**WELCOME UNIT**

**Recording 1, page 4**

**Exercise 2** Read and listen to the text below and find out the answers to these questions.

**What do teens do in their spare time?**

**A Teenagers like to do different things**

Teens now enjoy almost six hours of leisure a day. Teenagers need free time to explore their own interests, to be with friends or just to unwind. All teenagers are different and like to do different things. Many like to spend their free time with friends, shopping, going to parties, using the computer for games or other online activities, social networking, texting, watching movies, reading, going to the beach or park, or having friends over.

There are also many free-time activities that teens do with parents and family: watching a movie they’re all interested in; listening to music together at home or going to a concert; going to an event, such as a show, a sports match or an exhibition; cooking together; going out for a meal together; having a picnic; going for a hike; going for a bike ride; walking the dog, etc.

Many teenagers also like spending their free time in structured after-school clubs or classes such as arts and sports. These activities are organized and supervised by adults. If their free time is not structured or planned, teens often get bored and they don’t know what to do. As one study shows, most teenagers spend the majority of their free time in their bedrooms, either gaming or socialising online.

**B Technology and Screen time**   
**Screen time** is the time you spend watching TV or DVDs, using the computer, playing video or computer games, and using a mobile phone.

These days, technology has a huge influence on teens’ lives, and they spend a lot of time on screens. Teens simply love their technology which they use for entertainment and education. Nowadays, young people are well connected and plugged in. Smartphones are a vital connection for them – most have them and are glued to them. An American survey reports that the average 12th-grader (a 17-year-old) spends about two hours a day texting, two hours a day on social media, and two hours a day generally surfing the Internet. That amounts to six hours per day online. According to the same poll, 50 percent of teens say they feel addicted to their mobile devices. 78 percent of teens say they check their devices at least once an hour, and they can’t stop because they suffer from FOMO (Fear of Missing Out).

**C Teens’ Leisure Habits: *Hanging out with friends* on Top**

This survey asked 1,000 German teenagers aged 13–16 how they spend their free-time and which 3 leisure activities they like the most.

Results show that *hanging out with friends* takes first place – almost 7 in 10 teens (68%) like spending their free time with their friends face-to-face. *Surfing the Net* comes in as the second-most popular leisure activity, followed by *doing sports* (37%), which comes third. Interestingly, *listening to music* is more preferred than *watching TV* or *using social media*. Sadly, *reading* is not very popular – only 1 in 5 teenagers likes reading in their free time. As an activity, it ranks below all screen media. The least popular of all leisure activities is *after-school clubs or classes* – only 12% like spending their free time this way.

**Recording 2, page 8**

**Exercise 6** a Read and listen to the profiles of Ryan, and Anna and Sue.

|  |  |
| --- | --- |
| **FIVE MINUTES with Ryan** | **FIVE MINUTES with Anna & Sue** |
| Ryan Morgan is 14. He lives in West Bend, Wisconsin, USA. He lives with his mother, father and two younger brothers in a two-storey house. On school days, Ryan wakes up around 7:30 am and goes to school by bus. After school, it’s time for his daily hobbies. Sometimes he cycles down to his buddy’s place. His friend has a homemade firing range,and they shoot with air guns. What fun! Sometimes Ryan stays in his bedroom, where he plays video games. He does not use Facebook or Twitter, which he thinks are mostly for older people. But he, like almost everyone his age, uses Instagram.  On Saturday morning, he and his father often go for a turkey hunt. In his free time, he does things with his brothers too – they play catch, watch football, or go for a bike ride. | Anna and Sue are sisters. They are 15 and 13. They live with their parents in a terraced house near the centre of Liverpool, UK. They like all kinds of jokes because they make them laugh. They hate sad films because they make them cry. They love music. When they listen to relaxing and soft music, they close their eyes and dream. But when they hear rock, they want to dance! They are both very musical and they play instruments – Anna plays the clarinet and Sue plays the drums. In their free time, they often hang out with their friends, go shopping or swimming. They are both TV mad and they watch lots of soap operas. They have an exercise mat in their bedrooms and they work out every evening. When they have time, they go to a supermarket, buy groceries, and prepare dinner for the whole family.  A local bar has karaoke on Saturday night, and they sometimes go there with their parents. Usually they just sing along, but sometimes they sing a song or two at the mic. |

**Recording 3, page 12**

**Exercise 3a** This is a very strange park. All the people are invisible. Listen and write down who is doing what.

1. Andrew is eating a sandwich.
2. Chris is washing a car.
3. Daniel is drinking a coke.
4. David and Ray are playing darts.
5. Emma, Monica and Nick are playing cards.
6. Frank is reading a newspaper.
7. Fred is flying a kite.
8. Kate is rollerblading.
9. Lisa is listening to music.
10. Lucy and Julie are swinging.
11. Mandy is talking on the phone.
12. Polly is taking photos.
13. Ron is walking a dog.
14. Sally and Colin are playing badminton.
15. Sue is riding a bicycle.

**UNIT 1: A LONG WEEKEND IS A SHORT HOLIDAY**

**Recording 4, page 16**

**WEEKEND PLANS**

**Exercise 1** Listen and read.

It’s Friday afternoon. Jodie, Tracy, Ryan, and Scott are going home from school. They are talking about their weekend plans.

|  |  |
| --- | --- |
| **Scott** | Oh, Friday at last! |
| **Ryan** | Yeah, school’s a real pain in the neck. |
| **Tracy** | Come on, Ryan. It’s not that bad. Anyway, there’s a long weekend ahead. What are you going to do? |
| **Ryan** | We’re going to go to our cottage at the seaside. We’ve got an old boat there. We can’t use it now because it’s got holes in it. My father and I are going to repair it. Then we’re going to go fishing in it. |
| **Tracy** | Fantastic! |
| **Ryan** | Have you got any plans for the weekend? |
| **Tracy** | We’re going to take a long trip to France. |
| **Scott** | Lucky you! I’d like to go somewhere abroad for a change too. Are you going to send me a postcard? |
| **Tracy** | Of course I am. |
| **Jodie** | Are you going to fly to France? |
| **Tracy** | No, we aren’t. We’re going to travel by train and we’re going to go through the Channel Tunnel. |
| **Jodie** | How exciting! Well, we’re going to go for a drive in the country. We’re going to visit some pretty little villages. |
| **Ryan** | Are you going to camp? |
| **Jodie** | No, we aren’t. We are going to stay in small hotels this time. |
| **Ryan** | And you, Scott? What are you up to at the weekend? Are you going to be stuck indoors? |
| **Scott** | No, I’m not. I’m going to visit my grandparents in the country. |
| **Tracy** | Great! What are you going to do there? |
| **Scott** | Well, lots of things. I’m going to feed the animals, have a swim in the nearby river… And I’m going to go pony-trekking too. |
| **Tracy** | Oh, how nice. I wish I could come with you! |

**Recording 5, page 18**

**Exercise 5a** These are Dumbo’s plans for the next week. Listen to him and match up the days with the activities. Note down his plans for each day.

|  |  |
| --- | --- |
| **Interviewer** | Dumbo, what are you going to do on Monday? |
| **Dumbo** | On Monday, I’m going to go to the seaside. I’m going to go windsurfing. |
| **Interviewer** | Great! And what are you going to do on Tuesday? |
| **Dumbo** | On Tuesday, I’m going to go snorkelling. It’s great fun! |
| **Interviewer** | Yes, you’re right. And what are you going to do on Wednesday? |
| **Dumbo** | On Wednesday, I’m going to go on a country hike. I like the countryside. |
| **Interviewer** | Hmm, I see. And what are you going to do on Thursday? |
| **Dumbo** | On Thursday, I’m going to go to the mountains. I’m going to go hill-walking. |
| **Interviewer** | Oh, how nice. And what are you going to do on Friday? |
| **Dumbo** | On Friday, I’m going to have a picnic. |
| **Interviewer** | Fantastic! And what are you going to do on Saturday? |
| **Dumbo** | On Saturday, I’m going to go fishing in a boat. |
| **Interviewer** | Great! I wish I could come with you. And what are you going to do on Sunday? |
| **Dumbo** | On Sunday, I’m going to rest and relax. Listen. Please stop asking me questions. I’m going to get very cross in a minute! OK. |

|  |
| --- |
| Days of the week Monday, Tuesday, Wednesday, Thursday,  Friday, Saturday, Sunday.  We come to school for five days,  The other two are fun days. |
|
|

**Recording 6, page 19**

**Exercise 6a** Listen to some children talking about their plans for Environment Day next Saturday. Match each name with an activity.

|  |  |
| --- | --- |
| **Helen and Nick** | Nick and I are going to clean our local pond. We aren’t going to use a boat. It’s only a small pond. Nick is going to make a sign ‘Keep This Pond Clean’ and put it next to the pond. And I’m going to take some photos. |
| **David** | I’m going to plant trees. *Save A Tree*, a special green organization, is going to give us the trees. My mother is going to take the trees in her van. And I’m going to water the trees every day for a week. |
| **Ann and Tina** | Tina and I are going to go to the bird reserve. There are some injured wild birds there. Some of them have a broken wing and they can’t fly. We are going to look after them. We are going to feed them. We are going to give them seeds and water to eat. And maybe some worms. |
| **Kevin** | I’m going to visit the *Environment**Day* **Festival. A lot of interesting things are going to go on there. I’m going to sell p**romotional material such as T-shirts, stickers, bookmarks and badges with green slogans. We are going to make shoe box bird houses that you can set up in your balcony, and we are also going to make bags out of old newspapers. In the end, we are going to go on a bicycle parade for the environment. We are going to decorate our bikes with signs that promote bike riding. |

**Recording 6, page 19** M1, previous recording

**Exercise 6b** Listen again and, in note form, write down what the children are going to do.

**Recording 7, page**

**WHAT IS GOING TO HAPPEN NEXT?**

**Exercise 1b** Listen and find out. To see what does happen, look at page 22.

|  |  |
| --- | --- |
| **Picture A:** | The director interrupts the scene and says:  Director*: Cut! We’re going to do that again. Roy, don’t kill Mary too quickly!* |
| **Picture B:** | Then, completely out of the blue, Tarzan appears and starts fighting the crocodiles.  Woman*: I’m glad there are still Tarzans around.* |
| **Picture C:** | The elephant slurps up the man’s drink with its trunk.  Man: *Waiter, take the bill to the zoo manager.* |
| **Picture D:** | Little Red Riding Hood takes an automatic out of her basket and shoots the wolf dead.  Little Red Riding Hood: *Poor wolf! He’s really behind the times. It’s not so easy to fool little girls nowadays.* |
| **Picture E:** | The man fixes the WET PAINT sign onto the bench and says:  Man: *Oh those bench painters are so careless nowadays*. |

**Recording 8, page 21**

**Exercise 2b** Listen and check.

1. Careful! You’re going to fall into the hole.
2. Oh, no! The waiter is going to slip on the banana peel.
3. Look! The boy is going to bump into the policeman.
4. Look! She’s going to have a baby.
5. Look at the guy on the diving board. He’s going to dive.
6. Oh dear! The robber is going to mug (rob) the businessman.
7. Watch out! The car is going to splash us.
8. Look! He’s going to empty his piggy bank.
9. Oh, no! The prisoner is going to escape.
10. Oh dear! The ship is going to hit the iceberg.
11. Look! Team B is going to win the race.
12. Look! The boomerang is going to come right back to the thrower.

**Recording 9, page 23**

**THINK SAFE: WATER SAFETY**

**Exercise 2** Listen and read.

Water and summer go together. You can go to the seaside, go to a swimming pool, or enjoy boating, snorkelling or windsurfing. But you must always be careful. Tragic water accidents happen quickly. Lifeguards recommend the following safety tips. They will keep you safe in, on and around the water.

|  |  |
| --- | --- |
| **At the beach** | * You must protect your skin – wear a sunscreen. * You must protect your eyes – wear sunglasses. * You must drink plenty of water regularly. * You mustn’t use glass containers at the beach – broken glass and bare feet don’t mix. |
| **Swimming** | * You must swim near a lifeguard. Don’t swim very far. * Never swim alone. * You must wait at least two hours after a big meal before swimming. |
| **Boating** | * When you go on a small boat, you must always wear a life jacket. * You mustn’t boat in bad weather. * You must wear a hat and sunscreen because you always get more sunburnt on water. |
| **Diving** | * Before diving, you must always find out how deep the water is. * You mustn’t jump headfirst into water that is too shallow. |
| **Windsurfing** | * You must wear a life jacket. * You must take windsurfing lessons from a qualified instructor. * If you are windsurfing near a beach, you mustn’t get too close to swimmers. |
| **At the swimming pool** | * You mustn’t dive when there are other swimmers. * You mustn’t duck each other in the swimming pool. * You mustn’t push others into the swimming pool. |

**Recording 10, page 24**

**Exercise 3** Listen and read.

# Snorkelling: Do’s and don’ts

Before you go snorkelling, remember:

* You must be a good swimmer. Can you swim 100 metres on the surface and 12 meters under water? Then you can go snorkelling.
* Start learning how to snorkel in a swimming pool or in shallow water.
* You have to learn how to use the equipment.
* You have to learn how to clear water from the snorkel.
* Never snorkel alone. Always take a friend with you.
* You must watch the weather. Snorkelling is dangerous in bad weather.
* If you want to scuba dive, you have to join a club and take lessons.

|  |
| --- |
| **Snorkel**:  With a snorkel you can breathe under water. You don’t have to come to the surface to breathe. Buy a separate snorkel shaped like a J.  **Mask**:  With a mask you can see clearly underwater. It must fit you properly.  **Shirt and gloves**:  A shirt protects you from sunburn and gloves protect your hands.  **Hand harpoon**  Take a hand harpoon with you. You can catch big fish with it.  **Knife:**  Wear a knife on your leg. You can use it to cut yourself free.  **Flippers**:  Flippers help you swim fast and easily without using your arms. They are like a fish’s fins. |

**Recording 11, page 26**

**Exercise 10b** Listen and repeat.

|  |  |
| --- | --- |
| 1. angry 2. bad 3. careful 4. dangerous 5. heavy 6. warm 7. fast 8. brave 9. easy 10. happy 11. good 12. loud 13. nervous 14. polite 15. quick 16. sad 17. silent 18. slow 19. quiet 20. sweet 21. proud 22. sleepy 23. beautiful 24. hard | angrily  badly  carefully  dangerously  heavily  warmly  fast  bravely  easily  happily  well  loud, loudly  nervously  politely  quickly  sadly  silently  slowly  quietly  sweetly  proudly  sleepily  beautifully  hard |

**Recording 12, page 28**

**Exercise 12a** Jodie and Alan are hiking in the Scottish countryside. They want to see a famous lake called Loch Ness. Listen and read.

**In the Scottish countryside**

|  |  |
| --- | --- |
| **Jodie** | Oh, the Scottish countryside is great! |
| **Alan** | Yes, but where are we? I want to see the loch.  Ah, look. He can tell us. |
| **Jodie** | Erm, excuse me. We’re looking for Loch Ness. |
| **An old Scotsman** | What?! Loch Ness? Don’t go there. Stay away! |
| **Jodie and Alan** | But why? |
| **An old Scotsman** | Don’t you know about the MONSTER?  Well, if you must go, it’s that way. |
| **Jodie** | Do you think we’re doing the right thing? |
| **Alan** | Of course we are. There’s no monster here. |
| **Jodie** | Er… A-Al-Alan … |
| **Jodie and Alan** | Run!! |
| **Loch Ness Monster** | They always run away. I don’t understand it. I think people write unfairly about me in newspapers. |

**Recording 13, page 29**

**A PICNIC IN THE COUNTRY**

**Exercise 1** Jodie, her younger brother Alan, and their parents are having a picnic in the country. Listen and read.

|  |  |
| --- | --- |
| Mrs Hoyle | Let’s stop here. This picnic site is perfect. |
| **Mr Hoyle** | Yes, you’re right. |
| **Jodie** | But we’re not going to be alone. Look! There are some people there. |
| **Mr Hoyle** | It doesn’t matter. |
|  | (*The Hoyles are getting ready to have a picnic.*) |
| **Mrs Hoyle** | Ah! It’s so nice. Isn’t it beautiful here? |
| **Mrs Hoyle** | Yes, it’s so quiet and green. The Scottish countryside is great! |
| **Jodie** | Yes, but what’s that? Is it a bull? How dangerous! |
| **Alan** | Don’t be afraid, Jodie. It’s only a friendly cow. Sit down. |
| **Jodie** | Alright, you smart aleck! Can you answer this question: *‘Where does milk come from?’* |
| **Alan** | A milk bottle! |
| **Mr Hoyle** | Ha-ha. Town children often don’t understand country things. |
| **Alan** | Look! A frisbee. |
| **Jodie** | Whose is it? |
| **Alan** | I don’t know. Let’s play with it. |
| **Mrs Hoyle** | You can’t do that. It’s not yours. |
| **Mr Hoyle** | Maybe it’s theirs. Go and ask them. |
| **Alan** | Excuse me! Is this your frisbee? |
| **Picnicker** | No, it isn’t ours. I think it’s his. |
| **Alan** | Hello. Is this yours? |
| **Picnicker** | Yes, it’s mine. Thank you. |
| **Mr Hoyle** | Well, I’m going to cook some food. You two can go exploring around and finding out about nature. |
|  | (*after a while*) |
| **Jodie** | Oh my God! Help! Help! |
| **Mrs Hoyle** | What’s the matter, Jodie? |
| **Jodie** | A wasps’ nest!!! |

**Recording 14, page 30**

**Exercise 3b**  Listen and check.

|  |  |
| --- | --- |
| 1 | Excuse me, is this your basket?  No, it isn’t mine. It’s his. |
| 2 | Is this yours?  No, it isn’t mine. It’s hers. |
| 3 | Excuse me, is this your basket?  No, it isn’t mine. It’s theirs. |
| 4 | Hello. Is this yours?  Yes, it is. It’s ours. Thank you.  Oops! But the cat’s not ours.  Sorry, it’s mine. |

**Recording 15, page 31**

**FARM AND COUNTRY HOLIDAYS**

**Exercise 1c**  Listen and read.

My name is Scott Greenhill, and I’m twelve years old. I come from Cardiff, in Wales. My grandparents live in the country, in a small village called Cerrigydrudion. I often spend my weekends or holidays on their farm. If you think that a farm holiday is boring, then you are wrong. You can have such a good time!

When I’m with my grandparents, I get up early because there’s always a lot of work to do.

In the morning, I feed the chickens, collect the eggs and let the white pony out. It’s my favourite animal and I sometimes go pony-trekking! It’s great fun. My grandfather hasn’t got any horses because he’s got a tractor. He says that tractors don’t get tired. My grandparents don’t have to shop for food very often because they’ve got chickens and eggs, and they grow their own vegetables. They’ve got ten cows and have to milk them twice a day. Now they don’t have to do it by hand because they’ve got a milking machine. Today farmers use a lot of machines but I think they still have to work very hard.

There’s so much to see and do in Cerrigydrudion. You can go fishing or swimming in the lake or in the river near the village. You can go on a country hike and explore the green hills around the village, you can have a picnic, go for walks in the forest…

And I like my grandma’s home cooking very much. Country air works up my appetite.

**Recording 16, page 32**

**Exercise 4** Lara is taking her English friend Martin to the tourist farm *Soržev mill*. Listen to them talking, and mark the statements as true or false.

|  |  |
| --- | --- |
| **Martin** | Have we got any plans for the weekend? |
| **Lara** | Of course! We’re going to visit a tourist farm. |
| **Martin** | A tourist farm! That’s great! I like farm life. Back home, I often spend my weekends on my grandparents’ farm. |
| **Lara** | I’m looking forward to it too. I’m sure it’s going to be great. |
| **Martin** | Where is it? |
| **Lara** | Near Nova cerkev, about 3 km from Vojnik. It’s called Soržev mlin, which means Soržev mill. It’s a holiday and an educational farm. |
| **Martin** | Oh, an educational farm. So a lot of schoolchildren visit the farm? |
| **Lara** | Yes, it’s popular with schools. Children can see what farmers do, they learn where food comes from and how it is grown. And farmers promote their local food. |
| **Martin** | Yeah, true. For city children a visit to a farm is a great experience – they can hold a chick, walk a wheat field, climb on a tractor…  It’s called Soržev mill, right. So, there’s a mill on the farm? |
| **Lara** | Yes. There’s a very old water mill next to a stream, and the water turns a large waterwheel. We’re going to watch how a miller grinds grain into flour. |
| **Martin** | Great! |
| **Lara** | And we’re going to taste all sorts of delicious bread. |
| **Martin** | Yummy! |
| **Lara** | There’s a farm shop, too. We’re going to buy some tasty food grown on the farm and have a picnic. |
| **Martin** | A picnic? |
| **Lara** | Yes, there’s a picnic area and we’re going to rent a picnic place. |
| **Martin** | Sounds like fun. |
| **Lara** | We can also rent a bike and go on a hike to the lake Šmartinsko jezero and have a swim there. |
| **Martin** | That sounds good. |
| **Lara** | We can also visit a nearby ostrich and deer farm, or Lemberg Castle near Nova cerkev… |
| **Martin** | Well, it seems it’s going to be a fun day. |

**Recording 17, page 34**

**ON THE FARM**

**Exercise 1b** Listen and repeat.

a hen – 11

a cat – 9

a sheep – 5

a scarecrow – 22

a cow – 2

a peacock – 14

a pig – 13

a dog – 8

a bull – 18

a stork – 20

a goat – 7

an ox – 17

a goose – 3

a turkey – 15

a donkey – 21

a chick – 12

a swallow – 19

a cock/a rooster – 10

a rabbit – 16

a duck – 4

a horse – 1

a lamb – 6

**Recording 18, page 37**

**Exercise 1** Listen and try to identify the vowel sounds in the words below. Are the vowels long or short? Write in the appropriate sound symbols.

(Leave in the Key, as it is recorded)

|  |  |  |
| --- | --- | --- |
| p**u**sh  sw**i**m  fl**i**ppers  b**ea**ch  t**u**nnel  sw**i**mming tr**u**nks  h**i**ll-walking  p**i**cn**i**c | b**ar**becue  **u**nderwater  s**ea**side  walking b**oo**ts  d**i**ngh**y**  b**u**ll  lifeg**uar**d  s**u**ngl**a**sses | cr**ui**se  c**i**t**y**  sc**u**ba diving  l**u**cky  m**i**x  p**oo**l  m**ea**l  d**ee**p |

**Recording 19, page 37**

**Exercise 2a** Listen to the pronunciation of this word.

swimmi**ng** /swɪmɪŋ/

**Recording 20, page 37**

**Exercise 2b** All these words have the same sound. Listen and say these words after the recording.

|  |  |
| --- | --- |
| camping  snorkelling  sunbathing  sailing  riding | orienteering  windsurfing  hill-walking  snowboarding  skiing |
|  |  |

**Recording 21, page 37**

**Exercise 3** Irregular noun plurals. Listen and repeat.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  2  3  4  5  6  7  8  9  10 | a  a  an  a  a  a  a  a  a  a | goose  sheep  ox  foot  man  woman  child  mouse  tooth  fish | five  seven  three  two  nine  four  six  ten  twenty  eight | **geese**  **sheep**  **oxen**  **feet**  **men**  **women**  **children**  **mice**  **teeth**  **fish** |

**Recording 22, page 40**

**EXTRA READING.** Read about Scotland, and answer the questions.

**Scotland**

Scotland is one of the countries in the United Kingdom. The UK consists of four countries: England, Scotland, Wales and Northern Ireland. Scotland occupies about one third of the island of Great Britain. In the south, it borders on England. This is Scotland’s only land border. To the west and north, it has a coastline on the Atlantic Ocean, and to the east on the North Sea. The west coast is highly indented, which means it doesn’t have an even length. There are many sea lochs, fjords, and islands there. The population of Scotland is 5.4 million.

