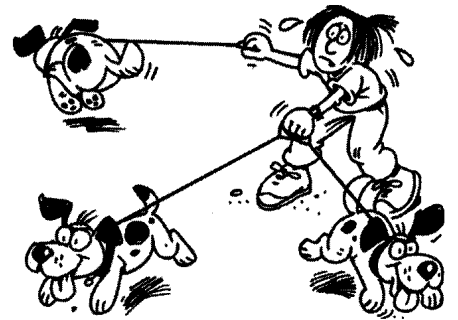
c)



d)



e)



f)

2 Work in pairs. Take turns to make requests and respond to them. Add a reason if you refuse.

a) borrow your camera/no

Can I borrow your camera?
I'm sorry, you can't. (It's broken.)

b) watch the football at your house tonight/yes

c) have another cup of coffee/yes

d) use your phone/no

e) ride your bike/no

f) park here/no

Step up ★★

1 You're in a jeans shop. Read this dialogue.

Assistant: Are you all right there?

You: I'm looking for some regular fit boot cut jeans.

Assistant: What size?

You: Can I try sizes 12 and 14?

Assistant: Sure. These are regular fit 12 and these are 14.

[you choose the 12 and pay by credit card]

Assistant: That's 42 euros. Can I interest you in our 3 for 2 offer on T-shirts?

You: No, thanks.

Assistant: OK. Can you check the full amount and sign at the bottom for me?

Work in pairs. Make a similar dialogue between a shop assistant and a customer.

Use this information: shoe shop; Adidas trainers; size 40; 60 euros;
special cream for keeping trainers white (10 euros)

- 2** Make two responses to each of these requests – one positive and one negative. Think about the formality of the situation and the relationship between the speakers.

More formal: *No, I'm sorry. Yes, of course. Yes, you may.*

Less formal: *No, I/you can't. Yes, I/you can.*

Emphatic: *No, you may not. Certainly not. Definitely.*

- a) Student: Can you close the window?

Yes, I can./No, I'm sorry. I can't reach.

- b) Stranger in a café: May I sit here?

Yes, of course./No, I'm sorry. My friend's sitting there.

- c) Your sister: Can I borrow five euros until the weekend?

- d) Your mother: Can you help me with the supper tonight?

- e) Train passenger: Can I open the window?

- f) Stranger in a restaurant: May I take this chair?

- g) Your friend: Can I copy your homework?

Fly

★★★

- 1** Imagine you work in a hotel. Read the situations and make offers and requests politely.

- a) you want a guest's name and address

May I/Could I have your name and address, please sir?

- b) you need a guest's passport

- c) you want a group of men in the bar to make less noise

- d) you want a word with a woman about her dog

- e) you offer to get tea or coffee for a group of women

- f) you offer to take a guest's luggage to their room

- 2** When we talk about past permission, we use *was/were allowed to*.

You spent your last holiday on a campsite.

There were lots of rules and it wasn't much fun. Tell a friend about them.

- a) *We weren't allowed to have noisy parties.*

a) You can't have noisy parties.

b) You can't play radios or stereos in your tents.

c) You can't eat or drink by the pool.

d) You can't bring dogs onto the campsite.

e) You can't have campfires after 10 pm.

f) You can't come back to the campsite after midnight.

- 3** Work in pairs. Look at the incidents in Enter 1. Improvise a short dialogue for each one, taking turns to be the person who offers help. Vary reactions to the offers of help. Some people might be grateful for help, others might not want any. Decide which was your best dialogue and act it out for other pairs.

18 Shall I help you? Modals – will, shall

Enter ★

- 1 There is going to be a class party to celebrate the end of the course. Work in groups. Everybody must offer to do something. Make the offers with *will*.

For example:

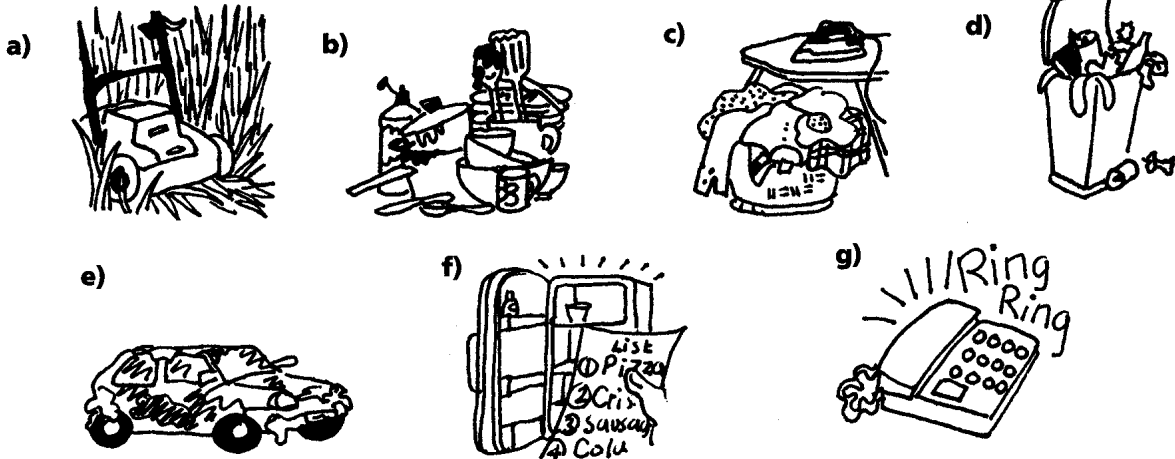
I'll bring in some plates. I'll make some sandwiches.

One person in each group writes down all the offers. Each group reports back to the class.

Anna'll bring in some plates. Josh'll make some sandwiches.

- 2 Look at the pictures and make offers using *Shall I ...?*

Shall I cut the grass?



Step up ★★

- 1 Some old family friends are coming to stay for a few days. You haven't seen them for a few years. Imagine you are talking to someone about the visit. Ask for suggestions with *shall*.

- a) take, lunch
Where shall we take them for lunch?
- b) give, breakfast
- c) take, evenings
- d) buy, present
- e) invite round to see them
- f) do, afternoons

- 2 Respond to these people's situations by making an offer using *Would, Will, Won't you ... + offer*.

- a) a friend's got a headache
Would you like an aspirin?
- b) another friend's feeling sick and dizzy
- c) the plumber fixing your heating is very thirsty
- d) a visitor is looking at your plate of cakes very hungrily – she's already had two
- e) a friend missed the bus and has walked five kilometres to your house
- f) a neighbour is at the door – invite him in

Fly ★★★

Here are some important occasions. Work in groups and make suggestions for each one. Use the modal *shall* and other expressions like *Let's ... How about ...? Why don't we ...?*

- a) Your class teacher is leaving. You collect money from everyone in the class to say thank you. How will you spend it?
- b) It's New Year's Eve weekend. A group of friends want to celebrate New Year's Eve together. What will you do?
- c) Your country has won the World Cup. How will you celebrate?

19 What are you like? Zero conditional

Enter



- 1 Read this information about handwriting. Then choose verbs from the boxes and complete the sentences with the correct form.

Graphology is the study of handwriting. What can we learn about our personalities from our handwriting? The Greeks and Romans thought it was interesting. Shakespeare thought you could read someone's character in their handwriting. Scientists started to investigate it in the 19th and 20th centuries. Now you can study it at university. It's used in education, making job appointments, criminal psychology and medicine.

be think lack ask ~~use~~

- How do you write the word 'I'?

If you (a) *use* a straight downstroke, you are strong and think for yourself.

If your 'I' is more curved, you often

(b) others for help.

If your 'I' (c) two to three times the height of your 'A', you feel good about yourself.

I a

If it is shorter, you (d) self-confidence.

If it is taller, you (e) too much of yourself.

have be be

- How big is your handwriting?

If your writing (f) small, you

(g) a technical personality.

If it's large and rounded, you (h) friendly and sociable.

slope go slope be

- How does your writing slope?

If it slopes forwards, you (i) an extrovert.

If it (j) backwards, you are an introvert.

If it (k) straight up, you are balanced.

If your letters all (l) the same way, you are cool.

slope show be slope

- When you write a line of words on a blank page, does it slope up or down?

If it (m) up, your personality

(n) optimistic and cheerful.

If it (o) down, it (p)

you are feeling tired and depressed.

act be have think have

- How does your writing flow?

If your writing (q) linked letters and sometimes linked words, you

(r) before you think.

If your writing (s) fewer linked letters and no linked words, you

(t) before you act.

If your letters are completely separate, you

(u) artistic.

- 2 What does your handwriting say about you? Write down a couple of sentences and read your personality from your handwriting.

- 3 Work in pairs. Look at each other's handwriting. Explain a few things about it, using the zero conditional.

Step up ★★

- 1 Read about handwriting in Enter 1.
Use the zero conditional to write about these personality elements.

a) I know how machines work.

writing small = technical

If your writing is very small, you are a technical person.

b) I love going out to parties.

words close together = sociable

c) I like staying at home in the evening.

words far apart = like being alone

d) My first exhibition opens tomorrow.

letters far apart = artistic

e) "Look at me!"

letters decorated = want people to notice you more

f) The angle of the hypotenuse

words not finished = intelligent and impatient

- 2 In the zero conditional, we can use a modal, especially *can* or *may*, like this:

If it rains, I go home on the bus. = always

If it rains, I can go home on the bus. = sometimes, if I want to

Work in pairs. Take turns to read these sentences aloud with *can* or *may*.
Say how it changes the meaning.

- a) If you don't look after pets properly, they become dangerous.
b) She has a headache the next day if she has bad dreams.
c) I get really cross when my computer crashes.
d) If we go out after school, we do our homework on the bus the next morning.
e) If I text my friends a lot, I run out of credit.

Fly ★★★

- 1 Which of these areas is strongest in your personality? Your handwriting will tell you the answer. Write a sentence.
Divide it into zones, like this:

I am very intelligent

Most of the writing is in the central zone. Where is the rest of the writing? Is it mainly in the upper zone or the lower zone? Use the zero conditional to describe this information.

Upper: ideas and imagination

Central: logic and common-sense

Lower: physical strength and pleasure

- 2 We can use the zero conditional with imperatives in the results clause to give instructions. Use the prompts to make sentences like the example.

a) swim faster, weight-training

If you want to swim faster, do some weight-training.

b) home late, me, not wake up

c) win, tennis competition, practise

d) see the ghost, completely still

e) come while I'm out, them, not let in

f) find something out, the Internet

g) help, your teacher

h) buy shoes, fit properly

i) more exercise, school

Compare your sentences with a partner's. Are they the same?

20 Sports psychology

First conditional

Enter



- 1** Heron Secondary School athletics team haven't done well lately. They've come last in every competition with other schools this term. So the PE teacher has invited a sports psychologist to her class. Read their conversation.

Sports Psychologist: Thanks for inviting me. Now, I know you haven't done very well in your competitions lately. Why do you think that is?

Dominic: I'm not fit enough.

Sports Psychologist: OK, that's a good place to start. First, think about your diet – cut down on sugars and fats. Second, make a training plan. For example, do 50 sit-ups, run 5 kilometres and swim for half an hour every day.

Jasmin: That's a lot.

Sports Psychologist: Well, build up your training slowly. At the beginning of the week, set a target for each day. Do 10 sit-ups on Monday, 15 on Tuesday, 20 on Wednesday, and so on. Then you can watch your progress.

Jasmin: I'll never remember all that.

Sports Psychologist: Write it down. Keep a record. Then you can set your target a little higher every day.

Ashley: Sometimes I don't feel like training.

Sports Psychologist: You'll have to motivate yourself. Do you want to be a good athlete?

Ashley: Er ... I guess so.

Sports Psychologist: Do you or don't you?

Ashley: Yes, I do.

Sports Psychologist: Decide on a goal with your teacher. Say, 'I'm going to run 100 metres in 15 seconds by the end of this term.' Train with your friends. Help each other to get better.

Chloe: I'd like to run like Flo Jo, but I'll never get there.

Sports Psychologist: You must be realistic. Don't set your targets too high. You'll get depressed when you don't meet them.

PE teacher: So give us some general advice.

Sports Psychologist: The most important thing is ... make sure training is fun. If it's dull, you'll get bored. Make realistic challenges. Then you can achieve them. Have a rewards system. You meet a target – you get a reward.



Use these verbs to complete the psychologist's advice.

enjoy keep get make be able to set

- a) If you a training plan, you'll get fit quickly.
- b) If you a target, you'll be able to watch your progress.
- c) If you a record, you'll remember what you've done.
- d) If you help each other, you your training.
- e) If the training is dull, you bored.
- f) If you make realistic challenges, you achieve them.

2 Put these in order of importance for you.

- agree a goal with your teacher
- train with your friends
- set realistic targets
- keep a record
- make your training exciting
- get rewards when you meet targets

Work in pairs.

Explain your choices using the conditional.

If I train with friends, I'll enjoy it more and I'll keep doing it.

3 Which of these sentences need a comma? Put commas in the correct places.

- a) *Dominic:* I'll get fitter if my girlfriend comes training with me.
- b) *Jasmin:* If my friends train after school I'll join them.
- c) *Ashley:* I'll enjoy it more if our team starts winning.
- d) *Chloe:* If I get some better shoes I'll be able to run faster.
- e) *Teacher:* If we win a competition I'll be very happy.

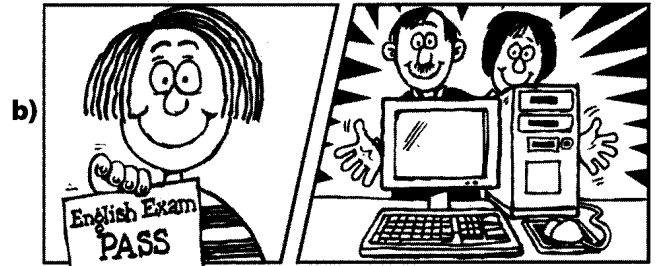
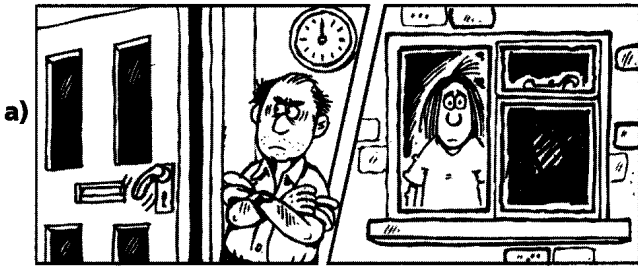
Step up ★★

1 Read the dialogue in Enter 1. Write pieces of advice using the prompts.

- a) training plan, get fit
If you follow a training plan, you'll get fit quickly.
- b) eat less fat and sugar, fitter
- c) be more motivated, goal
- d) don't meet targets, depressed
- e) do 50 sit-ups, run 5 kilometres, swim 30 minutes, progress
.....
- f) training not fun, bored
- g) meet target, reward

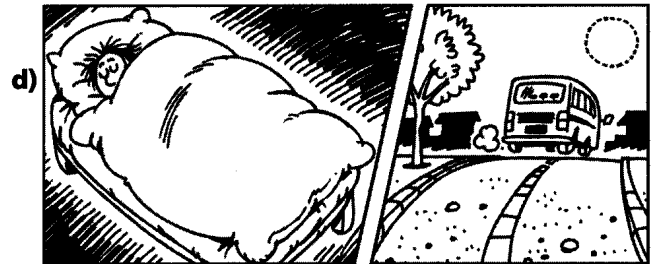
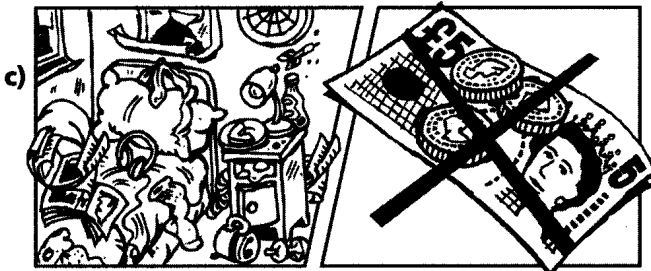
Work in pairs to think of some other advice to give another pair.

2 We can use *will / won't* or *going to + infinitive* in the results clause. Work in pairs. Take turns to make sentences about the pictures.



If you *don't come home by midnight...*,
you *will be grounded..* for a week.

If you, we



If you, you this week.

If you, you

Fly ★★★

1 Think of some threats and warnings for these situations using the first conditional.

a) Two older boys are bullying your little brother.

If you bully my little brother again, I'll report you to the head teacher.

b) Your favourite team are losing badly.

c) Two girls are sitting behind you in the cinema. They won't stop talking.

d) Your sister keeps 'borrowing' your clothes.

e) Your dog keeps chewing your favourite CDs.

2 We can sometimes replace *if* with other words in first conditional sentences. Complete the gaps with one of these words:

supposing, as long as, provided that, unless, only if

a) she can still see her friends, she won't mind changing schools.

b) people come to her concerts, Madonna will keep on performing.

c) people stop buying his CDs, Robbie Williams will go on making them.

d) The Olympics will continue they stop drug-taking among athletes.

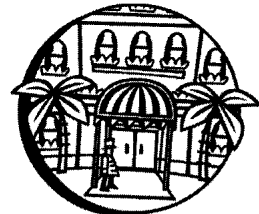
e) it rains. The athletics competition will be cancelled.

21 Survival! Second conditional

Enter ★

1 Answer these questions.

- a)** If you could go to one of these three places, which would you choose?
 (i) Paris (ii) the Pyramids in Egypt (iii) Patagonia
- b)** If you had to spend three weeks alone on a desert island, which of these items would you take?
 (i) a knife (ii) a toothbrush (iii) rubber shoes
- c)** If you could spend the night in one of these, would you prefer
 (i) a luxury hotel? (ii) a tent halfway up Everest? (iii) a hut on the beach?
- d)** If you were alone in the desert with only dried worms for food, would you
 (i) eat them? (ii) try one and probably spit it out? (iii) cry?
- e)** If you were in the desert with no water, would you know how to collect some?
 (i) yes (ii) no (iii) maybe



What's your score?

- a)** (i) 1 (ii) 2 (iii) 3 **b)** (i) 3 (ii) 1 (iii) 2 **c)** (i) 1 (ii) 3 (iii) 2
d) (i) 3 (ii) 2 (iii) 1 **e)** (i) 3 (ii) 1 (iii) 2

What does your score say about you?

11-15 You're a real adventurer. Get out there and explore the world.

6-10 You're quite adventurous, but you like to be comfortable.

1-5 Stay at home, put your feet up and watch the telly.



If you were stranded in a forest, would you be able to survive?



No.

- 2** Work in a group. Imagine your ship is sinking near a desert island. You have a lifeboat. You only have time to fetch one item each from the ship before it sinks. What would you take? Make a list.

Step up ★★

- 1** Which three items would you take to the Arctic? Use your dictionary to find out what the following are. Work in groups. Compare your choices.

binoculars knife toothbrush camera polar bear spray
 torch space blanket fish hook and line compass candles
 waterproof matches satellite phone can for boiling water (billycan)

2 Be an Arctic survivor. Use the prompts to write sentences in the second conditional.

- a) be lost in the Arctic, make a shelter *If I were lost in the Arctic, I would make a shelter.*
- b) need to make a shelter, not build it next to a steep slope
- c) make a snow cave, line it with branches
- d) spend a night in the open, not sleep directly on the snow
- e) make a fire, not light it in a closed shelter
- f) have a fire, melt snow and drink hot water
- g) have a fire, make black smoke as a signal

3 Work in pairs. Take turns to read out the sentences in Step up 2. Can you think of a reason for each one?
Write down your best ideas and then discuss them with other pairs.

Fly ★★★

1 Which three items would you take into the jungle? Use your dictionary if necessary.

- insect repellent compass map space blanket water carrier
- knife fish hook and line waterproof matches torch
- hammock water purifying tablets antiseptic cream satellite phone

Explain your choices, like this:

I would take a space blanket because it could be very cold at night.

2 What would you do? Use the prompts to write sentences.

- a) get lost/in the jungle, ... *If I got lost in the jungle, I would call for help on my satellite phone.*
- b) lose/satellite phone,
- c) meet/alligator,
- d) run out of/food,
- e) have to/spend the night alone,
- f) be/lots of mosquitoes,
- g) nobody/come/to rescue me,

If I had to spend the night alone in the jungle, I wouldn't get a wink of sleep.



3 Compare these sentences. Which does the speaker think is likely? Which does the speaker think is unlikely?

- a) If John were to ask me out on Saturday, I would definitely say yes.
- b) If John asks me out on Saturday, I'll definitely say yes.

22 What did he say? Reported speech

Enter ★

1 Work in pairs. Take turns to tell each other what these text messages say. Don't change the tense when the reporting verb (*say, tell*) is in the present tense.

a) You're shopping. Your friend texts.

Am in Monsoon. Am buying cool bag. (:)

What does she say?

She says she's in Monsoon. She says she's buying a cool bag.

b) You're changing after a football game. Your friend texts.

Am in Starbucks. Waiting for you until 5.30.

c) You're at a festival. Your friend texts.

Am watching Muse. Will see you back at tent later.

d) You're taking an exam today. Your friend texts.

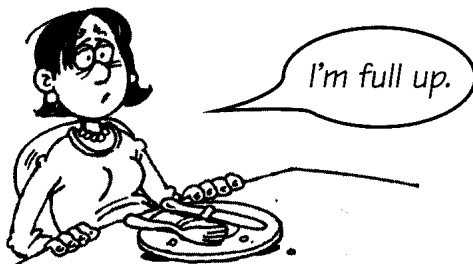
Am on bus. Bus late. Will be late for exam!

e) You're on a walking expedition on Dartmoor. Your group is doing well. Your friend is in another group.

We're lost. Left our map in rain. Can't read it.

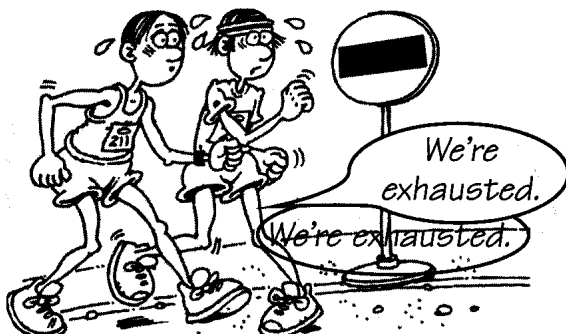
2 In reported speech, we follow *say* with a *that*-clause. If *say* is in the past tense, the following verb should be as well. Read the speech bubbles and complete the sentences.

a)



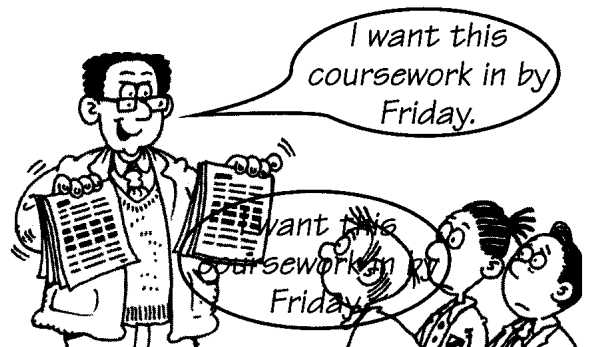
She said **that she was** full up.

b)



They said exhausted.

c)



The teacher said the coursework in by Friday.



The coach said trying hard enough and to win the final.



The headteacher said

Step up ★★

1 Read this dialogue and complete the sentences below.

Me: Hi, Rob. How are you?
 Rob: Great. I've just been to visit my dad in his office.
 Me: Where does he work?
 Rob: He's a spy. He works for *MI6. His office is by the Thames. Keep it a secret.
 Me: You never told me that your dad was a spy.
 Rob: No, well ... he isn't really. He works in a shoe shop in Vauxhall – just behind the MI6 building. He sells shoes to spies.
 Me: Well then, he's nearly a spy.



- a) I met Rob at school yesterday. He told me that he had just been to visit his dad in his office.
- b) First he a lie.
- c) He a spy.
- d) He MI6 and that the Thames.
- e) He secret.
- f) Then he the truth.
- g) He Vauxhall.
- h) He spies.

* MI6 is the British government's spy organisation

2 Complete the sentences with a modal in the correct tense.

have to will may ~~can~~ must

- a) – I didn't hand my coursework in today.
 – What did your teacher say?
 – He was very kind and said I *could* give it in tomorrow.
- b) – My boss told me to work late and finish the job.
 – What did you say?
 – It was already 7 o'clock! I said I finish it in the morning.
- c) – My mum said that I tidy my room.
 – What did you say?
 – I said that I'd already done it!
- d) – What did she say then?
 – She said that it still looked like a tip.
 – I said that I do my homework first.
- e) – Pete invited me over to his house.
 – Are you going?
 – I said that I go over later.

Fly ★★★

1 Read the information and complete the dialogues with reported speech.

Situation A

This is what Josh told his friend, Flynn: "I'm in big trouble. I went out with Leanne last night. We went to Bratz Café and then to the cinema. While we were walking to the cinema, Mel saw us. She came up and threw a bottle of water over me. Then she marched off."

