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Unit	Grammar	Vocabulary	Pronunciation
1 Best of British	Present simple/continuous review. Present perfect simple review.	Giving statistics & making generalisations. Making new friends.	Schwa /ə/ in prepositions & articles.
2 Ways of talking	Past simple vs. present perfect simple.	Body language. <i>say &amp; tell</i> . Everyday English. Phrasal verbs with <i>up</i> .	Sentence stress: rhythm in questions.
3 A true friend	Past simple/continuous review. Time conjunctions. Past simple vs. past perfect simple.	Friends & enemies.	Linking sounds.
4 A working life	Present perfect simple/continuous review. <i>had better / should / ought to</i>	Jobs & work.	/ɔː/ ( <i>short</i> ).

Module 1 Check your progress

5 Travel	Future review.	Travel. Movement.	/gəʊ/ ( <i>going to</i> ).
6 Live forever!	Future predictions. First conditional review, <i>if &amp; unless</i> . Time conjunctions.	Verbs with prepositions. Everyday English. Phrasal verbs with <i>into</i> .	Weak & strong forms of prepositions.
7 Campaigning for survival	Present / Past passive review. Present perfect & future passive. Causative <i>have</i> .	<i>make &amp; do</i> .	Stress pattern in <i>have something done</i> .
8 Reality TV	<i>make, let, be allowed to</i> . Modal verbs of obligation, prohibition & permission.	Television. Extreme adjectives & modifiers. Collocations with <i>on</i> .	/aʊ/ ( <i>allowed</i> ).

Module 2 Check your progress

9 Good and evil	Verbs + gerunds/infinitives. Verbs with gerund/ infinitive.	Noun suffixes. Belonging to a group.	Stress in nouns, adjectives & verbs.
10 Getting into trouble	Second conditional review. First conditional vs. second conditional. <i>wish / if only + past simple</i> .	Crime. Everyday English. Phrasal verbs with <i>down</i> .	<i>I wish ... &amp; if only ...</i>
11 Two sides to every story	Linkers of contrast. Modal verbs of deduction in the present.	Problems.	/əʊ/ ( <i>though</i> ).
12 Mysterious places	Indirect questions. Modal verbs of deduction in the past.	Phrasal verbs. Expressions with <i>be + preposition</i> .	<i>have in must have / might have / can't have / couldn't have</i> .

Module 3 Check your progress

13 Love	Reported statements review. Reported questions review. Reporting verbs.	Appearance. Personality. Relationships.	Intonation in reported questions.
14 Anger	Third conditional review. <i>wish / if only + past perfect simple. should / shouldn't have done</i> .	Anger. Everyday English.	<i>should / shouldn't have</i> .
15 Fear	Defining & non-defining relative clauses. Articles.	Adjectives with prefixes. Phrasal verbs with <i>sit</i> .	Pausing in non-defining relative clauses.
16 Happiness	<i>be used to + gerund vs. used to + infinitive</i> . Phrasal verbs.	<i>feel</i> . Expressions with prepositions.	Stress in phrasal verbs.

Module 4 Check your progress



## Speaking & functions

## Listening

## Reading

## Writing

How you spend your money. Presenting statistics. Describing recently completed or unfinished actions. Cultural influences.

Statistics about teenagers in Britain. Interviews with foreign visitors in Britain.

Quiz about British teenagers. Interview with a foreign student. Culture: Cultural Influences.

Report about the lifestyle of your family and friends.

Problems of being deaf. Talking about recently completed actions. Body language. Exchanging information.

Information on communicating with deaf people. Interview about body language.

Sharing Silence. Story: Meeting up again.

Describing a friendship.

Telling a story. Talking about friendship. Discussion: a love story.

Ghost story.

Ghost story. Questionnaire: Are You a Loyal Friend? Fiction: *Staying Together*.

Rewriting a short story about a relationship.

Your future job. Describing recently completed / unfinished actions. A job interview.

Dialogue about a dream job. A job interview. Song: *So You Want to Be a Rock 'n' Roll Star*.

