




The future

Unit 2

Vocabulary

Jobs

1 a  2.2 Listen and repeat the jobs.



1 a lorry driver



2 a pilot



3 a secretary



4 an architect



5 a vet



6 a flight attendant



7 a nurse



8 an engineer



9 a chef



10 an electrician



11 a builder



12 a cleaner

b Work with a partner. Think of six more jobs.

2 a Work in a group. Think about all the jobs in exercise 1. Choose:

- the most interesting
- the most boring
- the easiest
- the hardest

b Tell the class about your ideas. Give reasons.

Comprehension

3 **1** **2.3** Read and listen to the story. Who:

- 1 is coming to talk to the students this morning?
- 2 wants to make a lot of money?
- 3 doesn't know what he / she wants to do?
- 4 wants to be a doctor?
- 5 thinks that money isn't important?
- 6 is just getting off the bus?
- 7 can't go to the cinema? Why not?



Ruby We aren't having lessons this morning, are we?
Jake No, we aren't. The Careers Adviser's coming to talk to us about what we want to do when we leave school.
Pete I already know what I want to do. I want to make a lot of money.
Jake And how will you do that?
Pete I'll probably start an Internet company. I imagine I'll make my first million pounds before I'm twenty-five.
Ruby And what will you do with all that money?
Pete I'll buy a big house and an expensive car. I'll buy a yacht, too, and sail round the world.
Jake Those things won't make you happy, you know.
Pete So, what are you going to do when you leave school?
Jake I don't know yet. I'll probably go to university, but I don't know what I'll do after that.
Ruby Well, I've decided what I'm going to do. I'm going to train as a doctor and then I'm going to work in a hospital in Africa or somewhere like that.
Pete You won't make much money doing that.
Ruby No, but I'll help a lot of people and make the world a better place.
Jake Yes, good for you, Ruby. Money isn't everything.
Pete. There are more important things in life.
Ruby Yes, that's right. Oh, look. There's Ella getting off the bus. I'll wait for her. See you later.
Pete OK. Oh, by the way, are you two doing anything this evening? The new James Bond film's on at the cinema.
Jake No, thanks. I think I'll just stay in and watch TV.
Ruby And Ella's coming round to my place tonight.
Pete Well, I'm sure she'll want to come, too. Come on. It's Friday.
Jake I know. I'd like to go, but ...
Pete But what?

I haven't got any money.



Me neither.

4 a Who do you agree with in the story? Why?

Grammar

Talking about the future

5 a Complete the sentences from the story. Then complete the rules.

1 We use _____ for intentions and plans.

I _____ train as a doctor.

2 We use _____ for general predictions and spontaneous decisions.

*You _____ make much money doing that.
There's Ella getting off the bus. I _____
wait for her.*

3 We use _____ with future time expressions for arrangements.

Ella _____ round to my place tonight.

b Find more examples of each future form in the story.

6 a Each dialogue is about a different aspect of the future. Write these words in spaces A–C below.

intentions predictions arrangements

b Complete the dialogues. Use the most appropriate future form (*will, going to or present continuous*). irLanguage.com

A

- ¹ _____ (you / do) much at the weekend?
- Well, I ² _____ (go) to the cinema this evening. Then I ³ _____ (meet) Donna in town tomorrow morning. My grandparents ⁴ _____ (come) to see us in the afternoon. We ⁵ _____ (have) a family meal for my dad's birthday. I ⁶ _____ (not do) anything on Sunday morning, but Jack and I ⁷ _____ (play) tennis in the afternoon. Then in the evening I ⁸ _____ (help) my brother with his school project.

B

- What ¹ _____ (you / do) when you finish university?
- Well, I've decided that I ² _____ (not get) a permanent job straightaway. I ³ _____ (look for) a holiday job to earn some money. My friend, Mark, ⁴ _____ (do) the same. Then, when we've got enough money, we ⁵ _____ (travel) to Australia. We ⁶ _____ (not fly) straight to Australia. We ⁷ _____ (visit) some other countries on the way.

C


- What do you think your life ¹ _____ (be) like in ten years' time?
- I imagine I ² _____ (be) married, but we probably ³ _____ (not have) any children yet. I hope I ⁴ _____ (have) a good job, but that ⁵ _____ (not be) easy around here. So I think I ⁶ _____ (move) to London or another big city. Or maybe I ⁷ _____ (look for) a job abroad. But who knows? Perhaps I ⁸ _____ (win) the lottery and then I ⁹ _____ (not need) a job at all!

c  **2.4** Listen and check.