Scotland is usually divided into three geographical areas: the Highlands in the north, the Central Lowlands, and the Southern Uplands (near the English border). In the Highlands, there are many lochs (lakes), the largest of which is Loch Ness, famous for its mysterious monster. In the Highlands, there is also Britain’s highest mountain – Ben Nevis (1,343 metres). Scotland is a mountainous country, and less than a sixth of the land is fit for ploughing. Summers are short, cool and rainy.

At the eastern end of the lowland is Scotland’s capital, Edinburgh. It is built on seven hills, like Rome! There are many centuries-old buildings in Edinburgh, such as Edinburgh Castle and the University of Edinburgh. Other major cities in Scotland are Glasgow, Dundee, Aberdeen and Perth.

Scotland is famous for kilts (Scotland’s national costume) and bagpipes, although they don’t originate from Scotland. The Scots are hardworking, practical, and proud of their traditions. Travellers to the country say the Scots are friendly, generous and helpful.

Long ago, great families, or clans, lived in the northern highlands. Their chiefs lived in castles, but their clansmen lived in sod huts. The Highlanders wore kilts. From time to time they attacked one another’s land as well as lowland farms to get enough food.

**Recording 23, page 44**

**JOKES**

**John**: What are you doing?

**Jack**: I’m writing to my sister.

**John**: Why are you writing so slowly?

**Jack**: Because she can’t read very fast.

\*\*\*\*

**Teacher**: You can’t sleep in my class!

**Pupil**: You’re right. You talk too loudly.

\*\*\*\*

**Passenger**: Don’t drive so fast. You frighten me taking bends like that!

**Driver**: Just close your eyes, like I do…

**\*\*\*\***

**Father**: Don’t reach across the table. Haven’t you got a tongue?

**Son**: Yes, but my arms are longer.

**Recording 24, page 44**

**RHYMES & POEMS**

# The Busy Ants

The ants are very, very small,

Almost too wee to work at all;

And yet they carry sand – until

Each ant has helped to build a hill.

The ants are very, very wee,

Almost too small for us to see;

But as they hurry through the grass

We will be kind and let them pass.

# A Tickly Rhyme

Slowly, slowly, very slowly

Creeps the garden snail.

Slowly, slowly, very slowly

Up the wooden rail.

Quickly, quickly, very quickly

Runs the little mouse.

Quickly, quickly, very quickly

Round about the house.

## The Butterflies

The butterflies

are dancing

swiftly

a

red

black

orange

green

sky-blue

white

pomegranate-red

yellow

violet

dance

in the air

among the flowers

in the void

always flying

following one another

and remote.

# Seasons Afoot

Listen and fill in the missing words

Spring wheels in

on roller skates,

zooms up and down

the street

#### Winter plods in

heavily

with snow-boots

on its feet

Summer jumps in

barefoot,

kicking water

in the pool

Autumn squeaks

in brand-new shoes –

nervously, to

school.

## UNIT 2: YESTERDAYS

**Recording 25, page 46**

**PHOTOGRAPHS AND MEMORIES**

**Exercise 2** This is Evelyn Spencer and her photo album. She is fourteen now. Listen and read.

|  |  |
| --- | --- |
| 1 | I was about eight months old in this photo. I wasn’t asleep… as usual! My hair was blond and my eyes were blue. I wasn’t a big baby. I was quite small. |
| 2 | This was our first car. It was a Vauxhall. It was very big and yellow. It wasn’t a fast car, but it was safe and quite comfortable. |
| 3 | This was our cat Shadow. She was very playful. Her whiskers were long and her tail was fluffy. She was the best pet ever! |
| 4 | These were my classmates in the first grade. There were twenty-five children in our class. My class teacher was Miss Husher. |
| 5 | Here my sister and I were in the country – on our grandparents’ farm. It was great fun. There was always so much to do and see there. |
| 6 | This was our home five years ago. It wasn’t a big house. There were only two bedrooms upstairs. |
| 7 | Here we were on holiday at the seaside. We weren’t very lucky because the weather was bad. |
| 8 | This was me at the doctor’s. I wasn’t scared because my Mum was there with me. I wasn’t often ill. I was a healthy child. |
| 9 | This was me on my eighth birthday. There were many friends at my party. I got a new dress. |
| 10 | This was me with my best friend Elsie six years ago. It was during the summer holidays. Our favourite free time activity was rollerblading. |

**Recording 26, page 49**

**Exercise 9** Peter has interviewed his grandpa for the school magazine. Listen to the conversation between Peter and his classmate Joyce, and mark the statements below as T (true) or F (false).

|  |  |
| --- | --- |
| **Peter** | So what do you think of my interview with Grandpa? |
| **Joyce** | Awesome! We just need to write it up now!  So, when and where was he born? |
| **Peter** | He was born in Kingston, Jamaica, in 1950. |
| **Joyce** | What was his first memory? |
| **Peter** | It was of his mum’s beautiful voice. When she was young, she was an opera singer. |
| **Joyce** | Was she, really? And what was your grandpa’s first job? |
| **Peter** | His first job was as a bellboy in Jamaica. |
| **Joyce** | What is that? |
| **Peter** | It’s a person who works in a hotel and carries people’s luggage. |
| **Joyce** | What about your mum? Was she born in London? |
| **Peter** | Yes, she was. She was born when my grandpa was only 23 years old and a student. |
| **Joyce** | Wow! That wasn’t easy. |
| **Peter** | No, but he and my grandma were very happy. And they’re still happy. Last week it was their 45th wedding anniversary… |

**Recording 27, page 50**

**WHERE WERE YOU YESTERDAY?**

**Exercise 1** Jerry, Evelyn and Walter are on a bus, going to school. Walter wasn’t at school yesterday. Read and listen to the dialogue.

|  |  |
| --- | --- |
| Jerry | Where were you yesterday? |
| **Evelyn** | Why weren’t you at school? |
| **Jerry** | Come on! Tell us! |
| **Walter** | I was ill in bed. |
| **Evelyn** | Poor little baby! Were you sick? |
| **Jerry** | Did you have a stomach ache? |
| **Walter** | No, I didn’t! I had a sore throat and a temperature. |
| **Evelyn** | Lucky you! We had a Maths test! |
| **Walter** | What was it like? Was it difficult? |
| **Evelyn** | Yes, it was. It was horrible! |
| **Jerry** | No, it wasn’t. It was all right. |

**Recording 28, page 51**

**Exercise 7** Read the text. Then listen and find ten mistakes.

Yesterday, at 8 o’clock in the evening, Maddy was in her bedroom. She was home alone. It was warm and she was thirsty. Her father was at the sports club and her mother was at the shops. Her sister, Molly, was at the cinema, and her brother was at the theme park. Suddenly, there was a power cut. There were no lights, and the computer was dead. It was very dark and very quiet. Maddy was scared to death. Then, there was a noise in the hall. Then, there was a knock on the door. Who was at the door? It was Maddy’s mother. She had a candle in her hand.

**Recording 29, page 53**

**THEN AND NOW**

**Exercise 2** Now listen and check your answers.

Walter is thirteen. His life is very different from his grandfather’s when he was Walter’s age. What was it like to be a thirteen-year-old in 1940?

|  |  |
| --- | --- |
| Walter | What was life like when you were a boy, Grandpa? Were things very different then? |
| **Mr Slade** | Oh, yes. Very different. Life wasn’t so easy in those days, you know. We didn’t have a fridge, we only had a pantry. Only rich people had fridges then. And we didn’t have a washing machine. We washed all our clothes by hand in a big tub. It was very hard, very hard. |
| **Walter** | Did you have electric light? |
| **Mr Slade** | Yes, we did. Lots of people had electric light by then. |
| **Walter** | Did you have a television? |
| **Mr Slade** | A television? Oh no! Ordinary people didn’t have televisions in those days. But we had a radio – a great big radio. And we had a record player too. |
| **Walter** | What about a telephone? Did you have a telephone? |
| **Mr Slade** | No, we didn’t. When I was a child, only the doctor and the post office had a telephone in my village. For ordinary people there were only letters and postcards. |
| **Walter** | Did you have a car? |
| **Mr Slade** | No, we didn’t. Cars were too expensive in those days. But we had bicycles, all six of us. |
| **Walter** | Well, I’ve got a bike too. |
| **Mr Slade** | Yes, you’re right. But I didn’t have a 21-speed bike like you. |
| **Walter** | Grandpa, I think I’m better off than you were when you were a boy. |
| **Mr Slade** | Well, maybe you’re right. We didn’t have vacuum cleaners, lawn mowers, computers or smartphones. But people were friendlier. They had more time for each other. I was never lonely or miserable. I had a lot of friends. We were outdoors all the time. We didn’t have any video games, but we played interesting games, like marbles. And there was a dance in our village every Saturday evening. |

**Recording 30, page 55**

**Exercise 6** There was a pickpocket at Victoria Station in London yesterday. Inspector Franklin is questioning an eyewitness to the crime. Listen and identify the pickpocket from the pictures below.

|  |  |
| --- | --- |
| **Inspector** | I understand you were the key witness to the robbery. |
| **Eyewitness** | Yes, I was the only person standing next to the newsagent’s. |
| **Inspector** | Are you okay to answer some questions for me? |
| **Eyewitness** | Sure. I don’t know how much help I’ll be. I didn’t get a very good look at him. I know he had a red mobile phone. |
| **Inspector** | Right. Can you describe him for me? |
| **Eyewitness** | Well, he wasn’t old. He was pretty young. |
| **Inspector** | How tall was he? |
| **Eyewitness** | He definitely wasn’t short. In fact, he was pretty tall. |
| **Inspector** | I see. Do you remember what he was wearing? |
| **Eyewitness** | Well, he was wearing jeans, and he didn’t have a hat. |
| **Inspector** | Anything else? |
| **Eyewitness** | Let me think… Oh, yes, I think he was wearing a polo-neck sweater, and a jacket. |
| **Inspector** | What colour was the jacket? |
| **Eyewitness** | Hard to say. I don’t really remember. It definitely wasn’t yellow. I can’t remember what else he was wearing. |
| **Inspector** | What about his hair. What was it like? |
| **Eyewitness** | I’m pretty sure about that. It was long and curly.  That’s all I know. I’m running late for a class. Is it okay if I go now? |
| **Inspector** | Yes, thank you very much for your help. I just want to get your name and phone number. If you think of anything else, please notify us. |

**Recording 31, page 56**

**A QUIZ »WHO WAS WHO?«**

**Exercise 1** Walter’s friend, Jerry, is on the *Who was who?* quiz. Is he going to win? He is now in the finals. Listen and read.

|  |  |
| --- | --- |
| **Host** | Now, Jerry, you have to answer four questions about a famous person from the past. Ready?  Who’s this? |
| **Jerry** | It’s Queen Victoria. |
| **Host** | Who was she? |
| **Jerry** | She was queen of Britain. |
| **Host** | When was she born? |
| **Jerry** | She was born in 1819. |
| **Host** | When was she queen of Britain? |
| **Jerry** | In the nineteenth century, from 1837 to 1901 – for 64 years. |
| **Host** | Yes! Excellent! And when she was queen, two-thirds of the world was ‘British’. The score’s now 7 for Jerry, 5 for Dave.  Now, Dave, it’s your turn. Guess the name of a famous person from the past. He lived from 1881 to1973. Who was he? Three questions. |
| **Dave** | Did he compose music? |
| **Host** | No, he didn’t. He wasn’t a composer. |
| **Dave** | Was he a painter? |
| **Host** | Yes, he was. |
| **Dave** | Was he Spanish? |
| **Host** | Yes, he was. He was born in Spain but he liked France. He lived in France for almost seventy years. He painted this. |
| **Dave** | Picasso! |
| **Host** | Right! The score is now… |

**Recording 32, page 57**

**Exercise 2a** Listen and repeat the years.

1. 1994
2. 1620
3. 1011
4. 1900
5. 1855
6. 2000
7. 1333
8. 1500
9. 1960
10. 1291
11. 1902
12. 2020
13. 1739
14. 2003
15. 1514

**Recording 33, page 58**

**Exercise 4a** Great adventurers. Who did these things? Listen to the recording and match the names to the achievements.

1. Neil Armstrong was the first to walk on the Moon. He walked on the Moon in 1969.
2. Valentina Tereshkova was the first woman in space. In 1963, she orbited the earth 48 times.
3. Robert Peary was the first to travel to the North Pole. He travelled to the North Pole in 1909.
4. Charles Lindbergh was the first to cross the Atlantic in an airplane alone. He crossed the Atlantic in 1927.
5. Amelia Earhart was the first woman to cross the Atlantic in an airplane alone. She crossed the Atlantic in 1932.
6. Yuri Gagarin was the first to circle the earth in space. He circled the earth in space in 1961.
7. Ferdinand Magellan was the first to sail round the world. He sailed round the world in 1521.
8. Roald Amundsen was the first to travel to the South Pole. He travelled to the South Pole in 1911.
9. Edmund Hillary was the first to climb Mount Everest, with Tenzing. They climbed Mount Everest in 1953.

**Recording 34, page 59**

**Exercise 5a** Read and listen to the text.

**The race for the South Pole**

In the early twentieth century, Antarctica was the last unexplored continent. Britain, Japan, Germany, Sweden, Norway, France and Belgium all planned expeditions to reach the South Pole.

In 1911, there were two expeditions to the South Pole. One was Norwegian, led by the famous explorer Roald Amundsen. It started from the Bay of Whales in October 1911. The second expedition, led by the British explorer Robert Scott, started a month later in November 1911 from Cape Evans. The two teams followed different routes.

Amundsen reached the Transantarctic Mountains in November 1911 and Scott reached the same mountains in December 1911. Amundsen reached the South Pole in December 1911 and Scott arrived 33 days later in January 1912. Amundsen’s successful expedition returned to base camp. Scott’s mission was a disaster. All the members of the team died on the return journey. Scott himself died in March 1912.

**Recording 35, page 61**

**Exercise 8c** Look at the traditional fortune-telling song below. It predicts a child’s character and fortunes based on the day of the week they were born.

**Monday’s** child is fair of face,

**Tuesday’s** child is full of grace,

**Wednesday’s** child is full of woe,

**Thursday’s** child has far to go,

**Friday’s** child is loving and giving,

**Saturday’s** child works hard for a living,

But the child that’s born on **Sunday**

Is happy and wise, and good and gay.

**Recording 36, page 61**

**Exercise 9** Fill in the missing words. Then listen and check.

**The Riddle Song**

I gave my love a cherry that had no stone.

I gave my love a chicken that had no bone.

I told my love a story that had no end.

I gave my love a baby with no crying.

How can there be a cherry that has no stone?

How can there be a chicken that has no bone?

How can there be a story that has no end?

How can there be a baby with no crying?

A cherry when it’s blooming, it has no stone.

A chicken when it’s pipping, it has no bone.

The story that I love you, it has no end.

A baby when it’s sleeping, it’s no crying!

**Recording 37, page 62**

**Exercise 11a** Listen to the recording. What did they do on Sunday?

1

|  |  |
| --- | --- |
| **Interviewer** | Bridget, what did you do on Sunday? |
| **Bridget** | Well, the weather was awful. It rained all day. I stayed at home and listened to some music. |

2

|  |  |
| --- | --- |
| **Interviewer** | Patrick, where were you on Sunday? Did you stay at home? |
| **Patrick** | No, I didn’t. I was at the theme park with Ryan. We were on the Ghost Train. It was very frightening. |

3

|  |  |
| --- | --- |
| **Interviewer** | Gill, what did you do on Sunday? |
| **Gill** | Well, first I helped my mother with the housework. Then I called Tory, and we cycled together for two hours. |

4

|  |  |
| --- | --- |
| **Interviewer** | Brandon, what was your Sunday like? What did you do? |
| **Brandon** | Well, I washed our car. Then I studied English and in the evening, I watched television. |

**Recording 38, page 64**

**THE KING OF COMEDY: Sir CHARLIE CHAPLIN**

**Exercise 11a** Listen and read Charlie Chaplin’s biography.

Charlie Chaplin was born in London on 16 April, **1889**. His parents worked in the theatre. His father was a comedian and his mother was a singer. They were very poor because it wasn’t easy to get work. Charlie’s father died when Charlie was still a child. His mother was often ill. Charlie and his brother Sydney often wandered about the city streets and tried to find enough to eat. Life was very difficult. Charlie lived in a children’s home. He was often cold, hungry and miserable there. He hated it.

Although his childhood was very hard, he wanted to make people laugh. He first appeared on stage when he was five. At the age of 17 he joined the Karno Troupe. In **1910** he and his brother travelled to America in a small company of actors. In **1913** he accepted an offer from a film company and moved to Hollywood, where the film industry was just beginning. In **1914** he acted in his first film, *Making a Living*. In the same year (**1914**) he introduced his famous tramp character and his tramp costume. He played this role in more than seventy films. In **1914** he appeared in thirty-five films, and in **1915** he acted in fourteen more. He earned a lot of money. He formed his own film-making company, and he started to produce and direct his own films. In **1921** he directed his first film, *The Kid*. His most famous pictures date from the 1920s and the 1930s, the time of the silent films. In **1921** he visited Europe and was very popular there. Everyone wanted to meet him. In **1940** he acted in *The Great Dictator*, a satire on Hitler, which was Chaplin’s first sound film. In **1943** he married Oona O’Neill, daughter of the American writer Eugene O’Neill. They had three sons and five daughters. He lived in America from **1913** to **1952**. In **1952** he moved with his wife and their large family to Switzerland because he didn’t like America any more. He published his memoirs in **1964**. In **1972** he returned to the USA to receive his honorary Oscar. In **1975** Elizabeth II, Queen of England, knighted him. He died in his sleep, from old age, on Christmas Day, **1977** at Corsier-sur-Vevey in Switzerland.

Even people who do not understand English can enjoy Chaplin’s films because they are mostly silent. His style of acting was based on amazing movement, gesture and facial expression. Once he said: “You have to believe in yourself. That’s the secret. Even when I was in the children’s home, when I was cold and hungry, even then I believed in myself*.*”

**Recording 39, page 67**

**Exercise 10a** You will hear an interview with Mr Atkinson – the famous Mr Bean. As you listen, add the missing information to the time line.