Flynn then reported the story to his girlfriend, Ella.

Flynn: I was talking to Josh this morning.
He said that he was in big trouble.

Ella: Why?

Flynn: He told me

Ella: He didn't! Poor Mel! Where did they go?

Flynn: He said

Ella: Oh no! What did she do?

Flynn: He said that

Ella: I'm not surprised.



Situation B

Karen came round to her friend Simon's house last night. This is what she told him: "It's awful at home. My mum came home from work and she was really tired. My dad was watching telly and she went mad. 'You're so lazy,' she told him. 'Where's the kids' supper? Look at the mess! There's a huge pile of ironing,' she said. They were screaming at each other, so I left."

Simon then told his girlfriend, Jude, about Karen's visit.

Simon: Karen came round in a state last night.

Jude: Why? What was wrong?

.....



2 Work in pairs. Act out one of your dialogues from Fly 1. Then work out your own situation and write a similar dialogue.

Ideas: bullying, cheating in class, exam stress, money problems, being let down by friends

23 Exam time Imperatives

Enter ★

1 It's exam time ... again! How do you feel? Tick the boxes.

nervous worried happy confident
 relaxed tired stressed bored

Talk to a friend. How does he/she feel?



2 Here's some advice. Complete it with positive verbs from below.

~~revise~~ ask exercise fix follow get have make read talk chat

In the weeks before the exam ...

- a) Revise a bit every week.
 a special time for revision.
- b) through your school work at
 the end of each week.
- c) to your friends about it.
- d) a revision plan.
- e) your teacher for help.

The week before the exam ...

- f) your plan.
- g) every day.
- h) lots of sleep.
- i) a laugh with your friends.
- j) to your mum and dad about it.

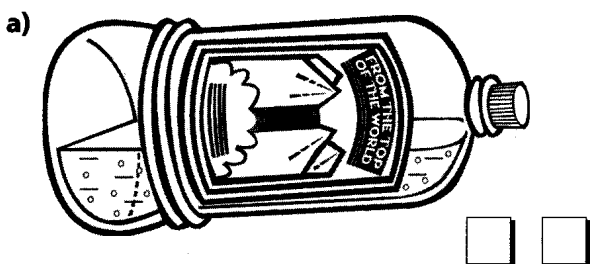
3 Here's some more advice with negative verbs. Put the words in the right order.

- a) night stay all don't up *Don't stay up all night.*
- b) your revision until don't the day before leave
- c) panic don't
- d) relax forget don't to
- e) don't worry

4 Think of three more pieces of advice. Write them down and show them to your friends.
 Who gives the best advice?

Step up ★★

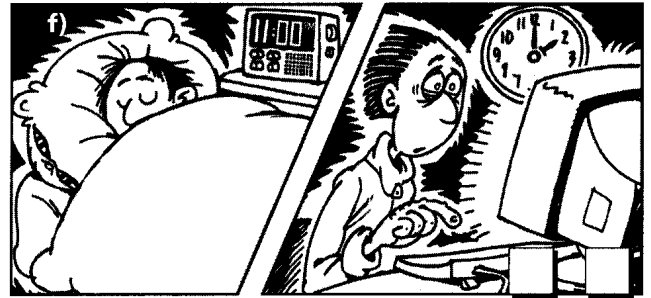
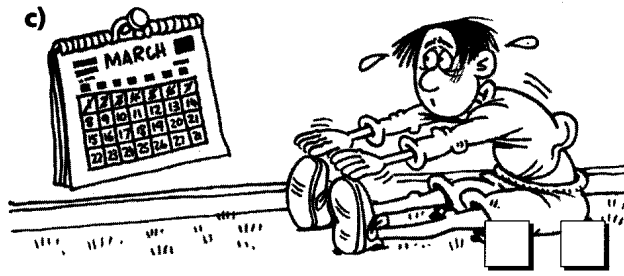
1 How do you stay healthy and keep fit? Write some advice for a friend.



Drink a litre of water a day.



.....

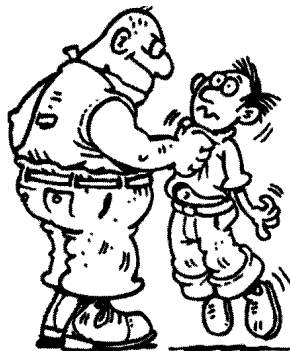


2 Do you agree with your advice? Put a tick or cross in the first box next to each sentence. Do you follow your advice? Put a tick or cross in the second box. Discuss your advice and answers in groups.

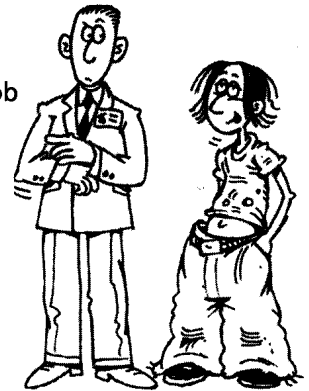
Fly ★★★

1 Write advice for each of these topics or think of your own topic. Use imperatives, and a dictionary if you need it.

a) dealing with a bully



b) applying for a part-time/weekend job



c) asking someone out



d) cooking a special meal for some friends



Show your advice to your group. What do they think? What do you think of their advice?

24 The Duke of Edinburgh Award

Infinitives with *to* after verbs & adjectives

Nick is 16. He joined a local youth club a few years ago where they run a Duke of Edinburgh Award Scheme, an out-of-school activity for teenagers. There are three levels: Bronze: takes 6 months, for age 14; Silver: takes 12 months, for age 15+; Gold: takes 18 months, for age 16+.

You have to choose various activities such as helping in the community, learning a new skill, physical recreation or an expedition.

Enter ★

1 Read about Nick and circle all the infinitives in the text.

Nick is taking Duke of Edinburgh Gold. He's at a club meeting to hear about the expedition element of the award. The scheme leader speaks to them:

"Right. You're all in groups of six. Group lists are on the board at the back of the hall. We've put friends together. Come and see me if you want to change groups.

You've all done your training. You know how to read a map, how to use a compass and how to survive three nights outdoors.

For this expedition, you need to get together with your group. First plan your route. Where do you expect to sleep, for example? How many kilometres do you hope to walk in one day? Make a list of what food to take. Make a list of what kit to take. Arrange to meet an hour before the expedition leaves."

Nick looks at the lists. His heart sinks. Jonny, Regan, Martin, Sam and Jack. They're all his friends, and they all want to come. But only Nick really wants to pass the Duke of Edinburgh Award. None of them can read a map or a compass! Oh well. He can't refuse to go with them.



2 Complete the questions with the verbs in the box and then answer them.

- Does Nick expect his group *to do* well in the expedition element?
- Will Nick decide groups?
- Are Nick's friends able the route?
- What does the Duke of Edinburgh leader tell them first?
- Can Nick persuade his friends hard?

~~to do~~
to think about
to try
to plan
to change

3 Work in a group. Plan an expedition in nearby countryside. Decide:

- how far to walk each day
- where to spend each night
- what food to take
- what kit to take

Step up ★★

1 Read about the Duke of Edinburgh Award and about Nick's group in Enter 1.

The expedition day has arrived. Read about what happens. Complete the text with the correct form of the verbs below. Using -ing or an infinitive.

~~go~~ bring carry enjoy have leave listen plan go think of

It was six o'clock in the morning. Nick and his friends met at the youth club. They were going by coach to the Brecon Beacons in Wales for their expedition. Nick felt anxious about

(a) *going*....., but he was determined (b) the trip.

Nick: Okay. Let's check our stuff. We've got the tents, maps and compasses. I've been careful (c) an easy route.

Sam: Well, Regan and I promised (d) the food. And here it is - in these bags.

Nick: You promised (e) it as well!

Martin: I'm not putting anything else in my rucksack. It's full.

Sam: So is mine. We'll take a bag each. It's Regan's fault - he kept putting more food in the trolley.

Jonny: I've brought a ghetto blaster. We'll enjoy (f) to some music on top of a mountain.

Nick: What?! You're crazy (g) carrying that up a mountain.

Jonny: I'll carry it. My dad said it's old - we can leave it for the sheep. They'll be pleased (h) it.

Nick: Duke of Edinburgh isn't about (i) rubbish in the countryside. We're not taking it!

Jack arrived too late (j) - the coach had already gone.

2 Put these questions in the right order and answer them.

a) enjoy expect Nick the trip to does? *Does Nick expect to enjoy the trip?*.....

b) supermarket buy went who to to the the food?
.....

c) Sam so buy encouraged to much who?.....

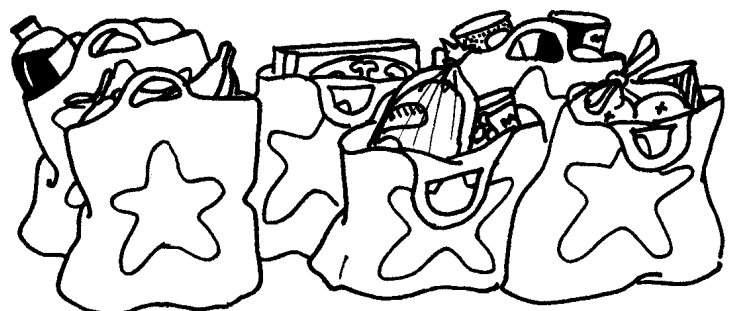
d) any his who to put food in refuses rucksack?
.....

e) carry who blaster promises ghetto the to?.....

f) the fails who trip to make?.....

3 What do you think was in the bags?

Work in groups of three.
Guess the boys' shopping list. Remember their task was to get three days' food for six boys.



Fly ★★★

- 1 Read about the Duke of Edinburgh Award in Enter 1 and about Nick's expedition in Step up 1. Nick had planned a short walk for Day 1. They weren't too tired. They had plenty of time to set up camp and to make their chicken curry.

Now read about Day 2.

It is now 8 o'clock on Day 2. The boys need to get started by 9 o'clock. Today's walk is 25 kilometres, mostly uphill. The Duke of Edinburgh leader advised them to arrive at each camping place before dark.

Put the most likely times in the boxes.

12.30 16.00 8.30 10.00 16.35 8.00 15.30

Nick has packed his tent and rucksack and is ready to go. The others are playing cards.

Nick: Come on, guys. There's a long way to go today.

Jonny: We'll just finish this game.

Nick is sitting on a rock above the camp. He calls to the others to get ready.

Sam: Why don't you go, Nick? Leave us here. We'll come along later.

Nick: Let me teach you to read a map and a compass. It'll take five minutes.

Regan: Don't bother. We'll pack up.

They're leaving.

A thick mist descends. They decide not to walk any further. They have lunch.

The mist lifts. They've had lunch and are playing cards. Nick has given up.

They set off. Half an hour later, they are amazed to find themselves back at their first night's camping place. They have walked in a large circle.

They decide not to continue. They decide to stay there for Nights 2 and 3 and walk straight to the finish, which is only four kilometres away, on the morning of Day 4.

- 2 Make questions with these prompts, and then answer them.

a) ready to leave, 8.00 *Why aren't they ready to leave at 8 o'clock?*

b) offer, 8.30

.....
c) decide, 12.30

.....
d) amazed, 4.30

.....
e) decide, 4.35

- 3 Do you think Nick and his friends passed the Duke of Edinburgh Gold Award? Why/why not? Discuss in pairs.

25 Harry Potter Tag questions

Enter ★

1 Match the tags to the statements.

- a) Harry Potter's mother and father are dead,
- b) Ron Weasley's got a pet rat called Scabbers,
- c) Hagrid is a giant,
- d) Harry, Ron and Hermione all go to a school called Hogwarts,
- e) Hermione's very clever,
- f) You've read all the Harry Potter books,

- don't they?
- isn't she?
- aren't they?
- haven't you?
- isn't he?
- hasn't he?

Practise saying them. Your voice should fall on the question tag, like this:

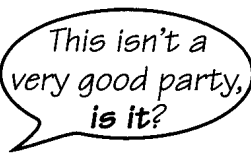
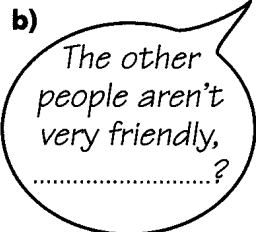
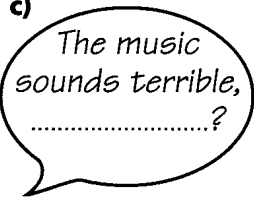

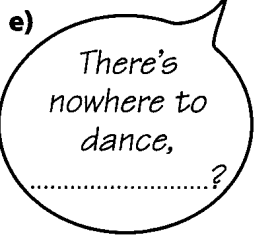
Harry Potter's mother and father are dead, aren't they?

2 Use this information to write three statements, each with a question tag. Then practise saying them.

- a) Professor Lupin / turn into / werewolf / once a month
- b) Professor Snape and Draco Malfoy / hate / Harry Potter
- c) The train / Hogwarts / leave from / Platform 9³/₄ / at King's Cross Station



3 Some people are at a party. They're not enjoying it. Complete the speech bubbles.

- a) 
- b) 
- c) 
- d) 
- e) 

Now work in a group and practise saying them. Think of three other comments you could make about a bad party.

Step up ★★

1 Add tag questions to these statements.

- a) Harry Potter's had a tough life so far,
- b) The Dursleys have treated him very badly,
- c) Harry and Ron were in trouble when they drove to Hogwarts,
- d) The Dementors really frightened Harry,
- e) Hermione was very rude to Professor Trelawney,

Fact File: *Dan Radcliffe***Who is he?:** *He plays Harry in the Harry Potter films***Born:** *23 July 1989***Lives:** *London, England***Parents:** *both actors***Family:** *only child***Pets:** *two dogs called Binka and Nugget***Likes:** *playing practical jokes on people, PlayStation and football***Career plans:** *He may decide to stop acting. He loves English at school and thinks he would like to be a writer. He might be a film director.***How he got the part of Harry Potter:** *He went to the audition with thousands of other English schoolchildren. Chris Columbus, the director, said, "Dan walked into the room and we all knew we had found Harry."***Acting:** *does many of his own stunts, including playing Seeker in the games of Quidditch***2** Read the Fact File about Daniel Radcliffe. Think of five tag questions to ask him, like this:

You're an only child, aren't you?

Because you know the information is correct, your voice will fall at the end. If you are not sure about the information, your voice will rise, for example:

You're going to go to university, aren't you?

Now think of five other questions, eg about Dan's future.

3 Work in pairs. Your partner is Dan. Ask him your questions. Make sure your voice rises or falls at the end of the questions.

Fly ★★★

1 Work in pairs. Look at the Fact File in Step up about Daniel Radcliffe. Talk about Daniel. Use question tags, like this:

- *Daniel's very young to be a film star, isn't he?*
- *Yes, he was born in 1989, wasn't he?*
- *So he's only ...*

2 Complete these sentences with a question tag. Be careful!

- a) Let's get all the Harry Potter videos out this weekend,
- b) My grandmother enjoys magical stories. She'd enjoy Harry Potter,
- c) I'm quite like Harry Potter,
- d) Someone's been reading my Harry Potter book,
- e) Nobody knows if there will be another book,
- f) Don't take my Harry Potter book away,

26 Rubbish! Present passive

Stop Waste!

At Brendon's School in Glasgow, students have set up a recycling scheme: paper, cans, plastic, glass and cardboard are put in separate bins. Computer ink cartridges are re-used. Kitchen waste from school dinners is composted for the organic school garden.

Year 7 and 8 students at Liverpool Technology College have decided to deal with litter in the area around the school. Litter is collected from local streets on one day each term by LTC boys and girls.

At Epping Forest School, they have a special recycling day. Students are split into groups and are encouraged to think about ways of improving their school community. Their ideas are turned into posters.

At Cardiff Garden School, boxes of fruit and vegetables for the school kitchen are now bought from local producers. In this way plastic bags and fuel are saved and jobs are provided in the area.

Year 7 students at Swanage High School save colourful rubbish in separate bags during the term. On the last day of each term, an artwork is created out of waste on the school field.

Only 11% of UK rubbish is recycled. It's time to do something!



Enter ★

- 1 Read about the Stop Waste! projects at UK schools. Circle all the present passives you can find.
- 2 Do your friends and family recycle waste? Work in pairs and discuss what happens. Write sentences, like this:

At school, paper is collected from all the classrooms. It is taken to the recycling centre.

Use these ideas:

glass bottles cans old clothes cardboard kitchen waste plastic carrier bags sweet/chocolate wrappers crisp packets

Step up ★★

- 1 Read about the Stop Waste! projects at UK schools. Answer these questions.
 - a) At Brendon's, who puts paper, cans, plastic, glass and cardboard in separate bins?
 - b) Who collects litter from the streets around LTC on one day each term?
 - c) Who turns students' ideas into posters at Epping Forest School?
 - d) Who buys fruit and vegetables for Cardiff Garden School?
 - e) Who creates artworks out of waste at Swanage High School?
 - f) Why do we use the passive verbs in the text and not active verbs?
- 2 Are there any recycling projects at your school or in your local community? Find out about them and write about them. Use the present passive as often as you can.

3 Turn these sentences from passive into active. If you want to mention the agent, use *by* + agent.

- a) The teacher asks the students to help with recycling on Fridays.
The students are asked (by the teacher) to help with recycling on Fridays.
- b) Each class makes posters with environmental slogans for the school project.

- c) People create furniture, playground equipment and dustbins from recycled plastic bottles.

- d) Everybody wastes a lot of energy in the home and at work.

- e) The Eco Club at a school in Wales make amazing clothes out of bin bags and other rubbish.

- f) The school I go to doesn't recycle anything.
 Nothing

Fly

★★★

1 Use the present passive form of these verbs (verb to *be* + past participle) to complete the sentences.

accelerate burn cause produce ~~switch on~~

When a computer (a) *is switched on*, it uses electricity.

Electricity (b) by burning fossil fuels.

When fossil fuels (c), CO₂ is produced.

Global warming (d) by CO₂ emissions.

So, every time a computer is switched on, global warming (e)

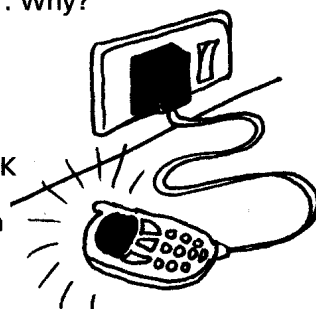
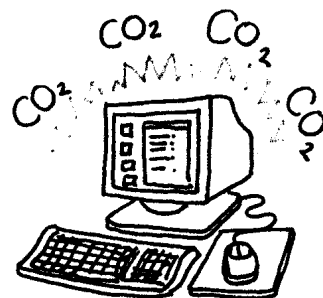
leave on release charge need not switch off waste

When a mobile phone (f), 95% of the electricity (g) Why?

Because the power (h) after the phone is charged.

So - switch the charger off!

Over 50,000 tonnes of CO₂ per year (i) into the atmosphere in the UK alone because chargers (j) at the socket. Five hundred football-pitch sized forests (k) each year to neutralise that CO₂.



2 Write these modal verbs in the passive form. Use this pattern:

modal + *be* + past participle

- a) We must take action. *Action must be taken.*
 b) We must send less waste to landfill sites.
 c) People ought to share more car journeys.
 d) People should switch off their TVs and computers at the socket at night.
 e) We can save energy by shopping on the Internet.
 f) We could take more holidays by train instead of by plane.

27 Iron Age Britain Mixed tense passive

Iron Age Britain

The Iron Age lasted in Britain from about 750BC to AD50. Iron Age people in Britain were a mix of Celts and Britons. They had lots of new ideas. They tried to improve their diets, their homes and their farming methods, like people today. Changes in Iron Age society happened fast, just as they do today.



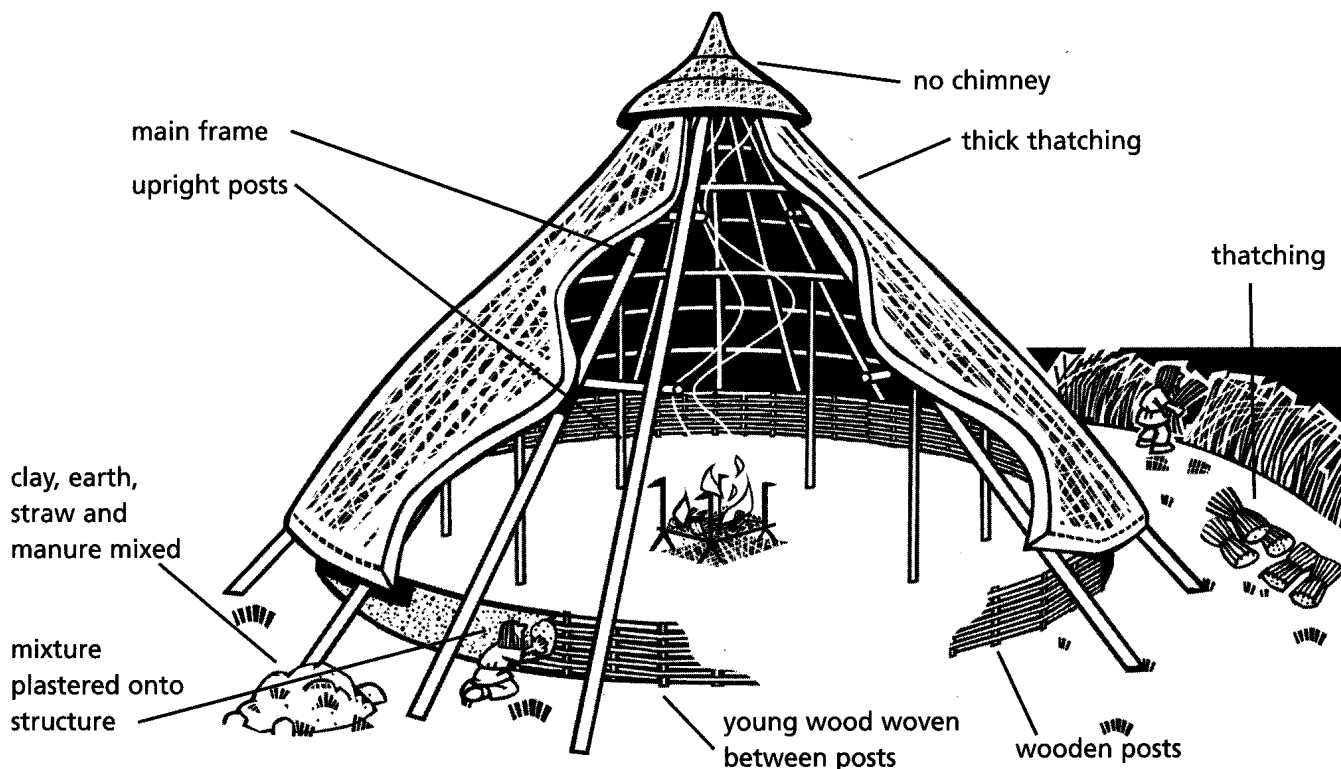
Enter ★

1 What new ideas were introduced in the Iron Age? Use the prompts to write sentences.

- a) coins - introduced *Coins were introduced.*
- b) pots - made on a wheel
- c) jewellery - decorated
- d) bread - made with yeast
- e) beer - brewed

2 Look at the picture of an Iron Age roundhouse. How was it built? Use the information to describe it. Start like this:

The typical house was a large roundhouse. The main frame was made of upright posts.



3 Read more about Iron Age Britain. Use your dictionary.

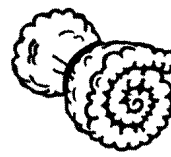
Most people lived on small farms. Their houses were clustered together. Enough food was produced to feed the family and to trade for other things. Sometimes traders came from countries like Egypt and brought exotic things to buy and news from far away. There was no other contact with the outside world.

Cows, pigs and sheep were kept. They were used to work on the farm, and as sources of manure, wool, leather and food. Horses were kept for pulling carts. Dogs were used for looking after animals and hunting.

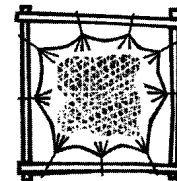
Right in the centre of each house was a fire. It was used to cook food, and to heat and light the home. It was kept alight 24 hours a day. Furniture was made from logs. Drinking cups were made from antlers. Beds were filled with feathers and hay.



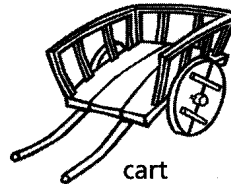
manure



wool



leather



cart



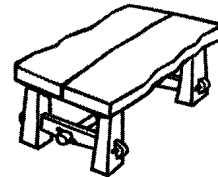
feathers



hay



antlers



furniture

Correct these statements.

- a) Iron Age homes were built far apart. *Iron Age homes were clustered together.*
- b) Exotic things were taken to Egypt and sold there.
- c) Dogs were used for pulling carts.
- d) Cows were used for hunting.
- e) The fire was kept going during daylight hours.
- f) Chairs and tables were made from feathers.
- g) Beds were filled with antlers.

