

# 1 An international school

## Start-up *Note your answers to SB pages 6–7 here.*

What do you think it would be like to study in an international school? Write some notes. \_\_\_\_\_

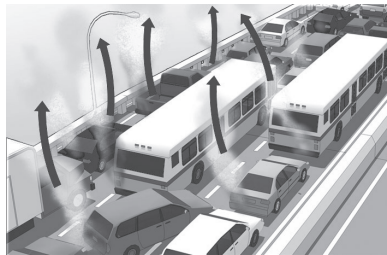
Why would or wouldn't you enjoy studying in one? Note your ideas. \_\_\_\_\_

**Reading** Note as many places as you can think of where advertisements appear. \_\_\_\_\_

How much time in one day do you spend looking at advertisements? \_\_\_\_\_

Note those you take most notice of. Where are they and what do they advertise? \_\_\_\_\_

**Vocabulary** Label the pictures with these phrases: *carbon emission* *carbon sink* *greenhouse gas effect*



**Grammar** Note two school rules that you must obey. \_\_\_\_\_

## Word focus

**Dictionary work** The purpose of headwords is \_\_\_\_\_.

**Spelling** There are \_\_\_\_\_ sounds for **ou**.

**Prefixes** *untie* means \_\_\_\_\_ *retie* means \_\_\_\_\_

**Grammar in use** Write one question with a tag for the answer Yes and one for the answer No.

**Listening and speaking** The product most frequently advertised on TV is \_\_\_\_\_.

**Conversation focus**  Listen again and answer the questions.

1 What has Kurt got to do for his project? \_\_\_\_\_

2 What two sports does Liam do? \_\_\_\_\_

3 What three things are they going to talk about at the student council meeting? \_\_\_\_\_

**Writing** My very persuasive advertisement was from \_\_\_\_\_.

My not very persuasive advertisement was from \_\_\_\_\_.

# Vocabulary

## 1 Write the nouns from these verbs. Check in your dictionary or in the advertisement.

- 1 conserve \_\_\_\_\_ 2 preserve \_\_\_\_\_ 3 donate \_\_\_\_\_  
4 emit \_\_\_\_\_ 5 populate \_\_\_\_\_ 6 combine \_\_\_\_\_  
7 deforest \_\_\_\_\_ 8 destroy \_\_\_\_\_

## 2 Complete the sentences with words from the box.

shelter species depend economic absorb current

- 1 This new factory will help the \_\_\_\_\_ growth of the town.  
2 Please write your \_\_\_\_\_ address on the form.  
3 Making notes while you read can help you to \_\_\_\_\_ the new information.  
4 We can always \_\_\_\_\_ on Dad to sort out our computer problems.  
5 When the storm broke, we found \_\_\_\_\_ in the cave.  
6 A lynx is a \_\_\_\_\_ of the cat family.

## 3 Read and answer.

- 1 The prefix *bio-* means 'life'. Tick the correct definition for *biodiversity*.
- a the way that all the plants and animals of a region live together   
b the total number of all the living plants and animals in a particular area   
c the variety of different types of plant and animal life in a particular region
- 2 If *bio* means 'life', what do you think *diversity* means? \_\_\_\_\_

## 4 The prefixes *con-* and *com-* sometimes mean 'together'. You already know some words with these prefixes that have this meaning. Read the sentences and complete the words.

- 1 A word that joins two main clauses together is a con\_\_\_\_\_  
2 Two or more people speaking together are having a con\_\_\_\_\_  
3 An event when many people meet together for discussion is a con\_\_\_\_\_  
4 A piece of writing that brings ideas together is a com\_\_\_\_\_  
5 A noun that is made of two other nouns put together is a com\_\_\_\_\_ noun.

## 5 Match the words in the box to the synonyms below.

depend give crucial current change destroy global support conserve

- 1 preserve \_\_\_\_\_ 2 damage \_\_\_\_\_ 3 sustain \_\_\_\_\_  
4 donate \_\_\_\_\_ 5 rely \_\_\_\_\_ 6 essential \_\_\_\_\_  
7 worldwide \_\_\_\_\_ 8 present \_\_\_\_\_ 9 affect \_\_\_\_\_