Future Jobs.

Job application letter.

Sailing alone. Space tourism. Talking about travel. Solo journeys.

Interview with Ellen MacArthur.

Britain's Solo Sailor. Space Tourists. Culture: Going It Alone.

Email about a trip.

Micro-chips in your brain. Discussing causes of stress.

Interviews about the secrets of long life.

Intelligent Machines. Story: Ben calls Caroline.

A composition about life in the future.

Organisations which help tribal people. Talking about life in the future. Crime stories.

Speeches about town development.

Tribes in Danger. Fiction: *But Was It Murder?*

Letter to a newspaper about plans to build a new hotel.

Reality TV. Talking about rules in your home.

Interview about reality TV. Song: *Somebody's Watching Me*.

Reality TV.

Magazine article about a new TV show.

Computer games. Exchanging information. Graffiti.

Dialogue about a computer game.

Introductions of classic novels. Culture: The Writing's on the Wall.

Discursive composition: advantages & disadvantage

Discussing getting into trouble. Describing hypothetical situations. Discussing crime. Things you wish could be different.

Dialogue about doing something wrong. Interviews about teenage crime.

Questionnaire: Are You Really Honest? Story: A problem for Matt.

Formal letter of opinion.

Discussing the making of the film *The Beach*. Discussing conspiracy theories. Hypnotism.

Radio programme about the first moon landing.

The making of the film *The Beach*. Fiction: *The Real Aunt Molly*.

Discursive composition: giving your opinion.

Mysterious places. Indirect questions. Speculating about Seahenge.

Interview about Seahenge. Song: *The Curse of the Mummy's Tomb*.

No One Knows Why They're There.

Narrative: setting a scene.

Giving & receiving presents. Describing someone. Weddings in your country.

Description of the film *The English Patient*.

*The Gift of the Magi*. Culture: Wedding Ceremonies.

Description of a person.

Something you regret doing. Talking about things that make you angry.

Dialogues about getting angry.

Regrets.com. Story: Working things out.

Narrative.

Discussing scary films. A ghost story.

Description of the film *The Blair Witch Project*.

The Fear in All of Us. Fiction: *The Lady in White*.

Film review.

The 'flow' of happiness. Talking about your idea of happiness.

Dialogues about being happy. Song: *Thank You*.

The 'Flow' of Happiness.

Poem.



# Module 1

# People and animals

## YOU WILL LEARN ABOUT ...

- Teenage life in Britain .....
- Today's multicultural Britain .....
- Sign language and body language .....
- Animal friendship .....
- Choosing a career .....
- Manufactured rock bands .....



Can you match each picture with a topic?

2



1



## YOU WILL LEARN HOW TO ...

### Speak

- Talk about how you spend your time and money
- Present statistics
- Describe recently completed or unfinished actions
- Discuss influences from different cultures
- Discuss problems of being deaf
- Discuss how body language helps communication
- Talk about friendship
- Discuss your future job
- Have a job interview
- Discuss manufactured pop bands

### Write

- A report about the lifestyles of your family and friends
- A description of a friendship
- Rewrite a short story about a relationship
- A job application letter

### Read

- A quiz about British teenagers
- An interview with a foreign student
- An article about cultural influences in Britain
- An article about two deaf teenagers
- A ghost story
- A questionnaire about friendship
- An extract from a love story
- Short texts about future careers

### Listen

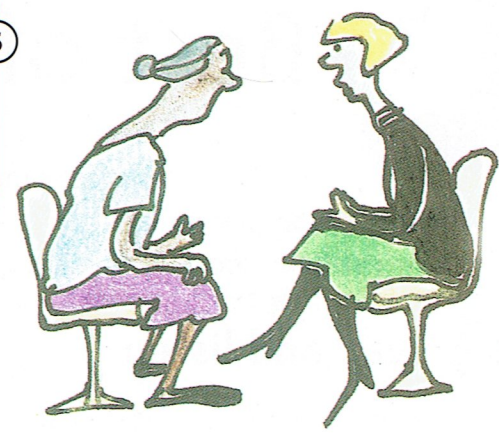
- Some facts about life in Britain
- Interviews with visitors about their opinions of Britain
- Information about communicating with deaf people
- A radio interview about body language
- Part of a ghost story
- A conversation about a dream job
- A job interview
- A song



3



5



4



6



### Use grammar

Can you match the names of the grammar points with the examples?