Step up ★★

1 Make these active statements about Iron Age Britain passive. Leave out the agent if it isn't important.

- a) The village blacksmith made tools and weapons from iron.
Tools and weapons were made from iron by the village blacksmith.
- b) They had to store wheat in buildings raised off the ground.
- c) In the winter, people would have eaten smoked meat and fish, dried herbs and plants.
- d) People would have made cooking pots by hand with local clay.
- e) People by the sea could use salt to preserve foods. They could trade salt with people who lived inland.

2 Use the verbs in brackets in the passive to complete the sentences.

In 54BC Julius Caesar arrived with thousands of Romans. The Britons fought hard but they

- (a) *were defeated* (defeat). The British king, Cassivelaunus, and his men
- (b) (overwhelm). They surrendered and agreed to pay taxes to the Romans. This family of Britons were worried.

Son: What (c) (will, do) to us, Father? (d) we all (will, kill)?

Father: We **(e)** (may, kill). We **(f)** (may, take) to Rome as slaves.

Mother: We **(g)** (may, leave) alone. We are useful to them here if we work and grow food.

In fact, the Britons **(h)** (leave) alone for 100 years. Roman merchants traded peacefully with them. Until, in about AD43, Roman settlements on the French coast **(i)** (attack) by a tribe from south-east Britain. The Roman Emperor Claudius was angry and sent a huge army to England. Britain **(j)** (occupy).

Fly ★★★

- 1** Complete this text about the Iron Age Britons. Use the verbs below in a suitable passive tense.

dye plait stick fasten weave

Iron Age Britons were fierce and warlike. Their clothes were very different from the plain togas of the invading Romans. They wore trousers and long tunics with belts. Their cloaks **(a)** at the shoulder with a brooch. Their clothes **(b)** bright colours and **(c)** into striped and checked patterns. Their long hair **(d)** often The men had long beards or long moustaches. The Romans noticed that after a meal, bits of food **(e)** sometimes in their moustaches.

- 2** Read the text in Fly 1 again. Use the modal perfect passive to speculate about a meeting between Iron Age Britons and the Romans. Compare your sentences with a partner's.

a) Romans, must, amazed

The Romans must have been amazed by the Iron Age Britons.

b) Britons, must, fierce

c) togas, would, strange

d) Romans, can't, striped and checked clothes

e) long moustaches, must, funny

f) Romans, ought not to, surprised, Britons, different

- 3** Read through all the information in this unit about the Iron Age Britons. Write ten questions using passive tenses.

Example: *Were dogs kept by the Britons for hunting?*

Work in small groups. Close your books. Ask each other your questions.

- 4** Find out about the Iron Age in your country. When was it? What is known about life then? Write about it.

28 Dreaming *-ing* forms

Enter ★

1 Which of these do you sometimes dream about? Tick the boxes.

- being embarrassed being late climbing dying
 falling flying running away travelling

2 Work in pairs. Discuss what other things you dream about.

3 Complete the sentences with one of the *-ing* forms from Enter 1. Then show your answers to a partner. Are they the same? Talk about the reasons for your choices.

- a) I dream about when I want something.
 b) I often dream about because I want to be at the top of the class.
 c) Sometimes I'm bottom of the class. Then I dream about
 d) I dream about when I'm anxious about something.
 e) Dreams about show me changes in my life.
 f) I hate people laughing at me! I often dream about In one dream, I'm on stage at school with no clothes on.
 g) My friend dreamed about before her family moved to Spain.
 h) I want to get good grades in my exams for my mum. It's important to her. I'm worried about it and I often dream about

Did you know?

- Talking in your sleep is very common. You can even have a conversation with a sleeping person.
- Sleepwalking is more common among young children than teenagers.
- Teenagers have more nightmares than adults.

Step up ★★

1 What do these signs mean? Write the instruction underneath: No + *-ing*!



a) No running



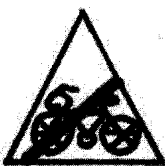
b)



c)



d)



e)



f)



g)

- 2 Where might you see these signs? Write down your ideas.
Compare your answers with a partner's.

No running – at a swimming pool; in school

- 3 Work in small groups. Write down three things you like doing, for example:

chatting online, eating spaghetti, playing the guitar.

Don't show the others in your group. Give your lists to a teacher or another student. They write all the choices down in a mixed-up order and give the list back to the group. Take turns to guess what the others like doing.

Examples:

Jo, I think you like playing the guitar.

No, I don't. Flo, I think you like eating spaghetti.

Yes, I do. You're right!

Fly ★★★

- 1 What's important to you in life? Put these things in order.

making a lot of friends

earning a lot of money

helping other people

living a quiet life

having a lot of adventures

meeting the right partner

being successful at work

having a lot of children

being fit and healthy

.....
(your own idea)

Compare your list with a partner's. How different are they?
Explain your choices to each other.

- 2 Write sentences about your top three.

Example:

Being fit and healthy is important because you can't do any of the other things if you are ill.

- 3 Work in groups. Discuss what these things might mean in dreams.

wearing a mask

following a map

finding money

eating an ice cream

sitting an exam

cleaning the house

29 Get it done! *have/get something done*

Enter ★

1 Work in pairs and decide what these people are having done today.
Use some of these verbs.

~~cut~~ shave shave off trim test
extend polish dye pierce



(a)
*He's having his hair cut./
He's getting his hair cut.*

(b)



.....
.....

(c)



.....
.....

(d)



.....
.....

(e)



.....
.....

(f)



.....
.....

(g)



.....
.....

2 Write sentences about what the people in Enter 1 did and give reasons.

a) He had his hair cut because he's going to his sister's wedding.

Then work in pairs to ask and answer questions.

Why did he have his hair cut?

Because he's going to his sister's wedding.

Step up ★★

1 Write a sentence about each of the people in Enter 1 with this information.

a) going to future, next Thursday

He's going to have/get his hair cut next Thursday.

b) present perfect, for three years

c) would like, older

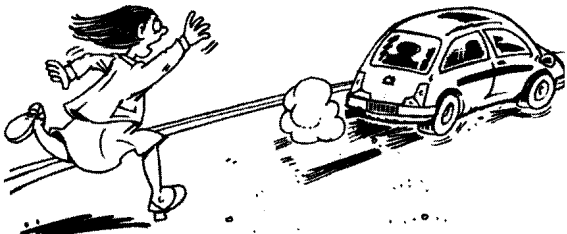
d) past simple, doesn't like it

e) present perfect, never

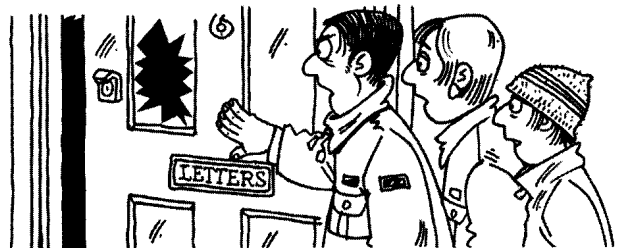
f) doesn't want + infinitive, but

g) present simple, every six months

2 What happened to these people? Write sentences.



a) *My mum had her car stolen last week.*



b)



c)



d)

Fly ★★★

1 Work in pairs. Take turns to explain your problem. Take turns to offer advice using the following people.

~~plumber~~ doctor architect
mechanic builder electrician

a) My washing machine's broken down.

Get a plumber to mend it.

b) My burglar alarm isn't working.

c) My car needs a new battery.

d) I want to build a conservatory on the side of the house.

e) I've got a horrible rash on my leg.

f) There's a hole in the roof and rain comes in.

2 Which of these is more formal?

a)



b)



30 Don't make a mistake *make vs do*

Enter ★

- 1 Complete the sentences with the correct form of *do* or *make*.
- I *made* a cake today and it tasted horrible.
 - My mother her make-up in the car on the way to work.
 - I've got to some shopping after school.
 - My sister her piano exam yesterday morning.
 - My dad a fuss when my friends came round. We a mess in the kitchen.
 - My brother some exercise yesterday – and now he can't walk!
 - I must my homework before my favourite TV programme starts.
- 2 Work in pairs. Choose five expressions from each of the two lists below. Write them down. Don't show your partner. Then close your books and take turns to test each other, like this:

- a noise

- make

- right - make a noise

- a job

- make

- wrong - do a job

make:

an appointment a bed a decision an effort
an excuse a fire a journey a list a mess
a mistake a noise a profit a speech time war

do:

a course the cooking drugs an exam
some exercise your hair the housework a job
a painting a play the washing research
the shopping

- 3 Choose five expressions from Enter 2 and write sentences about yourself.

Step up ★★

- 1 Complete these sentences with *to make* or *to do*.
- means to perform an action.
 - means to create or produce something.
 - is also an auxiliary verb for present and past simple verbs in questions and negatives.

2 Work with a partner. Choose five expressions from each of the two lists below. Write a sentence for each one. Don't show your partner. Then close your books and take turns to test each other, like this:

– I friends with Harry when I joined the football team.

– made

– right

– I'm not anything tonight. Are you?

– doing

– right

make:

an attempt a discovery an enemy of someone
 £300 a week a fortune friends with someone a good job of something
 someone cry an offer someone wait for half an hour trouble for someone

do:

90 kilometres an hour medicine at university
 well at school badly at sport somebody a favour
 an experiment business with somebody harm to someone
 three years in prison your nails something for somebody

3 Choose five other expressions from Step up 2 to write sentences about your friends.

Fly ★★★

1 Do these phrases take *make* or *do*? Complete them in the correct tense. Use your dictionary to help you.

- a) He doesn't want anything *to do* with me. He never wants to see me again.
- b) I can't it for dinner this evening. I've got to work late.
- c) I can't up these buttons. The leather is too stiff.
- d) I could with a rest. I've been on my feet all day.
- e) It me very sad to see whales being killed for profit.
- f) It's got nothing with you. Mind your own business.
- g) This could a lovely home for us. I can just see us having lunch under the apple tree.
- h) Three and seven eleven, don't they?
- i) We it just in time. The train was about to leave.
- j) We'll have to without milk. It's too late to buy any.
- k) What tonight? If you're free, we could go to the cinema.
- l) What time it? My watch says 1.30, but I think it's slow.



2 Work with a partner. Think of a situation to go with all or some of the sentences in Fly 1. Discuss your ideas with another pair.

31 Have a go! *have and take*

Enter ★

1 Match some of the speech bubbles with the pictures.

1 Take a look!

2 Take a photo!

3 Don't take sides.

4 Have a biscuit!

5 Let's have a go!

7 Take a seat!

8 Let's have a swim.

9 Have a heart!

6 Have a coffee!

11 They're having another row.

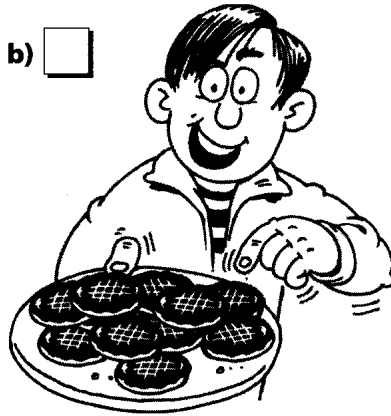
12 She's taking advantage of you.

10 Take a shower!

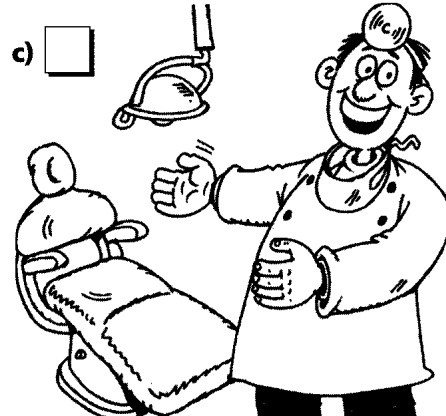
a)



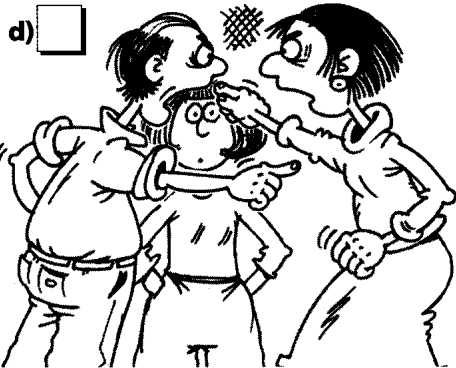
b)



c)



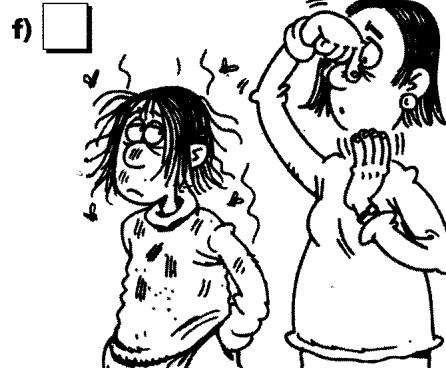
d)



e)



f)



2 Put the correct form of *have* or *take* in these sentences.

- a) It's my birthday next Saturday so let's a party.
- b) We're a meeting on Thursday about the new school uniform.
- c) Our class is part in a drama festival. We're performing our own play.

- d) I a message from the PE teacher to the head teacher – Mark broke his arm playing rugby.
- e) I always aspirin when I've got a headache.

3 Learn five phrases with *have* or *take* + a noun from this list:

have a chat take a chance have a fall take action have a race
 take a risk have a good time take care of someone
 have a heart attack take drugs take turns take charge of
 take a picture have a cry have a quarrel

Work with a partner. Close your books and test each other, like this:

- 'chat'
 - 'have a chat'
 - That's right.

Step up ★★

1 Choose speech bubbles from Enter 1 to respond to these sentences.

- a) That dog is not coming into the house.
- b) It's so hot and the sea looks lovely.
- c) Chloe and Tracy, stop arguing. And Chloe, don't be so rude to your sister.
- d) Look at that rollercoaster. That looks fun!
- e) My friend borrowed some money and she hasn't paid it back.

2 Circle the nouns which can be used with both *have* or *take*.
 Use your dictionary if you need help.

a seat a breath a look a wash a stroll a risk a guess
a talk a decision a swim an exam a holiday sides power

Fly ★★★

1 Choose five bubbles from Enter 1. Use each one in a mini dialogue.

2 Complete these sentences with the correct form of *have* or *take*.

- a) We our party outside, but then it rained. (going to, past continuous)
- b) James care of his parents for years. (will be +ing)
- c) The teacher a word with me when the bell rang. (be about to, past simple)
- d) We responsibility for our own lives. (have to, present)
- e) You a decision about your A-Level subjects this week. (must, present)
- f) Your girlfriend you seriously enough. (present continuous)

32 Maria Sharapova Nouns

Enter ★

1 Find the nouns in this text.

- a) How many are there?
- b) How many proper nouns are there (nouns with capital letters – the names of people, places or institutions)?
- c) How many plural nouns are there?



The Bollettieri Tennis Academy in Florida has produced many tennis champions, including Andre Agassi, Monica Seles and, most recently, Maria Sharapova. The academy takes children and turns a few of them into tennis stars. About 575 children join the programme each year. Only 5% become professionals; the other 95% go to college to study other subjects. They play a mean game of tennis, though!

The students live at the school for nine months each year. The school programme is based on three things: discipline, responsibility and effort. They get up at 6.30 in the morning. They run, and do sit-ups and press-ups. They study for four hours each day. They play tennis for five hours each day. They become mentally and physically strong.



2 Write down the singular form of these plural nouns.

buses boxes buzzes bananas brushes beaches tomatoes
parties pianos puppies wishes coaches faxes potatoes kilos

- a) Nouns that end in consonant +y take *-ies* in the plural. Find two of these.
- b) Nouns that end in *-x*, take *-es* in the plural. Find two of these.
- c) Nouns that end in consonant +o sometimes take *-es* and sometimes take *-s* in the plural.
Find one example of each.
- d) Nouns that end in *-ch* take *-es* in the plural. Find two of these.

Step up ★★

1 Underline the correct plural nouns in this text. Cross out the incorrect ones and write the correct version. Use a dictionary if you aren't sure.

A big crowd of persons came to see the boxer. He had won a big fight and they were proud of him. There were womans and childs as well as mans. He was dancing around in his red silk shorts. He had his gloves on. When he smiled, you could see that most of his tooths were broken or missing. The local chieves presented him with a cheque from the community. Then thinges turned nasty. Some mans said they'd bet their money on the other boxer. They pulled out knives. Everybody backed away.

2 Sort these nouns into two sets. Then in pairs, choose a noun and make a sentence.

aerobics, athletics, cards (game of), clothes, contents, economics, glasses (spectacles), gymnastics, jeans, news, physics, politics, pyjamas, scissors, shorts, stairs, the United States

It is plural and takes a plural verb, eg *trousers*.

It looks plural but takes a singular verb, eg *maths*.

Fly

★★★

- 1 Look at these group nouns: *family, class, team, fire brigade, government, staff, club, school, committee.*

You can use either a singular or plural verb with these nouns, without a change in meaning.

Example: *My family come from Wales. / My family comes from Wales.*

Use these prompts to write alternative sentences, using an appropriate tense:

- fire brigade/have/an open day/local fire station/today
- swimming club/compete/national finals/on Saturday
- school/invite/all parents/exhibition of student artwork/this evening
- government/want/ban/fox hunting in the UK
- committee/decide/have/party/for disabled children

- 2 Make nouns out of these verbs and adjectives. Use these endings:

-tion -ity -ment -ence -ance -er

drive emigrate able permanent manage speak
entertain important invent impossible impatient significant

- 3 Choose from the words below to complete each gap OR leave it blank. Some words can be used more than once.

a/an, the, any, a few, both, each, neither, some

Maria Sharapova was born in Nyagan in (a) Siberia in 1987. This was (b) year of the nuclear accident at Chernobyl, which was only 100 miles away from the family home. They moved to Sochi on (c) Black Sea to escape the radiation.

(d) years later, in 1993, tennis champion Martina

Navratilova saw the young Sharapova playing at the Moscow Tennis Clinic. She was six years old. "I knew I was watching (e) future star," said Martina, and she recommended that Maria go to

(f) Bollettieri Tennis Academy in Florida. Maria's parents borrowed money from

(g) family and friends to pay for the trip.

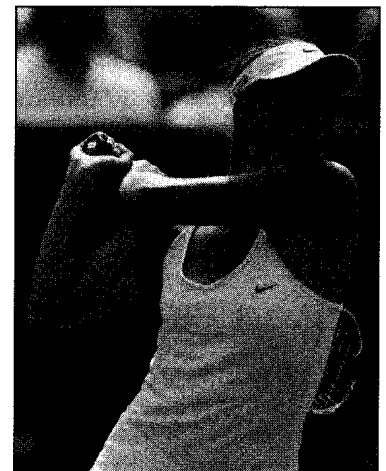
In 1994 Maria and her father, Yuri, arrived in (h) United States with \$700 in their pockets. 'We travelled by bus and train to Florida,' says Yuri. '(i) Maria nor I spoke

(j) English. Luckily, there was (k) woman at the academy who spoke

Russian.' Nick Bollettieri watched seven-year-old Maria play for (l) minutes. He accepted her at once. Yuri rented a small flat and took (m) job on a building site. It was

(n) hour's walk (o) way to the academy for Yuri. Maria's mother couldn't get a visa at first. She had to wait two years, separated from (p) her husband and her daughter, before she could come to Florida.

Ten years after she arrived in Florida, Maria won the Wimbledon Singles Title.



33 Bookshop and book club

Compound nouns

Enter



- 1 Match these words to make compound nouns. Which ones go together best?

alarm being

bus car

dining fairy

 film

human mobile

 musical

swimming police

 washing

machine tale

 stop

instrument station

 room

park clock

 star phone

- 2 Work in pairs. Imagine you are old friends. You meet by chance at the bus stop. Have a chat - catch up on all your news. Try and get all the compound nouns in Enter 1 into your conversation. Tick them off as you go. How many can you use?

Example:

Hi there! How are you?
I've never seen you at this
bus stop before.

No, I don't usually take
the bus. My dad's car broke
down last night so he left it in
the car park.

- 3 The first part of each compound noun is missing in these sentences. Use your dictionary to help you.

- a) The cowboys stopped at the edge of the desert for the night. They cooked their supper in a pan over a fire.
- b) John F Kennedy became President of the United States at the beginning of the age. The first being stepped on the moon in 1969.
- c) The girl threw her gum out of the window.
- d) We were in the row for the Red Hot Chili Peppers concert.
- e) There is a jam on the M1 because of works.

Step up ★★

1 Match these words to make compound nouns. Which ones go together best?

Which ones need a hyphen? Use your dictionary to find out.

2 Write a definition for each compound noun in Step 1. Use a dictionary if necessary.

Then work in pairs. Take turns to read out a definition. Don't say the word. Your partner says which word it is.

If you buy a new computer or TV, for example, it will arrive in this.

A cardboard box.

3 Like ordinary nouns, compound nouns can be countable or uncountable, for example, *one polar bear, two polar bears; some junk food*. Complete each sentence with a compound noun from below in the correct form.

youth hostel world leader barbed wire
 sleeping bag mineral water food poisoning

- a) There was a lot of all around the compound. Nobody could get in or out.
- b) They all had because the chicken wasn't cooked properly.
- c) met at the United Nations to discuss the crisis. They didn't decide anything.
- d) I don't like paying for I can get it out of the tap for nothing.
- e) We stayed at ten different on our journey across Europe.
- f) We both left our at the campsite. We'll be cold tonight!

Fly ★★★

1 Match these words to make compound nouns. Which ones go together best?

Which ones need hyphens? Check in your dictionary.

2 Write a sentence for each compound noun in Fly 1. Use a dictionary if you need help.

Then work in pairs. Take turns to read out a sentence but say 'blank' instead of the compound noun. Your partner says which word it is.

British Members of Parliament meet in the 'blank'.

The House of Commons.

3 Some compound nouns are related to phrasal verbs. Use a dictionary to find the nouns from the verbs below. Then complete the sentences with them. Check for hyphens and plural forms.

to cover up to sit up to show off
to push over to hang up

- a) Jodie is a She wants people to look at her all the time.
- b) A journalist caught the president taking bribes. But there was a big and nothing ever appeared in the newspapers.
- c) I do 50 each morning but my stomach still isn't flat.
- d) My sister has so many about her appearance – she doesn't like her hair, her height, her face or her feet.
- e) My dad's a - if I want something, I just ask. He always gives it to me.

34 Olympic stories

Personal pronouns

Enter ★

- 1 Put the subject pronouns below in the gaps. You will need to use some more than once.

I you he she it we you they

- a) At the 1984 Olympics, Carl Lewis won four gold medals. ran the 100 metres in 9.9 seconds.

- Carl, how do feel now about that race?
- was the best race of my life.

- b) Flo Jo won three gold medals at the Seoul Olympics in 1998. still holds the Olympic record in the 100-metre and 200-metre races.

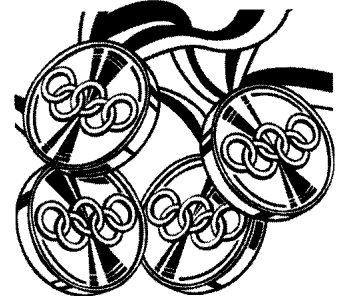
- c) The Russian rower, Vyacheslav Ivanov, lost his first gold medal in Melbourne in 1956.

- What happened?
- threw it into the lake by accident because was so excited!

- d) British rowers won a gold medal for the Coxless Four at the Sydney Olympics.

..... beat the Italian four by 0.38 seconds.

- That was close! beat the Italians by less than half a second!
- were so tired after the race that couldn't even lift our arms!



- 2 Circle the object pronouns in these sentences. Which noun does each one replace?

- a) The first modern Olympic Games took place in Athens in 1896. Black athletes were not allowed to compete in them.

- b) Jesse Owens won four gold medals at the 1936 Olympics in Berlin. The crowd stood up and applauded him.

- c) Stefi Graf won Olympic Gold at the Seoul Olympics in 1988. She played Gabriela Sabatini in the final and beat her 6-3 6-3. Graf lost her title at the next games.

- d) Italy won its first Olympic swimming gold at the Sydney Olympics. Domenico Fioravanti won the 100m and 200m breaststroke races. 'I can't believe it,' he said afterwards.

- e) George: Would you like to go to the next Olympic Games with me?

Jim: I'd love to! Can you get us tickets?

George: I'll try this evening and then I'll give you a ring.

- f) The British 100m relay team won gold in Athens in 2004. The whole of Britain was very proud of them.

