

# HIGH FLYER

INTERMEDIATE



Workbook



Longman

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Workbook



**Pearson Education Limited**

Edinburgh Gate, Harlow,  
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and Associated Companies throughout the world.

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## Reading

The Eurovision Song Contest is an annual competition held in Europe. The television audience votes for the best song. Underline the people you would expect to see on the television during the Eurovision Song Contest. In your class, you can act out the scene and the singer's manager, the floor manager, the camera operator, the sound engineer, the presenter, the director, the make-up artist, the singer, the production secretary.

## 2 Read the passage.

# The Eurovision Song Contest

Every year countries from across Europe enter the Eurovision Song Contest. People from all over the continent watch the event on their television or listen to it on the radio. It's a fantastic break for a singer to represent their country in this competition and have the opportunity to be heard and seen all over Europe. The way to fame and fortune!

To be selected they obviously not only have to sound good but also to look good. Singers will tell you they have to work hard to get such a break. And on top of that they must have the determination and dedication necessary to cope with the stress of being in the public eye. This prize is worth it but the prize is high. When you enter the Eurovision Song Contest, don't forget that the singer is only a small part of the process. There are many other people involved and most of those people work behind the scenes.

## 3

Write the questions to these answers.

1 People from all over Europe.  
2 They have to work hard.  
3 Determination and dedication.

4 Use the suggestions from the list to write a complete sentence for each item.



## Reading

**1** The Eurovision Song Contest is an annual competition held in Europe. The television audience votes for the best song.

**Underline the people you would expect to see on the television during the Eurovision Song Contest.**

the singer's manager, the floor manager, the camera operator, the sound engineer, the presenter, the director, the make up artist, the singer, the production secretary

**2** Read the passage.

## The Eurovision Song Contest



Every year countries from across Europe enter the Eurovision Song Contest. People from all over the continent watch the event on their televisions or listen to it on the radio. It's a fantastic break for a singer to represent their country in this competition and have the opportunity to be heard and seen all over Europe. The way to fame and fortune!

To be selected they obviously not only have to sound good but also to look good. Singers will tell you they have to work hard to get such a break. And on top of that they must have the determination and dedication necessary to cope with the stress of being in the public eye. The prize is worth it but the price is high!

When you watch the Eurovision Song Contest don't forget that the singer is only a small part of the process. There are many other people involved and most of those people work behind the scenes.

**3** Write the questions to these answers.

1 \_\_\_\_\_?

People from all over Europe.

2 \_\_\_\_\_?

They have to work hard.

3 \_\_\_\_\_?

Determination and dedication.

4 \_\_\_\_\_?

Work behind the scenes.

## Grammar

**4** Imagine you are in the recording studio while the Eurovision Song Contest is being recorded. You are making notes on what different people are doing. Choose the appropriate endings from the box below and put the verbs into the Present Continuous.

- 1 The sound engineer  
*is controlling the mixing desk.*
- 2 The floor manager  
\_\_\_\_\_
- 3 The camera operators  
\_\_\_\_\_
- 4 The director  
\_\_\_\_\_
- 5 The make up artist  
\_\_\_\_\_
- 6 The singers  
\_\_\_\_\_
- 7 The presenter  
\_\_\_\_\_
- 8 The singers' managers  
\_\_\_\_\_

- wait in the wings
- prepare the next contestant
- tell the floor manager what to do
- introduce the artists
- encourage their singers
- film the singer
- carry out the director's instructions
- control the mixing desk



**5 Put the verbs in this radio commentary of the Eurovision Song Contest into the correct tense.**

Welcome to The Eurovision Song Contest.

This year it \_\_\_\_\_ (1 take) place in Greece. As I \_\_\_\_\_ (2 speak) to you the singers \_\_\_\_\_ (3 wait) in the wings, \_\_\_\_\_ (4 warm) up their voices and no doubt \_\_\_\_\_ (5 try) to control their nerves.

Probably the only thing they have in common is that they all \_\_\_\_\_ (6 sing). They all \_\_\_\_\_ (7 come) from different countries, and \_\_\_\_\_ (8 have) different backgrounds, interests and family lives. But tonight all of them \_\_\_\_\_ (9 hope) for the same thing – to win the Eurovision Song Contest.

The first contestant \_\_\_\_\_ (10 come) from Sweden and \_\_\_\_\_ (11 come) on to the stage now. The audience \_\_\_\_\_ (12 clap) and as I'm sure you can hear, many of them \_\_\_\_\_ (13 cheer).

She \_\_\_\_\_ (14 wear) a gold trouser suit and long black boots. She \_\_\_\_\_ (15 look) stunning.

So, sit back and enjoy our first entry in this year's Eurovision Song Contest.

**6 Put the appropriate modal verbs from the box into the following sentences about pop singers.**

must   mustn't   have to   don't have to   should  
shouldn't

- 1 Successful pop singers \_\_\_\_\_ do other jobs.
- 2 Good managers \_\_\_\_\_ organise all the business side of their lives for them.
- 3 To reach the top they \_\_\_\_\_ look good.
- 4 Singers \_\_\_\_\_ ignore their manager's advice.
- 5 Singers \_\_\_\_\_ be prepared to work hard.
- 6 Successful singers \_\_\_\_\_ spend a lot of time travelling.
- 7 Singers \_\_\_\_\_ practise every day.
- 8 If they are not very successful they \_\_\_\_\_ do other jobs.

- 9 If they sign a contract they \_\_\_\_\_ break it.
- 10 They \_\_\_\_\_ sing if they have a sore throat.

**7 Look at the different opinions below and decide which of the phrases in the box you would say in reply. Write them next to the sentence.**

I don't think so   That's right   Of course not  
I don't agree   I agree

- 1 The Rolling Stones is the best pop group ever.  
\_\_\_\_\_
- 2 Heavy Metal music should be banned.  
\_\_\_\_\_
- 3 You don't have to have a good voice to be a successful singer.  
\_\_\_\_\_
- 4 Pop singers shouldn't earn so much money.  
\_\_\_\_\_
- 5 Pop singers have to work really hard.  
\_\_\_\_\_
- 6 Pop music shouldn't be played in shops and restaurants.  
\_\_\_\_\_

**Writing**

**8 You are going to plan a composition on the advantages and disadvantages of using Pop Music to learn English. Look at the list of ideas below and mark them A (Advantage) or D (Disadvantage).**

- lots of pop songs written in English
- hear them all over the place
- familiar tunes
- popular with teenagers
- difficult to understand
- too many difficult words
- takes a long time to listen to them
- fun
- natural pronunciation
- usually sung by native speakers
- too repetitive

**9 Think of at least one more advantage and one more disadvantage and add them to the list. Write a complete sentence for each item.**



## Vocabulary

1 Match the following words with their dictionary definitions below. Write the number of the definition in the appropriate box.

- a witch ☐
- a ghost ☐
- a demon ☐
- a vampire ☐

1 *n* the spirit of a dead person who appears again

2 *n* a woman who is thought to have magic or evil powers

3 *n* an evil spirit which is believed to live in a dead body and suck people's blood while they are asleep

4 *n* an evil spirit

2 Read the riddles below and then try to match them with the correct answers. Put the matching letter in the boxes.

EXAMPLE: What do you call a witch trying to hitchhike?  
A witch-biker.

- 1 What skeleton was once emperor of France? ☐
- 2 What do you call a wicked old woman who lives on the beach? ☐
- 3 How can you tell twin witches apart? ☐
- a) Well, it's not easy to tell witch is which.
- b) Napoleon Bones-apart.
- c) A sand-witch.



## Reading

### The Vanishing Hitchhiker

3 Match the subtitles with the illustrations. This will help you to understand the story which follows.

- She left her coat in the car ☐
- Took her to her house ☐
- Mysterious answer ☐
- Older woman in the house ☐
- Driver stopped for a hitchhiker ☐
- Driver took it to her house a few days later ☐



4 Which of the following would not be a suitable title for the story?

- a) The Lost Coat
- b) Bumps and Thumps in the Night
- c) The Mysterious Woman
- d) A Ghost Story



**5** Read the story. The paragraphs are jumbled. Number them in the correct order in the boxes.

A couple of days later, he was looking for something in the car when he found a woman's coat. Knowing it must be the hitchhiker's, he retraced his route to return the coat to her. ☐

He tried to have a conversation with her but she just wouldn't say anything, not even where she wanted to go. Instead, as they were approaching a junction, she started to point. Then she pointed at her road, and finally at her house. She got out of the car. He drove off feeling angry. ☐

When he found her house, he knocked on the door and an older lady opened it. He held out the coat and explained that he wanted to return it to the young woman. ☐

A friend of a friend was driving down the A1 motorway, when he passed a young woman who was standing by the side of the road. ☐

He stopped and asked her if she needed a lift. Without speaking, she got into the car. ☐

The woman burst into tears. 'It was my daughter's,' she said, 'but she was killed on the A1 five years ago.' ☐

## Grammar

**6** Answer the following questions with a full answer.

- 1 What was the young lady doing when the driver stopped?  
\_\_\_\_\_
- 2 What was he doing when he passed the woman by the side of the road?  
\_\_\_\_\_
- 3 How was the driver feeling when the passenger got out?  
\_\_\_\_\_
- 4 What was he doing when he found her coat?  
\_\_\_\_\_
- 5 What were they doing when she started to point?  
\_\_\_\_\_

**7** Make sentences in the past from the following words.

EXAMPLE: *hurt my finger while close the window*  
*I hurt my finger while I was closing the window.*

- 1 walk in the graveyard see a vampire  
When \_\_\_\_\_
- 2 try to sleep hear a noise  
While \_\_\_\_\_
- 3 drive her car see witch by a tree  
As \_\_\_\_\_
- 4 feel a hand on my face listen to music  
\_\_\_\_\_ while \_\_\_\_\_
- 5 look at gravestone it fell over  
When \_\_\_\_\_
- 6 hear a loud thump read a book  
\_\_\_\_\_ when \_\_\_\_\_

**8** Write eight sentences in your notebooks combining words of your choice from each of the vertical columns.

EXAMPLE: *The witch screamed menacingly in the forest at midnight.*

the ghost	scream	quietly	in the garden	at midnight
the vampire	laugh	loudly	in the car park	during dinner
the witch	land	mysteriously	in the hall	at the full moon
the UFO	appear	suddenly	in the forest	at dawn
the stranger	jump	menacingly	in the graveyard	at sunset
the poltergeist	move	happily	in the castle	at night



**9** Make six sentences in your notebooks including words from at least four of the bubbles for each sentence. You can add other words of your own if you want to. Think carefully about the word order.

EXAMPLE: *The helicopter caught fire in the air at about 11.30 p.m.*

arrive  
happen  
take place  
catch fire  
land  
investigate  
happen  
start  
go  
disappear

immediately  
suddenly  
directly  
slowly  
quietly  
unexpectedly  
noisily  
angrily

The driver  
The incident  
The box of matches  
The toy car  
The poltergeist  
The investigation  
The UFO  
The helicopter  
The hitchhiker

late at night  
at the weekend  
at about 11.30 p.m.  
last week  
the following night  
several times a night  
a month ago  
while I was sleeping

outside  
around the house  
in the barn  
under a tree  
in the South  
behind the mountains  
in the air  
in a cupboard

## Dictionary Work

**10** Use your dictionary to help you answer the following questions.

- 1 Where is the stress on 'investigation'?  
\_\_\_\_\_
- 2 What is the adjective of 'suddenly'?  
\_\_\_\_\_
- 3 How many pronunciations are there of 'are'?  
\_\_\_\_\_
- 4 What is the dictionary definition of 'incident'?  
\_\_\_\_\_
- 5 What is the past tense of 'light'?  
\_\_\_\_\_
- 6 'Photograph' can be used as a noun and a . . . ?  
\_\_\_\_\_



## Reading

**1** Time yourself and skim through the text in thirty seconds.  
**Underline the key words.**

**T**he Tintin books have been published in 32 different languages and have sold a total of more than 100 million copies worldwide. They have been around for more than half a century. Many of the children who started to collect and read them fifty years ago have continued to read them ever since. The hero Tintin has crossed continents, cultures and the Cosmos looking for adventure.

His creator was an illustrator from Belgium called Georges Rémi who later became known as the famous Hergé. He was born in 1907 and spent an incredibly boring childhood in Etterbeek, a dull suburb of Brussels. Luckily he loved drawing.

Hergé based the character of Tintin on his childhood dreams and games. Tintin has been to the moon, ridden sharks, visited Tibet, captured gangsters, had adventures with cowboys and Indians, travelled in Egypt, fought in China, hunted and found treasure, and many more things besides.

However, from 1948 onwards Hergé started to feel imprisoned by Tintin. When he tried to draw, his hands would get a skin disease. He had terrible nightmares and his marriage broke up. He had fallen out of love with Tintin.

But his achievements are enormous. He has been responsible for creating a particularly European tradition of comic illustration, and has written about history in many of his books. Readers of all ages, races and religions have bought and loved his books. He has given immense enjoyment to millions of people.



**2** Read the text more carefully and then answer the following questions.

- 1 The text is about
  - a) Tintin.
  - b) Hergé.
  - c) Tintin and Hergé.
- 2 Tintin gave more pleasure to
  - a) Hergé than to his readers.
  - b) his readers than Hergé.
- 3 Hergé had
  - a) a happy childhood.
  - b) an exciting childhood.
  - c) a dull childhood.
- 4 Hergé is
  - a) French.
  - b) Belgian.
  - c) British.

## Grammar

**3** Look at the answers and then complete the question. Refer to the text if you cannot remember the information.

- 1 How many \_\_\_\_\_?  
100 million.
- 2 Who \_\_\_\_\_?  
Georges Rémi.
- 3 What \_\_\_\_\_?  
Drawing.
- 4 When \_\_\_\_\_?  
In 1948.
- 5 What \_\_\_\_\_?  
His childhood dreams and games.

**4** Put the verbs into the correct tense: the Past Simple, Present Perfect Simple or Present Perfect Continuous.

- 1 Millions of people \_\_\_\_\_ (read) Tintin books over the last fifty years.
- 2 Hergé \_\_\_\_\_ (have) enormous influence on the European tradition of comic illustration.
- 3 He \_\_\_\_\_ (start) drawing when he was 17.
- 4 Millions of people \_\_\_\_\_ (enjoy) his books over the last half century.
- 5 As a child, Rémi \_\_\_\_\_ (live) in Etterbeek, near Brussels.
- 6 I \_\_\_\_\_ (start) reading Tintin books when I was 14.
- 7 I \_\_\_\_\_ (read) them ever since.
- 8 Tintin \_\_\_\_\_ (appear) in many books with his companion Captain Haddock.
- 9 Rémi \_\_\_\_\_ (change) his name to Hergé.



**5** Read these sentences about when different living famous people started their careers and then rewrite the sentences using the word in brackets, and putting the verb in the Present Perfect Continuous. (You may have to omit some words and change the verb.)

EXAMPLE: Eric Clapton started playing blues in 1963. (since)

*Eric Clapton has been playing blues since 1963.*

- 1 Harrison Ford first started making films in the 1970s. (ever since)

\_\_\_\_\_

- 2 Steven Spielberg directed his first film in 1974. (since)

\_\_\_\_\_

- 3 Kate Moss became a model when she was fourteen. (since)

\_\_\_\_\_

- 4 Pavarotti became an opera singer in the 1960s. (for about 30 years)

\_\_\_\_\_

- 5 Roberto Baggio started playing football for the Italian national team in the early 1990s. (since)

\_\_\_\_\_

- 6 Madonna made her first album in 1983 (since)

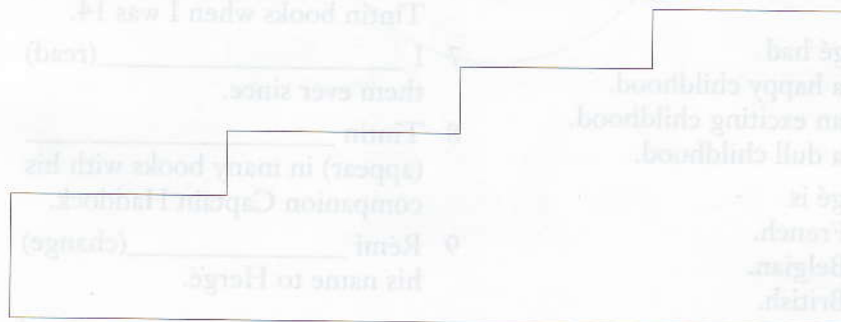
\_\_\_\_\_

## Vocabulary

### 6 'Georges Rémi loved drawing'

- a) The following verbs and phrases all have similar meanings but are different in strength. Put them on the staircase with the weakest on the bottom step and the strongest on the top step.

to love   to be mad about   to quite like   to not mind



- b) Look at the list of cartoons and cartoon characters below. Use the verbs from a) to write eight sentences in your notebook which are true for you and for a member of your family.

The Flintstones   Superman  
Startrek   Batman   Starwars  
Tom and Jerry   Asterix   Tintin  
Archie   Transformers

EXAMPLE: *I quite like Tom and Jerry but my brother is mad about them.*

## Writing

**7** Look at the information about the life and work of Walt Disney. Underline the information that you think is most important to include in a five line summary of his life.

- born 1901
- died 1966
- animator
- film producer
- very anti-communist
- 1928 created Mickey Mouse . . .
- other cartoon characters were Minnie Mouse, Goofy, Donald Duck, and Pluto
- the voice of Mickey Mouse was provided by Clarence Nash
- 1937 produced his first feature-length cartoon, Snow White and the Seven Dwarfs
- started as a commercial artist
- an obsessive perfectionist
- didn't like children
- opened Disneyland theme park in California in 1955
- American
- the head of his Sound Effects Department was James Macdonald

**8** Number the items you ticked in the order you would include them in the summary.



**1** The following phrases have similar meanings:

- to be afraid of
- to be frightened of
- to be scared of
- to be terrified of

The last one is stronger than the others.

