

Growing up

GRAMMAR

Past Simple

	Verb to be	Regular and irregular verbs*
Affirmative	I/He/She/It was late. We/You/They were happy.	I/You/He/She/It/We/They smiled. (R) I/You/He/She/It/We/They went out. (IRR)
Negative	I/He/She/It was not (wasn't) late. We/You/They were not (weren't) happy.	I/You/He/She/It/We/They didn't smile. I/You/He/She/It/We/They didn't go out.
Questions	Was I/he/she/it late? Were we/you/they late?	Did I/you/he/she/it/we/they smile? Did I/you/he/she/it/we/they go out?
Short answers	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
*The Past Simple form is the same for all persons.		

We use the Past Simple to talk about things which started *and* finished in the past, including:

- single events: *I started school in 1993.*
- regular events: *I walked to school every day.*
- past states: *I didn't understand my teacher.*
- telling stories: *I heard a loud noise and I got up.*

We can add time expressions like *yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five, ten years ago.*

Past Simple Wh- questions

Where were you yesterday?

When did he leave school?

Why did they get bad marks?

Spelling for regular verbs

- For most verbs, add *ed*: *I walk → walked*
- After *-e*, add *d*: *we decide → we decided*
- After a single stressed vowel and a single consonant, double the consonant and add *ed*: *they stop → they stopped*
- After *-y*, change *y* to *i*, add *ed*: *you study → you studied*
- In British English, after an unstressed vowel + *-l*, double the *l* and add *ed*: *I travel → I travelled*
- In American English: *I travel → I traveled*

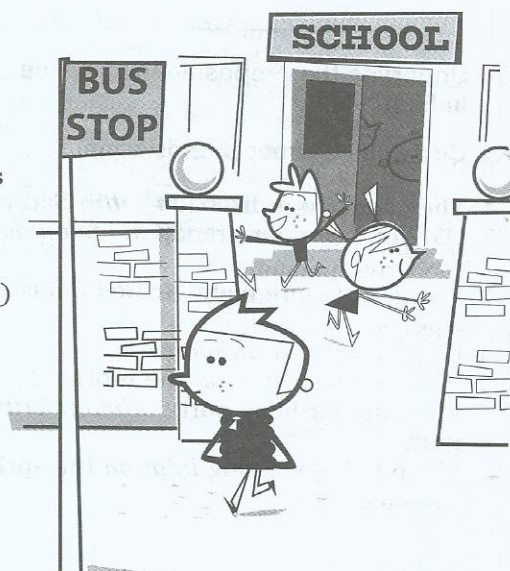
To spell the past tense of irregular verbs you have to learn each new one by heart. Sorry! There is a list on page 139 in your Student's Book.

1 Complete the text with the Past Simple form of the verbs in brackets.

My young cousin, Ben, ¹ started (start) school last year. There ² _____ (be) fifteen children in his class. In the first lesson the teacher ³ _____ (read) a story. Then the children ⁴ _____ (look) at some pictures and ⁵ _____ (write) the alphabet.

After the lesson the children ⁶ _____ (go) into the playground. They ⁷ _____ (wear) their coats because it was cold. My cousin ⁸ _____ (think) it ⁹ _____ (be) home time. He ¹⁰ _____ (walk) out of the playground and ¹¹ _____ (look) for his mum. My aunt ¹² _____ (not be) there, so he ¹³ _____ (sit) on the grass and ¹⁴ _____ (wait) for a bus. Luckily he ¹⁵ _____ (not have) any money and the bus driver ¹⁶ _____ (take) him back to school.

That evening his parents asked him, '17 _____ you _____ (leave) the playground this morning?'
'Yes, I ¹⁸ _____ (do). How do you know?'
'Your teacher ¹⁹ _____ (phone) us!'



2 Put the words in the correct order to make Past Simple questions.

- 1 live with?/did Harry Potter/Who

- 2 write/Did/the Harry Potter books?/Agatha Christie

- 3 film?/the first/was/Harry Potter/When

- 4 did/live?/Oliver Twist/Where

- 5 did/write Oliver Twist?/Charles Dickens/When

- 6 his/live/Oliver Twist/family?/Did/with

3 Match the questions in Exercise 2 with the short answers. There is one extra answer.

- | | | | |
|-------------------|--------------------------|-------------------|--------------------------|
| a No, he didn't. | <input type="checkbox"/> | e in London | <input type="checkbox"/> |
| b in the 1830s | <input type="checkbox"/> | f in 2001 | <input type="checkbox"/> |
| c Yes, they did. | <input type="checkbox"/> | g his aunt, uncle | <input type="checkbox"/> |
| d No, she didn't. | <input type="checkbox"/> | and cousin | <input type="checkbox"/> |

4 Use the prompts to write Past Simple sentences.

- 1 I/go/cinema on Friday.
I went to the cinema on Friday.
 - 2 They/see/their friends at the weekend.

 - 3 She/speak/her friend at eight o'clock last night.

 - 4 He/start/learning the guitar in July.

 - 5 They/have/a party on 5th May.

 - 6 Last year we/go/holiday in the autumn.

 - 7 Yesterday I/do/my homework in the morning.

- 5 Underline the prepositions and time expressions in Exercise 4.**
- 6 Circle the correct prepositions.**
- 1 They went to a disco on /at/in Saturday.
 - 2 Did you see your grandparents on /at/in the weekend?
 - 3 We met at /on/in eight o'clock outside the cinema.
 - 4 I learned to ski at /in/on 2001.
 - 5 We did a test at /in/on the morning.
 - 6 I had my birthday party at /in/on 17th June last year.
 - 7 I love going walking in /at/on the spring and summer.