Present simple vs. present continuous

When he turned round, the dog had disappeared.

Past simple vs. present perfect simple

It was raining when the train arrived.

Present perfect simple vs. present perfect continuous

People are using the Internet more and more but I prefer books.

Time expressions

My friend has decided to study IT but I've been thinking about engineering.

Past simple vs. past perfect simple

My life has changed since I met him.

Past simple vs. past continuous

I had dinner as soon as I got home.

### Use vocabulary

Can you think of two more examples for each topic?

Phrasal verbs with *up*

Expressions with *say* and *tell*

Jobs and work

look up

say a prayer

apply

turn up

tell a lie

employee

.....  
.....

.....  
.....

.....  
.....



# 1

# Best of British

- \* Present simple/continuous review
- \* Present perfect simple review
- \* Vocabulary: giving statistics and making generalisations
- \* Vocabulary: making new friends

## 1 Read and listen

- a What images do you associate with Britain? Think of four adjectives to describe Britain and British people and explain your choices.
- b Work with a partner and look at the quiz. Guess about British teenagers.

## TEENAGERS IN BRITAIN

1 What percentage of the British population is under 16?

a 10%  
b 20%  
c 35%

2 What do most school-age teenagers say they enjoy?

a going to the cinema  
b playing sport  
c watching TV

3 How many 15–16-year-olds have the Internet at home?

a 1 in 2  
b 1 in 7  
c 1 in 13

4 How much is the average 11–16-year-old currently spending a week?

a £2  
b £20  
c £12

5 These days, teenagers are spending most of their money on:

a CDs  
b mobile phone cards  
c sweets

6 How many of Britain's 10–16-year-olds work part-time?

a 50,000  
b half a million  
c 2 million

7 What is the most common part-time work?

a babysitting  
b paper round  
c shop work

8 How many young people under 19 are living with just one parent?

a 5%  
b 15%  
c 25%

9 How many young people run away from home each year?

a 1,000  
b 10,000  
c 100,000



c Listen and check your answers.

d Listen again and mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 Watching TV is what teens usually do on a day they don't enjoy.
- 2 The number of teens with Internet access at home is low, but increasing every day.
- 3 Boys spend more money than girls.
- 4 Schoolchildren with part-time jobs earn an average of £14 a month.

### Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 What do you enjoy doing in your free time?
- 2 Do you do anything to get spending money? What?
- 3 What do you spend your money on?



## 2 Grammar

### Present simple vs. present continuous review

- a Look at the examples. Then complete the rule.

People *are using* the Internet *more and more*.

Two million teenagers *work part-time*.

#### Rule:

- We use ..... for permanent situations or facts.
- We use ..... for regular habits or routines (that stay the same for a long time).
- We use ..... for actions happening now, or around now.
- We use ..... for changing situations and trends.

- b Underline the examples of the present simple and present continuous in the quiz in Exercise 1. Why do you think each one is used?

- c Finish these sentences about changes and trends in your country. Choose from the topics in the box.


music fashion sport  
hobbies computers TV

- 1 More and more people my age *are spending their money on magazines*.
- 2 Teenagers .....
- 3 People in my country .....
- 4 My parents .....

## 3 Vocabulary

### Giving statistics and making generalisations

Most More and more 1 in 3		girls/boys young people teenagers	have (a mobile phone). do (sport once a week). like (watching TV). think (shopping) is better than (seeing friends). prefer (sweets) to (CDs). tend to (spend their free time with friends).
A lot The majority (Just over/under) 10% (Over/under) a quarter (More/less than) half (About/around/almost) two thirds	of		
It is quite (un)common	for		to (have a TV in their bedroom).