Step up ★★

- 1 Complete the sentences with possessive adjectives from below. Two are not used.

my your her his its our your their

a)

I can't believe

..... eyes! The
slowest swimmer has
won the race!

b)

Stefi Graf wins gold!
This is fifth
major title this year!

c)

Yeeeeeeeeeeeeees!
..... boys have
won the hockey.

d)

The Swiss team
have just made

..... best
time ever.

e)

Disaster! Pippa
Funnell's horse has
hurt

leg.

f)

Some breaking news
- this is dynamite - Canadian
Ben Johnson has lost

..... gold
medal! He has tested
positive for drugs.



- 2 Write a sentence with a possessive pronoun from below to complete these dialogues.

~~mine~~ yours his hers ours theirs

- a) - Whose is this? - It's *mine*.
b) - Let's see your medal. - It's the same as

c) - Which is Stefi's bag? - That one's

d) - Whose team has won the most gold medals? - did.

e) - These aren't our shirts. - No, they're

Write a similar dialogue with the possessive pronoun which has not been used.

Fly ★★★

- 1 Choose a verb from below and add a reflexive pronoun to complete these sentences.

disgrace excel surprise hurt enjoy show

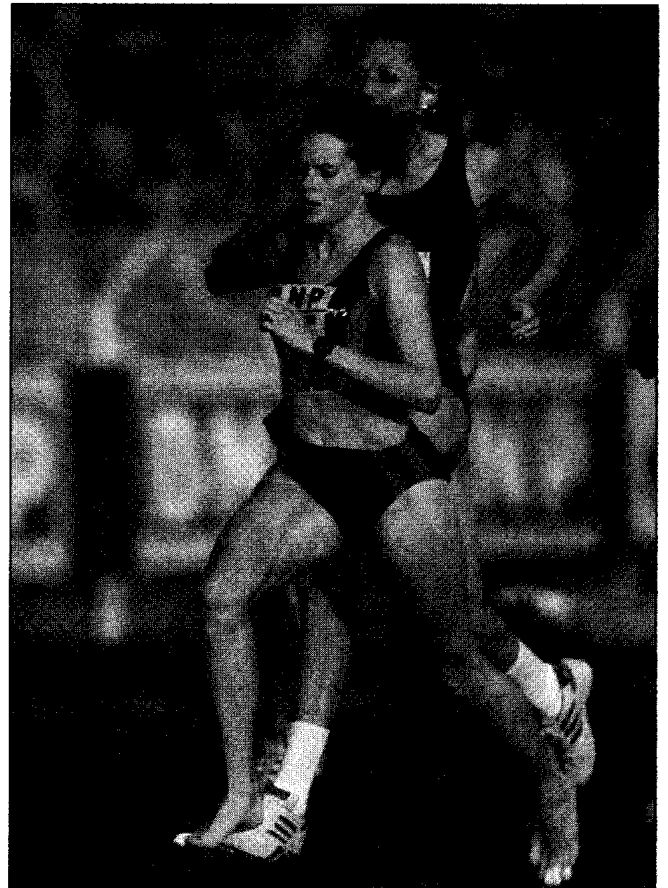
- a) A Dutch skier fell off the ski jump and
- b) The athletes at the party at the end of the Games.
- c) The relay team coach by getting drunk before the race.
- d) The weather was miserable – the sun didn't all week.
- e) The weightlifters by making the heaviest lifts ever.
- f) I when I stayed up until 2 am to watch the equestrian events on TV.
I'm not usually interested in horse-riding!

- 2 Complete this text with a reflexive pronoun or *each other*.

Have you heard of the South African runner, Zola Budd. She made a name for

- (a) by running without shoes. But she never really did
(b) justice as an athlete.

She wanted to compete in the 1984 Olympics. Because of the apartheid system in South Africa, however, South Africans were not allowed to enter the Olympics. Although she was not British (c), her grandfather was and she was allowed to apply for British citizenship. She represented Britain and ran in the 3,000 metres. Her main opponent was Mary Decker. Both Zola and Mary had prepared (d) mentally for this meeting. It was a dramatic race. Zola could run faster than Mary Decker, but during the race they bumped into (e) Mary fell over and Zola lost her place. These Games were held in Los Angeles and the whole crowd booed Zola for the rest of the race. She came seventh. The girls didn't blame (f) publicly for the accident. In private, Zola probably blamed (g) Now she lives in South Africa again and is married with three children. She still runs, but not competitively.



35 April Fool's Day

Indefinite & impersonal pronouns

Enter ★

1 Read about April Fool's Day.

April Fool's Day lasts for 12 hours from 12 midnight until 12 noon on April 1.

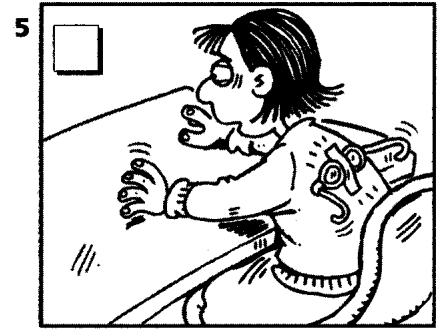
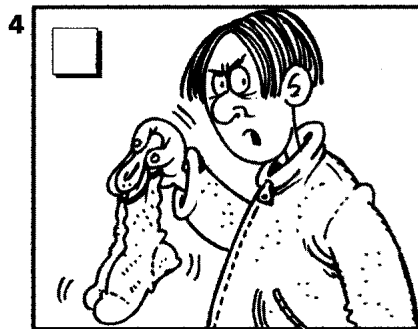
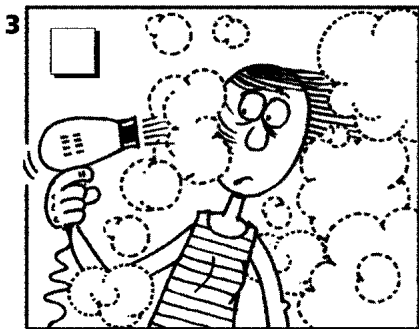
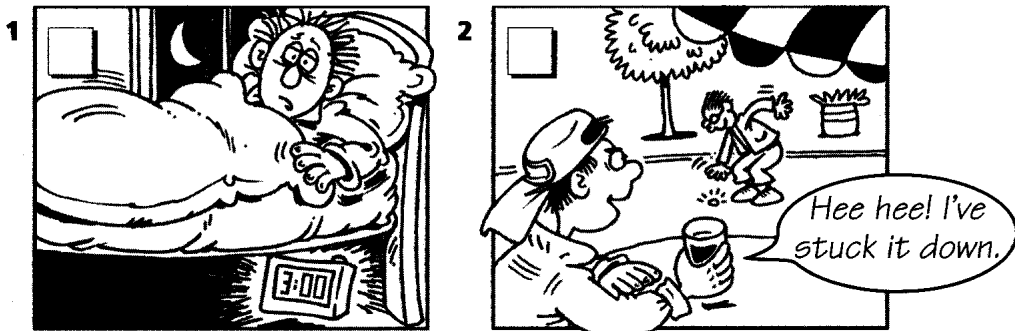
Until 1562, April 1 was New Year's Day. Then Pope Gregory introduced a new calendar for the Christian world. He changed the start of the year to January and January 1 became New Year's Day. But they didn't tell everyone! People who lived far from the cities didn't know anything about it. They carried on celebrating New Year on April 1. People in the cities called them 'fools' and sent them fake New Year's Party invitations.

2 Someone has played an April Fool on these people. What are they saying? Complete the sentences with the words below.

someone somebody everywhere anywhere
somewhere nobody

- Someone/Somebody* has put toothpaste in my socks!
- has filled my hair dryer with flour! There's flour
- Where's my alarm clock? I can't find it
- I'm sure I put my glasses here
- will be able to pick up that euro!

3 Now match the cartoons to the sentences in Enter 2.



4 Do the words in this group – *someone, anyone, no one*, etc – take a singular verb or a plural verb? Look at the examples in Enter 2 if you're not sure.

Step up ★★

- 1 Read about April Fool's Day in Enter 1. Complete this dialogue about an April Fool's trick played by Richard Branson, one of Britain's top businessmen, on April Fool's Day 1989. Use the words below.

everyone ~~something~~ something somewhere
 somewhere anyone anything nowhere

A family was driving into London on the night of March 31.

- Mum, there's (a) *something* in the sky over there. Like a light. Look.
- I can't look. I'm driving. It must be an aeroplane.
- It's a weird shape. Can (b) else see it?
- Slow down, mum. It's landing (c) over there, by that barn.
- You're imagining it. There can't be (d) there. It's a field in the middle of (e)

They stop by the side of the road and get out.

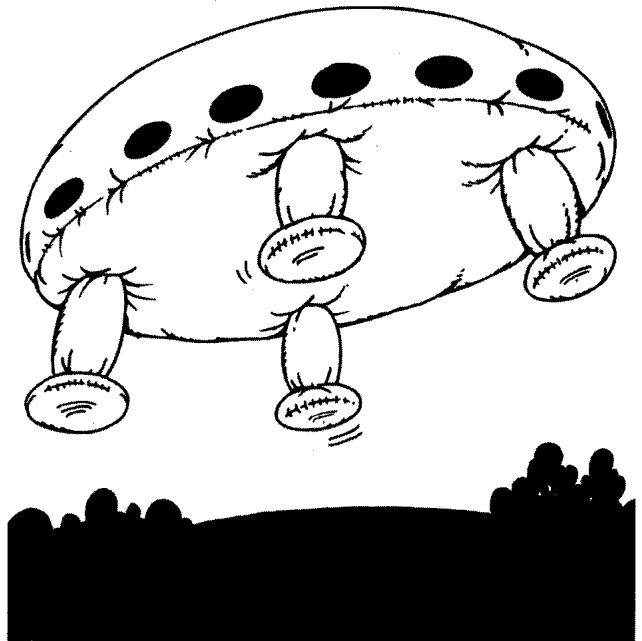
- You're right! (f) get behind the car!
- Help! (g) 's getting out. It's an ALIEN!!!
- It's tiny. It's dressed in silver. And it's coming this way!!!

They hear police sirens.

Richard Branson had made a hot air balloon that looked like a UFO. He hired a very short person to dress as an alien. He wanted the balloon to land in Hyde Park in the middle of London. But the wind took it

(h) else and it landed in the countryside.

It was a good trick, though.



- 2 We use *you*, *we* and *they* as impersonal pronouns to talk about general feelings or opinions, for examples:

We don't give our children much freedom these days.

They want to build a new motorway next to our school.

Are you allowed to use personal stereos on aeroplanes?

Work in pairs. Make general comments about these topics using *you*, *we* or *they* as the subject pronoun.

- a) the royal family
- d) parents

- b) April Fool's Day
- e) junk food

- c) exams

Fly ★★★

1 Read about April Fool's Day in Enter 1. Use the prompts and a pronoun to complete these dialogues.

- a) – I can't get the eggs out of the egg-box!
 – one/glue/in *Someone has glued them in.*
- b) – one/see/my Class 6 file?
 no / be / in here this morning.

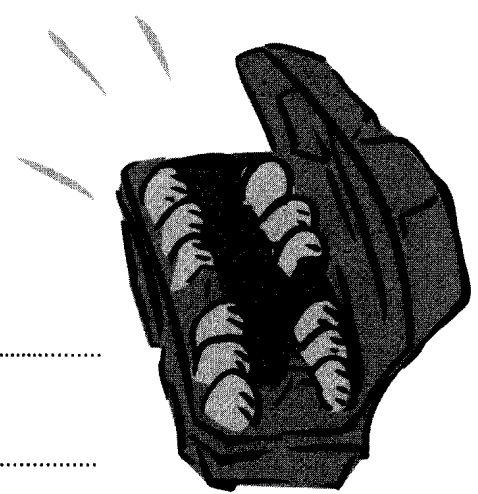
.....
 one / rearrange / all my files!

- c) – Someone had put soap on the shop door handle this morning.
 I couldn't open it. one in the street / laugh / at me

.....

- d) – Look in bottom of the coffee jar!
 – It's a piece of paper. What does it say?
 – April Fool!
 – one / must / mix / thing / in with the coffee!

.....



2 We can modify *someone, anyone*, etc with *else* when we are looking for an alternative, for example:

Does anyone else want a ride in my go-cart?

Match the sentences a-f with sentences 1-6. Complete sentences 1-6 with these words:

anything nowhere everyone somewhere anywhere anyone + else

- a) This bike shed is full.
- b) We went on holiday to Scotland last year and the year before.
- c) My guitar teacher has moved to London.
- d) There's only some old cheese in the fridge.
- e) He wants to sleep on our sofa for a few days.
- f) I want a TV in my room.

- 1) Do you know round here who could teach me?
- 2) at school has got one.
- 3) He's got to go.
- 4) I'd like to go this year.
- 5) Is there I can leave my bike?
- 6) Isn't there to eat?



36 My room

Quantifiers

Enter



1 Look at these two rooms. Use the words below to complete the descriptions of them.

a lot of, a few, any, both, loads of, no, several, some



- a) In Jay's room, there are loads of books. There are (1) *loads of* soft toys but there aren't (2) posters. There are (3) CDs but there isn't (4) sports equipment. There are (5) cushions on the bed and floor. There are (6) photos on the desk.
- b) In Dek's room, there are (7) CDs and (8) posters on the walls. There are (9) clothes on the floor but (10) cushions. There is (11) sports equipment and there are (12) photos on the desk. There are (13) soft toys and (14) books.
- c) There's a desk, a computer and a bed in (15) rooms.

2 Work in pairs. Ask each other questions about your rooms, like this:

Are there any books in your room? Yes, there are a few/several/a lot of books.
Is there a CD player in your room? Yes, there are two CD players.

3 Complete these sentences with *much*, *many* or *a lot of*.

- Tell me about your collection of old blues records. How (a) have you got?
- I've got about 200, I think.
- Where do you find them?
- Mostly in second-hand record shops and on the Internet.
- Do they cost (b) ?
- That depends. Some of them only cost one or two euros; others cost hundreds of euros.

- Do (c) people collect them?
- Loads! If you go on the Internet, there are thousands of sites.
- Who's your favourite jazz musician?
- I've got (d) favourites. I love John Lee Hooker and Billie Holliday.
- I haven't heard (e) of their music. Can you play me some now?

Step up ★★

- 1 Look at the pictures of the bedrooms in Enter 1. Jay and Dek collect things and keep them in the boxes under their desks. What do you think they collect? Choose from:

keyrings, Warhammer models, stamps, sea shells, coins,
Johnny Depp films, rock band T-shirts, shoes

- 2 Work in pairs. Tell each other about the things on the list that you have, like this:

I've got several keyrings, no Warhammer models, no stamps, a few sea shells from Crete, a lot of coins from different countries, three Johnny Depp films and no rock band T-shirts.

- 3 Complete these sentences about Jay and Dek using the words in the box.

- a) of them have a computer in their room.
- b) of them has a television.
- c) I don't think of them has a camera.
- d) of them has a lot of stuff.
- e) Has of them got a dog?

both, neither,
either, each

Fly ★★★

- 1 Look at these combinations and complete these sentences:

- a) I love Johnny Depp. I think about him minutes.
- b) I wish he'd make films like *Pirates of the Caribbean*.
- c) There are good-looking actors.
- d) Sometimes I think he should be serious.
- e) And he could spend time writing to his fans, like me!

a little + more/less
a few + more/less
every + few
few/little + enough

- 2 Look at these combinations and use them to respond to the statements below:

both + the/possessive + noun so/too/how + many
all + the/possessive + noun so/too/how + much

- a) There's no room on the wall for my new poster of Johnny Depp.
 - *You've got too many posters of Johnny Depp already.*
 - *You can't have too many posters of Johnny Depp.*
- b) I want to buy this soft toy elephant for my room. (already)
- c) My room is too babyish - what shall I do to it? (give away)
- d) Why is this room so untidy? (junk)
- e) Can I borrow a calculator for school - you've got two, haven't you? (lost)

37 Notting Hill Carnival Introductory *it* and *there*

There's a carnival every year in Notting Hill in London. It takes place on the last Sunday and Monday of August. The idea of carnival goes back to 1833 when slavery was abolished. The first Caribbean carnival was held in Trinidad. Black Caribbeans celebrated on the streets with songs, dancing and costumes. Lots of black Caribbeans came to live in London in the 1950s and they brought their carnival traditions with them. There were race riots in London in August 1958, however, with terrible violence between blacks and whites. The first British Carnival took place the following year in St Pancras to promote race harmony. Later it moved to Notting Hill. Today it is the biggest street party in Europe.



Enter ★

- 1 We use *there* + the verb *to be* to introduce information. Find two examples in the text above about the Notting Hill Carnival.
- 2 Now complete these sentences with the correct form of *there* + verb *to be*.
 - a) a carnival every August in London's Notting Hill.
 - b) a man called Lawrence Noel in Notting Hill. He makes costumes for the carnival.
 - c) no costumes when the carnival started in the 1950s in London.
 - d) Today thousands of wonderful costumes, including butterflies, devils, princesses and skeletons.
 - e) a carnival in your country? When is it?
- 3 We use *there* + *to be* to point things out. What are these people saying? Use these words: butterfly, balloon, skeleton, friends



Step up ★★

1 Read about the Notting Hill Carnival at the top of page 92. Complete this text with *there* + the correct form of *to be*.

- a) At next year's carnival, more than a million visitors.
70 floats and 45 static sound systems.
- b) At last year's carnival, three live stages with top bands from around
the world, including Jamiroquai.
- c) quite a lot of violence at the 2000 Carnival, including a murder on
the Monday evening.
- d) always exotic food on sale, such as jerk chicken and fried plantain.
- e) lots of police and ambulance crews at the carnival in recent years.

2 We can use *It + to be* to introduce ideas, like this:

It's wonderful to be at the carnival!

Work in pairs. You bump into each other at the carnival.

Think of things to say using *It + to be*.

Ideas: *lovely / see you; nice / be here; coincidence / bump into you; interesting / see these costumes*

Fly ★★★

1 Make sentences with the prompts using *like/hate/love + it + when/that* clause

- a) people stare at me *I hate it when people stare at me.*
- b) the floats go past
- c) there's a crush of people
- d) the police dress up in carnival costumes
-
- e) everyone blows their whistles
- f) I get stuck next to a really loud sound system
-
- g) strangers dance with each other

2 Imagine you are at a carnival or a festival in your country. What do you like/hate/love about it? Use the same structure to write sentences or tell a partner.

3 Use the Internet to find out about the Notting Hill Carnival. Choose one aspect and write about it. Use *There + to be*, *It + to be* where you can. Tell your class what you've found out.

Aspects of the carnival to investigate: types of music, history, food and recipes, Trinidad and Tobago, famous bands, policing, anecdotes.

38 Slow foodie or fast foodie? Definite and indefinite articles

Enter ★

- 1 Complete the questionnaire with *a* or *an* and then choose your answers.



Work in pairs. What do your answers say about you? Are you a slow foodie or a fast foodie?

- a) For breakfast, do you
- toast bagel?
 - eat chocolate bar on the way to school/college?
 - make fruit salad?
 - cook egg or other hot food?
- b) You can choose to eat a meal out. Do you choose
- burger bar?
 - international restaurant?
 - coffee shop?
 - organic restaurant with local produce?
- c) Can you name
- famous winter dish from your region/country?
 - famous summer dish?
 - party dish?
 - celebration dish?

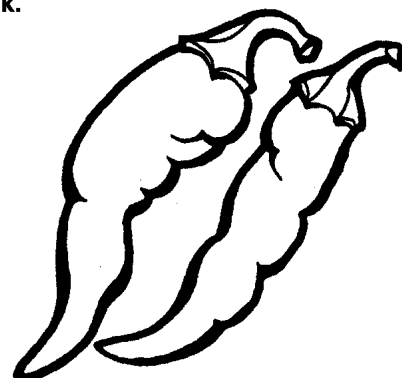
- 2 You are at a market in London. There are food stalls from around the world as well as from England. You can buy all these things. Complete the gaps with *a*, *an* or *some*.

..... *some* French pastries hundred grams of Belgian chocolate
 Italian cheese cup of Brazilian coffee
 Spanish chorizo sandwich Seville oranges
 kilo of English new potatoes Greek olives
 half kilo of German sausage

Now tick the things you would buy.

- 3 Some people are at the market. Put *a*, *an* or *the* in each space or leave it blank.

- a) Have you tried olives on that stall? They're delicious!
- b) Shall we have burger for lunch?
- c) You can buy really hot chillies here.
- d) queues for coffee are very long, aren't they? I think I'll have orange juice instead.
- e) I've got all things on my list - I'm going home.



Step up ★★

1 Complete the questionnaire with *-*, *a*, *an* or *the* and then answer the questions.

a) What do you like about food? Number these qualities in order of importance.

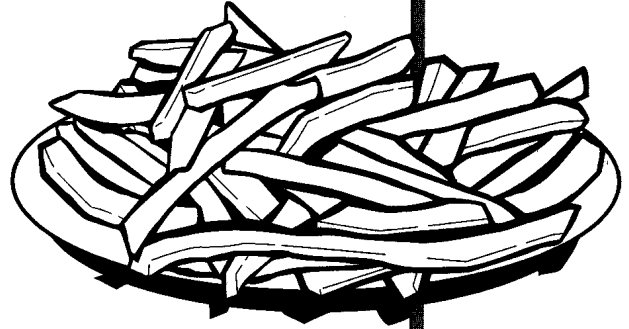
- smell - taste
 - appearance - calories
 - familiarity

b) In a fast food restaurant, do you choose

- largest burger and largest fries?
 - small burger and bottle of water?
 - chicken nuggets and salad?
 - just salad?

c) Would you try these things if they were cooked by a top chef?

- snails
 - oysters
 - black spaghetti
 - chilli ice cream



Work in pairs. What do your answers say about you? Are you a slow foodie or a fast foodie?

2 Do we need an article (*the*, *a* or *an*) before

- | | | | |
|--|------------------------------|-----------------------------|------------------------------------|
| a) the names of meals? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| b) superlatives? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| c) singular countable nouns? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| d) proper names, like 'Jamie Oliver'? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| e) jobs, like 'teacher'? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| f) plural countable nouns? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| g) abstract nouns, like 'war and peace'? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| h) geographical names? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| i) unique things in nature, like 'moon'? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| j) hundred, thousand and million? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |
| k) kilo, litre and euro? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sometimes <input type="checkbox"/> |

3 Work in pairs or on your own. Think of an example sentence for each case in Step up 2.

Fly ★★★

1 Make these prompts into questions and then answer them. You may or may not need an article.

- a) like/eat meals/in front of/TV?
- b) can/cook/three-course meal/four?
- c) you/slow foodie/fast foodie?
- d) important/food/to you?

Work in pairs. What do your answers say about you and food?

2 Complete these short texts with *a*, *an* or *the*.

- a) 'Fifteen' is restaurant in London. Jamie Oliver, a famous TV chef, opened restaurant in 2003. restaurant has been fully booked ever since.
- b) Each year Jamie trains fifteen unemployed young people to work in restaurant. Some of students don't finish course. Most of them do and go on to careers in business.
- c) First cook: 'Where are strawberry tarts we made this morning?'
Second cook: 'They're in second fridge.'
- d) First customer: 'I ordered mushroom risotto at least half hour ago.'
Waiter: 'I'm sorry, madam. It'll be with you in just moment.'
- e) Jamie says he wasn't great at school, but he comes alive in kitchen. He wants his youngsters at 'Fifteen' to feel same. When he sees them get buzz in kitchen, he knows he's doing right thing. It's been hard work, but he thinks he's now stronger person.



3 Find out what these idioms mean. Learn them.
Work in pairs. Improvise a dialogue using some of idioms.

for the moment have a look at have a drink
have the soup/beef/chicken be a fan of get the chance
make a start get a buzz at the weekend get a life
have a Chinese/an Indian get the bill give something a try
during the week half an hour just a moment

Possible topics: discussing your meal in 'Fifteen'; cooking together in the kitchen; choosing where to eat out with friends; talking about food likes and dislikes

39 The Lord of the Rings

Possessives

Enter ★

1 Josie is describing her family. Put apostrophes (s) in the correct places.

- a) I've got my mums hair and my dads eyes.
- b) I've got my grandmothers feet and my grandfathers temper.
- c) My sister's got my mothers nose and my fathers ears.
- d) My brother's got my dads hair and my mothers teeth.

Whose features have you got? Describe yourself or someone in your family in the same way.

2 Who is the ideal you? Work in pairs. Describe the perfect you.

*I'd like Orlando Bloom's eyes,
Sean Bean's nose, Viggo Mortensen's
mouth and Gandalf's power.*



3 Put apostrophes (s) in the correct places.

A sudden noise woke Tom and Ben. 'What was that?' said Ben. They looked out of their bedroom window. There was a spaceship in the boys garden. A door appeared in the ship. They could see ... aliens? The boys didn't run to their parents room. 'They won't believe us,' said Tom. Instead they walked quietly downstairs. Their hearts banged loudly. They crept past the dogs baskets. The dogs didn't move. 'That's odd,' they thought. They looked through the kitchen window. The garden was dark. 'Where are they?' asked Ben. He was frightened. 'We are here,' said four strange voices. They jumped and turned. The aliens eyes glowed in the dark.

