Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Diese Wortlisten sind in zwei Abschnitte unterteilt:

1. **Word file**
Unter dieser Überschrift werden jene Wörter und Ausdrücke nochmals aufgelistet, die im mit Vocabulary bezeichneten Abschnitt einer Unit im Student’s Book eingeführt und in den darauf folgenden Aktivitäten geübt werden.

2. **MORE Words and Phrases**
In diesem Abschnitt findest du die wichtigsten Wörter aus der jeweiligen Unit im Student’s Book. Sie sind in der Reihenfolge aufgelistet, wie sie im Student’s Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Nummer einer Aktivität aus dem Student’s Book gekennzeichnet. 

**Wichtig:** Jene Wörter und Wortgruppen, die fett gedruckt sind, kommen im Alltag ganz häufig vor. Du solltest sie wirklich im Schlaf auswendig können!

**Zusatzinformation:** Der Vollständigkeit halber soll auch noch darauf hingewiesen werden, dass es natürlich viele andere Wörter gibt, die im Student’s Book eingeführt werden, die aber im Lernvokabular im Workbook nicht vorkommen. Der Grund dafür ist, dass sie im Alltag nicht so häufig gebraucht werden und daher nicht zum eigentlichen Lernvokabular gehören. Du findest sie alle — alphabetisch gereiht — in der Nachschlageliste am Ende deines Student’s Book. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

**Noch ein Tipp!**
Wer eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Darin ist aber auch, dass man schon gelernte Wörter regelmäßig wiederholt muss. Geh deinen immer wieder die Wortlisten am Ende der Unit in den Workbooks der 2. und 3. Klasse durch — du solltest dir so möglichst alle merken!
# Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to Ireland</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Whodunit</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>New York, New York</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>A working life</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Hungry?</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>Kids make a difference</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>Travelling Down Under</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>Obsessed!</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Body talk</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>A fair world</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>Ready for reading</td>
<td>84</td>
</tr>
<tr>
<td>12</td>
<td>Space</td>
<td>92</td>
</tr>
<tr>
<td>13</td>
<td>A school mag</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Extra Unit 14: Talking tones</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Answer key</td>
<td>111</td>
</tr>
</tbody>
</table>

## Zeichenerklärung

1. Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.
2. Diese Übung kann bei Zeitmangel im Sinne eines “Fast track” durch die Unit ohne Probleme ausgelassen werden.
3. Bei dieser Übung stehen dir zwei Varianten zur Verfügung.
4. Grammar
   - Diese Übung passt zur angegebenen Seite im Student’s Book (auf Seite 15).
   - Dazu gibt es eine Tonaufnahme auf CD. (Obere Zahl: CD Nummer / Untere Zahl: Tracknummer)
UNIT 1 Welcome to Ireland

Reading

1. Read the text about St. Patrick's Day.

My family and I were in Syracuse in the state of New York on the 17th of March when suddenly we were right in the middle of a huge St. Patrick's Day parade. There were about 100,000 visitors, somebody told us, it was pretty cool and I saw that they even had green drinks.

We live near Manchester in the UK and I had been to the Irish festival there once or twice, which is usually two weeks before St. Patrick's Day. But I didn't know that it was so important in the USA. Back home I had to do a bit on St. Patrick's Day and learnt that the first St. Patrick's Day get-together was in Boston in 1737 and the first parade was actually in New York in 1762. Irish soldiers in the English army marched through New York City.

Alone with their music, the parade helped the soldiers reconnect with their Irish roots, as well as with fellow Irishmen in the English army.

Today, there are parades everywhere: there's one in Dublin, of course, where there are something like 500,000 visitors. The largest one, however, is in New York, with about 150,000 people marching and about 2 million people watching.

Wherever the party, people drink Irish beer and eat Irish food (in Syracuse they had cabbage and corned beef which is more American than Irish, I believe), and they wear little plastic shamrocks* or stickers saying “Kiss me, I'm Irish.” For many people it is also important to wear something green, since green was the colour of the Irish Catholics.

I also found out that St. Patrick lived in the 5th century. When he was sixteen, he was made a slave in Ireland. He lived there for six years before he managed to run away. And he returned as a missionary* and he stayed there for most of his life. Naturally, there are many legends concerning St. Patrick. One of them is that he chased all the snakes out of Ireland into the sea after they attacked him. Another one is that his walking stick turned into a tree. While St. Patrick was talking to a group of people, he stuck his walking stick into the ground.

It took the group a long time to understand his message, so in the end the walking stick had turned into a tree.

The shamrock also goes back to St. Patrick. He used it to illustrate the Christian idea of three persons in one god.

People think Patrick died on March 17th and he is buried* in Downpatrick in Northern Ireland.

St. Patrick is the patron saint* of Ireland and for many years St. Patrick's Day was a church festival. But now it has become a holiday for Irish and non-Irish people all over the world — in Dublin, Belfast, Manchester, Seoul, New York — or Syracuse.

VOCABULARY: *shamrock — Kleeblatt; missionary — Missionar/in; buried — begraben; patron saint — Schutzheilige/r
How many of these tasks can you do? Check your answers with a partner.

1. The writer was surprised to see that the drinks had many colours. T / F
2. In Manchester people start celebrating long before St. Patrick’s Day. T / F
3. St. Patrick’s Day helped English soldiers to reconnect with their homeland. T / F
4. The largest parade for St. Patrick’s Day is in
5. On St. Patrick’s Day, people have
   □ corned beef and potatoes. □ Irish food.
   □ cabbage and potatoes. □ Irish food and drink.
6. St. Patrick was a slave
   □ until he was 20. □ until he ran away at 20.
   □ before he was set free by his master. □ but didn’t really mind.
7. Why did St. Patrick’s walking stick turn into a tree?
8. Why is the shamrock an important symbol?
9. How did St. Patrick’s Day change?

Listening

3. Listen to an Irish joke. Then answer the questions below.

1. What is the first thing the man asks for?

2. How much is the first item he wants to buy?

3. What is the woman’s reaction?

4. How much is the leather jacket he wants to buy?

5. What is the woman’s reaction to the car deal? What does she want for that price?

6. What is the last thing the man wants to buy?

7. What else does the woman say the man should make?

8. How do the women in the changing room react to the conversation?

9. What is the punchline* of the joke?

VOCABULARY: *astonished – erstaunt; punchline – Pointe
Grammar Past continuous

4 Join the sentences. Use the past simple and past continuous tenses.

1 Liam / play / on his mobile – the battery / go dead
   Liam was playing on his mobile when the battery went dead.

2 Mary / run down the street – she / lose a shoe

3 We / do an exercise – the bell / ring

4 Diana / work in the kitchen – ghost / appear

5 The people / dance – lights / go out

6 The teacher / talk about monks – a boy / make a joke

5 Look at the pictures. What were the people doing before they were “forced”?

VOCABULARY
  *fiddle – Geige, Fiedel

6 Join the sentences. Use the past continuous.

1 Lucas / talk / on his mobile – his friends / listen / to every word he said
   Lucas was talking on his mobile, his friends were listening to every word he said.

2 We / dance in the streets – fighting / go on

3 people / starve in Ireland – England / try not to interfere

4 Washington Otis / clean the floor – his family / watch

5 St. Patrick / talk to the people – his stick / turn into a tree
7 Fill in the past continuous or past simple form of the verbs in brackets.

When James arrived at the hall, the people sit at the tables and nobody dance. So James take out his fiddle and start playing. Two minutes later, when James look around the hall, he saw that half of the people dance to the sound of the beautiful music and the other half cry with happiness.

Then some girls go up to James. “You must be from the land of fairies,” they said. “We’ve never heard anything like that before.” James stop.

Suddenly there was a flash and James disappear.

VOCABULARY
*fiddle – Geige, Fiedel

8 Complete the text with the correct form of the verbs in the box (past continuous or past simple).

We go to Blarney Castle and I touch it. Maybe you know the story of the Blarney Stone. If you kiss it, then you get “the gift of the gab,” which means that you will be very good at talking for the rest of your life.

When we got there, we climb the stairs to the Blarney Stone. The stone was at the top of the castle and you had to lean out to kiss it. A strong wind blows.

For some minutes I put my head out through the hole, but the wind was so strong that I couldn’t see when the stone was Sat.

All the stone parts left and right and below and above. When I look back in, I smile with joy. An hour later, I shiver a lot. “Sounds like a nice cold,” my friend said. And he was right. In a few days I couldn’t talk at all.

9 Fill in the past continuous or past simple form of the verbs in brackets.

I sit with my friend.

We wait for the end of the movie on TV.

When she quickly turn to me, saying, “I don’t want to be with you any longer. We do nothing – just hang around.”

First I don’t make a sound.

Then I look at her and said, “If you think so, go ahead.

But I remember we walk by the river; always talking.

And I remember we kiss.

I don’t know what you are missing.

I remember…” “Stop!” she say.

“All these things are in your head.”

She got up and leave. And I could do nothing — only cry.
Vocabulary

10 Read the summary of the Irish potato famine and complete the missing vocabulary.

When the Irish potato 1c... failed in 1845 the results were disastrous*. There was a huge 2f... across the land and the 3m... of poor people started to 4s... as there was not enough food to go around. The 5l... who owned the farms sent their grain and 6c... to England where they could get more money for them. The British government did nothing to 7i... with the situation saying that it was not their 8i... to start exporting food to Ireland. As a result millions of Irish people had to leave and start new lives in other countries. Years later a rebellion of the Irish against the English in 1916 was quickly and violently 9p... d... With all this history it’s perhaps no surprise that the Irish rarely 10c... for English sporting teams in international competitions.

VOCABULARY: disaster* – Verheerend

11 Find the seven words in the word snake.

stain remover fireplace blaze

12 Complete the sentences with the words from 1.

1 Jim couldn't believe his eyes when he entered the sitting room – there were _____________ all over the floor.

2 It was snowing outside, so Carmen sat by the _____________ to keep warm.

3 Some people believe that the house on the hill is _____________ by the ghost of an old housekeeper.

4 Luke bought a _____________ and was finally able to get the couch clean again.

5 There was a _____________ across the sky and we could hear loud _____________.

6 I haven't eaten anything for hours. I feel very weak and dizzy – I think I am going to _____________.

13 Do the puzzle. Start in the top left corner and move clockwise*. The last letter of one word is the first of the next. The words are all from the unit in your Student's Book.

G

1 A word for food. (informal) (4 letters)

2 If you are not scared of anything, you are _____________ (5 letters)

3 The rebellion in 1916 was at this time of the year. (6 letters)

4 Politically*, Ireland is a _____________ (8 letters)

5 Dublin is the _____________ of Ireland. (7 letters)

6 The opposite of high is _____________ (3 letters)

7 Most Irish speakers live in the _____________ (4 letters)

8 Ireland is a good place to _____________ around. (6 letters)

VOCABULARY: *clockwise – im Uhrzeigersinn; politically – politisch gesehen
Everyday English  The competition

Complete the dialogue with the missing phrases.

whatever  piece of cake  How does that grab you  What a nerve

Liam  We’ve got band practice in half an hour and Sinead has just left.
Ron  I told her to stay here for another two hours. We need to practise the first two songs.
Liam  Come on! They’re a piece of cake for Sinead. Let’s just go on from the instrumental part.
Ron  No way. That just won’t work. Let’s call her.
Liam  Yeah, OK.

Developing writing skills  Postcard/Letter/Email (Opinions)

14  Read the task and what a student wrote in 15. Why does Linda like the new rooms?

Task
Imagine you’re in a hotel in a city of your choice. Write a holiday card to a friend (40–50 words).
Write about:
• where you are
• what you like about your room
• how it compares to other rooms
• what somebody else with you says about the room

15  Read the text in 16 again and answer the questions.

1  Where is Linda staying?

2  What has happened to the rooms?

3  How do they compare with the old rooms?

4  What doesn’t her mother like?
16 Read the text and complete it with the words/phrases in the box.

as far as I'm concerned  believe  you ask me  seems

Hi Loretta,
We're staying at the Russell Hotel in London again and if it's better than ever. The rooms have been redone, and they're even more comfortable than the old rooms. And it seems to me that they're even larger than before. Mum says it's all a bit too colourful, but they're totally awesome.

See you on Monday when I get back.
Hugs,
Linda

Useful phrases:
- I believe, suppose/think ....
- In my opinion ....
- It seems to me ....
- As far as I am concerned, ....
- Personally, I think ....
- I'd say that ....

Writing tip:
When offering an opinion in a postcard, an email / a letter:
- make sure you clearly say what you think
- make sure you use different phrases (and don't repeat, e.g. I think all the time)
- if possible, contrast your opinion with someone else's

VOCABULARY: *contrast – vergleichen

17 Now write your own answer to the following task.

Task
Write a letter to a relative (120–180 words) in which you tell them about your holidays in another country.
Give your opinions on:
- accommodation
- food
- entertainment
- what the people there are like
- what other tourists are like
- what your parents think of all that

Nur für Prüfzwecken – Eigentum des Helbling Verlags
### MORE Words and Phrases

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>be aware of sth</strong></td>
<td><strong>sich etw bewusst sein</strong></td>
</tr>
<tr>
<td>Catholic</td>
<td><strong>katholisch, Katholik/in</strong></td>
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<tr>
<td>fluent</td>
<td><strong>fließend</strong></td>
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<tr>
<td>independent</td>
<td><strong>unabhängig</strong></td>
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<tr>
<td>leading</td>
<td><strong>führend</strong></td>
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<tr>
<td>member</td>
<td><strong>Mitglied</strong></td>
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<td>primary school</td>
<td><strong>Volksschule</strong></td>
</tr>
<tr>
<td>cattle</td>
<td><strong>Rinder, Vieh</strong></td>
</tr>
<tr>
<td>cheer</td>
<td><strong>jubeln</strong></td>
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<tr>
<td>crop</td>
<td><strong>Ernte</strong></td>
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<tr>
<td>famine</td>
<td><strong>Hungerstot</strong></td>
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<tr>
<td>found</td>
<td><strong>Iren und Irland</strong></td>
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<td>free state</td>
<td><strong>Freistaat</strong></td>
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<tr>
<td>fungus</td>
<td><strong>Pilz</strong></td>
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<tr>
<td>government</td>
<td><strong>Regierung</strong></td>
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<tr>
<td>grain</td>
<td><strong>Getreide</strong></td>
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<tr>
<td>incident</td>
<td><strong>Zwischenfall</strong></td>
</tr>
<tr>
<td>intention</td>
<td><strong>Absicht, Vorhaben</strong></td>
</tr>
<tr>
<td>interfere</td>
<td><strong>sich einmischen; in Konflikt geraten</strong></td>
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<tr>
<td>landlord</td>
<td><strong>Grundbesitz; Vermieter</strong></td>
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<tr>
<td>majority</td>
<td><strong>Mehrheit</strong></td>
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<tr>
<td>put down</td>
<td><strong>niederschlagen</strong></td>
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<tr>
<td>shake hands</td>
<td><strong>Hände schütteln</strong></td>
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<tr>
<td>starve</td>
<td><strong>verhungern</strong></td>
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<tr>
<td><strong>Guess!</strong></td>
<td><strong>Rate!</strong></td>
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<tr>
<td>I’d rather</td>
<td><strong>Ich möchte eher</strong></td>
</tr>
<tr>
<td>foreigner</td>
<td><strong>Ausländer/-in</strong></td>
</tr>
<tr>
<td>improve</td>
<td><strong>verbessern</strong></td>
</tr>
<tr>
<td>tax</td>
<td><strong>Steuer</strong></td>
</tr>
<tr>
<td>hiking</td>
<td><strong>Wandern</strong></td>
</tr>
<tr>
<td>proper</td>
<td><strong>rechtig, angemessen</strong></td>
</tr>
<tr>
<td>admire</td>
<td><strong>bewundern</strong></td>
</tr>
<tr>
<td>terrified</td>
<td><strong>fürchterliche Angst haben</strong></td>
</tr>
<tr>
<td>nonsense</td>
<td><strong>Unsinn, Quatsch</strong></td>
</tr>
<tr>
<td>thunder</td>
<td><strong>Donner</strong></td>
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<tr>
<td>unconscious</td>
<td><strong>bewusstlos; unbewusst</strong></td>
</tr>
</tbody>
</table>
The ice cream parlour had just opened when Hannah got there at 9.00 in the morning. Mr Morris was outside the shop putting up a new sign saying that his prices had gone up by 20%. Hannah was a little surprised.

"Why have you put your prices up, Mr Morris?" asked Hannah.
"I have to," Mr Morris told her. "Life is expensive and I need money for lots of things now." "Like what?" asked Hannah.
"Well, for example, now I need a new window for my storeroom."
"Why's that?" asked Hannah.
"Somebody broke the window last night. They were trying to get into my storeroom.
"Have you called the police?" Hannah asked.
"No. The police won't be interested because the thieves didn't take anything. Come and see." He took Hannah to a small room at the back of the parlour. The window was broken and the glass was lying all over the floor. "I use this space as an office. Just right now, I sat here and made my poster about prices rising by 20%. When I finished, I left. Then this morning, I went out and I locked the door to this room. Any person who broke the window couldn't get into this room. And so they couldn't steal anything. But they left me a real mess and now I've got to get a new window."
"You were lucky you locked the door," Hannah said. "But you should still call the police."
Hannah left and walked down to the sea front. Two boys from school, Toby and Andy, were sitting there, fishing.
"Did you hear that somebody broke a window at the ice cream parlour?" Hannah said.
"Really?" Toby said. "I didn't know that. We've been here since this morning. We haven't talked to anybody. In fact, you're the first person we've seen all morning." Andy pointed to his bucket. "And we've caught some big fish."
"Toby stood up. "But now I'm hungry," he said. "I've got a pound left from my pocket money. If Mr Morris is there now, I'm going up to the parlour to get a strawberry ice cream."
"Well, get another 20p from somewhere," Andy told him. "You'll need it because a pound isn't enough any more. I'm hungry too, but it's too early for ice cream, so I'm going home to get some breakfast."
"Hmm," thought Hannah. "I think I know who broke Mr Morris' window." She knew it but how could she prove it?

VOCABULARY
*ice cream parlour — Eissalon
storeroom — Lagerraum
bucket — Eimer, Kübel
How many of these tasks can you do? Check your answers with a partner.

1. The ice cream shop opens at 9 a.m.  
   T / F

2. Mr Morris owns the ice cream shop.  
   T / F

3. Someone tried to burgle* the shop last night.  
   T / F

4. Why didn’t Mr Morris call the police?  
   □ Because he was too busy.  □ Because he doesn’t think the crime is big enough.  
   □ Because he forgot to.

5. What does Mr Morris do in the back room of the parlour?  
   □ He makes his ice cream there.  □ He keeps things he needs to clean the shop in there.  
   □ He uses it to do his administration.

6. Why didn’t the thieves take anything from the store?  
   □ There was nothing to take.  □ They couldn’t get into the storeroom.  
   □ Someone scared them away.

7. Is the broken window the real reason Mr Morris put up his prices, How do you know?  

8. How does Hannah know the boys broke the window?  

9. How do you think she can prove it?

Vocabulary: burgle – einbrechen

Listening

3. Listen and complete the crime scene report.

Name of victim: Isidor Fink
Time: Incident:
Repted by:
Crime:
Weapon:
Suspects:

Vocabulary:
*laundry – Wäsche – Wäscherei
suicide – Selbstmord

4. Listen again and choose the correct answers.

1. What is the real mystery in a locked-room mystery?  
   □ How the victim was killed.  □ How the criminal escaped.  
   □ How the doors and windows were locked.

2. Why did Fink leave Poland?  
   □ He wanted a new beginning.  □ He had a job in a laundry*.  
   □ He wanted to see New York.

3. Why did the neighbour call the police officer?  
   □ She thought somebody was in trouble.  □ She heard a gunshot.  
   □ She heard a scream coming from the laundry.

4. How did the policeman get inside the room?  
   □ Through a small window.  □ Through the neighbour’s house.  
   □ Through the front door.

5. How many times had Fink been shot?  
   □ one  □ two  □ three

6. Why did the police originally suspect it was suicide*?  
   □ Because they only found Fink’s fingerprints.  □ Because nothing had been stolen.  
   □ Because the room was locked.

7. What made them change their mind?  
   □ They couldn’t find a weapon.  □ They found a secret door the murderer had used.  
   □ They found the suspect.
Grammar  Past perfect

5 Write the past perfect forms of the verbs.

1 do – had done
2 make –
3 not meet –
4 not find –
5 speak –
6 not think –
7 go –
8 not see –
9 drink –

6 Complete the sentences with the past perfect form of the verbs in brackets.

1 The thieves ................................ take) everything.
2 He knew he ................................ (see) him twice before.
3 They ................................ (not bring) any matches with them.
4 The lights went out because they ................................ (not pay) the electricity bill.
5 They got wet because they ................................ (leave) their umbrella at home.
6 Dad was angry because the dog ................................ (eat) the chicken.
7 She got into trouble because they ................................ (not read) the sign.
8 The party was a big surprise because no one ................................ (tell) her about it.

7 Complete the sentences with the past simple or past perfect form of the verbs in brackets.

1 I ................................ (not do) my homework’s. ................................ (not want) to go to school.
2 We ................................ (leave) early because we ................................ (see) the film before.
3 I ................................ (be) upset with Liz because she ................................ (forget) my birthday.
4 Mr Davis ................................ (have) my phone because I ................................ (leave) it in his classroom.
5 I ................................ (be) starving because I ................................ (not eat) since breakfast.
6 James ................................ (go) on holiday so I ................................ (have) no one to play with.
7 The dog ................................ (not eat) for three days so we ................................ (take) him to the vet.
8 I ................................ (not recognise) her because she ................................ (have) a haircut.
Match the sentence starts with the endings from the box. There are two for each one.

so I didn’t invite him to my party. because she had got a new job.
because it was her birthday. so we went to bed.
because I’d spent all my money on sweets. so I had failed badly.
because we hadn’t slept for hours. so I borrowed it from the library.
and my teacher wasn’t happy. because he still hadn’t paid me the money.
so we took a bus. because we had taken too long to get ready.

1 We were tired
   a ..................................................  
   b ..................................................
2 I wasn’t happy with Jim
   a ..................................................  
   b ..................................................
3 We missed the train
   a ..................................................  
   b ..................................................
4 Mum took us to a nice restaurant
   a ..................................................  
   b ..................................................
5 I only got 20% in the test
   a ..................................................  
   b ..................................................
6 I couldn’t buy the book
   a ..................................................  
   b ..................................................

Choose the correct options.

