

## Laura Hardy



**age** 15  
**lives in** West Hill, Hampton  
**brother** Jack, aged 12  
**school** West Hill Academy  
**interests/hobbies** computer technology, photography, films (with special effects)  
**likes** cartoon films, the internet (I love it!!)  
**dislikes** going to the dentist



## Jack Hardy



**age** 12  
**lives in** West Hill, Hampton  
**sister** Laura, aged 15  
**school** West Hill Academy  
**interests/hobbies** swimming, music  
**likes** beach holidays, talking to people, Chinese food  
**dislikes** long car journeys, too much homework



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# Holly Carter



**age** 14  
**lives in** Hampton town centre  
**brother** Micky, aged 9  
**sisters** Nancy, aged 9; Tammy, aged 6  
**school** Central High School  
**interests/hobbies** design (especially clothes),  
doing puzzles and quizzes  
**likes** fashion, shopping  
**dislikes** cold weather (especially wet,  
cold weather), too much  
homework



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# Ross Lawrence



**age** 14  
**lives in** North Park, Hampton  
**brother** Harry, aged 16  
**sister** Amy, aged 10  
**school** North Park College  
**interests/hobbies** art, swimming, basketball  
**likes** animals (all of them but  
particularly my cat, Claws)  
**dislikes** zoos, people who are cruel to  
animals



# The Language Lab

Look out for these characters throughout the course. They are there to help!

Something's not right.

Perhaps we made a spelling mistake.

This is a very interesting verb!

I'm making some new nouns!

Look what happens when you add an adjective!

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# Magazines

# 1



## Check-in

You can buy magazines about all kinds of different topics: sport, fashion, music, films and film stars, news and TV.

- List the names of magazines that you know.
- How often do you read a magazine? Which one?
- Do you like it? Why? / Why not?
- If you could read another magazine, what would it be?

You are going to read pages from a magazine for young people.

## Reading

- A **magazine article** about the start of the *Portrait* project for school students. The article is set out in **columns**.
- The article includes an **interview**. The interview is set out like a **play**.

How is a play set out?

- These words are in the article.  
**technology**   **volunteer**   **create**   **session**  
**construct**   **imagination**

What do they mean? Check in your dictionary.

## Vocabulary and spelling

- Learn words to do with working on a **group project**.
- Learn about words ending **-tion**.
- Learn about spelling **words with ss sounding sh**.

Have you ever done a project in a group?  
What was it? Who did you work with?

## Grammar

- Practise **present tenses**: present simple, present continuous.
- Practise verbs usually used in the **simple form**.
- Practise when to use **make** or **do**.

## Writing

- Learn about the writing **features of an interview**.
- Compose **interview questions**.
- Write an interview** using the questions.
- Work out questions** and write an interview.

## Listening

- Laura, Jack, Holly and Ross's discussion about planning their project.
- A **dialogue** in which Jack finds out about Ross.
- Ross **telling his new friends** about his family.

Have you met any new friends at school?

## Speaking

- Talk to your friends; find out about them.
- Tell the class about **your family**.

How many people are there in your family at home?

Do you like... **Art?**  **Technology?** 



*Will Jones and Patsy Parker report on how these subjects meet in ...*



*Professor John Brown is running the project.*

# The *portrait* project

**City Hall was buzzing with excitement last week. More than fifty enthusiastic volunteers came for the start of a new arts and technology project for school students.**

In the project, *A portrait of our town*, students create a portrait of the place where they live. Professor Brown of Hampton University explained to them, "You must decide what to tell people about your town. You could tell them about buildings and places or you could tell them about some of the people who live there. It's your chance, too, to give your own opinions. What is happening in your town now? How do you feel about it?"

