



Problems

Unit 1

- Look at the photos for one minute without reading the story and then to close your books.
- What do you think the story is about?
- Try to guess the answer to the question.

1 Read and listen to the story. Why is Jake in trouble?

It's Friday evening. Jake's parents are going away for the weekend. They're going to a wedding. Jake has invited all his friends to his house for a party, but he hasn't told his parents.

1 Jake is on the phone. *They've gone. They went about ten minutes ago.*

2 Jake is talking to a friend. *I've never had a party at my house.*

3 Jake is talking to a friend. *Me neither, Pete. But my parents have left me in the house on my own for a weekend.*

3 A friend is talking to Jake. *I've broken this china dog. I knocked it with my hand while I was performing.*

3 Another friend is talking to Jake. *Oh no, Ruby! That was my great-grandfather's. It's been in the family since the 1930s.*

4 A friend is talking to Jake. *A red car has just stopped outside.*

4 Another friend is talking to Jake. *Isn't that your parents' car?*

4 Jake is talking to a friend. *Oh no! They've come back. Quick, everybody, hide in the kitchen.*

5 Jake is talking to a friend. *Hi, Mum, Dad. What have you come back for?*

5 A friend is talking to Jake. *Well, while we were driving down the motorway, your mum suddenly remembered the wedding present. So we turned round and came back.*

6 A friend is talking to Jake. *Oh, I'll get it for you. Where did you leave it?*

7 Jake is talking to a friend. *Jake!!*

7 Another friend is talking to Jake. *Oh no!*

1

Problems

www.irLanguage.com

1A Jake's party



Comprehension

1 Read and listen to the story. Why is Jake in trouble?

It's Friday evening. Jake's parents are going away for the weekend. They're going to a wedding. Jake has invited all his friends to his house for a party, but he hasn't told his parents.



OK. They've gone. They went about ten minutes ago.



I've never had a party at my house.

Me neither, Pete. But my parents have left me in the house on my own for a weekend.



I'm really sorry, Jake. I've broken this china dog. I knocked it with my hand while I was performing.

Oh no, Ruby! That was my great-grandfather's. It's been in the family since the 1930s.



A red car has just stopped outside.

Isn't that your parents' car?

Oh no! They've come back. Quick, everybody, hide in the kitchen.



Hi, Mum, Dad. What have you come back for?

Well, while we were driving down the motorway, your mum suddenly remembered the wedding present. So we turned round and came back.



Oh, I'll get it for you. Where did you leave it?

It's all right, dear. I'll get it. I left it in the kitchen.



Jake!!


Oh no!

www.irLanguage.com

Have ever been in a similar situation?

What your parents would do if you had a party at your house without their permission

Role play the story and
continue it.



2 Put the events in the correct order.

- a Jake phones his friends.
- b Jake meets his parents at the door.
- c Ruby breaks a china dog.
- d Jake invites his friends to a party at his house.
- e Everybody runs to the kitchen to hide.
- f Jake's parents leave.
- g Jake's mum finds the teenagers in the kitchen.
- h Pete sees a red car arriving.

Grammar

Talking about the past

3 a Look at the pictures and the sentences from the story. Which verb is in:

- the past simple?
- the past continuous?
- the present perfect?



I've broken this china dog.



I knocked it with my hand while I was performing.

b Find more examples of each tense in the story.

Past simple and past continuous

4 a Complete the sentences from the story.

While we ¹ _____ down the motorway, your mum suddenly ² _____ the wedding present.
So we ³ _____ and ⁴ _____

b What tenses are the verbs in? When do we use each tense?



5 Complete the sentences. Use the past simple or the past continuous.

- 1 While Pete ¹was *looking* (look) out of the window, a car ²_____ (stop) outside the house. He ³_____ (tell) Jake and everybody ⁴_____ (run) to the kitchen.
- 2 Jake ⁵_____ (open) the front door while his parents ⁶_____ (get) out of the car. When they ⁷_____ (reach) the house, Jake ⁸_____ (wait) for them.
- 3 Jake's friends ⁹_____ (hide) in the kitchen when his mum ¹⁰_____ (come) in. She was very surprised when she ¹¹_____ (see) all the teenagers there.


Present perfect

6 Match the example sentences to the rules.

We use the present perfect to talk about these things.

