

Cosmic Kids

3

Students'
Book



Nick Beare



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Meet the Cosmic Kids ...



1 Listen and read about the Cosmic Kids. How old are they and what are their names?

Cosmic Blog


Hi! I'm Charlie. I'm thirteen years old and I go to Sandhills School. My friends say I'm friendly and funny. I always laugh a lot with my friends. My dog's name is Rex. He loves playing football!

That's my friend Jason. He's fourteen. He's very clever and he invents things. He usually invents crazy things, but he sometimes invents brilliant things!

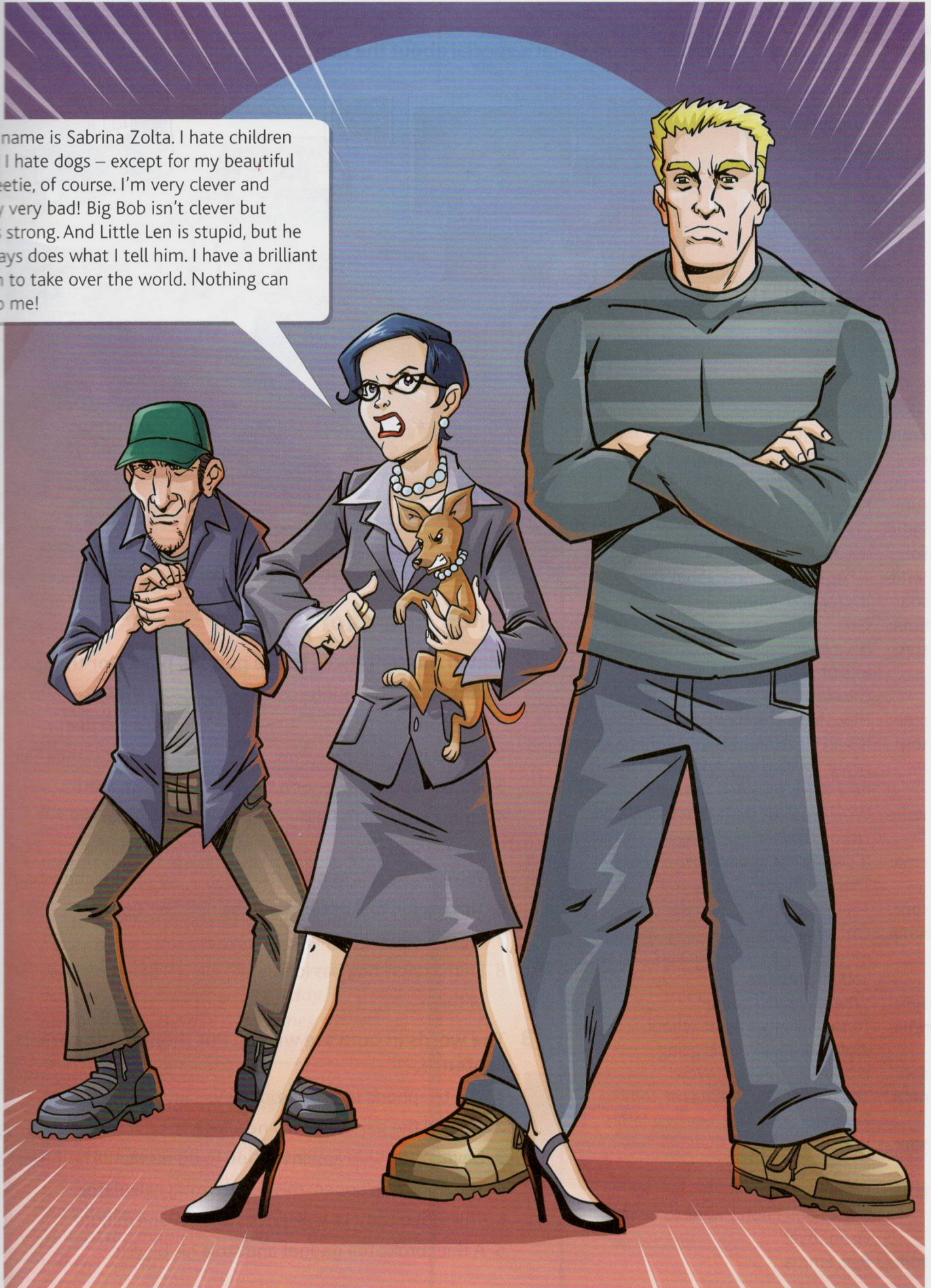
The girl in the picture is Emma. She's my sister. She's fourteen and she goes to Roundhay School. She's very sporty.





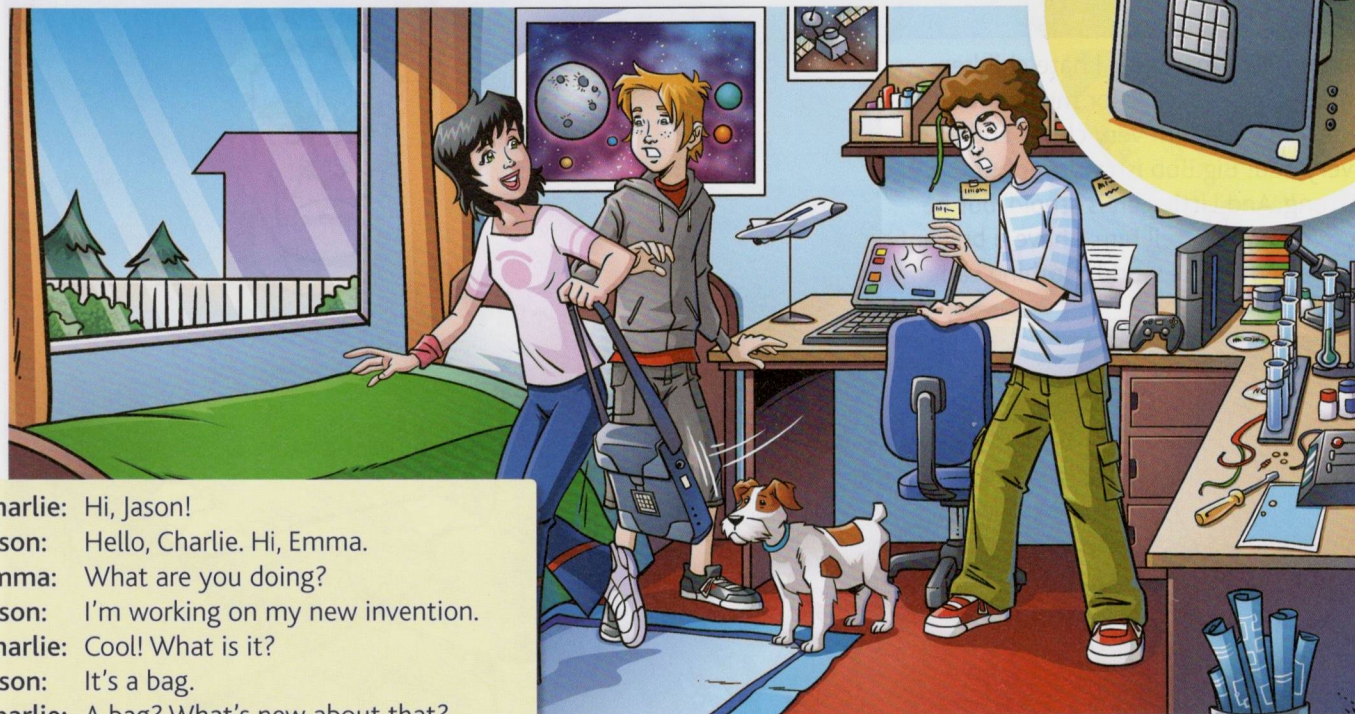
 2 Listen and read about Sabrina and her friends. Are they good or bad?

My name is Sabrina Zolta. I hate children and I hate dogs – except for my beautiful Sweetie, of course. I'm very clever and very very bad! Big Bob isn't clever but he's strong. And Little Len is stupid, but he always does what I tell him. I have a brilliant plan to take over the world. Nothing can stop me!



A special bag!

1 Listen and read. What's special about the bag?



Charlie: Hi, Jason!
 Jason: Hello, Charlie. Hi, Emma.
 Emma: What are you doing?
 Jason: I'm working on my new invention.
 Charlie: Cool! What is it?
 Jason: It's a bag.
 Charlie: A bag? What's new about that?
 Jason: It's for you, Emma.
 Emma: Oh ... thanks.
 Jason: It's a special techno-bag. It's got lots of gadgets. Look, it's got a calculator.
 Emma: Hey, that's clever. What's that?
 Jason: It's an electronic lock. And this is the key. It's a card key. And look! Under here there's a video camera!
 Charlie: Wow! Look at that! I'm filming you, Emma!
 Emma: It's amazing. And it looks so cool! Thanks, Jason!
 Jason: There's a lot more. It's got ...
 Emma: Oh ... my mobile is ringing. Just a minute. What, now? Really? OK, see you in a minute.
 Jason: Where are you going?
 Emma: To the Science Fair at school. Professor Maximus is going.
 Jason: Professor Maximus! Wow!
 Emma: The headmaster wants me to help Professor Maximus. See you later!
 Jason: Wait ... the bag ... there are lots more gadgets ...
 Emma: I can't wait! I'm always late for school and I don't want to be late again! Bye!
 Jason: Bye, Emma.

Search the story

2 Match the sentences to the people, places or things.

- | | |
|--------------------------------------|---------------------|
| 1 This person is filming someone. | a Professor Maximus |
| 2 Emma is going there now. | b a calculator |
| 3 It's Jason's new invention. | c the Science Fair |
| 4 Emma is going to help this person. | d gadgets |
| 5 You can use this to do Maths. | e Jason |
| 6 This person makes clever things. | f Charlie |
| 7 This person is often late. | g the techno-bag |
| 8 Emma's new bag has lots of them. | h Emma |

3 The words in bold are wrong. Put them in the correct sentence.

- The telephone is an amazing **key**. *invention*
- I filmed the party with my new **lock**.
- David often uses a(n) **invention** to do his Maths homework.
- The door won't open; this is the wrong **calculator**.
- This **video camera** makes ice cubes in one minute.
- A thief broke the **gadget** and stole his bicycle.

Cosmic words Personality

4 Complete the descriptions. Use these words.

clever crazy dishonest ~~friendly~~ funny
generous helpful organised rude
selfish shy sporty



Charlie likes talking to people. People laugh a lot with him. He doesn't lose things or forget things. Charlie is ¹ friendly, ² _____, and ³ _____.



Emma loves playing sports. She's good at helping people with problems and she likes sharing with others. Emma is ⁴ _____, ⁵ _____ and ⁶ _____.



Sabrina isn't polite. She doesn't share with others. She doesn't tell the truth. Sabrina is ⁷ _____, ⁸ _____ and ⁹ _____.



Jason is a very good student. He has lots of strange ideas. He isn't very good at talking to people. Jason is ¹⁰ _____, ¹¹ _____ and ¹² _____.

Cosmic grammar

Present simple and present continuous

Present simple

- for habits and routines
She goes to Roundhay School.
- for things that are always true
The bell always rings at 9 o'clock.

Time phrases and adverbs of frequency

- once / twice / three times a week / month / year, every day / week / month / year.
Jason checks his emails every day.
- always, often, usually, sometimes, never.
He sometimes invents brilliant things.

Present continuous

- for things happening at the moment
My phone is ringing.
- for things happening at this period of time
I'm working on my new invention.

Time phrases

- now, at the moment, this week / month, today, tonight
Professor Maximus is leaving today.

See Grammar File, page 100

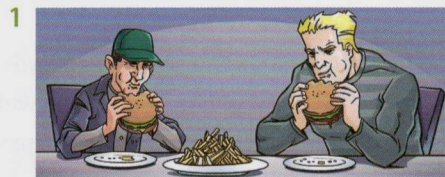
5 Read the text. Underline activities happening now in red, verbs about routines and facts in blue, and time words and phrases in green.

Every year hundreds of people go to the Science Fair at Roundhay School. The Fair usually starts on Friday and ends on Sunday. The visitors see exciting gadgets. Today, people are watching a robot. A man is controlling the robot with a remote control. He is pressing the buttons and the robot is walking. The robot has a calculator. People are asking him Maths questions and he is telling them the answers! People always enjoy themselves at the Science Fair!

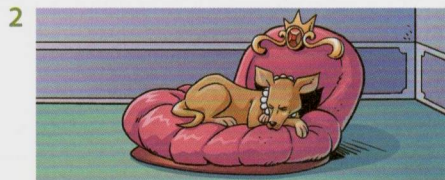
6 Complete with the present simple.

- Big Bob and Little Len are dishonest. They *don't tell* (not tell) the truth. They _____ (tell) lies.
- Big Bob and Little Len aren't helpful. _____ Bob and Len _____ (help) other people? No, they _____.
- Sweetie is a very lazy dog. _____ Sweetie _____ (sleep) on Sabrina's bed? Yes, she _____.

7 Write about the people in the pictures. Use the present continuous.



Big Bob and Little Len (drink / eat)
Big Bob and Little Len aren't drinking.
They're eating.



Sweetie (play with a ball / sleep)



Professor Maximus (watch television / read)



Your world

1 Read the article. Match the questions to the paragraphs. Then listen and check.

- a Where do you surf?
- b What do you need for surfing?
- c Who do you surf with?
- d Why do you surf?
- e How often do you go surfing?
- f When do you surf?

Surfing

Suddenly surfing is big news in England. The centre of surfing in England is Newquay, in the South West of England. All through the year there are hundreds of surfers here, and in summer the little town is packed with surfers from around the world.



Newquay beach



Tom

1 e

In summer, I surf every day. In winter, I don't go every day, but I usually surf once or twice a week.

2

You need a surfboard, of course. Really, you need two or three surfboards, for different weather. You need a wetsuit too. You can't surf in England without a wetsuit – the water's very cold even in summer, and in winter, it's freezing!

3

Because it's good exercise, because you make good friends, and because it's very exciting. It isn't easy and it can be very tiring, but it's very rewarding. It's the perfect sport!

4

In the holidays, I sometimes surf all day. During the school term, it's more difficult. In summer, I surf in the afternoon after school. In winter, it's dark in the afternoon, so I can't surf. In winter, I surf on Saturday and Sunday.

5

On the beach here in Newquay. I'm very lucky because I live in the surfing capital of England! My friends are surfing right now. They think this is the best time of day to surf. I agree with them.

6

My friends all like surfing too, so I usually go to the beach with some of them. It isn't a good idea to surf on your own. It's much more fun with your friends.

Search the text

2 Write T (True) or F (False).

- 1 You can't surf in England in winter. F
- 2 The sea is cold in summer in England.
- 3 Surfing is tiring but it's easy.
- 4 Tom often surfs in the afternoon in summer.
- 5 Newquay is the capital of England.
- 6 Tom likes surfing with his friends.

3 Match the words and phrases from the text to their meanings.

- 1 school term
- 2 wetsuit
- 3 surfer
- 4 capital
- 5 freezing
- 6 surfboard
- 7 packed with
- a a person who surfs
- b what the surfer stands on
- c very cold
- d full of
- e the time when you're at school
- f the centre, the main place
- g rubber suit to keep you warm

Cosmic words Adjectives

4 Complete the sentences with these adjectives.

boring difficult easy ~~enjoyable~~ important
rewarding time-consuming tiring

- A Doing this homework is fun. I don't have to think hard. The homework is ¹ *enjoyable* and ² _____.
- B Doing this homework isn't fun or interesting. It takes a long time and I can't understand it. The homework is ³ _____, ⁴ _____ and ⁵ _____.
- C I feel tired but good after I do my Environmental Studies homework. It's about a subject that makes a lot of difference in the world. The homework is ⁶ _____ but ⁷ _____. It is about a(n) ⁸ _____ subject.

Cosmic grammar Stative verbs

• Stative verbs are not used in the continuous form.

*My friends **are surfing** right now.* (non-stative verb)

*They **think** this is the best time of day to surf.* (stative verb)

• Other stative verbs include:

thinking: *agree, believe, hope, know, remember, understand, want*

feeling: *don't mind, enjoy, hate, like, love, prefer*

the senses: *feel, hear, smell, sound, taste, touch*

others: *belong, have, mean, need, promise, own*

See Grammar File, page 100

5 Complete the sentences. Use the present simple or the present continuous.

- Tom *loves* (love) surfing, but he _____ (not surf) at the moment.
- He _____ (use) the Internet because he _____ (want) to visit a surfing chatroom.
- He _____ (ask) a question because he _____ (not know) the answer.
- He _____ (learn) to use the Internet because he _____ (think) it is very useful.

Cosmic grammar Question words

*What are you doing? Who is that boy?
When do you surf? What time is it?
Where are you going? How do you get to school?
Why are you running? How often do you go surfing?
Which day do you have Art?*

See Grammar File, page 100

6 Read the text and order the words to make questions.

Freestyle motocross

My sport is freestyle motocross. I do tricks on motorbikes. I'm very fit – I go to the sports centre every morning and I run and swim. I always eat healthy food too! I practise freestyle motocross at the weekend. It's a really exciting sport.

- go running / How / you / often / do / ?
- you / Where / swim / do / ?
- like / do / Why / freestyle motocross / you / ?
- do / you / do / When / freestyle motocross / ?

7 Now match the answers a–d to the questions in Exercise 6.

- a At the weekend. c Because it's very exciting.
b Every day. d At the sports centre.

Listening

8 Listen and complete the sentences.

- Dominic exercises _____.
- He runs, he _____ and he plays football.
- He goes to the _____ every afternoon.
- He usually exercises _____ after school.
- He usually exercises on his own, but sometimes he exercises with his _____.

Speaking

9 Ask and answer with a partner about sports and fitness. Use these question words.

- How often...?
- Who...?
- What...?
- Where...?
- When...?
- Which...?
- Why...?
- What time...?

How often do you exercise?

Two times a week.



1 Listen and read the story. Why is Emma unhappy?



Headmaster: Welcome to our school, Professor Maximus. This is Emma.

Professor: Hello, Emma.

Headmaster: Let's go to the Science Fair.

Professor: Yes, but first ... can I put my notebook in a safe place?

Headmaster: Yes, give it to Emma. Put it in your bag, Emma.

Professor: Please be careful with it!

Emma: Professor! Someone stole your notebook!

Professor: Oh no!

Emma: I was looking at a new invention. There were two men near me – a tall man and a short man. The tall man dropped his magazine.

Headmaster: And ... ?

Emma: I picked it up for him. He didn't say thank you. Then the two men walked away very quickly.

Headmaster: Perhaps the short man took your bag while you were picking up the magazine.

Emma: Yes, that's possible.

Headmaster: Did you talk to the tall man?

Emma: No, I didn't.

Professor: There's secret information in that notebook.

Emma: Oh, Jason! I've got a terrible problem. A man stole my new techno-bag.

Jason: When did this happen?

Emma: A few minutes ago.

Jason: Don't worry. It's easy to find it!

Charlie: What do you mean?

Jason: I was telling you about the bag when you left for school. You didn't hear about all the gadgets. There's a transmitter in the bag. I can discover exactly where the bag is now.

Emma: That's fantastic, Jason. The Professor's notebook is in the bag and there's some secret information in it.

Jason: No problem! Let's look on the computer. Here we are. Hey, this is weird. Your bag is at the UltraScience Centre!

Charlie: What? Do you think a scientist stole Emma's bag?

Jason: Maybe. But it seems very strange. Perhaps they want the secret information in the notebook.

Charlie: Come on! Let's go and get it!

Emma: But ... perhaps they're dangerous!

Search the story

2 Circle the correct answer.

- 1 The short man / tall man took the bag.
- 2 An invention / A notebook was in the bag.
- 3 The man dropped a magazine / bag.
- 4 The Headmaster / Professor gave Emma the notebook.
- 5 The techno-bag is at the Science Fair / UltraScience Centre.
- 6 Charlie wants to go to the UltraScience Centre / home.

3 Complete the sentences with the words highlighted in the story.

- 1 That house has no windows and doors. That's *weird*.
- 2 This is a s _ _ _ _ e _ _ letter. Don't show anyone!
- 3 Someone stole my bag! This is t _ _ r _ b _ _ !
- 4 Don't touch that! It's d _ _ g _ _ _ _ s.
- 5 I heard a _ _ _ _ n _ e noise. What is it?
- 6 Don't lose your mobile. Put it in a s _ _ _ _ place.
- 7 He used the _ r a _ _ _ _ i _ _ _ e r to find the techno-bag.
- 8 There's i _ _ _ _ m _ _ _ _ about that invention on the Internet.

Cosmic words

Action verbs

4 Match the pictures to these verbs.

drop lift 1 pick up pull push throw



Cosmic grammar

Past simple and past continuous

Past simple

- for a completed action in the past

*The tall man **dropped** his magazine.*

Past continuous

- for an action that happened over a period of time in the past

*I **was looking at** a new invention.*

Past simple and past continuous

- When one action interrupted another, we use both tenses and *when* or *while*.

*I **was telling** you about the bag **when** you left for school. (when + past simple)*

*The man **took** the bag **while** you **were picking up** the magazine. (while + past continuous)*

See Grammar File, page 100-101

5 Circle the correct answer.

- 1 I (finished) / was finishing my homework and went out with my friends.
- 2 We played / were playing football when it started to rain.
- 3 Did you sleep / Were you sleeping when I phoned you yesterday?
- 4 Kelly didn't go / wasn't going to the cinema. She was tired.
- 5 While Chris cycled / was cycling to school, he fell off his bike.

Listening

6 Listen and complete the sentences.

- 1 Jason gave his techno-bag to Emma.
- 2 He thinks his techno-bag is _____.
- 3 Emma left while he _____ the gadgets to her.
- 4 Someone _____ Emma's bag.
- 5 The _____ are at the UltraScience Centre.

Writing

7 What happened in the story? Write a short paragraph.

Cosmic Blog



Do you like reading true stories? Check this out!

Jason's Blog

1 Listen and read the newspaper article. Did the boys hurt themselves?

Teenage boys in rescue drama

A helicopter yesterday rescued two teenage boys, Todd James and Zak Edson, from the stormy sea off Hightown Beach.

When he was younger, Todd used to go sailing every weekend with his father, and his friend Zak taught himself to sail when he was ten. Yesterday afternoon, they took Zak's boat out to sea at lunchtime. For an hour everything was fine. Then the wind started getting stronger and the boys decided to go back. Suddenly, a terrible storm hit them. They didn't have life jackets and they realised they were in danger. Todd phoned for help, but as he was speaking to the Emergency Services operator, a giant wave crashed over them. It washed the boys into the stormy sea.

Luckily, there was a rescue helicopter nearby. The pilot saw the two boys, who were trying to swim to the beach. The helicopter flew over them and paramedics lifted them out of the sea and into the helicopter. Then they flew straight to Hightown Hospital. Doctors decided to



keep the boys in hospital overnight. The boys hurt themselves when they fell into the sea, but they didn't have any serious injuries. They told newspaper and television reporters, "The accident was our fault. We didn't use to think about safety before, but we were wrong. Safety must always come first."

Search the text

2 Match the questions and answers.

- | | |
|---|------------------|
| 1 Who is the owner of the boat? | a the pilot |
| 2 Who tried to phone from the boat? | b Zak |
| 3 Who answered the phone? | c Todd |
| 4 Who first saw the boys from the helicopter? | d the paramedics |
| 5 Who lifted the boys out of the sea? | e the operator |

3 Circle the correct answer.

- Everything was quiet. Luckily / Suddenly she heard a loud noise.
- Please help me! I'm *in* / *on* danger!
- The boys surfed the big *waves* / *storms*.
- The waves were *crashing* / *lifting* against the wall.
- The giant waves *cleaned* / *washed* the umbrellas into the sea.
- You lost the keys! It's your *fault* / *wrong*!

Cosmic words

Emergencies

4 Match the pictures to these words.

accident ambulance emergency services
injuries rescue 1 safety



Cosmic grammar

used to

Form

- used to + bare infinitive

Todd used to go sailing every weekend.
We didn't use to think about safety.
Did you use to ride a bicycle?

Use

- for things that were true in the past, but are not true now

Mary used to play with Barbie dolls but she doesn't now.

See **Grammar File**, page 101

5 Complete the text. Use the correct form of *used to*.

Andy ¹ *didn't use to be* (not be) careful. He ² _____ (ride) his bicycle without a helmet, he ³ _____ (go) very fast and he ⁴ _____ (not lock) his bike. And ⁵ _____ (he / ride) his bike in the rain? Yes! All the time! And at night he ⁶ _____ (not have) lights. What happened? He had an accident in the dark and the rain and now he knows that safety must always come first!

Cosmic grammar

Reflexive pronouns

Personal pronoun	Object pronoun	Reflexive pronoun
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

We use reflexive pronouns when the subject and object of the verb are the same.
Zak taught himself to sail.
See **Grammar file**, page 101

6 Circle the correct answer.

- Jack cut *he / himself* with a knife.
- Look at *me / myself*! I'm sailing a boat!
- We taught *us / ourselves* Japanese from a CD.
- I always look at *me / myself* in the mirror before I go out.
- The girls enjoyed *them / themselves* at the party.
- That plate is hot! Don't burn *you / yourself*!
- That medicine is dangerous. Put *it / itself* back!

Listening

7 Listen to Zak Edson thanking people after his rescue. Match the names to the jobs.

- | | |
|----------|--------------------------|
| 1 Grant | a the doctor |
| 2 David | b the nurse |
| 3 James | c the telephone operator |
| 4 Angela | d the paramedic |
| 5 Nigel | e the pilot |

Speaking

8 List five things you *used to do*, but don't do now. Then ask and answer with a partner.

Did you use to watch a lot of TV?

No, I didn't. I didn't use to watch a lot of TV.



Emma's Blog

What do you know about natural disasters? Read on to find out more.

- 1 Listen and read the article and the blog post. Which two islands are mentioned?

Natural disasters: Krakatoa

On the morning of 26th August, 1883, a young woman was walking to the shops in Perth, Australia. She heard a low noise like **thunder**. She asked other people in the street about it. No-one knew what the sound was.

It was the sound of a huge volcanic eruption 3,000 kilometres away in the Indian Ocean. The island of Krakatoa was exploding. The explosion caused tsunamis in India, Malaysia and Africa. For years afterwards, the **ash** in the air created amazing sunsets all over the world. It was the biggest natural disaster in human history.

We can **predict** some types of natural disasters, such as hurricanes, famine and drought. But we cannot predict other types, such as earthquakes. Although some people believe that animals can predict earthquakes, not all scientists agree with this idea.



Cosmic Blog

Hi everybody! My name is Gerasimos. The website about natural **disasters** and Krakatoa is amazing! In my country we don't have volcanoes, but we do have earthquakes. I would like to tell you something about an earthquake which happened here.

I live in Greece, on the island of Cephalonia. In 1953 four terrible **tremors** hit the island. My grandparents ran out of their house after

the first earthquake and soon they and their six children were safe. But not everyone was so lucky. Sadly, 600 people died and the earthquake **destroyed** nearly all the houses. There was nothing left on the island. After the earthquake 100,000 people left Cephalonia to live somewhere new. Cephalonia continues to have earthquakes, but none have been as terrible as the disaster of 1953.

Search the texts

- 2 Match the numbers to the descriptions.

- | | |
|-----------|-------------------------------------|
| 1 6 | a kilometres from Krakatoa to Perth |
| 2 100,000 | b earthquake in Cephalonia |
| 3 600 | c explosion in Krakatoa |
| 4 3,000 | d people who left Cephalonia |
| 5 1953 | e number of grandparents' children |
| 6 1883 | f people killed in earthquake |

- 3 Complete the sentences with the words highlighted in the texts.

- Scientists **predict** that the volcano will erupt.
- The earthquake **destroyed** the house.
- The plane didn't fly because of **ash** from the volcano.
- Can you hear **thunder**? A storm is coming.
- They felt some **tremors** and ran outside.
- Natural **disasters** kill thousands of people every year.



Cosmic words

Natural disasters

4 Match the pictures to these words.

drought earthquake epidemic eruption
famine flood hurricane tsunami



Cosmic grammar

Indefinite pronouns

some-

- someone, something, somewhere

*They left Cephalonia to live **somewhere** new.*

no-

- no-one, nothing, nowhere

*There was **nothing** left on the island.*

any-

- anyone, anything, anywhere

*They have all left. There isn't **anyone** here.*

every-

- everyone, everything, everywhere

*But not **everyone** was so lucky.*

See Grammar File, page 101

5 Complete the dialogue with words from the grammar box.

- Liz: I can't find my handbag ¹ *anywhere*.
- Dan: Where did you look?
- Liz: In the kitchen, in the bedroom – ² _____!
- Dan: Well, it must be ³ _____ in the house.
- Liz: Maybe ⁴ _____ took it.
- Dan: Have you asked ⁵ _____ else about it?
- Liz: Yes, I've asked ⁶ _____ in the family, but ⁷ _____ has seen it.
- Dan: Is that your bag in the garden?
- Liz: Yes, it is! Thanks!

Writing world

Describing a natural disaster



Connecting words

Look at Gerasimos' blog post on page 14 and underline the connecting words *and* and *but*.

6 Complete the sentences about a natural disaster which took place in your country.

Introduction	In my country we don't have volcanoes, but we do have _____ (kind of natural disaster).
Place	I live in _____ (country / town / village / area).
Date	In _____ (date) _____ (brief description of natural disaster).
Personal experience	_____ (what happened to you / your family / your friends).
Sad results	But not everyone was so lucky. Sadly, _____ people died and the _____ (natural disaster) destroyed _____ (houses / forests / other).
Afterwards	After the _____ (natural disaster) _____.

7 Complete the headings. Write *fire*, *flood* or *storm*. Then add one word or phrase of your own for each natural disaster.

_____	_____	_____
rain	strong winds	flames and
floodwater	and rain	sparks
sandbags	thunder and	strong wind
_____	lightning	fire planes
_____	snow	_____
_____	_____	_____

8 Write a description of a natural disaster which took place in your country. Use the blog post and your notes to help you. Don't forget to use *and* and *but*.

Cosmic words

Natural disasters

4 Match the pictures to these words.

drought earthquake 1 epidemic eruption
famine flood hurricane tsunami



Cosmic grammar

Indefinite pronouns

<p>some-</p> <ul style="list-style-type: none"> someone, something, somewhere <p><i>They left Cephalonia to live somewhere new.</i></p>
<p>no-</p> <ul style="list-style-type: none"> no-one, nothing, nowhere <p><i>There was nothing left on the island.</i></p>
<p>any-</p> <ul style="list-style-type: none"> anyone, anything, anywhere <p><i>They have all left. There isn't anyone here.</i></p>
<p>every-</p> <ul style="list-style-type: none"> everyone, everything, everywhere <p><i>But not everyone was so lucky.</i></p>
<p>See Grammar File, page 101</p>

5 Complete the dialogue with words from the grammar box.

Liz: I can't find my handbag ¹ *anywhere* .
 Dan: Where did you look?
 Liz: In the kitchen, in the bedroom – ² _____ !
 Dan: Well, it must be ³ _____ in the house.
 Liz: Maybe ⁴ _____ took it.
 Dan: Have you asked ⁵ _____ else about it?
 Liz: Yes, I've asked ⁶ _____ in the family, but
 ⁷ _____ has seen it.
 Dan: Is that your bag in the garden?
 Liz: Yes, it is! Thanks!

Writing world

Describing a natural disaster

Connecting words

Look at Gerasimos' blog post on page 14 and underline the connecting words *and* and *but*.

6 Complete the sentences about a natural disaster which took place in your country.

Introduction	In my country we don't have volcanoes, but we do have _____ (kind of natural disaster).
Place	I live in _____ (country / town / village / area).
Date	In _____ (date) _____ (brief description of natural disaster).
Personal experience	_____ (what happened to you / your family / your friends).
Sad results	But not everyone was so lucky. Sadly, _____ people died and the _____ (natural disaster) destroyed _____ (houses / forests / other).
Afterwards	After the _____ (natural disaster) _____.

7 Complete the headings. Write *fire*, *flood* or *storm*. Then add one word or phrase of your own for each natural disaster.

_____	_____	_____
rain	strong winds	flames and
floodwater	and rain	sparks
sandbags	thunder and	strong wind
_____	lightning	fire planes
_____	snow	_____

8 Write a description of a natural disaster which took place in your country. Use the blog post and your notes to help you. Don't forget to use *and* and *but*.

Reading

1 Look at the picture and find these things.

- a lifeboat
- the deck
- the captain
- two passengers

2 Now listen and read the story. Did Captain Smithers reach a safe place?

Charlie's puzzle Blog



Hi there!
I like doing puzzles.
I hope you like doing puzzles too. That's what my blog is all about!
This puzzle is *The Mystery of Captain John Smithers*.

On a beautiful morning in 1883, Captain John Smithers was standing on the deck of his ship. He was looking at the island of Krakatoa when a tsunami hit the ship. The huge wave crashed into them. It was an emergency! The boat was sinking.

There were fifteen people on the boat. First Captain Smithers helped his passengers into the lifeboat. Then he threw boxes with food and water into the lifeboat. While he was lifting the boxes he hurt himself. His leg was broken and he couldn't walk. He couldn't get into the lifeboat and the ship was sinking fast. The sea was pulling him down ... down ...

The next thing he remembered, he was holding on to a piece of wood - a door from the boat. He looked around him. The sea was empty. He couldn't see the ship anywhere. He lay on the door and didn't move. His wooden 'boat' was taking him to an unknown place. He slept again. When he woke, the door was still moving, and in the distance, he saw a small island ...



3 Find the answers to these questions. Underline the part of the text where you found the answers.

- 1 Why did the ship sink?
- 2 How many people were on the ship?
- 3 How did Captain Smithers hurt himself?
- 4 Why did the Captain not drown?
- 5 What do you think will happen next?

4 Complete the diary entry.

This is the diary of Captain John Smithers. I reached this island two days ago. I couldn't see ¹ _____ body. There wasn't ² any _____ to eat. I looked ³ _____ where for signs of life. I couldn't find ⁴ any _____ to sleep. There was ⁵ no _____ on the island. I think ⁶ _____ body on the ship drowned.