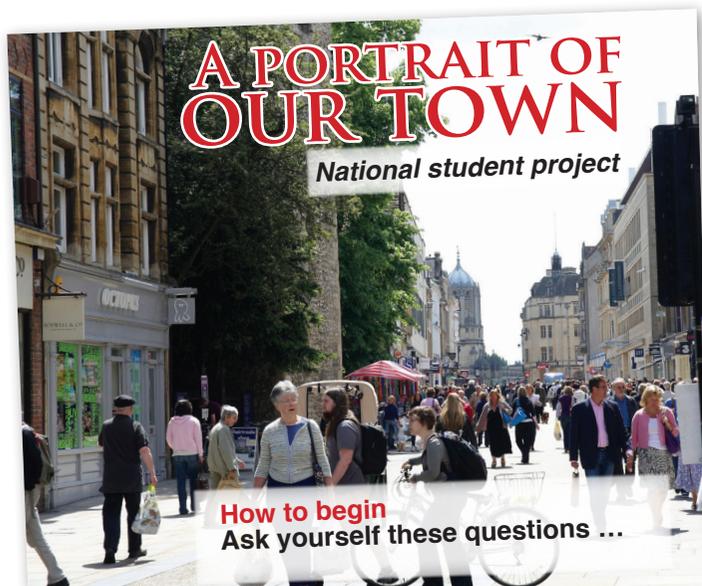
The students were evidently motivated by the professor's questions. After the first session, there was a rush for the leaflets about the project. Groups of boys and girls began to discuss ideas.

In the second session, Professor Brown talked about producing the portrait. "You can decide what to use," he explained, "film, photography, recordings of voices, sounds and music, different kinds of writing and art. The only limit on what you can do is your own imagination."

The students are aged from 12–16 and they come from different schools in all parts of the town. They are going to work in groups of 4–6. Most students met for the first time at City Hall. They had to choose who they would like to work with.

To help students to find out about each other, Professor Brown put up some message boards. One said *I like ...* Others said *I don't like ... I am interested in ...* Students were invited to respond by writing on pieces of paper and sticking them on the board.

While they were busy writing and reading responses, Professor Brown explained that students from all over the country are creating *Portraits*. Some of them live in very big cities. "But they don't have to include the whole city," he said. "They can construct a portrait of their part of it. It could be just their local neighbourhood."



We chatted to students at the message boards – a popular meeting place.

This is great. I'm making new friends here today and I'm really enjoying it. I like making new friends!  
**Holly Carter, 14**



Reading the messages is fun. I'm interested in people and I like finding out about them.  
**Ross Lawrence, 14**



Fifteen-year-old Laura Hardy is the first student who volunteered to take part in the project. She's the subject of this week's ...

## MACMILLAN Patsy Parker interview EDUCATION

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**Patsy:** Why did you want to do this project, Laura?

**Laura:** I thought it sounded interesting. We're going to meet every week to work on the project. At the end of the year, we are going to present our finished portraits. I like creating things and I like looking at things and taking pictures of them.

**Patsy:** Are you interested in photography?

**Laura:** Yes, I am. I'm interested in film, too, and computers. I'm doing a computer animation project at school at the moment. I go to a computer club every Monday.

**Patsy:** Which school do you go to?

**Laura:** I go to West Hill Academy.

**Patsy:** Have you got any brothers or sisters?

**Laura:** Yes, I've got one brother, Jack. We go to the same school and he's here today, too ... somewhere, but I can't see him. He's probably looking at the message board or he's chatting to someone. He likes talking to people.

**Patsy:** What things do you like?

**Laura:** Cartoon films and surfing the internet.

**Patsy:** Do you have any dislikes?

**Laura:** Not really ... but I don't like going to the dentist much.

**Patsy:** Me neither!

*Good luck to all the students working on the project. We'll tell you how they get on later in the year.*

# Reading comprehension

## 1 Answer these questions.

- 1 Which subjects come together in the new project?
- 2 Who are the writers of the magazine report?
- 3 Where did the group of volunteers meet?
- 4 Who is running the project?
- 5 What did Professor Brown tell the students they could use to create their portraits?
- 6 What age are the students who are doing this project?
- 7 How were students invited to respond to the message boards?
- 8 What could students who live in big cities do?
- 9 What did Ross say he was interested in?
- 10 How often does Laura go to a computer club?



## 2 Choose the correct word or phrase to complete each sentence.

portrait technology volunteer sessions present include get on

- 1 I'm a bit nervous because I'm going to \_\_\_\_\_ my project to the class today.
- 2 Ben was fed up because he didn't \_\_\_\_\_ well in the computer lesson.
- 3 My brother is studying \_\_\_\_\_ at the university.
- 4 A huge \_\_\_\_\_ of Grandfather is hanging in the hall.
- 5 The lesson was very long so the teacher divided it into two \_\_\_\_\_.
- 6 Our teacher said that we didn't \_\_\_\_\_ enough pictures in our project.
- 7 "Is there a \_\_\_\_\_ who can help me carry these books?" asked the teacher.