**affect** v: to change something often in a negative way

*Ben's exam results were affected by his serious illness.*

**effect** n: a change that is produced in one person or thing by another

*The music had an immediate effect and everyone started to smile and clap.*

**effect** v: to make something happen

*The new rules effected a noticeable improvement in the students' behaviour.*

**effective** adj: working well and producing the result that was intended.

*The new teacher was most effective and everyone began to study hard.*

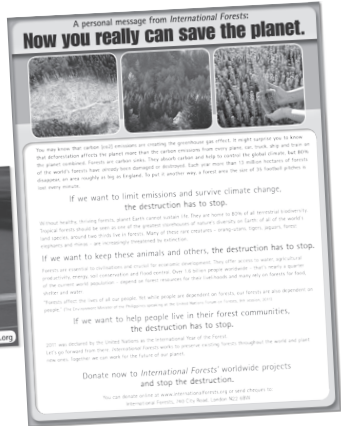
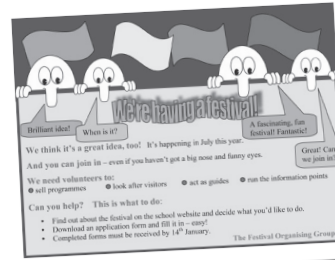
Don't get confused  
between these words.

# Reading comprehension

**1** Re-read the advertisements on pages 8 and 9 of your Student's Book. Then complete the exercises.

**2** Which advertisement ...

- 1 gives a lot of facts and figures? \_\_\_\_\_
- 2 uses a brand symbol? \_\_\_\_\_
- 3 uses speech bubbles? \_\_\_\_\_
- 4 uses repetition? \_\_\_\_\_
- 5 asks for volunteers? \_\_\_\_\_
- 6 includes prices? \_\_\_\_\_
- 7 doesn't give a website address? \_\_\_\_\_
- 8 includes a quotation from a government minister? \_\_\_\_\_
- 9 has the fewest words? \_\_\_\_\_
- 10 has the most words? \_\_\_\_\_



**3** Write the name of the organisation that posted each advertisement.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**4** Read the statements. Write *T* (true), *F* (false) or *NS* (not stated).

- 1 The festival is happening in the school grounds. \_\_\_\_\_
- 2 You can join in the festival if you've got a big nose and funny eyes. \_\_\_\_\_
- 3 If you want to volunteer, you have to fill in an application form. \_\_\_\_\_
- 4 Carlton trainers are made by the Shoe Company. \_\_\_\_\_
- 5 Ben Hill has won medals at the Olympics. \_\_\_\_\_
- 6 Greenhouse gas emissions are the main cause of deforestation. \_\_\_\_\_
- 7 Forests absorb carbon and help to control the climate. \_\_\_\_\_
- 8 Each year, a forest area about as big as England is replanted. \_\_\_\_\_
- 9 Two thirds of the world's land species live in forests. \_\_\_\_\_
- 10 The Environment minister of the Philippines gave a long speech. \_\_\_\_\_

**5** Correct the false statements in Exercise 4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6** List the nouns next to the correct categories.

Carlton	visitors	food	information points	biodiversity
Ben Hill	water	Aether	programmes	athlete
			shelter	guides

forest resources: \_\_\_\_\_

school festival: \_\_\_\_\_

sport trainers: \_\_\_\_\_

# Grammar

## 1 Make these sentences passive.

- 1 People might cut down the trees. *The trees might be cut down.* \_\_\_\_\_
- 2 Someone may sell the land. \_\_\_\_\_
- 3 We should preserve the forests. \_\_\_\_\_
- 4 Can we save the planet? \_\_\_\_\_
- 5 We cannot leave it to chance. \_\_\_\_\_
- 6 We ought to do something immediately. \_\_\_\_\_
- 7 People must take the problem seriously. \_\_\_\_\_
- 8 We ought not to forget the creatures of the rainforests. \_\_\_\_\_

## 2 Make these sentences passive. Use *by* + phrase.

- 1 A wealthy businessman should buy the land.  
*The land should be bought by a wealthy businessman.* \_\_\_\_\_
- 2 An experienced person ought to drive the car. \_\_\_\_\_  
\_\_\_\_\_
- 3 Next year a professor from Paris might teach French. \_\_\_\_\_  
\_\_\_\_\_
- 4 The school principal must make the final decision. \_\_\_\_\_  
\_\_\_\_\_
- 5 Can both girls and boys wear these clothes? \_\_\_\_\_  
\_\_\_\_\_
- 6 A flood could sweep away the houses. \_\_\_\_\_  
\_\_\_\_\_
- 7 Very young children should not see this film. \_\_\_\_\_  
\_\_\_\_\_
- 8 Either an adult or a child may win the competition. \_\_\_\_\_  
\_\_\_\_\_

**Remember!** When we want to stress the person who (or the thing which) does the action, we use *by* + the person (or thing).

