

# 11 MAKING THE NEWS

## GRAMMAR

### Reported statements SB p.104

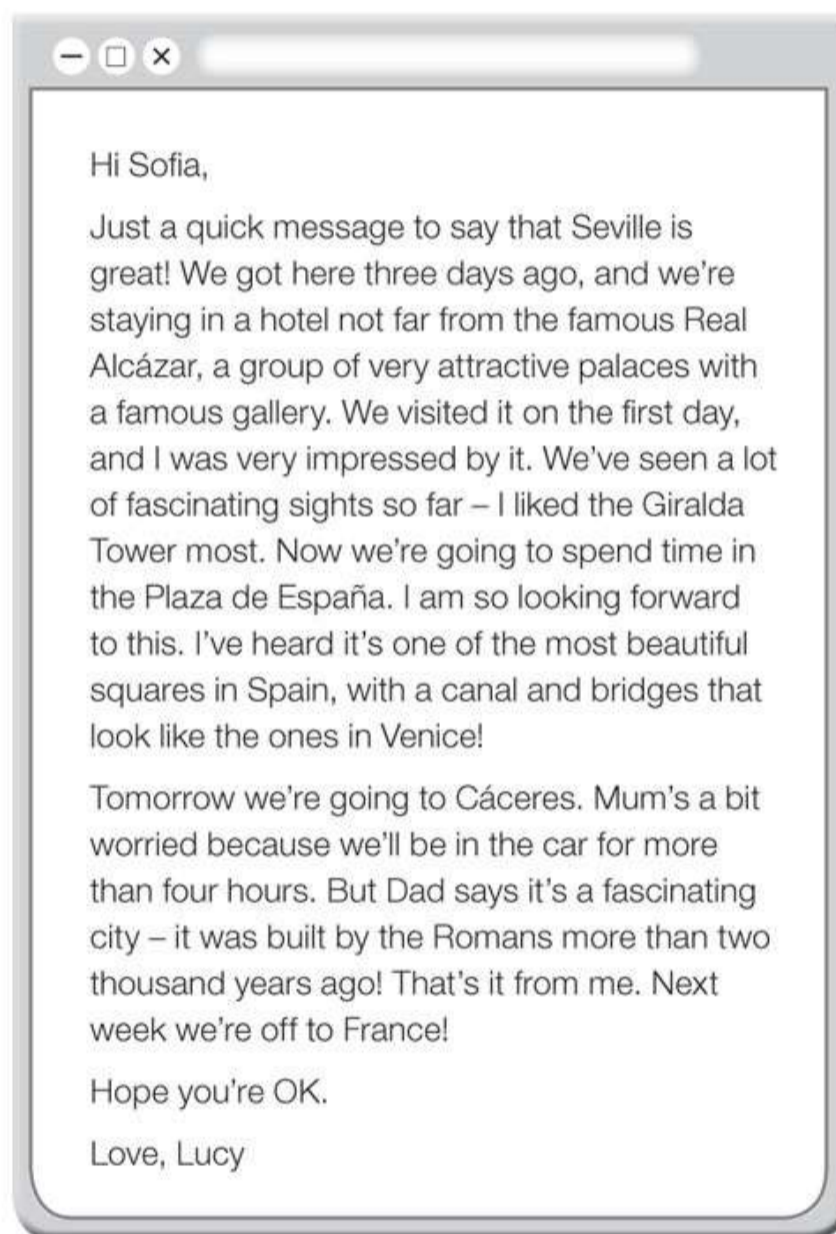
#### 1 ★★★ Put the words in order to make sentences.

