

## Block A

### Unit 1 Earth and sky 7

- 1A Hear about Akiko's holiday and talk about what you have done
- 1B Read a film review and talk about films
- 1C Read Emily's diary about arriving in San Francisco
- 1D Make a storyboard for a film scene and explain it to the class

#### Words

holiday and travel experiences  
film genres

#### Functions

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You want to understand how the language works? Let me explain. It's my job.



Lee – the grammar guru

Sometimes learning is easier if you do it the right way! I'm going to help you with that.



Fixit – the learning coach

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Do you want people to understand you when you speak English? Let me help you with that!



PG – the pronunciation guru

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appearances

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# Earth and sky

## warm-up 1



**1A** Hear about Akiko's holiday and talk about what you have done

**1B** Read a film review and talk about films

**1C** Read Emily's diary about arriving in San Francisco

**1D** Make a storyboard for a film scene and explain it to the class

### 1 Word warm-up



**a** Listen to the words. Copy and complete the chart.

bad-tempered • bank robbery • bow and arrow • cable car • cheer up • crime • dentist • documentary • experience • foggy • gliding • kneel • luggage • steel cable • tightrope walking • tower • volcano

I know these words	I think I know these words	I don't know these words

**b** Find the meaning of the words. Look at the warm-up dictionary or consult one of your own.

**c** Describe, draw or demonstrate the words. The others guess.

*When you look up a word in a dictionary, always read all of the meanings (not just one).*



### 2 Pronunciation corner



Listen to the phrases. Which letter is silent every time?

- 1 bow and arrow
- 2 milk and sugar
- 3 pen and paper
- 4 salt and pepper

### 3 Getting-ready grammar

**a** Match the two columns to make sentences.

- |  |   |
|--|---|
| 1 I have never walked on a tightrope       | a have ever read.                                   |
| 2 He couldn't pay for his sandwich because | b he had left all his money at home.                |
| 3 In the film a poor boy from the city     | c because I am scared of heights.                   |
| 4 It's the most interesting book I         | d wins a TV quiz – and the heart of his girlfriend. |

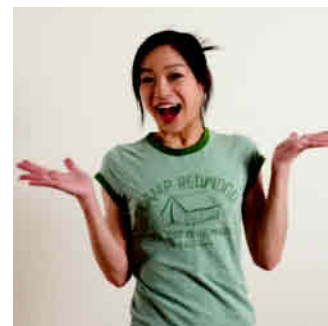
**b** How many different verb tenses can you find? Are any of them new for you?



# A Skylining

## 1 Akiko's story

a In pairs, look at the girl in the small picture. What can you remember about her?



b Look at the big picture below. You are going to hear someone talking about it. Tick the words you expect to hear.

**Animals:** bats ☐ – butterflies ☐ – crocodiles ☐ – monkeys ☐ – snakes ☐ – spiders ☐ – tigers ☐

**Geography:** a beach ☐ – a forest ☐ – a river ☐ – trees ☐ – a volcano ☐

**Other things:** a helmet ☐ – a steel cable ☐



c Listen and check.

1/4

## 2 Talk about Akiko

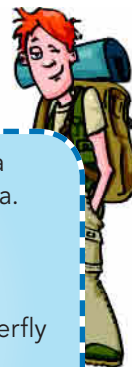
a Work in pairs. How much can you remember? Answer the questions.

- 1 Where did Akiko go?
- 2 Why did she go there?
- 3 What did she do?
- 4 What did she see?

b Listen to the CD again. Were you right?



Costa Rica is in Central America between Nicaragua and Panama. It is a small country but it has a lot of wildlife. There are over 200 different mammals, 3,500 different insects (including the beautiful morpho butterfly and poison arrow frogs), 850 birds (including hummingbirds, parrots and toucans) and 9,000 different plants.



## Your turn

Would you like to go skylining? Why? Why not?



c Listen again. What do Akiko and Pam say? Choose the correct alternative.

1/4

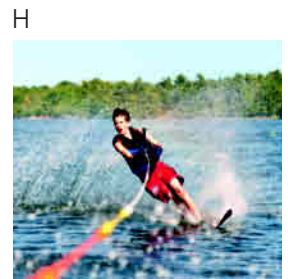
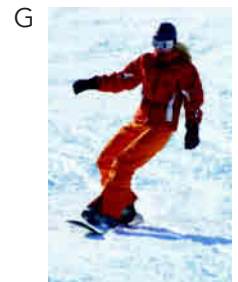
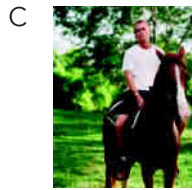
- 1 Have you had / Did you have a nice summer?
- 2 Have you ever tried / Did you ever try it?
- 3 My parents took me / have taken me to Costa Rica.
- 4 It's the most exciting thing I have ever done / I ever did.
- 5 I've never had / I never had such an exciting adventure.
- 6 We've seen / We saw butterflies and snakes.

d Which sentences talk about something in the past that is finished? Which sentences talk about Akiko's life in the present (but include past events)?