EXAMPLE:

*I'm scared of my teacher.*

*I'm terrified of crocodiles.*

**Complete the following sentences:**

- 1 I'm scared of \_\_\_\_\_
- 2 My (choose a member of your family) \_\_\_\_\_ is scared of \_\_\_\_\_
- 3 I'm terrified of \_\_\_\_\_
- 4 My (choose a member of your family) \_\_\_\_\_ is terrified of \_\_\_\_\_

**2** Choose the word in *italics* which could go with the adjective. The first one has been done for you.

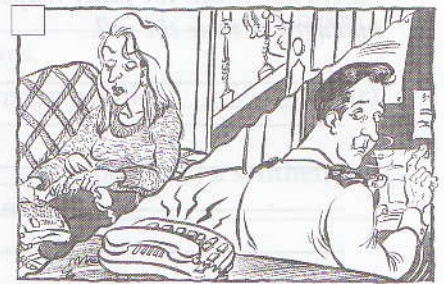
- |                         |                         |
|-------------------------|-------------------------|
| interested <i>child</i> | <i>story/child</i>      |
| bored _____             | <i>student/lesson</i>   |
| fascinating _____       | <i>idea/reader</i>      |
| frightened _____        | <i>man/experience</i>   |
| worrying _____          | <i>situation/parent</i> |
| tired _____             | <i>job/secretary</i>    |
| exhausting _____        | <i>player/game</i>      |
| excited _____           | <i>trip/tourist</i>     |

**3** Write short sentences in your notebooks using the words provided.

EXAMPLE: *I was really interested in the story.*

- |               |               |
|---------------|---------------|
| 1 interested  | 5 frightening |
| 2 tiring      | 6 exciting    |
| 3 bored       | 7 worried     |
| 4 fascinating | 8 exhausted   |

**4** Look at the pictures and match them with the notes below to complete the story. Put the letter of the matching note in the box in front of the picture.



- a) rang police
- b) police immediately put trace on calls
- c) one evening babysitter looking after neighbour's two boys/ received disturbing phone calls
- d) someone threatened kill her/said most blood-curdling and hair-raising things
- e) babysitter went upstairs/ found the boys on the other phone laughing
- f) police telephoned to tell her caller on other phone upstairs
- g) police managed trace call
- h) caller rang again/kept him talking

## Writing

**5** Expand the notes into proper sentences, and write the sentences in the correct order in your notebook. Link the sentences with *first, then, before, after, where* appropriate.

EXAMPLE: *One evening a babysitter received a number of disturbing phone calls.*



## 6 Combine pairs of sentences (or parts of sentences) from the story using *when*, *by the time*, and the *Past Perfect*.

EXAMPLE: *When the police telephoned they had managed to trace the call.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## 7 Write the police report in your notebook starting with the words provided. Use the *Past Simple* and *Past Perfect*.

On (put in yesterday's date) at 9.00 p.m. I . . .

## 8 My Big Mistake

Combine the following words into sentences. The first one has been done for you. You may have to add some words such as articles and pronouns.

- 1 Last Wednesday / I get up early to finish homework / before go to school  
*Last Wednesday I got up early to finish my homework before I went to school.*
- 2 Not do it the night before / because / watch a football match on TV  
\_\_\_\_\_
- 3 Anyway, get up early / and / do it all  
\_\_\_\_\_
- 4 By the time finish it / be nearly time to leave / so / have quick breakfast / and / run to catch my bus  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Get to bus stop just in time / and / catch bus as usual  
\_\_\_\_\_  
\_\_\_\_\_

- 6 However, after sit down / realise / leave my homework at home  
\_\_\_\_\_

- 7 After all that! / be very upset / because / get up so early to finish it  
\_\_\_\_\_

- 8 Know my teacher wouldn't believe me / because / do the same thing the week before  
\_\_\_\_\_

- 9 That time watch a film / so / not have time to finish my homework  
\_\_\_\_\_  
\_\_\_\_\_

This story has a happy ending.

- 10 When get to school / tell my best friend what I do  
\_\_\_\_\_  
\_\_\_\_\_

He laughed because the homework was for the next day. End of problem!

## 9 Words ending in *-ical* and words ending in *-able*, *-ible*, are stressed on the preceding syllable.

EXAMPLE: 'logical 'capable

Here are some of the lines of a song by Supertramp. Underline the stressed syllables in the words ending in *-ical* and *-able*.

When I was young, it seemed that life was so wonderful,

a miracle, oh it was so beautiful, magical.

And all the birds in the trees, well they'd be singing so happily,

joyfully, playfully watching me.

But then they sent me away to teach me how to be sensible,

logical, responsible, practical.



## Vocabulary

1 Match the verbs with the most obvious noun from the box.

a test a substance a new medicine  
the damage a petition a product

- 1 to measure \_\_\_\_\_
- 2 to sign \_\_\_\_\_
- 3 to apply \_\_\_\_\_
- 4 to develop \_\_\_\_\_
- 5 to do \_\_\_\_\_
- 6 to market \_\_\_\_\_

## Grammar

2 Make sentences in the Past Passive from the following cues.

- 1 damage/animal/measure  
*The damage to the animal was measured.*
- 2 petition/sign/last week  
\_\_\_\_\_
- 3 new substance/apply to the skin  
\_\_\_\_\_
- 4 new medicine/develop/in Japan  
\_\_\_\_\_
- 5 the product/market/South America  
\_\_\_\_\_
- 6 the test/do/five times  
\_\_\_\_\_

3 Put the verb in the following sentences in the correct tense and decide whether they are passive or active.

- 1 Animals are used (use) for research.
- 2 Scientists \_\_\_\_\_ (use) animals for medical research.
- 3 Many people think it is cruel for animals \_\_\_\_\_ (transport) live.
- 4 The Animal Rights Movement \_\_\_\_\_ (fight) for the abolition of the transport of live animals.
- 5 The tusks of elephants \_\_\_\_\_ (use) to make ivory products.

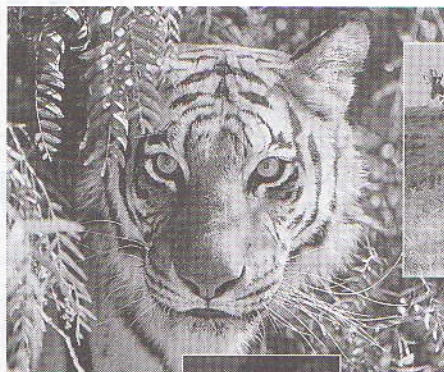
- 6 In the past many elephants \_\_\_\_\_ (kill) for their tusks. This is now more \_\_\_\_\_ (control) and poaching \_\_\_\_\_ (decreased) a lot.
- 7 Many coats \_\_\_\_\_ (make) from the fur of foxes.
- 8 In cold countries many people \_\_\_\_\_ (wear) fur coats.
- 9 Scientists \_\_\_\_\_ (produce) a synthetic fur so that fewer animals \_\_\_\_\_ (kill) for their fur.

## Definitions

4 Look at the following definition of an animal and fill in the name.

A \_\_\_\_\_ is a large furry animal which can be dangerous but is often manufactured as a toy.

5 Combine the following pieces of information to write definitions of these animals:



- 1 a very long neck/spots/Africa. The tallest animal in the world/often considered the most elegant.  
A \_\_\_\_\_ has \_\_\_\_\_
- 2 large bird/often found on a farm. /sometimes eaten on special occasions.  
A \_\_\_\_\_ is \_\_\_\_\_



- 3 dangerous/striped/cat family/which mostly lives in forests/often kept in zoos.

A \_\_\_\_\_ is \_\_\_\_\_

- 4 small/amphibian/dry skin/which lives mostly in water. Starts its life as a tadpole/often loved by children.

A \_\_\_\_\_ is \_\_\_\_\_

## Reading

### 6 How much do you know about lions?

Try to respond to the following statements before reading the passage. Tick one of the columns.

	True	False	Don't know
1 Lions are members of the cat family			
2 Most lions come from western Asia			
3 There used to be lions in Europe			
4 The thick hair over the male's head and shoulders is called a mane			
5 Only the lioness looks after the young			
6 They are good climbers			

### 7 Match the topic sentences below to their paragraphs in the reading text. Write them in at the beginning of their paragraph.

Lions are feared and respected by all the people who come across them.

The lion can be distinguished from the lioness because of the enormous, heavy mane that covers his powerful head and shoulders.

Because of its strength, majesty and fierceness, the lion is called the King of the Beasts.

Usually young lions are born three at a time. They are looked after by both the male and female.

# The Lion



A fully-grown male lion, standing a metre high and weighing about 230 kilos, may be more than 3 metres long from his nose to the tip of his tail. The lion is thought of as an African animal. Once they lived in Europe as well, but they have now entirely disappeared from there.



Lionesses are smaller and lighter in colour than male lions. Lions often live in large families which are known as prides.



The mother picks up her young in her mouth and carries them to safe places. It takes them some time to get up on to their feet and walk, but they don't give up easily and it doesn't take them long to work out how to do it.



Unlike their relatives, they seldom climb, so if a person is chased by a lion they should climb the nearest tree to escape. However, once in East Africa, workers who were building a railway were carried off night after night by two lions. The workers were so terrified that the building of the railway was put off for weeks.



### 8 Read the text again and check your answers to Exercise 6.



## Vocabulary

**9** Look through the completed text on page 14 and find the phrasal verbs which the following phrases could replace. Use your dictionary to help you.

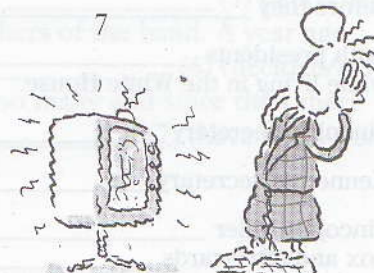
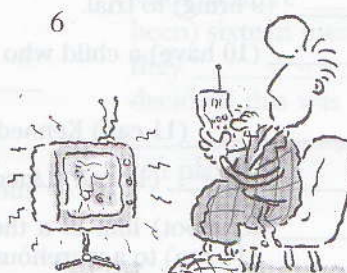
- 1 to stop trying \_\_\_\_\_
- 2 to be responsible for and do what is necessary \_\_\_\_\_
- 3 to delay \_\_\_\_\_
- 4 to meet unexpectedly \_\_\_\_\_
- 5 to lift \_\_\_\_\_
- 6 to stand \_\_\_\_\_
- 7 to understand \_\_\_\_\_

**10** Fill in the blanks with phrasal verbs which you found in Exercise 9.

When you read in English you often \_\_\_\_\_ (1) words you don't know. Usually it is better to \_\_\_\_\_ (2) finding them in a dictionary till you have tried to \_\_\_\_\_ them \_\_\_\_\_ (3) for yourself. However, if you can't manage this you have to \_\_\_\_\_ (4) and use your dictionary.

**11** Use a phrasal verb to write the caption for each picture in your notebook.

1 Man turns on bedside light.



## Writing

You are going to write a short paragraph in your notebooks about an animal of your choice.

**12** Write the topic sentence.

EXAMPLE: *A cheetah is a member of the cat family.*

**13** Expand your topic sentence into a short paragraph adding more information.

## Pronunciation

If a word ends in **-ion** the stress is on the preceding syllable.

EXAMPLE: *definition*

**14** Look through this unit and mark the stress on the words ending in **-ion**.

Now add three more words ending in **-ion**.



## Reading

**1** What do you know about President John F. Kennedy? Tick the information that you believe to be true.

- a) He was assassinated.
- b) He never married.
- c) He had two children.
- d) He tried to make the lives of black people better. (Civil Rights)
- e) He had blond hair.
- f) He never visited Dallas.

**2** Read the information and put the verbs in brackets in the Active or Passive.

## Amazing Coincidences

Some extraordinary coincidences link the assassinations of Presidents Abraham Lincoln and John F. Kennedy.

Both presidents \_\_\_\_\_ (1 concern) with the issue of civil rights.

Lincoln \_\_\_\_\_ (2 elect) in 1860.

Kennedy \_\_\_\_\_ (3 come) to office in 1960.

Both presidents \_\_\_\_\_ (4 assassinate) on a Friday and both in the presence of their wives.

Both of them \_\_\_\_\_ (5 shoot) from behind and in the head.

Both their successors \_\_\_\_\_ (6 call) Johnson.

Andrew Johnson \_\_\_\_\_ (7 born) in 1808 and Lyndon B. Johnson in 1908.

Both their assassins \_\_\_\_\_ (8 kill) themselves before they \_\_\_\_\_ (9 bring) to trial.

Both presidents \_\_\_\_\_ (10 have) a child who died while living in the White House.

Lincoln's secretary \_\_\_\_\_ (11 call) Kennedy.

Kennedy's secretary \_\_\_\_\_ (12 call) Lincoln.

Lincoln's killer \_\_\_\_\_ (13 shoot) him in a theatre box and afterwards \_\_\_\_\_ (14 run) to a warehouse.

Kennedy \_\_\_\_\_ (15 shoot) from a warehouse and afterwards his killer \_\_\_\_\_ (16 run) to a film theatre.

Lincoln \_\_\_\_\_ (17 advise) by his secretary not to go to the theatre.

Kennedy's secretary \_\_\_\_\_ (18 advise) him not to go to Dallas.

The last names of both presidents \_\_\_\_\_ (19 contain) seven letters.

The names of both assassins \_\_\_\_\_ (20 contain) fifteen letters.

## Grammar

**3** Put the verbs in brackets in the Present Simple or Present Continuous.

Danuta is from Poland but now she is spending one month in an English school.

- 1 She \_\_\_\_\_ (live) in Poland but this month she \_\_\_\_\_ (stay) in England.
- 2 In Poland she \_\_\_\_\_ (go) to school by bus. This month she \_\_\_\_\_ (walk).
- 3 In Poland she \_\_\_\_\_ (spend) five hours a week learning English. This month she \_\_\_\_\_ (not have) any English lessons.
- 4 Now she \_\_\_\_\_ (speak) English all the time.
- 5 In Poland she \_\_\_\_\_ (eat) a lot of delicious soup. She \_\_\_\_\_ (miss) this.
- 6 She \_\_\_\_\_ (not watch) much television in England because it's hard to understand. In Poland she \_\_\_\_\_ (watch) much more.

**4** Fill in the blanks with one of the modal verbs in the box.

must   mustn't   should   must  
shouldn't   have to   don't have to

While Danuta is in England she \_\_\_\_\_ (1) get the bus to school because the school is near enough for her to walk. She \_\_\_\_\_ (2) do all her lessons in English so her English \_\_\_\_\_ (3) improve a lot this month. Her parents have told her she \_\_\_\_\_ (4) write to them each week. Last time she wrote in Polish but they now say she \_\_\_\_\_ (5) do this. She \_\_\_\_\_ (6) write in English. In fact, if she really wants to improve her English she \_\_\_\_\_ (7) speak or write Polish for a month.



## 5 Travelling by bus in England.

Look at the pictures and write a caption for each using the modal verb provided.



a) must



b) should



c) mustn't



d) have to



e) shouldn't

## 6 Put the verbs in brackets in the Present Perfect Continuous and add *since* or *for*.

- 1 He watches Superman whenever he can. He \_\_\_\_\_ (watch) it \_\_\_\_\_ he was nine.
- 2 The only thing she reads seems to be Tintin. She \_\_\_\_\_ (read) it \_\_\_\_\_ four years.
- 3 She buys a comic every week. She \_\_\_\_\_ (buy) comics ever \_\_\_\_\_ she could read.
- 4 He \_\_\_\_\_ (draw) comic figures ever \_\_\_\_\_ he became interested in Asterix.
- 5 Batman \_\_\_\_\_ (become) even more popular \_\_\_\_\_ it was made into a feature film.
- 6 People \_\_\_\_\_ (read) comic books \_\_\_\_\_ more than a century.

## 7 Choose the correct form of the verb.

Huggy and the Bears \_\_\_\_\_ (1) (started/have started) playing together five years ago when they \_\_\_\_\_ (2) (studied/were studying) at university. Since then they \_\_\_\_\_ (3) (performed/have performed) over one hundred gigs and made three recordings. When they \_\_\_\_\_ (4) (started/had started) there \_\_\_\_\_ (5) (were/have been) sixteen members of the band. A year ago they \_\_\_\_\_ (6) (decided/have decided) this was too many and since then there \_\_\_\_\_ (7) (have been/were) ten players.



**8** Combine the two halves of the sentences using each of the linkers in the box and put the verbs into the correct tense.

as when after while by the time before

- \_\_\_\_\_ the band \_\_\_\_\_ (get) their first big break they \_\_\_\_\_ (be) together for five years.
- \_\_\_\_\_ they \_\_\_\_\_ (make) their first recording they \_\_\_\_\_ (play) more than fifty gigs.
- \_\_\_\_\_ they \_\_\_\_\_ (record) the last track the guitarist's string \_\_\_\_\_ (break).
- They \_\_\_\_\_ (get) another bass player \_\_\_\_\_ they \_\_\_\_\_ (finish) the recording.
- \_\_\_\_\_ they \_\_\_\_\_ (produce) the CD they \_\_\_\_\_ (get) a lot more offers of work.
- \_\_\_\_\_ they \_\_\_\_\_ (play) the last number the audience \_\_\_\_\_ (start) to clap and cheer.

**9** Fill in the sentences with the phrasal verbs in the box.

pick up put off come across work out  
get up give up look after do without

- This is far too difficult for me. I \_\_\_\_\_!
- Please could you \_\_\_\_\_ my bag for me while I make a phone call?
- I'm so stupid. I always \_\_\_\_\_ doing my homework till the last minute and then I'm usually too tired to do it properly! Then I have to \_\_\_\_\_ very early in the morning and do it before breakfast.
- Have you ever \_\_\_\_\_ a poltergeist?
- I've just \_\_\_\_\_ this travel brochure about New Zealand. Now I'm trying to \_\_\_\_\_ how to persuade my parents to pay for me to go there!
- My parents say they haven't got any money for a holiday this year so I'll have to \_\_\_\_\_ one.

## Vocabulary

**10** Put the words in the box under the appropriate heading in the chart. Some of the words may go under more than one heading.

band photographer to go on air  
blood-curdling pop scene camera operator  
scared furry sound engineer white as a sheet  
long-eared psychologist to get a break  
hair-raising to make a single mane  
the charts terrifying social worker  
to do the backing long-tailed

Show business	Fear
Animals	Jobs



## Vocabulary

1 Reorder the following jumbled words. They all appear in Unit 7 of your Students' Book.

- 1 lofta \_\_\_\_\_
- 2 nadl \_\_\_\_\_
- 3 ucalhn \_\_\_\_\_
- 4 untrastao \_\_\_\_\_
- 5 rycumer \_\_\_\_\_
- 6 lobolan \_\_\_\_\_
- 7 oborts \_\_\_\_\_
- 8 nelpat \_\_\_\_\_

## Reading

2 What do you think life will be like in the year 2050?

Guess the answers to the following questions before reading the text.

- 1 Will people start a career when they are twenty and stay in the same kind of job all their life?  
\_\_\_\_\_
- 2 What will people's eating habits be?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Why will psychiatrists be busier?  
\_\_\_\_\_  
\_\_\_\_\_
- 4 What will be the effect of more multi-cultural societies?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 What kind of information will be on identity cards?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 What kinds of weapons will there be?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Read the text to check your answers to Exercise 2.

## Fewer Jobs, More Snacks

The editors of The Futurist magazine put together a list of the eight most interesting forecasts made in 1994 by leading scientists, researchers, business experts, and scholars.