7 Answer the questions. Use different time expressions.

- 1 When did you start learning English?
I started in 2003.
- 2 When did you last go on holiday?
I _____ in _____.
- 3 When did you last read a newspaper?
I _____ on _____.
- 4 When did you last clean your bedroom?
I _____ on _____.
- 5 When did you last go to a friend's house?
I _____ on _____.
- 6 When did you start this exercise?
I _____ at _____.
- 7 What time did you get up this morning?
I _____ at _____.

8 Complete the student reporter's questions.



Paula Hi, I'm Paula. Do you mind if I ask you some questions for our class magazine?

Charlie No, I don't mind.

Paula OK, first question: ¹ _____?

Charlie My name's Charlie Hopper.

Paula Hi Charlie, I'm Paula. Now next question: ² _____?

Charlie My last school was in Cambridge.

Paula ³ _____?

Charlie Yes, I did. I liked it very much.

Paula ⁴ _____?

Charlie I left in July after my exams.

Paula ⁵ _____?

Charlie My family moved here because my mother had a new job.

Paula Tell me a bit about your old school.
⁶ _____?

Charlie We studied the usual subjects — maths, English, French.

Paula ⁷ _____?

Charlie No, they weren't strict — but they were quite serious.

Paula One more question — have you got a girlfriend?

Charlie No, I haven't, but I'm looking for one.


READING

- 9 Look at the pictures below. Match the people with their jobs.

film star singer

1 Charlotte Church is a _____.

2 Shirley Temple was a _____.

- 10  Read and match the photos (A-D) with the texts.

Text 1 ☐ ☐ Text 2 ☐ ☐



- 11 Complete the questions.

Which person, Charlotte Church (CC) or Shirley Temple (ST):

- 1 started her career when she was twelve? CC
- 2 left her first career when she was twelve? _____
- 3 changed to a different career? _____
- 4 was a singer when she was a teenager? _____
- 5 goes to lots of parties, nightclubs and restaurants? _____
- 6 entertained a US president? _____
- 7 worked for the US government? _____

- 12 Match the underlined words and phrases in the texts to their meanings.

- 1 _____: going to clubs, bars, restaurants and theatres and enjoying yourself
- 2 _____: the entertainment industry (e.g. TV, films)
- 3 _____: films
- 4 _____: the people who make films or TV shows
- 5 _____: a person who represents their country in another country

① The singer Charlotte Church was born in Cardiff, Wales in 1986. In 1998 Charlotte introduced her aunt on TV's *Big Big Talent Show*, but the programme's producers asked the young girl to sing too. A show business manager heard her and got her a recording contract with Sony. Her career started with a CD of classical songs, *Voice of an Angel*, and she quickly became world-famous. She toured the world with her mother and she sang for world leaders including President Clinton and the Pope. Now she is a pop singer and there are often photographs in the newspapers of her out on the town. She is a lively young woman and despite her fame (and selling more than ten million records!), she doesn't seem arrogant.

② In the 1930s the world's most famous child film star was Shirley Temple. She started work when she was only three years old and made more than forty films before she was twelve. When she became a teenager, her career in movies was over. As an adult she married, had children and worked in public service. In 1967 she tried unsuccessfully to win a seat in the US House of Representatives. However, she then had several jobs representing the US government and she was ambassador to the United Nations, Ghana and Czechoslovakia. Later she said, 'That was the best job I had.'

GRAMMAR

Used to

	Affirmative	Negative
I/You/He/She/ It/We/They	used to ride a bike to school.	didn't use to ride a bike to school.

We use *used to* to talk about habits and states in the past which are now finished. For example,

- *I used to read children's comics.* (Now, I read newspapers.)
- *I used to hate spinach.* (Now, I like it.)

Wh- questions

Where did they use to play?

What did you use to do?

How did he use to get to school?

Yes/No questions

Did	I/you/he/she/ it/we/they	use to ride a bike to school?
-----	-----------------------------	-------------------------------

Short answers

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

Mind the trap!

Don't confuse *used to* for habits in the past with the regular verb *to use*.

She used to write with a red pen.

She used a red pen to mark my homework.

13 Look at the pictures of Maria. Use the prompts to write sentences with *used to* and *didn't use to*.

1 have/long hair

She used to have long hair.

2 go/cheap cafés

3 wear/expensive clothes

4 go out with/rich boyfriend

5 drive/old car

6 wear/casual clothes



14 Write more questions to ask Maria.

1 Did you use to have a good job ?

Yes, I did. I was a lawyer in a big company.

2 Did _____ ?

Yes, I did. I used to earn €150,000 a year.

3 Did _____ ?

Yes, I did. I always ate in different restaurants.

4 Did _____ ?

No, I didn't. I'm happier now.

15 Use the prompts in brackets to complete the sentences.

1 I didn't use to eat cheese, but now I love it.
(not eat/love)

2 We _____ with my dad's parents,
but now we _____ our own home.
(live/have)

3 My sister and I _____ each
other, but now we _____ good friends.
(not like/be)

4 Now I _____ good at English, but I
_____ very bad at it. (be/be)

16 Translate the sentences. Which ones are about habits in the past?

- 1 I used an English dictionary when I wrote my essay.
- 2 When I started French lessons, I used to check every word in a dictionary.
- 3 We didn't use to have a computer in each classroom.
- 4 I didn't use your notes to finish my homework.