- 0 that / said / She / only / it / joke / was / a  
*She said that it was only a joke.*
- 1 could / me / me / He / help / he / told / that  
 \_\_\_\_\_
- 2 they / said / lunch / join / would / They / for / us  
 \_\_\_\_\_
- 3 late / I / that / be / was / I / going / you / told / to  
 \_\_\_\_\_
- 4 said / before / article / the / The / had / accident / day / the / happened  
 \_\_\_\_\_
- 5 she / teacher / Our / had / told / lost / us / homework / our  
 \_\_\_\_\_

#### 2 ★★★ Write reported statements.

- 0 Terry: 'I'm going to buy a car.'  
 Terry said *he was going to buy a car.*
- 1 Emily to me: 'I want to go to the concert.'  
 Emily told \_\_\_\_\_
- 2 Lucy: 'I wasn't happy with the test.'  
 Lucy said \_\_\_\_\_
- 3 Zoe to Mike: 'I haven't seen that film yet.'  
 Zoe told \_\_\_\_\_
- 4 Nigel: 'We'll be late unless we leave soon.'  
 Nigel said \_\_\_\_\_
- 5 Scarlett to Dan: 'I didn't really enjoy the party.'  
 Scarlett told \_\_\_\_\_
- 6 Jack: 'I'm not feeling very well.'  
 Jack said \_\_\_\_\_
- 7 Bella to Jo: 'I don't want to invite Tim to my party.'  
 Bella told \_\_\_\_\_

#### 3 ★★★ Read the email. Then complete the conversation.



- SOFIA** I got an email from Lucy last week. She's on holiday with her parents in Seville in Spain. She said they <sup>0</sup> *had* got there two days before, and they <sup>1</sup> \_\_\_\_\_ in a hotel near a famous palace. She said they <sup>2</sup> \_\_\_\_\_ it on their first day and she <sup>3</sup> \_\_\_\_\_ really impressed by it.
- ELLIE** I've heard that Seville's a beautiful city.
- SOFIA** That's right. Lucy told me that she <sup>4</sup> \_\_\_\_\_ lots of fascinating sights like the Giralda Tower and a beautiful square, Plaza de España.
- ELLIE** Where's she going next?
- SOFIA** She said they <sup>5</sup> \_\_\_\_\_ to Cáceres next.

## Verb patterns: object + infinitive

SB p.107

### 4 ★★★ Match the sentence halves.

- |   |                          |
|---|--------------------------|
| 0 They said the mountain was dangerous and        | <input type="checkbox"/> |
| 1 She invited us to stay at their                 | <input type="checkbox"/> |
| 2 I was very tired, but John                      | <input type="checkbox"/> |
| 3 The tickets were expensive, but they            | <input type="checkbox"/> |
| 4 Logan is a great footballer. They picked        | <input type="checkbox"/> |
| 5 It'll be cold tonight, so Joanne reminded me to | <input type="checkbox"/> |
| 6 I'm not too sure about my Spanish, but my       | <input type="checkbox"/> |
| 7 Mr Miller told us to study harder, and we       | <input type="checkbox"/> |
- a persuaded me to stay up for a few more hours.  
 b allowed us to get in without queuing.  
 c him to play in the school's all-star team.  
 d bring some warm clothes.  
 e teacher always encourages me to speak in class.  
 f warned us not to climb it without a good guide.  
 g asked him to explain the grammar again.  
 h place for the weekend.

### 5 ★★★ Complete the conversations. Use the correct patterns of the verbs in brackets.

- 0 A What did Jacob want from you?  
 B Oh, he wanted me to help (want / help) him in the garden.
- 1 A Why didn't you take the four o'clock bus, guys?  
 B Our friends \_\_\_\_\_ (persuade / stay) a bit longer.
- 2 A I've heard you aren't coming to the park with us.  
 B No. Mum \_\_\_\_\_ (ask / help) her with the shopping.
- 3 A Why didn't you watch the film at home?  
 B Our neighbours \_\_\_\_\_ (invite / watch) it on their big screen.
- 4 A Why aren't you coming into the garden?  
 B Well, my friends have \_\_\_\_\_ (warn / not get) too close to your dog.
- 5 A Is Carol a good swimmer?  
 B Yes. They've just \_\_\_\_\_ (pick / be) the captain of the school team.
- 6 A Your sister came second in the race!  
 B Yes, that's right. I \_\_\_\_\_ (not expect / do) so well.
- 7 A Why didn't Jack go out on Thursday night?  
 B His parents \_\_\_\_\_ (not allow / go out) except at the weekend.

## Pronunciation

### Polite intonation

Go to page 121.