1 She didn’t recognise him because she didn’t see / hadn’t seen him before.
2 Dave phoned / had phoned me last night.
3 Last week, we went / had gone to Paris for a short holiday.
4 I couldn’t start my computer because I forgot / had forgotten my password.
5 The game on Friday didn’t finish / hadn’t finished until 7 o’clock.
6 I wanted some orange juice, but someone drank / had drunk it all.
7 I went / had gone to bed early last night.
8 I had a really big dinner because I (can’t) eat / hadn’t eaten all day.

10 Complete with the past simple or past perfect form of the verb.

When I (come) home, I (see) that the burglars* (take) everything. No, not everything. They (leave) one single book on my desk. But all the books, DVDs, the TV set and the DVD player were gone. So was the money (leave) in the kitchen.

I (phone) the police, but they (say) there wasn’t much they could do. There’s (be) quite a lot of break ins in the area, and so far they haven’t (not catch) anybody. I put down the phone, (look) around and (pick) up the book the burglars (not take).

It was a crime novel called Bernie the Burglar.

VOCABULARY: *burglar – Einbrecher
Complete the sentences with your own ideas. Use the past perfect.

1. The teacher was angry because
2. I didn’t go to the cinema with Jack and Dave because
3. Sheena didn’t take the dog for a walk because
4. My parents were really worried because
5. Evelyn felt sick because
6. Our car was really dirty because
7. Mum said I couldn’t go to the party because
8. I was really embarrassed because

Vocabulary

Find ten words about crime in the grid. (←↑↓→)

Use the words from 12 to complete the sentences.

1. Call 999 if you want to report a __________________________.
2. A gun or a knife? What was the __________________________ that was used in the crime?
3. The police aren’t sure who did it, but they have two __________________________.
4. The police are looking for __________________________ at the scene of the crime.
5. I saw what happened – I’m a __________________________ to the crime.
6. Police say the __________________________ is dangerous and are telling people to be careful.
7. She tried to __________________________ £10 from my purse but I caught her.
8. It’s __________________________ to sell cigarettes to people under 18.
9. You want £100 or you will tell my wife – that’s __________________________!
10. Have you ever been the __________________________ of a crime?
Match the questions and answers.

1. What was the crime?
   - They're not sure — maybe a big, heavy stick.
2. What was the murder weapon?
   - The police are questioning his brother.
3. Have the police found any evidence?
   - Blackmail. He wanted £1,000 to destroy the photos he had.
4. What was the victim's name?
   - No, no one saw what happened.
5. Are there any suspects?
   - No one knows who he was.
6. Were there any witnesses?
   - Yes, there was some hair on the carpet.

Here are some more possible answers to the questions in 14. Write the number of the question in the box.

- A gun.
- Everyone in the family, because they all hated her.
- It's possible that one of the servants saw it.
- There wasn't one. What he did wasn't illegal.
- She was Lady Muriel Bennett.
- They found lots of fingerprints on the unit.

Developing speaking competencies

Complete the dialogue with the phrases in the box. There is one extra phrase.

that's not why it's my fault the problem very strong I believe you doesn't work you're joking can I do

Ben Hello, ___________ the manager, please?
Manager I am the manager. How can I help you?
Ben I bought this control for a game console from you and it ___________.
Manager So what's ___________ exactly?
Ben It won't turn on.
Manager Let me have a look. Did you charge it up?
Ben Yes, I did.
Manager That's ___________. There doesn't seem to be anything wrong with it. I mean the light comes on and... Ben Well, there is. It's not working.
Manager ___________. Are you sure you didn't drop it at home?
Ben No, I didn't. Are you saying ___________?
Manager Well, it's just that we've never had a problem with this model before. They're very reliable.*
Ben So you think I did something wrong? I hope ___________.
Manager I'll tell you what. You leave it here with me and I'll get my tech guy to have a look at it.
Ben How long will that be?
Manager It won't be long. I'll give you a call when it's ready.
Ben OK, but please be quick. I've got a new game and I can't wait to play it.

VOCABULARY: *reliable — zuverlässig
Developing writing skills  Stories (creating intrigue)

18 Read the task and the short story from the book *Half-minute horrors* in 19. What trick does Jimmy play on his mum?

**Task**

Write a short story based on the idea that someone you know has been replaced by an alien (120–180 words). In your story:

- write about how you found out
- write about what you did to trick him/her
- write about how he/she reacted
- write about what you did next
- introduce some unexpected events
- finish with a surprise ending

19 Read the story. Find three ‘surprises’ and underline them.

**FRANCINE PROSE**

**Chocolate Cake**

Lately, I’ve had the definite feeling that my parents aren’t my parents. I can’t exactly explain it. But I’m convinced that they’re space aliens who look and act like my parents and have taken their places. I’ve been asking them trick questions to trip them up. “Dad, what was the name of my first puppy?”

“Uh … Fluffy?”

“His name was Earnest,” I say.

“I’ve got a lot on my mind,” says ‘Dad’.

Tonight I’m trying something else. My real mom is completely allergic to chocolate. She breaks out in a skin rash if she even looks at chocolate.

I bake my fake mom a chocolate birthday cake. I watch her eat it. No rash. She smiles.


**Writing tip:**

**Creating intrigue**

A good story often contains surprises for its readers. Things happen that no one really expects. This creates intrigue for the reader. Their interest is increased and they want to find out more. An open ending is another way of creating intrigue. By not fully explaining what happens, the author is leading the reader use his or her imagination to decide how the story ends.

20 Now write your own answer to the following task.

**Task**

Write a short story based on the idea that your home is not really your home (120–180 words). Before writing consider the following:

- what made you first suspect this
- what you did next
- what you did to test your idea
- what happened
- create surprises for the reader
- leave the ending open
### MORE Words and Phrases

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>chest</td>
<td>The murdered man had a knife wound in his chest.</td>
<td>Brush</td>
<td></td>
</tr>
<tr>
<td>employee</td>
<td>Employees are the people that work for a company.</td>
<td>Angestellte/r</td>
<td></td>
</tr>
<tr>
<td>mystery</td>
<td>Her disappearance is still a mystery.</td>
<td>Geheimnis</td>
<td></td>
</tr>
<tr>
<td>report</td>
<td>According to the report, police arrested the criminal.</td>
<td>Bericht</td>
<td></td>
</tr>
<tr>
<td>attractive</td>
<td>Lots of people like the way she looks, they think she's a very attractive woman.</td>
<td>attraktiv</td>
<td></td>
</tr>
<tr>
<td>nephew</td>
<td>He's my nephew. You know, my brother's son.</td>
<td>Neffe</td>
<td></td>
</tr>
<tr>
<td>office clerk</td>
<td>She works for a TV company as an office clerk.</td>
<td>Angestellt/r</td>
<td></td>
</tr>
<tr>
<td>keep an eye on</td>
<td>Don't forget to keep an eye on the children while they're at the zoo.</td>
<td>augen auf</td>
<td></td>
</tr>
<tr>
<td>confusion</td>
<td>After the accident, there was great confusion.</td>
<td>Verwirrung</td>
<td></td>
</tr>
<tr>
<td>relative</td>
<td>We had a big party last week. All my friends and relatives were there.</td>
<td>Verwandte/r</td>
<td></td>
</tr>
<tr>
<td>retire</td>
<td>When you've worked enough or you like, you can retire.</td>
<td>in Pension gehen</td>
<td></td>
</tr>
<tr>
<td>right away</td>
<td>We'd like some more water; please. Right away, sir.</td>
<td>sofort</td>
<td></td>
</tr>
<tr>
<td>take over</td>
<td>When he retires, his son will take over the company.</td>
<td>übernehmen</td>
<td></td>
</tr>
<tr>
<td>unlock</td>
<td>Give me the key and I'll unlock the door for you.</td>
<td>aufschließen</td>
<td></td>
</tr>
<tr>
<td>upset</td>
<td>When she heard the bad news, she was very upset.</td>
<td>verstört</td>
<td></td>
</tr>
<tr>
<td>consider</td>
<td>To find out we have to consider all the facts.</td>
<td>erwägen</td>
<td></td>
</tr>
<tr>
<td>mention</td>
<td>Don't forget to mention me in your letter home.</td>
<td>erwähnen</td>
<td></td>
</tr>
<tr>
<td>likely</td>
<td>It's likely that we'll get more passengers.</td>
<td>wahrscheinlich</td>
<td></td>
</tr>
<tr>
<td>besides</td>
<td>No, thank you, I'm not hungry, and besides, I hate fish.</td>
<td>außerdem, im Übrigen</td>
<td></td>
</tr>
<tr>
<td>expect</td>
<td>I expect she'll get good marks in the test tomorrow.</td>
<td>erwarten</td>
<td></td>
</tr>
<tr>
<td>handkerchief</td>
<td>I have a terrible cold. I need a handkerchief.</td>
<td>Taschentuch</td>
<td></td>
</tr>
<tr>
<td>Never mind</td>
<td>In case I'm late. Never mind. The film hasn't started yet.</td>
<td>Macht nichts, Egal.</td>
<td></td>
</tr>
<tr>
<td>suspect</td>
<td>My suspicion is that it was John who took my bike.</td>
<td>Verdacht</td>
<td></td>
</tr>
<tr>
<td>wastepaper bin</td>
<td>He threw all the letters into the wastepaper bin.</td>
<td>Papierkorb</td>
<td></td>
</tr>
<tr>
<td>excellent</td>
<td>His latest movie has received excellent reviews.</td>
<td>hervorragend, großartig</td>
<td></td>
</tr>
<tr>
<td>conclusion</td>
<td>We came to the conclusion that the murderer was a woman.</td>
<td>Schlussfolgerung</td>
<td></td>
</tr>
<tr>
<td>get hold of sth</td>
<td>A reporter got hold of the story and next day it was in all the newspapers.</td>
<td>etwas in die Hände bekommen</td>
<td></td>
</tr>
<tr>
<td>prove</td>
<td>I know he's the murderer, but I can't prove it.</td>
<td>beweisen</td>
<td></td>
</tr>
<tr>
<td>historical</td>
<td>The Old State House is an important historical building.</td>
<td>historisch</td>
<td></td>
</tr>
<tr>
<td>commit</td>
<td>If you commit a crime, you become a criminal.</td>
<td>begehen</td>
<td></td>
</tr>
<tr>
<td>escape</td>
<td>The thieves escaped from prison.</td>
<td>entkommen, flüchten</td>
<td></td>
</tr>
<tr>
<td>investigation</td>
<td>The police started their investigation of the crime immediately.</td>
<td>Ermittlungen, Untersuchung</td>
<td></td>
</tr>
<tr>
<td>common</td>
<td>The most common word in the English language is &quot;the&quot;.</td>
<td>häufig; gewöhnlich</td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td>A lot of personal computers were hacked last year.</td>
<td>persönlich</td>
<td></td>
</tr>
<tr>
<td>crime scene</td>
<td>The police arrived at the crime scene very quickly.</td>
<td>Tatort</td>
<td></td>
</tr>
<tr>
<td>realise</td>
<td>She didn't realise the risk she was taking.</td>
<td>erkennen; begreifen</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 3  New York, New York

Reading

1 Read the webpage and decide if each statement is true or false.

**New York City Tours**

Whether you want to see all the famous landmarks or just visit the famous sports stadiums, we have a tour for everyone. For more information, pick up a copy of our brochure.

All information relevant for fall season tours from September 1st through to January 1st.

<table>
<thead>
<tr>
<th>Days</th>
<th>Meeting place</th>
<th>Start time</th>
<th>Duration</th>
<th>Cost* (per person)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The sights</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1/2 day)</td>
<td>Central bus station</td>
<td>9 a.m.</td>
<td>4 hours</td>
<td>$40</td>
</tr>
<tr>
<td><strong>The sights</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(full day)</td>
<td>Central bus station</td>
<td>9 a.m.</td>
<td>8 hours</td>
<td>$60</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Central bus station</td>
<td>10 a.m.</td>
<td>6 hours</td>
<td>$80</td>
</tr>
<tr>
<td><strong>Super Sports</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Central bus station</td>
<td>3 p.m.</td>
<td>5–6 hours</td>
<td>$100**</td>
</tr>
<tr>
<td><strong>Central Park</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Central Park North entrance</td>
<td>10 a.m.</td>
<td>4 hours</td>
<td>$40</td>
</tr>
</tbody>
</table>

*Discounts available for group bookings for ten or more people.
**Includes entrance to a game.

1 All tours start from the same location.  
2 The full-day sights tour costs twice as much and lasts twice as long as the half-day tour.  
3 You can do a History tour on Saturdays and Sundays.  
4 The information is accurate for four months of the year.  
5 You have to pay more if you want to see a game on the Sports tour.
Now search the webpage in 1 for the following information and write down the answer in the space.

1. Details of each tour can be found in

2. Central Park tours run every day except

---

Listening

3. Listen to the news report and complete the catalogue description.

Title
1. .................................. with a
2. ..................................

by
Francisco de 3.

Estimate* price
4. $ ..................................

VOCABULARY* estimate – geschätzt

---

4. Listen again and circle T (True) or F (False).

1. The painting that was stolen was from the Guggenheim Museum. T / F
2. The painting was stolen from a hotel. T / F
3. The thieves have not damaged the painting. T / F
4. The thieves did not plan to steal the painting. T / F
5. The police received information from the public about the painting. T / F
6. No one has been arrested for the crime yet. T / F
7. The painting is now on its way to the Guggenheim. T / F
8. The FBI have been criticised for how they handled the case. T / F
Grammar  Reported speech (statements)

5 Complete the table.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“like”</td>
<td>liked</td>
</tr>
<tr>
<td>_______________________</td>
<td>didn’t want</td>
</tr>
<tr>
<td>“make”</td>
<td>___________________</td>
</tr>
<tr>
<td>“didn’t see”</td>
<td>___________________</td>
</tr>
<tr>
<td>“have found”</td>
<td>could</td>
</tr>
<tr>
<td>_______________________</td>
<td>that day</td>
</tr>
<tr>
<td>_______________________</td>
<td>the next/following day</td>
</tr>
<tr>
<td>“last week”</td>
<td>the week</td>
</tr>
<tr>
<td>“next week”</td>
<td>the week</td>
</tr>
<tr>
<td>_______________________</td>
<td>before</td>
</tr>
<tr>
<td>“this”</td>
<td>there</td>
</tr>
</tbody>
</table>

6 Write what the people said.

1. Dave said he couldn’t play that afternoon.
   Dave said, “I can’t play this afternoon.”

2. Nigel said he wasn’t happy.
   Nigel said, “I wasn’t happy.”

3. Mum said she wanted me to tidy my bedroom.
   Mum said, “I want you to tidy my bedroom.”

4. Carl said he had read his book the day before.
   Carl said, “I had read my book the day before.”

5. Janice said she wouldn’t be late.
   Janice said, “I wouldn’t be late.”

6. Paul said he would phone me the following day.
   Paul said, “I will phone you the following day.”

7. Miss March said she wanted me to do some extra homework that night.
   Miss March said, “I want you to do some extra homework this night.”

8. Fred said he had seen the film two days before.
   Fred said, “I saw the film two days before.”

9. Olivia said she would be there before nine.
   Olivia said, “I would be there before nine.”
Think of five things people have said to you today and report them.

Example: My mum said that I was going to miss the bus.


Write the sentences in reported speech.

1 Jenny said, “I’m going to visit my friends in New York.”
   Jenny said she was going to visit her friends in New York.

2 “I’m disappointed because I haven’t been chosen for the team,” said Patrick.

3 “My mother won’t be at home this afternoon,” said Luke.

4 Barbara said, “Marie, I’ve got a present for you.”

5 “This is the best match we’ve ever seen,” everyone said.

6 Penny said, “I’ll ring you later.”

7 “I can help you with your homework,” said Jane.

8 “I gave the keys to Mr. Butler,” said Paul.

9 Mrs. Baker said, “I don’t like Monday mornings.”

Grammar  say vs. tell

Complete with said or told.

1 James told me to come inside.

2 Helen said that he couldn’t come to the party.

3 John said the teacher that he’d forgotten about the homework.

4 Mary said she was going to New York.

5 Peter rang and told he would be late.

6 Phillip said to us that there had been a terrible traffic jam.

7 Mrs. Williams told us, we had to stay behind after school.

8 Lucy said to them they couldn’t go to her party.
10 Write what the people in 9 actually said.

1 James: "Come inside."
2 Henry:"
3 Ian:"
4 Mary:"
5 Peter:"
6 Phillip:"
7 Mrs Williams:"
8 Lucy:"

Vocabulary

11 Replace the underlined words in each sentence with the phrases in the box.

began more desperate
blew up
collided with
make an emergency landing
rescue
in trouble
evacuated

1 The plane had to return to the airport quickly because it was in serious trouble.
2 Our car crashed into a tree.
3 The building had to be cleared of people.
4 We knew we were in a bad situation when we saw smoke coming from the engine.
5 The bomb exploded but luckily no one was hurt.
6 The people managed to save the little boy who had fallen into the river.
7 As the flames grew bigger, the situation got more dangerous.

12 Now use the words from the box above to complete the story. You may need to change the form.

I'll never forget my first and only journey on an airplane. I was nervous before I got on the plane and things never got any easier. We had been in the air for about five minutes when the pilot made an announcement. He said that one of our engines had . He told us not to worry, but I could tell from his voice that we were . I looked at the wing and saw flames coming from the engine. Things when a second engine stopped working. The plane was heading back to the airport to . It was clear we didn't have very much time. The air steward told us to sit down and protect our chests with our arms. I did exactly as he said. I was terrified.

We hit the ground really hard and the whole plane shook. It started to slow down but we were running out of runway. I was sure we were going to the airport building. Amazingly, we came to a stop about 10 metres from the terminal. They quickly the plane using the emergency slides while the services covered the plane in foam*. I looked back at the plane. I knew I would never get in one again.

VOCABULARY: *foam – Schaum
Everyday English  The rivals

Look at the phrases on p. 33 in your Student’s Book again. Use them to complete the dialogues.

Dave 1 ___________________________________________________________________, Kylie?

Kylie Sure, Dave. What is it?

Dave I can’t take you to the dance on Friday.

Kylie What? Oh, Dave! 2 ___________________________________________________________________? You promised to take me.

Dave Look, I’m really sorry. There’s nothing I can do. Dad grounded me. I simply can’t come.

Kylie Oh, well. 3 ___________________________________________________________________, I guess.

Dave Sorry.

Kylie It’s OK. Oh, I know what I can do. I’m going to ask Harry to take me.

Dave What? Ask Harry? 4 ___________________________________________________________________.

If you ask him, I’ll never talk to you again.

Kylie Hey, Dave – don’t tell me what to do, OK?

Developing writing skills  Writing a summary

Read the task and what a student wrote. Find three mistakes in the summary.

Task

Your teacher asked you to write a summary of the listening on the Statue of Liberty in your Student’s Book on p. 31 (120–130 words). Write about:

• who tells the story
• ‘crowd-funding’
• who has the idea for the statue
• what needs to be realised it
• what the basic problem is
• how it is solved

In the listening comprehension you hear a guide explain the financial history of the statue.

First he talks about the idea of ‘crowd-funding’, which helped finance the statue back then. This is how it worked:

In 1865, a young German sculptor called Frédéric-Auguste Bartholdi in Paris wants to build a statue in order to celebrate America’s 100th birthday in 1876.

After finding the perfect location he starts a National Lottery in France to finance the statue; and it works. Soon the right hand and the torch can be shipped to the US.

It turns out, however, that the Americans want the statue but that they don’t want to pay their share – the head.

This is when Joseph Pulitzer steps in. He starts a campaign in his magazine New York World asking readers to send in money. The campaign fails, but he starts another one, and this time it works. Eventually there’s enough money for the pedestal and on the 28th October, 1886 the statue is finally finished and open to the public – only 50 years late for the 100-years celebration.
Language tip:
When writing a summary, it is important to be concise* with your words. Using connectors (however, etc.) and time expressions (first, etc.) to join sentences will help you save words and make your text read better.

VOCABULARY: *concise – kurz und bündig

14. Read the text again and underline the time expressions in one colour, the connectors in another colour. Write them in the list and add three more examples to each list.

<table>
<thead>
<tr>
<th>time expressions</th>
<th>connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>first,</td>
<td>which,</td>
</tr>
</tbody>
</table>

Writing tip:

Writing a summary
- Read the text carefully and underline the most important information.
- Make sure you don’t mention too many details.
- Use present tense for your summary.
- Use time expressions.

Connect ideas.
- Avoid direct speech in your summary.
- Think carefully how to use paragraphs.
- Stick to the number of words for your summary.

15. Now write your own answer to the following task.

**Task**
Pick a story from the Student’s Book or the Workbook. Write a summary of 100–180 words. Follow the writing tip above.