WORD LIST

amazed/amazing
 annoyed/annoying
 aquarium
 arrive late
 astronomy
 ballet lessons
 bell
 best friend
 bored/boring
 borrow
 cartoon
 cause
 check (your) email
 clap
 classmate
 classroom
 clever
 cloakroom
 crayons
 creative
 crime novel
 delicious
 disability
 disappointed/disappointing
 discover
 drop out (of school)
 dyslexia/dyslexic
 education
 effect
 embarrassed/embarrassing

essay
 excited/exciting
 experts
 fascinated/fascinating
 form tutor
 frightened/frightening
 genetic
 genius
 get good/bad marks
 ghost
 grown up
 have a routine
 have (sth) in common
 hidden talent
 history
 house-warming party
 huge
 imagination
 impressionist
 intelligent
 interested/interesting
 invention
 inventor
 keep a diary
 kids
 laugh at
 laugh out loud
 lawyer
 leaf (pl leaves)
 learn by heart/memorise

leave school
 listen to
 lunch break
 make friends
 maths
 mention
 monster
 nervous
 noisy
 painting
 pass/fail an exam
 phonograph
 play an instrument
 play truant
 playground
 pocket money
 primary school
 promise
 record player
 register
 reunion (party)
 ring (v)
 satisfied/satisfying
 scared
 school bus
 school uniform
 schooldays
 secondary school
 shape
 side

sing songs
 sit cross-legged
 smell (n)
 soap
 sound (n)
 spell
 start school
 statistically
 strict
 study (n)
 study (a subject) at university
 study for exams
 successful
 surprised/surprising
 take the lift
 talented
 taste (n)
 term
 terrified/terrifying
 test
 textbook
 theory of relativity
 timetable
 tired/tiring
 toy
 university course
 unpleasant
 wear lipstick

SPEAKING

17 Complete the conversations.



- 1 A Can I sit here?
 B Sorry, y_____ c_____ — I'm travelling with a friend.
- 2 A I_____ i_____ OK if I open the window?
 B S_____, no p_____.
- 3 A D_____ y_____ m_____ if I use your phone? I promised to phone my dad.
 B N_____, p_____ do.

18 Read the situations and complete the conversations with the phrases from Exercise 17.

- 1 You want to share a table in a café.
 A _____?
 B Sure, no problem.

- 2 You want to use a friend's bicycle.
 A _____?
 B No, I don't mind.
- 3 You want to borrow a pen from your teacher.
 A _____?
 B I'm afraid not, I haven't got a spare one.

*19 Read the instructions and write the conversations.

- 1 A (ask if you can park your car)
 B (say no and give a reason)
 A Is it OK if I park here? _____?
 B I'm afraid not. It's not allowed. _____
- 2 A (ask to use B's mobile phone)
 B (say no and give a reason)
 A _____?
 B _____
- 3 A (ask if you can borrow B's laptop)
 B (say yes)
 A _____?
 B _____
- 4 A (ask B if you can turn the radio off)
 B (say no and give a reason)
 A _____?
 B _____

VOCABULARY

20 Complete with the words from the Word List.

Thing	Person
1 <u>astronomy</u>	astronomer
2 _____	impressionist
3 _____	educator
4 _____	historian
5 law	_____
6 invent	_____
7 _____	mathematician
8 _____	painter

21 Look at the pairs of words above and circle suffixes denoting persons.

astronomer

22 Complete the sentences with the words from Exercise 20.

- Einstein was a mathematician.
- Copernicus studied _____.
- I never listened in _____ lessons, so I know nothing about Europe in the 19th century.
- Murder is a _____ in all cultures.
- George Stephenson was the _____ of the steam engine.
- The _____ Dr David Starkey presented *The Six Wives of Henry VIII* on British TV.
- The _____ of Venice by J.M. Turner is very famous.

23 Match the nouns (1–10) to make compound nouns. Remember, some are one word and some are two.

1 school	novel
2 record	room
3 pocket	book
4 university	days
5 play	course
6 crime	money
7 cloak	mate
8 text	ground
9 school	uniform
10 class	player

24 Complete the dictionary definitions with the compound nouns from Exercise 23.

- _____ : a place in a public building where you leave your coat
- _____ : a fiction book about criminals and illegal acts
- _____ : a person who is in the same class as you at school
- _____ : special clothes worn by school students
- _____ : a book used by students to study a subject

25 Complete the sentences with adjectives ending with -ed or -ing.

- I was very disappointed when I failed my driving test.
- I hope my aunt doesn't bring her a _____ children with her. I really don't like them!
- We haven't got any homework tonight. I'm a _____ !
- It's s _____ that the whole class passed the exam.
- He listened carefully because he was i _____ in what she said.
- My brother's buying an e _____ new computer game next weekend.
- Our hotel was d _____ — it was next to a busy road and a long way from the beach.
- The children are e _____ about the party.
- We were all s _____ when we won the competition.
- I couldn't stop reading this book — it's very i _____.

Extend your vocabulary

26 When you learn a new noun, learn the verb(s) that is usually used with it. A good dictionary will give an example of the correct verb to use. Tick the correct verb, *make* or *do*, for each noun.

	make	do	
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	a course of lessons
2	<input type="checkbox"/>	<input type="checkbox"/>	a decision
3	<input type="checkbox"/>	<input type="checkbox"/>	a journey
4	<input type="checkbox"/>	<input type="checkbox"/>	a mistake
5	<input type="checkbox"/>	<input type="checkbox"/>	a phone call
6	<input type="checkbox"/>	<input type="checkbox"/>	a reservation
7	<input type="checkbox"/>	<input type="checkbox"/>	dinner
8	<input type="checkbox"/>	<input type="checkbox"/>	homework
9	<input type="checkbox"/>	<input type="checkbox"/>	new friends
10	<input type="checkbox"/>	<input type="checkbox"/>	karate

27 Write 5 sentences about yourself using the word combinations from Exercise 26.

- _____
- _____
- _____
- _____
- _____

VOCABULARY AND GRAMMAR

- 1 Circle the best word, a, b, c or d, to complete the statements.