|  |  |
| --- | --- |
| **Host** | Ladies and gentlemen, a very good evening to you all, and a very warm welcome to our live “Comics Unleashed” talk-and-interview show in which we host the funniest comedians to discuss everything from pop culture to entertainment, and more. Tonight, we’re hosting one of today’s top British comedians. Ladies and gentlemen, please welcome – Mr Rowan Atkinson! |
|  | *Applause* |
| **Host** | Good evening, Mr Atkinson. |
| **Mr Atkinson** | Good evening. |
| **Host** | Have a seat, please. |
| **Mr Atkinson** | Thank you. |
| **Host** | Right. Before we begin, let’s watch a short video to show some of the milestones of your career. So, who is Rowan Atkinson? |
|  | *video playing* |
|  | *Rowan Atkinson – British actor and comedian who delighted television and film audiences with his work on the sitcoms Blackadder and Mr. Bean…* |
| **Host** | An amazing acting career! |
| **Mr Atkinson** | Thank you. |
| **Host** | But let’s start with your early life, Mr Atkinson. When and where were you born? |
| **Mr Atkinson** | I was born on January 6, 1955, in Newcastle upon Tyne, in the north-east of England. I was the youngest of four brothers. My three older brothers are Paul, who died as an infant, Rodney and Rupert. My parents were quite wealthy Durham farmers, so we were well off and I was able to go to university. I studied at Newcastle University and Oxford University and earned a master’s degree in electrical engineering. |
| **Host** | So, you’re an electrical engineer by profession? |
| **Mr Atkinson** | That’s right. |
| **Host** | Interesting. What were you like as a child? |
| **Mr Atkinson** | I was extremely shy because I suffered from a stammer. I was obsessed with all things electrical – I was always locked away in my room, making something electrical. |
| **Host** | What did you dream of becoming when you were a child? An actor? |
| **Mr Atkinson** | No, not at all. Becoming an actor was never my childhood dream. It seems the comedy and acting were almost an accident. |
| **Host** | And when did you start acting? |
| **Mr Atkinson** | I got my start performing sketches in a theatre club while studying at Oxford. My first important appearance on stage was at the Edinburgh Festival Fringe in 1976. Soon, I started to entertain at theatre clubs and on comedy shows for BBC Radio 3. But my first major role was in the BBC sketch comedy show *Not the Nine O’Clock News* in 1979. |
| **Host** | The *Not the Nine O’Clock News* show was short-lived – it lasted only from 1979 to 1982 – but it showcased your comic talent, didn’t it? |
| **Mr Atkinson** | Yes, that’s true. The success of *Not the Nine O’Clock News* got me the lead role of [Edmund Blackadder](https://en.wikipedia.org/wiki/Edmund_Blackadder) in [*Blackadder*](https://en.wikipedia.org/wiki/Blackadder). |
| **Host** | What can you tell us about [the *Blackadder*](https://en.wikipedia.org/wiki/The_Black_Adder) series? |
| **Mr Atkinson** | I co-wrote the series. The first series, called [*The Black Adder*](https://en.wikipedia.org/wiki/The_Black_Adder), is set in the medieval period, and was broadcast in 1983. After a three-year gap, in 1986, a second series – [*Blackadder II*](https://en.wikipedia.org/wiki/Blackadder_II) – followed, this time set in the [Elizabethan era](https://en.wikipedia.org/wiki/Elizabethan_era). The same pattern was repeated in the two more sequels: in 1987 [*Blackadder the Third*](https://en.wikipedia.org/wiki/Blackadder_the_Third), set in the [Regency era](https://en.wikipedia.org/wiki/Regency_era), and in 1989 [*Blackadder Goes Forth*](https://en.wikipedia.org/wiki/Blackadder_Goes_Forth), set in World War I. |
| **Host** | The series was extremely popular… |
| **Mr Atkinson** | Yes, it was a surprise hit… |
| **Host** | …super-smart, and not very mainstream. It soon achieved cult status. |
| **Mr Atkinson** | Yes, and television repeats continued throughout the Nineties. |
| **Host** | In a poll carried out by [Channel 4](https://en.wikipedia.org/wiki/Channel_4), Edmund Blackadder was ranked third – behind [Homer Simpson](https://en.wikipedia.org/wiki/Homer_Simpson) from [*The Simpsons*](https://en.wikipedia.org/wiki/The_Simpsons) and [Basil Fawlty](https://en.wikipedia.org/wiki/Basil_Fawlty) from [*Fawlty Towers*](https://en.wikipedia.org/wiki/Fawlty_Towers) – on their list of the [100 Greatest TV Characters](https://en.wikipedia.org/wiki/100_Greatest_(TV_series)). |
| **Mr Atkinson** | I’m flattered. I really liked playing [Edmund Blackadder](https://en.wikipedia.org/wiki/Edmund_Blackadder) – a “lazy, big-nosed, rubber-faced bastard.” |
| **Host** | And then you brought your originally developed character *Mr. Bean* to television. |
| **Mr Atkinson** | Yes. *Mr. Bean* first appeared on New Year’s Day in 1990 on the television series of the same name. |
| **Host** | Several sequels to *Mr. Bean* appeared on television until 1995, right? |
| **Mr Atkinson** | Yes. The comedy series was so successful that it was, in 1997, adapted for a film called *Bean*. |
| **Host** | The film enjoyed wide success, didn’t it? |
| **Mr Atkinson** | Yes, it did. |
| **Host** | And then a second film, a sequel, [*Mr. Bean’s Holiday*](https://en.wikipedia.org/wiki/Mr._Bean%27s_Holiday), was released in 2007, and it also became an international success. |
| **Mr Atkinson** | Yes, it was very successful internationally, yes… |
| **Host** | Who is the hapless *Mr. Bean*? How would you describe the character? |
| **Mr Atkinson** | *Mr. Bean* rarely speaks, and when he does, it is usually only a few mumbled words which are in a comically low-pitched voice. His first name and profession, if any, are never mentioned. He’s a lonely man, really, just living his own self-centred life. He is childish, selfish, extremely competitive and performs everyday tasks in very unusual ways.  *Mr. Bean* is essentially a 10-year-old child trapped in the body of a man. All cultures identify with children in a similar way, that’s why he has this bizarre global outreach. |
| **Host** | Some say that *Mr. Bean* has Asperger Syndrome, a mild form of autism, which makes it impossible for him to read social signals. Is this true? |
| **Mr Atkinson** | I believe it is. |
| **Host** | How did you create *Mr. Bean*? What was the main inspiration? |
| **Mr Atkinson** | There were several influences. My early comedy influences were [Monty Python](https://en.wikipedia.org/wiki/Monty_Python), especially the work of [John Cleese](https://en.wikipedia.org/wiki/John_Cleese). I think that he and I are quite different in our style and our approach, but certainly it was comedy I liked to watch. Another inspiration was [Inspector Clouseau](https://en.wikipedia.org/wiki/Inspector_Clouseau) from [*The Pink Panther*](https://en.wikipedia.org/wiki/The_Pink_Panther) films – he influenced my characters *Mr. Bean* and *Johnny English*. But the main inspiration was probably the French comedian [Jacques Tati](https://en.wikipedia.org/wiki/Jacques_Tati) and his character [*Monsieur Hulot*](https://en.wikipedia.org/wiki/Monsieur_Hulot). |
| **Host** | You’re best known for your use of [physical comedy](https://en.wikipedia.org/wiki/Physical_comedy) in your *Mr. Bean* persona, your other characters rely more on language. Emma Thompson, who plays the prime minister in *Johnny English*, has called you [a modern-day Charlie Chaplin](https://indianexpress.com/article/entertainment/hollywood/emma-thompson-rowan-atkinson-modern-day-charlie-chaplin-5362677/). How do you see yourself? How would you describe your comic style? You make people laugh without saying a word. |
| **Mr Atkinson** | Well, I don’t think about myself as being in the group of ‘the all-time greats’ of comedy history, like Chaplin. He really was the king of comedy, and he was certainly my inspiration, too. But the French comedian Jacques Tati was very important for *Mr. Bean*. I saw *Monsieur Hulot’s Holiday* when I was 17, and what I saw in that comedy movie really inspired me. I mean that idea of expressing yourself entirely visually rather than verbally was inspired by Jacques Tati as much as anything else. |
| **Host** | I see. And in 2012, you replayed your famous *Mr. Bean* character in a comedy sketch at the opening ceremony of the Summer Olympic Games in London. |
| **Mr Atkinson** | Yeah. I think people liked the performance. |
| **Host** | They sure did.  Well, it seems that *Mr. Bean* is a global phenomenon. In 2014, you also appeared as *Mr. Bean* in a TV advert for *Snickers*. |
| **Mr Atkinson** | Yes. I really enjoyed it. |
| **Host** | And here’s some more information about Mr. Bean’s popularity: In 2018, you – as *Mr. Bean* – received [YouTube’s Diamond Play Button](https://en.wikipedia.org/wiki/YouTube_Play_Buttons) for your channel surpassing 10 million subscribers on the video platform.  And *Mr. Bean* is also among the [most-followed Facebook pages](https://en.wikipedia.org/wiki/List_of_most-followed_Facebook_pages) with 94 million followers in July 2020, more than the likes of [Rihanna](https://en.wikipedia.org/wiki/Rihanna), [Manchester United](https://en.wikipedia.org/wiki/Manchester_United_F.C.) or [*Harry Potter*](https://en.wikipedia.org/wiki/Harry_Potter). |
| **Mr Atkinson** | So much praise makes me feel uncomfortable… |
| **Host** | You are adored by millions… Mr Atkinson, some years ago, you were listed in [*The Observer*](https://en.wikipedia.org/wiki/The_Observer) as one of the 50 funniest actors in British comedy, and among the top 50 comedians ever. You make so many people laugh, but what are you like in real life? |
| **Mr Atkinson** | People think because I can make them laugh on the stage, I’ll be able to make them laugh in person. That isn’t the case at all. I am a rather quiet, dull person who just happens to be a performer. |
| **Host** | In closing, something about your private life – marriage and children. |
| **Mr Atkinson** | Oh my god! |
| **Host** | In 1990, you married Sunetra Sastry, and you have two children, Ben and Lily. |
| **Mr Atkinson** | Yes. Unfortunately, we got divorced in 2015. In 2017, I became a father for the third time, this time with comedian Louise Ford. |
| **Host** | I see. And what do you do when you’re not working? |
| **Mr Atkinson** | I spend time with Louise and children. And I’m a big car fan. I write articles for *CAR*, which is a British car magazine. |
| **Host** | And you own six or seven fast cars, don’t you? Are you a car collector? |
| **Mr Atkinson** | Well, yes, I do have several fast cars, but I’m not a car collector. I don’t think my hobby should be about showing off. |
| **Host** | Thank you very much, Mr Atkinson, for the remarkable interview. |
| **Mr Atkinson** | Thank you for having me on the show. |

**Recording 40, page 68**

**Exercise 11a** Listen and read.

**Beryl is grounded**

|  |  |
| --- | --- |
| **Neighbour 1** (*male*) | She frightened my dog! |
| **Neighbour 2** (*male*) | She hit me on the head! |
| **Neighbour 3** (*male*) | She broke my window. |
| **Beryl's father** | That settles it!  You’re not going out for the rest of the week! |
| **Beryl** | Not going out, eh? That’s what he thinks! |
|  | LATER |
| **Beryl's father** | No, Beryl isn’t allowed out, Millie – but go up and see her for a minute. |
| **Beryl** | Millie! I’m so glad to see you! |
| **Beryl's father** | I hear someone in the hall! I bet it’s Beryl sneaking out!  Ah, it’s only Millie leaving! |
| **Millie** | (MUMBLE! MUMBLE!). |
| **Beryl's father** | What’s that funny noise? It’s coming from Beryl’s room! |
| **Millie** | Beryl …mumble … mumble … took my clothes … mumble … |

**Recording 41, page 69**

**Exercise 1a** Full and weak forms of *was* and *were*. Listen and repeat.

1. School was terrible today. – No, it wasn’t! It was okay.
2. Hansel and Gretel were rich. – No, they weren’t! They were very poor.
3. Martin Krpan was weak. – No, he wasn’t! He was very strong.
4. Robin Hood was cowardly. – No, he wasn’t! He was brave.
5. Cinderella’s stepsisters were beautiful and hard-working. – No, they weren’t! They were ugly and lazy.
6. The Maths test was difficult. – No, it wasn’t! It was easy-peasy.
7. Pompeii was a big town. – No, it wasn’t! It was a small town.
8. Stan Laurel was fat. – No, he wasn’t! He was thin.
9. Romeo and Juliet were happy. – No, they weren’t! They were very unhappy.
10. Robinson Crusoe was alone on a desert island. He was lazy. – No, he wasn’t! He wasn’t alone and he wasn’t lazy. He was very hard-working.

**Recording 42, page 69**

**Exercise 1b** Weak forms of *was* and *were*. Listen and repeat.

Dialogue 1

■ Where were you at the time of the burglary?

□ I was at the cinema, Officer. And my mother and father were at the cinema too.

■ Was your brother at the cinema too?

□ At the cinema, Officer … yes.

■ And your sister?

□ Er …she wasn’t at the cinema. As a matter of fact I haven’t got a sister.

■ I see. Now, which cinema was this?

Dialogue 2

■ My father was a magician.

□ A magician!

■ He was quite a famous magician. He performed for the President.

□ For the President! That was wonderful!

■ It was his last and best performance. His last trick was the greatest of all.

□ What happened?

■ He disappeared.

**Recording 43, page 69**

**Exercise 2a**  The past tense ending *-ed* has three different pronunciations. Listen to the pronunciation of these three words.

|  |  |  |
| --- | --- | --- |
| 1 | play**ed** | /d/ |
| 2 | work**ed** | /t/ |
| 3 | paint**ed** | /ɪd/ |

**Recording 44, page 69**

**Exercise 2b** Put the appropriate sound symbols next to the verbs according to how the ending

*-ed* is pronounced. Then listen and check.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| d | play**ed** |  | tried |  | acted |
| t | work**ed** |  | lived |  | introduced |
| ɪd | paint**ed** |  | hated |  | earned |
|  | watched |  | appeared |  | started |
|  | visited |  | travelled |  | directed |
|  | wandered |  | married |  | believed |
|  | helped |  | moved |  | joined |

**Recording 45, page 70**

**Exercise 4a** Silent letters. English spelling in not phonetic, so there are many silent letters in English words. Practise saying these words.

|  |  |
| --- | --- |
| 1. **k**nee 2. **w**rite 3. w**h**ite 4. ta**l**k 5. lis**t**en 6. clim**b** 7. wei**gh** 8. hai**r** 9. **k**ni**gh**t 10. ei**gh**t 11. ha**r**d 12. **h**ou**r** | /niː/  /raɪt/  /waɪt/  /tɔːk/  /lɪsn/  /klaɪm/  /weɪ/  /heə/  /naɪt/  /eɪt/  /hɑːd/  /aʊə/ |

**Recording 46, page 70**

**Exercise 4c** Listen and check.

1. daughter
2. castle
3. whale
4. knife
5. wrong
6. Christmas
7. answer
8. born
9. walk
10. autumn
11. birth
12. guess
13. car
14. comb
15. night
16. laugh
17. work

**Recording 47, page 70**

**Exercise 5** Listen to this telephone conversation. Why don't the gentlemen understand each other?

■ Hello, are you there?

□ Yes, who are you please?

■ I’m Watt.

□ What’s your name?

■ Watt’s my name.

□ Yes, what’s your name?

■ My name is John Watt.

□ John what?

■ Yes, are you Jones?

□ No, I’m Knott.

■ Will you tell me your name then?

□ Will Knott.

■ Why not?

□ My name is Knott.

■ Not what?

□ Not Watt, Knott.

■ What?

**Recording 48, page 72**

**2010–2019: The Decade’s Most Memorable Events**

On December 31st 2019 we said goodbye to 2019, and goodbye to the 2010s. Do you know the most important events of the decade?

Look at the events. Match them up with the years in which they happened.

|  |  |
| --- | --- |
| 2010 | Apple released the first generation of the iPad. |
| 2011 | Millions tuned in to watch a royal wedding. Prince William of Wales married Catherine Middleton, and by the end of the decade they had three adorable royal children. |
| 2012 | South Korean musician Psy released a new song called *Gangnam Style*. The music video was a global hit, and became the first video ever to reach a billion views on YouTube. |
| 2013 | Malala Yousafzai, a campaigner for girls’ education from Pakistan, was shot by the Taliban, when she was just 14 years old. She survived, continued her work and became the youngest person ever to win the Nobel Peace Prize. |
| 2014 | The Ice Bucket Challenge went viral on social media. It promoted awareness about ALS (Amyotrophic Lateral Sclerosis). |
| 2015 | A series of terrorist attacks happened in Paris. Terrorists killed 130 people and wounded 494. |
| 2016 | Donald Trump won the election and became the 45th president of the United States. |
| 2017 | Catalonia wanted to gain independence from Spain. However, Spanish police forces responded very violently towards Catalan people trying to vote at the independence referendum. |
| 2018 | In Thailand, 12 boys of a football team, aged 11 to 16, and their 25-year-old coach entered a cave which got flooded. They couldn’t get out of the flooded cave. The miraculous cave rescue lasted 18 days. |
| 2019 | A big fire ruined large parts of Notre Dame Cathedral in Paris. |

**Recording 49, page 73**

**Exercise 1** Look at the information on this page.

**INVENTIONS. Did you know that...?**

**Nivea cream** (1911)

In 1911, Oscar Troplowitz,a German [pharmacist](https://en.wikipedia.org/wiki/Pharmacist), and Paul Gerson Unna, a dermatologist, teamed up and developed “the mother of all creams” – NIVEA. NIVEA literally means “snow white”.

Following its initial success, the range expanded – soon there were soap, hair milk, shaving soap, and suntan cream. In 1924, NIVEA appeared on the famous blue tin, which remains iconic of the NIVEA brand today.

In the 1950s, the NIVEA ball became the perfect holiday accessory. It was easy to store and even easier to inflate. As such, it provided fun for the whole family.

What began in 1911 as NIVEA Creme is today a huge brand family with over 500 products.

**Blue jeans** (1850s)

In 1853, a young tailor from Germany, called Oscar Levi, began working in San Francisco. Levi sold thick canvas to miners, who used the canvas to make tents. Miners often complained that they could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas. The canvas trousers were just what miners wanted. However, the canvas was rather heavy and stiff. Levi therefore began to look for a different textile. He soon found a heavy textile from France called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*. Denim was a bit lighter than canvas, but it was very strong. It was ideal for miners. However, original denim was almost white, and miners did not like the colour. Their denim trousers got dirty as soon as they began working. Levi Strauss therefore decided to use coloured denim, and he chose dark blue. It happened in 1873, and that’s the year in which “blue jeans” was born. Blue jeans became classic American working trousers.

**The Smiley Face** (1963)

Harvey Ball, a graphic artist from Massachusetts, USA, created ‘Smiley’ in December 1963. It was simple, friendly and yellow. Mr Ball coloured ‘Smiley’ yellow to give it a sunshiny look. It soon appeared on buttons, posters, greeting cards, shirts, bumper stickers, cookie jars, earrings, bracelets, key chains, etc. Mr Ball earned only $45 for his friendly creation. But he was never angry because of that. He helped the whole world smile a little more.

**The Beetle** (1936)

Between 1934 and 1936, Ferdinand Porsche designed the prototype of *The Volkswagen VW 1936*, aka *people’s car*, and even better known as ‘the Beetle’. He also designed its rounded shape that defined the Beetle for decades to come. Many modernized versions of the Beetle followed. In 2019, the ‘Final Edition’ Beetle series rolled off the production line in Mexico. *Bye bye, little Beetle.*

# The chicken sausage *Poli* (1974)

# In 1974, Perutnina Ptuj created the first ever chicken sausage on the market. The proud ‘parents’, Matilda Lovrenčič and Ciril Varga, knew that a bright future lay ahead for *Poli*.

In 2007, Perutnina Ptuj came up with a perfect solution for all the *Poli*-crazy people who want *Poli* to just fall into their sandwiches on its own – *Poli* slices. In 2009, *Poli* crossed the road ... and turned into *Poli* Paté. For all those who love *Poli* and would like to spread it on their bread.

**The Jukebox** (1889)

The jukebox (*a coin-operated machine that plays music*) was born in 1889. In that year, Louis Glass fitted a coin slot on a phonograph and placed it in a pub in San Francisco. The customer inserted a coin and selected a gramophone record.

The golden age of the jukebox was the 1950s. At that time, teens were flocking to restaurants and diners to get their rock ’n’ roll fix.

Today, some companies still manufacture classically styled jukeboxes, but these jukeboxes are based on a CD playing mechanism.

**Recording 50, page 76**

**RHYMES & POEMS**

## Fill in the missing words. Then listen and check.

## A Rhyme

Sneeze on Monday, sneeze for danger;

Sneeze on Tuesday, kiss a stranger;

Sneeze on Wednesday, get a letter;

Sneeze on Thursday, something better;

Sneeze on Friday, sneeze for sorrow;

Sneeze on Saturday, joy tomorrow.

# I Remember, I Remember

I remember, I remember,

The house where I was born,

The little window where the sun

Came peeping in at morn; […]

I remember, I remember,

The roses, red and white,

The violets, and the lily-cups,

Those flowers made of light!

The lilacs where the robin built,

And where my brother set

The laburnum on his birthday,—

The tree is living yet!

**Recording 51, page 76**

**JOKES**

**Teacher**: Can you tell me something important that did not exist one hundred years ago?

**Polly**: Yes – me.

**Teacher**: Which bird does not build its own nest?

**Johnny**: A cuckoo, Miss.

**Teacher**: Very good, how did you know that?

**Johnny**: Everyone knows a cuckoo lives in a clock.

## Unexpected answer

Little Jack is not a diligent pupil at all. One day, when he comes to school, he has no homework. His teacher is not satisfied and says, ‘You are very lazy. When George Washington was as old as you, he was the most diligent boy at school.’ – ‘And when he was as old as you,’ answers Jack, ‘he was President of the United States of America.’

## UNIT 3: STORIES AND PAST EVENTS

**Recording 52, page 78**

**THE UNIVERSE**

**Exercise 1** Listen and read … and think!

## What is the Universe?

The Universe is everything that exists. The Earth is part of the Universe. So are the Sun, the Moon and all the planets. Scientists use telescopes and probes to learn about the Universe. We know a great deal, but there is still much that we do not know.

Before telescopes were invented, astronomers watched the sky with the naked eye. They could not see as much as we can now, but they made many important discoveries. Early astronomers thought that everything in the Universe circled around the Earth. They were wrong. Later, a Polish astronomer, Copernicus, suggested that the Earth orbits, or circles, the Sun. But very few people believed him.

## The Sun, our star

The Sun is a star and eight planets revolve around it. We live on one of those planets, the Earth. We call the planets and the Sun the Solar System. Before 2006, our Solar System had nine planets, but then scientists decided that Pluto was not really a planet. The first planet, next to the Sun, is Mercury. It is 58 million kilometres from the Sun. Venus is the second planet from the Sun, and our planet, the Earth, is the third. It is 150 million kilometres from the Sun. It is between Venus and Mars. Jupiter, Saturn, Neptune and Uranus are all bigger than the Earth, but Venus, Mars and Mercury are smaller. Jupiter is so large that all the other planets would fit inside it. Saturn is very different from the other planets. It has rings around it. The Earth is very special too. It is the only planet in our Solar System with water and air.

Although we cannot feel it, the Earth is always moving. It orbits, or circles, the Sun. It takes one year for the Earth to travel all the way around the Sun. At the same time, the Moon is circling the Earth. It takes the Moon about a month to travel around the Earth. The Moon is a satellite of the Earth. It has not got any light of its own and it reflects the light of the Sun. The Moon has no air or water. Nothing can live there.

But out in Space there are other Solar Systems and perhaps there are other planets with water and air. Perhaps there are animals or people on these planets. What do you think?

**Planets** are the eight ball-shaped objects moving around the Sun.

**Stars** are enormous balls of burning gases. They are much larger than planets. Our Sun is a star, and like all stars it gives out heat and light.

**Orbit** is the path which planets follow as they travel around the Sun.

**Moons** are satellites that circle around planets. Our moon circles the Earth every twenty-eight days, and always shows the same face to the Earth.

**Constellations** are groups of stars. Some are named after animals (e.g. *the Little Bear*), others are named after ancient heroes or gods (e.g. *Orion*, *The Hunter*). There are 88 constellations across the whole sky. As Earth orbits the Sun, we can see the different constellations.

**The Great Bear** is a constellation. The seven brightest stars of the Great Bear form a pattern called the Plough or the Big Dipper.

**Astronauts** are travellers in Space. They collect information for scientists to study.

**Probes** do not carry any astronauts. They are sent on long journeys into Space and never return to Earth.

**Rockets** are used to carry things (e.g. satellites and probes) into Space. Rockets also launch astronauts into Space.

**Satellites** are spacecraft sent to orbit a planet. They collect information and radio back to Earth. Some bring us television pictures from the other side of the world. Others are used to help ships or planes find their way.

**Recording 53, page 80**

**UFOs**

**Exercise 2** Listen and read.

UFOs are Unidentified Flying Objects. They come from outer space. They are usually called flying saucers because many people who see them say they are round and flat like saucers. Some people see other shapes: cigars, doughnuts, rugby balls, etc. The American Kenneth Arnold was the first person to use the expression ‘flying saucer’. This was on 24 June, 1947.

People even saw UFOs in the 13th century and there are many sightings every year. Pilots and astronauts in particular see them very often. People usually see UFOs at night. Sometimes flying saucers land and sometimes they don’t. Sometimes hundreds of people see one. Aliens usually wear silver, shiny suits and helmets. They are friendly and don’t want to hurt anyone. They don’t have any guns. They are usually smaller than us, but they have bigger heads. Their spaceships usually make no noise and some scientists believe that they can fly at Mach 285 (340,000 kph).

**Recording 54, page 81**

**Exercise 4b** Now read and listen to this story about a UFO sighting.

**A story from Italy**

On 13 August, 2011, Gina and Claudio Pace were driving home along a quiet country road in southern Italy. It was a clear summer’s night and there was a full moon. Suddenly Gina saw something in the sky. At first she thought it was a plane, but the thing was too big and too bright. It was also flying too fast. Suddenly their car broke down. At that moment there was a loud noise, and a big silver object flew over their car. It stopped for a moment and then flew away very quickly. Gina and Claudio were very frightened. They didn’t know what it was. They felt cold and dizzy. Then the engine was OK again and they drove quickly to the nearest village and went to the police station. The police didn’t believe their story. Gina and Claudio couldn’t take any photos because their phone batteries were empty. They are sure they saw a UFO.