### 3 Things I've never done

a Match the words with the pictures below.

horse • aeroplane • kangaroo • raw fish • snowboarding • volcano • tightrope walking • waterskiing



b Tell the class which ones you *haven't* done using the verbs 'be on', 'eat', 'see', 'travel by', 'try'.

Then say different things that you *have* done.

*I've never tried waterskiing, but I have been snowboarding.*

c Ask about the things that people have done.

- When did you try snowboarding?
- What was it like?

### 4 The hot seat

In groups, one person sits in the hot seat for two minutes. The others ask him or her questions. After four minutes, a different student sits in the hot seat.

**Adjectives:** boring • exciting • frightening • interesting

**Things:** book • experience • film • journey

**Verbs:** experience • go on • read • see

- What's the most frightening experience you've ever had?
- Getting stuck in a ski lift.
- When was that?
- About two years ago.
- What happened?
- Well, the ski lift just stopped ...

When we ask questions we listen to the answer of course – and then we usually ask another question about that answer. That way the conversation continues.



**Remember:** when we talk about completed events or actions in the past we use the **past simple** (*walked, went, played, etc.*), usually with a past time adverbial (*yesterday, two days ago, last Tuesday, etc.*).

- She **went** to Spain **last year**.
- I **climbed** a mountain **last week**.

But: when we talk about life experiences without a past tense adverbial we often use the **present perfect** (*have walked, have gone, have played, etc.*).

- I've **been** to Spain.
- I **have** never **climbed** Mount Everest.

G



## 1 Text attack

Look at the picture below. Discuss what is happening and how it makes you feel.

### Maddy Atkinson's online DVD reviews page

#### Man on Wire – a documentary about 'the artistic crime of the century'



When my friend brought the DVD of *Man on Wire* to my house I thought "I'm not going to like this. It's not my kind of film. It's a film about a tightrope walker in 1974. What's so good about that?" But

she insisted and so I started to watch it. And I am glad I did because it's one of the best films I've ever seen.

*Man on Wire* starts like a film about a bank robbery. We see a **van** driving through the streets of New York. Inside the van there is a group of nervous men. They look like **construction workers**, but in fact they are planning a crime. They want to go right to the top of the Twin Towers – two very tall buildings – and put a steel cable between them. One of the men, a Frenchman called Philippe Petit, wants to walk on a tightrope, 417 metres above the ground. This is against the law so they have to be very careful if they want their plan to succeed.

Half of the gang go to the top of one of the towers. They have all the rope and wires. Two others try to get past the guards in the other tower. A **security guard** nearly sees them and they have to hide under a **blanket** for three hours. It is late at night on August 6, 1974, and the two groups (one on each tower) have to wait until all the guards have disappeared or have gone to sleep.

With a mixture of **reconstruction**, interviews and old film sequences we see Philippe the teenager reading about the plan for the towers in a newspaper and dreaming that one day he will walk between them. There is film of Petit, his girlfriend Annie, and his friends practising in a field in France.

Finally, after nearly six years of planning, it is time. In the middle of the night one of them takes out a bow and arrow. He fires an arrow with a **fishing line** attached to it from one tower to the next. The men on the other tower pull the fishing line. There is a thicker rope on the end of it. They pull that over. Each time there is a thicker rope, and then finally they pull the steel cable across, though it is very heavy.

At 7.15 am on August 7, 1974. Philippe Petit steps out onto the wire and his friends watch in astonishment. He walks on the cable, he dances on it, he lies on it, he even kneels on it. On both towers there are policemen who want to catch Philippe, but he spends 45 minutes having fun on his tightrope. When he finally finishes his walk the police take him away, but later they say he is free. How can you **arrest** someone for doing something so beautiful!

*Man on Wire* is one of the most exciting films I have ever seen. It is terrifying, exciting, funny, and amazing. And sad. The Twin Towers do not exist anymore and for Philippe's girlfriend Annie and the other members of his gang, their adventure is in the long-ago past. But the film shows the beauty of the event, the planning and the drama of it, and the incredible sight of a man having a great time on a wire, 417 metres above the ground. If you have nothing to do next weekend, get hold of the film and watch it!

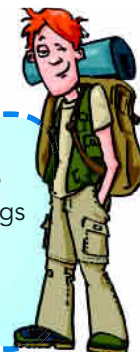
## 2 Wordfind

Find words in blue for meanings 1–7.

- 1 a very thin string or wire which you can use to help you catch fish
- 2 as big as a car, but for work and often no windows on the sides
- 3 he or she stops bad people in a building
- 4 people who make buildings
- 5 to film the same events, but sometime later and often with different people
- 6 when the police catch someone, this is what they do
- 7 you can put it over a bed or use it to cover things



When the World Trade Center was built, the two towers were the tallest buildings in the world. They were destroyed in a terrorist attack on September 11, 2001.