- a  Listen to these sentences from the quiz answers, and complete them with words from the box.

- 1 Surprisingly, ..... 15–16-year-olds have the Internet at home.
- 2 Girls ..... £2 a week more than boys.
- 3 It is ..... 10–16-year-olds to have some kind of job.

- b Work with a partner. Choose two of the following categories and write three questions for each one.

sport music food shopping entertainment


- Do you prefer ... to ...?
- Do you like ...?
- How often do you ...?
- What kind of ...?
- Do you ever ...?
- What do you usually ...?



- c Take turns to ask your questions to all your classmates, but don't repeat anyone else's question! Note your answers, and then present them to the class, using language from the table above.

## 4 Pronunciation

### Schwa /ə/ in prepositions and articles

-  Turn to page 120.




## 5 Read

Pietro is a student from Italy. He is studying in England. Read the interview and match the questions with Pietro's answers. Write A–H in the spaces. There is one question you do not need to use.



- A Do you miss your family and friends?
- B Is there anything about this country that surprises you?
- C Do you like the food here?
- D What do you think of the weather?
- E Is it going to be hard for you to study different subjects in another language?
- F ~~How long have you been in Britain, Pietro?~~
- G How long do you think you'll stay?
- H Some people say that the British can be very cold. What do you think about that?

## 6 Listen

 Listen to these short interviews with foreigners in Britain and complete the table.

	Reason for being in UK	Likes	Doesn't like
Gözde (Turkish)	.....	.....	<i>weather</i>
Marco (German)	.....	<i>fashion</i>	.....
Chris (American)	<i>holiday</i>	.....	.....
Rebecca (Venezuelan)	.....	.....	.....

## What do you think about England?

1 *F* .....

Since the beginning of summer. I've just finished an English course to prepare me for A-Levels.

2 .....

Well, yes, I suppose it is! But I'm going to take Maths and Computing A-Levels, so maybe my English doesn't need to be so perfect!

3 .....

No, not at all! I'm joking – of course I do. It's very difficult when I think about what my friends are doing right now – they're probably on the beach, having fun without me. Actually, my mother has been here for two weeks. She's visiting – I think she's making sure I'm eating properly!

4 .....

You mean the fish and chips? You know, I still haven't had any! Well, I have to say that it's not so good here at the school – the sandwiches taste a bit like plastic. I hope they can't hear me in the kitchen! But I'm staying with a really cool family, and I think they eat pretty good food, really – a lot of salads, a lot of pasta. It's not so different from home. Even my mum likes it!

5 .....

Well, yes, there's one thing. I knew before I came here that the British like football, but I didn't realise how much! Everyone has a favourite team, and all the girls seem to be in love with Wayne Rooney. I haven't seen a game yet, but I'll go soon. And I can't believe the horrible coffee, and the ice cream – sometimes it's OK, but everywhere you go in Italy it's fantastic.

6 .....

People back home said it was hard to make friends here, but I've only been here for three months and I've already made some really good 'mates', as they say here. At first, people don't want to talk to you much, but then they get to know you, and it's fine.

7 .....

Oh, I don't know. I haven't thought about it yet. If I like it maybe I could stay longer, but I can think about that later. I think I need to take the IELTS test first, so I have to make my English a little better. Who knows, I might never leave!



Gözde



Marco



Chris



Rebecca



## 7 Grammar

### Present perfect simple with *for* and *since* review

- a Look at the examples. Why is the present perfect simple used? When do we use *for* and when do we use *since*?

*My mother has been here since the beginning of summer.*  
*I have been in Britain for two weeks.*

- b For each sentence below, two answers are correct and one is incorrect. Cross out the incorrect answer.

- |                                 |                              |                           |                           |
|---------------------------------|------------------------------|---------------------------|---------------------------|
| 1 My life has changed since ... | <del>more than a month</del> | I met him                 | I went to Spain.          |
| 2 I haven't seen him for ...    | a couple of weeks            | such a long time          | I was born.               |
| 3 I've had this photo for ...   | the last six weeks           | most of my life           | the first time I saw you. |
| 4 We haven't spoken since ...   | Frankie's party              | as long as I can remember | last Friday.              |

### Present perfect with *just*, *already*, *yet* and *still*

- c Complete the sentences from the text in Exercise 5.