Listening

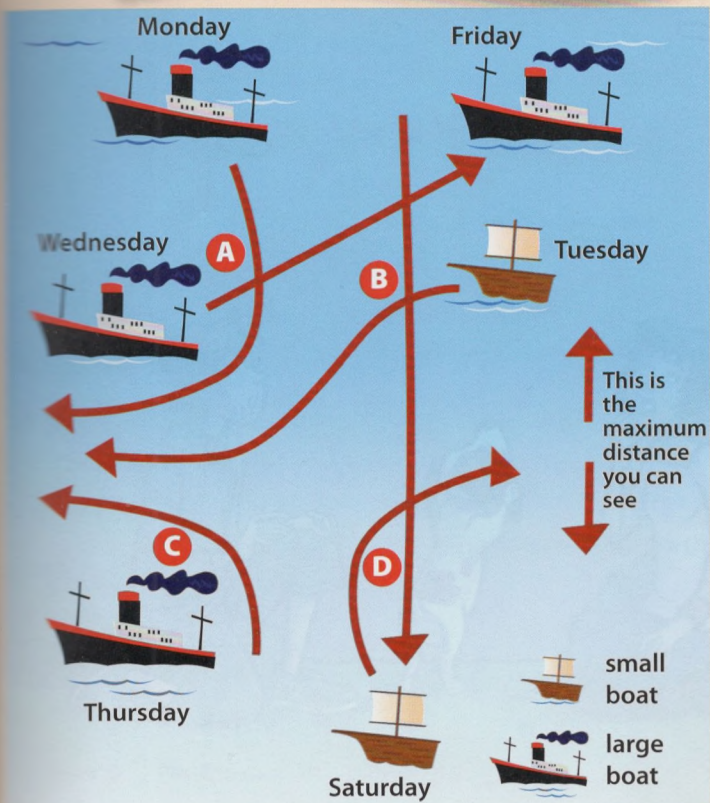
7 Listen and complete the advertisement.

5 Listen to the next part of the story. Choose the correct pictures.



6 Read the next part of the Captain's letter. Which island is he on A, B, C or D?

The day after I arrived at the island, I saw a large boat. The next day, I saw a small boat. Then I didn't see any boats for a long time. They don't stop and they can't see me.



Please help!

Captain John Smithers is on an island in the Indian Ocean.

We want to organize an expedition
1 _____ him.

He is a good, 2 _____ man.

He needs our help.

You can help by:

§ giving 3 _____.

§ giving 4 _____ and equipment.

§ sailing with us to the Indian Ocean.

Captain John's two 5 _____ are waiting for his return. Captain John's 6 _____ will go with us to look for him.

8 Read the letter. Who wrote it?

It was a long journey to the Indian Ocean. It took us even longer to find the island, but we found it in the end. And there, on the island, was my dear husband. I was so happy to see him again after all these years, but he looked so different. He was not the same person. He didn't want to go back to England. He talked about how beautiful the island was ... and suddenly I wanted to stay. So I sent a letter to my two dear daughters, and they came on the next ship to join us. Now we all live together in this island paradise, and we are truly happy.

Speaking

9 Close your books. Take turns to retell the story in pairs. Say one or two sentences each.

Captain John Smithers was sailing near Krakatoa in 1883.

There was a huge eruption. The island of Krakatoa exploded.

Writing

10 Imagine you are visiting Captain Smithers and his family. Write a letter to a friend.

- explain where you are and describe the island
- explain how Captain Smithers got there
- describe how Mrs Smithers found him



1 Listen and read the story. What do the thieves find in the notebook?

Emma: Wow! This is the UltraScience Centre. It's so cool!

Jason: Lots of scientists work here. They invent brilliant things like robots. Right now **they**'re working on a rocket. Soon people will be travelling on the rocket to the moon and the planets.

Charlie: Perhaps the thieves want to steal the rocket.

Emma: But two people can't steal a rocket.

Jason: No, that's true. **It**'s very strange.

Emma: Hey! Look! The men who took my bag!

Charlie: The tall one is looking at the notebook.

Emma: What's going on?

Jason: I want to get closer. Then I can use my special microphone to hear them. I'll climb onto the wall.

Charlie: OK. I'll give you a hand.

Emma: Can you hear them, Jason?

Jason: Yes, I think so.

Big Bob: *OK, I'll try this code number. No, it doesn't work.*

Little Len: *Are there any other code numbers in the notebook?*

Big Bob: *No, there aren't.*

Little Len: *Will Sabrina be angry?*

Big Bob: *Yes, she will. But it's not our fault. Come on. Let's go and tell **her**.*

Little Len: *Will she be waiting for us?*

Big Bob: *Yes, she will.*

Emma: Be careful, Jason! Don't make a noise. They'll hear you!

Jason: I'll be careful. I won't make any noise ... Aaaah!

Big Bob: Who's that?

Little Len: Some stupid kids. Hey, you!

Jason: Run, everyone! Run, Rex!

Little Len: Who was it?

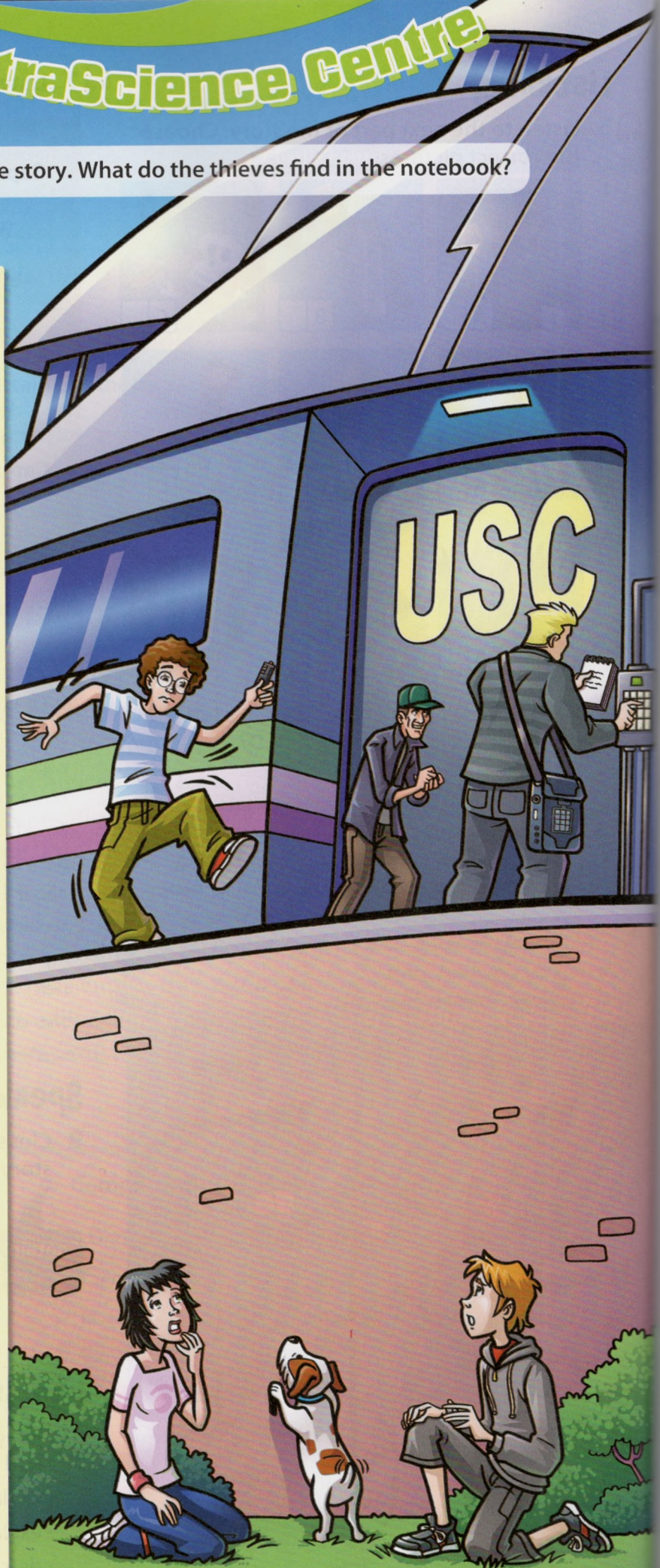
Big Bob: I think it was that girl – you know, we stole her bag.

Little Len: But how did they find us?

Big Bob: I don't know. Anyway, it doesn't matter. **They** aren't here now.

Little Len: What about the bag?

Big Bob: Leave **it**. But take the notebook. Sabrina wants it so there must be some important information in it.



Search the story

2 What do the highlighted words refer to?

- | | |
|--------------------------------|-------------------|
| 1 they're working on a rocket. | a the bag |
| 2 It's very strange. | b the Cosmic kids |
| 3 Let's go and tell her. | c Sabrina |
| 4 They aren't here now. | d the scientists |
| 5 Leave it. | e the situation |

3 Match the phrases from the story to their meanings.

- | | |
|-------------------------|-----------------------|
| 1 It's so cool. | a What's happening? |
| 2 That's true. | b I'll help you. |
| 3 What's going on? | c Be quiet. |
| 4 I'll give you a hand. | d It isn't important. |
| 5 Don't make a noise. | e You are right. |
| 6 It doesn't matter. | f It's amazing. |

Cosmic words

Space

4 Complete Emma's Science project with these words.

galaxy orbit planets rocket satellites
~~solar system~~ Space Station spaceship

Space

At the centre of the ¹ **solar system** is the Sun. The ² _____ go round the Sun. The Sun is a star, and there are millions of stars in the ³ _____. There are lots of ⁴ _____ going round the Earth in ⁵ _____. The International ⁶ _____ also goes round the Earth. We sent a ⁷ _____ to the moon in 1968. Perhaps in the future we will travel on a ⁸ _____ to other planets.

Listening

5 Listen to the radio programme and complete the notes.

- The biggest planet in our solar system is *Jupiter*.
- This planet is _____ times bigger than Earth.
- It has a colourful atmosphere because of the clouds and _____.
- It _____ around the Sun every 4,332 days.
- It has got more than _____ moons.
- It's not hot on this planet; it's _____.

Cosmic grammar

Future simple and future continuous

will

- for predictions about the future

They'll hear you.

I won't make any noise.

Will Sabrina be angry? Yes, she will.

- for sudden decisions

I'll climb onto the wall.

- for making offers

I'll give you a hand.

Future continuous

- for something in progress at a certain time in the future

They will be checking their email every five minutes tomorrow.

I won't be watching TV at six o'clock this evening.

Will she be waiting for us? / No, she won't.

Time phrases

- We can use these time phrases:

this evening, tomorrow, the day after tomorrow, next week, in 2050, by / until 2090.

See **Grammar File**, page 102

6 Complete the offers and sudden decisions. Use these verbs.

be give make ~~see~~ tell

- 'Bye, Helen.' 'Bye, I'll *see* you later!'
- 'I'm hungry.' 'I _____ you a sandwich.'
- 'I can't do this.' 'I _____ you a hand with it.'
- 'What's going on?' 'I _____ you about it later.'
- 'Don't make a noise!' 'OK, I _____ be quiet.'

7 Complete the sentences. Use the future continuous.

- The astronauts *will not be training* (not train) this evening.
- In 2080, we _____ (live) on another planet.
- _____ (they / test) the rocket this time next week?
- The scientists _____ (fix) the satellite tomorrow morning.
- The spaceship _____ (not take off) next week.



Jason's Blog

Does your town celebrate any special events? Read about the Reddington Festival.

1 Listen and read Rebecca's email. Which events from the email can you see in the photos?



'Let's Celebrate!'

New Reply

Hi Kerry,

Next week is the 250th anniversary of our town and we're celebrating with a week of events and shows. I'm helping out at some of the events, so I'll have a lot of work to do!

On Monday, I'm going to a pop concert in the park. *Dream Runner* are playing, and I love them! Then on Tuesday, I'm supporting our local team at a football match. We're playing against Bolton United and they're really good. I don't think we'll win, but it will be a lot of fun. I'm going to walk into town this afternoon to buy a team shirt! On Wednesday, I'm doing a charity run for Famine Aid – it's ten miles and it will take about two hours.

On Thursday, I'm helping out at the *250 Years of Reddington* exhibition at the Arts Centre. I'm not sure what I'll be doing, probably just answering people's questions. I'm going to look for information about the history of the town on the Internet tonight. The next day, we're taking a picnic to Reddington Hill to watch the fireworks display in the evening. I'm really looking forward to that. It will be cold though, so I'm going to wrap up warm! Saturday is the last day of the festival and I'm watching the parade with my friends. We're not walking in the parade because it's only for very little children. Then in the evening we're going to a party in the town square.

I'm not going to write to you next week as I won't have time, but I'll try and phone you at the weekend.

See you soon,
Love, Rebecca

Search the text

2 Write the answers.

- 1 What are they celebrating?
250th anniversary of town
- 2 When is the concert?
- 3 Does Rebecca believe her team will win?
- 4 How long will Rebecca be running?
- 5 What is she going to do at the exhibition?
- 6 What will Rebecca watch during the picnic?
- 7 Where is Rebecca going on Saturday evening?

3 Complete the sentences with these verbs.

~~celebrating~~, help looking playing
support wrap

- 1 My parents are *celebrating* their anniversary.
- 2 Can you _____ out at the school concert?
- 3 Which team do you _____?
- 4 We're _____ against *Norwood United*.
- 5 I'm really _____ forward to my birthday.
- 6 It's cold outside, so _____ up warm.

Cosmic words

Special occasions

4 Match the pictures to these words.

anniversary charity run concert
exhibition 1 fireworks display parade



Cosmic grammar

Present continuous for future

- for arrangements in the future
I'm helping out at the exhibition next week.
We're not walking in the parade on Saturday.
Are they celebrating the town's anniversary?

See Grammar File, page 102

5 Read about Matt's plans and complete the sentences.

Tuesday:	collect the tickets for concert
Wednesday:	do charity run with Lily
Friday:	watch fireworks display
Saturday:	celebrate Mum and Dad's anniversary (big party!)
Sunday:	play match against Radnor Rovers

- 1 Tomorrow I *am collecting* the tickets for the concert.
- 2 On Wednesday, I _____ with Lily.
- 3 On Friday, Jack and I _____ display.
- 4 On Saturday, we _____ anniversary.
- 5 On Sunday, we _____ the Radnor Rovers.

Speaking

6 Ask and answer with a partner about your plans.

- this evening
- this weekend
- in the summer
- next week

What are you doing this evening?

I'm studying for my Maths exam.

Cosmic grammar

going to

- for plans and intentions in the future
I'm going to walk into town this afternoon.
I'm not going to write next week.
Are you going to come to my party next week?

See Grammar File, page 102

7 Use one word to complete each sentence.

- 1 Are you *going* to walk in the parade?
- 2 How _____ your brother going to celebrate his birthday?
- 3 _____ we going to help out with the children's art exhibition?
- 4 I'm going _____ wrap up warm for the parade.
- 5 We're _____ going to have time to finish our project.

Listening



8 Listen to the conversation. Circle the correct answer.

- 1 Philip is practising football / basketball on Monday.
- 2 He is *training* / *going to train* really hard.
- 3 His sister is playing in a *party* / *concert*.
- 4 On Friday there will be a party for his *uncle* / *grandmother*.
- 5 Philip thinks his team *is* / *isn't* going to win the match.

Writing

9 Write a paragraph about your plans for next week. Use *going to* or the present continuous.

on Monday at ... o'clock next weekend
in the morning/afternoon/evening



Emma's Blog

I love reading about spooky things and places! What about you?

- 1 Read the brochure about a tour of haunted places in London. In your opinion, which is the most frightening place?

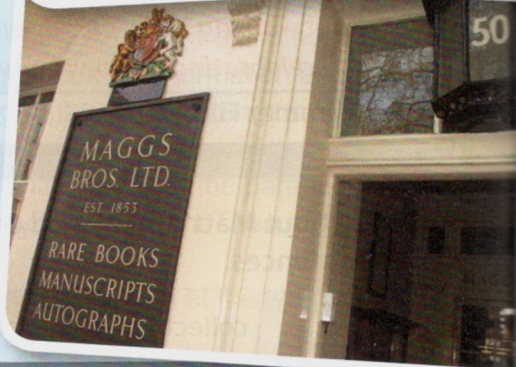
HAUNTED LONDON TOUR

Our tour begins tomorrow morning at the Tower of London or the 'Bloody Tower'. Here we learn about the ghosts of its most famous prisoners. In 1483, the two little princes, 12-year-old Edward and 9-year-old Richard, disappeared from the Tower. e We take a walk along the gallery where visitors have heard the horrible screams and shouts of Catherine Howard, the fifth wife of Henry VIII. and in 1999, during different tours, two visitors fainted on exactly the same spot.

Our guide tells us all about the many ghosts which haunt this theatre. The most famous of them all is the 'Man in Grey'. Actors, cleaners and members of the audience have all seen him. He often appears at one side of the theatre and disappears through a wall on the other. Nobody knows who he is (or was!), but in the 1870s, workmen found a hidden room behind the wall where the ghost always disappears.

At about 12.30 we walk along Piccadilly, cross over at the traffic lights and follow Berkeley Street until we reach the Square. At Number 50 we learn how people have seen strange lights and heard terrible voices coming from the house. One man wanted to show that ghosts don't exist and stayed the night at the house.

We leave at 9.30 tomorrow morning, so don't be late!



Search the text

- 2 Choose the sentence which best fits each gap. Then listen and check.
- He died of fright during the night.
 - Our next stop is the Theatre Royal in Drury Lane.
 - Visitors often feel 'strangely cold' in certain parts of the gallery,
 - Finally, our tour takes us to London's most haunted house, 50 Berkeley Square.
 - They were probably killed by their uncle, King Richard III. 1
 - Inside they found a man's skeleton.

- 3 Which word doesn't belong?

- | | | | | |
|---|-----------|-------------|---------|----------|
| 1 | haunted | hidden | ghostly | spooky |
| 2 | terrible | frightening | fainted | horrible |
| 3 | skeleton | tower | gallery | square |
| 4 | prisoner | prince | tour | guide |
| 5 | disappear | theatre | faint | kill |
| 6 | scream | voice | shout | exist |



Cosmic words

In town

4 Find these features on the map.

- | | | | |
|------------|--------------------------|-----------------------|--------------------------|
| square | <input type="checkbox"/> | car park | <input type="checkbox"/> |
| bridge | <input type="checkbox"/> | children's playground | <input type="checkbox"/> |
| avenue | <input type="checkbox"/> | shopping centre | <input type="checkbox"/> |
| crossroads | <input type="checkbox"/> | 1 traffic lights | <input type="checkbox"/> |



Speaking

5 Look at the map in Exercise 4. Choose a feature and describe it to your partner. Your partner must guess what it is.

It's a big building with lots of different shops in it.

It's the shopping centre!

Cosmic grammar

Present simple for future

- for something which is fixed in the future, for example a timetable, a tour or a programme of events

Our tour begins tomorrow morning at the Tower of London.

We leave at 9.30 tomorrow morning.

See Grammar File, page 102

6 Complete the sentences. Use the present simple.

A: ¹ Does the dance competition start (start) at three o'clock tomorrow?

B: No, it doesn't. It ² _____ at two o'clock.

A: What time ³ _____ the plane _____ (arrive)?

B: It ⁴ _____ at twelve o'clock.

A: Are you busy this evening? ⁵ _____ you _____ (have) any activities planned?

B: Yes, I ⁶ _____ a yoga class at seven o'clock.

Writing world

A guided tour

7 Visitors on the *Haunted London Tour* go to three different places. Choose three places of interest in your town, village or area.

1 _____ 2 _____ 3 _____

8 Make notes. You could include dates, interesting information and stories about the place as well as your own ideas.

Place 1 – _____

Place 2 – _____

Place 3 – _____

9 Complete the phrases from the *Haunted London Tour* brochure on page 22.

Finally, our tour ¹ _____ us to, ...

Our tour ² _____ tomorrow morning at 9.30

Here we ³ _____ about ...

Our ⁴ _____ stop is ...

Our guide ⁵ _____ us all about ...

10 Now match the phrases in Exercise 9 with the paragraphs.

Paragraph 1 – _____

Paragraph 2 – _____

Paragraph 3 – _____

11 Write the text for a tour of your town or area. Use the text on page 22 and your notes to help you.

Now go to page 92 and do Project 1

Vocabulary

1 Match the two sentences.

- | | |
|----------------------------------|--------------------------|
| 1 I dropped the plates. | a He lifted a car! |
| 2 That boy pushed me. | b It went over the wall. |
| 3 He threw the ball. | c I picked them up. |
| 4 Gran's keys were on the floor. | d She pulled my hair! |
| 5 That girl is horrible! | e I fell down. |
| 6 We saw a giant at the circus. | f They broke. |

2 Complete the text with these words and phrases.

~~accident~~ ambulance emergency services injuries rescue safety

My brother, Andy, had an ¹ *accident* yesterday. His cat climbed up a tree and couldn't get down, so Andy climbed up to ² _____ it. Suddenly, Andy fell out of the tree! Mum ran to the phone and called the ³ _____. Five minutes later the ⁴ _____ arrived with its blue light flashing. It was very exciting! The paramedics looked at Andy, but they said his ⁵ _____ weren't serious. They said to Andy, 'Take care of your cat, but always think about ⁶ _____ first. And what about the cat? It jumped down from the tree and walked into the house!

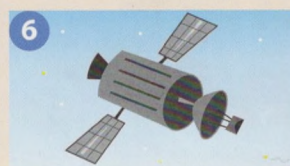
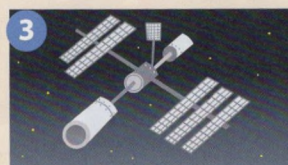
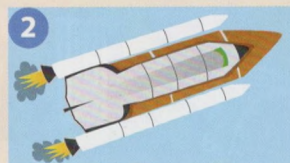
3 Match the words to the situations.

drought earthquake epidemic ~~eruption~~ famine flood hurricane tsunami

- Fire is coming out of the volcano! *eruption*
- It is a long time since it rained.
- People are dying because there isn't enough food.
- There's water everywhere!
- Look! A huge wave!
- Everything is moving! The books are falling down!
- The wind is very strong. It's dangerous.
- Everyone in the town has the same illness.

4 Match the pictures to these words.

orbit rocket satellite solar system 1
Space Station spaceship



5 Complete the words for events.

- We did a *charity run* and collected £1,000 for *Save the Animals*.
- In the evening there was an amazing f ___ w _
___ i s ____.
- We celebrated my parents' fifteenth wedding
_ n n _ v _ _ _ _ r _.
- I walked in the p ___ d _ wearing my pirate costume.
- We visited an _ x h ___ t ___ n of paintings.
- My sister is singing in the school c ___ c ___ on Saturday.

6 Circle the correct answer.

- I buy all my Christmas presents at the *car* / shopping centre.
- There's a *crossroads* / *bridge* over the river.
- You must stop if the traffic *lights* / *squares* are red.
- Let's take my little brother to the children's *playground* / *avenue*.
- We'll leave the car in the *bridge* / *car park* and walk into town.
- I often play football with my friends in the town *bridge* / *square*.

Grammar



1 Complete the text. Use the past simple or the past continuous.

Yesterday in our Science class we ¹ *made* (make) a salt volcano. It was part of our project because this month we ² _____ (learn) about volcanoes. First we ³ _____ (take) a glass and ⁴ _____ (pour) some water into it. Then we ⁵ _____ (put) some vegetable oil into the glass. While we ⁶ _____ (wait) for the oil and water to settle, we ⁷ _____ (add) a drop of red food colouring. The oil ⁸ _____ (turn) red! Finally, we shook some salt into the glass. We ⁹ _____ (watch) the glass when it started to bubble and boil! We ¹⁰ _____ (create) a mini volcanic eruption!

2 Read the notes and write sentences about Bob's life last year and now. Use the present simple or the correct form of *used to*.

Last year

work - office

clothes - suit and tie

Now

work - lifeguard at the beach

clothes - shorts and T-shirt

1 not go / to the beach / every day
Bob didn't use to go to the beach every day.

2 work / in an office

3 not be happy / in the office

4 not wear / a suit / now

5 wear / shorts and a T-shirt

6 love / his new job

3 Complete the text with these words.

everyone everywhere herself himself
myself nobody ~~ourselves~~

I went into town with my friend Jack and his parents. We really enjoyed ¹ *ourselves*. Jack bought ² _____ a pair of trainers and I bought ³ _____ a CD. Jack's mother wanted to buy some special cheese to make a Greek salad. We looked ⁴ _____ in town but we couldn't find any. We asked ⁵ _____ in the market, but ⁶ _____ sold it. Then we went to a café and Jack and I had ice cream. His mum had a coffee but it was very hot and she burnt ⁷ _____. We came home at five o'clock.

4 Complete the sentences. Use the future simple or future continuous.

- I'm hungry. I think I *will have* (have) a sandwich.
- The party is a secret, so we _____ (not tell) anyone.
- His plane leaves at three. At half past three he _____ (fly) to Greece.
- _____ (you / sleep) when I get home?
- At midnight tonight they _____ (camp) on the beach.
- You've got a lot of work. I _____ (help) you.

5 The words in bold are wrong. Put them in the correct sentences.

- I **are** going to see Jack tomorrow. *am*
- Jack is going to **flying** to Greece on Friday.

- He is **flies** from Gatwick airport. _____
- The plane **fly** on Monday, Wednesday and Friday. _____
- The bus from the airport to the hotel **taking** three hours. _____
- His friends **am** going to meet him at the airport.

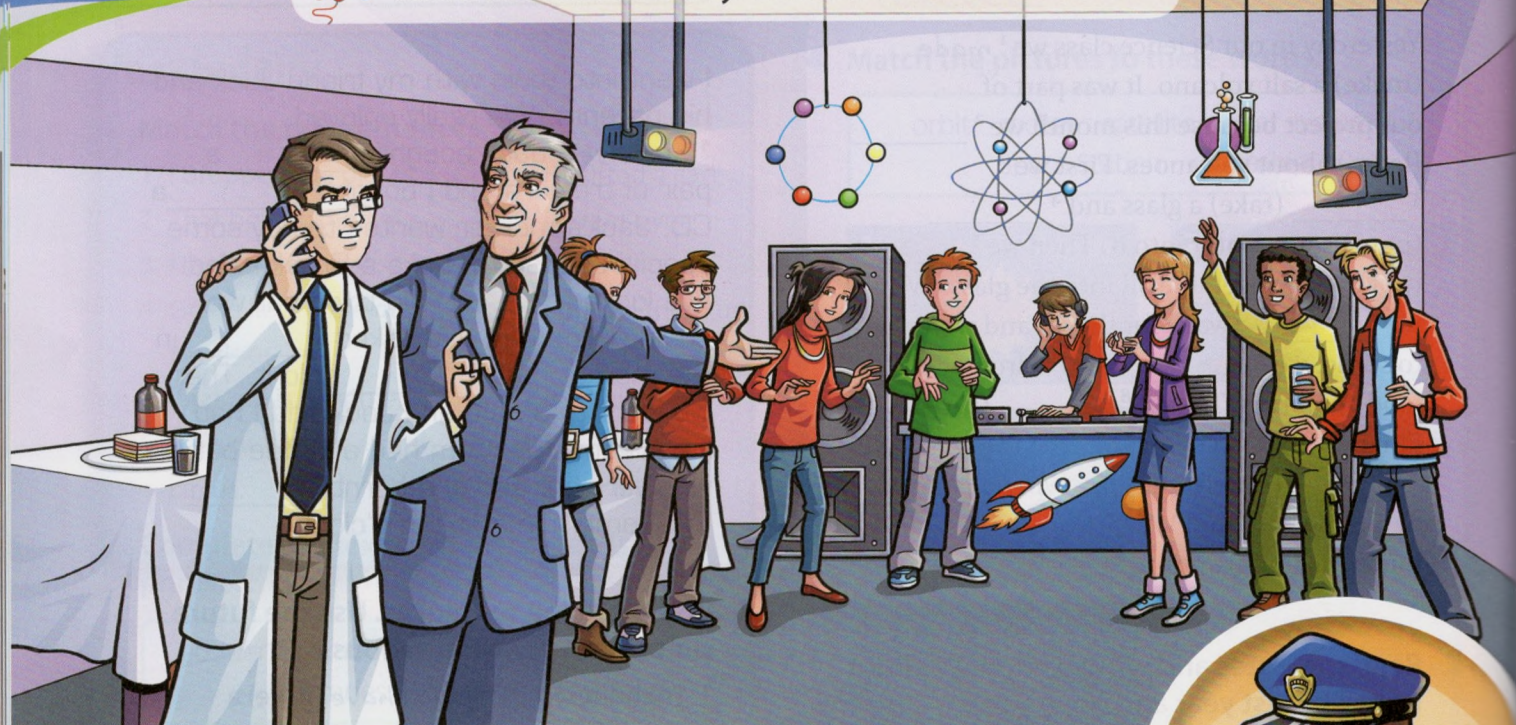
- He is going to **takes** his camera on holiday.

- He is **take** a lot of books to read. _____

Sing the song on page 97. 🎵 🎶



1 Listen and read the story. Where is Professor Maximus?



Professor: Is that Police Constable Jenks? It's about my ...

PC Jenks: I'm sorry, Sir. I've already told you, we can't help you to find a lost notebook.

Professor: But ...

PC Jenks: I'm sorry, Sir. Goodbye.

PC Davis: Who was that?

PC Jenks: A mad professor from the UltraScience Centre.

PC Davis: They're all crazy there.

PC Jenks: He's phoned three times. He phoned at six o'clock. He phoned at half past six and he phoned again five minutes ago. He's driving me mad!

PC Davis: What's his problem?

PC Jenks: He's lost his notebook!

PC Davis: What? You're kidding!

PC Jenks: Yes, he's lost his notebook and he wants us to find it!

PC Davis: I don't believe it!

Headmaster: Professor Maximus, the students have prepared a party for you!

Professor: But I'm in a hurry. I have to go!

Headmaster: You can't go! They've got everything ready for you! They've put up the decorations ...

Professor: But ...

Headmaster: And they've made the snacks! They've set up the sound system.

Professor: But I really ...

Headmaster: Now come and enjoy yourself. We're going to have a great party!



Jason: I've found the bag!

Charlie: Good job! Show it to Rex.

Jason: Here, Rex! Smell the bag and follow the thieves! Come on, everybody!

Charlie: We should tell the Professor.

Emma: Yes, good idea. I'll give him a ring. Hello ... Professor Maximus ... We haven't found your notebook yet, but we're on the trail of the thieves. We need help, so come quickly!

Professor: I'm at a party and I can't get away! I've been here for ages!

Search the story

2 Match the two parts of the sentences.

- | | |
|-------------------------|--------------------------|
| 1 The Professor wants | a smell the thieves. |
| 2 He has phoned | b organised a party. |
| 3 PC Jenks doesn't want | c Professor to come. |
| 4 The students have | d to find his notebook. |
| 5 Rex the dog can | e PC Jenks three times. |
| 6 Emma asked the | f to help the Professor. |

3 Match the phrases from the story to their meanings.

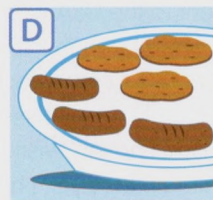
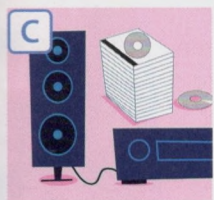
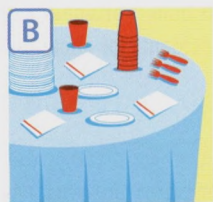
- | | |
|-------------------------|-------------------------|
| 1 He's driving me mad! | a I don't believe you. |
| 2 You're kidding! | b Well done! |
| 3 I'm in a hurry. | c I'll phone him. |
| 4 Good job! | d He's making me angry. |
| 5 I'll give him a ring. | e I can't leave. |
| 6 I can't get away. | f I have to go quickly. |

Cosmic words

Party time

4 Match the pictures to these phrases.

book a clown lay the table make the snacks
put up the decorations send the invitations A
set up the sound system



Listening

5 Listen and match the conversations to the phrases in Exercise 4.

- | | |
|---------------------------|---------|
| 1 set up the sound system | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Cosmic grammar

Present perfect simple and past simple

Present perfect simple

- for something which happened in the past, but we don't know exactly when
He has phoned three times. (PC Jenks doesn't say when.)
- for something which happened in the past but which is connected to the present
He's lost his notebook and he wants us to find it. (= The notebook is still lost now.)
- There are two ways of using *go* with the present perfect.
He's been to China. (= He went to China and came back.)
He's gone to China. (= He went to China and is still there.)

Past simple

- for when we know exactly when something happened
He phoned at six o'clock. (PC Jenks gives a time.)

See **Grammar File**, page 102

6 Complete the sentences. Use the present perfect simple or the past simple.

- 1 I *have finished* (finish) my painting. Do you want to see it?
- 2 '_____ (you / see) the new Harry Potter film?'
'No, I haven't.'
- 3 We _____ (move) to this house in 2010.
- 4 Clara _____ (eat) five pieces of cake!
She'll be sick!
- 5 We _____ (go) to Greece three times.
- 6 Anna _____ (phone) me at five o'clock.
- 7 Where _____ (go) last weekend?

Speaking

7 You're organising a party. Which of the things in Exercise 4 have you done.

Have you put up the decorations?

No, I haven't. But I've sent the invitations. I sent them on Saturday.



Jason's Blog

Read about these students' real life experiences.

1 Read the article. Match the questions to the paragraphs. Then listen and check.

- Have you ever met a famous person?
- Have you ever been abroad?
- Have you ever been to a big match? 1
- Have you ever won a prize?
- Have you ever had an accident?

Have you ever ...?

Five readers tell us about their experiences.

1 _____

My dad supports Arsenal, so I go to lots of matches with him. I started going two years ago and I've already been to twelve matches! I've just been to a match, in fact. We were playing against Chelsea and we beat them 2-1. It was great!



Mike, London

3 _____

I've never won anything, but my brother has just won a school prize. He's very clever and he won it for his exam results. It was a book. That's perfect for him because he reads a lot. He always has his nose in a book!



Ryan, Leeds

2 _____

I haven't met anyone famous yet, but I really want to meet Pixie Lott. I think she's fantastic! My friend hasn't met any famous people, but she's seen two celebrities. She saw Dizzee Rascal at the shopping centre a year ago, and she caught sight of Sandra Bullock when she was in London.



Alice, Glasgow

4 _____

When I was younger, I used to have one accident after another! I broke my leg when I was seven and I broke my arm when I was nine. Fortunately, I haven't had any accidents for about four years.



Tyler, Cardiff

5 _____

I've never been abroad. My best friend went to the USA when she was ten. She's been there for three years now. She's come back here four times, but I haven't seen her since March. I haven't visited her in the United States yet. I hope I can go soon!



Maisie, Swindon

Search the text

2 Match the statements with the people – Mike, Alice, Ryan, Tyler or Maisie.

- This person wants to go to the USA. *Maisie*
- This person's team won a match recently.
- This person is from Swindon.
- This person wants to meet a celebrity.
- This person's brother won a school prize.
- This person broke his arm and his leg.

3 Circle the correct answer.

- Sarah won / beat Helen in the 100 metres race.
- He's really famous – he's a *celebration* / *celebrity*.
- Did you catch *sight* / *seeing* of the film star?
- I won the school music *prize* / *match* this year.
- She loves reading. She usually has her *ear* / *nose* in a book.
- We went *abroad* / *outside* for our holiday.