7 Choose the correct verb form.

- 1 What *are you doing / will you do* after school today?
- 2 According to this article, we *aren't using / won't use* money in the future.
- 3 Don't worry. I'm sure you're *passing / 'll pass* the test.
- 4 I'm *meeting / 'll meet* my friends in town at 11.30.
- 5 For my New Year's resolution I'm *not going to eat / won't eat* any sweets.
- 6 I *probably won't get / 'm probably not going to get* married till I'm 30.
- 7 I've decided that I'm *learning / 'm going to learn* Spanish.
- 8 *Will you do / Are you doing* anything this evening?

Listening and speaking

8 a  **2.5** Listen. What do the people want to do? Match them to the ambitions.



1 Melanie



2 Harry


- work on a ship
- be a designer
- be in a band
- work abroad
- be an actor / actress
- be a pilot
- be a nurse



3 Isobel



4 Mike

b  **2.5** Listen again. Which person is going to:

- join the air force?
- study Chemistry at university?
- take a year out?
- go to college?

9 a What do you want to do when you leave school? Write your ideas.

I want to be ...

When I leave school, I'm going to ...

After that, I'll probably ...

b Tell the class about your ambitions.

How to be **SUCCESSFUL**

Hopes, ambitions, dreams. How many of yours will you achieve? When you look back at your life in the future, will you have good memories of all the things that you did? Or will you regret all the things that you didn't do?

Of course, there's no easy road to success, but one thing is certain: success won't come if you don't do anything. If you look at successful people – scientists, writers, business people, sports stars, musicians – you'll see that they all worked hard to get what they wanted. So how do you do it? This four-step model will help you to turn your dreams into reality. Remember: at every stage, write your ideas down and put them somewhere where you'll see them every day – on your bedroom wall, for example. If you do this, it will be more difficult to ignore them.

STEP 1: THINK ABOUT YOUR AMBITIONS

What would you like to do? Write down all your ideas. They may be very general, such as *I would like to be fitter. I want to be famous. or it would be nice to have more friends.* Or they may be more specific, like *I've always wanted to play a musical instrument. or I would really like to go windsurfing.*

STEP 2: CHANGE I WOULD LIKE TO ... TO I WILL ...

Now you need to do two things:

- 1 Choose one or two ambitions. If you try to do everything, you won't do anything.
- 2 Set a time limit. This is very important, because you will have a goal to aim at and you will also know when you have reached it.

So, for example, *I would like to be fitter.* in Step 1 now becomes *I will be fit enough to join a half-marathon race by the end of August.*



STEP 3: CHANGE I WILL ... TO I'M GOING TO ...

Now that you've made your choice, what are you actually going to do to achieve your goal? So, in our example, *I will be fit enough to join a half-marathon race by the end of August.* becomes *I'm going to join a running club. or I'm going to go jogging three times a week.*


At this stage, you need to think about practical things like time and money. If you decide to do something that you or your parents can't afford, for example, it won't work.

STEP 4: CHANGE I'M GOING TO ... TO I'M DOING ... ON ... AT ...

This is when you change your intentions into specific actions. Make an arrangement to do something at a specific time. If you don't do this, nothing will actually happen. Your dreams and plans will just stay as dreams and plans. So now *I'm going to join a running club.* becomes *I'm meeting the president of the Cheetahs Running Club on Monday evening at 5.30.*

Don't let your ambitions die. Follow this four-step plan and make your dreams come true. You won't regret it.

Reading

1  **2.6** Read and listen to the text. Are the statements true or false?

- 1 The article is about achieving success in your job.
- 2 There are four steps to the model.
- 3 You should only write down your ideas in Step 1.
- 4 Your ambitions in Step 1 can be general or specific.
- 5 You shouldn't try to do too many things in Step 2.
- 6 You must have a time limit.
- 7 You shouldn't think about practical questions until Step 4.
- 8 The plan of action should give specific times for doing things.

2B: Grammar • talking about the future • **first conditional**

2 Put the sentences in the correct order to match the steps in exercise 1.

- a I'm going to look for places that offer cheap or free guitar lessons.
- b I will be good enough to join a band by the end of next year.
- c I'm joining the guitar class at the music shop on Tuesday at 7.30.
- d I would like to learn how to play the guitar.

Grammar: first conditional

Complete the sentences. What tense is used in:

- the *if* clause?
- the main clause?