- I've ..... finished an English course.
- I ..... haven't had any!
- I haven't seen a game .....
- I've ..... made some really good mates.

- d Complete the rule.

#### Rule:

- We use ..... at the end of questions and negative sentences, to show that the speaker is expecting something to happen.
- We use ..... in positive sentences, to say something happened a short time ago.
- We use ..... in the middle of a sentence to say something happened sooner than expected.
- We use ..... in negative sentences before *haven't/hasn't* to show a feeling of surprise.

- e Complete the sentences with *just*, *already*, *yet* or *still*.

- I'm not hungry because I've ..... had lunch.
- I wrote to her last week. She hasn't replied .....
- I wrote to her last week. She ..... hasn't replied.
- A: Don't forget to do your homework.  
B: I've ..... done it!
- Has it stopped raining ..... ?

## 8 Speak

- a Work with a partner. Ask and answer *How long ...?* questions using the prompts below. Answer with *for* or *since*.

A: *What football team do you support, and how long have you supported them?*

B: *I've supported Bayern Munich since I was a baby / for a year or two.*

best friend clothes hobbies possessions

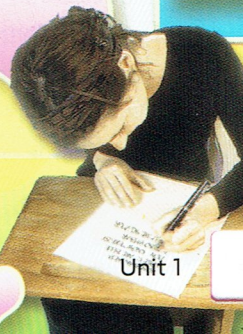
- b Read the list below. Guess if your partner has done these things and respond. Use *just*, *already*, *yet* or *still*.

A: *I think you've already cooked a meal for your family.*

B: *No, not yet. I hate cooking!*

### Things to do by the age of 16

- decide what job you want to do
- read a Shakespeare play
- write a love poem for someone
- stay up all night
- travel to every continent
- cook a meal for your family





# Culture in mind

## 9 Read

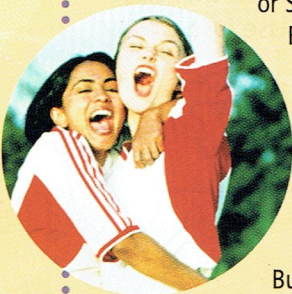
- a Read the text quickly. How many countries are mentioned?



## Cultural Influences

Britain has a long history of influence from foreign cultures. The Romans started the trend 2000 years ago, when they invaded the country. More recently, immigrants have come from war-torn countries such as Iraq, Afghanistan and Bosnia. Some people in Britain are worried that immigration levels are too high, but for each of the last forty years more people have left the country than have immigrated there. Most immigrants these days come from Europe, North America and Australasia, not the poorer countries of Africa and Asia. The black and Asian population of Britain is only 6% of the total population, and over half of these were born in Britain – they are not immigrants.

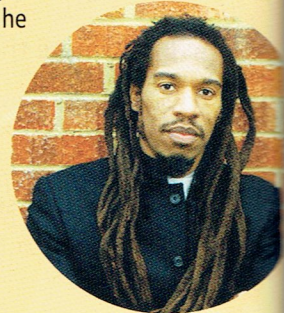
Many immigrants in the UK live in London, where over 300 different languages are spoken in schools. You might be surprised to learn that there are more people living in London who were born in Germany, Italy, France or Spain than people who were born in Bangladesh or Pakistan.



*Bend It Like Beckham* is the story of an Asian girl living in suburban Britain who wants to play football, not cook traditional Indian food. She joins in with the boys, until she bonds with a girl who plays football for a girls' team.

But for young British people, this film is not only about fitting in to a different culture, but also about what it's like to be young, to have parents who don't understand your dreams. *East Is East* is another British film comedy about a British Pakistani family in the North of England. People loved it for its accurate representation of life in Britain in the 1970s.