Cosmic words

Verb noun collocations

4 Complete the collocations. Use these verbs.

break do have lose ~~make~~
miss take win

- make**: a cake / a mistake / friends
- _____ : my homework / the dishes / an experiment
- _____ : a prize / a competition / a match
- _____ : a break / a shower / a chance
- _____ : your keys / your temper / your memory
- _____ : the bus / a lesson / your family
- _____ : your leg / a plate / a promise
- _____ : breakfast / an accident / a holiday

Cosmic grammar

Present perfect: time expressions

for, since, How long ...?

- **for** with periods of time: *for a year / two weeks / five minutes*

She's been there for three years.

- **since** with specific times in the past: *since 2004 / January / Tuesday*

I haven't seen her since March.

- **How long ...?** to ask about a period of time

How long have you known Dave?

just, already, yet

- **just** and **already** in affirmative sentences

He has just won a school prize.

I've already been to twelve matches.

- **yet** in questions and negative sentences to mean 'up till now'

Have you read that book yet?

I haven't met anyone famous yet.

ever, never

- **ever** in questions to mean 'at any time'

Have you ever been abroad?

- **never** in negative sentences to mean 'at no time'

I've never won a prize.

See **Grammar File**, page 103

5 Complete the sentences. Use **for** or **since**.

- Zoe has lived in this house **for** five years.
- I have been at this school _____ 2007.
- We have known them _____ three months.
- Carl hasn't been to the cinema _____ last year.
- Amy has had a pet cat _____ February.
- Daniel hasn't been to my house _____ two weeks.

6 Write sentences. Use the present perfect simple.

- Dad / do the dishes (just)
Dad has just done the dishes.
- I / break a promise (never)
- the children / do their homework (already)
- you / lose your keys? (ever)
- they / not make the cake (yet)
- you / know your best friend? (how long)
- our team / not win a match (yet)

Listening



7 Listen to Mary and complete the notes.

Mary's ¹ **parents** work in the film industry.

They started working in the film industry

² _____.

Mary has ³ _____ lots of British film stars.

Colin Firth came to Mary's ⁴ _____.

She hasn't met any American ⁵ _____.

She hopes she will meet Brad Pitt

⁶ _____.

Speaking

8 Ask and answer the questions from Exercise 1 on page 28 with a partner.

Have you ever met a famous person?

Writing

9 Answer one of the questions from Exercise 1. Write a short paragraph.



Learn the secrets of our planet in this fantastic TV series.

Emma's Blog

1 Listen and read the article and the review. What type of programme is it?

How Earth Made Us

Professor Iain Stewart is the man who makes Geology come alive. In his new television series he's been telling the story of the Earth. Thousands of viewers have been watching the series.

Each episode has a theme. Episode 1 was called *Deep Earth*. It looked at the way the inside of the Earth affects life on our planet. The next episode was *Water* – it was about how water has influenced human history. Then came *Wind* and *Fire*. The final episode, *Human Planet*, was about humans and how they have changed the Earth.

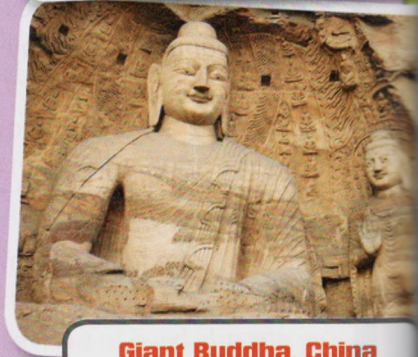
Iain has been to some fantastic places in this series. The most amazing was the Cave of the Crystals in Mexico. The part where he is walking in a forest of giant crystals is unforgettable. There are other beautiful locations in each episode like the Giant Buddha in China. It all adds up to a classic television documentary.



Cave of the Crystals, Mexico



Iguazu Falls, Brazil



Giant Buddha, China

How Earth made us – A Review

Recently I've been watching the series *How Earth made us*. It's about the way the Earth affects everything humans do. It's on BBC2 on Tuesday and there are five episodes. The presenter is Iain Stewart.

It's a really fantastic programme. You see amazing places like the Cave of the Crystals; you look at the inside of volcanoes and you sail over the huge Iguazu Falls in Brazil. Iain is very enthusiastic about all the places he visits.

I like this programme for three reasons. Firstly, you see amazing places and the quality of the filming is excellent. Secondly, you learn a lot. Iain Stewart is very good at explaining things. He makes difficult things easy. Thirdly, Iain Stewart loves Geology. He looks and sounds enthusiastic and he makes every episode a really enjoyable experience.

Search the texts

2 Complete the fact file about the programme.

Name of presenter:	Professor Iain Stewart
Name of series:	
Day:	
TV channel:	
Episode titles:	1: _____ 2: _____ 3: _____ 4: _____ 5: _____
Presenter's personality:	

3 Match the words from the texts to their meanings.

- | | | |
|-----------------|---|---------------------------|
| 1 viewer | f | a which you can't forget |
| 2 influenced | | b very nice |
| 3 unforgettable | | c place |
| 4 location | | d value |
| 5 quality | | e a person who watches TV |
| 6 enjoyable | | f changed |



Cosmic words

Feelings

- 4 Match the feelings to the situations.
- | | |
|----------------|--------------------------------------|
| 1 exhausted | a Her brother broke her iPod. |
| 2 worried | b She's happy about the school play. |
| 3 furious | c She wants to thank her friend. |
| 4 grateful | d She's been working all day. |
| 5 bored | e She helped her grandmother. |
| 6 naughty | f She can't find her dog. |
| 7 enthusiastic | g She has got nothing to do. |
| 8 kind | h She talked all the time in class. |

Cosmic grammar

Present perfect continuous

- We use the present perfect continuous for something which began in the past, but which is still happening or which stopped very recently.

I've been watching How Earth Made Us. (The TV series is still showing.)

They've been working on their Geology project. (They finished it yesterday.)

See **Grammar File**, page 103

- 5 Complete the sentences. Use the present perfect continuous.
- Patti *has been cooking* (cook) dinner for her family.
 - Sorry I'm late. _____ (you / wait) long?
 - It _____ (rain) all day and the girls are bored.
 - Mum _____ (not feel) very well recently.
 - The boys _____ (play) football. They're tired.
 - How long _____ (he / work) for this company?

Speaking

- 6 Prepare three questions. Ask and answer them with a partner. Use the present perfect continuous.

How long have you been learning English?

Writing world

A review



Connecting words

Look at the review on page 30 and underline the connecting words *firstly*, *secondly* and *thirdly*.

- 7 A review is an article giving your opinion about a book, play, film or TV programme. Tick the items you should include in a review of a TV programme or series.

- name of the programme
- where you were while you were watching it
- name of the director / presenter / actor
- other programmes which you like
- main ideas and topics
- channel and time
- if you liked it and why

- 8 Look at the review on page 30. Complete the paragraph plan with these notes.

with reasons and examples
channel, time and presenter
brief description

Title of the programme
Para 1 – introduction including _____
Para 2 – _____ of the programme
Para 3 – why you like it, _____

- 9 In the last paragraph of the review on page 30, which three words does the writer use to list her reasons for liking the programme?

1 _____ 2 _____ 3 _____

- 10 Decide which programme you want to write about and complete your paragraph plan.

Title:
Para 1:
Para 2:
Para 3:

- 11 Now write a review of a TV programme or series. Use the review on page 30 and your notes to help you.

Reading

- 1 Listen and read the story. How many tasks did Freddy have to complete?

My name is Freddy and I'm from a poor family in the country. I've had a wonderful life. I've been married to a beautiful princess for three years, and one day I will be King and she will be Queen. Before I married her I was a poor farmer and I spent all day working in the fields.

My father and brothers were farmers and when I was twelve I started working on the farm too. But at the age of eighteen I decided that I wanted something more from life.

I left the farm that year and travelled to the city. I worked very hard, firstly, in a baker's shop and



Charlie's puzzle Blog



Hi there!
This is my second puzzle. You'll have to be very clever to solve it - as clever as the farmer who became a prince!

then in a factory. One day while I was working, the Princess came to visit the factory. We caught sight of each other and immediately fell in love.

For two years we met in secret. Then we decided to get married and we went to talk to the King. He was furious at the idea of his daughter marrying a poor

farmer. The Princess asked him again and again and finally he said that he would give me seven tasks. If I completed all the tasks, I could marry the Princess.

I knew that the tasks would be difficult, but I didn't know just how difficult ...

Speaking

- 3 Ask and answer with a partner. Student A (newspaper reporter) is interviewing Student B (Freddy).

Reporter

- how does Freddy feel?
- easy tasks?
- difficult tasks?
- what is the seventh and final task?
- how does he feel about the final task?

Freddy

- feels exhausted
- easiest task - chess
- difficult - cake, decorations, fireworks display
- seventh task - will happen in the Black and White courtyard of the castle, name comes from black and white stones in the yard
- very worried

Listening

- 2 Listen and number the tasks in the correct order. How long did he have for each task?

Amazing decorations at the palace

The new chess champion

A banquet for 500 people

A giant cake for the Princess

 4 hours

Thousands of plates and glasses to wash

A fantastic fireworks display

Freddy, how do you feel about the tasks you have done?

Reading

- 4 Read about the final task. Match these people with the numbers on the plan.

Freddy's family lords and ladies
the King the King's brother the Princess
the Queen the king's assistant

When the Queen and I walked into the courtyard, most of the guests were already there – on the left were Freddy's family (the farmers), and on the right, the lords and ladies of the castle. The Queen was sitting on my left. The Princess was sitting next to the Queen. My brother was sitting next to me. I was between my brother and the Queen. Then the gate at the south end opened and Freddy walked in. He stood in front of me.

I stood up and I pointed to the black and white stones on the ground and I told him the task. 'I will take a black stone and a white stone,' I said, 'and I will put them in this bag.' I showed everyone the little black bag. 'Your task is to take one stone from the bag without looking. If it is a white stone, you may marry the Princess. If it is a black stone, you must leave the city and never return.'

I picked up two stones and very quickly I put them in the bag. Then I gave the bag to my assistant, who was sitting next to my brother. He took the bag to Freddy.

I was sure that I would win, because, secretly, I had put two black stones in the bag. But Freddy was too clever for me ...

Speaking

- 5 Work in pairs. Say what you think happened. Use these phrases: *perhaps he ...*, *I think he ...*, *It's possible that he ...*

Perhaps he picked a white stone from the ground.

Listening

- 6 Listen to what Freddy did. Did you work out the solution to the puzzle?

Writing

- 7 Write a newspaper report about the final task. Use the plan to help you.

Paragraph 1: details of the final task

Paragraph 2: what Freddy did

Paragraph 3: the king's reaction

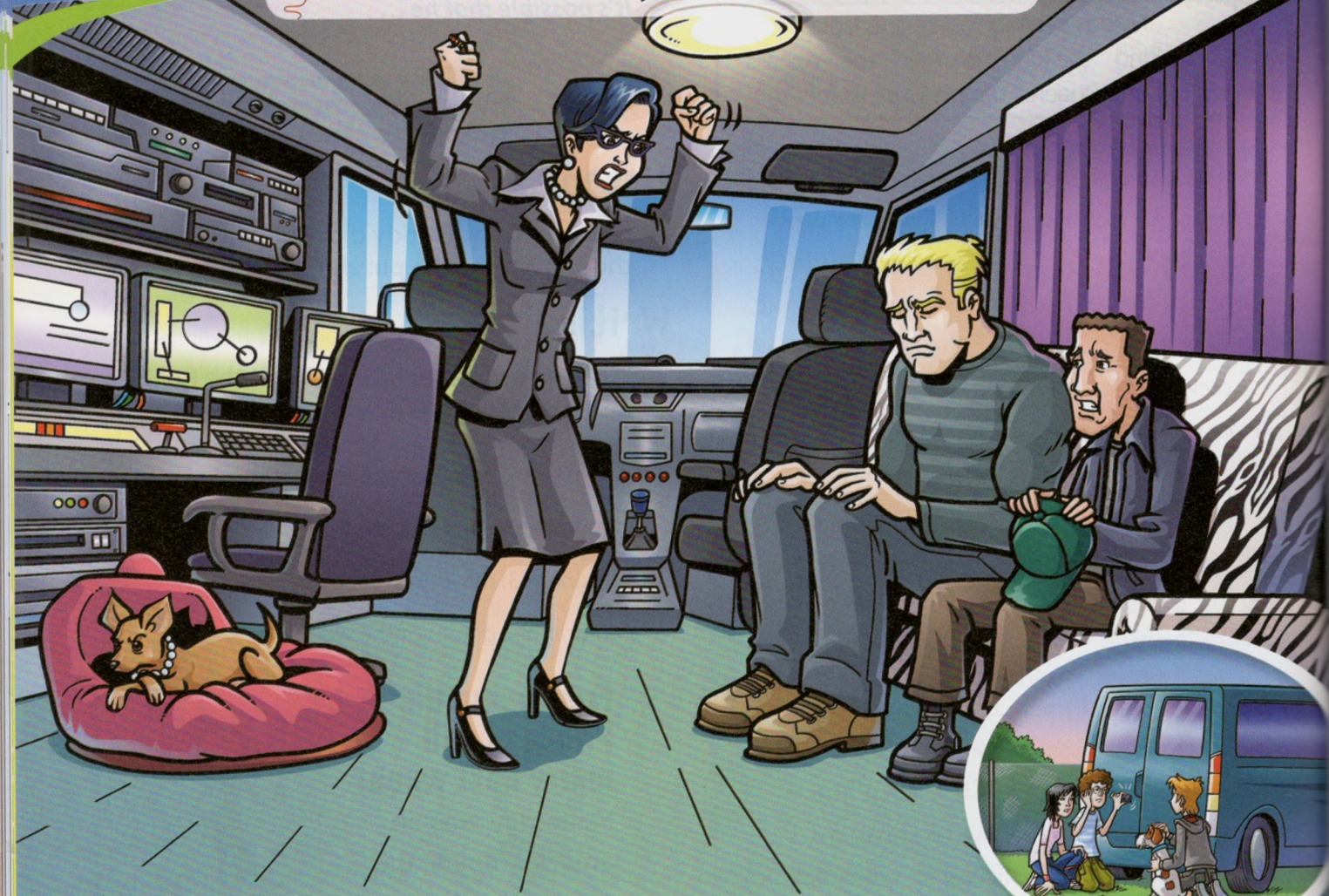
Paragraph 4: details of the wedding

Freddy and the Princess will marry next week!

Yesterday was an amazing day at the castle. The King ...



1 Listen and read the story. What can the thieves hear?



Jason: Look at that van! It's their **meeting place**.

Charlie: Well done, Rex!

Emma: Can you hear them on the microphone, Jason?

Jason: Yes, let's listen ...

Sabrina: *I'm furious with you two – you're so stupid! What happened?*

Little Len: *Professor Maximus put his notebook in a girl's bag. We stole the bag and we found the UltraScience **password** in the notebook.*

Big Bob: *But we couldn't get in. The password didn't work.*

Little Len: *Professor Maximus had changed it.*

Big Bob: *And there was a problem with the girl and her friends. They had followed us to the UltraScience Centre.*

Little Len: *They were **spying** on us.*

Sabrina: *How did they know you were at the UltraScience Centre?*

Little Len: *I've no idea. When we looked for them, they had gone.*

Emma: We were very lucky!

Charlie: Yes, we were!

Jason: Phew!

Sabrina: *We need a new plan. And we need it quickly!*

Big Bob: *But we can't get in without the password, Chief.*

Little Len: *It's impossible.*

Sabrina: *We just need to think of a different way of getting in. Not through the **entrance**, perhaps.*

Little Len: *You mean, we could ...*

Sabrina: *Be quiet, you idiot! I can hear **barking**. It's another dog and he's making Sweetie upset.*

Charlie: Be quiet, Rex!

Jason: Why is he barking?

Emma: Oh, look! It's Professor Maximus!

Professor: I tried to find you, but you had already left.

Emma: Sssh, Rex! Don't be horrible to the Professor and don't make so much noise. The thieves will hear us.

Jason: But we need to find out about the plan.

Charlie: We can't stay here. They'll find us. Come on!

Professor: Let's go back to my house!

Search the story

2 Write the answers. Who or what is it?

- Jason uses it to listen to the thieves.
microphone
- He changed the password.
- They tried to use the password.
- She's going to think of a new plan.
- He is making a lot of noise.

3 Match the words highlighted in the story to their meanings.

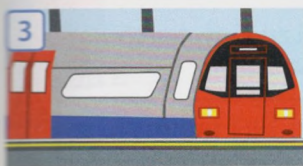
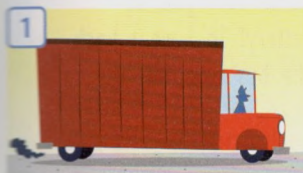
- the way into a building *entrance*
- where you meet people
- the noise a dog makes
- secretly watching somebody
- a secret code

Cosmic words

Transport

4 Match the pictures to these phrases.

by coach by ship by truck 1 by van
by underground on foot



Cosmic grammar

Past perfect simple

- for an action which happened **before** another action in the past

*When we looked for them, they **had gone**.*

*I tried to find you, but you **had already left**.*

See Grammar File, page 103

5 Match the two parts of the sentences.

- Emma wanted Rex to be quiet, *c*
- Emma was upset because
- Jason had put a transmitter in the bag,
- Sabrina was furious because
- The thieves had heard them, so
 - she had lost the Professor's notebook.
 - Bob and Len hadn't found the right password.
 - but Sabrina had already heard him.
 - the children decided to leave.
 - so he was able to follow the thieves.

6 Complete the sentences. Use the past perfect simple.

- I had never travelled* (never / travel) by ship before.
- I couldn't get into my email account because I _____ (forget) the password.
- _____ (you / study) Spanish before you went to Spain?
- We couldn't stay at the hotel because I _____ (not book) a room.
- He _____ (have) the van for three years before it broke down.
- _____ (he / make) the snacks before the visitors arrived?
- Angela _____ (never / go) abroad before she went to Italy last year.
- I felt exhausted because I _____ (not sleep) for two nights.

Speaking

7 Tick the things you had done before you went to bed last night. Then talk to your partner about them. Use the past perfect simple and these ideas.

- do your homework
- pack your school bag
- put out your clothes
- clean your teeth
- have dinner
- do some exercise
- tidy your room
- make sandwiches

Before I went to bed, I had done my homework.



Jason's Blog

How many text messages do you send every day?

1 Read the text messages and emails about a party and choose the correct sentence.

- 1 Matt didn't want to go to Harry's party.
- 2 Matt had problems on the way to the party.

The Party

a

20:23 PM

Hi Matt,
About 6 o'clock. We'll be eating at 7.
Harry

b

Gr8! C U on Friday.
Thanks!

f

New Reply

Hi Harry,
Yes, of course I can come. What time?
Matt

e

New Reply

Hi Harry,

I'm sorry I didn't come to your party on Friday. I was really looking forward to it, but unfortunately lots of things went wrong.

I left home at five o'clock, but when I got to the bus stop, the bus had already left. So I decided to come to your house by taxi. I phoned for a taxi, but there were no taxis available! I wanted to phone you, but I couldn't get through. Then I realised I didn't have your new mobile number. I hadn't put it in my phone. Then I got a text from you, so I could see your number – but suddenly my phone turned itself off because I hadn't charged the battery! So I went back home to see if my dad could give me a lift, but my parents had gone out. Then I went back to the bus stop, but the last bus had just left! So in the end I gave up and went home!

Anyway, I really hope your party went well. I'm sure it did. I'm really sorry I missed it.

See you soon

Matt

c

18:20 PM

Where R U Matt? Party starting without you!

d

New Reply

Hi Matt,
My cousins are visiting this week. We're going to have a party on Friday. I hope you can come!
Harry

Search the texts



2 Put the texts in the correct order. Then listen and check your answers.

- 1 d
- 2
- 3
- 4
- 5
- 6

3 Circle the correct answer.

- 1 I tried to phone Kate, but I couldn't give up / get through.
- 2 I'm sorry, there are no tables forward / available.
- 3 Dan charged / realised that he had left his keys on the bus.
- 4 Could you give / go me a lift into town?
- 5 Don't forget to charge / book the battery.
- 6 I couldn't find a skirt I liked, so at / in the end I bought a dress.

Cosmic words

Phrasal verbs with *give* and *go*

- 4 Complete the sentences with the past simple of these verbs.

give away give out give up ~~go off~~
go on go wrong

- Matt's alarm clock *went off* at six o'clock.
- I _____ all my old books to my neighbour's children.
- After two hours I _____ waiting and went home.
- Our holiday was terrible – everything _____.
- After the break, the children _____ with their lessons.
- I _____ the test papers to my classmates.

Cosmic grammar

Past perfect simple and past simple

- We usually use the past simple together with the past perfect simple.

My phone turned itself off because I hadn't charged the battery.

- We use the past perfect simple for the action which happened first, and the past simple for the action which happened second.

When I got to the bus stop, the bus had already left. (= First the bus left, then I got to the bus stop.)

See **Grammar File**, page 103

- 5 Complete the text. Use the past perfect simple or the past simple.

Tom ¹ *wanted* (want) to have a birthday party. Before the day of the party he
² _____ (buy) balloons and he
³ _____ (make) a cake. The party
⁴ _____ (be) on Saturday. Tom
⁵ _____ (put) the food on
 the table and at seven o'clock he ⁶ _____
 (open) the door and waited for the guests.
 But nobody ⁷ _____ (come) because
 Tom ⁸ _____ (forget) to invite
 anyone!

Listening

- 6 Listen to the conversations and choose the correct picture to answer the questions.

1	 A	 B	 C
2	 A	 B	 C
3	 A	 B	 C
4	 A	 B	 C

Speaking

- 7 Ask and answer with a partner about these problems. Add your own ideas.

- why / get / bad marks? (not revise)
- you / be / sick? (eat lot of cake)
- you / not buy / T-shirt? (forget purse)
- your mum / be / angry? (break her vase)

Why did you get bad marks?

Because I hadn't revised.

Writing

- 8 Complete Lindy's blog entry. Use the ideas from Exercise 7.

Cosmic Blog

What a terrible day! First I _____ in the exam because _____. After lunch I _____ because I _____. Then I went shopping, but I _____. Finally, when I got home Mum _____.



How much do you know about ancient mythology?

Emma's Blog

- 1 Listen and read the story of the Minotaur. What is happy about the story? What is sad?

Theseus and the Minotaur

The Minotaur was a terrible creature with the body of a man and the head of a bull. It lived in a labyrinth underneath the palace of King Minos in Crete. For many years the Athenians had been sending young men and women to Crete, where the Minotaur killed and ate them. No-one had ever returned.

Theseus was the son of King Aegeus of Athens. He decided to sail to Crete himself, along with a group of young Athenians. His father was **heartbroken**, but could do nothing to stop the young prince. Theseus promised to return to Athens and to change the boat's black sails to white ones, so that his father would have a **sign** that he was safe.

When he arrived in Crete, he met Ariadne, the

beautiful daughter of King Minos, and they fell in love. Theseus went into the labyrinth and killed the huge Minotaur with his **sword**. But how could he get out of the labyrinth? Ariadne had given him some **thread**. He had been using the thread to **mark** his route through the labyrinth. He followed the thread in order to get out of the labyrinth.

Unfortunately, the story has a tragic ending. The old king had been waiting on a cliff for his son to return, but Theseus had forgotten to change the sails on his boat. When the king saw the black sails, he thought his son was dead and threw himself into the sea. The sea takes its name from the king and is still known today as the Aegean Sea.



Theseus in the labyrinth at the palace of Knossos



A creature with the body of a man and the head of a bull

VISITING KNOSSOS



Crete is an island in the south of Greece. It is famous as the home of the mythical King Minos and his palace. People had been looking for the **ruins** of the palace for a very long time. The problem was, they hadn't been looking in the right place. Eventually Minos Kalokairinos found the ruins near Heraklion in 1878.

Today thousands of tourists visit the palace at Knossos every year. The favourite parts of the palace are the frescoes, the baths and the underground rooms. Some tourists go because they want to look for the labyrinth and the Minotaur – but no-one has found them yet!

Search the texts

- 2 Write True (T) or False (F).

- 1 Theseus was the first young man to go into the labyrinth. **F**
- 2 Theseus had met Ariadne in Athens.
- 3 Ariadne helped Theseus to leave the labyrinth.
- 4 Theseus made a terrible mistake.
- 5 King Minos's palace was near Heraklion.
- 6 Tourists can visit the labyrinth in Knossos.

- 3 Complete the sentences with the words highlighted in the story.

- 1 White arrows *mark* the path through the forest.
- 2 The kitten was playing with some t _____.
- 3 The house had fallen down – only the _____ i _____ were left.
- 4 King Arthur pulled a _____ w _____ from a stone.
- 5 Sally was h _____ r _____ k _____ when her dog died.
- 6 John made a _____ g _____ for me to be quiet.



WebSearch...

<http://www.ancient-greece.org/archaeology/knossos.html>

Listening

4 Listen to the tourist information about the Samaria Gorge in Crete. Complete the factfile with a word or short phrase.

Holiday Factfile:	Samaria Gorge
Location:	¹ <i>South-west</i> Crete
Length:	² _____ kilometres
Walk time:	Between ³ _____ hours
Opening season:	May 1 st to ⁴ _____
Opening times:	7 o'clock ⁵ _____ to sunset
Entrance fee:	⁶ _____

Cosmic grammar

Past perfect continuous

- We use the past perfect continuous for an action that took place over a period of time before another action in the past. It is often used with the past simple.

*For many years the Athenians **had been sending** young men to Crete.*

*They **hadn't been studying** German long when they took their first test.*

*How long **had you been waiting** before Andy arrived?*

- We often use it with time phrases like *all day / all morning / for a week, for many years.*

See Grammar File, page 103

5 Write sentences. Use the past perfect continuous.

- They were hot and tired. (they / walk / around Knossos all day)
They had been walking around Knossos all day.
- Her arms and legs were red. (she / lie / on the beach for three hours)
- The gorge was flooded. (it / rain / for a week)
- Minos Kalokairinos found the ruins. (how long / he / look / for them?)
- The boat for Crete arrived. (you / wait / long when it arrive?)
- Harry didn't go on the trip to Hania. (he / feel / sick all day)

Writing world

A story

Connecting words

Look at the story of Theseus on page 38 and underline the connecting phrases so that and in order to.

6 Read the story again. Match the paragraphs to the notes.

- Paragraph 1
- Paragraphs 2 and 3
- Paragraph 4

- a how the story ended
- b introducing the main characters
- c what the main characters did / what happened

7 Find synonyms for these adjectives in the story on page 38.

- 1 horrible – _____
- 2 big – _____
- 3 very sad – _____
- 4 lovely – _____
- 5 not old – _____

8 Look at the pictures which tell the story of *The Hare and the Tortoise*. Number them in the correct order.



9 Now write the story. Use the story on page 38, your notes and these words to help you. Remember to use past tenses. Don't forget to use *in order to* and *so that*.

fall asleep go slowly race run win

Now go to page 93 and do Project 2.

Vocabulary

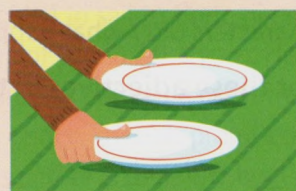
1 Write about the preparations for the party.



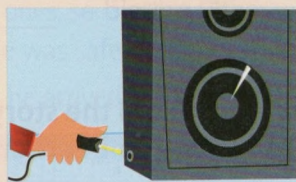
1 She has *sent* the invitations.



2 She has b _____ a c _____.



3 He has l _____ the t _____.



4 He has s _____ u _____ the s _____ s _____.



5 She has m _____ the s _____.



6 He has p _____ u _____ the d _____.

2 Match the two parts of the collocations.

- 1 break
- 2 do
- 3 have
- 4 lose
- 5 make
- 6 miss
- 7 take
- 8 win

- a breakfast
- b a mistake
- c a chance
- d a competition
- e the dishes
- f the bus
- g your leg
- h your temper

3 Complete the sentences with these words.

bored enthusiastic exhausted furious grateful kind ~~worried~~

- 1 His sister hadn't come home from school. He was *worried*.
- 2 He helped a child. That was _____ of him.
- 3 Someone stole his car. He was _____.
- 4 His new job was interesting. He was _____ about it.
- 5 His friend helped him to buy a new car. He was _____.
- 6 He had been working for ten hours. He was _____.
- 7 He had no books to read or TV to watch. He was _____.

4 Match the means of transport to the definitions.

- 1 ship c
- 2 truck
- 3 coach
- 4 van
- 5 underground
- 6 on foot

- a This large bus takes people on long trips.
- b It's like a car but you can carry things in the back.
- c You travel over water in this.
- d You use your own energy to travel in this way.
- e This train doesn't run over the ground.
- f It's very big and it usually travels long distances.

5 Complete the sentences with a phrasal verb with *give* or *go*.

- 1 Did the fire alarm *go off* in your English lesson?
- 2 The teacher started to _____ the exam papers.
- 3 Every Friday they _____ free CDs with that magazine.
- 4 Nothing will _____ with our holiday – everything will be perfect.
- 5 Mum wants to _____ eating biscuits – they make her fat.
- 6 Stop talking please and _____ with your work.

Grammar

1 Complete the sentences. Use the present perfect simple or the past simple.

- 1 My uncle *went* to Australia for the first time in 2006. He *has been* there three times since then. (go)
- 2 My brother _____ a lot of prizes. He _____ a sports prize in January. (win)
- 3 My sister _____ lots of songs for her band. She _____ an unforgettable song when she was eighteen. (write)
- 4 My father _____ his arm last week. He _____ his arm two times since he was a little boy. (break)
- 5 My mother _____ all our meals this week. She _____ a delicious breakfast this morning. (make)

2 Complete the sentences with these words.

already ~~ever~~ for how long
just never since yet

- 1 Have you *ever* flown in a helicopter?
- 2 I've _____ been to the United States, but I want to go one day.
- 3 Jenny has _____ had a big hamburger. She feels really full!
- 4 My homework didn't take a long time. I've finished it _____.
- 5 I've been listening to the same song _____ two hours. It's driving me mad!
- 6 Julian hasn't started his homework _____.
- 7 _____ have you been living here?
- 8 There's lots of food for the party. Mum has been cooking _____ eight o'clock this morning!

3 Circle the correct answer.

I ¹ have been writing / wrote songs for about three years now. I ² have written / have been writing about twenty songs altogether. I usually write songs about love, but recently I ³ have been writing / wrote a lot of songs about the natural world. Two weeks ago I ⁴ have written / wrote my first song about the environment. It ⁵ has been / was about tigers in danger. I ⁶ have never written / I have never been writing a song about animals before, but all my friends love it. They say it's the best song they ⁷ have ever heard / have ever been hearing.

4 Complete the sentences. Use the past simple or the past perfect simple.

- 1 first – finished work
then – left office
When he *left* (leave) the office, he *had finished* (finish) his work.
- 2 first – programme finished
then – arrived home
When I _____ (arrive) home, the programme _____ (finish).
- 3 first – shop closed
then – man arrived
When he _____ (arrive) at the shop, it _____ (close).
- 4 first – didn't tidy up
then – mother came home
Charlie _____ (not tidy) up before his mother _____ (get) home.
- 5 first – put salt on cake
then – Clare tried to stop him
Tim _____ (put) salt on the cake before Clare _____ (can) stop him.

5 Complete the first half of the sentences. Use the past perfect continuous.

- 1 I *had been running* (run) for two hours
- 2 My brother _____ (sleep) for ten hours
- 3 Julie _____ (play) the violin for many years
- 4 The teacher _____ (teach) for five minutes *a*
- 5 The birds _____ (sing) for half an hour

6 Now match the two parts of the sentences.

- a when I arrived in class.
- b before she won a place in music college.
- c when I finished the race.
- d when the cat frightened them.
- e when we decided to wake him up.

Sing the song on page 97. 🎵 🎶



1 Listen and read the story. What happens to Charlie in the zero gravity chamber?

Jason: I left the microphone near the van. If my plan works, we'll be able to hear them.

Emma: Brilliant.

Jason: Now, if I press this button, it turns the machine on.

Charlie: Hey! Look at me!

Professor: Charlie, unless you stop that, you'll have a serious accident.

Charlie: Oh ... right, sorry.

Jason: And if I turn this dial, the sound gets louder.

Emma: Incredible!

Jason: I think I can hear them ... yes ... listen ... they're discussing the Professor's notebook. Pay attention everybody!

Big Bob: *OK ... what did you say ... that's right ... notebook ... the password ...*

Emma: Have you heard anything important yet?

Charlie: No, nothing. This is really boring. I'm going to look at the Professor's zero gravity chamber.

Jason: Wait ... listen! It's very hard to hear ... but their boss – Sabrina – is explaining her plan.

Charlie: I'm flying. Look at me!

Emma: Charlie, be quiet. We can't hear.

Sabrina: *I know what we can do. Listen. We can easily get into the UltraScience Centre ... we can ...*

Charlie: Help! Get me down!

Emma: Oh no!

Jason: Charlie! Sabrina was about to talk about her plan.

Charlie: Sorry everybody.

Emma: Now we don't know what they're going to do. It's all your fault, Charlie!

Jason: Sssh ... listen ... If I turn up the volume, we'll hear her better.

Emma: Charlie, don't get into any more trouble.

Sabrina: *Now, listen carefully you two idiots! I'll explain it again. If you don't understand the plan, it will go wrong. Now ...*

Charlie: Great. Now we'll get all the information that ...

All: Sssshhh!



Search the story

2 Circle the correct answer.

- The children can hear see the thieves.
- The thieves are talking about their *plans* / *notebooks*.
- Charlie causes *experiments* / *problems* for the others.
- Emma can't hear because *Sabrina* / *Charlie* is making a noise.
- Sabrina is *nice* / *horrible* to Little Len and Big Bob.

3 Match the two parts of the sentences.

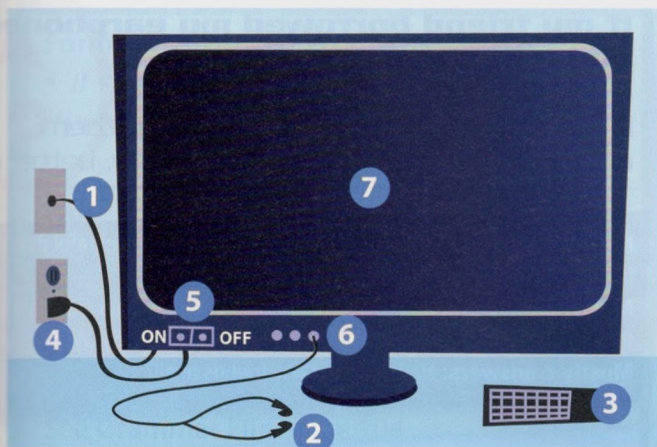
- | | |
|--------------------------|--|
| 1 Now turn the | a button to start the machine. |
| 2 You'll get into | b attention to your teacher. |
| 3 If you turn up | c trouble if you break that. |
| 4 You must pay | d dial to the number '4'. |
| 5 Press the blue | e the volume , we'll hear better. |

Cosmic words

Electrical appliances

4 Label the picture. Use these words.

button cable 1 earphones plug
remote control screen switch



Speaking

5 Work with a partner. Describe your family's television set.

It has a big screen. It's got five buttons on the side.