1 Success _____ if you _____ anything.

2 If you _____ this, it _____ more difficult to ignore them.

3 Complete the clauses with these verbs. Then complete the sentences with ideas from the text.

choose not think follow put give not make

- 1 If you _____ your ideas on your bedroom wall, ...
If you put your ideas on your bedroom wall, you'll see them every day.
- 2 ... if you _____ a lot of ambitions.
- 3 If you _____ yourself a time limit, ...
- 4 ... if you _____ about time and money.
- 5 If you _____ specific arrangements to do things, ...
- 6 If you _____ the four-step plan, ...

Speaking

4 What will you do if these things happen tomorrow? Tell a partner. Use the first conditional.

- 1 not feel well
If I don't feel well tomorrow, I won't go to school.
- 2 computer / get a virus
- 3 it / rain
- 4 a friend / invite me for a meal
- 5 the TV / break down
- 6 grandparents / give me some money
- 7 get / the afternoon off
- 8 go / to the shops

5 Work with a partner. Think of an ambition. Write a four-step plan to achieve it. Use the plan in exercise 2 to help you. irLanguage.com

Listening

6 a Read the quiz. Choose your answers.

b Discuss your answers with a partner.

Hmmm ... That's interesting.

Here are some interesting questions about everyday life that psychologists have studied. What do you think they found

1 If you lose your wallet or purse, you'll be more likely to get it back if it contains a photograph of
 a yourself. c a baby.
 b your house. d a dog.

2 If you win a small amount of money, which will probably make you happier?
 a buying something for yourself
 b buying something for somebody else
 c buying a lottery ticket to win some more
 d putting the money in a bank

3 You will find it easier to solve a problem if you think about it while you are
 a lying down. c walking.
 b standing up. d eating.

4 You will be more successful on a first meeting if you talk about
 a people that you both know.
 b your ambitions.
 c things that you both like.
 d things that you both dislike.

5 If you decide to do something difficult, you will be more successful if you
 a don't tell anyone about it.
 b only tell your best friend.
 c tell a lot of people about it.
 d write it down.

6 When you've got a big job to do, you'll be more likely to finish it if you
 a wait till you have plenty of time to do it.
 b just start it.
 c make a plan and then do a bit at a time.
 d do it early in the day.

7 a  2.7 Listen and check your ideas.

b  2.7 Listen again. What reasons does the speaker give for the answers?

Time and time prepositions

1 a Copy and complete the spidergram.



b Write *in*, *on* and *at* in spaces 1–6 in the spidergram.

2 Say the dates.

1 12 / 6

the twelfth of June

2 3 / 11

3 21 / 9

4 16 / 1

5 2 / 7

6 30 / 3

7 5 / 12

8 24 / 2

9 1 / 5

24

Listening

3 a Look at the photos and the dialogue. What is happening?



c  2.8 Listen and check.

d Work with a partner. Practise the dialogue.

4 Why can't Pete make the appointments this afternoon and tomorrow afternoon?

b Put the dialogue in the correct order.

P = Pete R = Receptionist

- P Yes. Thank you. Goodbye.
- R Let me see ... Can you come today – at half past two this afternoon?
- R OK. So we'll see you at 3.45 on Monday, 2 February.
- P Hello. My name's Pete King. I've got an appointment at four o'clock tomorrow afternoon, but I'm afraid I can't make it now. I'm playing in a football match after school.
- P No, I'm sorry, but that's no good for me. We don't finish school till ten past three.
- R Goodbye.
- P Yes, it is.
- T R Hello. Dental surgery.
- R I see. Would you like to make another appointment?
- P Yes, any day next week will be fine.
- R Oh, of course. Well, just a minute. We haven't got anything else this week. What about quarter to four next Monday?
- R Is it for a check-up?
- P Yes, please.

Everyday English

Talking about arrangements

5 Complete the expressions.

Suggesting

Can you ¹_____ today?

What ²_____ ³ 45 next Monday?

Refusing

I'm sorry, but that's no ³_____ for me.

I'm afraid I ⁴_____ make it at 2.30.


Thinking

Let me ⁵_____

⁶_____ a minute.

Accepting

Yes, that will be ⁷_____

6 a  2.9 Listen to the dialogues.
Choose three pictures for each name.




Delia

Arthur


Olivia

conditional • time expressions

2C

b  2.9 Listen again. Copy and complete the chart.

| | Delia | Arthur | Olivia |
|-------------------------------|-------|--------|--------|
| 1 Original time | | | |
| 2 Reason for changing | | | |
| 3 New time: first suggestion | | | |
| 4 Reason for refusing | | | |
| 5 New time: second suggestion | | | |

c  2.10 Listen again. This time you will only hear the person who answers the phone. Use the information in your chart to take the role of Delia, Arthur and Olivia.

