

Module 1

Challenges



Workbook

4



PEARSON
Longman

Amanda Maris

Contents

1 Communication	Get Ready	3	6 Save the planet	Get Ready	53
	1 Vocabulary and Grammar	4		16 Vocabulary and Grammar	54
	2 Skills	6		17 Skills	56
	3 Communication	8		18 Communication	58
	Reading Corner 1 <i>Blogs</i>	10		Writing Challenge	60
	Language Check 1	12		Understanding Grammar: <i>Modals referring to the past</i>	61
				Language Check 6	62
2 News	Get Ready	13	7 Fashion	Get Ready	63
	4 Vocabulary and Grammar	14		19 Vocabulary and Grammar	64
	5 Skills	16		20 Skills	66
	6 Communication	18		21 Communication	68
	Writing Challenge	20		Reading Corner 4 <i>Space City</i>	70
	Understanding Grammar: <i>Verb patterns</i>	21		Language Check 7	72
	Language Check 2	22			
3 Communities	Get Ready	23	8 Sport	Get Ready	73
	7 Vocabulary and Grammar	24		22 Vocabulary and Grammar	74
	8 Skills	26		23 Skills	76
	9 Communication	28		24 Communication	78
	Reading Corner 2 <i>Many communities in one nation</i>	30		Writing Challenge	80
	Language Check 3	32		Understanding Grammar: <i>Talking about quantity</i>	81
				Language Check 8	82
4 Cash	Get Ready	33	9 Detectives	Get Ready	83
	10 Vocabulary and Grammar	34		25 Vocabulary and Grammar	84
	11 Skills	36		26 Skills	86
	12 Communication	38		27 Communication	88
	Writing Challenge	40		Reading Corner 5 <i>Detective Work</i>	90
	Understanding Grammar: <i>Articles in place names</i>	41		Language Check 9	92
	Language Check 4	42			
5 Water	Get Ready	43	10 Imagination	Get Ready	93
	13 Vocabulary and Grammar	44		28 Vocabulary and Grammar	94
	14 Skills	46		29 Skills	96
	15 Communication	48		30 Communication	98
	Reading Corner 3 <i>Poems about water</i>	50		Writing Challenge	100
	Language Check 5	52		Understanding Grammar: <i>wish</i>	101
				Language Check 10	102

Wordlist	103
Grammar Reference	106
Grammar Reference Answer Key	126

Get Ready

Vocabulary: Communication

1 Complete the forms of communication with the words in the box.

conversation language language
messages messaging network
phone service

- | | |
|------------------------|------------|
| 1 body <i>language</i> | 5 sign |
| 2 face to face | 6 postal |
| 3 mobile | 7 computer |
| 4 instant | 8 SMS |

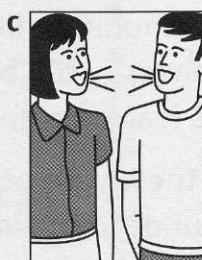
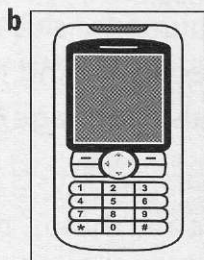
2 Find the odd one out.

- | |
|--|
| 1 landline mobile phone
cellphone <u>telegraph</u> |
| 2 blog sign language
e-mail instant messaging |
| 3 texting SMS messages
body language mobile phone |
| 4 telephone face to face conversation
body language sign language |
| 5 postal service telegraph
blog face to face conversation |

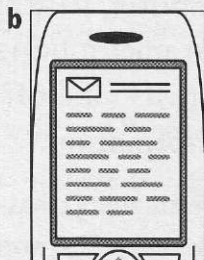
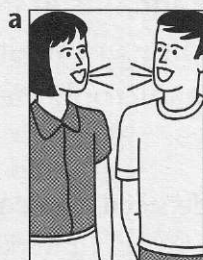
Listening

3 Listen to three teenagers. Which form of communication is most important to them? Tick (✓) the correct picture.

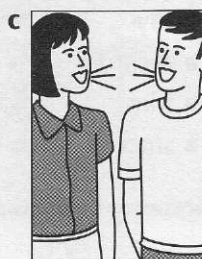
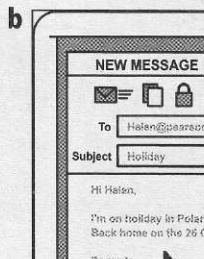
1 Ellen



2 Nick



3 Susie



Your Turn

4 Complete the questionnaire for you.

How do you communicate when you want to ...

give someone bad news?
.....

contact a friend quickly?
.....

give news to all your friends at the same time?
.....

say thank you for a present?
.....

ask your friend to lend you some money?
.....

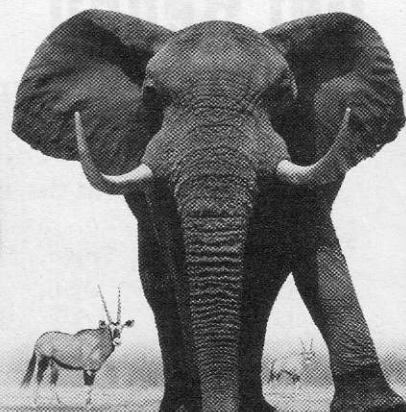
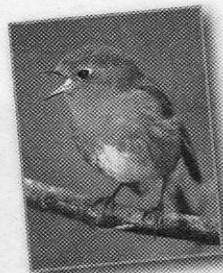
tell your parents you are going to be home late?
.....

1 Vocabulary and Grammar

Vocabulary: Animal communication

1 Choose the correct words.

- 1 Animals give signals / noise to communicate danger.
- 2 The dog barked to give the police a *warning* / wave.
- 3 What does a frog's call *mean* / tell?
- 4 Loud *sounds* / noise in towns is interfering with birdsong.
- 5 Bats can *say* / receive sounds that people can't.
- 6 What is the dog trying to *say* / tell us?
- 7 Animals can *identify* / communicate each other by smell.
- 8 Why is your dog wagging its *trunk* / tail?



Grammar: Present tenses

→ Grammar Reference, page 106

2 Complete the sentences with the verbs in brackets in the Present Simple or Present Continuous.

- 1 People *are getting* (get) more and more interested in animal communication.
- 2 Listen! The birds (sing).
- 3 I (do) a project on animal communication at the moment.
- 4 Dolphins (communicate) by sending sound waves through water.
- 5 Scientists (understand) a lot about animal communication.
- 6 Our dog always (bark) when there is someone at the door.

3 A zoologist is talking about her work. Cross out the wrong time expressions.

- 1 I've been interested in animals *for years* / ~~since I was a child~~ / *all my life*.
- 2 We're doing some research on animal communication *now* / ~~at the moment~~ / *every day*.
- 3 We travel abroad ~~at the moment~~ / *twice a year* / *every year*.
- 4 We observe the animals in the wild ~~every day~~ / *now* / *once a week*.
- 5 We've taken hundreds of photos *this month* / ~~always~~ / *already*.
- 6 I haven't published any articles ~~yet~~ / *never* / *up till now*.

4 Choose the correct words to complete the text, a, b, c or d.

The Dr Dolittle Project

Dr Dolittle is a character in a children's book. He ¹ ... animals and he can talk to them. Now scientists from different universities are ² ... on the Dr Dolittle Project to try to understand animal communication.

'³ ... centuries, people have ⁴ ... to teach animals to communicate like humans,' said Michael Darre from the University of Connecticut. 'And now we ⁵ ... "Why don't we learn the animals' language?"'

In the last three years, scientists on the project ⁶ ... sounds from elephants, rhinos, horses, chickens and dolphins. They also ⁷ ... the animals' behaviour and put the data into a computer. African elephants at a theme park in Florida wear microphones to record their calls. ⁸ ... night, the scientists take off the microphones and then analyse the information.

- | | | | | |
|---|--------------|-----------------|------------------|-----------------|
| 1 | a understand | b understanding | c has understood | (d) understands |
| 2 | a working | b worked | c work | d works |
| 3 | a since | b now | c for | d often |
| 4 | a try | b tried | c trying | d tries |
| 5 | a says | b said | c are saying | d have said |
| 6 | a record | b record | c are recording | d have recorded |
| 7 | a film | b are filming | c films | d filming |
| 8 | a since | b every | c last | d for |

5 Use the words in brackets to complete the questions in an interview with a scientist.

- A: (What / job?)
1 *What's your job?*
- B: I'm a zoologist.
- A: (How long / be / interested in animals?)
2
- B: Since I was a child.
- A: (What / work on / at the moment?)
3
- B: I'm doing research into bird song.
- A: (What do / every day?)
4
- B: I record birds in the wild and I analyse their songs.
- A: (birdsong / change nowadays?)
5
- B: Yes, it is. It's getting louder.
- A: (Why / that happen?)
6
- B: Because there is a lot of noise in towns and cities now. The birds have a lot of competition.
- A: (How many people / usually / work with?)
7
- B: There are about six people in my team.
- A: (publish / an article / yet?)
8
- B: No, we haven't. We have only just started the research.

6 Complete the e-mail with the verbs in brackets in the Present Simple, Present Continuous or Present Perfect.

Hi Helen,
Sorry I 1 *haven't written* (not write) for ages. I 2 (be) very busy.
We 3 (have got) a new pet – an African Grey Parrot called Jim. I 4 (attach) a picture of him.
He 5 (live) with us for about six weeks. He 6 (be) three years old and he's very intelligent.
We 7 (try) to teach him to talk at the moment. He 8 (understand) a lot of words and he can say some things. When the doorbell rings, he 9 (say) 'Go away! We're not in!' It's really funny.
He 10 (not say) my name yet – I think it's quite difficult to pronounce.
He really 11 (like) playing with toys. He 12 (play) with a ball right now.

Aisha

This is Jim!



Your Turn

7 Write questions and true answers. Use the Present Simple, Present Continuous or Present Perfect.

Example

you / send / an e-mail now?

A: *Are you sending an e-mail now?*

B: *No, I'm not.*

- 1 you / receive a text message / yet today?
A:
B:
- 2 you / write a lot of e-mails / at the moment?
A:
B:
- 3 you / like communicating / by phone?
A:
B:
- 4 you / ever / use / sign language?
A:
B:
- 5 How many / e-mails / you / send / every week?
A:
B:
- 6 How often / you / use / instant messaging?
A:
B:

2 Skills

Vocabulary: Using computers

1 Match the words (1–6) with the definitions (a–f).

- | | |
|-------------------|---|
| 1 update | a to fill in a form with your personal information |
| 2 virtual world | b to perform actions to let you use a computer |
| 3 computer skills | c the ability to use a computer |
| 4 register | d to add the most recent information to something |
| 5 log on | e a world on the Internet or on a computer |
| 6 upload | f to move something from a small computer to a computer network |

Reading

2 Read the statements about blogs. Read the text and decide if they are correct (C) or incorrect (I).

- | | | | |
|--|---------------------------------------|--|--------------------------|
| 1 You don't have to follow a set of rules to create a blog. | <input checked="" type="checkbox"/> C | 5 Readers get tired of reading about people's holidays. | <input type="checkbox"/> |
| 2 You should write about a lot of different subjects. | <input type="checkbox"/> | 6 It's important to plan your blog so that you don't run out of ideas. | <input type="checkbox"/> |
| 3 You shouldn't ever give your own opinions. | <input type="checkbox"/> | 7 People from all over the world need to understand your blog. | <input type="checkbox"/> |
| 4 It's important to change the content of your blog regularly. | <input type="checkbox"/> | 8 Spelling and content mistakes don't matter in blogs. | <input type="checkbox"/> |

Top Tips for Bloggers

There are no rules for bloggers, but here are some simple tips to help you create a successful blog.

Keep to the topic

Don't try to include too many different subjects in your blog. The majority of readers will want to read content that is related to a topic that interests them. Most readers don't want to read little details like what you had for breakfast, so choose your main topics carefully.

Be informative

Most readers will come back to a blog if they find some interesting information or advice on it. It's fine to give your opinions in your blog, but don't just say that something is cool or something is awful. Give your readers a reason to read what you say.

Keep up-to-date

Old news is not news, so update your blog frequently. People don't want to read about something that happened six months ago. Situations and information change, so

you should update your blog to be accurate and relevant. When you think of something interesting to add to your blog, write it down so that you can upload it when you next update.

Create a blogging timetable

It can be very tiring to add to your blog every day, so it's important to plan your blogging. It's fine to have a short break from your blog – when you are on holiday for example – but readers will want to see new things as often as possible. If you create a timetable to update your blog, you will always have something new for visitors to read and look at.

Keep it clear and simple

Keep your blog simple so that everyone can understand it. Remember that the Web is global and you want to reach as many people as possible. Spend a few minutes checking your writing before you upload it. Use a dictionary if you're not sure how to spell a word. That way you will avoid any embarrassing mistakes.

3 Replace the underlined words with the verbs in the box.

Word Builder

keep in touch with get on with
~~fall in love with~~ meet up with hand in
 give away get down to

fall in love with

- 1 I don't think you can start to love a person you haven't met face to face.
- 2 I never read blogs that tell secrets about celebrities.
- 3 I've made a lot of friends on the Internet but I never see them.
- 4 My blog needs updating. It's a lot of work so I'll start it at the weekend.
- 5 It's easier to have a good relationship with people on the Internet than face to face.
- 6 My aunt lives in Australia so we contact her by e-mail.
- 7 When do we have to give our teacher our history project?

4 Choose the correct words.

- 1 Phone me when you get (in)/at after school.
- 2 Where do we get off/up the bus?
- 3 I took/got on the wrong train.
- 4 What time did you get at/to school this morning?
- 5 Our plane got/took off late.
- 6 I'm going to make/take up sailing.

5 Complete the sentences with *since* or *for*.

Sentence Builder

- 1 I've had a blog for about six months.
- 2 You haven't sent me an e-mail Christmas.
- 3 We haven't updated our blog ages.
- 4 We've had a computer at home last year.
- 5 Our computer has been broken two weeks.
- 6 You've been on the computer nine o'clock this morning.
- 7 We haven't had any visitors to our blog last month.
- 8 My brother has been on the phone an hour.

Your Turn

6 Complete the questions with the verbs in the box. Then give true answers.

get down to keep in touch with
 give away hand in ~~get on well with~~
 meet up with

- 1 Who do you get on well with in your family?

- 2 What homework do you have to
 to your teacher next week?

- 3 How often do you your
 friends?

- 4 Do you use e-mail to your
 family?

- 5 When did you last a secret?

- 6 Do you have to some
 homework later?

7 Write true sentences. Use the Present Perfect.

Example

be / a student at my school / for

I've been a student at my school for three years.

- 1 not see / my best friend / since

- 2 live / in my house / for

- 3 have / this English book / for

- 4 not / have a party / since

- 5 not buy / a CD / for

- 6 know / my best friend / since

3 Communication

Useful Language

Choose the correct words.

Teacher: Listen, everyone. Are we ready ¹ *to start/starting?*
Our next concert is in a month, so you need to practise for at least an hour ² *a/the* day.

Jamie: Oh, sir, that's a long ³ *time/hour*.

Rachel: Yes, but we need to be good for the audience.

Jamie: Yes, I know that.

Rachel: Well, don't complain!

Teacher: ⁴ *Go/Come* on you two, let's get ⁵ *away/back* to the music. We've got plenty ⁶ *of/on* songs to choose from. We need to agree ⁷ *with/on* our top ten. Any ideas?

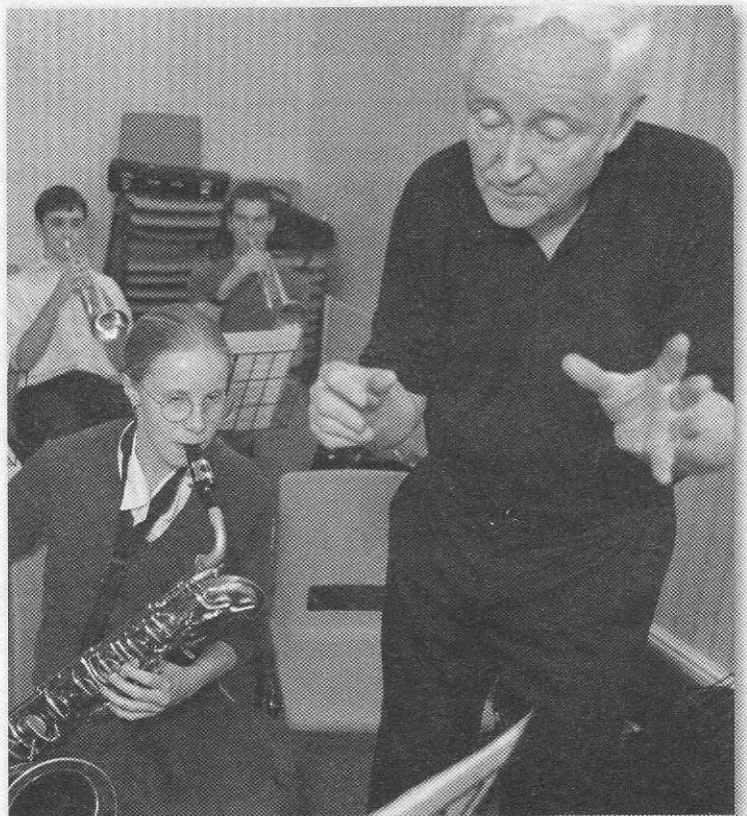
Jamie: I think we should do some traditional songs and some new ⁸ *staff/stuff*.

Teacher: Yes, okay. So, let's have some more suggestions ...

2 Write the statements as negative questions.

Sentence Builder

- 1 You agree.
..... *Don't you agree?*
- 2 We agreed on that.
.....
- 3 You think so, too.
.....
- 4 You didn't know.
.....
- 5 You don't like it.
.....



3 Complete the dialogue with the negative questions in the box. There is one question that you don't need.

Didn't we agree on that?
Didn't you see him?
Don't you agree?
Don't you remember?
Don't you think so, too?
Haven't you seen it?

A: I think the new James Bond film is great.

¹ *Don't you think so, too?*

B: I don't know.

A: ²

B: No, not yet. I'm going on Saturday.

A: But we're playing basketball on Saturday. I told you!

³

B: No! The match is on Sunday. The coach asked us to change the day.

⁴

A: Oh, yes. That's right. Anyway, it's going to be a difficult match.

⁵

B: Yes, they're a very strong team.

Key Expressions: Opinions

4 Choose the correct expression, a or b.

- 1 A: I think Johnny Depp is a good actor. ...
B: Yes, that's true.
a Don't you think so?
b I don't think so.
- 2 A: ... the Internet is more interesting than TV.
B: Yes, definitely.
a I agree with
b If you ask me,
- 3 A: ... this blog is very good.
B: I agree with you.
a I don't think that
b I don't think so
- 4 A: Green Day's new CD is great.
B: ...
a I think so, too.
b What do you think?
- 5 A: I think the new Bond film is a bit too long.
B: ...
a I don't think.
b I don't think so.
- 6 A: I don't think that our team played very well.
B: ...
a That's true.
b Don't you agree?



5 Write the words in brackets in the correct order. Add the correct punctuation.

- A: Our school website is a bit boring.
1 *Don't you think so?* (you / don't / so / think)
- B: Yes, 2
(agree / I / you / with)
- C: Yes, 3 (too / I / so / think)
We need to update the site. Why don't we add more information about different students?
4 (do / what / think / you)
- A: Yes, definitely. And if you ask me, we need more photos of the school.
- B: 5 (think / I / so / don't)
I think photos of the students and teachers are more interesting.
6 (definitely yes)

Your Turn

6 Give true responses to these opinions.

- 1 Football is more exciting than basketball.
.....
- 2 Maths is harder than physics.
.....
- 3 Rap is better than rock music.
.....
- 4 Texting is more fun than talking face to face.
.....
- 5 American films are better than European films.
.....

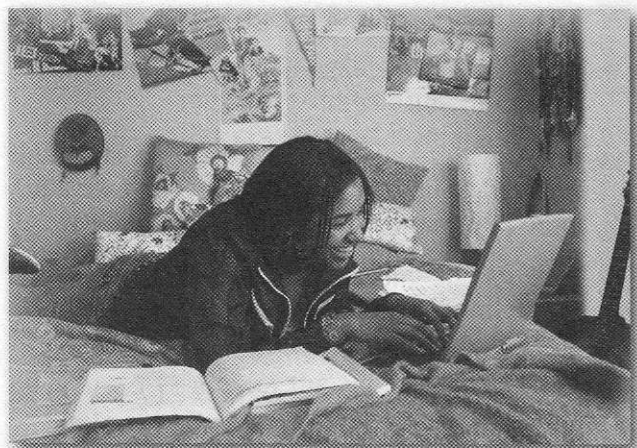
Listening

7 Listen to Fiona and Paul talking about films. Decide if each sentence is correct (C) or incorrect (I).

- 1 Paul and Fiona agree that the action film wasn't very good. ☒ C
- 2 Fiona prefers seeing films at the cinema to seeing them at home. ☐
- 3 Paul thinks you can't watch films with special effects at home. ☐
- 4 Fiona likes to see films whenever she wants to. ☐
- 5 Paul isn't interested in the plot of a film. ☐
- 6 Fiona and Paul agree to go to the cinema together. ☐

Reading Corner 1

Blogs



- 1 Complete the dictionary definition with the words in the box.

subject top web information newest

blog / blɒg / n C a 1 web page that is made up of 2 about a particular 3, in which the 4 information is always at the 5 of the page

- 2 Read the five blogs on page 11 quickly. Choose the correct information, a, b or c.

The blogs are all about ...

a school. b music. c computers.

- 3 Read the blogs again. Match the writers (1–5) with the reason for writing (a–e).

- | | |
|----------------------------------|-----------------------|
| 1 Mikey J wants to | a introduce herself. |
| 2 TK, Tina S and Eddie X want to | b ask for help. |
| 3 James wants to | c review a CD. |
| 4 KayJay wants to | d buy something. |
| 5 Felix wants to | e advertise an event. |

- 4 Read the blogs again. Write the correct names.

- 1 Mikey J and KayJay are musicians.
- 2 disagrees with TK.
- 3 isn't an experienced blogger.
- 4 wants to meet students who like different types of music.
- 5 and like the new single by The Signallers.
- 6 has had some good news.
- 7 plays live quite often.

- 5 Are the sentences true (T) or false (F)?

- 1 Mikey J asks for advice in his blog. ☒
- 2 Tina S didn't buy the CD by The Signallers. ☐
- 3 Students at Eddie X's school don't like the song 'Nothing new'. ☐
- 4 You have to play an instrument to be in James's concert. ☐
- 5 KayJay doesn't like being an only child. ☐
- 6 People are surprised when they find out she plays the drums. ☐
- 7 Felix wants the concert tickets for his birthday. ☐
- 8 He tried to buy the tickets online. ☐

- 6 Choose the correct meaning for these expressions.

Blog 1

- 1 I was over the moon.
a I was very happy. b I was very tired.

Blog 2

- 2 to ring the changes
a to talk to people by phone b to do something different

Blog 3

- 3 I wanted to give it a go.
a I wanted to give it up. b I wanted to try it.
- 4 everyone will be in the same boat
a everyone will be in the same situation b everyone will be in trouble

Blog 4

- 5 it was a dead loss
a it was really bad b it was good fun

Blog 5

- 6 charge me the earth
a say no to me b ask me for a lot of money

- 7 Answer the questions.

- 1 Which blog would you like to read again?
- 2 Why do you think blogs have become so popular?
- 3 Imagine your ideal blog. What would it contain?

1

July 21

Monday Guess what? I passed! ☺ I couldn't believe it when I got the letter. I was over the moon. My parents were really pleased too – they are going to take me and my mates out for pizza next weekend.

July 17

Thursday Help! It's Thursday already and I have my music exam tomorrow. ☹ I'm soooo nervous about it. I've practised every day for weeks but I don't feel very confident. I like playing the piano, but some of the classical pieces of music are very difficult. I hope I don't make any mistakes. Has anyone out there got any tips for me?

By Mikey J, 7.45 a.m.

2

Calling all music fans!

I'm using the school blog to give you some information about a concert we are planning for the summer. As you know, our best musicians and singers put on a concert every July, but this year we want to ring the changes a bit. I'd like to include a lot more students and staff. Yes, that includes YOU! It doesn't matter if you can't play an instrument. Anyone can play a tambourine or clap their hands. There will be lots of rehearsals to help people improve their singing. And it won't be just classical music, we're planning jazz, pop and even some rock songs, too. Don't worry about rehearsals – everyone will be in the same boat and it will be FUN!

If you're interested, please contact
James@musicforall.mail

3

Hi everyone in the blogosphere. I'm KayJay and I'm from Sydney. I'm new to blogging but I wanted to give it a go. I suppose you need to know a bit about me. Well, I'm 15 and I'm an only child. That's okay because I have a lot of mates. The most important thing in my life is music. I play the drums and I'm in a rock band. Yes, I'm a girl drummer – lots of people think that's weird! We play gigs about twice a month and we have loads of fans (most of them are our mates!). If you're ever in Sydney, come and see us. We're called The Leaders. I'll update my blog after our next gig. Hope you like it.

By KayJay, 3.40 p.m.

4

TK Anyone heard the new CD by The Signallers yet? I bought it yesterday and I haven't stopped playing it yet. My favourite track is 'Nothing new' but I think the whole album is awesome.

Tina S You must be joking! I downloaded the album and I listened to it once. I thought it was a dead loss. ☹ All the tracks sound the same to me. And 'Nothing new' is a good name for that track – really dull!

Eddie X Chill out, Tina! I heard 'Nothing new' on the radio and I thought it was a good pop song. It's not as good as their last single, but it's catchy. Everyone at my school is singing it already! ☺

5

URGENT - CONCERT TICKETS NEEDED

Does anyone want to sell two tickets for the Keane concert in Mexico City this week? It's my brother's 18th birthday on the same day and they're his favourite band. I couldn't get tickets on the Internet, so I need your HELP. If you won't charge me the earth for the tickets, please e-mail me. ✉

Thanks, Felix



Language Check 1

Vocabulary

1 Match 1–8 and a–h.

- | | |
|----------------|----------------|
| 1 body | a messaging |
| 2 SMS | b phone |
| 3 computer | c network |
| 4 postal | d language |
| 5 face to face | e message |
| 6 sign | f service |
| 7 instant | g language |
| 8 mobile | h conversation |

☐ / 7

2 Choose the correct words.

Example

I have to go/get down to my homework now.