### 3 Why ...

- 1 did Maddy watch the film?
- 2 is Maddy pleased?
- 3 are the men (in the van) nervous?
- 4 do the men want to go to the top of the twin towers?
- 5 do the men have to be careful?
- 6 do the men have to hide?
- 7 do they use a bow and arrow?
- 8 do Philippe's friends watch in astonishment?

### 4 Language question

When Maddy tells the story of 'Man on Wire', does she use the present simple (*steps out*), the present perfect (*has stepped out*) or the past simple (*stepped out*)?

Clue: We use this tense to tell the story of films, books, TV programmes, etc.

G

### 5 What kind of film?

a Match the descriptions with the kinds of film below. One is done for you. Which three do not have definitions? Do you know what they are?

a comedy ☐ • a drama ☒ • a documentary ☐ • an epic ☐ • a horror film ☐ • a love story ☐ • a musical ☐ • romantic comedy (romcom) ☐ • a war film ☐ • a western ☐ • an action film ☐ • an adventure film ☐ • an animated film ☐

- 1 Boy meets girl. They fall in love.
- 2 Boy meets girl. They fall in love. It's funny.
- 3 It's a long (often historical) story on a big, big scale.
- 4 It's funny.
- 5 People fight, there are car chases, people jump off buildings, etc.
- 6 People try to live through problems or difficult situations in their lives.
- 7 People try to win against difficult or dangerous situations or people – and often have to travel to do so.
- 8 Soldiers from different countries fight each other.
- 9 Somebody has drawn, designed or made all the characters in the film.
- 10 Bad things happen. People get very scared. People often die horribly.

b In pairs, talk to your partner about films, TV programmes, music.

- What's your favourite kind of film?
- I like action films.
- What's your favourite action film?

We can use **kind of/type of** to describe something.

Reggae is my favourite **kind of** music.  
Comedies are the best **kinds of** TV programmes.

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c Listen to Archie and Jasmin. What films are they describing?



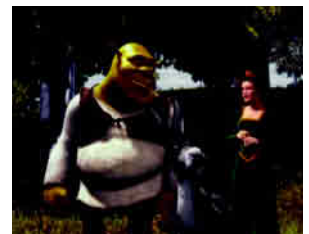
The Blair Witch Project



A lot like love



Iron man



Shrek

### Your turn

Describe a film. Can the others guess what it is?

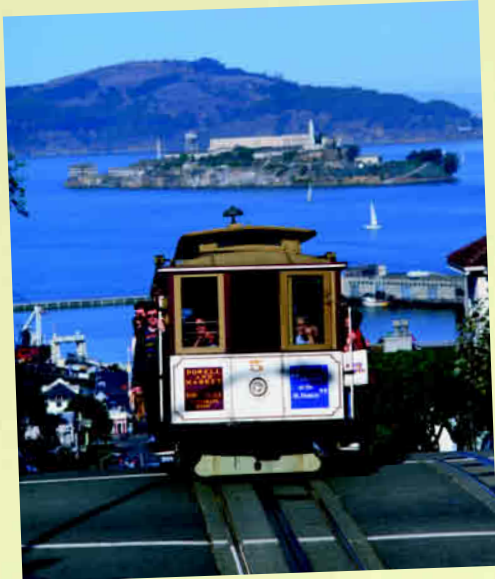
It's an action film. A man builds a special suit. He can fly in it and attack his enemies. He fights his enemy and wins in the end.

## 1 The Robinsons first day in San Francisco

a Emily Robinson has moved to San Francisco with her parents and her brother Jack. Read her diary about their first day in their new home.

*It's all been a bit crazy since we got to* **San Francisco**.

*It started at the airport. When we got to the baggage hall we found out that the airline had lost our luggage and Dad got all cross.*



*Then Jack got all bad-tempered because he realised that he had left his mobile phone on the plane – with all his numbers on it. And then it got even worse. The hotel had lost our booking and we had to wait for four hours to get a room.* ☹️

*But in the afternoon we went to explore San Francisco, our new home. I loved it because we rode on the cable cars.*

*They're really famous here. They go up these steep hills, and you can jump on them as they go past.*

*Jack wanted to take pictures to send back to Zoe and Harry but he couldn't because he'd left his camera in the hotel. But by the time we'd travelled on two cable cars and eaten a fantastic lunch everyone felt a lot better.* 😊 😊

*Back at the hotel we found that the airline had delivered our suitcases so Mum was really happy – well, we all were. Then Jack went to check his emails on the hotel computer. When he came back he didn't say a word. I could tell he was unhappy. He didn't want to tell me why but I made him in the end – it was because Zoe hadn't sent him an email.*

*This morning it's all foggy. You can't even see the Golden Gate Bridge. But Mum says it'll get sunny later. I hope she's right, and that everyone*



**cheers up!**

b Match the parts of the sentences to make questions about Emily's diary. (Check who did and felt what.)