- 1 experiences up to now
- 2 a past action or event with a result in the present
- 3 an activity or situation that started in the past and continues into the present
- 4 a recent event

- a *Jake has invited all his friends to his house.*
- b *I've never had a party at my house.*
- c *A red car has just stopped outside.*
- d *It's been in the family since the 1930s.*




7 a What do you think has happened since Jake's party? Make sentences. Use the cues. ir1.language.com


- 1 Jake / go to school
Jake has been to school.
- 2 He / have another party
He hasn't had another party.
- 3 His parents / ground him
- 4 He / watch TV
- 5 Jake and his friends / clean the house
- 6 Ruby / repair the china dog
- 7 Jake and his friends / go to the cinema
- 8 His parents / stop his pocket money

b Work with a partner. Ask and answer.

- *Has Jake been to school?*
- *Yes, he has.*

Listening and speaking

8 a  1.8 Listen to Marcus and Sandy talking to a DJ. What has each of them done?

b  1.8 Listen again. Which things does each person talk about? Write *M* or *S*.

a car

a party

a helicopter

the lottery

an aeroplane

a UFO

a ghost

the tide

the moon

a bike

c Describe what happened. Answer the questions.

- 1 What has the person done?
- 2 What were they doing at the time?
- 3 What happened?
- 4 How did the person feel?

1B Bullying

Vocabulary

Describing people

1 a Look at the adjectives. Do they describe appearance or personality? Write *a* or *p*. Use a dictionary to help you.

<input checked="" type="checkbox"/> <i>p</i>	angry	<input type="checkbox"/>	helpful	<input type="checkbox"/>	quiet
<input checked="" type="checkbox"/> <i>a</i>	plain	<input type="checkbox"/>	nice	<input type="checkbox"/>	gorgeous
<input type="checkbox"/>	confident	<input type="checkbox"/>	generous	<input type="checkbox"/>	overweight
<input type="checkbox"/>	attractive	<input type="checkbox"/>	careful	<input type="checkbox"/>	shy
<input type="checkbox"/>	slim	<input type="checkbox"/>	horrible	<input type="checkbox"/>	well-built
<input type="checkbox"/>	pretty	<input type="checkbox"/>	ugly	<input type="checkbox"/>	mean
<input type="checkbox"/>	friendly	<input type="checkbox"/>	handsome	<input type="checkbox"/>	honest
<input type="checkbox"/>	stupid	<input type="checkbox"/>	cheerful	<input type="checkbox"/>	funny

b What other words and expressions do you know for describing people?

popular, wears glasses ...

c Describe these people.

- a famous person that you like
- a famous person that you don't like
- the ideal friend
- the least ideal friend
- the ideal husband / wife



BULLYING

Bullying is a big problem in many schools. Read our special report.



1 Toby was a typical victim of bullying. This is his story.

"We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers.

A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money."

Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

2

- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3

Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

4

A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the design leaders in a school.
- A lot of bullies have also been bullied themselves.



Reading

2 Look at the texts and the photos. Answer the questions.

- 1 What is bullying?
- 2 Do you think all schools have this problem?

BULLYING

Bullying is a big problem in many schools. Read our special report.



1 Toby was a typical victim of bullying. This is his story.

'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers.

A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money." Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

2

- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3

Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the design leaders in a school.
- A lot of bullies have also been bullied themselves.



3 **1.9** Read and listen to the texts. Which of these topics do they talk about? Match four of the topics to the texts.

- a What is a typical bully like?
- b What should schools do about it?
- c Who are typical victims?
- d A story about bullying
- e I was a bully.
- f How big is the problem?



BULLYING

Bullying is a big problem in many schools. Read our special report.

1 Toby was a typical victim of bullying. This is his story.

'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers.

A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money." Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

2

- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3

Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the design leaders in a school.
- A lot of bullies have also been bullied themselves.



4 a Read text 1 again. Tick (✓) the things the bullies did to Toby.

- | | | | |
|--------------------------|--------------------|--------------------------|--------------------|
| <input type="checkbox"/> | punched him | <input type="checkbox"/> | called him names |
| <input type="checkbox"/> | went to his house | <input type="checkbox"/> | pulled his hair |
| <input type="checkbox"/> | asked for money | <input type="checkbox"/> | sent text messages |
| <input type="checkbox"/> | stole his trainers | <input type="checkbox"/> | kicked him |



BULLYING

Bullying is a big problem in many schools. Read our special report.

1 Toby was a typical victim of bullying. This is his story.

'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers.

A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money."

Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

b Read texts 2–4. Copy the chart. Put the words and phrases in the correct column.

quiet intelligent new at the school
 different not part of a group good-looking
 have lots of friends small design leaders
 wear glasses popular overweight

Bullies	Victims
	quiet

c Look at your chart. What do you notice about the words used to describe bullies? Do you find them surprising?



- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3 Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

4 A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the design leaders in a school.
- A lot of bullies have also been bullied themselves.



Grammar: present perfect and past simple


We use the present perfect for an unspecified time up to now.

I've seen the two boys who were expelled, but they haven't done anything.

We use the past simple for a specific time in the past.

I saw them in town yesterday, in fact, but they just ignored me.

Listening and speaking

- 5**  **1.10** Listen to two more stories about bullying. Copy and complete the chart.

		Elsie	Connor
1	Why were they bullied?		
2	Who were the bullies?		
3	What did the bullies do?		
4	What did the victims do?		
5	What has happened since?		

- 6 a** Work in a group. Discuss the questions.
- 1 Do you think the stories are typical?
 - 2 What should people do about bullying?
- b** Present your ideas to the class.



BULLYING

Bullying is a big problem in many schools. Read our special report.



1 Toby was a typical victim of bullying. This is his story.

'We moved house last year, so I had to go to a new school. In my class, there were three boys who were real bullies. Everybody was afraid of them. On my second day, they came up to me after PE. I had a new pair of trainers, which were a birthday present from my grandparents. At first, the boys were very nice to me and they said that they liked my trainers. Then their leader said: "I need some new trainers. I think I'll have these." I tried to grab them back, but the other boys pushed me against a wall. They punched and kicked me. I told my parents that I lost my trainers.

A few days later, the boys asked me for some money. I gave it to them because I didn't want to be beaten up again. Every week after that, they asked for something. If I didn't give it to them, they used to hit me. I hated

going to school, but they even reached me at home. They used to send text messages to my mobile phone – things like: "We'll see you tomorrow at break time. Don't forget the money."

Luckily, my mum saw one of these texts and I told her everything. The next day she went to the school to see the head teacher. He called the bullies into his office, and he talked to some other kids in my class, too. In the end, two of the bullies were expelled from the school. Things have been OK since they left and I haven't had any more text messages. I've seen the two boys who were expelled in the town, too, but they haven't done anything. I saw them in town yesterday, in fact, but they just ignored me. I was a bit worried about that at first. I'm glad my mum found out about it. If you keep it to yourself, the bullies will just carry on.'

2

- Almost half of all young people say that they have been bullied.
- Bullies often use text messages and the Internet to reach victims even when they aren't at school. This is called 'cyber-bullying'.
- With boys, bullying is usually physical. With girls, it's often verbal. So cyber-bullying is twice as common with girls than boys.
- Every year, about twenty-five young people in the UK kill themselves because they are bullied at school.



3

Most victims are kids who are different in some way. This might be because they:

- are a different colour or religion
- are very small, overweight or have red hair
- wear glasses
- are new at a school
- are naturally quiet or shy
- prefer to be on their own rather than part of a group.

A typical bully isn't a big, ugly kid that nobody likes. In fact, the opposite is often true.

- Bullies are usually popular and have a lot of friends.
- They aren't stupid. In fact, bullies are often very intelligent.
- They are usually good-looking and popular with the opposite sex.
- They wear fashionable clothes. Bullies are often the design leaders in a school.
- A lot of bullies have also been bullied themselves.



1C There's something wrong


Vocabulary

Problems

1 a Look at the pictures. Name the objects.

1



b  **1.11** Listen. Then match the pictures to the expressions.

- a It's bent.
- b It's the wrong size.
- c It isn't switched on.
- d It's scratched.
- e It's torn.
- f It's jammed / stuck.
- g It's broken.
- h It's burnt.
- i The battery's dead.
- j It's flat.
- k It's missing.
- l It's cracked.
- m It's making a funny noise.
- n It isn't plugged in.
- o It's damaged.




Grammar: articles


- 1 A singular noun normally has:
 - an article: **a / an, the**
 - a determiner: **this / that**
 - a possessive adjective: **my, your,** etc.
- 2 We use an indefinite article for a general statement.
What's this?
*It's **a** mobile phone.*
- 3 We use a definite article for a specific thing.
*What's wrong with **the** mobile phone?*
(i.e. the mobile phone in the picture)
***The** battery's dead.*
(i.e. the battery in the phone)

2 Test your memory. Look at the pictures and the expressions for one minute.
Student A: close your book. Student B: ask questions about what's wrong with the things.