- When do we have to hand *up/in* our projects?
- I get on *with/to* everyone in my family.
- I use e-mail to *make/keep* in touch with my friends.
- Did you meet *in/up* with your friends at the weekend?
- Don't *tell/give* away the date of the party.
- In the film he fell in love *to/with* the girl.
- Would you like to *take/start* up yoga?
- Where do we *stand/get* off the train?

☐ / 8

Grammar

3 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple, Present Continuous or Present Perfect.

Example

A: Why *do* animals *make* (make) noises?

B: To give warnings or as mating calls.

- A: you ever (own) a dog?
B: No, we never (have) a pet.
- A: Why the dog (bark) now?
B: Because he (think) there is someone at the door.
- A: Why you (not write) your blog this week?
B: Because I (revise) for my exams at the moment.

- A: What animals (do) when they are in danger?
B: They (warn) other animals.
- A: Why you (learn) sign language now?
B: Because I (fall) in love with a girl who can't hear.

☐ / 10

4 Complete the sentences with *for* or *since*.

Example

They've lived here *for* years.

- You haven't sent me an e-mail ages.
- She's been in London last month.
- My brother has been a doctor ten years.
- I haven't seen them the party.
- Where have you been this morning?

☐ / 5

Key Expressions

5 Complete the dialogue with the words in the box.

ask think ~~Don't~~ true definitely so

A: This blog is great. *Don't* you think so?

B: Yes, ¹ Lots of people have visited it.

A: That's ² There's a lot of interesting information on it. The best section is the music review.

B: I think ³ , too. And what do you ⁴ of the advice section?

A: If you ⁵ me, some of the advice is a bit silly. But the blog is still good.

☐ / 5

What's your score?

Module 1

☐ Vocabulary



☐ Grammar



☐ Key Expressions



☐ / 35 Total

This is easy. 😊

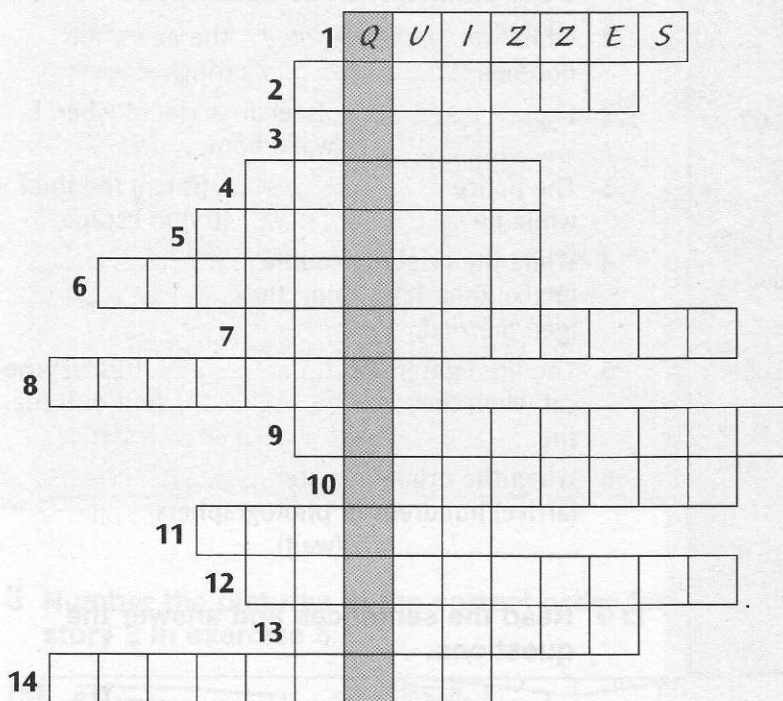
I need more practice. 😐

This is difficult. 😞

Get Ready

Vocabulary: Media

1 Complete the puzzle. Find the mystery word.



- 1 you answer questions in these
- 2 crosswords are examples of these
- 3 information about something that has just happened
- 4 information about people's private lives
- 5 you send these to the editor
- 6 the titles of newspaper stories
- 7 word puzzles
- 8 funny drawings
- 9 famous people answer questions in these
- 10 pieces of writing
- 11 tips
- 12 predictions for the future based on the position of planets
- 13 opinions about new books, CDs, films, etc.
- 14 predictions about the weather

2 What are the people talking about?

1

I always watch them. My favourites are the ones about animals. *documentaries*

2

I always listen to them on the radio to find out the results for my favourite team.

3

I never read it in my magazine. I think the letters are really boring.

4

I don't watch them. The prizes aren't very good.

5

I like to watch them. I enjoy seeing interviews with celebrities.

Listening

3 Listen to the news. Number the items in the correct order.

- celebrity gossip ☐
- international news ☒
- local news ☐
- weather ☐
- sports ☐

Your Turn

4 Imagine you are going to start a new school magazine. Tick (✓) five things you want to put in every edition.

- | | | | |
|----------------|--------------------------|----------------|--------------------------|
| fashion | <input type="checkbox"/> | articles | <input type="checkbox"/> |
| cartoons | <input type="checkbox"/> | letters | <input type="checkbox"/> |
| puzzles | <input type="checkbox"/> | quizzes | <input type="checkbox"/> |
| gossip | <input type="checkbox"/> | horoscopes | <input type="checkbox"/> |
| interviews | <input type="checkbox"/> | problem page | <input type="checkbox"/> |
| questionnaires | <input type="checkbox"/> | sports reports | <input type="checkbox"/> |
| book reviews | <input type="checkbox"/> | film reviews | <input type="checkbox"/> |

4 Vocabulary and Grammar

Vocabulary: In the news

- 1 Complete the text with the words in the box.

success party wedding day celebrate
reward wedding anniversary marriage

Double wedding celebration

Two couples got together today to 1 *celebrate* 25 years of 2 Brothers Jim and Kenny Clarke married sisters Amy and Julia King in a double wedding 25 years ago. 'We enjoyed our 3 so much that we wanted to relive the memory on our 4 'said Amy. 'We've organised a big 5 and invited all our family and friends.' So, what is the secret of the couple's 6 ? 'We try to solve our problems quickly. And we like to 7 each other when things go well.'

- 2 Choose the correct words.

Snake found on plane

There was panic on a 1 *package / packed* plane on a 2 *motorway / runway* at Manchester Airport yesterday evening. 3 *Passengers / Travellers* on the plane were frightened when they saw a snake sleeping under one of the seats fifteen minutes before 4 *take-up / take-off*. One of the flight attendants called 5 *police / security* staff and they caught the snake and put it back in its cage on the cargo 6 *deck / floor*. 'The cage wasn't closed properly, so the snake was able to escape. It's a grass snake, so it isn't poisonous, but a few of the people on the plane were 7 *terrified / terrible*,' said Lee Mylles, a flight attendant on the plane.

Grammar: Past tenses

→ Grammar Reference, page 108

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or Past Continuous.

- While we *were watching* the news, the doorbell (ring).
- I (see) an accident when I (walk) home.
- The police (catch) the thief while he (try) to escape.
- While the celebrity couple (make) their latest film, they (get) married.
- The fire fighters (rescue) the cat when they (put out) the fire.
- When the prime minister (arrive) hundreds of photographers (wait).

- 4 Read the sentences and answer the questions.

YES NO

- When the news reporter arrived, the crowd had gone.
Was the crowd there when the news reporter arrived? ☐ ☒
- The police said that the thief had been in the building.
Has the thief gone? ☐ ☐
- When we turned on the TV, the news had started.
Did they see the beginning of the news? ☐ ☐
- The actress drove away when the photographers arrived.
Was the actress there when the photographers arrived? ☐ ☐
- When they gave the traffic report on TV, we had already set off.
Did they hear the traffic report? ☐ ☐

- 5 Complete the texts with the correct form of the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect.

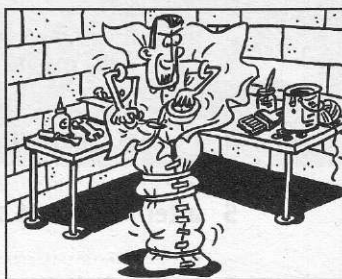
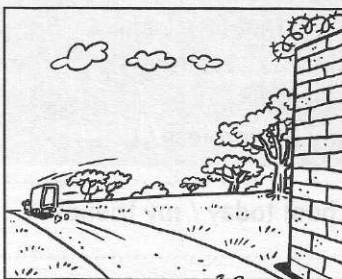
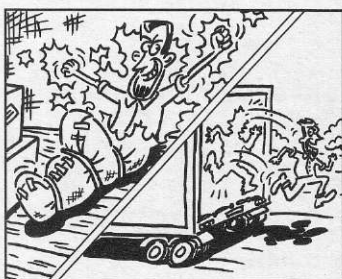
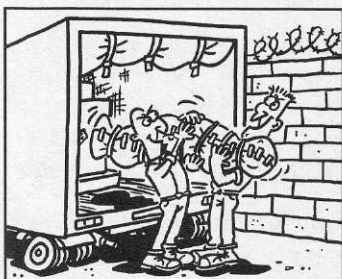
1 Police hunt granny suspects

Police suspect two grandmothers of stealing a student's purse at a railway station in the north of England. The two ladies 1 *were seen* (be seen) on security cameras. They 2 (laugh) to themselves moments before the theft. The ladies 3 (find) the student's bag and then 4 (take) it to the transport police office. Later, while the student 5 (check) her bags, she 6 (realise) that her purse 7 (disappear). The police said, 'We would like to interview these ladies. They 8 just (get off) a train from Newcastle'.

2 Prisoner posts himself to freedom

A prisoner 9 (put) himself in a big parcel and then 10 (post) himself from a jail in Austria. The man 11 (serve) a sentence for robbery when he 12 (escape). He 13 (make) himself into a parcel and then other prisoners put him onto a lorry. When the lorry 14 (travel) a distance from the prison, the man 15 (break out) of the parcel and escaped.

- 6 Number the pictures in the correct order for story 2 in exercise 5.



Your Turn

- 7 What had already happened at these times? Write true sentences.

Example

get to school yesterday

When I got to school yesterday, my friends had already arrived.

- 1 get up yesterday morning

.....

- 2 have breakfast yesterday

.....

- 3 get home yesterday afternoon

.....

- 4 finish my homework yesterday evening

.....

- 5 go to bed last night

.....

5 Skills

Vocabulary: News

1 Match the words (1-6) with the definitions (a-f).

- | | |
|------------------------------|---|
| 1 spokeswoman | a a person who has special skills or knowledge |
| 2 special correspondent | b to officially tell someone about something |
| 3 press conference | c a reporter who writes about his or her own country |
| 4 home affairs correspondent | d a meeting at which a group or person answers questions from reporters |
| 5 announce | e a reporter who writes on a particular subject |
| 6 expert | f a woman who speaks officially for an organisation |

2 Match the words from A and B to complete the text.

Word Builder

A thirty-nine- easy- good- brightly-
dark- ten- well- well- never-

B known coloured skinned minute
looking year-old ending going
organised

1 Thirty-nine-year-old actress and singer Lucy Love gave a 2 press conference yesterday. She was wearing 3 clothes and a lot of jewellery. Reporters asked her about the criticism she had received for always being late and for being difficult. She said that the criticism was 4 and she was tired of it. She added that she always planned everything and she was 5 She denied being difficult and said she was very 6 One reporter asked her about a 7 , 8 man who was with her at a club. She said that it was 9 that she was married and that the man was her personal trainer.

3 Match the words to form compound adjectives.

- | | |
|------------|---------------|
| 1 four- | a star |
| 2 world- | b conditioned |
| 3 long- | c famous |
| 4 English- | d school |
| 5 five- | e haired |
| 6 after- | f ton |
| 7 hard- | g working |
| 8 air- | h speaking |

4 Rewrite these sentences.

Sentence Builder

- After my dad watched the news, he went to bed.
After watching the news, my dad went to bed.
- Before the actor began the press conference, he refused to talk about his divorce.
.....
- After we heard the weather forecast, we decided to stay in.
.....
- Before I read the article, I tried to understand the headline.
.....
- After Leo finished the article, he wrote a letter to the editor.
.....
- Before Fiona went to the match, she read a sports magazine.
.....

Your Turn

5 Write true sentences with the cues.

Example

before / go to bed / I

Before going to bed, I brushed my teeth.

- after / get up / my mum
.....
- before / do our exams / my friends and I
.....
- after / do my homework yesterday / I
.....
- before / hand in my last project / I
.....
- after / arrive at school today / my friends
.....
- before / give us a test / our teacher
.....

Reading

6 Read the text. Choose the correct answers, a, b, c or d.

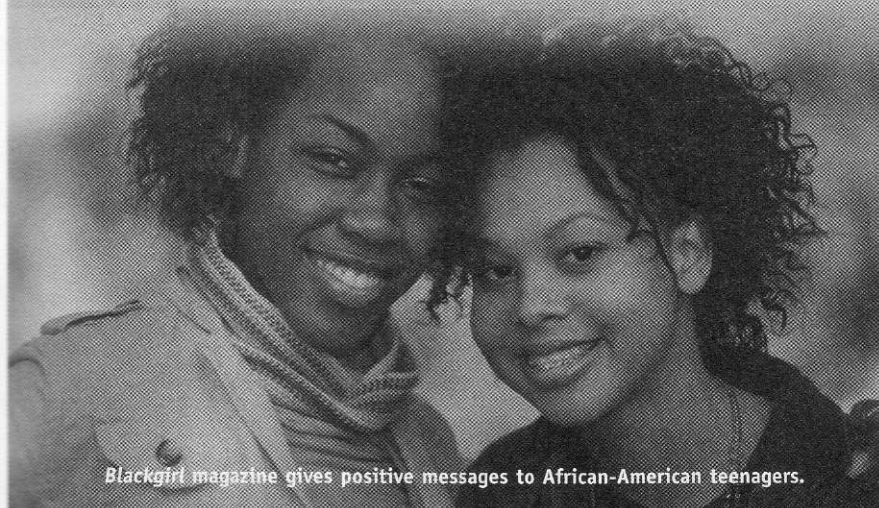
Teen editor aims high

At the age of 13, Kenya Jordana James makes the rest of the world look lazy. In 2001, she started a magazine called *Blackgirl*. Aimed at teenagers, it covers history, culture, lifestyle and entertainment news. *Blackgirl* now has thousands of readers, both subscribers who receive their copy at home and people who buy the magazine from newsagents.

Kenya's idea for the 20-page magazine came out of boredom with the magazines on sale. 'I read a lot of publications that all said the same thing,' she explained. Kenya has created a magazine that gives positive messages to African-American teenagers. She has interviewed celebrities like Lauryn Hill, singer with the hip-hop band The Fugees, and Venus and Serena Williams. She has also written about a wide range of serious subjects.

Blackgirl was not Kenya's first business project. She earned \$1,200 selling cakes to her neighbours. She used the money she had made to develop her plan for the magazine. She also had to find other people who would put money into the magazine, as well as advertisers. 'At first it was hard, but as you get older, these things become easier,' she said.

Kenya has appeared on American TV and this has helped to make her more well-known. Not giving up has been the reason for her success. 'Children can do anything that they set their mind to,' she says. With three adults and a team of teenagers working with her, Kenya has clear ideas about her future. 'I would like to continue the magazine, set up a clothes label, and become a midwife and deliver babies,' she explained. Until then, Kenya realises she must continue to live with her family. 'I am a child and my mum makes sure I clean up my room and I go to school each day. Having a publication is just one thing that I do,' she says.



Blackgirl magazine gives positive messages to African-American teenagers.

- 1 What does the writer say about *Blackgirl* magazine?
 - a In 2001, it was the only magazine for black teenagers.
 - b It has a lot of readers but isn't very popular with teenagers.
 - c It covers a range of subjects and has a lot of readers.
 - d Reading magazines makes teenagers lazy.
- 2 Why did Kenya have the idea for a new magazine?
 - a She thought teenagers were boring.
 - b The other magazines were very repetitive.
 - c She was interested in celebrities.
 - d She wasn't interested in serious subjects.
- 3 What does Kenya say about getting money for the magazine?
 - a It was difficult at the beginning because she was young.
 - b People bought her cakes, but they didn't buy the magazine.
 - c She wasn't old enough to borrow money from people.
 - d It's easy to borrow money from advertisers.
- 4 How does Kenya feel about her future?
 - a She wants to live with her family.
 - b She wants to give up the magazine.
 - c She wants to have children.
 - d She wants to do lots of different things.
- 5 Why did the writer write this text?
 - a To talk about the media.
 - b To describe an inspiring teenager.
 - c To give young people advice on money.
 - d To describe why teenagers read magazines.

6 Communication

Useful Language

- 1 Sarah is interviewing Adam for the school magazine. Replace the underlined words with the expressions in the box.

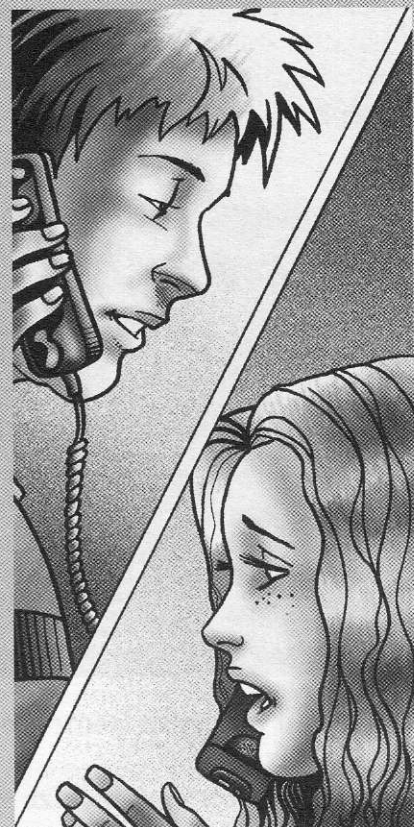
go ahead awful I mean
honestly a couple of you know

- Sarah: Can I ask you 1 one or two questions about the media?
Adam: Sure, 2 carry on.
Sarah: How do you usually keep up-to-date with the news?
Adam: Well, I read celebrity magazines.
Sarah: No, 3 I'm talking about world news – the environment, politics.
Adam: Oh, I'm not very interested in any of that.
Sarah: There are more important things than celebrities, 4 you understand. You must watch the news sometimes.
Adam: No, 5 I'm not lying. The news is boring.
Sarah: Don't you think young people should be interested in the world?
Adam: Yes, but I don't have a lot of time. I'm more interested in music and films.
Sarah: So, you don't take an interest in your own town? Don't you feel 6 terrible about that?
Adam: No, not really.
Sarah: Okay, well, thanks anyway.

Key Expressions: Personal news

- 2 Choose the correct words.

- Emma: Hi, Dave. We've just finished the concert.
Dave: Oh, hi Emma. How did 1 everything/all go?
Emma: Not very 2 bad/well, I'm afraid.
Dave: Why? What happened?
Emma: I forgot my words and the drummer dropped his drumsticks. And the guitarist played the wrong song. It was a 3 nightmare/awful.
Dave: I'm sure it wasn't that 4 worse/bad.
Emma: It was. Honestly. We didn't have time to practise much before the concert. I'm really nervous about the next performance.
Dave: I'm 5 sorry/afraid about that, but don't 6 worry/worried about it. It will be 7 better/well next time.
Emma: I hope 8 so/it.



3 Complete the dialogues with the sentences in the box.

- A: How are things?
 B: Not very well. I just failed my music exam.
 A: Never mind. You can always take it again.
 B: Pretty good really. We won the basketball match and I was top scorer.
 A: Great! Well done.
 B: Yes, I suppose you're right.
 A: How's it going?
 B: Thanks.



Dialogue 1

A: *How are things?*



Dialogue 2

.....

Your Turn

4 Imagine the situation. Complete the dialogue. Use the ideas in brackets.

Your friend has just won a competition. You have just lost a match.

- You:** Hi (name).
 (things)?
Friend: Great!
 (give reason)
You: That's fantastic. Congratulations!
Friend: Thanks. What about you?
 (going)?
You: Not very well, I'm afraid.
 (give reason).
 I was awful.
Friend: (that bad).
You: It was (nightmare).
 The other team beat us 5-1.
Friend: Don't worry about it.
 (next time).
You: (hope).

Listening

5 Listen to the news report on school radio. Complete the notes.

SCHOOL NEWS RADIO REPORT

Sport

- Under 16s football team beat Greybridge School 1 4-2
- Captain of girl's 2 team scored six goals

Charity Events

- Sponsored walk raised 3 £
- Date of charity concert changed to:
 4 Tickets available from school office.

Environmental Projects

- Cleaning of area around school was successful.
- Sign up to help build nature garden at
 5

Individual Students

- Diane Nichols – just passed Grade 7 music exam
- Jim Andrews – first in the 6
- Su Lee – lead part in *The Sound of Music*.

Writing Challenge

1 Read the e-mail. Write the correct names.

- 1 *Ian* likes acting.
- 2 plays a musical instrument.
- 3 has got a new boyfriend.
- 4 went to a theme park.
- 5 are going to live in Manchester.

2 Choose the best summary for each paragraph in the e-mail.

- 1 a news about school
b questions about the other person
- 2 a problems the writer has
b the writer's main news
- 3 a finishing off and saying bye
b saying what the writer is doing now

From amy@mail.com
To IanK@hotmail.com
Subject My news

Hi Ian

Thanks for your e-mail. How did everything go with your audition last weekend? Hope you got the part in the school play. Our school concert went well. I was really nervous but the audience were into the music. There's a review on the orchestra blog – check it out!

Life is cool here. Just finished my exams, so I have loads of free time. Great! My sister has got a new boyfriend. I think he's a bit of a nerd, but she likes him. My mates and I went on a trip to a theme park to celebrate the end of the exams. It rained (typical!) but had a great time on all the rides. Anyway, my big news is that we're moving house soon. Mum has got a job in Manchester, so we're going there in September. Looking forward to it, but I'll miss my friends here.

Well, must go now. Got to start packing up my stuff. Write back soon. Say hi to everyone!

Amy

3 Which words are missing from these sentences in the e-mail? Write the sentences in full.

- 1 Hope you got the part in the school play.
I hope you got the part in the school play.
- 2 Just finished my exams, ...
.....
- 3 Great!
.....
- 4 ... but had a great time on all the rides.
.....
- 5 Looking forward to it ...
.....
- 6 Well, must go now.
.....
- 7 Got to start packing up my stuff.
.....

4 Match the informal language from the e-mail (1–8) with the more formal equivalents (a–h).

- | | |
|-------------------------|----------------|
| 1 were into (line 5) | a a lot of |
| 2 check it out (line 7) | b as usual |
| 3 cool (line 8) | c friends |
| 4 loads of (line 9) | d have a look |
| 5 nerd (line 11) | e enjoyed |
| 6 mates (line 11) | f silly person |
| 7 typical (line 13) | g things |
| 8 stuff (line 20) | h good |

5 Imagine you have an English-speaking penfriend. Write an e-mail to him or her. Use the paragraph summaries in exercise 2 to help you. Use an informal style.

Understanding Grammar: Verb Patterns

→ Grammar Reference, page 110

1 In each sentence, cross out two verbs that can't be used.

- I *like / refuse / enjoy / want* reading magazines.
- Some magazines *suggest / promise / try / advise* to change teenagers' lives.
- Agony aunts in teenage magazines *offer / help / want / enjoy* people to solve their problems.
- I want to *decide / give up / stop / make* eating junk food.
- Magazines are full of adverts that *start / tell / ask / let* young people to buy things.
- Can young people *agree / avoid / learn / stop* to be themselves?

2 Write the correct headings in the table.

verb + object + infinitive
verb + object + *to* infinitive
verb + *-ing*
verb + *to* infinitive

1	2
avoid start enjoy stop give up suggest like love	agree refuse decide stop learn try offer want promise
3	4
advise tell ask want help	let make

3 Choose the best response to the sentences, a or b.

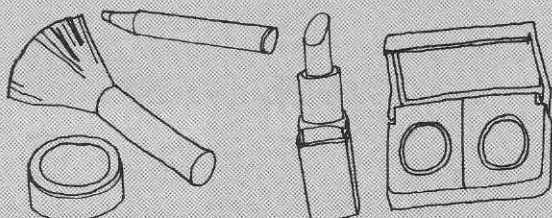
- I want to stop to buy the latest magazines.
a Okay. Which shop do you want to go in?
b Why? Are they too expensive?
- I must stop smoking.
a No, you can't smoke here.
b Good. Cigarettes are very bad for you.
- Why don't you stop listening to celebrity gossip?
a I haven't got a radio with me.
b I love finding out about famous people.
- Why did you stop reading your horoscope?
a I read it every week. I believe in it.
b I think they are a bit silly.

4 Choose the correct words. Then give true answers to the questions.

- What would you like to learn *(to do/doing)*?
.....
- What do your parents make you *do/to do* at home?
.....
- What sports do you enjoy *watch/watching*?
.....
- Who do you ask *helping/to help* you with your homework?
.....
- What free-time activities would you like to start *doing/do*?
.....
- Do your parents ever let you *to stay/stay* up late?
.....
- What job do you want *do/to do*?
.....

5 Complete the text with the verbs in the box in the correct form.

want / question try / not believe
refuse / spend suggest / buy
advise / save tell / be
~~love / read~~ let / borrow



Do teen magazines send the right message?

I used to **1** *love reading* teenage magazines. I bought three or four every week and I **2** my friends them. But now I **3** the messages that these magazines send. They have images of very thin models with perfect hair next to articles that **4** us ourselves. The magazines **5** us money then on the fashion page they **6** expensive clothes and make-up. It seems crazy! I **7** money on teen magazines now. If you buy them, **8** everything you read.

Language Check 2

Vocabulary

1 Complete the media words.

Example

I like reading celebrity g a s s i p.

- 1 Have you read the r _____ of *Casino Royale*?
- 2 I didn't understand the clues in the c _____.
- 3 My mum won a prize on a g _____ s _____.
- 4 Do you read the h _____ before you read a news story?
- 5 Have you seen the weather f _____?
- 6 Do you read the letters on the p _____ p _____?
- 7 The best part of the newspaper is the s _____ r _____.