Why did Jack

Why was Emily's

Why did the Robinsons have

Why couldn't Jack

Why did everyone feel a lot

Why was Emily's mother

Why didn't Jack say

father cross?

better?

get all bad-tempered?

to wait for four hours?

really happy?

a word?

take any photographs?



There have been cable cars in San Francisco since 1873. They run on wire cables beneath the street. The cables pull the cars up and down the hilly streets. Cable car drivers are called 'gripmen'. They have to be strong to move the levers which 'grip' the cables.

c Ask the questions. Use 'had' in your answers.

- Why did Jack get bad-tempered?
- Because he had left his mobile phone on the plane.



We can use the **past simple** (*opened, closed, flew, etc.*) to talk about completed actions in the past.

- She **opened** the window. The bird **flew** out. She **closed** the window.

We can use the **past perfect** (*had flown, had left, etc.*) to make clear that one action was finished before another one started.

- After the bird **had flown** out of the room she closed the window again. (= *the bird's action was first*)
- He got bad-tempered because he **had left** his mobile phone on the plane. (= *leaving his phone happened first*)

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## 2 Pronunciation corner: Emily's podcast



1/6

Emily has recorded her diary for a podcast. Listen to some of her sentences and underline the sentences in her diary.

Read the sentences with Emily. Say them in exactly the same way as she did (remember some syllables are stressed and some are not).



Close your books. Tell the story of the Robinsons' first day in San Francisco.

## 3 Second day

a Match the verbs with the things that the Robinsons did (in the order 1–7) on their second day.

have  
drive over  
have  
see  
take  
visit  
have

1 breakfast at the hotel  
2 the cable car museum  
3 a boat trip round San Francisco Bay  
4 lunch in 'Chinatown'  
5 the Golden Gate Bridge  
6 an action film at the cinema  
7 supper at the hotel



b Tell the class about the Robinsons' second day. Use 'after' and the past perfect.



SECRETS

What is the island you can see in the picture on page 12? Why is it famous?

Partner A ► page 135.

Partner B ► page 140.

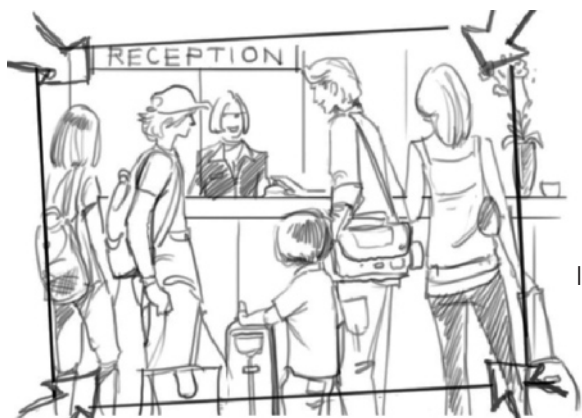
After the Robinsons had had breakfast at the hotel, they ...

### 1 Storyboards

When people plan films they make 'story boards' – they draw pictures of the scenes they are going to film. The pictures show what the audience will see – the faces, the views of buildings, etc.

You are going to make a film about the Robinsons. You need to film the scene when they get to their hotel in San Francisco (see 1C, 1).

- a In groups, read the conversation below and then draw the scenes which will be in the film. Will the viewers see the Robinsons from behind? Will they see the hotel entrance? Will they see the hotel receptionist's face? Or Emily's? Or Mr Robinson's?



HOTEL RECEPTIONIST

Good morning, sir. Can I help you?

PAUL ROBINSON

Yes. We have a reservation for three rooms.

HOTEL RECEPTIONIST

Sure. What name?

Paul Robinson.

RECEPTIONIST

I'm sorry, sir. We don't have a reservation for that name.

PAUL ROBINSON

But I made the reservation three weeks ago.

RECEPTIONIST

Wait a minute, sir. No, I'm sorry we can't find it.

PAUL

But that's ridiculous. Look. Here's the confirmation. Look!

EMILY

Dad! It's not her fault.

MARY ROBINSON

Well, can we have a room now? We have just arrived from the UK.

RECEPTIONIST

I'm afraid not, madam. We won't have a room for another four hours.

JACK

Why did we come to this stupid place?

EMILY

Oh, Jack, don't be silly!

PAUL

Come on everyone. We have four hours to wait so let's go and see San Francisco.

- b Explain your storyboard to the other groups.

We see the Robinsons walking up to the hotel. The camera is in front of them. Now the camera is behind them and we see them go to the main entrance ...

- c Act the scene. You could also film the scene.

### Research task Find out more about one of the following:

Monteverde, Costa Rica • The Twin Towers • Fisherman's Wharf in San Francisco



## 1 A dilemma

a Read the situation below.



b Then listen to Archie and Yasmin discussing the problem. Who do they think was wrong? Who do they think was right? What do they think Jo and Mary should do?