### 6 Rewrite the sentences. Say what happened. Use the verb in brackets.

- 0 Sally: 'Jon, would you like to see a film?' (invite)  
*Sally invited Jon to see a film.*
- 1 Pauline: 'Mary, can you help me please?' (ask)  
 \_\_\_\_\_
- 2 Dave: 'You should join the band, Mia.' (encourage)  
 \_\_\_\_\_
- 3 Andy: 'Meet me at six o'clock, Paul.' (tell)  
 \_\_\_\_\_
- 4 Mr Jones: 'Jack! Don't go into the sea!' (warn)  
 \_\_\_\_\_
- 5 Mike's Dad: 'Don't forget to feed the dog, Mike.' (remind)  
 \_\_\_\_\_

### 7 ★★★ Complete the conversations. Use the verbs in brackets to disagree.

- 0 A Here are your steaks. (ask)  
 B But *I asked you to buy some vegetables!*
- 1 A You did Exercise 2. That's wrong. (tell)  
 B But \_\_\_\_\_
- 2 A I forgot your DVDs. (remind)  
 B But \_\_\_\_\_
- 3 A He fell out of the tree and broke his leg. (warn)  
 B But \_\_\_\_\_
- 4 A You didn't come to my party! (not invite)  
 B But \_\_\_\_\_

## GET IT RIGHT!

### Verb tenses with *ask*, *say* and *tell*

Learners sometimes use the wrong tenses with *ask*, *say* and *tell*.

✓ *I told her I could help.*

✗ *I tell her I could help.*

### Correct the following sentences.

- 0 When I heard the news, I ask if it was true.  
*When I heard the news, I asked if it was true.*
- 1 She says she'd call me yesterday, but she didn't.  
 \_\_\_\_\_
- 2 We invited Ben and tell him to bring pizza.  
 \_\_\_\_\_
- 3 I am so happy that you ask me to write the article.  
 \_\_\_\_\_
- 4 Tomorrow I ask a friend about the homework.  
 \_\_\_\_\_
- 5 Dan, I already tell them that you're coming tonight.  
 \_\_\_\_\_

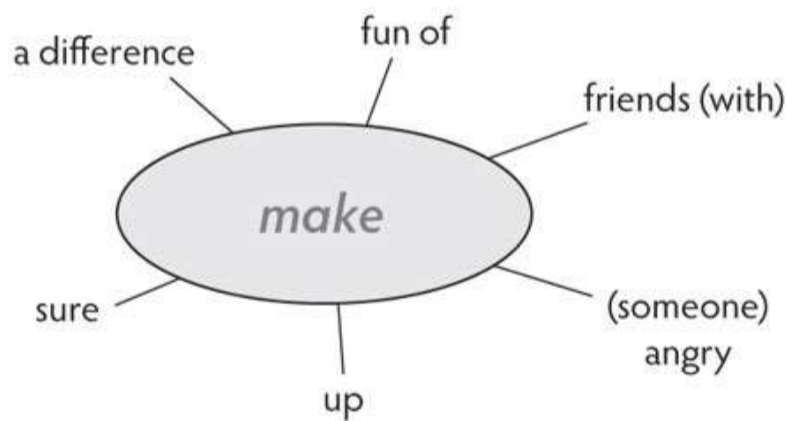
# VOCABULARY

## Word list



## More verbs with object + infinitive

- |           |        |
|-----------|--------|
| persuade  | expect |
| encourage | remind |
| warn      | allow  |
| invite    | pick   |



## Key words in context

- |                    |   |
|--------------------|---|
| <b>blizzard</b>    | A <b>blizzard</b> is a heavy snow storm.  |
| <b>candidate</b>   | There were 12 <b>candidates</b> in the show, but Leah was by far the best.  |
| <b>crop</b>        | The potato <b>crop</b> was very good last year.   |
| <b>escape</b>      | The situation was very dangerous, but they managed to <b>escape</b> .   |
| <b>expert</b>      | Luca's mum is a top computer <b>expert</b> . She knows everything about them.   |
| <b>floods</b>      | It had rained heavily and we couldn't get into the town because of the <b>floods</b> .  |
| <b>hailstorm</b>   | We were caught in a <b>hailstorm</b> ; frozen lumps of ice fell from the sky.   |
| <b>lucky break</b> | He was unsuccessful as a photographer for a long time, but he got a <b>lucky break</b> when one of his photos was chosen for the cover of a top magazine. |
| <b>tornado</b>     | The <b>tornado</b> blew the roof off our house.   |