Grammar: time expressions

Copy and complete the table.

| Past | | Present | | Future | |
|------------|--|--------------------|--|--------------------|--|
| yesterday | morning afternoon evening | ¹ _____ | morning afternoon evening | ² _____ | morning afternoon evening |
| last night | | tonight | | tomorrow night | |
| yesterday | | ³ _____ | | tomorrow | |
| last | Monday week weekend month year | ⁴ _____ | Monday week weekend month year | ⁵ _____ | Monday week weekend month year |

Speaking

7 Work with a partner. Make dialogues to change these things. Follow the pattern.

- 1 an appointment at the doctor's
- 2 an arrangement to go swimming with a friend
- 3 the time for an interview for a Saturday job
- 4 an arrangement to play tennis with a friend

A Phone to change an appointment or arrangement. Give a reason.

A Refuse. Give a reason.

A Accept.

A Say goodbye.

B Suggest another day / date / time.

B Suggest another day / date / time.

B Confirm the new appointment or arrangement.

2D A Christmas Carol

Extensive reading

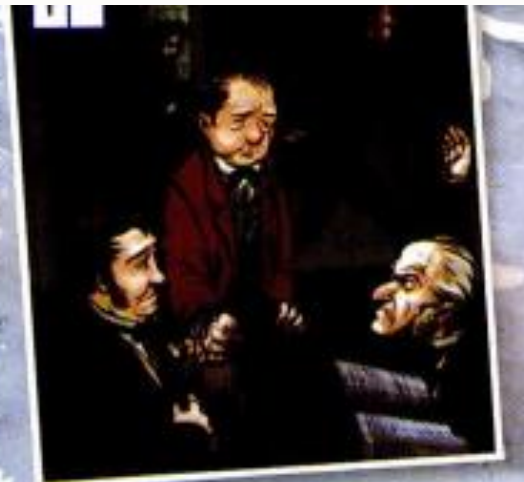
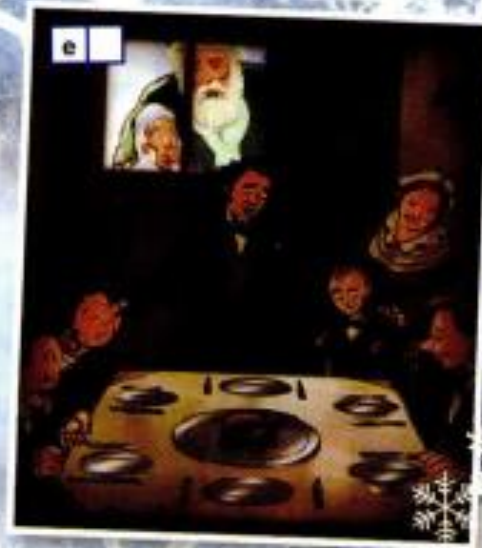
- Look at the pictures. Who is the main character? Find his name in the story.
 - What do you think is happening in each picture?
 - What do you think the story is about?

b What is the moral of the story ?



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cried for him. In fact, a lot of people were happy.