**Recording 55, page 82**

**Exercise 5b** Now listen to the interview with Vasja, a boy who came face-to-face with an alien.

**A story from Russia**

Vasja Surin is a twelve-year-old boy from Voronezh. Voronezh is a town 490 km south-east of Moscow and has about a million inhabitants. At 7 pm on 25 June, 2018, he was in the city park with his friends. Suddenly they saw a dark red spaceship above their heads.

|  |  |
| --- | --- |
| **Interviewer** | Vasja, you say you saw a UFO a week ago. Is that right? |
| **Vasja** | Yes. I saw it last Monday, on 25 June. |
| **Interviewer** | Where were you when you saw the flying saucer? |
| **Vasja** | I was in the city park with my friends. Suddenly we saw a dark red spaceship above our heads. |
| **Interviewer** | What time did you see it? |
| **Vasja** | I think it was about seven o’clock in the evening. |
| **Interviewer** | What did the UFO look like? |
| **Vasja** | It had many bright lights and it was about ten metres wide. |
| **Interviewer** | What happened then? |
| **Vasja** | The flying saucer stopped in mid-air and made no noise. |
| **Interviewer** | Did it land? |
| **Vasja** | Yes, it landed behind some trees. There was a green fog around the flying saucer. A creature came out and when the ‘thing’ saw us it stopped. |
| **Interviewer** | What did the ‘thing’ look like? |
| **Vasja** | It was about three metres tall and had three eyes. It didn’t look very attractive but it was friendly. |
| **Interviewer** | Were you frightened? |
| **Vasja** | No, I wasn’t. I asked it if I could come with them. |
| **Interviewer** | What language did you speak? |
| **Vasja** | I spoke Russian and English, but the ‘thing’ didn’t understand me. It only used some light signals. |
| **Interviewer** | What happened then? |
| **Vasja** | Then the ‘thing’ went back to the spaceship and it flew away. |

**Recording 56, page 83**

**Exercise 7b** Listen and check.

**The story of E.T.**

Steven Spielberg made the film *E.T*. (*E.T. = Extra Terrestrial*) in 1982. It was a very expensive film, but it was a great hit. The main character in the film was E.T., an alien from outer space.

E.T.'s spaceship **landed** on Earth just before Christmas 1982. E.T. **left** the spaceship, but then his friends **flew away** without him. He **was** very unhappy and afraid of people. That evening he **met** a boy called Elliott. Elliott **took** E.T. home and **hid** him in his room. They **became** very good friends. But the scientists **discovered** that an alien was in the town. Elliott **helped** E.T. to escape. They **constructed** a special telephone, **went** into the woods and **called** E.T.'s friends. E.T.'s spaceship **arrived** and **saved** him.

**Recording 57, page 83**

**Exercise 8a** What happened to these people? Listen to the interviews and complete the chart.

## Interview 1

|  |  |
| --- | --- |
| Interviewer | John and Elaine, you came face-to-face with a UFO. Is that right? |
| **John** | Yes, that’s right. |
| **Interviewer** | When exactly did you see it? |
| **Elaine** | On Sunday 27th October 1997. |
| **Interviewer** | I see. Where were you when you saw the flying saucer? |
| **John** | It was during our drive home. With our three children, we left Harold Hill in Essex, and drove home to Aveley. |
| **Interviewer** | What time did it happen? What time did you actually see the UFO? |
| **Elaine** | At about 10 pm. |
| **Interviewer** | What did you actually see? |
| **John** | First we saw some unusual lights in a green fog. Our car broke down, and then we saw a UFO. It landed and some aliens came out. |
| **Interviewer** | How many did you see? |
| **Elaine** | Three tall ones and two small ones. |
| **Interviewer** | What did they look like? |
| **John** | They were very tall and hairy. They had large triangular eyes, and pointed ears. |
| **Interviewer** | What happened then? |
| **Elaine** | They took us on a tour of the ship. They showed us a star chart and a picture of their own planet. Then we were suddenly back in our car again. |
| **Interviewer** | How did you feel? |
| **John** | We felt cold and dizzy. We were very frightened too. |
| **Interviewer** | Why did you report your story? |
| **Elaine** | We wanted to tell the people that UFOs really exist! |

## Interview 2

|  |  |
| --- | --- |
| Interviewer | In 1992, Garry Wood and Colin Wright, two ordinary family men were kidnapped by extraterrestrials.  Garry, when exactly did it happen? |
| **Garry** | On 27th August 1992, at around 9 pm. It was a clear summer’s night. |
| **Interviewer** | I see. Where were you when you saw the flying saucer? |
| **Colin** | We drove on a quiet country road, from Edinburgh to the village of Tarbrax. |
| **Interviewer** | What did you actually see? |
| **Garry** | I saw a flat, star-like, silvery object in mid-air. It had many lights and it was about twenty metres wide. |
| **Interviewer** | What happened then? |
| **Colin** | Then there was complete darkness. Our car stopped in the middle of the road. Something came down, and then small creatures, three to each side, opened both front doors. They took us to their ship. |
| **Interviewer** | What did these creatures look like? |
| **Garry** | They were small and very ugly. Their skin was green, and they had heart-shaped faces and black eyes. Their hands had three big fingers, like sausages. |
| **Interviewer** | What happened then? |
| **Colin** | They took us on a tour of the ship. I don’t remember much. One creature led me through a circular corridor. I remember an unusual metal chair, triangular in shape. |
| **Interviewer** | How did you feel when you were back in your car? |
| **Garry** | We couldn’t walk or even talk properly. We had terrible headaches. |
| **Interviewer** | Why did you report your story? |
| **Colin** | We wanted to tell the people that aliens are visiting our planet! |

**Recording 58, page 85**

**Exercise 14a** First look at the sentences below. Then listen to Elton talking about his weekend. Tick all the things he mentions.

|  |  |
| --- | --- |
| Jon | Elton, how was your weekend? What did you do? |
| **Elton** | Well, on Saturday the weather was awful. It rained all day. So I decided to throw a fancy-dress party. I invited all my friends. In the morning I went to the shops and bought lots of food and drink for the party. |
| **Jon** | Smashing! How was the party? |
| **Elton** | Oh, it was brilliant! We danced wildly for more than three hours. But you know what happened then? |
| **Jon** | What? Your neighbours complained about the noise? |
| **Elton** | No. I danced. I suddenly knocked over a bottle, slipped, fell and broke my arm. |
| **Jon** | Oh no! What bad luck! I’m really sorry to hear that. Did it hurt a lot? |
| **Elton** | It hurt badly. The friends took me to the hospital. My arm’s in plaster now. |
| **Jon** | Did you have to stay in hospital? |
| **Elton** | No, I came out on the same evening. |
| **Jon** | Then you didn’t do much on Sunday, I guess. |
| **Elton** | You’re right. In the morning I stayed at home, listened to music and did some reading. Then I took the dog out. We went for a long walk on the beach. In the evening Nick phoned, and we went to the theme park. |
| **Jon** | Sounds great! |
| **Elton** | Yes. We went on the Ghost Train. It was very frightening. |
| **Jon** | I’m sure it was. |

**Recording 59, page 86**

**Exercise 16b** Listen and check.

Last year I went to Italy for a holiday with my family. Every day we went to the beach and every day we saw an Italian family there. My wife and I don’t speak Italian, so every day we looked at the Italian family and smiled but we didn’t speak. There were two small children in the Italian family and there are two small children in my family. The children were very little then so of course they didn’t speak any languages at all. But every day all the children played happily together.

**Recording 60, page 87**

## Exercise 18 Childhood stories and fairy tales. Listen and match the characters with the stories.

**1**

My mother made a cake and told me to take it to my grandmother. When I arrived at her house, I found somebody else in her bed. The person had very big eyes, ears, nose and teeth – it was a wolf! The wolf ate me but later some men came and opened up the wolf and took me out.

**2**

Once I was sold as a slave to the Sultan. I had to keep his bees all day long, and in the evening, I drove them back to their hives. One evening I missed a bee. I noticed that two bears had attacked her for the honey she carried. I took a hatchet and threw it at the bears. But I threw it so strongly that it flew up to the Moon. Luckily, I remembered that Turkish beans grow very quickly and very high. I planted one immediately; it grew, and it fastened itself to one of the Moon’s horns. I climbed onto the Moon by this beanstalk. I arrived safely. But it was very difficult to find my silver hatchet because everything on the Moon was silver. At last, however, I found it in a heap of straw. I was ready to return now: but, alas! The heat of the sun had dried up my bean; it was totally useless for climbing down. So I twisted a long rope of that straw. I fastened the rope to one of the Moon’s horns, and slid down to the end of it. I cut the long, now useless end of the upper part, and tied it to the lower end. I repeated this several times. This brought me a good deal lower. I was four or five miles from the earth at least when it broke. Luckily, I fell into the sea.

## 3

We lived with our parents in a little house near a wood. One day our father took us into the wood. He left us there. It was getting dark. We called our father but nobody answered. We were lost. We began to cry. Then we saw a strange house. It was made of chocolate, cream and sugar. We were hungry and we began to eat a window. Then an ugly old witch came out. She invited us into the house. When we were inside, she locked my brother in a cage. I had to help in the house, while he had to get fat because the witch wanted to eat him. But one day I pushed the witch into the oven, freed my brother and we ran away. We went back home and our parents were very happy to see us again.

**4**

I lived with my two ugly stepsisters and my stepmother. They were horrible. They said I couldn’t go to the ball at the prince’s palace. A fairy gave me a wonderful dress and I went to the ball. I met the prince and danced with him. I stayed until midnight. When I wanted to leave, I dropped a glass shoe. The prince found it and sent out his men to find the girl with the other glass shoe. When the prince’s men came to our house, my stepsisters tried to put on the glass shoe, but it was too small for them. When I tried on the shoe, the prince’s men knew that I was the right girl. The prince asked me to become his wife and we had a big wedding.

**5**

## I lived in a castle with my stepmother. She was horrible. I ran away and stayed with seven dwarfs. But my stepmother found me. She wanted to kill me because I was beautiful. She gave me a poisoned apple and I ate it. She thought I was dead, but I wasn’t. I slept for a long time. When I woke up, I saw a prince. The prince said he loved me and we got married. I felt very happy.

**Recording 61, page 88**

**Exercise 21b**  Listen and check.

## Romeo and Juliet

|  |  |
| --- | --- |
| **1** | In the town of Verona, Italy, in the late 1500s, lived two families, the Capulets and the Montagues. There was an old quarrel between these two families, and they hated each other very much. |
| **2** | One day, Old Capulet, Juliet’s father, gave a costume party. The Montagues were not invited, of course, but Romeo – a Montague – put on a mask and slipped into the party.  At this party Romeo met Juliet, and immediately fell in love with her. He later found out that she was a Capulet. But Romeo loved her anyway. |
| **3** | That night he went to her house, because he wanted to see her again. He was afraid to go in so he waited under the balcony until she appeared. During the “balcony scene” they confessed their love for each other. They spent the night together, and the next day Romeo’s friend Friar Lawrence married them secretly. |
| **4** | On the day of the wedding, Romeo had a fight with his wife’s cousin Tybalt and killed him. For this, Romeo had to leave Verona. He decided to travel to Mantua. |
| **5** | Juliet’s father didn’t know of his daughter’s marriage, so he wanted to marry her to another young man named Paris. Juliet did not want to marry this man. So she made a plan. She decided to take a sleeping potion and pretend to be dead. After three days, when the potion wore off, she would wake up. She planned to escape from the family tomb and run away with her husband. |
| **6** | Then she sent a message to her husband, and took the potion. But Romeo didn’t get the message on time because the messenger couldn’t find him. |
| **7** | Bad news travelled fast. When Romeo heard that his wife was ‘dead’ he went to her tomb. He broke in, kissed his Juliet one last time, drank the poison and died. When Juliet woke up, she saw her husband was dead so she killed herself with Romeo’s dagger. They were not yet fourteen. |
| **8** | Finally, because both their children were dead, the two families made peace. |

**Recording 62, page 89**

**Exercise 22b** Now listen how the story ended.

|  |  |
| --- | --- |
| Narrator | Alec killed Jim because he wanted all the money. Then he went out in the boat and dropped the body into the sea. Then he made a hole in the bottom and swam back. Then Alec went to America. |
| **Strange voice** | No, that’s impossible. He couldn’t do that. There was a terrible storm that night. |
| **Narrator** | Hmm, that’s true. Wait a minute! I know what happened. Both men went out in the boat and it sank. |
| **Strange voice** | Yes, but what happened to the gold? |
| **Narrator** | Maybe it’s still at the bottom of the sea. |
| **Strange voice** | Maybe, maybe. You don’t know how the story ended! |
| **Narrator** | Of course I don’t! Did I say I did? Nobody knows what happened to the two men and to the gold. |

**Recording 63, page 90**

**TWO SHOW-OFFS**

**Exercise 1** Listen and read.

|  |  |
| --- | --- |
| **Fred** | Oh, you can ride a bike! |
| **Stan** | What do you mean? Of course I can ride a bike. I could do it when I was five. |
| **Fred** | You don’t say! But I could swim when I was four. |
| **Stan** | Four?! I don’t believe you. You can’t swim well even now.  By the way, I could walk when I was seven months old. |
| **Fred** | Could you? You’re kidding. |
| **Judy** | Come on, boys! Stop bragging. I’m reading something interesting. Do you want to hear? |
| **Fred** | What’s it about? |
| **Judy** | It’s about some celebrities and what they could or couldn’t do at some pointoftheir lives*.* |
| **Stan** | Yeah, like what? |
| **Judy** | Well, listen.  Actress Leslie Mann could ride a unicycle when she was 10.  Ed Sheeran couldn’t drive until he was 24 years old.  Margot Robbie could perform on a trapeze when she was 8.  Einstein could not read until the age of 9. The famous Spanish actor Antonio Banderas couldn’t speak any English until the age of 30.Alexander the Great could tame a wild horse when he was 8. Justin Bieber could solve a Rubik’s Cube in less than five minutes when he was 7.  So, what do you think? |
| **Fred** | Don’t give me that! I don’t believe a word you are saying. |
| **Stan** | Yeah, these trivia facts never come from a reliable source. |

**Recording 64, page 92**

**CHILD LABOUR: A stain on British history**

**Exercise 1** Listen, read and think.

## Did you know …?

## A

The Industrial Revolution in Britain began around 1750 and lasted for about a hundred years. During this time, a large number of new factories opened but there weren’t enough workers. So factory owners had to find other ways of getting workers – they started to buy children from orphanages and workhouses. Thousands of boys and girls became virtually the slaves of factory owners. These poor children had to sign contracts that made them the property of the factory owner. According to the contract, children had to stay with their factory owner until they were 21. By the late 1790s about a third of the workers in the textile industry were children.

During this period many families in Britain were very poor. They took it for granted that their children had to work. Parents had little choice: they either allowed their children to work in the mill, or the family starved.

In 1840 only twenty percent of children of London between 5 and 15 were in some sort of school; the others had to work. Poor children were often pickpockets – they stole money to pay for food. Sometimes they worked in gangs.

Children had to work long hours. They usually worked from 5 in the morning till 9 at night – 16 hours a day under awful conditions! They started work at the age of 5, and they worked in textile factories, iron and coalmines, shipyards, construction, match factories, nail factories, the business of chimney sweeping, etc. Most of them died before they were 25.

**B**

Charles Dickens (1812–1870) was a famous British writer. He wrote some of the best and most popular English novels, including *Oliver Twist*, *A Christmas Carol*, *David Copperfield* and *Great Expectations*.

He was born in 1812 in Landport. His parents were very poor. His childhood was difficult and not very happy. When he was ten, he had to work at a shoe polish factory. This dreadful experience haunted him all of his life. Because of his life story, unhappy children and poor people were often characters in his novels. Dickens used his writing to tell the stories of those who had no voice. He was the voice for the street children and the poor in Victorian England.

**C**

## A true story: John Birley

## (interviewed by *The Ashton Chronicle* on 19th May, 1836)

I had to start work when I was eight. As was usual with the children of the poor in Lancashire, I went to work to a cotton mill. I had to work from five in the morning till nine or ten at night; and on Saturdays till eleven, and often twelve o’clock at night. And then we had to clean the machinery on Sundays.

We were not allowed to carry a watch, and there was no clock in the mill. Only the master had a watch so we did not know the time. They did with us as they liked, but we were afraid to speak. If we were five minutes late for work, we were severely punished. The overseer would take a strap, and beat us till we were black and blue. We had to eat our food in the mill. For breakfast we usually had water-porridge. Supper was the same as breakfast. In the evening, when I went to bed, I cried myself to sleep, and prayed that the Lord would take me to himself before morning. I remember no golden summers, no games and sports, no tramps through woods or over hills. I lost my childhood.

**D**

Is child labour a thing of the past? Unfortunately not. Even today, poverty pushes too many children into work. Throughout the world, there are 250 million child workers between the ages of 5 and 14. They work hard on farms, in factories and in construction work.

**Recording 65, page 95**

## Exercise 6 Rhyme. Listen and learn by heart.

A sailor went to sea,

To see what he could see,

And all that he could see,

Was sea, sea, sea.

**Recording 66, page 97**

**Exercise 8a** Listen and read.

## Roy’s Childhood memories

|  |  |
| --- | --- |
| **Roy** | I was not allowed to do anything I was good at. |
| **Roy’s mother** | ... And stay there until I call you. |
| **Roy** | I was a super wall painter. |
| **Roy** | I could fly down the stairs. |
| **Roy** | I could get stuff off the top shelf all by myself. |
| **Roy** | I was very good at bouncing on my parents’ bed. I was a champion. |
| **Roy** | I was really good with Dad’s tools. |
| **Roy** | I was not allowed to do anything that was fun. |
| **Roy** | I wasn’t even allowed to get dirty. |
| **Roy** | But I had to babysit my baby sister. Wasn’t that unfair? |

**Recording 67, page 98**

**Exercise 1b** Listen and check.

flew

broke

read

knew

spoke

took

saw

ate

came

bought

made

could

said

thought

**Recording 68, page 98**

**Exercise 1c** The words in phonemic script below are all irregular past tense verbs. Can you transcribe them? Listen and check.

|  |  |
| --- | --- |
| 1 | made |
| 2 | said |
| 3 | spoke |
| 4 | kept |
| 5 | brought |
| 6 | cut |
| 7 | fell |
| 8 | read |

**Recording 69, page 98**

**Exercise 2** Tongue twister.Listen and learn by heart. Can you say it quickly?

Betty bought a bit of butter,

but the butter Betty bought was bitter,

so Betty bought a bit of better butter

to make the bitter butter better.

**Recording 70, page 98**

**Exercise 3** Irregular past tense verbs. Listen and repeat.

### Group 1 – All three forms of the verb are the same

## A

|  |  |  |
| --- | --- | --- |
| cost | **cost** | cost |
| cut | **cut** | cut |
| hit | **hit** | hit |
| hurt | **hurt** | hurt |
| let | **let** | let |
| put | **put** | put |
| shut | **shut** | shut |

### Group 2 – The 2nd and 3rd forms of the verb are the same

**B**

|  |  |  |
| --- | --- | --- |
| build | **built** | built |
| send | **sent** | sent |
| spend | **spent** | spent |

C

|  |  |  |
| --- | --- | --- |
| dream | **dreamt** | dreamt |
| feel | **felt** | felt |
| keep | **kept** | kept |
| leave | **left** | left |
| mean | **meant** | meant |
| meet | **met** | met |
| sleep | **slept** | slept |

**D**

|  |  |  |
| --- | --- | --- |
| get | **got** | got |
| lose | **lost** | lost |

E

|  |  |  |
| --- | --- | --- |
| bring | **brought** | brought |
| buy | **bought** | bought |
| catch | **caught** | caught |
| teach | **taught** | taught |
| think | **thought** | thought |

F

|  |  |  |
| --- | --- | --- |
| sell | **sold** | sold |
| tell | **told** | told |

G

|  |  |  |
| --- | --- | --- |
| find | **found** | found |
| have | **had** | had |
| hear | **heard** | heard |
| make | **made** | made |
| pay | **paid** | paid |
| read | **read** | read |
| say | **said** | said |
| sit | **sat** | sat |
| stand | **stood** | stood |
| understand | **understood** | understood |
| win | **won** | won |

### Group 3 – All three forms of the verb are different

H

|  |  |  |
| --- | --- | --- |
| begin | **began** | begun |
| drink | **drank** | drunk |
| ring | **rang** | rung |
| sing | **sang** | sung |
| swim | **swam** | swum |

I

|  |  |  |
| --- | --- | --- |
| break | broke | broken |
| choose | **chose** | chosen |
| speak | **spoke** | spoken |
| wake | **woke** | woken |

J

|  |  |  |
| --- | --- | --- |
| drive | **drove** | driven |
| write | **wrote** | written |

K

|  |  |  |
| --- | --- | --- |
| draw | **drew** | drawn |
| fly | **flew** | flown |
| grow | **grew** | grown |
| know | **knew** | known |
| throw | **threw** | thrown |

**L**

|  |  |  |
| --- | --- | --- |
| be | **was, were** | been |
| do | **did** | done |
| eat | **ate** | eaten |
| fall | **fell** | fallen |
| forget | **forgot** | forgotten |
| give | **gave** | given |
| go | **went** | gone |
| hide | **hid** | hidden |
| see | **saw** | seen |
| take | **took** | taken |
| wear | **wore** | worn |

**Group 4 – The 1st and 3rd forms of the verb are the same**

M

|  |  |  |
| --- | --- | --- |
| become | **became** | become |
| come | **came** | come |
| run | **ran** | run |

**Recording 71, page 100**

**Exercise 1** Listen and read.

## The First Thanksgiving

In November 1620, a small ship from England – called the *Mayflower* – landed in North America. The people on board were the first British settlers in the New World.

In September 1620, the ship had sailed from Plymouth, England, with 102 passengers and crew. The sea voyage was stormy and dangerous, but after two months the *Mayflower* had crossed the Atlantic Ocean safely. In December 1620, the immigrants from England settled where Plymouth, Massachusetts, now stands.

The first months in the new continent were difficult. The winter was very cold. Half of the settlers died during the first winter. But the colony survived. Spring came and the settlers met some friendly “Indians”. They helped them grow corn and taught them to catch animals and fish.

The summer came and then autumn. The settlers planned a special meal to celebrate their first harvest in New England in November 1621.

About fifty colonists arrived for the *Thanksgiving* meal. The local “Indian” Chief came too, with ninety of his men.

The *Thanksgiving* lasted for three days. There was a lot of food: turkey, ducks, geese, deer, fish, and lots of Native and English fruits and vegetables.

In 1863, President Abraham Lincoln made *Thanksgiving* a national holiday in the USA.

*Thanksgiving* is always on the fourth Thursday in November. Families get together and have a special meal. The traditional *Thanksgiving* meal includes roast turkey and pumpkin pie. The pumpkin was an important vegetable for the Native American Indians and one which they shared with the English settlers.

**Recording 72, page 101**

## EXTRA READING. Unsolved Mysteries. Listen and read.

## The Bermuda Triangle

The Bermuda Triangle or ‘Devil’s Triangle’ is located off the south-eastern Atlantic coast of the United States. Over 100 ships and planes and more than 1,000 people disappeared between 1945 and 2000. People, ships, and planes are still disappearing, and we don’t know why! In December 1945, five planes from Fort Lauderdale disappeared. A rescue plane searched for them – and disappeared, too. Then, over 500 boats and planes searched, but weren’t successful. One of the pilot’s last words were: *‘Don’t come after me… I think they are from outer space.’*

## The story of the ‘Marie Celeste’

About a hundred years ago, a British ship was in the Atlantic Ocean. The seamen saw another ship. They saw that the ship’s name was the *Marie Celeste* but they couldn’t see anybody on board. Some of the seamen got into a small boat and rowed to the *Marie Celeste*. When they were on the deck of the *Marie Celeste*, they shouted: ‘Is there anybody here?’ Nobody answered. They went into the cabins to look for the crew but they weren’t there. Everything was in its proper place. But where were the crew of the *Marie Celeste*? Did pirates attack the *Marie Celeste*? No, because everything was in its proper place and there were no signs of a fight. To this day, nobody can answer the question: Where did the crew of the *Marie Celeste* go?

Did aliens kidnap the crew?