Write about:
- the setting
- the characters
- the first important steps in the story
- what the problem in the story is
- how it is (not) solved
- what the characters do after the story has (not) been solved
<table>
<thead>
<tr>
<th>English Word</th>
<th>German Translation</th>
<th>German Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>busy</td>
<td>New York is one of the busiest cities in the world.</td>
<td>belebt, hektisch</td>
</tr>
<tr>
<td>cuisine</td>
<td>This restaurant is famous for its spicy cuisine.</td>
<td>Küche; Kulinarik</td>
</tr>
<tr>
<td>immigrant</td>
<td>Millions of immigrants came to America in the 19th century.</td>
<td>Einwanderer/ Einwanderin</td>
</tr>
<tr>
<td>native</td>
<td>Native Americans arrived in the US at least 15,000 years ago.</td>
<td>einheimisch; ursprünglich</td>
</tr>
<tr>
<td>nearby</td>
<td>We were very hungry. Luckily we found a restaurant nearby.</td>
<td>in der Nähe</td>
</tr>
<tr>
<td>origin</td>
<td>She is of French origin. She was born in Paris.</td>
<td>Herkunft, Ursprung</td>
</tr>
<tr>
<td>politics</td>
<td>Politics are the business of government.</td>
<td>Politik</td>
</tr>
<tr>
<td>announcement</td>
<td>I heard the announcement on the speakers saying that the store was closing soon.</td>
<td>Durchsage, Ankündigung</td>
</tr>
<tr>
<td>be in trouble</td>
<td>James was in trouble with the police.</td>
<td>in Schwierigkeiten sein</td>
</tr>
<tr>
<td>blow up</td>
<td>The bomb blew up.</td>
<td>explodieren</td>
</tr>
<tr>
<td>emergency landing</td>
<td>The pilot had to make an emergency landing.</td>
<td>Notlandung</td>
</tr>
<tr>
<td>evacuate</td>
<td>People who live along the coast were evacuated because of the hurricane.</td>
<td>evakuiertren</td>
</tr>
<tr>
<td>flock of birds</td>
<td>A flock of birds flew over our heads.</td>
<td>Vögel, Hintergleiten</td>
</tr>
<tr>
<td>glide down</td>
<td>We watched the skiers glide down the slope.</td>
<td>Wunder</td>
</tr>
<tr>
<td>miracle</td>
<td>It would take a miracle for the team to win.</td>
<td>im Dienst</td>
</tr>
<tr>
<td>on duty</td>
<td>I’m not allowed to make private calls while I’m on duty.</td>
<td>Rettungsboot</td>
</tr>
<tr>
<td>runway</td>
<td>The airplane landed safely on the runway.</td>
<td>Landebahn</td>
</tr>
<tr>
<td>takeoff</td>
<td>Please remain seated during takeoff.</td>
<td>Abflug, Start</td>
</tr>
<tr>
<td>treatment</td>
<td>There are various treatments available at the hotel spa.</td>
<td>Behandlung</td>
</tr>
<tr>
<td>wing</td>
<td>The birds spread its wings and took away.</td>
<td>Flügel</td>
</tr>
<tr>
<td>become desperate</td>
<td>As the supply of food ran out, people became desperate.</td>
<td>verzweifeln; aussichtslos werden</td>
</tr>
<tr>
<td>collide</td>
<td>Two football players collided on the field.</td>
<td>Zusammenstoßen, kollidieren</td>
</tr>
<tr>
<td>explode</td>
<td>The firework exploded in his hand.</td>
<td>explodieren</td>
</tr>
<tr>
<td>bravery</td>
<td>She received an award for her bravery.</td>
<td>Mut, Tapferkeit</td>
</tr>
<tr>
<td>reward sb</td>
<td>The firefighters were rewarded for their brave actions.</td>
<td>belohnen; prämiieren</td>
</tr>
<tr>
<td>critic</td>
<td>The critics loved the movie.</td>
<td>Kritiker/in</td>
</tr>
<tr>
<td>elevator (AE)</td>
<td>The office is on the fifth floor, so we should take the elevator.</td>
<td>Aufzug</td>
</tr>
<tr>
<td>campaign</td>
<td>The university is organising a campaign to attract more students.</td>
<td>Kampainge; Aktion</td>
</tr>
<tr>
<td>charge</td>
<td>The museum charges visitors $20.</td>
<td>berechnen, verlangen</td>
</tr>
<tr>
<td>crowdfunding</td>
<td>They raised the money for the film through crowdfunding.</td>
<td>Gruppenfinanzierung</td>
</tr>
<tr>
<td>personal</td>
<td>I can’t show you the letter. It’s personal.</td>
<td>persönlich</td>
</tr>
<tr>
<td>statement</td>
<td>He went to the police station to make a statement.</td>
<td>Aussage</td>
</tr>
</tbody>
</table>
TEENAGE MAYORS

Many teenagers like to try and make a bit of money. They might deliver newspapers, work in a shop at the weekends or do a bit of gardening. Americans Chris Portman and Jeff Dunkel were no different. Last year, however, they both decided to try for a different type of job. But to get this job there was no job interview, for this job they needed to be elected by the public. They both stood for election to be mayor of the town where they live and they both won.

19-year-old Portman and 18-year-old Dunkel must now try and balance their lives as students with the responsibilities of being a mayor including attending meetings, fund-raising and making personal appearances.

Dunkel’s interest in politics started when he was at high school. He was doing a project on local government and started going to public meetings in his town. But he got frustrated because he felt that nobody was really doing anything to help the local people. So he asked a lot of questions and annoyed a lot of people. They told him if he could do better, he should try and be mayor. And that’s exactly what he did.

At that time, people in his hometown of Mount Carbon thought he was joking, but he soon showed them he wasn’t. He put up signs, delivered letters to every house and organised a car show. With a lot of support from his family and friends, Dunkel won the majority of votes from the 100 people who live in the town and was elected their mayor.

Portman also had to work for people to take him seriously. When he announced he wanted to be mayor, his friends just laughed. However, he started studying politics, learned how to make speeches in public and got to know all the local politicians. He said he knew exactly what he wanted and how to get it. Finally, he managed to show the local people how serious he was and was elected by the 2,000 people who live in his hometown of Pittsburgh.

Now both men are responsible for organising the communities where they live, including everything from the collection of rubbish, to dealing with the local police forces, to finding the money to build a new playground. Both men are also studying at college. And when their time is finished, they plan to enter politics full time and their ambitions don’t stop there. Both men one day hope to be president of their country. But for now they are happy showing that young people have a lot to offer and can be trusted to take on great responsibilities, and they hope their stories will inspire more young people to get involved in politics.
How many of these tasks can you do? Check your answers with a partner.

1. Give an example of one of the ‘teenage jobs’ mentioned in the text.

2. How old are Chris and Jeff?

3. Give an example of one of the responsibilities of a mayor mentioned in the text.

4. Dunkel got involved in politics because
   - [ ] he was doing a school project.
   - [ ] he thought he could make a difference.
   - [ ] nobody could answer his questions.

5. In his campaign, Dunkel
   - [ ] spoke to everyone in his town.
   - [ ] had a lot of help from family and friends.
   - [ ] made a lot of jokes.

6. Like Dunkel, Portman also had to
   - [ ] prove that he really wanted the job.
   - [ ] meet a lot of important people.
   - [ ] learn how to talk in front of a lot of people.

7. Organising rubbish collections is an example of ___________________________ both men now have.

8. Jeff and Chris would like ___________________________ of the US one day.

9. Jeff and Chris would like to be seen ___________________________ to young people.

Listening

Listen to the job interview and fill in the form.

- Name:
- Age:
- Phone number:
- Position applied for:
- Impression: Good / Bad

Listen again and circle T (True) or F (False).

1. Billy hasn’t worked in a café before.  
   - T / F

2. He is confident in his ability to do the job.  
   - T / F

3. Billy is not interested in a career in catering.  
   - T / F

4. The job is full-time.  
   - T / F

5. Billy can only work weekends over the summer months.  
   - T / F

6. The café is only open at the weekends.  
   - T / F

7. Billy says that having good people skills is important for a waiter.  
   - T / F

8. Billy says that he wouldn’t let the café down if he got the job.  
   - T / F

9. Billy wants to know more about the salary.  
   - T / F

10. Billy is the last candidate to be interviewed.  
    - T / F
Grammar  Questions in reported speech

5 Choose the correct options.
1 Mum asked me where have you been / I had been.
2 She asked me who have you been / I had been with.
3 She asked me are you / if I was hungry.
4 She asked me if I wanted / do you want some soup.
5 She asked me what I wanted / do you want to do later.
6 She asked me have you / if I had got any homework.

6 Write what the interviewer asked Karen.

A terrible interview!
1 The interviewer asked me what my name was.
   " ________________________ ?"
2 She asked me why I was right for this job.
   " ________________________ ?"
3 She asked me where I had worked before.
   " ________________________ ?"
4 She asked me if I had any experience.
   " ________________________ ?"
5 She asked me if I knew how to use a computer.
   " ________________________ ?"
6 She asked me why I wanted the job.
   " ________________________ ?"
7 She asked me who my business partner was.
   " ________________________ ?"
8 She asked me if I could work Saturdays.
   " ________________________ ?"

I could only answer the first question confidently!

7 Complete the questions with what, who, where, how, why, when or if.
1 I asked Victoria __________ where she was going.
   "To Japan," she said.
2 I asked her __________ if she was going to get there.
   "By plane," she said.
3 I asked her __________ who she was going with.
   "My parents," she said.
4 I asked her __________ if they were going there.
   "My dad's working there," she said.
5 I asked her __________ when they would be coming back.
   "In two weeks," she said.
6 I asked her __________ why she was going to buy for me.
   "Something nice!" she said.
7 I asked her __________ why she would miss me.
   "Of course!" she said.
8 Write the reported questions.

1 How long have you been a singer?
2 What was your first hit?
3 Who did you perform with first?
4 Where was your last concert to be?
5 When is your next concert going to release a new record soon?
6 Are you going to be a singer?
7 Did you always want to be a singer?
8 Which singer do you like best?

1 She asked him .................................................................
2 She .................................................................
3 .................................................................
4 .................................................................
5 .................................................................
6 .................................................................
7 .................................................................
8 .................................................................

9 Read the dialogue. Then complete the summary in reported speech.

James I don't want to go to school today, Mum.
Mum Why not? Are you ill?
James No, I'm not ill. But I hate school.
Mum Why?
James Because nobody likes me and everyone calls my name behind my back. They don't listen to me and they laugh at me.
Mum But you have to go to school, son.
James Why, Mum?
Mum Because you're 53, James, and you're the headmaster.

James was lying in bed one morning. He didn't want to get up, so he told his mum that 1 ................................................................. to school. She asked him 2 ................................................................. ill. He answered that he 3 ................................................................. but said that 4 ................................................................. school. His mother asked him 5 ................................................................. it.
James said that 6 ................................................................. and everyone 7 ................................................................. back. He said 8 ................................................................. and they 9 .................................................................. In the end, his mother told 10 .................................................................. When he asked why, she said it was because 11 ..................................................................
10 Choose a title and complete the sentences about you.

A great / terrible day!
1 My mum asked me ...........................................................................
2 My dad asked me ...........................................................................
3 My mum told me ...........................................................................
4 My dad told me ............................................................................
5 My best friend asked me .................................................................
6 My best friend told me ...................................................................
7 My teacher asked me .....................................................................
8 My teacher told me .......................................................................  

Vocabulary

11 Complete the words for the jobs by writing in the missing letters.
1 c___k
2 sh___p___ss_st___nt
3 d___ct___r
4 s___cr___ty
5 d___nt___st
6 ___cc___nt___nt
7 w___t___r
8 s___ld___r
9 n___rs___
10 t___g___d___
11 f___rm___
12 r___t___n__st
13 r___ k cl___k
14 w___b___ d___s__gn___r
15 s___t__cr___r
16 g___t___n
17 r___ l___ g___nt
18 m___ch___n___
19 fl___ght___tt___d___nt
20 f___t___ry w___rk___r

12 Did these things, do you think? Write the name of the job. Choose from 11.

1 Ok - now it's time to take your temperature.
2 Would you like tea or coffee, madam?
3 There are some wonderful places to see in Madrid.
4 Now, can you open your mouth just a little bit more?
5 I've got to get this tractor fixed.
13. Write something you might expect these people to say.

1. teacher: ____________________________________________
2. secretary: __________________________________________
3. bank clerk: __________________________________________
4. electrician: __________________________________________
5. cook: ____________________________________________

14. Complete the poem with the words in the box. There is one extra word.

**Vocabulary:** earn, working hours, deadline, job satisfaction, industry, pros and cons, bonus, salary

There are \__________ to being a nurse.
The \__________ is not great but it could be worse.
The money I \__________ , it isn’t so much.
There’s no big \__________ for people like us.
My \__________ are never the same.
There’s no 9-5* in the health \__________ .

I can see you thinking, “That’s a job I’d want.”
But it’s \__________ that makes it great.

15. Complete the dialogue with the missing words.

Anne: Oww!!
Tom: What’s the matter?
Anne: It’s my shoulder. I’ve \__________ my shoulder.
Tom: \__________ ? Where does it hurt?
Anne: Ouch! Don’t touch it. It’s \__________ .
Tom: Can you move it?
Anne: No. It really \__________ .
Tom: Oh dear. You \__________ be in a \__________ of pain. What do you want to do?
Anne: Well, I \__________ on walking. We’ll have to go home.
Tom: OK, do you need help?
Anne: I think I do. I \__________ quite down.
Tom: Maybe we should call an ambulance.
Anne: Maybe I just need to rest a bit.
Tom: OK, but if it doesn’t get better, I’m calling an ambulance.

16. Now listen and check your answers.

SB p. 36, 40, 41
Dear Mr Carter,

I am writing to apply for the post of a babysitter which I saw advertised in the Daily Record. I am 17 and I am currently attending Kilmarnock Grange Academy. For two years, I have been looking after two children aged seven and nine, but since the family are moving to Glasgow in a month I am looking for another job as a babysitter. The family were very satisfied with my work and I am included in a letter of recommendation from them.

I would like to say that I really enjoy looking after children and it would be a pleasure for me to look after your children.

Looking forward to hearing from you.

Yours sincerely,

Helen O’Neill
(Helen O’Neill)
Now write your own answer to the following task.

Task

Reply to the following job advertisement (120–180 words).

Say:
- who you are
- what experience you have
- when you could work
- why you would like to work at Metro Pizza
- why you are good for the job
- that you hope for a reply

VOCABULARY: *seek — suchen

WORD FILE

Jobs and profession:

- accountant
- receptionist
- mechanic
- nurse
- health care
- marketing
- finance
- electrician
- secretary
- flight attendant
- computing

SB p. 39
# MORE Words and Phrases

| computing | I love programming, so I'm glad I found a job in computing. | Datenverarbeitung: Computerwesen |
| finance | She works in finance. She's an accountant. | Finanzwesen |
| health care | If you want to work in health care, you need to be flexible. | Gesundheitswesen |
| sales and marketing | He has good people skills. No wonder he works in sales and marketing. | Verkauf und Marketing |
| deserve | The team played well and really deserved to win. | verdienen |
| female | My dog's a girl, so it's female, not male. | weiblich |
| male | Male ducks are called drakes. | männlich |
| satisfaction | I love my job. It gives me a lot of satisfaction. | Genugtuung; Zufriedenheit |
| unemployed | I lost my job last week. Now I'm unemployed. | arbeitslos |
| career | She started her career as a model ten years ago. | Karriere; Beruf; Nutzbarmachen |
| be keen on | I was very tired, so I wasn't keen on going to the party. | von etw begeistert sein |
| be responsible for | The architect is responsible for designing the project. | für etw verantwortlich sein |
| bonus | The staff got a bonus for finishing the project on time. | Bonus; Entgelt; Prämie |
| deadline | We had to hurry to meet the deadline. | Frist, Abgabetermin |
| develop | The company develops new software programs. | entwickeln |
| earn | I need to earn a lot of money if I want to go on holiday to Australia. | verdienen |
| launch | The new product will be launched in July. | eingeführt, auf den Markt bringen |
| pros and cons | Each technology has its pros and cons. | Vor- und Nachteile |
| salary | She earns a good salary. | Gehalt |
| think up | Can't you think up a better excuse than that? | ausdenken, erfinden |
| working hours | Most people enjoy shorter working hours and more leisure time. | Arbeitszeit |
| advice | Take my advice. Don't do it. | Ratschlag |
| ambition | My ambition is to become the world champion. | Ehrgeiz |
| casual | Don't be too casual during an interview for a new job. | lässig; locker |
| company | I've worked for the company for 2 years now. | Unternehmen, Firma |
| confidence | Try to speak and act confidently, but don't be cheeky. | selbstbewusst |
| employer | My new employer is a big computer company. | Arbeitgeber/in |
| enthusiastic | Many people love classical music, but I'm not so enthusiastic. | enthusiastisch, begeistert |
| eye contact | Look at your interviewer and try to keep eye contact. | Augenkontakt |
| (job) interview | She has an interview next week for the manager's job. | Vorstellungsgespräch |
| memorise | Read the text and try to memorise all the facts. | sich einprägen |
| naturally | Act naturally. Don't try to be like another person. | natürlich |
| skills | We need someone with practical skills for the job. | Fähigkeiten |
| journalism | She can write well. She's looking for a career in journalism. | Journalismus |
A new survey has found that British people are the chocolate eating champions of Europe. The figures show that between us we eat around 660 million kilograms of chocolate and chocolate-based foods every year. That’s 11.2 kg for every man, woman or child or, in other words, about 266 Mars bars each! The questionnaire also showed that 17% of us eat chocolate more than four times a week and 25% eat it daily. Only 5% of people asked said they don’t eat chocolate at all.

In fact, we eat so much more than the rest of Europe that the UK market makes up nearly thirty-three percent of all European sales. In second place are the Germans who only manage 8.1 kg each per year and they live in the country that is famous for producing the best chocolate in the world! In third place come the French with 6.7 kg a year followed by the Germans who manage just 4.9 kg. That’s less than half of what the British eat!

The survey also shows that the hotter your country is, the less likely you are to eat chocolate. The Italian’s eat 1.7 kg on average and the Spanish only 1.6 kg. Maybe it’s because chocolate is more difficult to keep fresh in warmer climates, but I think it’s probably because chocolate helps cheer you up when you’re feeling cold.

But it’s not only chocolate that the British eat more of. We’re also champions of Europe when it comes to eating other sugary sweets. Fizzy drinks are also very popular and account for two-thirds of the UK soft drinks market.

Of course, all of this means that we are also starting to see the negative side of our unhealthy diets. The number of people classified as obese has risen dramatically in recent years and around 10% of school children are worryingly overweight.

A leading doctor from the British Dietetic Association has warned against our obsession with all things sweet and called on the government to take action.
How many of these tasks can you do? Check your answers with a partner.
1. British people eat more chocolate than other Europeans.  T / F
2. A quarter of British people eat chocolate every day.  T / F
3. More than half the chocolate sold in Europe is bought by the British.  T / F
4. The best chocolate comes from Belgium.
5. The Italians and Spanish don’t eat as much chocolate as the French and the Germans.
6. The British also eat more chocolate than other Europeans.
7. Why is Dr Tony Harper worried?
8. What does he want the government to do?
9. Why is Sally James more optimistic?

Listening

Listen to the story and tick the best title for it.

☐ No more oranges
☐ A job lost
☐ Food for the Family

Listen again. Decide who might think these things. Write N (narrator*), B (boy), F (foreman*) or T (Dr Thomas).

1. Why don’t I ever get to eat things like these oranges?  ☐
2. I’m really in trouble.  ☐
3. He’s got me.  ☐
4. The boss is going to be pleased with me.  ☐
5. What did he do with those oranges?  ☐
6. Why did I leave my house for this?  ☐
7. This man is a fool.  ☐
8. I feel sick.  ☐

VOCABULARY: *narrator – Erzähler/in; foreman – Vorarbeiter, Polier
Grammar  Past perfect (Revision)

5 Complete the sentences with the past perfect form of the verbs in brackets.

1 A  “Why was the teacher angry with Ivan yesterday?”
   B  “Because he .......................................................... his homework.” (not do)

2 I was just getting on the bus when I realised I .......................................................... a ticket. (not buy)

3 When I went to bed it was raining, but when I woke up it .......................................................... . (stop)

4 Suddenly I remembered where I .......................................................... her before. (meet)

5 I was disappointed when I heard that I .......................................................... the test. (not pass)

6 The river bed was completely dry. It .......................................................... for months. (not rain)

7 Mum was upset because no one .......................................................... her birthday. (remember)

8 Ben was annoyed because Liam .......................................................... him to his party. (not invite)

6 Complete the sentences using the correct forms of the verbs in brackets. For each sentence use one example each of the past perfect and the past simple.

1 When I .......................................................... her face, I knew I .......................................................... her before. (see/meet)

2 She .......................................................... the film three times already, but she still .......................................................... to see it again. (see/want)

3 He .......................................................... two pizzas because he .......................................................... all day. (order/not eat)

4 I .........................................................., so I .......................................................... the test really difficult. (not study/find)

5 Anna .......................................................... anything else because she .......................................................... all her money. (not buy/spend)

6 Dad was furious. I .......................................................... home at two, although I .......................................................... to be home at midnight. (get, promise)

7 Complete the story with the words in the box.

had eaten  had never been  came  had been  had gone out  had  had just arrived  had just sat down  looked  decided  had taken off

I .......................................................... home and I was really hungry. After I .......................................................... my hat and my shoes I went into the kitchen. Mum was not there. She .......................................................... somewhere. I opened the fridge to see what there was to eat. There wasn’t anything. So I .......................................................... in the cupboard for a biscuit, but my brother .......................................................... there before me.

There were no biscuits left, only some dried pasta and a tin of dog food. “Dog food,” I thought. “How bad can it be?” I .......................................................... the tin when Spot our dog .......................................................... in and made a funny noise. He was clearly hungry too. I couldn’t eat his food, so I gave it to him. After he .......................................................... everything he went to his basket and fell asleep. “At least he’s happy,” I thought. But I was still hungry. I was really hungry, so I .......................................................... to do my homework to take my mind off food.

It was home economics* homework. I .......................................................... to write down a recipe for my favourite food. I .......................................................... to start when the door opened. It was Mum carrying lots of bags of supermarket shopping. I .......................................................... so happy to see her!

VOCABULARY: *home economics – Hauswirtschaftslehre
8 Complete the sentences with your own ideas.

1. I had just gone to bed, when suddenly .........................................
2. After they had eaten the pizza ..........................................................
3. ........................................................................... when there was a loud noise in the kitchen.
4. After ............................................................................. we decided to get a taxi home.
5. Dad had just washed the car, when suddenly .................................
6. After ......................................................................... I decided never to speak to him again.

Grammar Connecting ideas

9 Use the connecting words in the box to complete the sentences.

so that however because of in order to although

1. We left home early ......................................................... the traffic.
2. We left home early .......................................................... we had plenty of time to get to the station.
3. We left home early .......................................................... we wouldn’t miss the train.
4. We left home early, ...................................................... we still missed the train.
5. We left home early .......................................................... arrive on time.

10 Rewrite the sentences using the word(s) in brackets.

1. School dinners were so bad that Jamie Oliver came up with an idea. (because of)
   
2. The world can produce enough food. Millions of people die of hunger. (although)
   
3. Children need to get lots of vitamins. They should eat as much fresh food as possible. (in order to)
   
4. I talked a lot at dinner because then nobody would notice I wasn’t eating. (so that)
   
5. An adult in the US has a calorie intake of 2,500 – 3,000 a day. In Africa there are people who only get 200 a day. (however)
   
6. He weighed only 40 kilos. I called myself fat. (although)
   
7. He didn’t eat anything for three days. He wanted to fit into his jeans. (in order to)
   
8. There were too many people in the queue so I didn’t have lunch at school today. (because of)

11 Now use your own ideas to complete each of the sentences.

1. I invited Dana to my party so that .........................................
2. I invited Dana to my party. However, ..........................................
3. I invited Dana to my party because of ..........................................
4. I invited Dana to my party in order to ..........................................
5. I invited Dana to my party, although ...........................................
Vocabulary

12 Write down as many words as you can think of for each category. Spend thirty seconds on each one.

- Meat
- Fruit and vegetables
- Dairy products
- Carbohydrates

VOCABULARY: Dairy products = Milchprodukte; carbohydrates = Kohlenhydrate

13 Complete the crossword puzzle with vocabulary from p. 45 in your Student’s Book.

Across
3 Food that is not good for your body or health is ...
4 Food that is ... has a lot of healthy things in it.
5 Food that makes you feel ...
6 Food that makes you put on weight is ...
7 Food that is very good for your body is ...
8 Food that is not natural is ...
9 Food that tastes awful is ...
10 Food that doesn’t come from a packet or tin is ...
11 Food that you enjoy eating because it is very good is ...