## 3 Think about the answers to these questions. Discuss your ideas.

- 1 Why do you think there was a rush to get leaflets about the project after the first session?
- 2 Why was Holly enjoying the sessions at City Hall?
- 3 Why do you think the interview with Laura is included in the report?
- 4 What two things does Laura think Jack is probably doing? What kind of person do you think Jack is?
- 5 Do you think Laura and Jack get on well together? How do you know?

## 4 Scan the text and find:

- 1 three words for places where people learn  
\_\_\_\_\_
- 2 two words that mean *talk*  
\_\_\_\_\_
- 3 three words that mean the same, or nearly the same, as *make*  
\_\_\_\_\_

### Your views

- Do you like working in a group? Why? / Why not?
- What is the best project you have ever done?
- Did you do it on your own or with others?
- Why was it your best project?

## A Word classes

1 Read these words from the article, by Will Jones and Patsy Parker, then read all the questions. Write the answers.

present session get on technology  
volunteer include portrait

If you aren't sure, check in your dictionary!



- Which words are used as nouns?  
\_\_\_\_\_
- Which words are used as verbs?  
\_\_\_\_\_
- Which word is used as both a noun and a verb?  
\_\_\_\_\_
- Which word is used as a verb in the report but is a noun when it is pronounced differently?  
\_\_\_\_\_

2 Read the words in Activity 1 again. Which -tion words were in the report by Will Jones and Patsy Parker?  
\_\_\_\_\_



An ending that can be added to a word to make a new word is called a suffix.

## C Spelling

ss sounding sh

- In some words double s sounds like sh. e.g. *session*.  
*There was a rush at the end of the session.*

## B Making new words

- A lot of words in English end with *-tion*. This ending sounds /ʃən/.  
*station nation*



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It's called the root word because it's the part that you start with.

The ending *-tion* can often be added to another word. This word is called the root word. Read these pairs of words and answer the questions.

root word	new word
invite	invitation
imagine	imagination
animate	animation
motivate	motivation
create	creation
produce	production
construct	construction
present	presentation



The endings of some verbs ending -e change when -tion is added.

- What class of word is the root word?
- What class of word is made by adding *-tion*?

1 Read these words aloud then answer the questions.

discussion mission impression procession

- Can you find a root word that means to talk about?  
\_\_\_\_\_
- Look at the other words. Can you find a word inside one of them that means to push down?  
\_\_\_\_\_

2 Match each word in Activity 1 to the correct definition. Use your dictionary to help you.

- the mark left on something by pressing on it  
\_\_\_\_\_
- a talk between two or more people about something  
\_\_\_\_\_
- a number of people walking forwards together  
\_\_\_\_\_
- a task done by an individual or a group  
\_\_\_\_\_

## 1 Read.

Will Jones and Patsy Parker are reporters. They **work** for 'Teen Talk', a popular magazine for young people. They **report** on all sorts of things, such as sport, fashion, music, books and films. They often **meet** interesting people and **interview** them.

Today Will and Patsy are at City Hall, where they **are reporting** on a new project called *A portrait of our town*. They **are interviewing** Professor John Brown, who **is running** the project. Professor Brown **teaches** English at Hampton University but he **is not teaching** today. He **is explaining** the *Portrait* project to Will and Patsy.



## 2 Answer these questions.

- 1 What do Will and Patsy do?
- 2 What do they report on?
- 3 Who do they often meet?
- 4 Who are Will and Patsy interviewing today?
- 5 Why are they interviewing Professor Brown?
- 6 Where does Professor Brown work?
- 7 What does he teach?
- 8 What is Professor Brown talking about with Will and Patsy?