## The Stone Statues of Easter Island

These giant stone statues are on Easter Island in the South Pacific. This small island is one of the most isolated places on Earth (2,000 miles away from any inhabitation). On the island there are almost 300 giant statues. They are between five and twenty metres high. They are all people’s faces. They have long noses and big chins. No one knows who carved them. The people who live on the island say they don’t know anything about them. When Europeans arrived on the island in 1722, there were hundreds of statues staring out to sea. But this is not all. There are hundreds of statues on the island that are not finished. Why did the sculptors stop making these statues? They left their tools near the unfinished faces. Why did they stop so suddenly?

Some people believe that the stone statues are the creation of aliens. Why would ‘visitors from outer space’ build stone statues? If only one of those strange faces could talk!

## Atlantis – a sunken continent?

Did Atlantis really exist? Why did it sink? Many ancient maps have Atlantis on them, and many ancient writings from the Aztecs, Mayas and Greeks speak of a sunken continent.

Some scientists believe that the original Atlanteans were extraterrestrials and came to earth over 50 thousand years ago. They were of human shape, blond-haired and very tall. They lived up to 800 years. They used crystals a lot for transferring energy. They also used a mysterious instrument called the Great Crystal. It gathered solar, lunar, stellar, atmospheric and Earth energies. In the end, however, the Atlanteans tuned the Great Crystal too high, and this activated volcanoes. The ancient continent disappeared into the ocean. Some explorers believe that the ruins of Atlantis now exist on the ocean bottom in the Bermuda Triangle. They have found many interesting underwater ruins on the sea floor off the Bahamas, for example, a pyramid, roads, rectangular buildings, ‘mysterious’ crystals, a marble acropolis, etc.

**Recording 73, page 104**

**LIMERICKS**

|  |  |
| --- | --- |
| 1 | 2 |
| A careless explorer named **Blake**  Fell into a tropical **lake**  Said a fat **alligator**  A few minutes **later**  ‘Very nice, but I still prefer **cake**’ | There was a ghost named **Paul**  Who went to a fancy-dress **ball**  To shock all the **guests**  He went quite **undressed**  But the rest couldn’t see him at **all** |

|  |  |
| --- | --- |
| 3 | 4 |
| There was a young man from **Kent**  Whose nose was terribly **bent**  One day, I **suppose**  He could follow his **nose**  And no one would know where he **went** | Young Tommy would not go to **bed**,  But sat watching TV **instead**.  As he stayed up to **stare**  His face went all **square**  And aerials grew from his **head**. |

**Recording 74, page 104**

**RHYMES**

**WISECRACKS**

A wise old owl sat on an oak,

The more he saw, the less he spoke;

The less he spoke, the more he heard;

Why aren't we like that wise old bird?

# A poem

A pin has a head, but has no hair,

A clock has a face, but no mouth there,

Needles have eyes, but they cannot see,

A fly has a trunk without lock or key,

A watch has hands, but no thumb or finger,

A shoe has a tongue, but is no singer,

Rivers run though they have no feet,

A saw has teeth, but it does not eat.

**Recording 75, page 105**

Look, listen and learn.

**The house that Jack built** – a traditional rhyme

|  |  |
| --- | --- |
| 1 | This is the house that Jack built. |
| 2 | This is the corn that lay in the house that Jack built. |
| 3 | This is the rat that ate the corn that lay in the house that Jack built. |
| 4 | This is the cat that killed the rat that ate the corn that lay in the house that Jack built. |
| 5 | This is the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built. |
| 6 | This is the cow that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built. |
| 7 | This is the girl that milked the cow that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built. |
| 8 | This is the man that married the girl that milked the cow that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built. |

**UNIT 4: PEOPLE AND COUNTRIES**

**Recording 76, page 106**

**Exercise Ib** Play *‘I say… you say…’* and match the opposites. Listen and check.

A: I say cheap, you say …

B: … expensive. I say lazy, you say …

A: … hard-working. I say clean, you say …

B: … dirty. I say full, you say …

A: … empty. I say short, you say …

B: … tall. I say heavy, you say …

A: … light. I say strong, you say …

B: … weak. I say brave, you say …

A: … cowardly.

**Recording 77, page 108**

**Exercise 2b** Listen and check your answers.

1. The Eiffel Tower in Paris is 324 metres tall.
2. Triglav is 2,864 metres high.
3. There are 196 countries in the world.
4. We can see about 2,500 stars in the sky on a clear night.
5. The River Soča is 140 kilometres long.
6. The border between the USA and Canada is 6,416 kilometres long.

**Recording 78, page 108**

**Exercise 3** Listen and repeat.

**NUMBERS**

|  |  |
| --- | --- |
| 100  101  132  315  546  890  1,000  1,300  2,156  6,077  10,000  100,000  1,000,000  5,000,000 | a/one hundred  a/one hundred and one  a/one hundred and thirty-two  three hundred and fifteen  five hundred and forty-six  eight hundred and ninety  a/one thousand  one thousand, three hundred  two thousand, one hundred and fifty-six  six thousand and seventy-seven  ten thousand  a hundred thousand  a million  five million |

**Recording 79, page 108**

**Exercise 4a** Listen and repeat.

a) 572 b) 962 c) 102 d) 1,542 e) 312 f) 744 g) 289 h) 3,465 i) 7,423 j) 4,226 k) 8,732 l) 9,999 m) 2,865

**Recording 80, page 109**

**Exercise 5c** Listen and check.

1. The highest British mountain is Ben Nevis. It’s in Scotland. It’s 1,343 m high.
2. The highest American mountain is Denali (formerly known as Mount McKinley). It’s in Alaska. It’s 6,194 m high.
3. Mount Everest is the highest mountain in the world. It’s 8,848 m. It’s in Nepal-Tibet.
4. New Zealand’s highest mountain is Mt. Cook. It’s 3,764 m high.
5. The highest Australian mountain is Mt. Kosciusko. It’s 2,230 m.
6. Mont Blanc is the highest mountain in Europe. It’s in France. It’s 4,807 m high.
7. Mt. Logan is Canada’s highest mountain. It’s 6,050 m.
8. Mount Kilimanjaro is the highest mountain in Africa. It’s in Tanzania. It’s 5,895 m high.
9. Etna is the highest volcano in Europe. It’s in Sicily, Italy. It’s 3,323 m high.
10. Mount Olympus is the highest mountain in Greece. It’s 2,917 m. In Greek mythology, it was the place where the gods lived.

**Recording 81, page 109**

**Exercise 6** Facts and figures about the Panama Canal. Listen to the recording, and complete the sentences with the correct numbers.There are two numbers too many.

… and the next part of this talk is on the Panama Canal. It’s amazing how this one small section of a small country can be so important to the world. Let’s learn a little bit about the canal itself, before we look at how it connects to everything else.

The Panama Canal is an artificial waterway in the Central American country of Panama that connects the Atlantic and Pacific Ocean. It is only 82 kilometres long. If you go around South America by ship then you need to travel another 15,000 kilometres. So the canal saves a lot of travel time. It takes around 8 to 10 hours to cross the canal.

The French started building the canal in 1881, but they couldn’t finish it. The project was started again in 1904 by the United States and the canal was finally finished in 1914. Many people died while they were building the canal, some say up to 25,000. For the rest of the 20th century, the United States controlled the canal, but gave control back to Panama in 2000.

Every year, around 40,000 ships come through the canal. These are mostly commercial ships. They transport goods for trade between Asia and America, or Europe. In 2016 the government of Panama made the canal bigger, so that now 99 per cent of ships can pass through it.

**Recording 82, page 109**

**Exercise 7a** How tall are they? Listen and write the height under each person.

**Dialogue 1:**

|  |  |
| --- | --- |
| **Lisa** | Wow! Who’s that guy at the front? |
| **Jenny** | Who do you mean? |
| **Lisa** | The tall guy in a red shirt, standing at the bar. |
| **Jenny** | Oh, that’s Luka. |
| **Lisa** | He’s good-looking. And very tall. He could make the NBA. |
| **Jenny** | Well, he *is* in the NBA, in fact. |
| **Lisa** | Are you serious? |
| **Jenny** | I’m totally serious*.* He plays for the Dallas Mavericks. He’s 2.01 metres tall. |

**Dialogue 2:**

|  |  |
| --- | --- |
| **Reporter** | Ariana, is it true that you don’t like talking about your height? |
| **Ariana** | No, I don’t mind it. I know I’m short, and I feel OK about it. |
| **Reporter** | Do you feel awkward standing beside and talking to a tall person? |
| **Ariana** | No, not at all. But if a person is really tall, I like to joke and use fun ice breaker questions, like “What’s the weather like up there?”. |
| **Reporter** | Ha-ha. So, how tall are you actually? |
| **Ariana** | 1.53 metres. |

**Dialogue 3:**

|  |  |
| --- | --- |
| **Olivia** | How many girls are there? Count them. |
| **Jessica** | One, two, three, four, five, six, seven, eight, nine, ten, eleven. |
| **Olivia** | So there are. Six on our side and five on your side. |
| **Jessica** | That’s not right. |
| **Olivia** | Yes, it is! Ugbad is on your side. She’s very tall. She’s 1.80 metres. She’s like two players. |

**Dialogue 4:**

|  |  |
| --- | --- |
| **Frank** | Right. Who’s next, please? |
| Timothée | It’s me. Hi. |
| **Frank** | Hi. What’s your name, please? |
| Timothée | Timothée. |
| **Frank** | OK. As you know, in this casting audition, you need to have a height and weight check. |
| Timothée | Yeah, OK. |
| **Frank** | Would you please step over here, like this. I’m going to measure your height first. |
| Timothée | OK. |
| **Frank** | Let me see… |
| Timothée | How tall am I? |
| **Frank** | You’re 1.78 metres, Timothée. A good height for an actor. |

**Dialogue 5:**

|  |  |
| --- | --- |
| **Reporter** | Billie, once you said that “success has nothing to do with height, success comes from the heart”. Why did you say that? |
| **Billie** | Well, you know, back at school, my schoolmates constantly teased me because I was short. I didn’t really understand why. I just laughed, and went along with the jokes. My answer was: ‘Good things come in small packages’ or ‘They don’t make diamonds the size of bricks’. |
| **Reporter** | That’s so true. And how tall are you, if you don’t mind? |
| **Billie** | 1.61 metres. And you see, being short has at least one big advantage – I can wear very high heels. |

**Recording 83, page 110**

**A SCHOOL PLAY**

**Exercise 1** There will be a school play next week. The name of the play is *Snow White*. The children are setting up the stage scenery. Listen and read.

|  |  |
| --- | --- |
| Martin | Roy! Terry! Can you help me with this heavy furniture? |
| **Roy** | No, we can’t. |
| **Terry** | We’re very busy … [*laughing and saying to himself*] … we’re reading comics. |
| **Martin** | [*angrily to himself*] Just wait and see, you two!  Sarah, I need your help. Roy and Terry don’t want to help with the stage scenery. I have an idea. You have the main part in the play, and Roy and Terry both have a crush on you. Why don’t you ask them? They won’t say no to you. |
| **Sarah** | Alright.  [*in a stagy manner*] Roy! Terry! Where are you? I need some help. |
| **Roy** | Here we are. |
| **Terry** | At your service. |
| **Sarah** | Good. But I need someone tall. |
| **Roy** | I’m tall. I’m taller than Terry. |
| **Terry** | No, you aren’t, Roy! |
| **Sarah** | Let’s see. Terry, stand next to Roy, like this. |
| **Terry** | Now, who’s taller, Roy or me? |
| **Sarah** | You’re shorter than Roy. |
| **Terry** | OK. But let’s see who is stronger!  Come on, Roy. I dare you to arm wrestle with me. |
| **Roy** | OK. |
| **Terry** | You see? I am stronger. |
| **Sarah** | Yes, you are. Well done! I need you both.  Roy, you’re taller. Go and put up that curtain. And you, Terry, you’re stronger, you can move that heavy furniture. Now, hurry up!  Martin, are you free for the cinema tonight? |
| **Martin** | Err …, yes, sure. |
| **Roy** | What?! But he’s shorter than me! |
| **Terry** | … and weaker than me! |
| **Sarah** | Maybe, but he’s much nicer than you. Looks aren’t important, you lazybones! |

**Recording 84, page 112**

**Exercise 5b** Listen and check.

**GENERAL KNOWLEDGE: COMPARATIVE QUIZ**

|  |  |
| --- | --- |
| 1. Which is **longer**, the Sava or the Danube? | A: The Danube. |
| 1. Which is **higher**, the Empire State Building in New York or the Eiffel Tower in Paris? | A: The Empire State Building. |
| 1. Which is **bigger**, the Pacific Ocean or the Atlantic Ocean? | A: The Pacific Ocean. |
| 1. Which is **larger**, Canada or the USA? | A: Canada. |
| 1. Which is **further** from the Sun, Mars or Earth? | A: Mars. |
| 1. Which is **longer**, the Suez Canal or the Panama Canal? | A: The Suez Canal. |

**Recording 85, page 113**

**GREAT BRITAIN versus CANADA**

**Exercise 1** Listen and read.

Mrs Globetrotter comes from Ottawa, the capital of Canada. She is the world’s greatest tourist. She has been to every country in the world except North Korea and Antarctica. She has travelled 2.6 million kilometres. That’s the same as seven journeys to the moon. Tonight she is talking on a TV show, *World Travellers’ Tales*, about her impressions of Britain.

|  |  |
| --- | --- |
| **Host** | What are your impressions of Britain, Mrs Globetrotter? |
| **Mrs Globetrotter** | The first thing you notice is that the coins are heavier, the buildings are redder and the grass is greener. |
| **Host** | What are the British like? |
| **Mrs Globetrotter** | Well, I think they’re quieter than we are and not very outgoing. Their manners are better than ours. |
| **Host** | In what way is Britain better than Canada? |
| **Mrs Globetrotter** | It’s easier to travel around because Britain is a lot smaller than Canada. |
| **Host** | Canada is the second-largest country in the world, isn’t it? |
| **Mrs Globetrotter** | That’s right. So, everything in Britain is rather small. The highest mountain, for example, is Ben Nevis – 1,343 metres. Our mountains are much higher. And the longest rivers in Britain are the Severn – 354 km and the River Thames – 346 km. |
| **Host** | I see. Anything else? |
| **Mrs Globetrotter** | Well, what I like best about Britain is its beautiful countryside. |
| **Host** | Is it more beautiful than ours? |
| **Mrs Globetrotter** | Well, it’s difficult to say. Maybe it is more beautiful. But Canada has many different kinds of landscape, you know, like forests, prairies and tundra. |
| **Host** | Oh, yes. Our evergreen forests, clear lakes… |
| **Mrs Globetrotter** | …and further inland, the vast farmlands. I think Canada’s landscape is more varied than Britain’s. But then the weather here is much worse than in Britain. Our climate is much more severe. |
| **Host** | In what way is Britain worse than Canada? |
| **Mrs Globetrotter** | One thing is for sure – the food is much worse than ours. Their beer and coffee are also worse. |
| **Host** | Thank you, Mrs Globetrotter. |
| **Mrs Globetrotter** | Not at all. |

**Recording 86, page 115**

**Exercise 7b** Listen and check.

In Slovenia, which is…?

|  |  |
| --- | --- |
| the biggest town/city? | * Ljubljana is the biggest/largest town in Slovenia. (280,000 inhabitants). |
| the longest river? | * The Sava is the longest river in Slovenia. (948 km, in Slovenia 221 km) |
| the highest mountain? | * Triglav is the highest mountain in Slovenia. (2,864 m) |
| the warmest month of the year? | * July is the warmest month of the year. |
| the coldest month? | * December or January are the coldest months of the year. |
| the wettest month? | * April or October are the wettest months of the year. |
| the largest lake? | * Lake Bohinj is the largest lake in Slovenia (318 hectares). The largest lake in Slovenia is in fact Lake Cerknica (2,400 hectares), but it’s a periodic lake. |
| the deepest lake? | * Lake Bohinj is the deepest lake in Slovenia (44.5 m). The deepest lake in Slovenia is in fact Lake Velenje (54.5 m), but it’s an artificial or man-made lake that has been sinking downwards because of the coalmine. |
| the (old) town? | * Ptuj is the oldest town in Slovenia. |

**Recording 87, page 116**

**Exercise 10b** Listen and check.

**GENERAL KNOWLEDGE: SUPERLATIVE QUIZ**

1

**Q:** Which is the *longest* railway line in the world?

**A:** The Trans-Siberian Railway is the *longest* railway line in the world (9,289km).

2

**Q:** Which is the *heaviest* snake in the world?

**A:** The giant Anaconda is the *heaviest* snake in the world. Some weigh 227 kg. That’s as heavy as three men.

3

**Q:** Which is the *saltiest* sea in the world?

**A:** The Dead Sea is the *saltiest* sea in the world. This saltwater lake is about nine times as salty as the ocean.

4

**Q:** Which is the *deepest* ocean valley?

**A:** The Mariana Trench is the *deepest* ocean valley. There, the ocean floor is 11,034 m below the surface.

5

**Q:** Which is the *smallest* country in the world?

**A:** The *smallest* country in the world is the Vatican City. It covers only 0.44 **square kilometres**/440.000 sq. m.

6

**Q:** Which is the *furthest* planet from the Sun?

**A:** Neptune is the *furthest* planet from the Sun. Light from the Sun takes about four hours to reach it.

**Recording 88, page 117**

**Exercise 1** Listen and read.

**THE UNITED STATES OF AMERICA (the USA)**

The United States of America is the fourth largest country in the world. From Seattle (in the northwest) to Miami (in the southeast) it is about 5,600 kilometres. The USA is also the richest country.

There are 50 states in the USA. The 49th is Alaska and the 50th is Hawaii. The capital is Washington, D.C. The President of the USA lives and works in the White House in Washington.

New York City, with about 8.3 million people, is the largest U.S. city by far. Other big cities are Los Angeles, Chicago, Houston, Philadelphia and Detroit. The most expensive cities are New York and Los Angeles. The most famous district of Los Angeles is Hollywood, the film capital of the world. Because it is so near the Mexican border, L.A. is very Spanish in character. Many signs are in English and Spanish, and there are many Spanish street names.

Interestingly, the USA has no official national language. In practice, of course, English is the national language of the USA, and the second-most common language is Spanish.

The most popular American sport is baseball. The 4th of July or Independence Day is the most important American holiday. The Americans celebrate the day the US became independent from Britain.

The United States of America is probably one of the most attractive and interesting countries in the world. What makes it so attractive and interesting? It’s difficult to say. Maybe the beautiful countryside and the variety of nationalities from all over the world. It is the country with the most immigrants.

The first inhabitants were North American Indians. Then came the English, Spanish, Scottish, Irish, Dutch, French, Italians and Germans. They all chose to go. The black Africans who went there didn’t choose to go: they had to work as slaves.

**Recording 89, page 119**

**Exercise 6a** Listen and read.

**PRINCE CHARMING**

Prince Charming is a perfect man, who is kind, brave, romantic and very good-looking.

|  |  |
| --- | --- |
| **Dr Confident** (a psychiatrist) | I live in Fantasia. It’s a big country. Prince Charmings are in great demand.  Lots of Prince Charmings have problems. For example: |
| **Girl 1** | No! You’re too short. |
| **Girl 2** | No! Your nose is too long! |
| **Girl 3** | No! Your legs are too bandy! |
| **Prince Charming 1** | I’m too short. I’m shorter than all the other Prince Charmings. |
| **Prince Charming 2** | My nose is too long. I have the longest nose in Fantasia. |
| **Prince Charming 3** | My legs are too bandy. I’m more bandy-legged than all my friends. |
| **Dr Confident** (a psychiatrist) | I listen to all the problems. And this is my answer:  Repeat 100 times a day:  I’m great.  I’m terrific.  I’m the greatest! |

**Recording 90, page 120**

**Exercise 1** Read and listen to the poem.

## A Song about Myself

There was a naughty boy,

And a naughty boy was he,

He ran away to Scotland

The people for to see –

There he found

That the ground

Was as hard,

That a yard

Was as long,

That a song

Was as merry,

That a cherry

Was as red –

That lead

Was as weighty,

That fourscore

Was as eighty,

That a door

Was as wooden

As in England –

So he stood in his shoes

And he wondered,

He stood in his shoes

And he wondered.

**Recording 91, page 122**

## Exercise 9 Comparisons. Listen and fill in the missing words.

## Comparisons

As wet as a fish – as dry as a bone;

As live as a bird – as dead as a stone;

As heavy as lead – as light as a feather;

As steady as time – as uncertain as weather;

As hot as an oven – as cold as a frog;

As gay as a lark – as sick as a dog;

As red as a rose – as square as a box;

As bold as a thief – as sly as a fox.

**Recording 92, page 123**

**THE LONDON EYE aka THE MILLENNIUM WHEEL**

**Exercise 1** A group of tourists are in front of the London Eye. They are queuing up to get tickets. Listen and read.

|  |  |
| --- | --- |
| **Tory** | Phew! Look at this queue! It’s so long.  Excuse me, what time is it? |
| **Palmira** | It’s five o’clock. |
| **Tory** | Thank you.  You’re not British, are you? |
| **Palmira** | No, we’re from Spain. |
| **Tory** | Really! Hugh, they’re Spanish! |
| **Hugh** | Oh, we love Spain. |
| **Tito** | Thank you. |
| **Hugh** | What city are you from? |
| **Tito** | We’re from a small town, not a city. It’s called Toledo. |
| **Hugh** | Oh, I see. We went to Spain last year, but we didn’t visit Toledo. |
| **Tito** | You’re American, aren’t you? |
| **Tory** | We’re from Canada. |
| **Palmira** | Where exactly? |
| **Tory** | From Edmonton. |
| **Hugh** | Well, this place is really international, isn’t it? |

**Recording 93, page 124**

**Exercise 4** Listen to the recording. If you think the sentence is true, repeat it. If you think, it is not true, say, ‘No, they don’t!’

Example:

■ They speak French in France.

*□* They speak French in France.

■ They speak Italian in Spain.

□No, they don’t.

1. They speak German in Austria.
2. They speak Greek in Norway.

They speak English in Canada. They speak French in Canada.

1. They speak Finnish in Finland.
2. They speak Dutch in Ireland.
3. They speak Dutch in the Netherlands.
4. They speak Italian in Switzerland.
5. They speak French in Switzerland.
6. They speak Russian in Slovenia.
7. They speak Greek in Greece.