Cosmic grammar

Zero conditional

Form

- If + present simple + present simple
*If I **turn** this dial, the sound **gets** louder.*

Use

- for things which are always true
*If you **put** water in the freezer, it **turns** to ice.*
- for the rules of a game or for instructions
*If you **argue** with the referee, you **get** a yellow card.*

See Grammar File, page 104

6 Write sentences. Use the zero conditional.

- you press this button / the machine start
- you take out the plug / the light go off
- you get all the cards / you win the game
- there be no air / wood not burn
- you pass 'Go' / you collect £200

First conditional

Form

- If + present simple + will + bare infinitive
*If I **turn up** the volume, we'll **hear** her better.*

Use

- for something we are sure will be the result of an action
*If my plan **works**, we **will be able** to hear them.*
- Unless means the same as if not.
***Unless** you stop that, you'll **have** a serious accident.*

See Grammar File, page 104

7 Complete the sentences. Use the first conditional.

- If the Professor *find's* (find) his notebook, he *will be* (be) happy.
- Unless the kids _____ (stop) the thieves, Sabrina _____ (do) something terrible.
- Sabrina _____ (be) furious if Bob and Len _____ (not find) the password.
- If Sabrina _____ (not discover) the password, she _____ (not be able) to get into the UltraScience Centre.
- The kids _____ (not understand) Sabrina's plans if Charlie _____ (make) a lot of noise.



Your world

Cosmic Blog



Jason's Blog

I would do anything for my best friend. What about you?

1 Listen and read the quiz and choose the best title.

- Do you have good friends?
- Are you a good friend?
- What is a friend?



1 If my friend phoned in the middle of the night,

- a I would answer the call and listen.
- b I would answer the call, but ask my friend to phone back in the morning.
- c I would shout at my friend, then turn off the phone.

2 If my friend wanted to borrow a lot of money,

- a I would give my friend all the notes in my wallet.
- b I would ask my friend what the money was for.
- c I would refuse to give my friend the money.

3 If my friend forgot my birthday,

- a I would be heartbroken.
- b I would be quite sad.
- c I would be furious.

4 If I had an argument with my friend,

- a I would make up with him/her as soon as possible.
- b I would wait for him/her to apologise.
- c I would never speak to him/her again.

5 If my friend scratched my iPod,

- a I wouldn't say anything.
- b I would ask how it happened.
- c I would scratch my friend's iPod.

6 If my friend borrowed my earphones and lost them,

- a I would buy a new pair.
- b I would help my friend to look for them.
- c I would tell my friend to buy a new, better pair.

Mostly a answers: You're a very good friend – but be careful that your friends don't take advantage of you.
Mostly b answers: You're a good friend – you help your friends when they're reasonable, but you don't do unreasonable things. Well done!
Mostly c answers: Have you got any friends at all?

Search the text

2 Now do the quiz and check your score.

3 Complete the sentences with the words and phrases highlighted in the text.

- 1 I always *make up* with my sister after we've had a fight.
- 2 She's too kind and sometimes people _____ her.

- 3 He won't _____ unless I say sorry first.
- 4 Could I _____ some money from you?
- 5 Oh no! My new CD is _____!
- 6 I _____ to give you my email address. That's private information.
- 7 It's not _____ to ask me not to have any other friends except you.

Cosmic words

Money

4 Match the pictures to these words.

cash machine coins 1 credit card
notes purse wallet



Speaking

5 Work with a partner. Choose one of the items in Exercise 4 and describe it. Your partner guesses the item.

You can buy things with these. They make a noise in your pocket.

Coins!

Cosmic grammar

Second conditional

<p>Form</p> <ul style="list-style-type: none"> If + past simple + <i>would</i> + bare infinitive <p><i>If I won the lottery, I would give all the money away to my friends.</i></p>
<p>Use</p> <ul style="list-style-type: none"> for an event which is possible now or in the future, but which probably won't happen. <p><i>I would be heartbroken if my friend forgot my birthday.</i></p>
<p>See Grammar File, page 104</p>

6 Complete the sentences so they are true for you. Use the second conditional.

- If I found a wallet,
- If I had an exam tomorrow,
- If there was a fire at school,
- If my dad didn't like his job,
- If I had a lot of money,

7 Complete the short dialogues. Use the second conditional.

Harry: What ¹ *would you do* (you / do) if you ² *won* (win) the lottery?

Grace: If I won the lottery, I ³ _____ (not spend) all the money. If someone in my family ⁴ _____ (need) money, I would lend them some, but I ⁵ _____ (not give) it to them.

Harry: I ⁶ _____ (give) the money to charity.

Fiona: What would you do if you ⁷ _____ (see) a flying saucer?

Lee: I ⁸ _____ (take) a photo of it.

Fiona: If there ⁹ _____ (be) an alien in the flying saucer, ¹⁰ _____ (you / talk) to it?

Lee: No, I ¹¹ _____ (not go) near it. I think I ¹² _____ (run) away!

Listening

8 Listen and tick the questions you hear.


- What would you do if you had a Maths exam?
- Are you worried about the Maths exam tomorrow?
- Have you finished the Geography project?
- What would you do if you forgot to finish a project?
- What would you tell the teacher?
- Would you tell the truth?

9 Listen again and circle the correct words.

- Joe is / isn't very hardworking.
- He is / isn't very clever.
- He is / isn't a person who worries about things.
- The students *have got* / *haven't got* a lot of school work.
- Rebecca *has* / *hasn't* finished her project.
- Sam *would* / *wouldn't* tell his teacher the truth.

Writing

10 Write the beginnings of five sentences using the second conditional. Swap sentences with a partner and complete his/her sentences.
If I met a famous singer, ...

 **1** Listen and read the brochure and the letter. What was David unhappy about?

Cosmic Blog



Emma's Blog

This holiday sounds great, but David was in for some nasty surprises!

WILDLIFE PARADISE HOLIDAYS

Have you ever swum with tropical fish? Would you like to go to sleep with the sounds of the rainforest outside your window? Live the adventure with **Wildlife Paradise Holidays!**

Swim on our golden beach, or sunbathe by our beautiful swimming

pool. The main attraction of our holidays is the chance to observe the most incredible wildlife. Spend the day watching tropical birds, butterflies and monkeys – our expert guides lead walks through the rainforest and are fully-trained and extremely enthusiastic.



Search the texts

2 Write the answers.

- 1 How many kinds of wildlife are listed in the brochure? *four*
- 2 Who will take visitors through the rainforest?
- 3 How long did David stay at the hotel?
- 4 Did he and his brother swim in the sea?
- 5 Name three kinds of wildlife David didn't like.
- 6 What did they do about the bats?

A Dear Mr Carter,

B I am writing to complain about your **wildlife Paradise Holiday**. My brother and I recently spent one week at your hotel and were extremely disappointed.

C Firstly, the beach was very beautiful, but the sea was full of jellyfish. Luckily my brother noticed them before we went into the sea. If we had swum in the sea, the jellyfish would have stung us. Secondly, there were snakes near the swimming pool. If we had sunbathed there, they would have bitten us. Finally, we had a problem with bats in our room. We had to shut the windows every night. They would have flown into our room if we hadn't closed them.

D We didn't see any nice wildlife like birds, butterflies or monkeys. All the animals we saw were horrible or dangerous. We didn't enjoy ourselves at all, and we are asking for a full refund.

E Yours sincerely,

David Mowbray

3 Match the words to their meanings.

- | | |
|-----------------|-------------------------------|
| 1 horrible | a hurt by an insect |
| 2 observe | b getting back money |
| 3 fully-trained | c nasty |
| 4 complain | d say you're unhappy with sth |
| 5 stung | e trained for the job |
| 6 refund | f watch |

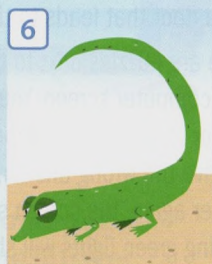


Cosmic words

Animals

4 Match the pictures to these words.

ant bat jellyfish lizard
scorpion 1 wasp



Cosmic grammar

Third conditional

Form

- *If + past perfect + would have + past participle*

If we had sunbathed there, they would have bitten us.

Use

- to imagine how things might have been different in the past

The bats would have flown in if we hadn't closed the windows.

See Grammar File, page 104

5 Complete the sentences. Use the third conditional.

- 1 If you *had got* (get up) early, you wouldn't have missed the bus.
- 2 If a scorpion hadn't stung me, I _____ (enjoy) the holiday more.
- 3 If you hadn't dropped the glass, it _____ (not break).
- 4 I would have come to your party if you _____ (invite) me.
- 5 If I had travelled to India, I _____ (see) the Taj Mahal.

Writing world

A letter of complaint

6 Look at David's letter of complaint on page 46. Match the notes below to the parts of the letter.

what the writer wants/expects

closing the letter

details of the problems

greeting

reason for writing

A

7 Now match the phrases from David's letter to the correct paragraph.

Finally I am writing to complain ...
We are asking for a full refund. Firstly
Yours sincerely Dear Mr Carter Secondly

Greeting _____
Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____
Closing _____

8 Look at the extract from a holiday brochure. Imagine you went on this holiday, but that you had a lot of problems. Look at the notes and add two more ideas of your own.

Fabulous Holidays with Paradise Travel!

Luxury hotel! Beautiful beach! Fantastic food!

Holiday in style at our five-star hotel with fantastic views over ...

dirty, lots of jellyfish

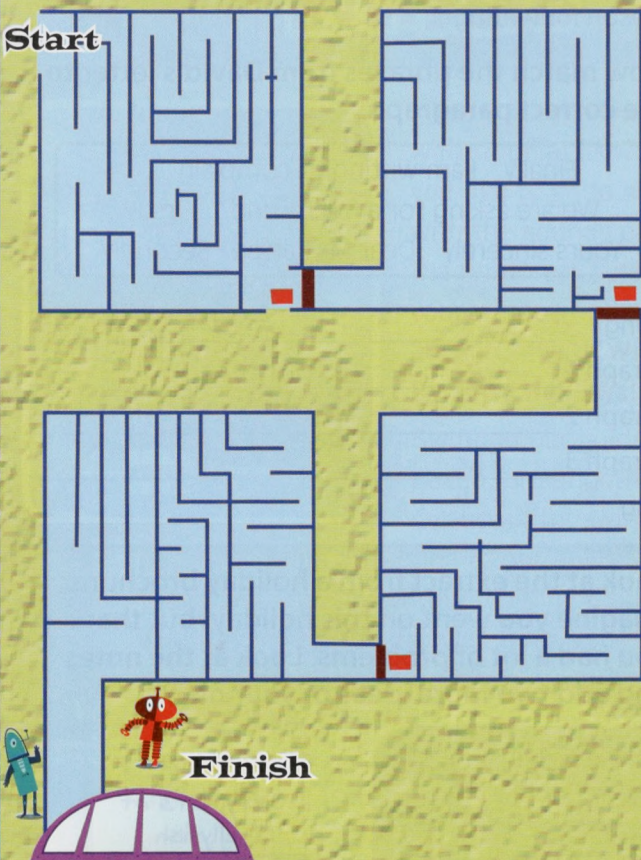
view of a car park

9 Write a letter of complaint. Use the letter on page 46 and your notes to help you.

Reading

- 1 Listen and read the leaflet about the maze. Complete the factfile.

Welcome to The Liar's Maze!



There are four large sections in the maze. Each section is different every day. The temperature in each section changes, the light changes, and the background music or noises change. In each section, there is an entrance and a door that leads to the next section.

There are puzzles next to the door in each section. Puzzles 1, 2 and 3 are on a computer screen. You use the keyboard to type in the answer. If your answer is correct, the door opens and you can go to the next section. If you give the wrong answer, you have another chance. If you give the wrong answer again, the screen says 'Please leave the maze'. If this happens, flashing green lights will show you the way to the nearest emergency exit.

The puzzles change every day. The first puzzle is always a word puzzle. The second puzzle is always a mathematical puzzle. The third puzzle is a word puzzle, too. The final puzzle, in section 4, is a bit different. It's a logic puzzle. There are two doors and outside each door there is a robot. You have to find out which is the correct door by asking the robots. If you choose the correct door, you go the Winners' Lounge. There is delicious food and drink in the Winners' Lounge, and you can meet the other people who have finished the Liar's Maze that day.

On a typical day, 200 people visit the maze, but not everyone finishes. About a quarter of the visitors can't get past the first puzzle. About half of the visitors get past puzzles 1, 2 and 3, but they can't get past the final puzzle. About a fifth of the visitors get past all the puzzles and arrive at the Winners' Lounge. The people in the Winners' Lounge always say it was a great experience!

Charlie's puzzle Blog



Hi guys!
This is my third puzzle.
It's called *The Liar's Maze*.

Factfile

Puzzle 1	word puzzle
	_____ people stop here
Puzzle 2	_____ puzzle
Puzzle 3	_____ puzzle
	_____ people stop after this puzzle
Puzzle 4	_____ puzzle
Winners' lounge	_____ people reach here

Listening

- 2 Listen to a girl talking about her experience in the maze. Circle the correct answers.

- The first section was *very* / *a bit* dark and cold.
- She could hear *happy* / *frightening* music.
- It took her a *long* / *short* time to find the puzzle.
- She could hear *happy* / *frightening* music.
- The second section was *very hot* / *very cold*.
- The third section was *the worst* / *the best*.
- Somebody was *laughing* / *screaming*.
- In the fourth section it was *light* / *very dark*.
- People were laughing *horribly* / *happily*.
- The puzzle was *easy* / *difficult*.

Speaking

- 3 Now go into the maze and find your way to the first puzzle. Work with a partner to find the answer.

Puzzle 1

My first letter is in *mother* but not in *other*,
 My second letter is in *café* but not in *coffee*,
 My third letter is in *zoo* but not in *too*,
 My fourth letter is in *tree* and also in *me*.
 What am I? A

- 4 Now find your way to the second puzzle. Work with a partner to find the answer.

Puzzle 2

Write a number in each square.
 Each row must have the numbers 1, 2, 3 and 4.
 Each column must have the numbers 1, 2, 3 and 4.

3			1
2			3
4			2
1			4

- 5 Now find your way to the third puzzle. Can you solve the puzzle?

Puzzle 3

Change *cash* to *card*. You can only change one letter in each row.

C	A	S	H
_____	_____	_____	_____
C	A	R	D

Reading

- 6 Read about the final puzzle. Write the question that you must ask.

There are two doors at the end of the maze, and there are two robots in front of them. The robots know the correct door to go through. One robot always tells the truth, and the other robot always tells lies. You don't know which robot tells the truth, and which robot tells lies. You can ask one of the robots one question.

What question should you ask, and then what should you do?

Speaking

- 7 Work with a partner. Write key words describing each part of the maze. Discuss your notes.

Section 1 and Puzzle 1	
Section 2 and Puzzle 2	
Section 3 and Puzzle 3	
Section 4 and Puzzle 4	
How you felt after you had finished	

Section 1 wasn't difficult and Puzzle 1 was easy. It was cold and dark in Section 1.

Writing

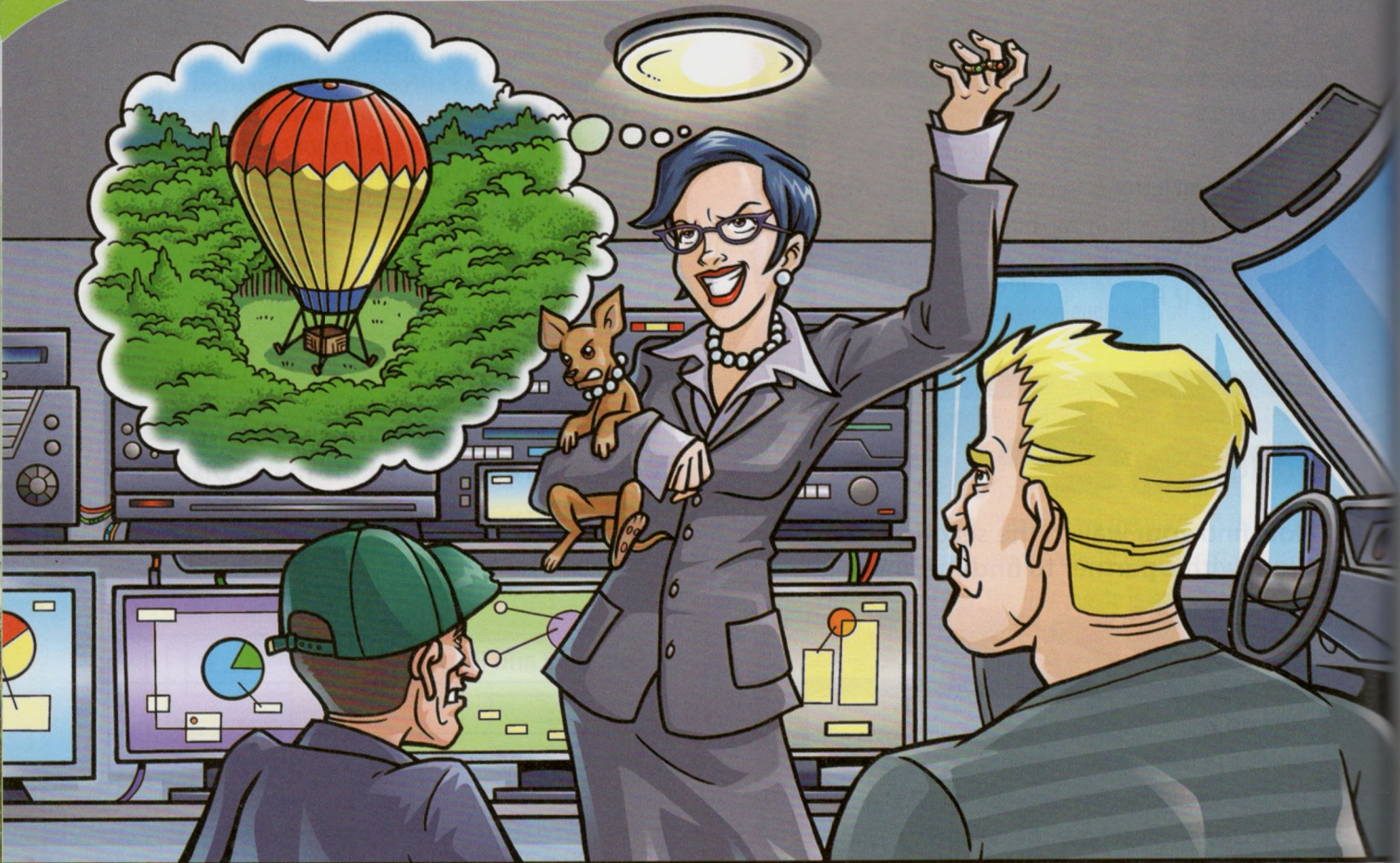
- 8 Write a report about your visit for the Liar's Maze Visitors' Book. Use your ideas from Exercise 7.

The Liar's Maze Visitors' Book

I visited the Liar's Maze on _____ with my friend _____
 We arrived at ...



1 Listen and read the story. Does PC Jenks help the children?



Sabrina: *I'm going to explain the plan one more time. I've rented a hot air balloon. We'll fly to the UltraScience Centre. We're going to land on the roof.*

Little Len: *Brilliant!*

Big Bob: *But I can't fly in a hot air balloon. I'm afraid of heights!*

Sabrina: *Be quiet, you idiot! Meet me in Rabbit Wood at ten o'clock. We're going to take off from there. Don't be late. And bring the plans of the UltraScience Centre.*

Jason: I think we should call the police.

Professor: Last time they didn't listen to me. They told me not to phone them again.

Charlie: I'm sure they'll listen to us now.

Professor: OK, let's try.

Emma: Hello? Is that the police station?

PC Jenks: Yes, what can I do for you?

Emma: I've got some information about a crime. I was listening to some people talking.

PC Jenks: What were their names?

Emma: Sabrina, Big Bob and Little Len. They're planning to break into the UltraScience Centre tonight!

PC Jenks: How do you know that?

Emma: I heard them! Sabrina said she had rented a hot air balloon. She said they would fly to the UltraScience Centre. She said they were going to land on the roof.

PC Jenks: And what did the men say?

Emma: Little Len said it was brilliant. Big Bob said he couldn't fly in a hot air balloon. He said he was afraid of heights.

PC Jenks: Do you have any other information?

Emma: Yes. Sabrina told them to meet her in Rabbit Wood at ten o'clock. She told them to bring the plans of the UltraScience Centre. She told them not to be late.

PC Jenks: I see. I'm afraid I can't help you.

Emma: Please help us! They're going to do something terrible – I'm sure of it.

PC Jenks: I'm sorry. Goodbye.

Emma: You were right, Professor. He didn't want to help us.

Professor: Then we'll just have to do this on our own!

Jason: Come on everybody. Let's go!

Search the story

- 2 Write the answers. What, where or when is it?
- Sabrina, Little Len and Big Bob are going to travel in one. *hot air balloon*
 - They are going to land on this place.
 - The time they're going to meet in Rabbit Wood.
 - Little Len has to bring them with him.
 - The place where PC Jenks is.
- 3 Circle the correct answer.
- Stealing money is a *plan* / crime.
 - The plane is going to *fly* / *land* at the airport.
 - We *rented* / *met* a car to drive around the island.
 - I can't go to the top of the tower – I'm afraid of *heights* / *roofs*.
 - There are birds sitting on the *plan* / *roof* of the house.
 - We went for a ride in a hot *wind* / *air* balloon.

Cosmic words

Phrasal verbs with *take* and *break*

- 4 Match the pictures to these phrasal verbs.

break down break in(to) break up
take after take apart take off 1



Listening

- 5 Listen and match the conversations to the phrasal verbs in Exercise 4.

- take off*
- _____
- _____
- _____
- _____
- _____

Cosmic grammar

Reported speech (1)

Reported statements

- We go back one tense to report what was said in the past.

I'm afraid of heights. *He said he was afraid of heights.*

I've rented a hot air balloon. *She said she had rented a hot air balloon.*

- will* changes to *would*

We'll fly to the UltraScience Centre. *She said they would fly to the UltraScience Centre.*

- can* changes to *could*

I can't fly in a hot air balloon. *He said he couldn't fly in a hot air balloon.*

Reported orders and requests

- We use *tell* and *ask* to report orders and requests.

Meet me in town. *She told them to meet her in town.*

Please help us. *She asked him to help them.*

See Grammar File, page 104

- 6 What did Big Bob say? Rewrite the sentences in reported speech.

- I'm afraid of Sabrina.
He said he was afraid of Sabrina.
- I don't like flying in balloons.
- We're flying very high!
- Sweetie didn't want to get into the balloon.
- Sabrina has been angry all day.
- We'll soon be there.

- 7 Rewrite the orders and requests in reported speech.

- Emma:** Please be careful, Charlie.
Emma asked Charlie to be careful.
- Sabrina:** Hold my dog, Len.
- Little Len:** Please don't shout at me, Sabrina.
- Sabrina:** Be quiet, Bob!
- Jason:** Please don't turn on the computer, Charlie.

Speaking

- 8 Work in groups of three. Student A says something about his/her day. Student B reports to Student C.

I'm going to my grandmother's house.

She said she was going to her grandmother's house.



Read about three amazing magicians.

Jason's Blog

1 Listen and read the article. Which readers saw a magician live?

It's magic!



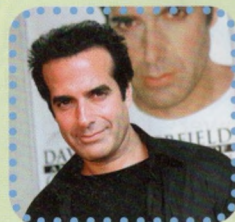
Derren Brown

A

First he asked me if I believed in telepathy. I said I didn't believe in it. Then he asked me what my favourite colour was. I said it was red. Then he

asked me where I lived, and he asked me what time I got up and if I liked fish. I was confused because the questions seemed to have no logic to them. Suddenly he stopped asking me questions and said that we were both going to draw a picture. I showed him my picture and it was identical to his picture! **Craig (14), London**

Have you ever been to a magic show? Three of our readers, Craig, Liz and Dan, report on their experiences of magicians and magic shows.



David Copperfield

My friend and I went to see a David Copperfield show. He was completely silent during the

performance. At the beginning of the show, I asked my friend if she liked magic tricks. She said she could always work out the secret of a trick. Then we watched David Copperfield make the Statue of Liberty disappear! I asked my friend what she thought of it, but she was speechless.

Liz (13), Birmingham



David Blaine

I've never actually seen a famous magician perform live, but I watched an amazing thing with David Blaine on television. He does magic tricks in the street in front of passers-by. On this programme he stopped people and asked if he could talk to them. Then he said he had discovered he could do something very strange. He asked the people if they wanted to see it. Of course they all said yes. And then, in front of their eyes, he went up about ten centimetres into the air. The people were usually terrified and some of them just ran away! Some of them asked him how he did it, but he never told anyone.

Dan (14), Glasgow

Search the texts

2 Match the statements with the texts, A, B or C.

- 1 He frightened people. C
- 2 His trick involved a famous monument.
- 3 He asked lots of questions.
- 4 He drew a picture.
- 5 He did his trick in the street.
- 6 He didn't talk during his trick.

3 Complete the sentences with the words highlighted in the texts.

- 1 Lots of passers-by stopped to watch the street musicians.
- 2 I couldn't _____ the answer to the problem.
- 3 Elsie is _____ of spiders.
- 4 I was so amazed I couldn't say a word. I was _____.
- 5 Molly and Mary are _____ twins; they look exactly the same.
- 6 There is no _____ in what you're saying. It makes no sense!

Cosmic words

Entertainment

4 Match the items in the pictures to these words.

- actors art gallery audience
conductor orchestra performance 1
sculpture stage



Cosmic grammar

Reported speech (2)

Reported questions

- Yes / No questions

Do you like magic tricks? I asked her if she liked magic tricks.

- Wh ...? questions

What is your favourite colour? He asked me what my favourite colour was.

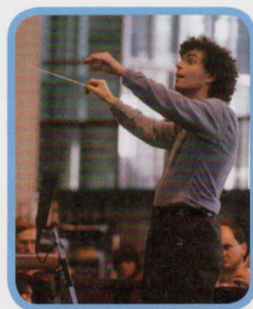
Time words

- We also make changes to some adverbial phrases in reported speech.

today / tonight	that day / night
tomorrow	the following day / next day
yesterday	the previous day / the day before

See Grammar File, page 104

5 Complete the sentences. Use reported speech.



- When is your next concert?
- Do you enjoy your job?
- How long have you been a conductor?

- 1 I asked him _____ his next concert _____.
- 2 I asked him _____ he _____ his job.
- 3 I asked him _____ he _____ a conductor.

6 Rewrite the questions in reported speech.

- 1 Have you had a good time this evening?
He asked if we had had a good time that evening.
- 2 What did you enjoy most about the show tonight?
- 3 Have you ever been to a magic show before?
- 4 Can you do any magic tricks?
- 5 Will you come to next month's show?

Listening

7 Listen to the phone conversation. Number the questions in the order you hear them.

- a He asked her if she wanted to invite him too.
- b He asked her if she could hear him.
- c He asked her where she was.
- d He asked her if she was at home.
- e He asked her what she was doing that evening.
- f He asked her who she was going with.

Speaking

8 Prepare three questions using the words in Exercise 4. Your partner reports the questions.

Have you ever been to an art gallery?

He asked me if I had ever been to an art gallery.

Writing

9 Write sentences about what your partner said in Exercise 8.

He said that he had been to three art galleries.



1 Listen and read about these amazing tourist attractions. Which one would you like to visit?

Cosmic Blog



Emma's Blog

Are there any exciting museums or theme parks in your country? Have you ever visited them?

Amazing Attractions

Which place would you most like to visit? Four readers give their 'e'-pinions on famous attractions around the world.

I think the Rock and Roll Hall of Fame is the most interesting place. I'd like to go there to learn more about my favourite rock stars. I could listen to their music and watch videos of them playing live. I wish I could see the amazing 3D film of a live U2 concert. They run the film three or four times every day. I've never been to a rock concert so if I could go to the Rock and Roll Hall of Fame, I'd be happy! **Carl**



We went on holiday to China last summer. I love chocolate so I wish I had gone to the Chocolate Theme Park. I think it would have been very interesting. I wish I'd seen the giant chocolate models but unfortunately the park is only open from January to March. Maybe I'll get another chance to get there next year! **Judy**



The Egyptian Museum in Cairo is full of incredible artefacts. I'm really interested in King Tutankhamun and I would love to see his mask and his golden bed. I could spend hours gazing at the mummy of King Tut. I wish the Egyptian Museum was in my town. I would go there every day! **Eddie**



The Papalote Children's Museum is in my hometown, Mexico City. It's a very big museum in Chapultepec Park. First of all, it has lots of activities for children. You can investigate giant bubbles, you can explore the giant tree, and you can do experiments with electricity. I love going to the Papalote Children's Museum. You learn a lot when you go there, but it's fun too. There are lots of things to do and what's more, every time I go there, there's always something new. The only problem with the museum is that it's very popular. Sometimes it gets very crowded. However, it's a fantastic place. In conclusion, going to the museum is an amazing experience. I wish I could go there every day! **Juan**



Search the texts

2 Write the answers.

- 1 What does Carl want to learn about? *rock stars*
- 2 What can you watch at the Rock and Roll Hall of Fame?
- 3 When is the Chocolate Theme Park open?
- 4 What two objects does Eddie really want to see?
- 5 Where is the Papalote Children's Museum?

3 Match the words from the texts with their meanings.

- | | |
|---------------|-----------------------------|
| 1 artefacts | a find out about |
| 2 gazing | b walk around and discover |
| 3 investigate | c looking for a long time |
| 4 explore | d which lots of people like |
| 5 popular | e full of people |
| 6 crowded | f found objects |



Cosmic words

Museums

4 Complete the leaflet with these words.

cloakroom entrance fee exhibits
~~opening times~~ tours wheelchair access

The British Museum

1 opening times: 10.00–17.30 every day
 2 _____: Entrance to the museum is free
 3 _____: Wheelchairs are available
 4 _____: Leave your coats and umbrellas here
 Security: Please do not touch or photograph the 5 _____
 School sessions: Guided 6 _____ are available

Cosmic grammar

I wish ...

Form

- wish + past simple

I wish the Egyptian Museum was in my town.

Use

- for wishes about the present or future

I wish I had enough money to travel.

I wish I could see the 3D film.

Form

- wish + past perfect

I wish I had gone to the Chocolate Theme Park.

Use

- for wishes about the past

I wish I'd seen the giant chocolate models.

See Grammar File, page 105

5 Write sentences with I wish ...

- My best friend moved to another town.
- I didn't go to my friend's party.
- My town is boring.
- My sister broke my iPod.
- I don't know the answer.

Writing world

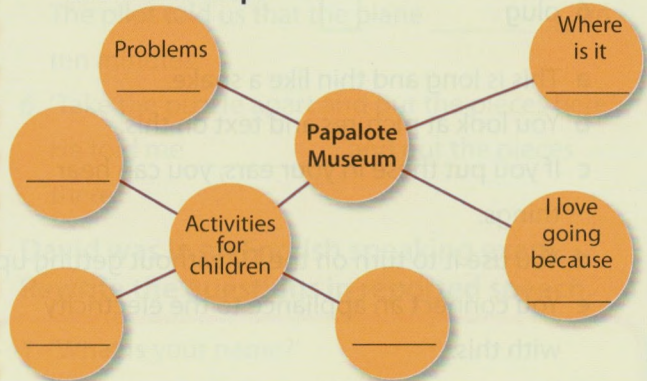
A visit to a museum



Connecting words

Look at Juan's description of the Papalote Children's Museum on page 54 and underline the connecting phrases *first of all*, *what's more* and *in conclusion*.

6 Look at Juan's description again. Complete the mind map.



- Think of a museum you would like to visit. Copy the mind map into your notebook. Complete it with your own notes.
- Complete these notes with your own ideas.

Name and short description of museum

The ... Museum is in It's a ... big/ small/amazing/interesting museum in

Activities for children

First of all, it has lots of activities for children. You can ... , and you can

Why I like it

I love going to the ... Museum. You ... , but There are lots of things to do and what's more,

Problems

The only problem with the museum is ...

Ending

However, it's In conclusion, ...

9 Write about a museum which you have visited or would like to visit. Use Juan's description and your notes to help you.

Now go to page 94 and do Project 3.

Units 5 and 6

Vocabulary

1 Match the words to the definitions.

- | | |
|------------------|--------------------------|
| 1 earphones | <input type="checkbox"/> |
| 2 remote control | <input type="checkbox"/> |
| 3 cable | <input type="checkbox"/> |
| 4 button | <input type="checkbox"/> |
| 5 screen | <input type="checkbox"/> |
| 6 plug | <input type="checkbox"/> |

- a This is long and thin like a snake.
 b You look at pictures and text on this.
 c If you put these in your ears, you can hear things.
 d You use it to turn on the TV without getting up.
 e You connect an appliance to the electricity with this.
 f You press this and the machine goes on.

2 The words in bold are wrong. Put them in the correct sentences.

- 1 Dad keeps his driving licence in his **cash machine**. *wallet*
 2 I haven't got any money - I'll use my **purse** to buy the dress.
 3 Will you give me a **wallet** for the ticket machine?
 4 The bank is closed, but I can get money from the **coin**.
 5 Mum bought me a pretty pink **credit card** for my birthday.

3 Match the pictures to these words.

ant bat jellyfish lizard
 scorpion wasp



4 Complete the sentences with the correct form of these phrasal verbs.

~~break down~~ break into break up
 take after take apart take off

- 1 The school bus *broke down* on the way to school.
 2 It's five o'clock. The plane _____ at three.
 3 My brother _____ my father. They like the same things.
 4 I _____ my camera because I want to clean it.
 5 Some thieves _____ the school last night.
 6 My sister and her boyfriend _____ last week.

5 Put the letters in the correct order.

- 1 Shelley plays the violin in the *orchestra*.
 (rchresota)
 2 The paintings at the _____ were beautiful.
 (rat rllgay)
 3 Who was the main _____ in the film? (octr)
 4 We watched a _____ at our local theatre.
 (mpferrceano)
 5 There were hundreds of people in the _____.
 (aiednceu)
 6 The dancers ran onto the _____ in white costumes. (sateg)
 7 All the musicians were looking at the _____.
 (torduccon)
 8 This stone _____ is amazing, but what is it?
 (resptucul)

6 Complete the leaflet with these words.

cloakroom entrance fee exhibits
~~opening times~~ tours wheelchair access

WELCOME TO THE COSMIC MUSEUM

The ¹ *opening times* are 9.00 to 6.00 and the ² _____ is £5.00.