Mary has a problem. Her sister Jo, 14, wanted to go to a pop concert. Their mum promised she could go as long as she saved up for it because the family didn't have any money for that kind of thing. Jo did odd jobs for family friends and managed to save up the £15 she needed for her ticket to the concert. She was such a good worker that she also got an extra £5 in tips. A few days before the concert their mum told Jo that money was very tight and she would have to buy her school things with the money she had earned. Jo was really disappointed. She thought of a plan. She bought her ticket to

the concert. She told her mum she had only been able to save £5, and she gave it to her for her school things. On the day of the concert Jo told her mum she was going to do homework with a friend and went to the concert instead. Her mum had to borrow money to buy Jo's school things. She didn't find out the truth. A few days later, Jo told Mary what she had done. Mary doesn't know whether to tell their mum about Jo's lie. What should Mary do?



c In groups, discuss the dilemma. Explain and discuss your ideas with the group. Use the questions to help you. The group chooses the best ideas.

Think about these questions:

- Mary can't decide if she wants to tell her mum about Jo's lie because she is her sister and she trusted her. If she told her mum, would she be a bad sister?
- Would Mary be a good daughter if she told her mum what Jo did?
- Jo worked for her money. Was she right to use it as she liked? She gave her mum some of the money, does that make things better?
- Jo's mum promised her she could go to the concert. Should she have kept her promise?
- What should Jo have done? Should Mary tell their mother what Jo did?

### Language help for discussion

**Explanations:** In my opinion, ... / I think she should ... because ... / If she did that, they would ...

**Agreement:** Yes, but don't you think it would be better if ...?

**Contradicting:** I don't think so. / Not if ... / Only if ...

d Exchange your ideas with another group. Do you (more or less) agree or disagree?

e Write a scene between Jo and Mary, Mary and her mum or Jo and her mum to show your ideas.

## 2 Word detectives

In groups, look through units 5–7. Hunt for words and phrases in the following categories. You have four minutes. Which group has the most words?

Words to do with  
American schools  
*freshman*

Words to talk about  
adventure holidays  
*travel plan*

Words to do with  
brands and advertising  
*hunters of cool*

Words to do with  
teenagers' worries  
*bullying*

Words to do with (possible)  
world problems  
*climate change*



## 1 Pippa and Jane's text puzzle

a Put the texts in the right order. Number 1 is Pippa's text.

Need someone  
to talk to. Can  
u come round?

7

I'll be playing  
volleyball till  
5. Shall I come  
after that?

After school

When?

5.30 it is.  
Pippa are you  
OK?Tell you when I  
see you.Yeah. About  
5.30?

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b Listen to School Times, episode 6 and explain the following.

- 1 the 'top-shelf thing'
- 2 telescopic
- 3 why Tracy is in the school workshop
- 4 what happened when Andy asked Pippa to the dance last summer
- 5 what kind of boy Drew is

## 2 Phrases from School Times

Match the phrases from School Times with their meanings.

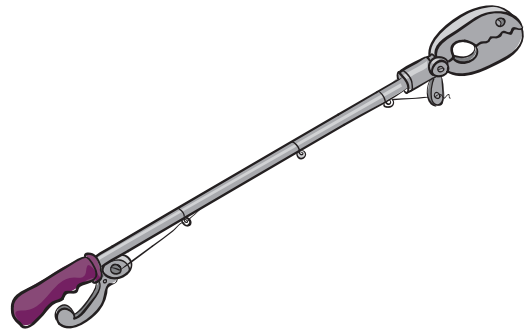
- |                                |  |
|--------------------------------|--|
| 1 Don't be thick!              | a Attacking someone with words.            |
| 2 Having a go at somebody.     | b Became emotional and silly.              |
| 3 He got all sentimental.      | c Developing/making progress.              |
| 4 It's really coming on.       | d Don't ask about my private life.         |
| 5 Mind your own business.      | e To have a reason for not liking someone. |
| 6 That's going too far.        | f You're not being very intelligent.       |
| 7 What's Drew got against him? | g You have said too much.                  |



### 3 School Times

a Read Pippa's article and choose the best summary.

- 1 The school is going to become involved in a large map-making project about where people come from in the world.
- 2 The school is doing a project about the different backgrounds of students and their families.
- 3 The school is doing a project about how many different languages there are in the world.



## Head teacher announces languages investigation

*The languages project to start in a week*

Head teacher Clare Griffiths has announced a new school study which will involve every pupil (that's five hundred and sixty of us) in the school. For the next three weeks teachers and students will be gathering information and analysing data.

"What we want to do," Mrs Griffiths says, "is to draw a map, a kind of map of time which will tell us where we are all from and what languages are represented in our school. This is part of our 'language awareness' month to help pupils understand the role of different languages in the modern world."