☐ / 7

2 Match the words to form compound adjectives.

- | | |
|-------------|-------------|
| 1 easy- | a looking |
| 2 well- | b coloured |
| 3 brightly- | c school |
| 4 fifteen- | d speaking |
| 5 three- | e going |
| 6 never- | f star |
| 7 English- | g ending |
| 8 after- | h organised |
| 9 good- | i minute |

☐ / 8

Grammar

3 Complete the story with the correct form of the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect.

- I heard (hear) a funny story while I
 1 (listen) to the news. A postman
 2 (deliver) some letters to a farm
 when a goat 3 (bite) him on the
 arm. The man 4 (see) the goat every
 day before the attack, but it was in a field far
 from the house. On the morning of the attack,
 the goat 5 (escape) from the field
 before the postman 6 (arrive). It
 7 (wait) at the side of the house

when he 8 (push) the letters
 through the door. The farmer said, 'We were
 really surprised when we heard the man's cry. I
 thought it was the dog that 9 (bite)
 him.'

☐ / 9

4 Correct the underlined mistakes.

Example

I want to stop eating junk food.
 I want to stop to eat junk food.

- 1 My mum doesn't let my little brother to watch the news.
- 2 You need to learn use the new computer.
- 3 Shall we stop having some lunch?
- 4 My parents make me to come home early.
- 5 Will you help me doing my homework?
- 6 Do you enjoy read magazines?

☐ / 6

Key Expressions

5 Choose the correct words.

A: Hi, how's/how are it going?

B: 1 Not/No very well, I'm afraid. I failed my French test.

A: Never 2 mind/worry. It will be 3 well/better next time.

B: I hope so. What about you? How 4 is/are things?

A: Pretty good 5 really/very. I've just got a new Saturday job.

B: That's great.

☐ / 5

What's your score?

Module 2

☐ Vocabulary



☐ Grammar



☐ Key Expressions



☐ / 35 Total

This is easy. 😊

I need more practice. 😐

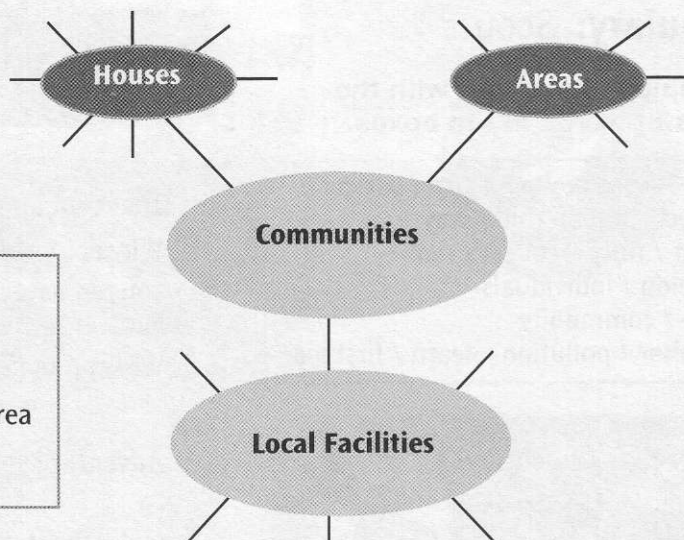
This is difficult. ☹️

Get Ready

Vocabulary: Communities

- 1 Complete the word spider with the words in the box.

block of flats a rural area
 semi-detached house mobile home
 youth club terraced house
 corner shop the city centre park
 the suburbs cottage an inner city area
 detached house village shop
 sports centre bungalow



- 2 What type of house are the people talking about?

1 'There are about fifty families living on twenty different floors. It's great to be in the city centre, but it can be quite noisy.'

a *block of flats*

2 'It's quite a big place – with a great garden at the back. My grandma lives with us, so it helps her not to have stairs.'

a

3 'We chat to our neighbours most days: they live on the right-hand side. And we have a park on the other side of the house.'

a

4 'Most people think it's very strange, but I like it. It's great to be able to move around, especially in the summer.'

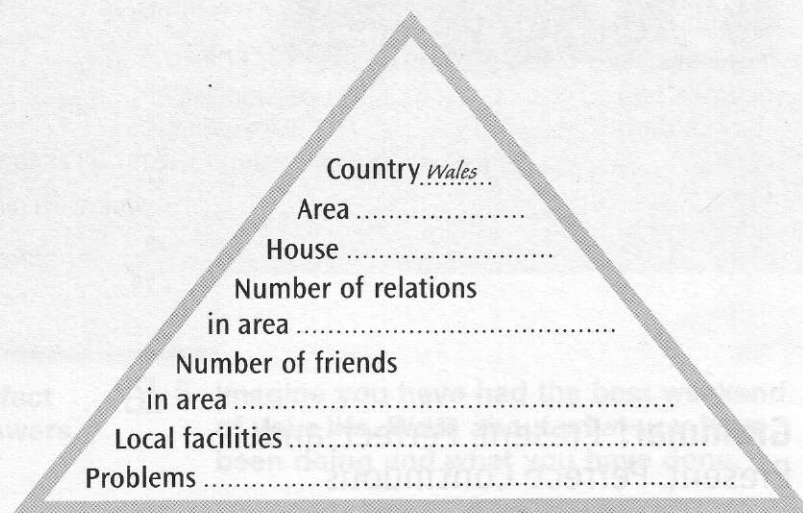
a

- 3 Complete the table.

British English	American English
block of flats	<i>apartment building</i>
city centre	.....
mobile home	.....

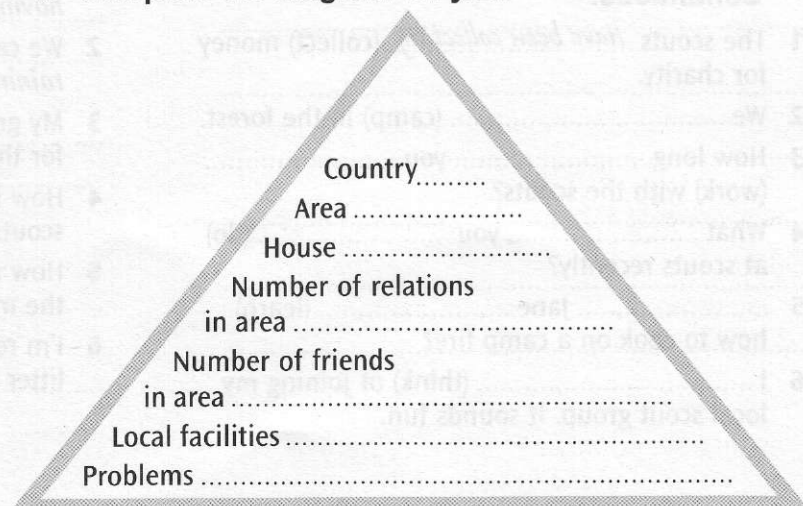
Listening

- 4 Listen to Cerys talking about where she lives. Complete the diagram.



Your Turn

- 5 Complete the diagram for you.



7 Vocabulary and Grammar

Vocabulary: Scouts

- 1 Complete the advert with the pairs of words in the boxes.

join / scout group learn / survive
collect / litter find / way
plant / trees collect / money
develop / individuals
help / community
monitor / pollution learn / first aid



★ JOIN THE SCOUTS ★

The Scout Movement is 100 years old!

Why don't you 1 *join* your local *scout group*?

You can have a lot of fun and also 2 your local

We want to help young people to 3 as We have a lot of activities on offer:

Adventure

- 4 to outdoors and camp under the stars.
- 5 your in the countryside with a map and the sun.

The environment

- 6 like bags, cans and bottles from public places.
- 7 water in lakes and rivers.
- 8 to create forests for the future.

Your local community

- work with old and handicapped people.
- 9 to help if there is an accident.
- 10 for charity and for local projects.

Grammar: Present Perfect and Present Perfect Continuous

→ Grammar Reference, page 111

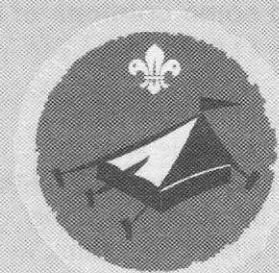
- 2 Complete the sentences. Put the verbs in brackets into the Present Perfect Continuous.

- 1 The scouts *have been collecting* (collect) money for charity.
- 2 We (camp) in the forest.
- 3 How long you (work) with the scouts?
- 4 What you (do) at scouts recently?
- 5 Jane (learn) how to cook on a camp fire?
- 6 I (think) of joining my local scout group. It sounds fun.

- 3 Choose the correct verbs.

- 1 Do you know first aid? Someone *has been having* has had an accident?
- 2 We can't go camping because it *has been raining* / *has rained*.
- 3 My group *has collected* / *has been collecting* £250 for the local children's home.
- 4 How long *have you gone* / *have you been going* to scouts?
- 5 How many scouts *have joined* / *have been joining* the movement this year?
- 6 I'm really tired. I've *been collecting* / *collected* litter all morning.

4 Complete the scouts' blog. Put the verbs in brackets in the Present Perfect or Present Perfect Continuous.



camper

In the Scout Movement, we get badges to put on our uniform to show that we have different skills. Here's what our Scout group say about badges:

Ian Mylles, Scout Leader

'Badges are very popular, but they ¹ *have changed* (change) a lot since I was a boy. We still have traditional badges like building a campfire and cooking. But recently my Scouts ² (prepare) for 'modern' activities like computer skills – and even circus tricks!'

Jenny

'I ³ already (earn) about 15 badges. Since May I ⁴ (work) for my skateboarding badge. It's so cool!'

Max

'I ⁵ just (join) the group so I have only about five badges. I ⁶ (think) about my next badge but I ⁷ (not decide) yet.'

Sam and Ali

'We ⁸ (be) scouts for three years and we both have the same badges. For the last few weeks, we ⁹ (practise) for our circus badge. It's great fun.'

Shona

'I'm new, so I ¹⁰ (not earn) any badges yet. I ¹¹ (wait) to find out more about the activities.'

Your Turn

5 Write questions in the Present Perfect Continuous and then give true answers.

Example

you and your friends / study hard?

Have you and your friends been studying hard?

Yes, we have. / No, we haven't.

1 you / do a lot of sport?

.....

2 it / rain a lot?

.....

3 your friends / go out a lot?

.....

4 you / help at home a lot?

.....

6 Imagine you have had the best weekend of your life. Write about what you have been doing and what you have done.

Example

I've been spending time with a my friends. I've had a lot of fun.

.....

.....

.....

.....

.....

.....

.....

8 Skills

Vocabulary: Opinions of teenagers

1 Read some opinions of teenagers. Choose the correct words.

- | | | |
|--|---|---|
| <p>A</p> <p>'A lot of adults think that teenagers are rude and ¹ considerate/<u>inconsiderate</u>. If they see us in the street ² <u>wearing</u>/carrying hoodies, they think we are ³ <u>youths</u>/yobs. The ⁴ <u>true</u>/truth is that tops with hoods are fashionable. We get together in the street because there is nothing for us to do – not because we are looking for ⁵ <u>trouble</u>/problems.</p> | <p>B</p> <p>'Today's teenagers are so rude! When I was younger, we knew how to ⁶ <u>behave</u>/behaviour. Now, young people don't do anything to help the local ⁷ <u>club</u>/community. I think most of the ⁸ <u>street</u>/road crime in my area is because of young people.'</p> | <p>C</p> <p>'You can't ⁹ <u>believe</u>/judge all teenagers by the actions of a few bad people. The teenagers in my group work as ¹⁰ <u>voluntary</u>/volunteers and they help local people and the environment. We've just ¹¹ <u>spent</u>/raised £500 for charity. We need more groups and clubs for teenagers, where they can ¹² <u>have</u>/make a laugh and learn useful skills.'</p> |
|--|---|---|

Reading

2 Read the statements about a community project. Read the text and decide if they are correct (C) or incorrect (I).

- | | |
|---|---------------------------------------|
| 1 The condition of the park has improved recently. | <input checked="" type="checkbox"/> / |
| 2 The community centre can be used in good weather. | <input type="checkbox"/> |
| 3 People think that there are criminals in the park. | <input type="checkbox"/> |
| 4 The park will be used by different groups of citizens. | <input type="checkbox"/> |
| 5 The repair of the community centre will happen before the park is cleared up. | <input type="checkbox"/> |
| 6 The planning meeting will last two-and-a-half hours. | <input type="checkbox"/> |
| 7 You can't be a volunteer if you are under 12 years old. | <input type="checkbox"/> |
| 8 They have already organised a sponsored walk. | <input type="checkbox"/> |

SOS Save Our Space!

We need your help to clean up the City Park

Have you walked through the City Park recently? It's in a really bad condition and for the last few months it's been getting worse and worse. No one can use the Community Centre in the park because it needs a new roof. The pond is full of litter, so there are no fish and not many birds. All the seats in the park are broken and there are no flowers or nice plants. People are frightened of going to the park because they think that they will be a victim of crime.

We want the park to be a place for people of all ages – for families to sit and enjoy the plants and flowers, for children to play in a safe place, and for teenagers to use the new Community Centre for youth clubs and scout groups. So, what can we do?

We had a meeting with some local councillors. They also think that we need to take action. They have agreed to pay for the repair of the roof of the Community Centre. But we need to clear up the area first. Our first job is to collect all the litter from the park and from the water. We are looking for volunteers to help us do this and we want to start as soon as possible. Please come to a planning meeting:

Place: King Street High School

Date: February 3rd

Time: 6.30–9.00 p.m.

At the meeting, we will organise people into teams and plan a timetable. We want volunteers of all ages, but you must be at least 12 years old to take part in the project.

We are also going to need a lot more money for the project. Please come to the meeting with suggestions for raising money. Here are some possible ideas:

- a sponsored walk
- a charity fashion show
- a book and toy sale

Don't forget: We need your help!

3 Choose verbs from A and particles from B to match the definitions.

Word Builder

A hang meet put care turn chill

B up on about out around up with

- 1 have feelings for *care about*
- 2 arrive
- 3 have a meeting with
- 4 stay in a place doing nothing
- 5 organise
- 6 relax

4 Choose the correct words.

- 1 A lot of people came *away/along* to the meeting.
- 2 We asked the head teacher to *put/carry* out some changes to the timetable.
- 3 I hope they set *out/up* a youth club in my town.
- 4 When did they *put/start* up your school website?
- 5 They're putting *out/up* a new school.

5 Tick (✓) the correct sentence, a or b.

Sentence Builder

- 1 a I called my friends and then met up them with. ☐
- b I called my friends and then met up with them. ☒
- 2 a I've got the tent. Please help me put up it. ☐
- b I've got the tent. Please help me put it up. ☐
- 3 a I care about my friends but I don't always get on with them. ☐
- b I care about my friends but I don't always get on them with. ☐
- 4 a I can't remember Jo's number. Please look up it. ☐
- b I can't remember Jo's number. Please look it up. ☐
- 5 a The concert was good but I didn't take part in it. ☐
- b The concert was good but I didn't take part it in. ☐

6 Write the words in the correct order. In which sentences are there two possible answers?

- 1 youth / we / up / Why / start / don't / a / club
Why don't we start up a youth club?
OR Why don't we start a youth club up?
- 2 part / I / in / meeting / take / the / didn't
I didn't take part in the meeting.
- 3 streets / around / don't / and / in / My / I / friends / hang / the
- 4 to / Don't / forget / your / on / put / hat
- 5 at / turn / did / party / What / time / they / up / the
- 6 information / the / Internet / up / the / We / looked / on

Your Turn

7 Complete the questions with verbs from exercises 3 and 4. Then give true answers.

- 1 What do you do when you want to *chill out* at the weekend?
- 2 Do you ever in the city centre?
- 3 Where do you usually your friends?
- 4 Have you ever a show or a concert?
- 5 Would you like to a youth club?
- 6 Have they any interesting buildings in your town recently?
- 7 Who do you most in the world?
- 8 What happens at your school if students late?

9 Communication

Useful Language

- 1 Nick and Shona are collecting litter in the park. Complete the dialogue with the words and expressions in the box.



come on you'll do anything a lot
maybe over there yuk remember
a bit somewhere else

- Shona:** Look, 1 *over there* – a big pile of litter.
Nick: 2, it's horrible and dirty.
Shona: 3, put your gloves on and pick it up. 4, you're a scout. 5 to help the environment.
Nick: Oh, all right. Can you move the bag 6 so I can drop the litter in?
Shona: Yes, okay ... Great! We've finished this area now. Let's go 7 to help the rest of the volunteers.
Nick: 8 we could just chill out for half an hour.
Shona: Nick! We've got 9 to do.
Nick: Okay, you're right.

Key Expressions:

Making arrangements

- 2 Complete the second sentence so that it has the same meaning as the first. Use no more than three words.

- 1 Let's meet up in town.
Why *don't we* meet up in town?
- 2 Shall we meet at seven o'clock?
We meet at seven o'clock.
- 3 We can try the new Internet café.
..... about the new Internet café?
- 4 Do you want to go to the cinema?
Do going to the cinema?
- 5 I'd prefer to go to the football match.
I to the football match.
- 6 I'm not free tonight.
I can't tonight.
- 7 We can meet up after school.
..... we meet up after school?

3 Number the lines in the correct order.

- A:** Right. See you at 3.30 on Saturday. ☐
- B:** Sorry, I can't make it then. I've got football practice. Let's meet in the afternoon. ☐
- A:** Do you fancy going to the beach this weekend? ☐ 1
- B:** Good idea. They do great burgers in the café. ☐
- A:** Okay. Why don't we go to the new bowling alley? ☐
- B:** Right. Bye. ☐ 12
- A:** Okay. What time shall we meet? ☐
- B:** Well, I'd rather do something else. It's a bit cold for swimming. ☐
- A:** Let's go on Saturday morning. ☐
- B:** Sounds great. I haven't been there yet. Which day? ☐
- A:** Sounds good. We could have something to eat after the bowling. ☐
- B:** I can be there at 3.30. ☐

4 What would the people rather do? Write their replies.

Sentence Builder

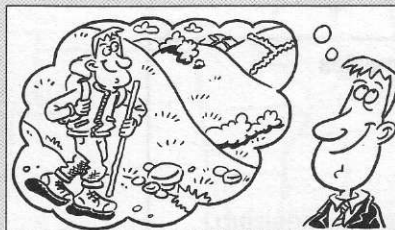
1 A: Shall we go to the new shopping mall?



B: I'd rather not do that.

I'd rather go to the park.

2 A: Do you fancy going to the football match?



B: I'd

3 A: We could go to the beach.



B: I'd

4 A: Why don't we go swimming?



B: We'd rather not do that.

5 A: Let's go swimming.



B: I'd

6 A: Shall we play tennis?



B: We'd

Your Turn

5 Read the situations. Give responses to the suggestions.

Example

It's Saturday morning.

Your friend: Shall we go to the park?

You: *Good idea. OR I'd rather stay at home and watch TV.*

1 It's Saturday morning.

Your friend: Shall we go to the park?

You:

2 It's Friday evening.

Your mother: Why don't we go to the pizza place for dinner?

You:

3 It's the last day of term.

Your teacher: Let's watch a video.

You:

4 It's Sunday morning.

Your friend: Let's go swimming.

You:

Listening

6 Chris and Lucy are talking about a party. Listen and decide if the sentences are correct (YES) or incorrect (NO).

	YES	NO
1 Chris and Lucy agree to have the party at the youth club.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Chris and Lucy both think Saturday is the best day for the party.	<input type="checkbox"/>	<input type="checkbox"/>
3 Chris will be the DJ at the party.	<input type="checkbox"/>	<input type="checkbox"/>
4 Chris and Lucy will order food from a café.	<input type="checkbox"/>	<input type="checkbox"/>
5 Lucy suggests starting the party at eight o'clock.	<input type="checkbox"/>	<input type="checkbox"/>
6 At the end Chris and Lucy decide on a time for the party.	<input type="checkbox"/>	<input type="checkbox"/>

Reading Corner 2

Many communities in one nation

- 1 Read the article quickly. Write the paragraph headings in the correct place in the text.

The first communities in North America

Languages in the United States

How did immigration develop?

The situation today

A group who had no choice

Why are there different communities in the USA?

Many communities in one nation

1 *Languages in the United States*

English is spoken by about 82% of the population, but there are many other languages used by the different communities that make up American society, including Chinese, Italian, Greek and Polish. If you go downtown in many big American cities, particularly in the south-west, you may hear people speaking Spanish as much as English. Other areas with strong language links are south Louisiana, where the Cajun people speak French, and some communities in Pennsylvania, where they speak German.

2

The original inhabitants were the Native Americans who lived in tribes such as the Cherokee and Navaho. When Christopher Columbus discovered the New World in 1492, it is thought that about 1.5 million Native Americans lived in what we now call the USA. Several place names come from Native American words, including the states of Massachusetts, Idaho and Mississippi.

3

The history of the American people is a story of immigration. Among the earliest explorers were the Spanish. They created one of the first permanent European settlements in Florida in 1565. The English soon followed and founded a colony in Virginia in 1607. During the next 200 years, people from a wide range of countries, including England, Scotland, Ireland and Holland, set up colonies and trading centres.

4

By 1780, three out of every four Americans were of English or Irish descent. The Irish community increased in the 1840s as thousands of people left Ireland to escape the famine. Political problems in Germany in 1848–9 led many of its people to move to the US. Another big community of people who left their home at this time were Jews from eastern Europe. Between 1880 and 1920 about two million of them moved to the United States.

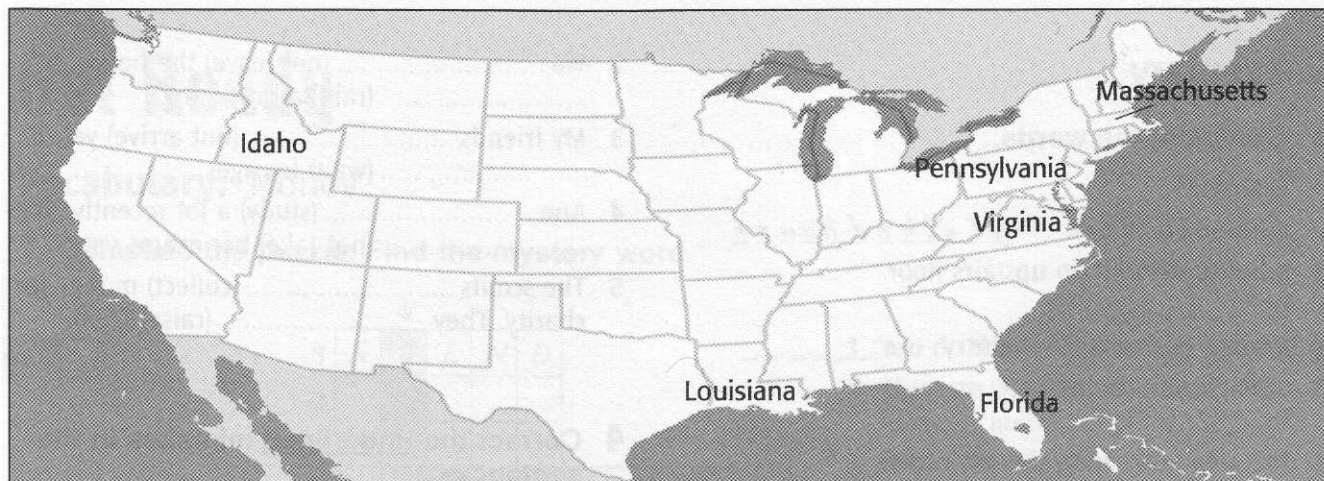
5

There was another immigrant group who came to North America, but not because they wanted to. Between 1619 and 1886 slaves from Africa were forced to leave their homes to work in agriculture, mainly in the southern states. Slavery was banned in 1865, after which large numbers of black families moved to the more industrialised states of the north to look for work.

6

Most of the 300 million people currently living in the USA are descended from European immigrants who arrived in the past 500 years. Although immigration has slowed down, the USA still admits between 500,000 and one million people a year. Today, Asian Americans are one of the fastest-growing ethnic groups in the country. Although most of them have arrived recently, they have managed to establish themselves as part of American society.

2 Look at the map. Find the information in the article to complete the table.



State	Which language is/was spoken?
Idaho	<i>a Native American language</i>
Florida	
Massachusetts	
Virginia	
Pennsylvania	
Louisiana	

3 Read the article again. Number the communities from the oldest to the most recent.

First English settlers	<input type="text"/>
Native American	<input type="text" value="7"/>
English/Scottish/Irish/Dutch/African	<input type="text"/>
German	<input type="text"/>
Spanish	<input type="text"/>
Asian	<input type="text"/>
Irish immigrants escaping famine	<input type="text"/>
East European	<input type="text"/>

4 Are the statements about the article true (T) or false (F)?

- More than four fifths of Americans speak English.
- There are no Native American words in modern American English.
- Immigration from Europe to North America started a thousand years ago.
- In the 1780s, three quarters of Americans came from English or Irish families.
- Immigration from African countries was not voluntary.
- Immigration to the United States is increasing nowadays.

5 Find the words in the article for these definitions.

Paragraph 1

1 form (verb) *make up*

2 connections

Paragraph 2

3 people who live in a particular place

4 a group of people of the same race led by a chief

Paragraph 3

5 a place where people live

6 established

Paragraph 4

7 a serious lack of food

8 caused

Paragraph 5

9 someone who is owned by others

10 farming

Paragraph 6

11 to allow to enter

12 relating to a particular race or national group

6 Answer the questions.

- How many different communities are there in your country?
- What language(s) do these people speak?
- Why do you think people leave their home country?
- What are the advantages and disadvantages of immigration?
- Would you like to live in the USA? Why? Why not?

Language Check 3

Vocabulary

1 Complete the words.

Example

a house on its own *det a ch e d h o u s e*

- 1 a house without an upstairs floor
b _ _ _ _ _
- 2 a small house in the country c _ _ _ _ _
- 3 a house you can move m _ _ _ _
h _ _ _
- 4 the area away from the city centre
s _ _ _ _ _
- 5 a part of the countryside r _ _ _ _ a _ _ _
- 6 a store near your house l _ _ _ _ s _ _ _
- 7 a place for young people y _ _ _ _ c _ _ _

☐ / 7

2 Complete the sentences with the verbs in the box.

chill out carry out ~~set up~~ meet up
turn up put up care about put on
hang around

Example

Let's *set up* a new scout group.

- 1 Shall we a show?
- 2 You're always late. Please on time.
- 3 They've a new block of flats.
- 4 They're nice. They everyone.
- 5 What time shall we ?
- 6 It's boring to in the streets.
- 7 You look tired. You need to
- 8 Why didn't they their plans?

☐ / 8

Grammar

3 Complete the sentences. Put the verbs in brackets in the Present Perfect or Present Perfect Continuous.

Example

I've *been studying* (study) French. I've *learnt* (learn) quite a lot.

- 1 You (read) a lot recently.
How many books you
..... (finish)?