Down
1 Food that is not natural is ...
2 Food that tastes awful is ...
3 Food that doesn’t come from a packet or tin is ...
4 Food that is very good for your body is ...
5 Food that makes you feel ...
6 Food that makes you put on weight is ...
7 Food that you enjoy eating because it is very good is ...

SB p. 42, 45
14 Fill in the missing words. Use the words from the crossword in 13.

1 A There aren’t any real strawberries in this “strawberry ice cream”!
   B You’re right. It tastes ...........................................

2 A You shouldn’t eat so much ......................................... food.
   B Well, I do a lot of sports. So I’m not really worried.

3 Eating too much red meat can be very ................................ for your heart.

4 In most restaurants in Austria, it is difficult to get ........................................ fish.
   Most of the time it is frozen.

5 This is the best cheese I’ve eaten for a long time. It’s really ...........................................

6 Tomatoes are very ..........................................., especially when they’re cooked.

7 Thanks, I don’t want to eat more. The soup was really ...........................................

8 The opposite of “unhealthy” is ...............................................

---

Everyday English  The meat debate

Use the phrases to complete the dialogues.

Beats me  Go right ahead  Between me and you  Not as far as I know

1 A What city comes number ten in the list of unhealthy cities in the UK?
   B ............................................... I saw the list, but I can’t remember all the cities.

2 A Are tomatoes vegetables?
   B ............................................... I’m sure they are fruit.

3 A I’d like to ask you a few questions about the menu before we decide what we’re going to eat.
   B ............................................... What would you like to know?

4 A What does your mum think about you eating all this junk food?
   B ............................................... , she doesn’t know. So don’t say anything to her, OK?

---

Developing writing skills  Instructions (recipe)

15 Read the task and what a student wrote. What’s the difficult part of making an omelette?

**Task**

Your friend asked you for your favourite recipe. Write it down for him/her (120–180 words).

Include:
- what it’s called
- the ingredients you need
- a step-by-step guide on how to make it
- what he/she might find difficult
- tips on how to serve the dish
- why you like it
Hi Clemens,
This is one of my favourite meals based on a Jamie Oliver recipe. It's for a scrambled egg omelette. The ingredients you need are 350 g of ripe yellow and red tomatoes, some fresh basil, 1 red chilli, 12.5 g of mozzarella and four large eggs.
First, slice the tomatoes and put them on a plate. Then add olive oil, salt, vinegar and pepper. Pound the basil leaves in a little olive oil.
Next, slice the chilli and chop the mozzarella. Then heat some olive oil in a pan. Beat the eggs in a cup and pour them into the pan. Stir gently. When they are lightly scrambled, add the mozzarella and the basil oil.
And now comes the tricky part. Pick up the pan and see if you can shake it so the omelette folds (if not, use a spatula*).
Turn it upside down on the plate of tomatoes. Scatter over the chilli (as much as you dare) and a few basil leaves. Then tuck in*.
Try it - it's not classic Jamie, but it's awesome. I especially like the chilli idea!
Bye,
Amy

16 Read the recipe again and underline the verbs that instruct you how to do something. Guess from the context what they mean, then check in a dictionary.

Language tip:
Writing a recipe needs special vocabulary. You need to know the food and cooking words. Use the internet to help you. Checking out recipes in English is also a big help in learning some of the vocabulary.

Writing tip:
A recipe formally gives you a list of ingredients and then the instructions of what to do with them. When writing follow that procedure.
Make sure you:
- list all the ingredients
- say exactly how much you need of each ingredient
- think about the order of the list
- keep your instructions clear and easy to follow
- finish with serving instructions

17 Now write your own answer to the following task.

Write an email to a friend (120–180 words) in which you give him/her the recipe of one of your favourite simple dishes.

Write about:
- what it is called
- why you like it
- why it is simple to make
- the list of ingredients
- instructions on how to make the dish
- how to serve the dish
## MORE Words and Phrases

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>vegetarian</td>
<td>She doesn’t eat meat. She’s a vegetarian.</td>
<td>Vegetarier/in</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>afford</td>
<td>We can’t afford to go abroad this summer.</td>
<td>Man kann sich leisten nicht</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>feed</td>
<td>They have a large family to feed.</td>
<td>Sie haben eine große Familie zu versorgen</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>hunger</td>
<td>Many people die of hunger every day.</td>
<td>Viele Menschen sterben von Hunger jeden Tag</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>intake</td>
<td>People in America have a higher intake of calories than people in Africa.</td>
<td>Menschen in Amerika haben eine höhere Aufnahme von Kalorien als Menschen in Afrika</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>waste</td>
<td>We need to stop wasting food and help the hungry.</td>
<td>Wir müssen aufhören uns Lebensmittel zu verschwenden und den hungrigen zu helfen</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>contain</td>
<td>What’s in that bowl? What does it contain?</td>
<td>Was ist in dem Topf? Was enthält es</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>cookery</td>
<td>Learn to cook by watching a cookery programme on TV.</td>
<td>Lernen Sie, zu kochen, indem Sie ein Kochbuch auf TV anschauen</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>diet</td>
<td>To stay fit you need a healthy diet.</td>
<td>Um fit zu bleiben, brauchen Sie eine gesunde Ernährung</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>even though</td>
<td>I had to eat the spinach even though I didn’t like it.</td>
<td>Ich musste die Spinat essen, obwohl ich es nicht mochte</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>health</td>
<td>Good health is the most important thing in anyone’s life.</td>
<td>Gute Gesundheit ist das Wichtigste in jeder Lebensweise</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>nutrition</td>
<td>Good nutrition means eating good food regularly.</td>
<td>Gute Ernährung bedeutet, regelmäßig gute Nahrung zu essen</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>overweight</td>
<td>If you eat too much, too often, you will soon be overweight.</td>
<td>Wenn Sie zu viel zu oft essen, werden Sie bald übergewichtig</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>regularly</td>
<td>He plays football regularly every week.</td>
<td>Er spielt Fußball regelmäßig jede Woche</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>slim</td>
<td>I like a slim girl, but I dislike spinach.</td>
<td>Ich mag eine dünnere Frau, aber ich hasse Spinat</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>habits</td>
<td>“Old habits die hard” means it’s often difficult to change the way you do things.</td>
<td>„Alte Gewohnheiten sind hart“ bedeutet, dass es oft schwierig ist, die Art zu ändern, wie Sie etwas tun</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>accept</td>
<td>I didn’t get the job, so I’ll just have to accept their decision.</td>
<td>Ich habe das Job nicht bekommen, deshalb werde ich nur zu ihrer Entscheidung hinnehmen</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>after lunch</td>
<td>Let’s watch TV. Afterwards we can have a pizza.</td>
<td>Lass uns fernsehen. Anschließend können wir eine Pizza essen</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>eating disorder</td>
<td>Some people might have an eating disorder because they imagine they are too fat.</td>
<td>Manche Menschen haben eine Essstörung, weil sie sich selbst als zu dick denken</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>gain</td>
<td>He started to eat more and gained 10 kilos in a month.</td>
<td>Er begann, mehr zu essen und gewann 10 Kilogramm in einem Monat</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>gym</td>
<td>PE usually takes place in the school gym.</td>
<td>In der Schule findet die Physikübungen meistens statt</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>thin</td>
<td>You look very thin. You need to eat more.</td>
<td>Sie sehen sehr dünn aus. Sie müssen mehr essen</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>throw up</td>
<td>She suddenly felt very sick and had to throw up.</td>
<td>Sie fiel plötzlich sehr krank und musste erbrechen</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>(be) ashamed</td>
<td>You don’t have to be ashamed if you get too fat.</td>
<td>Sie müssen sich nicht schämen, wenn Sie zu dick werden</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td>trust</td>
<td>Trust me. I know what I’m talking about.</td>
<td>Vertrauen Sie mir. Ich weiß, worüber ich rede</td>
</tr>
</tbody>
</table>
Reading

Read about three young activists and the statements in the box on page 46. Decide for which activist each statement is TRUE and put a cross \( \times \) in the correct box. The statement may be correct for more than one activist.

**TEENAGE ACTIVISTS**

**NAME:** SIMON JONES  
**AGE:** 15  
**PROJECT:** SAVE THE HOUSE SPARROW

**WHAT THEY SAY:**  
The house sparrow is still our most common bird but its numbers have declined by more than 50% over the last 10 years. If this continues there may well not be any left by the year 2050. I believe we need to act now to stop this happening. We can help this situation immediately by protecting the environment they need to live in: our gardens. We can put up nesting boxes and bird feeders. But we believe we need to think about the long-term solutions and we can only do this by educating our children. This is why we go into schools to show what is happening to our wildlife and show how we can help stop this.

**NAME:** DAWN SMITH  
**AGE:** 15  
**PROJECT:** YOUNG PEOPLE IN POLITICS

**WHAT THEY SAY:**  
Too many young people are not interested in politics. They are happy for people much older than themselves to make decisions about their future. We want to encourage children of all ages to get more involved. We believe that if the voting age was reduced to 16, more young people would be interested and we are campaigning to make this happen.

We also visit schools and colleges to talk to students about politics and organise activities to show them how important it is. We help them set up school committees to show them how politics can work on a smaller scale.

**NAME:** LIAM RIGHT  
**AGE:** 13  
**PROJECT:** CLEAN UP OUR BEACHES

**WHAT THEY SAY:**  
We are tired of the litter that is left behind on our beaches and we are determined to make this stop. Once a fortnight we organise a litter-picking-up day where volunteers go to the beach and clean up the mess. But, of course, this doesn’t solve the long-term problem, so we also go up to people on the beach and talk to them about the problem. Most people are very happy to hear what we have to say.

One small thing that we have done is to get the local council to put up more litter bins on the beaches and this has certainly helped in the fight against litter.
Put a cross \( \Box \) to show which statements are TRUE.

<table>
<thead>
<tr>
<th>This person</th>
<th>Simon Jones</th>
<th>Dawn Smith</th>
<th>Liam Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 believes that schools are a good place to get their message across.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2 has already seen an improvement in the situation they want to change.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3 wants to see a change in the law.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4 is concerned about the environment.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Listening**

2 Listen to the interview with Sheila (12) and tick the correct answer:

1 Sheila and her helpers collect:
   - ☐ any garbage.
   - ☐ only aluminium cans.
   - ☐ plastic and glass bottles and aluminium cans.
   - ☐ whatever families give them.

2 Sheila and her helpers:
   - ☐ are collected from neighbours.
   - ☐ walk around and see if there’s anything to collect.
   - ☐ collect from recycling centres.
   - ☐ collect 24/7 if possible.

3 Sheila’s idea:
   - ☐ didn’t really work.
   - ☐ spread to other communities.
   - ☐ was taken up by recycling centres.
   - ☐ was taken up by a seven-year-old.

4 Sheila was inspired by:
   - ☐ a website.
   - ☐ a seven-year-old boy.
   - ☐ her parents.
   - ☐ a company called The Recyclers.

5 In the Santa Rosa area:
   - ☐ hers is the only recycling project.
   - ☐ there’s a professional organisation that supports Sheila.
   - ☐ the Recyclers earn a lot of money with plastic bottles.
   - ☐ there are something like 20 projects that do the same.
Grammar  Adverbs of manner

3 Circle the correct option.

1 Amber eats really healthy / healthily.
2 She accepted the donation grateful / gratefully.
3 The meeting was really quick / quickly. It was over in ten minutes.
4 The meals always tasted delicious / deliciously.
5 The collection of books grew rapid / rapidly.
6 Some families can hard / hardly afford school supplies.
7 To distribute everything was a really easy / easily job.
8 She manages the project very good / well.

4 Complete the sentences with the correct adverbs.

1 She plays the guitar really
2 Slow down. You're walking too
3 He's not feeling very
4 He likes to live

5 Adjective or adverb. Fill in the correct form of the word in brackets.

Like many schools, our school had the idea to donate food to a group of refugees that lived
________________________ (close) to our school. One of the religious education teachers said
she would ___________________ (happy) help us to organise everything
________________________ (efficient).
4 ___________________ (quick) we established a committee to run everything
5 ___________________ (professional). We fixed two days on which everybody could bring in
food items like pasta, rice, cans, coffee, tea – in short, anything that could be stored
6 ___________________ (easy).
Then we worked ___________________ (hard) on creating a dozen posters telling the kids
d of our school when to bring in food and where to take it. (We had an extra room for the stuff.)
And we ___________________ (prompt) fixed a date for a handful of refugees to pick up the
food and distribute it ___________________ (fair) at their place.
It was ___________________ (amazing) how many items were brought in. Our extra room
was ___________________ (total) full, and we had to help the refugees to carry all the stuff
to their home. I must say, I felt really ___________________ (good) about being part of that
project.
6 Fill in the correct forms of the words in brackets.

1 This idea sounds really ___________________________ (different) from all the others.
2 I ___________________________________ (total) agree that it’s a good idea.
3 It feels ___________________________ (good) to be able to help.
4 I ___________________________________ (serious) believe that your hopes are too high.
5 We should organise the project more ___________________________ (efficient).
6 You can ___________________________________ (hard) call that a good plan.
7 Can I remind you that the plan worked ___________________________ (good) in the first year?
8 I believe this project is developing too ___________________________ (fast).
9 We should ___________________________________ (quick) rethink our strategy.
10 Your idea sounds ___________________________ (good) to me.

Grammar Question tags

7 Complete the sentences with the correct question tags.

1 You didn’t collect all the bottles yourself, ___________________________?
2 It’s a lot of work, ___________________________?
3 She doesn’t like the books she’s given, ___________________________?
4 Tim should eat healthily, ___________________________?
5 One woman has donated more than 100 books, ___________________________?
6 You are a member of the wastewatchers, ___________________________?
Circle the correct question tags.
1. I'm pretty good at running a project, aren't I? / am I?
2. They haven't been to the recycling center for weeks, haven't they? / have they?
3. She can't collect everything on her own, can she? / can they?
4. They'd been able to help the community a lot, didn't they? / hadn't they?
5. We should take part in the project as well, shouldn't we? / couldn't we?

Complete the dialogue with the correct question tags.
A. So you are still willing to take part in the project, ____________________________?
B. Sure. It's been a lot of work so far, ______________________________________?
A. Yes, indeed.
B. Well, I could help you with driving the truck, ____________________________?
A. Really? Could you? You've got a licence, ________________________________?
B. Sure, no problem.
A. That's settled then, ____________________________________________?
B. Yes. I'll start tomorrow, _____________________________________________?
A. Yes, please.

Vocabulary
Choose the correct word to complete each sentence.
1. We hope to __________ our new website on Monday.
   - inspire
   - donate
   - launch

2. The company's __________ for the last year was over £10 million.
   - goal
   - income
   - need

3. Her amazing story has __________ children all over the world.
   - inspired
   - dropped out
   - launched

4. He was given the __________ for his work with disabled children.
   - award
   - ambition
   - goal

5. If I would like to thank all the people who have __________ me on my amazing journey.
   - supported
   - dropped out
   - donated

6. I don't really have any __________ to make a lot of money. I just want to be happy.
   - ambition
   - goal
   - income

7. He __________ £1 million to an animal charity.
   - donated
   - inspired
   - supported

8. All the money will go to children __________ of a better future.
   - in need
   - dropped out
   - inspired

9. My grandfather __________ of school when he was only 14.
   - launched
   - dropped out
   - inspired

10. Our __________ is to bring fresh water to 20 villages in the next year.
    - ambition
    - goal
    - award
Complete the text with the words in the box.

A few months ago I saw an amazing programme about a TV presenter who has lived with autism all his life. Even though he had problems at school and had to launch when he was 16, he went on to have a really successful career earning a really good goal. His story really inspired me and I decided to find out more about the subject and to see if I could do anything to help drop out children at my school with autism. I don’t have a lot of money so I decided to support as much of time as possible to helping out. I found out that many of the children find it difficult to make friends, so I launched a scheme to help solve this problem. My goal was that no child should have to spend playing time on their own. A lot of my time was spent trying to help other people understand what it’s like to live with autism. The scheme was really successful and I was given a goal by the head teacher for making a difference.

Developing speaking competencies

Read the dialogues and complete them with words from the box.

Mike Did you see Neymar’s goal in the game last night?
Tim Yes, it was alright.
Mike Alright? What’s sure about that. It was good. But brilliant?
I’ve seen better.
Tim Oh, point. You won’t see a better goal this year. I promise.
Mike Well, you would say that. You’re Brazilian.
Tim That’s not point. I’m half Brazilian.
Mike But you’re still biased.
Tim You’ve got a goal there, but I still think it was an amazing goal.

Alice I’m not so keen on the new Ed Sheeran song.
Lucy ! Are you wrong? It’s really good.
Alice I’m not so sure. I mean he has done better.
Lucy You’re there, but it doesn’t mean this one isn’t good.
Alice You be . Maybe I need to listen to it a few more times.
Lucy Yes, do that. I’m sure you’ll change your mind.

Now listen and check your answers.
Abigail Lupi

Abigail was born in Stockholm, NJ in 2001, and she has become quite a celebrity. She performed her first musical show when she was seven at an old people’s home in honour of her great-grandmother’s 100th birthday. There, she discovered that the elderly didn’t have visitors. Abigail then had the idea to invite friends to perform with her at nursing homes and children’s hospitals throughout the state. CareGirl, Abigail’s ensemble of 13 girls, ages 6 to 13, has a repertoire of more than 90 Broadway and pop songs, and they have performed in over 20 different places. For her work, Abigail was given the President’s Award in 2011. She then moved on into theatre and film, and in 2015 she received the Young Artist Award. Abigail also writes poetry, for which she got another award and she has a black belt in Taekwondo. She is certainly a very busy girl. If you want to find out more about Abigail, check the internet and see if she is still writing her blog.

Abi is born in Stockholm, NJ.
Writing tip:

Writing a biography
When writing a biography it is usual to write about their life in chronological order. Drawing a timeline can help you organise this and help you structure your writing. If you are writing about a famous person the internet is a good source of information, but make sure you don’t just copy directly from a website. Here is some of the information you might want to include:

- the date and place of birth
- the educational background
- the major events in their life
- their major achievements
- any awards they have won
- the importance of the person in the community

16 Now write your own answer to the following task.

Task
Pick an important person from the field of entertainment, science, or sport and write a short biography (120-180 words).
Include:
- why they are famous
- how they became famous
- when and where they were born
- what they have achieved
- a few facts from their childhood
- why you admire them

MORE Words and Phrases

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>erreichen</td>
</tr>
<tr>
<td>donate</td>
<td>spenden</td>
</tr>
<tr>
<td>drop out (of school)</td>
<td>(die Schule) abbrechen</td>
</tr>
<tr>
<td>goal</td>
<td>Ziel</td>
</tr>
<tr>
<td>income</td>
<td>Einkommen</td>
</tr>
<tr>
<td>inspire</td>
<td>inspirieren</td>
</tr>
<tr>
<td>support</td>
<td>unterstützen</td>
</tr>
<tr>
<td>encouragement</td>
<td>Ermutigung; Förderung</td>
</tr>
<tr>
<td>community</td>
<td>Gemeinschaft</td>
</tr>
<tr>
<td>exceed</td>
<td>übertreffen</td>
</tr>
<tr>
<td>frustrate</td>
<td>frustrieren</td>
</tr>
<tr>
<td>thankful</td>
<td>dankbar</td>
</tr>
<tr>
<td>in particular</td>
<td>besonders; im Speziellen</td>
</tr>
<tr>
<td>learn a lesson</td>
<td>eine Lehre aus etw ziehen</td>
</tr>
<tr>
<td>range of</td>
<td>eine Reihe von, zahlreiche</td>
</tr>
<tr>
<td>relate to</td>
<td>sich mit jdm/etw identifizieren; nachempfinden</td>
</tr>
<tr>
<td>Small wonder</td>
<td>Kein Wunder</td>
</tr>
<tr>
<td>transmit</td>
<td>senden, übermitteln</td>
</tr>
</tbody>
</table>

Unit 6
ROTTNEST ISLAND

My Australian adventure continues. Yesterday we went to an island called Rottnest. It's off the coast of Western Australia and we had to take a ferry from Perth. It took about an hour and a half to get there but the sea was calm and the crossing was really enjoyable. We saw some amazing seabirds. That kept Dad happy. He told me all the names of them but I've already forgotten them as I probably wasn't listening very carefully.

Before I went I did a bit of research. You know me - I always like to know where I'm going. Rottnest is quite a small island - its total area is 19 km² and you can visit most of it by bike. In fact, bikes are the only type of transport allowed on the island, except for one bus and emergency vehicles. There are actually about 100 people living on the island, but it's visited each year by around 500,000 people. At times there can be 15,000 tourists all on the island at the same time. Luckily, we didn't get such big crowds. In fact, there weren't many tourists there at all, which was good because we got the island all to ourselves.

I was interested by the name of the island, Rottnest - it's quite unusual. So I did some research and found out all about it. Before I tell you about that I should say that the local Noongar Aboriginal people actually call the island Wadjemup, but most people know it as Rottnest, or just Rotto. The name came from a small animal that lives on the island. When early Dutch settlers* arrived and saw them they decided to call the island Rottnest, which I think means rat nest in English. Anyway, the Dutch were wrong because these animals aren't rats at all. They're actually marsupials* called quokkas and they're found in very few other places. We saw quite a few of them and they are really cute.

The island itself is very sandy but it also has trees and some lakes in the middle of it. It's important for many types of birds and some animals. For this reason it is very protected. In fact, it is an A-class reserve - that means it has the highest level of protection from the Australian government.

Most tourists just go for a day, which is what we did, but there are hotels if you want to stay. When we got there we hired bikes and spent the day exploring. It's a really beautiful and interesting place. And it's very different to any other island I've ever been to. We had a really good meal in a restaurant on the waterfront. There seem to be a few places to eat to choose from. We took the last ferry home and I was sad to say goodbye. I don't expect I'll ever be there again. But if I am, I'll certainly stay for the night.

VOCABULARY: *Dutch settlers – niederländische Siedler; marsupial – Beuteltier
How many of these tasks can you do? Check your answers with a partner.

1. Anne flew to the island. T / F
2. The journey there and back is about three hours. T / F
3. Anne is very interested in bird watching. T / F
4. The population of the island is ____________________________.
5. Around half a million ____________________________ each year.
6. Two other names for the island are ____________________________.
7. How did the island get its name? ____________________________.
8. Why is the island protected? ____________________________.
9. What did Anne do on the island? ____________________________.

Listening

Listen to the telephone information line. Match the sentences with the pictures.

1. Three ways to enjoy.
2. There’s 100 to choose from.
3. There’s something for everyone.

Listen again and choose the correct answers.