- Humans will one day become 'composite beings'— part biological, part mechanical, and part electronic.
- Lifetime jobs will disappear. To stay employed, workers will need to develop portable skills that they can take from one employer to another.
- Few people in the future will eat the traditional three square meals a day. Instead they will have five snacks.
- Virtual reality experiences may lead to personality problems that will send people to psychiatrists. People may lose their 'real' identities in favour of the perfect bodies created in the world of virtual reality.
- Computers will be able to think like humans.
- Crime will increase through the early part of the 21st century because of the conflicts created by multi-cultural societies.
- People will carry electronic 'smart' identity cards which will contain information about their education, employment, medical history, credit status, and genetic data.
- Future wars may be fought with minimum-bloodshed weapons that cause almost no deaths. Possibilities include laser rifles to cause temporary blindness, ultrasound to cause dizziness, and sedative guns to make victims sleepy.





## Grammar

**4** Look at this conversation between two mad scientists called Patrick and Joe. Fill in the spaces with the most suitable future form of the verb in brackets.

- PATRICK: Guess what. We \_\_\_\_\_ (1 do) something nobody has ever done.
- JOE: What?
- PATRICK: Oh, I can't tell you that. It's a secret!
- JOE: You can tell me. I \_\_\_\_\_ (2 not tell) anyone.
- PATRICK: OK. We \_\_\_\_\_ (3 send) an astronaut to the SUN!
- JOE: To the SUN! No, that's impossible.
- PATRICK: Maybe, but we \_\_\_\_\_ (4 do) it.
- JOE: Well how? Surely he \_\_\_\_\_ (5 burn). It \_\_\_\_\_ (6 be) too hot.
- PATRICK: Oh no, we've thought of that.
- JOE: So... how \_\_\_\_\_ (7 you solve) it?
- PATRICK: Well, we \_\_\_\_\_ (8 send) him at night!

**5** Fill in the verbs in the most suitable future form.

Mario wants to become an astronaut. He is very happy because he \_\_\_\_\_ (1 attend) a short introductory course next week. The course \_\_\_\_\_ (2 give) him a general overview of the skills required for the job. For example, one of the topics \_\_\_\_\_ (3 be) how to cope with the lack of oxygen and the lack of gravity. He \_\_\_\_\_ (4 have to) learn about the potential dangers and risks and how to minimise these. At the end of the course there \_\_\_\_\_ (5 be) a test and if he does well he \_\_\_\_\_ (6 be able) to attend a four year training programme which \_\_\_\_\_ (7 enable) him to become an astronaut. On the last day of the course they \_\_\_\_\_ (8 experience) being in a simulator which \_\_\_\_\_ (9 feel) exactly like being in space. But there are other parts of the course which he \_\_\_\_\_ (10 not look forward to). One of them is the written test.

**6** Complete the following sentences with information from Exercise 5.

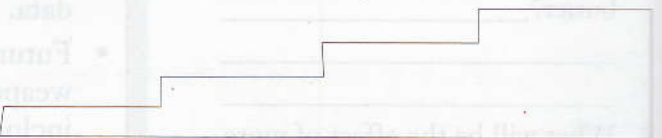
- 1 When he has attended all the course  
\_\_\_\_\_
- 2 He will do the test when  
\_\_\_\_\_
- 3 He will have a better idea of what it is like to be in space once  
\_\_\_\_\_
- 4 Once he has passed the introductory course  
\_\_\_\_\_
- 5 He will be an astronaut when  
\_\_\_\_\_

## Vocabulary

**7** You have now read two episodes of *The Flood*. Look at these words connected with wet weather.

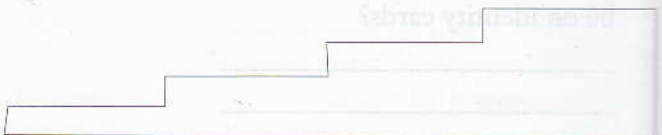
Use your dictionary to put the following verbs in order on the steps, with the strongest one at the top.

rain   pour   drizzle   bucket down



**8** Now do the same with the following nouns.

downpour   flood   shower   storm



## Writing

**9** You are going to prepare to write a description of Mars. Make notes of your ideas under the following headings.

Introduction   The Development   The Conclusion



## Reading

Johnny Delter, the sax player in the up and coming funk group Huggy and the Bears, is about to give a TV interview. He doesn't want to do the interview but the rest of the group have told him to do it. The presenter is preparing Johnny and checking what he would like to do and talk about.



**1** Look at the pictures and then complete the sentences.

1 The presenter is the one \_\_\_\_\_

2 Johnny is the one \_\_\_\_\_

**2** Read the dialogue and then answer the questions that follow. Ignore the italics.

PRESENTER: Welcome Johnny. Really glad you could make it.

JOHNNY: Yeah – it's a miracle I got here. I overslept. I'd asked my flatmate to wake me but he forgot.

PRESENTER: So how are you feeling?

JOHNNY: Well... really nervous. And tired are there any chairs?

PRESENTER: There's one coming. Don't worry. We'll go through everything now and have a sort of run-through. (1) *Would you sit on the other side of the table please?*

JOHNNY: Oh no. I don't want to sit at a table. It's far too formal. Can I have an armchair? I prefer to look relaxed.

PRESENTER: Well I suppose so. But (2) *be careful with your microphone*. When you sit back it sometimes affects the sound.

JOHNNY: No problem. Can we start the programme with me playing and then do the interview?

PRESENTER: Fine.

JOHNNY: And (3) *don't do any introduction before I play*.

PRESENTER: That's difficult. We'll have to have an introduction so the viewers know what's happening.

JOHNNY: Well (4) *make it short*.

PRESENTER: Right. Let's just run through the interview. Could you tell me what you want to talk about?

JOHNNY: Well I'll tell you one thing (5) *I don't want to talk about and that's my private life*.

PRESENTER: So what do you want to talk about?

JOHNNY: (6) *Please concentrate on the kind of music the band plays*. The other members of the group. And also on some of our future gigs.

PRESENTER: OK. But (7) *you mustn't advertise them too obviously*. Now it's time for you to go to Makeup. And we'll start recording straight after that. (8) *Don't worry about the interview*. Just (9) *speak clearly and for goodness, sake* (10) *smile occasionally!*

1 Who should have woken Johnny?

2 Number the following in the order in which they will happen.

The interview

His makeup session

Johnny playing the sax

A short introduction

3 How do you think Johnny has been looking during this conversation?

a) quite relaxed

b) grumpy

c) friendly

4 Name two things Johnny doesn't want to happen.

## Grammar

**3** In your notebook write sentences for the phrases in italics in Exercise 2 using **tell** or **ask** and the infinitive.

EXAMPLE: *The presenter told him not to worry.*



**4** Look at these instructions that parents might give to little children. Follow the example and report the ones that your parents most often said to you when you were young. Add one of your own.

'Don't go near the fire'

'Be quiet!'

'Stop fighting'

'Put your toys away'

'Eat up your lunch'

'Don't bite your sister'

'Be careful!'

EXAMPLE: *My parents often told me not to go near the fire.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**5** Who is who? Look at the photograph of a group of friends. Make sentences in your notebooks describing each person from the words in the chart.

EXAMPLE: *George is the one with the dark skin sitting on the chair.*

*Katerina is the one wearing a baseball cap talking to Luis, Amelia and Anna.*



George	very short	skin	carrying	at George
Antonio	black	skirt	sitting	glasses
Katerina	dark	hair	talking	crisps
Amelia	curly	hair	laughing	to Katerina
Maria	blond	a baseball cap	standing	her coat
David	wearing	a sweater and jeans	eating	to Luis, Amelia and Anna
Anna	holding	hair	wearing	on the chair
Luis	wearing	a racket	talking	next to Maria

## Pronunciation

**6** The following statements were made to emphasise a particular point. Tick the most appropriate one according to the stressed words in *italics* in the statements.

- 1 Dimitra's brother tried to buy *both* of the books.
  - a) Not to borrow them
  - b) Not the magazines
  - c) But he wasn't able to
  - d) But one book had been sold
- 2 *Abmet* went to the cinema on his motorbike *yesterday*.
  - a) to the cinema
  - b) Not today
  - c) Not Mehmet
  - d) Not his father's
- 3 Antonio told me he had lost *his* keys.
  - a) But he was lying
  - b) I thought he'd forgotten them
  - c) It must be true
  - d) Not his mother's
- 4 Did you *see* Spiros?
  - a) Or did you only speak to him on the phone?
  - b) Answer me! I'm getting angry!
  - c) Or did you see Xristos?



**7** For each sentence underline the stressed word that would make b) the correct answer.

EXAMPLE: 1 *Dimitra's brother tried to buy both the books.*

b) Not the magazines

## Vocabulary

**8** Add the words in the box to as many of the adjectives as possible to make them into compound adjectives.

haired eyed skinned legged  
nosed fingered

long \_\_\_\_\_

dark \_\_\_\_\_

fair \_\_\_\_\_

blue \_\_\_\_\_

short \_\_\_\_\_

**9** Fill in the sentences with a suitable compound adjective from Exercise 8.

1 To become a top ballet dancer you need to be \_\_\_\_\_

2 In the army you have to be \_\_\_\_\_

3 Good pianists are often \_\_\_\_\_

4 Most fair-haired people are \_\_\_\_\_

5 Most \_\_\_\_\_ people are brown-eyed.

## Writing

**10** Look at the photos of the Wanted people on the police noticeboard.

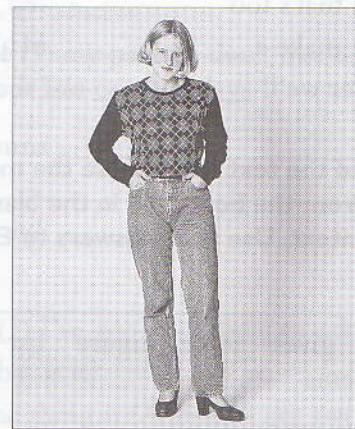
EXAMPLE: *Number 1 was a middle-aged woman in a coat wearing glasses.*

Write the descriptions you think the witnesses gave to the police in your notebooks.

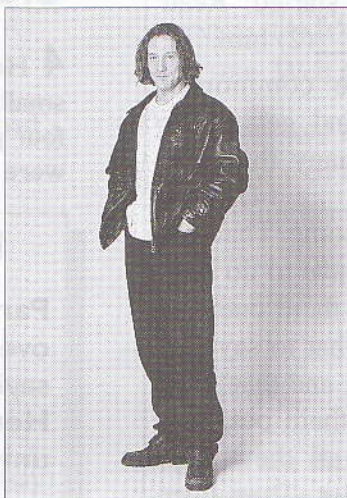
1



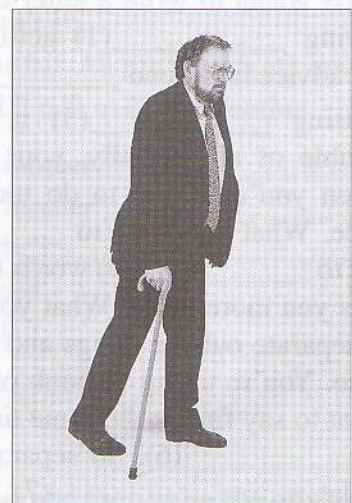
2



3



4





## Reading

**1** Look at the following sentences. The missing words are either nouns, adjectives or verbs. Fill in the blanks with the correct part of speech.

- 1 Chris is having noun getting started.
- 2 Read the advice his friend \_\_\_\_\_ him.
- 3 Getting \_\_\_\_\_ is the commonest trouble.
- 4 What you have to \_\_\_\_\_ is ...
- 5 ... try not to \_\_\_\_\_ words to come.
- 6 and that's too \_\_\_\_\_.
- 7 Just make a \_\_\_\_\_ of all the things ...
- 8 Later we'll \_\_\_\_\_ out the right order.

**2** Read the text and choose the most appropriate word from the box to fill in the blanks according to the context. Use your answers to Exercise 1 to help you.

hard gives force figure list do  
problems stuck

Chris wants to write a letter to his mum but is having \_\_\_\_\_ (1) getting started. Read the advice his friend \_\_\_\_\_ (2) him.

Getting \_\_\_\_\_ (3) is the commonest trouble of all. Usually, your mind gets stuck when you're trying to do too many things at once. What you have to \_\_\_\_\_ (4) is try not to \_\_\_\_\_ (5) words to come. That just gets you more stuck. What you have to do now is separate out the things and do them one at a time. You're trying to think of what to say and what to say first at the same time, and that's too \_\_\_\_\_ (6). So separate them out. Just make a \_\_\_\_\_ (7) of all the things you want to say in any old order. Then later we'll \_\_\_\_\_ (8) out the right order. Zen and the art of motorcycle maintenance.

## Vocabulary

**3** Match these expressions with their definitions and write the appropriate letter in the box.

- |  |                          |
|--|--------------------------|
| 1 a shoulder to cry on   | <input type="checkbox"/> |
| 2 too hard to handle   | <input type="checkbox"/> |
| 3 to get to know someone better                                  | <input type="checkbox"/> |
| 4 to find a way out of something                                 | <input type="checkbox"/> |
| 5 to keep a secret   | <input type="checkbox"/> |
| 6 let's face it  | <input type="checkbox"/> |
| 7 to do something on purpose                                     | <input type="checkbox"/> |
| 8 to give someone a chance                                       | <input type="checkbox"/> |
| a) to not tell anyone  |                          |
| b) to become closer to someone                                   |                          |
| c) someone from whom you get sympathy                            |                          |
| d) too difficult to deal with                                    |                          |
| e) to give someone an opportunity or possibility to do something |                          |
| f) to find a solution to something                               |                          |
| g) to do something intentionally                                 |                          |
| h) we should accept it   |                          |

## Grammar

**4** Here are some things that parents often say to small children. Follow the example and report the four your parents most often said to you when you were young. Add one of your own.

## Bossy Parents' Sayings

Parents are the same the whole world over. For generations they have been saying the same things to their children. Here are some examples of these universal sayings.

- 'I can't play with you now. I'm busy.' (say)
- 'You're making too much noise.' (complain)
- 'When it's cold you have to wear a coat.' (explain)
- 'It's time to go to bed.' (tell me)
- 'You must hold my hand when you cross the road.' (tell me)
- 'Your hands are dirty.' (complain)
- 'It's rude to answer back.' (say)
- 'You look just like your grandmother.' (tell me)



EXAMPLE: *My parents often said they couldn't play with me because they were too busy.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 (Yours) \_\_\_\_\_

**5 Reported speech with no tense change**  
Here are some things that parents often say to their teenage sons and daughters. Follow the example and report the ones that your parents often say to you in your notebook. Add one of your own. Use the verb in brackets.

'You can't go out till you've finished your homework.' (say)

'Your hair's always a mess.' (complain)

'You watch too much television.' (complain)

'You shouldn't go around with him – he's a bad influence.' (say)

'The biscuits are for everyone.' (say)

'Your room's a mess.' (complain)

'You can't go out looking like that.' (say)

'You can't put that poster up in this house.' (say)

'I wish you would wash your hair.' (say)

'Your dirty clothes are always on the floor.' (complain)

EXAMPLE: *My parents often say I can't go out till I've finished my homework.*

**6 Read the dialogues and then complete the sentences that follow them.**

#### Dialogue A

BEATA: Hi. I've been looking everywhere for you.

JOANNA: Sorry. I was in the library.

BEATA: The thing is, (1) I've got two tickets for Phil Collins next Wednesday.

JOANNA: That's fantastic. But (2) I don't think I'll be able to go.

BEATA: Why not?

JOANNA: Because (3) my parents don't like me going out late on weekdays.

1 Beata told Joanna \_\_\_\_\_

2 Joanna said \_\_\_\_\_

3 Joanna explained \_\_\_\_\_

#### Dialogue B

JOANNA: Mum, (1) I've got something to ask you.

MOTHER: OK, what is it?

JOANNA: Well the thing is (2) Beata's got two tickets for Phil Collins next Wednesday.

MOTHER: Next Wednesday? No, that's a weekday. (3) You can't go.

JOANNA: (4) It's not fair. All my friends are going.

MOTHER: Well (5) I'll talk to Beata's mother.

1 Joanna told her mother \_\_\_\_\_

2 Joanna told her mother \_\_\_\_\_

3 Her mother told \_\_\_\_\_

4 Joanna complained \_\_\_\_\_

5 Her mother said \_\_\_\_\_

## Writing

**7 Read the dialogue and then write the original conversation between Beata and her mother in direct speech.**

#### Dialogue C

J'S MOTHER: Joanna tells me that Beata is going to the Phil Collins concert next Wednesday.

B'S MOTHER: Really! Beata told me Joanna was going!

J'S MOTHER: Did you tell Beata she could go?

B'S MOTHER: Not at first. But she said that Joanna was going so I changed my mind!



## Grammar

**I** Read the quiz below and report what the participants were asked using the cues provided.

# International General Knowledge Quiz

- 1 Mother Theresa is Albanian.  
They were asked what nationality Mother Theresa was.
- 2 Warsaw is the capital of Poland.  
They were asked \_\_\_\_\_
- 3 The 1994 World Cup took place in the USA.  
They were asked \_\_\_\_\_
- 4 The 1994 Wimbledon champion was Spanish.  
They were asked \_\_\_\_\_
- 5 The currency of Turkey is the lira.  
They were asked \_\_\_\_\_
- 6 The director of Jurassic Park was Steven Spielberg.  
They were asked \_\_\_\_\_
- 7 Freddie Mercury sang with the pop group Queen.  
They were asked \_\_\_\_\_
- 8 Thessaloniki is in Greece.  
They were asked \_\_\_\_\_
- 9 The Brazilians speak Portuguese.  
They were asked \_\_\_\_\_



**2** Now it's your turn to do a quiz. Answer the following with a yes or no.

- 1 Is Delhi in India?
- 2 Is the zloty the currency of Poland?
- 3 Is Athens the capital of Spain?
- 4 Are there 70 states in the USA?
- 5 Is part of Brazil on the equator?
- 6 Do the Argentineans speak Portuguese?
- 7 Is Scotland in England?
- 8 Is Maradona Spanish?