You can leave your coats and bags in the ³ _____. Our guides give ⁴ _____ of the museum at 12.30, 2.30 and 4.30. If you have a wheelchair, there is ⁵ _____. Please do not touch the ⁶ _____.

Grammar

1 Complete the sentences. Use the zero conditional.

- If you apologise, people *don't usually get* (not / usually / get) angry.
- If you _____ (be) in the centre of a hurricane, it isn't windy.
- The baby doll _____ (talk) if you press this button.
- The dog runs away if you _____ (shout) at it.
- If I _____ (drink) milk, I gets spots on my face.
- The dog _____ (get) a biscuit if it does what it's told.

2 Match the two parts of the sentences.

- If you spend all your money on sweets,
- If you put the concert tickets in your wallet,
- If he saves up all his coins,
- If there is a cash machine at the bank,
- If she puts her purse in her bag now,
- If you lend me some money,

- e

- I'll get some money out.
- she won't forget it.
- you won't lose them.
- I promise I will pay it back.
- your mum will be furious.
- he will be able to buy a CD.

3 Circle the correct answer.

- If I had more money, I would buy / will buy you a present.
- If I had had more money, I *would go* / *would have gone* on holiday.
- If they studied a lot, they *would pass* / *would have passed* their exams.
- If they had studied a lot, they *would get* / *would have got* better marks.
- If she had gone to the town centre, she *would see us* / *would have seen us*.
- If she went to the town centre, she *could go* / *could have gone* to the cinema.

4 Complete the sentences in reported speech.

- 'Our car broke down yesterday.'
She said that *their car had broken down the previous day*.
- 'Oh no! Somebody has broken into the house!'
He shouted that _____ into the house.
- 'Carl is breaking up with Helen.'
He said that Carl _____ with Helen.
- 'You take after your dad.'
She said that I _____ my dad.
- 'The plane will take off in ten minutes.'
The pilot told us that the plane _____ in ten minutes.'
- 'Take the puzzle apart and put the pieces here.'
He told me _____ and put the pieces there.

5 David was in an English speaking exam. Rewrite the questions in reported speech.

- 'What is your name?'
The examiner asked me *what my name was*.
- 'Do you live here?'
She asked me _____.
- 'Why are you learning English?'
She asked me _____.
- 'Can you speak any other languages?'
She asked me _____.
- 'What are you going to do after today's exam?'
She asked me _____.

6 Write sentences with *I wish ...*


- I don't have a computer.
I wish I had a computer.
- I didn't study for the exam.

- I'm not good at Maths.

- I can't swim very well.

- I didn't make up with my friend.

Sing the song on page 98. 🎵 🎶

 1 Listen and read the story. Who is in the UltraScience Centre at the end?

Professor: Now listen carefully, everyone. Sabrina might be here, so we mustn't make a lot of noise.

Emma: I can't see anyone. The UltraScience Centre is empty.

Jason: Then they can't be here, Professor!

Professor: You're right. They aren't here. They must be on the way.

Charlie: Look! Up there!

Emma: It's the hot air balloon! We're just in time!

Professor: They're going to land on the roof of the UltraScience Centre!

Jason: Sabrina is very clever. They couldn't get in before, because the Professor had changed the password.

Professor: But now they'll be able to get into all the offices and laboratories.

Charlie: But what do they want?

Jason: Perhaps they want to steal the rocket.

Professor: I don't think so. They can't fly the rocket with only three people.

Emma: Perhaps they don't want to steal anything. Perhaps they want to do something there.

Jason: Do something? Do what?

Professor: They could do lots of things. There are some dangerous experiments in the centre. In fact, they might ... No! No! That would be terrible!

Emma: What?

Charlie: Sssh! Stop talking. The balloon is very close now. Sabrina might see us!

Jason: We should hide.

Emma: Let's hide near the entrance and then we'll still be able to see them.

Professor: The balloon is coming down now.

Emma: It's landed.

Charlie: They must be on the roof now.

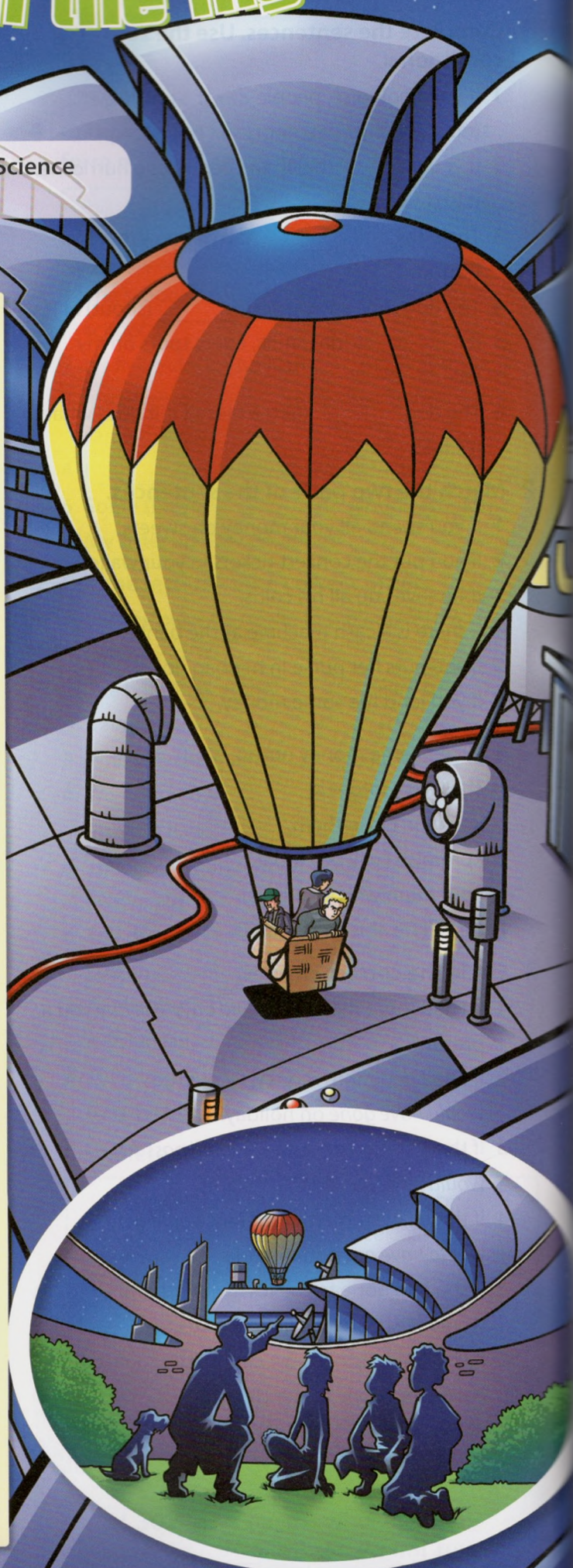
Charlie: Come on! We have to stop them!

Professor: We shouldn't go in. We should phone the police at once. We might be in danger.

Emma: But the police never listen to us, and we haven't got time. The thieves might be looking at the experiments in the laboratories right now!

Charlie: Or they may be looking at the secret plans in your office! We must hurry!

Professor: You're right. Follow me! I know all the passwords by heart!



Search the story

2 Write True (T) or False (F).

- 1 Sabrina is going to use the password. *F*
- 2 Three people can't fly the rocket.
- 3 Sabrina sees the children.
- 4 The children decide to phone the police.
- 5 The children follow the Professor.

3 Complete the phrases from the story with these prepositions.

at by in (x3) on

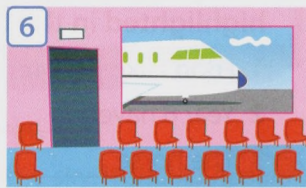
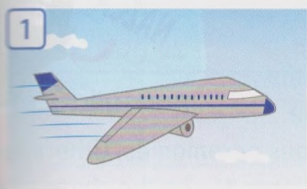
- 1 You must run away! You're *in* danger!
- 2 I'm _____ the way to your house right now.
- 3 She's very good at languages. _____ fact, she speaks three!
- 4 We must leave _____ once or we'll be late.
- 5 I have to learn these verbs _____ heart.
- 6 If we run, we'll be _____ time for the film.

Cosmic words

At the airport

4 Match the pictures to these words.

check-in departure lounge flight
luggage passport ticket



Speaking

5 Work with a partner. Choose one of the words in Exercise 4 and describe it.

You put your clothes and things in it. Sometimes it's heavy.

Luggage!

Cosmic grammar

Modal verbs: present

Ability <i>I can't see anyone.</i>
Possibility <i>They could do lots of things.</i> <i>Sabrina might be here.</i> <i>They may be looking at the secret plans.</i>
Obligation <i>We have to stop them. We must stop her.</i> <i>We should phone the police.</i>
Prohibition <i>We mustn't make a lot of noise.</i>
Deduction <i>They must be on the way.</i> <i>They can't be here.</i>
See Grammar File, page 105

6 Circle the correct answer.

- 1 She *can't* / *shouldn't* be here. The lights are out.
- 2 You *might* / *must* check in early for your flight.
- 3 They *must* / *have* to leave now.
- 4 The flight *should* / *might* be late.

7 Complete the sentences with these verbs.

can't might ~~must~~ mustn't should

- 1 Go swimming in December? You *must* be crazy!
- 2 Help! Help! I _____ swim!
- 3 You _____ play loud music – the baby is asleep.
- 4 You _____ tell your parents the truth.
- 5 Ask Kate – she _____ know the answer.

Listening

8 Listen to four people describing their work. Match the speakers to the jobs.

- | | | |
|--------------------|-----------|--------------------------|
| a ambulance driver | Speaker 1 | <input type="checkbox"/> |
| b electrician | Speaker 2 | <input type="checkbox"/> |
| c astronaut | Speaker 3 | <input type="checkbox"/> |
| d nurse | Speaker 4 | <input type="checkbox"/> |



Jason's Blog

Lots of strange things go on in the world! Read on and find out!

1 Listen and read about these mysteries. Which do you think is the strangest?

It's a mystery!

Easter Island

Easter Island is an island in the middle of the Pacific Ocean. It is famous because of the mysterious statues which stand all over it.

The statues were created around 1300 AD and the people of Easter Island may have used them for religious ceremonies. The statues must have been important though, because there are more than 800 of them.

Easter Island's thick jungle has disappeared. The islanders might have cut down the trees and used them to move the statues or to make boats. But without the forest, the birds and animals disappeared and the islanders couldn't build boats to fish. When they had cut down all the trees, they weren't able to survive on the island and had to leave.



UFOs in the sky

From November 1989 to April 1990 strange flying triangles were seen in the sky above Belgium. On 30th March these triangles were seen by more than 13,000 people. The triangles had bright round lights on them. Planes from the Belgian Air Force tried to follow the UFOs, but the UFOs moved too quickly.



The Belgian Government investigated these events and wrote a report. They said the triangles couldn't have been aeroplanes. However, they had no idea what they really were.

Nazca Lines

The Nazca desert is one of the driest places in the world. There aren't any rivers or lakes and it is covered with red pebbles. Around 1500 years ago, the people there started to 'draw' by removing the red pebbles. This showed the white ground underneath. They drew weird straight lines and created shapes like squares, and even people, birds, fish and monkeys.

Archaeologists have tried to work out the secret of these lines. Some say that the people must have used them for religious ceremonies. Others say they might have travelled in hot air balloons to see the shapes from the sky, and to be able to create them.

The truth is that the creation of the Nazca lines is still a mystery to



Search the texts

2 Circle the correct answer.

- On Easter Island there are
 a) 800 and more statues. b) exactly 1,300 statues.
- The people of Easter Island
 a) cut down the trees. b) planted trees.
- The UFOs' lights were
 a) triangular. b) round.
- The UFOs were very
 a) fast. b) slow.
- The Nazca people drew
 a) circles. b) lines and animals.

3 Complete the sentences with the words highlighted in the texts.

- I don't like pebbles; I prefer a sandy beach!
- Year 6 have _____ a fantastic wall painting.
- The horse _____ are great.
- How did they _____ with no water?
- We saw a _____ figure on the road.
- The stone circle at Stonehenge was probably used for ancient _____.
- The police _____ the theft of the jewels.



Cosmic words

In the countryside

4 Find these features in the pictures.

coast 1 desert field forest hill jungle
river valley path



Cosmic grammar

Modal verbs: past

Ability

The islanders **couldn't** build boats to fish.
They **weren't able** to survive on the island.

Possibility

The islanders **might have cut** down the trees.
The people **may have used** the statues for religious ceremonies.
The islanders **could have used** trees to transport the statues.

Obligation

The islanders **had to** leave.

Criticism

You **should have finished** your project.

Deduction

The statues **must have been** important.
You **can't have seen** a UFO! They don't exist!

See Grammar File, page 105

5 Circle the correct answer.

- I saw a strange light in the sky. It *should* / *could* have been a UFO.
- I *may have seen* / *wasn't able to see* the Nazca lines because it was dark.
- The Nazca people *might* / *must* have spent years drawing animals.
- Jamie *can't* / *must* have travelled to Easter Island – he doesn't have a passport!

6 Complete the sentences. Use these phrases.

can't have ~~couldn't~~ had to must have
should have weren't able

- The river was freezing. We *couldn't* swim in it.
- They _____ to get through the thick jungle. They _____ go back.
- There was no water in the desert. People _____ lived here.
- They got lost in the hills. They _____ stayed on the path.
- This path is long and straight. The Romans _____ built it.

Listening

7 Listen and tick the things Pat had to do when he was young.

- get up early
- go to bed early
- help his mother in the kitchen
- tidy his room
- eat all his food at mealtimes
- wash his hands before mealtimes
- be polite to adults

Speaking

8 Prepare three questions using *could* and *was/were able to*. Ask and answer with a partner.

Were you able to finish the Maths homework in time?

Could you ride a bike when you were three?

Writing

9 You had arranged to meet your friend at six o'clock and it is now seven o'clock. Write five sentences using past modals about what **might have happened**.

He can't have forgotten about our appointment, but he might have ...



Emma's Blog

Do you like being in a big group of people or do you prefer being on your own?

- 1 Listen and read the quiz and Kate's description. Are you an extrovert or an introvert?

Extrovert? Introvert?

Extroverts like being with other people and are comfortable in groups. They are friendly and outgoing and enjoy talking to others. However, introverts enjoy being on their own. They are usually reserved and quiet. They don't like being in large groups and they prefer staying in to going out.

Try our quiz and find out if you're an extrovert or an introvert. Choose your answer in each situation. Count the number of orange answers and purple answers.

- 1 Your classmate is getting together with a big group of friends. Do you

• agree to go too?

• explain that you can't go?

- 2 There's a new girl/boy in your class. What do you do?

• go and say 'hi' and explain everything about school.

• wait to find out what kind of a person she/he is.

- 3 You have a problem. What do you do?

• tell all your friends and discuss the problem with them.

• think about it quietly and try to decide what to do.

- 4 You are at a concert. Do you

• shout and cheer?

• sit back and enjoy the music?

- 5 Your friend has a problem. Do you

• give him/her lots of advice?

• listen carefully without saying a lot?

Mostly orange answers: You're an extrovert. You have loads of friends and you don't like being on your own! You would prefer a crowded party to an evening alone.

Mostly purple answers: You're an introvert. You'd rather spend time alone or with your close friends. You'd better hire a DVD or buy a good book so that you can enjoy your evenings at home.



my favourite spare-time activity is reading magazines. I'm interested in lots of different things, such as music, fashion and sports. There are magazines for all my interests.

I usually read two or three magazines a week. They're very expensive, so I don't always buy them. I borrow them from the library or I borrow them from friends. There are some magazines, like *Music Now*, that I read every week. There are other magazines, for example, *Tennis World*, that I only read once or twice a year.

There are lots of reasons why I enjoy reading magazines. For example, I love sitting down with a magazine after I've finished my homework. I always have fun going to the shops and buying a new magazine and I often lend my magazines to my friends too. Reading magazines is the perfect spare-time activity!

Kate

Search the texts

- 2 Write the answers.

- Does an introvert like being alone or with others? *alone*
- Does an extrovert like having lots of friends or one special friend?
- Is an introvert better at listening or talking?
- Does Kate usually buy lots of magazines?
- Do you think Kate is an introvert or an extrovert?

- 3 Circle the correct answer.

- An extrovert is outgoing / reserved and friendly.
- I don't feel *favourite* / comfortable in this dress.
- Sarah is quite *reserved* / extrovert and doesn't make friends easily.
- When our team won, the crowd *cheered* / accepted loudly.
- My best friend always gives good *information* / advice if I have a problem.

Cosmic words

Phrasal verbs: social life

4 Match the phrasal verbs to their meanings.

- | | |
|----------------|----------------------------|
| 1 get together | a have a good relationship |
| 2 fall out | b spend time outside |
| 3 stay in | c meet with a friend |
| 4 go out | d stay at home |
| 5 get on | e have a fight/argument |

Cosmic grammar

would rather, would prefer, had better

would rather, would prefer

- to say what we want (or don't want) to do

You'd rather spend time alone.

I'd rather not go out tonight.

You'd prefer an evening at home.

She'd prefer not to go to the party.

had better

- to give advice or to talk about the best thing to do

You'd better hire a DVD.

I'd better not be late for school again.

See **Grammar File**, page 105

5 Write sentences which are true for you. Use *would rather* or *would prefer*.

- 1 have a pizza / a salad (**rather**)
I'd rather have a pizza.
- 2 get up early / late (**prefer**)
- 3 dance with my friends / listen to music (**prefer**)
- 4 go out / stay in (**rather**)
- 5 get together with friends / watch a DVD (**rather**)

6 Write sentences giving advice. Use *had better*.

- 1 I've got an exam tomorrow.
You'd better get up early.
- 2 I've got a headache.
- 3 I can't find my school bag.
- 4 I can't remember what the homework is.
- 5 I've fallen out with my best friend.
- 6 My mum is angry with me.

Speaking

7 Work with a partner. Student A talks about a problem he/she has and student B gives advice.

I have nothing to wear to the party.

You'd better go shopping.

Writing world

Describing a spare-time activity



Connecting words

Look at Kate's description on page 62 and underline the connecting words *like, such as* and *for example*.

8 Read Kate's description again. Match the paragraphs to the notes.

- | | |
|-------------|--------------------------|
| Paragraph 1 | <input type="checkbox"/> |
| Paragraph 2 | <input type="checkbox"/> |
| Paragraph 3 | <input type="checkbox"/> |

- a Why I like this activity
- b What my favourite activity is
- c How often I do this activity

9 Now ask and answer with a partner.

- What is your favourite spare-time activity?
- How often do you do this activity?
- Why do you like it?

10 Complete the notes with your own ideas.

My favourite spare-time activity: _____

How often I do this activity: _____

Who I do this activity with: _____

Reasons why I do this activity: _____

11 Write a description of your favourite spare-time activity. Use the description on page 62 and your notes to help you.

Listening

1 Listen to this extract from a new book about Fiona Fearless. Choose the correct answer.

- She was born in
 - Africa.
 - Australia.
 - America.
- When she was young, she loved
 - swimming.
 - sunbathing.
 - singing.
- She landed on the island because
 - of a storm.
 - of wild animals.
 - it was exciting.
- After three days on the island her food
 - was fine.
 - had gone.
 - was wet.
- She couldn't use her radio because
 - it was broken.
 - it was lost.
 - it had no battery.
- She started walking because she wanted to find
 - wildlife.
 - food.
 - water.
- She walked by the stream until it went into
 - a river.
 - a valley.
 - a desert.
- She stopped because she realised that she was
 - exhausted.
 - in danger.
 - hungry.

Charlie's puzzle Blog



Hi there!
My fourth puzzle is set in the jungle. I hope you aren't frightened of wild animals!



Reading

2 Listen and read the extract from Fiona's video. Find six mistakes in the picture.

This is very bad. There's a river in front of me. On my right there are rocks in the water, but I can't walk on them – there are hundreds of scorpions on the rocks. On the other side of the river there is a very fierce tiger. It's looking at me. I think there's something behind me too ... I'm turning round very slowly to ... no ... oh no! There's a giant lizard behind me. It's a Komodo Dragon! They're very dangerous. Perhaps if I got into the water I could ... no ... the water is full of water snakes. There's an old boat on this side of the river, on my left, but it's got a very big hole in it. It's going to be dark in an hour or two ... I'm very frightened ... the bats are flying around me ... If only I could think of something ...



Speaking

- 3 Work with a partner. Use the second conditional to talk about what would happen.

If she walked across the river, the snakes would bite her.

The boat would sink if she went across the river in it.

Listening

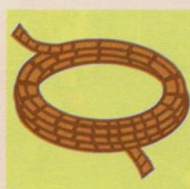
- 4 Listen and tick the things that are in Fiona's bag.



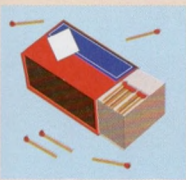
1



2



3



4



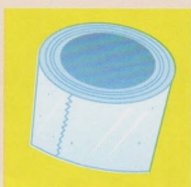
5



6



7



8



9

Speaking

- 5 Work with a partner to make suggestions about what Fiona did. Use modal verbs and these ideas.

- frighten the tiger / Komodo dragon / snake with the ...
- start a fire with the ...
- catch the tiger / Komodo dragon / snakes with the ...
- make a ... with the ...
- fix the ... with the ...

She might have frightened the tiger with the torch.

Listening

- 6 Listen and check what Fiona did. Complete the text.

She opened the tin of ¹ _____ and put it in the boat. She pushed the ² _____ into the middle of the river. The ³ _____ jumped into the river and swam to the boat. The tiger started ⁴ _____ the meat. The Komodo Dragon swam to the boat too. The boat started sinking. The tiger and the Komodo Dragon were ⁵ _____ in the water and the snakes swam away. Fiona Fearless walked across the river. She was ⁶ _____ ! When she got back to the beach, there was a rescue boat waiting for her.

Writing

- 7 Write an interview with Fiona Fearless after the premiere of her new film. Use these ideas to help you.

The adventures of Fiona Fearless have been made into a new film. The famous explorer, who survived a storm and lived for three days on an island in the sea, wrote a book about her adventures. The film is based on her exciting story ...

- enjoy the film?
- frightened in the jungle?
- happy to see the rescue boat?
- plans for the future?
- write another book?
- have more adventures?

Interviewer: How are you feeling, Fiona?

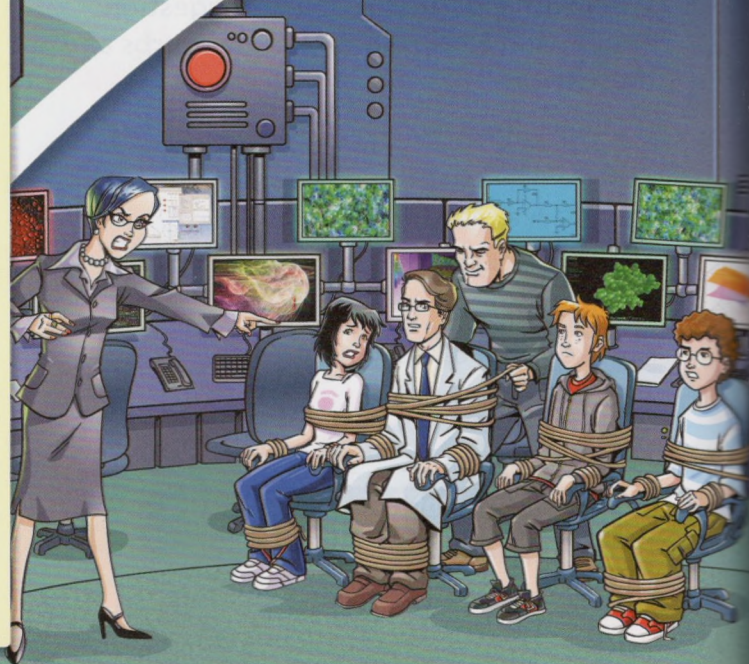
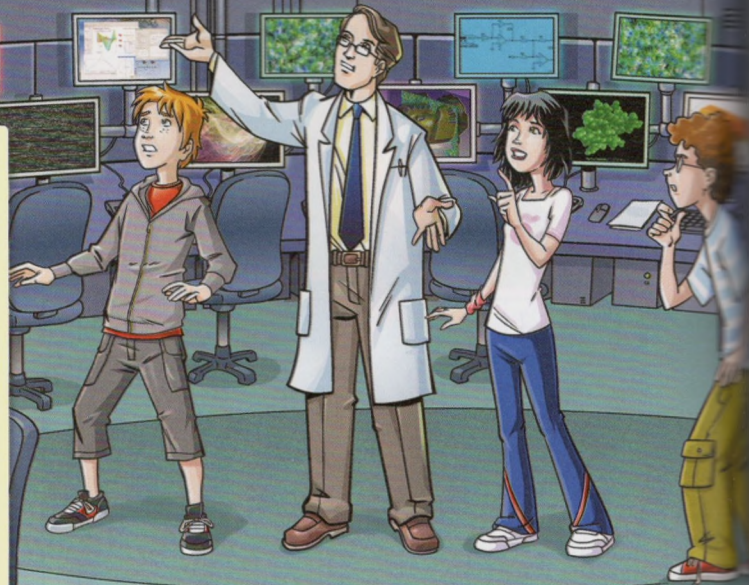
Fiona F: I'm very happy.

Interviewer: ...



1 Listen and read the story. What does Sabrina want to do?

- Charlie:** Wow! This machine is incredible! When was it built, Professor Maximus?
- Professor:** It was built ten years ago.
- Emma:** What's it for?
- Professor:** It's used for very **advanced** experiments. The atoms are sent into the **ring**. The **results** are shown on the screens.
- Charlie:** How is it controlled?
- Professor:** With that **control panel**. But if the wrong switches are pressed, a black hole is created.
- Jason:** A black hole ... Professor ... Do you think ... ?
- Professor:** Yes, Jason, that's exactly what I think.
- Emma:** What? I don't understand.
- Professor:** I think the thieves want to make a black hole!
- Charlie:** But why? That would put the whole world in danger! It could destroy ... everything!
- Professor:** Perhaps they think they can control the power of the black hole.
- Sabrina:** You're right, Professor. We can control it.
- Professor:** What? So it's you!
- Charlie:** Do you know this woman?
- Professor:** Yes, I do. Her name is Sabrina Zolta. Five years ago she was a brilliant scientist, but she was dismissed from the New Energy Research Team.
- Sabrina:** That's right, Professor. I was **dismissed** ... by you!
- Professor:** Because your ideas were mad and dangerous!
- Sabrina:** That's what you thought. But it doesn't matter now. You are my prisoner ... tie him up! Tie them all up!
- Professor:** You're mad. You'll destroy everything!
- Sabrina:** I'm not mad, Professor. I'll be able to **control** the black hole's energy, and then I will control ... the world!
- Professor:** No! Nobody can control a black hole!
- Sabrina:** You can't stop me now, Professor Maximus. The button was pressed five minutes ago. In five more minutes, there will be a black hole!
- Charlie:** No! We've got to stop her!
- Emma:** But we can't do anything.
- Professor:** Don't worry. I pressed the emergency alarm when I saw Sabrina. Help is on the way.



Search the story

2 Circle the correct answer.

- The machine can / *can't* create a black hole.
- Professor Maximus *didn't know* / *knew* Sabrina five years ago.
- Sabrina *wants* / *doesn't want* to destroy the world.
- The Professor thinks Sabrina *will* / *won't* be able to control the black hole.
- Emma thinks they *can* / *can't* stop Sabrina.

3 Complete the sentences with the words highlighted in the story.

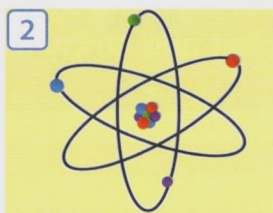
- The red button on the *control panel* starts the machine.
- She was _____ from her job because she was always late.
- Have you had your exam _____ yet?
- Help! I can't _____ the laser.
- The tunnel is in the shape of a _____.
- They do very _____ experiments at the university.

Cosmic words

Science

4 Match the pictures to these words.

atom black hole experiment
laboratory research 1 scientist



Listening

5 Listen to an extract from a radio science programme. Complete the notes.

In Geneva, you can find the CERN ¹ _____.
They built CERN in ² _____.
Lots of ³ _____ work there doing important experiments.
The CERN ring is ⁴ _____ long.
Inside the ring ⁵ _____ go very fast.
It's not possible that they will create ⁶ _____.

Cosmic grammar

The passive (1)

Form

- subject + correct form of *be* + past participle
- The machine is used for experiments.* (present)
- The results are (not) shown on the screen.* (present)
- It was (not) built ten years ago.* (past)
- The experiments were (not) done in the lab.* (past)

Use

- when we don't know who did an action, or when the action is more important than the person who did it
- Sabrina was dismissed.* (The Professor doesn't say that he dismissed her.)
- The button was pressed five minutes ago.* (It doesn't matter who pressed the button.)

See Grammar File, page 105

6 Complete the sentences. Use the passive.

- A kind of aspirin *was used* (use) around 400 BC in ancient Greece. Today aspirin _____ (take) by millions of people every day.
- The first chocolate bar _____ (make) in 1847 by Joseph Fry. Today millions of chocolate bars _____ (eat) every day.
- The Parthenon _____ (build) around 440 BC. Today it _____ (visit) by thousands of people.
- The first jeans _____ (make) in 1873. Today six pairs _____ (own) by every American!

Speaking

- Work with a partner. Student A thinks of some quiz questions and student B answers them. Use the passive.



Who is your favourite singer or band? Have you heard any songs by La Roux?

1 Listen and read about the singer Elly Jackson. Who writes her songs?

My favourite singer

My favourite singer is Elly Jackson. She's the singer from *La Roux*. She has been called the most original singer of the new millennium.

Elly has a very unusual appearance. The first thing you notice about her is her red hair in a really amazing style. Her clothes are different too. I really like the way she looks. She's a very strong-minded person too – she's always being criticised for her opinions.

The most important thing about her though, is her music. She's very talented and she writes her own songs. When she plays live concerts, she has a backing band. The keyboards are played by Michael Norris and the drums are played by William Bowerman.

I'm sure Elly is going to become a big star. One day, I think she'll be known as the most brilliant singer in the world.



Elly Jackson and La Roux

Elly Jackson is from London. She was born in 1988. She started the band La Roux

with Ben Langmaid in 2007. She recorded her first single in 2008. Within two months, the band had been given a contract by a big record label.

Her hairstyle has been copied by young people around the world. Her fans like her eccentric way of dressing too. In this photo she's wearing a multi-coloured jacket and stripy trousers.



Search the texts

2 Complete the factfile.

Name:	Elly Jackson
Age:	
Home town:	
Backing musicians:	
Appearance:	
Character:	

3 Match the words from the texts to their meanings.

- | | |
|-----------------|-----------------------------|
| 1 original | a one thousand years |
| 2 talented | b new, not copied |
| 3 eccentric | c say negative things |
| 4 strong-minded | d able to do something well |
| 5 criticise | e with strong opinions |
| 6 millennium | f unusual |

Cosmic words

Pop music

4 Complete the text with these words.

contract drums ~~keyboards~~ lead singer
record label recorded single lyrics

My friends and I are in a band called *Millennium*. Jeff plays the ¹ keyboards (he's been having piano lessons since he was five!), I play the ² drums and Callum is the ³ lead singer. We write the songs together – Jeff writes the music and Callum and I write the ⁴ lyrics. Last week we ⁵ recorded our first ⁶ single! It's called *New World* and all our friends love it. Callum thinks that we might soon sign a ⁷ contract with a big ⁸ record label, but I'm not so sure.

Cosmic grammar

The passive (2)

<p>Present continuous <i>She's always being criticised for her opinions.</i></p>
<p>Present perfect <i>She has been called the most original singer ...</i></p>
<p>Future with will <i>She will be known as the most brilliant singer ...</i></p>
<p>Future with going to <i>Our new single is going to be recorded in London.</i></p>
<p>Past perfect <i>The band had been given a contract.</i></p>
<p>See Grammar File, page 106</p>

5 Rewrite the sentences. Use the passive.

- Jason Jones: the facts**
- He has sold more than five million CDs.
More than five million CDs have been sold.
 - He had written the lyrics for his first single before he was twelve!
 - He is going to record two songs in China.
 - He has recorded three songs for his new CD already.
 - He is going to sign a new contract with *Bubblegum Records*.

6 Complete the questions. Use the passive.

- When was Kylie Minogue's first single recorded?
Kylie Minogue's first single was recorded in 1987.
- How many _____?
Kylie has made ten albums.
- How old was Kylie when she _____?
She was given a part in *The Sullivans* when she was eleven.
- Who _____ by?
Her 'Aphrodite' costumes will be designed by Dolce and Gabbana.



Listening

7 Listen to five short conversations. Choose the correct picture a, b or c, to answer the question you hear.

1	 A	 B	 C
2	 A	 B	 C
3	 A	 B	 C
4	 A	 B	 C
5	 A	 B	 C

Writing

8 Write a paragraph about your favourite pop singer or band. Use the texts on page 68 to help you.



Emma's Blog

My favourite animal is the panda. What about you?

- 1 Listen and read the article. Find three places you can visit in Sichuan Province.

The Giant Panda

There are records of pandas going back 2,500 years in China. Nowadays however, pandas are an endangered species and there are only about 1,600 animals left in the wild. The reason for this is that their habitat is being destroyed. Pandas only eat bamboo and after they have eaten all the food in one area they often starve before they can reach the nearest bamboo forest.

About 500 pandas live in the Sichuan Giant Panda Sanctuary. This sanctuary is very popular with tourists. More than half a million people visit it each year and the government is having new hotels built all the time. The Sichuan Giant Panda Sanctuary isn't just an important wildlife reserve though.

This area is a UNESCO world heritage site which includes mountains and beautiful temples.



New Reply

Hi Louise,

I've been having a fantastic time in Sichuan Province. On the first day we visited the Giant Panda Sanctuary. We saw the animals in their natural habitat and I had my photograph taken with one of them!

The next day we went to Mount QingCheng. It's a beautiful place with lots of temples and caves. After we had explored the temples we slept in one of the caves. There wasn't any food and it was a bit uncomfortable, but it was amazing!

Yesterday we went into Chengdu. They sell everything you can imagine in the market. In one part, there was a stall selling frogs. I thought they were pets, but Mum said they were for food – I wasn't very happy about that! At another stall my little sister had her face painted as a panda.

Tomorrow we're going to take the bus into Chengdu again. I'm going to get a Chinese suit made. I'll send you a photo.