(5 points)

- 0 She's clever and attractive, but she's so _____ about it, nobody likes her.
a confident c jealous
b arrogant d exciting
- 1 My brother never thinks about other people. He's really _____.
a selfish b helpful c shy d sensible
- 2 I like my young cousins, but they're very _____. I get really tired when I look after them.
a rude b friendly c lively d popular
- 3 What a nice, _____ boy. He always says 'please' and 'thank you'.
a confident b polite c punctual d helpful
- 4 My uncle always gives us money and nice presents. He's very _____.
a friendly b proud c lazy d generous
- 5 My father doesn't like my clothes, my music or my friends, but my mother is more _____.
a tolerant c confident
b exciting d generous

- 2 Put the words in brackets into the correct form. (7 points)

- 0 I always go red when I am embarrassed (embarrass).
- 1 My brother is really _____ (annoy) when he's with his friends.
- 2 I was _____ (disappoint) because only three people came to my party.
- 3 I don't want to play tennis. It's _____ (bore).
- 4 I love going on holiday — packing is really _____ (excite).
- 5 I was _____ (terrify) when the lights went out.
- 6 You must read this story. It's _____ (amaze).
- 7 Why are you _____ (surprise) that you failed? You didn't do any work.

- *3 Complete the text with the verbs from the box in the correct form.

(6 points)

agree hate want remember know
understand belong

- 0 Look at these old photos. Do you remember this holiday in France?
- 1 Excuse me. I _____. Could you say it again, please?
- 2 I _____ this swimming pool. It's cold and dirty!

- 3 That's your opinion, but I'm afraid I _____ with you.

- 4 Who _____ this bag _____ to? It's not mine.

- 5 _____ anybody _____ the answer to this question?

- 6 I _____ to go for a walk. It's too cold.

- 4 Put the verbs into the correct form. (6 points)

We're ⁰going (go) on holiday tomorrow. I ¹_____ (love) the night before a holiday. We always ²_____ (stay) up late, packing and talking. Tomorrow, we ³_____ (fly) to Rome at 7 o'clock. It ⁴_____ (be) a great holiday — I love Italy. I ⁵_____ (not speak) Italian very well, but I ⁶_____ (start) lessons next year.

- 5 Write a sentence which has the same meaning as the one given, using the word in capitals. (6 points)

- 0 I played the piano when I was young. **PLAY**
I used to play the piano when I was young.

- 1 Every year we went on holiday to France. **GO**

- 2 We were never late for school. **BE**

- 3 I often listened to the radio with my grandfather. **LISTEN**

- 4 My grandmother always wore a hat on Sundays. **WEAR**

- 5 I used to be very shy. **WAS**

- 6 I didn't go to school on Saturdays. **USE**

READING SKILLS

- 6 Read the text and circle the correct answers: a, b or c.

(5 points)

- 1 Leicester is ...
 - a the biggest city in England.
 - b the biggest city in the Midlands.
 - c the biggest city in the East Midlands.
- 2 33% of the population are ...
 - a from ethnic minorities.
 - b Asian.
 - c Indian.
- 3 The comedy festival ...
 - a attracts Asian comedians.
 - b attracts people from all over the world.
 - c lasts ten days.
- 4 The Diwali festival in Leicester is ...
 - a a Hindu festival.
 - b the biggest festival in England.
 - c a Caribbean festival.
- 5 Belgrave Road is famous for ...
 - a its market.
 - b its shops and restaurants.
 - c its beauty.

COMMUNICATION

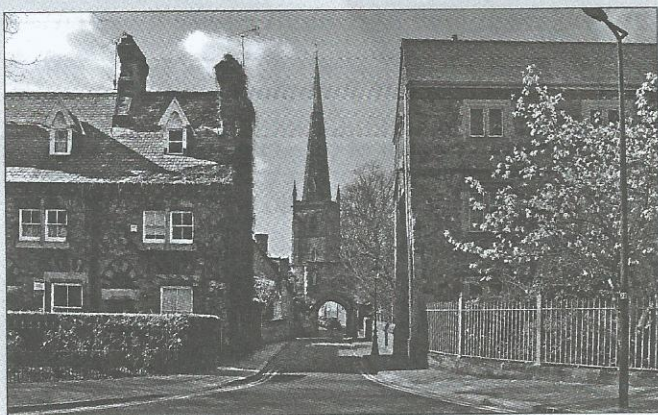
- 7 Circle the correct words.

(5 points)

- 0 Could you tell me what time our plane is /is our plane leaving?
- 1 Could you tell me how can I/I can get to the beach?
- 2 Do you know how much does the holiday cost/ the holiday costs?
- 3 I'd like to know how long the journey takes/ does the journey take.
- 4 Could you tell me what are pirogi/pirogi are?
- 5 Do you know who this rucksack belongs/does this rucksack belong to?

Total /40

Welcome to Leicester!