## More personality adjectives SB p.102

### 1 ★★★ Complete the definitions.

- 0 A *talented* person is very good at something.  
 1 An i\_\_\_\_\_ person understands things easily.  
 2 A c\_\_\_\_\_ person believes in him- or herself.  
 3 A w\_\_\_\_\_ person is friendly and loving.

## Fun SB p.104

### 2 ★★★ Complete the conversations with 'fun' words.

- 0 A Why can't you go to the office like this?  
 B Everybody will *laugh at me*.  
 1 A Hahahaha!  
 B It isn't \_\_\_\_\_. Stop laughing, please.  
 2 A Did you enjoy the birthday party?  
 B Oh, yes. It was such good \_\_\_\_\_.  
 3 A I didn't like the film at all.  
 B I thought it was \_\_\_\_\_. I couldn't stop laughing.  
 4 A Why doesn't Anna want to go to school?  
 B The other kids \_\_\_\_\_ of her because she wears glasses.  
 5 A I didn't \_\_\_\_\_.  
 B I know what you mean. It's never easy to understand jokes in another language.  
 6 A Jane's really good at telling \_\_\_\_\_.  
 B Yes, she always makes me laugh.  
 7 A Shall we play a \_\_\_\_\_ on Dad?  
 B Yes! Let's hide his newspaper.

## More verbs with object + infinitive

SB p.107

### 3 ★★★ Match the sentence halves.

- 1 I warned them not to   
 2 My English teacher picked me to   
 3 I wasn't expecting you to be home   
 4 My parents don't allow my little sister to   
 5 He's very shy. I think we should encourage   
 6 Can I remind you to buy   
 7 Can we invite you to come   
 a him to play the piano at the school concert.  
 b watch TV at all. They think it's bad for her.  
 c to our place on Saturday?  
 d read out a story to the whole class.  
 e so early.  
 f be late.  
 g some vegetables for lunch?

### 4 ★★★ Put the letters in order.

- 0 Farmers are predicting a good *crop* (orpc).  
 1 That \_\_\_\_\_ (aodtrno) looks dangerous.  
 2 A \_\_\_\_\_ (oalrmhsti) broke our greenhouse.  
 3 We had to \_\_\_\_\_ (aseecp) through a window.  
 4 He is an \_\_\_\_\_ (reeptx) on Shakespeare.  
 5 There was a \_\_\_\_\_ (zarzlidb) in the mountains.  
 6 The best \_\_\_\_\_ (ntddicaae) will get the job.

## WordWise SB p.109

### Expressions with *make*

#### 5 ★★★ Circle the correct words.

- 0 This story is too good to be true. I'm sure they made it *off* / **up** / *on* / *down*.  
 1 Let me make *good* / *fun* / *easy* / *sure* I understand.  
 2 He didn't even apologise. That made us really *angry* / *cool* / *easy* / *worse*.  
 3 Good teachers can make a *desire* / *distance* / *damage* / *difference* to students' lives.  
 4 I know her, but I've never made *students* / *friends* / *partners* / *colleagues* with her.  
 5 Don't make *jokes* / *fun* / *laughter* / *play* of me.

#### 6 ★★★ Match the questions with the replies.

- 0 Shall we do that now or tomorrow?  d  
 1 Can I borrow £10?   
 2 Why don't you like them?   
 3 What did you think of the book?   
 4 Is this really what happened?   
 5 When did you make friends?   
 a OK, but make sure you pay me back.  
 b Because they make fun of me all the time.  
 c Of course not. They made it up.  
 d You choose. It makes no difference to me.  
 e A long time ago. We went to school together.  
 f It made me really happy.