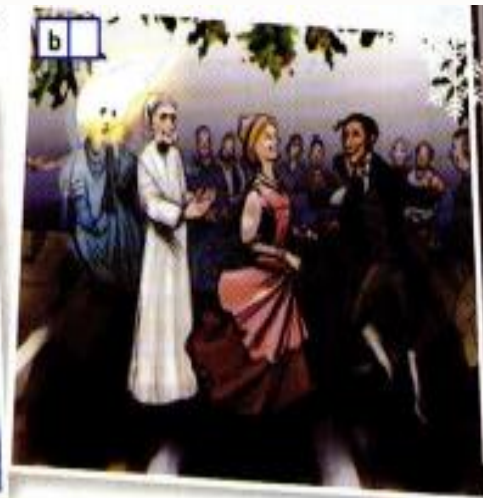


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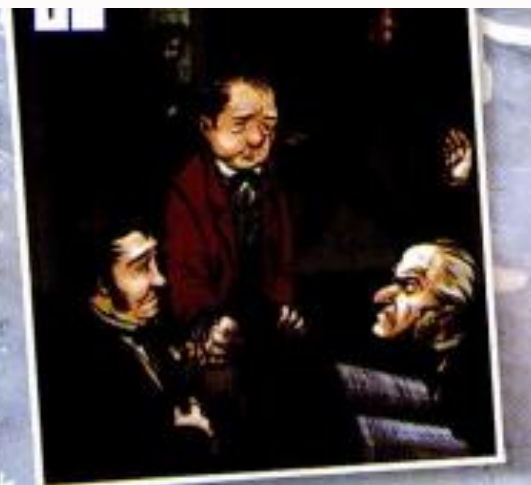
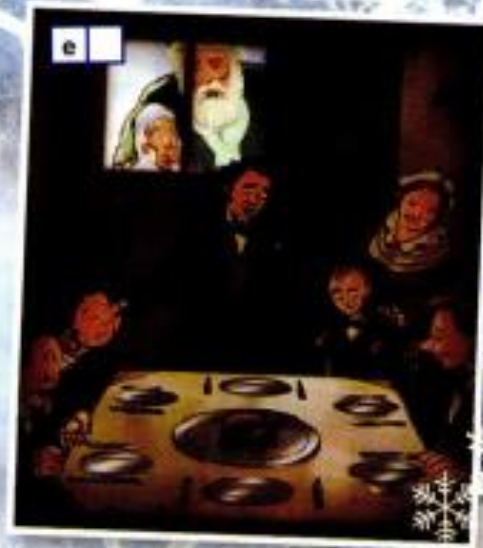
2 2.11 Read and listen to the story. Put the pictures in the correct order.

b What is the moral of the story ?



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cried for him. In fact, a lot of people were happy.



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27

A Christmas Carol is one of the most popular stories about Christmas of all time. It was written by Charles Dickens in 1843 and was an instant success. Since then it has been adapted many times for the theatre, cinema and television.

It was Christmas Eve, and Ebenezer Scrooge was sitting in his cold, miserable office. In the next room, his clerk, Bob Cratchit, was working. Cratchit's office didn't have a fire, so it was even colder than his boss's.

'Merry Christmas, Uncle!' cried a happy voice. It was Scrooge's nephew, Fred.

'Bah, humbug!' said Scrooge. He was a mean, cold-hearted old man and he hated Christmas.

'Are you going to join us for our Christmas dinner tomorrow, Uncle?' said Fred. 'We're eating at one o'clock.' But Scrooge didn't think people should celebrate, even on Christmas Day, so he refused.

As Fred was leaving, two gentlemen came to the office. They were collecting money for the poor. Scrooge was very rich, but he didn't give them any money. 'I'm not going to give money to people who don't work - even at Christmas!' he told the gentlemen.

When the time came to close the office, Scrooge spoke to his clerk.

'I suppose you want a day off tomorrow.'

'If you don't mind, sir. It will be Christmas Day.'

'Well, I do mind. Why should I pay you for a day's work in the office, when you won't be here? But I suppose you must have it.' With that, Scrooge went home to his cold, dark house.

That night, as Scrooge was eating a bowl of soup, he heard a strange noise. He heard someone pulling some heavy chains across the floor. Suddenly, a ghost walked straight through his door. It was Jacob Marley, Scrooge's old business partner.

'Marley!' cried Scrooge, 'But you died seven years ago!'

'Yes,' said the ghost, 'and for seven years I have carried these chains that I made in my lifetime. I cannot rest, because I was never good or generous when I was alive.' 'But why are you here?' said Scrooge. 'What do you want?' 'I am here to warn you, Ebenezer. If you don't change your ways, you, too, will carry chains like these for eternity. Three spirits will visit you tonight. Remember what I have told you.'

With that, the ghost disappeared through the window. Scrooge ran to the window and looked out. The air was full of spirits, all carrying chains and crying sadly.

Scrooge closed the window and went to bed. He soon fell asleep, but, just as Marley's ghost said, three spirits visited Scrooge that night. Each one took him on a journey.

The first spirit was the Ghost of Christmas Past. The spirit took Scrooge back to a time when he was a young man. He saw himself at Christmas at a party. He was singing. The spirit then showed him his beautiful fiancée, Belle, too. When he was young, he wanted to get married, but as he got older, Scrooge started to love money more than people. Gradually he lost all his friends. Belle married someone else, and Scrooge became a mean, lonely old man. Scrooge didn't enjoy seeing all this.

The second visitor was the Ghost of Christmas Present. He took Scrooge to see Bob Cratchit and his family. They were very poor, because Scrooge didn't pay Bob very much. They only had a very small chicken for Christmas dinner, but they were laughing and smiling - even Tiny Tim, who was very sick and weak. Scrooge felt ashamed. The Cratchits were enjoying Christmas even though they were poor. He had lots of money, but he was mean and unhappy.