- *What's wrong with **the** mobile phone?*
- ***The** battery's dead.*

Listening

3 a  **1.12** Listen to the dialogues in two different shops. What did Ella and Jake buy? What's wrong?

b  **1.12** Listen again. Complete the dialogues.

A = Assistant B = Ella or Jake

1



مرجع زبان ایرانیان

A Can I ¹ _____?
B Yes, I bought these ² _____ yesterday. They're a present for my dad, but they're ³ _____.
A Would you like to exchange them or have a refund?
B I'd like to exchange them, please.
A OK. What ⁴ _____ do you want?
B Ten, please ... if you've got it.
A Just a moment ... Yes, here you are. Size ten.
B Thank you very much.
A ⁵ _____. I hope your father likes them.
B Thanks. Bye.
A Goodbye.

2



www.irf.language.com

A Can I help you?
B Yes, I bought this ¹ _____ on Saturday, but there's something wrong with it.
A I'm sorry about that. What's ² _____?
B It's ³ _____.
A Oh, I see. Can I take a look at it?
B Yes, of course.
A Hmm. I see what you mean. Would you like to ⁴ _____?
B No. Could I have a refund, please?
A ⁵ _____. Have you got the receipt?
B Yes, here you are.
A OK. ⁶ _____. That's £26.50.
B Thank you. Bye.
A Goodbye.



1C

4 Answer the questions.

- 1 Who is Ella's present for?
- 2 When did she buy it?
- 3 What is the correct size?
- 4 When did Jake buy the appliance?
- 5 Who asks to see a receipt? Why?
- 6 How much is the refund?

5 Work with a partner. Act the dialogues.

5 Work with a partner. Act the dialogues.

Everyday English

Talking about a problem

6 a Match the halves of the expressions.

- | | |
|---------------------|---------------------|
| 1 Can I | a what you mean. |
| 2 Would you like to | b exchange them? |
| 3 Just a | c the receipt? |
| 4 There's something | d help you? |
| 5 Can I take a | e wrong with it. |
| 6 I see | f moment. |
| 7 Could I have | g look at it? |
| 8 Have you got | h a refund, please? |

b Who says each expression – the customer or the assistant?

Speaking


7 Work with a partner. Choose three of these situations. Make the dialogues.



- You ordered a pizza to take away, but it's burnt.
- You bought a calculator this morning, but it isn't working.
- You bought some batteries yesterday, but they're the wrong size.
- You bought a shirt on Saturday, but it's torn.
- You bought a sports bag at the weekend, but the zip is stuck.
- You bought a camera yesterday, but the instructions are missing.

1D Be careful what you wish for

Extensive reading

1 a  **1.13** Read and listen to the story. Which things does Frank wish for?

He wishes that:

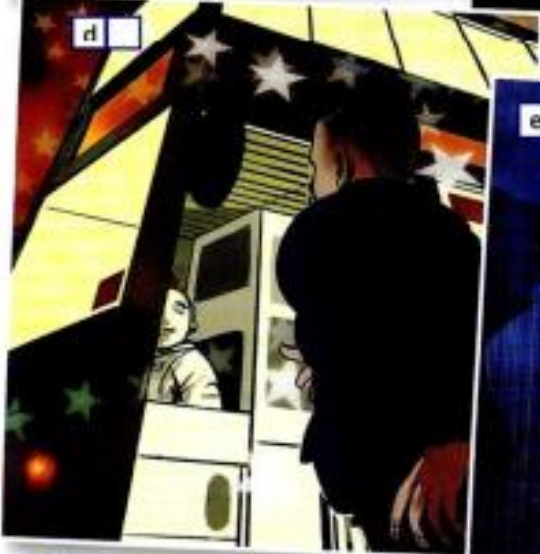
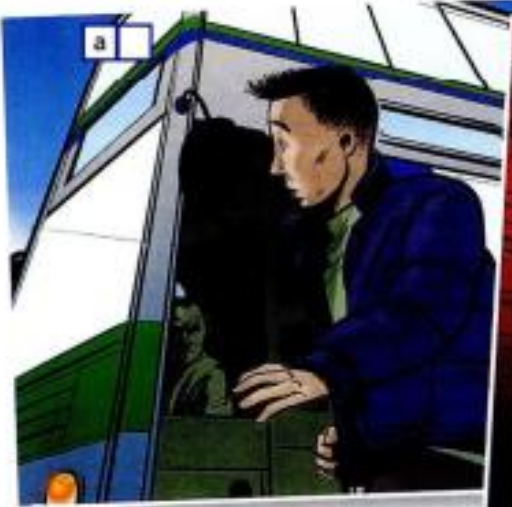
- a he could ride a horse.
- b his parents would go away.
- c he and his friends had a fast car.
- d he had something to eat.
- e Molly was his friend.
- f it was Saturday morning again.


b What happens after each wish?