#### 7 ★★★ Answer the questions.

- 1 What makes you angry?  
 \_\_\_\_\_  
 2 Have you ever read a news story that was made up?  
 \_\_\_\_\_  
 3 Does sport make a difference to your life?  
 \_\_\_\_\_

## READING

1 **REMEMBER AND CHECK** Answer the questions. Then check your answers in the article on page 102 of the Student's Book.

- 0 How did people react to the BBC story about Swiss farmers and their spaghetti crop?  
*Many people believed the story and wanted to know how they could grow their own spaghetti.*
- 1 Why do many reporters seem to like the opportunity to fool people once a year?  
\_\_\_\_\_
- 2 What did the BBC say about penguins once?  
\_\_\_\_\_
- 3 What was 'special' about Edison's food machine?  
\_\_\_\_\_
- 4 What did the Daily Mail say about a Japanese runner?  
\_\_\_\_\_
- 5 What did the owner of a restaurant claim about their hamburgers?  
\_\_\_\_\_

2 Read the article quickly. What happened in April 2013?  
\_\_\_\_\_

### Too good to be true – fake Harry Potter news story fools everyone



When fans all over the world read on social media that J.K. Rowling was working on a new Harry Potter book, it sounded so good that they decided to believe it. Unfortunately, it was too good to be true. But it was too late – the story had already made the rounds on social media.

It all happened in 2013, when an April Fool's joke claimed that Rowling was working on the eighth novel in the series and had already written about three quarters of the book. The new book, the news said, would continue where *Harry Potter and the Deathly Hallows* had finished.

What people didn't notice (or maybe didn't want to notice because

they were so looking forward to another novel by their hero!) was the date of the original message – 1st April!

Maybe what also made it difficult for fans to notice that the story wasn't true was that it gave various details, saying, for example, that there might be a ninth film in the series based on the new book. And the message said, 'While none of the series' actors have officially signed on, one of the stars has already voiced his excitement about returning to play the title role.' And then, of course, there was even a (false!) quote by Daniel Radcliffe, saying, 'When we wrapped up the last film, I still felt like I wasn't finished with this grandiose story. I can't wait to come back.'

Rowling and her new Harry Potter book are not the only example of a news story that was totally made up. The history of the media is full of such stories, and since the beginning of the Internet, the number of news stories and the speed at which they get passed on around the globe has increased enormously. But what is it that makes it possible for so many people to become the victims of false stories? Well, first of all, many people don't read critically enough. They believe everything they read, see or hear in the media. And quite often it's also because they want to believe something – because it sounds so good, like the story of J.K. Rowling's new Harry Potter book!

3 Read the article again. Complete the sentences using no more than three words.

- 0 Fans believed that J.K. Rowling was working on a new book.
- 1 The story was first released on 1st \_\_\_\_\_.
- 2 The story gave various \_\_\_\_\_ too and maybe that made it difficult to notice it was false.
- 3 The message also had a quote by the Harry Potter actor, but it too was \_\_\_\_\_.
- 4 There have always been false stories in the \_\_\_\_\_.
- 5 People often do not read \_\_\_\_\_ enough.
- 6 They often believe what they read, \_\_\_\_\_ in the media.
- 7 And quite often they believe what they \_\_\_\_\_.

## DEVELOPING WRITING

## A report for the school magazine

## 1 Read the report quickly. What do the numbers refer to?

- 0 1997 *The year the Guggenheim Museum was created.*  
 1 11,000 \_\_\_\_\_  
 2 4a \_\_\_\_\_  
 3 24,000 \_\_\_\_\_



## The day we visited a museum – in cyber space!

**A** For the students in Class 4a of our school, the English lessons in the first week of this month were very different from what we normally do. We were pretty excited when Mr Breen, our teacher, told us to choose a museum in a different country and 'visit' it (via the Internet, of course) together in groups. He also said that we should write an article for the school magazine about it.

**B** There were five of us in my group, and it wasn't easy to decide which museum we wanted to go to. Mr Breen encouraged us to make one suggestion each. We were surprised how easy it was. We had five suggestions, but everybody was very impressed with Thomas's idea. He wanted us to visit the Guggenheim Museum in Bilbao in the north of Spain, and when he showed us the website, we all knew it was 'our place'.