Step up ★★

1 Put apostrophes (s or s') in the correct places in these sentences about *The Lord of the Rings* films.

- a) It took an hour every morning to put the hobbits hairy feet on.
- b) The actors practised their English country accents when they were off set as well as on set.
- c) In the story, Saurons dark eye watches the ring at all times.
- d) Viggo Mortensen (Aragorn) and Orlando Bloom (Legolas) learned to speak the Elves language.
- e) The Orcs masks and armour make them very frightening.
- f) Sam and Frosdos friendship is at the novels heart.
- g) In Rohan, the mens task is to defend the castle.

2 Complete the sentences with the information in brackets. Use noun + *of* + noun and include *the* where necessary.

- a) was voted (Lord, Rings; Best Book, 20th Century)
'The Lord of the Rings' was voted the Best Book of the 20th Century.
- b) Over 2,000 were used in (pairs, hobbit feet; making, films)
- c) Frodo is nearly destroyed by (power, ring)
- d) Gollum leads Frodo and Sam into (dark heart, Mordor)
- e) The actors all learned (skills, swordfighting, horseriding)
- f) Christopher Lee, who plays Saruman, thinks Tolkien is one of (greatest writers, all time)



Fly ★★★

1 Have you seen *The Lord of the Rings* films? Have you read the books? Do you enjoy fantasy books and films? Discuss in groups.

2 We can use the genitive 's or s' and the noun + *of* + noun structure in the same sentence. We normally use the *of* structure when we are talking about things or ideas. Use the prompts to make complete sentences, including *the* where necessary.

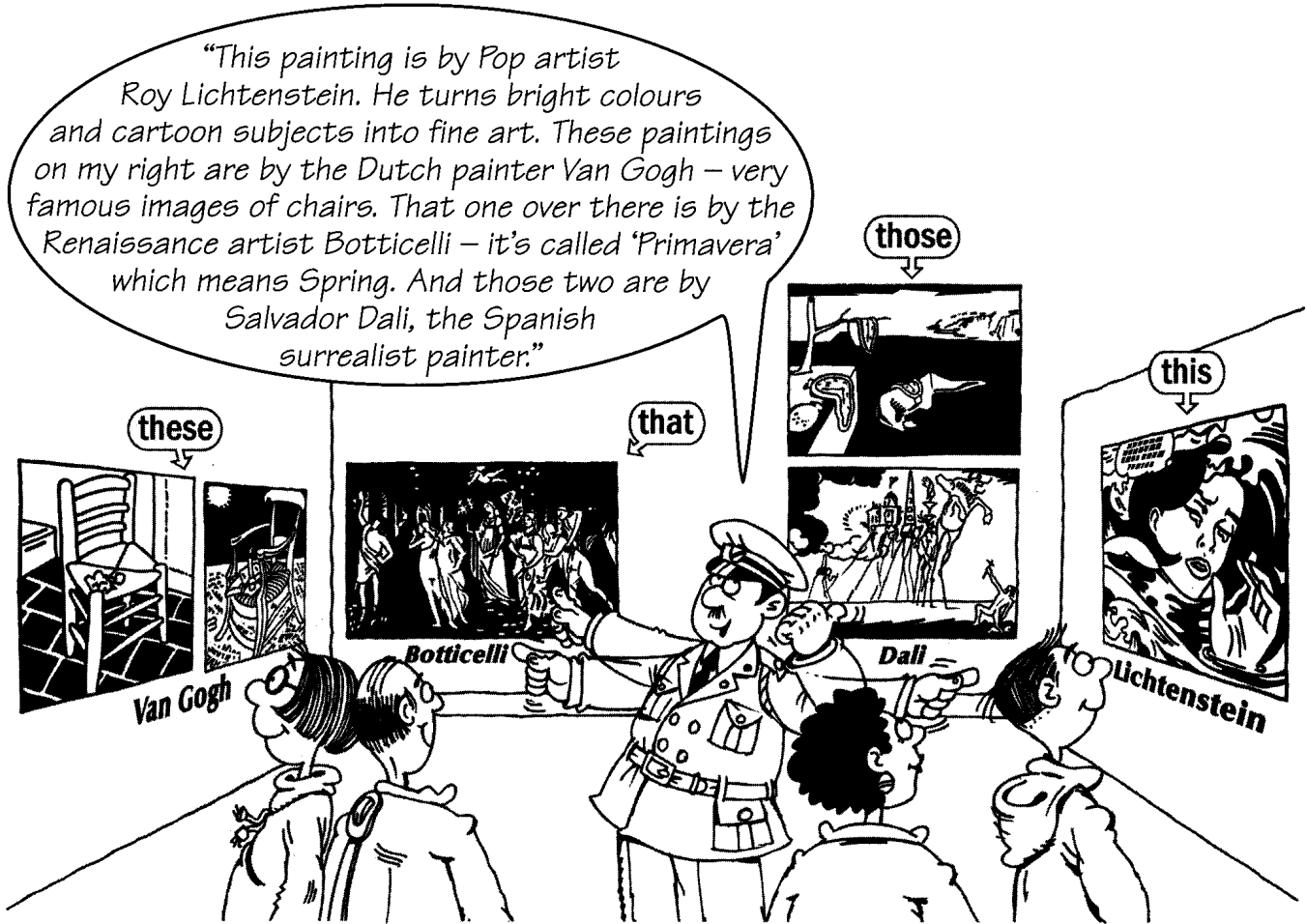
- a) I went to see *my brother's exhibition of photographs*.....
 (my brother/exhibition/photographs)
- b) I especially like
 (my brother/photograph/baby elephant)
- c) (Orcs/destruction/village) of Rohan is a very sad moment in the film.
- d) (Frodo/guardianship/ring) is very moving.
- e) (Gandalf/display/magic) and fireworks delights the hobbits at the party.
- f) (Boromir/jealousy/Frodo) leads to his death.

3 Work in pairs. Take turns to read aloud these sentences with an alternative possessive structure.

- a) I cannot believe the director's patience in filming *The Lord of the Rings*.
I cannot believe the patience of the director in filming 'The Lord of the Rings'.
- b) The decline of Theoden made his people sad.
- c) Sam went all the way to Mordor for the sake of Frodo.
- d) Everyone loves Shadowfax's power and beauty.
- e) Many New Zealanders were among the films' cast.
- f) Many of New Zealand's most beautiful landscapes are used as locations in the films.
- g) Not all the locations of the films are real places.

40 Is this art? Demonstratives: *this, that, these, those*; one, ones

Enter ★



- 1 Read what the curator says. Complete these sentences with *this, that, these, those*.
 - a) '..... paintings include clocks and elephants as their subjects.'
 - b) '..... paintings go together - one belonged to Gauguin, the other to the artist.'
 - c) '..... painting takes its subject from a comic book.'
 - d) '..... painting has nine figures and many different flowers in it.'

- 2 Work in a small group. Give your opinions about the paintings. Point to each one and say, for example:

I like this painting because ... I hate these images because ...
I've never liked that painting because ... Those paintings are my favourite because ...

- 3 We use *this* and *these* for things near in time and place. We use *that* and *those* for things distant in time and place. Complete these sentences.
 - a) A pile of rubbish can be an artwork days.
 - b) I saw an interesting art exhibition week.
 - c) 1997. Roy Lichtenstein died in year.
 - d) We don't know much about Roman art. They painted on walls in times.

Step up ★★

- 1 Read what the curator says about the paintings in Enter 1. Work in pairs.
Talk about the paintings, like this:

*I really like this one/that one because ...
I'm not sure about these ones/those ones ...*

Point to the painting(s) as you talk about it/them. Do you and your partner agree?

- 2 We sometimes use *one/ones* as pronouns for singular and plural countable nouns. Choose the right form to complete the dialogue.

- I like these drawings.
- Which (a) ?
- The (b) in this magazine. Look.
- Do you? Who are they by?
- Andy Warhol.
- Who's he?
- He's that American artist – you know, the (c) who did huge paintings of soup tins and lots of photographs of Marilyn Monroe.
- That (d) 's quite good.
- Which (e) ?
- The (f) on that page – with the trees and landscape.
- I don't think that's a painting – it's an advert.



Fly ★★★

- 1 Read what the curator says about the paintings in Enter 1.
Work in pairs and talk about the paintings, like this:

*I think this/that is good because ...
These/Those are overrated in my opinion because ...
I'd like to hang this/that/these/those on my wall because ...*

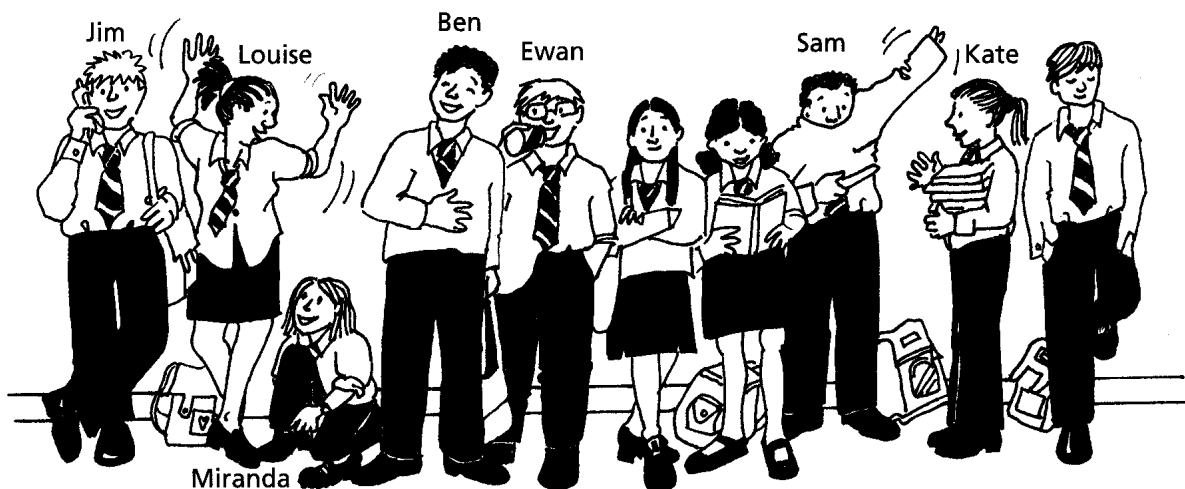
Point to the painting(s) as you talk about it/them.

- 2 Complete these sentences with *this* or *that*.

- a) I've never seen a painting like before. (You're looking at it.)
- b) The Rothko paintings give room a very peaceful atmosphere. (You're standing in the room.)
- c) I've never experienced in front of a painting before. (The painting is making you cry.)
- d) It says here, 'Warhol was an English painter.' Is right?
- e) It says here, 'Andy Warhol was the most important painter of the 20th century.'
I can't believe he was important!
- f) I know they have to have air conditioning in here for the paintings,
but it doesn't have to be cold, does it?

41 Who's who? Relative pronouns

Enter ★



1 You're new in this class. Work in pairs to create dialogues. Take turns to ask the questions. Make up dialogues for Louise, Ewan and Jim, too. Use these verbs:

chatting to Sam, putting on her shoes, laughing, talking on his mobile, drinking a coke, dancing, crying

- | | |
|--|---|
| <p>a) – I like Sam.
– Who's Sam?
– <i>Sam's the guy who's putting on his jumper.</i></p> <p>c) – I sit next to Kate.
– Who's Kate?
– Kate's the girl</p> | <p>b) – Miranda's always top of the class.
–
–</p> <p>d) – Ben's great at football.
–
–</p> |
|--|---|

Step up ★★

1 Choose *who**, *which*, *where*, *when* or *why* to complete these sentences.

- a) Ben is the guy*who*..... Miranda fancies.
- b) School is the place we spend one-third of our lives!
- c) Physics is the subject I really enjoy. I want to study it at university.
- d) Is there a reason we have to study geography?
- e) Kate and Sam are the two people in the class everybody likes.
- f) This is the year we start our GCSE courses.
- g) University is the place you really grow up.
- h) Year 10's biology teacher told them trees are so important to us.

* We can use *whom* when the relative pronoun is NOT the subject of the relative clause; it's considered very formal.

2 Which of the relative pronouns in Enter 2 can we replace with *that*? Try it out in each sentence.

3 Write these words and phrases in the correct order to make sentences.

a) which schools always popular good sport and drama are have

Schools which have good sport and drama are always popular.

b) students as equals always are teachers who popular treat their

c) their coursework their exams don't do don't pass students who

d) which more than are classes too big have 25 students

e) you have to subjects are hard work which a lot of essays for write

f) after school places young people are really important can meet where

4 Look at your sentences in Step up 3. Underline the relative clauses.

Fly ★★★

1 Rewrite these sentences without the underlined relative clauses.

a) Teachers like teaching students who are motivated. *Teachers like teaching motivated students.*

b) Students like teachers who are enthusiastic.

c) Kate likes homework which is easy.

d) Ben likes sports that are competitive.

e) Louise goes to classes where they do salsa dance.

f) Ewan wants to do a job where he gets paid lots of money.

g) Miranda doesn't have any friends who are nice to her.

2 Use *whose* to join these pairs of sentences.

a) Sam wants to be an engineer. Sam's parents are both architects.

Sam, whose parents are both architects, wants to be an engineer.

b) Louise wants to be a dancer. Her teacher thinks she's really talented.

c) Ewan's first language is French. He came top in English.

d) Ben's got the best left foot in the school. He was approached by a top football club.

e) Miranda's friends used to bully her. She talked to the class about bullying.

f) The Year 10 class teacher's name is Miss Philips. She thinks the Year 10 class is the best class she's ever had.

42 Ms Dynamite

Adjectives

Enter ★

- 1 Read this information about Ms Dynamite. Find and circle ten adjectives.

Ms Dynamite is a popular, successful singer. Her real name is Niomi McLean-Daley and she comes from north London. She was born in 1981 and she's the oldest in a big family – she's got ten brothers and sisters. She wanted to be a writer or a teacher but her friends persuaded her to go into the music business. She's won a lot of awards already. She has strong political views and isn't afraid of speaking out. She says, "I think growing up as a young black woman in this big flipping world where there's always badness going on ... I guess I'm trying to make light of negative things ... while encouraging people to think."



- 2 When you use more than one adjective to describe something, they go in this order:

opinion size character age shape colour
origin material use/type noun

Put the adjectives in these sentences in the correct order.

- a) aluminium drinks empty

The child was playing with an empty, aluminium drinks can.

- b) rugby English talented

Jonny Wilkinson is a player.

- c) woolly morning army green

I lost my hat on my walk.

- d) black big hairy

There was a spider in the shower.

- e) German silver fantastic old

They bought a vase on eBay.

- f) pink Barbie brand-new three-wheeled

Lost: one bicycle

Now make up your own sentence describing an object in the same way.

Don't put more than four adjectives together. If you want to use more than four, use extra clauses or sentences, like this:

We stayed in a lovely, huge, old, French chateau, built of brick and stone. It had green roof tiles and an enormous, formal garden.

Step up ★★

- 1 Read the information about Ms Dynamite in Enter 1. Use this information about Norah Jones to write a descriptive biography. Add your own adjectives. How many can you include?



Norah Jones

born New York City 1979, sings jazz and popular music styles, plays piano; "one of the most interesting vocalists to emerge from America at the start of the new millennium"; daughter of Indian musician, Ravi Shankar, but grew up in Texas with mother; studied jazz piano at University of North Texas; moved to New York City; set up her own band; Blue Note Records signed her in 2001; first album produced 2002 called "Come Away With Me"; won 5 Grammy Awards in 2003; second album called "Feels Like Home" released in 2004

Compare your biographies in pairs or groups. Who has the most adjectives?

- 2 Most adjectives can go before the noun, as in *the big house* or after a linking verb, such as *be*, as in *The house is big*. Write these adjectives in a sentence after a linking verb.

a) fresh, crisp vegetables

The vegetables are fresh and crisp.

b) a delicious, creamy risotto

c) Vietnamese food

d) the long, unusual menu

e) a friendly, lively atmosphere

f) a cool, trendy, expensive restaurant

- 3 Match the beginnings and endings to make adjectives. Then complete the descriptions.

- | | |
|----------|-------|
| magic- | -ic |
| compat- | -less |
| avail- | -ous |
| outrage- | -al |
| invent- | -able |
| colour- | -ive |
| taste- | -able |
| exot- | -ible |
| memor- | -ful |

This new mobile phone looks smart and feels good. It has (a) tunes and (b) games. It's PC (c) and (d) in shops now. The down side? The price is (e)

Selfridges Food Hall is a (f) place for food-lovers. There's nothing (g) here. (h) foods from around the world make (i) displays everywhere you look.

Fly ★★★

- 1 Take one word from each column to make compound adjectives. Find out what they mean.

Example: *deep-fried*

- | | |
|-----------|----------|
| a) deep | hot |
| b) red | line |
| c) all | eye |
| d) mass | known |
| e) eco | day |
| f) bird's | fried |
| g) high | friendly |
| h) on | produced |
| i) self | tech |
| j) well | centred |

Choose a noun from below to go with each compound adjective. Make a list.

Example: *deep-fried fish*

~~fish~~ car view personality chillies
 politician sound system auction café
 washing machine

Work in pairs. Think of a phrase or sentence using each phrase.

Example: *Deep-fried fish is not a healthy lunch.*

Punctuation note:

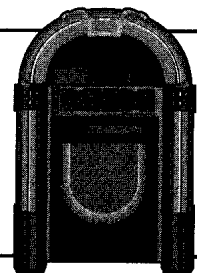
If your compound adjective comes before the noun, it needs a hyphen. If it comes after, it doesn't.

Deep-fried fish is unhealthy.

Fish that is deep fried is unhealthy.

- 2 Look at this description from an on-line auction.

Fantastic Wurlitzer Juke Box. An unusual retro piece in excellent condition and full working order. It comes with its original polished chrome stand. It's the most unusual Wurlitzer ever made. You could own this amazing, original piece of Wurlitzer history. Low starting price of €2,000. Good luck and good bidding!



Work in pairs. Think of something you own that you could sell on line. Write a similar description. Make it sound as attractive as possible.

Then read all the descriptions. What will you bid for?

43 Roller coasters

Comparative and superlative adjectives

Enter ★

1 Answer these questions.

- a) Are roller coasters frightening? dangerous? fun?
- b) Which is more frightening?
a roller coaster ride performing on a stage
- c) What is the most frightening thing you've ever done?

.....
Compare your answers in groups. Do you agree?

2 Read about these scary roller coasters. Have you been on any of these rides?



Fact file: Colossus
Where is it? Thorpe Park, London
When did it open? 2002
Height: 30 metres
Speed: 65 kilometres per hour
Ride time: 90 seconds
Length of track: 850 metres
The experience: It climbs to 30 metres. Then there is a vertical drop. Riders are upside-down 10 times. There is a corkscrew stretch.



Fact file: Manhattan Express
Where is it? Las Vegas, USA
When did it open? 1997
Height: 62 metres
Biggest drop: 44 metres
Speed: 67 kilometres per hour
Ride time: 2 minutes 4 seconds
Length of track: 1500 metres
The experience: A series of loops, hills and corkscrews take you over a replica of New York harbour, with 11 skyscrapers to twist in and out of.



Fact file: Dodonpa
Where is it? Fujikyū Highland Park, Japan
When did it open? 2001
Height: 52 metres
Speed: 170 kilometres per hour
Ride time: 1 minute
The experience: It accelerates to its top speed in just 1.8 seconds. It has an almost vertical drop of 52 metres. It is like being fired from a rocket.

3 Work in pairs. Who is the quickest reader? Find the answers to these questions as fast as you can.

- Which is older – Dodonpa or Manhattan Express?
- Which is newer – Colossus or Dodonpa?
- Which is faster – Colossus or Manhattan Express?
- Which ride is longer – Dodonpa or Manhattan Express?
- Which ride is higher – Colossus or Dodonpa?

4 Work in a group. Who is the quickest reader? Find the answers to these questions as fast as you can.

- Which roller coaster is the oldest?
- Which has the longest track?
- Which is the newest?
- Which ride is the highest?
- Which ride is the longest?
- Which ride is the fastest?
- Which ride is the furthest away from where you are now?
- Which ride would you like to go on?

5 What is the best part of a roller coaster ride? What is the worst part? Discuss your ideas in pairs and write some down.

Step up ★★

- 1 Which of these things are more frightening than others? Put them in order. Start with the most frightening.

snakes bungee-jumping leaving home asking someone out
 roller coaster rides exams spiders interviews
 learning to drive flying the dark

Talk to other students. Explain your choices, like this:

I think flying is more frightening than exams – you don't fall out of the sky in exams.

- 2 Look at the roller coaster fact files in Enter 2. Write five true/false statements about the information. Use comparative and superlative adjectives, for example:

Colossus is faster than Manhattan Express.

Work in pairs. Read your statements to each other. Say if they are true or false.

- 3 Answer these questions.

What is the best thing about your life at the moment? What is the worst thing? Discuss your answers in pairs. If the answers are private, make something up.

Example:

The best thing about my life at the moment is my new pair of shoes. They are the most comfortable shoes I've ever had. I could walk to Las Vegas and back in them.

Fly ★★★

- 1 Look at the roller coaster fact files in Enter 2. Write sentences comparing the experience of riding on each one.

Dodonpa is the fastest roller coaster ride. It might be more frightening than Colossus.

- 2 Choose five adjectives that describe different friends or people you know.

kind funny cool clever pretty tall small
 energetic boring irritating talented musical
 artistic sensible silly outrageous mean brave

Write sentences comparing your friends. Use other adjectives if you like, for example:

Zoe is cleverer than Charlie but Charlie is more outrageous than Zoe.

- 3 Invent a perfect friend. Work in pairs. Think of appropriate characteristics from famous people or people you know, for example:

She would be as kind as my mother and as brave as Harry Potter. She would be prettier than me and the coolest person in the school.

44 Extreemeeeee! Adverbs

Enter



1 Read this interview about base-jumping and answer the questions.

What is base-jumping?

A person has a parachute. They jump off a high building, bridge or mountain and pull the cord immediately.

That sounds very scary. Do people sometimes get to the top and then refuse to jump?

They often do. They look over the edge and just freeze! An experienced jumper always goes up with a beginner. Then if they decide not to go, we can help them back down.

Can anyone do it?

You have to have parachuting experience.

Is there an official base-jumping organisation?

No. You often have to climb illegally up a building to get to the starting point!

a) Have you ever base-jumped?

often occasionally once never

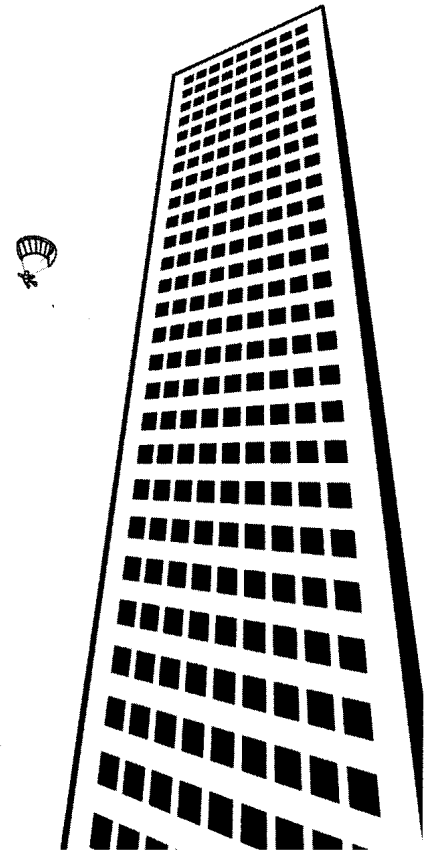
b) What do people do at the top?

c) Do they always jump?

d) Do beginners go up on their own?

e) Do people ever have to climb up a building illegally to base-jump?

f) Would you like to try base-jumping?



2 Read this interview with an off-piste skier.

Why do you ski off piste?

I've been skiing for years and I'm very experienced. The best skiing is off piste. It's exciting and fun.

Is it dangerous?

It's always dangerous.

Why?

If it begins to snow hard, you can't see your route. You get a white-out. And there's often the possibility of a sudden avalanche out there.

How do you stop if you suddenly come to a steep drop?

Quickly.

No, but seriously. How do you stop?

You study the map carefully before you leave. If you don't know the way, you take someone with you. Or you don't go. You stay inside.

When are you next skiing off piste?

Today. Right now, in fact.

Find ...

a) two adverbs of time (eg *tomorrow*)

b) two adjectives (eg *dull*)

c) two adverbs of manner (eg *fast*)

d) two adverbs of frequency (eg *sometimes*)

e) two adverbs of place (eg *outdoors*)



Step up ★★

- 1 Read the interview about base-jumping in Enter 1. How many adverbs can you find? Write a list and compare your list with a partner.
- 2 Shane rides the Jaws wave in Hawaii. This is one for extreme surfers who live dangerously. Read the text and put the adverbs into Shane's description.

fiercely gradually hard immediately
loudly quickly slowly suddenly tightly

In the winter months the waves reach as high as 15 metres. That's when the surfers like to go. Spectators can watch from the cliff above the wave, but even watching can be scary.