- 2 We (not leave) the house. It
..... (rain) all morning.
- 3 My friends (not arrive) yet. I
..... (wait) for ages.
- 4 Ann (study) a lot recently. She
..... (not take) her exams yet.
- 5 The scouts (collect) money for
charity. They (raise) £500.

☐ / 10

4 Correct the underlined mistakes in the sentences.

Example

Here are your gloves. Put *them on* on them.

- 1 What time does the plane take it off?
- 2 We've got two cats. I take care them of.
- 3 Did you take part on the show?
- 4 I don't know this word. I'll look up it.
- 5 The shelf has fallen down. Can you put up?

☐ / 5

Key Expressions




5 Choose the correct words.


- A: Hi, shall we *to meet* meet up after school.
B: Good idea. Do you fancy ¹ *to go/going* to the bowling alley?
A: Er, I'd rather ² *go/going* to the cinema.
B: Okay. ³ *What/Why* about the new Bond film?
A: Brilliant. Let's meet at half past four.
B: Sorry, I can't ⁴ *go/make* it then. Can we meet at 6.15 outside the cinema?
A: ⁵ *Sound/Sounds* great. See you at 6.15.


☐ / 5


What's your score?

Module 3

- ☐ Vocabulary 
☐ Grammar 
☐ Key Expressions 
☐ / 35 Total

This is easy. 

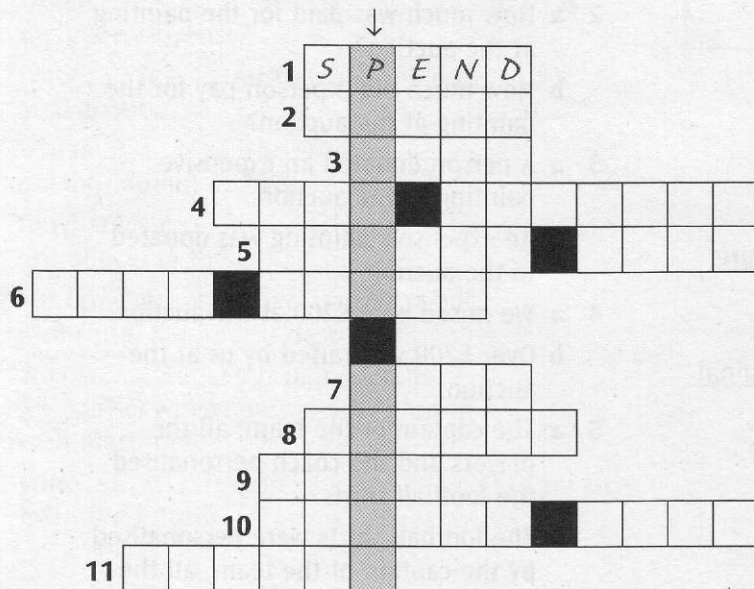
I need more practice. 

This is difficult. 

Get Ready

Vocabulary: Money

1 Complete the puzzle. Find the mystery word.



- 1 You do this when you buy something.
- 2 They are small, often round, and made of metal.
- 3 money in coins and notes
- 4 You can keep your money here.
- 5 You use this if you don't have any money or credit cards with you.
- 6 pieces of paper money
- 7 You do this when you earn money.
- 8 to take something for a short time
- 9 to give something for a short time
- 10 You can buy things with this and pay for them later.
- 11 the money you get every month for working

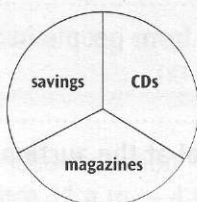
2 Find the odd one out.

- | | | | |
|-----------|---------------|-----------|--------------|
| 1 earn | <u>borrow</u> | make | raise |
| 2 lend | earn | salary | win |
| 3 cash | debit card | cash card | credit card |
| 4 savings | save | spend | bank account |
| 5 cash | cheque book | coins | bank notes |

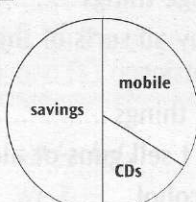
Listening

3 Ali, Jake and Vicky are talking about money. Listen and write the correct names under the charts.

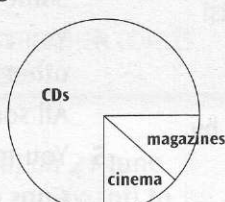
1



2

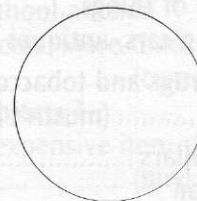


3



Your Turn

4 Complete the chart for you. Then complete the summary.



I a part-time job and
I money for doing jobs
around the house. I spend most of my
money on and
I never buy or
I a bank account and I
..... money every week.

Vocabulary: Online auctions

- 1 Replace the underlined words with the words in the box.

go on sale sign personalise hold
~~buy on the Internet~~ donate certificate
 in excellent condition charity auction

buy on the Internet

- 1 Do you ever pay for things on-line?
- 2 When did the tickets become available?
- 3 The jeans I bought were perfect.
- 4 Did all the band members put their signature on the album?
- 5 What did the pop star give to the auction?
- 6 When famous people write something personal on an object, it becomes more valuable.
- 7 Have you ever bought anything at a sale to raise money for people in need?
- 8 Our school is going to organise an online auction next month.
- 9 Each item bought at the auction comes with a special document.

Grammar: The Passive

→ Grammar Reference, page 112

- 2 Put the verbs in the brackets into the correct form of the passive.

- 1 eBay *was started* (start) in the USA in September 1995.
- 2 Since eBay started in the USA, it (set up) in Europe and Asia.
- 3 Millions of objects (sell) on eBay every day.
- 4 A wide range of things (can / buy) including cars, antiques – and even boats!
- 5 Things like drugs and tobacco (mustn't / sell) on eBay.
- 6 Billions of dollars (make) by eBay next year.

- 3 Tick the sentences that sound better, active or passive.

- 1 a Someone will organise a charity auction soon. ☐
- b A charity auction will be organised soon. ☒
- 2 a How much was paid for the painting at the auction? ☐
- b How much did a person pay for the painting at the auction? ☐
- 3 a A person donated an expensive painting to the auction. ☐
- b An expensive painting was donated to the auction. ☐
- 4 a We raised over £200 at the auction. ☐
- b Over £200 was raised by us at the auction. ☐
- 5 a The captain of the team, all the players and the coach personalised the football shirts. ☐
- b The football shirts were personalised by the captain of the team, all the players and the coach. ☐
- 6 a I paid the highest price and won the auction. ☐
- b The highest price was paid by me and the auction was won. ☐

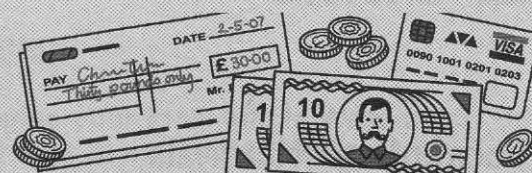
- 4 Write the sentences in the passive.

- 1 People make a lot of money on Internet auctions.
 A lot of money *is made on Internet auctions*.
- 2 Someone bought a yacht on eBay for \$165,000,000.
 A yacht
- 3 People have sold some strange things on eBay.
 Some strange things
- 4 You can buy all sorts of things from people in other countries.
 All sorts of things
- 5 You mustn't sell guns or alcohol at the auction.
 Guns or alcohol
- 6 We will raise hundreds of pounds for charity.
 Hundreds of pounds

- 5 Complete the questions with the passive form of the verbs. Use the Present Simple, Past Simple, Present Perfect or a modal form.

What do you know about money?

- In how many countries *is* the euro *used* (use)? ☒
- Where *is* the yen *used* (use) as the main currency? ☐
- What *are* Australian bank notes *made* (make) out of? ☐
- Where *is* the euro *used* (might / adopt) in 2010? ☐
- In what year *was* the dollar bill *introduced* (introduce) in the USA? ☐
- For how long *has* a dollar bill *been* (can / use) before it is destroyed? ☐
- Why *are* your bank details *recognised* (recognise) when you put your card in a cash machine? ☐
- What *will* cash *be* (might / replace) by in the future? ☐



Match the answers (a-h) to the questions (1-8).

- E-money, where you pay for everything with a plastic card which contains a computer chip
- 18-22 months
- 1785
- Because the account information is held in the black strip on the back of the card.
- A type of plastic because it lasts a long time and it can be washed
- Japan
- Thirteen, including Ireland, Spain, France and Austria
- Hungary



- 6 Look at the poster. Then complete the text with the correct form of the verbs in brackets.

Come to the School Auction!

Date: Saturday, 21 June

Time: 11 a.m. – 4 p.m.

We need to raise £500 to buy sports equipment. Why not sell old things that you don't need? And you can find lots of bargains, too!

Here are some things that will go on sale:

- books
- CDs and DVDs
- toys and games
- clothes and trainers in good condition

Please bring other objects on the day – but no broken objects, no food, and NO animals, please!

A school auction 1 *will be held* (hold) on 21 June from 11 a.m. – 4 p.m. We 2 *want* (want) to raise £500 for sports equipment for the school. Lots of things 3 *can be sold* (can / sell), including books, CDs and DVDs, and toys and games. You can also 4 *take* (take) home some bargains. Objects 5 *can be brought* (can / bring) to the auction on the day but we 6 *will not sell* (not sell) broken objects, food or animals.

- 7 Now look at the notice about the auction. Complete the report.

School Auction – a success!

- More than 150 people at the auction
- 200 objects sold
- Most expensive item – a bike
- Amount raised – £650
- Equipment bought: footballs and tennis racquets
- Another auction coming soon

The first school auction 1 *was* (be) a success. More than 150 people 2 *came* (come) to the auction and 200 objects 3 *were sold* (sell). The most expensive item that 4 *was bought* (buy) was a bike. £650 5 *was raised* (raise) and we 6 *had already spent* (spend) some of the money on footballs and tennis racquets. Another auction 7 *will be organised* (organise) soon, so watch this space!

11 Skills

Vocabulary: Materials

1 Read the definitions. Complete the names of materials.

- 1 Rings and other jewellery are often made of these. → g o l d and s i l v e r
- 2 Clothes, shoes and belts are made of these. → c o t t o n and l e a t h e r
- 3 Chairs and tables are made of this. → w o o d
- 4 These can be recycled to help the environment. → p l a s t i c and g l a s s
- 5 This is used to make cans for drinks and food. → t i n
- 6 This can be used for hundreds of things like cups, toys and bottles. → p o r c e l a i n
- 7 These were the first metals that were used by humans. → c u p r e s, b r a z e and i r o n
- 8 Bridges and buildings like churches are made of this. → s t o n e

Reading

2 Read the texts and choose the correct answer, a, b or c.

1

**NO DEBIT OR CREDIT CARDS
CASH ONLY AT THIS TILL**

- a You can't use a credit card in the shop. ☐
- b You can't pay at this till. ☐
- c You can use only bank notes and coins to pay here. ☒

2

Camping Trip

All the places on the trip have been booked. If you haven't paid for the trip yet, you must do so before the end of this week.

- a You can book to go on the trip until the end of the week. ☐
- b The trip must be paid for before the weekend. ☐
- c You can pay for the trip on the day that you leave. ☐

3

Daniel

Your pocket money is on the kitchen table. You borrowed £5 from me last week, so there is only £10. Don't spend it on sweets!

See you later

Mum

- a Daniel's mum is angry because he bought some sweets. ☐
- b Daniel has to pay his mum £5. ☐
- c Daniel usually gets £15 pocket money. ☐

4

Hi Jenny

Can I ask you a favour? I need to buy my sister a birthday present, but I haven't been paid yet. Can you lend me £10 until the weekend? Please say yes!

Claire

- a Jenny wants to borrow some money. ☐
- b Claire's sister wants to buy a birthday present. ☐
- c Claire hasn't had her wages and so she hasn't got any money. ☐

5

SPECIAL OFFER

**Buy two T-shirts, get one free
Offer excludes designer labels**

- a You can buy cheap T-shirts in this shop. ☐
- b You can buy three T-shirts for the price of two. ☐
- c You can't buy designer labels in this shop. ☐

6

Lost – a brown, leather wallet.

It was last seen at the club on Friday evening.

It contains my debit card and some photos, but no cash.

Please contact Adam Trent if you find it.

- a Adam wants help to find his wallet. ☐
- b Adam's wallet was stolen last Friday. ☐
- c Adam lost all his money last Friday. ☐

3 Cross out the wrong word in each group.

Word Builder

- 1 a bag of coins / shopping / ~~water~~ / clothes
- 2 a piece of cake / toast / bread / money
- 3 a bit of sweets / cheese / pizza / fruit
- 4 a group of people / woman / tourists / children
- 5 a pile of books / firewood / litter / water
- 6 a cup of bread / coffee / hot chocolate / tea
- 7 a slice of toast / ham / pasta / pizza

4 Match the words that go together.

- | | |
|---------------|--------------|
| 1 a glass of | a toothpaste |
| 2 a bottle of | b crisps |
| 3 a can of | c wine |
| 4 a bar of | d soup |
| 5 a box of | e cola |
| 6 a packet of | f chocolate |
| 7 a tube of | g matches |

5 Rewrite the sentences with the words in brackets.

Sentence Builder

- 1 The test was so easy that everyone passed. (such)
It was such an easy test that everyone passed.
- 2 It was such a good book that the whole class read it. (so)
- 3 The storm was so bad that the electricity went off. (such)
- 4 It was such an expensive shop that no-one went there. (so)
- 5 The play was so long that some people got bored. (such)
- 6 It was such a good blog that everyone visited it. (so)

Your Turn

6 Imagine your ideal lunch. Write a list of things to eat and drink. Use the expressions in the box.

a bag of ... piece of ... a bit of ...
a packet of ... a bar of ... a bottle of ...
a slice of ...

Example

I'd have a slice of pizza and a bag of crisps ...

7 Write sentences with *such* or *so*.

Examples

such a good CD

It was such a good CD that everyone bought it.

so slow that

The bus was so slow that we were late for school.

- 1 such a nice person

- 2 so cold that

- 3 such a good concert

- 4 so expensive that

- 5 such an interesting story

- 6 so delicious that

12 Communication

Useful Language

1 Choose the correct words.

- A: Hi, Dan. Where are you going?
 B: I want to take ¹ ~~off~~/back my MP3 player.
 A: Why?
 B: Well, it was ² *wild/weird*. It worked okay for a week and then it stopped.
 A: Let me ³ *have/make* a look at it. ... It seems fine.
 B: I know but I can't use it. It's made ⁴ *by/of* a small company and they might not repair it.
 A: Poor ⁵ *your/you*. I ⁶ *bet/let* other people have had the same problem.
 B: Your MP3 player is a really good ⁷ *ones/one*, isn't it?
 A: Yes, it works really well. It's ⁸ *slightly/slighter* more expensive than the others but I've never had any problems with it.
 B: I hope I get my money back. Then I can buy ⁹ *it/one* like yours.
 A: Yes. Good luck!

Key Expressions: Complaining

2 Make the lines of dialogue sound more polite. Use the words in the box.

would you like please terribly
 I'm afraid a lot really

- 1 There's a problem with this computer game.
I'm afraid there's a problem with this computer game.
 2 I'm sorry about that.

 3 I apologise about this.

 4 Have you got a receipt?

 5 Thanks.

 6 Do you want a refund or do you want a replacement?

3 Complete the dialogue with the sentences in the box.

I'm afraid there's a problem with it.
 And thanks very much.
 I'd like a refund, please.
 Not at all.
 Well, I really apologise about this.
 Have you got a receipt, please?
 Yes, can I help you?
 And I'm sorry again about the other game.

- Customer:** Excuse me?
Assistant: ¹ *Yes, can I help you?*
Customer: Well, I bought this game last week. ²
Assistant: Really, what's that?
Customer: Well, the first time I used it, I noticed that some pieces of the game were missing.
Assistant: I'm terribly sorry about that.
³
Customer: Yes, here you are.
Assistant: Thanks a lot. ⁴
 Would you like a refund or would you like another game?
Customer: ⁵
Assistant: Right, here you are.
⁶
Customer: That's okay. ⁷
Assistant: ⁸

Your Turn

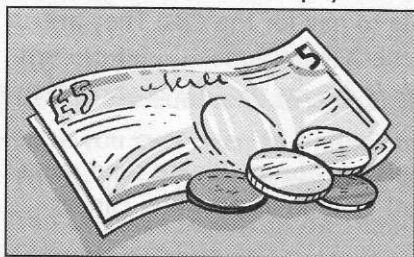
4 Imagine you bought a CD. You couldn't use it because it was damaged. Complete the dialogue for you.

- You:** Excuse me?
Assistant: Yes, can I help you?
You: Well, I And I'm afraid
Assistant: Really, what's that?
You:
Assistant: I'm terribly sorry about that. Have you got a receipt, please?
You:
Assistant: Thanks a lot. Well, I really do apologise about this. Would you like a refund or would you like a replacement?
You:

Listening

5 Listen to the conversations. Choose the correct answer, a, b or c.

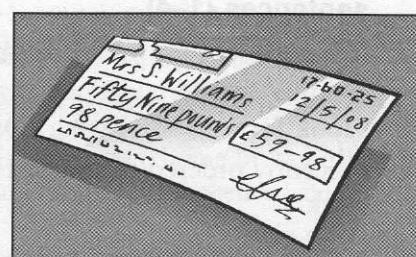
1 How does the customer pay for her shopping?



a ☐



b ☐



c ☒

2 How much does the man lend his daughter?



a ☐

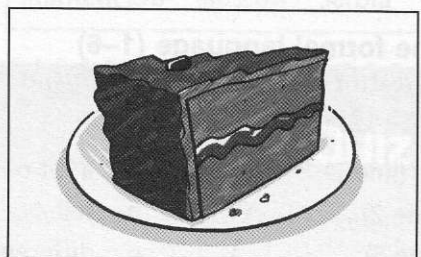


b ☐

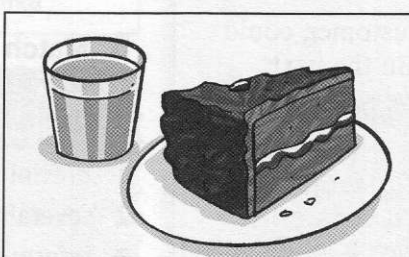


c ☐

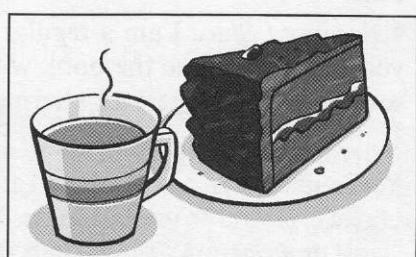
3 What does the man order in the café?



a ☐

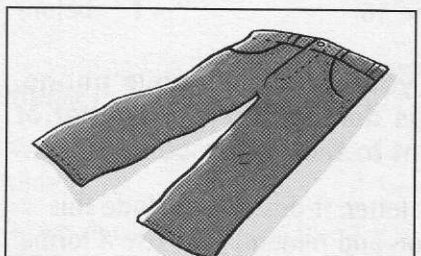


b ☐

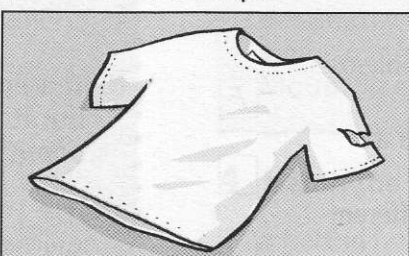


c ☐

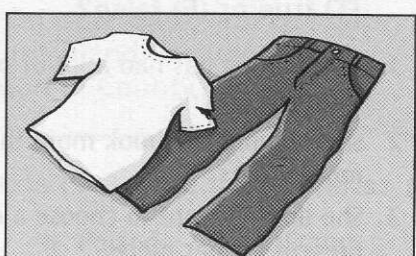
4 What does the boy need to take back to the clothes shop?



a ☐

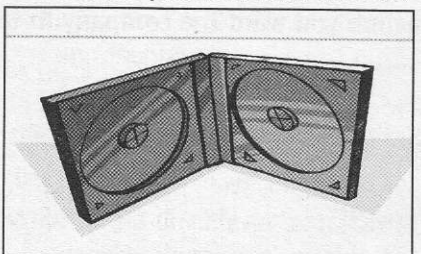


b ☐

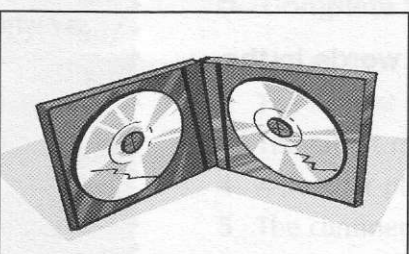


c ☐

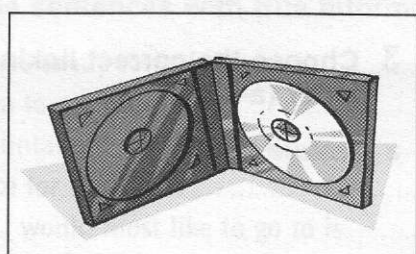
5 What is the problem with the CD?



a ☐



b ☐



c ☐

Writing Challenge

1 Read the letter of complaint. Write the correct letter (a–d) for the missing sentences (1–4).

- a It is a present for my niece's birthday at the end of August.
- b I look forward to hearing from you.
- c I recently ordered the latest Harry Potter book
- d Dear Sir/Madam,

1 d

I have previously ordered several books and CDs from your online shop and the service and quality have always been very good. However, 2 and I am writing to inform you of a problem.

I have been waiting to receive the book for more than five weeks. 3 I am unable to find an alternative present a *because of / as the* Harry Potter books are my niece's favourite. The problem cannot be b *because of / because a* delay at the Post Office c *because of / because I* have already received a CD that I ordered at the same time.

d *Because / Since* I am a regular customer, could you please send me the book within the next seven days or suggest an alternative solution?

4

Yours sincerely,

Angela King

2 Read the letter again. Are the sentences (T) true or (F) false?

- 1 Angela King has had a lot of problems shopping online. ☒ F
- 2 She ordered the book more than a month ago. ☐
- 3 She doesn't want to choose a different present for her niece. ☐
- 4 The delay with the book is the Post Office's fault. ☐
- 5 Angela King asks for a refund. ☐

3 Choose the correct linking words in the letter (a–d).

- a *because of/as*

4 Link the pairs of sentences. Use the words in brackets.

- 1 I am unable to pay for the CDs. They are damaged. (because)
I am unable to pay for the CDs because they are damaged.

- 2 I am a regular customer. Please send me a replacement as soon as possible. (Since)

- 3 I am unable to use the mobile phone. It was damaged in the post. (because)

- 4 I did not receive my order. There was a problem on your website. (because of)

- 5 You have not given me a refund. I will not order from you again. (As)

5 Match the formal language (1–6) from the letter in exercise 1 with the definitions (a–f).

- | | |
|-------------------------|----------------|
| 1 previously (line 2) | a a lot of |
| 2 several (line 2) | b tell |
| 3 inform (line 5) | c different |
| 4 am unable to (line 8) | d in less than |
| 5 alternative (line 9) | e can't |
| 6 within (line 16) | f before |

6 Imagine you bought a mobile phone, but it was damaged. Write a letter of complaint to the phone company.

Type your letter, if possible. Include this information and remember to use a formal style:

- give your reason for writing
- describe the problem
- say what action you want the company to take

Understanding Grammar: Articles: *the*

→ Grammar Reference, page 113

1 Correct one mistake in each sentence.

- 1 The capital of ^{the} Netherlands is Amsterdam.
- 2 I think the Europe is an interesting continent.
- 3 Have you ever been to United States?
- 4 I'd like to go to the Athens one day.
- 5 You can take boat trips on Thames in London.
- 6 The Lake Garda is the largest lake in Italy.
- 7 Irish Sea separates Ireland and Great Britain.
- 8 Pacific Ocean covers a third of the Earth.
- 9 Do you know who first climbed the Everest?
- 10 K2 is a mountain in Himalayas.
- 11 The Baffin Island is the largest island in Canada.
- 12 We always go on holiday to Canary Islands.

2 Answer the questions. Use the names in the box and add *the* where necessary. There is one extra name.

Alps Athens Baltic Canary Islands
Czech Republic Hungary Mediterranean
Montenegro Moscow Serbia Volga

Europe Quiz

- 1 Which is the longest river in Europe? *The Volga*
- 2 Which country has borders with Poland, Germany, Austria, and Slovakia?
- 3 Which are the highest mountains in Europe?
- 4 Tenerife and La Palma are part of which group of islands?
- 5 What is the largest city in Greece and one of the oldest?
- 6 In which country can you visit Kotor, a UNESCO World Heritage Centre?
- 7 What's the capital of Russia?
- 8 Which country has four groups of mountains, including the Carpathian Mountain and the Balkan Mountains.
- 9 In which country can you sail on Lake Balaton in summer and ice skate in winter?
- 10 Which sea is directly north of Poland?

3 Read the descriptions of the places to visit. Add *the* where necessary.

1

Highlights Tour

- Arrive at Charles de Gaulle Airport. Enjoy an evening cruise on 1 *the* River Seine.
- Travel to 2 Lyons, home of wonderful food and wine. Enjoy the beautiful scenery along 3 River Rhône.
- Continue down to the south coast and the city of 4 Cannes. Try swimming with dolphins in 5 Mediterranean Sea.

2

17 May

We did a tour of 6 Cracow today – a really interesting city. My favourite part was 7 Wawel Hill with the Royal Castle and Wawel Cathedral. Later this week, we're going to Zakopane in 8 Tatra Mountains. I can't wait to see 9 Lake Morskie Oko, one of the most beautiful lakes in the region.

3

The West

Galway is the second largest county with wonderful and varied scenery. The west of the area is dominated by 10 Twelve Bens, a rocky mountain range. 11 Aran Islands are about 48 km off the coast of Galway. 12 Inishmore is the largest of the islands and is a very popular tourist destination. On clear days, you can get great views of the mainland, including 13 Mount Brandon in County Kerry.

4 Match the texts (1–3) with the countries (a–c).

a Ireland ☐ b Poland ☐ c France ☐

Your Turn

5 Complete the sentences with true information.

- 1 The nearest river to my town / city is
- 2 The nearest sea to my country is
- 3 The tallest mountain in my country is
- 4 A popular place for tourists is
- 5 The continent I would most like to go to is

Language Check 4

Vocabulary

1 Choose the correct words.

- Can you *lend/borrow* me some money?
- How much money do you *earn/raise* in your job?
- I need to open a *credit card/bank account*.
- I get pocket *money/cash* every Saturday.
- I *win/spend* about £10 a week on my mobile.