1. What sort of shows can you see at the opera house?
   - Only opera.
   - There’s a variety of entertainment.
   - Pop shows for children.
2. Why should you book early for a tour of the opera house?
   - You can get a cheaper ticket.
   - Lots of people want to go on these tours.
   - There aren’t many tours every day.
3. How long does it take to cross the harbour bridge?
   - less than 30 minutes
   - half an hour to an hour
   - about two hours
4. Why are there different ticket prices for the bridge climb?
   - You can choose to go with or without a guide.
   - It depends how high you want to go.
   - Different times are different amounts.
5. How far is Bondi beach from the centre of Sydney?
   - 1 km
   - 5 km
   - 7 km
6. What should you be careful to do on Bondi beach?
   - Watch out for shark warnings.
   - Wear sun cream.
   - Check the water conditions.
Grammar  Present simple for future

5 Write the sentences.

1. the plane leaves on Saturday at 8.15 a.m.
2. train / arrive / Waterloo Station / 4.50 p.m.
3. Bob and Harriet / leave / 8 o’clock / in the morning
4. parents / arrive / Heathrow Airport / Sunday / 2.15 p.m.
5. we / have / football match / Saturday afternoon
6. there be / party / Friday night

6 Draw the diary and write sentences.

**Friday**

- Morning: Maths test - 1st lesson
- Afternoon: piano lesson after school
- Evening: parents’ evening at school

**Saturday**

- Morning: tennis match 10 a.m.
- Afternoon: lunch with Mum
- Evening: Dave party!
7 Write four more sentences about your arrangements for the week. (You can make them up if you like.)

- There's an English test on Friday.

8 Grammar want someone to do something

Look at the pictures and complete the sentences. Use the verbs in the box.

- say
- feed
- stop
- swim
- let
- save

1 She wants him to ____________ crying.
2 She wants him to ____________ her.
3 She wants her to ____________ him.
4 She wants them to ____________ dinner.
5 He wants them to ____________ hour.
6 They want her to ____________ meal.

9 Put the words in order to make sentences.

1 to / She / her / call / wanted / me
2 leave / to / tell / me
3 their / ask / they / photo / us / take / to
4 I / give / them / buy me / to / wanted
5 asked / to / drink / her / me / I / a
6 told / leave / me / to / alone / him / He
7 me / to / kitchen / in / help / him / Dad / asked / the
8 her / party / me / to / invite / told / to / Nigel / my
10 Read the poem and then use it to write another verse.

She told me to leave her alone.
She wanted me to get up and go.
She asked me to take all my things.
She asked me to give back her rings.

She told me to go and drop dead.
She wanted me out of her head.
She asked me to stop calling her phone.
She told me to leave her alone.

I asked her "Is it over?"

Vocabulary

11 Unscramble the letters to make words.

1  baignoire  2  lubatowka  3  tacubko
4  cgktran  5  eder  6  lnerva Isksli

12 Use the words above to complete the sentences.

1 A ........................................ would be a great way to see wild Australia.
2 ........................................ are tall grasses often found by water.
3 The hunter spent several hours ........................................ the animal.
4 The ........................................ name for Ayers Rock is Uluru.
5 We spent three weeks camping in the Australian ........................................ 6 We got ........................................ I wouldn't last a day in the jungle.

Everyday English  Australia

**DVD** Complete with the phrases from the box.

I know how you feel
I know what you mean
It's not really my scene

1 A We need a goalie for the match against class 8c. Can you play?
B ........................................ I hate football.

2 A I'm still angry at Linda.
B ........................................ I'm angry with her, too.

3 A You didn't do your Maths homework? ........................................
B Sorry, I simply had no time.

4 A We're going to the football match with Jeff and Peter. Are you coming?
B No, I don't think so. ........................................
Developing writing skills  Description (of an animal)

13 Read the task and what a student wrote in 14. What makes quokkas sick?

Task
Write a brief description of an Australian animal (50–70 words).
Write about:
- what it looks like (size, colour)
- what it eats
- what it does
- how (not) to treat them

14 Read the text and complete it with the words in the box.

size   weighs   long

The quokka is a kangaroo-like animal, but it is only the ____________ of a housecat.
It ____________ 2.5 to 5 kilograms and is 40 to 54 centimetres ____________.
It can climb small trees. Its fur is brown, it has rounded ears and a broad head.
Quokkas eat plants and leaves; they have little fear of humans, but one should never feed them ‘human food’ because it makes them sick.

Language tip:
Talking about size and weight
When we talk about the size or weight of something, it is not always easy to be exact, so we can use words like approximately, about, roughly and around. It can be a good idea also to compare with a more familiar object.
- It’s (approximately) the size of a ...
- It weighs (around) ...
- It’s (roughly) tall/long.
- It’s (more or less) as big as a ...
- It’s (about) as heavy as a ...
- It’s (about) as tall/long as a ...

15 Think of an animal and describe it for your partner to guess. Use the writing tip below to help you.

Writing tip:
Describing an animal
When writing a description of an animal think carefully about:
- any special vocabulary you might need
- the size and weight of the animal
- its appearance (fur, teeth, etc.)
- where it lives
- what it eats
- what the dangers the animal faces are
- how large its population is
- which of these facts and details you want to include in your word limit
Now write your own answer to the following task.

**Task**

Pick an animal from your country and write a description of that animal (120–180 words). Write about:

- its appearance
- its habitat*
- the food it eats
- how it reacts to other animals / to people
- its natural enemies
- steps to protect/control it

**VOCABULARY**

*habitat = Lebensraum

---

### MORE Words and Phrases

<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aborigine</td>
<td>The Aborigines were the first people to live in Australia thousands of years ago.</td>
</tr>
<tr>
<td>2</td>
<td>cheque</td>
<td>I don't have any money with me. I'll have to pay by cheque.</td>
</tr>
<tr>
<td>3</td>
<td>envelope</td>
<td>When you write a letter, you put it in an envelope before you send it.</td>
</tr>
<tr>
<td>4</td>
<td>airline</td>
<td>Lufthansa is a famous German airline.</td>
</tr>
<tr>
<td>5</td>
<td>ancestor</td>
<td>The ancestors of the Aborigines came to Australia over 20000 years ago.</td>
</tr>
<tr>
<td>6</td>
<td>bush trail</td>
<td>There was a bush trail from our camp to the road.</td>
</tr>
<tr>
<td>7</td>
<td>crawl</td>
<td>They crawled out of the tent on their hands and knees.</td>
</tr>
<tr>
<td>8</td>
<td>drag</td>
<td>The crocodile tried to drag them off into the water.</td>
</tr>
<tr>
<td>9</td>
<td>excess weight</td>
<td>My suitcase was too heavy. I had to pay for the excess weight.</td>
</tr>
<tr>
<td>10</td>
<td>gorgeous</td>
<td>The weather is gorgeous today. Blue skies and lots of sunshine.</td>
</tr>
<tr>
<td>11</td>
<td>grab</td>
<td>I grabbed my school bag and ran home.</td>
</tr>
<tr>
<td>12</td>
<td>headlight</td>
<td>As soon as it was dark I turned on the car's headlights.</td>
</tr>
<tr>
<td>13</td>
<td>heritage</td>
<td>The Aborigines have a heritage that is thousands of years old.</td>
</tr>
<tr>
<td>14</td>
<td>jump-start</td>
<td>If your car battery is weak, you can jump-start your car with help from another car.</td>
</tr>
<tr>
<td>15</td>
<td>pressure</td>
<td>You need to take a holiday to get away from the pressure of work.</td>
</tr>
<tr>
<td>16</td>
<td>shade</td>
<td>We sat down in the shade to get some rest.</td>
</tr>
<tr>
<td>17</td>
<td>string</td>
<td>Put the string and the rock will fall.</td>
</tr>
<tr>
<td>18</td>
<td>reed</td>
<td>You can find reed around a pond or a lake.</td>
</tr>
<tr>
<td>19</td>
<td>track</td>
<td>We followed the car’s tracks in the snow.</td>
</tr>
<tr>
<td>20</td>
<td>survival skills</td>
<td>You need good survival skills to survive in the jungle.</td>
</tr>
<tr>
<td>21</td>
<td>walkabout</td>
<td>Put them walkabout, Aborigines cross Australia on foot.</td>
</tr>
<tr>
<td>22</td>
<td>aircraft</td>
<td>The flying Doctors often travel very long distances in their aircraft.</td>
</tr>
<tr>
<td>23</td>
<td>ambulance</td>
<td>The man's just had a heart attack. Call an ambulance!</td>
</tr>
<tr>
<td>24</td>
<td>detailed</td>
<td>They ask people detailed questions to find out what's wrong.</td>
</tr>
<tr>
<td>25</td>
<td>distance</td>
<td>Paul has to drive long distances as part of his job.</td>
</tr>
<tr>
<td>26</td>
<td>drugs</td>
<td>You have to take drugs to fight the pain.</td>
</tr>
<tr>
<td>27</td>
<td>first aid</td>
<td>If someone is injured, you have to use first aid before the doctor arrives.</td>
</tr>
<tr>
<td>28</td>
<td>landing</td>
<td>The aircraft made a perfect landing and stopped next to the house.</td>
</tr>
<tr>
<td>29</td>
<td>(the) outback</td>
<td>It's very hot and dry in the Australian outback.</td>
</tr>
<tr>
<td>30</td>
<td>provide</td>
<td>The trees provide shade for the animals in the summer.</td>
</tr>
</tbody>
</table>
Art-collector
Paul Getty

The oil billionaire J. Paul Getty (1892–1976) was famous for being tight-fisted* and didn’t like to spend money freely. He installed a panic button in his home in Surrey, England, to stop visitors from making long-distance calls. And when one of his grandsons was kidnapped, he first refused to pay money to their kidnappers. Yet he spent millions of dollars on art, and millions more to build the Getty Museum in Los Angeles. He called his passion for art-collecting addiction. Several times he said he would stop collecting, but that promise never lasted long. Funnily enough, he never saw his museum, because he was afraid of flying and too busy to take the time to sail to California.

Getty is only one of the many people through history who have spent their lives collecting art – either by spending or even stealing. But what motivates these collectors?

One reason, of course, is to profit financially. But that doesn’t explain why some art collectors are totally addicted to their collections. They buy stolen objects, they spend huge sums on paintings and antiquities*, and they have their museums. Experts say one reason is that they want to be part of a social network. They want to show off to other people what grand pieces of art they own.

*tight-fisted – geizig; antiquities – Antiquitäten

There are exceptions. Another wealthy oilman, Calouste Gulbenkian (1869–1955), had a great art collection and called the works ‘my children’. But he wasn’t interested in showing off his paintings and kept his collection private.

Whatever drives collectors – we are lucky they leave their collections for us to see in private and public museums. We, the visitors, do not ask ourselves how the collectors got hold of the objects. We benefit from one man’s or woman’s obsession; what type of obsession it was, doesn’t really interest us.
2 How many of the tasks can you do? Check your answers with a partner.

1. Paul Getty was always very generous with his money. T / F
2. His guests were allowed to use his private phone as often as they liked. T / F
3. Getty was addicted to art. T / F
4. One of the reasons why Getty never saw his museum was that he ..........................................
5. Apart from financial reasons art collectors are often motivated by ..........................................
6. For Gulbenkian artworks were ..........................................
7. What did Getty want to tell people with his collection? ..........................................
8. What was Getty’s special field of collecting? ..........................................
9. Why do we all benefit from a collector’s obsession? ..........................................

Listening

3 Listen to the programme Collecting Collectors and write Roy or David next to the questions.

Who …
1. has a list of all the things in his collection? ..........................................
2. keeps things from the collection in his garden? ..........................................
3. believes that you can learn from his collection? ..........................................
4. started his collection through working with his father? ..........................................
5. started his collection through working in a company? ..........................................
6. has someone in his family who likes his collection? ..........................................

VOCABULARY: *carpenter – Tischler/in; traffic cone – Verkehrskegel, Verkehrshütchen

4 Listen again and circle T (True) or F (False).

1. Roy helped his father to make nails. T / F
2. Roy has been collecting nails for more than 50 years. T / F
3. Roy has nails that are more than 60 cm long. T / F
4. David Morgan lives in Oxford. T / F
5. David’s favourite item in his collection is more than 60 years old. T / F
6. David’s wife is used to his collection. T / F

SB p. 67
Grammar  Present perfect vs. past simple (Revision)

5 In the grid, find the past simple form and the past participle form of five more verbs (→ ↓). Write them in pairs.

<table>
<thead>
<tr>
<th>R A N S</th>
<th>S R B G W</th>
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<tbody>
<tr>
<td>A G I A U R O A</td>
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<tr>
<td>R A O F N O N K</td>
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<tr>
<td>A V B R O K E N</td>
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<tr>
<td>T E T A K E N A</td>
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<tr>
<td>E R G I V E N W</td>
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<tr>
<td>W E N T O O K N</td>
<td></td>
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<tr>
<td>A L T E A T E N</td>
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</table>

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Past participle</th>
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<tbody>
<tr>
<td>ran</td>
<td>run</td>
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6 Use the verb forms you found in 5 to complete the dialogues.

1 A Have you ever ran a 1,500 meters race?
   B Yes, I ran in one last year. But, I tired at the end!

2 A I gave my homework to the teacher this morning. What about you?
   B No, I haven't given mine to her yet.

3 A Have you ever broken your leg?
   B Yes, I have. I broke my right leg playing football two years ago.

4 A Is Jenny here?
   B No, she's gone to the shops. She left half an hour ago.

5 A Steve – have you taken the rubbish out?
   B Yes, Mum. I took it out before dinner.

6 A Have you eaten all the biscuits?
   B No, there are still some left.

7 Write the sentences with the correct form of the verbs in the box.

| eat | live | find-out | lose | tell | give |

1 A I have just found out that Karen has got a new boyfriend.
   B Really? I found out about that a week ago.

2 A Have you ever lived in another country?
   B Yes. We lived in Ireland for two years.

3 A Have you ever tried frog legs. Have you?
   B Yes, I have. I tried them once in Paris, but I really didn't like them.

4 A What are you looking for? I'm looking for something.
   B Yes, I can't find my keys in the garden this morning. I can't find them anywhere.

5 A Did she ever give you that money back?
   B Yes, she gave it back two days after she borrowed it.

6 A She hasn't told me about her plans yet.
   B Really? She hasn't told me about them a long time ago.
8. Complete the dialogue with the present perfect or past simple form of the verbs in brackets.

**Paula** At last – you’re here! You’re late.

1. __________________________ (be) here since three o’clock!

**Harry** I know. I’m sorry.

2. __________________________ (want) to finish my homework before coming here.

**Paula** What homework?

**Harry** Don’t you remember? Mrs Lewis ________________ (give) us two exercises this afternoon, and then she ________________ (tell) us to do another one for homework.

**Paula** Mrs Lewis? She’s the French teacher. Harry, I don’t study French any more.

3. __________________________ (not study) French since Easter.

**Harry** You’re right. Sorry, I ________________ (forget) about that.

**Paula** OK, never mind. Come on, let’s go in and watch the film.

9. Choose the correct option.

**Adrian** When ________________ did you start / have you started collecting?

**Amy** I ________________ started / have started ________________ ago.

**Adrian** And what do you actually collect?

**Amy** I collect cinema tickets, I mean I collect the stubs*.

**Adrian** How many ________________ did you collect / have you collected so far?

**Amy** ________________.

**Adrian** Oh, so you ________________ were / have been to the cinema quite often in the last few years.

**Amy** Indeed. It’s my obsession – watching movies at the cinema.

**Adrian** And ________________ did / have your parents ________________ pay / paid for all these tickets?

**Amy** For many of them, yes.

**Adrian** ________________ did you try / Have you tried to find friends who collect stubs, too?

**Amy** No, not really. But I ________________ showed / have shown my stubs to a few friends yesterday. And then they ________________ shouted out / have shouted out, “Oh, that’s a movie I ________________ saw / have seen three times already!” That’s good fun, I think.

**VOCABULARY**: *stub – hier: Abreißzettel*
Vocabulary

10 Read this short version of the story about Don Vicente. Complete the missing words by writing the missing letters.

Don Vicente was a __ — __ — __ who worked in a __ — __ — __ — __ y. He loved the books – they weren’t his, but they were like his own personal collection. But one day some thieves broke into the __ — __ — __ — __ y where he lived, and they stole some of his very __ — __ — __ — __ s books. After that, Don Vicente went to live in Barcelona.

One day he went to an __ — __ — __ — __ n to try to buy a very special book. It was the only __ — __ — __ y of the book in the world. But another man, called Augustino Patxot, bought the book. Don Vicente was __ — __ — __ — __ — __ d!

Three days later, Patxot’s bookshop was burned to the __ — __ — __ — __ d and Patxot was found dead. Don Vicente was arrested and tried* for the murder.

He was found guilty. He said he killed Patxot because good books must be __ — __ — __ — __ — __ . The judge sentenced him to __ — __ — __ — __ h and a few days later, Don Vicente was __ — __ — __ — __ d.

VOCABULARY: *tried – hier: vor Gericht gestellt werden

11 Write the words and expressions (1–11) from the text above to their definitions.

1 building where religious men live – ________________________________
2 in good condition – ____________________________________________
3 worth a lot of money – __________________________________________
4 edition – ______________________________________________________
5 order to be killed – ____________________________________________
6 a religious man – ______________________________________________
7 destroyed by fire completely – _________________________________
8 killed as a form of punishment – _______________________________
9 a building where books are kept – ______________________________
10 very angry – __________________________________________________
11 a sale where people bid* to buy things – ________________________

VOCABULARY: *bid – bieten
Developing speaking competencies

12 Put the dialogue in the correct order.

- Assistant: Let me see. ... Yes, it comes with ketchup.
- Assistant: Are you paying together or separately?
- Assistant: Sure. Would you like a drink with that?
- Assistant: OK, chicken burger and orange juice. Anything else?
- Assistant: Next, please.
- Assistant: OK, let me check. That's a hamburger meal and a chicken burger and orange juice.
- Assistant: And what drink would you like?
- Assistant: I'm not sure. ... Yes, you get chips and a drink.
- Assistant: I'll just check. ... Yes, that's possible.

- Mike: No, that's all. What about you Paula? Are you ready to order?
- Mike: Yes, I'd like an orange juice.
- Mike: I think that's me. Can I have a chicken burger, please?

- Paula: I'll have the hamburger meal first.
- Paula: No, he's paying for me...
- Paula: And if I go for the hamburger meal, does it come with chips?
- Paula: I think so. Does the hot dog have any sauce in it?
- Paula: That's right.
- Paula: Could I have it without ketchup, please?
- Paula: A coke, please.

13 Now listen and check.

Developing writing skills Apology (for breaking something)

14 Read the task and what a student wrote. How does Adrian answer the four points in the task? Write your answers below.

Task You've just broken something that your sister loved. Write a note of apology (50–70 words). Say:
- what you are apologising for
- what happened exactly
- what you plan to do about it
- when you can do that
Hi Joanna,
I'm so sorry, but I broke one of your glass butterflies. I accidentally knocked it off the shelf while I was putting my coat on. It was an accident, but I understand that you'll be upset. Please, forgive me and let me get you another one. Could you tell me the name of the shop that sells them? I could pick it up tomorrow after school.
Again - I'm sorry. Please don't be too cross.
Bye,
Adrian

15 Complete the note above with the words in the box.

- apologise
- sorry
- forgive
- cross

Useful language
- I'm (deeply/truly/very/really/awfully) sorry ...
- I'm sorry that I have (broken, etc.) ...
- I'm ever so sorry ...
- I apologise for ...
- Please accept my apologies.
- Please, forgive me.
- I'm sorry, I'm such a fool.
- Please, don't be too cross.

Language tip:

Apoloising

When writing a note of apology, make sure you mean what you're saying. Also make sure you choose the right language level, depending on how well you know the person you are apologising to. You can be formal (Please, accept my apologies.) or less formal (I'm such a fool - I'm really sorry for ...). Be careful not to apologise too much. You won't sound like you really mean it.

16 Now write your own answer to the following task.

Task: You've just broken something that was dear to your friend/mum/dad/brother/sister/teacher/neighbour. Write a note of apology (50–70 words), in which you say:

- what you broke
- why you broke it
- how you feel about it
- what you plan to do about it
| 1 | black market | You can’t get these things in a normal shop. We bought them on the black market. | Schwarzm| 1 | auction | I bought this painting at an auction. | Auktion, Versteigerung |
| 2 | collect | I’ve collected stamps since I was 12. | sammeln |
| 3 | collection | The painting comes from his private collection. | Sammlung |
| 4 | fascination | His fascination with garden gnomes started five years ago. | Faszination |
| 5 | rare | You don’t see many of those butterflies. They’re very rare. | selten |
| 6 | burn to the ground | The building burned to the ground. | niederbrennen |
| 7 | copy | The book sold 20,000 copies within two weeks. | Kopie, Exemplar |
| 8 | execute | After the trial, the murderer was executed. | hinrichten |
| 9 | furious | I’m furious that I wasn’t told about it. | wütend, aufgebracht |
| 10 | judge | The judge sentenced him to five years in prison. | Richter/in |
| 11 | librarian | She works in the town library as a librarian. | Bibliothekarin |
| 12 | library | I never buy books; I always go to the library. | Bibliothek |
| 13 | monastery | The monks lived in a big monastery outside the city. | Kloster |
| 14 | monk | A monk is a member of a religious group of men. | Mönch |
| 15 | precious | That ring means a lot to me. It’s very precious. | kostbar |
| 16 | preserve | We need to preserve our traditions and cultural heritage. | erhalten, schützen |
| 17 | rob | We’ve been robbed. The thieves have taken everything from our house. | ausrauben |
| 18 | sentence to death | He was sentenced to death for this crime. | zu Tode verurteilen |
| 19 | shorten | That film was much too long. I think they should shorten it. | kürzen |
| 20 | addict | Look at all the science-fiction addicts waiting outside the cinema! They want to see the new Star Wars movie. | Abhängige/r, Süchtige/r |
| 21 | addiction | He spends all his time in front of the computer. He has an addiction. | Sucht |
| 22 | command | I gave her the command to stay at home. | Befehl |
| 23 | go crazy | I must be going crazy. I can’t find my car keys anywhere. | verrückt werden, durcheinander geraten |
| 24 | miss out on | Of course I’m coming. I don’t want to miss out on all the fun! | etw verpassen |
| 25 | pale | Are you really OK? You look pale. | blass |
| 26 | turn up | When do you think our guests will turn up? | auftauchen |
| 27 | whisper | He whispered in my ear to tell me the secret. | flüstern |
| 28 | sheet | Write this down on a sheet of paper. | Blatt |
| 29 | confute | His comments only confused me even more. | jdn verwirren |
| 30 | kitschy | The restaurant is decorated with kitschy furniture from the 1950s. | kitschig |
Gym classes

Want to get in shape for the summer holidays? We're running a series of weekday courses at a discount price to help you get your body looking its best.