**C** The building was created by American architect Frank Gehry in 1997, and it's amazing. The website says it covers an area of 24,000 m<sup>2</sup>, of which 11,000 m<sup>2</sup> are all exhibition space. It took us about two hours to visit the different parts of the website, and we all loved the photos of the building. The part we liked best was called Explore. It shows really attractive photos of sculptures and other pieces of art from the different exhibitions.

**D** When the project was finished, Mia, one girl from our group, summed up how we all felt. She said that the project had been fascinating, but what we'd really like to do now is visit the Guggenheim in Bilbao!

Mark Steyn, 14, 4a

## 2 Complete the sentences from the report with the missing verb forms.

- 1 Our teacher told us \_\_\_\_\_ a museum in a different country.  
 2 Thomas \_\_\_\_\_ the group to visit the Guggenheim.  
 3 Mia said the project \_\_\_\_\_ fascinating, but what we \_\_\_\_\_ really like to do now is visit the Guggenheim in Bilbao.

## 3 Read the text again. Match the descriptions with the paragraphs.

- 0 This paragraph talks about how the students liked the event (their 'visit' to the museum).  D  
 1 This paragraph tells the story of how the students decided which museum to visit.   
 2 This paragraph is about what was different from a 'normal week' for the students.   
 3 This paragraph describes the place and gives details about it.

## 4 Plan a report for your school magazine.

- What do you want to write about? (For example, an event at school? A school fair? A special ceremony? A fancy dress party?)
- What are the important details of the event – time, place, people? What happened?
- How did people react? What interesting comments were there?

## 5 Write your report (about 200 words).

## Writing tip: reported speech

- When you write a news story, it's a good idea to use reported speech because it helps you to sum up the most important things that someone said, and you don't need to write down everything they said word for word.
- In the text above, for example, the writer says this about Mia: *She said that the project had been fascinating.* This is most probably a summary – Mia might have said much more here, but it isn't important to say that word for word.

## LISTENING

1 45 Listen to the conversations. Match them with the types of problems.

- a relationship problems
- b an environmental problem
- c someone not feeling good about themselves

2 45 Listen again and answer the questions.

### CONVERSATION 1

- 0 Where are Andrew and Elizabeth?  
They're in a park.
- 1 Why is Andrew cross?  
\_\_\_\_\_
- 2 What does Andrew think the police should do?  
\_\_\_\_\_

### CONVERSATION 2

- 3 How does Anna feel about joining the club?  
\_\_\_\_\_
- 4 What happened at her old school?  
\_\_\_\_\_
- 5 How does Sam feel about what the boy said?  
\_\_\_\_\_

### CONVERSATION 3

- 6 Why is Max upset?  
\_\_\_\_\_
- 7 What does Layla think he should do?  
\_\_\_\_\_
- 8 Why can't Max do that?  
\_\_\_\_\_

3 45 Match the statements and responses. Then listen again and check.

- 1 What's up?  a
  - 2 I get really cross when I see something like this.
  - 3 He always said I was a hopeless actor.
  - 4 What really counts is that you enjoy what you do and want to become better.
  - 5 How do you know Ian's telling the truth?
  - 6 But I can't go and ask Ian
- a Just look at the mess over there.
  - b Me too. This is awful.
  - c That's right. You know what? I think I'll give it a try and join the club.
  - d I don't. But I can't go and ask Ian.
  - e Seriously? I get so angry when people say things like that.
  - f Why not?

## DIALOGUE

1 Put the conversation in the correct order.

- DYLAN But just imagine if that really worked! I think I'll ask my Science teacher about it.
- DYLAN I'm just saying I'll talk to my Science teacher. Don't shout at me.
- 7 DYLAN Hey, Emma, check this out. The paper says this guy has just discovered how to produce petrol from nothing.
- EMMA I'm telling you – it's not worth it. It's all complete nonsense.
- EMMA From nothing? I think we're talking about news that's made up.
- EMMA Sorry, I didn't mean to be rude. Of course you can have a word with your Science teacher. See what she thinks.

(2 hours later)

- DYLAN She was like, 'You shouldn't believe everything you see in a newspaper!'
- DYLAN Yeah, I know.
- EMMA See? I told you.
- EMMA So what did she say?