☐ / 5

2 Match (1–6) and (a–f).

- | | |
|----------------|-----------|
| 1 books | a wood |
| 2 furniture | b gold |
| 3 shoes | c paper |
| 4 rings | d plastic |
| 5 churches | e leather |
| 6 credit cards | f stone |

☐ / 5

3 Complete the text.

bag bar carton group pile slice

I went out with a *group* of friends. We each bought a ¹ of sweets and a ² of orange juice. On the way home, I had a ³ of chocolate and a ⁴ of pizza. When I got home, my mum gave me a ⁵ of sandwiches, but I wasn't hungry!

☐ / 5

Grammar

4 Write the sentences in the passive.

Example They pay the staff every week.
The staff are paid every week.

- They use the euro in a lot of countries.
.....
- They sold the car in an auction.
.....
- They have raised a lot of money this year.
.....
- You can sell all kinds of things on the Internet.
.....
- They will hold an Internet auction next month.
.....

☐ / 5

5 Put the verbs into the active or passive.

Last week, an island *was sold* (sell) on the Internet. The owner of the island ¹ (make) a million pounds in the sale. He ² (interview) by the local newspaper and he ³ (explain) the sale. 'The island is in the middle of the sea and it's very difficult to get to it. It ⁴ (buy) by a man in the USA, but I don't know his name. I hope an airport ⁵ (build) there in the future.'

☐ / 5

6 Complete with *the* when necessary.

Example I've never been to Asia.

- London stands on River Thames.
- We had a walking holiday in Andes.
- We sailed across Atlantic Ocean.
- Have you ever been to South America?
- Have you ever seen Mount Fuji?

☐ / 5

Key Expressions

7 Correct the underlined mistakes.

Excuse

- A: Excusing me?
B: Can I help you?
A: Yes, ¹ I afraid this CD is damaged.
B: I ² have sorry about that. Have you got a ³ received?
A: Yes, here you are.
B: Thanks. ⁴ Do you like a ⁵ remake or a replacement?

☐ / 5

What's your score?

Module 4

- | | |
|--|---|
| <input type="checkbox"/> Vocabulary | ☹ |
| <input type="checkbox"/> Grammar | ☹ |
| <input type="checkbox"/> Key Expressions | ☹ |
| <input type="checkbox"/> / 35 Total | |

This is easy. 😊

I need more practice. 😐

This is difficult. ☹

Get Ready

Vocabulary: Figures

- 1 Find six numbers in the picture. Complete the numbers in words.



- 1 two hundred and *thirty-six*
- 2 and eight
- 3 one hundred
- 4 five hundred and -
.....
- 5 hundred and
- seven
- 6 four

Now add the numbers together. Write the total in numbers and in words.

.....

- 2 Match (1–8) and (a–h).

- | | |
|----------------|------------------|
| 1 one thousand | a $\frac{1}{3}$ |
| 2 a fifth | b 1,000 |
| 3 1.5 | c $\frac{1}{2}$ |
| 4 one million | d one point five |
| 5 a third | e $\frac{1}{4}$ |
| 6 one billion | f 1,000,000 |
| 7 a half | g $\frac{1}{5}$ |
| 8 a quarter | h 1,000,000,000 |

- 3 Are the sentences true (T) or false (F)?

- 1 A half ($\frac{1}{2}$) is the same as 0.5.
- 2 0.75 is twice as much as 0.25.
- 3 72% is nearly three quarters ($\frac{3}{4}$).
- 4 0.51 is less than half.
- 5 999 is four times 333.
- 6 A fifth ($\frac{1}{5}$) is the same 0.20.

7

- 4 Read the questions. Choose the correct answer, a, b or c.

What do you know about water?

- 1 What percentage of the water on Earth is salt water?
a 97% ☐ b 75% ☐ c 80% ☐
- 2 One half of the world's fresh water can be found in one country. Which one?
a the USA ☐ b Canada ☐ c Russia ☐
- 3 How much water falls annually on the town of Arica in Chile, the driest inhabited place on Earth?
a 7cm ☐ b 7mm ☐ c 0.7mm ☐
- 4 On average, how long does it take for rainfall to return to the sky to make new rain?
a one day ☐ b 10 days ☐ c 100 days ☐
- 5 How long could you live without water?
a two days ☐ b 5–7 days ☐ c a month ☐
- 6 Which country uses most water per person per year?
a Egypt ☐ b India ☐ c Russia ☐

Listening

- 5 Listen and check your answers to exercise 4.

13 Vocabulary and Grammar

Vocabulary: Underwater treasure

1 Choose the correct words.

The Titanic is probably the most famous ¹ ~~shipwreck~~/warship in the world. On April 10, 1912 the ship sailed ² out/up from Southampton for New York. It was ³ holding/carrying over 2,000 people and was full of luxurious facilities. On 15 April, the ship hit an iceberg and started to ⁴ fall/sink. For 73 years it was impossible to ⁵ locate/recover the ship's position on the ocean ⁶ deck/floor. In 1985 a team of scientists ⁷ preserved/searched an area off Newfoundland in Canada and the first pictures of the wreck were shown to the world. Other expeditions followed and ⁸ valuable/fortune objects were brought up. Now, if you have a lot of money, you can see the wreck for yourself as part of an adventure dive.

Grammar: Speculating

→ Grammar Reference, page 114

2 Look at the picture of the ship. Tick (✓) the correct sentence, a or b.



- 1 a The ship can't be hundreds of years old. ☐
- b The ship must be hundreds of years old. ☒
- 2 a Look at the flag. It can't be a pirate ship. ☐
- b Look at the flag. It could be a pirate ship. ☐
- 3 a It must have been hard to sail in the storm. ☐
- b It can't have been hard to sail in the storm. ☐
- 4 a The ship might carry treasure. ☐
- b The ship might have carried treasure. ☐

3 Rewrite the sentences. Use the words in brackets.

- 1 I'm sure there are thousands of wrecks at the bottom of the sea. (must)
There must be thousands of wrecks at the bottom of the sea
- 2 Maybe the archaeologists will find some coins. (might)
The archaeologists might find some coins
- 3 I'm sure there aren't any wrecks near here. (can't)
There can't be any wrecks near here
- 4 Perhaps the coins they found were valuable. (could)
The coins they found could be valuable
- 5 It's possible that *The Titanic* was unstable. (may)
The Titanic may have been unstable
- 6 I'm sure hundred of ships sank in bad weather. (must)
Hundred of ships must have sunk in bad weather

4 Choose the correct words to complete the text, a, b, c or d.

Last year a man in our town found some Roman coins in his garden. My uncle was sure there was a lot more treasure underground. 'There ¹ ... be valuable objects everywhere,' he said. So, he bought a metal detector.

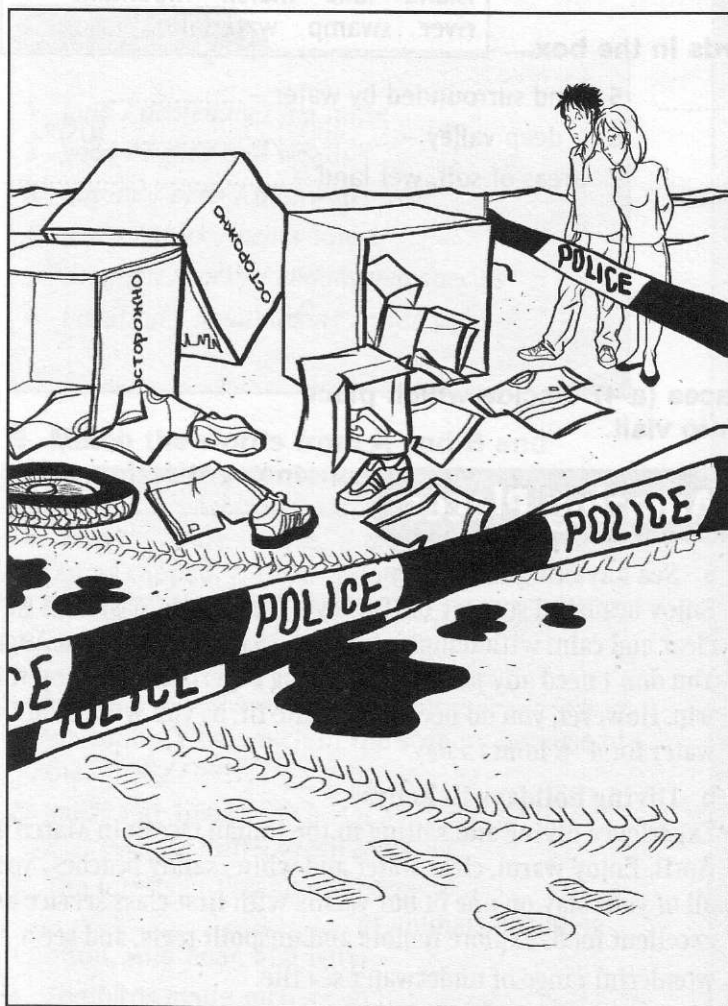
He went to a big field because he thought there ² ... have been some treasure there. He used the metal detector for two hours and then suddenly it made a sound. My uncle thought, 'What ³ ... it be – coins or a gold ring?'

He started to dig but couldn't find anything. 'It ⁴ ... be very deep in the ground,' he said. After digging for an hour, he finally saw something shiny in the ground. He thought, 'A king or queen might ⁵ ... dropped this centuries ago.' Then he picked it up. It wasn't valuable treasure – it was a cheap ring made of gold-coloured metal.

'This ⁶ ... be worth anything,' he said. 'I'm going home – there may ⁷ ... be anything here after all.'

- | | | | |
|--------------|---------|------------|---------------|
| 1 a couldn't | b can't | c have | d must |
| 2 a can't | b might | c couldn't | d been |
| 3 a could | b must | c couldn't | d can't |
| 4 a couldn't | b have | c must | d can't |
| 5 a have | b has | c been | d be |
| 6 a may | b can't | c mustn't | d could |
| 7 a no | b can't | c couldn't | d not |

- 5 Complete the dialogue with the correct form of the verbs in brackets.



- Kim:** Hey, Matt, look at all this. There must
1 *be* (be) hundreds of pounds
worth of stuff.
- Matt:** Yeah, but there's no sign of a ship – it might
2 (sink).
- Kim:** Yes, there's oil everywhere, so that could
3 (come) from a sinking ship.
- Matt:** Look at the writing on the boxes. The objects may
4 (be) from Russia.
- Kim:** You're right. Some of them are open, so people
must 5 (take) some of the stuff.
- Matt:** And look at the tracks on the sand – the ship could
6 (carry) bikes or scooters. And
there must 7 (be) a lot of boxes
of clothes. Look at the T-shirts and shorts.
- Kim:** Someone must 8 (call) the police
because you can't enter the area now.
- Matt:** I hope they clear the beach soon. This oil can't
9 (be) good for the birds.

Listening

- 6 Listen to the sounds. Complete the sentences with a suitable modal verb.

- 1 They *must* be at a tennis watch.
- 2 It be a lion or a tiger.
- 3 The person be at home or at work.
- 4 They be having fun.
- 5 The child be very happy.
- 6 There be a traffic jam or maybe an accident.

Your Turn

- 7 Write sentences about these situations.

Example

Your friend was late for school yesterday.

She might have got up late.

- 1 Your friend was late for school yesterday.
.....
.....
- 2 You found a purse in the street.
.....
.....
- 3 Your friends passed all their exams.
.....
.....
- 4 Your pen-friend didn't receive your last letter.
.....
.....
- 5 Your bike wasn't where you had left it.
.....
.....
- 6 You woke up suddenly in the middle of the night.
.....
.....

Vocabulary: Landscape

canyon forest glacier gorge hill
island lake marsh mountain
river swamp waterfall

1 Complete the word groups with the words in the box.

- 1 water features – *river* , ,
- 2 a sheet of ice –
- 3 raised areas of land – ,
- 4 an area with trees –
- 5 land surrounded by water –
- 6 a deep valley – , (US)
- 7 areas of soft, wet land – ,

Reading

2 Read about the people (1–4) and the places (a–f). Decide which place would be most suitable for each person to visit.

1 Leo and his family have already done different water sports in Europe and so want to travel further abroad. They would like to try a new sport and they don't mind working hard. They are not free to travel until the summer. ☐



Leo

2 Ellen enjoys being near water but she doesn't want to do any water sports. Walking long distances is rather difficult for her, but she likes being outside and seeing wildlife. She has already been to Hungary. She can travel at any time. ☐



Ellen

3 Amy and Eric are retired but they are still very active. They enjoy walking and looking at scenery. They have visited the south of Europe, so they would like to go somewhere different this August. Amy is a keen photographer. ☐



Amy and Eric

4 Will is a student of marine biology. He is also a very good swimmer and an experienced diver. He's looking for a summer holiday where he can learn about animals and help people. He wants to stay in Europe. ☐



Will

Amazing Places

a Sea kayaking in Turkey

Enjoy beautiful scenery on Turkey's Turquoise Coast. The water is clear and calm with temperatures of 25–28° in July and August. You don't need any previous kayaking experience to enjoy this trip. However, you do need to be quite fit, as you will be on the water for 4–6 hours a day.

b Diving holidays in Kenya

Experience diving and sailing in the Indian Ocean in March and April. Enjoy warm, clear water and white, sandy beaches. Spend all of your stay on one of our yachts with first-class service and excellent food. Explore remote and unspoilt reefs, and see a wonderful range of underwater sea life.

c Swimming with dolphins in The Azores Islands, Portugal

Would you like to discover the underwater world of the dolphin? Join us in July or August in the clear waters around the Azores. You will receive training from expert guides to gain confidence in the water with the animals. We often see eight different species of dolphin during our trips.

d Gullfoss Waterfall in Iceland

Come to Iceland in summer to see the biggest waterfall in Europe. Gullfoss, the 'Golden Waterfall' is a truly spectacular sight. The water from the River Hvítá and water from glaciers come together and fall 32m in two stages. You can follow a path quite close to the falls, which creates wonderful opportunities for photos and videos.

e Plitvice Lakes, Croatia

Set in a National Park, the lakes are Croatia's most popular tourist attraction. The beauty of the region comes from the 16 lakes, waterfalls, and areas of woodland, where deer, wolves and bears can be found. The park is open all year. There are several walks for all levels of fitness. You can also see the park by boat or bus.

f Lake Balaton, Hungary

If you enjoy nature, you will love Lake Balaton. Much of the area around the lake is part of a protected National Park. We have expert guides with knowledge of local plants and animals. The marsh area of the lake is home to a wide number of bird species.

- 3 Cross out the adjectives that don't go with the nouns.

Word Builder

- 1 loud / deafening / ~~big~~ noise
- 2 good / light / ~~bad~~ weather
- 3 marine / deep / ~~freshwater~~ lake
- 4 dense / thick / ~~heavy~~ forest
- 5 common / rocky / ~~endangered~~ species
- 6 beautiful / breathtaking / wide sight

- 4 Match the words from A and B and complete the sentences.

A heavy wide rare pine breathtaking
snow-capped deep loud

B animal forest noise sight
mountain lake variety rain

- 1 We couldn't see much of the scenery because of the heavy rain.
- 2 Sněžka at 1,602m high is a
..... in the Czech Republic.
- 3 The forests of Poland are home to a
..... of animals including
bison, wild boar, and lynx.
- 4 The birds made such a
every morning that we couldn't sleep.
- 5 We enjoyed walking through the
..... and looking at the trees.
- 6 The most of our
holiday was the sunset over the waterfall.
- 7 We didn't swim in the
because the water was very cold.
- 8 The leopard is a very ,
so you are lucky if you see one in the wild.



- 5 Join the pairs of sentences. Begin with the word in brackets.

Sentence Builder

- 1 We didn't see much wildlife. We enjoyed the holiday. (Although)
Although we didn't see much wildlife, we enjoyed the holiday.
- 2 The mountain is quite small. It's difficult to climb. (Despite)
Despite being quite small, the mountain is difficult to climb.
- 3 The glacier is melting. It still looked spectacular. (Although)
.....
- 4 The gorge is too narrow for cars. It attracts hundreds of visitors. (Despite)
.....
- 5 I lost my camera. I have some great memories of the holiday. (Despite)
.....
- 6 It was very dark in the forest. We took photos of some owls. (Although)
.....

Your Turn

- 6 Choose the correct word. Then complete the sentences with true information.

Example

There is a dense/rocky forest in the north-east of Poland.

- 1 I would like to visit the snow-capped/freshwater mountains in
- 2 The most deafening/breathtaking sight I have ever seen is
- 3 We usually have good/rare weather in
- 4 There is an amazing/a common variety of animals in
- 5 The most exotic/interested animals I have ever seen are

15 Communication

Useful Language

1 Choose the correct words.



1 Hello/Welcome to 'Birdwatch'. This week, I'm going to 2 *say/tell* you about the golden eagle. We often associate eagles 3 *with/to* with the USA – the bald eagle is the symbol of the United States, in fact. However, the golden eagle is found in Europe, Asia, north Africa, as well as the US.

Golden Eagles 4 *are/have* about 80 cm long in the body, but about 225 cm from wing to wing.

They are 5 *worldwide/world-class* fliers and they are brilliant 6 *in/at* hunting. They keep the same 7 *partner/female* for life and they often use the same 8 *marsh/nest* year after year.

There are some 9 *threats/threatens* to the golden eagle. For example, farmers sometimes shoot them and or use harmful chemicals around their habitat. In 2003 there were only about 430 pairs of golden eagles in the 10 *wild/field* in the UK.

Key Expressions:

Giving a presentation

2 Find and correct one mistake in each sentence.

So

- a As, what does WWF do to help?
- b Okay, you can to adopt a panda as part of a WWF programme.
- c Right, I'm going to present about giant pandas and the wildlife organisation WWF.
- d We'll, it works with the Chinese government to protect the panda and its habitat.
- e The main reason of this is the clearing of areas of forest for farming.
- f At first, where are pandas from?
- g Final, what can *you* do to help?
- h Next to, how long do they live?
- i Other problem is poaching.
- j Now, let look at the threats to the giant panda.

3 Choose eight corrected sentences from exercise 2 to complete the presentation.

1... 2... Well, people all over the world love them, but they are only found in the wild in China. They all have a white coat with black fur around the eyes, ears, legs and shoulders. Adults can weigh more than 100 kg. 3... On average, pandas live 20–25 years in the wild and about 30 years in zoos. They live mainly on the ground, but can also climb trees. They can eat 12–38 kg of bamboo a day.

4... They are the rarest bears in the world and their natural habitat is disappearing. 5... Another problem is poaching – the killing of animals for their fur.

So, what does WWF do to help? 6... There are now a lot of reserves – protected areas for the pandas.

7... 8... This costs from just £2.50 per month.

You get a lot of information about your adopted animal, and WWF get the money they need to do valuable work around the world.

Listening

- 4 Listen to a presentation about the great white shark. Complete the notes.

The Great White Shark

Habitat: Cool coastal waters around South Africa, Australia, ¹ California, and other areas. Biggest known population around ² Island, South Africa

Appearance: Length: 4 to ³ metres
Weight: up to 1,900 kilos
Colours: grey and white

Diet and hunting: Eat ⁴ , sea lions and even whales
Can swim up to 24 kilometres an hour
Good sense of smell

Threats: Fishing - sharks get caught in nets
Sport and money - people pay thousands of dollars for shark's jaw and ⁵

Action: Join an organisation to protect sea life, e.g. The White Shark Trust, or WWF, the World ⁶ Fund for Nature.
Take all your ⁷ home from the beach.

- 5 Use the information in the table to write a presentation about tigers. Use some of the Key Expressions from this unit.

Name of animal	tiger
Habitat	a wide range of countries including India, Nepal, Russia, China
Size	largest of all wild cats; body length 140–280 cm, males weigh 200–320 kg
Behaviour	good eyesight and hearing; active mainly at night; hunt alone, eat mainly deer and wild pig
Threats	numbers disappearing fast; illegal trade in fur and body parts for Chinese medicine
WWF action	set up tiger conservation areas, fight illegal trade in tiger body parts
Public action	Adopt a tiger – from £2.50; get information about your animal; WWF continue their tiger projects

Reading Corner 3

Poems about water

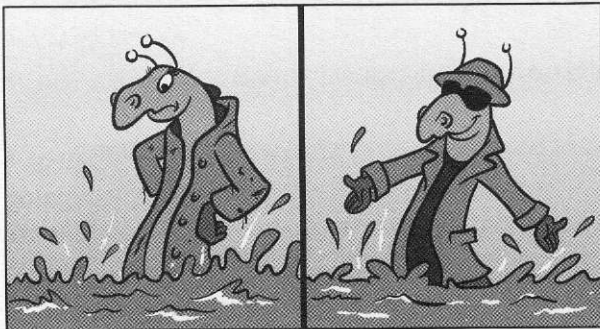
- 1 Look at the pictures. Write the missing lines in the poems.

Whose clothes were terribly messy.
Who decided to live in the sea.
He played cards after dark
She went to some classes,
With his best friend – a shark!
Bought a smart hat and glasses,



- 1 There was a young student called Lee

And they took it in turns to make tea.



- 2 There was a sea monster called Bessie,

And now she's really quite dressy.

- 2 Choose the correct answers, a or b.

- 1 The texts in exercise 1 are
a jokes. b limericks.
- 2 Take it in turns means
a to do something one after the other.
b to refuse to do something.
- 3 Dressy means
a new. b smart or stylish.

- 3 Read the poem quickly. What does it describe: the sea, a lake or a waterfall?

- 1 *Spring*

A new fresh shade of green brightens up
the shore,
Flowers of yellow and white push up through
the ground.
Life wakes up from its cold sleep, turtles,
frogs, and more...
Showers give fat drops of rain – splish splash
goes the sound.

- 2

A hot red sun shines down, the water keeps
things cool,
Silver fish swim here and there, jumping to
catch flies.
Rowing boats and swimmers, no-one thinks
of school:
It's time to walk and talk and play under
cloudless skies

- 3

The water fills with falling leaves, orange, red
and brown,
Morning fog and cooler times, the birds
prepare to go.
Shorter days, so much to do before the sun
goes down!
Animals eat all they can before nothing
will grow.

- 4

A flat white disk of ice shines from side to side:
It's time for boots and scarves, and to learn
to skate.
Adults slide and fall, but children can
just glide –
But all come early in the year, before it is
too late.

- 4 Read the poem again. Write the names of
the seasons above each verse.

5 Read each verse again. Choose the correct information.

- 1 The shore is the area *on/around* the lake.
- 2 The people are happy because *they have free time/it's hot*.
- 3 The birds are planning to *build nests/fly to warmer places*.
- 4 The people come to the lake early in the year, because *they don't want to skate/the ice will melt* in the spring.

6 Find words in verses 1 and 2 of the poem which rhyme with the words below. Then think of another word which rhymes with the same word.

Verse 1

- | | | |
|---------|-------------------------|--------------------------|
| 1 plane | <i>rain</i> | <i>train</i> |
| 2 floor | ..... | ..... |
| 3 light | ..... | ..... |

Verse 2

- | | | |
|---------|-------|-------|
| 4 grey | ..... | ..... |
| 5 gym | ..... | ..... |
| 6 prize | ..... | ..... |

8 Find the words in the poem in exercise 7 to match these definitions.

- 1 the regular movement of the sea level up and down the shore
- 2 not sink
- 3 to go as far as a particular place
- 4 movement (x 2)

9 Read the poem again. Answer the questions.

- 1 How old is the person in the poem?
- 2 How does he feel about the sea?
- 3 What does he want to do in the future?

10 Complete the sentences to make them true for you. Cross out words if necessary.

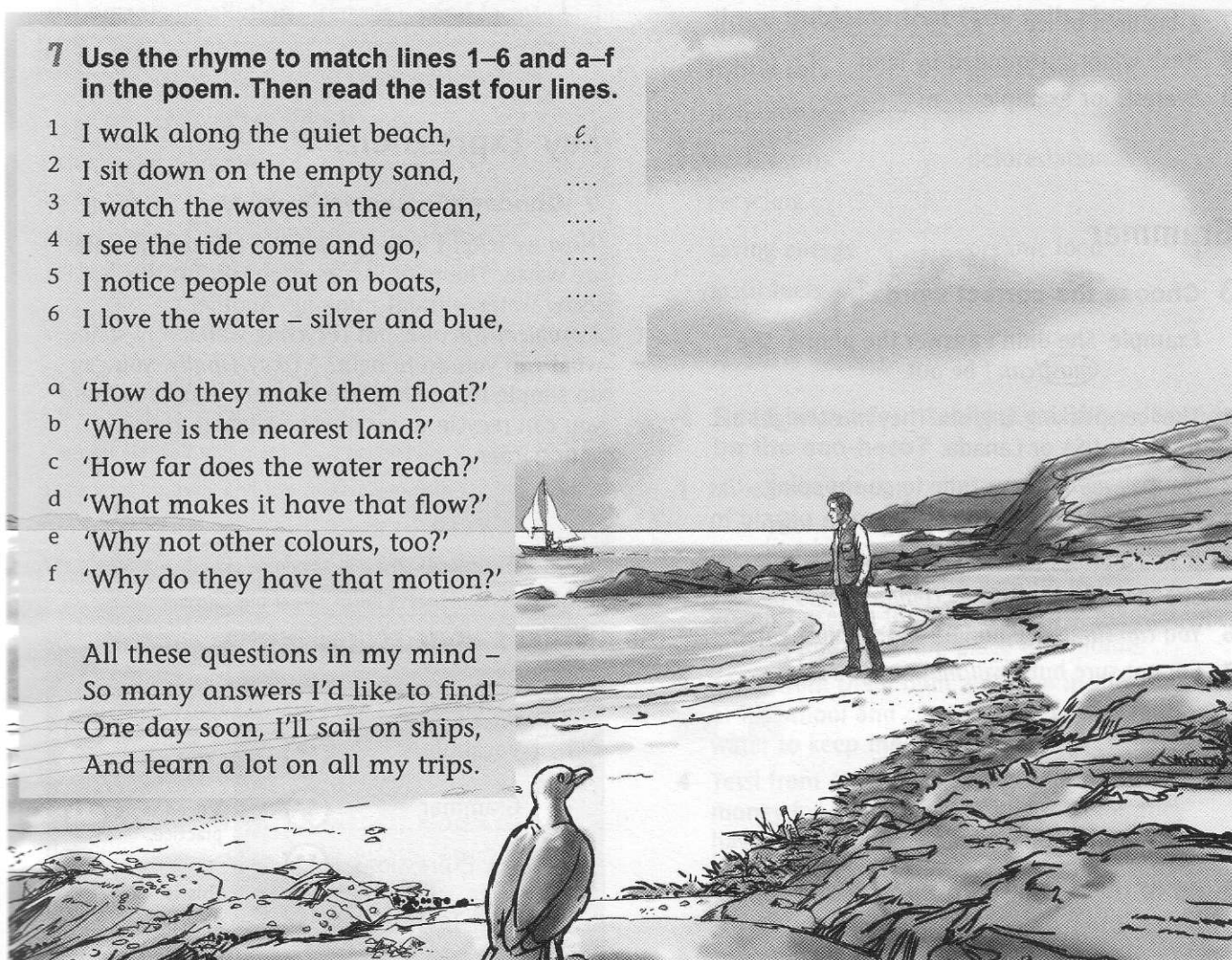
- 1 The poem I like best in this Reading Corner is because
- 2 I like / don't like reading poetry because
- 3 I write / don't write poetry because

7 Use the rhyme to match lines 1–6 and a–f in the poem. Then read the last four lines.

- | | |
|---------------------------------------|-------|
| 1 I walk along the quiet beach, | ..... |
| 2 I sit down on the empty sand, | ..... |
| 3 I watch the waves in the ocean, | ..... |
| 4 I see the tide come and go, | ..... |
| 5 I notice people out on boats, | ..... |
| 6 I love the water – silver and blue, | ..... |

- a 'How do they make them float?'
- b 'Where is the nearest land?'
- c 'How far does the water reach?'
- d 'What makes it have that flow?'
- e 'Why not other colours, too?'
- f 'Why do they have that motion?'