## 3 Use your own ideas to answer the questions. Use the passive and the verbs in brackets.

- 1 What improvements would you like to be made to your town?  
(should) \_\_\_\_\_  
(must) \_\_\_\_\_
- 2 What changes would you like to be made in your school?  
(ought to) \_\_\_\_\_  
(could) \_\_\_\_\_

# Word focus

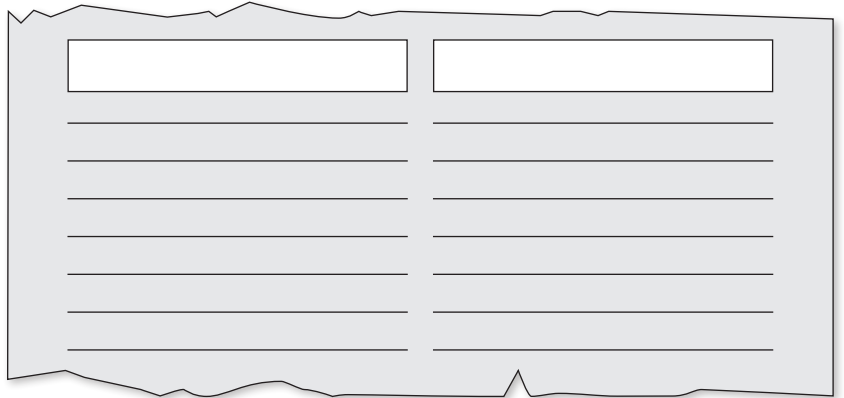
## A Dictionary work: headwords

Imagine that all these words were on one page of a dictionary.

- The dictionary page is in two columns.
- The headword in the box at the top of the first column is the first word on the page.
- The headword in the box at the top of the second column is the last word on the page.

Use all of the words and complete the dictionary page.

- festival    food
- form        fill
- fantastic   forest
- future      find
- for          fun
- football    flood
- funny        from



## B Spelling: words with ou /ʌ/; /u:/; /aʊ/

Write the words under the correct heading.

trouble	around	you	encounter	through	about
ounce	route	acoustic	roughly	astounding	cousin

ou sounding /ʌ/

---

---

---

---

ou sounding /u:/

---

---

---

---

ou sounding /aʊ/

---

---

---

---



## C Word groups

The word *hectare* is a term used for an amount of land. Look at the advertisements again on pages 8 and 9 of your Student's Book.

What is the term used for:

- 1 the price of the trainers? \_\_\_\_\_
- 2 the population of the Earth? \_\_\_\_\_
- 3 the amount of destroyed rainforest? \_\_\_\_\_
- 4 the amount of the Earth's terrestrial biodiversity in the rainforest? \_\_\_\_\_
- 5 the amount of the world's land species that live in the rainforest? \_\_\_\_\_

## D Prefixes: changing meaning

Use these pairs of words in sentences of your own.

- 1 disappear / reappear \_\_\_\_\_  
\_\_\_\_\_
- 2 dependent / independent \_\_\_\_\_  
\_\_\_\_\_

# Grammar in use

## 1 Add question tags to these sentences.

- Rudi arrived late, \_\_\_\_\_?
- Todd comes from the USA, \_\_\_\_\_?
- The festival won't take place in August, \_\_\_\_\_?
- They ought to discuss the programme, \_\_\_\_\_?
- You don't like classical music, \_\_\_\_\_?
- I'm studying harder, \_\_\_\_\_?
- She mustn't make any mistakes, \_\_\_\_\_?
- We've never been to Greece, \_\_\_\_\_?
- The weather's hot in July, \_\_\_\_\_?
- Mum wouldn't like this film, \_\_\_\_\_?

### Remember!

When the sentence is affirmative, the question tag is negative.

When the sentence is negative, the question tag is affirmative.

## 2 Add question tags to these sentences.

- Everybody here speaks English, \_\_\_\_\_?
- Someone was knocking on the door, \_\_\_\_\_?
- No one enjoys having arguments, \_\_\_\_\_?
- Anyone could learn to dance, \_\_\_\_\_?
- Everybody enjoyed the party, \_\_\_\_\_?
- Nobody has replied to our email, \_\_\_\_\_?