## 3 Ask and answer. Use the present simple.

- 1 Which magazine – Will and Patsy – work for?  
**A: Which magazine do Will and Patsy work for?**  
**B: They work for 'Teen Talk'.**
- 2 Who – they – often – interview?
- 3 What – they – write about?
- 4 Patsy – report on fashion?
- 5 Who – they – meet?
- 6 Where – Professor Brown – teach?
- 7 he – teach – Russian?
- 8 What – he – teach?

## 4 Look at the picture above. Correct the sentences.

- 1 Professor Brown is interviewing the reporters.
- 2 Professor Brown is recording the interview.
- 3 The young reporters are speaking.
- 4 Will Jones is making notes.
- 5 Professor Brown is wearing glasses.

- 6 Professor Brown and Will are wearing jackets.
- 7 Patsy is holding the microphone.
- 8 Will is looking at Patsy.

## 5 Write and talk. Answer the questions. Then discuss your answers.

- 1 What do you do every day?
- 2 What do you often do at the weekend?
- 3 What do you never do?
- 4 What are you doing now?
- 5 What are you wearing today?
- 6 How are you feeling today?

### Remember!

- Use the present simple for things that happen regularly.  
*Joe **watches** TV every day.*
- Use the present continuous for things that are happening now.  
*At the moment he **is watching** his favourite programme.*

- **Think of some more sentences using the present simple and the present continuous.**

*City Hall*  
A Portrait of our town  
Session 2  
Form a group!  
Plan your project



## 1 Listen and read.

**Ross:** Well, where shall we start?  
**Holly:** Shall we introduce ourselves?  
**Laura:** Good idea. My name's Laura and this is my brother, Jack.  
**Ross:** Hi. I'm Ross and this is Holly.  
**Laura:** Hello! Nice to meet you.  
**Jack:** I **think** this *Portrait* project is a great idea.  
**Laura:** Me, too. It **sounds** brilliant.  
**Holly:** What are we going to include? We should decide.  
**Ross:** The river? Interesting buildings?  
**Jack:** Famous people in the town? Our football team?  
**Laura:** Let's make a list.  
**Holly:** How can we all help?  
**Jack:** Yes, what **do** we all **like** doing? I **mean**, what are we good at?  
**Laura:** I **like** computers and photography. I've **got** a video camera.  
**Holly:** Great! That's useful. We **need** equipment like that.  
**Ross:** I'm good at art and I **love** sport.  
**Holly:** Well, I **hate** sport. I **prefer** fashion and going shopping.  
**Laura:** You could do something on the new shopping centre.  
 It's the grand opening next week.  
**Holly:** I **know!** I can't wait! All those new shops!  
**Jack:** OK. Let's write down some ideas.  
 Number 1: Shopping centre. What else?

## 2 Answer these questions.

- Where are the teenagers and what are they doing?
- What do Jack and Laura think of the project?
- What do they need to make?
- What does Laura **like**? What useful equipment has she got?
- What does Ross love?
- Who hates sport?

## 3 Complete the sentences with verbs from the box. Use the present simple.

*think sound like mean  
need prefer know*

- The *Portrait* project \_\_\_\_\_ brilliant.
- Professor Brown \_\_\_\_\_ many interesting facts about the town.
- Laura \_\_\_\_\_ the project is brilliant.
- The girls \_\_\_\_\_ tennis but the boys \_\_\_\_\_ swimming.
- What \_\_\_\_\_ the word *imagination* \_\_\_\_\_?
- The teenagers \_\_\_\_\_ to plan their project.

## 4 Talk about it.

- What do you love and what do you hate?
- What do you want for your birthday?
- How many languages do you understand?
- Do you have any pets? Talk about them.
- What do you remember about being a child?
- What do you think about the *Portrait* project?

### Remember!

There are some verbs which are normally only used in the simple form, e.g. *like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think* (have an opinion), *have* (possession).  
*I know that man.*

• Use some of the verbs to make sentences of your own.

## Features of interviews

In an **interview**, one person asks questions and the other one answers.

### ▶ The people in an interview

The person who asks the questions is the **interviewer**. The person who answers is the **interviewee**.

ACTIVITY

In the magazine article on page 9:

Who was the interviewer? \_\_\_\_\_

Who was the interviewee? \_\_\_\_\_

### ▶ Interview questions

The interviewer asks the interviewee for information. The questions often begin with question words: *What ...? When ...? Where ...? Which ...? Who ...? How ...?*

ACTIVITY

Look at Jack's profile. There are eight pieces of information. Write the question for each piece of information.