**Recording 94, page 124**

**Exercise 5** **National Flags. Listen to five descriptions of flags. For each description choose the correct answer – A, B or C.**

1. The flag on the left, the first flag, is the flag of Croatia. The flag in the middle is the flag of Slovakia and the flag on the right is the flag of Slovenia. Now, which flag am I describing? This flag has three colours: red, white and blue, and it has three horizontal bars. Horizontal means side-to-side. The top colour is white. The middle colour is blue, and the bottom colour, the bottom horizontal bar is red. On the flag there is also an emblem. The emblem is on the white and blue horizontal bars. The emblem is of some mountains and some stars and it's kind of small. Which flag am I talking about?
2. Now we have the flag of France on the left, the flag of Holland in the middle, and the flag of Russia on the right. OK, now this flag has only three colours: red, white and blue and it does not have an emblem. This flag has three vertical bars. Vertical means up-and-down. The flag does not have any horizontal bars. Which flag is it?
3. Now we have the flag of Chile on the left, the flag of the Czech Republic in the middle, and the flag of Panama on the right. OK, this flag has three colours: red, white and blue, and it has two shapes. One shape is a triangle. The other shapes are kind of like horizontal bars that have been cut at the end. I think this one is pretty easy. Again, it's got a triangle in the flag. Which flag is it?
4. On the left we have the flag of Austria. In the middle we have the flag of Peru and on the right, we have the flag of Poland. OK, which flag am I describing? This flag is read and white and it has bars. Unlike the other flags that have three bars, this flag only has two bars. It has a very small emblem. The top part of the flag is white. The bottom part of the flag is red. Which flag is it?
5. We have our three last flags. The first flag on the left is the flag of Denmark. The flag in the middle is the flag of Norway, and the flag on the right is the flag of Iceland. OK, which flag am I describing? This flag has three colours: red, white and blue. In the middle of the flag, there is a cross. The cross is to the left. The background is blue and the cross is red and white. Which flag is it?

**Recording 95, page 126**

**Exercise 8b** Listen to the recording, and write true (T) or false (F).

(*female voice*)

I now live in England, but in the past I lived and worked in several countries. I think my favourites were probably France and Italy, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. In Italy it’s much warmer, the skies were much bluer and there was less rain there, so it was lovely. And that was most of the year even in winter. France was lovely, also. It got more humid than Italy in the summer and colder than Italy in the winter, but it was still very sunny there – sunnier than in England. The food ... well, I know some people eat to live, but I don’t; I live to eat. I love my food, so Italy and France were both wonderful countries for me. I know the food in Britain is maybe more varied than in other countries, because we’ve got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai… the list is endless. It’s no secret that French cuisine is one of the best in the world. Nobody eats like the French! French cuisine truly is a dream. On the other hand, however, many of their foods are very rich and not really healthy. Italian food – this was probably the healthiest food and the most delicious, and I became a bit of an addict to olive oil, tomatoes and seafood during my stay there. Language in the countries ... I didn’t find French and Italian very difficult, because English has got a lot of words that are almost the same as in French or Italian. But French pronunciation is more difficult than Italian. Sometimes I was afraid of speaking French because the French really love their language and don’t enjoy hearing it butchered. So, overall, choosing between Italy, England and France, I think Italy is my favourite. It’s the most relaxed country, and the weather is beautiful. It’s the sunniest and hottest country, and it has beautiful beaches. So if I chose, I’d live there.

**Recording 96, page 127**

**Exercise 1a** Word stress. Look at the stress marks. Practise saying the countries.

|  |  |  |  |
| --- | --- | --- | --- |
| X | Xx | xXxx | Xxx |
| France  Spain  Greece | England  Russia  Belgium  Finland  Britain  Ireland  Norway  Sweden | Romania  Slovenia | Germany  Hungary  Italy  Austria |

**Recording 97, page 127**

**Exercise 1b** Which syllable has the stress? Use a stress square. Then listen and repeat.

Example:

expensive bicycle

attractive outgoing interesting important popular curtain lazybones evergreen kilometre geography conduct

**Recording 98, page 127**

**Exercise 2** The /ə/ sound. Listen and repeat.

1. cold – colder
2. deep – deeper
3. green – greener
4. hard – harder
5. light – lighter
6. new – newer
7. pretty – prettier
8. sweet – sweeter
9. tall – taller
10. trendy – trendier
11. warm – warmer
12. salty – saltier

**Recording 99, page 127**

**Exercise 3** Phrasal stress. Listen and repeat.

1. as brave as a lion
2. as busy as a bee
3. as cold as ice
4. as flat as a pancake
5. as free as a bird
6. as green as grass
7. as hard as a rock
8. as light as a feather
9. as sharp as a razor
10. as pretty as a picture
11. as proud as a peacock
12. as sweet as honey

**Recording 100, page 129**

**Exercise 1b** Ten of the symbols of Slovenia from Exercise 1a are described below. Which ones? Listen and read.

1. In Slovene folklore, it is a legendary white chamois buck that lived near the heights of Mount Triglav.
2. It could once be found in almost every village. Locals would gather under its shady canopy and discuss the issues of the day. When Slovenia became independent, many called for its leaf to appear on the country’s new flag – in the style of Canada and its world-famous maple leaf.
3. It is the most popular instrument in Slovenia, especially in rural popular music. It is hard to imagine a wedding, birth celebration, birthday, anniversary, festival or any other kind of event without this instrument.
4. It is a famous Slovenian carnival figure. It looks very scary, like a large hairy sheep standing upright and also dancing around.
5. If you drive through the Slovenian countryside, you can see many brightly painted beehives. These open-air galleries are a unique form of Slovenian folk art. Beekeepers farmers used to paint the wooden front panels of their beehives. The images on the panels often tell simple stories, or depict scenes from everyday farm life and the Bible.
6. It is one of the most familiar markers of the Slovene landscape. It can take several different forms. It is a free-standing structure, made mainly of wood. It is used for drying grasses, and sometimes corn, for use as fodder for animals.
7. It is a religious image, usually in some sort of a small shelter. There are thousands of them in Slovenia. They are placed by a road or pathway, and sometimes at a crossroads. In the past, they were placed along pilgrim routes. They were markers and orientation aids for travellers to find their way.
8. It is a wooden mechanical device on a high wooden pole, similar to a wind mill. It is used in vineyards to keep the birds away.
9. For centuries, many people from the Kočevje and Ribnica valleys would travel far from home and sell various wooden household objects, ranging from spoons to brooms. They wore large baskets on their back. They used a very clever method to hawk their wares, and had a unique sense of humour. Because of that they were always welcome everywhere. The present-day “krošnjarji” travel in modern vans and most of their products are no longer hand-made.
10. In the 19th century, they were a cherished gift among lovers. Today they are mostly a beautiful tourist souvenir, which can be preserved for decades. It’s a **heart-shaped and decorated pastry.** Your name, or the name of your loved one, can be written onto hearts. Some of them have a small mirror for young women to admire themselves.

**Recording 101, page 130**

**EXTRA READING**

**About Great Britain**

**Exercise 1** The countries

**England** is the largest country in (Great) Britain.

**(Great) Britain**

There are three countries in Great Britain: England, Scotland and Wales. It does not include Northern Ireland. Great Britain is the largest island of the British Isles. In everyday speech you can drop the word ‘Great’ which is a reference to size.

**The United Kingdom** consists of four countries: England, Scotland, Wales and Northern Ireland. Its full name is the United Kingdom of Great Britain and Northern Ireland. It is often called the UK for short.

**The British Isles** is the geographical name that refers to Great Britain, the whole of Ireland (Northern and Southern), and all the other islands round about (e.g. the Channel Islands and the Isle of Man). But it is important to remember that Southern Ireland – that is, the Republic of Ireland – is completely independent.

**Recording 102, page 130**

**About Great Britain**

**Exercise 2** The flags

The flag of the United Kingdom is called the Union Jack. It’s three flags in one.

a red cross on white, for **England**

a white (diagonal) cross on blue, for **Scotland**

a red (diagonal) cross on white, for **Ireland**

Three flags in one: the Union Jack, the flag of the **UK**

**Recording 103, page 130**

**About Great Britain**

**Exercise 3** The symbols: Britain's national flowers

Each country in the United Kingdom has a plant as a symbol. The national flower of England is the rose. The national flower of Northern Ireland is a wild plant – the shamrock. The Scottish national flower is another wild plant – the thistle. The national emblem of Wales is a vegetable or flower – the leek or the daffodil.

It’s traditional in Britain to wear your country’s emblem on its saint’s day. The leek doesn’t go in a buttonhole, so the Welsh often wear a daffodil.

**Recording 104, page 133**

**RHYMES & POEMS**

## If Pigs Could Fly

If pigs could fly, I’d fly a pig

To foreign countries small and big –

To Italy and Spain,

To Austria, where cowbells ring,

To Germany, where people sing –

And then come home again.

I’d see the Ganges and the Nile;

I’d visit Madagascar’s isle,

And Persia and Peru.

People would say they’d never seen

So odd, so strange an air-machine

As that on which I flew.

Why, everyone would raise a shout

To see his trotters and his snout

Come floating from the sky;

And I would be a famous star

Well known in countries near and far –

If only pigs could fly!

**UNIT 5: LIFE IN THE FUTURE**

**Recording 105, page 135**

**TOMORROW'S WORLD**

**Exercise 1** Listen and read.

|  |  |
| --- | --- |
| Amy | It’s still early. Let’s go out. If we hurry up, we can still make it for the 8 o’clock movie. |
| Emma | I’m sorry, I can’t. I’m grounded. Last weekend I came in late and my dad was really cross with me. He just doesn’t get it. Kids grow up much faster today. And he doesn’t let me stay out later than 9 o’clock on a Saturday. It’s ridiculous. I’m nearly fourteen! |
| Amy | Well, I’m sure many things in the future will change for the better. For example, parents will not be so strict. Eventually, they will have to trust us. |
| Nick | Dream on! |
| Steve | I can’t go out either. I have to write a report on wild animals by tomorrow morning. And I don’t have a clue what to put in it. |
| Amy | Cheer up! In the future, computers will be able to think for you. If you need a report on wild animals, you’ll just type in ‘Report on wild animals’ and the computer will make it for you. |
| Nick | Yeah, and over the next 30 to 50 years, it will become harder to tell the difference between a human and a robotic machine. Robots will look, talk and act like humans. And these ‘artificial humans’, or human-like digital avatars, will be able to recognize our feelings and react appropriately. Isn’t that fantastic!? |
| Emma | Hey guys, stop with this science fiction! It sounds scary. I’m getting hungry. Why don’t we order a pizza or Chinese? |
| Amy | A good idea, and a box of Chinese fortune cookies. It’ll be great fun reading the messages and predictions. |
| Emma | Right, I can’t wait to find out what the future holds for us. |
| Nick | And next you are going to say it’s the boys’ treat. |
| Emma | Bingo! It’s your turn now, and besides Amy and I.... |
| Nick | …are broke. Right? |
| Amy | Right! |
| Steve | One thing will never change: Girls will always be girls! |

**Recording 106, page 138**

**Exercise 5a** Listen to three teenagers talking about what they think about the future. Note down what they say about the different topics.

What do the students at Westwood Junior High School think about the future? What are their predictions? Let’s listen to Megan, Corey and Vicky.

## Interview 1

|  |  |
| --- | --- |
| Interviewer | Megan, may I ask you some questions? |
| **Megan** | Sure. Go ahead. |
| **Interviewer** | What do you think life will be like fifty years from now? Where will people live? |
| **Megan** | I’m sure the population will not rise too much. So we’ll live in 3-element houses. |
| **Interviewer** | 3-element houses? |
| **Megan** | Yes. A 3-element house will consist of three parts: a revolving glass sphere in the air, then a big globe-shaped room underground. From there, a tunnel will lead to a glass sphere below the sea. In this way, we’ll be able to live in three elements: air, earth and water. |
| **Interviewer** | Sounds interesting. What do you think school will be like in the future? |
| **Megan** | *Well, technology will change everything. Kids won’t learn at school, with teachers. The children of the future will learn alone by using special digital devices. There will be Wi-Fi everywhere.* |
| **Interviewer** | Will we use any interesting machines in 50 years’ time? |
| **Megan** | Yes. Our cities will be very crowded. There won’t be enough space for cars, so people will fly bicycles! Scientists will invent a new flying bicycle so people will fly over the city and park on top of buildings. There won’t be any more traffic problems. |
| **Interviewer** | I see. Thank you for the interview, Megan. |
| **Megan** | You’re welcome. |

## Interview 2

|  |  |
| --- | --- |
| Interviewer | Corey, can I ask you some questions? |
| **Corey** | Yes, of course. Go ahead. |
| **Interviewer** | What do you think life will be like fifty years from now? Will it change for the better or for the worse? |
| **Corey** | Well, I’m an incurable optimist. I’m sure life will change for the better. People won’t use plastic anymore, for example. If they want to do shopping, they will do it all online. |
| **Interviewer** | Mm-hmm. Where will people live? Will we live on other planets, like Mars for example? |
| **Corey** | Yes, I think so. In the future, there won’t be enough space for everybody on Earth. Some people will live on other planets; they will live on the moon or Mars. And people will be able to choose to live on Earth or on a new planet. |
| **Interviewer** | What about school? How will school change in the future? |
| **Corey** | Schools will change for the better. They’ll be completely paperless and everything will be computerised. Students will learn with digital technology, and they won’t need any books. Computers will automatically record everything that the teacher says or does. Students will listen to the recorded lessons and revise for exams during their sleep. |
| **Interviewer** | I see. What about technology? Do you think there will be some interesting new gadgets and machines in 50 years’ time from now? |
| **Corey** | Yes, I’m sure there will be a lot of new technological inventions. From a fridge that does your shopping online, to a wardrobe that tells you what to wear. Robots and computers will do most of the work, and people will have more free time. We’ll wear portable computers on our wrists and communicate information to other people by touch. It’ll be super. |
| **Interviewer** | Thank you for the interview, Corey. |
| **Corey** | Any time. |

## Interview 3

|  |  |
| --- | --- |
| Interviewer | Vicky, I’d like to ask you some questions about life in the future. |
| **Vicky** | Okay. |
| **Interviewer** | What do you think life will be like fifty years from now? Will it change for the better or for the worse? |
| **Vicky** | Well, I don’t know really. Some things will probably change for the better, and some for the worse. Sometimes I think that some idiot will set off a nuclear weapon and destroy the world. |
| **Interviewer** | Oh, you’re not very optimistic, are you? |
| **Vicky** | No, I’m not. A lot of things worry me. But then, as the Italians say, *che sarà*. Whatever will be, will be. |
| **Interviewer** | Yes, I agree. Well, what do you think where people will live? Will we live in underwater cities, for example? |
| **Vicky** | Well, it’s possible. I don’t know. It’s a fact that there won’t be enough space for everybody on our planet, so maybe we’ll build space colonies that will orbit the Earth. |
| **Interviewer** | Do you think school will change in the future? And if yes, how? |
| **Vicky** | *I think the school week will be shorter, and robots will probably teach some of the lessons.* |
| **Interviewer** | What about new technological inventions? |
| **Vicky** | There will be new inventions to make life easier. Computers will rule the world, and they’ll have feelings. There will also be lots of new radio- and voice-controlled machines. We’ll use our eyes for personal identification – for example to get into our homes. Technology and our bodies will mix and ordinary humans will have some ‘superpowers’, similar to those of superheroes we all know from comic books and science fiction films. |
| **Interviewer** | Thank you for the interview, Vicky. |
| **Vicky** | Not at all. |

**Recording 107, page 140**

**Exercise 10a** Secret plans. Listen to Mr M and Roger Bond’s conversation and complete the page from Roger Bond’s notebook.

Roger Bond works for the Secret Service. He will go on an important mission. He walks into Mr M’s office.

|  |  |
| --- | --- |
| **Mr M** | Well, Roger, I have an important job for you. |
| **Roger Bond** | Very good, sir. Where will I go? |
| **Mr M** | This time, Roger, it’s Istanbul, Turkey. |
| **Roger Bond** | And how will I go there? By train as usual – the orient Express? |
| **Mr M** | No, we don’t have the time. You’ll go by plane. |
| **Roger Bond** | Right. When will I leave? |
| **Mr M** | Tomorrow morning. You have a flight at 10 am. Here’s your ticket.  Now, when you arrive at Istanbul Airport, you’ll contact our man there, Mr Kaba. |
| **Roger Bond** | How will he know me, sir? |
| **Mr M** | He won’t. |
| **Roger Bond** | I see. How will I know him? |
| **Mr M** | He will wear a black raincoat and sunglasses. He’ll have a copy of *The Times* under his right arm. |
| **Roger Bond** | Okay. Is there a password? What will I say to him? |
| **Mr M** | You’ll say, ‘Will you have this dance with me?’ and he’ll say, ‘Only if it’s a tango’. |
| **Roger Bond** | Fine. |
| **Mr M** | Then you’ll give him this letter. He’ll take you to the city park. There you will meet a man in a red jacket and a green hat. He will give you the secret documents. |
| **Roger Bond** | All right, sir. And when will I fly back? |
| **Mr M** | You won’t fly back, Roger. You’ll take the train – the Orient Express. You’ll leave Istanbul at 4:45 pm. |
| **Roger Bond** | Very good, Sir. |
| **Mr M** | Any questions? |
| **Roger Bond** | No, Sir. |
| **Mr M** | Well, good luck, Roger.  Wait-wait…, one more thing… |
| **Roger Bond** | Yes? |
| **Mr M** | When you get back, you’ll go to an empty farmhouse in the countryside. You have to hide until things settle down a bit. You’ll stay there for a week. |
| **Roger Bond** | I understand, Sir. |

**Recording 108, page 145**

**Exercise 3b** Listen and check.

Mr Sims is driving. His wife is sitting beside him.

|  |  |
| --- | --- |
| **Mr Sims** | Where are we going to spend the night? |
| **Mrs Sims** | In Cardiff. We have a reservation at the Angel Hotel. Why do you ask? |
| **Mr Sims** | That’s another thirty miles away. We are going to run out of petrol before we get there. I’ll stop at the next petrol station. |
|  | *Half an hour later.* |
| **Mrs Sims** | This road goes on forever. |
| **Mr Sims** | We are going to get stuck. The car’s stopping. We’ll have to walk. /or: We are going to have to walk. |
| **Mrs Sims** | Come on then. Perhaps someone will give us a lift. |
| **Mr Sims** | Not a petrol station in sight and look at those black clouds. It is going to rain. |
| **Mrs Sims** | Look! A car’s coming. I’ll wave to the driver. |
| **Mr Sims** | Oh good! He’s slowing down. He is going to stop. |

**Recording 109, page 146**

**THE WEATHER FORECAST**

**Exercise 3a** Read and listen to a weather forecast for the British Isles for tomorrow.

And now here’s the weather forecast for the next twenty-four hours. We’ll start with Scotland and Northern Ireland. Well, it’ll be cloudy all day but it won’t rain. It’ll be warmer than yesterday, with temperatures around ten or eleven.

In the northwest and the northeast of England, however, there will be some rain in the morning and afternoon. You can expect some storms, as well, with thunder and lightning. The maximum temperature will be around twelve degrees.

And now the southwest and Wales. You can expect some rain in the morning, but it’ll be dry and sunny all afternoon. The maximum temperature will be around 15oC.

In the southeast and the Midlands it’ll be sunny all day, with a maximum temperature of 18oC. So quite warm for the time of year.

And that’s all from me.

**Recording 110, page 148**

**Exercise 6a** Listen to the weather forecast for Great Britain for tomorrow. Where do the symbols go on the map? Write the letters that are in front of the weather symbols next to each part of the country.

…cold and windy. It was cloudy all day, with some rain in places.

But now for tomorrow. Well, we’re off to a good start in the south this week, as most of the rain from the weekend will disappear – just a few patches of cloud and maybe some isolated showers here in the South-West. But the clouds will all clear up by lunchtime, though. Elsewhere in the south of England, it’ll be bright and sunny.

It’s not such good news for the North-West and North-East, I’m afraid: more wet weather, and not a lot of sunshine. There’ll be some heavy showers – and even thundery in Manchester and the area around Leeds. It’ll be pretty cold.

In East Anglia, tomorrow morning will see a dry, bright start in most places. It’ll be sunny in the morning, but it’ll also be very windy. Throughout the rest of the day, the dry weather will make way for mostly cloudy skies and light rain. So, East Anglia will escape thunderstorms.

Now for the Midlands: there’ll be fog, and it’ll be dangerous on the roads. There’ll be some foggy patches towards Wales, too. Otherwise, it’ll be mostly dull and cloudy in Wales.

In Scotland, however, there will be snow in the morning, and probably in the afternoon, too. But luckily, the snow will not move from Scotland down towards the north of England.

That’s all from me until tomorrow. No matter what the weather – take advantage of it.

**Recording 111, page 149**

## SULKY JACK

## Exercise 1 Read and listen to the text.

Jack is in his room, sulking. His mother is angry with him because yesterday he had his ear pierced. Now he would like to go to the concert but his mother won’t let him. He is emailing his friend Bob from Aberdeen, Scotland. Let’s peep into his email.

Hi, there

It’s a wonderful day but I have to stay in and study. We’ve got a Maths test tomorrow. And next week, there’ll probably be another test in Geography. There’s so much homework to do.

By the way, I had my ear pierced yesterday, which of course didn’t make my parents very happy. Now I’m grounded and they won’t let me go to the concert tomorrow. A new pop group is coming from New Zealand and their music is absolutely fantastic. I have to figure out how to bring my parents round to let me off the hook. It really annoys me when they say: ‘When we were young, things used to be different.’ My father drives me mad when he comes into my room and turns down the music. Sometimes parents are so bossy and act so clever.

I can’t wait to grow up. When I do, I’ll be as free as a bird. I’ll do whatever I please and I certainly won’t give a hard time to my children. I think I’ll be a politician and defend teenagers’ rights to have more freedom to decide what’s best for them.

I have to close now. I hope to hear from you soon.

Bye, Jack

**Recording 112, page 151**

## WHAT WILL YOU BE WHEN YOU GROW UP?

**Exercise 1** Listen and read.

|  |  |
| --- | --- |
| Emma | What would you like to be when you grow up? |
| **Amy** | I’d like to be a vet. I love animals and I’d like to help them. |
| **Emma** | You’ll have to go to university and study hard. |
| **Amy** | I know, but I don’t mind. I love studying. And what do you want to be? |
| **Emma** | I’d like to be a reporter for the BBC. |
| **Amy** | That’s interesting, but you’ll have to study hard, too. And you’ll have to travel a lot. |
| **Emma** | Don’t worry, I love travelling. What does Steve want to be? |
| **Amy** | A clown. He loves telling jokes and doing funny things. |
| **Emma** | A clown! You’re joking! |
| **Amy** | Well, this week he wants to be a clown. And what about Nick? |
| **Emma** | He likes taking photos. He’s going to be a photographer. |

**Recording 113, page 152**

**Exercise 3b** Listen and check.

When I grow up, what should I be?   
I could be anything, it’s true.  
So many things I’d like to see,  
So many things that I could do.

I would like to be a fireman,  
Fighting fires all day long.  
To drive big trucks the best that I can,  
I would have to be very strong.

I could be a cowboy someday  
And ride everywhere on my horse.  
I’d chase after cows that run away  
and live on a ranch, of course.

Pilots have lots of fun, I bet.  
Up in the sky, up and away!  
Big planes, little planes, even jets –   
I’d like to fly them all someday.

Planting corn, potatoes, and wheat –   
A farmer is what I should be.  
Raising animals would be neat.  
Yes, farming is the life for me!

If I want to lead my country,  
I could be a president when I’m grown.  
All decisions would be up to me,  
And the White House would be my home.

A pirate is what I could be,  
Sailing my ship day after day.  
Searching for treasure in the sea,  
Having adventures on the way.

I could be an astronaut   
And fly my rocket to the moon.  
Mars might be my favourite spot.  
I hope that I will grow up soon!

So many things that I could do!  
I don’t know what I’d rather be.  
But one thing that I know is true:  
When I grow up, I will be me.