According to research conducted by your School Times reporter, there are about 6,000 languages in the world including, of course,

English, Spanish, Mandarin Chinese, Arabic, German, French, etc., but also many other languages you have never heard of. But languages 'die' all the time – about sixty a year, according to head of English, Mr Hardy, who is interested in different languages. "Grandparents sometimes can't talk to their grandchildren because the children don't speak their language," he says, "and then, after a long time, there is no one left to speak the language and so the language disappears from the world."

Teachers will be handing out 'language awareness' questionnaires next week.

b Find information in the text which corresponds to the following numbers.

7 \_\_\_\_\_

31 \_\_\_\_\_

60 \_\_\_\_\_

560 \_\_\_\_\_

21 \_\_\_\_\_

6000 \_\_\_\_\_

### 4 Acting

Turn to School Times script 6 on page 149. Practise the scenes in groups. Perform the scenes for the class.



### 1 Should we worry about climate change?

a Read through the article quickly. In which paragraph can you find information to answer these questions?

- 1 What is climate?
- 2 Is climate change a new thing?
- 3 Has there been any climate change this century?
- 4 What may happen if the earth gets warmer?

## Climate change: does it really matter?

Climate change worries many people, not just scientists but people like you and me.

Are we right to worry?

To answer the question we need to understand what climate is. Climate is not the same as weather.

Weather is what happens in a given place at a given time. The weather can change several times in a day

and the only thing it may be bad for is your plans!

Climate describes the long-term average weather conditions of a region. For example, a winter's day in Northern Europe can be sunny and warm but the average weather conditions tell us that winters in

that region are mostly cold, and that there is usually snow and rain. Climate change means a change in the normal weather patterns: places could become warmer or colder, or there could be more or less rain or snow.

Climate change is not new. The earth's climate has been changing constantly over its five-billion-year history. Sometimes the climate has warmed so the oceans have risen, covering parts of the land. But these changes have happened very slowly, over many thousands of years.

How has the climate changed in recent history?

The earth has become warmer in the past 100 years. The warmest years since 1850 – when records began – have all happened since 1998. Why has the earth

got warmer? Climate scientists, or climatologists, think it is partly because of gases that people

produce. They think that unless we stop

sending so many gases into the air the earth will continue to get warmer. Every time you play a video game or watch television, when you turn on a light or use a hair dryer, when you drive a car or use a microwave oven, you are sending up gases into the air that make the earth warmer.

So what may happen if the earth continues to get warmer? We don't know for sure but the consequences could be serious. For example, sea levels would rise. They have already risen 15–20 centimetres worldwide and they may rise as much as 1 metre during the next century. This will affect natural life and man-made places, like cities, along coastlines. Climate change may mean that there may not be enough water in some places and people would not be able to grow food so people there would not have enough to eat. Also, a quick change in climate could endanger many living things as they lose their natural habitats.

So the answer to 'Are we right to worry about climate change?' is 'Yes'. But there are many things we can do to stop it from happening. We can all help to make the world safer.



### SOME EASY THINGS YOU CAN DO TO FIGHT CLIMATE CHANGE

- Learn about the environment. Knowledge is power, the more you read about the problems the better. You will understand and will be able to help.
- Using electricity puts gases into the air. Turn off lights, the telly and your computer if you are not using them. Do not leave electronic equipment on standby.
- Save energy by taking a bus, riding your bike or walking whenever possible.
- Plant trees: trees 'clean' the air by absorbing carbon dioxide, a greenhouse gas.
- Recycle cans, bottles, plastic bags and paper. This will mean less rubbish goes into the ground and it also saves natural resources.

- b** Write one or two sentences answering the questions in 1a.
- c** Look at the tips on page 66 for fighting climate change. Do you do any of the things? Tick them and compare them with a partner.

*I use my bike as much as I can to save energy.*

*I do that too and I also take public transport.*

- d** Think of your own tips and together with the tips on page 66 choose the two easiest tips. Make a plan of when and how you will do the things. Show it to your partner.

*I'm going to start recycling cans and bottles. I'll collect them for a week and then I'll take them to a recycling centre.*

## 2 Portfolio writing: a poster



There is a lot you can do to stop climate change. Telling other people about it is a good start! Make a poster telling people how they can help the earth.

- Choose one of these topics and research it in the library or on the Internet.
  - Things you can do to save water.
  - Things you can do to bring wildlife (birds, small animals, fish) into your town/garden.
  - Things you can do at school to stop climate change.

- Think of a good title and write an introduction.

*YOU CAN MAKE A DIFFERENCE!*

*We can all help save water if we do some very simple things.*

*Do you want to know how you can bring wildlife into your garden?*

- Choose six tips. Explain why they are a good idea.

*Using electricity puts gases into the air. Turn off lights, the telly and your computer if you are not using them. Do not leave them on standby.*

- Add pictures to your poster if you want. When your posters are ready, have an exhibition. Whose poster is the most attractive, interesting or useful?