2 a Look at the pictures. Who are the people? What is happening in each picture?



b Put the pictures in the correct order.





3 a Complete the sentences.

- 1 No, I don't think that's a good _____.
- 2 Your clothes are all over the _____.
- 3 We've decided to go on a trip round the _____.
- 4 I could eat a _____.
- 5 Oh, he's a good _____.
- 6 Yes, don't be a _____.
- 7 I wish it was Saturday _____ again.
- 8 I'm not going into _____.
- 9 We've had a _____ about the party.
- 10 Maybe I will go to the _____ after all.

b Who says each sentence? Why?

4 Tell the story. Use the pictures to help you.

There's a party at Sam's place tonight. It's his brother's eighteenth birthday. Can I go?

'His brother's eighteenth?' said Frank's father. 'So there'll be some drinks there, I suppose. No, I don't think that's a good idea.'

'And you haven't tidied your room,' said his mother. 'Your clothes are all over the floor.'

'I'll do it when I get back,' said Frank angrily, and he went out to get the bus into town to meet his friends.

'Tidy your room! Clean your shoes! Go to bed! Get up!' Frank muttered, as he was waiting for the bus.

'I wish my parents would just go away and leave me alone!'

'Are you sure that's what you want?'

Startled, Frank looked up. The bus driver was smiling at him. 'Strange,' he thought. He didn't hear the bus arriving.

'Pardon?' he said.

'If you hop on the magic bus,' said the driver, 'you can have your wish – and two more as well. But be careful what you wish for. You don't always get what you think you'll get.'

'Well, I definitely want my first wish,' said Frank, and he got on the bus and went into town.

The house was very quiet when he got home again at 4.30. 'Mum? Dad?' he called, but there was no reply. 'Where have they gone?' he wondered. Then he saw a piece of paper on the kitchen table. 'Dear Frank,' he read, 'We've decided to go on a trip round the world. See you next year. Love, Mum and Dad.'

He couldn't believe it. The magic bus was real. First he phoned Sam and told him that he was going to the party.

Then he took his coat off. He was hanging it up when he remembered, no parents. So he just dropped it on the floor instead. Then he turned his stereo on very loud. 'Wow! This is great!' he thought.

Half an hour later, however, he started to feel very hungry. No parents was good, but no dinner was not. 'I'm starving,' he thought. 'I wish I had something to eat. I could eat a horse.' In a flash, a large, black horse was standing in the middle of the kitchen.

'What? Oh no!' said Frank. 'That was my second wish. I must be more careful.' He took the horse out into the back garden. 'I'll deal with you tomorrow,' he said.

'Great party, isn't it?'

'Yes. Really cool,' said Frank. He was performing with Sam's cousin, Molly. Suddenly, Sam grabbed his arm.

'My brother's going to take us for a ride in his car. It was his birthday present.'

'Is that a good idea?' said Frank. 'Your brother's had a lot to drink.'

'Oh, he's a good driver. Don't worry,' said Molly. 'Come on.'

The tyres squealed and the car shot into the road. They were travelling very fast, and the car almost turned over on the corners. Frank felt sick.

'This is really dangerous,' he said. 'Slow down!'

'No, it's great. I've never had so much fun!' said Molly.

'Yes, don't be a wimp,' said Sam.

'No. I've had enough. I want to get out,' shouted Frank.

'Stop the car!'

The car screeched to a stop and Frank got out. Then the car drove off into the night. Frank looked around. He didn't know where he was. It was cold and dark, and now it was raining, too. 'How did I get into this?' he cried. 'Why did I get on that stupid magic bus? I wish it was Saturday morning again!'

The next moment, Frank was standing at the bus stop, blinking in the bright morning sunshine.

'Well, are you going to get on, or aren't you?'

It was the bus driver, but he wasn't smiling now. He looked very impatient.

'What?' said Frank. 'Er, no. No, I'm not.' Then he turned and ran home.

His parents were sitting at the kitchen table.

'I'm not going into town,' he said. 'I've decided to tidy my room instead.'