How does it work? Shane describes his experience.

"A jet-ski tows me into the wave. The jet-ski rider stays there in case I get into trouble and need rescuing.

When I'm ready, I let go of the bar and drop in. I stand in warrior position. I flex my muscles and shut my teeth. I concentrate and I listen for the wave coming. Then I feel as if I'm falling. I scream as I ride the wave. Then I slow down and hit dry land. My body tries to get back to normal."



Fly ★★★

- 1 Read about the off-piste skier in Enter 2. Underline the adverbs and circle the adjectives.
- 2 Debate: "Extreme sports should be banned."

One point of view

Obviously, extreme sports are too dangerous. Environmentally and economically, they have an extreme impact. Not surprisingly, extreme sports enthusiasts often get into trouble. The rest of us have to pay for the rescue operations. And frankly, why should we?

Another point of view

We just want to enjoy ourselves. Clearly, people who want to stay at home and watch TV are just boring. Leave us adventure hunters alone!

A third point of view

Human beings like excitement. Look at the way people drive aggressively in their cars and behave competitively at work. Unsurprisingly, they want thrills in their spare time, too.

What do you think?

Research: find out facts and figures about extreme sports.

Arguments: prepare your ideas using adverbs where you can.

Debate: present your ideas to your class or group.

Discuss and take a vote.

45 A lucky escape

Comparative and superlative adverbs

This group of friends lives in a small village near the sea in the north-east of England. There isn't much to do in the winter. They go to someone's house and watch DVDs or play computer games. Sometimes they go to the cinema or youth club in the local town, but it's quite a long way and they're too young to drive. In the summer, though, they love the beach. They build shelters. They have parties and campfires. They cook their supper and sleep on the beach when it's warm enough. The sea is freezing but they all have wetsuits. They're all brilliant swimmers.



Enter



1 Read about the friends above, then read this extra information about four of them.

Emma, 14, swims very fast, surfs well, cooks well, hopeless at building shelters, loves beach football

Ruth, 14, swims fast, surfs brilliantly, cooks really badly, okay at building shelters, hates beach football

Steve, 15, swims quite well, surfs brilliantly, cooks okay, good at building shelters, good at beach football

Eddie, 13, swims fast, surfs well, can't cook, great at building shelters, brilliant at beach football

Complete the sentences with comparative forms of these adverbs.

well successfully brilliantly skilfully fast

- Emma can swim than Ruth.
- Steve can cook than Ruth.
- Eddie plays beach football than Ruth, Steve or Emma.
- So what can Ruth do well? She surfs than the others.
- Ruth also builds shelters than Emma.

- 2 Answer these questions.
- a) Who cooks the worst?
 - b) Who plays beach football the most brilliantly?
 - c) Who swims the fastest?
 - d) Who surfs the best?
 - e) What would you do the best?
- 3 Write four more questions like the ones in Enter 2. Work in pairs to ask and answer your questions.

Step up ★★

- 1 Read about the group of friends at the top of page 110. Read what happened to them one day and complete the story with the adverbs in the boxes. Use the comparative or superlative form where you need it.



They all love the sea but they treat it (a) it too. The tide comes in very (b) and they have to watch the currents (c) They know where they can swim (d) and where it is more dangerous. People have drowned on this stretch of coast in the past.

carefully quickly
safely
respectfully

One day the sea caught a group of them. Poppy, Jack, Eddie and Danny were fishing (e) for shrimps on a sand bar. Then Poppy found a big shoal and the others came over. They were distracted. It was later than they thought. The tide was coming in (f) than usual. Jack looked up (g) and shouted, 'Run!' They dropped everything and ran (h) than they had ever run before. Danny got to safety first and called the others from the shelter. They all shouted (i) to Poppy, Jack and Eddie. Emma shouted (j) Jack and Eddie were back almost (k)

loudly fast
rapidly
at once
unsuccessfully
madly
suddenly

Poppy (l) took a different route from the others; the sand fell away (m) here than further along and the sea was (n) up to her waist. The others all held hands and made a chain. Jack was at the end and he had a rope. He threw the rope (o) and it landed wide. 'Poppy, grab the rope,' they all shouted. She couldn't reach it. Emma screamed. Jack pulled it in (p) and threw it (q) and (r) the second time. She managed to get it and they (s) pulled her in. They sat around the fire (t) than usual that evening. 'We should take Poppy home,' said Emma. 'She's shivering.'

accurately
soon further
thankfully
mistakenly
efficiently
silently
sharply wildly

2 Answer these questions about the story.

- a) At what point did things look the worst for Poppy?
- b) When could they have acted more carefully?
- c) Why did Poppy and the others get into trouble?
- d) After Poppy missed the rope, what did Jack do that saved her?



1 Read about the group of friends at the top of page 110. Put these sentences about them in order.

- a) she can jump is the youngest although in the group the furthest Emma
Although Emma is the youngest in the group, she can jump the furthest.
- b) along the beach loves Eddie fast his horse to ride
.....
- c) beach most to Floss comes frequently the the
.....
- d) dangerously Jo-Jo more than surfs Danny
.....
- e) peacefully and talking Poppy on the beach and like Jack sitting
.....
- f) kids live than they think they all in the city better
.....

2 Use these prompts to write sentences about people you know.

- a) more excitingly / dress
- b) more slowly / drive
- c) more seriously / study
- d) the fastest / run
- e) the most frequently / travel
- f) the least intelligently / behave

46 Around the World in 80 Days

Prepositions (1)

Back in the 19th century, an English gentleman called Phileas Fogg makes a bet with his friends. He says he can travel round the world in just 80 days. His journey will start and finish at his club in London. His friends laugh and call him a fool.

He travels by land and sea because these are the days before aeroplanes. His servant, Passepartout, goes with him.

Their route goes via Egypt, India, Hong Kong, China and the United States.

They are chased all the way by a policeman called Mr Fix. He mistakenly thinks Phileas is a thief and he wants to arrest him. He causes many problems for them on their adventure.



Enter ★

- 1 Read about Phileas Fogg above and use these prepositions to complete this description of the journey. You'll need some more than once.

from ... to (x4) by (x6) via on by means of (x2)
across in to (x2)

Phileas and Passepartout travel (a) *from* London *to* Bombay
(b) train and (c) steamer. They get (d) Bombay
..... Hong Kong (e) Calcutta (f) train and (g)
elephant and (h) the Rangoon steamer. They get (i) Hong Kong
..... Shanghai (j) the *Tankadere* sailing boat and continue (k)
Shanghai San Francisco (l) the *General Grant* steamer, a fast ship.
They cross the United States (m) New York (n) train and
(o) sledge. They take a steamer (p) the Atlantic Ocean and arrive
(q) Liverpool. The final part of their journey is (r) train
(s) London.

- 2 Write sentences about journeys you have made, for example:

*I walked to school/college this morning. It took ten minutes.
My family went to France by car last year. We spent three days in
the car.*

Step up ★★

1 Read about Phileas Fogg at the top of page 113. Underline all the prepositions.

2 Answer these questions and then compare your answers in pairs.

a) How long do you think it takes to get round the world by air today?

24 hours 36 hours 41 hours

b) How fast can you do it by container ship?

83 days 73 days 63 days

Compare your answers with a partner's. Check to see if you are right.

3 Towards the end of their journey, Phileas Fogg and Passepartout have to cross America by train. They are in a hurry. They have to reach New York in seven days to catch the Atlantic steamer, called the *China*, across the Atlantic. If they miss the *China*, they cannot win the bet. They will not be back in London within 80 days.

Put these prepositions in the sentences.

aboard across at (x2) because of behind between for
from...to into on (x5) over per to up to without

(a) There were 3,786 miles of railway San Francisco and New York. The journey took them ocean ocean.

(b) They could buy books, newspapers, food and drinks the train.

(c) three o'clock the second day, the train had to stop a huge herd of buffaloes. They had to wait three hours while the buffaloes crossed the line.

(d) the third day, the train stops at a bridge a fast river. They cannot go the bridge because it is unsafe. They will have to walk 14 miles a place where they can cross the river foot. Another train will meet them the other side. The passengers protest. The engineer decides to take the train over high speed. He gets the train 100 miles hour and the train jumps the river. As they speed the distance, the bridge collapses them.

(e) Next day, Sioux Indians jump the train and attack the passengers. They take Passepartout prisoner. Phileas Fogg takes some soldiers to rescue him. But the train leaves them.

How will they get to New York now?

4 *Around the World in 80 Days* was written by a French novelist, Jules Verne. It's an early 'road' novel, where all the action takes place on a journey. Do you like 'road' films and books? Have you seen/read any? Talk to a partner.

Fly ★★★

1 Read about Phileas Fogg at the top of page 113.

Jackie Chan plays Passepartout in the 2004 film of *Around the World in 80 Days*. Use prepositions to complete these sentences about one of Jackie Chan's real-life adventures. Then put the sentences in the correct order.

- a) one occasion a stay South Africa, he and some friends got lost the mountains.
- b) As soon as the sun came, they ran away and found their way back a main road.
- c) It was the middle of the night and there was no moon the sky.
- d) Jackie Chan has had many real adventures his life.
- e) They got a lift the nearest town.
- f) They had to follow the stars the valley.
- g) They stayed awake first light. They were scared.
- h) They stopped a village but it was a very dangerous place.

2 How long does it take to get round the world in a sailing boat?

Read about these record holders.

In April 2004, American adventurer Steve Fossett and his crew of 12 sailed round the world in a new record time of 58 days, 9 hours, 32 minutes and 45 seconds. 'We were really excited throughout the voyage.'

In February 2004, French yachtsman Francis Joyon became the first person to sail solo round the world in less than 80 days. It took him just under 73 days to complete the 26,000-mile journey.

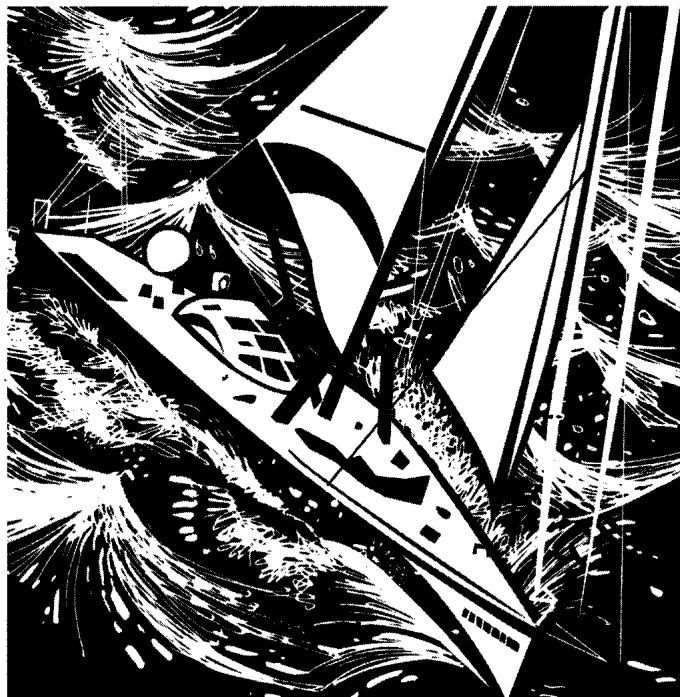
'I'm really happy to be back at home,' he told reporters.

In 2001 Britain's Ellen MacArthur became the youngest person to sail solo round the world. She took 94 days and was just 24 years old. 'It was a lonely experience,' she said, 'but worth it.'

In June 1898 American Joshua Slocum was the first person to sail solo around the world. He set off in April 1895 and arrived back in June 1898. He stopped along the way for supplies.

Use the information to write sentences using these prepositions with time phrases:

- a) from ... until
b) inside
c) under
d) during
e) as of



47 The Sword in the Stone

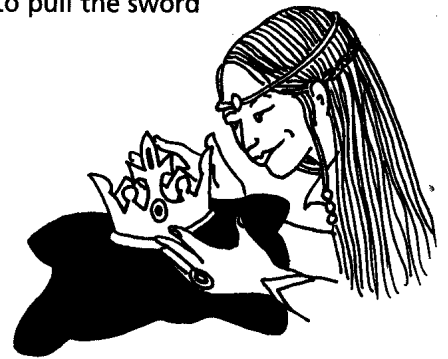
Prepositions (2)

Enter ★

- 1 Read this text about *The Sword in the Stone* and underline ten prepositions.

Long ago in the 6th century, King Uther Pendragon ruled England wisely for many years. When he died, his step-daughter, Morgan Le Fay, wanted his crown. But she was neither wise nor good. Many knights wanted to be king but none of them was wise or good enough. Only one person knew the name of the true king. And that person was Merlin the Magician.

Merlin went to London. Here he turned a little pebble into a great stone. Then he created a magic sword and put it into the stone. Then he wrote these words on the stone: "Only the real King can pull this sword from this stone." Then he arranged a tournament. There were competitions with swords, horse races and other games. Many knights tried to pull the sword from the stone. Nobody could do it.



- 2 Underline the correct preposition in these sentences.

Merlin placed the stone (a) *under* / *on top of* / *above* a tree.

He walked (b) *alongside* / *through* / *across* the river for a few minutes.

He looked (c) *opposite* / *at* / *across* the river to the busy city.

The sun rose (d) *up* / *by* / *in* the sky (e) *by* / *to* / *at* that moment.

Step up ★★

- 1 Read about *The Sword in the Stone* in Enter 1 and then read the text below. Complete it with the following prepositions.

at for from in (x3) of (x2) on out of to (x3) with

One knight was called Sir Ector. He had lands (a) *in* the south-west

(b) England. He had two sons, Sir Kay and Arthur. He was unkind

(c) Arthur, however. He treated him like a servant. He brought his sons (d)

him (e) the tournament (f) London. But when they got there, Sir Kay had

forgotten his sword. He'd left it (g) home.

"I'll run back (h) it," said Arthur. (i) the way, he passed Merlin's stone.

"I'll take this sword," he thought. He didn't read Merlin's words and easily pulled it

(j) the stone. He brought it back (k) Sir Kay. Sir Kay recognised it at once

and held it up (l) the air.

"Look," Sir Kay said. "I am the true King (m) England! I have pulled the sword

(n) the stone!"

- 2 Arthur and his knights had many adventures. Find out about one.

Write the story in your own words. Include as many prepositions as you can.

Work in pairs or in groups. Read your stories to each other. Count the prepositions.

Who has the most?

Fig ★★★

- 1 Read about *The Sword in the Stone* in Enter 1 and Step up 1. Read the text below. Cross out the prepositions that are wrong and replace them with the correct preposition.

Merlin appeared. He took the sword and put it back ~~along~~ⁱⁿ the stone.

"Show us," he said behind Sir Kay. Many knights were now watching. Sir Kay looked nervous.

"Easy!" he said. And of course, he failed. In fact, he fell towards backwards.

Everybody laughed like drains.

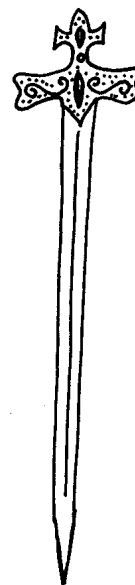
"Arthur, you try," said Merlin. The knights laughed louder.

Arthur easily pulled the sword into the stone.

Everyone fell beside their knees through their new king. Merlin explained. "Arthur is the real son with Uther Pendragon, the last true King to England. I took him to Sir Ector before safekeeping 16 years ago, when he was a baby."

Arthur became king and ruled justly. He built his castle off Camelot during Somerset.

This is now called Cadbury Castle. Here he established the Order under the Round Table.



- 2 Complete this story of the Lady of the Lake with the correct prepositions.

The sword that Arthur took (a) the stone was not a great sword. It broke during a battle (b) a wicked knight, Sir Pellinore. Sir Pellinore was about to cut off Arthur's head, when Merlin arrived (c) the nick of time. Arthur was upset (d) his sword.

Merlin took Arthur (e) the Isle of Avalon, where Glastonbury stands today. Here they stood (f) a lake. An arm rose (g) the lake and held up a beautiful sword covered (h) jewels. This was Excalibur.

A beautiful lady emerged (i) the lake and came (j)

Arthur. She led him (k) the lake so that he could claim Excalibur and

then she disappeared (l) the mist. Arthur took Excalibur back

(m) Merlin. "This sword will never break," he told him.

- 3 Read these statements about prepositions. Are they true (T) or false (F)?

- a) A preposition can never be more than one word. T / F
- b) A preposition doesn't have an object. T / F
- c) A preposition joins a verb, adjective or noun to a noun/pronoun. T / F
- d) If a preposition precedes a verb, the verb is always in the *-ing* form, eg *I'm looking forward to meeting your boyfriend.* T / F

48 Cornwall: the end of the land

Connectors and sequencers

art exhibitions

- (1) The Surrealists on Holiday, Falmouth Art Gallery
 (2) Sculpture exhibition, Tate St Ives

walking

- (3) 1.5 million visitors walk on the coast path every year – the views are “awesome”

dance

- (4) “There’s a big arts scene in Cornwall at the moment. A lot of creative people just want to live and work here.”
C-Scape Dance Company, Helston

eating

- (5) Trelissick Barn, Truro
 Traditional whole food made with local produce
 (6) OnShore Restaurant, St Ives
 Unique pizzas and scrumptious seafood
 (7) Sail Loft, Penzance
 Freshly caught local fish

surfing

- (8) Lusty Glaze Surfing School, Newquay
 Newquay is Britain’s surf city; “This summer’s evening events at Lusty Glaze include surfing by floodlight until 2 am, blues bands and beach rugby, ending with huge fireworks displays.”

sailing

- (9) Carrick Roads, between Falmouth and St Mawes: sail for a day: try dinghies, canoes, yachts

theatre

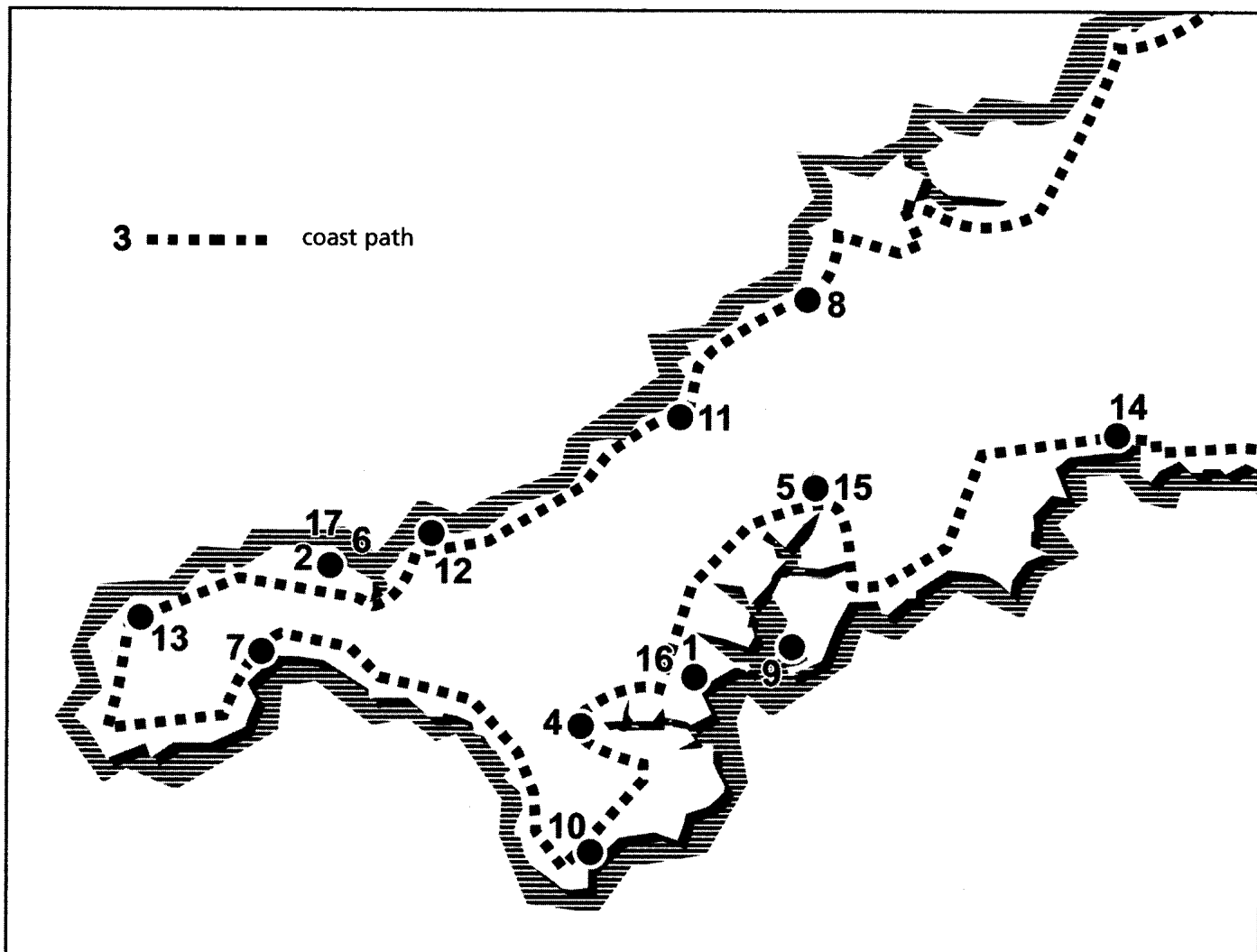
- (10) *Romeo and Juliet*, Minack Theatre, Porthcurno, afternoon and evening performances
 ‘Minack’ means ‘rocky place’ in Cornish. The Minack is an open-air theatre carved out of a cliff overlooking the sea at Land’s End. Bring an umbrella. Sometimes during a play, dolphins swim by or pigeons land on stage.

recommended beaches

- (11) Porthowan has a great bar and good surfing
 (12) Godrevy near St Ives
 (13) Pendeen near St Just
 (14) Eden project, St Austell
 This is Cornwall’s 21st-century greenhouse. The eight huge domes contain tropical and Mediterranean plants. It looks like soap bubbles in the landscape.

shopping

- (15) Truro
 (16) Falmouth
 (17) St Ives



Enter ★

You and your friends have three days in Cornwall.
Plan your trip. Use *going to/will* and these words:

first, second, then, next (day), after (that), before (that), last

Example: *First we're going to Newquay to the Lusty Glaze surfing school.
Then we'll go on to St Ives and we'll eat at the InShore Restaurant that evening.
Next day ...*

Compare your plans with a partner's. Which trip do you prefer?

Step up ★★

You and your friends have three days in Cornwall.
Work with a partner. Make suggestions for your trip using *Why don't we ...?*
Let's ... I'd like to Do you want to ...?

Use these words as well:

first, second, then, next (day)
after (that), before (that), last
while, when, as soon as, until

Example:

– *How about going to Newquay first? The Lusty Glaze surfing school sounds good.*
– *Sure. Let's stay the first night in Newquay and then go on to Carrick Roads for a day's sailing.*

Agree your itinerary and write it down.

Fly ★★★

Write a report giving alternative suggestions for a leisure trip for a group of businesspeople using *could, might like to, might prefer*. Use these words as well:

first second then after (that) before (that) last
while when as soon as until additionally alternatively
instead or however on the other hand so say

Example:

We could begin the trip with a day's sailing off Falmouth. Alternatively, you might prefer a walk along the world-famous coastal path.

49 The Monkey King

Phrasal verbs

Enter ★

1 What do the verbs in *italics* mean? Choose from the options.

a) The lorry *broke down* and blocked the road for two hours.

(i) crashed (ii) fell to pieces (iii) stopped working

b) I started to learn the rules of chess but then I *gave up*.

(i) stopped trying (ii) gave my chess set to someone (iii) forgot

c) She's *looking into* nursing as a career.

(i) watching (ii) researching (iii) enjoying

d) He *stood up* to the teacher and then failed his test.

(i) was on his feet in the classroom (ii) refused to let the teacher bully him

(iii) was beside the teacher

2 The Monkey King is a 16th-century Chinese legend. With a group of friends, Monkey takes a magical journey from China to India. They are looking for the Holy Scriptures to take back to China. Monkey travels on a magic cloud, but he has a lot to learn on the journey.

Read this extract about Monkey and underline five phrasal verbs.

The gods are angry with Monkey. He wants to live for ever and he wants to be Emperor.

The Great Buddha comes to deal with him.

"What magic can you do?" he asks Monkey.

"I can travel 200,000 kilometres in ONE jump!" he replies.

"I will make a bet with you," says Buddha. "Climb onto my right hand and then jump off it. If you carry out this task, you will become Jade Emperor. If you fail, I will lock you up for centuries. And then perhaps you will grow up."