Benjamin Zephaniah is one of Britain's most popular contemporary poets. His parents were from Jamaica but he was born in Birmingham, England in 1958. At his first school, he felt left out because he was the only black boy. He settled in better at his next school, where he started performing his rhyme, rap and poetry in public. Nowadays, he is not afraid to talk about serious issues such as race and animal rights – he calls his poetry 'street politics' – but his poems are often very funny. They are very rhythmical, influenced by Jamaican music and dialect:



*'Be nice to yu turkeys dis christmas,  
Don't eat it, keep it alive,  
It could be yu mate, an not on your plate  
Say, Yo! Turkey I'm on your side.'*

The immigrant population has had a big influence on the British music scene. West Indian culture and music inspired a number of British reggae bands such as UB40 in the 1980s, and in the 1990s Asian artists began to stand out. Cornershop's *Brimful of Asha* was a huge hit, and Talvin Singh became the first Asian to win the Mercury Music Prize. More recently artists such as Rishi Rich and Panjabi MC have successfully mixed traditional Asian Bhangra music with modern dance beats.



- b Read the text again and find this information.

- 1 the original foreign influence on Britain
- 2 three places where people have emigrated from recently because of war
- 3 the number of languages spoken in London schools
- 4 the names of two films about Asian people living in Britain
- 5 the subject of the poem
- 6 the name of a British reggae band

## Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 What other cultures influence music, literature, film and sport in your country?
- 2 Which country would you like to emigrate to?



## 10 Vocabulary

### Making new friends

a Match the underlined expressions with definitions a–e.

- |  |   |
|--|---|
| 1 Benjamin Zephaniah found it hard to <u>fit in</u> at his first school. | a feel like you belong to a group       |
| 2 It's good to see the boys <u>bonding with</u> each other so well.      | b adapted to a new environment          |
| 3 Come and <u>join in</u> the fun!                                       | c appear not to be included in a group  |
| 4 I sometimes <u>feel left out</u> because I'm no good at sports.        | d participate in an activity            |
| 5 They <u>settled in</u> quickly to the area and made a lot of friends.  | e linking emotionally to another person |

b Put the letters in order to complete the questions, then discuss with a partner.

- 1 Would you settle in (tenstile) quickly if you went to live in another country, or would you miss home?
- 2 Do you ..... (nifti) to all the different groups in your school?
- 3 Are there times when you ..... (letfeetfoul) because you can't do something your friends can do?
- 4 If you find your friends playing a sport, do you just ..... (ninijo) or do you wait to be asked?
- 5 Do you have any good friends that it took a long time to ..... (windboth)?

## 11 Write

- a Ayşe, a student from Izmir, has interviewed her family and friends about what is popular in Turkey. As you read her report, put these headings in the correct place:  
Conclusion Introduction Findings
- b Interview your friends and family and write a similar report. Use the vocabulary from Exercise 3a to help you. Write 120–150 words.

## IMAGES OF TURKEY

1 .....

The aim of this report is to present what is popular in Turkey. I interviewed ten of my friends and all the people in my family, by telephone and in person. The questions concerned food, free time activities, sport and music.

2 .....

**Food:** Well over three-quarters prefer Turkish food – especially *meze* (lots of small dishes with vegetables in olive oil) – to food from other countries. About two-thirds like Turkish fast food, especially *pide* (Turkish pizza). Over half say their favourite drink is *ayran* (a yoghurt drink).

**Free time:** The majority of people like hanging out with friends and having picnics on the beach or in the park. All the adults like going to restaurants. More than half my friends go shopping every weekend. 40% play computer games every day.



**Sport:** Football is the most important sport for more than half of the people interviewed. About a quarter prefer basketball to football. A quarter of those interviewed said they didn't like sport.

**Music:** About three-quarters of my family prefer Turkish music to that from other countries. Among my friends, the majority usually listen to songs by British and American singers.

3 .....

The most surprising aspect of the report is that a large number don't like sport. I was also surprised to find out that it is quite common for my friends to listen to music in English.