Mr and Mrs Smith looked at each other. They couldn't believe their ears. Frank turned to go upstairs.

'Oh, Frank,' said his father. 'We've had a talk about the party and we think it will be all right, but ...'


'No, it's OK,' said Frank. 'I've changed my mind. I don't want to go!'

He went up to his bedroom. 'That was really weird,' he thought. 'Was it a dream? Huh, a magic bus! Crazy!' And he laughed. 'Maybe I will go to the party after all.'

Then he heard his mother's voice – very loud. She was calling his father. 'Quick!' she shouted. 'Quick! Look! There's a big, black horse in our back garden!'

1 a Read the text. Write the names in the correct places.

ABBA Guns N' Roses Elvis Presley
The Spice Girls The Beatles

b  1.14 Listen and check.

POP music

Modern pop music was born in the USA because of a number of things. Firstly, there was the music of Africa, which was taken to the USA by black slaves. Rhythm was very important in black music. Secondly, the folk music of Britain and Ireland was taken to the USA by white settlers. White songs had a strong melody and usually told a story. Thirdly, a new and exciting musical instrument appeared – the electric guitar.

In the 1950s, a good-looking young man called ¹_____ brought the three things together, and rock and roll was born. Other singers soon appeared, such as Buddy Holly, Chuck Berry, Eddie Cochran and Jerry Lee Lewis. (Jerry Lee Lewis was unusual, because he didn't play the guitar, like the others. He played the piano – usually standing up!)

Today, rock music is everywhere, but when it first appeared in the 1950s, people said: 'It won't last.' By the early sixties, it looked as if they were right. Most of the heroes were gone: Elvis Presley was in the army. Buddy Holly and Eddie Cochran were dead. Chuck Berry was in prison.

However, in 1963 a new band appeared – not in the USA this time, but in Liverpool, England. They were ²_____. With other British bands like The Rolling Stones and The Who, they brought new life to the music scene. Since then, pop music has continued to evolve and every generation has added something new.



Pop music has also developed in different directions. Heavy music bands like ³_____ used huge amplifiers and speakers to produce their loud, aggressive music. In contrast, the 1990s produced girl bands, like ⁴_____, and boy bands. They didn't play their own instruments. They performed and sang easy, sing-along songs.

The different kinds of pop music have often changed teenage clothing, too. Rock and roll made jeans, T-shirts and leather jackets fashionable. Then the hippies of the late 1960s had long hair and wore colourful 'flower power' clothes. Next came the 1970s, which produced glam music bands (short for 'glamour music') like Slade and Queen. The Swedish group ⁵_____ were also very popular. They were as famous for their colourful costumes as for their music. In the late 1970s, punk groups tried to shock people with their clothes as well as their angry music. They dyed their hair bright colours like green or orange, and put rings, pins in their ears and noses.

Pop music has come a long way since its start in the 1950s, and now we know that rock and roll will never die.

2 Read the text again. Find these things.

- the three ingredients that made pop music
- all the different kinds of music that are mentioned

3 What has happened to music since 2010? Write a paragraph about these things.

- a band or singer that has become famous since 2010
- the kind of clothes they wear

POP music



Modern pop music was born in the USA because of a number of things. Firstly, there was the music of Africa, which was taken to the USA by black slaves. Rhythm was very important in black music. Secondly, the folk music of Britain and Ireland was taken to the USA by white settlers. White songs had a strong melody and usually told a story. Thirdly, a new and exciting musical instrument appeared – the electric guitar.

In the 1950s, a good-looking young man called ¹_____ brought the three things together, and rock and roll was born. Other singers soon appeared, such as Buddy Holly, Chuck Berry, Eddie Cochran and Jerry Lee Lewis. (Jerry Lee Lewis was unusual, because he didn't play the guitar, like the others. He played the piano – usually standing up!)

Today, rock music is everywhere, but when it first appeared in the 1950s, people said: 'It won't last.' By the early sixties, it looked as if they were right. Most of the heroes were gone: Elvis Presley was in the army, Buddy Holly and Eddie Cochran were dead. Chuck Berry was in prison.

However, in 1963 a new band appeared – not in the USA this time, but in Liverpool, England. They were ²_____. With other British bands like The Rolling Stones and The Who, they brought new life to the music scene. Since then, pop music has continued to evolve and every generation has added something new.