Monkey jumps at the Buddha's offer. "This Buddha is a fool," he thinks. "I accept," he says.

Buddha holds out his hand and Monkey stands on it.

3 Answer these questions.

- Why does the Buddha have to deal with Monkey?
- What will happen to Monkey if he succeeds in the task?
- Will Monkey be free if he fails?
- What will his time in prison teach him?
- Is Monkey pleased by Buddha's offer?
- Do you think Monkey will succeed? Talk to a partner.



Step up ★★

- 1 Read about the Monkey King in Enter 2. Complete the next part of the story with the verbs below in the correct tense.

come across fall out feel like turn into
get away with get back

"I (a) the Emperor already!" shouted Monkey. He leapt into the air and jumped as far as he could. He flew faster than the speed of light. But Buddha was watching him closely.

"Does he think he can (b) with the gods and (c) it," thought Buddha.

After a short time, Monkey (d) five enormous towers pink pillars in front of him.

"This must be the end of the world," he thought. "When I (e) to Buddha, I will be Emperor. But I must leave a sign. He pulled a hair from his head and used his magic to (f) it a writing brush. He painted a message on the middle pillar. "The Great Monkey King was here."

Think of five questions about the Monkey King. Write them down. Work with a partner. Ask each other your questions.

2

Has Monkey succeeded in his task?

3



Fly ★★★

- 1 Read about the Monkey King in Enter 2 and Step up 1. Read what happens when he gets back to Buddha.

Monkey jumped back the way he had come. Again he was standing on the Buddha's hand. "Tell the world that there is a new Emperor," he ordered the Buddha. The cheeky Monkey didn't look up to the Buddha, he thought he was his equal.

"You horrible creature," replied the Buddha. "Look how far you have been."

"I've been to the end of the world," boasted Monkey. "There were five pillars and I wrote a message on the middle one."

"Look!" said the Buddha. At the bottom of his middle finger was written, "The Great Monkey King was here." The five "pillars" were the Buddha's fingers. Monkey hadn't jumped far at all. He had fallen for the Buddha's trick.

The Buddha then turned his hand over. He created a mountain and he put Monkey in a cave inside it. Air came in through a crack. But there was no way that Monkey could break out. The Buddha called a mountain spirit. He asked him to watch over Monkey and see to his needs.

"When the punishment is over, a man called Xuan Zang will come and let him out," said the Buddha. He left and forgot about Monkey for the next 500 years.

It is a mistake to think you are wiser than Buddha.

Now find phrasal verbs in the text that mean:

- a) release b) guard
c) not respect d) provide for
e) be deceived by f) escape

- 2 Find out about another episode from the story of the Monkey King. Write a short version using as many phrasal verbs as you can. Read it to the class.

- 3 Which of these are phrasal verbs? Tick the boxes in the grid. Compare your grid with a partner's and then check in the dictionary.

	behind	by	down	off	out	through	up
back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
come	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now find definitions for some of the phrasal verbs. Work with a partner. Take turns to read out your definitions. Find the correct phrasal verb in the grid for each definition.

50 The British Houses of Parliament

Asking questions

This party of school students from Manchester are visiting London. They're at the Houses of Parliament. Their teacher takes them inside and their local MP (Member of Parliament) meets them. They ask lots of questions.



Enter



1 Make these statements into questions to ask the MP.

a) Those are the Houses of Parliament.

Are those the Houses of Parliament?

b) The Queen is the head of State.

c) There are three main political parties.

d) There are more women MPs than men MPs.

e) There are a lot of black and Asian MPs.

f) There is tight security at the House of Commons.

We expect the answer **Yes** or **No** to this kind of question.

Can you answer your questions?

2 Work in pairs. One of you is a student and the other is the MP. Take turns to ask questions about these things. Use these question words: *who what how where*

a) number of MPs

b) home of the Prime Minister

c) name of the bell in the clock tower

d) name of the river next to the House of Commons

e) leader of the government

f) MPs have lunch

Take turns to ask and answer. Choose from the following answers.

659 No 10 Downing Street Big Ben
Thames in restaurants around Westminster
The Prime Minister

Can you answer this:

Who is the British Prime Minister today?

Step up ★★

1 Read about the students on page 123. Make these statements into questions for the MP.

a) Visitors are allowed to watch MPs debating.

Are visitors allowed to watch MPs debating?

b) You can vote when you are 16.

c) You have to be searched before you go into the House.

d) Elections have to be held every four years.

e) There are a lot of civil servants.

We expect the answer *Yes* or *No* to these kind of questions.

Answer your questions and then add this information to your answers:

Nearly 500,000 18 Public Gallery every time 5

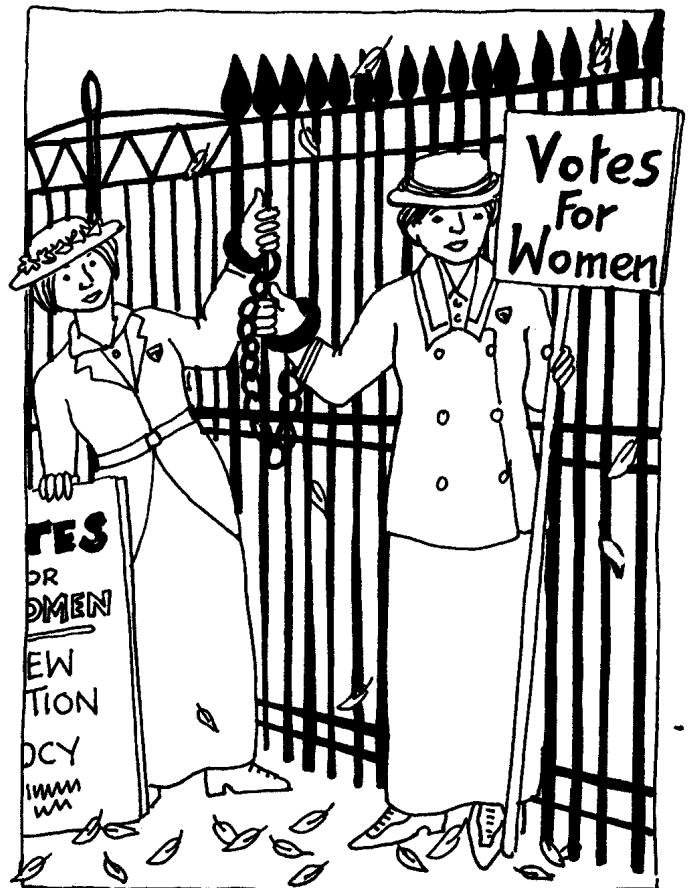
2 Work in pairs. Ask each other these questions about your own country.

3 The students listen to a talk by a historian about the battle for votes for women in Britain.

In 1903 a group of women led by Mrs Sylvia Pankhurst began a long campaign to win votes for women. They were called the suffragettes. The women didn't just write letters and have meetings. They took direct action. They needed publicity. They had to make people listen. They chained themselves to railings. One went to the National Gallery in London and cut a painting of a naked woman with a knife. They marched through the streets. They set fire to letters in post-boxes. One threw herself in front of the king's horses.

Many suffragettes died for their cause. Others were arrested, kicked and beaten by the police. The public watched and laughed at them. They were taken to prison. They went on hunger strike and refused to eat. The prison doctors fed them by force, pushing a tube down into their stomachs. One woman was force-fed 232 times.

The First World War (1914-18) helped the suffragette cause. While the soldiers were away in France, women took over men's jobs, like farming and making bullets. Men had to agree that women contributed as much as men. Women finally won equal voting rights with men in 1928.



Now write five questions about the suffragettes, using these question words:

who what when why where

Work in pairs. Take turns to be the historian and one of the students.

Ask and answer your questions.

Fly

★★★

- 1 Read about the students on page 123. The MP is now asking them questions about their visit. Make question-and-answer dialogues with this information.
- a) You've been to London before. (No)
 - Have you been to London before?
 - No, we haven't.
- b) You've been on the London Eye. (Not yet, this afternoon)
- c) You've travelled on the Underground. (You got lost!)
- d) You've visited Madame Tussaud's. (The queues were too long.)
- e) Londoners have been friendly. (Most of them)
- f) You'll come to London again (?)
- 2 Read the information about Guy Fawkes. Write ten *Wh-* questions about him and 5 November with the question words below. Then compare your questions with a partner's. Choose the best ten to ask another pair.

How Where Whom What Which Whose When Who Why

On the night of 5 November, 1605 Guy Fawkes and a group of Catholic gentlemen crept into the cellars under the Houses of Parliament. It was dark and quiet. They had brought barrels of gunpowder with them. They positioned the barrels carefully to cause maximum damage.

Why? Well, the king, James I, was a Protestant. Guy Fawkes and his friends wanted a Catholic king. So it was about religion.

Guy Fawkes had been betrayed, however. When he struck a match to light the fuses, the king's soldiers jumped out from the shadows. They had been waiting for him. He was caught, tortured and executed. His head was stuck on a pole for everyone to see.

We still celebrate his failure in Britain today. On the evening of 5 November there are fireworks and big bonfires all over the country. And before the Queen officially opens Parliament each autumn, her guards check in the basement of the Houses of Parliament for barrels of gunpowder.



- 3 Now ask another pair your questions. This time add 'Do you know' to the beginning of each one. Look at these examples. What happens to the verb after 'Do you know'?
- When did Guy Fawkes try to blow up the Houses of Parliament?*
Do you know when Guy Fawkes tried to blow up the Houses of Parliament?
What was it like in the cellars?
Do you know what it was like in the cellars?

Answers

1 Money, money, money Present simple

Enter

2 A3 B1 C2

3 Tom: have, work, earn, come

Sophie: go, get, earn, spend, buy

Leo: go, choose, get, play, work out

4 a) He goes to Manchester Grammar School.

b) He works in a music shop.

c) He earns 45 euros each week.

d) All his friends.

e) Leo.

Step up

1 Sophie spends her money on clothes, going out, CDs, phone top-ups and magazines.

2 Party time Present continuous

Enter

1 b) playing c) climbing d) buying e) washing

f) studying; telling

3 Working abroad

Present simple v present continuous

Enter

1 1 'm celebrating, 2 get up, 3 make, 4 take, 5 have, 6 'm

having, 7 'm eating, 8 'm drinking, 9 have, 10 'm taking,

11 gets, 12 lasts, 13 love, 14 'm flying, 15 'm booking,

16 lands, 17 are just arriving

Step up

1 a, b, e present continuous

c, d, f present simple

b) Andy is working away from home for six months.

c) The birds make a lot of noise.

d) The plane lands at 7am.

e) I'm flying home on 24 May.

f) I love this island.

2 are hating > hate; 'm just not liking > just don't like;
's knowing > knows; 's belonging > belongs; 're loving >
love; 're not understanding > don't understand

4 Zinedine Zidane Past simple

Enter

1 a) played b) moved c) joined d) started e) scored

f) missed g) published h) voted

2 a) did, play (France) b) did, call (Yaz) c) did, win (2002)

d) did, move (Juventus) e) did, pay (£46 million)

Fly

1 a) did, play for b) did, win c) was d) did, send, off e) did,

play for f) did, come g) was, like h) kept

2 Where did they come from?

Why did they come?

And are you Scottish or Italian?

Did your parents speak Italian at home?

Who taught you to cook?

5 Life in the past Past simple (2)

Enter

1 a) closed, was b) fought c) failed, shaved d) threw, died

e) wore, wore, turned, looked f) did, hit, broke g) were

2 regular: closed-close, failed-fail, shaved-shave, die-died,

turn-turned, look-looked

irregular: was-be, fought-fight, threw-throw, wore-wear,

died-die, hit-hit, broke-break, were-be

3 b) didn't turn c) didn't close d) didn't revise e) didn't

look f) didn't wear

Step up

1 b) Did she get through the door?

No, she didn't.

c) Did he close the shutters last night?

No, he didn't.

d) Did he revise for the test this morning?

No, he didn't.

e) Did she look before she threw the rubbish out?

No, she didn't.

f) Did he wear his lucky toga?

No, he didn't.

3b) Poets went to the Games and wrote poems about the athletes.

c) One famous Olympic champion, Polydamas of Skotoussa, once killed a lion with his bare hands.

d) A famous boxer, Melankomas of Caria, never punched his opponent but always won.

e) Melankomas danced and dodged until his opponent fell down.

f) The crowd shouted and laughed at the losers.

g) The Games lasted five days and judges gave prizes on the final day.

6 Black Rose Present perfect

Enter

3 b) have released c) have liked d) Has, sold e) has

enjoyed f) has been g) has happened

4 a) The fans have been amazing.

b) They have paid a lot of money for their Black Rose tickets.

c) Some of them have waited months for this tour.

d) Jody has left the band.

Step up

2 he is here; he has brought; he is in the kitchen; he has

made; he is cooking; he is a star

3 a) Have you ever been to France?

b) Have you always lived in this town?

c) How many English exams have you taken so far?

d) Have you already had your lunch today?

e) Have you seen any good films lately?

f) Have you read any good books lately?

Fly

2 A rose is a type of flower. The petals are the coloured part of the flower (in this case, black). The band has split up.

3 b) always c) so far d) temporarily e) yet f) still g) never

h) ever

4 a) Because we expect them to get back together again – it's an unfinished action that will be resolved in the future.

b) Because the Beatles will never get back together again.

Two of them are dead.

7 Scuba Diving Past simple v present perfect

Enter

1 a) I've dived b) took c) I moved d) I've lived e) We've been f) I've had g) I've seen h) I had

Step up

1 a) A shark ate Pete.
b) Pete went back to the surface too quickly.
c) Pete calmed down and helped Joel.
d) Joel hasn't spoken to Pete since./Pete hasn't spoken to Joel since.
e) Pete hasn't recovered from his experience.
f) Pete has recovered and is best friends with Joel.
g) Joel has missed Pete.

Fly

1 b) Have you ever dived?
c) Where did/Did you go on holiday last year?
d) Did you go swimming last week?
e) Have you ever been to the Great Barrier Reef?
f) Have you ever seen a shark?
g) Did you order shark when you last ate at a restaurant?

8 The Hound of the Baskervilles Past perfect

Enter

1 had made, had only been, had looked, had died, had killed

2 1 i, 2 b, 3 c, 4 h, 5 f, 6 e, 7 a, 8 d, 9 g

Step up

1a) had, made
He had made a lot of money in South Africa.
b) had, lived
He had lived there for only 2 years.
c) had, been
He had been to the pub.
d) had, walked
He had walked on his toes.
e) Had, rained
Yes, it had rained during the day.
f) had, died
He had had a heart attack.
g) had, seen
He had seen something terrible.
2 a) After Sir Hugo had kidnapped the woman, his friends came for a party.
b) Once he had shut her in a tower, he and his friends drank all night.
c) By the time Sir Hugo went to the tower at 6 am, she had escaped.
d) When his friends found the woman, she had already died.
e) The dog had ripped out Sir Hugo's throat before they found him.

Fly

1 Before: a, f
After: b, c, d, e

9 Fighters for rights Past continuous

Enter

3 b) was working c) was fasting d) was breaking e) was visiting f) was walking g) were standing h) were crying i) were reading

Step up

2 a) She was sitting in a 'Whites Only' seat.
b) She was going home.
c) A white man.
d) Because she was tired after a long day at work.
e) Because no blacks were travelling on them.
3 King was studying at Boston University when he married Coretta Scott.
He was working in the church in Montgomery, Alabama when the police arrested Rosa Parks.
When he was living in Atlanta, he went on a march in Washington and made his famous speech.
When Americans were fighting in Vietnam, King became *Time Magazine's* Man of the Year.
When he was staying at the Lorraine Motel in Memphis, Tennessee, he won the Nobel Peace Prize.
When Martin Luther King was standing on the balcony of the Lorraine Motel, James Earl Ray shot him.
Fly
3 b) The little dog stole the big dog's bone while it was sleeping.
c) The man was cleaning the windows when aliens landed in the garden.
d) As the girl was walking under a ladder, some paint fell on her.
e) The boys were sleeping on the beach when the tide came in.
f) The man's wig came off as he was diving into the pool.

10 New Year's resolutions *be going to + infinitive*

Enter

2 a) stop, gym b) more, read c) going, eat d) I'm, Spanish e) watch, to
3 a) Dave (Dad) b) Emily c) Nick d) Lily (Mum) e) Jake

Fly

1 a) her homework b) in the kitchen c) junk food d) smoking e) drive
2 b) was going to stop smoking
c) was going to learn Spanish
d) was going to eat more junk food
e) was going to learn to drive
f) was going to do my homework more carefully
3 a) Jake: I am going to watch two films on TV.
Lily: You are not going to watch TV...
b) Lily: You're not going to spend all day on the Playstation.
Nick: I am going to spend all day on the Playstation because there's nothing else to do!
c) Nick: I'm not going to eat this cabbage.
Dave: You are going to eat that cabbage because I say so.
d) Dave: Jake's not going to borrow my car.
Lily: Jake is going to borrow your car because mine is at the garage.
e) Emily: I'm not going to do any more revision today.
Lily: You are going to do more revision today because you've got an exam tomorrow.

11 Twenty-twenty Future with *will*

Enter

2 b) In 2010 in England one in four adults will be obese.
c) In 2030 the world population will be eight billion.

- No, the airline said to get there at 6 this evening.
 2 c) We needn't have booked cinema tickets.
 d) I didn't need to take an umbrella.
 e) Rob needn't have handed his homework in today.
 f) I didn't need to buy any more food.
 g) My mother didn't need to wash my tennis clothes yesterday.
 h) Jana needn't have eaten before she went to the party.

17 Can you help me? Modals – can, could, would, may

Fly

1 Possible answers

- b) May I have your passport, madam?
 c) Could I ask you to make less noise, gentlemen?
 d) May I have a word with you about your dog, madam?
 e) Could I get you some tea or coffee, ladies?
 f) May I take your luggage to your room, sir?
 2 b) We weren't allowed to play radios or stereos in our tents.
 c) We weren't allowed to eat or drink by the pool.
 d) We weren't allowed to bring dogs onto the campsite.
 e) We weren't allowed to have campfires after 10 pm.
 f) We weren't allowed to come back to the campsite after midnight.

18 Shall I help you? Modals – will, shall

Enter

- 2 b) Shall I do the washing up?
 c) Shall I do the ironing?
 d) Shall I empty the rubbish bin?
 e) Shall I wash the car?
 f) Shall I buy some food/do the shopping?
 g) Shall I answer the phone?

Step up

- 1 b) What shall we give them for breakfast?
 c) Where shall we take in the evenings?
 d) What shall we buy them for a present?
 e) Who shall we invite round (to see them)?
 f) What shall we do in the afternoons?

5 (Possible answers)

- b) Would you like to see a doctor?
 c) Won't you have a glass of water?
 d) Will you have another cake?
 e) Would you like to sit down?
 f) Won't you come in?

19 What are you like? Zero conditional

Enter

- 1 b) ask c) is d) lack e) think f) is g) have h) are i) are
 j) slopes k) goes l) slope m) slopes n) is o) slopes
 p) shows q) has r) act s) has t) think u) are

Step up

- 1 b) If your words are close together, you are a sociable person.
 c) If your words are far apart, you like being alone.
 d) If your letters are far apart, you are artistic.
 e) If your letters are decorated, you want people to notice you more.
 f) If your words aren't finished, you are intelligent and impatient.
 3 a) can become
 b) may have a headache

- c) can get
 d) may do
 e) can run out

Fly

2 Possible answers

- b) If you get home late, don't wake me up.
 c) If you want to win the tennis competition, practise every night after school.
 d) If you want to see the ghost, sit completely still.
 e) If anyone comes while I'm out, don't let them in.
 f) If you want to find something out, look on the Internet.
 g) If you need some help, ask your teacher.
 h) If you have to buy some new shoes, make sure they fit properly.
 i) If you need more exercise, walk to school.

20 Sports psychology First conditional

Enter

- 1 a) make b) set c) keep d) 'll enjoy e) 'll get f) 'll be able to
 3 b, d and e need commas because the sentence begins with the *If* clause.

Step up

- 1 b) If you eat less fat and sugar, you'll get fitter.
 c) You'll be more motivated if you set a goal with your teacher.
 d) If you don't meet your targets, you'll feel depressed.
 e) If you do 50 sit-ups, run 5 kilometres and swim 30 minutes every day, you'll make a lot of progress.
 f) If training isn't fun, you'll be bored.

- g) If you meet a target, you'll get a reward.

2 Possible answers

- b) If you pass your English exam, we're going to buy you a new computer.
 c) If you don't tidy your room, you're not going to get any pocket money this week.
 d) If you don't get up now, you're going to miss the bus.

Fly

- 3 a) As long as/Provided that
 b) As long as/Provided that
 c) Unless
 d) only if/provided that/as long as
 e) Supposing

21 Survival! Second conditional

Step up

- 2 b) If I needed to make a shelter, I wouldn't build it next to a steep slope.
 c) If I made a snow cave, I'd line it with branches.
 d) If I spent a night in the open, I wouldn't sleep directly on the snow.
 e) If I made a fire, I wouldn't light it in a closed shelter.
 f) If I had a fire, I'd melt snow and drink hot water.
 g) If I had a fire, I'd make black smoke as a signal.

3 Possible answers

- a) I'd need to shelter from the wind and cold.
 b) Snow might fall down the slope.
 c) It would be warmer and drier.
 d) It would be too cold and wet. I would sleep on branches, my bags, stones, etc.
 e) The fire would eat all the oxygen in the air. It would also be very smoky.

- f) Hot drinks, including hot water, would heat my body from the inside.
g) Black smoke would be easier to see.

Fly

2 Possible answers

- b) If I lost my satellite phone, I would be very worried.
c) If I met an alligator, I would walk quietly and carefully away.
d) If I ran out of food, I would catch fish and eat insects.
e) If I had to spend the night alone, I would climb up in a tree.
f) If there were lots of mosquitoes, I would cover myself with clothes or insect repellent.
g) If nobody came to rescue me, I would learn to live in the jungle.
3 a) is unlikely b) is likely

22 What did he say? Reported speech**Enter**

1b) What does he say?

He says he's in Starbucks. He's waiting for us until 5.30.

c) What does she say?

She says she's watching Muse. She'll see us back at the tent later.

d) What does he say?

He says he's on the bus. He says the bus is late. He says he'll be late for the exam!

e) What does she say?

She says they're lost. She says they left their map in the rain. She says they can't read it.

2b) that they were c) that he wanted d) that we weren't; that we had e) that the college was very proud of us/them and our/their exam results.

Step up

1 b) First he told me a lie.

c) He told me that his dad was a spy.

d) He told me that he worked for MI6 and that his office was by the Thames.

e) He told me to keep it a secret.

f) Then he told me the truth.

g) He told me that his dad worked in a shoe shop in Vauxhall.

h) He told me that he sold shoes to spies.

2 b) would c) had to d) had to e) might

Fly*1 Situation A - Possible answer*

Flynn: He told me that he'd gone out with Leanne last night.

Ella: He didn't! Poor Mel! Where did they go?

Flynn: He said that they'd gone to Bratz Café and then to the cinema. And then he said that while they'd been walking to the cinema, Mel had seen them.

Ella: Oh no! What did she do?

Flynn: He said that she'd come up and thrown a bottle of water over him. And then she'd marched off.

Ella: I'm not surprised.

Situation B - Possible dialogue

Simon: She said that things were awful at home. Her mum had come home from work and she had been really tired.

Jude: Well, that's nothing new.

Simon: Karen said that her dad had been watching telly and her mum had gone mad.

Jude: What did she say?

Simon: Karen said that she'd told him he was lazy. She'd asked where the kids' supper was. She'd told him to look at

the mess. She'd said there was a huge pile of ironing. So Karen left.

Jude: Well, why didn't she come to my house? She didn't have to come here!

23 Exam Time Imperatives**Enter**2 a) Fix b) Read c) Talk/Chat d) Make e) Ask f) Follow
g) Exercise h) Get i) Have j) Talk/Chat

3 b) Don't leave your revision until the day before. c) Don't panic. d) Don't forget to relax. e) Don't worry.

Step up

1 possible answers

b) Eat lots of fruit and vegetables. c) Do some exercise every day. d) Laugh a lot. e) Don't eat too much chocolate. f) Don't go to bed too late. Get lots of sleep.

24 The Duke of Edinburgh Award**Infinitives with to after verbs & adjectives****Enter**

1 to hear, to change, to read, to use, to survive, to get together, to sleep, to walk, to take, to take, to meet, to come, to pass, to go

2 a) to do; No, he doesn't.

b) to change; Maybe.

c) to plan; No, they aren't.

d) to think about; The route.

e) to try; Maybe.

Step up1b) to enjoy c) to plan d) to bring e) to carry f) listening
g) to think of h) to have i) leaving j) to go

2 a) Does Nick expect to enjoy the trip?