The last spirit was the Ghost of Christmas Future. He showed Scrooge Christmas in the future - and it was a terrible future. Tiny Tim was dead, because his parents couldn't afford medicine for him. The Cratchits were heartbroken and Bob was crying. Someone else was dead, too, but nobody cried for him. In fact, a lot of people were happy.

'Who has died?' asked Scrooge. The spirit said nothing, but he took Scrooge to a cemetery.

'Why have you brought me here?' he asked. Again, the spirit said nothing. He just pointed to the dead man's grave. On it was the name - Ebenezer Scrooge. Scrooge was terrified. 'Spirit. Listen! I'm going to change my ways. I promise. I've seen many things tonight and I've learnt my lesson. Please tell me that the future won't be like this. Please! Please!' The spirit didn't reply. Suddenly, Scrooge was back in his own bed again and it was morning. He jumped up and ran to the window. 'What day is it?' he called to a boy in the street. 'Today?' The boy was very surprised. 'Why, it's Christmas Day.'

'So I haven't missed it,' thought Scrooge. 'God bless you, Jacob Marley. And God bless Christmas!' From that moment Scrooge was a different man. First he sent the boy to buy an enormous turkey and take it to the Cratchits. Then he went out into the street and said 'Merry Christmas' to everyone that he met. As he was walking along, he saw the gentlemen who had come to his office. 'If you come to my office tomorrow, I'll give you some money for the poor - a lot of money,' he told them. The gentlemen were very surprised. His nephew, Fred, and his wife were surprised, too, when Scrooge arrived for Christmas dinner. After Christmas when Bob Cratchit returned to work, Scrooge said: 'I'm going to double your wages, Bob. And I'm going to give you some money to help Tiny Tim.' So Tiny Tim didn't die, and Scrooge didn't have any more visits from spirits. He was always cheerful at Christmas and he lived happily for the rest of his life.

3 a Match the names to the descriptions.

- | | |
|----------------|---------------------|
| 1 Bob Cratchit | a Scrooge's fiancée |
| 2 Fred | b Scrooge's partner |
| 3 Jacob Marley | c Bob's son |
| 4 Belle | d Scrooge's nephew |
| 5 Tiny Tim | e Scrooge's clerk |

b Find the people in the pictures.

4 Answer the questions.

- 1 What were the three spirits called?
- 2 What did each spirit show Scrooge?
- 3 Why did Marley's ghost visit Scrooge?
- 4 What was Marley like when he was alive?
- 5 Why didn't Scrooge marry Belle?
- 6 Why was Scrooge ashamed when he saw the Cratchits' Christmas?
- 7 Who was 'the dead man'?
- 8 Why was the boy in the street surprised?

**5 a How did Scrooge change after the spirits' visit?
Copy and complete the chart.**

| Before | After |
|--------------------------------------|--------------------------------|
| <i>He didn't pay Bob much money.</i> | <i>He doubled Bob's wages.</i> |

EDUCATION IN THE USA

Children in the USA start Grade School when they are six years old. When they are eleven, they go to Junior High School, and at the age of fourteen to Senior High School.

The school day usually runs from seven or eight o'clock in the morning to half past two or three o'clock. Pupils have homework to do after that. In most schools, the day starts with a flag ceremony. Pupils and teachers stand with their hand on their heart and make a pledge of loyalty to the flag and the country while the American flag is raised.

American schools try to create a strong sense of community. Schools have their own teams for American football, baseball, ice hockey and basketball. They usually have bands and drama groups, too. When sports teams play against other schools, it's a big event. Pupils and their parents come to watch. The cheerleaders perform and the school band plays, too.



Pupils can leave school when they are sixteen, but most stay at school till they are eighteen. Then they go to university. (Americans normally call it 'college'.) They usually spend four years at university. They don't always go to a local university. A lot of students study in cities hundreds of miles from their home.

State education in the USA is free up to the age of eighteen. There are some private schools that parents pay for, but most children go to state schools. College isn't free. Parents have to pay, and students often have a part-time job, too. They work in shops, restaurants and petrol stations.


When students leave school (including Grade School and Junior High School) or university, they have a Graduation Day. This is a very big event. The students who are graduating wear gowns and caps. Their parents come to watch their children receiving their graduation certificates. At the end of High School there's usually a big performance, too. It's called the 'High School Prom'.



2



Culture

1 a  2.12 Read and listen to the text. Put the schools in the correct order.

- | | |
|---|---|
| <input type="checkbox"/> a Senior High School | <input type="checkbox"/> c College |
| <input type="checkbox"/> b Junior High School | <input type="checkbox"/> d Grade School |

b How old are the students at each place?