**3** In your notebook report the questions you were asked. The first one has been done for you as an example.

EXAMPLE 1: *I was asked if Delhi was the capital of India.*

## Vocabulary

**4** Put the words in the correct column in the chart below. The first row has been done for you.

- 1 casual clothes jacket leather coat
- 2 dishes food spaghetti meals
- 3 house building modern semi-detached
- 4 stationery notebook paper English notebook
- 5 film thriller cinema feature film
- 6 lap top computer IBM personal computer
- 7 money notes currency pesetas
- 8 Rolls Royce vehicle saloon car car

General word	Specific	More specific	Most specific
clothes	casual	jacket	leather coat

## Reading

**5** Match the reviews with the pictures and titles.

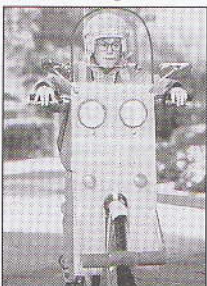
**1** This is a surprisingly successful remake of the 1947 hit, featuring Richard Attenborough in the perfect part for him – Santa Claus. I saw this film last week and I plan to go again this week. It's fun and happy which is what a Christmas film should be. ☐

**2** I didn't really enjoy this film. It stars Arnold Schwarzenegger as the world's first pregnant man. Director Ivan Reitman, and co-stars Danny Devito and Emma Thompson have fun, and there are one or two good lines, but the joke soon gets boring. I certainly won't bother to see this one again. ☐

**3** This British film is based on fact. The lead star Phoebe Cates is excellent and gets solid support from Kevin Kline. The film is a period piece about dishonesty and pretence. The audience seemed to enjoy it more than I did so I will give it a second chance and see it again. ☐

**4** This children's fantasy adventure was unexpectedly enjoyable. Macaulay Culkin has never given such a good performance. After an action-packed opening the film enters a cartoon world of fantasy, horror and adventure. This is well worth seeing. ☐

a) The Pagemaster



b) Princess Cariboo



c) Junior



d) Miracle on 34th Street





**6** Answer the following questions with short answers.

- 1 Which film is a remake of a 1947 hit?
- 2 What part does Richard Attenborough play?

- 3 Which film is the writer going to see again this week?

- 4 Which film did the writer not enjoy?

- 5 Who plays the part of a pregnant man?

- 6 Who is the director of *Junior*?

- 7 Which film is based on fact?

- 8 Who supports Phoebe Cates?

- 9 Which film stars Macaulay Culkin?

- 10 Which film has cartoons?

**7** In your notebook report the questions you were asked in Exercise 6 starting with *I was asked*. . .

EXAMPLE: 1 *I was asked which film was a remake.*

## Writing

**8** Look through the reviews and put the information they contain under the following headings.

	Topic	The Stars	Comments/ Opinions
Miracle on 34th Street			
Junior			
Princess Cariboo			
The Pagemaster			

**9** Now make similar notes on another film of your choice in your notebook.

## Pronunciation

**10** The following words all occur in Unit 10 of your coursebook. Put them in the chart under the words that rhyme /include the same sounds. If a word has more than one syllable match the syllable that is in bold.

three loved ingenious funny  
first but keep occur  
published countries shirt  
mean brother word lovely  
previous learn money reason  
work wonder seek evening  
heard people

[illegible]



## Reading

**1** You are going to read the diary Peter Carey wrote when he was in the fourth form at school.

Look at the headings in the chart. Scan quickly through the diary to fill in the information about each of his teachers. Don't worry about the words in italics.

	Subject	Nickname	Other information
Mr Pargetter			
Mr Evans			
Mr Bloater			
Mr Bentley			

### Teachers I have known

I always amazed myself when I was at school that I bothered to keep a diary. I didn't bother to do much else. But I must say that it's proved invaluable as a social history. Here are some random thoughts from my diaries.

Mr Pargetter: metalwork teacher. We **called** (1) him Percy. He **got** (2) a strange look in his eye every time anyone lit up a blowlamp. Perhaps he was secretly hoping they would have an accident. But there's nothing particularly peculiar in that. After all, very little else **happened** (3) in the lessons, so we all looked forward to the industrial accidents.

Mr Evans: Woodwork teacher, Welsh. We nicknamed him Dai (Welsh name pronounced Die), mainly because we hoped he would. He **had** (4) a very unusual way of shortening lengths of wood. He hit you across the bottom with them, and they **snapped** (5) – sooner or later.

Mr Bloater: Maths and Games, but not at the same time! He always **smelt** (6) as though we were doing games – even during the Maths lessons. This **confuse** (7) some of our class who weren't very bright and had to use their sense of smell to work out what lesson they were in.

Mr Bentley: English. One thing he **did** (8) was to make us all write in exactly the same way. He **spent** (9) much of our first year giving back work if the handwriting wasn't right. We **got** (10) really angry about this but the good thing was, you could get other kids to do your homework for you! Brilliant!

**2** Match the words in the box with their definitions. Find the words in the text to help you guess their meanings.

- clever \_\_\_\_\_
- chosen without any plan \_\_\_\_\_
- to break suddenly with a sharp cracking noise \_\_\_\_\_
- another name we give to someone – often as a joke \_\_\_\_\_
- a lamp which gives a small very hot flame \_\_\_\_\_

random nickname blowlamp  
snap bright

## Grammar

**3** Peter talks about the things that his teachers and his class did when he was at school. Now he is an adult so these things don't happen anymore. Emphasise this by changing the verbs in italics to used to.

- We used to call him Percy.* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**4** Look at your sentences in Exercise 3 and change the *used to* to *would* in the four sentences where this is possible.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**5** Tick any of the following which were true for you when you were four years old, but are not true for you now.

- have an afternoon sleep
- go to bed before 8.00pm
- not like green vegetables
- not speak any English
- not go to school
- wake up very early in the mornings
- wake up in the middle of the night
- afraid of the dark
- play with toys
- not swim
- be very thin
- be quite fat
- have blond hair
- have gaps in my teeth

**6** Write sentences in your notebook about the sentences you have ticked. Use *would* or *used to* and start each sentence with:

*When I was four I...*

**7** These sentences are about Peter's diary. Match the beginnings of the sentences on the left with the appropriate ending on the right, and combine them using *who*, *which*, *whose* or *where*. Write them out in your notebook.

- |  |   |
|--|---|
| 1 Mr Pargetter was the teacher                   | a) they weren't very bright             |
| 2 Peter kept a diary                             | b) they snapped sooner or later         |
| 3 Mr Evans was the teacher                       | c) he went to the school aged 10        |
| 4 Mr Bloater was the games teacher               | d) it described his teachers            |
| 5 The diaries are about teachers in a school     | e) he smelt                             |
| 6 There were children in the class               | f) the children weren't all very bright |
| 7 Peter describes the teachers at the school     | g) his teachers seem strange            |
| 8 Mr Evans used to hit them with lengths of wood | h) his nickname was Dai                 |
| 9 The diary was written by a boy                 | i) he taught metalwork                  |

## Vocabulary

**8** Match the words on the left to the words on the right to make compound nouns. They all occur in *The Flood*.

- |           |            |
|-----------|------------|
| 1 rain    | a) room    |
| 2 suit    | b) work    |
| 3 bed     | c) floor   |
| 4 police  | d) case    |
| 5 kitchen | e) coat    |
| 6 home    | f) officer |

**9** Put the words in the box after the appropriate words in the list below to make compound nouns.

- |       |                   |
|-------|-------------------|
| back  | <u>yard, pack</u> |
| water | _____             |
| under | _____             |
| river | _____             |

growth yard biscuits bed  
pack bank pistol arm  
graduate street stroke wear  
melon fall side rowing  
sailing

**10** Put the words in the box before the appropriate words in the list below to make compound nouns.

- |       |        |
|-------|--------|
| _____ | boat   |
| _____ | bottle |
| _____ | light  |

torch rowing water sailing  
scent milk traffic sun  
fishing day wine



## Reading

**1** The names of the following films occur in the story you are about to read. Tick any of these films you have seen or heard of.

<i>Goldfinger</i>	<i>My Fair Lady</i>
<i>The Sound of Music</i>	<i>Batman</i>
<i>Star Wars</i>	<i>West Side Story</i>

**2** Read the story and decide which of the following titles is the most appropriate.

- a My favourite films
- b How to climb the ladder
- c A disastrous career in the cinema
- d The world of film-making

When I was in my early twenties I decided that the only business I wanted to be in was the entertainment business, so I went to a large cinema in Leicester Square, London, and asked to see the manager. He was a tall thin man. He had a moustache and he was wearing a light blue suit. This is what I remember of our conversation.



MANAGER: Good morning.

What can I do for you?

ME: Please could you give me a job in your cinema?

MANAGER: What sort of job are you looking for?

ME: Any job at all. I just want to work in a cinema.

MANAGER: So you don't mind starting at the bottom of the ladder?

ME: That's fine.

MANAGER: OK then. There's your ladder!

He was pointing to a ladder leaning against the wall.

My new job had the grand title of 'Head of Display'. All I had to do was climb up the ladder and fix high on the front wall of the cinema, those large metal letters which spell out the name of the film for that week.

I can't say it was an exciting job. In a high wind, it was often difficult. Also it was easy to make mistakes.

In the first few weeks I can remember I wrote the following:

WEST SIDE SORTY, THE SNOUD OF MUSIC, SANE CONNERY IN GLODFINGER. MY FAIR LAD, BADMAN and STARRAWS.

As you can imagine, I didn't manage to keep this job for long!

## Vocabulary

**3** Tick the correct definition of each word as it is used in the story.

- a **point** – n. a sharp end of something.  
– v. to hold your finger towards someone or something.
- b **head** – n. the part of your body which contains your brain and where your eyes, ears, nose and mouth are.  
– n. a person who is in charge of something.  
– v. to be at the front or top of something.
- c **display** – n. the showing of something in public or in a clear way.  
– v. to put things where they can be easily seen.
- d **keep** – n. a main tower in a castle.  
– v. to continue to have something.

## Grammar

**4** Read the story again to help you fill in the blanks.

- I went to a large cinema \_\_\_\_\_ was in Leicester Square.
- The manager was a tall thin man \_\_\_\_\_ a \_\_\_\_\_, \_\_\_\_\_ a light blue suit.
- The manager \_\_\_\_\_ what he \_\_\_\_\_ do for me.
- I \_\_\_\_\_ him \_\_\_\_\_ me a job.
- The manager \_\_\_\_\_ me what sort of job I \_\_\_\_\_.
- I \_\_\_\_\_ him I just \_\_\_\_\_ to work in a cinema.
- He \_\_\_\_\_ me \_\_\_\_\_ I \_\_\_\_\_ starting at the bottom of the ladder.



### 5 Fill in the verbs with the correct form of the future.

In the country of Ruritania there \_\_\_\_\_ (1 be) an election next month. There are three parties who are standing for election. The Doers, The Thinkers, and The Dreamers.

Here is a radio interview with the Leader of the Dreamer Party. His name is Mr Nightmare.

INTERVIEWER: What \_\_\_\_\_ (2 do) about taxes?

MR NIGHTMARE: Well, if we are elected we \_\_\_\_\_ (3 make) the rich people pay more.

INTERVIEWER: But \_\_\_\_\_ (4 let) the poor people pay less?

MR NIGHTMARE: Yes of course.

INTERVIEWER: How much less \_\_\_\_\_ (5 pay?)

MR NIGHTMARE: We \_\_\_\_\_ (6 reduce) their tax by 50%.

INTERVIEWER: That's a lot. How \_\_\_\_\_ (7 pay) for that?

MR NIGHTMARE: That's easy. We \_\_\_\_\_ (8 reduce) the money we spend on Education.

INTERVIEWER: How \_\_\_\_\_ (9 able) to do that? It's already not enough.

MR NIGHTMARE: Oh no, that's not true! The problem now is that we are educating people for too long. We're only \_\_\_\_\_ (10 send) children to school between the ages of ten and fourteen. This \_\_\_\_\_ (11 give) us a lot more money.

### 6 Look at the sequence of events that might take place before a space launch. Complete the sentences that follow.

- 1 Astronauts have final medical check
- 2 Put on space suits
- 3 Get into space ship
- 4 Check controls
- 5 Start countdown
- 6 Lift off!
- 7 Astronauts very busy

- 1 When they \_\_\_\_\_ medical check up the astronauts \_\_\_\_\_ their space suits.
- 2 Once they \_\_\_\_\_ space suits they \_\_\_\_\_.
- 3 When they \_\_\_\_\_ they \_\_\_\_\_ the controls.
- 4 Once the controls \_\_\_\_\_ the countdown \_\_\_\_\_.
- 5 When the countdown \_\_\_\_\_ (finish) they \_\_\_\_\_ (have) lift off.
- 6 When they \_\_\_\_\_ (lift off) the astronauts \_\_\_\_\_ be very busy.

### 7 Here are the instructions different people gave the astronaut before lift off. Change them into reported orders (tell) or requests (ask).

EXAMPLE: GROUND STAFF: Please would you go to the medical centre.

*The ground staff asked him to go to the medical centre.*

- 1 NURSE: Take your shirt off.  
\_\_\_\_\_
- 2 DOCTOR: Take a deep breath.  
\_\_\_\_\_
- 3 DOCTOR: Please could you put on your space suit now?  
\_\_\_\_\_
- 4 GROUND STAFF: Get into the space ship.  
\_\_\_\_\_
- 5 GROUND STAFF: Don't stand up till after lift off.  
\_\_\_\_\_
- 6 GROUND STAFF: Check all the controls.  
\_\_\_\_\_
- 7 GROUND STAFF: Prepare for countdown!  
\_\_\_\_\_
- 8 GROUND STAFF: Please don't talk for the next five minutes.  
\_\_\_\_\_



## 8 Describing the people involved in the space launch.

Change the first sentence using the cues given.

- The older astronaut has less hair. He is waving to the ground staff.  
The older astronaut is the one \_\_\_\_\_
- The doctor is very tall. He has a white coat and a stethoscope.  
The tall man \_\_\_\_\_ is the doctor.
- The Chief Controller is thin and he has a moustache. He is looking at the TV monitor.  
The Chief Controller is the thin man \_\_\_\_\_
- The Chief Engineer is wearing glasses. He is inspecting the control panel.  
The man \_\_\_\_\_ is the Chief Engineer.
- The younger astronaut's wife is the elegant lady. She is wearing a red hat and a coat and she is crying.  
The elegant lady \_\_\_\_\_ the wife of the younger astronaut.
- The monkey . . . Well – that's pretty obvious. He's the one wearing a green suit. He has the banana!  
The monkey is the one \_\_\_\_\_!

**9 Which verb would you use to report the following sentences? Choose the appropriate verb for each sentence from the list in the box and write it next to the sentence.**

tell say explain complain

- I hate the food in this restaurant. complain
- That was the best film I've seen for ages. \_\_\_\_\_
- The letter *n* in the dictionary tells us that the word is a noun. \_\_\_\_\_
- My friend can never keep a secret. \_\_\_\_\_
- The music is far too loud. \_\_\_\_\_
- I'm sure it's going to rain. \_\_\_\_\_
- Chinese women used to marry very young. \_\_\_\_\_

8 Central Park and Spanish Harlem are completely different. \_\_\_\_\_

9 New York has an amazing skyline. \_\_\_\_\_

10 I'm tired of doing all these exercises. \_\_\_\_\_

## 10 Answer the questions in the survey.

### Survey on how teenagers do their homework.

- How much time do you usually spend on your homework?
  - less than the given time
  - the given time
  - more than the given time
- Where do you do your homework?
  - in your bedroom
  - in the kitchen
  - in the lounge
- What do you listen to while you do your homework?
  - nothing
  - the television
  - music
- When do you do your homework?
  - as soon as you get home
  - sometime before you go to bed
  - in the morning before you go to school
- Do you get anyone to help you do your homework?
  - no-one
  - your mother
  - your father
  - a brother or sister
- Do you let anyone interrupt you when you are doing your homework?
- Do you ever forget to take your homework home with you?



**11** In your notebook report the questions you were asked in the questionnaire starting each with *I was asked...*

**12** Tick at least eight questions that interest you most.

- 1 Where are all my black socks?
- 2 How many hours of TV did I watch last year?
- 3 Has my English improved this year?
- 4 Can I afford a new CD?
- 5 Did my mother use to be like me?
- 6 Will I ever get married?
- 7 Why am I reading these strange questions?!
- 8 Who invented coca cola?
- 9 Is there a toilet on a helicopter?
- 10 Will today be like yesterday?
- 11 Am I becoming like my parents?
- 12 How long has my teacher been teaching?
- 13 Is my teacher going out tonight?
- 14 What were my parents doing in 1975?
- 15 Am I going to pass my English test?
- 16 When will the world come to an end?
- 17 Where was my teacher living in 1973?
- 18 Why have I been reading all these strange questions?!

**13** In your notebook report the questions you ticked. Put the heading *I ticked the question that asked me.....*

I ticked the question that asked me ...

## Vocabulary

**14** The words in the puzzle all appear in Unit 12 of your coursebook. The first, last, and one other letter are missing. Read the clues to help you complete them.

- 1 special boots for moving on ice
- 2 American English for an underground railway
- 3 a business that arranges services for people
- 4 to have decided or planned to do something
- 5 a small quantity which gives you information about something
- 6 a long narrow piece of material used for tying hair
- 7 something you use to do up your jacket
- 8 a hard protective hat
- 9 the child of your uncle or aunt
- 10 loudness of sound

1		k	a		e
2		u		w	a
3			e	n	c
4		n	t	e	
5		a	m	p	
6		i	b		o
7		u	t		o
8			l	m	e
9		o		s	i
10		o	l		m

## Writing

**15** You are going to write a short article for a travel brochure about your town in your notebook.

- a) List all the information you think it should include.
- b) Number the information in the order in which you think it should be included.
- c) Write the introduction.
- d) List what would go in the Development and in what order.
- e) Write the conclusion.



## Vocabulary I

**I** The following adjectives can all be used to describe food or drink. Write the names of at least two foods or drinks from the box below next to the adjectives which could describe them. You can use the words in the box more than once.

honey crisps tomato chilli coffee  
sausages orange cola pizza chocolate  
milk biscuits lemon peppers lemonade  
ice-cream

- 1 sour \_\_\_\_\_
- 2 sweet \_\_\_\_\_
- 3 spicy \_\_\_\_\_
- 4 salty \_\_\_\_\_
- 5 bitter \_\_\_\_\_
- 6 juicy \_\_\_\_\_
- 7 fizzy \_\_\_\_\_
- 8 fattening \_\_\_\_\_
- 9 tasty \_\_\_\_\_
- 10 crunchy \_\_\_\_\_

## Grammar

**2** Choose four of the adjectives in Exercise 1. In your notebooks write four sentences for each adjective comparing the foods or drinks. Use the same structures as in the example.