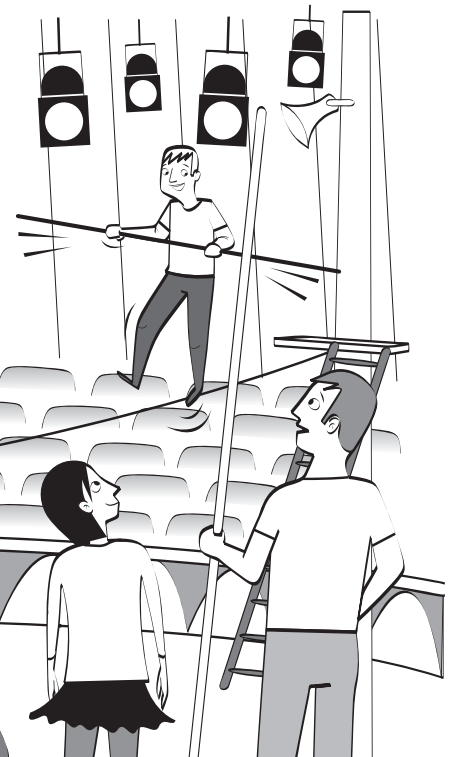
### Be careful!

In these sentences we need to use **they** in the question tags.

## 3 Complete the dialogue with the words and phrases from the box.

*held up everyone No idea never Sure something loads ahead Absolutely not  
in mind Kids get started late guys make What about*

- Lucie:** Where is everybody?  
**Ramon:** \_\_\_\_\_.  
**Todd:** Well, we've got \_\_\_\_\_ to discuss so let's \_\_\_\_\_.  
**Rudi:** Hi, \_\_\_\_\_! Sorry I'm late. I got \_\_\_\_\_.  
**Tasha:** Better \_\_\_\_\_ than \_\_\_\_\_, Rudi.  
**Ramon:** Can I \_\_\_\_\_ a suggestion?  
**Todd:** \_\_\_\_\_. Go \_\_\_\_\_.  
**Ramon:** At this festival we need to have \_\_\_\_\_ for \_\_\_\_\_.  
**Todd:** What do you have \_\_\_\_\_?  
**Ramon:** \_\_\_\_\_ circus skills? \_\_\_\_\_ would love that!  
**Lucie:** Ha ha! I can just see Todd walking the tight-rope!  
**Todd:** Me? \_\_\_\_\_!



## Listening comprehension

- 1** You heard all these words and phrases in the advertisements on page 14 of your Student's Book. Make sure you understand them.

tasty    low in    gleamed    sparkles    home from home    spacious    flavours  
up-to-date    inside information    have your say    all-expenses-paid    newsagent's

- 2** Complete the sentences with the words from the box above.

- 1 Shall I tell you a secret? I've got some \_\_\_\_\_ on the results of the exams.
- 2 This chewing gum is very \_\_\_\_\_. It comes in five tropical \_\_\_\_\_.
- 3 The sea \_\_\_\_\_ in the sunlight.
- 4 We love staying at this comfortable hotel. It's a real \_\_\_\_\_.
- 5 What do you think of the new school uniform? Come to the meeting and \_\_\_\_\_.
- 6 Dad polished the car until it \_\_\_\_\_.
- 7 Joe bought a magazine at the \_\_\_\_\_, entered a competition and won an \_\_\_\_\_ trip to New York!
- 8 Jane is very fashionable. Her clothes are always \_\_\_\_\_.
- 9 The house seemed small from the outside but in fact the rooms were very \_\_\_\_\_.
- 10 This food is very healthy. It's \_\_\_\_\_ fat and salt.

## Individual speaking

- 1** Make notes.

- 1 Think about the advertisements that we see every day. Where do we see them?

\_\_\_\_\_

- 2 Do you like or dislike advertising? Is there    a) too much    b) too little    c) the right amount?

- 3 Think of a TV advertisement which you like.

What is it for? \_\_\_\_\_

Why do you like it? Is it funny? / clever? / beautiful? / something else? \_\_\_\_\_

Describe the advertisement: Who is in it? \_\_\_\_\_

What happens? \_\_\_\_\_

Are there any other features which you like? \_\_\_\_\_

- 4 Think of a TV advertisement which you dislike.

What is it for? \_\_\_\_\_

Why don't you like it? Is it stupid? / boring? / annoying? / something else? \_\_\_\_\_

Who is in it? \_\_\_\_\_

What happens? \_\_\_\_\_

Are there any other features which you dislike? \_\_\_\_\_

- 2** Write sentences about the topic if you wish. Alternatively, just use your notes when you give your presentation.

- 3** Think of a way to start and end your presentation.

- 4** Talk to the class about advertisements.

# Writing

## Planning your writing assignment

Create your own advertisement to persuade teenagers to buy a new magazine about fashion, music or sport.

### Purpose

What is the product you are advertising?