12 weeks courses run from April 1st through to July 1st. Holiday break during week starting Mon, May 14th.

<table>
<thead>
<tr>
<th>Class</th>
<th>Level</th>
<th>Days</th>
<th>Time</th>
<th>Venue</th>
<th>Cost (per person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind and Body</td>
<td>Beginners (adults)</td>
<td>Monday, Wednesday</td>
<td>4 - 5 p.m.</td>
<td>Main sports hall</td>
<td>£120</td>
</tr>
<tr>
<td>Spin</td>
<td>Intermediate (adults)</td>
<td>Thursday, Friday</td>
<td>5 p.m.</td>
<td>Main sports hall</td>
<td>£120</td>
</tr>
<tr>
<td>Body Pump</td>
<td>Advanced (adults)</td>
<td>Monday, Thursday</td>
<td>6 - 7.30 p.m.</td>
<td>Main sports hall</td>
<td>£150</td>
</tr>
<tr>
<td>Aqua Workout</td>
<td>Mixed (adults)</td>
<td>All days except Monday, Mondays</td>
<td>3.30 - 5 p.m.</td>
<td>Swimming pool</td>
<td>£150</td>
</tr>
<tr>
<td>Teen Workout</td>
<td>12 - 18 year olds (mixed)</td>
<td>Monday, Wednesday, Friday</td>
<td>4.30 - 6 p.m.</td>
<td>Small sports hall</td>
<td>£60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The courses run for 12 weeks.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2 The longest classes are 90 minutes.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>3 Body Pump starts in the main gym straight after Spin on a Thursday.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>4 None of these classes are available at the weekend.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>5 There is no water-based activity for children.</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>
2 Now search the notice in 1 for the following information and write down the answer in the space.

1 Week when there are no lessons: ....................................................
2 Day of the week when there are most classes: .................................

Listening

3 Listen to the radio programme and write the names of the countries under the correct pictures. Choose from China, Japan, Thailand, Indonesia and India. There are two extra choices.

1 .................................................................
2 .................................................................
3 .................................................................

4 Listen again and answer the questions.

1 What does she do for her job?

2 Why is it important for people to know about other cultures?

3 How do you say hello to an older person in China?

4 How can you avoid confusion when greeting an old or young person in China?

5 When does the presenter’s wife use a ‘namaste’?

6 What does ‘selamat’ mean?
Grammar might / may / could (possibility)

5 Complete the sentences with the words in the box.

could hit
may need
might explode
may bite
could miss
might win

1. Don’t touch it! It
2. What are you doing? It
3. Don’t worry! He

4. Be careful. You

your head.

5. Think positive. We

a lot of money

6. Don’t forget the umbrella. We

it.

6 Look at the words below. What languages are they from?

Greek
Hebrew*
Japanese
Chinese
Arabic*
Korean
German
Portuguese


VOCABULARY
*Hebrew – Hebräisch
Arabic – Arabisch

Number 4 is German...
Now try and guess the others.

Number 1 might be Chinese or it may be Japanese. I'm not sure....

7 Rewrite the sentences so they sound more natural. Use the words in brackets.

1. Ask Joe. It’s possible he knows the answer. (may)
   Ask Joe. He may know the answer.

2. I’m not sure. It’s possibly a problem with your internet provider. (might)

3. Don’t stroke the dog. It’s possible it bites. (could)

4. She’s very upset. It’s possible she’ll start crying. (may)

5. It’s possibly the best film I’ve ever seen. (might)
Grammar  Other ways of talking about possibility

8 Put the words in order to make sentences for each picture.

1 this / likely / ride / You're / wet / get / to / on

2 a / might / late / chance / I / be / There's

3 of / high / snow / this / weekend / likelihood / The / is

4 tonight / likely / to / We're / get / not / sleep / much

9 Rewrite the sentences using the new beginnings.

1 I might get in the school football team this year.
   There's a

2 The likelihood of me passing the test is low.
   I might

3 You're likely to have an accident if you climb up there.
   You could

4 You probably won't have time to finish everything.
   You're not

5 I don't think I'll get married before 30.
   The likelihood

6 You might see Tom if you go to the park today.
   You're

10 Complete the sentences with predictions about your life.

True

1 There's a chance

2 It's not likely that

This week

3 The likelihood of

4 It's likely

This year

5 It's not likely that

6 The likelihood of

By the time I'm 30

7 It's likely

8 There's a chance
Vocabulary

11 Find the words and phrases in the word snake.

12 Use the words from 11 to complete the sentences. You might have to change the form.

1 Your coat is _______________________. You've had it for years. It's time to buy a new one.
2 There were hundreds of people at my granddad's _______________________. I never knew he was so popular.
3 Julia always _______________________, everything I do. I find it really annoying.
4 People used to think sick people had _______________________, inside their heads.
5 He always buys the latest fashions. He's very _______________________.
6 The whole story of the journey was written down in the captain's _______________________.
7 You know if you have a tattoo it's _______________________, You can never take it off.

13 Complete the poem with the words in the box.

What do you need for a wedding?
The first thing you need is a beautiful _______________________.
   Sparkling in white, eyes open wide.
   Heads will turn as she walks in the room.
   And walks down the church to meet with her _______________________.
   Him standing there in his best _______________________.
   Trying not to look, he knows she'll look cute.
   Follow her holding her _______________________.
   Keep it off the ground, we don't want a mess.
   But most of all the thing that they want is that special first kiss in front of the font*.

14 Now label the picture with the words from 13.

1 _______________________  2 _______________________
3 _______________________  4 _______________________  5 _______________________
Everyday English  A visitor abroad

Look at the phrases in the box. Use them to complete the dialogues.

Pleased to meet you  Don’t mention it  I’ll see what I can do  That’s settled

1  Joanne  James, this is Carol.
   James  Oh, hi, Carol. ......................................................... . I’m so glad you could come.
   Joanne  Thanks, James.

2  Tom  My new laptop’s broken.
   Sandra  What’s the problem?
   Tom  Well, if only I knew! Each time I switch it on I hear the start-up jingle, but the screen stays just black.
   Sandra  Give me two minutes. .......................................................... (See en)
              (Two minutes later)
   Sandra
   James  What do you mean?
   Sandra  Well, my brother is a genius when it comes to computers. If he can’t fix it, nobody can. He’ll be here in half an hour.
   James  Oh, really? Thanks so much!
   Sandra

Developing writing skills  Description (of a person)

Read the task and what a student wrote. When does Sarah get really angry?

Task
Write a brief description of a friend (120–180 words).
Write about:

- what your friend looks like (give details)
- what he/she is fond of
- what his/her favourite clothes are
- if he/she has a particular habit
- what his/her character is like
- what he/she is like as a friend

In a word, my best friend Sarah is gorgeous! Sarah is fairly tall (170 cm, I believe) and she’s rather skinny but in a good way. She’s very pale even in summer and she’s got long curly red hair. When she talks to somebody, she often twists a lock of her hair around her finger. Her eyes are emerald green, and she’s got a pretty, small mouth, small ears and a straight nose.

Sarah loves rings and bracelets, so she never goes out without them. Her favourite clothes are jeans, T-shirts and sweaters – always in red or green. She’s casual but always looks stunning.

Sarah is a friendly and lively person. Most of the time she’s very cheerful and she smiles a lot, but sometimes she can get really furious, especially when someone treats her badly. Then she really explodes.

All in all, however, Sarah is not only beautiful, she’s smart, helpful and a really great friend who’s always there for me.

VOCABULARY: *twirl – zwirbeln, herumwicken
Read the text again and make notes in these categories.

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Personality</th>
</tr>
</thead>
</table>

Find these adjectives in the text. Are they used to describe appearance or personality?

- stunning
- curly
- skinny
- gorgeous
- lively
- cheerful
- casual
- pale
- friendly
- smart
- helpful
- beautiful

Think of five more adjectives for each category.

Writing tip:

The main areas to concentrate on when describing a person are their appearance and personality. This is a chance to use a good selection of vocabulary, especially adjectives. Use one paragraph to describe each area and add some of their habits to the description. For example, in the text on p. 73, the writer describes Sarah’s hair and then mentions her habit of twirling it around her finger when she talks to people.

When talking about appearance, avoid sensitive issues. Keep in mind that you should be able to read your description out to the person described without causing a fight or upsetting them.

VOCABULARY: *sensitive – hier: heikel

Now write your own answer to the following task.

Write a description of yourself (120–180 words). Carefully think about what information you want to include.

- About: your appearance, your habits, your typical character features, your emotions in general, how you relate to other people, how you see yourself in one sentence (to finish off the description)
### MORE Words and Phrases

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<thead>
<tr>
<th>English</th>
<th>German</th>
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<td>border</td>
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<tr>
<td>communicate</td>
<td>kommunizieren</td>
</tr>
<tr>
<td>fashionable</td>
<td>in Mode, modisch</td>
</tr>
<tr>
<td>firstly</td>
<td>erstens</td>
</tr>
<tr>
<td>funeral</td>
<td>Begräbnis</td>
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<tr>
<td>health risk</td>
<td>Gesundheitsrisiko</td>
</tr>
<tr>
<td>in common</td>
<td>gemeinsam</td>
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<tr>
<td>needle</td>
<td>Nadel</td>
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<td>permanent</td>
<td>dauerhaft, endgültig</td>
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<td>gestochen, gepierct</td>
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<td>devil</td>
<td>Teufel</td>
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<tr>
<td>confused</td>
<td>verwirrt</td>
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<td>Far East</td>
<td>Fernost</td>
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<td>begrüßen</td>
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<td>index finger</td>
<td>Zeigefinger</td>
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<tr>
<td>insult</td>
<td>beleidigen</td>
</tr>
<tr>
<td>nod the head</td>
<td>mit dem Kopf nicken</td>
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<tr>
<td>palm</td>
<td>Handfläche</td>
</tr>
<tr>
<td>pass something on</td>
<td>etwas weitergeben</td>
</tr>
<tr>
<td>thumb</td>
<td>Daumen</td>
</tr>
<tr>
<td>victory</td>
<td>Sieg</td>
</tr>
<tr>
<td>zero</td>
<td>Null</td>
</tr>
<tr>
<td>decent-looking</td>
<td>einigermaßen gut ausgehend</td>
</tr>
<tr>
<td>embarrassed</td>
<td>verlegen</td>
</tr>
<tr>
<td>giggle</td>
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<tr>
<td>goth</td>
<td>Grufti</td>
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<tr>
<td>hastily</td>
<td>hastig</td>
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<td>ignore</td>
<td>ignorieren</td>
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<tr>
<td>sigh</td>
<td>seufzen</td>
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<tr>
<td>sitting room</td>
<td>Wohnzimmer</td>
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<tr>
<td>scare off</td>
<td>verschrecken</td>
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<tr>
<td>sleeve</td>
<td>Ärmel</td>
</tr>
<tr>
<td>possibility</td>
<td>Möglichkeit</td>
</tr>
</tbody>
</table>

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**Unit 9**
Reading

1. Read the text. Cocoa farmer Kwame Agyeman talks about the changes Fair Trade has brought to lives in their community.

Fair Trade - Making a difference

In this part of Ghana, cocoa is all we have and everyone in our village works on cocoa farms. We depend on the money we get from cocoa to buy everything we need: food, clothes, books for school and medicine.

Without it we would not be able to survive here. It hasn’t always been easy. In the past we had to deal with some terrible companies that only thought about their profits and did not care about the people who worked for them. We never knew when we were going to get paid or how much we were going to get paid for our beans. Sometimes we didn’t get paid at all. Imagine that – working more than ten hours every day for six days a week and then getting nothing at the end of it. They were very difficult times for us. That all changed when Fair Trade arrived in our area about five years ago. Now, the company we work for pays all the farmer a fair price for their cocoa beans and they always pay on time and in cash.

We prefer this. Even if the price of cocoa beans drops, we still get our money and we can make plans for our future without worrying if we will be able to afford things.

If it hadn’t been for Fair Trade, I probably wouldn’t have been able to send my children to school and give them the opportunity for a better life. They would have had to start working on the cocoa farms when they were 12. We did. When my mother was sick, I wouldn’t have had the money to send her to the hospital in the next town. She would probably have died here in the village. Fair Trade has saved her life – and has made life better for all of us. But it’s not just for my family that it has made a big difference. In our village we have used the extra money that Fair Trade has brought us to build new wells for getting water. If this hadn’t been possible, we would have continued to walk for miles every day to collect water from the river. That water was often dirty and it made us ill. If we hadn’t been able to build wells, many lives would have been lost. We are all very happy that we have these wells. This is the first time our village has had clean water like this. It has made a big difference to everyone living here.

These days we sell about 60% of our beans to Fair Trade companies. Unfortunately we still have to sell the rest to companies that don’t treat us fairly. If we sold more of our cocoa beans to Fair Trade companies, we would be able to improve life in our village even more. One day we hope that this becomes a reality.

VOCABULARY

- pay in cash – bar bezahlen
- well – Brunnen
How many of these tasks can you do? Check your answers with a partner.

1. Everyone in Kwame's village depends on cocoa for an income. T / F
2. In the past, Kwame would sometimes not get paid for his work. T / F
3. Kwame usually knows when he will get paid these days. T / F
4. Fair Trade means Kwame's children
5. Kwame started working on cocoa farms
6. There is no
in Kwame's village.
7. What have the villagers spent their extra money on?
8. How did they get water in the past?
9. What does Kwame want for the future?

Listening

3. Listen to the radio show and answer the questions.
   1. Who came up with the idea for Buy Nothing Day?
   2. When is Buy Nothing Day this year?

4. Listen again and choose the correct answer to the questions.
   1. How much time does the average British person spend shopping?
      - 18 hours a week
      - 18 hours a month
      - 18 days a year
   2. How long has Buy Nothing Day been running for?
      - about 10 years
      - 15 years
      - about 30 years
   3. What is the main message of Buy Nothing Day?
      - Think more about your family.
      - Enjoy the things that are really important in life.
      - Think carefully about what you spend your money on.
   4. What does Muham want companies to do?
      - Stop trying to sell us things we don't need.
      - Encourage people to recycle.
      - Be more fair in the ways they do things.
   5. What can you do at a swap shop?
      - Change your things for things from other people.
      - Buy things from other people rather than from shops.
      - Give things you don't need to poor people who do need them.
   6. What's the 'bravest' thing you can do on Buy Nothing Day?
      - play in a band at a concert
      - protest outside the shops
      - get rid of your credit card
Grammar  Conditionals

5 Which conditional is it? Write 1, 2 or 3.

1 If I see Jim, I'll tell him.
2 I'd be happier if I didn't have so much homework.
3 If we'd left earlier, we wouldn't have missed the bus.
4 She'll be upset if you don't invite her.
5 If you tried harder, you'd pass the exam easily.
6 I would have gone to your party if I hadn't been ill.

6 Match the sentences and the pictures.

1 If Peter had known the Millers have a new dog, he wouldn't have opened the garden gate.
2 If Peter knew the Millers have a new dog, he wouldn't open the garden gate.
3 If Jane finds her key, she'll get into her house.
4 If Jane had found her key, she would have got into her house.
5 If it hadn't rained, they wouldn't have got wet.
6 If they didn't have an umbrella, they would get wet.

7 Complete the sentences with the correct form of the verbs in brackets.

1 If you buy Fair Trade products, you _______________ farmers get a fair price for their goods. (help)
2 If ______________________ more time, I'd go and see that new designer shop in town. (have)
3 I _______________________ that jacket if I had the money. (buy)
4 I wouldn't do that if I ____________________ you. (be)
5 How ______________________ to school if there's a bus strike tomorrow? (you / get)
6 The things we buy would be more expensive if labour _______________________ so cheap in some countries. (not be)
7 If you had asked him, I'm sure he _______________________ you. (help)
8 I wouldn't have gone to her party even if she ______________________ me. (invite)
8 Write questions about these things.
1 lose €100
2 win €1 million
3 be President of Austria
4 live in England
5 find a stray* dog
6 meet your favourite singer

What would you do if you lost €100?

[VOCABULARY: *stray – streunend]

9 Write a 3rd conditional sentence about each of these situations.

1 Kevin didn’t do his homework. He got into trouble.
   If Kevin had done his homework, he wouldn’t have got into trouble.

2 Olivia lost her phone. She couldn’t phone her mum.

3 Brian missed the bus. He had to walk home.

4 Lucy ate too much. She was ill.

5 James fell off his bike. He broke his arm.

6 Tracy lent me £5. I could go to the cinema.

10 Rewrite the two sentences to make a new one.

1 I didn’t hear the alarm clock. I woke up late.
   If I had heard the alarm clock, I wouldn’t have woken up late.

2 I haven’t any money. I want to buy an ice cream.

3 We want to go to the beach tomorrow. It depends on the weather.

4 Paul didn’t watch the film. He had a headache.

5 We got lost. We didn’t have a GPS with us.

6 I want to buy a new computer. I hope I get some money for my birthday.

7 Paulo doesn’t speak English. That’s why he doesn’t talk to you.

8 Dad saw the other car coming. We didn’t have an accident.
Vocabulary

11. Read the situations and match them with the pictures.

1. A man with no job steals some food from a shop – he goes to prison for 6 months. A rock star is caught when he steals a pair of trousers from a shop – he pays a fine of £10,000.
2. A girl studies very hard for a test and gets a mark of 62%. Another girl doesn’t study for the test at all, but gets 96%.
3. Your teacher tells you off for talking. When you say you were helping your friend understand the lesson, she sends you out of the classroom for answering back.
4. A racing driver is in a very bad crash. He goes to hospital where two nurses help him. The racing driver earns £15 million a year. The nurses each earn £12,000 a year. He leaves without even saying thank you.

12. Read the comments and complete them with adjectives from page 80 of your Student’s Book. Which of the situations above are these people talking about? Write the number in the box.

1. “He only took the food because he was s_____. Nothing to eat and no money. What could he do?”
2. Well, she can feel p_____ because she did well, but more importantly, she was honest.
3. I’d feel h____ because I expect people to be honest. It doesn’t matter who they are.
4. She must feel a____ because she worked really hard for it.
5. I would feel f____ not being able to make my teacher see what I was doing.
6. I feel so a_____. One law for the rich and famous and one law for the rest of us.
7. If I was looking after him, I’d feel s____ to see how much he got paid.
8. I would feel m_____. Getting told off for trying to be helpful.

13. Writeindy’s diary entry about an unfair situation at school. Who do you think felt:

• annoyance • anger • helplessness • pride • frustration • shock

Explain your reasons.

Example: The teacher probably felt annoyance because the students were messing around in his class.

I’ll never forget what happened today in Maths. Nick was throwing little balls of paper at Mr Twain, our teacher, when his back was turned. When he turned round, Nick stopped. Everyone laughed except for me. Mr Twain turned his back again and one of Nick’s paper balls landed on me. I was furious and I threw it back. Mr Twain turned round and saw me! He said, “Isn’t that a bit childish? Please pick up all the balls!” What should I have done? If I had said it wasn’t me, the teacher wouldn’t have believed me. If I had said that it was Nick, Nick would have been angry. So I got up from my seat, and went to pick up all the paper balls. Nick was sitting there, smiling. I wanted to shout at him.
Developing speaking competencies

14 Put the words in order.

1 Helen / need to / You / don’t / anything / say

2 talk / nothing / to / There’s / about / really

3 was / I / you / call / going / to

4 you / I / to / But / call / meant

5 excuse / know / I / it’s / no

6 Jim / be / Don’t/ that / like

15 Use the phrases above to complete the dialogue.

Helen What’s the matter with you, Jim? You look a bit angry.

Jim I’m not a bit angry. I’m very angry.

Helen Is it because I didn’t call you last night?

Jim But . . .

Helen 2

Jim But nothing. Helen, I waited for three hours for you to call.

Helen 2

Jim And you didn’t think it was important to let me know?

Helen I just forgot. 3

Listen, let’s go and get a coffee and talk about . . .

Jim 4

You’ve obviously got more important things to do than think about me.

Helen 5

I’m sorry. What can I say?

Jim 6

Next time I’ll know better than to trust you.

16 Now listen and check.
Developing writing skills  Giving reasons

17 Read the task and what a student wrote. Where does the writer live?

Task
Write a blog comment (50–70 words). In it:
- reply to the entry before which says there are too many foreigners in the country
- say what you believe is wrong about it
- tell the other readers your conclusion

In your latest blog entry you say that we can’t take in everybody who wants to come to our country. I believe you are mistaken. We’re NOT taking in everybody, in fact, it’s a tiny percentage. Consequently, I feel that we’re not being overrun by foreigners and asylum seekers. In my village there are only TWO people from foreign countries. For this reason I would kindly ask you to study the facts before you post something that’s just not true.

18 Read the text again. Underline the words that introduce the writer’s reasons in one colour and the phrases that show this is the writer’s personal opinion in another.

Useful language:
In introducing a reason:
- therefore / as a result / consequently / for this reason / that’s why / because (of) ... / since / so (less formal)

Offering a personal opinion:
- I think / I suppose / I believe / I guess / I mean / I feel ...

Writing tip:
When giving a reason (or showing a cause and consequence), the conjunctions* above are extremely useful. When it is a personal opinion, you should use one of the verbs given above. Make sure that your reader knows what you are referring to when you want to criticise or correct him/her. Try not to become even when you feel strongly about your opinion.

VOCABULARY: *conjunction – Bindewort

19 Now write your own answer to the following task.

Task
Read the blog comment below and write an answer to it in which you criticise the comment (40–70 words). Say:
- what you think is wrong about it
- what you conclude from the ‘facts’ offered there
- what your reasons are for a different view of Fair Trade products

I’m surprised people still believe in Fair Trade. I know for a fact that it’s just used to sell more goods and make you feel less guilty about buying things from abroad.
# MORE Words and Phrases

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
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</thead>
<tbody>
<tr>
<td>oil</td>
<td>Öl</td>
</tr>
<tr>
<td>Fair Trade</td>
<td>Eine Organisation, die sich für fairen Handel einsetzt</td>
</tr>
<tr>
<td>farmer</td>
<td>Landwirt/in</td>
</tr>
<tr>
<td>make a living</td>
<td>Den Lebensunterhalt verdienen</td>
</tr>
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<td>pay rise</td>
<td>Gehalterserhöhung</td>
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<td>Pestizid; Insektenbekämpfungsmittel</td>
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<td>Schwager</td>
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<td>Sieg, besiegen; überwältigen</td>
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<td>Schmerzhafte</td>
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<td>Ignoranz</td>
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<tr>
<td>overcome</td>
<td>Bezwangen; überwinnen</td>
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<td>Schmerzhaft</td>
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<td>racism</td>
<td>Rassismus</td>
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<td>Rassistisch</td>
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<td>recognition</td>
<td>Anerkennung, Bestätigung</td>
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<td>slavery</td>
<td>Sklaverei</td>
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<tr>
<td>son-in-law</td>
<td>Schwiegersohn</td>
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<td>angry</td>
<td>Wütend</td>
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<td>annoy</td>
<td>Verärgern</td>
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<td>helpless</td>
<td>Hilflos</td>
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<td>hurt</td>
<td>Verletzen</td>
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<tr>
<td>misunderstood</td>
<td>Verstehen</td>
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<tr>
<td>proud</td>
<td>Stolz</td>
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<tr>
<td>shocked</td>
<td>Schockiert</td>
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<tr>
<td>surprised</td>
<td>Überrascht</td>
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<td>claim</td>
<td>Behaupten</td>
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<td>bicycle</td>
<td>Fahrrad</td>
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<td>fairness</td>
<td>Gerechtigkeit; Fairness</td>
</tr>
<tr>
<td>hell</td>
<td>Hölle</td>
</tr>
<tr>
<td>introduction</td>
<td>Einleitung</td>
</tr>
<tr>
<td>pollution</td>
<td>Verschmutzung</td>
</tr>
</tbody>
</table>
Read an extract in which the teacher, Mr Barker, has just left the room and Bagsley is threatening Scobie.