## 3 The phonemic alphabet

- a** Look at the phonemic symbols chart on page 155. Write the following words. Say them.

1 ['mɪʃənz] \_\_\_\_\_

4 [ˌneɪtɪv ə'merɪkən] \_\_\_\_\_

2 ['sɪəriəs] \_\_\_\_\_

5 [ɪk'spiəriəns] \_\_\_\_\_

3 ['rʌbɪʃ] \_\_\_\_\_

6 [ˌhju:mən 'raɪts] \_\_\_\_\_



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- b** Listen and check.

## 4 Dictionary training

Look up the following two-word items in the warm-up dictionary. Are they under the first word or the second word?

Native Americans • human rights • scuba diving • roller coaster • consumer goods

## 1 A trip to the UK

- a Look at the pictures. Read the titles (don't read the texts).  
What do you think happens on each tour? Make three predictions.

*I think people on tour 2  
will probably see a ghost.*

### Adventure Travel: The Dragon Tour

**Sut Mae, Croeso i Gymru – Hello, Welcome to Wales**  
**THE DRAGON TOUR**

The Dragon Tour is for active people who like to combine adventure and sightseeing.

Here is a taste of it:

- 'Coasteering' is a wild combination of rock climbing, abseiling, cliff jumping and swimming. We take you to experience it on the beautiful Pembrokeshire Coast, where coasteering was invented.
- At the heart of our tour are the Brecon Beacons. We take you to visit castles and villages. And you can try caving or pony trekking. You will get training in both activities so you will enjoy them even if you have never done them before.
- A visit to Wales would not be complete without a visit to its capital, Cardiff (Gaerdydd in Welsh). It is home to historical buildings and the Millennium Stadium, one of the biggest stadium in the world.

Visit Wales. You'll want to keep coming back.

Want to know more? [click here](#)



### Adventure Travel: For those who dare

**Scottish castles, ghosts and monsters:**  
**FOR THOSE WHO DARE!**

For those of you who like excitement we have prepared a special one-week tour of spooky places in Scotland.

Highlights of the tour include:

- A visit to Loch Ness where you will spend a night camping on the shores. Will you be lucky enough to see Nessie, the famous monster?
- You will spend a night in a haunted Highland castle – you may even see a ghost!
- A three-day stay at the Isle of Skye, an island full of magic. People say they have seen fairies, Celtic warriors and other supernatural inhabitants there!
- A visit to Edinburgh, Scotland's capital city. You will explore the Castle, and go on a tour of spooky legends.

Put yourselves in our hands. We're going to make sure your trip is an unforgettable experience.

For more information [click here](#).





**b** Choose one of the tours. Read it and answer the questions.

- 1 Who is the tour designed for?
- 2 Which three activities on the tour sound most interesting?
- 3 What part of the tour do you think you may not enjoy?
- 4 Who would you most like to go on the tour with? Why? (name three/four people)

**c** You have decided to go on the tour you have read about. Write sentences about the things you are going to do.

*I'm going to visit a castle. I may even see a ghost.*

## 2 Any regrets?

**a** Read the text about the tour you didn't choose. What have you missed? Write five sentences.

*If I'd been on the Dragon Tour, I would have learnt to ride a pony  
(but I wouldn't have seen a ghost in a haunted castle).*

**b** Did you choose the right tour or would you have preferred the other one? Tell your partner. Give a reason.

*If only I'd chosen tour 1!  
I'd have had more fun.*

## 3 Angels or devils?

**a** Write a definition for the following words. Angels write true definitions, devils write false definitions.

a climatologist • subject • a prom • a ghost • a cool person • a rap



*A climatologist is a scientist that studies the climate.*



*A climatologist is a person that climbs rocks.*

**b** Read out your definitions. Angel or devil, can people guess?

## 4 Mini-test

Choose the correct answer.

- 1 If I had known it was your birthday,  
a I would have sent      b I would send      c I will send      you a birthday card.
- 2 What would you have done if  
a you'd found      b you found      c you find      a wallet in the street on the way to school?
- 3 If only  
a I told      b I'd told her      c I would have told her      the truth, she wouldn't be angry with me.
- 4 A 'cool hunter' is someone  
a who finds out      b which finds out      c finds out      what young people like.
- 5 I don't know what I'll do when  
a I will finish      b I finished      c I finish      this school year.

**1** Looking back – do you have a good memory?

In groups, choose one of the topics from Units 5–7. Answer the questions giving as much detail as you can remember. Don't look back at the units. Tell the class.

## California: one state, many cultures

Many places in California have Spanish names, for example, Sacramento, the state capital, San Diego, Los Angeles and San Francisco. Many people wonder why? To find the reason, you have to look at the history of the state. Did you know, before the Mexican part of the United States, California was part of Spain, Spain and Mexico?