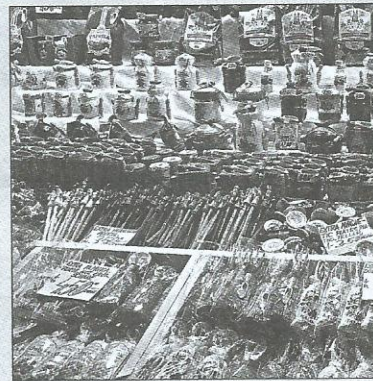


Leicester is the biggest city in the East Midlands and the tenth biggest city in England with a population of 280,000. It is a historic city and dates back to Roman times. It is now one of the most multicultural cities in the country with 33% of the population coming from different ethnic minority groups. The biggest group is from India, but there are also Pakistani, Bangladeshi, Caribbean, African and Chinese communities. The Indian population is the biggest of any city in the country.

There is a lot going on in Leicester. Every year there is a ten day comedy festival which attracts up to 50,000 people and features comedians from all over the world. In July there is a 'mela', a festival of Asian music, dance, fashion, food and

crafts. In August there is a Caribbean carnival and in October or November it is Diwali, the Hindu Festival of Light. Leicester's Diwali is the biggest in England. The Diwali lights are switched on in Belgrave Road, one of the most famous roads in Leicester because of its amazing Asian shops and restaurants. You can buy a sari, an Indian dress, jewellery, Asian books and crafts, even Asian greetings cards. Many people come here to buy food in the shops and the smell of spices is beautiful. And, of course, if you want to eat a delicious curry, Belgrave Road is the place to come.

Of course, Leicester also has more traditional shops and restaurants and the best places are Stonegate, an area of small shops and galleries, and Leicester market which is 700 years old.



04

Inspiration

GRAMMAR AND SPEAKING

Past Continuous

	Affirmative	Negative
I/He/She/It	was working at eight o'clock yesterday.	was not (wasn't) working at eight o'clock yesterday.
We/You/They	were working at eight o'clock yesterday.	were not (weren't) working at eight o'clock yesterday.

Yes/No questions

Was	I/he/she/it	working at eight o'clock yesterday?
Were	we/you/they	working at eight o'clock yesterday?

Short answers

Yes, I/he/she/it was.
No, I/he/she/it wasn't.
Yes, we/you/they were.
No, we/you/they weren't.

Past Continuous Wh- questions

What was he doing yesterday?
Where were you going last night?

We use the Past Continuous to

- talk about things which were happening at or around a fixed time in the past: *I was washing my hair at nine o'clock last night.*
- talk about temporary things in the past: *My grandmother was staying with us last month.*
- set the scene in a story or give background information: *I was walking along the road ...*
- emphasise a continuous activity: *It was raining all day yesterday.*

Past Continuous + Past Simple

We often use these two verb tenses together. The Past Continuous tells us the background information and the Past Simple tells us about a shorter action or an interruption:

As I was walking along the street, I saw an old friend. I was reading my book when I heard a knock at the door.

1 Circle the correct verbs.

- The German composer Handel lived / was living in England when he composed / was composing his *Water Music*.
- The 1950s singer Buddy Holly travelled / was travelling in a plane when it crashed / was crashing.
- The singer Hayley Westenra sang / was singing in the streets of Christchurch, New Zealand, when she made / was making her first record.
- Mick Jagger and Keith Richards of the Rolling Stones met / were meeting in 1961 when they waited / were waiting for a train.
- Mozart composed / was composing music before he was / was being five years old.
- Elvis Presley did / was doing national service for the US army in Germany when he met / was meeting his wife, Priscilla.

2 What do you know about the life of Beethoven, Chopin, George Gershwin? Prepare a talk about one of them.



- *3 Complete the text with either the Past Simple or Past Continuous form of the verbs in brackets.



This morning I ¹ checked (check) my homework while I ² _____ (eat) my breakfast. Then I walked to the bus stop. While I ³ _____ (wait) for the bus, I suddenly ⁴ _____ (remember) my homework. It was at home in the kitchen! As I ⁵ _____ (decide) what to do, the bus ⁶ _____ (arrive). As I ⁷ _____ (get on) the bus, I ⁸ _____ (get) a text message from my mum: 'I ⁹ _____ (find) your homework as I ¹⁰ _____ (clean) the kitchen. Wait at the bus stop.' It was too late, I was on the bus.

As I ¹¹ _____ (think) about what to do, I ¹² _____ (see) my mum's car behind the bus. She ¹³ _____ (drive) in her pyjamas and I ¹⁴ _____ (be) very embarrassed. At the next bus stop, she ¹⁵ _____ (stop) her car in front of the bus, got out and got on the bus.

It was terrible! She ¹⁶ _____ (walk) towards me in her pyjamas, so I ¹⁷ _____ (close) my eyes. When I ¹⁸ _____ (open) my eyes I ¹⁹ _____ (know) it wasn't a nightmare or even a dream. My mother ²⁰ _____ (stand) on the bus in her pyjamas and holding my homework!

- 4 Use the prompts to write the police officer's questions to Leo.

1 What/do/8.30 yesterday?

Officer What were you doing at 8.30 yesterday?

Leo I was waiting for a friend.

2 Where/you?

Officer _____

Leo I was in a café near the station.

- 3 Were/sit/near the window?

Officer _____

Leo Yes, I was.

- 4 Tell me/exactly/where/sit

Officer _____

Leo I was sitting at a small table next to the door.

- 5 What/do?

Officer _____

Leo I was drinking a cup of coffee and looking for my friend's bus.

- 6 Did/hear/a loud bang?

Officer _____

Leo No, I didn't.

- 7 Did/see/a man/drive/at high speed?

Officer _____

Leo No, I didn't.

- 8 Did/see/anything unusual?

Officer _____

Leo Well, I saw a woman get onto a school bus in her pyjamas.