EXAMPLE: *salty*

- 1 *Crisps are a saltier food than sausages.*
- 2 *Pizza can be as salty as sausages.*
- 3 *Sausages are not as salty as crisps.*
- 4 *Crisps are the saltiest food on the list.*

**3** Give your opinions about the following pairs of foods and drink as in the example.

EXAMPLE: *1 Chocolate is the most delicious.*

- 1 chocolate/coffee/delicious

\_\_\_\_\_

- 2 cola/lemonade/sweet

\_\_\_\_\_

- 3 sausages/pizza/scrumptious

\_\_\_\_\_

- 4 milk/coffee/filling

\_\_\_\_\_

- 5 honey/ice-cream/healthy

\_\_\_\_\_

- 6 biscuits/crisps/appetising

\_\_\_\_\_

- 7 crisps/biscuits/crunchy

\_\_\_\_\_

**4** Fill in the blanks with *very*, *too*, *enough*.

- 1 I can't drink this coke. It was opened yesterday so it isn't fizzy \_\_\_\_\_.
- 2 You shouldn't eat so many crisps. They're \_\_\_\_\_ fatty.
- 3 I like my coffee not \_\_\_\_\_ sweet.
- 4 Let's buy fillet steak. It's expensive but \_\_\_\_\_ tender.
- 5 I prefer brown chocolate. White chocolate is \_\_\_\_\_ rich.
- 6 You don't eat \_\_\_\_\_ fruit and vegetables. Try to eat more because they are \_\_\_\_\_ good for you.
- 7 My sister is very spotty because she eats \_\_\_\_\_ much chocolate.
- 8 Be careful. The plate is \_\_\_\_\_ hot. I left it in the oven for \_\_\_\_\_ long.

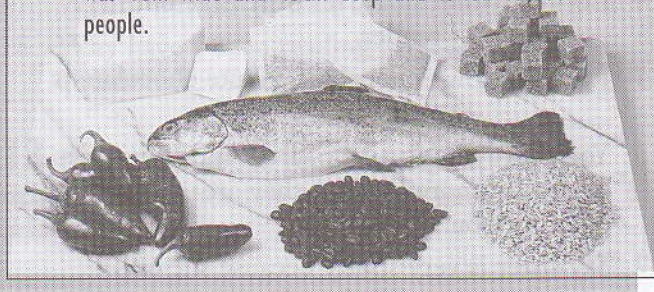


## Reading

### 5 Read the facts about food.

## AMAZING FOOD FACTS

- 1 About 81 million tonnes of fish are caught every year. Japan catches the most.
- 2 India produces 730,000 tonnes of butter per year. USA produce 5995,000 and Germany produces 530,000.
- 3 People in Finland drink on average 12.9 kg of coffee per year and the Japanese drink 1.62 kg.
- 4 Over half the people living in the world eat more rice than anything else.
- 5 More than 100 million tonnes of sugar are eaten every year.
- 6 The average adult in Britain drinks about 4-5 cups of tea a day.
- 7 The largest crisp ever produced was 10cm x 17cm. It was made from a giant potato.
- 8 The longest banana split was 7,060m. It was made from over 35,000 bananas.
- 9 The hottest spice is the chilli pepper.
- 10 The largest paella (a Spanish fish, meat and rice meal) was 10m wide and 45cm deep and it fed 15,000 people.



**6** In your notebook write your opinion about some of these facts. Use each of the words in the box and write two sentences for each as in the example.

surprising interesting amusing important

EXAMPLE: *I think fact 1 is more interesting than fact 4. I think fact 5 is the most interesting.*

**7** Write the questions to the following answers about the information in the text.

1 Japan

*Which country catches the most fish?*

2 Finland.

3 Germany.

4 Rice.

5 100 million tonnes.

6 Four to five cups a day.

7 10cm x 17cm.

8 35,000 bananas.

9 The chilli pepper.

10 15,000 people.

## Writing

**8** In 1993 a survey was carried out to find out how many vegetarians there are and what kind of people are more likely to be vegetarians. Look at the results and write six sentences in your notebooks to make a report about it, using the words in the box.

most some a few nearly all almost all

### Realut Gallup Survey in January 1993.

Sample: 4299 over 16 year olds in Great Britain.

- 4.3% of population is vegetarian
- 6.5% of population avoid red meat
- 28% eat red meat only occasionally
- 3.2% of male population is vegetarian
- 5.4% of female population is vegetarian
- 13.3% of 16-24 year old females are vegetarian
- 6.8% of 25-34 year old males are vegetarian
- Vegetarianism is most common amongst young people aged 11-18.

EXAMPLE: *Most of the population eat meat. Nearly all of the male population eat meat.*



## Reading

1 Match the words with their definitions. Try to do this without your dictionary. It will help you to look for their roots or see if they look like a word in your language.

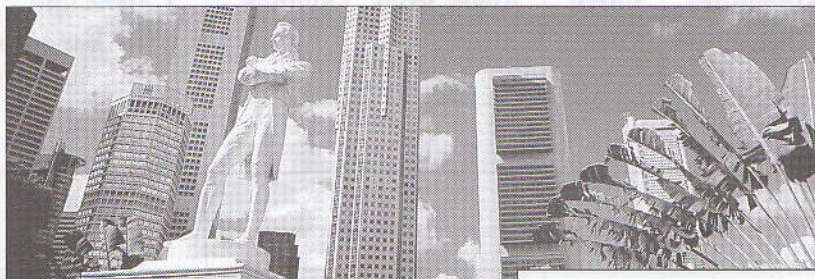
- 1 sunset ☐
- 2 park ☐
- 3 helicopter ☐
- 4 reef ☐
- 5 scuba dive ☐
- 6 photograph ☐
- 7 astronomer ☐
- 8 magical ☐

- a) a picture obtained by using a camera
- b) an aircraft which takes off vertically
- c) someone who studies the sun, moon and stars
- d) a line of sharp rocks or bank of sand near the surface of the sea
- e) the time when the sun disappears as night begins
- f) mysterious and exciting
- g) to swim underwater with special breathing equipment
- h) a large grassy area of land in a town

2 Read the advertisements and then put the verbs into the Future Passive.

### Sensational Singapore

The most modern and lively trading centre in the Far East is your first stop on this adventure. You \_\_\_\_\_ (1 meet) by an experienced tour escort who will help you to find your way round - and the best bargains. There is an optional sunset cruise to the peaceful Southern Islands and the next day breakfast \_\_\_\_\_ (2 provide) at Singapore Zoo.



### Picturesque Perth

You \_\_\_\_\_ (3 take) to the boating centre and then to the King's Park nature reserve, where you will be able to take photographs of the black swans. A tour of the city is included and then you \_\_\_\_\_ (4 drive) to the magical forest of the Pinnacles.



### Magical Ayers Rock

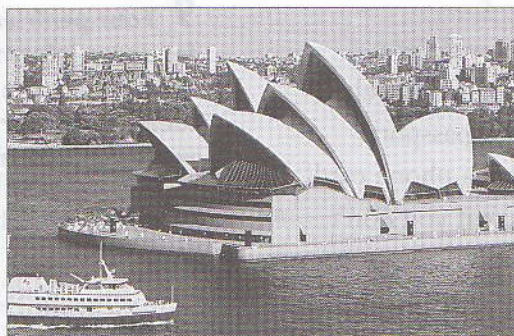


You \_\_\_\_\_ (5 fly) to the Outback for a wonderful tour of the caves and the ancient rock painting of the Aboriginal site, Uluru. A local astronomer will explain all about the desert sky and then an optional helicopter ride over the rock

\_\_\_\_\_ (6 lay on).

### Sophisticated Sydney

You \_\_\_\_\_ (7 show) The Rocks, Darling Harbour and Bondi Beach and then you \_\_\_\_\_ (8 take) on a 90 minute cruise of Sydney Harbour. Finally, you \_\_\_\_\_ (9 drive) to the beautiful Blue Mountains.



### Cairns and the Reef

You \_\_\_\_\_ (10 fly) north and \_\_\_\_\_ (11 take) on a day's luxury cruise to the Great Barrier Reef. You \_\_\_\_\_ (12 give) the opportunity to snorkel, scuba dive or view the coral and many species of fish from a glass-bottomed boat.





## Grammar

**3** Put the words in the box into the chart under the place in which they appear in the text.

scuba dive helicopter zoo caves Bondi beach  
harbour cruise coral sunset cruise bargains black swans  
city tour snorkel

Singapore	Perth	Ayers Rock	Sydney	Cairns and the Reef

Now use your notes in the chart to write five sentences to tell your friend about the five destinations.

EXAMPLE: *If you go to Perth, you can take photographs of the black swans.*

Other verbs you could use: *like/choose/stay in/book/enjoy*

**4** Write five more sentences in your notebook to give a recommendation to your friend about the five destinations.

EXAMPLE: *If you want to scuba dive, go to the Great Barrier Reef.*

**5** Rewrite your sentences in Exercise 4 to make recommendations in other ways. Use *you should*, *make sure*, *why don't you*.

EXAMPLE: *If you want to scuba dive, make sure you go to the Great Barrier Reef.*

**6** Rewrite these sentences using *unless*.

EXAMPLE 1 *You can't go on this holiday unless you are rich*

- 1 You can't go on this holiday if you aren't rich.
- 2 You shouldn't scuba dive if there isn't an expert with you.
- 3 Don't carry money with you if you don't have a money belt.
- 4 You can't hire a boat if you don't give them your passport.
- 5 It's difficult to telephone home if you don't have a phone card.
- 6 There's no point taking photographs in the dark if you don't have a flash.

**7** Three of the following sentences should be in the Future Passive. Decide which sentences they are and rewrite them in your notebook in the Future Passive.

- 1 Someone will book the flight for you.
- 2 I will lend you my map of the area.
- 3 The tour guide will draw you a map of the area.
- 4 The tour operator will make all the travel arrangements.
- 5 A local expert will tell you about the area.
- 6 Someone will take you from the airport to the hotel.
- 7 Someone will take your luggage to your room.
- 8 An astronomer will tell you about the desert night sky.

## Writing

**8** Think of a well-known holiday area in your country. Make notes in your notebook under the following headings.

Location

Good Points

Bad Points

**9** Your penfriend has asked you for some information about this area. Select the most important ideas from your notes and then write the information in a letter.



## Grammar 1



**1** Circle the answer you prefer to each question. If none of them are true for you, you can add one of your own!

What would you do if . . .

1 you saw a mouse in your bedroom?

- a) jump on to the bed
- b) try to catch it
- c) leave the room and shut the door
- d) \_\_\_\_\_

2 you didn't have a television?

- a) read more
- b) talk to my family more
- c) listen to the radio
- d) \_\_\_\_\_

3 you became very rich?

- a) give money to all my family
- b) buy a mega stereo-system
- c) put the money in the bank
- d) \_\_\_\_\_

4 you got shipwrecked on a desert island?

- a) build myself a shelter
- b) try to catch some fish
- c) look out for a passing ship
- d) \_\_\_\_\_

5 you saw a ghost?

- a) talk to it
- b) scream
- c) run away
- d) \_\_\_\_\_

6 you were the Principal of your school?

- a) abolish homework
- b) abolish exams
- c) make the holidays longer
- d) \_\_\_\_\_

**2** Write out your choices for each of your answers to Exercise 1 in a full sentence as in the example.

EXAMPLE: 1 *If I saw a mouse in my bedroom, I would leave the room and shut the door.*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**3** Now use your answers to Exercise 2 to make more conditional sentences.

EXAMPLE: 1 *If I saw a mouse in my bedroom, I would leave the room and shut the door.*

*If I left the room and shut the door, the mouse wouldn't be able to follow me.*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



## Reading

4 Read the story and then answer the question at the end.

## Fact or Fiction?

A couple called Roberto and Amelia bought a new car. One day Amelia, who was an English teacher, got in the car to go to work. She was just about to drive off when she remembered she had left the iron on. (She usually ironed her work clothes the night before, but that night she had felt too tired, so she had to do it in the morning). So Amelia ran back into the flat to turn off the iron. While she was there a lot of post arrived so she read all her letters and then hurried back to the car. But the car had gone. Of course she hadn't locked it as she hadn't thought she would be long. She was very upset. She told the police that the car had been stolen, and then took the bus to work.

That evening when she got home, she saw their car parked outside their flat in its usual parking place. On the front seat there was a big bunch of flowers with a note. The note said, 'Thank you for the loan of the car. I'm sorry to have upset



you. Please accept these two ballet tickets for Romeo and Juliet tomorrow night.' There was no name.

The next night Amelia and Roberto dressed up and went to the ballet. They had a lovely evening and got home at midnight. But when they walked into their flat they got a horrible shock. The flat was empty. Everything had gone. All their furniture, their belongings. Everything.

Question: Who do you think took everything?

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5 Underline the core of these sentences (Subject, Verb, Object or Complement).

EXAMPLE:

*She told the police that the car had been stolen*  
 SUBJECT VERB OBJECT  
*and then took the bus to work*  
 VERB 2 OBJECT

1 A couple called Roberto and Amelia bought a new car.

- 2 One day Amelia, who was an English teacher, got in the car to go to work.
- 3 That evening when she got home, she saw their car parked outside their flat in its usual parking place.
- 4 On the front seat there was a big bunch of flowers with a note.
- 5 The next night Roberto and Amelia dressed up and went to the ballet.



## Grammar 2

## 6 Complete the following conditional sentences.

- 1 If she hadn't felt so tired, \_\_\_\_\_ the night before.
- 2 \_\_\_\_\_ the night before she wouldn't have had to iron them in the morning.
- 3 She would have only left her car for a few minutes \_\_\_\_\_ her post.
- 4 It would have been much more difficult for the thief to steal the car \_\_\_\_\_
- 5 \_\_\_\_\_ she wouldn't have had to get the bus to work.
- 6 \_\_\_\_\_ the tickets, they wouldn't have gone to the ballet.
- 7 \_\_\_\_\_ their possessions wouldn't have been stolen.
- 8 None of this would have happened \_\_\_\_\_

**7 Before Roberto and Amelia got their car they often used to talk about buying one. Here are some of the things they used to say. Write the sentences out in full using If and the First Conditional.**

EXAMPLE: I have/enough money/buy new car

*If we have enough money, we will buy a new car.*

- 1 not have/ enough money for new one/ buy /second-hand one

- 2 buy/ car/look after it very carefully

- 3 look after it/ last a long time

- 4 take it to work/ always lock it

- 5 have a garage/ always park it there at night

- 6 have car/ not have to go to work by bus

## Vocabulary

**8 The words in the left column all occur in Unit 15 of your coursebook. Match them with the words that could mean their opposite in the right column.**

- |                 |                   |
|-----------------|-------------------|
| 1 good friends  | a) be captured    |
| 2 constantly    | b) at war         |
| 3 tragedy       | c) to her joy     |
| 4 escape        | d) gradually      |
| 5 secretly      | e) worst enemy    |
| 6 to her horror | f) bitter enemies |
| 7 in peace      | g) comedy         |
| 8 best friend   | h) openly         |
| 9 instantly     | i) occasionally   |

**9 Complete the following sentences with one of the expressions in the left column.**

- 1 It was a \_\_\_\_\_ for Amelia and Roberto when all their possessions were stolen.
- 2 When the car was stolen Amelia rang the police \_\_\_\_\_.
- 3 As the thief knew they were at the opera it was easy for him to \_\_\_\_\_ from the flat without being caught.
- 4 When they got back to the flat Amelia saw \_\_\_\_\_ that everything had been stolen.
- 5 They couldn't stay in their flat that night so they stayed in the flat of some \_\_\_\_\_.



## Vocabulary

**1** Look at the box and find the words which mean the opposite of:

lazy \_\_\_\_\_  
brave \_\_\_\_\_  
cruel \_\_\_\_\_  
vain \_\_\_\_\_  
shy \_\_\_\_\_

caring selfish intelligent  
athletic fit modest kind  
cowardly talented diligent  
popular outgoing

**2** Look at the box again and circle the words which can form their opposite by adding the prefix *-un-*. Use your dictionary to help you.

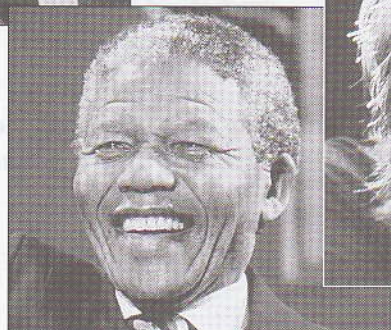
EXAMPLE: caring – *uncaring*

**3** Look at the list of famous people. Choose four people that interest you – two living and two dead. Write their names in the chart and add three adjectives from the box (or their opposites). Choose one that is true for that person, one which you think may be true, and one that you think can't be true. Don't forget you can

sometimes use the prefix *-un-* to form the opposite.

Luciano Pavarotti Italian opera singer (living)  
Marie Curie Polish-French scientist (dead)  
Nelson Mandela President of South Africa (living)  
John Lennon British pop star (dead)  
Pelé Brazilian soccer player (living)  
Plato Greek philosopher (dead)  
Bob Marley Jamaican reggae singer (dead)  
Eric Clapton British blues guitarist and singer (living)  
Martin Luther King American Civil Rights campaigner (dead)  
Harrison Ford American film star (living)  
Freddie Mercury British pop singer (dead)  
Marilyn Monroe American film star (dead)  
Arnold Schwarzenegger Austrian film star (living)  
Pablo Picasso Spanish painter (dead)  
Rajiv Gandhi Indian politician (dead)

	True	True?	Not True
Steven Spielberg	talented	outgoing	lazy
Charlie Chaplin	popular	athletic	unintelligent





## Grammar I

**4** Use the information in your chart to write sentences about the two living people in your notebook. Follow the model in the example. Use **must, may, might, can, or could**.

EXAMPLE:

Steven Spielberg is a very successful film director.

- He must be talented.*
- He may be outgoing.*
- He can't be lazy.*

**5** Now do the same for the two dead people in your chart. Use **must have, can't have, couldn't have, may have, or might have**.

EXAMPLE:

Charlie Chaplin was a very successful film comedian and director.

- He must have been popular.*
- He might have been athletic.*
- He can't have been unintelligent.*

## Reading

**6** Read the short story and underline any examples contained in the text.

An enormous amount of electrical goods such as videos, computers, televisions and stereo equipment had been stolen from a store which is like a large shop which sells all sorts of goods. The criminal (or criminals) took the goods away in their getaway vehicle - a van. Three well-known criminals A, B, C were brought to the police station for questioning. The following facts were discovered.

- No one other than A, B and C were involved in the robbery.
- C never does a robbery without A (and possibly others).
- B does not know how to drive.

## 7 Is A innocent or guilty?

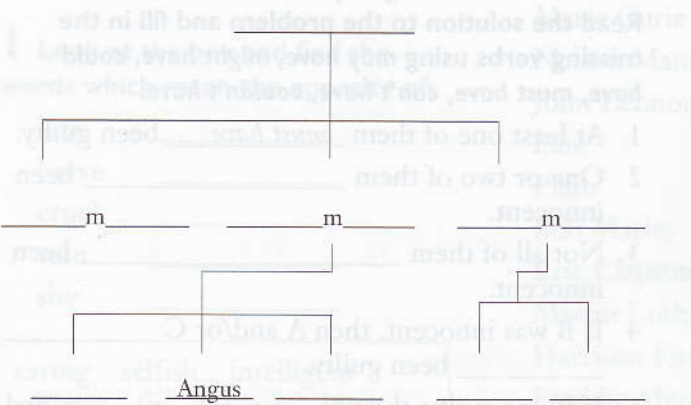
Read the solution to the problem and fill in the missing verbs using **may have, might have, could have, must have, can't have, couldn't have**.