See you soon,

Karen



WebSearch...

<http://www.pandaexpress.com/pandakids/html/index.html>

Search the texts

2 Write True (T) or False (F).

- 1 There are 2,500 pandas living in the wild. **F**
- 2 Pandas are dying because they don't have enough food.
- 3 Five hundred people visit the Giant Panda Sanctuary every year.
- 4 You can eat and sleep in the caves of Mount QingCheng.
- 5 Karen ate frogs during her trip.
- 6 Karen travelled to Chengdu by bus.

3 Circle the correct answer.

- 1 In the street market there were *caves* / stalls selling fruit, vegetables and fish.
- 2 There is snow everywhere; the birds will *destroy* / *starve* if we don't feed them.
- 3 I think animals should live in their natural *forest* / *habitat*.
- 4 The Parthenon is probably the most famous *sanctuary* / *temple* in the world.
- 5 Not many pandas are left in the *wildlife* / *wild*.
- 6 We visited all the historical *sites* / *mountains* in the area.

Cosmic words

The environment

4 Label the photos using a word from each box.

~~endangered~~ global habitat wildlife

destruction sanctuary ~~species~~ warming



1 _____

2 _____



3 _____

4 _____

Cosmic grammar

The causative

Form

- correct form of *have/get* + object + past participle

The government is having new hotels built.
We have our room cleaned by the hotel staff.
My sister had her face painted as a panda.
She has had her photo taken with the animals.
I had had my passport checked at the airport.
They will get a wildlife sanctuary built.

Use

- to show that we have arranged for another person to do something for us

See **Grammar File**, page 106

5 Rewrite the sentences. Use the causative.

- Someone is fixing my bicycle. I ...
I am having my bicycle fixed.
- Someone has painted our house. We ...
- Someone checks my teeth every year. I ...
- Someone had broken his window. He ...
- Someone is going to make her dress. She ...
- Someone carried my luggage to my room. I ...

Writing world

Describing a holiday

Connecting words



Look at Karen's email on page 70 and underline the time phrases *yesterday, the next day, on the first day* and *tomorrow*.

6 Imagine you are on holiday in one of these places. Match the activities to the places.

Sea Universe	Rainforest Experience
--------------	-----------------------

- Have your photo taken with sharks!
- Have your face painted as a dolphin!
- See twenty types of monkey!
- Learn about jellyfish!
- See five hundred types of coral!
- Learn about gorillas!
- Have your face painted as an orangutan!
- Have your photo taken with chimpanzees!

7 Choose one of the places in Exercise 6 and imagine the order in which you did the activities.

On the first day _____
 The next day _____
 Yesterday _____
 Tomorrow _____

8 Now ask and answer with a partner about your holiday. Use your imagination!

- What did you do on the first day / the next day?
- What was the best thing about your holiday?
- What are you going to do tomorrow?

9 Write an email describing your holiday. Use the description on page 70 and your notes to help you.

Now go to page 95 and do Project 4.

Vocabulary

1 Complete the text with these words and phrases.

~~check-in~~ departure lounge flight
luggage passport ticket

Checking in for your flight at the airport

First go to the ¹ check-in desk. Show your ² _____ and your ³ _____ (this has your photograph in it) to the person at the desk. He or she will check them and then take your ⁴ _____ – make sure your suitcases aren't too heavy. If they are too heavy, you will have to pay extra. After that, go to the ⁵ _____. Here you can have a coffee or read your book while you wait for your ⁶ _____.

2 Match the items in the pictures to the words.

coast field forest path river



desert hill jungle valley



3 Complete the sentences with the correct form of these phrasal verbs.

get on ~~get together~~ go out
fall out stay in

- A Lucy and Zak ¹ got together in June. At the beginning of August they began to have big arguments and they broke up at the end of August.
- B Tom ² _____ on Friday because he was tired. He ³ _____ on Saturday evening because it was his friend's birthday.
- C Anna and Alan were good friends and they always ⁴ _____. Then one day they ⁵ _____ and since then they haven't spoken to each other.

4 Complete the sentences with these words and phrases.

black holes research ~~scientist~~

The ¹ scientist is doing ² _____ into ³ _____.

atoms experiments laboratory

They do ⁴ _____ with ⁵ _____ in this ⁶ _____.

5 Circle the correct answer.

After we had signed the ¹ contract / single we started to write the ² lyrics / single for our songs. The ³ lyrics / record label decided that our first ⁴ single / contract was going to be called Golden Age. We ⁵ signed / recorded the song on a day when the ⁶ lead singer / drums was ill. He sang in a very strange way but the song was a hit!

6 Match the two parts of the phrases.

- | | |
|--------------|---------------|
| 1 habitat | a species |
| 2 global | b sanctuary |
| 3 wildlife | c warming |
| 4 endangered | d destruction |

7 Now complete the sentences with the phrases from Exercise 6.

- 1 Only a few of this kind of animal exists. It is an endangered species.
- 2 The temperature of the Earth is rising. This is called warming.
- 3 Humans are cutting down forests and burning the jungle. The animals have nowhere to live. This is called destruction.
- 4 This is a safe place for wild animals to live. It is a sanctuary.

Grammar

1 Rewrite the sentences using these phrases.

can't be might be must be
mustn't ~~should~~

- The best thing is to take this path.
We *should take this path.*
- It's possible that he's in his room now.
He _____.
- It's impossible that she's on this flight.
She _____.
- I'm sure that he's worried about the exam.
He _____.
- It's important that we don't lose our passports.
We _____.

2 Complete the sentences. Use the words in bold.

- Kelly didn't know how to swim when she was little. **could**
Kelly *couldn't swim* when she was little.
- It's possible that dinosaurs died because of habitat destruction. **might**
Dinosaurs _____ because of habitat destruction.
- They couldn't swim across the river. **able**
They _____ swim across the river.
- I'm sure that he got lost in the forest. **must**
He _____ got lost in the forest.
- It wasn't a good idea to fall out with your sister. **shouldn't**
You _____ out with your sister.

3 Write the responses.

- Do you want a pizza or a hamburger?
would rather / hamburger
would rather not / a pizza
I'd rather have a hamburger.
- Do you want to walk or take a bus?
prefer / bus
prefer not / walk

- I'm very tired.
had better / bed
had better not / go to the party

4 Complete the sentences. Use the passive form of these verbs.

cause clean destroy ~~do~~ play write

- The research *has been done* by a famous scientist. (present perfect)
- The laboratory _____ every evening. (present simple)
- The lyrics _____ by Tom Bates. (past simple)
- Before the concert, the keyboards _____ by Steve Davis. (past perfect)
- Global warming _____ by factories and cars. (present continuous)

5 Complete the text. Use the passive.

Stonehenge

Stonehenge is a mysterious place in England. It ¹ *was built* (build) more than four thousand years ago. Some people think it ² _____ (use) for religious ceremonies. Since that time, it ³ _____ (visit) by millions of people and it ⁴ _____ (photograph) hundreds of times. Thousands of postcards of Stonehenge ⁵ _____ (sent) around the world each year. The area around Stonehenge is changing. It ⁶ _____ (improve). A new visitor centre ⁷ _____ (build) next year. Stonehenge ⁸ _____ (probably / visit) by more than a million people next year.



6 Rewrite the sentences. Use the causative.

- I paid someone to cut my hair.
I had my hair cut.
- Someone is making my father a shirt.
My father _____.
- Someone is going to paint my little sister's face.
My little sister _____.
- My parents will pay someone to cut the grass.
My parents _____.
- My brother paid a photographer to take his photo with the pandas.
My brother _____ with the pandas.

Sing the song on page 98. 🎵



1 Listen and read the story.
Who is Des Dynamite?



PC Hunt: Look at the screen! I'm getting a **signal** on the Emergency Safety Net.

PC Carter: Where is it coming from?

PC Hunt: I'm not sure. Could you give me the keyboard and the mouse, thanks. Let me see. It's coming from the UltraScience Centre.

PC Carter: What's that?

PC Hunt: It's the place where those mad scientists do lots of crazy experiments. People say that they can make a black hole there.

PC Carter: What are black holes?

PC Hunt: They're strange things that can destroy everything. Ssshhh! Listen.

Sabrina: *You can't stop me now, Professor Maximus. The button was pressed five minutes ago. In five more minutes, there will be a black hole!*

PC Hunt: I was right! They're going to make a black hole!

PC Carter: Who's Professor Maximus?

PC Hunt: He's the man who runs the UltraScience Centre.

Sabrina: *Look at the clock. It says 9.15.*

Charlie: *What's that?*

Sabrina: *It's the time when the black hole will be created.*

PC Hunt: I think someone in the UltraScience Centre is sending us this signal – somebody who wants to stop these people.

PC Carter: Do you think we should go there?

PC Hunt: No, it's too dangerous. There are only two of us. I think this is a job for TERN.

PC Carter: What's TERN?

PC Hunt: It's a **top secret** organisation which **deals with** major emergencies. Pass me the phone, please. Des Dynamite, who is a top police officer, works there.

Des Dynamite: Hello, Des Dynamite speaking. This is the Total Emergency **Response** Network.

PC Hunt: Hi, Des. We've got an emergency at the UltraScience Centre. Professor Maximus has been **captured** and somebody there is trying to create a black hole.

Des Dynamite: OK. Leave it to us. Code Red! Code Red! We have a **hostage** being held at the UltraScience Centre. All units to the UltraScience Centre!

Search the story

2 Match the sentences to the people in the story.

- 1 He/She sees the signal. *PC Hunt*
- 2 He/She is the boss at the UltraScience Centre.
- 3 He/She is going to create a black hole.
- 4 He/She has the phone number of TERN.
- 5 He/She doesn't know what TERN is.
- 6 He/She works at TERN.

3 Complete the sentences with the words highlighted in the story.

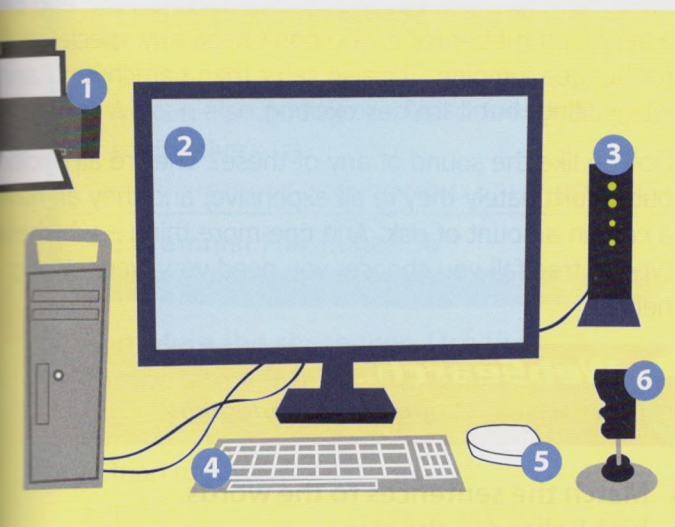
- 1 What was the teacher's *response* to your story?
- 2 This information is _____ – you mustn't tell anyone.
- 3 Mrs Williams _____ any problems the students have.
- 4 I can't use my mobile – there's no _____.
- 5 The children were _____ by pirates.
- 6 The robbers took the bank manager _____, but the police rescued him.

Cosmic words

Computers

4 Label the picture. Use these words.

joystick keyboard modem
mouse printer screen



Cosmic grammar

Relative clauses

Relative pronouns

- We use *who* for people, *where* for places, *when* for times and *which* for things.

*He is the man **who** runs the UltraScience Centre.*

*It's the place **where** they do experiments.*

*It's the time **when** the black hole will be created.*

*It's an organisation **which** deals with emergencies.*

Defining relative clauses

- connect two ideas about the same thing and don't include commas

*He's the man **who** stole Emma's bag.*

- We can use *that* instead of *who* or *which*.

*They're strange things **that** can destroy everything.*

Non-defining relative clauses

- add extra information to the sentence and include commas. We can't use *that*.

*Des Dynamite, **who is a top police officer**, works there.*

See Grammar File, page 106

5 Complete the sentences with *when*, *where*, *which* or *who*.

- 1 The file *which* I uploaded was very big.
- 2 The shop _____ Dave bought his screen is new.
- 3 My mum was the person _____ gave me a new computer.
- 4 The printer _____ I have is slow.
- 5 The days _____ we can work on the school computers are Monday and Friday.

Writing

6 Write four sentences which are true for you. Use *when*, *where*, *which* or *who*.

Saturday is the day when I sleep late.

Speaking

7 Ask and answer with a partner about computers. Use the words in Exercise 4.

It's a thing which you look at.

It's the screen!



Jason's Blog

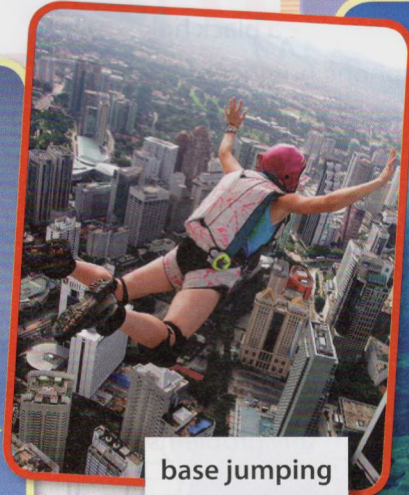
Jump out of an aeroplane? No, thanks! But maybe you would enjoy one of these crazy sports?

1 Listen and read the magazine article. How many sports does it describe?



parachuting

hang gliding



base jumping



wingsuiting

FREE-FALL FRIGHTS!

What would you do if someone asked you to jump out of an aeroplane? Or fly with a special parachute from the side of a mountain? Or jump off a bridge with your leg tied to a rubber **rope**? Would you say 'Yes' or 'No'? Every year, more and more people are saying 'Yes!' and becoming free-fall **enthusiasts**.

Free fall just means falling through the air. Parachuting from an aeroplane is an old way of doing free fall. If you want to try something newer, try wingsuiting. You wear a special suit that helps you to glide like a bird through the sky. Wingsuiting is more exciting than parachuting, but it's also much more dangerous.

There are other ways of doing free fall from high places. Hang gliding is one of the most popular forms. You can hang **glide** for many kilometres, so it can be very exciting. For extra excitement, there's paragliding. It's like hang gliding, but you use a small parachute to lift you up from, for example, the side of a mountain. Paragliding isn't as dangerous as wingsuiting, and it's easier too.

There's one free-fall sport that's more dangerous than all the others, and that's base jumping. It's similar to parachuting, but you start from the top of a very high building, or a very high bridge. You only have a few seconds to open your parachute and land safely. This means you have to be a very **experienced** parachutist. It also means that there are often very serious accidents, including **fatalities**.

Finally, there's bungee jumping. That's when you jump off a high place and **bounce** up and down on the end of a very long rubber rope. You don't need any special skills for bungee jumping. It's also safer than parachuting and wingsuiting, but it isn't as exciting.

Do you like the sound of any of these? They're all exciting but unfortunately they're all expensive, and they all have a certain amount of risk. And one more thing – whichever type of free fall you choose, you need very, very strong nerves!

Search the text

2 Match the sentences with the sports from the text.

- 1 You can travel a long way. *hang gliding*
- 2 You need special clothes.
- 3 You jump off a high building.
- 4 It's an easy sport.
- 5 Serious accidents are common in this sport.
- 6 You have a rope tied to your leg.



WebSearch...

<http://www.bhpa.co.uk/hangglide/>

3 Match the sentences to the words highlighted in the text.

- 1 You know a lot about something. *experienced*
- 2 You use it to tie things.
- 3 You go up and down quite fast.
- 4 You fly like a bird.
- 5 It's another word for 'deaths'.
- 6 People who like doing something a lot.

Cosmic words

Sports

4 Answer the questions. Some sports go with more than one question.

baseball bungee jumping 1 paragliding 1
 scuba diving skiing snowboarding
 swimming tennis volleyball windsurfing

- 1 Which ones are extreme sports?
- 2 Which sports do you play with a ball?
- 3 Which sports do you play with a bat or racquet?
- 4 Which sports need snow?
- 5 Which sports need water?

Cosmic grammar

Comparison of adjectives (1)

Comparatives

- one- and two-syllable adjectives + *-er*

Bungee jumping is safer than wingsuiting.

- three- (or more) syllable adjectives + *more/less*

Wingsuiting is more exciting than parachuting.

Volleyball is less dangerous than base jumping.

- Comparative adjectives are always followed by *than*.

Wingsuiting is newer than parachuting.

- Some adjectives are irregular.

She's a better swimmer than me. (good → better)

He's worse than me at skiing. (bad → worse)

(not) as ... as

- We can also make comparisons with *(not) as + adjective + as*.

Paragliding is not as dangerous as wingsuiting.

See Grammar File, page 106

Listening



6 Listen to a conversation about skydiving. Choose the correct answer, a, b or c.

- 1 What does she say about her skydiving experience?
 - a It was very good, but it was expensive.
 - b It was expensive and it wasn't very good.
 - c It wasn't very expensive and it was good.
- 2 When was she frightened?
 - a the night before the jump
 - b going up in the plane
 - c during the jump
- 3 How many instructors were there in the plane?
 - a one
 - b four
 - c nine
- 4 What did they talk about on the way up?
 - a their hotels
 - b how nervous they were
 - c what they were going to do in the evening
- 5 How did she feel when she landed?
 - a She couldn't walk.
 - b She wanted to sing.
 - c She was very happy.
- 6 What did she do in the evening?
 - a She had dinner in a restaurant.
 - b She went to a film.
 - c She stayed in the hotel.

Speaking

7 Work with a partner. Say sentences using the notes and these words.

cold comfortable dangerous fast
 friendly hot intelligent quiet scary sunny

- cats / dogs
- dolphins / sharks
- England / Spain
- spiders / ants
- car / motorbike
- town / country

Cats are more intelligent than dogs.

Writing

8 Write five sentences about the sports in Exercise 4. Use comparative adjectives.

Swimming is safer than bungee jumping.



Emma's Blog

What kind of films do you enjoy? I love science fiction films and *Wall.e* is one of my favourites.

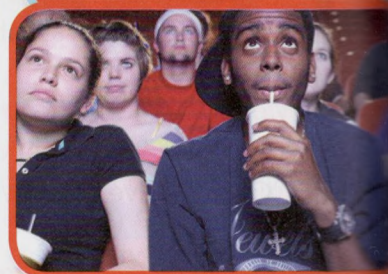
- 1** Listen and read the review. Who are the film's main characters?

My favourite film

In my opinion, *Wall.e* is the best film ever. It's set in the future, and the human race are living in space while robots clean up the pollution on Earth. Originally, there were thousands of robots, but now *Wall.e* is the only one left. *Wall.e* falls in love with another robot called Eve, and together they bring humans back to Earth.

There are many things which I like about this film. Firstly, it's the funniest film that I've ever seen. I love the way *Wall.e* moves and the expressions on his face. Secondly, it's the saddest film in the world! *Wall.e* was very lonely and I was close to tears in some parts! Finally, it has an important message. It makes us think about the way we're polluting the world.

Wall.e is a long film, but I didn't get bored for a second. I know a lot of people don't like science fiction, but I believe that this is a film for everyone. It doesn't matter what your favourite type of film is. I think *Wall.e* has something for everyone.



In 2009, Pixar Studios made *Wall.e*, a film with a robot as the main character. It was their most expensive film so far. They also took a big risk with this film. Many people thought that a film with a robot as the main character would never be a hit. They were wrong. *Wall.e* very quickly became one of their most popular films. In 2009, Time magazine called *Wall.e* 'the best movie of the decade'.

Search the texts

- 2** Read the article again and circle the correct answers.

1 In the film, what has happened to the humans?

a They have left the earth.

b They live with thousands of robots.

2 Which of these did **not** happen to the reviewer?

a He cried.

b He got bored.

3 What made him laugh?

a *Wall.e*'s jokes

b *Wall.e*'s face.

4 The film makes people think about

a the environment.

b robots.

5 Why was the film a risk for Pixar?

a The main character was a robot.

b It was too long.

- 3** Complete the sentences with the phrases highlighted in the review.

1 It's a very sad story and I was *close to tears*.

2 It's very romantic when the star of the film _____.

3 The film company _____ with this film.

4 It's a good film because _____ about how we treat other people.

5 I like this film because _____ for all of us.

6 For all these reasons, I think it will _____.

Listening

4 Listen to the conversation and draw lines from the names to the people in the picture.

- Linda Jack Tom Cohen Angela Anderson
Donna Brittany Caroline Watson Mikey



Cosmic grammar

Comparison of adjectives (2)

Superlatives

- one- and two-syllable adjectives + *the* + *-est*
It's the funniest film I've seen.
- three- (or more) syllable adjectives + *the most* / *the least*
It was the most expensive film.
- Superlative adjectives are often followed by *in the world / class / etc., of all or ever.*
It's the saddest film in the world.
- Some adjectives are irregular.
She is the most beautiful of all.
- *Wall.e is the best film ever.* (good → the best)
That's the worst book I've read! (bad → the worst)

See Grammar File, page 107

5 Write sentences which are true for you. Use the superlative.

- 1 funny person / in my class
John is the funniest person in my class.
- 2 my good subject / at school
- 3 exciting day / of my life
- 4 big room / in our house
- 5 expensive present / I have bought
- 6 bad day / of my life

Speaking

6 Say sentences which are true for you. Use superlatives.

My sister is the oldest in my family.

Writing world

A film review

Connecting words

Look at the review on page 78 and underline the opinion phrases *I believe that, I think* and *in my opinion*.

7 Complete the factfile about your favourite film.

Name of film:	
Story:	
Main characters:	
Reasons why I like it:	
	1
	2
	3

8 Complete the sentences about your favourite film.

- I believe that ...
- I think ...
- In my opinion ...

9 Complete the paragraph plan with notes about your favourite film.

Paragraph 1: (name of film, story, main characters)

Paragraph 2: (reasons why I like it)

Paragraph 3: (recommendation)

10 Write a review of your favourite film. Use the review on page 78 and your notes to help you.

Charlie's puzzle Blog

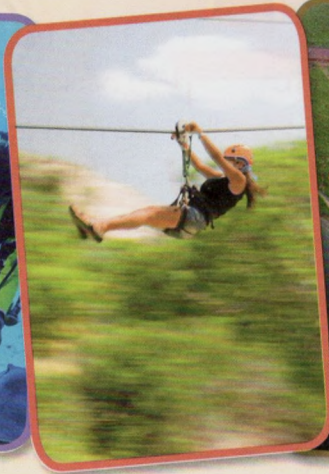


Hello everybody! Here's my final puzzle. It's all about different adventure sports.

Reading

1 Match the photos to these adventure sports.

bungee jumping caving paragliding
scuba diving zip wiring



2 Listen and read about the Five Sports Game. Complete the information sheet.

Nuttelhead – home of the Five Sports Game

Every summer, sportsmen and women from all over the world come to Nuttelhead. They all want to take part in the famous Five Sports Game. The mayor of Nuttelhead starts the game on the beach at one o'clock in the afternoon on a Saturday in July. The contestants do five sports, and the game is usually finished

by midnight. The prize is £5,000 – that's a lot of money. To win the prize, the contestants must find five clues. They see these clues when they do each of the sports. Each clue is a word and together, the five words tell you in which part of the village the prize is hidden. The first contestant to find the prize is the winner.

There are about fifty competitors each year. Lots of spectators come to watch the Five Sports Game too. About 20,000 people come each year. That's two times the number of people who live in Nuttelhead! It's the most important day in the Nuttelhead year!

Listening



3 Listen to the mayor of Nuttelhead. Answer the questions.

- How will the spectators travel around the town this year?
- What special preparations have the hotels and restaurants made?
- Can you still get a hotel room in Nuttelhead?
- Were there any serious injuries last year?
- What do the people of Nuttelhead think of the Five Sports Game?

The Five Sports Game

Date:	1	_____ 1 st July
Start time:	2	_____
Finish time:	3	_____
No. of clues:	4	_____
Prize:	5	_____
Number of competitors:	6	_____
Number of spectators:	7	_____

Reading

4 Read the instructions. Match the sports to the places where the clues are hidden.

The first sport is scuba diving. We will meet at the beach. You must look for a clue on some rocks under the water.

The second sport is bungee jumping at the cliff. The clue is on the cliff and you will be able to see it when you do the jump.

The third sport is paragliding. This will be on the beach again, and the clue is somewhere on the beach. You will be able to see it as you paraglide over the sea near the beach.

The fourth sport is caving. This takes place at the caves near the town. The clue is on the wall of the caves.

The fifth sport is the zip wire in the forest. You will see the clue as you go down the zip wire. It will be dark by the time you get to the forest, but the clue is written with paint which shines in the dark.

When you have all the clues, you will know where in the village the prize is hidden. The map shows you all the places where the prize might be.



Sport	Clue
1 scuba diving	a on the beach
2 bungee jump	b in the forest
3 paragliding	c on the cliff
4 caving	d on underwater rocks
5 zip wire	e in the cave

Speaking

5 Work with a partner. Talk about the Five Sports Game. Use comparatives and superlatives.

bad dangerous difficult easy exciting
frightened fun good nervous safe

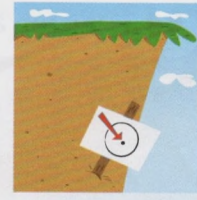
I think zip wiring will be easier than bungee jumping.

The best adventure sport is scuba diving.

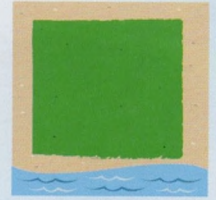
6 Look at the pictures. What is the answer to each clue? Where is the prize hidden?



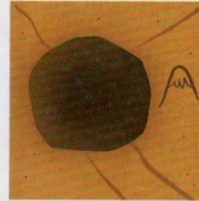
Clue 1: under the water _____



Clue 2: on the cliff _____



Clue 3: on the beach _____



Clue 4: in the cave _____



Clue 5: in the forest _____

The prize is hidden in a _____ at the _____ of _____

Listening

7 Listen to Sam Sportsmad. Write True (T) or False (F).

- This is the first time he has competed in the Five Sports Game.
- The bungee jump was the most difficult.
- The paragliding was the easiest.
- He is going to give the prize money to charity.
- He wants to compete again next year.

Writing

8 Imagine you took part in the Five Sports Game. Write a letter to a friend about your experience. Use the plan to help you.

Paragraph 1

when you arrived in Nuttelhead
what the atmosphere was like
how you felt before the start

Paragraph 2

details of each of the activities
easy or difficult?

Paragraph 3

your opinion of the game
if you will come again next year

Dear ...,

I had a wonderful time at the Five Sports Game in Nuttelhead. I arrived here on ...

10a You're all heroes!

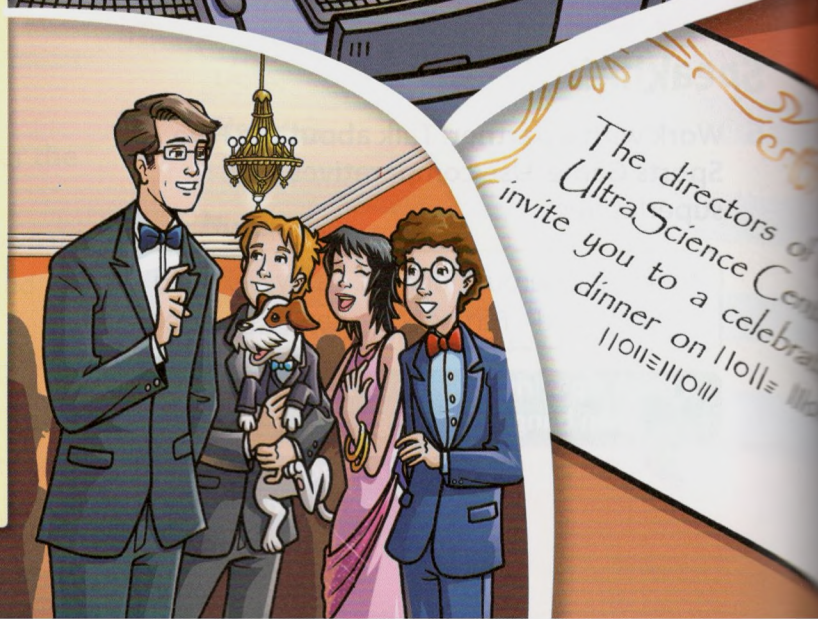
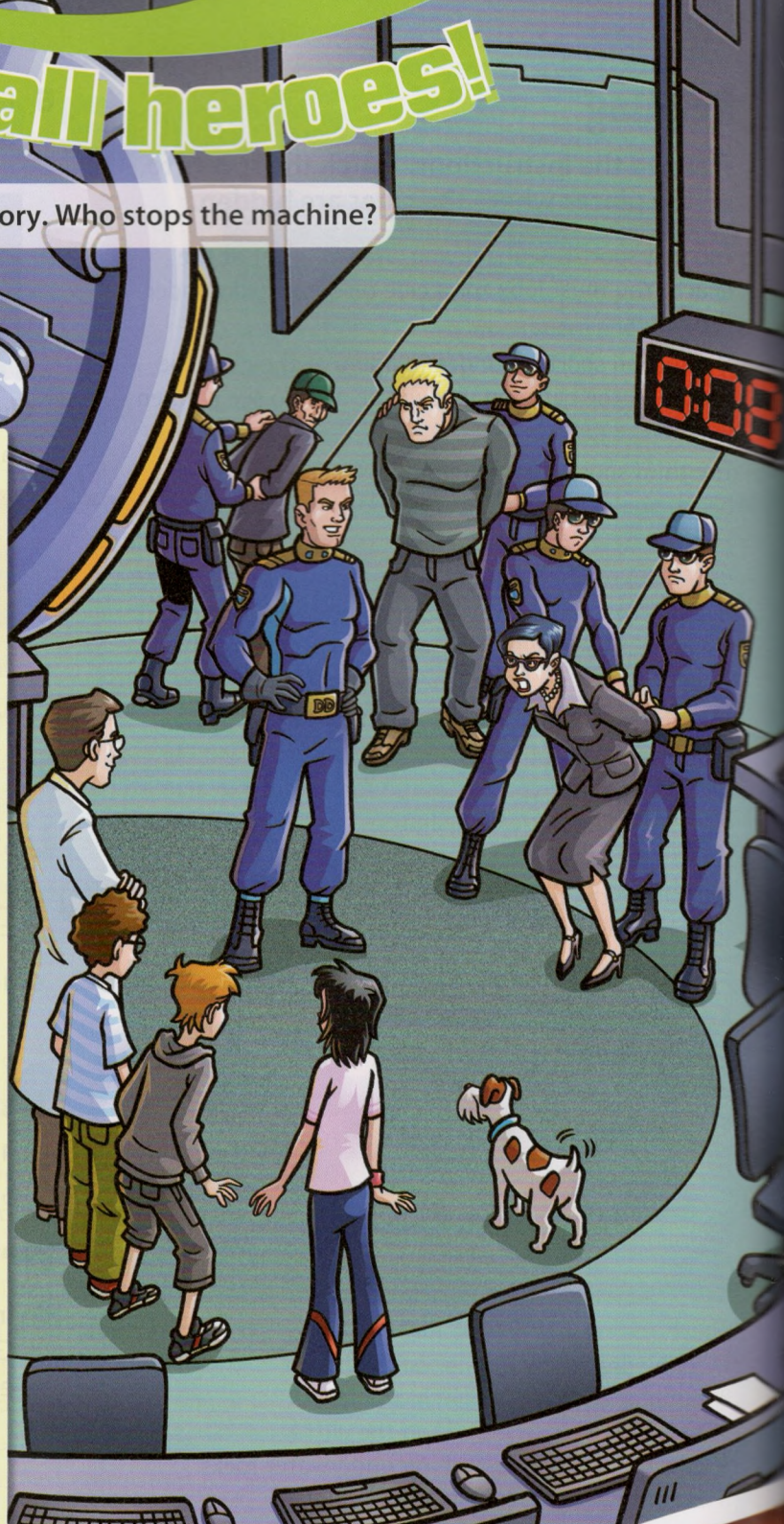


1 Listen and read the story. Who stops the machine?

Sabrina: Only ten seconds to go ... nine ... eight ...
Des Dynamite: Stop the countdown! Don't move! All of you – against the wall!
Sabrina: What? You can't stop me now. The black hole will be created in eight seconds.
Des Dynamite: Untie these people, quickly! There are only seven seconds to go. Can you stop this thing, Professor?
Professor: I'm trying to turn the machine off. I can't stop the alarm ringing. I don't know what to do. It's hopeless!
Jason: I can help, Professor. I suggest pressing the green button.
Professor: Oh, yes, that's a good idea.
Jason: But you must avoid touching the red buttons.
Professor: It's working! You're brilliant, Jason!
Jason: I'll keep on pressing these black buttons and you need to turn that red switch off.
Professor: Yes, of course! You're right!
Jason: Now let's start turning off all these black switches.
Charlie: The alarm has stopped ringing!
Professor: You're a genius, Jason!
Jason: I'm not a genius, but I'm good at making decisions in an emergency!
Des Dynamite: Congratulations, young man!
Professor: I think it's time for us all to go home.
Des Dynamite: As for you, Sabrina – you and your friends can look forward to staying a very long time in prison.

Two weeks later

Professor: You're all heroes! Well done!
Emma: They want to make a documentary about our adventures!
Professor: Did you agree to do it?
Charlie: Of course we did! And we're going to be on a talk show tomorrow morning.
Professor: That's fantastic. And Jason, I want you to come with me to the World Science Fair.
Jason: Wow! Thank you, Professor. I really want to go to the World Science Fair.
Professor: And perhaps you'd like to come and work once or twice a week at the UltraScience Centre?
Jason: Oh, yes! Thank you, Professor.



Search the story

2 Write True (T) or False (F).

- 1 Des Dynamite makes Sabrina stand against the wall. T
- 2 Professor Maximus tells Jason how to stop the machine.
- 3 They only have a few seconds to stop the machine.
- 4 Professor Maximus thinks Jason is very clever.
- 5 There is going to be a book about the children.

3 Circle the correct answer.

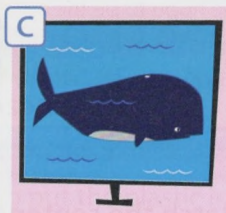
- 1 You should avoid / agree eating sweets.
- 2 The red shoes or the black ones – you have to do / make a decision.
- 3 The telephone / alarm started ringing when thieves broke into the building.
- 4 It's brilliant / hopeless – with all this traffic, we'll never get there on time.
- 5 I suggest / think adding some more salt.
- 6 The countdown / counting to the New Year has begun ... ten, nine, eight ...