**Recording 114, page 153**

**Exercise 4a** Match the jobs to the pictures. Then listen and write in the residents’ names.

|  |  |
| --- | --- |
| **1** | Mr Parry lives on the second floor. He’s a cook. He can cook excellently. |
| **2** | Mrs Hyde lives on the first floor. She’s a nurse. It’s a difficult job. Sometimes she has to work nights. |
| **3** | Mr Wilde lives on the fourth floor. He’s a stunt man. He does dangerous stunts in films. |
| **4** | Ms Yost lives on the ground floor. She’s a ballerina. She has to practise a lot. |
| **5** | Mr Collins lives on the third floor. He’s a magician. He can perform disappearing tricks. |
| **6** | Ms Crawford lives on the second floor. She’s a model. She has to look her best all the time. |
| **7** | Mrs Evans lives on the third floor. She’s a waitress. She is on her feet a lot. |
| **8** | Mr Wren lives on the ground floor. He’s a workman. He has to work outdoors in all kinds of weather. |
| **9** | Mr Frazer lives on the top floor. He’s a clown. He rides a funny bicycle and climbs on stilts. He works in a circus. |
| **10** | Ms Hall lives on the first floor. She’s a flight attendant. She travels a lot. She has to speak foreign languages very well. |

**Recording 115, page 155**

**Exercise 6** Listen to the poem. What does he want to be?

**LEAVE ME ALONE**

My father wants me to be a photographer.

My mother wants me to be a saint.

My brother wants me to be a geographer,

My sister wants me to paint.

My grandfather wants me to swim like a fish.

My grandmother wants me to fly.

And one of my aunts wants me to dance,

But they don’t want to hear my cry.

Oh, leave me alone, leave me on my own

I know just what I want to be,

I want to be free to sit on a stone

and walk by the side of the sea.

**Recording 116, page 156**

**Exercise 9a** Listen and match the people with the jobs. As you listen, fill in the table with names of the jobs.

|  |  |
| --- | --- |
| **1**  **Kate** | Hello, I’m Kate**.** I love to act and sing and dance. I would love to do films and meet new people. Acting is a good way to meet interesting people and it’s fun. It’s just cool to act like a different person. It’s really fun to perform in front of people. |
| **2**  **Benjamin** | My name’s Benjamin. I love to express myself on paper, especially through poetry and stories. When I grow up, I want to write stories for children. It will make me happy to see them smile. And my first story will be about smiles. |
| **3**  **Sue** | Hi there, I’m Sue**.** I like taking photos. Last year I started taking pictures with a film camera, and I got really good at it. I spend most of my pocket money on films. When I grow up, I would like to work for a magazine and travel. Every day will be different. One day I’ll take photos of famous people in my studio, and the next day I’ll be at the beach photographing a family having a picnic. |
| **4**  **Jack** | My name’s Jack. I’m a sixth grader and I find it very interesting learning about different sea animals and plants and how they are alike and different. I like to study hard and I do a lot of experiments. I want to be a …WHOOPS! I can’t tell you. It’s your task to figure it out. |
| **5**  **Ellen** | Hi, I’m Ellen. When I grow up, I want to travel all around the world. I think it would be fun seeing new places and showing these places to tourists. The more you travel, the more you learn about the world. I’ll have to speak foreign languages well. |
| **6**  **Mike** | My name’s Mike and I’m in the seventh grade. One thing that you need to know about me is that I love animals!!! I love working with them and studying about them. I’d like to understand them a little more, help them and save their lives if they get ill. |
| **7**  **Bob** | Hi, my name’s Bob and I’m 13 years old. I play the guitar. I’d like to play in a rock band. I’d love to play for dances at schools and for television programmes. I want to be rich and famous. |
| **8**  **Judy** | Hi there, I’m Judy. I’m twelve years old. I really love telling jokes and doing funny things. In my job I’ll have to ride a funny bicycle and climb on stilts. When I’m on stilts, I’ll be very tall. I’ll work in theatres, schools, offices, parks, shops and in circuses. When people laugh, I’m happy. I know you’re laughing now, too. |

**Recording 117, page 158**

**Exercise 12a** Listen and read.

**Have a sandwich!**

|  |  |
| --- | --- |
| Narrator | Some workmen are high up on an unfinished building. They are having lunch. |
| Narrator | Michael is working there, too. He’s on the ground below. He’s wearing a safety helmet. |
| Jack | Have a sandwich, Bill. |
| Bill | Thanks, Jack. They look good. I didn’t have much breakfast, so I’m hungry. |
| Jack | I had a big breakfast, but I’m always hungry! My wife makes good sandwiches. Here, try one of these –  Oh! |
| Mr Ross | What’s that? |
| Another workman | It’s a packet of sandwiches, Mr Ross. The men are having lunch. |
| Mr Ross | Well, one of them wasn’t hungry today. He didn’t want his lunch. |

**Recording 118, page 159**

**Exercise 1a** Listen and repeat.

I will → I’ll

we will → we’ll

you will → you’ll

they will → they’ll

he will → he’ll

she will → she’ll

it will → it’ll

there will → there’ll

**Recording 119, page 159**

**Exercise 1b** Read out the following sentences with short forms. Then listen and repeat after the recording.

It will rain tomorrow. → It’ll rain tomorrow.

1. In the north it’ll be dry and sunny.
2. There’ll be clouds but it won’t rain.
3. I’ll go to school tomorrow.
4. She’ll go to bed at 9 pm.
5. We’ll go back to school on Monday.
6. They’ll help us with our homework.
7. It’ll be hot tomorrow so I’ll wear my new T-shirt.
8. When will the bus be here? We’ll be late.
9. Don't worry. It’ll soon be here.

**Recording 120, page 159**

**Exercise 1c** Sometimes it is very difficult to hear the contractions of *will*. Listen to the recording and underline the phrase that you hear.

|  |  |  |
| --- | --- | --- |
| 1  2  3  4  5  6  7  8 | We'll have  I live  You'll understand  I have  We listen  They’ll work  I hope  We'll walk | a big house.  in Liverpool.  it.  a shower every morning.  to the news every day.  in the afternoon.  I see you soon.  to work. |

**Recording 121, page 159**

**Exercise 2** Tongue twisters. Try to say these fast.

|  |  |
| --- | --- |
| **a** | There was a fisherman named Fisher  who fished for some fish in a fissure. Till a fish with a grin,  pulled the fisherman in.  Now they’re fishing the fissure for Fisher. |
| **b** | How many cookies  could a good cook cook  if a good cook could cook cookies?  A good cook could cook  as many cookies as  a good cook who could cook cookies. |

**Recording 122, page 159**

**Exercise 3** Words with *‘ow’* have two different sounds, /aʊ/ and /əʊ/. Complete the verses. Then listen and check.

And is the weather changing **now**?

It is, but I can’t tell you **how**.

You’re asking if the wind will **blow**.

But, as for that, I do not **know**.

Perhaps the weather map will **show**.

It’s hardly likely it will **snow**.

Although the temperature is **low**.

**Recording 123, page 162**

**Exercise 3b** Read the text and check your answers.

## Good luck, bad luck…

## 1 Touch wood

You say *touch wood* to show that you hope that what you are planning to do goes well. In the USA, they use *knock on wood*, and in Slovenia the expression is *moram potrkati.*

## 2 Fingers crossed

You cross your fingers (middle and index) and say *fingers crossed* when you are hoping for good luck. In Slovenian we say *držim pesti*.

**3 Walking under a ladder; opening an umbrella; breaking a mirror; a black cat; the number 13; Friday 13th**

Walking under a ladder brings you bad luck.

Another superstition says that if you open an umbrella in the house, you mustn’t put it over your head. This may bring you bad luck.

And if you break a mirror, it will bring you bad luck for seven years.

The number 13 is considered to be unlucky, and the date Friday 13th is such an unlucky day that many people will not go on a journey or do an important job then.

If a black cat crosses your path, you will have bad luck (in Slovenia and the USA), but in Britain black cats are lucky.

**4 A four-leaf clover**

Clover is a small plant. Usually it has three leaves but some have four. If you find a clover with four leaves, it’ll bring you good luck. In Slovenia, we follow the same good luck superstition.

**5 A horseshoe**

It is a symbol of good luck and health. If you find a horseshoe in the road, it is exceptionally good luck. It is good luck to nail it up over the door because it keeps off demons. The same belief is very common also in Slovenia.

###### **6 The bride’s dress**

On the day she gets married, a woman is supposed to wear ‘something old, something new, something borrowed and something blue’.

## 7 A chimney sweep

If an English bride passes a chimney sweep on her way to the church, and the chimney sweep kisses her, it is good luck. In Slovenia, one is very lucky to meet a chimney sweep by chance. Make a wish when you see one, and the wish will come true. Many believe that you have to touch a button and hold it until you see a man with glasses.

## 8 A shooting star

If you see a shooting star and make a wish, your wish will come true.

## 9 The tooth fairy

British and American children who lose a ‘milk tooth’ (a ‘baby tooth’) will put it under the pillow. The tooth fairy will come and replace it with a coin. In Slovenia, of course, *a tooth mouse* performs this important task.

**Recording 124, page 163**

**EXTRA READING.**

**Exercise 1** Read the text and find out what future homes may look like.

Researchers estimate that it is very likely that sea waters will continue to rise. Millions of homes are at risk of flooding over the next few decades. Today’s shores are going to be tomorrow’s ocean floors. It’s a fact. Architects and designers are responding to the warnings. Many look to the water. Can floating houses be a response to rising seas?

Humans have a long history of living on water. Our water homes span from the fishing villages in Southeast Asia, Peru and Bolivia to modern floating homes in Vancouver and Amsterdam.

Many companies are working on floating homes, and such homes are already available, but they are extremely expensive. A company from Florida, for example, is offering the houseboat of the future – a luxury livable yacht. The houseboat doesn’t look boat-like, but it has a fully modern house design. In fact, it is a modern house, only designed to float on the water. The yacht can move from place to place and it runs completely on solar power. You can navigate it on lakes, rivers and sea. If you are bored with the scenery or looking to explore another shoreline, off you go! You can sail along the coasts of the world without ever leaving your house. This villa of the future is like a dream. There’s even a deck that can fold out for sunbathing. In the future, there will also be a greenhouse and a garden on the side.

You can already live both above and below the sea in amazing floating villas, which are part of the Heart of Europe resort in Dubai. In these villas, upstairs is at sea level, and downstairs lies below sea level. On the lower-ground floor, which is submerged beneath sea level, there are the bedrooms and master bathroom. Here, enormous floor-to-ceiling windows offer spectacular views of the marine life all around you. You can trade evening television for underwater observation. If you’ve always dreamed of living in an octopus’s garden, this house is for you.

Architects are designing fantastic futuristic floating homes. Some are shaped like domes, jellyfish, spaceships and icebergs. Very few of these versions of futuristic homes will ever go beyond the design stage. However, this doesn’t mean homes that float, submerge or drift on rivers are the stuff of sci-fi.

**Recording 125, page 166**

**POEMS & RHYMES**

**The Smells of Jobs**

I know the way that work smells:

The grocer smells of nutmeg

The workman’s overall of oil

The baker smells of flour

The farmer smells of soil

The painter smells of paint

While the doctor’s white coat has no taint

But strangely, those who lounge against the wall

May stink a bit, but smell of nothing at all.

**Gianni Rodari** (1920–1980

If a task is once begun  
Never leave it till it’s done.  
Be the labour great or small  
Do it well or not at all.

# Wind and Weather

The South Wind brings wet weather,

The North Wind wet and cold together.

The West Wind always brings us rain,

The East Wind blows it back again.

**COBBLER, COBBLER**

Cobbler, cobbler, mend my shoe,  
Get it done by half past two.  
Half past two is much too late!  
Get it done by half past eight.

**SUPERSTITIONS**

## For a lucky bride

Married in White, you have chosen right,  
Married in Grey, you will go far away,   
Married in Black, you will wish yourself back,   
Married in Red, you will wish yourself dead,   
Married in Green, ashamed to be seen,   
Married in Blue, you will always be true,   
Married in Pearl, you will live in a whirl,   
Married in Yellow, ashamed of your fellow,   
Married in Brown, you will live in the town,   
Married in Pink, your spirit will sink.

**UNIT 6: IN TOWN**

**Recording 126, page 168**

**A DAY OUT IN CHESTER**

**Exercise 1** Shirley, Vicky and Dave are in Chester. It’s a beautiful old city. There are many things to see and do. Listen and read.

|  |  |
| --- | --- |
| Shirley | Dave, are you coming? We’re going sightseeing. |
| **Dave** | I don’t want to go sightseeing. I can’t stand old buildings. |
| **Shirley** | But Chester is a lovely city. There are so many things to see there. |
| **Vicky** | Yes, … castles, the city walls, churches, old houses, … |
| **Shirley** | … museums, the cathedral, … |
| **Vicky** | Come on, Dave. I want to see everything. |
| **Dave** | All right, all right. Let’s go then. |
| **Vicky** | Shall we walk the city walls first? It’s a good walk, up and down the steps … |
| **Shirley** | Yes. And from the walls there’s a beautiful view of the city. |

*Shirley, Vicky and Dave are walking the city walls around Chester. The walls are three kilometres long, and entirely walkable.*

|  |  |
| --- | --- |
| Dave | Look, there’s a tower over there. |
| **Shirley** | Let’s climb it and look inside. |
| **Vicky** | How many steps are there? |
| **Shirley** | 1, 2, 3, 4, 5, 6, 7 … 23, 24, 25, 26 … There are 57 steps. I’m the winner! |
| **Dave** | Take it easy, Shirley. |
| **Shirley** | Look at the view. It’s fantastic. |
| **Dave** | You’re right. This is great. |
| **Vicky** | We can see the whole city. It’s amazing! |
| **Dave** | I don’t like heights! |
| **Vicky** | Don’t look down then. |
| **Shirley** | Look, there’s a telescope over there. |
| **Vicky** | Let’s look through it. |
| **Dave** | What can you see, Vicky? |
| **Vicky** | I can see the River Dee. There are some boats on it. |
| **Shirley** | Can you see *the Rows*? |
| **Dave** | The Rows? What are *the Rows*? |
| **Shirley** | Let’s look it up in the guide. It says that *the Rows* are … ‘covered shopping streets dating back to 1139. They are black and white buildings, … they consist of double rows of shops, one at street level and another on the second floor. Shops open onto walkways which have to be reached by steps from the streets.’ |
| **Dave** | I’m tired and hungry! Is it lunch time? |
| **Vicky** | I don’t know. You always feel hungry. |
| **Dave** | I want to go somewhere else. |

**Recording 127, page 169**

**Exercise 3b** Look at the picture and listen. As you listen, note down the answers to these questions.

|  |  |
| --- | --- |
| Gulliver | Do you like living in *Mildendo*, Mr Secretary? |
| Principal Secretary | Oh yes, I love *Mildendo* because it’s near the sea. It’s a lovely city, famous for its old houses, its park and its harbour. And there are many other places of interest. |
| Gulliver | Is there much to do in *Mildendo*? |
| Principal Secretary | Oh, there are many cinemas and theatres. And there’s a famous theme park too. |
| Gulliver | A theme park? Where is it? I can’t see it. |
| Principal Secretary | There, between the harbour and the concert hall. |
| Gulliver | Oh, yes, I can see it now.Are there many shops in *Mildendo*? |
| Principal Secretary | Yes, there are lots of shops. There isn’t a big shopping centre in our city, but there are many little old shops. |
| Gulliver | Are there any blocks of flats? |
| Principal Secretary | No, there aren’t any. There are only small houses with gardens. |

**Recording 128, page 171**

**Exercise 7** Liam is describing the place where he lives. Listen to his description, and decide whether the statements below are true (T) or false (F).

|  |  |
| --- | --- |
| **Interviewer** | So, Liam, where do you live? |
| **Liam** | I live in Liverpool. |
| **Interviewer** | Do you live in the centre? |
| **Liam** | No, not in the centre. In a part of Liverpool called Woolton. It’s in the suburbs, in the southeast of the city. It’s about 10 km from the city centre. |
| **Interviewer** | Do you live in a flat or a house? |
| **Liam** | I live in a house. Most people in Woolton live in houses – detached, semi-detached or terraced. There are not many blocks of flats in Woolton. |
| **Interviewer** | Where do you go to school? In the city centre? |
| **Liam** | No. There are several schools in Woolton. The one I go to is close to my house, near the river. |
| **Interviewer** | So, what’s Woolton like? |
| **Liam** | Well, it’s a nice place to live in. It’s not too busy, but there are still some nice local shops, pubs and cafés. There are some beautiful parks too, where people come together and chat, and there’s a swimming pool near my house. |
| **Interviewer** | Are there any landmarks or interesting buildings in Woolton? |
| **Liam** | Yes, there are some nice old buildings, like the Victorian public swimming baths, and a number of churches. And many Beatles landmarks can be found in Woolton, John Lennon’s childhood home, for example. It is also generally believed that Lennon first met Paul McCartney at St Peter’s garden fete in Woolton. |
| **Interviewer** | Is there something you don’t like about Woolton? |
| **Liam** | It’s a small place. People are friendly, but then everybody knows your business. You know, they all know one another at sight, by name, by child or by dog.  And one more thing I don’t like about Woolton is that there’s not much to do in the evenings. |
| **Interviewer** | So, what do you do? Do you go into town? |
| **Liam** | Yes, I often go into town with my friends. The city centre is a great place to visit. There are some beautiful old buildings there. There is a very modern cathedral, and one older one. In the past, Liverpool was a big port but there aren’t many large ships in the docks today. In fact, one part of the old docks area is very different now. It’s full of shops, cafés, restaurants, clubs, cinemas, museums and art galleries. I hang out there a lot with my friends. |

**Recording 129, page 173**

**THINGS TO SEE AND DO IN TOWN**

**Exercise 1** Shirley, Vicky and Dave are sightseeing in Chester. Listen and read.

|  |  |
| --- | --- |
| Shirley | Great. I really like Chester. It’s a lovely city. Let’s visit the cathedral. |
| Dave | Okay, but I’m starving. I must eat something. |
| Vicky | Yes, and I’m thirsty. I must drink something. |
| Shirley | You’re right. Let’s go to the sandwich bar opposite the Toy Museum. |
| Dave | But I’d like some pizza. |
| Shirley | You can eat pizza at the sandwich bar. We can go to the cathedral later. It isn’t far. |
| Dave | Come on then, there’s a table free over there, in the shade. |
| Vicky | Great! Let’s sit there. |
| Dave | Well, what can you actually see and do in Chester Cathedral? |
| Shirley | Oh, come on, Dave. I know you don’t like old buildings, but the Cathedral is the must-see attraction in Chester. |
| Dave | Ok, but what can you do there? |
| Vicky | What do you think you can do in a cathedral? You can pray, reflect, discover… |
| Shirley | And the outside and inside of the building is impressive. Plus, the Cathedral hosts many way-out events. |
| Dave | Yeah, like what? |
| Shirley | You can watch your favourite movies at the cathedral, for example. Every now and then, friends of the Cathedral lower the projector to create a cinema. So, what better place to watch your favourite film? |
| Dave | Wow, that sounds amazing. I sure wouldn’t mind watching a film at a cathedral. |
| Vicky | And after the cathedral we can go to the theme park. I’d like to go on the Big Wheel. |
| Dave | Yes, that’s a good idea. |
| Shirley | I hate it. I’m always sick on the Big Wheel. |
| Dave | You can go on the Dodgems then. |

**Recording 130, page 175**

**WE’RE LOST!**

**Exercise 1** Shirley, Vicky and Dave are asking the way. They want to find the cathedral in St. Werburgh Street. They are in White Friars. Listen and follow the street map.

|  |  |
| --- | --- |
| Dave | Come on! I can show you the cathedral. I know my way around Chester. |
| **Shirley** | OK. Let’s go. |
|  | *(after a while)* |
| **Vicky** | You don’t know your way around Chester at all! We’re lost. |
| **Dave** | Hang on. Give me the map. Yes, we need to turn right… |
| **Shirley** | Have you got the *Maps.Me* App on your phone? |
| **Dave** | Yes boss! I have. Let me check… |
| **Vicky** | I’ll ask the lady over there!  Excuse me. Can you tell us the way to the cathedral, please? |
| **Woman** | Yes, of course. Have you got a map? |
| **Vicky** | Yes, we have. Here it is. |
| **Woman** | It’s in St. Werburgh Street. We are here, in White Friars. Go straight on, then turn left into Bridge Street. Take the first right into Eastgate Street, and then the first left into Northgate Street. Go along Northgate Street, past the Rows, until you see the Town Hall on your left. Then cross the street at the Town Hall and turn right into St. Werburgh Street. The cathedral is on your left. You can’t miss it. |
| **Vicky** | Thank you very much. Come on, Dave! |

**Recording 131, page 177**

**Exercise 4** Declan and Louise are in the town shown in Exercise 3. They want to get to different places. Listen and write where they are heading to.

1 **Declan and Louise are at the market in Beak Street.**

Go along Beak Street until you come to the post office on your right. At the post office, turn right into Park Road. Go straight on past the police station until you come to the bank. Cross the road there, and it’s in front of you, behind a sports shop.

2 **Declan and Louise are in front of the school in Victoria Street.**

Cross the road and go straight on along Beak Street, past the church and the post office. After the post office take the first left and turn into Baker Street. Go straight on, and you’ll see it across the street, opposite the police station.

3 **Declan and Louise are in front of the railway station in Station Road.**

Go straight on along Beak Street until you get to the post office. At the traffic lights turn right into Park Road. Go straight on until you get to the police station, and cross the street. You’ll see it in front of you on your left, opposite the park.

4 **Declan and Louise are in the park.**

Go past the hospital to reach Park Road. Go along Park Road past the hospital. When you get to the traffic lights, keep going straight on, past the school. At the traffic lights, cross the road and go towards the church on the corner of Park Road and King’s Street. At the church, turn left into King’s Street. Go straight on past the church. You’ll see it on your left, behind the church, opposite the bookshop.

**Recording 132, page 179**

**MEANS OF TRANSPORT**

# Exercise 1 Listen to six people. How does each one travel to school or work? Some of them use more than one means of transport to get to school or work.

|  |  |
| --- | --- |
| **Interviewer** | Daniel, how do you get to school? |
| **Daniel** | I’m very lucky because my dad takes me to school on his motorbike. I like it because it’s fast and I get to spend time on my own with my dad. But when it’s raining really hard, then it is not much fun travelling by motorbike. Even with our waterproof clothing we still get wet. |
| **Interviewer** | How do you go to work, Mr Brown? |
| **Mr Brown** | I travel to work from Cambridge to London. I go by train and underground. It’s quite fast but it still takes me about an hour. |
| **Interviewer** | Sally, how do you travel to school? |
| **Sally** | I live on a small island. There’s no school on the island, so I have to go to a school on the mainland. I travel by boat or sometimes by ferry. |
| **Interviewer** | How do you get to school, Shirley? |
| **Shirley** | My school starts at 8:30. It’s a long way, but I don’t go by bus. I leave home early and I walk to school. It’s good exercise. My school friends come to school by bus. I don’t like travelling by bus because it’s often crowded and you don’t get a seat. |
| **Interviewer** | How do you travel to work, Naomi? |
| **Naomi** | I’m a top model and I have to travel a lot. I usually fly to my shoot locations because they are all over the world. It’s expensive, of course, but it’s quick, and anyway, my agency pays for it. Sometimes I go to work by taxi too. |
| **Interviewer** | How do you go to school, Simon? |
| **Simon** | I live in the countryside. My school is about two kilometres away from my home. I’ve got a bike, so I cycle to school every morning. When school finishes, my mother comes to get me and we cycle home together. We don’t cycle, if it’s raining, we go by car. |

**Recording 133, page 180**

**Exercise 4a** How do these children travel to school? Listen and complete the table below.

## Greg

I live in New York, in the USA. I travel to school by school bus. There is often a lot of cars, so it can be quite slow. School starts at nine o’clock. I usually leave home at eight o’clock, and get to school at quarter to nine. Sometimes the journey to school takes more than an hour, and I’m late for school.