Officer That isn't a crime.

- 5 Complete the newspaper report with the correct form of the verbs from the box.

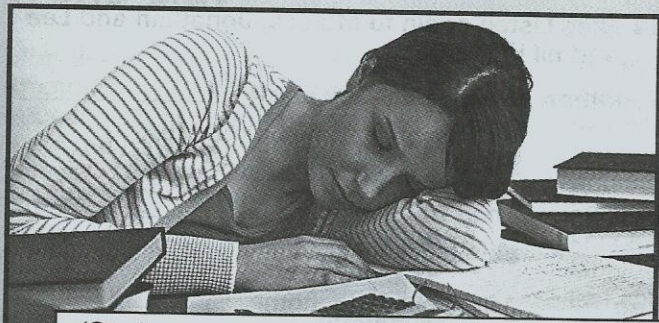
clap drive hear look phone sleep
snow stop ~~travel~~ wait walk

CITY IN DARKNESS, THOUSANDS WAIT IN UNDERGROUND, LIGHTS OUT IN LONDON

Yesterday's power cut brought chaos to London. Engineers were working on an electricity generator when it exploded.

Several thousand people ¹ were travelling home on the Underground when all the trains ² _____. One commuter told our reporter, 'I ³ _____, but I woke up because a child was crying. After an hour the driver said that rescue workers were on the train and everyone ⁴ _____. It was fantastic!'

Things weren't much better for people above ground. 'I ⁵ _____ for Christmas presents when the lights went out. When I left the shop, it ⁶ _____, so it was impossible to get a taxi. I ⁷ _____ to a bus stop, but hundreds of people ⁸ _____ for the bus. I ⁹ _____ my son for help, but he ¹⁰ _____ to Manchester in his car. Luckily a young woman ¹¹ _____ me talking on the phone. Her boyfriend came in their car and they took me home.'



'Students are at their desks, but their brains are at home in bed.'



Why are typical teenagers never tired at 11 p.m., but they hate getting up in the morning? Are they lazy? No, the good news is that it's natural.

Everyone has a natural body clock which tells them when to wake up and fall asleep. In teenagers, the chemical that controls sleep, melatonin, is in their brains between 11.00 p.m. and 8.00 a.m. The result is that teenagers don't feel tired late in the evening, but when they get up before 8 a.m., their brain is telling them to sleep. This lack of sleep means they are often unhappy, angry, can't learn and get bad marks.

In the US a lot of high schools start at about 7.30 in the morning. This means the students are at their desks after only five or six hours' sleep. However, they

need 9–10 hours because their bodies and brains are still developing, so they are very tired. Tiredness means 20 percent of high school students fall asleep during their first two hours of school.

Sleep scientists are researching the problem. They say that it is crazy to fight nature, so the only answer is for schools to start later. As one scientist said, 'At 7.30 a.m. students are at their desks, but their brains are at home in bed.' Luckily, some head teachers listened to the new scientific advice and changed their school hours. The results are very interesting: teachers and parents say students behave better, learn more, get better marks and fewer students drop out.

READING

6 Who says these things? Write parent (P) or teenager (T). What time are they said? Write night (N) or morning (M).

- 1 Didn't you hear me? It's time to get up. PM
- 2 Go to bed — you've got school tomorrow.
- 3 I was having a lovely dream.
- 4 No, I'm not tired. I'm going to watch this film.
- 5 Just five more minutes ... Zzzz Zzzz
- 6 But I'm reading and it's a really exciting bit.

7 Look at the pictures and quickly read the article. Choose the best title:

- a How much sleep everyone needs
- b Why teenagers are tired in the morning
- c School times in the USA
- d The effects of sleep on our brains

8 Complete the definitions with the underlined words from the article.

- 1 (n) the feeling that you want to sleep
- 2 (n) when there is not enough of something
- 3 (v) to do things in a particular way
- 4 (n) everything in the world not made or controlled by people

5 (v) studying carefully to find new information

9 Read the questions. Then read the article again and choose the best answers.

- 1 Teenagers are tired in the morning because ...
 - a they are lazy.
 - b they don't want to go to school.
 - c they use computers late at night.
 - d they need more sleep.
- 2 It is difficult for teenagers to get up early because ...
 - a they don't have clocks.
 - b their beds are warm.
 - c their body clocks are different.
 - d they are unhappy.
- 3 Some teenagers are because they are tired.

a irritable	c optimistic
b cheerful	d punctual
- 4 US school students start school early.

a usually	b never	c sometimes	d always
-----------	---------	-------------	----------
- 5 Teenagers need a lot of sleep because they ...


a work hard.	c study a lot.
b go to school early.	d are growing.
- 6 US high school students fall asleep at school.


a All	b Most	c Some	d A lot of
-------	--------	--------	------------
- 7 Some head teachers changed the school hours.

a sensible	b tolerant	c selfish	d optimistic
------------	------------	-----------	--------------
- 8 The new school hours are ...

a successful.	c mysterious.
b disappointing.	d fascinating.

LISTENING

10  Listen to a radio talk. What is its subject? What is the main idea? Suggest your title for the talk.

11  Read the questions. Then listen and choose the best answers.



- 1 This is a radio ...
 a lesson. c discussion.
 b phone-in. d documentary.
- 2 The guest talks most about ...
 a Samuel Taylor Coleridge.
 b William Wordsworth.
 c Dorothy Wordsworth.
 d the Romantic poets.
- 3 The guest thinks Dorothy Wordsworth was ...
 a boring. c stupid.
 b fascinating. d popular.
- 4 Dorothy wrote ...
 a novels. b plays. c diaries. d poetry.