Cosmic words

Television

4 Match the pictures to these words.

advert documentary game show
the news talk show soap opera A



Listening

5 Listen and match the conversations to the kinds of TV programme in Exercise 4.

- 1 _____ 2 _____ 3 _____
- 4 _____ 5 _____ 6 _____

Cosmic grammar

Gerunds and infinitives

Gerund

- Verbs + gerund (-ing) form: *avoid, can't stand, enjoy, finish, keep on, look forward to, miss, not mind, practise, suggest.*

Avoid touching the red buttons.

Keep on pressing the black button.

- Prepositions + gerund (-ing) form: *afraid of, after, before, bored of, excited about, good at, how about.*

I'm good at making decisions.

After finishing her homework, she went to meet her friends.

Infinitive

- Verbs + infinitive with to: *agree, arrange, can't wait, decide, learn, need, offer, promise, refuse, want, would like.*

You need to turn that red switch off.

Did you agree to do it?

make and let

- Active sentences: *make / let + infinitive without to*

She made them wash their hands.

She let them play in the garden.

- Passive sentences: *make + infinitive with to*

They were made to wash their hands.

- Passive sentences: *be allowed + infinitive with to.*

They were allowed to play in the garden.

See Grammar File, page 107

6 Complete the sentences. Use the correct form of the verbs.

- 1 I want to buy (buy) a comic.
- 2 Clare suggested _____ (go) to the cinema.
- 3 Tom is excited about _____ (visit) Disneyland.
- 4 Mum made me _____ (do) my homework.
- 5 I can't wait _____ (see) you!
- 6 Our teacher let us _____ (go) early.
- 7 I don't mind _____ (help) you with your Maths homework.
- 8 Peter has decided _____ (become) a pilot.



Jason's Blog

How 'green' are you? Do you recycle your paper and plastic?

- 1 Listen and read the webpage. Compare Middleton Secondary School with your school.

Recycling in your school ... tell us about it!

Hello! My name's Tom Richardson. I go to Middleton Secondary School. I want to tell you about the recycling project in my school. It hasn't been easy!



A year ago our class decided to be an 'eco-class'. We decided to recycle as much as possible in our classroom. Other kids liked the idea and more classes became eco-classes. After a few

months, the whole school decided to be an eco-school. It was fantastic. For a while, we were recycling all our paper and a lot of our plastic. I was really happy!

Unfortunately, since then, things have not been going so well. Now, the recycling bins are empty. The rubbish bins are full and we aren't recycling any of our rubbish. It's very disappointing. Two weeks ago, the students had a meeting with the teachers about the situation. We think there are three problems:

- Firstly, students think recycling is too complicated.
- Secondly, students aren't really interested in recycling.
- Thirdly, students aren't responsible enough to look after their environment. They're too lazy to use the recycling bins.

After meeting with the teachers, I phoned the Recycling Centre to ask for some ideas. They suggested lots of ways to encourage recycling. We're going to put out lots more recycling bins to make recycling easy. We're going to put pictures of the rubbish you can recycle on each bin. For example, the bin for plastic will have a picture of plastic bottles on it, and so on. We're going to hide the ordinary rubbish bins to stop people using them!

We're going to have a competition to find ways of recycling other materials. Each class has to find a use in the classroom for materials like paint, old CDs and wood. Those materials aren't collected for recycling, but we can still use them again. For example, the students can make an artwork with paint and old CDs, or they can make shelves from the wood. There'll be prizes for the best ideas.

I think these ideas are really going to improve the amount of recycling in the school. Next year, we hope to be the greenest school in the country!



Search the text

2 Write the answers.

- 1 When did the recycling project begin?
a year ago
- 2 What problems were there with recycling?
- 3 Do the students think recycling is easy?
- 4 Which people met to discuss the problem?
- 5 What ideas has Tom got to encourage recycling?
- 6 Why are they organising a competition?

3 Match the sentences to these words from the text.

collected complicated disappointing
improved 1 recycle responsible

- 1 'Your English will get better if you work hard.'
- 2 'I can trust you to look after the children.'
- 3 'I thought the film would be brilliant, but it wasn't.'
- 4 'She picked up all the things.'
- 5 'We put glass and paper in special bins.'
- 6 'I don't understand – it's too difficult.'



Cosmic words

Materials

4 Match the pictures to these words.

cardboard cloth glass metal
paper plastic wood



Cosmic grammar

Infinitives of purpose

Form

- to + infinitive

I phoned to ask for some information.

Use

- to give reasons

We're going to hide the rubbish bins to stop people using them!

See Grammar File, page 107

5 Match the actions to the reasons.

- | | |
|--------------------------------|--------------------------------|
| 1 He's getting a recycling bin | a to make a desk. |
| 2 She's going on the Internet | b to put the plastic in. |
| 3 They collected money | c to buy a school computer. |
| 4 They're using wood | d to draw on. |
| 5 I got some paper | e to find out about pollution. |

Speaking

6 Choose an object and describe it. Use the materials and infinitives of purpose.

It's made of paper and cardboard.
You use it to write things in.

It's a notebook!

Cosmic grammar

too and enough

Form

- too + adjective + infinitive with to
They're too lazy to use the recycling bins.
- adjective + enough + infinitive with to
They aren't responsible enough to look after the environment.

Use

- We use *too* to say that something is more than we need / want / etc.
My coffee is too hot to drink. I'll burn my mouth.
- We use *enough* to say that we have the right amount of something.
The children are old enough to go out on their own.

See Grammar File, page 107

7 Write sentences. Use *too* and *enough*.

- She's fifteen. She _____ (old / young / drive)
She isn't old enough to drive.
She's too young to drive.
- The box is heavy. It _____ (heavy / light / carry)
- Rick is a slow runner. He _____ (slow / fast / win)
- Tina hates horror films. She _____ (scared / brave / watch)
- I can't reach the shelf. I _____ (tall / short / reach)

Listening

8 Listen to Mel talking about recycling and complete the notes.

- Mel's family collects plastic, _____, _____ and metal.
- _____ plastic milk and yoghurt containers.
- Make cardboard boxes _____ before you throw them away.
- Don't use plastic bags at the supermarket – take _____ bag with you.
- Choose drinks which are in glass _____ not plastic.
- Don't throw away old _____ and _____; give them away.

Writing

9 What do you and your family do to help the environment? Write a short paragraph.



Are you good at writing essays or do you find it difficult?

Emma's Blog

- 1 Listen and read the webpage. Where did the girl get her information from?

Homework Help!

Easy Writing Net: writing a discursive essay

In a discursive essay, you discuss an idea. For example: 'Girls are cleverer than boys.'

- First, research the subject. Decide what your opinion is. For example, I think girls and boys are equally clever.
- Then write your discursive essay.

Discursive essays have four paragraphs

- 1 an introduction with the subject you are going to discuss
- 2 the arguments against your opinion
- 3 the arguments in favour of your opinion
- 4 the conclusion

It's better to revise for exams with your friends.

- We all have to revise for exams. However, people disagree about whether to revise on your own or with your friends.

Revising with friends has advantages, such as helping each other. You can also ask each other questions.

You can have breaks every now and then, when you do something completely different like talk or listen to music.

Although revising with friends can be fun, it's easy to waste time. For example, you can spend all your time chatting and listening to music.

On balance, I would say that it's better to revise on your own.

However, it can be a bit boring, so perhaps it's a good idea to have one or two revision sessions with your friends.



Hannah

SCHOOL VIEWS CHAT ROOM

Do U revise on ur own or with ur friends?

You can't revise with friends. You chat, listen to music and don't do any work!

I don't agree. It's so boring on ur own that U don't learn anything. And U can ask ur friends questions.

UR right. It's such a good idea that I always do it. It's more fun.

Search the texts

- 2 Correct the mistakes in these sentences.

- 1 A discursive essay has ~~three~~ paragraphs. *four*
- 2 You must decide what *other people's* opinion is.
- 3 The conclusion comes *at the beginning*.
- 4 Two people in the chat room recommend revising *on your own*.
- 5 Hannah thinks revising *with your friends* is better.

- 3 Complete the sentences with one word in each gap.

- 1 In a *discursive* essay you discuss an idea.
- 2 You should _____ your ideas before you start.
- 3 I am in _____ of revising with friends.
- 4 I like English and History, but _____ balance I think I prefer History.
- 5 Please stop wasting _____ watching TV and do your homework!

Cosmic grammar

so and such

so

- so + adjective + *that*

*The essay was **so long that** I couldn't finish it.*

such

- such + a/an + adjective + noun + *that*

*It was **such a long essay that** I couldn't finish it.*

See Grammar File, page 107

4 Complete the sentences with *so* or *such*.



- They were *such* poor children that they didn't have shoes.
- It was _____ hot that the children were sleepy.
- The children were _____ enthusiastic students that they learned quickly.
- There were _____ good songs in the book that all the kids sang loudly.
- The teacher was _____ good that all the children liked her.

5 Write sentences. Use *so* and *such*.

- I / be / tired / go / to bed (so)
I was *so* tired that I went to bed.
- it / be / a good essay / she / get / the best mark (such)
- it / be / a boring party / we / leave (such)
- the exam / difficult / she couldn't do it (so)
- he / ill / go to the doctor's (so)

Writing world

A discursive essay

Connecting words

Look at Hannah's discursive essay on page 86 and underline the connecting phrases *on balance*, *however* and *although*.

6 Complete the sentences with *although*, *however* and *on balance*.

- _____ I sometimes ask my mum to help me with my homework, I usually do it alone.
- There are advantages and disadvantages to both kinds of study, but _____ you waste less time if you revise on your own.
- Many of my friends revise in groups. _____, I prefer to revise alone.

7 Read Hannah's essay again. Match the paragraphs to the notes.

- | | |
|-------------|--------------------------|
| Paragraph 1 | <input type="checkbox"/> |
| Paragraph 2 | <input type="checkbox"/> |
| Paragraph 3 | <input type="checkbox"/> |
| Paragraph 4 | <input type="checkbox"/> |
- arguments in favour of your point of view
 - conclusion
 - introduction
 - arguments against your point of view

8 Now ask and answer with a partner and make notes.

- Why is it important to study English? Think of two or three reasons.

- What other subjects are important and why?

9 Write a discursive essay on this subject –

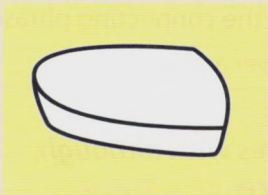
'English is the most important subject at school.'

Use the essay on page 86 and your notes to help you.

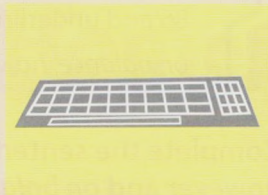
Now go to page 96 and do Project 5.

Vocabulary

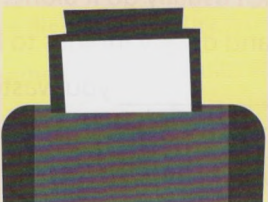
1 Label the pictures.



1 mouse



2 _____



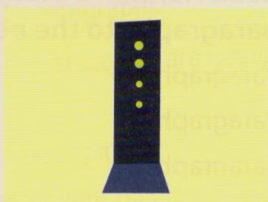
3 _____



4 _____



5 _____



6 _____

2 Match the two parts of the sentences.

- 1 You need a ball for f
- 2 You need snow for
- 3 It must be very windy for
- 4 You don't need special
- 5 You go very high
- 6 You bounce up and down

- a windsurfing.
- b when you are paragliding.
- c skiing and snowboarding.
- d when you are bungee jumping.
- e equipment when you go swimming.
- f tennis and baseball.

3 Read the text. Replace the words in bold with these words.

advertises documentary ~~game show~~
soap opera talk show the news

My brother watches a lot of television. Yesterday he watched a ¹ **programme with people answering questions to win prizes**, then he watched a ² **programme with one man talking to a film star and a singer**. After that he watched a ³ **programme about the animals of the jungle**, then he watched a ⁴ **story about people in a street in London**. He even watched the ⁵ **parts between the programmes when they try to make you buy things!** The one programme which he didn't watch was ⁶ **the programme that tells you what's happened in the world today**.

- | | |
|-------------|---------|
| 1 game show | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 The words in bold are wrong. Put them in the correct sentence.

- 1 Chairs are usually made of **paper**. wood
- 2 Books are made of **glass**.
- 3 Windows are made of **cardboard**.
- 4 Cars are made of **wood**.
- 5 Boxes are made of **cloth**.
- 6 Curtains are made of **metal**.

5 Choose the correct answer.

- 1 Have you seen the _____? There was a huge tsunami in Japan!
a adverts **b news** c game show
- 2 I don't like _____ flowers. I prefer real ones.
a plastic b metal c endangered
- 3 We always play _____ on the beach in the summer.
a skiing b volleyball c bungee jumping
- 4 You need a _____ to play this computer game.
a species b documentary c joystick
- 5 Gran can't go _____ because she doesn't know how to swim.
a paragliding b snowboarding c scuba diving
- 6 Something is wrong with the _____ and I can't see anything!
a keyboard b screen c modem

Grammar

1 Complete the sentences in two different ways.

Lucy is a teacher. She lives in London. **who**

1 Lucy, *who is a teacher, lives in London.*

2 Lucy is a teacher *who lives in London.*

Joe is an English student. He lives in Athens. **who**

3 Joe, _____ an English student, _____.

4 Joe is an English student _____.

The British Museum is a museum in London. It's very old. **which**

5 The British Museum, _____ a museum in London, _____.

6 The British Museum is a museum in London _____.

December 25th is the day we celebrate Christmas. It's in the middle of winter. **when**

7 December 25th, _____ we celebrate Christmas, _____.

8 December 25th is the day in the middle of winter _____.

2 Complete the sentences. Use the comparative and superlative form of these adjectives.

old short tall young

Name	Age
Joe	12 years old
Matt	16 years old
Alex	25 years old

1 Joe is *younger than* Matt.

2 Alex is _____ of all.

3 Matt _____ Joe.

4 Joe is _____ of all.

Name	Height
Emma	1 metre 23
Lisa	1 metre 45
Angela	1 metre 72

5 Lisa is *shorter than* Angela.

6 Emma _____ of all.

7 Angela _____ Lisa.

8 Angela _____ of all.

Sing the song on page 99.

3 Rewrite the sentences. Use the words given.

1 My new computer screen is much better than my old one. **good**

My old computer screen was *not as good as* this one.

2 Your computer game is more exciting than mine. **exciting**

My computer game is _____ yours.

3 I've never seen such a good science fiction film. **the**

This is _____ film I've ever seen.

4 I've never bought anything more expensive than my laptop. **expensive**

My laptop is _____ I've ever bought.

4 Circle the correct answer.

I'm really excited about ¹ *to go / going* to Spain on holiday next month. I've decided ² *to learn / learning* some Spanish. My friend is good at ³ *to speak / speaking* Spanish and he had promised to ⁴ *help / helping me*. I wanted ⁵ *to start / starting* the lessons straight away, so I phoned him. 'How about ⁶ *to have / having* a lesson this afternoon?' I asked him. 'I'd like ⁷ *to help / helping* you, but I can't', he said. 'I'm leaving for Spain this afternoon!'

5 Rewrite the sentences.

1 My father made my brother wash his bicycle. My brother *was made to wash his bicycle.*

2 My parents let me go to the party. I _____.

3 We were allowed to see the results of the exam. Our teacher _____.

4 I wanted to invite my friend to the party, so I phoned him. I phoned _____.

5 The policeman made the thief stop the car. The thief _____.

6 Complete the sentences. Use the words given.

My little brother isn't strong. He couldn't lift the box.

1 My little brother _____ it. **enough**

2 My older brother is strong. He _____ lift it. **enough**

3 My father _____ lifted it easily. **so**



The Cosmic Kids Play

An ordinary day ...

Characters

Narrator

Jason

Emma

Jason's mother

Students 1-8

Parents 1-6

Head Teacher

Scene 1: Arriving at school

Narrator: It's the start of an ordinary day at school ...

[Jason comes on stage and walks across. He is followed by Students 1 and 2, then Students 3 and 4. The students stay in their pairs, spread across the stage and slightly away from Jason; Emma comes in]

Jason: Hi Emma! How are you?

Emma: I'm fine, thanks. And you?

Jason: I'm worried about the exam tomorrow.

Emma: Tomorrow? I thought it was next week!

Jason: You didn't listen to the teacher. You got the date wrong!

Emma: Oh no! I get everything wrong!

Student 1: What were they saying?

Student 2: Jason said something about the teacher. She taught everything wrong!

Student 1: The teacher taught everything wrong?

Student 2: If she taught everything wrong, we're going to fail!

Student 3: Did you hear that? The teacher taught everything wrong.

Student 4: Yes! And now she's going to fail all the students!

Student 3: That's terrible! We must tell everyone!

Narrator: That's the way rumours start! Let's see what happens later.

Scene 2: Break time

Narrator: It's break time and the rumours are spreading ...

[Jason and Emma walk onto the stage]

Emma: Come on, Jason. It's break time! Let's go outside!

Jason: I'm not going outside. I'm going to revise in the library.

Emma: OK. Good idea! I'll come with you.

[Jason and Emma leave the stage; Students 3 and 4 come on stage, then Students 5 and 6]

Student 3: He said the teacher was going to fail all the students!

Student 4: He said the teacher had taught everything wrong!

Student 5: That's terrible! Who said this?

Student 3: Jason! He's cool. He knows lots of things.

Student 5: Did you hear that? They said the school was going to close in spring.

Student 6: Did you hear that? They said the school was going to explode next week!

[The bell rings for the end of break; Jason and Emma come back on the stage]

Jason: That was good. We've done a lot of revision.

Emma: Yes. Come on. Let's go to our next lesson.

[Jason, Emma and all the other students leave to go to their lesson]

Scene 3: At home

Narrator: The school day has finished. The students are arriving home. Jason hasn't heard any of the rumours.

[Jason's mother and the other parents are standing separately on the stage; Jason comes in and goes up to his mother]

Jason's Mum: Hello dear. How are you?

Jason: I've got a lot of work to do. After lunch I'm going to revise all afternoon.

Jason's Mum: Poor you!

[Jason and his mother leave the stage]

Narrator: But the other children can't stop talking about the rumours.

[Students 5, 6, 7 and 8 come on stage and walk up to the group of parents. As the students talk to the parents, the parents look horrified]

- Student 5:** The President is going to visit the school tomorrow!
- Student 6:** We're all going to England tomorrow!
- Student 7:** The school is going to close tomorrow!
- Student 8:** *[looking at his / her laptop, showing it to Student 7]* Look on Twitter! Everyone's tweeting. They say there's a black hole in the middle of the school. It's going to explode tomorrow!
- Student 7:** I know! I heard that too! It must be true!

Scene 4: Next day outside school

Narrator: It's the next day. All the parents are coming to school. They've heard the rumours, and they're worried.

[All the parents, with all the students, come onto the stage; Jason and Emma are standing apart from them]

- Parent 1:** We want to speak to the Head Teacher!
- Parent 2:** The school is going to close!
- Parent 3:** The President is going to visit tomorrow!
- Parent 4:** All the children are going to be in a television show!
- Parent 5:** They're going to record a song!
- Parent 6:** They're going on a trip to England!
- Parent 1:** They're flying to Russia tomorrow!
- Parent 2:** There's a black hole ...
- Parent 6:** ... an explosion ...
- Parent 2:** ... an earthquake ...
- Parent 3:** ... a volcanic eruption ...

[The Head Teacher comes on stage]

- Head Teacher:** Stop, please! When did these rumours start?
- All parents:** *[all talking at the same time, saying different things]*
My son / daughter / son's friends / daughter's friends said that ...
... there was a black hole in the school / the school was going to explode / they were all going to go to England / the teacher was going to fail everyone ...
- Head Teacher:** Wait, please. Who started these rumours?

[all the students (except Jason and Emma) start pointing to each other; eventually they all end up pointing at Jason]

Head Teacher: What did you say, Jason?

- Jason:** I didn't say much. I said Emma hadn't listened to the teacher. I said she had got the date of the exam wrong.
- Head Teacher:** I see. One boy said someone had made a mistake and the rumour goes round and round and round and it gets worse and worse.
- Student 2:** So nothing's going to happen?
- Head Teacher:** No, of course not. But you all have an exam today.
- Student 3:** But we didn't revise!
- Head Teacher:** I'm afraid you have to do the exam. Come on, it's starting in a few minutes.
- Jason:** I revised!
- Emma:** Me too!
- Head Teacher:** Well done, Jason and Emma. The rest of you, just remember. Don't listen to rumours, and don't pass them on!
- All students:** Don't believe every rumour. It's a lesson for all of us!
Find out if something is really true
Before you start making a fuss!
- Parents:** *[waving goodbye to their children]* Good luck in your exam! Goodbye!
- Students:** Thank you! Goodbye!

[the students walk off to one side, the parents walk off to the other side, all waving to each other and the audience]

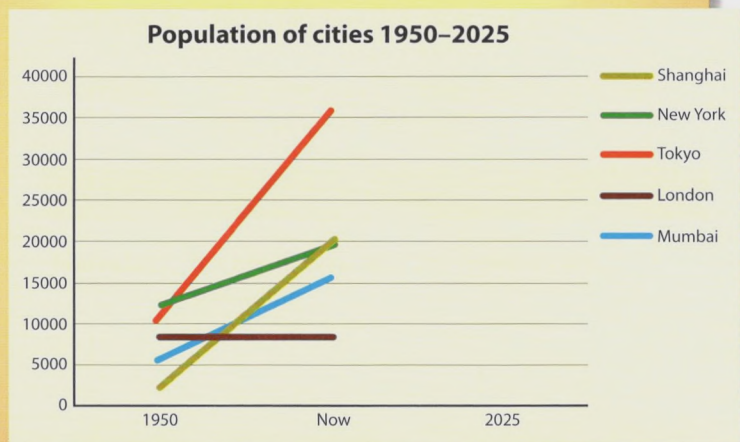
Geography: Cities

1 Match the numbers on the map to the photos of cities.



2 Read the text. Then complete the lines on the graph.

In 2025, the population of Shanghai will be 19 million, four hundred and twelve thousand. In 2025, New York will have a population of twenty million, six hundred and twenty eight thousand. The population of Tokyo in 2025 will be thirty six million, four hundred thousand. London's population in 2025 will be eight million, six hundred and eighteen thousand. There will be twenty-six million, three hundred and eighty-five thousand in Mumbai in 2025.



3 Look at the graph again. Are these sentences True (T) or False (F)?

- London had the most people in 1950.
- Tokyo will have the most people in 2025.
- Mumbai has the fewest people now.
- The population of all the cities increased between 1950 and now.
- The population of London is much larger now than in 1950.

4 Read this description of cities in 2100. Circle the things you like. Underline the things you don't like.

In 2100, cities will be full of people and there will be lots of traffic, but they will be quiet to live in. They won't be noisy and they won't be polluted because we will use electric cars. The cities won't be dirty because robots will clean them all the time.

People will live in tall blocks of flats. There won't be office blocks because most of us will work from home. In every street there will be huge farm buildings where we will grow our vegetables and fruit. People won't have their own gardens, but there will be large public gardens.

We won't get enough exercise at home, so there will be sports centres where the whole neighbourhood will exercise. There will also be giant entertainment centres where we will be able to eat, watch films, dance and talk to our friends.

Life in big cities in 2100 will be very nice!

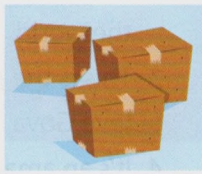
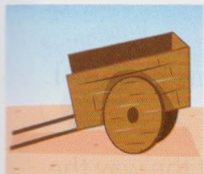
5 Imagine it is the year 2100. Make notes about a typical day in your life.

getting up	<i>The robot wakes me at...</i>
breakfast	
going to school	
at school	
lunch	
afternoon activities	
dinner	
evening activities	
going to bed	

6 Write about a typical day in your life in 2100. Use your notes from Exercise 5. Draw a picture to illustrate your writing.

- 1 Read the text and find these words. Then match them to the pictures.

cart goods wheel



History of Transport

The first form of transport was probably simple boats for travelling on water. People started using these about twenty thousand years ago. At that time, there wasn't any land transport.

Around five thousand years ago, in Iraq, people started to use wheels. They made simple carts with them. That made it much easier to move goods across the land. Then, about a thousand years later, people started to ride horses, and to use horses to pull carts.

Transport did not change much for thousands of years, until the end of the 18th century. 1787 saw the invention of the steam-powered boat, and 1790 the first modern bicycle. In 1821, Stephenson invented the railway train and in 1858, Karl Benz built the first car. In the 20th century, the number of cars increased enormously. At the beginning of the century there were less than ten thousand. By the end of the century there were 700 million cars.

- 2 Answer the questions.

- 1 What is the oldest form of transport?
- 2 How long ago did people start using wheels?
- 3 When did people start riding horses?
- 4 When was the first railway train invented?
- 5 How many cars were there at the beginning of the 20th century?

- 3 Read an interview about the history of air transport. Write notes.

Interviewer: Have there been any major changes since the invention of the motor car?

Expert: Definitely. Air travel is the most important development. That started on November 21st 1783, when the Montgolfier Brothers flew in a hot air balloon.

Interviewer: When was the first aeroplane flight?

Expert: On December 17th 1903, the Wright Brothers flew the first aeroplane. The flight lasted for only 13 seconds!

Interviewer: That doesn't sound much.

Expert: Perhaps not, but it was a start. In 1919, Alcock and Brown flew across the Atlantic in a plane. In the 1950s, people started travelling around the world in large passenger planes.

Interviewer: What about space travel?

Expert: On April 12th 1961, the first man flew in a rocket into space. That was Yuri Gagarin, in a Russian rocket, and he went once around the earth and returned safely.

Interviewer: And since then?

Expert: On July 20th 1969, the first man landed on the moon. Unfortunately space travel hasn't developed much since then.

Interviewer: Do you think that's going to change?

Expert: Yes, I do. In 2004, the first spaceship of a planned commercial service, SpaceShip One, flew its first flight. Soon the company will be offering tickets to fly in orbit around the Earth.

Interviewer: And what about travelling to other planets?

Expert: I'm sure that one day we'll be able to buy tickets to the moon and perhaps even to Mars and Venus.

First flight across the Atlantic – who? when?

First commercial flights – when?

First man on the moon – when?

First commercial space flight – when?

Future of space flight – what?

- 4 Write an article about air travel in the 20th century. Use your notes to help you. Find a photo to illustrate your writing.

Art: Famous art galleries

1 Read about five famous museums and galleries around the world. Then answer the questions.

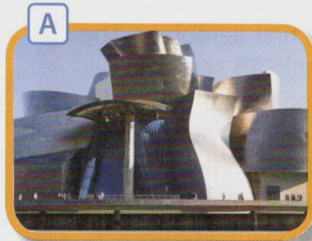
Which museum or gallery ...

- 1 is in London?
- 2 has a lot of Spanish paintings?
- 3 is next to a park?
- 4 doesn't have separate galleries?
- 5 is covered with titanium?

2 Read what the people are saying. Which museum is each person in?

- 1 What a fantastic view of the river!
- 2 I came here to see the most famous picture in the world.
- 3 This is the perfect museum for me because I love Goya.
- 4 It's an amazing building. Look at the way the metal is shining!
- 5 It's a very strange building. We're going round and round and round.

3 Read the description. Which painting is it?



A **The Guggenheim, Bilbao**

This gallery has become famous since it opened in 1998. It's covered with sheets of titanium which give an amazing appearance. Inside, the collection is mainly modern art.



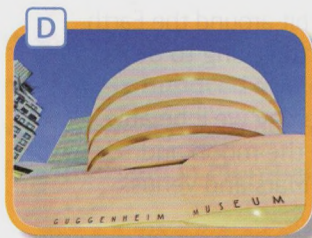
B **The Tate Modern**

This gallery is on the south side of the river Thames in London. It has mostly modern art from the beginning of the 20th century to the present.



C **The Del Prado**

This museum has the largest collection of Spanish paintings in the world. There are dozens of galleries with thousands of paintings. It is famous for its collection of paintings by Goya.



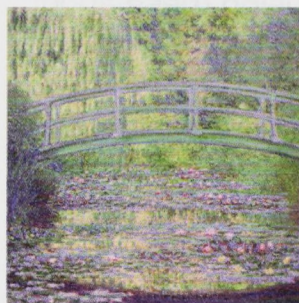
D **The Guggenheim, New York**

This well-known museum on Fifth Avenue is famous for its spiral walkway: you follow the spiral up and round to see all the pictures. There aren't any galleries, just one long walkway that goes round and round, up to the top of the building.



E **The Louvre**

This museum is in a 17th Century palace in the centre of Paris, next to the famous Tuileries Park. It has many artistic treasures, including the *Mona Lisa* by Leonardo da Vinci – probably the most famous painting in the world.



One of my favourite paintings is *Starry Night* by Van Gogh. It's a medium-sized picture of a village at night. There's a big tree and some small buildings, but most of the picture is the night sky. Van Gogh used different shades of blue, from pale blue to dark blue, to paint the sky. The stars are bright yellow. The rest of the picture is dark blue, dark green and black. He painted lots of spirals in the sky, and that makes the picture very dramatic.

The colours in this picture are very beautiful. It's a fascinating picture, because it makes you think about the power of nature. There are lots of little details in the picture too, which makes it interesting. I'd like to have a copy of this picture in my room.

4 Look at the other painting in Exercise 3 – *Water Lilies and Japanese Bridge*, by Monet. Write notes about it.

- 1 write five colours you can see in the painting
- 2 write five adjectives that describe the painting
- 3 write a different opening sentence
- 4 write a different final sentence

5 Write a description of *Water Lilies and Japanese Bridge*. Use the text in Exercise 3 and your notes to help you.

4 Music: How to be Number 1!

1 Match the CDs to these types of music.

classical jazz pop rock techno



2 Read about how songs are recorded. Guess the meaning of the underlined words.

What makes a hit song? It's a long process that starts when the songwriter gets an idea in his or her head for the tune or for the lyrics. The songwriter sits down to turn it into a song. Perhaps the completed song is taken by the songwriter's band, or perhaps it's bought by another band or singer. The musicians play the song and decide what to do with it. If they decide to record it as a single or a track on an album, they go to the recording studio. Sometimes the first take is used, other times the band may have to sing it dozens, perhaps even a hundred times. Then the producer and sound engineers take the recordings and choose the best bits. They add other instruments, they add special effects, and finally the song is complete. It's added to the CD, copies of the CD are made. Usually the band makes a video of the song too. The final stage is uploading the song and the video to the Internet.

3 Read the description of a band. Match the headings to the paragraphs.

- 1 what the band are famous for
- 2 the writer's opinion of the band
- 3 basic information about the band

A *Class Z* are an English rock band. There are four people in the band: the lead singer is Rick Bailey, then there's Zoe Walters on guitar, Jack Roberts on keyboards and Toby Anderson on drums. They all come from Manchester and they got together in 2005.

B *Class Z* are famous for their first hit, *Waiting*. The video went viral on the Internet at the end of June 2006. The next week, the single was at Number 1. It stayed there for six weeks. Since then, they haven't had another Number 1, but they've made four new albums. All these albums are good, but without a doubt, my favourite is their third album, *Anxiety*.

C I like *Class Z* because their music is very original. They write all their own songs, and the lyrics mean a lot. Rick Bailey has got a great voice, and I really like the way Toby Anderson plays the drums. Recently they've fallen out and I'm worried the group might break up, but I hope they stay together for a long time.

4 Complete the table with information from Exercise 3. Tick the points in the table which are not in the description.

	Class Z	Your favourite band
1 the name of the band		
2 who is in the band		
3 what their favourite food is		
4 the type of music they play		
5 where they come from		
6 what they look like		
7 what instruments they play		
8 information about their singles and CDs		
9 their favourite colours		
10 why the writer likes them		

5 Add information about *your* favourite band to the table in Exercise 4.

6 Write your notes from Exercise 4 under these headings.

- 1 basic information about the band
- 2 what the band are famous for
- 3 your opinion of the band

7 Write a description of your favourite band. Use your notes to help you. Find a photo of your favourite band to illustrate your writing.

1 Read the text about rubbish. Guess the meaning of the underlined words.

We're drowning in rubbish!

Every day, a typical family of four in England produces more than five kilos of rubbish. In a year, the family produces about 2,000 kilos of rubbish. In the whole country, families produce over 30 billion kilos of rubbish every year. That's the weight of more than 6 million elephants!

It's a world-wide problem. The United Nations estimates that we produce more than one trillion kilos of rubbish in the world every year. This rubbish has to go somewhere. Huge holes called landfills are made in the ground and they are filled with rubbish. However, landfills are not a permanent solution. We

will have to come up with a better solution soon. If not, the whole world will become one huge landfill.

Recycling can play a part. At the moment, around the world, only about 5% of rubbish is recycled. About 95% goes to landfill. In fact, if we recycle properly, at least 70% of rubbish can be recycled. It's not a complete solution, but it will help.



2 Match the numbers to the descriptions.

- | | |
|---|---|
| <p>1 4
2 2,000
3 30 billion
4 one trillion
5 5
6 70</p> | <p>a percentage of rubbish recycled around the world now
b amount of rubbish produced in the world in a year
c number of people in a typical family in England
d percentage of rubbish it is possible to recycle
e total kilos of rubbish produced in England in a year
f kilos of rubbish a family in England produces in a year</p> |
|---|---|

3 Read what the people are saying about the landfill site near them. Then answer the questions.

- A** I worry about toxic fumes coming out of the landfill. In addition, landfills often pollute rivers and the water supply with toxic chemicals.
- B** We live on the main road. In the early morning lots of rubbish vans arrive at the landfill – they wake us up every day.
- C** Recently, I've started seeing rats in my garden. My house is near the landfill, and I think the landfill is attracting them.
- D** You can see the landfill from the road and it looks horrible. Even worse, there is often a very nasty smell coming from the landfill. We live about 500 metres away and in summer you can smell it in the garden.

Which person is complaining about ...

- 1 the smell of the landfill?
- 2 the chemical pollution?
- 3 animals that come to the landfill?
- 4 the noise?

4 Read these suggestions. In your opinion, which one do you think will help the situation?


- 1 Encourage local people to recycle more.
- 2 Limit the amount of rubbish a family can send to the landfill.
- 3 Close the landfill. People can take their rubbish to another landfill 30 kilometres away.
- 4 Burn the rubbish. It can provide cheap energy.
- 5 Open a new landfill in another part of town.
- 6 Cover the landfill with earth.

5 Write a letter to the local council with two or three suggestions. Use this plan and the ideas from Exercise 4 to help you.

- Paragraph 1: opening and purpose of letter
- Paragraph 2: what the problems with the landfill are
- Paragraph 3: your suggestions.
- Paragraph 4: ending the letter



Units 1 and 2

 **1 Listen and count the number of places in town.**

My rocket bike

Look at this. Is it cool or what?

It's my rocket bike! Wow!

You can ride it, if you want,

Of course you can – right now!