All these questions in my mind –
So many answers I'd like to find!
One day soon, I'll sail on ships,
And learn a lot on all my trips.



Language Check 5

Vocabulary

1 Write the missing words in the numbers.

Example $\frac{1}{5}$ – a *fifth*

- 12.5 – twelve five
- 998 – nine hundred ninety-eight
- 1,000,000 – one
- $\frac{1}{4}$ – a
- $\frac{2}{3}$ – two
- 4,000,000,000 – four

☐ / 6

2 Write the words for the definitions.

Example high land h i / l

- the Thames, for example r _____
- wet land s _____
- an area with trees f _____
- Sicily, for example i _____
- Victoria Falls, for example w _____
- a narrow valley g _____
- a big area of ice g _____
- fresh water surrounded by land l _____
- Everest, for example m _____

☐ / 9

Grammar

3 Choose the correct words.

Example She didn't answer the phone. She must / can't be out.

- They're speaking English. They *must* / *might* be from the USA or Canada.
- We may *no* / *not* have time to go shopping.
- She *mustn't* / *can't* be ill. I saw her in town.
- It was a long walk. You *could* / *must* be tired.
- She looks like Sue. They *couldn't* / *could* be sisters.
- You *can't* / *must* be hungry – we've just eaten.
- I'm not sure but I *will* / *may* see you later.

☐ / 7

4 Rewrite the sentences.

Example

I'm sure they have heard the news. (must)

They *must have heard the news*.

- It's impossible that they got lost. (can't)
They
- Perhaps they missed the plane. (might)
They
- Maybe you dropped your wallet in town. (could)
You
- I'm certain that I gave you my address. (must)
I
- It's possible that Sue left us a message. (may)
Sue
- It's impossible that he moved the piano by himself. (can't)
He
- It's obvious that they broke the window. (must)
They
- It's possible that I left the computer on. (might)
I

☐ / 8

Key Expressions




5 Choose the correct words.


'Now we're let's look 1 *at* / *for* the amount of water we waste. The main 2 *reason* / *answer* for this is using water without thinking. Another 3 *problem* / *threat* is not recycling water. 4 *First* / *So*, what can you do to help? 5 *Okay* / *Finally*, you can do simple thing like have showers, not baths. And you can recycle water in your kitchen to use in your garden.'


☐ / 5


What's your score?

Module 5

- ☐ Vocabulary 
- ☐ Grammar 
- ☐ Key Expressions 
- ☐ / 35 Total

This is easy. 

I need more practice. 

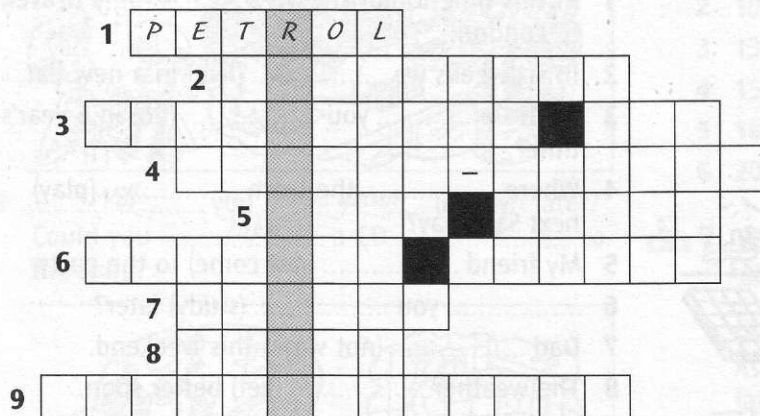
This is difficult. 

Module 6 Save the Planet

Get Ready

Vocabulary: The environment

1 Complete the puzzle. Find the mystery word.



- 1 a fossil fuel
- 2 using things again
- 3 carbon dioxide, for example
- 4 some light bulbs are this
- 5 these give energy
- 6 changes in the weather
- 7 cars that use electricity and petrol
- 8 energy from the sun is this
- 9 losing areas of trees

2 Complete the poem with the words in the box.

coal deforestation drought fossil fuels
organic pollution recycle wind farms

Our Challenge

Cutting down trees means 1 ... ,
Using petrol, gas and 2 ... means thick air 3
Global warming gives us floods and then 4
These are the things that we need to sort out.

But –
Reduce 5 ... and drive hybrid cars,
Get renewable energy from modern 6 ... ,
Care for the soil and plant 7 ... vegetables,
Look after animals and use fewer chemicals.

We all have a choice, so please don't be mean:
8 ... , save energy, and try to think green!

- | | |
|------------------------|---------|
| 1 <i>deforestation</i> | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

Listening

3 Three teenagers are talking about the environment. Listen and tick (✓) the three subjects that they talk about.

- | | | | |
|---------------|--------------------------|----------------|--------------------------|
| hybrid cars | <input type="checkbox"/> | global warming | <input type="checkbox"/> |
| pollution | <input type="checkbox"/> | | |
| wind farms | <input type="checkbox"/> | deforestation | <input type="checkbox"/> |
| recycling | <input type="checkbox"/> | | |
| saving energy | <input type="checkbox"/> | organic food | <input type="checkbox"/> |
| fossil fuels | <input type="checkbox"/> | | |

Your Turn

4 Read about four teenagers. Who should be the eco-hero?

- 1 Mike from London collected and recycled tons of plastic, paper and cardboard. He has set up recycling bins in all the schools in his town.
- 2 Ana from Madrid set up a group to develop green spaces in the city. They have planted lots of trees and created a place for wildlife.
- 3 Tarak from Delhi built a garden in the grounds of his school and created a system for reusing water to keep the plants alive.
- 4 Tessi from Athens set up a group to raise money for endangered animals. So far, they have adopted an elephant; and a rhino.

What would you do in your town to be an eco-hero?

I would

16 Vocabulary and Grammar

Vocabulary: Going green

- 1 Find eight verbs in the word snake. Complete the questions in the questionnaire.

go save install cut produce grow save keep

Time to go green?



- 1 What's the best way to ...go... green?
- 2 How can we air pollution?
- 3 Does your family a lot of rubbish?
- 4 What can we do to help our planet?
- 5 Would you like to hens and have fresh eggs?
- 6 Do you think it's a good idea to solar panels?
- 7 How do you energy at school?
- 8 Have you ever tried to your own vegetables?



- 2 Answer the questions in exercise 1.

Grammar: Future Continuous

→ Grammar Reference, page 115

- 3 Complete the sentences with the verbs in brackets in the Future Continuous.

- 1 At this time tomorrow we *'ll be travelling* (travel) to London.
- 2 In six weeks we (live) in a new flat.
- 3 What you (do) in a year's time?
- 4 Where the team (play) next Saturday?
- 5 My friend (not come) to the party.
- 6 you (study) later?
- 7 Dad (not work) this weekend.
- 8 The weather (get) better soon.

- 4 A class has planned to build an organic vegetable garden. What will they be doing next week?

Mon. a.m.	Mr King – give talk about the garden
Mon. p.m.	Tim, Lisa, Paul – choose plants
Tues. all day	whole class – collect rubbish from the area
Weds. all day	whole class – prepare the ground
Thurs. a.m.	Matt, Lucy, Sally – plant vegetables
Thurs. p.m.	Jo, Amy, Cara – water the ground
Fri. all day	whole class – relax in the sunshine

- 1 On Monday morning, *Mr King will be giving a talk about the garden.*
- 2 On Monday afternoon,
- 3 On Tuesday,
- 4 On Wednesday,
- 5 On Thursday morning,
- 6 On Thursday afternoon,
- 7 On Friday,

- 5** Look at the pictures. Complete the sentences with the pairs of verbs in the correct form.

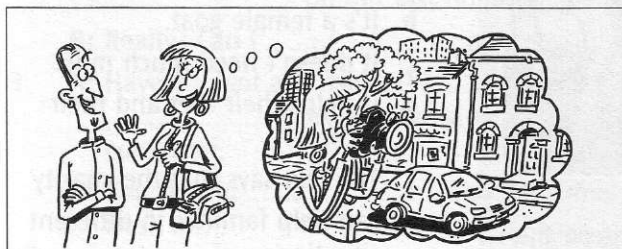
use / borrow work / water finish / collect
see / give have / make go / take back



- 1 *Will* you *be going* to town later?
Could you *take* a CD *back* to the shop?



- 2 We lunch soon. Would you like me to you a sandwich?



- 3 you your camera today? I'd like to it.



- 4 I work early. Shall I the children from school?



- 5 you Matt later?
Can you him this birthday card?

Your Turn

- 6** Imagine tomorrow is going to be your ideal day. What will you be doing at the different times?

Example

At 9 a.m. I'll be lying in bed.

- 1 9 a.m.
2 10.30 a.m.
3 13 p.m.
4 15 p.m.
5 18 p.m.
6 20 p.m.

- 7** Write short dialogues for these situations.

Example

Ask if your friend will be watching the football later. Invite him/her to watch it at your house.

You: *Will you be watching the football later?*
You can watch it at our house if you like.

Your friend: *That would be great, thanks.*

- 1 Ask if your friend will be going into town. Ask him/her to get a phone card for your mobile.

You:
.....

Your friend:

- 2 Say that you won't be using your computer next week. Offer to lend it to your friend.

You:
.....

Your friend:

- 3 Ask if your friend will be doing the maths homework this evening. Ask if he/she could help you with it.

You:
.....

Your friend:

- 4 Say that you will be ordering some concert tickets on the Internet. Offer to get one for your friend.

You:
.....

Your friend:

Vocabulary: Fair Trade

1 Complete the text with the words and expressions in the box.

toxic pesticides child labour a good deal
developing logo consumers organic
get a decent wage

The Fair Trade 1 *logo* now appears on a range of everyday items like coffee, face cream and even clothes. That means 2 with a conscience can help people in 3 countries every time they buy something. Some shops have introduced a range of Fair Trade clothes made from 4 cotton. This is produced without chemicals or 5 , so it is good for the cotton farmers and for the environment. The farmers also benefit because they 6 for their work and so they can improve their lives. The Fair Trade clothes companies don't use 7 either so that young people spend their time at school and not in factories. In fact, with Fair Trade, everyone gets 8 – shoppers can buy pure, natural products and growers can escape from long hours and low pay.

Reading

2 Read the text. Choose the correct answers, a, b, c or d.

A Christmas present with a difference

I received some really cool presents this Christmas, but the most unusual gift was a goat! Well, I didn't actually receive the goat myself at my house in London – it was given in my name to a family in Uganda, East



Africa. My aunt and uncle organised the present. They went on the Internet and found a charity that supports people in developing countries. The charity doesn't give money to help families – it donates animals and also provides training and help with farming.

At first, I was a bit surprised when I 'received' the gift, but then I realised that the goat was a good deal for the family. Why? Well, because they can use the animal in different ways. It will produce a few litres of milk for them every day. Families who have a male and female goat can breed new animals. They can sell the milk and baby goats and earn extra money. Goats are easy to look after and so children can learn how to care for them.

The charity doesn't just donate goats. They also offer cows, sheep, donkeys, rabbits and even chickens. People in some developing countries are not able to keep animals so the charity gives them bees and fruit trees instead. This means they can produce honey and fruit to add to their diet, and they can also earn money by selling the products.

Whatever the charity donates, it helps families to earn money for everyday things, such as clothes and soap. Some people use the extra money to repair their homes or to buy equipment to start a small business. But one of the most important uses for the money is school equipment and, in some countries, school fees. So, you see, my goat might help a family get a decent wage and give their children an education. Can you think of a better Christmas present than that?

- 1 Who received the goat?
 - a the charity
 - b the writer of the text
 - c a family in a developing country**
 - d the writer's aunt and uncle
- 2 Why is the animal useful to the family?
 - a Their children can look after it.
 - b It's a female goat.
 - c It doesn't need much milk.
 - d It helps their diet and their income.
- 3 The text says that the charity
 - a can help families in different situations.
 - b sells products to earn money.
 - c only helps families who can keep animals.
 - d donates only animals.
- 4 The writer thinks that the biggest benefit of the charity is
 - a new homes.
 - b equipment.
 - c business.
 - d education.
- 5 Why did the writer write this text?
 - a to describe what she did at Christmas
 - b to talk about the importance of animals
 - c to describe a way of helping people in developing countries
 - d to raise money for charity

- 3 Write the words and expressions in the correct column. Which word can go with both verbs?

Word Builder

ready a break home a headache
a look at a bus an hour photos
a holiday a discount a good deal

get

ready

take

- 4 Complete the dialogues with the words and expressions from exercise 3. Use the correct form of *take* and *get*.

- 1 A: It takes an hour to walk into town.
B: That's a long time. Let's
- 2 A: We some great on our last holiday.
B: Really? Can I at them?
- 3 A: Have you got any aspirin? I from looking at the computer.
B: You should and get some fresh air.
- 4 A: What time will you later today?
B: At 5 – but I have to to go out again at 8 o'clock.
- 5 A: I'm tired of work. We should soon.
B: My aunt is a travel agent. She can us a 20%
A: Wow! We could get a on a beach holiday in Spain.

- 5 Match the sentence beginnings (1–6) and endings (a–f).

Sentence Builder

- | | |
|------------------------------------|-----------------------------------|
| 1 I sometimes argue with my sister | a by walking to school every day. |
| 2 We keep fit | b in working for a charity. |
| 3 Some people can't live | c about wasting electricity. |
| 4 I'm not afraid | d without shopping every day. |
| 5 I'm worried | e about saving the planet. |
| 6 I'm interested | f of going green. |

Your Turn

- 6 Complete the questions with *take* or *get*. Then give true answers.

- 1 If you go on a long journey, do you prefer to a train or a bus?
.....
- 2 In what situations do you nervous?
.....
- 3 When will you your next exams?
.....
- 4 How long do you to dressed?
.....
- 5 Do you often headaches or colds?
.....
- 6 If you could a holiday now, where would you go?
.....

- 7 Change the underlined words to make the sentences true for you.

Example

working with animals
I'm interested in becoming an engineer.

- 1 I'm interested in becoming an engineer.
- 2 I'm afraid of getting old.
- 3 I'm worried about failing my exams.
- 4 I sometimes argue with my parents about staying out late.
- 5 I keep fit by cycling everywhere.
- 6 I can't live without seeing my friends every day.

18 Communication

Useful Language

1 Choose the correct words.



Nick: Hey have you seen the news today?

Emma: No, why?

Nick: Laura from Class 9 was in a ¹ *live* interview with a TV reporter.

Emma: ² *How's/Why's* that?

Nick: Well, she helped a young Italian tourist in town yesterday. ³ *Apparently/Obviously*, the girl felt ill and her friends didn't know what to do.

Emma: And Laura speaks Italian. Her mum's from Milan, isn't she?

Nick: ⁴ *It's/That's* right. Anyway, the girl was lying on the floor when Laura came ⁵ *in/past*. The girl ⁶ *looked/saw* weird – her face was white and she couldn't speak very clearly. Laura ⁷ *lean/leant* over her and the girl explained she was allergic to peanuts. She thought she might have eaten something that contained nuts. So, Laura called an ambulance, and she translated for the girl and for the nurse.

Emma: What happened to the girl?

Nick: They took her to the hospital and she got ⁸ *checked/check* out. She's fine now.

Emma: Wow! A hero in our school!

Nick: Yes, and the girl's family have invited Laura to visit them in Milan.

2 Complete the sentences about the people in exercise 1.

Sentence Builder

- 1 Laura *got interviewed* (interview) by a reporter.
- 2 The interview (show) on TV.
- 3 The Italian girl (take) to hospital.
- 4 She (check out) by a doctor.
- 5 Laura (invite) to Milan.

Your Turn

3 Write true sentences about when you were a child. Use the verbs in the box.

bite by a dog lose on the beach
tell off a lot invite to a lot of parties
give a lot of presents

Example

I got bitten by a dog. OR I didn't get bitten by a dog.

- 1
- 2
- 3
- 4
- 5

Key Expressions: Interviews

4 Complete the interview. Use the words in the box.

couple exactly explain interesting
mean problem questions so
something weren't why

Reporter: Mark, you have become quite a local hero. Can I ask you some 1 *questions*, please?

Mark: Sure, no 2

Reporter: To start with, can you tell us 3 about yourself?

Mark: Well, my name's Mark Trent and I'm 17.

Reporter: A 4 more questions. What school are you at and what do you like doing?

Mark: I'm at King's High School and my favourite hobby is hill walking.

Reporter: Right, you were walking in the hills yesterday, 5 you?

Mark: Yes, that's right. And I saw a young boy in trouble.

Reporter: Trouble? Can you 6 that?

Mark: Well, he didn't have the right equipment. He didn't have a map, so he was lost, but he didn't have a mobile phone to call for help.

Reporter: Why's that?

Mark: What do you mean 7 ?

Reporter: I mean, 8 don't people have the right equipment?

Mark: Well, they don't realise that hill walking can be dangerous. You need walking boots, food and water, a map and a way of contacting people if the weather turns bad.

Reporter: Yes, of course. 9 what did you do?

Mark: Well, he was having real problems. I 10 , he was crying because he was lost. I called his mum and dad, gave him some food and water and then helped him back down the hill. His parents were waiting for him and they were really happy to see each other!

Reporter: I'm not surprised! Well done, Mark, and thanks. That's very 11

Listening

5 Listen to Harry talking about an environmental project. Choose the correct answer, a, b or c.

1 How many people worked on the project?

- a one
- b five
- c four

☐
☐
☐

2 The project was about

- a water pollution.
- b recycling and energy.
- c air pollution and transport.

☐
☐
☐

3 Harry found that

- a lots of cars had empty seats.
- b people drove similar cars.
- c a hundred people drove to school.

☐
☐
☐

4 Why did Harry calculate the cost of driving to school?

- a to show that it was expensive
- b to check the level of air pollution
- c to save money

☐
☐
☐

5 When did people have to pay a pound?

- a for travelling to school by car
- b for not having a full car
- c for not walking to school

☐
☐
☐

6 You can get points on Harry's project

- a by doing after-school activities.
- b by having a class competition.
- c by going to school by bike or on foot.

☐
☐
☐

Writing Challenge

1 Number the paragraphs in the correct order in the essay.

☐ However, flying also creates problems. Each flight consumes hundreds of litres of fuel per person when we should be saving as much energy as possible. The other big problem is carbon dioxide. For example, a flight to Canada from the UK produces as many greenhouse gases per passenger as the average car produces in a year. That just seems crazy.

☐ 1 Travelling by plane has never been easier - you can fly all over the world seven days a week, nearly twenty-four hours a day. It is certainly the fastest way to travel. You can get to the other side of the world in a day to see your relations, or you can travel to a meeting in another country and back in order to do business with clients. Air travel is also getting cheaper so that people are flying much more often.

☐ To sum up, I think people should fly less and not take holidays abroad. Go out and discover the different regions of your country. You don't need to go to a different country to find interesting places. In case you have to travel abroad for some reason, remember you can also get a boat or a train.

☐ Of course, this is great for the economy. For example, every city with an airport benefits from the tourists and visitors who pass through it. They spend money in hotels, shops, and on other services. Air travel also provides jobs - millions of people are employed in the industry from pilots to cleaners.

2 Read the essay again. Are the statements true (T) or false (F)?

- 1 The cost of flying is coming down. ☐
- 2 Lots of people in the travel industry are unemployed. ☐
- 3 Air travel is bad for the environment. ☐
- 4 The writer thinks people should never travel abroad. ☐

3 Choose the correct summary of each paragraph in the essay.

Paragraph 1

- a introduction describing the general situation
- b places the writer has visited

Paragraph 2

- a the advantages of working in the travel industry
- b the advantages of air travel

Paragraph 3

- a the disadvantages of air travel
- b the problems with the environment

Paragraph 4

- a suggestions of what to see on holiday
- b conclusion giving the writer's opinion

4 Underline the linking words in the essay for the following uses.

- 1 to contrast two ideas
- 2 to show something might happen in the future
- 3 to give an example (x 2)
- 4 to show the purpose for doing something (x 3)
- 5 to give a conclusion

5 Choose the correct words.

- 1 Take your mobile in case so that you need to call me from the airport.
- 2 Travelling by plane is fast. To sum up/However, it isn't very eco-friendly.
- 3 There are lots of disadvantages to air travel. To sum up/For example, noise and pollution.
- 4 You don't need to fly for/to travel abroad.
- 5 We need to reduce air pollution in order to/so that protect the planet.
- 6 To sum up/So that, I think we need to reduce the number of flights we take.
- 7 Let's increase the cost of plane tickets so that/in case people fly less often.

6 Write an essay about the advantages and disadvantages of one of these things. Use the paragraph summaries in exercise 3 to help you.

- computers
- the Internet
- schools just for boys or girls
- zoos

Understanding Grammar: Modals referring to the past

→ Grammar Reference, page 116

1 Read the magazine interview. Choose the correct words.

When did you start using a car?

I learnt to drive when I was 17. When I was in my 20s, I used my car nearly every day. I lived a long way from my office and public transport wasn't very good, so I ¹ *must* to / *had to* drive to work. Then I moved to London. Public transport was much better and I ² *was able* / *could* to take the underground to work, but I still enjoyed using my car.

Why did you decide to give up your car?

Well, one day, I was sitting in a traffic jam at 7 a.m. and I thought, 'I ³ *should* / *shouldn't* have driven to work today. I could have ⁴ *took* / *taken* the underground.' I opened the window and the air pollution was terrible. And then I remembered all the time I had wasted in traffic jams. I decided to sell my car the next day.

What do you think about the time that you were a driver?

Well, if I'm honest, I enjoyed using my car. But there were lots of short journeys when I ⁵ *couldn't* / *needn't* have driven. For example, I went to the local shops by car and even to the gym! How can you get fit if you drive everywhere? I walk or cycle now, and I'm saving a lot of money. I ⁶ *need* / *should* have sold my car a lot sooner.

2 Choose the most appropriate response, a or b.

- Kim lost her passport.
 - a She needn't have gone to the police
 - b She should have gone to the police.**
- Jo saw a TV with 20% off the price but he didn't buy it.
 - a He could have got a discount.
 - b He shouldn't have got a discount.**
- It wasn't easy to find a new flat.
 - a I had to look in lots of different areas.
 - b I needn't have looked in lots of different areas.**
- You cooked some food for your friend but she didn't turn up.
 - a I should have cooked the food.
 - b I needn't have cooked the food.**

3 Rewrite the sentences. Use the words in brackets.

- I bought bread but we already had some. (needn't)
I *needn't have bought bread*.
- It was necessary for us to sell our car. (had)
We
- We had the opportunity to enter the competition but we didn't. (could)
We
- It was a mistake for me to go out in the rain. (shouldn't)
I
- I didn't manage to finish the exam. (able)
I
- It was a mistake for you not to call the police. (should)
You

4 Complete the dialogues with the pairs of verbs in the box.

should / check	be able / find
have to / finish	needn't / bring
could / win	shouldn't / stay

- A: The forecast was for rain but it's very sunny.
B: I know. I *needn't have brought* my umbrella.
- A: I can't believe the final score: 11–10 to the other team.
B: Yes, we that match.
- A: You looked very sunburnt.
B: Yes, I on the beach for so long.
- A: you to find the house easily?
B: Yes, your directions were very clear.
- A: Oh, no! We've missed the last train.
B: We the timetable before we set off.
- A: Why are you so late?
B: Sorry, I my homework before I came out.

Language Check 6

Vocabulary

1 Match (1–9) and (a–i).

- | | |
|--------------|--------------|
| 1 carbon | a energy |
| 2 climate | b cars |
| 3 fossil | c fuels |
| 4 hybrid | d gases |
| 5 solar | e farms |
| 6 global | f warming |
| 7 organic | g vegetables |
| 8 greenhouse | h change |
| 9 wind | i dioxide |

☐ / 8

2 Complete the sentences with *take* or *get*.

Example How often do you*get*..... cold?

- Excuse me? Will you a photo of us?
- When can you holidays from work?
- What time did you home last night?
- I'm tired. Let's a break.
- Did you some nice presents?
- How long does it to drive to school?
- Did you a good deal when you bought your computer?

☐ / 7

Grammar

3 Complete the dialogues with the pairs of verbs in the box.

go / get see / take lie / send
study / phone drive / give do / be

Example

A: *Will* you *be going* to the supermarket later?

B: Yes, *I'll get* something for dinner.

- A: Lucky you! You on the beach all next week.
B: I promise I you a postcard.
- A: What you in 2015?
B: I think I a student.
- A: I later, so please don't call.
B: Okay, I you tomorrow.
- A: you Lisa on her birthday?
B: Yes, I her your present if you want.

- A: you to the party?
B: Yes, I you a lift if you like.

☐ / 10

4 Rewrite the sentences.

Example

It was a mistake for them to stay up late.
(shouldn't)

They shouldn't have stayed up late.