12 Read the sentences and listen again. Tick true and cross false.

- 1 The guest first read *Kubla Khan* at university. ☒
- 2 He wasn't interested in Dorothy Wordsworth when he was at school. ☐
- 3 Dorothy left her parents' home when she was twelve years old. ☐
- 4 Dorothy lived with William when she was a teenager. ☐
- 5 The diaries are interesting because they are about politics and international news. ☐
- 6 Dorothy Wordsworth's life was typical for an English woman in the eighteenth and nineteenth centuries. ☐
- 7 Dorothy was jealous of William because he was famous. ☐
- 8 William died before Dorothy. ☐

13 Complete the saying the radio interviewer uses.

B _____ every great _____ there's a


Do you think this is true?

14  Listen again to Monica, Jonathan and Lee and fill in the gaps.

Jonathan We didn't really know ¹ _____.
 We saw that the whole family
² _____ for us.
 Then my dad ³ _____ our
 new colour TV.

Lee After that I ran home, ⁴ _____
 my computer and then I started surfing
 the ⁵ _____.
 It was an ⁶ _____ day.

Monica I just couldn't relax because I
⁷ _____ for my exam results.
 Finally, at the end of August it
⁸ _____ that I had the best
 results in the class.
 I felt really ⁹ _____.

***15**  Fill in the gaps. Then listen again to the story and check yourself. Explain the use of verbal forms.

In the summer of 1797 Coleridge ¹ _____
 alone around southwest England.
 One evening he ² _____ to spend the
 night in a lonely farmhouse.
 He ³ _____ very well and took some
 strong medicine.
 While he ⁴ _____, he had an amazing
 poetic vision.
 When he ⁵ _____, he found that he
 could still remember his fantastic dream.
 Coleridge ⁶ _____ a pen and some
 paper and ⁷ _____ to write.

SPEAKING AND WRITING

16 Describe a day when something frightening, amazing or embarrassing happened to you. Write what you say.

Remember to:

- say when the story happened, how you felt and why it was important.
- use linking words, e.g. *then*, *next*, *after that*, *finally*.
- use the Past Continuous to say what you were doing at the time.

WORD LIST

after that	dramatic	invent (a story)	nineteenth	stay up late
amount	dream	investigate	century	step
appear	drop	IQ test	novel	story
arranged	drummer	irritated	on his own	stranger
asleep	event	irritating	operatic	stressed
at least	exotic	keep on	piano	the Moon
atom	fall (night)	knock	piano keys	then
author	fall asleep	laboratory	playful	thought
best/worst	famous for	last summer/in .../	poem	tidy up
biography	farmhouse	later	poet	title
blind	field	learn by heart	poetry	try
brain	finally	literature	publish	turn out
catchy	find out	look into	realise	unforgettable
characters	first of all	lucky/unlucky	revise	violin
chemical structure	fly (n)	make a mistake	rhapsody	vision
chemist	gravitation	masterpiece	Romantic	wheel
circle	guitarist	medicine	scientific	whistle
classic (adj)	have a bath/	melody/melodic	scientist	whole
come up with	good idea/	memory	sentimental	win
complain	picnic	messy	shocked	work
compose	hit	moonlight	sleep (n)	(art/music)
composer	horror story	mysterious	sleepy	worried
composition	improve	mystery	solitude	write down
concert	inspiration	next	solve a problem	writer
crash	intrigued		sonata	

17 Prepare a talk 'Why do people sleep?'

- 18** Pair work. Tell mini-stories as shown below.
Student A begins with the word *Fortunately*.
Student B continues the same story beginning with the word *Unfortunately*. **Student A**, in his/her turn, continues, '*Fortunately...*' and so on.

Example

I looked out from the window — it was raining.

Student A. *I looked out from the window — it was raining. Fortunately, I could stay at home.*

Student B. *Unfortunately, when I was having breakfast, the phone rang. I needed to go outside to visit my friend.*

Student A. *Fortunately, my friend lives not far from me.*

Student B. *Unfortunately, I left my umbrella somewhere yesterday.*

Beginnings

I got up at 9 o'clock — it was a weekday.

I didn't buy any food on my way home.

I left my umbrella in the bus.

- 19** Summarise the contents of the article on page 29 and give your opinion on it. Do you agree that school should start later in the morning? Are there any arguments against this?

VOCABULARY

- 20** Complete the sentences with the phrasal verbs from the box. Remember to use the correct form of the verb. There is one extra verb.

come up with find out keep on look into
 stay up tidy up turn out write down

- The police are looking into the crime.
- I need to _____ a good reason for being late.
- It _____ that I was waiting at the wrong station!
- Please _____ ! I can't find anything in here!
- He _____ phoning me — he rang eight times last weekend.
- Let's _____ all night on June 21st.
- Can you phone the station and _____ what time the train leaves?

21 Circle the 'odd one out'.

1 <u>lucky</u>	unlucky	unsuccessful
2 creative	tired	sleepy
3 exciting	boring	dramatic
4 exotic	normal	strange
5 modest	mysterious	shy
6 unusual	extraordinary	annoying

22 Complete with the words from the Word List.

Thing	Person
1 <u>biography</u>	biographer
2 chemistry/chemical	_____
3 composition	_____
4 drum	_____
5 _____	dreamer
6 guitar	_____
7 science	_____
8 poem/poetry	_____

23 Complete the sentences with the nouns from Exercise 22.

- 1 Jimi Hendrix was a famous singer, _____ and composer. He's number 1 on the list of the best guitar players.
- 2 Dmitry Mendeleev was an outstanding _____.
- 3 Marie Curie is the French name of the Polish _____ Marie Sklodowska.
- 4 Plutarch was an ancient Greek _____. He wrote about the lives of Alexander the Great and Mark Antony.
- 5 Robert Dallek wrote a very good _____ of John F. Kennedy.
- 6 Chopin was a classical _____.