## Patsy

I live in London, in England. I go to school on foot and by underground. I like travelling by underground because it’s fast and it stops right outside my school, so I don’t have to walk far at all. School starts at nine o’clock. I leave home at eight o’clock, and get to school at quarter to nine. The journey to school is quite expensive, but I’ve got a monthly ticket.

## Nick

I live in Edinburgh, in Scotland. My school starts at 8:30. It’s a long way, but I don’t go by bus. I usually leave home at twenty to eight, and I walk to school. It’s good exercise. I get to school at twenty past eight. My school friends come to school by bus.

## Ron

I live in Cardiff, in Wales. My parents take me to school by car because they go to work in the city centre. School starts at quarter to nine. We usually leave at twenty past eight, and ten minutes later they drop me off at the school.

## Virginia

I live in Belfast, in Northern Ireland. It is only two kilometres from my home to my school. I usually go by bike. School starts at quarter to nine. I usually leave home at quarter past eight, and get to school at half past eight.

**Jia and Chen**

We live in a remote mountain village in southwest China. To get to school, we have to cross a valley hundreds of metres deep on a homemade cable car. Before a local man built this simple cableway three years ago, we had to make the journey on foot. It took us five hours. But now the exciting, although slightly scary journey takes us only half an hour.

**Recording 134, page 181**

**Exercise 6a** People can travel about in very unusual ways. Read and listen to the following descriptions. Then match them with the pictures.

# Unusual ways of getting about

**1**

In Thailand and Nepal, people still travel about on elephants. There are special schools where elephants learn how to lift and carry people, and drag heavy logs.

**2**

Livio di Marchi comes from Venice, Italy. He loves cars but he cannot drive a car in Venice because there are no roads, only canals. Livio constructed his car out of wood. And wood floats on water. Clever, isn’t it?

**3**

Joel Teissier, a French mechanic, likes to make and build things. He designed this unusual vehicle by himself. He turned his own bed into a car. The car weighs 350 kilos, and can go at 50 kph (kilometres per hour).

**4**

Would you like to ride this little submarine? You can visit the bottom of your nearest river or lake, and see fish (and maybe old bikes too). The submarine is very small and can only carry one person. Perhaps you can explore Loch Ness with it and see *Nessie*, the Loch Ness Monster.

**5**

Without question, Dean Kamen’s *Segway* HT (*Human Transporter*), is a 21st-century personal mobility machine. This electric, two-wheeled scooter weighs about 40 kg, and can reach a maximum speed of about 20 kph. So, what’s it like to drive one? It’s fun and easier than riding a bike. The vehicle moves when you lean slightly forward and stops when you lean back a bit.

**Recording 135, page 182**

**Exercise 7** Imaginary and real forms of transport. How do these people get to different places? Listen and read. Match the pictures with the texts.

**The Pony Express** delivered mail by horseback / by horse. There were 190 stations along the 3,200-kilometre route, 400 horses, and 80 riders, including Buffalo Bill.

**Icarus and his father, Daedalus**, wanted to escape from the island of Crete by flying. Daedalus collected feathers, and made wings for himself and Icarus. He fastened the wings together with wax. But Icarus flew too close to the sun, so the wax melted, and he fell and died.

At Hogwart’s, a prestigious school of witchcraft, **Harry Potter** learned how to fly a broom. By the end of the first school year, all students could ride on broomsticks.

In 1908, **Robert Peary** led an expedition to the North Pole. The men travelled on foot, on skis and by dog sledges, each pulled by ten dogs. On April 6, 1909, they reached the top of the world.

The magic carpet flies **Aladdin** up to Jasmine’s balcony to talk to her. He takes her on a flying carpet ride. They soon fall in love.

Would you like to travel from place to place on a magic carpet?

The largest animal of the desert is **the camel**. It is called the ‘Ship of the Desert’. For centuries, traders used camels to carry goods across deserts. They can travel 150 km per day.

Would you like to travel by camel? When you visit a desert country (e.g. Tunisia), you must travel through the desert with a real camel caravan.

**Martin Krpan** is a Slovenian folk hero who was a smuggler and tax evader. According to Levstik’s story, Martin Krpan was a brave, strong man who lived in a remote village and made his living by smuggling salt from the big ports of the Adriatic to various places in the Hapsburg Empire. He made his journeys on the back of a small and worn-out but trusty mare.

One day on the road, he encountered the Emperor’s carriage. Even though he did not recognize the Emperor, Krpan single-handedly picked up his mare – carrying a full load of salt – to make way for the oncoming carriage. The emperor was so impressed by Krpan’s strength that he called him to Vienna – the Imperial capital. He later killed the incredible hulk Brdavs, and thus saved the Empire.

In the past, **messengers** delivered messages. They travelled on foot or on horseback. The most famous messenger is probably **Philippides**. In the Persian-Greek war, he ran from Marathon to Athens (about 42 kilometres away) to carry the news of the Greek victory. Centuries later, the modern Olympic Games introduced a ‘marathon’ race.

**Recording 136, page 183**

**ROAD SAFETY**

**Exercise 1b** Listen and check.

|  |  |  |
| --- | --- | --- |
| Number 1  **No through road**  You cannot drive through this road. | Number 2  **No cycling**  You mustn’t cycle here. | Number 3  **Give way**  You must slow down and look carefully to see if a car is coming. |
| Number 4  **Cyclists only**  You can ride a bike here. | Number 5  **Cats crossing**  You must go slowly because a cat can cross the road. | Number 6  **Children going to or from school**  There is a school near here. You must drive very carefully. |
| Number 7  **No overtaking**  You mustn’t overtake here. It’s dangerous. | Number 8  **Information**  You can get tourist information here. | Number 9  **No entry**  Vehicles mustn’t enter the street. |
| Number 10 Bus stop Buses stop here. You must queue. | Number 11  **Red man signal**  The light is red. You cannot cross the street. You must wait. | Number 12  **Maximum speed limit**  You mustn’t drive over fifty kilometres an hour. |
| Number 13  **Stop**  You must stop here. | Number 14  **Pedestrian crossing**  You can cross the road here. | Number 15  **Green man signal**  The light is green. You can cross the street. |
| Number 16  **Underground**  You can take the underground here. | Number 17  **No right turn**  You mustn’t turn right here. | Number 18  **Parking place**  You can park here. |

**Recording 137, page 186**

**Exercise 4c** Listen to the following rules. What do you think of them?

**Some odd rules in schools around the world**

**No best friends allowed**

Some schools in the UK have the rule which does not allow any of their pupils to have a singular best friend. Some believe that kids grow up more well-adjusted if they have bigger friend groups. Besides, nobody feels left out.

### No grading with red ink

Teachers in the UK and Australia can’t use red ink to grade papers. Some claim that red ink can harm kids psychologically as the colour brings fear and pressure. Teachers must use a more calming colour instead – green, pink, yellow, purple, and blue.

### No raising hands

The age-old practice of raising hands to answer a question is, according to a school in the UK, useless and is no longer allowed. The principal of the school claims they always have the same hands going up. This does not encourage and support the learning of others in the class. Now a teacher can choose any student to answer the question. Some parents argue that now their kids feel nervous and scared. The teacher can choose them when they don’t know the answer, and lose the opportunity to answer the question they do know.

**Tracking inattentive students down**

A school in China introduced a face recognition system which tracks daydreaming students down. The system can recognize various emotions on students’ faces and report to a teacher if some of the students were inattentive to the lesson.

**Smile for the camera**

Students at a school in Lebanon have to smile between the classes. Students who are caught without a smile on their face in the hallways go straight to the office “to talk about their problems”.

**No Ugg boots**

Some schools in Pennsylvania banned Ugg boots because girls were smuggling banned cell phones in them.

**Recording 138, page 187**

**Exercise 6a** Listen and read.

**RULES, RULES, RULES**

|  |  |
| --- | --- |
| **Mother** | Alex, you must tidy your room. |
| **Father** | Penny, you mustn’t play music so loudly. |
| **Penny** | What’s the matter? |
| **Alex** | Must! Mustn’t! I hate holidays at home! |
| **Penny** | I have an idea. What are you doing tomorrow? |
| **Alex** | I don’t know. |
| **Penny** | Why don’t we have a picnic in the country? |
| **Alex** | Good idea. I love the countryside. Let’s ask Adrian and Anna. |
| **Penny** | What about a game of badminton? |
| **Anna** | Great! |
| **Alex** | It’s nice here. |
| **Adrian** | The food tastes delicious. |
| **Farmer** | What are you doing here? This is my field. You must go immediately. |
| **Alex** | I hate the countryside. I’m going home. |

**Recording 139, page 188**

**Exercise 1b** Listen, repeat and check.

Example:

farm

factory

traffic lights

concert hall

underground

theatre

bridge

river

car park

market

library

fire station

harbour

garage

**Recording 140, page 188**

**Exercise 2** Tongue twisters. Try to say these fast.

Red lorry, yellow lorry, red lorry.

Yellow lorry, red lorry, yellow lorry.

The crow flew over the river

with a lump of raw liver.

I scream, you scream, we all scream for ice cream.

I saw a kitten eating chicken in the kitchen.

One-one was a race horse.  
Two-two was one too.  
One-one won one race.  
Two-two won one too.

**Recording 141, page 188**

**Exercise 3b** Listen and check.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| uː | aʊ | əʊ | aɪ | eɪ |
| school  pool  statue  newsstand  museum  beautiful view  zoo  by tube  by scooter  queue | fountain  roundabout  tower  playground  town  crowd | crossroads  post box  boat  disco  hotel  phone box | traffic lights  road sign  sightseeing  heights  library  behind  cycle  by bike | pavement  great view  amazing view  famous café  entertainment  railway station  weigh  by train |

**Recording 142, page 190**

**Exercise 1a** Read the texts and match them with the pictures.

## The British Way of Life

The British drive on the left. Many buses in London are red. There are single and double deckers. You can see a lot from a double decker. You mustn’t stand upstairs on a double decker. Most taxis are black.

Barber’s pole. It is thought that the red and white stripes represent a bandaged wound from the days when the town barber was also a surgeon!

The British queue for everything. At banks, shops, cinemas, theatres or bus stops you can always see people in queues. They stand in a line and wait quietly, often for a long time. Each new person stands at the end of the queue – sometimes in rain, wind or snow. Don’t jump the queue! People don’t like it.

Pubs are an important part of British life. Even very small villages always have a pub. People often go to the pub for a drink in the evenings and at weekends. Many pubs serve food, especially at lunchtime. Every pub has a name and there is often a sign outside the pub. The sign shows the pub’s name with a picture.

You will find different post boxes in most towns and villages. There are wall post boxes, but the red pillar box is still a familiar sight on English streets.

In the past, you could see the large red telephone boxes on every British street. Today, when practically everyone owns a mobilephone, phone boxes seem obsolete. Interestingly, however, the traditional British red telephone booth can still be seen in many places throughout the UK, and in former British colonies around the world. The red phone box is often seen as a British cultural icon throughout the world.

**Recording 143, page 190**

**Exercise 2a** Read the text.

## Red phone boxes

The red phone box is one of Britain’s most cherished symbols. In the past, you could see the large red telephone boxes on every British street and outside post offices and pubs everywhere in Britain. It was introduced in 1925. When British Telecom tried to replace them with new phone booths, the public protested. However, now there are only a few of the red telephone boxes. They have become ‘historic monuments’. The new glass and steel phone boxes are not so elegant. People love the old ones. Now we might see them again because people are buying them and finding new uses for them. You can buy the basic box, the ‘library’ box, the ‘shower’ box, the ‘aquarium’, and ‘a drinks cabinet’.

Can you think of some other uses for an old phone box? How about a bird cage, a refrigerator, a coffee machine, a washing machine, a sauna…?

**Recording 144, page 191**

**EXTRA READING. Exercise 1a**

**Dublin**

Dublin is the capital of the Republic of Ireland and its population is about 1.3 million. It is on the east coast, and also on the River Liffey. The city has a famous castle (Dublin Castle), two universities and lots of beautiful buildings. There are many interesting museums and galleries in Dublin. The city is also very famous for its pubs. Every year there are many festivals and other cultural attractions in Dublin. It’s easy to get around in the capital of Ireland. You can travel by bus, train, underground and by ferry. It’s also got an airport.

Dublin was the home of several famous Irish writers, such as Jonathan Swift, George Bernard Shaw, Oscar Wilde, and James Joyce. The city celebrated its millennium in 1988. Dublin’s Irish name, *Baile Átha Cliath* (Town of the Hurdle Ford) came from early Celtic settlers.

**Recording 145, page 191**

**Exercise 2a**

**Dover Castle**

Dover Castle is a medieval castle in Dover, Kent, England. It is an incredible fortress that stands on top of the White Cliffs of the English Channel, where it’s just 21 miles between England and France.

It was built by William the Conqueror in 1066. In the past, the castle was extremely important because of its location. It commanded the shortest sea crossing between England and the Continent. Its main goal was to ward off attackers and keep England secure.

Rightfully, Dover Castle is Kent’s biggest tourist attraction and one of the most visited castles in the UK. It’s a great day-trip from London, or stop-off from a ferry to France. The castle is huge. At the heart of the entire site is the Great Tower, which is more than 25m tall. It’s possible to climb the spiral staircases and climb to the roof of the castle, where you can enjoy a brilliant view across the entire grounds. You’ll see the green hills of Dover, the white cliffs, the choppy sea… and perhaps even France on a clear day!

**Recording 146, page 194**

**RHYMES**

Listen and fill in the missing words.

## This is the key of the kingdom

This is the key of the **kingdom**,

In that kingdom there is a **city**,

In that city there is a **town**,

In that town there is a **street**,

In that street there is a **lane**,

In that lane there is a **yard**,

In that yard there is a **house**,

In that house there is a **room**,

In that room there is a **bed**,

On that bed there is a **basket**,

In that basket there are some **flowers**,

Flowers in a basket,

Basket on the bed,

Bed in the room,

Room in the house,

House in the yard,

Yard in the lane,

Lane in the street,

Street in the town,

Town in the city,

City in the kingdom,

Of that kingdom this is the key.

**Recording 147, page 195**

**LIST OF IREGULAR VERBS**

|  |  |  |
| --- | --- | --- |
| **infinitive** | **past simple** | past participle |
| **be** /bi:/, /bɪ/ | **was** /wɒz/, /wəz/  **were** /wɜː/, /wə/ | **been** /biːn/, /bɪn/ |
| **beat** /biːt/ | **beat** /biːt/ | **beaten** /biːtn/ |
| **become** /bɪˈkʌm/ | **became** /bɪˈkeɪm/ | **become** /bɪˈkʌm/ |
| **begin** /bɪˈɡɪn/ | **began** /bɪˈɡæn/ | **begun** /bɪˈɡʌn/ |
| **break** /breɪk/ | **broke** /brəʊk/ | **broken** /ˈbrəʊkən/ |
| **bring** /brɪŋ/ | **brought** /brɔːt/ | **brought** /brɔːt/ |
| **build** /bɪld/ | **built** /bɪlt/ | **built** /bɪlt/ |
| **buy** /baɪ/ | **bought** /bɔːt/ | **bought** /bɔːt/ |
| **can** /kæn/, /kən/ | **could** /kʊd/ | **been able to** /biːn ˈeɪbl tə/ |
| **catch** /kætʃ/ | **caught** /kɔːt/ | **caught** /kɔːt/ |
| **choose** /tʃuːz/ | **chose** /tʃəʊz/ | **chosen** /ˈtʃəʊzn/ |
| **come** /kʌm/ | **came** /keɪm/ | **come** /kʌm/ |
| **cost** /kɒst/ | **cost** /kɒst/ | **cost** /kɒst/ |
| **cut** /kʌt/ | **cut** /kʌt/ | **cut** /kʌt/ |
| **do** /duː/ | **did** /dɪd/ | **done** /dʌn/ |
| **draw** /drɔː/ | **drew** /druː/ | **drawn** /drɔːn/ |
| **dream** /driːm/ | **dreamed** /driːmd/  **dreamt** /dremt/ | **dreamed** /driːmd/  **dreamt** /dremt/ |
| **drink** /drɪŋk/ | **drank** /dræŋk/ | **drunk** /drʌŋk/ |
| **drive** /draɪv/ | **drove** /drəʊv/ | **driven** /ˈdrɪvn/ |
| **eat** /iːt/ | **ate** /et/, /eɪt/ | **eaten** /ˈiːtn/ |
| **fall** /fɔːl/ | **fell** /fel/ | **fallen** /ˈfɔːln/ |
| **feed** /fiːd/ | **fed** /fed/ | **fed** /fed/ |
| **feel** /fiːl/ | **felt** /felt/ | **felt** /felt/ |
| **fight** /faɪt/ | **fought** /fɔːt/ | **fought** /fɔːt/ |
| **find** /faɪnd/ | **found** /faʊnd/ | **found** /faʊnd/ |
| **fly** /flaɪ/ | **flew** /fluː/ | **flown** /fləʊn/ |
| **forget** /fəˈɡet/ | **forgot** /fəˈɡɒt/ | **forgotten** /fəˈɡɒtn/ |
| **forgive** /fəˈɡɪv/ | **forgave** /fəˈɡeɪv/ | **forgiven** /fəˈɡɪvn/ |
| **get** /get/ | **got** /ɡɒt/ | **got** /ɡɒt/ |
| **give** /ɡɪv/ | **gave** /ɡeɪv/ | **given** /ˈɡɪvn/ |
| **go** /ɡəʊ/ | **went** /went/ | **gone** /ɡɒn/ |
| **grow** /ɡrəʊ/ | **grew** /ɡruː/ | **grown** /ɡrəʊn/ |
| **hang** /hæŋ/ | **hung** /hʌŋ/ | **hung** /hʌŋ/ |
| **have** /hæv/, /həv/ | **had** /hæd/ | **had** /hæd/ |
| **hear** /hɪə/ | **heard** /hɜːd/ | **heard** /hɜːd/ |
| **hide** /haɪd/ | **hid** /hɪd/ | **hidden** /ˈhɪdn/ |
| **hit** /hɪt/ | **hit** /hɪt/ | **hit** /hɪt/ |
| **hold** /həʊld/ | **held** /held/ | **held** /held/ |
| **hurt** /hɜːt/ | **hurt** /hɜːt/ | **hurt** /hɜːt/ |
| **keep** /kiːp/ | **kept** /kept/ | **kept** /kept/ |
| **know** /nəʊ/ | **knew** /njuː/ | **known** /nəʊn/ |
| **lead** /liːd/ | **led** /led/ | **led** /led/ |
| **learn** /lɜːn/ | **learned** /lɜːnd/  **learnt** /lɜːnt/ | **learned** /lɜːnd/  **learnt** /lɜːnt/ |
| **leave** /liːv/ | **left** /left/ | **left** /left/ |
| **lend** /lend/ | **lent** /lent/ | **lent** /lent/ |
| **let** /let/ | **let** /let/ | **let** /let/ |
| **lie** /laɪ/ | **lay** /leɪ/ | **lain** /leɪn/ |
| **lose** /luːz/ | **lost** /lɒst/ | **lost** /lɒst/ |
| **make** /meɪk/ | **made** /meɪd/ | **made** /meɪd/ |
| **mean** /miːn/ | **meant** /ment/ | **meant** /ment/ |
| **meet** /miːt/ | **met** /met/ | **met** /met/ |
| **must** /mʌst/, /məst/ | **had** **to** /hæd tə/ | **had** **to** /hæd tə/ |
| **pay** /peɪ/ | **paid** /peɪd/ | **paid** /peɪd/ |
| **put** /pʊt/ | **put** /pʊt/ | **put** /pʊt/ |
| **read** /riːd/ | **read** /red/ | **read** /red/ |
| **ride** /raɪd/ | **rode** /rəʊd/ | **ridden** /ˈrɪdn/ |
| **ring** /rɪŋ/ | **rang** /ræŋ/ | **rung** /rʌŋ/ |
| **run** /rʌn/ | **ran** /ræn/ | **run** /rʌn/ |
| **say** /seɪ/ | **said** /sed/ | **said** /sed/ |
| **see** /siː/ | **saw** /sɔː/ | **seen** /siːn/ |
| **sell** /sel/ | **sold** /səʊld/ | **sold** /səʊld/ |
| **send** /send/ | **sent** /sent/ | **sent** /sent/ |
| **set** /set/ | **set** /set/ | **set** /set/ |
| **show** /ʃəʊ/ | **showed** /ʃəʊd/ | **shown** /ʃəʊn/ |
| **shut** /ʃʌt/ | **shut** /ʃʌt/ | **shut** /ʃʌt/ |
| **sing** /sɪŋ/ | **sang** /sæŋ/ | **sung** /sʌŋ/ |
| **sink** /sɪŋk/ | **sank** /sæŋk/ | **sunk** /sʌŋk/ |
| **sit** /sɪt/ | **sat** /sæt/ | **sat** /sæt/ |
| **sleep** /sliːp/ | **slept** /slept/ | **slept** /slept/ |
| **speak** /spiːk/ | **spoke** /spəʊk/ | **spoken** /ˈspəʊkn/ |
| **spend** /spend/ | **spent** /spent/ | **spent** /spent/ |
| **stand** /stænd/ | **stood** /stʊd/ | **stood** /stʊd/ |
| **steal** /stiːl/ | **stole** /stəʊl/ | **stolen** /ˈstəʊlən/ |
| **swim** /swɪm/ | **swam** /swæm/ | **swum** /swʌm/ |
| **take** /teɪk/ | **took** /tʊk/ | **taken** /ˈteɪkən/ |
| **teach** /tiːtʃ/ | **taught** /tɔːt/ | **taught** /tɔːt/ |
| **tell** /tel/ | **told** /təʊld/ | **told** /təʊld/ |
| **think** /θɪŋk/ | **thought** /θɔːt/ | **thought** /θɔːt/ |
| **throw** /θrəʊ/ | **threw** /θruː/ | **thrown** /θrəʊn/ |
| **understand** /ʌndəˈstænd/ | **understood** /ʌndəˈstʊd/ | **understood** /ʌndəˈstʊd/ |
| **wake** /weɪk/ | **woke** /wəʊk/ | **woken** /ˈwəʊkən/ |
| **wear** /weə/ | **wore** /wɔː/ | **worn** /wɔːn/ |
| **win** /wɪn/ | **won** /wʌn/ | **won** /wʌn/ |
| **write** /raɪt/ | **wrote** /rəʊt/ | **written** /ˈrɪtn/ |