- I watered the garden and then it started to rain. (needn't)
.....
- It was a mistake for you to not to apologise. (should)
.....
- It was necessary for Jake to leave early. (had)
.....
- They had the opportunity to escape but they didn't. (could)
.....
- We managed to answer all the questions. (able)
.....

☐ / 5

Key Expressions

5 Choose the correct words.

A: You saved a dog from a fire. Can I *answer/ask* you some *1 questions/thing* about it?

B: *2 So/Sure*, no problem.

A: You were walking past the building, *3 weren't/were* you?

B: Yes, I saw the flames coming from the window and I heard the dog.

A: *4 So/Anyway* what did you do?

B: Well, I opened the kitchen door but the dog wouldn't come out. I *5 mean/know*, he was too frightened. So I picked him up and carried him out.

☐ / 5

What's your score?

Module 6

- | | |
|--|---|
| <input type="checkbox"/> Vocabulary | ☹ |
| <input type="checkbox"/> Grammar | ☹ |
| <input type="checkbox"/> Key Expressions | ☹ |
| <input type="checkbox"/> / 35 Total | |

This is easy. ☺

I need more practice. ☹

This is difficult. ☹

Get Ready

Vocabulary: Clothes

1 Do the quiz.

Try our
clothes
Quiz!

★ What do you think about different styles? Write the words under the headings.

casual cool designer formal old-fashioned
scruffy smart stylish tasteless trendy

Positive

Neutral

Negative

.....

.....

.....

.....

★ Find six more materials in the word snake. Then tick (✓) the materials you wear every day.

cotton denim corduroy leather linen silk woolly

..... cotton

.....

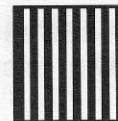
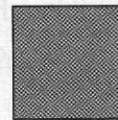
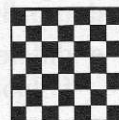
.....

.....

★ What types of clothes can these adjectives describe?

- ankle-length / knee-length / mini
..... skirt, dress
- polo-neck / V-neck / round neck
.....
- baggy / flared / narrow / tight / torn
.....
- flat / high-heel / pointed
.....
- long-sleeved / short-sleeved / sleeveless
.....

★ Write the names of the patterns.



Listening

2 Aisha, Eddie, Lynn and Vikram are talking about their favourite clothes. Match their names (1-4) to the pictures (a-d).

- Aisha ☐
- Eddie ☐
- Lynn ☐
- Vikram ☐

a



b



c



d



Vocabulary: Clothes and fashion

1 Complete the words with the missing vowels (a, e, i, o, u).

- you wear these if you are sporty – s h o r t s
- the opposite of *tight* – l _ _ s _
- you wear a belt round this – w _ _ s t
- Donna Karan is one of these – f _ s h _ _ n
d _ s _ g n _ r
- a piece of clothing made from wool with buttons at the front – c _ r d _ g _ n
- your shoes need to be this –
c _ m f _ r t _ b l _

2 Match the question beginnings and endings. Then give true answers.

- | | |
|-------------------------------------|---|
| 1 Do you think it's okay to put on | a very short? |
| 2 Who has | b with jewellery or badges? |
| 3 Why do people follow | c trendy recently? |
| 4 What things have become | d usually wear? |
| 5 Do you ever decorate your clothes | e different fashions? |
| 6 Have you ever cut your hair | f make-up for school? |
| 7 What style of clothes do you | g the greatest influence on your style? |

Grammar: *used to* and *would*

→ Grammar Reference, page 117

3 Choose the correct words.

- I used to / *would* have long hair when I was a child.
- Did your grandmother *used to* / *use to* wear long dresses?
- In the 18th century both men and women *would to* / *would* wear wigs for social occasions.
- In Ancient Egypt *used to* / *would* people put on make-up?
- When my grandparents were young, clothes *used to* / *would* be much more formal.
- In the 1950s women *used to* / *wouldn't* go out without matching hat and gloves.
- Why *don't* / *didn't* women *use to* / *would* wear trousers before the 1920s?
- My dad *used to* / *wear* / *wearing* a uniform for school.

4 Cross out *would* in the sentences where it is not possible.

- Small waists ~~would~~ / *used to* be very fashionable.
- People ~~would~~ / *used to* wear hats nearly every day.
- In the early 1900s, people *used to* / *would* wear jeans only for work.
- In the past, families ~~would~~ / *used to* recycle clothes as much as possible.
- My dad *used to* / *would* have a beard in the 1970s.
- Men in the 1800s *used to* / *would* like wearing fashionable clothes.
- Women ~~would~~ / *used to* wear long skirts and blouses to play tennis.
- My sister ~~would~~ / *used to* be a model.

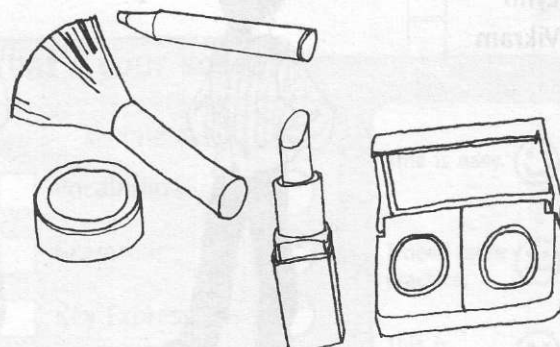
5 Choose the correct words to complete the text, a, b, c or d.

My mum doesn't let me wear trendy clothes or make-up. One day I asked my aunt about my mum's teenage years. Guess what! She 1 ... to wear the most fashionable clothes and she 2 ... put on make-up every day! She 3 ... use to follow the rules at school and she wore jewellery and lipstick.

One day I asked her, 'What 4 ... you use to wear as a teenager?' She said, 'I followed all the fashions and I 5 ... spend all my money on clothes. I 6 ... be a compulsive shopper and I got into trouble.'

I couldn't believe it, but at least I understand her attitude to clothes now.

- | | | | |
|------------|---------------|------------|------------|
| 1 a uses | b used | c use | d using |
| 2 a used | b would to | c didn't | d would |
| 3 a didn't | b wasn't | c not | d wouldn't |
| 4 a have | b were | c would | d did |
| 5 a would | b used | c wouldn't | d didn't |
| 6 a did | b used | c used to | d would |



- 6 Amy is talking to her grandparents, Fran and Eddie. Write the questions with the pairs of verbs in brackets.



- Amy:** I'm doing a project on clothes and fashion. Can I ask you some questions about when you were younger?
- Fran:** Of course.
- Amy:** Okay, great. What ¹ *did* you *use to wear* for school (used to / wear)?
- Fran:** A horrible grey uniform! We went to the same school, so we wore the same colour.
- Amy:** And ² you (would / put on) jewellery or make-up?
- Fran:** Goodness, no! You couldn't wear anything like that at school.
- Amy:** And, Granddad, when you started going out together ³ you (would / dress) in a formal way?
- Eddie:** Oh, yes. I always wore something smart when we went out.
- Amy:** And what about at work? ⁴ they (used to / have) a dress code?
- Eddie:** Yes, everyone wore a suit and tie every day. I can't believe people wear jeans to work now.
- Amy:** And shopping, Gran – ⁵ you (used / go shopping) for clothes very often?
- Fran:** No, people only bought clothes when they needed something new.
- Amy:** So how long ⁶ clothes (would / last)?
- Fran:** Much longer than today – I remember I had the same coat for five years!

- 7 Look at Sally's diary from five years ago. Complete the sentences with *used to* or *didn't use to* and the verbs in the box.

enjoy wear do well have
get on with play

Monday
Bought new clothes today in my favourite colour – pink

Tuesday
Cut my hair very short – mum was cross.

Wednesday
Had a row with Kim – she's the worst sister in the world.

Thursday
Got 22% in my French exam – help!

Friday
Scored 20 points in basketball match.

Saturday
Had my violin lesson – boring!

- Sally *used to wear* a lot of pink.
- She very short hair.
- She her sister.
- She at French.
- She basketball.
- She playing the violin.

Your Turn

- 8 Write true sentences. Use *used to* or *didn't use to* and the ideas in the list.

When I was eight, ...

- choose my own clothes
- worry about my appearance
- wear scruffy clothes
- have long hair

When my parents were teenagers, ...

- buy designer labels
- wear formal clothes
- follow fashion
- shop on the Internet

Example *When I was eight, I didn't use to choose my own clothes.*

-
-
-
-
-
-
-
-

Vocabulary: Modelling

- 1 Complete the text with the words in the box.

success attractive top photographers
covers advertising career dull

Many young people, both boys and girls, dream of becoming a 1 *top* fashion model. They see perfect models 2 beauty products on TV and 3 faces on the 4 of magazines. What they don't understand is that you have to work very hard to have a modelling 5 and to be an international 6 It appears from the outside that there is never a 7 moment, but travelling, and keeping slim and beautiful can be very tiring. You also have to follow instructions all the time – from the designers, make-up artists and fashion 8

- 2 Choose the correct prepositions.

Word Builder

- 1 at / on the move / your own / the Internet / the border of / your way
2 in / to trouble / the wild / the past / the holidays / a hurry
3 by / at school / 3,800 metres
4 for / to ages / a moment
5 on / by yourself / chance

- 3 Complete the sentences with the correct preposition.

- 1 *Within* minutes of the start of the game, our team scored.
2 My friend gave me a DVD exchange a CD.
3 My brother got a job after being work for a while.
4 My ambition is to travel the world.
5 UNESCO helps children all the world.
6 The top of Everest is 8,848 metres sea level.

- 4 Write the questions in the box in the correct place in the dialogues. Use each question twice.

Sentence Builder

What is he like?
What does he look like?
What does he like?

- 1 A: *What does he like?*
B: He enjoys swimming and walking.
2 A:
B: He's very trendy. He wears designer clothes all the time.
3 A:
B: Very friendly. He always wants to help.
4 A:
B: He's tall and slim, with dark hair.
5 A:
B: He's into rock music and computers.
6 A:
B: He's good fun. He's always telling jokes.

Your Turn

- 5 Complete the questions with the correct prepositions. Then give true answers.

- 1 What things do you like doing your own?
.....
2 How much time do you spend the Internet every week?
.....
3 What do you usually do the summer holidays?
.....
4 Do you like being yourself?
.....
5 Who do you usually meet your way to school?
.....
6 Who do you talk to when you are trouble?
.....

Reading

6 Read the statements about computers in fashion. Read the text and decide if they are correct (C) or incorrect (I).

- 1 The idea of wearable computers comes from science fiction. ☐
- 2 Scientists believe that gadgets will be built into clothes. ☐
- 3 You can already buy a belt with a video screen in it. ☐
- 4 Wearable computers are only used for entertainment. ☐

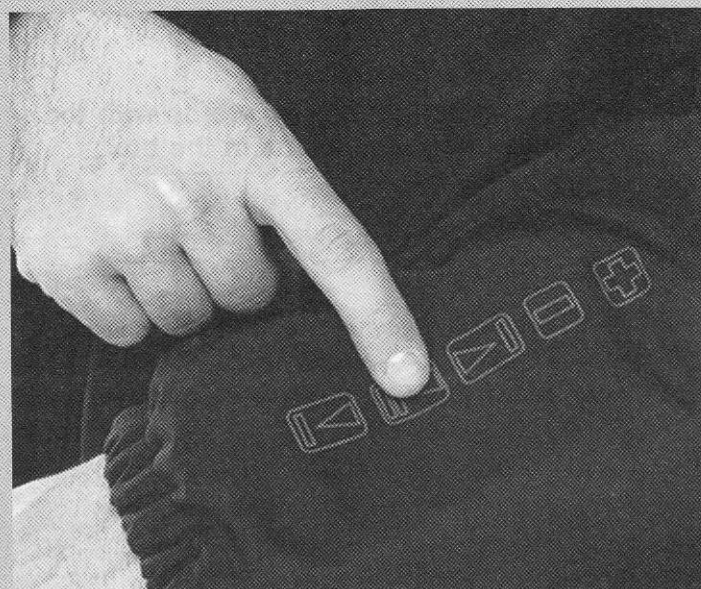
- 5 Scientists have developed materials which respond to temperature. ☐
- 6 A jacket that lights up may help to improve road safety. ☐
- 7 Swimmers can wear swimsuits made from shark skin. ☐
- 8 Technology can help footballers improve their game. ☐

Wearable technology for the smart generation

Everyone likes to look smart, but what if your clothes had 'smart' technology – features controlled by computer that give your clothes special benefits?

This might sound like science fiction but the technology of wearable computers is developing fast. Now people wear clothes from materials like denim or cotton, and they carry their gadgets like mobile phones or MP3 players. Scientists think that, in the future, clothes and technology will be joined together. In fact, 'MP3 jackets' have already been developed. They are made of special material that can carry an electronic message and they have the controls for the music on one of the sleeves. Other wearable computers that may be available in the future include a video screen that you can wear round your waist as a belt, and shoes that can tell you your exact location anywhere in the world.

These developments all sound like great fun, but wearable computers can also help people feel more comfortable and be safer. Scientists in Australia and New Zealand have developed 'smart' wool that can be heated. The wool has been used in special socks that can be warmed by a small battery. Clothes have been made by scientists in the UK that will keep you cool when you are hot, and warm when you are cold. Work has also been done on a jacket that lights up – ideal for people who cycle at night and need to be seen on the roads.



Sport is also included in this world of wearable computers. A special material that is similar to shark skin can help swimmers move through the water. Trainers are available that change the level of support to the foot as the runner moves. Football shirts are being developed with the technology to check a player's performance. This will give the coach useful information about the player's ability and also help when developing training programmes.

- [illegible]

word to describe each

er party dress – she

- **Lexus**

7 Correct one mi

- © 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 111–118

14 5 1

Age Group	Percentage
18-24	10
25-34	35
35-44	25
45-54	15
55-64	10
65-74	5
75-84	2
85-94	1
95-104	0

- ### ons: Describing people

Correct words.

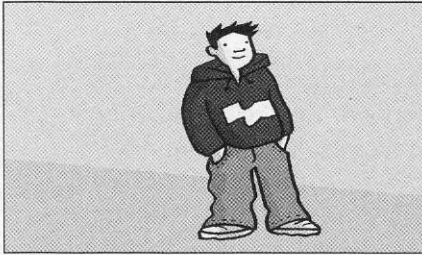
meeting your friend at the station

- look like?

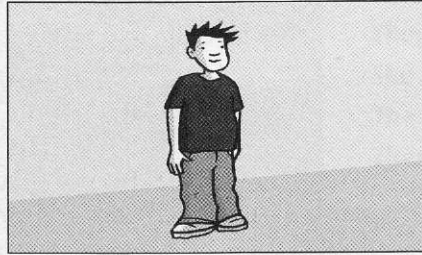
Listening

6 Listen to the conversations. Choose the correct answer, a, b or c.

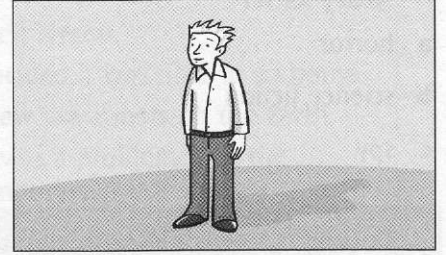
1 Which boy is Andy?



a ☒

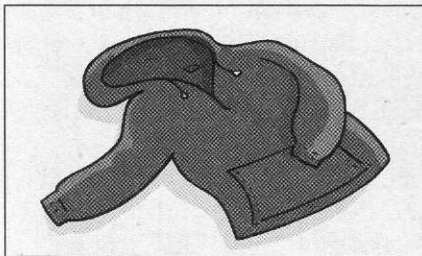


b ☐

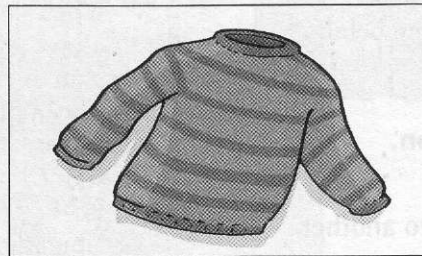


c ☐

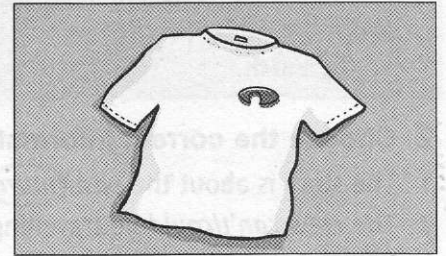
2 Which top does the boy choose?



a ☐

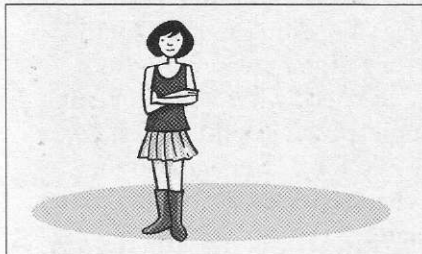


b ☐

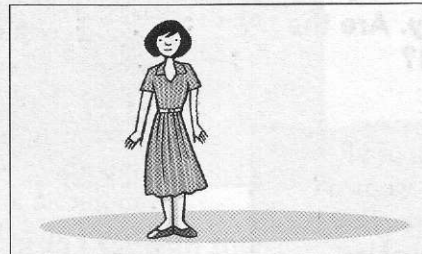


c ☐

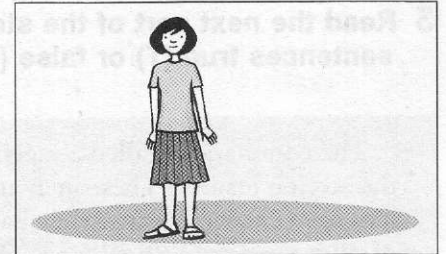
3 Which clothes does Penny's mum make her wear?



a ☐

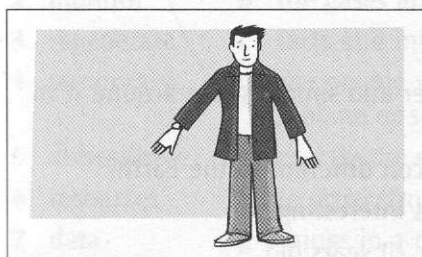


b ☐

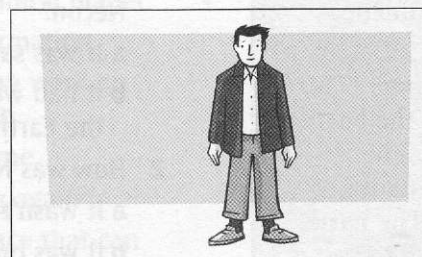


c ☐

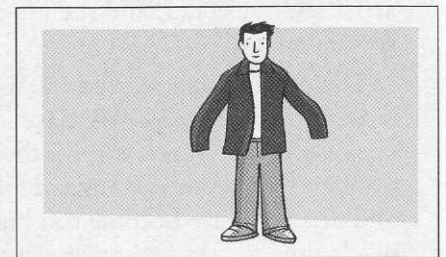
4 What is the problem with Leo's clothes?



a ☐



b ☐

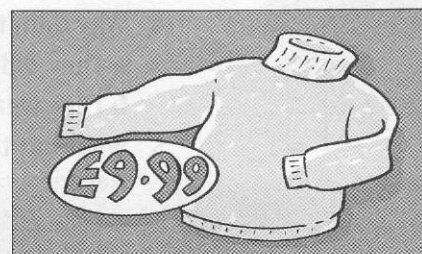


c ☐

5 What is today's special offer?



a ☐



b ☐



c ☐

Reading Corner 4

Space City

1 Read the introduction. What sort of story is it?

- a horror
- b science fiction
- c spy

☐
☐
☐

January 1, 2099. The spaceship took off and moved silently up and away from the grey planet below. The commander and crew looked at their monitors and saw the planet get smaller and smaller. They all felt sad about the problems they were leaving behind on the Earth.

2 Choose the correct information.

- 1 The story is about the past/future.
- 2 The crew *can't/could* be travelling to another planet.
- 3 They *were/weren't* happy to leave the Earth.
- 4 The Earth *was/wasn't* in a very good condition.

3 Read the next part of the story. Are the sentences true (T) or false (F)?

The commander called a meeting of all the section leaders. These men and women had been chosen because they had the best of all human talents. All types of people were included, such as the most brilliant scientist and computer programmer, the most imaginative writer, the most creative artist and musician, and the most athletic sportsman.

The commander started the meeting, 'This is a sad day,' she said. 'We have left the Earth because we could not survive there. The problems of climate change, deforestation and drought have become too big. The Earth needs time to rest and regenerate but let's look forward to the day when we will return home.'

- 1 The section leaders had special skills.
- 2 The section leaders were all scientists.
- 3 The commander was a man.
- 4 The Earth had a lot of environmental problems.
- 5 The people on the spaceship didn't want to return to the Earth.

☒
☐
☐
☐
☐

4 Read the next part of the story. Choose the correct answers, a or b.

The spaceship continued on its journey though the galaxy to the crew's temporary home. The planet Necon had been discovered twenty years before. It had water and a similar atmosphere to the Earth. Humans could survive there, but Necon didn't have many species of animals or plants. It was a neutral place – safe but without colour or variety.

When the crew landed on Necon, their first task was to construct a new city on one section of the planet. Every part of the city had been planned and special new materials had been brought from Earth. The city contained all the technology the crew needed to work, eat and sleep. Once completed, it became known as simply 'The City'. The crew didn't give the place a name, because they didn't intend to stay there forever.

While daily life on Necon continued, the crew worked hard to keep the planet in good condition. They didn't use too many resources and they didn't create pollution. They were able to check what was happening on Earth through special satellite links. Every month, they would look at images on their monitors and check data on air quality, water levels and climate.

- 1 Why could humans survive on the planet Necon?
 - a It was safe.
 - b It had water and similar gases around it to the Earth.
- 2 How was Necon different to the Earth?
 - a It wasn't as interesting.
 - b It was only 20 years old.
- 3 How did the people build a new city?
 - a They had prepared everything on Earth.
 - b They found special materials on Necon.
- 4 Why didn't the people give The City a name?
 - a They didn't complete it.
 - b They were going to leave one day.
- 5 What did the people do while they were on Necon?
 - a They didn't care about the environment.
 - b They looked after the planet and they also kept in touch with the Earth.

5 Read the last part of the story. Number the sentences in the correct order.

Then the day arrived. The commander had checked conditions on Earth. The ships computers had analysed data on air and water. The crew had looked at images of the whole planet. Everything seemed perfect. The City was taken down so that the crew didn't damage Necon in any way. All the computers programs were checked, the direction was set for home, and the ship began its journey back through the stars.

After weeks of travelling, a picture of the Earth came into clear view on the monitors. 'We are nearly home,' everyone said to themselves. Suddenly the image on the monitors disappeared. All the computers on the ship stopped. The information for speed, direction and the date and time were reading: 000. The engineers worked quickly to solve the problem but they couldn't re-start the system. 'The commander said, 'Don't worry, everyone. We are so close to home. Nothing can go wrong.'

Then suddenly the computers came back on. The crew looked at their monitors but they couldn't believe their eyes. They each thought they were dreaming. On the monitor was a scene in a busy city. But where there used to be people, now there were robots, each one identical to the next. The commander looked at the date on the monitor: January 1, 2199.

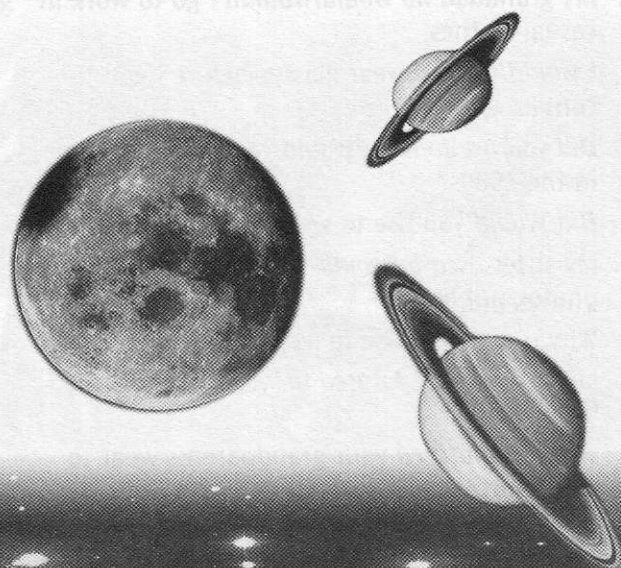
- They left Necon. ☐
- She decided it was time to go home. ☐
- The crew saw robots on the Earth. ☐
- There was a problem with the computers. ☐
- The commander checked conditions on Earth. ☐ 1
- The commander realised they had travelled to the future. ☐
- The crew took down The City. ☐
- They got close to the Earth. ☐

6 Match the words from the story (1-8) with the definitions (a-h).

- | | |
|--------------|--|
| 1 crew | a lasting for a limited time |
| 2 monitor | b the gases around a planet |
| 3 regenerate | c facts and information |
| 4 temporary | d the people who work on a plane or ship |
| 5 atmosphere | e exactly the same |
| 6 resources | f to grow strong again |
| 7 data | g things in a place that can be used |
| 8 identical | h a machine that shows what is happening |

7 Answer the questions.

- Why did the crew arrive on Earth in the future?
- How did the robots take over the Earth?
- What do you think will happen to the crew?



Language Check 7

Vocabulary

1 Write the words in the correct list.

casual pretty knee-length checked
silk trendy high-heeled denim
striped scruffy handsome

General style: casual

Types of clothes / shoes:

Materials:

Patterns:

Faces:

☐ / 10

2 Complete the text with the correct prepositions.

My little sister went shopping on her own for the first time ¹ the holidays. She was at the shops ² ages. ³ chance, she found the most expensive shop in town and she spent all her money on one top. She was ⁴ trouble when she got back. My mum took the top back and ordered some cheaper clothes ⁵ the Internet.

☐ / 5

Grammar

3 Choose the correct words.

Example

I used ~~used to~~ wear a uniform at my old school.

- What fashions did they used/use to wear in the 1970s?
- My granddad no would/wouldn't go to work in casual clothes.
- I would/used to wear glasses before I got contact lenses.
- Did you use to have/Would you have dyed hair in the 1980s?
- Did/Would you use to wear make-up?
- My sister used to/would be a fashion photographer.
- Why did people use to wear/wear wigs?
- My sister would to/used to wear jeans all the time.
- What would/used your grandparents wear to play sport?

☐ / 9

4 Correct the underlined mistakes.

Example

How does she look like?

What does she look like?