Pop music has also developed in different directions. Heavy music bands like ³_____ used huge amplifiers and speakers to produce their loud, aggressive music. In contrast, the 1990s produced girl bands, like ⁴_____, and boy bands. They didn't play their own instruments. They performed and sang easy, sing-along songs.

The different kinds of pop music have often changed teenage clothing, too. Rock and roll made jeans, T-shirts and leather jackets fashionable. Then the hippies of the late 1960s had long hair and wore colourful 'flower power' clothes. Next came the 1970s, which produced glam music bands (short for 'glamour music') like Slade and Queen. The Swedish group ⁵_____ were also very popular. They were as famous for their colourful costumes as for their music. In the late 1970s, punk groups tried to shock people with their clothes as well as their angry music. They dyed their hair bright colours like green or orange, and put rings, pins in their ears and noses.

Pop music has come a long way since its start in the 1950s, and now we know that rock and roll will never die.

History: the Silk Road

1 **1.15** Read and listen to the text. Complete the paragraph.

The Silk Road started in ¹ _____ ac. It went from ² _____ to ³ _____. It was ⁴ _____ long. It closed in ⁵ _____.

2 Find these things in the text.

- three Mediterranean civilizations
- two things that the Romans got from the Silk Road
- three kinds of spice
- five things that made the journey difficult
- five inventions that came from China
- two kinds of transport

We often think that the great civilizations of the Mediterranean world (Egypt, Greece and Rome) had no contact with the other great civilizations in China, India and Japan. However, this is wrong. From about 115 ac there was regular trade between these parts of the world. Rich Romans loved to wear silk clothes from China and to put spices from India, such as cinnamon, nutmeg and ginger, in their food.

For several centuries, long caravans of camels brought these things along the Silk Road to the ports in what is now Lebanon. From there, ships took the things to cities all over the Roman Empire. The road was over 8,000 kilometres long. It went from the Pacific Ocean across Central Asia to the Mediterranean Sea.

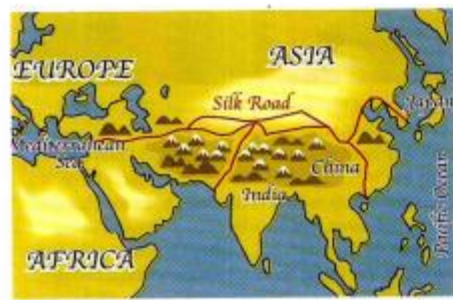
The journey across Central Asia wasn't easy. The merchants had to cross deserts and high mountains. In the summer it was burning hot and in the winter it was freezing cold. So the things that they brought were very expensive. (At one time Roman emperors tried to stop the trade because so much gold was leaving the empire to pay for the things.)

Even when the Roman Empire collapsed, trade along the Silk Road continued. It wasn't just goods that came along the road. Travellers also brought some important inventions from China to the West – paper, printing, gunpowder and the compass all came to Europe this way.

3 What did these people do or try to do?

Roman emperors Marco Polo
local tribes Vasco da Gama

4 What do you know about Vasco da Gama, Bartholomew Diaz and Christopher Columbus? Find out more about one of them. Write about his voyages of exploration.



Sometimes travellers from Europe went to the Far East. The most famous was Marco Polo, who travelled from Venice to China in the 13th century. When he returned, he wrote a book about his journey and about the fabulous empire of Kublai Khan.

Eventually, however, the Silk Road became too dangerous. Local tribes attacked the caravans. Sometimes they asked for high taxes. Sometimes they simply stole the goods and often killed the merchants, too. By the end of the 15th century, the Silk Road was closed and the caravans stopped.

Europeans didn't want to lose the good things that came from the East. One of the things they learnt from China was how to build larger ships. With these larger ships and compasses, explorers from Spain and Portugal, like Vasco da Gama, Bartholomew Diaz and Christopher Columbus, looked for new routes from Europe to the East by sea. But that's another story!



Grammar

- 1 Complete the story. Put the verbs in brackets into the past simple or past continuous tense.



Last weekend, Chris Grimes, 17, ¹ _____ (fly) his kite near a local river, when suddenly, the wind ² _____ (blow) very hard and the kite ³ _____ (lift) Chris up into the air. 'It ⁴ _____ (be) scary,' ⁵ _____ (say) Chris. 'I ⁶ _____ (not want) to land in the river, because it's very deep.' At one point, however, he ⁷ _____ (come) down in the river. As the kite ⁸ _____ (drag) him along the top of the water, the water ⁹ _____ (pull) his trousers down. Then the wind ¹⁰ _____ (pick) him up again and ¹¹ _____ (take) him right across the river. Some people ¹² _____ (walk) along by the river, when they ¹³ _____ (see) him. 'We ¹⁴ _____ (can't) believe it,' said one witness. 'He was up in the air and he ¹⁵ _____ (fly) across the river.' Chris finally ¹⁶ _____ (land) on the other side in a different town. Luckily, he ¹⁷ _____ (not hurt) himself.