Probably not. But he's determined to try.

b) Who went to the supermarket to buy the food? Sam and Regan

c) Who encouraged Sam to buy so much? Regan

d) Who refuses to put any food in his rucksack? Martin

e) Who promises to carry the ghetto blaster? Jonny

f) Who fails to make the trip? Jack

3 They brought too much food. Students decide on what they might have taken.

Fly

2 a) Why aren't they ready to leave at 8.00?

Because they are playing cards.

b) What does Nick offer to do at 8.30?

Teach them to read a map and compass.

c) What do they decide to do at 12.30?

They decide not to walk any further. They stop for lunch.

d) Where are they amazed to find themselves at 4.30?

Back at the first night's camping place.

e) What do they decide to do at 4.35?

They decide not to continue. To stay where they are.

3 They failed! Nick had to take the expedition element again six months later with a different group.

25 Harry Potter Tag questions**Enter**1 a) aren't they? b) hasn't he? c) isn't he? d) don't they?
e) isn't she? f) haven't you?

2 a) Professor Lupin turns into a werewolf once a month, doesn't he?

- b) Professor Snape and Draco Malfoy hate Harry Potter, don't they?
 c) The train for Hogwarts leaves from Platform 9³/₄ at King's Cross Station, doesn't it?
 3 b) are they? c) doesn't it? d) don't they? e) is there?

Step up

- 1 a) hasn't he? b) haven't they? c) weren't they?
 d) didn't they? e) wasn't she?

Fly

- 2 a) shall we? b) wouldn't she? c) aren't I? d) haven't they? e) do they? f) will you?

26 Rubbish! Present passive**Enter**

1 are put, are re-used, is composted, is collected, are split, are encouraged, are turned, are bought, are saved, are provided, is created

Step up

- 1 a) the students and teachers
 b) the students
 c) the students
 d) the kitchen staff
 e) the students
 f) Because the text is focusing on the issues and because the agent (the person doing the action) is obvious.
 3 b) Posters with environmental slogans are made (by each class) for the school project.
 c) Furniture, playground equipment and dustbins are created from recycled plastic bottles.
 d) A lot of energy is wasted in the home and at work.
 e) Amazing clothes are made out of bin bags and other rubbish by the Eco club at a school in Wales.
 f) Nothing is recycled by the school I go to.

Fly

- 1 b) is produced c) are burned/burnt d) is caused e) is accelerated f) is charged g) is wasted h) is left on i) are released j) are not switched off k) are needed
 2 b) Less waste must be sent to landfill sites.
 c) More car journeys ought to be shared.
 d) TVs and computers should be switched off at the socket at night.
 e) Energy can be saved by shopping on the Internet.
 f) More holidays could be taken by train instead of by plane.

27 Iron Age Britain Mixed tense passive**Enter**

- 1 b) Pots were made on a wheel.
 c) Jewellery was decorated.
 d) Bread was made with yeast.
 e) Beer was brewed.

2 Possible answer

Young wood was woven in between the posts. Clay, earth, straw and manure were mixed together. This mixture was plastered onto the wooden structure. The house was roofed with thick wooden posts and thick thatching. Smoke could escape through the thatch, so a chimney was not needed.

- 3 b) Exotic things were brought from Egypt for the Britons to buy.
 c) Horses were used for pulling carts; dogs were used for looking after animals and hunting.
 d) Dogs were used for hunting; cows were used to work on the farm.

- e) The fire was kept going all day and night.
 f) Chairs and tables were made from logs.
 g) Beds were filled with feathers and hay.
Step up
 1 b) Wheat had to be stored in buildings raised off the ground.
 c) In the winter, smoked meat and fish, dried herbs and plants would have been eaten.
 d) Cooking pots would have been made by hand with local clay.
 e) Salt could be used to preserve foods by people by the sea. Salt could be traded with people who lived inland.
 2 b) were overwhelmed c) will be done d) Will, be killed e) may be killed f) may be taken g) may be left h) were left i) were attacked j) was occupied

Fly

- 1 a) were fastened b) were dyed c) (were) woven d) was, plaited e) were, stuck
 2 b) The Britons must have seemed very fierce to the Romans.
 c) Roman togas would have looked strange to the Britons.
 d) The Romans can't have seen striped and checked clothes before.
 e) The Britons' long moustaches must have looked funny to the Romans.
 f) The Romans ought not to have been surprised that the Britons were so different from them.

28 Dreaming -ing forms**Enter****3 Possible answers**

- a) flying b) climbing c) falling d) running away e) travelling f) being embarrassed g) dying h) being late

Step up

- 1 & 2 b) No smoking (cinema, restaurant, airport, office, car)
 c) No diving (swimming pool) d) No taking photographs/filming (art gallery, cinema, army base, church) e) No cycling (some parks, pavements) f) No talking (cinema, library, exams) g) No eating or drinking (some shops, art gallery, church, library, classroom)

29 Get it done! have/get something done**Enter****1 Possible answers**

- b) He's getting his moustached trimmed.
 c) She's having her ears pierced.
 d) She's having her hair dyed.
 e) She's having her nails extended/polished/painted.
 f) He's having his beard shaved off.
 g) He's having his eyes tested.

Step up**1 Possible answers**

- b) He hasn't had his moustache trimmed for three years.
 c) She'd like to get her ears pierced when she's older.
 d) She had her hair dyed blonde, but she doesn't like it.
 e) She's never had her nails extended.
 f) He doesn't want to get his beard shaved off, but his wife is insisting.
 g) He gets his eyes tested every six months.

2 Possible answers

- b) We had our house broken into last weekend.
 c) He had his tooth broken at a cricket match.

d) I had my bags searched at the airport when I came back from my holiday.

Fly

2 b) Get an electrician to fix it.

c) Get a mechanic to put one in.

d) Get an architect to design one.

e) Get a doctor to look at it.

f) Get a builder to mend it.

3 b) *get* is less formal than *have*

30 Don't make a mistake! *make* and *do*

Enter

1 b) does c) do d) did e) made, made f) did g) do

Step up

1 a) to do

b) to make

c) to do

Fly

1 Possible answers

b) make c) do d) do e) makes f) to do g) would make

h) make i) made j) do k) are you doing l) do you make

31 Have a go! *have* and *take*

Enter

1 a) Take a photo! b) Have a biscuit! c) Take a seat!

d) They're having another row. e) Have a coffee! f) Take a shower!

2 a) have b) having c) taking d) took e) take

Step up

1 a) Have a heart! b) Let's have a swim. c) Don't take sides. d) Let's have a go! e) She's taking advantage of you.

2 a seat, a look, a stroll, a guess, a swim, an exam, a holiday

Fly

2 a) were going to have b) will be taking c) was about to have d) have to take e) must take f) isn't taking

32 Maria Sharapova Nouns

Enter

1 a) 36 nouns: Bollettieri Tennis Academy, Florida, tennis champions, Andre Agassi, Monica Seles, Maria Sharapova, academy, children, tennis stars, children, programme, year, 5%, professionals, the other 95%, college, subjects, tennis, students, school, months, year, programme, things, discipline, responsibility, effort, 6.30, morning, sit-ups, press-ups, hours, day, tennis, hours, day

b) 5 proper nouns: Bollettieri Tennis Academy, Florida, Andre Agassi, Monica Seles, Maria Sharapova

c) 15 plural nouns: tennis champions, children, tennis stars, children, 5%, professionals, the other 95%, subjects, students, months, things, sit-ups, press-ups, hours, hours

2 bus, box, buzz, banana, brush, beach, tomato, party, piano, puppy, wish, coach, fax, potato, kilo

a) party – parties, puppy – puppies

b) box – boxes, fax – faxes

c) piano – pianos, tomato – tomatoes

d) beach – beaches, coach – coaches

Step up

1 correct nouns: shorts (plural noun with no singular), gloves, knives

incorrect nouns: persons > people, womans > women, childs > children, mans > men, tooths > teeth, chieves > chiefs, things > things, mans > men,

2 It is plural and takes a plural verb: jeans, scissors, clothes, pyjamas, shorts, glasses (spectacles), cards (game of), contents, stairs

It looks plural but takes a singular verb: news, physics, politics, economics, aerobics, athletics, the United States

Fly

1 a) The fire brigade *is/are* having an open day at the local fire station today.

b) Our swimming club *is/are* competing in the national finals on Saturday.

c) The school *has/have* invited all parents to an exhibition of student artwork this evening.

d) The government *wants/want* to ban fox hunting in the UK.

e) The committee *has/have* decided to have a party for disable children.

2 driver, emigration, ability, permanence, management, speaker, entertainment, importance, invention, impossibility, impatience, significance

3 b) the c) the d) some e) a f) the g) both/- h) the

i) Neither j) any k) a l) a few m) a n) an o) each

p) both

33 Bookshop and book club Compound nouns

Enter

1 bus stop, car park, dining room, fairy tale, film star, human being, mobile phone, musical instrument, swimming pool, police station, washing machine

3 a) frying pan, camp fire b) space age, human being

c) chewing gum, car window d) front e) traffic, road

Step up

1 make-up, nail varnish, fancy dress, junk food, tea bag, foster parents, pencil sharpener, water-skiing, X-ray, science fiction, blind date, cardboard box

hyphens: make-up, water-skiing, X-ray

3 a) barbed wire b) food poisoning c) World leaders

d) mineral water e) youth hostels f) sleeping bags

Fly

1 mother-in-law, global warming, law and order, remote control, online shopping, runner-up, Prince of Wales, sand castle, penalty shoot-out, House of Commons, hanger-on

hyphens: mother-in-law, runner-up, hanger-on

3 a) show-off b) cover-up c) sit-ups d) hang-ups e) push-over

34 Olympic stories Personal pronouns

Enter

1 a) He, you, It b) She c) I, I d) They, You, We, We, we

2 a) them = 1896 Olympic Games b) him = Jesse Owens c) her = Gabriela Sabatini

d) it = winning the two races e) me = George, us = George & Jim, you = Jim f) them = the British relay team

Step up

1 a) my b) her c) Our d) their e) its f) his

2 Possible answers

b) yours

c) hers

d) Ours

e) theirs

Fly

1 Possible answers

a) hurt him/herself b) enjoyed themselves c) disgraced him/herself d) show itself e) excelled themselves

- f) surprised myself
 2 a) herself b) herself c) herself d) themselves e) each other f) each other g) herself

35 April Fool's Day Indefinite and impersonal pronouns

Enter

- 2 b) Somebody/one; everywhere c) anywhere
 d) somewhere e) nobody
 3 1c 2e 3b 4a 5d
 4 A singular verb

Step up

- 1 b) anyone c) somewhere d) anything e) nowhere
 f) Everyone g) Something h) somewhere

Fly

- 1 b) Has anyone seen my Class 6 file?
 Nobody has been in here this morning.
 Someone has rearranged all my files!
 c) Everyone in the street was laughing at me.
 d) Someone must have mixed something in with the coffee!
 2 a) – 5 Is there anywhere else I can leave my bike?
 b) – 4 I'd like to go somewhere else this year.
 c) – 1 Do you know anyone else round here who could teach me?
 d) – 6 Isn't there anything else to eat?
 e) – 3 He's got nowhere else to go.
 f) – 2 Everyone else at school has got one.

36 My room Quantifiers

Enter

- 1 a) a lot of/loads of, some/several, any, a few, any, loads of/a lot of, several/some
 b) loads of/a lot of, some/several, a lot of/loads of, no, some, several/some, a few, a few
 c) both
 3 a) many b) much c) a lot of/many d) a lot of
 e) much/a lot of

Step up

- 1 a) Jay collects sea shells – there are little sea pictures around the wall.
 b) Dek collects Johnny Depp films – there are two posters of Johnny Depp on the wall.
 3 a) Both b) Neither c) either d) Each e) either

Fly

- 1 a) every few b) a few more c) few enough d) a little less e) a little more
 2 Possible answers
 a) But you've got so many already!
 b) You could give all your soft toys away.
 c) Because you've got so much junk in here.
 d) Both my calculators are lost, I'm afraid.

37 Notting Hill Carnival

Introductory *it* and *there*

Enter

- 1 There's a carnival; There were race riots
 2 a) There is b) There is c) There were d) there are
 e) Is there
 3 Possible answers
 b) Look! There's a balloon in the sky! c) Look! There's a skeleton! d) Look! There are my friends!

Step up

- 1 a) there will be, There will be b) there were c) There was d) There is e) There have been

2 Possible answers

It's lovely to see you! It's so nice to be here. It's a real coincidence to bump into you! It's very interesting to see these costumes.

Fly

- 1 b) I love it when the floats go past.
 c) I hate it when there's a crush of people.
 d) I like it when the police dress up in carnival costumes.
 e) I love it when everyone blows their whistles.
 f) I hate it when you get stuck next to a really loud sound system.
 g) I like it when strangers dance with each other.

38 Slow foodie or fast foodie? Articles

Enter

- 1 a) a bagel, a chocolate bar, a fruit salad, an egg
 b) a burger, an international, a coffee, an organic
 c) a famous, a famous, a party, a celebration
 2 some Italian cheese, a Spanish chorizo sandwich, a kilo of English new potatoes, half a kilo of German sausage, a hundred grams of Belgian chocolates, a cup of Brazilian coffee, some Seville oranges, some Greek olives
 3 a) the b) a c) - d) The, an e) the

Step up

- 1 a) the, the, the, the, the b) the, the, a, a, -, a, a c) -, -, -, -
 2 a) no
 b) yes, eg the fattiest meal in the world
 c) yes
 d) no
 e) yes
 f) sometimes, when we are referring to specific ones, eg The guns they found in the house were loaded. *but* Guns are dangerous (speaking in general)
 g) sometimes, when we refer to a specific war or peace, eg The peace was shattered by an explosion. *but* We hope that peace will come soon. (speaking in general)
 h) sometimes, eg Britain, the United Kingdom
 i) yes, eg the earth, the sun and the moon; the air, the ground and the sky
 j) yes eg It's a hundred kilometres from here to Paris.
 k) yes, eg Can you lend me a euro?

Fly

- 1 a) Do you like eating meals in front of the TV?
 b) Can you cook a three-course meal for four?
 c) Are you a slow foodie or a fast foodie?
 d) How important is food to you?
 2 a) a, the, The b) the, the, the, the c) the, the d) a/the, an, a e) the, the, a, the, the, a

39 The Lord of the Rings Possessives

Enter

- 1 a) mum's, dad's b) grandmother's, grandfather's
 c) mother's, father's d) dad's, mother's
 3 the boys' garden, their parents' room, the dogs' baskets, the aliens' eyes

Step up

- 1 a) hobbits' hairy feet b)- c) Sauron's d) the Elves' language e) The Orcs' f) Sam and Frodo's friendship, the novel's heart g) the men's task

- 2 b) Over 2,000 pairs of hobbit feet were used in the making of the films.
 c) Frodo is nearly destroyed by the power of the ring.
 d) Gollum leads Frodo and Sam into the dark heart of Mordor.
 e) The actors all learned the skills of swordfighting and horseriding.
 f) Christopher Lee, who plays Saruman, thinks Tolkien is one of the greatest writers of all time.

Fly

- 2 b) I especially like my brother's photograph of a baby elephant.
 c) The Orcs' destruction of a village of Rohan is a very sad moment in the film.
 d) Frodo's guardianship of the ring is very moving.
 e) Gandalf's display of magic and fireworks delights the hobbits at the party.
 f) Boromir's jealousy of Frodo leads to his death.
 3 b) Theoden's decline made his people sad.
 c) Sam went all the way to Mordor for Frodo's sake.
 d) Everyone loves the power and beauty of Shadowfax.
 e) Many New Zealanders were among the cast of the films.
 f) Many of the most beautiful landscapes of New Zealand are used as locations in the films.
 g) Not all the films' locations are real places.

40 Is this art?**Demonstratives: this, that, these, those; one, ones****Enter**

- 1 a) Those b) These c) This d) That
 3 a) these b) this c) that d) those

Step up

- 2 a) ones b) ones c) one d) one e) one f) one

Fly

- 2 a) this/that b) this c) this d) that e) that f) this

41 Who's who? Relative pronouns**Enter**

- 1 b) Kate's the girl who's chatting to Sam.
 c) Jim's the guy who's talking on his mobile.
 d) Who's Miranda?
 She's the person who's putting on her shoes.
 e) Who's Ben?
 Ben's the guy who's laughing.

Step up

- 1 b) where c) which d) why e) who f) when g) where
 h) why
 2 All of them.
 3 and 4 b) Teachers who treat their students as equals are always popular.
 c) Students who don't do their coursework don't pass their exams.
 d) Classes which have more than 25 students are too big.
 e) Subjects which you have to write a lot of essays for are hard work.
 f) Places where young people can meet after school are really important.

Fly

- 1 b) Students like enthusiastic teachers.
 c) Kate likes easy homework.
 d) Ben likes competitive sports.
 e) Louise goes to salsa dance classes.
 f) Ewan wants to do a well/highly paid job.

- g) Miranda doesn't have any nice friends.
 2 b) Louise, whose teacher thinks she's really talented, wants to be a dancer.
 c) Ewan, whose first language is French, came top in English.
 d) Ben, whose got the best left foot in the school, was approached by a First Division football club.
 e) Miranda, whose friends used to bully her, talked to the class about bullying.
 f) The Year 10 class teacher, whose name is Miss Philips, thinks they're the best class she's ever had.

42 Ms Dynamite Adjectives**Enter**

- 1 Possible answers (There are 15 to choose from.) popular, successful, real, north, oldest, big, strong, political, afraid, young, black, big, flipping, light, negative
 2 b) talented, English rugby
 c) green, woolly army; morning
 d) big, black, hairy
 e) fantastic, old, German silver
 f) brand-new, three-wheeled, pink Barbie

Step up

- 2 b) The risotto is delicious and creamy.
 c) The food is Vietnamese.
 d) The menu is long and unusual.
 e) The atmosphere is friendly and lively.
 f) The restaurant is cool, trendy and expensive.

3 Possible answers

- a) memorable b) inventive c) compatible d) available
 e) outrageous f) magical g) tasteless h) exotic i) colourful

Fly

- 1 a) deep-fried fish b) red-hot chillies c) all-day café
 d) mass-produced car e) eco-friendly washing machine
 f) bird's-eye view g) high-tech sound system h) on-line auction
 i) self-centred personality j) well-known politician

43 Roller coasters**Comparative and superlative adjectives****Enter**

- 3 a) Manhattan Express b) Colossus c) Manhattan Express
 d) Manhattan Express e) Dodonpa
 4 a) Manhattan Express b) Manhattan Express c) Colossus
 d) Manhattan Express e) Manhattan Express f) Dodonpa

44 Extreeeeeee! Adverbs**Enter**

- 1 b) They jump off a high building.
 c) No. People sometimes get to the top and freeze.
 d) No. They always go up with an experienced jumper.
 e) Yes, they often do.
 2 a) next, today, right now b) experienced, off-piste, exciting, fun, dangerous, sudden, steep c) hard, suddenly, quickly, seriously, carefully d) always, often e) out there, inside

Step up

- 1 immediately, very, sometimes, often, just, always, then, often, illegally
 2 Possible answers
 "A jet-ski tows me slowly into the wave. The jet-ski rider stays there in case you get into trouble and need rescuing. When I'm ready, I quickly let go of the bar and drop in. I stand in warrior position. I flex my muscles hard and shut my

teeth tightly. I concentrate fiercely and I listen for the wave coming. Then suddenly I feel as if I'm falling. I scream loudly as I ride the wave. Then I gradually slow down and hit dry land. My body immediately tries to get back to normal."

Fly

1 Adverbs: very, always, hard, often, out there, suddenly, seriously, carefully, inside, next, today, right now

Adjectives: off-piste, experienced, best, exciting, fun, dangerous, sudden, steep

45 A lucky escape

Comparative and superlative adverbs

Enter

1 a) faster b) more successfully c) more skilfully d) more brilliantly e) better

2 a) Ruth b) Eddie c) Emma d) Ruth and Steve

Step up

1 a) respectfully b) quickly c) carefully d) more safely e) unsuccessfully f) more rapidly g) suddenly h) faster i) madly j) the loudest k) at once l) mistakenly m) more sharply n) soon o) wildly p) efficiently q) further r) more accurately s) thankfully t) more silently

2 Open answers

Fly

1 (b) Eddie loves to ride his horse fast along the beach.

(c) Floss comes to the beach the most frequently.

(d) Danny/Jo-Jo surfs more dangerously than Jo-Jo/Danny.

(e) Jack and Poppy like sitting and talking peacefully on the beach.

(f) They all think they live better than kids in the city.

46 Around the World in 80 Days

Prepositions (1)

Enter

1 b) by c) by d) from ... to e) via f) by g) by h) on/by means of i) from ... to j) on/by means of k) from ... to l) on m) to n) by o) by p) across q) in r) by s) to

Step up

1 back in, with, round, at, in, by, with, via, by, for, on

2 a) 36 hours b) 63 days

3 a) between, from...to b) on c) At, on, because of, for d) On, over, across, to, on, on, at, up to, per, into, behind e) aboard, without

Fly

1 a) on, during, in, in

b) up, to

c) in

d) in

e) into/to

f) down to / up from

g) until

h) at / in

The correct order is: d, a, c, f, h, g, b, e

2 Possible answers

a) Joshua Slocum's journey lasted from April 1895 until June 1898.

b) Francis Joyon completed his solo sail round the world just inside 73 days.

c) Steve Fossett and his crew sailed round the world in under 59 days.

d) Ellen MacArthur felt lonely during her 94-day voyage.

e) As of February 2004, there was a new record for sailing solo round the world.

47 The Sword in the Stone Prepositions (2)

Enter

1 in the 6th century, for many years, of the true king, to London, into a great, into the stone, on the stone, from this stone, with swords, from the stone

2 a) under b) alongside c) across d) in e) at

Step up

1 b) of c) to d) with e) to f) in g) at h) for i) on j) out of k) to l) in m) of n) from

Fly

1 along > in, behind > to, towards > over, into > out of, beside > onto/to, through > in front of/before, with > of, to > of, before > for, off > at, during > in, under > of

2 a) from/out of b) with/against c) in d) about e) to f) beside/next to g) out of h) with/in i) from j) towards k) into l) into m) to

3 False – a (A preposition can be more than one word, eg *out of*) and b (A preposition does have an object but an adverb does not – Did you watch the news *before* dinner? (preposition) Have you been here *before*? (adverb)

True – c and d

48 Cornwall: the end of the land

Connectors and sequencers

Open answers

49 The Monkey King Phrasal verbs

Enter

1 a) stopped working b) stopped trying c) researching d) refused to let the teacher bully him

2 deal with, carry out, lock up, grow up, jump at

3 a) Because the gods are angry with him.

b) He will become Emperor.

c) No, Buddha will lock him up.

d) It will teach him to grow up.

e) Yes, he jumps at it.

Step up

1 a) feel like b) fall out c) get away with d) came across

e) get back f) turn, into

Fly

1 a) let him out

b) watch over

c) didn't look up to

d) see to

e) had fallen for

f) break out

3	behind	by	down	off	out	through	up
back			x	x	x		x
break			x	x	x	x	x
come		x	x	x	x	x	x
fall	x		x	x	x	x	
pick				x	x	x	x
put	x	x	x	x	x	x	x
set		x	x	x	x		x
shut			x	x	x		x
sit			x		x	x	x
stand		x	x		x		x

50 The British Houses of Parliament

Asking questions

Enter

1 Questions and answers

- b) Is the Queen the head of State? - Yes, she is.
 c) Are there three main political parties? - Yes, there are. (Labour, Conservatives (Tories) and Liberal Democrats)
 d) Are there more women MPs than men MPs? - No, there aren't.
 e) Are there a lot of black and Asian MPs? - No, there aren't. There are a few.
 f) Is there tight security at the House of Commons? - Yes, there is.

2 Questions and answers

- a) How many MPs are there?
 There are 659.
 b) Where does the Prime Minister live?/Where is the home of the Prime Minister?
 No 10 Downing Street.
 c) What is the name of the bell in the clock tower?/What is the bell in the clock tower called?
 Big Ben.
 d) What is the name of the river next to the House of Commons?
 The River Thames

- e) Who is the leader of the government?

The Prime Minister

- f) Where do MPs have lunch?

In restaurants around Westminster.

Step up

1 Questions and answers

- a) Are visitors allowed to watch MPs debating? - Yes, they can sit in the Public Gallery.
 b) Can you vote when you are 16? - No, you have to be 18.
 c) Do you have to be searched before you go into the House? - Yes, every time.
 d) Do elections have to be held every four years? - No, every 5 years.
 e) Are there a lot of civil servants? - Yes, there are nearly half a million.

Fly

- 1 b) Have you been on the London Eye?
 No, not yet. We're doing that this afternoon.
 c) Have you travelled on the Underground?
 Yes, and we got lost!
 d) Have you visited Madame Tussaud's?
 No. We went there but the queues were too long.
 e) Have Londoners been friendly?
 Yes, most of them.
 f) Will you come to London again?

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