"Why don’t you do yourself a favor and crawl back down to Hobbit Hole with the rest of the hobbits? I’m counting on you," Bagsley said to Scobie. The class took a collective breath.

"One."

"Excellent start," said James Scobie encouragingly.

"Two."

"You’re going really well. Need any help with the next one?"

"Three."

"If it’s easier for you, you could just tap it out with your hoof."

"Four."

"There’s no shame in using a calculator at this point."

"Five."

"Bingo!"

Bagsley’s eyes narrowed. I watched his hand mold into a fist and the muscles in his arms tighten. James Scobie blinked impassively. The room waited.

“All right, what’s going on here? Why are we out of our desks? Mr Bagsley? Mr Scobie? Are we choosing partners for the next dance?" Mr Barker’s voice boomed into the room and shook it like an earthquake. "Well? I’m waiting."

James Scobie turned around slowly to face Mr Barker. "It’s nothing, sir," he said. "This boy was just explaining the school’s bullying policy to me."
Mr Barker raised his eyebrows and glanced at Barry Bagsley. "Was he? Was he indeed? Well, Mr Bagsley and I have had our own discussions on that subject in the past, haven't we, Mr Bagsley? Yes, that's right. Glad to see you remember. Well, I trust that you made it very clear to Mr Scobie that we don't tolerate bullying in any format at St Daniel's and we take a very dim view – a very dim view – of anyone who practices it." Mr Barker looked around the room. "And I'm equally certain that if anyone here was bullied or anyone here witnessed another boy being bullied, they would immediately inform me or one of the other teachers. Everyone should feel safe at St Daniel's. I'm sure Mr Bagsley pointed that out to you, because that's what our bullying policy is all about, Mr Scobie. No one should be afraid here. Are you clear on that, Mr Scobie?"

"You don't have to worry about me in that regard," replied James Scobie. "I have every faith in the school's bullying policy, and after talking with Mr Bagsley here, I also have a great respect for the quality of education that the school provides."

"Really?" said Mr Barker cautiously.

"Absolutely. Mr Bagsley has just given us all a demonstration of how he can count to five..."

"Jab!"

"... and he didn't use his fingers once."

"Uppercut!"


"DRRRIIIIIIIIING!

"All right, move out, you lot. I'll check those exercises over tomorrow and that is a threat, oh, and Mr Bagsley, could I have a word in your shell-like ear before you go?"

James Scobie and I packed up our books and drifted outside.

*the words in italics are Ishmael's thoughts

---

### 3. How many of these tasks can you do?

Check your answers with a partner.

1. Barry is counting the seconds James has to leave the room. (T/F)
2. While Barry is counting, James is making fun of him. (T/F)
3. Barry makes a fist and hits James. (T/F)
4. James tells the teacher that Barry told him about _________________.
5. It is not the first time that the teacher and Barry discuss _________________.
6. The teacher wants to be informed if anyone is _________________.
7. What is the school bullying policy?
8. Why does James say he has great respect for the quality of education at school?
9. What is the threat the teacher makes?

### 4. Listening

Listen to Ryan and Lauren talking about a book. Then answer the questions below.

1. Where are Lauren and Ryan?
2. What does Ryan want?
3. Lauren doesn't want to get any ice cream right away. Why not?
4. What's the title of the book?
5. What's the main character's name?
6. What happens when young people are 16?
7. What's her friend's name?
8. Why does the group The Smoke hide?
9. Why does Tally go and spy on them?
10. Who is David?
11. What does David tell Tally?
12. Why doesn't Ryan want to read the book first?
5 Complete the mini-dialogues with reflexive pronouns.

1 Angelina Would you call ___________________________ a reader, Lucas?
   Lucas Sure. I’d call ___________________________ not only a reader, but a bookworm.

2 Mum I hope the kids enjoy ___________________________ at camp.
   Dad Why shouldn’t they? There’s plenty to do, and for rainy days they’ve got their books.

3 Sam We suddenly found ___________________________ in front of a nice bookshop, and we decided to go in.
   Ruby So did you get ___________________________ something good to read?
   Sam No, I didn’t have any money.

4 Elli That’s a great book review. Did you write it ___________________________? Or did you copy it off the net?
   Ahmed Of course, I wrote it. I always write the review ___________________________.

5 Fred Lisa really enjoyed ___________________________ yesterday, she told me.
   Peter What did she do?
   Fred She went to see a play at the Globe.

6 Amy Did you like the Warcraft book by Marie Lu?
   Nina I haven’t yet read it ___________________________ but Adrian says it’s good.

7 Luke The story about hers and World War I was really great.
   Andrew And was anything about it true?
   Luke Of course. The author says he researched every bit ___________________________.

8 Joanna My friend just self-published a little book on volcanoes.
   Tony Read? Who helped her?
   Joanna Nobody. They did all the work ___________________________.

6 Complete the sentences with the correct reflexive pronouns. Then match the sentences and answers.

1 I don’t think Jeremy can look after ___________________________.
2 Let’s make ___________________________ a nice cup of tea and read for a bit.
3 What about the twins? Are they enjoying ___________________________?
4 Iate again! You’ve got ___________________________ into big trouble this time.
5 She designs all the covers for her books ___________________________.

☐ But I’d really like to go out for a change!
☐ Maybe she shouldn’t. I think they look terrible.
☐ Yes, by coincidence they met other twins.
☐ Don’t worry. I’m sure he can.
☐ Sorry, sir, but we had to help in the library.
7 Write sentences with reflexive pronouns. Use these prompts.

1. I – bake cake
   I baked the cake myself.

2. We – cook dinner

3. They – ask the same question

4. He – pick up the prize

5. You – review the book

6. She – not enjoy at the movies

8 Match the sentence halves.

1. Why don’t you two read a good book and enjoy —— yourself this question?

2. Honestly, Dave, how often have you asked —— yourself.

3. I’m 16 —— really think I can look after —— myself.

4. I can remember what he looked like, but not what he called —— himself.

5. We don’t need anyone to tell us how to behave —— ourselves.

6. She played well, but then she fell and hurt —— themselves.

7. This is such a good poem! I can’t believe you wrote —— himself.

8. I haven’t got any money left. They’ll have to buy —— themselves!

9 Look at the film titles below and fill in the missing reflexive pronouns.

1. Eddie Explains

2. Honey, We Shrunk ——!

3. I Love

4. Just Be

5. Mother’s Not —— Today

6. Sisters Are Doing It for ——

7. The Brain That Changes

8. The Man Who Spoke to

Vocabulary

10 Find nine words connected to books in the word search. Write them down.
Complete the sentences with words from 10.

1. Yesterday we were at the theatre and saw a ________________ by Shakespeare.
2. I have always been interested in the life of Bob Dylan, and I’m happy I got his ________________ for my birthday.
3. This summer I want to read all the Alex Rider ________________
4. I hate it when I read a book and have to look up words in the ________________ all the time.
5. A novel’s too much for me – I’d prefer an ________________ of ________________ that I can choose from.
6. Check with the ________________, You’ll find that not all scenes have been filmed.
7. Every evening I read a bit of my anthology of classic English ________________.

Write three sentences about what you prefer to read most. Give your reasons why.

__________________________
__________________________
__________________________

Complete the sentences with the words and phrases in the box.

1. I think that was the bell. Can you go and ________________, Paul?
2. My uncle’s Scottish. He says ________________ instead of ‘small’.
   He also wears a ________________ sometimes.
3. I spent all day ________________, the mess you made in the kitchen.
4. I always wear ________________, when I swim so I can keep my eyes open under the water.
5. My aunt spent six months in India to try and ________________
6. Can I help? It looks like you’re in a ________________

Everyday English: Stern gets worried

Complete the dialogue with the expressions from the box.

By the way, Let’s get cracking. Are we still on for ________

Dorian: Hi, Sophie. 1. ________________ that cup of coffee after school?
Sophie: I’d love to, but I can’t. I’ve got to do something else.
Dorian: Really? 2. ________________?
Sophie: Nothing really, but I’ve got to see my Maths teacher after class about some extra work.
Dorian: OK. Listen, what if I wait for you?
Sophie: Would you? That’s so sweet of you. 3. ________________, I’ve got something to tell you.
Dorian: What is it?
Sophie: I’ll tell you over coffee, okay. I’ve got to be in class. Oh, I’m late!
Dorian: Me too! 4. ________________ then. See you later!
Developing writing skills

14 Read the task and what a student wrote. Where does Nelson find the machine?

Task
Write a review of a book you liked (120–180 words). Include the following:

- an opening to your review
- a brief plot synopsis*
- who the main characters are
- reasons why the book was interesting/funny, etc.
- how difficult it was to read
- a recommendation

VOCABULARY
*synopsis – Zusammenfassung

JENNINGS, Garth: The Deadly 7 - Macmillan

There are some books you simply can’t put down. The Deadly 7 is definitely one of them, because the adventures are so incredible, funny and wacky* and the characters are even wackier.

Nelson’s sister Celeste has disappeared in Spain, and her parents are off to help search for her. Nelson himself is in the care of his uncle Pogo, who is looking for a leak at St Paul’s cathedral in London. By chance Nelson discovers Sir Christopher Wren’s secret work on a ‘deadly machine’ across a machine that can extract the seven deadly sins from a person. They appear in the shape of rather strange creatures only visible to Nelson, and they cause a series of rather turbulent events.

The Deadly 7 decide to help Nelson, and their adventures to find Celeste lead them to the Brazilian jungle, where magic powers are at work.

The mix of embarrassing incidents and adventure offers easy and entertaining reading. It is Jennings’ first novel for kids and I certainly hope he writes more.

Sir Christopher Wren, 1632–1723; architect who designed St Paul’s Cathedral

Useful language:

- plot
- setting
- time-frame
- narrator
- hero/heroine
- protagonist
- antagonist

VOCABULARY
*wacky – verrückt, blöd
stumble across – zufällig entdecken, über etw stolpern
Writing tip:
When writing a book review, there are a few things to consider:

- Mention the author, the title and the year of publication.
- Try and come up with a sentence to introduce the feel of your review.
- Summarise the content of the book but do NOT give the full plot away.
- Say what you like or don’t like about the book.
- Give reasons for your likes/dislikes.
- Say if you would recommend the book to other readers. (Why / Why not?)

15 When describing the story of a book, here are some words you may need to help you. Match each one with its definition.

1 plot □ how long it takes for the story to happen
2 setting □ who tells the story
3 time-frame □ the story, what actually happens
4 narrator □ the hero/heroine
5 protagonist □ the villain
6 antagonist □ where the action takes place

16 Which of the words above does the reviewer talk about in 15?

17 Now write your own answer to the following task.

**Task**
Write a book review for the school magazine (120–180 words). Pick a book you really liked (or disliked) and write about the following:

- author and title
- the setting
- the characters
- the dramatic situation
- why you liked/disliked the book
- recommendation (why / why not)
### Types of books

- comic
- screenplay
- play
- poetry
- dictionary
- biography
- anthology
- novel
- short story
- Fiction
- Non-fiction
- Classics
- Reference

### MORE Words and Phrases

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>book review</td>
<td>The book review was really good. I'm definitely going to read it.</td>
<td>Buchrezension</td>
</tr>
<tr>
<td>fence</td>
<td>They built a fence around their garden so the dog can't escape.</td>
<td>Zaun</td>
</tr>
<tr>
<td>innocent</td>
<td>During the war my innocent people were killed.</td>
<td>unschuldig</td>
</tr>
<tr>
<td>disappointment</td>
<td>That new restaurant was a big disappointment. The food was awful.</td>
<td>Enttäuschung</td>
</tr>
<tr>
<td>prefer</td>
<td>I prefer jazz to rock music.</td>
<td>bevorzugen</td>
</tr>
<tr>
<td>blurb</td>
<td>Before buying a book, I always read the blurb on the cover first.</td>
<td>Werbetext auf Buchumschlag; Klappentext</td>
</tr>
<tr>
<td>millionaire</td>
<td>She won the lottery. Now she's a millionaire.</td>
<td>Millionär/in</td>
</tr>
<tr>
<td>fairy</td>
<td>The good fairy gave me three wishes.</td>
<td>Fee</td>
</tr>
<tr>
<td>historical novel</td>
<td>historical novels are books about the past.</td>
<td>historischer Roman</td>
</tr>
<tr>
<td>reference</td>
<td>There are lots of references to famous songs in the book.</td>
<td>Bezug; Hinweis</td>
</tr>
<tr>
<td>trilogy</td>
<td>Have you read the last book of the trilogy?</td>
<td>Trilogie</td>
</tr>
<tr>
<td>answer the door</td>
<td>There is someone at the door. Can you answer it, please?</td>
<td>an die Tür gehen, jdn hereinlassen</td>
</tr>
<tr>
<td>clear up</td>
<td>Clear up your own mess!</td>
<td>aufräumen</td>
</tr>
<tr>
<td>goggles</td>
<td>Tom always wears goggles when he swims.</td>
<td>Schwimmbrille; Schutzbrille</td>
</tr>
<tr>
<td>kilt</td>
<td>He's Scottish, so he's wearing a kilt to his wedding.</td>
<td>Kilt, Schottenrock</td>
</tr>
<tr>
<td>sort oneself out</td>
<td>John took a week off work to sort himself out.</td>
<td>sich ordnen; zu sich (selbst) finden</td>
</tr>
<tr>
<td>spot of bother</td>
<td>He's in a spot of bother with the police.</td>
<td>Problem; Ärger</td>
</tr>
<tr>
<td>wee</td>
<td>She's playing on the field with her wee brother.</td>
<td>klein, winzig</td>
</tr>
<tr>
<td>obey</td>
<td>His dog has learned to obey several commands.</td>
<td>befolgen, gehorchen</td>
</tr>
<tr>
<td>scratch</td>
<td>That cat just scratched my arm.</td>
<td>kratzen</td>
</tr>
</tbody>
</table>
Reading

1. Read about three space missions and the statements in the box on page 93. Decide for which mission each statement is TRUE and put a cross \( \times \) in the correct box. The statement may be correct for more than one mission.

**MISSIONS TO SPACE**

**MISSION:** EXPLORER 1
**DATE:** 1958

**WHAT HAPPENED:** This was the first time that the United States entered into outer space. This small unmanned satellite was taken out of the Earth's atmosphere on the Juno 1 rockets and spent 100 days orbiting around the Earth making a study of the cosmic rays in the Van Allen radiation belt. After completing its work, the spacecraft spent another two years in space before returning back down towards Earth. As expected, though, it never made it to the sun but the planet and broke up into thousands of pieces as it re-entered the Earth's atmosphere.

**MISSION:** APOLLO 11
**DATE:** 1969

**WHAT HAPPENED:** On July 20th, 1969, after ten years of test flights into space, NASA finally realised one of mankind's biggest dreams when astronauts Neil Armstrong and Buzz Aldrin guided their space lander into the surface of the moon. After 21 and a half hours the pair returned to join the other members of their crew, Michael Collins, who had waited above inside the command module Columbia.

Four days later, after a total of eight days in space, all three astronauts returned safely to Earth when they splashed down in the middle of the Pacific Ocean.

**MISSION:** CHALLENGER
**DATE:** 1986

**WHAT HAPPENED:** In 1981, NASA introduced the world to its space shuttles. These were reusable spacecrafts that could make more than one journey into space. The success of the programmes made many people believe that space travel would soon be commonplace. However, this all changed on January 28th, 1986, when the Challenger space shuttle spectacularly exploded moments after taking off, killing all seven astronauts on board. It was the first time that NASA had seen people killed since 1967 when three astronauts were killed on the ground in a test for Apollo 1.
Put a cross \( \times \) to show which statements are TRUE.

<table>
<thead>
<tr>
<th>This space mission</th>
<th>Explorer 1</th>
<th>Apollo 11</th>
<th>Challenger</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 was a success.</td>
<td>( \square )</td>
<td>( \square )</td>
<td>( \square )</td>
</tr>
<tr>
<td>2 had no people on it.</td>
<td>( \square )</td>
<td>( \square )</td>
<td>( \square )</td>
</tr>
<tr>
<td>3 changed how people saw space travel.</td>
<td>( \square )</td>
<td>( \square )</td>
<td>( \square )</td>
</tr>
<tr>
<td>4 spent just over a week in space.</td>
<td>( \square )</td>
<td>( \square )</td>
<td>( \square )</td>
</tr>
</tbody>
</table>

**Listening**

2 Listen to a class of children asking questions to astronaut Dr Andrew Wilson and choose the correct answers.

3 On his first flight Dr Wilson
   - \( \square \) had to bring home used part of the International Space Station.
   - \( \square \) felt different emotions.
   - \( \square \) wanted to get back to Earth as quickly as possible.
   - \( \square \) stayed on the International Space Station for four weeks.

4 The astronaut's parents
   - \( \square \) were very surprised when they heard about his career choice.
   - \( \square \) didn’t think he would make the decision to become an astronaut.
   - \( \square \) have supported his dream to become an astronaut.
   - \( \square \) used to read books about space to him before bed.

5 If you want to become an astronaut you have to be
   - \( \square \) an engineer, a scientist and a doctor.
   - \( \square \) an engineer or a scientist or a doctor.
   - \( \square \) an engineer and a scientist, but not a doctor.
   - \( \square \) an engineer and a scientist, or a doctor.

6 The most important thing you need to become an astronaut is
   - \( \square \) knowing the right people.
   - \( \square \) intelligence.
   - \( \square \) luck.
   - \( \square \) determination*.

**VOCABULARY:** *determination* – Entschlossenheit
Grammar  Phrasal verbs

3 Match the sentence halves.
1 I don't want to spend any more money
2 It's been five hours now. I don't want to wait
3 It was a terrible accident. The spaceship broke
4 Come on. You've spent five hours looking
5 I love this shop. You can choose
6 Don't drop litter. Pick your crisp packet
  at that screen.
  from over 50 flavours of ice cream.
  for him any longer!
  up two minutes after take-off.
  up and put it in the bin.
  on my hobbies.

4 Tick the sentences with phrasal verbs and underline them.
   1 What are you waiting for? Let's go!
   2 Ian doesn't really get on well with anyone in his class.
   3 We've run out of milk. Can you go to the shops and get some?
   4 What are you looking at?
   5 We set off on holiday at 3 a.m.!
   6 I hope you like the present. I spent all my money on
   7 We need to come up with a new idea soon.
   8 The plane takes off at 3 p.m.

5 Match five of the sentences above with the pictures below.

   1 .......................................................... 2 .......................................................... 3 ..........................................................

   4 .......................................................... 5 ..........................................................

6 Choose the correct words.
1 I think Molly likes you a lot. You two really seem to be getting on / off well with one another.
2 Our plan didn't work. I think we'll have to come up / down with some new ideas.
3 The weather was so bad that the space shuttle could not take out / off yesterday.
4 We wanted to stay on holiday for three weeks, but we ran out / out of money and had to go home earlier.
5 When the lights went out, the situation in the street turned around / into real chaos.
6 If you want to find a good story, there are thousands of books to choose of / from.
Complete the sentences with 1–3 words. Make use of phrasal verbs only.

1 She’s really popular. She gets ............................................................ everyone.
2 They ............................................................ early so they should be home soon.
3 I ............................................................ of money so you can’t have an ice cream.
4 Who came ............................................................ idea? It’s terrible!
5 You have to wear your seat belt when the plane ........................................ off.

Match these phrasal verbs with their meaning. Use a dictionary if necessary.

1 go out with someone............................................................ discover (more) about a subject or a person
2 find out about someone/ something............................................................ buy something (usually when on your way somewhere)
3 pick up something............................................................ spend time with someone (usually doing nothing special)
4 sort out............................................................ become someone’s boyfriend/girlfriend
5 hang out............................................................ have a good relationship with someone
6 get on well with someone............................................................ find a solution to a problem

Read the dialogue with your partner. Use some of the phrasal verbs in 8 to complete it.

Alex: So, are you ............................................................ with Sam, or not?

Jo: No. We’re just good friends. We just ............................................................ and having a good time.

Alex: I’m not sure Sam sees it that way. I think he’s been keen on you and I think he’s serious.

Jo: Don’t be silly. What makes you say that?

Alex: Well, last night I went to the shops to ............................................................ some milk and when I got back to my house he was waiting for me.

Jo: So…?

Alex: Well, he asked me if I could ............................................................ what you feel about him. So that’s what I’m doing.

Jo: Really! Oh no. I mean I really like him. I ............................................................ really well

.............................. really well

.............................. him, but nothing more than that.

Alex: Well, it looks like you’ve got a problem, and you need to ............................................................ it because he’s really keen on you.

Complete the sentences with your own ideas.

1 I find out what’s happening with my friends by ............................................................
2 I get on really well with ............................................................ because ............................................................
3 I like hanging out with my friends because ............................................................
4 If I need to sort out a problem I usually ............................................................
5 I set off for school at ............................................................
6 I usually run out of pocket money because ............................................................
7 The best idea I ever came up with was ............................................................
Vocabulary

11 Write the words under the pictures.

space shuttle  asteroid  orbit  astronaut  plaque  explosion

1 ……………………………… 2 ……………………………… 3 ………………………………

4 ……………………………… 5 ……………………………… 6 ………………………………

12 Complete the film summary with the words from above. You may have to change the form of the words.

Once I saw a film called Armageddon which I really liked. I can’t remember exactly what happened but it’s about a ……………………………… that has stopped ……………………………… Earth and is now heading towards the planet. Unless something is done, it’s going to destroy the whole of mankind. Bruce Willis is an ………………………………, I think, who has a plan to fly a ……………………………… (or some other kind of rocket) to land on a giant rock. When they get there, they plan to blow up a huge bomb on it and hope that the ……………………………… will stop it from colliding with Earth. I forget exactly what happens but, of course, the plan works. Bruce Willis doesn’t make it back to Earth. He is a hero and probably gets a ……………………………… with his name on it so future generations will know what he did. It’s a bit silly but it is very exciting.