- 2 a **1.16** Listen. What things has Lorna done this week? Tick (✓) the things in column 1.

	1 Yes / No	2 What?	3 When?
bought something			
watched her favourite programme			
finished something			
played sports			
been to the cinema			
lost something			

- b **1.16** Listen again and complete columns 2 and 3. irLanguage.com

- c Work with a partner. Ask about Lorna's week.

- Has she bought anything?
- Yes, she has.
- What did she ...? / When did she ...?

- d Ask your partner about the activities in exercise 2a.

Have you ... this week?
What / When did you ...?

- 3 Complete the text. Use a / an or the.

I got ¹ _____ radio and ² _____ camera for my birthday. ³ _____ camera was great, but ⁴ _____ radio was making ⁵ _____ funny noise, so I asked my parents for ⁶ _____ receipt and I took it back to ⁷ _____ shop. As I was going into ⁸ _____ shop, I saw ⁹ _____ interesting computer game, so I didn't exchange ¹⁰ _____ radio. I asked for ¹¹ _____ refund and I bought ¹² _____ computer game. Later my grandparents brought ¹³ _____ present for me, too. When I opened ¹⁴ _____ present, I got ¹⁵ _____ big surprise. It was ¹⁶ _____ same computer game!

Vocabulary

- 4 a Think of some problems related to these items.



- b **1.17** Listen to the dialogues. Which items do the people mention? What are the problems?

Study skills

Recording vocabulary

Here are some ways to help you remember words. Which do you use?

- 1 labelled drawings → See page 6, exercise 1c.
- 2 word families → See page 35, exercise 6.
- 3 mind maps / spidergrams → See page 24, exercise 1a.
- 4 a list on a topic or situation → See page 12, exercise 1a.
- 5 your own mini-dictionary:

party (n) /'pɑ:ti/ (pl. parties): have a party; invite s.o. to a party

Develop your writing

Giving a list of reasons

1 a Look at the first paragraph of the text on page 16. Find the listing words which mean:

1st _____
2nd _____
3rd _____

b Find the expression in the paragraph that you can replace with these expressions.

for a variety of reasons
as a result of several things

2 Rewrite the paragraphs. Follow the instructions.

- Complete the expressions.
- Insert the correct listing words (*firstly* etc.) in the right places.

- The electric guitar made a kind of music possible _____ a _____ of reasons. You can play a simple tune quite easily on a guitar. You can sing and play the guitar at the same time. You can't do that with something like a trumpet. It's very loud.
- The band changed pop music as a _____ of _____ things. They had a fresh, exciting sound. They explored lots of different kinds of music. For example, they used Indian music in some of their songs. John Lennon and Paul McCartney wrote a huge number of songs that became famous around the world.

Project task

Write a project about today's pop music. Answer these questions.

- Who are your favourite bands and singers?
- What kind of music do they play?
- What kind of clothes do they wear?
- When did they become famous?
- What records have they made?

Illustrate your project with pictures of the bands and singers.

Song

1 1.18 Listen to the song. Put the lines of each verse in the correct order.

2 a What are these words short for?

- 1 c'mon 3 gonna 5 shakin' 7 gotta'
2 I got 4 doin' 6 slappin' 8 runnin'

b Who are these people?

- 1 the folks 2 my baby 3 the usual crew

C'mon Everybody

- Now the house is empty and the folks are gone
- Well, been doin' my homework all week long
- Well, c'mon everybody and let's get together tonight.
- Ooo c'mon everybody
- I got some money in my jeans and I'm really gonna spend it right.
- And the house'll be shakin' from my bare feet slappin' on the floor.
- If your brother won't rock, then your sister will
- Ah well, my baby's number one, but I'm gonna perform with three or four.
- Well, when you hear that music, you just can't sit still.
- Ooo c'mon everybody
- There'll be no more movies for a week or two.
- Who cares. C'mon everybody
- If the folks come home, I'm afraid they're gonna have my hide.
- Ah well, we'll really have a party, but we gotta put a guard outside.
- No more runnin' round with the usual crew.