## PHRASES FOR FLUENCY

1 Complete the conversations with the expressions in the list.

was-like | have a word | I'm just saying  
check this out | we're talking about | it's not worth it

- 0 A How did she react when she heard she'd won first prize?  
B She *was like* \_\_\_\_\_, 'Me? I can't believe it's true!'
- 1 A I said sorry to Anne, but she ignored me.  
B Yes, \_\_\_\_\_. She never forgives anyone.
- 2 A \_\_\_\_\_. It's a message I got this morning.  
B Strange. Who would write something like this?
- 3 A I'm angry with Steve. I'm not inviting him to my party.  
B But \_\_\_\_\_ your best friend. Maybe you should have a chat with him.
- 4 A Do you really need another piece of pizza?  
B Yes, I do. Anyway, why are you so interested?  
A \_\_\_\_\_ you've had enough.
- 5 A Joanne seems upset and I don't know why.  
B I think you should \_\_\_\_\_ with her after school.

## Help with reading: guessing the meaning of words

- When you read a text, there will often be words that you haven't met before. If these words are important, and you can't use a dictionary (for example, because that would take too much time or because you're doing an exam and aren't allowed to use one), you'll need to try to guess the meaning from the context.
- N.B. If a word isn't important for the understanding of the text, just carry on reading.

### Tip: guessing the meaning of words

- To start, it's a good idea to decide what part of speech the word is. Look at the position in the sentence, and its ending. If, for example, it ends in *-ed* or *-ing*, it might be a verb or an adjective. If it ends in *-s*, it might be a plural noun (or a verb in the 3rd person singular, of course).
- When you know what part of speech it is, look at other words around the unknown word. If it's a noun, is there an article? If it's an adjective, is there a noun that goes with it? If it's a verb, is there an object?
- Look around in the same sentence or in the sentences around it. Are there any small words (*but, so, however, and*) that help you with the meaning? Take, for example, the sentence *When he reached the mountain top, he was happy but exhausted*. Imagine you don't know what *exhausted* means, but you know it's an adjective. The word *but* suggests that it means something very different from *happy*. You know from the first part of the sentence that he has just climbed a mountain, so a good guess would be that *exhausted* relates to that. You can probably guess that because it was a difficult climb, he was very happy, but very tired.
- Sometimes, the form of the word itself can help you, too. For example, you know that *impossible* means 'not possible' (the prefix *im-* often makes the meaning of an adjective negative). If you know this and you come across the word *imperfect*, you can easily guess what it means.
- When you've used the steps above and made a guess, read on to see if your guess seems correct. If not, and the word is really important, go back and do the steps again.

## 1 Read the sentences and try to guess the meaning of the underlined words. Then **circle** the correct option: A, B or C.

- 0 He was quite good-looking, but he had a mole on his nose which didn't look nice at all.  
 A a kind of beard  
 B a small black spot on the skin  
 C a lot of blood
- 1 Sarah reads lots of books about illnesses. This has helped to deepen her understanding of the human body.  
 A depend on something  
 B make something deeper  
 C become healthier
- 2 I haven't got his phone number, and it isn't in the directory.  
 A a cupboard for books and small objects  
 B a bag ladies often take with them to carry small things, such as car keys  
 C a book that gives a list of names, addresses or other facts
- 3 I ordered the new laptop online at 9 pm and I was surprised when they delivered it the next morning.  
 A repaired  
 B took it back  
 C brought it to my house
- 4 The weather will dictate what we do tomorrow.  
 A decide or control what happens  
 B stop something from happening  
 C make an event impossible
- 5 Josephine is doing an excellent job for her company, so soon she will be appointed director of the new office in Paris.  
 A previously, some time ago  
 B excellent, one of the best  
 C chosen for a job
- 6 I thought I had lost my pen, but one day it turned up in my mum's car, under the seat.  
 A got lost  
 B jumped  
 C reappeared
- 7 The house looked beautiful from the outside, so we were surprised to see how shabby the furniture was.  
 A untidy, in a bad condition  
 B luxurious, very expensive  
 C modern