- At least one of them must have been guilty.
- One or two of them \_\_\_\_\_ been innocent.
- Not all of them \_\_\_\_\_ been innocent.
- If B was innocent, then A and/or C \_\_\_\_\_ been guilty.
- If B was guilty, then he \_\_\_\_\_ had an accomplice since he couldn't drive. So A or C \_\_\_\_\_ been guilty.
- C \_\_\_\_\_ been innocent, but if so, A \_\_\_\_\_ been innocent.
- Statement 2 says C never does a robbery without A, so if C was guilty then A \_\_\_\_\_ been innocent.
- Therefore A \_\_\_\_\_ been guilty.

**8** Read the information about a Scottish family and fill in their family tree on the next page.

- Angus has one brother. His name is Andrew.
- Angus's cousins are Fergus and Graham.
- Graham's father is Bruce.
- David is married to Mary.
- Fergus's mother is Dorothy.
- Dorothy's niece is Susan.
- Susan's parents are Robert and Jean.
- Graham's grandfather is Charles.
- Charles has three sons, Bruce, Robert, and David.





## Grammar 2

**9** Fill in the sentences about the family tree using *must* or *can't* and a verb.

- 1 Clue 1 tells me that Fergus \_\_\_\_\_ *can't be*  
Angus' brother.
- 2 Clue 2 tells me that Andrew's cousins \_\_\_\_\_  
\_\_\_\_\_ Fergus and Graham.
- 3 Clue 3 tells me that Bruce \_\_\_\_\_  
Fergus's father.
- 4 Clue 4 tells me that Mary \_\_\_\_\_  
married to Bruce.
- 5 Clue 5 tells me that Mary \_\_\_\_\_  
Fergus's mother.
- 6 Clue 6 tells me that Andrew's sister \_\_\_\_\_  
\_\_\_\_\_ Susan.
- 7 Clue 7 tells me that Angus's mother \_\_\_\_\_  
\_\_\_\_\_ Jean.
- 8 Clue 8 tells me that Fergus's grandmother  
\_\_\_\_\_ dead.
- 9 Clue 9 tells me that Robert \_\_\_\_\_  
a sister.

## Writing

**10** Write three short paragraphs about your own family tree and describe your close relatives using the new vocabulary you have learnt.

Paragraph 1 Give the names of your grandparents and an adjective to describe each of them.

EXAMPLE: *I have one grandmother and two grandfathers. My grandmother is very outgoing but her husband is quite shy.*

Paragraph 2: Name and describe your parents and (some of) your uncles and aunts.

Paragraph 3: Name and describe your brothers and sisters and (some of) your cousins.

An enormous amount of electrical goods such as videos, computers, televisions and stereo equipment had been stolen from a store which is like a large shop where all sorts of goods are sold. The criminals took the goods away in their getaway vehicle and they were seen by a number of witnesses. The police are now looking for questions about the robbery and have asked some questions about the robbery.

The robbery was carried out by a group of people who were seen by a number of witnesses. The police are now looking for questions about the robbery and have asked some questions about the robbery.



## Reading

Put the verbs in the passage in the correct form.

## Sun Signs

How often do you turn to the page in a magazine or newspaper to read your sun sign? Are you interested in \_\_\_\_\_ (1 know) more about astrology?

Some day you might want to have the complete details of your personal natal (that is birth) chart. Meanwhile \_\_\_\_\_ (2 understand) your sun sign is an important first step. This shouldn't be confused with the information you read in your horoscope in magazines and newspapers. They may often be accurate but they're certainly not always so.

The sun isn't the only factor or influence on human behaviour and traits or characteristics, but it's very important. True, sun signs can be wrong if they're used without \_\_\_\_\_ (3 examine) then carefully. In other words we must analyse them. But people who have studied them are very good at \_\_\_\_\_ (4 give) quick reliable information (information you can trust) about people. There are no dangers in \_\_\_\_\_ (5 use) sun sign knowledge if you keep \_\_\_\_\_ (6 remind) yourself that they might be only 80% accurate. However, people are different. There are some people who have difficulty in \_\_\_\_\_ (7 take) any of this seriously, while others really enjoy \_\_\_\_\_ (8 study) it. If you are one of these people, \_\_\_\_\_ (9 understand) the twelve sun signs will literally change your life. It will allow you to \_\_\_\_\_ (10 understand) people you've never even met. You'll soon feel closer to strangers, as well as to friends.

2 Find words in the passage which mean the same as the following.

- 1 natal \_\_\_\_\_
- 2 analyse \_\_\_\_\_
- 3 factor \_\_\_\_\_
- 4 reliable \_\_\_\_\_
- 5 traits \_\_\_\_\_

3 Read the passage and then tick which of these sentences summarises it best.

- 1 It's important to read your sun sign everyday.

- 2 Sun signs are a good indicator of human behaviour.
- 3 Sun signs are totally accurate.
- 4 Sun signs are the only factor to consider when analysing human characteristics and behaviour.
- 5 Sun signs are particularly useful for helping us to analyse strangers.

## Grammar

4 Choose the answer you like best and write out the sentence in your notebook, putting the verb in the infinitive or gerund form.

- 1 I dislike
  - a) be/alone.
  - b) wash up.
  - c) do homework.
- 2 I'm afraid of
  - a) be/in the dark.
  - b) travel/by air.
  - c) do/tests.
- 3 I'm bad at
  - a) follow/instructions.
  - b) iron/clothes.
  - c) write/letters.
- 4 My parents advise me
  - a) work hard.
  - b) not talk/to strangers.
  - c) listen to/my teachers.
- 5 My parents allow me
  - a) go out/on Saturday nights.
  - b) invite/my friends home/at weekends.
  - c) ride/my bike to school.
- 6 My teacher recommends
  - a) read/English every day.
  - b) do/ my homework/ before 7.00 pm.
  - c) go/to bed/before 10.00 p.m.
- 7 I enjoy
  - a) read/comics.
  - b) read/my horoscope.
  - c) watch/science fiction films.
- 8 I'm thinking of
  - a) go/to the cinema/this weekend
  - b) give up/English!
  - c) become/a doctor.



**5 Match the endings with the beginnings.**

- 1 I'm interested ☐
  - 2 I have difficulty ☐
  - 3 I'm thinking ☐
  - 4 I'm sorry ☐
  - 5 You have to be good ☐
  - 6 I'm afraid ☐
  - 7 I can't imagine ☐
  - 8 I enjoy ☐
- a) of failing the test.
  - b) in remembering lots of new words.
  - c) for not doing my homework but . . .
  - d) of learning another language.
  - e) doing puzzles.
  - f) at speaking and understanding to be an English translator.
  - g) in studying English at university.
  - h) being able to understand films in English.

**6 Complete these sentences about when you were little. Add a verb in the infinitive or gerund form.**

When I was little ...

- 1 I enjoyed \_\_\_\_\_
- 2 my parents didn't allow me \_\_\_\_\_
- 3 my parents permitted me \_\_\_\_\_
- 4 I tried to avoid \_\_\_\_\_
- 5 I couldn't imagine \_\_\_\_\_
- 6 I disliked \_\_\_\_\_

**Vocabulary****7 Match the following uses of ring with their dictionary entries.**

- 1 There was a ring at the door.
  - 2 I bought a beautiful silver ring at the market.
  - 3 I'll give you a ring tonight.
  - 4 If there is a ring around the moon it will rain.
  - 5 It was a huge circus ring.
- a) circular metal band usually worn on a finger
  - b) an enclosed space with seats around it in which an activity takes place
  - c) the sound of a bell
  - d) to telephone someone
  - e) a circular shape

**8 Match the following uses of spring with their dictionary entries.**

- 1 The bed was really uncomfortable because most of the springs were broken.
  - 2 Fresh water drawn from a mountain spring tastes delicious.
  - 3 Daffodils grow in the Spring.
  - 4 The lion made a sudden spring at the deer and killed it.
- a) the season between winter and summer
  - b) a place where water comes up naturally from the ground
  - c) a length of metal wound around, which returns to its original shape after being pushed
  - d) a sudden large jump

**Puzzle****9 Follow the instructions.**

- 1 Use a new page in your notebook.
- 2 Draw a square with sides of 15cm.
- 3 Inside the square draw three parallel horizontal lines with a space of about three and a half cm between them. (equidistant).
- 4 In the middle of the top line draw a small triangle.
- 5 On the left side of the middle line draw a small circle.
- 6 On the right side of the bottom line draw a small rectangle.
- 7 Draw a vertical line in the middle of the circle.
- 8 Draw two horizontal parallel lines in the rectangle.
- 9 Compare your picture with a friend tomorrow!

**Writing**

**10** Look at Episode 6 of *The Flood*. Write a one sentence summary of the story to tell a friend who missed the last episode.



## Reading

Read the love story and then read the statements that follow it. If you think it is a statement of fact put F in the box, and if you think it is an opinion put O.



### Willow Wife

Heitaro was a poor Japanese man who lived in a hut close to a very beautiful, tall, willow tree. Heitaro loved the willow more than anything else in his life. Everyday he used to pray underneath its long comforting branches. One night, when he was praying under the tree, a beautiful young woman appeared.

She looked as if she wanted to speak with him but was too shy. 'Honorable lady, I see you are waiting for someone. I will leave.'

She spoke softly. 'There is no need. No one will come.'

'Does he not love you enough?' asked Heitaro.

'He will not come because he is already here.' With these words she smiled and disappeared.

After this the woman appeared every evening. One evening Heitaro asked her to marry him. She agreed and in time they had a child. Heitaro was happier than he could ever have imagined.

Years passed and then word came that the Emperor needed fine wood to build a temple. The villagers decided to offer the wood of the willow because it was the best tree to be found anywhere. Heitaro said to his wife, 'Before I met you I could not have lived without the willow, but now I have you and the child.'

The villagers arrived and started to cut down the tree. Immediately the wife cried out in pain. Suddenly the willow fell with a loud crash. Willow wife fell at the same time. Willow wife was no more.

- 1 Heitaro was poor. ☐
- 2 Heitaro's wife was probably much younger than him. ☐
- 3 Heitaro's wife was very beautiful. ☐
- 4 Heitaro was a good man. ☐
- 5 Heitaro used to pray under the willow tree. ☐
- 6 The Emperor was very rich. ☐
- 7 Heitaro was much kinder than the Emperor. ☐
- 8 The Willow Tree was a very special tree. ☐

9 If Heitaro had known that his wife would die he would not have let the villagers cut down the tree. ☐

10 The Emperor was much more powerful than Heitaro. ☐

2 Complete the following sentences. The first one has been done for you.

1 Heitaro/powerful/the Emperor  
*Heitaro was not as powerful as the Emperor.*

2 Heitaro's wife/shy/Heitaro  
\_\_\_\_\_

3 Heitaro/rich/the Emperor  
\_\_\_\_\_

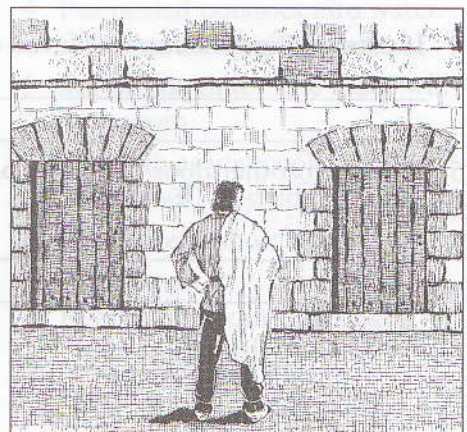
4 Heitaro/poor/the Emperor  
\_\_\_\_\_

5 The Emperor/powerful/Heitaro  
\_\_\_\_\_

6 Heitaro's wife/old/him  
\_\_\_\_\_

## Grammar

3 Read the story on the next page and complete the sentences. You will have to choose between the First and Second Conditional, and add some words.





## The Two Doors

In a faraway country there is a king who has an unusual way of dealing with criminals. He never orders them to be killed, but he gives them a difficult choice to make . . .

In his palace grounds there is a big arena with two doors. Behind one of these doors there is a very hungry tiger. Behind the other door there is a beautiful girl. Criminals do not know which door is which, but they have to open one of them.

- 1 If/choose/the tiger's door/tiger/eat them

\_\_\_\_\_

- 2 If/choose the other one/marry the girl

\_\_\_\_\_

This king has a daughter he loves very much. However, he has just discovered that she has fallen in love with a very poor soldier. The king is very angry and has told his soldiers to arrest the young man.

- 3 If/soldier/rich/king/not arrest him

\_\_\_\_\_

The poor soldier will be taken to the arena to decide if he will live or die.

The king and his daughter and all the court will be there. The princess knows which door is which and so she will be able to give him a sign.

- 4 If point to/tiger's door/ her loved one/eaten

\_\_\_\_\_

- 5 If point to/other door/her loved one/marry someone else

\_\_\_\_\_

**4** Complete the following sentences by adding a verb in the gerund form. Make one sentence true for you and the other true for a member of your family.

EXAMPLE: 1 I enjoy playing tennis.

My brother enjoys watching basketball.

- 1 I enjoy \_\_\_\_\_

My (choose a member of your family) \_\_\_\_\_

- 2 I avoid \_\_\_\_\_

My \_\_\_\_\_

- 3 I'm good at \_\_\_\_\_

My \_\_\_\_\_

- 4 I'm interested in \_\_\_\_\_

My \_\_\_\_\_

- 6 I have difficulty in \_\_\_\_\_

My \_\_\_\_\_

- 7 I'm mad about \_\_\_\_\_

My \_\_\_\_\_

**5** Put the verbs in brackets in the Future Active or Passive.

If you give your teacher your work by tomorrow it \_\_\_\_\_ (1 mark) and \_\_\_\_\_

\_\_\_\_\_ (2 return) to you by the weekend.

If you get full marks you \_\_\_\_\_ (3 reward). You \_\_\_\_\_ (4 give) a day off school next week when you \_\_\_\_\_

\_\_\_\_\_ (5 take) to see the Natural

History Museum. You \_\_\_\_\_ (6 see) many interesting displays and at the end of the visit you \_\_\_\_\_ (7 eat)

in the museum restaurant. In the afternoon you \_\_\_\_\_ (8 drive) to the cinema

where you \_\_\_\_\_ (9 see) a film about Wildlife in Africa in glorious colour and stereophonic sound.

On the other hand, if you don't do your homework you \_\_\_\_\_ (you choose an ending!).



**6** Look at the details of the four holidays and then complete the sentences that follow in full.

Destination	Price in £	Duration	Flight time
Sydney	1500	10 days	20 hours
Vancouver	750	1 week	8 hours
Paris	240	4 days	1 hour
Bombay	850	2 weeks	12 hours
Barcelona	320	10 days	2 hours

- Sydney/long flight time  
*Sydney has the longest flight time.*
- Vancouver/expensive/Sydney  
\_\_\_\_\_
- holiday in Barcelona /long/holiday in Paris  
\_\_\_\_\_
- flight Paris/ long/ flight Barcelona  
\_\_\_\_\_
- Vancouver/expensive/Bombay  
\_\_\_\_\_
- Paris/short flight time  
\_\_\_\_\_
- Paris/cheap  
\_\_\_\_\_
- holiday in Bombay/long  
\_\_\_\_\_
- holiday Barcelona/long/holiday Sydney  
\_\_\_\_\_
- Flight time/ Vancouver/long/Bombay  
\_\_\_\_\_

**7** Tom, Martin and John are planning to go on holiday together. However, they are having a problem finding a holiday that suits them all because they all have different needs. Look at their different needs and fill in the sentences with *very*, *too*, or *enough*.

Tom	Martin	John
hates long flights		
maximum cost £800	maximum cost £900	maximum cost £500
number of days 10	number of days 12	number of days 7

- The holiday in Sydney is \_\_\_\_\_ (long) for John but it's not \_\_\_\_\_ (long) for Tom and Martin.
- The holiday in Bombay is \_\_\_\_\_ (long) for all of them and it's \_\_\_\_\_ (expensive) for John and Tom.
- The holiday in Sydney is \_\_\_\_\_ (expensive).
- The flight time to Sydney is \_\_\_\_\_ (long) for Tom.
- The holiday in Paris is \_\_\_\_\_ (cheap) for all of them but it's \_\_\_\_\_ (short).
- The holiday in Vancouver isn't \_\_\_\_\_ (long) for Martin.
- The holiday in Vancouver is \_\_\_\_\_ (short) for John but it's \_\_\_\_\_ (expensive).
- The holiday in Barcelona is \_\_\_\_\_ (cheap) for John but it is \_\_\_\_\_ (long).

**8** Write conditional sentences in your notebook with these pairs of sentences.

EXAMPLE: 1 If you boil cream it curdles.

**Cooking tips.**

- Boil cream: it curdles.
- Boil the water. Otherwise the tea is disgusting.
- Boil an egg more than four minutes. Otherwise not cooked.
- Put peeled potatoes into water. Otherwise they go brown.
- Stir all the time. The sauce will be smooth.
- Wash up as you cook. Your kitchen will stay tidy.
- Cook beef a short time. It will be rare.
- Keep the milk in the fridge. Otherwise it will go sour.



## 9 Make speculations about why the following happened using **must have**, **can't have/couldn't have**.

EXAMPLE: 1 You *must have* boiled it.