2 a What events do the photos show? What happens there?

b Do you have events like these in your country?

3 Answer the questions.

- 1 How long is the school day in American schools?
- 2 Why are sport and music important in American schools?
- 3 What happens when students leave school?
- 4 What kinds of education aren't free? How are they paid for?

4 Compare education in the USA with education in your country. What things are similar? What things are different?

Biology: body clock

1 Work in a group. Discuss these questions.

- 1 How long do you sleep every night?
- 2 What time do you go to bed?
- 3 Do you feel tired in the morning?
- 4 Do you switch off your mobile phone at night?

2 1, 2, 13 Read and listen to the text. What does it say about these times?

| | | | |
|----------|---------|---------|------|
| 10 am | 7 hours | 7 am | 9 am |
| midnight | 6 am | 9 hours | |

3 Match the halves of the sentences.

- 1 Melatonin is a hormone
 - 2 People wake up in the morning
 - 3 Your body clock
 - 4 Teenagers are tired in the morning
 - 5 It isn't a problem for children
 - 6 Bright light and loud noise
 - 7 It's worse for American students
 - 8 Some scientists think that
- a stop you falling asleep.
 - b because they start school earlier.
 - c controls the production of melatonin.
 - d because they wake up naturally at 7 am.
 - e teenagers shouldn't go to school till 10 am.
 - f because their body stops producing melatonin.
 - g because they don't get enough sleep.
 - h that makes you feel sleepy.

4 Work in a group. Do you agree with the ideas in the text? Discuss these questions.

- 1 Should parents take all modern technology out of teenagers' bedrooms?
- 2 Should the school day start later for teenagers? Why? / Why not?



Why do you wake up in the morning and go to sleep at night? The answer is that we all have a body clock. Your brain produces hormones, like melatonin and adrenaline, which control the way your body works. The body clock controls the production of these hormones, so that your body produces more at some times of the day and less at other times. As a

result, you wake up and feel sleepy at different times of the day.

When light hits your eyelids in the morning, your brain switches off the sleep hormone, melatonin, your temperature rises and you wake up. In the evening, when it's dark, your brain starts to produce melatonin again, and your body gets ready to go to sleep.

If you don't get enough sleep, you will feel tired the next day. According to a recent survey, most teenagers say that they don't get enough sleep. They need about nine hours, but they normally only get about seven hours. However, teenagers say that they go to bed at about 10 or 10.30 in the evening and they get up at about 7.30. That's nine hours, so why don't they get enough sleep?

The problem is that the body clock doesn't stay the same all through your life. When you're a child, you wake up naturally at about seven o'clock, but when you become a teenager, your body clock changes. The natural time for a teenager to wake up is nine o'clock in the morning and the natural time to go to sleep is midnight. When you become an adult, the body clock will go back to the early time again. Scientists don't know why.

Modern technology makes the problem worse. A lot of teenagers have TVs, computers, MP3 players and mobile phones in their bedrooms. The bright light from a TV or computer screen stops the production of melatonin and so keeps you awake. Loud music and texts from friends will also make it difficult to sleep.

Dennis, 14, is one of the teenagers in the survey. 'I go to bed at 10.15 every night, but I don't get nine hours sleep,' says Dennis. 'I know that I won't go to sleep if I switch the light off straightaway, so I normally read and listen to music or the radio for an hour and a half. My parents don't understand. When I'm awake in the evening, they say: "Go to bed." Then at 7.30 in the morning when I'm asleep, they say: "Get up!"'

Another teenager in the survey, Anita, says: 'It's bad for me in England. I start school at 8.45, but it's worse for my friend, Suzie, in the USA. She has to get up at 8, because she starts school at 7.15!'

Some scientists now think that the school day for teenagers should start later – at about 10 am.



Grammar

1 Complete the sentences. Use the most appropriate future form (*will*, *going to* or *present continuous*).

- 1 • What _____ (you / do) after school today?
◦ I _____ (play) tennis with Mark at five o'clock.
- 2 I hope I _____ (get) a good job when I leave school.
- 3 • Do you think you _____ (win) the match on Sunday?
◦ No. They're very good, so I think we _____ (lose).
- 4 I can't go out tonight. I've decided that I _____ (practise) for my piano exam.
- 5 How can I get some money? I know. I _____ (wash) the car and maybe Dad _____ (give) me something for it.
- 6 • Do you think you _____ (go) to university when you leave school?
◦ Yes. I've decided that I _____ (study) Biology.
- 7 • _____ (you / do) anything on Saturday morning?
◦ Yes, Jack and I _____ (go) shopping. I _____ (buy) a new coat.