Just get on and push that button,

Pull that lever – here we go!

Help! We're going very fast!

Hey, not so fast please! No!

Watch out! Stop! Be careful!

Look! Right in front of you!

This is a children's playground!

That was very close! Phew!

Let's go along the avenue,

Keep looking in front of you,

Let's go round the square. Stop!

Here are traffic lights! Phew!

Let's go under this old bridge,

That was good! And now,

We can go over the crossroads. Stop!


There's a parade here! Wow.

Let's go past the shopping centre,

Let's stop and have a snack,

No, it's late, let's go back home,

Take it easy on the way back!

 **2 Listen again and check.**

3 Complete the phrases.

1 go round _____

2 go over _____


3 go under _____

4 go past _____

5 go back _____

6 go along _____

Units 3 and 4

 **1 Listen and circle the things which are mentioned.**

a big room decorations DVDs
music snacks tea

The Perfect Party

What do you need for a party?

You need snacks, soft drinks and cake.

So I've made all the snacks,

And I've bought all the drinks,

And the cake's ready too. It's great!

What do you need for a party?

You need laughter, decorations and lights,

So I've booked a funny clown,

And I've put up the decorations,

And I'm sure that they all look right!

What do you need for a party?

You need music for dancing non-stop,

So I've set up the sound system,

I've chosen lots of CDs,

And now it's time to turn it up!

What do you need for a party?

You need friends, invitations and fun,

So I've talked to my friends,

And I've sent the invitations,

And look! They're here! They've come!


What do you need for a party?

There one more thing, it's true,

Come and meet my friends,

Come and dance with us,

'Cos what I need at my party is you!

 **2 Listen again and check.**

3 Answer the questions.

What has the singer

1 sent? _____

2 set up? _____


3 made? _____

4 bought? _____

5 chosen? _____

6 put up? _____

Units 5 and 6

-  **1 Listen and circle the places the singer looked for the remote control.**

behind the bookcase behind the cushions
in the cupboard in the garden
near the chair on the table under the sofa

Where's the remote control?

It's time to watch a programme,
So I turn on the TV screen.

I sit on the sofa, ah, that's good,
What's the next thing I need?

I need to find the remote control,
I can't see it anywhere.

I can't see it. Where is it?

Is it near that big old chair?

Where is it? I can't see it.


Have you seen it? No?

I've looked behind the bookcase,
I've looked both high and low.

I've looked behind the cushions,
Behind the curtains and the door,
In the cupboard and on the table,
I can't look any more.

I wish my family would put it,
In the place we all agreed.
The place where it should always be,
Right next to the TV screen.


Oh! Silly me. I didn't look there,
And there it is! That's splendid!
Right next to the TV screen,
But now the program's ended!

-  **2 Listen again and check.**

3 Find words or phrases for

- types of furniture (5)
- things made of cloth (2)
- parts of electrical appliances (2)

Units 7 and 8

-  **1 Listen and match the verses to these topics.**

being famous making music in public places
musical instruments travel types of music
types of song

Join our band

1 Come and join our band,

Come and play a song.

Bring your keyboards, bring your drums,

Hurry up and come along!

2 Come and write a song,

Come and sing with us.

A funny song, a happy song!

Come on! Don't make a fuss!

3 Come and choose your style,

Any type of music's fine.

Rock or pop, salsa, hip-hop,

This is it! It's time!

4 Come and sing on stage,

You really can't say no!

In concert halls and stadiums,

Come on and have a go!

5 Come and see the world,

From England to Peru,

Australia, Russia, the USA,


Egypt, Japan and India too!

6 Come and be a star!

We're waiting just for you!

We're at the top! We're number 1!


It's like a dream come true!

-  **2 Listen again and check.**

3 Find words or phrases for

- musical instruments (2)
- countries (8)
- types of music (4)
- places where you can play music (3)




-  **1** Listen and complete the song with these words and phrases.

every time everyone everything
everywhere

Make a difference

- 1** _____ you do,
Can make a real difference.
Everything you say,
Can change someone too.
Everything you sing,
Can make someone happier.
Everything you learn,
Is something good for you.
- 2** _____ you smile,
It makes the world better.
Every time you help someone,
The world's a nicer place.
Every time you laugh,
The sun shines brighter.
Every time you think good things,
It shows there on your face.
- 3** _____ you go to,
You can learn something too.
Everywhere you visit,
Is somewhere bright and new.
Everywhere your friends are,
Is somewhere very special.
Everywhere your family is,
Is a special place for you.
- 4** _____ you meet,
Has something good to tell you.
Everyone you talk to,
Has a message just for you.
Everyone you work with,
Can help you if you let them.
Everyone you help today,
May help you one day too.

-  **2** Listen again and check.

- 3** Circle the correct word.

- 1 Your actions can *make* / *do* a difference.
- 2 Her happiness *showed* / *came* on her face.
- 3 We *helped* / *learned* a lot about dinosaurs at the museum.
- 4 I liked the book because it *made* / *had* an important message.



Grammar file

Starter Unit

Present simple and present continuous

Present simple	
Affirmative	Negative
I/You/We/They want a calculator.	I/You/We/They do not (don't) want a card key.
He/She/It wants a calculator.	He/she/it does not (doesn't) want a card key.
Questions	Short answers
Do I/you/we/they have a bag?	Yes, you/I/we/they do. No, you/I/we/they don't.
Does he/she/it have a bag?	Yes, he/she/it does. No, he/she/it doesn't.

Present simple

1 habits and routines

Emma **goes** to school at eight o'clock every morning.

2 things that are always true.

She **is** often late for school.

Present continuous	
Affirmative	Negative
I am ('m) using this gadget.	I am not ('m not) doing homework.
You/We/They are ('re) using this gadget.	You/We/They are not (aren't) doing homework.
He/She/It is ('s) using this gadget.	He/She/It is not (isn't) doing homework.
Questions	Short answers
Am I reading a book?	Yes, you are. No, you aren't.
Are you reading a book?	Yes, I am. No, I'm not.
Is he/she/it reading a book?	Yes, he/she/it is. No, he/she/it isn't.
Are we/they reading a book?	Yes, we/they are. No, we/they aren't.

Present continuous

1 things happening at the moment.

The dog **is eating** his dinner.

2 things happening at this period of time.

We're **staying** at my grandmother's for two weeks.

Time expressions and adverbs of frequency

Present simple time expressions: *in March, in the summer, in the evening, on Sunday, on Friday afternoon,*

on my birthday, at six o'clock, at the weekend, at night, every day, once/twice/three times a week/month/year, every day/week/month/year

Present simple adverbs of frequency: *always, usually, often, sometimes, never*

Present continuous time expressions: *now, today, at the moment*

Stative verbs

Most verbs (*do, draw, eat, ride, find*) have a present simple form and a present continuous form.

She **draws** lovely pictures. She's **drawing** a picture of you so sit still!

Stative verbs (*believe, like, mean, hate, remember, see, understand, cost, want, love, know, need*) do not have a present continuous form.

I **don't understand** the homework.

Do you **see** that man over there?

Question words

What	What is your name?
When	When do you have your piano lesson?
Where	Where do you live?
Why	Why are you crying?
Which	Which colour do you like – purple or pink?
Who	Who is your English teacher?
What time	What time do you come home from school?
How	How is Johnnie?
How often	How often do you eat fruit?

Unit 1

Past simple

Past simple	
Affirmative	Negative
I/You/We/They threw the ball.	I/You/We/They did not (didn't) push you!
He/She/It threw the ball.	He/She/It did not (didn't) push you!
Questions	Short answers
Did I/we steal the money?	Yes, you did. No, you didn't.
Did you steal the money?	Yes, I did. / No, I didn't.
Did he/she/it/they steal the money?	Yes, he/she/it/they did.No, he/she/it/they didn't.



Past simple: things which happened in the past at a definite time and finished in the past.

*They **cycled** to school yesterday.*

Past simple time expressions: *ago, last year/week/summer/month, on Monday, yesterday*

Past simple spelling: live – lived stop – stopped carry – carried

Past continuous

Past continuous	
Affirmative	Negative
I/He/She/It was talking to him.	I/He/She/It was not (wasn't) having a picnic.
You/We/They were talking to him.	You/We/They were not (weren't) having a picnic.
Questions	Short answers
Was I writing an email?	Yes, you were. No, you weren't.
Were you writing an email?	Yes, I was. No, I wasn't.
Was he/she/it writing an email?	Yes, he/she/it was. No, he/she/it wasn't.
Were we/they writing an email?	Yes, you/they were. No, you/they weren't.

Past continuous: for things happening at a definite time in the past and lasted for a length of time. *They **were sleeping** at ten o'clock.*

Past simple and past continuous

We often use the past simple and the past continuous in the same sentence. We use the past continuous for the action or situation that lasted longer and past simple for the action that happened in the middle of that situation.

*While I **was looking** at the techno-bag, I **dropped** it.*

We can join the two parts of the sentence with *while* or *when*. We use *when* with the past simple and *while* with the past continuous.

*While I **was lifting** the heavy box, I **hurt** my back.*

*I **was lifting** the heavy box **when** I **hurt** my back.*

used to

Affirmative	Negative
I used to have long hair. Now I have short hair.	Kate didn't use to live here. She lives here now.
Questions	Short answers
Did you use to play with dolls when you were a baby?	Yes, I did. No, she didn't.

Used to: to talk about things that were true in the past but that are not true now.

*I **used to go** running every day.*

*I **didn't use to like** cheese.*

Reflexive pronouns

Personal pronoun	Object pronoun	Reflexive pronoun
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

Reflexive pronouns

1 when the subject and the object of the verb are the same.

*Ouch! I **burned myself**!*

2 with the preposition *by*, when someone does something on their own.

*She **cleaned** the house **by herself**.*

Indefinite pronouns

Affirmative	
someone	Someone is outside.
something	There's something in your hair.
somewhere	My handbag is somewhere here.
Negative	
anyone/body	I didn't tell anybody.
anything	There isn't anything to eat.
anywhere	I can't find my notebook anywhere.
Questions	
anyone/body	Is anybody here?
anything	Is there anything to drink?
anywhere	Is there anywhere to sit down?
Remember! The opposite of <i>somebody</i> is <i>nobody</i> . <i>The room is empty. There's nobody here.</i>	

Unit 2

Future simple and future continuous

Future simple			
Affirmative		Negative	
I/You/We/ They will ('ll) give	you a hand.	I/You/We/They will not (won't) make	a noise.
He/She/It will (‘ll) give		He/she/it will not (won't) want	
Questions		Short answers	
Will I/we tell the truth?		Yes, you/we will. No, you/we won't.	
Will you tell the truth?		Yes, I will. No, I won't.	
Will he/she/it tell the truth?		Yes, he/she/it will. No, he/she/it won't.	
Will they tell the truth?		Yes, they will. No, they won't.	

Future simple

1 for predictions about the future

*I think it **will rain** today.*

2 for sudden decisions

*What a nice lamp. I'll **buy** it!*

3 for offers, promises and requests

*I'll **give** you a hand with that.*

Future continuous			
Affirmative		Negative	
I/You/We/ They will ('ll) be orbiting	the Earth.	I/You/We/They will not (won't) be using	a code.
He/She/It will (‘ll) be orbiting		He/she/it will not (won't) be using	
Questions		Short answers	
Will I/we be working		Yes, you/we will. No, you/we won't.	
Will you be working		Yes, I will. No, I won't.	
Will he/she/it be working		Yes, he/she/it will. No, he/she/it won't.	
Will they be working		Yes, they will. No, they won't.	

Future continuous: for something which will be in progress at a certain time in the future.

*At ten o'clock tomorrow morning, we **will be taking** our Maths exam.*

Future time expressions: *this evening/morning/week, tomorrow, the day after tomorrow, next week/month/year, in 2050, by/until 2050*

Present continuous for future

to talk about arrangements in the future.

*We're **doing** a charity run next week.*

*I'm **not helping** out at the school Science Fair tomorrow.*

Present simple for future

to talk about an event with a fixed time, for example, a tour, a programme of events or a timetable.

*The bus **leaves** the town square at two o'clock tomorrow.*

going to

Future with going to	
Affirmative	Negative
I am ('m) going to help her.	I am ('m) not going to finish in time.
You/We/They are ('re) going to help her.	You/We/They are not (aren't) going to finish in time.
He/She/It is ('s) going to help her.	He/she/it is not (isn't) going to finish in time.
Questions	Short answers
Am I going to need a coat?	Yes, you are. No, you aren't.
Are you going to need a coat?	Yes, I am. No, I'm not.
Is he/she/it going to need a coat?	Yes, he/she/it is. No, he/she/it isn't.
Are we going to need a coat?	Yes, you are. No, you aren't.
Are they going to need a coat?	Yes, they are. No, they aren't.

going to: for plans and intentions in the future.

*I'm **going to watch** a film tomorrow. I **bought** the cinema tickets yesterday.*

Unit 3

Present perfect simple and past simple

Present perfect simple	
Affirmative	Negative
I/You/We/They have ('ve) made the snacks.	I/We/You/They have not (haven't) booked the clown.
He/She/It has ('s) made the snacks.	He/she/it has not (hasn't) booked the clown.
Questions	Short answers
Have I/we/they phoned him?	Yes, you/they have. No, you/they haven't.
Have you phoned him?	Yes, I have. No, I haven't.
Has he/she/it phoned him?	Yes, he/she/it has. No, he/she/it hasn't.

Present perfect simple

1 for something which happened in the past, but we don't know when. *We **have met** them three times.*

Unit 4

Past perfect simple

Past perfect simple	
Affirmative	Negative
I/You/We/They had ('d) bought a cake.	I/You/We/They had not (hadn't) seen the film.
He/She/It had ('d) bought a cake.	He/she/it had not (hadn't) seen the film.
Questions	Short answers
Had I/we met her before?	Yes, you had. No, you hadn't.
Had you met her before?	Yes, I had. No, I hadn't.
Had he/she/it met her before?	Yes, he/she/it had. No, he/she/it hadn't.
Had they met her before?	Yes, they had. No, they hadn't.

Past perfect simple: for something which took place before another action in the past.

I had already eaten before I got home.

Past perfect simple time expressions: *for, since, yet, already, just, how long, ever, never*

Past perfect simple and past simple

We often use the past perfect simple together with the past simple. If we want to talk about two actions in the past, one taking place before the other, we use the past perfect simple for the action which happened first and the past simple for the action which happened second.

I had locked the window before I went out.

Past perfect continuous

Past perfect continuous	
Affirmative	Negative
I/You/We/They had ('d) been waiting for hours.	I/You/We/They had not (hadn't) been listening.
He/She/It had ('d) been waiting for hours.	He/she/it had not (hadn't) been listening.
Questions	Short answers
Had I/we been sleeping for long?	Yes, you had. No, you hadn't.
Had you been sleeping for long?	Yes, I had. No, I hadn't.
Had he/she/it been sleeping for long?	Yes, he/she/it had. No, he/she/it hadn't.
Had they been sleeping for long?	Yes, they had. No, they hadn't.

2 for things that happened in the past but which are connected to the present. *I haven't had breakfast. I'm hungry.*

Present perfect simple time expressions

1 How long ...? to ask about a period of time.

How long have you known Tim?

2 for to talk about a period of time.

He's lived here for two months.

3 since with the present perfect when we give the start time.

They have known Mary since she was two years old.

4 just and already in affirmative sentences.

I've just finished my picture. They've already had their breakfast.

5 yet in questions and negative sentences.

Have you had a shower yet?

6 ever in questions and never in negative sentences.

Have you ever been to Greece?

I've never tried Japanese food, but I love Chinese food

Past simple: for completed actions in the past, and we know exactly when they happened.

I had breakfast at eight o'clock this morning.

gone / been

We use *have gone* when a person has gone to a place and is still there.

'Where's John?' 'He's gone to the shops. He'll be back in five minutes.'

We use *have been* when a person has gone to a place and has come back again.

'Have you ever been to France?' 'Yes, I've been there three times.'

Present perfect continuous

Present perfect continuous	
Affirmative	Negative
I/You/We/They have ('ve) been feeling tired.	I/You/We/They have not (haven't) been waiting long.
He/She/It has ('s) been feeling tired.	He/she/it has not (hasn't) been waiting long.
Questions	Short answers
Have I/we been sleeping all day?	Yes, you have. No, you haven't.
Have you been sleeping all day?	Yes, I have. No, I haven't.
Has he/she/it been sleeping all day?	Yes, he/she/it has. No, he/she/it hasn't.
Have they been sleeping all day?	Yes, they have. No, they haven't.

Present perfect continuous: for something which began in the past, but is still happening.

It has been raining all day. When is it going to stop?

Past perfect continuous: for an action that took place over a period of time, and which took place before another action in the past. We often use it together with the past simple.

I had been working for six hours before they brought me a glass of water.

Unit 5

Zero conditional

If + present simple,	present simple
If you press that button,	the alarm goes off.
present simple	if + present simple
The alarm goes off	if you press that button.

Zero conditional: to talk about things which are always true.

If you heat water, it boils.

When the if clause is at the end, we don't need a comma.

We'll be late if we don't hurry.

First conditional

If + present simple,	will
If I get some money,	I will buy you a present.
will	if + present simple
I will buy you a present	if I get some money.

First conditional: to talk about things that will probably happen.

If I go to the park we will play football.

Imperative: in the main clause.

If you like chocolate, buy some at the supermarket.

Unless: means the same as if not and we use it in the same way.

Unless you say 'sorry', he will never speak to you again.

If you don't say 'sorry', he will never speak to you again.

Second conditional

If + past simple,	would
If she knew,	she would be furious.
would	if + past simple
She would be furious	if she knew.

Second conditional: to talk about impossible or unlikely situations.

If I caught a thief, I would call the police.

Third conditional

If + past perfect simple,	would have
If I had woken up earlier,	I wouldn't have missed the bus.
would have	if + past perfect simple
I wouldn't have missed the bus	if I had woken up earlier.

Third conditional: to imagine how things might have been different in the past.

If I had studied harder, I would have passed my exam.

Unit 6

Reported statements

Present simple	'I'm late.'	She said that she was late.
	'We love cats.'	They said that they loved cats.
	'Kate doesn't know.'	He said that Kate didn't know.
Present continuous	'She's running.'	He said that she was running.
Past simple	'I forgot.'	She said that she had forgotten.
Past continuous	'They were crying.'	He said that they had been crying.
Present perfect simple	'We've just returned.'	They said that they had just returned.
Future simple	'You'll be happy.'	He said that I would be happy.
can	'I can swim well.'	She said that she could swim well.

Reported orders and requests

Orders	'Don't be late.'	He told me not to be late.
	'Call me later.'	She told me to call her later.
Requests	'Please carry my bag for me.'	She asked me to carry her bag for her.

Reported questions

Present simple	'Are you happy?'	She asked me if I was happy.
	'Do you like apples?'	They asked me if I liked apples.
	'Why did you leave?'	He asked me why I had left.
Present continuous	'What was he doing?'	I asked her what he had been doing.
Past simple	'Did you laugh?'	She asked me if I had laughed.
Past continuous	'Was she crying?'	I asked if she had been crying.
Present perfect simple	'Have you eaten?'	He asked me if I had eaten.
Future simple	'Will you come too?'	She asked if I would come too.
can	'What can we do?'	We asked what we could do.

Other changes

here	there
now	then
today	that day
tomorrow	the following day/the next day
tonight	that night
yesterday	the day before

I wish ...

wishes about the present or future	wish + past simple
	I wish I was taller. I wish I knew somebody famous!
wishes about the past	wish + past perfect simple
	I wish I hadn't eaten so many chocolates. I wish I hadn't shouted at my sister.

Unit 7

Modal verbs: present

Ability	can	I can't swim
Possibility	could might may	We could stay at home. Carol might be at work. I may be wrong.
Obligation	have to must should	We have to be home early. You must go now. We should tell your mum.
Prohibition	mustn't	You mustn't steal that money!
Deduction	must can't	She hasn't got a brother. That must be her cousin. He can't be a teacher. He's only fifteen!

Modal verbs: past

Ability	could be able to	They couldn't open the door. We weren't able to find the keys.
Possibility	might have may have could have	She might have forgotten about the party. He may have lost his glasses. Mum could have stayed late at work.
Obligation	had to	We had to get to school on time.
Criticism	should have	You shouldn't have spoken so rudely.
Deduction	must have can't have	He left without saying goodbye. He must have been in a hurry. She can't have got lost. She's been here lots of times before.

would rather, would prefer, had better

would rather	to say what we want	I'd rather have an ice cream. He'd rather not tell us.
would prefer	to say what your preference is	We'd prefer to stay at home tonight. I'd prefer not to see him again.
had better	to give advice or say what the best thing to do is	You'd better tidy up before Mum gets home. He'd better not wear those dirty clothes.

Unit 8

The passive (1)

Subject	be	Past participle	by
Present simple affirmative			
I	am ('m)	helped	by the teacher.
You/We/They	are ('re)		
He/She/It	is ('s)		
Present simple negative			
I	am not ('m not)	known	by that name.
You/We/They	are not (aren't)		
He/She/It	is not (isn't)		
Present simple questions			
Am	I	watched	by the police?
Are	you		
Is	he/she/it		
Are	we		
Are	you		

Present simple answers

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't / 're not.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we are.	No, we aren't / 're not.
Yes, they are.	No, they aren't / 're not.

Past simple

Subject	be	Past participle	by
I/He/She/It	was	dismissed	by the boss.
You/We/They	were		

Passive

1 for when we don't know who does something.

Cars are made in this factory.

2 for when it isn't important who does the action.

The house is guarded all day and night.

We can use **by** to say who does the action.

The flowers were watered by the gardener.

The passive (2)

Subject	be	Past participle	by
Present continuous			
I	am ('m) being	examined	by the doctor.
You/We/They	are ('re) being		
He/She/It	is ('s) being		
Present perfect simple			
I/You/We/They	have ('ve) been	invited	by friends.
He/She/It	has ('s) been		
Future with will			
I/You/We/They	will ('ll) be	contacted	by phone.
He/She/It	will ('ll) be		
Future with going to			
I	am ('m) going to be	visited	by a police officer.
You/We/They	are ('re) going to be		
He/She/It	is ('s) going to be		
Past perfect			
I/You/We/They	had ('d) been	surprised	by the news.
He/She/It	had ('d) been		

The causative

Subject	have/got	Object	Past participle
Present simple			
I/You/We/They	have	the curtains	cleaned.
He/She/It	has		
Present continuous			
I	am ('m) having	a house	built.
You/We/They	are ('re) having		
He/She/It	is ('s) having		
Past simple			
I/You/We/They	had	a cake	made
He/She/It	had		
Present perfect simple			
I/You/We/They	have ('ve) had	the locks	changed.
He/She/It	has ('s) had		
Past perfect simple			
I/You/We/They	had ('d) had	the photo	taken.
He/She/It	had ('d) had		
Future with will			
I/You/We/They	will ('ll) have	the invitations	sent.
He/She/It	will ('ll) have		

Causative: to show that we have arranged for somebody else to do something for us.

She **had** her wedding dress **made** by a top designer.

Unit 9

Relative clauses

Relative pronoun	Use	Example
who	for people	That's the boy who hit me.
which	for things	I saw a dress which I liked.
that	for people and things	That's the girl that I told you about.
where	for places	It's the place where we had lunch.
when	for times	That was the day when I met her.

Relative pronouns: to join two clauses and give more information about something: *who* is for people, *which* and *that* are for things and animals, *where* is for places and *when* is for time.

Defining relative clauses: to show who or what the speaker is referring to. They do not take a comma.

*This is the house **where** I grew up.*

Non-defining relative clauses: provide us with more information about a person or a thing and takes commas.

*Mrs Davis, **who is my teacher**, is very clever*

Comparison of adjectives (1)

Adjective	Comparative
Short adjectives	
strong	stronger
brave	braver
big	bigger
heavy	heavier
Long adjectives	
beautiful	more beautiful
Irregular adjectives	
good	better
bad	worse

• We use comparative adjectives to compare two things.

*My sister is **older than** your brother.*

• We can make a comparative stronger with *much*, or weaker with *a bit*.

*She's **much** more beautiful than me.*

*He's **a bit** shorter than me.*

• We can also use *as + adjective + as* to compare two people or things.

*This exam is **as difficult** as the last one.*

Comparison of adjectives (2)

Adjective	Superlative
Short adjectives	
strong	the strongest
brave	the bravest
big	the biggest
heavy	the heaviest
Long adjectives	
beautiful	the most beautiful
Irregular adjectives	
good	the best
bad	the worst

- We use the superlative adjectives to compare more than two things.

*Phoebe is **the best** player on her team.*

Unit 10

Gerunds and infinitives

Verbs followed by the gerund (verb with -ing):

avoid, can't stand, don't mind, enjoy, finish, keep on, look forward to, miss, practise, suggest

*I **don't mind doing** the washing-up.*

Gerund after adjectives with prepositions: *afraid of, bad at, bored with, excited about, frightened of, good at, how about, interested in, tired of*

*How **about going** to the cinema?*

Gerund instead of a noun: *Eating fruit and vegetables is healthy.*

Verbs followed by the infinitive with to: *agree, arrange, can't wait, decide, help, learn, need, offer, pretend, promise, refuse, want, would like*

*I **want to go** home now.*

Make is followed by an infinitive without to. However, in the passive it is followed by an infinitive with to.

*Mum **made me do** my homework.*

*I **was made to do** my homework.*

Let is followed by an infinitive without to. It cannot be used in the passive. We use *be allowed to* in the passive to express the same idea.

*Our teacher **let us go** home early.*

*We **were allowed to go** home early.*

Infinitives of purpose

We use to and an infinitive to explain our purpose (the reason we want to do something).

*I used a knife **to cut** the vegetables with.*

*I called **to invite** you to my party.*

too and enough

too + adjective + infinitive with to	It's too hot to go out.
adjective + enough + infinitive with to	I'm old enough to go out on my own.

Too: to say that something is more than we need or want.

*She's **too tired to play** football. (She's very tired and she can't play football.)*

Enough: to say that we have the right amount of something.

*We're **responsible enough to look** after the baby. (We can look after the baby.)*

so and such

so + adjective + that	I was so angry that I shouted at him.
such + a/an + adjective + noun + that	He was such a horrible boy that I shouted at him.



Wordlist

Starter unit

clever
crazy
dishonest
friendly
funny
generous
helpful
organised
rude
selfish
shy
sporty

calculator
card key
control
gadget
invent
invention
lock
press (the button)
science fair
video camera

Your world

boring
difficult
easy
enjoyable
important
rewarding
time-consuming
tiring

capital
exciting
exercise (n)
fit (ad)
freezing
packed (with)
practise
school term
surf
surfboard
surfing
wetsuit

Unit 1

1a

drop
lift
pick up
pull
push
throw

dangerous
discover
fantastic
information
magazine
perhaps
safe
secret
strange
terrible
transmitter
weird

1b

accident
ambulance
emergency services
injuries
rescue
safety

crash
fault
helmet
in danger
life jacket
lunchtime
operator
overnight
paramedic
realise
reporter
storm
stormy
suddenly
wash (into)
wave

1c

drought
earthquake
epidemic
eruption
famine
flood
hurricane
tsunami

ash
description
destroy
explode
explosion
fire plane
flame
floodwater
handbag
lightning
lucky
natural disaster
predict
sandbag
spark
sunset
thunder
tremor
volcanic
volcano

Unit 2

2a

galaxy
orbit
planets
rocket
satellites
solar system
Space Station
spaceship

astronaut
atmosphere
brilliant
code number
Don't make a noise.
I'll give you a hand.
international
It's so cool.

It doesn't matter.
microphone
robot
situation
steal
stupid
That's true.
travel
What's going on?

2b

anniversary
charity run
concert
exhibition
fireworks display
parade

celebrate
event
help out
local
look forward to
play against
probably
support
wrap up

2c

avenue
bridge
car park
children's playground
crossroads
shopping centre
square
traffic lights

actor
audience
brochure
cleaner
competition
disappear
exist
faint
fright
gallery
ghost
guide
haunted

hidden
horrible
kill
prince
prisoner
scream
shout
skeleton
spooky
tour
tower
voice
yoga

Unit 3

3a

book a clown
lay the table
make the snacks
put up the decorations
send the invitations
set up the sound system

Good job.

He's driving me mad.

I'll give him a ring.

I'm in a hurry.

I can't get away.

painting

police constable

prepare

trail

You're kidding.

3b

break your leg / a plate / a promise
do my homework / the dishes / an experiment
have breakfast / an accident / a holiday
lose your keys / your temper / your memory
make a cake / a mistake / friends
miss the bus / a lesson / your family
take a break / a shower / a chance
win a prize / a competition / a match

abroad

beat

catch sight of

celebrity
famous
film industry
have your nose in a book
prize
recently

3c

bored
enthusiastic
exhausted
furious
grateful
kind
naughty
worried

affect
classic
come alive
episode
geology
influence
location
presenter
quality
sail (v)
theme
unforgettable
value
viewer

Unit 4

4a

by coach
by ship
by truck
by van
by underground
on foot

bark (v)
building
entrance
impossible
meeting place
password
spy (v)
upset (adj)

4b

give away
give out
give up
go off
go on
go wrong

available
charge the battery
get through
give sb a lift
guest
in the end
vase

4c

bull
cliff
creature
fall in love
frescoes
hare
heartbroken
huge
labyrinth
mark (v)
mythical
route
ruins
sail (n)
sign
sword
thread
tortoise
tragic
underneath

Unit 5

5a

button
cable
earphone
plug
remote control
screen
switch

chamber
get into trouble
incredible
pay attention
press the button
turn the dial
turn up the volume
zero gravity

5b

cash machine
coin
credit card
note
purse
wallet

apologise
argument
borrow
flying saucer
lend
lottery
make up (with sb)
private
reasonable
refuse
scratch
take advantage of

5c

ant
bat
jellyfish
lizard
scorpion
wasp

attraction
complain
fully-trained
nasty
notice
observe
rainforest
refund
snake
sting (v)
sunbathe
tropical
wildlife

Unit 6

6a

break down
break in(to)
break up
take after
take apart
take off

afraid of heights
crime
hot air balloon



land (v)
rent (v)
roof

6b

actors
art gallery
audience
conductor
orchestra
performance
sculpture
stage

confused
identical
live (as in perform live)
logic
magician
passer-by
perform
silent
speechless
telepathy
terrified
trick
work out

6c

cloakroom
entrance fee
exhibit
opening times
tours
wheelchair access

artefact
bubble
crowded
explore
gaze (v)
in conclusion
investigate
mummy
popular
what's more

Unit 7

7a

check-in
departure lounge
flight
luggage
passport
ticket

at once

by heart
electrician
in fact
in time
nurse
on the way

7b

coast
desert
field
forest
hill
jungle
river
valley
path

archaeologist
ceremony
create
mysterious
mystery
pebble
religious
shape
statue
survive
triangle
UFO

7c

get on
get together
fall out
go out
stay in

advice
cheer
comfortable
extrovert
introvert
outgoing
reserved

Unit 8

8a

atom
black hole
experiment
laboratory
research
scientist

advanced
control panel

dismiss
result
ring
tie up

8b

contract
drums
keyboards
lead singer
lyrics
record (v)
record label
single

appearance
backing band
criticise
eccentric
fan
millennium
multi-coloured
original
stripy
strong-minded
style
talented
unusual

8c

endangered species
global warming
habitat destruction
wildlife sanctuary

bamboo
government
heritage site
historical
in the wild
record (n)
reserve (n)
stall
starve
temple

Unit 9

9a

joystick
keyboard
modem
mouse
printer
screen

bank manager
capture

deal with
hostage
pirate
response
robber
signal
top secret

9b

baseball
bungee jumping
paragliding
scuba diving
skiing
snowboarding
swimming
tennis
volleyball
windsurfing

bounce (v)
enthusiast
experienced
fatality
glide
parachute
racquet
risk
rope
rubber
rugby
skill
skydiving

9c

be a hit
close to tears
decade
expression
have an important
message
human race
it makes you think
lonely
pollution
recommendation
reviewer
romantic
science fiction
space
suitable
take a big risk

Unit 10

10a

advert
documentary
game show
the news
talk show
soap opera

alarm
avoid
countdown
hopeless
make a decision
suggest

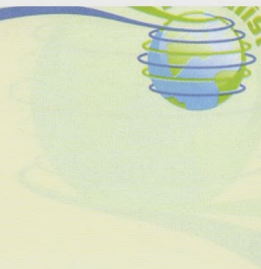
10b

cardboard
cloth
glass
metal
paper
plastic
wood

collect
complicated
disappointing
encourage
hide
improve
materials
recycle
recycling bin
responsible
rubbish bin
secondary school
shelf

10c

advantage
discursive essay
equally
on balance
revise
revision session
waste (v)





Irregular verbs

Verb

be
lost
begin
break
bring
build
burn
buy
catch
choose
come
cut
do
draw
dream
drink
drive
eat
fall
feed
feel
fight
find
fly
forget
get
give
go
have
hear
hold
hurt
know
learn

Past simple

was/were
became
began
broke
brought
built
burned/burnt
bought
caught
chose
came
cut
did
drew
dreamed/dreamt
drank
drove
ate
fell
fed
felt
fought
found
flew
forgot
got
gave
went
had
heard
held
hurt
knew
learned/learnt

Past participle

been
become
begun
broken
brought
built
burned/burnt
bought
caught
chosen
come
cut
done
drawn
dreamed/dreamt
drunk
driven
eaten
fallen
fed
felt
fought
found
flown
forgotten
got
given
gone
had
heard
held
hurt
known
learned/learnt

Verb

leave
become
make
mean
meet
put
read
rewrite
ride
ring
run
say
see
send
shine
sing
sit
sleep
smell
speak
spell
spend
stand
swim
take
teach
tell
think
throw
understand
wake
wear
win
write

Past simple

left
lose
made
meant
met
put
read
rewrote
rode
rang
ran
said
saw
sent
shone
sang
sat
slept
smelled/smelt
spoke
spelled/spelt
spent
stood
swam
took
taught
told
thought
threw
understood
woke
wore
won
wrote

Past participle

left
lost
made
meant
met
put
read
rewritten
ridden
rung
run
said
seen
sent
shone
sung
sat
slept
smelled/smelt
spoken
spelled/spelt
spent
stood
swum
taken
taught
told
thought
thrown
understood
woken
worn
won
written



What happened at the UltraScience Centre?

What's the secret information in the stolen notebook?

How did they stop the thieves?

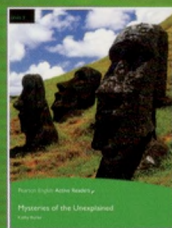
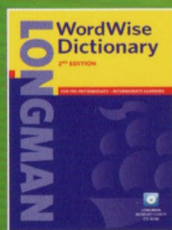
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