24 Complete the sentences with prepositions.

- 1 Dorothy Wordsworth wrote down everything in her diary.
- 2 Wordsworth is famous _____ writing poetry.
- 3 Coleridge had a dream _____ an exotic palace.
- 4 Do you think *Kubla Khan* is a work _____ art?
- 5 William Wordsworth didn't live _____ his own.
- 6 First _____ all, you must read Wordsworth's romantic poems.

***25 Maggie and Pete both remember when they heard important news. Complete what they said.**

A ¹ It was November 1963 and we ² were dinner with my family. A neighbour came in and said that President Kennedy was dead. I ³ was a _____ ten years old, so I didn't really understand, but I still remember my parents' faces — they were shocked and I ⁴ felt frightened. ⁵ Then Mum switched on the TV news — I remember it was black and white! We watched the TV for a long time, but ⁶ finally Mum told me to go to bed. ⁷ Then _____ I can remember exactly what I was doing when President Kennedy died!

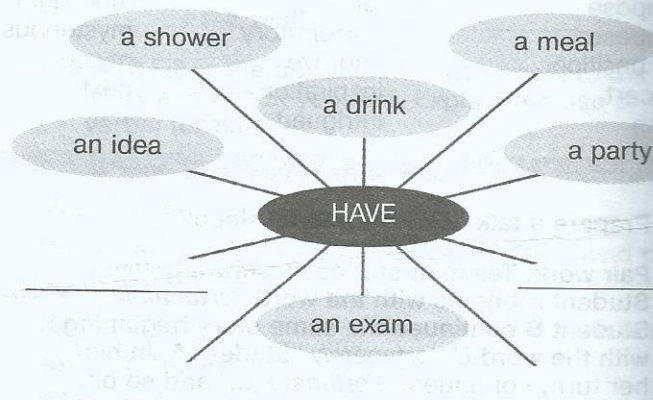
Maggie, 54

B ¹ I _____ h _____ when I was about twenty-four years old. I ² was t _____ in a secondary school. We were in the teachers' room and a teacher ³ was t _____ to his girlfriend on the phone. ⁴ Then he put the phone down and said, ⁵ I c _____ b _____ it! Sue says someone shot John Lennon.' I finished my classes for the day and ⁶ after t _____ I went home and played all my Beatles and John Lennon music. It was an ⁷ unhappy d _____ because I felt a friend was dead.

Pete, 52

Extend your vocabulary

26 Look at the nouns which go with the verb *have*. Add four nouns or phrases.



27 Complete the sentences with phrases with *have*.

- 1 Sorry, Ben can't come to the phone. He's in the bathroom and I think he's _____.
- 2 I didn't eat anything, but I _____ of orange juice.
- 3 I _____ for my birthday next week. I hope you can come.
- 4 We _____ any _____ this week, so I'm relaxing.
- 5 I know I _____ an interesting _____ last night — but I can't remember it.

28 Read the text about George Stephenson again and fill in the Fact file. Then tell his biography using only the Fact file without looking at the text.

FACT FILE: GEORGE STEPHENSON

Born in _____
 Family _____
 Education _____
 Job _____
 Hobby _____
 Inventions _____



1 Use a new paragraph for each main idea.

2 Start by saying why the person is famous.

3 Use the Past Continuous to explain the background.

4 Use adjectives to make your writing more interesting and to 'paint a picture' for the reader.

5 Use linking words to explain the relationship between the pieces of information.

George Stephenson is known as The Father of the Railways. When he was born in 1781, his father was working in a coal mine. Like a lot of poor children at that time, George didn't go to school and he started working at the age of eight. While he was working, he went to evening classes and as a teenager he learnt to read and write.

He was very good at making machines and mending things, and after several years he became the coal mine's main engineer. While he was working for the coal mine, he became interested in engines and developed his ideas for his famous train engine. Finally, he left the coal mine and started working for himself.

Next, in the 1820s, he designed and built the very successful Stephenson's Rocket, a steam engine to pull trains. Then he built the first public railways. Unfortunately, the day Stephenson opened his second public railway in 1830, the Rocket hit and killed a member of the government. However, until then the fastest transport was a horse, so railways quickly became popular. There are now railways everywhere: the invention of a clever, hard-working but poor, uneducated coal miner changed the world.

6 End with a sentence which sums up the main ideas of the text.

31 Read the notes about Marie Sklodowska Curie. Add anything else you know.

- Marie Sklodowska Curie (chemist): born Poland 1867
- father – teacher
- mother and sister died when she was a child
- worked very hard – sometimes forgot to eat or sleep
- age 24 went to France to study
- met Pierre Curie and they got married
- discovered the chemical elements polonium (Po) (named after Poland) and radium (Ra)
- won lots of international prizes – including 1903 Nobel Prize for Physics (shared with Pierre) and 1911 Nobel Prize for Chemistry

32 Use the notes and your own ideas to write about her life.

WRITING

29 Read the text. Is it about:

- a the history of travel?
- b a great engineer?
- c British transport?

30 Find and underline:

- 1 a sentence that explains the background (paragraph 2)
- 2 two adjectives that describe George Stephenson (paragraph 3)
- 3 two linking words (paragraph 3)