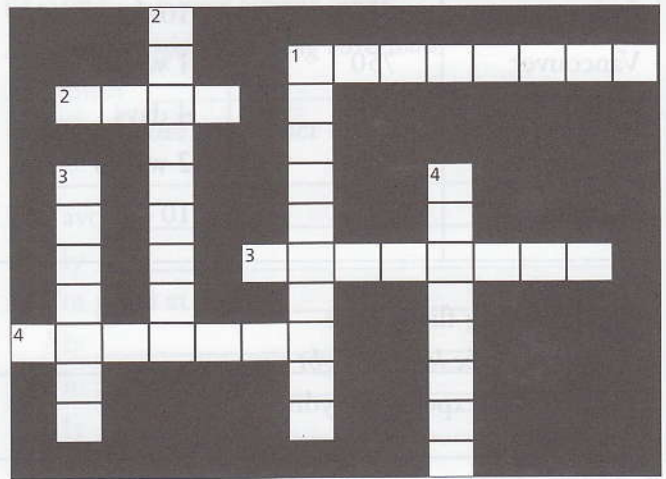
- 1 The cream curdled.  
You \_\_\_\_\_
- 2 The tea was disgusting.  
You \_\_\_\_\_
- 3 The egg wasn't cooked.  
You \_\_\_\_\_
- 4 The potatoes went brown.  
You \_\_\_\_\_
- 5 The sauce was lumpy.  
You \_\_\_\_\_
- 6 The beef wasn't rare enough.  
You \_\_\_\_\_
- 7 The milk I bought this morning went sour.  
You \_\_\_\_\_

## 10 Write a sentence below each of the following in the **Third conditional**.

- 1 I boiled the cream and it curdled.  
*If I hadn't boiled the cream, it wouldn't have curdled.*
- 2 Jack didn't boil the water. The tea was disgusting.  
If \_\_\_\_\_  
\_\_\_\_\_
- 3 Anna boiled the egg for three minutes. It wasn't cooked.  
If \_\_\_\_\_  
\_\_\_\_\_
- 4 Pedro left the peeled potatoes out of water. They went brown.  
If \_\_\_\_\_  
\_\_\_\_\_
- 5 I forgot to stir the sauce so it went lumpy.  
If \_\_\_\_\_  
\_\_\_\_\_
- 6 Giovanni forgot to put the milk in the fridge overnight so it went sour.  
If \_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

**11** Answer the clues to fill in the crossword with words from the story of Pocahontas.



### Across

- 1 a person who is unfamiliar to you (8)
- 2 to put something under earth (4)
- 3 someone who has recently come to a place (8)
- 4 take by force (7)

### Down

- 1 a place where people live (10)
- 2 lasting for a very long time or for ever (9)
- 3 an illness – often caused by infection (7)
- 4 the use of physical force to hurt or harm someone (8)

## Writing

**12** Use these notes to write out the story in complete sentences in your notebook. Use the past tense.

The Hatmaker and the Monkeys

- 1 hatmaker ready to sell his hats
- 2 puts hats in cart/sets out to market
- 3 hatmaker tired - hot - rests under tree/falls asleep
- 4 monkeys come down
- 5 each takes hat - puts it on - goes back up tree
- 6 man wakes up/sees empty barrow
- 7 looks up - sees monkeys with hats
- 8 shakes fists/monkeys copy
- 9 hatmaker has idea
- 10 throws hat on ground/monkeys copy
- 11 man picks up hats/continues to market



## Grammar

**1** Write out the following instructions in your notebook putting the words in the right order.

- Fill in (it).  
Fill in (both sides of the form).
- Pick up (me) at 10.  
Pick up (the book) from the library.
- Don't bring along (Jack).  
Don't bring along (too many friends).
- Don't forget to hand in (all your work) by Tuesday.  
Don't forget to hand in (it) by Tuesday.
- I tried on (three dresses and a skirt).  
Try on (them).
- Do up (them) before you trip over them.  
Do up (your shoe laces) before you trip over them.
- Put on (a coat, scarf, hat and gloves) because it's so cold.  
Put on (this).
- Take back (it). It doesn't suit you.  
Take back (that terrible hat). It doesn't suit you.

**2** Put the verbs in the box into the sentences below. Use each verb only once and put it in the right form.

take back pick up try on bring along hand in fill in  
do up put on

- I couldn't get any tickets for the match because I forgot to \_\_\_\_\_ the application form from the club.
- The Olympic swimmer was fined for not \_\_\_\_\_ the correct swim cap.
- The gold medal was \_\_\_\_\_ from the Olympic skier for \_\_\_\_\_ false information.
- I \_\_\_\_\_ all our forms on Thursday but the closing date was Wednesday, so we couldn't get any tickets.
- We didn't have enough tickets for the match because Jack \_\_\_\_\_ a friend.
- I twisted my ankle playing football because I hadn't \_\_\_\_\_ my boots properly.
- My new boots don't fit me well because I hadn't \_\_\_\_\_ them \_\_\_\_\_ properly when I bought them.

**3** In your notebook rewrite each sentence in Exercise 2 using the models given in the example.

EXAMPLE: 1 *If I had picked up the application form, I could have got the tickets.*

*I should have remembered to pick up the application form.*

**4** Complete the sentences with the present or past form of *should(n't)* or *ought(n't)* to.

- Tennis players \_\_\_\_\_ (control) their language.
- The spectator \_\_\_\_\_ (disturb) the football player.
- The referee \_\_\_\_\_ (listen to) what the player was trying to say.
- The referee's decision \_\_\_\_\_ always (be) final.
- Sportsmen and women who accept illegal payments \_\_\_\_\_ (ban) from competitive events for at least two years.
- Players who do not obey the rules \_\_\_\_\_ (disqualify).
- It was clearly a foul. The referee \_\_\_\_\_ (award) a penalty.
- The 1994 World football cup \_\_\_\_\_ (take place) in such a large country as the USA.

**5** Circle the most suitable ending for the following sentences.

- I've bought a tennis racket and  
a) balls.  
b) no balls.
- I've bought a tennis racket but  
a) I'm not very happy with it  
b) I love it
- I've bought a tennis racket. The trouble is  
a) I never have time to play tennis.  
b) I play three times a week.
- I've bought a tennis racket besides  
a) new balls and shorts.  
b) nothing else.



## Reading

**6** Scan the Fantastic Sports Facts below to find the answers to these questions. Write them in your notebook.

- 1 Which words in the text mean the following?
  - a) not allowed to take part in an activity because you have done something against the rules.
  - b) to get the golf ball in the hole with only one shot
  - c) without any shoes
  - d) not allowed
  - e) a pair of poles with foot supports used to raise you above the ground
- 2 Which sport is mentioned most often?
- 3 Who:
  - a) was disqualified for eating chocolate?
  - b) was disqualified twice?
  - c) has to buy their partner dinner?
  - d) scored two holes-in one in two days?
- 4 What did a five year old do?
- 5 What was so special about Margaret Weldon?
- 6 Which do you think is the most fantastic fact?

## Vocabulary

**7** Put the words into the box under the correct sports heading. Some words may go in more than one category. Use your dictionaries if necessary.

serve slopes throw double fault dribble set chairlift  
off-side hole sticks draw goggles racket shoot score  
cross-country net foul club wing goal nil  
yellow card love green

Tennis	Football	Golf	Skiing	Basketball

## Writing

**8** Write three sentences in your notebook about each of these sports which include the following information.

number of players

equipment (e.g. ski-boots, ball)

where it is played

## Fantastic Sports Facts

- 1 Coby Orr was the youngest golfer ever to get a hole in one. He was a five year old.
- 2 A baseball travels 9 per cent further in Denver than anywhere else in the US because the air is 17 per cent thinner than at sea-level.
- 3 If you get a hole in one in Japan you have to buy your partner dinner and take home presents for your friends. It can cost £1500.
- 4 One of the strangest football matches ever played in Britain was between two teams. One team had their arms tied to their sides and were bootless; the other played on two-metre stilts.
- 5 In 1987 the winning horse was disqualified because it had eaten chocolate before the race. The chocolate contained a substance found in coffee beans which is banned under club rules.
- 6 Seventy-four-year-old Margaret Weldon scored two holes-in-one in two days. She is totally blind.
- 7 Rosie Ruiz came first in the 1979 New York marathon but was disqualified because she had taken the subway for part of the route. The next year she was disqualified again after a spectator reported she had joined the race a mile from the finish line.



## Vocabulary

**1** The following jumbled words all appear in Unit 20. Reorder the letters and write them next to their dictionary definitions below.

- |                 |             |
|-----------------|-------------|
| 1 gtbeftlaoernu | 5 noccpmyaa |
| 2 kdesbairm     | 6 ctngleede |
| 3 cdsiroyev     | 7 tflrece   |
| 4 apaptricint   | 8 ufqildeai |
- not easy to forget \_\_\_\_\_
  - to get off a ship or plane \_\_\_\_\_
  - the action of finding something \_\_\_\_\_
  - a person who takes part in an activity or event \_\_\_\_\_
  - to go with someone \_\_\_\_\_
  - showing a lack of care or attention \_\_\_\_\_
  - to think carefully \_\_\_\_\_
  - to have the knowledge or experience necessary for a particular job \_\_\_\_\_

**2** Use your dictionary to match the words to their definitions. You can find the words in *italics* in the text that follows.

• **kill/slaughter/murder**

- \_\_\_\_\_ to make a plant, animal or person die.
- \_\_\_\_\_ to commit the crime of illegally ending a person's life.
- \_\_\_\_\_ to make many people die cruelly or violently or in great numbers. To make an animal die, especially for food.

• **illness/ailment/disease**

- \_\_\_\_\_ an infection in the body or the mind, not caused by accident
- \_\_\_\_\_ a period of being ill
- \_\_\_\_\_ something wrong with the body that is not serious

• **starve/perish/die**

- \_\_\_\_\_ to suffer or die from lack of food
- \_\_\_\_\_ to stop living
- \_\_\_\_\_ to die because of something terrible that happens

## Reading

**3** Read the advertisement and cross out the alternatives that do not fit.

### Adopt a tiger today

Hundreds of tigers are still being illegally slaughtered throughout Asia. Every day two wild tigers die, frequently leaving behind young helpless cubs (baby tigers) to starve. Care for the Wild is offering you the chance to provide a secure future for a tiger which does not have any parents (an orphan). At the beginning of this century there were probably more than 100,000 wild tigers throughout Asia. However, today

- there are only around 5,000.
- this hasn't changed.

This represents an enormous decrease of 95per cent.

Moreover,

- this decrease is slowing down.
- the tiger could become extinct in the wild before the year 2000.

Illegal trade in tiger parts is very successful although

- it is illegal.
- it isn't illegal.

Moreover

- illegal killing has stopped.
- illegal killing is on the increase.

One reason for this trade is the belief in some parts of the world that tiger body parts can cure some ailments although

- there is proof of this.
- there is absolutely no proof of this.

'Sheba' was only a few days old when she was found next to the body of her mother. She was alone in the wild and very weak from hunger but

- she was one of the lucky few to be rescued in time.
- she died.

As well as this

- she has been adopted by the Tiger Adoption Programme.
- she has been left all alone.

She is given food and shelter as well as

- no hope.
- attendants to look after her.

If you give £10 you will become a foster parent. In addition

- more tigers will perish.
- you will receive a fantastic gift pack which includes a photograph of Sheba.

To find out more write to: Care for the Wild, 1 Ashfolds, Horsham Road, Ruspur, West Sussex RH12 4QX. England.



## Writing

**4** Write a formal letter to The Tiger Trust asking for an application form for the Adopt a Tiger scheme. You can use the letter of application in Exercise 10 of Unit 20 as a model. Start your letter with *Dear Sir/Madam ...*

## Grammar

**5** Put one of the linkers in the box in each of the following sentences.

however   the trouble is   besides   although  
moreover   but

- Today there are only around 5000 tigers* \_\_\_\_\_ at the beginning of the century there were probably more than 100,000.
- Today there are only around 5000 tigers.* \_\_\_\_\_ your donation could help to rescue them.
- Today there are only around 5000 tigers.* \_\_\_\_\_ they are in danger of becoming extinct in the wild before the year 2000.
- Today there are only around 5000 tigers.* \_\_\_\_\_, many of these are not going to survive the century.
- Today there are only around 5000 tigers* \_\_\_\_\_ the Tiger Adoption Programme is doing all it can to stop the decrease.
- Today there are only around 5000 tigers.* \_\_\_\_\_ it takes a lot of money to protect them.

**6** Look at the six contrasting holidays these people have booked for next year.

- Peter is going skiing in Colorado in January.
- Cristina is going to go canoeing through France in July.
- Elena is going to take a relaxing winter holiday in Benidorm in January.
- Joao is going to go to the annual Jazz Festival in St Lucia in May.
- Miguel is going to learn how to paint in France in July.
- Aurora is going to go round the Caribbean islands in May.

Put the verbs from the box into the sentences in the Future Continuous.

try   explore   dance   wear   improve   spend

- João \_\_\_\_\_ his evenings listening to Jazz.
- Piotr \_\_\_\_\_ warm clothes.
- Cristina \_\_\_\_\_ to keep dry.
- Miguel \_\_\_\_\_ his painting skills.
- Aurora \_\_\_\_\_ different islands.
- Elena \_\_\_\_\_ at the discos.

**7** Look at the list of activities you may be doing this time next year. Write sentences in your notebook in the Future Continuous starting 'This time next year ...'. If they are true for you make them affirmative, if they aren't true for you make them negative.

EXAMPLE: 1 *This time next year I won't be using this English book.*

- use this English book
- learn another language
- live in a different town
- go to a different school
- do more sport
- speak English more fluently
- work harder
- watch less television
- learn a musical instrument

**8** Make or do

Put the words in the box in the correct column.

a mistake   a job   your homework   a decision  
a cup of tea   a quiz   a plan   a puzzle  
the washing   an effort   an exercise   a cake  
a promise   a noise   your bed

Make	Do



## Grammar

**1** Look at the list of verbs that can be associated with hair. Write sentences to show those you can do yourself and those that a hairdresser does for you.

EXAMPLE: *I have my hair dyed by a hairdresser. OR I can dye my hair myself.*

1 dye

2 cut

3 brush

4 wash

5 perm

6 shave

7 style

8 comb

9 straighten

**2** Tick the items that you usually do yourself.

1 wash your clothes

2 iron your clothes

3 cook your meals

4 make your bed

5 clean your bedroom

6 clean your shoes

**Make sentences about the items you have not ticked as in the example.**

EXAMPLE: *I usually have my clothes washed for me.*

**3** What does your teacher:  
let/not let you do?  
make/not make you do?

**Write true sentences about the following:**

1 hand in your homework on time

My teacher \_\_\_\_\_

2 write in green ink

My teacher \_\_\_\_\_

3 write neatly

My teacher \_\_\_\_\_

4 sit where you like in the classroom

My teacher \_\_\_\_\_

5 copy your friend's work

My teacher \_\_\_\_\_

6 get help with your homework

My teacher \_\_\_\_\_

7 use a dictionary

My teacher \_\_\_\_\_

8 chew gum in class

My teacher \_\_\_\_\_

9 stand up when you answer a question

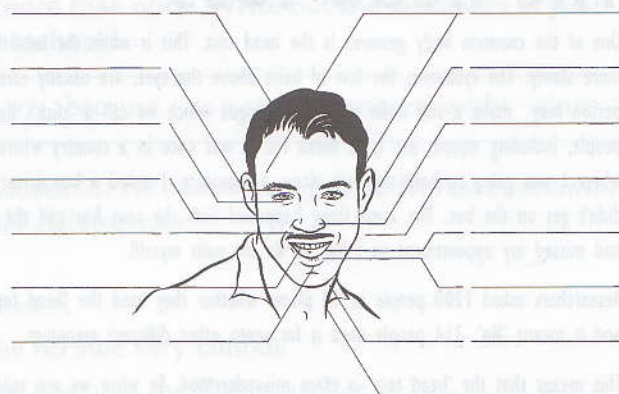
My teacher \_\_\_\_\_

10 wear earrings

My teacher \_\_\_\_\_

## Vocabulary

**4** Label the pictures using the words in the box.  
Use your dictionary to help you.



lip mouth neck ear eye nose eyebrow  
tongue moustache temples chin cheek  
jaw hair teeth



**5** Put the verbs in the box with the word(s) they can be used with. Some may go in more than one column. Use your dictionary to help you.

smile	shut	blink	sniff	open	smell	yawn	wink	blow
-------	------	-------	-------	------	-------	------	------	------

nose	mouth	eye(s)

## Reading

**6** Read the passage and then fill in the chart below.

	True	False	?
1 The head toss usually means 'no'.			
2 The British and the Turkish interpret it in the same way.			
3 There are at least seven different interpretations of the head toss.			
4 The head toss is always a silent gesture.			
5 It's important to understand the significance of different body gestures.			

**7** Write the explanations of the following words in your notebook.

a manicure    eyebrows  
a head toss    a click

## Writing

**8** Think of a common polite body gesture in your country. Write two short paragraphs: one describing how it is done and the other describing what it can mean.



## The head toss

One of the common body gestures is the head toss. This is when the head is tossed quickly upwards and backwards and then it is lowered again more slowly. The eyebrows, the line of hairs above the eyes, are usually raised and often the eyes are rolled back. Sometimes the eyes are closed. The person may make a soft noise with their tongue which we call a 'click'. However, the head toss does not mean the same in every country. Most people, including myself, use it to mean No. I was once in a country where the head toss means Yes. I had an appointment at a Beauty Parlour where I was going to have my nails done: a manicure. I asked a bus driver if his bus was going to the street I wanted. He did the head toss so I didn't get on the bus. The same thing happened with the next bus and the next. Finally I realised that they had in fact been saying Yes. Meanwhile I had missed my appointment so I had to do my nails myself!

Researchers asked 1200 people in 40 places whether they used the 'head toss'. 584 said they did not use this gesture, 302 people said they used it and it meant 'No'. 314 people used it for seven other different meanings.

This means that the 'head toss' is often misunderstood. So when we are talking with people from other cultures we must learn to interpret their body gestures correctly.



## Grammar

**1** Antonio is sixteen. Look at the time line below which shows Antonio's plans and ambitions. The letters represent the years.

Fill in the years putting this year by letter a, next year by letter b and continuing year by year up to letter p.

- NOW
- a) \_\_\_\_\_ pass first exam in Information Technology
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_ pass final school exams and leave school
  - d) \_\_\_\_\_
  - e) \_\_\_\_\_ spend year studying in USA
  - f) \_\_\_\_\_
  - g) \_\_\_\_\_ graduate in Information Technology
  - h) \_\_\_\_\_
  - i) \_\_\_\_\_ join multi-national hi-tec research company in USA
  - j) \_\_\_\_\_
  - k) \_\_\_\_\_ invent the Robotraveller
  - l) \_\_\_\_\_
  - m) \_\_\_\_\_ get married
  - n) \_\_\_\_\_
  - o) \_\_\_\_\_ become a millionaire
  - p) \_\_\_\_\_

Now complete the sentences according to the information on the time line.

If everything goes according to plan:

- 1 By (date b) \_\_\_\_\_ he will have passed his first exam.
- 2 By (date d) \_\_\_\_\_ he \_\_\_\_\_
- 3 By (date f) \_\_\_\_\_ he \_\_\_\_\_
- 4 By (date h) \_\_\_\_\_ he \_\_\_\_\_
- 5 By (date j) \_\_\_\_\_ he \_\_\_\_\_
- 6 By (date l) \_\_\_\_\_ he \_\_\_\_\_
- 7 By (date n) \_\_\_\_\_ he \_\_\_\_\_
- 8 By (date p) \_\_\_\_\_ he \_\_\_\_\_

**2** Look at the sentences in the example. Complete the second sentence with **will be able to** and then write four more following the same pattern.