Everyday English UFOs

DVD Look at the phrases in the box. Use them to complete the dialogues.

Cross my heart, a matter of life and death don’t just stand there I might have known

1 A What? You saw a UFO? I don’t believe a word!
B ………………………………, Jane. I really did.

2 A Oh, no. There’s water everywhere. Someone left the window open!
B Well, ……………………………… . Do something about it!

3 A Why are you shouting as if this was ……………………………… ? Calm down.
B Calm down? How can I calm down when I can’t find my money?

4 A Do you know what the dogs did? They pulled out all the flowers in the neighbours’ garden.
B ……………………………… . Why didn’t I lock the garden door? I could kick myself!
Developing writing skills  Picture story

13 Read the task and what a student wrote. Who is Ms Craig?

Task

Look at the pictures below and write the story (120–180 words). Remember to give your story a good title. Write about:

- the situation
- the characters
- the solution
- the worries
- the twist
- the (open) ending

The dream

Julian woke up, sweating. What a horrible dream! Ms Craig, his favourite teacher, was coming at him — and she was an alien! For five nights Julian dreamt the same dream again and again. So he went to see the headmaster. “Sorry for saying this, sir, but I believe my English teacher is an alien.” And he told him about his dreams. The headmaster smiled. “Don’t worry, Julian, I’ll talk to her,” he said. “I don’t know why he dreamt this dream,” Ms Craig said. “But we have to do something.” “I know,” the headmaster replied. “So what are you going to do about it?” Ms Craig asked. “We’ll send him on our spaceship. We need new kids anyway.” The next day they caught Julian after school and late at night they put him into the spaceship. After a week, Julian’s friend Stella turned up. “Sir, Julian talked to me about his dreams. He seemed worried. And now I haven’t seen him for more than a week.” “That’s strange. Why don’t you meet me and Ms Craig here in my office at five?”

14 Read the text and put in a / where a new paragraph should be.
Writing tip:

When writing a picture story
- make sure you study the pictures carefully
- fill in the ‘spaces’ between the pictures (e.g. if a step in the story is not clear)
- give the characters names if possible
- let your imagination work
- if possible, include a twist
- think carefully about paragraphs
- think of a suitable title

Now write your own answer to the following task.

Task

Look at the pictures below and write the story (120–180 words). Remember to give your story a good title. Write about:

- why the girl wanted a spacesuit
- the twist
- the setting
- the adventure
- the character
- the open end...
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>German Equivalent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>asteroid</td>
<td>Most asteroids are found between Mars and Jupiter.</td>
</tr>
<tr>
<td>astronaut</td>
<td>Astronauts travel into space in a spacecraft.</td>
</tr>
<tr>
<td>explosion</td>
<td>There were two loud explosions and then the building collapsed.</td>
</tr>
<tr>
<td>orbit</td>
<td>The space shuttle stayed in orbit around the Earth.</td>
</tr>
<tr>
<td>plaque</td>
<td>There is a plaque on the moon that says when the first landing took place.</td>
</tr>
<tr>
<td>space shuttle</td>
<td>A space shuttle is used to travel between the Earth and a space station.</td>
</tr>
<tr>
<td>altogether</td>
<td>Altogether there are 8 planets in our solar system.</td>
</tr>
<tr>
<td>atmosphere</td>
<td>The atmosphere surrounds the Earth and protects it from the sun's rays.</td>
</tr>
<tr>
<td>crew</td>
<td>The crew of a spaceship have to train very hard before they can go into space.</td>
</tr>
<tr>
<td>disgusting</td>
<td>Sorry, but this pizza is disgusting. It tastes horrible.</td>
</tr>
<tr>
<td>engineering</td>
<td>A spaceship is a fantastic work of engineering.</td>
</tr>
<tr>
<td>mankind</td>
<td>One day mankind might need a new home on another planet.</td>
</tr>
<tr>
<td>space travel</td>
<td>Space travel has made it possible to land on the moon.</td>
</tr>
<tr>
<td>sunrise</td>
<td>Sunrise tomorrow is around 6 a.m.</td>
</tr>
<tr>
<td>sunset</td>
<td>Sunset tomorrow is around 8:30 p.m.</td>
</tr>
<tr>
<td>warning</td>
<td>There's a warning not to go into the water. There are jellyfish.</td>
</tr>
<tr>
<td>advert</td>
<td>You want to sell your car? I see you're advert in the local newspaper.</td>
</tr>
<tr>
<td>spacecraft</td>
<td>In the future there will probably be several kinds of spacecraft to take us into space.</td>
</tr>
<tr>
<td>commercial</td>
<td>We use the place for private and commercial flights.</td>
</tr>
<tr>
<td>demand</td>
<td>Tell me why you are that. I demand an answer.</td>
</tr>
<tr>
<td>multibillion</td>
<td>It's a very expensive multibillion dollar project.</td>
</tr>
<tr>
<td>privately owned</td>
<td>The place was won by a privately owned yacht.</td>
</tr>
<tr>
<td>celebrate</td>
<td>She wants to celebrate her birthday next weekend.</td>
</tr>
<tr>
<td>depressed</td>
<td>He and his girlfriend broke up last week. He's miserable and feeling very depressed.</td>
</tr>
<tr>
<td>disturb</td>
<td>I'm sorry to disturb you, but I think you should see this now.</td>
</tr>
<tr>
<td>masterpiece</td>
<td>Her picture was a brilliant piece of art – a masterpiece.</td>
</tr>
<tr>
<td>neither ... nor</td>
<td>Neither you nor I will be able to travel to other planets for many years.</td>
</tr>
<tr>
<td>reply</td>
<td>She replied to his question immediately.</td>
</tr>
<tr>
<td>biosphere</td>
<td>The biosphere is the area of the planet where organisms live, including the ground and the air.</td>
</tr>
<tr>
<td>genetic engineering</td>
<td>Cloning is an example of genetic engineering.</td>
</tr>
<tr>
<td>gravity</td>
<td>It's gravity that makes satellites move around the Earth.</td>
</tr>
<tr>
<td>resource</td>
<td>The computer lab is an essential resource for students.</td>
</tr>
<tr>
<td>surface</td>
<td>About one third of the Earth's surface is land.</td>
</tr>
<tr>
<td>uninhabitable</td>
<td>After the earthquake, many of the ruined houses were uninhabitable.</td>
</tr>
<tr>
<td>commander</td>
<td>The commander of the spaceship gave his orders to the crew.</td>
</tr>
<tr>
<td>tiring</td>
<td>Shopping all day was very tiring. I'm exhausted!</td>
</tr>
</tbody>
</table>
Reading

1 Read the text as quickly as possible. What kind of text is it? Say what in the text made you sure of the text type. Then read the text carefully.

☐ an email  ☐ a blog  ☐ a magazine article  ☐ a letter in a magazine

---

MONDAY, 6th JULY

1 As most of you know, I don’t like running. I never go jogging and I wouldn’t run a marathon even if I was paid to. But one thing that would make me run for my life: several hundred bulls chasing after me.

2 Running away from bulls: that’s exactly what people are coming here to do tomorrow. (And to be fair – they’re not running away from hundreds of bulls but from ‘only’ six fighting bulls.) I’m at the San Fermin Fiesta in Pamplona, Spain. It lasts for a week during July, when the city is full of red and white flags. Red and white are the official colours of the festival, which first took place more than 500 years ago.

3 Before the bull ring was built, bull fights were held in a large square in the city. Running ahead of the bulls started when the bulls had to be moved from outside the city to the bull ring.

4 Anyone who wants to take part in the running has to enter the special area by 7.30 a.m. The gates are then closed. Just before 8 a.m., the runners ask the statue of San Fermin to protect them. At 8 o’clock, the rockets are fired. With the first rocket, the gates are opened and with the second, the bulls are set free to run. They chase the runners down the length of the bull run, which is about 800 metres. The whole thing lasts for about two to three minutes.

5 It sounds easier than it is. You can’t just run straight ahead – the route goes up and down narrow streets, with few places for runners to hide. The end of the run, just before the bulls enter the ring, is one of the most dangerous spots – runners have fallen here, and have hurt themselves badly. Or even worse – they can get killed. Actually, more than a dozen people have been killed since 1925.

6 Don’t worry if you’re reading this, Mum – nobody under 18 is allowed to take part. I’ll be watching from the balcony of the hotel!

And don’t forget – there are also quite a few protesters who are totally against cruelty to animals, especially bullfighting. (The ‘running of the bulls’ is always followed by bullfighting in the late afternoon.) Their numbers are growing, but still many locals and tourists are taking part in this fiesta. I’ve read somewhere that more than a million people attend every year.

8 The fiesta is especially popular with American tourists because the famous writer Ernest Hemingway made Pamplona the setting for his novel *The Sun Also Rises* (1926; later called *Fiesta*).

**VOCABULARY:** *cruelty – Quälerei*
2 How many of these tasks can you do? Check your answers with a partner.

1. Tom’s favourite sport is jogging. T / F
2. This year’s run is on July 7th. T / F
3. The fiesta is more than 100 years old. T / F
4. If you want to run, you have to go to a special place
5. In the narrow streets there aren’t many places to
6. There’s the risk of
7. Why is Tom addressing his mother?
8. Is everyone happy about the Pamplona fiesta? Why (not)?
9. Why do American tourists come to the fiesta in Pamplona?

Listening

3 Match the words and the definitions.

1. rarity
2. announce
3. make an effort
4. regular
5. proofreading
6. feature

☐ to tell people about something officially
☐ to find and correct mistakes in text before it is printed
☐ a typical quality or important part of something
☐ something unusual
☐ someone who often goes to a particular shop, restaurant, etc.
☐ a standard

4 Listen to the interview with Joanna and Ryan, who are the editors of a school magazine, and answer the questions below.

1. What is so special about the school magazine?

2. What are its online features?

3. Why do they still print? (2 reasons)

4. Why do the editors have to wait so much?

5. How do they finance the paper?

6. How does the teacher help the team?

7. Why do they sometimes get a lesson off?

8. What are some of the things discussed in the next paper? (2 examples)

9. Why are they organising a workshop on speed reading? (2 reasons)
Grammar  Prefixes and suffixes

5 Write the opposite of the adjectives.

1 correct ____________________________ 5 possible ____________________________
2 polite ____________________________ 6 fair ____________________________
3 meaningful ________________________ 7 friendly ____________________________
4 legal ____________________________ 8 successful ____________________________

6 Complete each sentence with the opposite of one word from the box.

possible  friendly  legal  fair  successful  understanding  agree  meaningful

1 You could never be a waiter. You’re much too ____________________________.

2 I think they’re a great band, but all my friends ____________________________.

3 I thought she said 6 o’clock, but she said 7 – it was a ____________________________.

4 Me? Run a marathon in under three hours? That’s ____________________________.

5 He opened a shop, but it was completely ____________________________.

6 My brother won’t let me watch my favourite TV programme. I think it’s really ____________________________.

7 The words to this song are easy – they’re just ____________________________.

8 The police arrested him because what he’d done was ____________________________.

7 What are the opposites of these adjectives? Write them in sentences that show their meanings.

dele  credible  patient  regular  tasteful

1 ____________________________

2 ____________________________

3 ____________________________

4 ____________________________

5 ____________________________
8. Look at the words in the box. Add -ness, -ful or -less where appropriate and complete the sentences.

<table>
<thead>
<tr>
<th>sad</th>
<th>dark</th>
<th>happy</th>
<th>home</th>
<th>success</th>
<th>blind</th>
<th>hand</th>
<th>hope</th>
<th>meaning</th>
</tr>
</thead>
</table>

1. There was so much __________________________ in his voice that I started to cry.
2. No idea what she wanted to tell me – what she said was pretty __________________________ .
3. All this praise* filled me with __________________________ .
4. I grabbed a __________________________ of apples and ran.
5. We’ve got to collect some money for the __________________________ people in our street.
6. When __________________________ fell, we noticed that we hadn’t got any torches.
7. For a moment we were both struck with __________________________ from the flash.
8. He was only 24, but he was already a very __________________________ business man.
9. The situation looks pretty __________________________ . And I don’t think we’ve got a chance of winning.

VOCABULARY: *praise – Lib

9. Fill in the correct forms of the dis- words in the box.

dislike | disappoint | disappear | disagree | disqualified | disable | distrust

1. I’m very __________________________ about the results of your Maths tests.
2. I don’t __________________________ Jim, but he’s not a very easy person to get on with.
3. In the final race three runners __________________________ .
5. In the near future more and more animals will __________________________ from our planet.
6. We have to __________________________ all the computers, there’s a virus we can’t delete.
7. I strongly __________________________ with what you’re saying.
Vocabulary

10 Complete the poem with the words in the box.

time
nothing
sport
work
brother
project
money
house
away
friends
plan
home

The weekend's here and it's time to make a 1 _________________.
To use my time the best I can.

Make some 2 _________________? Take up a new 3 _________________?

Neither of those - time's too short.

I could catch up on some 4 _________________ from school.

But no work at the weekend - that's my rule.

Hang out with my 5 _________________ - could be fun.

But it's raining outside - there's no sign of sun.

One thing's for sure, I'll keep away from my mother.

She'll only want me to take care of her 6 _________________.

Or help out - doing things around the 7 _________________?

I better keep quiet - quiet as a mouse.

I could kill some 8 _________________ watching TV.

But nothing that's on seems fun to me.

And I'm tired of playing games on my phone.

And I can't go 9 _________________, I've got to stay 10 _________________.

Get involved in a 11 _________________ - but what would it be?

And now all this thinking is tiring me.

It's tiring me and getting to my head.

I think I'll do 12 _________________ - and stay in bed.

11 Look at the poem in 10 again. Then try to make three plans each for

1) a perfect weekend.
   1) Stay in bed and catch up on 'The Big Bang Theory'.
   2) ..........................................................
   3) ..........................................................

2) a nightmare weekend.
   4) ..........................................................
   5) ..........................................................
   6) ..........................................................

UNIT 13
Developing writing skills  A magazine article

12 Read the task and what a student wrote. What was the last song Elton John played?

Task You were asked to write an article about a concert you’ve been to (120–180 words). Write about:

- who you saw
- why you went there
- what the concert was like
- some of the highlights
- the reaction of the audience
- a punchline ending

KEEP THE HITS COMING

Elton John? For the rockers, definitely! The man’s been around for more than 50 years, longer than even my parents can remember. Still, they rock – since they’re big fans, they really knew him from his appearance in Kingsman 2: The Golden Circle, but I have to admit: most of the 1 1/2 hours he was playing were amazingly awesome. He warmed up the crowd with “Funeral For A Friend” strumming over the speakers. Then he sat down at his piano and played it like a hit. He did look wonderful dressed in a sparkling black suit and a blue shirt. He even listened to requests from the audience and played what they wanted right away. “Bennie and the Jets” and “Daniel” were particularly good. He must be more than 70 but Elton John can still move those fingers up and down the piano keys as quickly as anyone.

He finished off the main set with “Saturday Night’s Alright for Fighting”, while all the band members joined Elton near the piano.

With just a two-song encore, John ended the night with the crowd dancing to “Crocodile Rock”. A smashing success! What a show!

Language Tip:

Adding emphasis

You can help bring your writing alive by using emphasis to highlight the good and bad points. Here are some techniques to help you do this:

- use a short alliterative adjective (starting with the same letter or sound) and noun phrase: sparkling suit
- use a What a ... ! phrase
- use extreme adjectives: absolutely brilliant, completely amazing, ...
- use an extra auxiliary to stress what you’re saying: do like / did think
13 Look through the review again. Find and write down an example of:

1. a short alliterative adjective and noun phrase
2. a What a...! phrase
3. an extreme adjective
4. an extra auxiliary

Writing tip:
Writing a review
- always think about who your readers are
- brainstorm your ideas before you start writing
- get their attention with a catchy headline
- get their attention with a snappy* introduction

- mention examples/highlights
- sometimes put in a quote
- make it easy to read
- find a good (punchline) ending

*CASUALITY: *snappy - schmissig

14 Now write your own answer to the following task.

Task
Write a review of an event (a music show, sport match, play, etc.) for your school magazine (120-150 words). Consider:
- what the event was
- why you went there
- what it was like
- the best/worst part of it
- the reaction of the audience
- punchline ending

Everyday English  Sales figures

DVD Complete the dialogue with the expressions from the box.

see it out  the energy’s dropped  I doubt it  You must be joking

A  So, you don’t want to be one of the Pretties? Do you think they’ll let you go?
B  I doubt it. They’re hunting down everybody who doesn’t want an operation.
A  How can they make you have the operation? You have no choice? You can’t...
B  So, it’s dropped. You finally understand.
A  You must be joking! Why should I believe you and your friends anyway?
B  You don’t have to. It’s your choice.
<table>
<thead>
<tr>
<th><strong>MORE Words and Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> best wishes</td>
</tr>
<tr>
<td>edition</td>
</tr>
<tr>
<td>scuba-diving</td>
</tr>
<tr>
<td>water-proof</td>
</tr>
<tr>
<td>artist</td>
</tr>
<tr>
<td>autograph</td>
</tr>
<tr>
<td>chill out</td>
</tr>
<tr>
<td>elder</td>
</tr>
<tr>
<td>highlight</td>
</tr>
<tr>
<td>last but not least</td>
</tr>
<tr>
<td>leisure centre</td>
</tr>
<tr>
<td>occasionally</td>
</tr>
<tr>
<td><strong>2</strong> apply (for)</td>
</tr>
<tr>
<td>discipline</td>
</tr>
<tr>
<td>honestly</td>
</tr>
<tr>
<td>tough</td>
</tr>
<tr>
<td>tournament</td>
</tr>
<tr>
<td>beggar</td>
</tr>
<tr>
<td>coal</td>
</tr>
<tr>
<td>legend</td>
</tr>
<tr>
<td>ripe</td>
</tr>
<tr>
<td>catch up on</td>
</tr>
<tr>
<td>get involved with</td>
</tr>
<tr>
<td>help out</td>
</tr>
<tr>
<td>kill time</td>
</tr>
<tr>
<td>make money</td>
</tr>
<tr>
<td>take care of</td>
</tr>
<tr>
<td>take up</td>
</tr>
<tr>
<td>attend</td>
</tr>
</tbody>
</table>
1. Read the poem by Benjamin Zephaniah. Explain the punchline.

The wise old Timer

When I was your age
Kids were different
Only spoke when spoken to
Only swore when alone,
We went to school
Then to work
All in a day,
Kids nowadays don’t understand.

When I was your age
Kids were kids,
We could not
Ask for more,
Choose our meals,
Debate with parents
Enter without knocking,
Kids nowadays don’t behave.

When I was your age
I was working the pit
Fighting the war
With coal
And the Germans,
To make sure kids nowadays
Get freedom
Nuclear power
And the pill,
When I was your age
I wasn’t like you.

Kid now talk about
Their right
Their space
Their music
Their interest
Their problem
They cry aloud
They have
Their own ideas

They even
Use the phone,
Meat used to be a lus,
Now we eat tiny vegetable,
Very bloody where.
We made our toys
Now they want money,
We went to the cinema
They have camera,
What next I ask
What next.

When we were told to do
We done,
And when we did,
We did it properly,
They do anything now,
It’s called expression,
When we were told to
We did,
We did not
Ask why.
Kids nowadays
Get away with murder.

When I was your age
Kids were different,
Roses were red
Violets were blue
Out fed
We struggled too,
Baths were special
Sweets were treats
Homework was done
And the who wore trousers
Ruled.
Who wears the trousers now?

When you are my age
You’ll see kids in a different light
And you’ll understand
How kids are different now,
Kids are not like kids anymore,
They’re like little Human Beings.
Now write a poem to answer The Wise Old Timer. Start like this:

Hey Wise Old Timer,
Here's a kid talking to you.
A kid AND a human being.
So when you were a kid …
But today …

Read another poem by Benjamin Zephaniah. Then write a poem about your (or somebody else's) pet.

A Day in the Life of Danny the Cat

Danny wakes up
Eats
Finds a private place in the garden.
He returns
Plays with the plants
And sleeps.

Danny wakes up
Eats
Inspects the garden
Finds a cosy place
And sleeps.

Danny wakes up
Eats
Comes indoors.
Rubs up the chair leg
Rubs up a human leg
Sharpen's his claws
On a human leg.
Eats
And sleeps.

Danny wakes up
Eats
Watches a nature programme
Finds a private place in the garden.
Finds Sandy in next door's garden.
Next door's dog finds Danny
Sandy runs north
Danny runs home
Eats and sleeps.

Danny wakes up
Checks for mice.
Checks for birds.
Checks for food.
Finds a private place in the garden.
Eats
And sleeps.

Danny has hobbies
Being stroked
Car watching
And smelling feet.
He loves life.
Keeps fit
And keeps clean.
Every night he covers himself
In spit.

Then he eats
And sleeps.
Vocabulary

4 Do the crossword.

Across
2 money (notes and coins)
4 in a room with no escape
6 informal word meaning great
7 very happy
9 if you are ‘out of this’ you are crazy

Down
1 another word for a friend
3 informal word meaning brilliant
5 to want everything
8 vegetables

5 Use the words from the crossword to complete the sentences.

1 Have you seen Dan’s new phone? It’s ____________ . I want one!
2 Harry’s a good ____________ . I’ve known him for a long time.
3 You’ve been ____________ all day in front of your computer. Go outside and do something active.
4 Don’t be so ____________ . You’ve already had five biscuits.
5 I’m selling my bike for £50 but you’ll have to pay ____________ .
6 If you want dessert you have to eat up all your ____________ .
7 I got 100% in my Maths test. My mum was ____________ .
8 You paid £1,000 for a computer. Are you out of your ____________ ?

Everyday English Here’s to us!

Complete the dialogues with the phrases in the box.

Lucky you! Better late than never  Let me guess  Here’s to us

1 A I got an email from someone last night. Let you don’t know who!
   B ____________ ?
   A No, not Christine.
   B OK, then – Samantha.
   A You got it.
2 A We’ve done it guys! A toast.
   B Fill my glass with more orange juice.
   A Here you are.
   B Thank you. ____________ !
3 A When I got home yesterday I couldn’t find my keys.
   B What did you do?
   A I walked back towards the town – and there they were, on the street!
   B ____________ !
4 A Here’s your birthday present.
   B Thanks!
   A And I’m really sorry – I know your birthday was last Sunday.
   B Oh, that’s OK. ____________ !