#### Profile

- 1 **name:** Jack
- 2 **age:** 12
- 3 **lives in:** West Hill, Hampton
- 4 **sister:** Laura, aged 15
- 5 **school:** West Hill Academy
- 6 **interests:** swimming  
music
- 7 **likes:** beach holidays  
talking to people  
Chinese food
- 8 **dislikes:** long car journeys  
too much homework

#### Questions

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### ▶ Layout

An interview is **set out like a play**. Look at this extract from the magazine article.

The names of the interviewer and interviewee are on the left.

The words that they say are on the right.



**Patsy:** Which school do you go to?  
**Laura:** I go to West Hill Academy.  
**Patsy:** Have you got any brothers or sisters?  
**Laura:** Yes, I've got one brother, Jack.



## Writing together



Patsy is interviewing Holly. As a class you are going to use the information below to write up the **interview**.

### 1 Read Holly's personal profile.

**name:** Holly  
**age:** 14  
**lives in:** Hampton town centre  
**brother:** Micky, aged 9  
**sisters:** Nancy, aged 9;  
 Tammy, aged 6  
**school:** Central High School  
**interests/hobbies:** design (especially clothes),  
 doing puzzles and quizzes  
**likes:** fashion, shopping  
**dislikes:** cold weather (especially wet, cold  
 weather), too much homework



### 2 Things to think about.



#### For Patsy, the interviewer:

- Use the questions you wrote on page 14.
- Use the information in Holly's profile to write extra questions.
- Write the questions in full sentences.

What do you like designing?

#### For Holly, the interviewee:

- Use the information in Holly's profile to write her answers to Patsy's questions.
- You can use extra information about Holly in her answers. What did she say on pages 9 and 13?
- Write the answers in complete sentences.



I love ... I hate ...



#### Remember!

- Set out the interview like a play.  
 Patsy: *What's your name?*  
 Holly: *My name's ...*
- Use the question words on page 14.

### 3 Write the interview.

## Individual writing WB p9

## Conversation practice

1 Jack and Ross are talking. Look at the pictures and the words in the box. What do you think they are talking about?

live    have got    interested in    good at    like    dislike



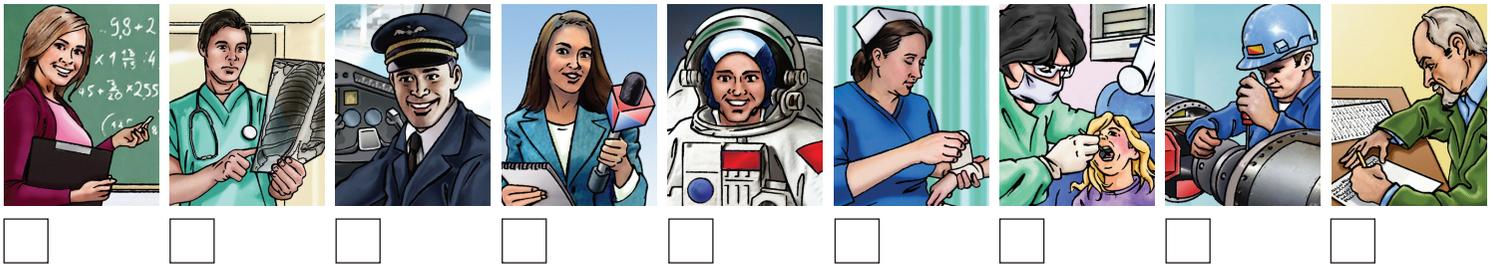
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- 2 Listen to Jack and Ross. Were you right?
- 3 Listen again. In what way does Ross's family differ from Jack's? In what way are Jack's interests similar to Ross's?
- 4 Talk to your friends. Find out about each other. Start like this:  
*Do you live in an apartment or a house?*

## Listening comprehension

1 Listen to Ross talking about his family. Write the family members he mentions.

2 What are their jobs or what do they want to be? Listen again. Tick the correct pictures.



3 Talk about Ross's family.

## Individual speaking

You are going to talk about your family. WB p10