EXAMPLE: *If you study English hard you will be able to get a very good job.*

If you get a very good job you

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## Writing

**3** Look at the information about Antonio in Grammar 1. Imagine it is now year i. Write a short biography of Antonio for the Internet. Follow this plan and don't forget to edit your work.

Paragraph 1 The important events in his past

Paragraph 2 His life now

Paragraph 3 How he sees the future – his ambitions and hopes

## Reading

**4** Combine the sentences in lists A and B adding one of the following linkers to the beginning or middle of each sentence. You can use a sentence more than once. Write out the sentences in your notebook.

so because as a result consequently since

EXAMPLE: *He became very famous because he invented the Robotraveller.*

List A

- he became very famous
- he invented the Robotraveller
- he worked for a USA research company
- he invented the Robotraveller
- he worked for a USA research company



List B

he invented the Robotraveller  
 he had the opportunity to invent the Robotraveller  
 he became a millionaire  
 he had the opportunity to invent the Robotraveller

**5** Decide which definition is the best for the following 'new' words. Then read the information below to check your answers.

- 1 Information Superhighway
  - a) a very fast road
  - b) very specialised information
  - c) a worldwide network which provides electronic communication
- 2 network
  - a) the work of fishermen
  - b) a set of computers that are interconnected and share information
  - c) a new technological job
- 3 video conferencing
  - a) meetings where the participants see and communicate with each other through their computers
  - b) a conference about videos
- 4 telecommuting
  - a) a mini-television you can take on a train
  - b) the transport of televisions
  - c) working from home using electronic communications

**6** The following questions have all been taken out of the text. Write them in the correct place.

- 1 What won't it do?
- 2 What is it?
- 3 What will you be able to do that you can't do now?
- 4 How will it change your life?
- 5 What's the purpose?

## The Information Superhighway – What's in it for you?

*So what's all this about the information superhighway?*

\_\_\_\_\_? The information superhighway will be a worldwide network that connects everyone to everyone else and provides just about any sort of electronic communication imaginable. As a result, you'll be able to plug into the network through your computer, TV, phone, or a device that combines all three.

\_\_\_\_\_? To provide remote electronic banking, teaching, shopping, taxpaying, game playing, video-conferencing, film ordering, medical help – the list goes on.

\_\_\_\_\_? It won't eliminate the need to go out shopping, drive a car, visit friends, go to films and plays, or do most of the things you normally do now. But it might make many things you do easier and more convenient.

\_\_\_\_\_? You will be able to get films of your choice on television twenty-four hours a day. You will be able to work from home, or 'telecommute', more simply because of the possibility of Video-conferencing. And since you'll be able to simply send one electronic (e-mail) message to everyone at once, you won't have to ring all your friends one by one to tell them a party has been cancelled.

You will have more choice. So if you're a football fan, you may be able to watch any of some sixty league games on a Saturday afternoon.

The most talked-about service is video-on-demand. This means you'll be able to look electronically through a list of films, choose one, then start it whenever you want.

\_\_\_\_\_? Schoolchildren will benefit enormously since they will be able to communicate with other classes, teachers and experts thousands of miles away. Everyone will be able to tap into libraries holding the world's knowledge.

## Vocabulary

**7** Choose the words from the box to complete the sentences.

log in   call up   access   read out   linked   optic   fingertips

- 1 If you are \_\_\_\_\_ to e-mail the world is at your \_\_\_\_\_.
- 2 If you need particular information you can just \_\_\_\_\_ to CD ROM which will \_\_\_\_\_ the information.
- 3 Your P.C. will \_\_\_\_\_ the information you want.
- 4 One \_\_\_\_\_ cable can give us \_\_\_\_\_ to masses of data.



## Reading

**I** Skim through the text to find the answers to these questions. Time yourself to see how long it takes you. Don't worry about the numbered phrases.

- 1 How fast is it possible to read?  
\_\_\_\_\_
- 2 How many words can the eye see in one glance?  
\_\_\_\_\_
- 3 How many times per second can the eye move from one group of words to another?  
\_\_\_\_\_
- 4 What should we train - the eye or the brain?  
\_\_\_\_\_
- 5 What does the brain select?  
\_\_\_\_\_
- 6 What should we divide sentences into?  
\_\_\_\_\_
- 7 Is there only one way to divide up a sentence?  
\_\_\_\_\_

## How to read faster and understand more!

### Reading speeds

If your reading speed is less than 100 words per minute, it is doubtful whether you understand the essential meaning of medium-difficult texts. In this case it is a good idea to (1) spend some time on improving your reading skills. It is possible to (2) increase your reading speeds dramatically with training. People are able to (3) read at a speed of 1000 words per minute. The eye has the ability to (4) see up to six words in one glance, and move from one group of words to another four times every second.

Is it advisable to (5) train the eye or the brain?

It is essential to (6) train the brain. The eye passes on a lot of information from which the brain selects what is important.

### Some techniques and exercises for increasing your reading speed.

Most people read more slowly than necessary. However, it isn't enough just to know the techniques. It is necessary to (7) practise them for several weeks.

It's possible to train yourself to see more words with each glance. I advise you to (8) begin by analysing texts and dividing the sentences up into meaningful groups of two to four words. It's a good idea to (9) do this with a friend and compare the way you have both divided it. There is no right and wrong in this exercise. Do this (10) with several texts during the first few days. Don't only do (11) this exercise on the first day.

Use a pencil or ruler or even your finger to direct your eyes and to give them a feeling of the speed you want to go.

Read four or five pages as fast as you can. It isn't necessary to (12) worry about comprehension.



## Grammar

**2** Rewrite the underlined phrases in your notebooks using the following words. Use each word at least once.

can could should must mustn't ought to have to  
don't have to



**3 Match the two halves of the conversations.**

Write the letters of the endings in the boxes next to the beginnings.

- 1 I'm no good at tennis. ☐
  - 2 I've been playing squash for the last 90 minutes. ☐
  - 3 He was sent off for arguing with the referee. ☐
  - 4 Sebastian says he scored two of the goals on Saturday. ☐
  - 5 I'm not at all fit. ☐
  - 6 The problem is that training takes so much time. ☐
  - 7 I'm really excited. Our fencing coach says I may be in the team next week. ☐
  - 8 If I do play in the team will you come and watch? ☐
- a) Yes, but at least you won't get so out of breath when you play sports.
  - b) I might. It just depends when it is.
  - c) He can't have. He was on the beach with us all day.
  - d) You must be exhausted.
  - e) It's your own fault. If you train everyday you will feel better.
  - f) Don't get too excited. He could be saying it just to keep you interested.
  - g) Well it's his own fault. He shouldn't have kicked the other player.
  - h) In that case you should get some coaching.

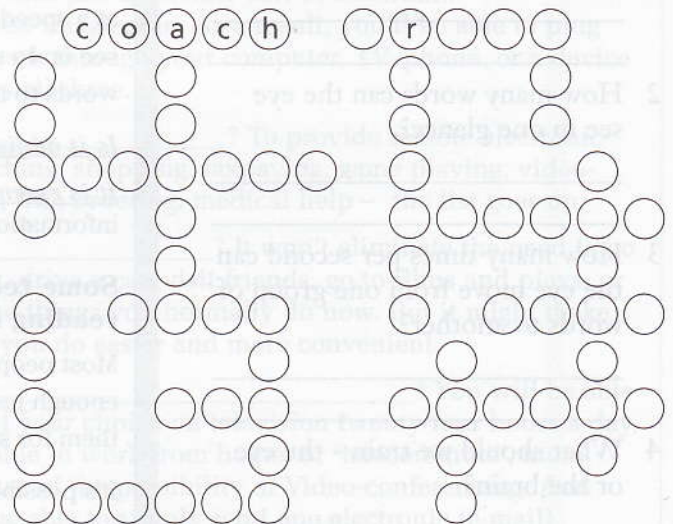
**4 Look at the conversations again in Exercise 3 and mark them A, B, C, or D according to whether they are:**

- A expressing 100 per cent certainty.  
 B expressing possibility.  
 C giving advice.  
 D expressing deduction.

**Vocabulary****5 Sportsworld**

- a) Can you fill in the white footballs in this sports puzzle? Start with the word already written and fit all the others around it. When the puzzle is complete, one sports word will be left over. Which one?

3 letters	4 letters	5 letters	6 letters	7 letters
hit	race	balls	squash	referee
net	kick	train	boxing	cyclist
	team	coach	runner	fencing
	goal	match	muscle	athlete

**Writing****6 Correct the mistakes underlined in the letter Maryla sent to her penfriend in England.**

Dear Judy,

This letter will be short so I can not to write very good in English. I find it more easier to speak as to write. But I want to invite you to go to Poland this summer so you will can see my town.

I should suggested it before because summer is nearly here. We must to hurry to make the arrangements if you can to go.

Please say yes and write to me soon. I am making my exams now since that is why I cannot write a more longer letter.

Love Maryla.



## Reading

**1** Read the description of the radio programme *E-Town* and if you don't know the meanings of the words in *italics* guess them by:

- looking at their formation
- thinking about cognates
- looking at the explanations
- using the context

- 1 *airs* \_\_\_\_\_
- 2 *NPR* \_\_\_\_\_
- 3 *ecology* \_\_\_\_\_
- 4 *E-chievement Award* \_\_\_\_\_
- 5 *biodegradable* \_\_\_\_\_
- 6 *tee* \_\_\_\_\_
- 7 *harmless* \_\_\_\_\_
- 8 *inner-city* \_\_\_\_\_
- 9 *donated* \_\_\_\_\_
- 10 *unused* \_\_\_\_\_

**E-Town**

E-Town is a national US radio show which *airs* , – the American expression for 'to be on the air' – on more than a hundred National Public radio stations (NPR) each week. It broadcasts musical guests, interviews with *ecology* experts, authors, politicians, artists, and others, and the E-chievement Award. E-chievement is a combination of the letter E and the word achievement. The E- stands for *ecology*, environment, earth, excitement, etc. The award goes to someone nominated by the listeners.

Past winners include:

- a 14 year old who invented a *biodegradable* golf *tee* , which is the small plastic device you put into the earth to balance the ball on. His invention dissolves into a *harmless* mulch that's actually good for the soil.
- a teacher who, with her *inner-city* students, used community *donated* materials to create a nature sanctuary in the *unused* piece of land next to their school;
- an investment banker who gave up his job to spend a year volunteering for environmental causes.

E-Town's mix of music and message is lively, inspiring, and fun. So, if your local NPR station transmits the programme, tune in. If it doesn't, complain.

**2** Read the text to help you match the words with their definitions. Use your dictionary if you need to. Write the word next to the definition.

land soil earth

- 1 the solid dry part of the earth's surface, as compared with the sea or air. \_\_\_\_\_
- 2 The world in which we live. Also the substance that plants grow in. \_\_\_\_\_
- 3 The top covering in which plants grow. \_\_\_\_\_

broadcast air transmit

- 1 send out electric messages, signals and news. \_\_\_\_\_
- 2 to send out something on radio or television. \_\_\_\_\_
- 3 to put something 'on the air'. \_\_\_\_\_

**3** Combine the following sentence with the different endings using each linker in the box once only. In some cases you will have to start a new sentence. Write them in your notebook.

as well as because although  
however since as a result so

It's important to use biodegradable materials

- 1 it's sometimes difficult to find them.
- 2 there will be less problems with rubbish disposal.
- 3 they will rot naturally.
- 4 they are more expensive.
- 5 recycled products.
- 6 I'll give you the names of some suppliers.
- 7 they are more environmentally friendly.



## Grammar

## 4 Fill in the blanks with the correct form of do or make.

How can you \_\_\_\_\_ (1) your bit to protect the environment?

Here are a few simple ideas for you to try.

One way of \_\_\_\_\_ (2) it is to \_\_\_\_\_ (3) some of your washing by hand rather than always use the washing machine. \_\_\_\_\_ (4) sure that the powder you use is environmentally friendly. And when you \_\_\_\_\_ (5) the washing up don't use more detergent than you need. You can re-cycle a lot of products. For example, old supermarket bags \_\_\_\_\_ (6) very good rubbish bags. It's much better for your health to \_\_\_\_\_ (7) your own meals rather than buy ready-\_\_\_\_\_ ones. For example, home-\_\_\_\_\_ (8) pizzas are easy to \_\_\_\_\_ (9) – particularly if you get your mum to \_\_\_\_\_ (10) it rather than \_\_\_\_\_ (11) it yourself!

## 5 Imagine you are living in an ideal world! Technology is so advanced that it can do almost anything.

Write sentences in your notebook to show which of the following you would choose to do yourself and which you would have done for you.

EXAMPLE: *I would have all my meals cooked.*

tidy my room  
cook all my meals  
make my bed  
choose my clothes  
make decisions  
put on my clothes  
do my homework  
plan my weekends  
write my letters  
choose my meals

## 6 Your parents are going to go on this Paris tour. Look at their itinerary and then fill in the blanks with a suitable verb in Future Continuous or in Future Perfect.

## Two day tour of Paris



## Day 1

Coach departs at 10.00 hrs

Arrives Paris 14.00 hrs.

Check into Hotel Tulippe, rue St. Dominique.

Outing to Notre Dame Cathedral 16.00 hrs

Dinner at L'Escargot Restaurant 17.00 hrs

Boat trip on the Seine 19.30 hrs



## Day 2

Trip to the Louvre Art gallery 10.00 hrs

Lunch on Riverboat Restaurant 12.30 hrs

Shopping on the Champs Elysees 14.30 hrs

Coach departs 17.30 hrs

- On day one at 11.00 hrs they \_\_\_\_\_ on the coach to Paris.
- By 14.30 they \_\_\_\_\_ in Paris.
- Before they go to Notre Dame they \_\_\_\_\_ their hotel.
- At 17.30 hrs they \_\_\_\_\_ at L'Escargot Restaurant.
- They won't be hungry on the boat trip because they \_\_\_\_\_ dinner.
- On the second day they \_\_\_\_\_ pictures in the Louvre in the morning.
- When they \_\_\_\_\_ lunch they \_\_\_\_\_ shopping.
- By the time they get on the coach I'm afraid they \_\_\_\_\_ a lot of money on the Champs Elysees.
- At 17.20 they \_\_\_\_\_ for the coach.
- They will be very hungry by the time they get home because they \_\_\_\_\_ any dinner.



## 7 Write sentences using *will (not) be able to* using the cues provided.

At present we live in a flat in the middle of the city, but next week we're going to move to a house in the middle of nowhere in the country. There will be lots of things I'll be able to do there that I can't do in the town. However, there'll be other things that I won't be able to do so easily.

EXAMPLE: *I will be able to play my music loudly.*

- 1 play my music loudly

\_\_\_\_\_

- 2 go for walks in the country

\_\_\_\_\_

- 3 walk to the cinema

\_\_\_\_\_

- 4 keep more pets

\_\_\_\_\_

- 5 catch a bus outside my door

\_\_\_\_\_

- 6 walk to the supermarket

\_\_\_\_\_

- 7 play football in the garden

\_\_\_\_\_

- 8 grow flowers

\_\_\_\_\_

- 9 swim in the river

\_\_\_\_\_

- 10 walk to the sports centre

\_\_\_\_\_

## 8 Match the verbs with their prepositions. Then put them in sentences in your notebook using the most suitable words from column 3.

EXAMPLE: *Last week I forgot to hand in my homework.*

fill	up	a pair of shoes
bring	on	a friend
try	back	a form
pick	up	your homework
do	in	a coat
put	along	your shoes
take	on	a library book
hand	in	your holiday tickets

## 9 Fill in the blanks with *let* or *make* in the right tense.

Yesterday my friend \_\_\_\_\_ (1) me borrow his new CD but he \_\_\_\_\_ (2) me promise to return it tomorrow. I was really pleased because my brother never \_\_\_\_\_ (3) me borrow any of his CDs. I don't think it's fair because my mother \_\_\_\_\_ (4) me lend my brother my new jacket even though he never \_\_\_\_\_ (5) me borrow any of his things.

## 10 Choose the most suitable ending for the following sentences and write the letter in the box.

- I'm really sorry. I should have told you the party was cancelled. ☐
- We're having a party on Saturday. Please come. ☐
- We might be having a barbecue on Saturday ☐
- We're having a party on Saturday. Do hope you can come. You don't have to let me know. ☐
- I'm surprised Maria hasn't come to the party. ☐
- We'll have to stop the music at 11.00 ☐
- Our neighbours complained about the music at our party. I don't understand it. ☐

- She must have forgotten about it.
- It can't have disturbed them. We were playing it really quietly.
- And you can bring a friend with you if you want to.
- It depends on the weather.
- Just turn up.
- Our neighbours don't like it.
- I completely forgot.



## Writing

**11** Look at the steps involved in writing a good piece of written work. The steps are not in the correct order. Number them so that they are in the correct order.

- Putting the notes into sentences
- Making a first draft - including selecting the tenses and key vocabulary
- Writing a plan
- Gathering ideas and making notes
- Thinking about the punctuation
- Making a final draft
- Selecting and prioritising the content
- Editing the grammar, spelling and punctuation
- A final edit

**12** Follow the steps in Exercise 11 to write an informal letter to someone in the class below you. Tell them about this English course and include the following information.

- The things you think they will enjoy.
- The things you think they will not enjoy.
- The things you think they will find difficult.
- Any advice you can think of.

## Pronunciation

**13** Mark the stressed syllable on the following words.

computer memory communication television  
inventor information interactive channel  
cable data

**14** Now rewrite the words marking the stressed syllable and writing in the schwa /ə/. Say the words out loud.

EXAMPLE: *computə*

## Vocabulary

**15** The following definitions all describe words from Units 19–24 of your coursebook. Read the definitions and then circle the matching word in the Wordsearch.

Remember it may be written from top to bottom, bottom to top, left to right, or diagonally. Write the word next to its definition.

- 1 a person (usually over sixty years old) who has stopped working and receives money from the state. Pensioner.
- 2 an argument or quarrel. \_\_\_\_\_
- 3 to catch someone who is believed to be guilty of a crime. \_\_\_\_\_
- 4 to set free an animal or person. \_\_\_\_\_
- 5 a feeling that someone may be guilty. \_\_\_\_\_
- 6 the act or crime of taking something that does not belong to you. \_\_\_\_\_
- 7 a person who makes a formal written request. For example, for a job. \_\_\_\_\_
- 8 With small holes. For example for earrings. \_\_\_\_\_
- 9 sign or object which represents something else. \_\_\_\_\_
- 10 pieces of flesh in your body joining the bones. \_\_\_\_\_

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





# HIGH FLYER

*High Flyer* is a two-level English course designed especially for teenage learners at intermediate and upper intermediate level. *High Flyer* takes learners beyond the intermediate plateau, so that they are ready for a First Certificate course, or an equivalent level of study.

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