---

### Audience

What is your target audience?

---

### Beginning

How will you begin the advert? Use one of these suggestions or use your own ideas.

#### Begin with a question

- *Tired of the magazine you've been reading for ages?*
- *Want something different to read?*

#### Begin with alliteration

- *Must-have magazine*
- *Fun fashion for you!*
- *Making modern music matter!*
- *Sparkling sport*

---

---

---

---

---

---

---

---

**So, you know what you are advertising; you know who your audience is; and you know how your advert begins. Now think about the language you are going to use.**

### Language

You want people to buy the magazine so the language you use must be persuasive. It's no good saying your magazine is 'alright' or 'OK'.

Use some of these persuasive words and phrases in your advert and include some of your own ideas.

*new and exciting*  
*for the real fan*  
*keeps you right up to date*

*everyone's reading it*  
*biggest and best*  
*the only magazine*  
*packed with*

---

---

---

---

---

---

---

---



## Repetition

It is often useful to repeat key words and phrases in your advert.

You have to think what is special about it. What do you want people to remember?

Here are some words and phrases you might repeat. Use one or two of these or your own ideas.

*fantastic*  
*up-to-date*

*informative*  
*good value*

*best for*  
*a good read*

---



---



---



---



---



---



---



---



---

## Information

Information that readers will want to know about a new magazine:

How much is it? \_\_\_\_\_

When does it come out? \_\_\_\_\_

Where can they buy it? \_\_\_\_\_

## Quotes

Use an imaginary celebrity or an imaginary quote!

Who would be suitable for your magazine?

---

What would they say?

---



---

## Layout / Appearance

**Now you know what your advertisement is going to say, it's time to think about how it is going to look.**

Think about colour / illustration / font type and size.

Make a rough layout of your advertisement here.

- Write your first draft.
- Proofread it for spelling, grammar and punctuation mistakes.
- Make a neat final copy.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Be honest! It helps – honestly!

## Reading

You have read three advertisements.

Each one was written for a different **purpose** and a different **audience**.

Do you understand what these terms mean?

**CHECK!** If you're not sure about purpose and audience, look at the Writing checklist on SB page 15.

You have read the three advertisements several times. Can you read all of them with confidence?

**CHECK!** If you think you need more practice, read the advertisements to yourself or listen and follow the text. Then read it yourself at least once.

## Vocabulary

Look at the word list for Unit 1 on page 140 of your Workbook.

Do you know all these words?

**CHECK!** Use your dictionary to look up words you're not sure about.

Are you completely sure?

## Grammar

### Passive modal verbs

Can you remember how to form this structure?

**CHECK!** If you need to revise it, look at the first half of the Remember box on SB page 11.

Can you think of the three situations when the passive voice is used and the agent is not mentioned?

Do you know when the agent is mentioned on purpose?

**CHECK!** If you cannot think of all of these, look at the second half of the Remember box on SB page 11.

### Question tags

Do you know when to use question tags in conversation?

Do you know how they are formed?

**CHECK!** if you need to revise them look at the Remember box on SB page 13.

Do you know how questions tags sound in conversation?

**CHECK!** To hear the correct tone, listen again to the discussion in the library, track 1.01.

## Word focus

### Dictionary work

Do you understand what headwords are and how to use them?

**CHECK!** Look at the headwords on two dictionary pages. Make sure you understand the information from SB page 12.

## Spelling

Do you know many different sounds for **ou** you practised?

Write down a word for each sound within 20 seconds.

**CHECK!** Revise the words on SB page 12 if you were slow at this task.

Test yourself on spelling different words with the three sounds.

## Prefixes

You already know several prefixes.

Can you find the negative prefixes

in this list: re- un- dis- pre- in-

com- im- con- sur-

**CHECK!** Make sure you understand the words with prefixes on SB page 12.

## Listening and speaking

Did you understand all the phrases in the advertisements?

**CHECK!** Look at the phrases on SB page 14 again. Write what they mean.

Have you prepared your presentation on advertising?

Have you given your presentation?

**CHECK!** If you have not yet given your presentation, practise it again. When you have given your presentation, try it again using notes. If you did it from notes, try it again with fewer notes.

## Writing features

What sort of language does an advertisement use?

Can you think of one adjective to describe it?

Can you list three features you could include in an advertisement?

**CHECK!** If you're not sure, look at the Writing features Checklist on SB page 15.

## Writing assignment

Have you completed your advertisement for the magazine?

Did you compare it with the Checklist of features before you decided it was finished?

**CHECK!** Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.