2 Make advice with conditional sentences.
Use the cuse


So you want to decorate your room?

*Here are
a few tips.*

- 1 Choose your colours carefully.**
use dark colours / room look smaller
If you use dark colours, the room will look smaller.
- 2 What furniture will you need?**
need a desk and chair /
do your homework there
- 3 How much time have you got?**
be quicker / use paint rather than wallpaper
- 4 Do you want to do it on your own?**
friends help you / have a lot of fun
- 5 Clear the room first.**
be easier / take everything out of the room
- 6 Be careful with ladders.**
fall off / hurt yourself
- 7 Wear old clothes.**
get paint on your clothes /
not come off easily
- 8 Make the room a nice place to be in.**
room look brighter /
put a mirror in a corner



Listening

3  **2.14** Listen to the dialogues. Complete the sentences with the correct times.

- 1 The film starts _____
- 2 The graduation party is _____
- 3 The school trip is _____
- 4 Roger was born _____
- 5 The museum is closed _____
- 6 The appointment is _____
- 7 They're going to the park _____
- 8 They're going skiing _____

Writing and speaking

4 a Work with a partner. Read the information and write the dialogues.

- 1 You phone the dentist's surgery to make an appointment with Mr Jones. The receptionist suggests 3.15 on Wednesday. However, you don't finish school till 3.30. The receptionist then suggests 4.45 on Thursday. You accept.
- 2 You phone the optician's to change an appointment. Your appointment at the moment is at 10 am on 8 November, but you're in a swimming competition that day. The receptionist suggests five o'clock on 10 November. You accept.

b Work with a partner. Practise your dialogues.

Study skills

How to do your best in exams

Exams are very important. Match the explanations to the advice.

- 1 Plan your revision.
 - 2 Don't revise late the night before the exam.
 - 3 Read the instructions for each task carefully.
 - 4 Don't panic.
 - 5 Don't waste time.
 - 6 Always answer everything.
 - 7 If you finish early, don't just stop.
- a Make sure you understand what you have to do.
b You'll be tired the next day.
c Use the time to check all your answers again.
d Give yourself enough time to revise everything.
e You can't think clearly if you're worried.
f If you really don't know something, make a guess.
g If you don't know something, move on and come back to it later.

SILENCE

EXAMINATION
IN PROGRESS

Develop your writing

Generalizations and contrast

1 a Use the chart. Make sentences.

| | | |
|-------|------------|---|
| All | Almost all | parents have to pay. schools start at 7.30. students leave at 16. |
| Most | A lot of | |
| Some | Not many | |
| A few | No | |

b Complete the sentences with words from the chart. More than one answer is possible.

- _____ students bring sandwiches, while others buy lunch at the cafeteria.
- _____ schools finish at three o'clock, but most finish at 3.30.
- _____ schools in Britain have a school uniform. In the USA, **on the other hand**, very few schools have one.
- In the USA, _____ students stay at school till they are 18. However, a lot of students leave at 16.

c How do we use the words in bold?

- Where does each word go in the sentence?
- What punctuation does it need?

d Use the expressions to make sentences about school life in your country. Write about:

starting school the school day lunch uniforms leaving school

Most children start school when they are ... years old, but a few start when they are

Project task

Write a project about your country's education system. Answer this questions.

- What are the different kinds of schools, colleges and universities?
- Who pays for education?
- What is a typical day like?
- Apart from teaching, what other things do schools do?

Illustrate your project with pictures and diagrams.

Song

1 2.15 Listen and choose the correct words.

2 What happened on each day of the week?

IN ONLY SEVEN Days

Monday, the ¹first day / start of my holiday
Freedom for just one week
Feels ²good / great to get away. ooh

Tuesday, saw her down ³on the beach / by the pool
I stood and watched a while
And she ⁴turned / looked and smiled at me

Wednesday, I didn't see her
I hoped that she'd be back ⁵next day / tomorrow
And then on Thursday
⁶The weather / My luck had changed
She stood there all alone
I went and asked her ⁷name / for a meeting
I never thought that this could happen to me
In only seven days
It would take a ⁸hundred / thousand or more
For memories to fade

I wished ⁹Friday / the week would last forever
I held her close to me
I couldn't bear to leave her ¹⁰arms / there

Saturday just twenty-four hours
Oh no, I'm going back home ¹¹today / on Sunday

Ooh so ¹²sad / soon alone