- ☐ **Small groups of business lived in North California.** They had come down from Russian settlements on the coast. They made small villages in different places and they hunted animals for fur. But the Russians lived there for a short time.
- ☐ **In 1769, the Spanish arrived.** They were the first large group of settlers, after the Spaniards, who came to California. The Spanish had been trying to send missionaries to teach Christianity to the Native Americans, and military forces to protect the missionaries and the Spaniards.
- ☐ **For example, for example, was originally a prisoner.** Spain needed to make a plan for the population, large and strange. The soldiers? They brought people from their colonies. Now Spain sent Mexicans to live in California and live there permanently.
- ☐ **Mexico was independent from Spain in 1821** and California then became part of Mexico. In 1848, after the Mexican-American War, the Mexican government sold California to the United States for \$20,000,000. The California family became American.

☐ **Does it mean more different cultures in California?** 75% of the population are "Latino", people of Latin American descent and 20% of the Californian population speak Spanish. So you can also hear the Spanish language in California.

California

What countries did California belong to before becoming part of the US? Why did the Spanish build missions?



## Teen Life Radio

**Greetings from Durban, KwaZulu – Natal province**



Here's a thing about South Africa: people, young and old, are all at the time! As I walked around the city, I saw groups of boys that were going to a football match, young children playing in the street, girls singing at a park bench. They were all singing in South Africa, singing at their own little life. When I met Sarah, a teacher in a primary school, I asked her why people singing in the street. She said we had school so that could lead to my story.

Some of the children at her school had to do the primary 1 "Children have to go to primary every day" we see "Sarah explained. She was teaching English to the class of 12 year-olds. They were all singing in the street. The teacher said, "I heard that you were singing about home. I was singing about singing and I captured their hearts when I sang. This kind of singing is called "voluntary". Sarah explained. It is a traditional form of singing and people sing after the group response. The lead often responds to her. This is like a musical conversation to her. Singing is usually a cultural, without musical notes. This is because, traditionally, when people sing in the street, they were doing some other job at the same time. Sarah said that she always had people singing in the street.

A trip to South Africa  
What is 'call and response'  
singing? Why do people sing a  
cappella without musical  
instruments?

[illegible]

The hunters of cool  
What are hunters of cool?  
Who can become a hunter of cool?  
Who uses the information collected  
by cool hunters?

[illegible]

The Rights of the Child  
What is the Convention on the Rights of the Child? What kind of jobs are children NOT allowed to do?

**Akiko's blog**

Today's been like a roller coaster: one moment I feel really low and really high the next. You know when you do something wrong and a little voice in your head tells you "I did wrong?" It's called Guilt, and it's been in my head all day because I did those things. I'm not so proud of...

...I'm not so proud of my parents' programme to get advice on "you-know-whos". That would have been OK if I hadn't said I was Cindy, a girl from school. She'll kill me if she ever finds out! (And I hope nobody reads this post, because my friends and I are all giggling. And I don't want to get any touch, they have done so. He hasn't so he's probably not interested!!) (Oh if I would have felt so bad if she had told me something positive.)

...I got my new phone's phone number from the office and phoned his house. His mum answered the phone and I quickly hung up. STUPID, I know. If he saw the answer the phone, I'd probably have been in trouble.

But guess what I found when I got home? A postcard from South Africa! From Matt... I don't know who Matt is, but I guess he's a great friend of mine. You didn't come to my party to say goodbye. Why you were here. (Wasn't you here? Well! Wow! OK, guys. Everybody writes me on postcards but ...). I did not know anything about him. I don't know him. Now he must think I'm horrible. I feel high and low and the same time (is that even possible). Anyway, love is for South Africa!

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**b** Akiko writes about very personal things in her blog. Is that a good idea?

Akiko's blog

Why does Akiko phone a radio programme? What is Akiko's problem? Why does Akiko feel guilty about her call?

[illegible]

Zoe, Jack and Harry  
Why are Zoe and Harry so interested  
in rap? How do Zoe and Jack study  
Shakespeare? Who writes a rap?  
What is it about?

## 2 Talk about ...: schools

**a** Tick the things that are different in your school.

In American High Schools you ...

- |  |   |
|--|---|
| <input type="checkbox"/> can choose elective subjects. | <input type="checkbox"/> can learn to drive.                              |
| <input type="checkbox"/> have a graduation ceremony.   | <input type="checkbox"/> can learn a foreign language.                    |
| <input type="checkbox"/> have a prom.                  | <input type="checkbox"/> do four years of high school.                    |
| <input type="checkbox"/> have a locker.                | <input type="checkbox"/> have a cafeteria.                                |
| <input type="checkbox"/> have big playing fields.      | <input type="checkbox"/> have names for students in the different grades. |

**b** In groups, choose three of the things that you would like to have or do at your school. Give a reason.

*I think it would be great to have a graduation ceremony. It would be fun.*

*I agree. It would also be a good way to celebrate the end of school.*

True, but I don't think that's so important. I think big playing fields would be better.

**c** Choose a spokesperson for your group. He/She tells the class about your choices.