- Your sunglasses looks cool.
- What is your brother look like?
- How is your best friend like?
- His trousers look likes ones from the 1970s.
- Adam look like his parents.
- Is Tanya like shopping?

☐ / 6

Key Expressions

5 Complete the text with the words in the box. There are two words that you don't need.




suit go underneath shade round
look with matching


Jennie is the short, slim girl with red hair. She's wearing a blue jacket and a ¹ skirt. ² the jacket she's wearing a white shirt. She's got a leather belt ³ her waist. The colours really ⁴ her but the clothes ⁵ a bit big.


☐ / 5


What's your score?

Module 7

- ☐ Vocabulary 
- ☐ Grammar 
- ☐ Key Expressions 
- ☐ / 35 Total

This is easy. 

I need more practice. 

This is difficult. 

Vocabulary: Sports

- 1 ice hockey cricket
rugby weightlifting
- 2 rowing sky diving
water polo surfing
- 3 paragliding horse racing
surfing javelin
- 4 boxing fencing
discus wrestling
- 5 wrestling discus
javelin long jump
- 6 horse racing marathon
scuba diving rowing

1 Personal achievement is important to me in sport. I've just lifted my heaviest weights ever. *weightlifting*

2 I prefer team games to individual sports. We're playing well at the moment – all of the team are really good skaters.

3 I think it should be banned.
The poor animals often get injured.

4 It felt like I had been running forever but I managed to finish the race.

5 I love adventure sports. I tried it last year, but I kept falling off the board into the sea.

6 I don't know why people watch it. It's horrible to see two men hitting each other.

3 Listen to Ellen talking about sport. Complete the questionnaire with her answers.

- 1 Which category of sport do you prefer to watch on TV?
 - a personal achievement sports, e.g. long jump
 - b racing, e.g. marathon
 - c sports against one opponent, e.g. boxing
- 2 Which of these team games do you like to watch?
 - a cricket
 - b rugby
 - c basketball
 - d hockey
- 3 Which of these team games do you play every week?
 - a football
 - b basketball
 - c hockey
 - d volleyball
- 4 Which of these more unusual sports would you like to try?
 - a fencing
 - b water polo
 - c ice hockey
- 5 Have you ever tried any of these adventure sports?
 - a paragliding
 - b surfing
 - c scuba diving
 - d sky diving



4 Complete the questionnaire in exercise 3 with your own answers.

22 Vocabulary and Grammar

Vocabulary: Sport and sports people

1 Choose the correct words.

- 1 Tímea Nagy from Hungary won/beat a gold medal in fencing in the 2004 Olympics.
- 2 American swimmer, Michael Phelps, has broken/won the world record in different events thirteen times.
- 3 In the 1896 Olympic Games men competed in gymnasts/gymnastics for the first time.
- 4 Anna Rogowska is a top international pole vaulting/vaulter from Poland.
- 5 Athletes/Athletics includes a range of events and it is also sometimes called 'track and field'
- 6 The Montenegro new national football team played its first match on 24 March 2007. Mirko Vucinic scored/won one of their two goals.
- 7 Pat Rafter was beaten/won by Croatian tennis player Goran Ivanisevic at Wimbledon in 2001.
- 8 One of football's first international female referees/references is Dagmar Damková from the Czech Republic.
- 9 In 1896, American triple jumper James Connolly became the first Olympic champion/championship of the modern games.
- 10 Serbian runner/running, Olivera Jevtić won a silver medal for the marathon in 2006.

Grammar: Reported statements

→ Grammar Reference, page 118

2 Complete the reported sentences. Use the verbs in brackets.

- 1 'I'm very happy with the team's performance.' (say)
Mrs Hill said she was very happy with the team's performance.
- 2 'I've been worried about the players' health.' (admit)
The female coach
- 3 'The fans don't like the new manager.' (reply)
The footballer
- 4 'I'm going to run the marathon!' (announce)
My dad
- 5 Sally Owen will win the next race!' (predict)
The commentator
- 6 'Paragliding is getting more popular.' (think)
The 2007 champion

3 Write the actual words the sports commentator used.

Linda Richards, TV sports commentator, said that ...

- 1 there was a great range of sports on the show.
- 2 the athletics started at 2.45 p.m.
- 3 all the athletes had trained very hard.
- 4 the horse Midnight Silver wasn't running today.
- 5 it was going to be a difficult match between Chelsea and Arsenal.
- 6 she thought Arsenal would win.



- 1 There's a great range of sports on the show.
- 2
- 3
- 4
- 5
- 6

- 4** A school football team has just lost a game 10–2. Match the words (1–6) to the speakers (a–f). Then report what they said.



- | | |
|--|-------------------------|
| 1 'The rest of the team let me down.' | a the goalkeeper |
| 2 'I gave out six yellow cards in that match.' | b the team's fans |
| 3 'We won't come and watch you ever again!' | c the coach |
| 4 'Our team is definitely the best.' | d the referee |
| 5 'You didn't train hard enough before the match.' | e the opposition's fans |
| 6 'I tried to save as many goals as possible.' | f the captain |

1 *The captain said the rest of the team had let him down.*

2

3

4

5

6

- 5** Read the things that people said to Vicki today. Then complete her phone conversation with her friend, Sarah.

'Your hair looks nice.' (Sarah's mum)

'You can have some more pocket money.' (Sarah's dad)

'I think you are making good progress.' (Her teacher)

'You'll win the race on Saturday.' (Her coach)

'I've bought you a ticket to see the Kaiser Chiefs.' (Her friend Adam)

'I'm going to have a party soon. I want you to be there.' (Her friend Sue)

Sarah: Hi, it's Sarah. How are things?

Vicki: Actually, I had a really good day. First, Mum told me 1 my hair
2 nice. Then dad said I
3 have more pocket money.

Sarah: Wow! Lucky you! And what about school?

Vicki: Well, my maths teacher thought that I
4 good progress. I was really pleased. And then the coach predicted that I 5 Saturday's race.

Sarah: That's fantastic! I'll be there at the track.

Vicki: Thank you. My friend Adam will be there, too. He told me that he
6 me a ticket to see the Kaiser Chiefs. And then my friend Sue said she
7 to have a party and that she wanted 8 to be there.

Sarah: That's great. It sounds like things are going well.

Your Turn

- 6** Report six things that people said to you yesterday.

Example

Our teacher said we would watch an English DVD on Friday.

1

2

3

4

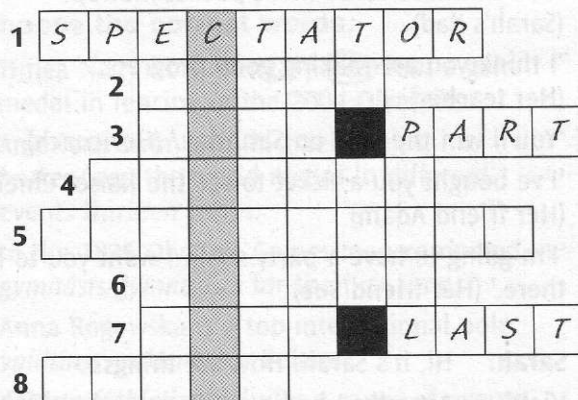
5

6

23 Skills

Vocabulary: Sporting competitions

1 Complete the puzzle. Find the mystery word.



- 1 someone who watches sport
- 2 not to follow the rules
- 3 to participate
- 4 someone who does gymnastics
- 5 someone who enters a competition
- 6 the person who wins
- 7 to be last in a race
- 8 one of the races or competitions in a sports programme

2 Complete the sentences with the verbs in the box.

Word Builder

give out drop out of go ahead with
let down get away with speak out
give up

- 1 Despite the bad weather, we are going to go ahead with the competition.
- 2 I started to feel ill, so I had to the race.
- 3 The president is going to the medals to the winners.
- 4 There's no point in cheating because you won't it.
- 5 I didn't play very well. I think I everyone
- 6 If you want to get fit, you have to smoking.
- 7 It's important for famous sportspeople to against drugs.

4 Rewrite the sentences with the words in brackets.

Sentence Builder

- 1 Our coach is a brilliant athlete and she is a great role model. (as well as / also)
As well as being a brilliant athlete, our coach is also a great role model.
- 2 At my school, we do most team sports but not water polo. (apart from)
.....
- 3 We didn't train on Wednesday. We met on Friday. (instead of)
.....
- 4 I got a medal and a certificate for winning the race. (as well as / also)
.....
- 5 I haven't tried a lot of winter sports but I've tried skiing. (apart from)
.....
- 6 We didn't go to the match. We watched it on TV. (instead of)
.....

3 Choose the correct words.

- 1 Put your sweater on/off if you're cold.
- 2 Can you turn on/up the computer? I want to send an e-mail.
- 3 That bag looks heavy. Put it off/down.
- 4 Turn the radio down/up. I'm on the phone.
- 5 They're putting on/up a new stadium near here.
- 6 Don't forget to turn the TV off/up when you go to bed.
- 7 The match has been put up/off until next Saturday.
- 8 I love this song. Please turn it off/up.

Reading

- 5 Read about the people (1–4) and the sports (a–f). Decide which sport would be most suitable for each person to try.

- 1 Donna can ski and she has done ballet since she was a child. She loves moving to music and she wants to try an activity that will make her stronger. She isn't keen on water sports.

☐


Donna

- 2 Jo and Dan used to do karate. They are looking for a new challenge that they can do together and they want something that will keep them fit. They prefer individual sports to team games. Dan isn't a very strong swimmer.

☐


Jo and Dan

- 3 Rani and Matt aren't very sporty but they want to get some exercise. Neither of them likes winter sports and Matt isn't keen on swimming. They would like to find a sport that they could play together.

☐


Rani and Matt

- 4 Claire used to be a champion skier and she isn't afraid of a challenge. She's a confident swimmer and she likes having variety in sport. She is very fit and she wants to test her strength and skills.

☐


Claire

Unusual Sports

a Korfball

Korfball is a team sport and is similar to netball in some ways. The key difference is that it is designed for mixed groups, with four boys / men and four girls / women on each team. It is a game where skill and team play is more important than strength and so can be enjoyed by both sexes.

b Fencing

Fencing is a type of sword fighting, in which you touch your opponent on the chest with the end of the sword. The action takes place between two fencers on a strip 14 m long by 2 m wide under the eye of a referee. Fencing is a fast and athletic sport, so it is very good for building fitness and coordination.

c Capoeira

Capoeira comes from Brazil. It is an unusual combination of martial art and dance set to music. The players don't try to hit or injure their opponent. They use a lot of different movements and avoid contact with the other player to show their strength and skill. Capoeira develops a strong sense of balance as well as physical strength.

d Snowboarding

Snowboarding is similar to skiing but instead of going down a mountain on two skis, you have both feet on a single snowboard. You can turn on the snow by moving your weight, but beginners can find it hard to stay on the board. It's a good sport for people who have already tried surfing or skiing.

e Triathlon

Triathlon is a race over three different distances in three different sports: swimming, cycling and running. A race usually starts with a swim, then a cycle ride, and finally a run – all against the clock. You need to be a good all-round athlete to go for the triathlon.

f Synchronised swimming

Synchronised swimming is really gymnastics in water. The swimmers, boys as well as girls, perform routines to music. In performances with more than one swimmer, everyone has to do exactly the same movements all the way through. You need a lot of training to get it right. The swimmers must be very fit, and completely confident in the water.

24 Communication

Useful Language

1 Choose the correct words.

Jill is talking to a police officer.

Officer: Can I help you?

Jill: Yes, I'd like to ¹ *reporter/report* an environmental problem. Lots of rubbish has been left on the beach. I checked ² *out/in* the area and I saw a lorry dropping rubbish everywhere. I ³ *found/tracked* it to a company called EasiMove. I took a ⁴ *example/sample* of the rubbish back to their office.

Officer: What did they say?

Jill: They told me to ⁵ *keep/put* my nose out of other people's ⁶ *businesses/business*.

Officer: I'm not surprised. Please don't speak to anyone from EasiMove again.

Jill: But I've asked a reporter to interview them ⁷ *on/in* air. The public need to know what's happening.

Officer: Well, I think it's better for us to interview them. You must ⁸ *take/be* careful. It isn't a good idea to ask people questions. That's our job.

Key Expressions: Giving advice

2 The police officer is giving advice to a colleague about the situation in exercise 1. Choose the correct response, a or b.

- You should start by interviewing the staff of EasiMove.
 - Right, I won't do that.
 - Right, I'll do that.
- You'd better be polite to the director of EasiMove.
 - Of course. I will be.
 - Of course. I won't be.
- If I were you, I'd take photos of the beach area.
 - No, I won't. I promise.
 - That's a good idea.
- You shouldn't talk to any journalists about the situation.
 - No, I won't. I promise.
 - Yes, I will. I promise.

3 Paula is short of money. Write her friend's advice in the correct order.

- eBay / sell / you / things / were / I'd / if / I / some / on / , / .
.....*If I were you, I'd sell some things on eBay.*.....
- any / clothes / shouldn't / you / buy / more / .
.....
- job / a / get / you / should / Saturday / .
.....
- were / I'd / if / you / the / time / all / I / my / mobile / stop / using / , / .
.....
- with / more / be / you'd / better / money / careful / .
.....

4 Match the advice in exercise 3 (1–5) to Paula's responses (a–e).

- ☒ c 2 ☐ 3 ☐ 4 ☐ 5 ☐
- a Right, I'll do that.
- b No, I won't. I promise.
- c Of course. I'll stop.
- d Of course. I will be.
- e That's a good idea.

5 Ali is taking his driving test tomorrow. Complete the advice with the pairs of verbs in the box.

should / go to bed shouldn't / break
had better / practise shouldn't / turn up
~~should / check~~ had better / be

- He *should check* he knows all the signs of the road.
- He late for the test.
- He for an hour before the test.
- He polite to the driving examiner.
- He early tonight.
- He the speed limit on the test.

6 Rewrite the sentences as advice. Use the words in brackets.

- 1 It's dark. Get a taxi home. (better)
You *'d better get a taxi home.*
- 2 You don't look well. Go to the doctor's. (should)
You
- 3 I'm sure you can finish the race. Don't give up now. (shouldn't)
You
- 4 You look tired. Stop working now. (were)
If
- 5 You were a bit rude to the shop assistant. Please apologise. (better)
You
- 6 You've got an exam tomorrow. Don't go to bed late. (shouldn't)
You

Your Turn

7 Write short dialogues for these situations.

Example

Your friend left his mobile at the shopping mall.

Your friend: Oh no! I've left my mobile in the café at the mall.

You: If I were you, I'd ring the café.

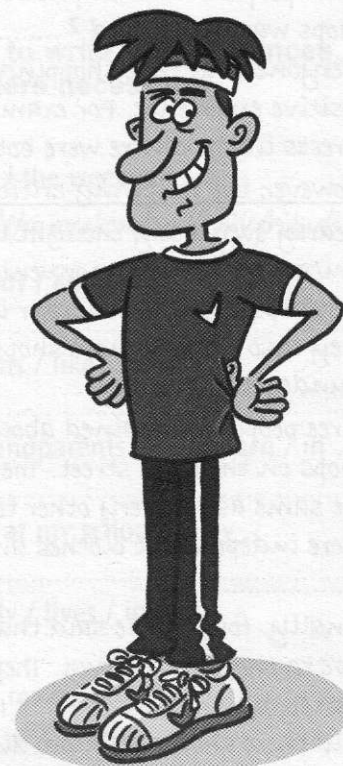
Your friend: That's a good idea!

- 1 Your friend feels nervous about an important race.
- 2 Your friend's bike was stolen.
- 3 Your friend wants to try a new hobby.
- 4 Your friend's team hasn't won a basketball match for a while.

Listening

8 Listen to a sports coach giving advice to his team. Choose the correct answer, a, b or c.

- 1 How many matches has the team lost recently?
a four
b six
c forty-six
- 2 The coach says the team
a were very bad in the last matches.
b should learn from their mistakes.
c made a lot of errors.
- 3 What does the coach say is important?
a not being ill
b playing well in the matches
c attending all the training sessions
- 4 The coach advises the team
a to watch how other teams play.
b to meet the best players.
c to make a video.
- 5 Which should be the biggest food group in the players' diet?
a protein
b fat
c carbohydrates
- 6 The players had better
a drink a lot of tea and coffee.
b drink a lot on hot days.
c drink water and juice every day.

☒
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐


Writing Challenge

- 1 Read the report on shopping facilities. Write the correct letter (a–f) for the missing sentences (1–6).**

- a instead of the usual department stores.
- b Finally, there should be more discounts for students and retired people.
- c although the town has some good shops
- d ~~they said that the prices were quite competitive, too.~~
- e as well as the rest of the week.
- f apart from on Sundays when there aren't many buses

I asked twenty people, both teenagers and adults, for their general opinions about the shopping facilities in our town (Heathton, population about 25,000).

They mentioned some positive things:

Most people said they could do their general shopping in the town. Half the people said the range of shops was quite good. **1** *d* Six people mentioned that the new shopping mall was great.

Most people said that public transport to the shops was quite good **2** Nearly everyone said that shopping in town was a positive experience. For example, they said that streets in the centre were both clean and safe.

However, the following criticisms were made:

Nearly everybody thought that the opening times were not very convenient. They said that the shops should open later in the evening.

They also wanted more shops to open on Sundays **3**

Three people complained about the type of shops on the high street. They said they were the same as in every other town. They wanted more independent clothes and music shops **4**

Finally, four people said that it was expensive to shop in the town. They preferred to save money by shopping on the Internet. They also said there should be more discounts for students and for retired people.

To sum up, **5**, we need more variety. The opening times need to be changed and we need better transport at the weekends.

6

- 2 Read the report again. Choose the correct information.**

- 1 The writer interviewed people of *the same age/* *different ages.*
- 2 About *a quarter/half* of the people liked the shopping mall.
- 3 The bus service isn't very good *at the weekend/* *on weekdays.*
- 4 A lot of the shops close too *early/late.*
- 5 There are *a lot of/very few* independent shops.
- 6 *Fewer/More* than half of the people thought that the shops were expensive.

- 3 Complete the extracts from reports with the words in the box. There is one extra word each time.**

although for example however

The people mentioned some positive things.

1 *For example,* they enjoyed the interesting buildings and attractive squares. **2**, they also made the following criticisms.

as well as instead of too

*The people thought it would be better to put up a new art gallery **3** repairing the old building. They wanted the new building to be much bigger, **4***

although too apart from

5 *there was some graffiti, most people thought the new park looked good. They went there at most times of the day, **6** late at night.*

as well as instead of finally

7, *a lot of people criticised the local transport. **8** being old and rather uncomfortable, the trains don't have air conditioning.*

- 4 Do a survey and write a report about shopping facilities in your area.**

Write some survey questions. Remember to include some reported speech and appropriate linking words in your report.

→ Grammar Reference, page 120

The match between Elisa Mitchell and Francis Lee was an exciting one. ¹ *Both* / *Both of* players performed well and ² *most* / *most of* the spectators enjoyed the match. Francis scored the winning point in the final moments of the match. ³ *Some* / *Some of* people said that Elisa should have won, but I think it was a fair result.

6 all / students at my school / have to ...

Language Check 8

Vocabulary

1 Write the words for the definitions.

Example

you need to be a good skater for this –
i c e h o c k e y

- 1 a long running race – m _ _ _ _ _
- 2 a team sport with an oval ball – r _ _ _ _
- 3 you jump out of a plane to do this –
s _ _ d _ _ _ _
- 4 you throw a long object in this – j _ _ _ _ _
- 5 you use a sword in this – f _ _ _ _ _
- 6 you race in a boat in this – r _ _ _ _
- 7 you need special gloves for this – b _ _ _ _
- 8 you need good waves for this – s _ _ _ _ _

☐ / 8

2 Choose the correct words.

Example

Please switch/turn the music up.

- 1 You can finish the race. Don't give/drop up.
- 2 The thief didn't get/go away with his crime.
- 3 Please give up/out these books to the class.
- 4 We must speak out/up against drugs.
- 5 You're our best player – please don't give/drop out of the team.
- 6 We lost because the goalkeeper put/let us down.
- 7 We should go ahead with/to the plans for the party.

☐ / 7

Grammar

3 Complete the reported sentences.

Example

'I'm cold.'

He said he was cold.

- 1 'I can play golf.'
She said she golf.
- 2 'We are training hard.'
They said they hard.
- 3 'We lost 3-0.'
They said they 3-0.
- 4 'Kim will beat Tina.'
She said Kim Tina.

- 5 'Jo isn't going to win.'
He said Jo to win.
- 6 'The race isn't very long.'
She said the race very long.
- 7 'We don't play rugby very often.'
They said the rugby very often.
- 8 'They have played well all season.'
He said they well all season.

☐ / 8

4 Correct the underlined mistakes.

Example

both

All my parents like sport.

- 1 Some of people enjoy adventure sports.
- 2 I was really disappointed. All of my family saw me win the race.
- 3 None my friends play cricket.
- 4 All of athletes need confidence.
- 5 Both of teams played very well.
- 6 It was a boring match. Both team scored.
- 7 I saw most the match before I left the stadium.

☐ / 7

Key Expressions

5 Complete the advice about learning English. Use the words in the box.

would	shouldn't	better
were	should	if

..... if I 1 you, I 2 buy a good dictionary. You'd 3 practise every day. You 4 forget to do your homework. You 5 read as much as possible in English.

☐ / 5

What's your score?

Module 8

- | | |
|--|-----------------------|
| <input type="checkbox"/> Vocabulary | <input type="radio"/> |
| <input type="checkbox"/> Grammar | <input type="radio"/> |
| <input type="checkbox"/> Key Expressions | <input type="radio"/> |
| <input type="checkbox"/> / 35 Total | |

This is easy. 😊

I need more practice. 😐

This is difficult. 😞

Get Ready

Vocabulary: Crime

- 1 The biggest diamond in the world has just been stolen. Can you read the letter from the thief? Some words are in code (1 = A, 2 = B, ...)

Dear 14.5.20.5.3.20.9.22.5.19

It's me the 220.8.9.5.6 who took the biggest diamond in the world. It was the perfect 320.8.5.6.20. You won't find any 43.12.21.5.19 at the 53.18.9.13.5.19.3.5.14.5. I haven't left any 66.15.15.20.16.18.9.14.20.19, 76.9.14.7.5.18.16.18.9.14.20.19 or 84.14.1 evidence. There weren't any 923.9.20.14.5.19.19.5.19 and I have the perfect 101.12.9.2.9. Good luck with your 119.14.22.5.19.20.9.7.1.20.9.15.14. I'll never be one of your 1219.21.19.16.5.3.20.19. I'm too clever for you!

- 1 *detectives*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

- 2 Read the definitions and complete the words.

- 1 the reason for committing a crime – m o t i v e
- 2 the person who suffers a crime – v _____
- 3 a person who is guilty of a crime – _____ a l
- 4 the crime of taking a person and asking for money – k _____ g
- 5 the person who takes another person and asks for money – _____ e r
- 6 the red liquid in the body – _ _ o o _
- 7 to kill someone on purpose – _ _ _ d _
- 8 a person who kills another person on purpose – m _____
- 9 a gun or knife, for example – _ _ r _ _ w _ _ _
- 10 the letter that says how much kidnappers want to give a person back – r _ _ _ _ n _ _

Listening

- 3 There has been a kidnapping at Highcliff Hall. Listen and tick (✓) what the cleaner did wrong.

- forgot to call the police ☐
- cleaned away fingerprints and footprints at the crime scene ☐
- didn't have an alibi ☐
- threw away the ransom note ☐
- cleaned away blood from the crime scene ☐
- called the kidnappers ☐
- threw away the murder weapon ☐
- paid the £500,000 ransom ☐

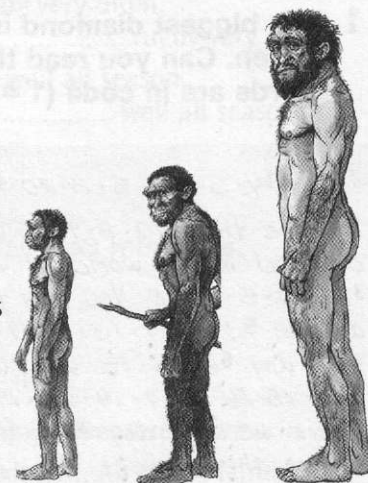


25 Vocabulary and Grammar

Vocabulary: Early humans

1 Match the words (1–10) to the definitions (a–j).

- | | |
|-----------------|--|
| 1 archaeologist | a a living thing such as an animal, bird, fish or insect |
| 2 remains | b no longer existing |
| 3 creature | c pieces of equipment made from rock |
| 4 extinct | d animals that kill and eat other animals |
| 5 to evolve | e the part of the body that controls thoughts, feelings and movement |
| 6 skeleton | f to develop slowly over a long period of time |
| 7 brain | g a person who studies archaeology |
| 8 to hunt | h the parts of a body that are left after a person dies |
| 9 predators | i to chase animals to kill them for food or sport |
| 10 stone tools | j the framework of bones in a body |



Grammar: Reported questions

→ Grammar Reference, page 122

2 Read the question (a). Choose the correct word in the reported question (b).

- a 'Do archaeologists know a lot about how humans evolved?'

b I asked if/what archaeologists knew a lot about how humans evolved.
- a 'What were early humans like?'

b He wanted to know what early humans *had been/are* like.
- a 'Where is Flores Island?'

b The students wanted to know *if/where* Flores Island was.
- a 'What have archaeologists found out about early humans?'

b I asked what archaeologists *have/had* found out about early humans.
- a 'Did early humans use stone tools?'

b She wanted to know if early humans *use/had used* stone tools.
- a 'Where will archaeologists continue their research into human development?'

b They wanted to know where archaeologists *will/would* continue their research into human development.

3 Read the questions from an interview with an archaeologist. Write the reported questions in the correct order.

- 'Why did you become an archaeologist?'

archaeologist / had / why / I / asked / an / her / she / become / .

I asked her why she had become an archaeologist.
- 'Do you enjoy your job?'

job / she / her / if / I / asked / her / enjoyed / .

.....
- 'How many countries have you visited?'

had / countries / how / I / asked / visited / her / many / she / .

.....
- 'Did you work on the Flores Island sites?'

the / Island / worked / she / if / I / Flores / sites / asked / her / had / on / .

.....
- 'Where are you going to work next?'

next / going / I / she / asked / was / work / her / where / to / .

.....

- 4** Look at the poster. Write the original questions the students asked after the talk.

The Young History Detectives

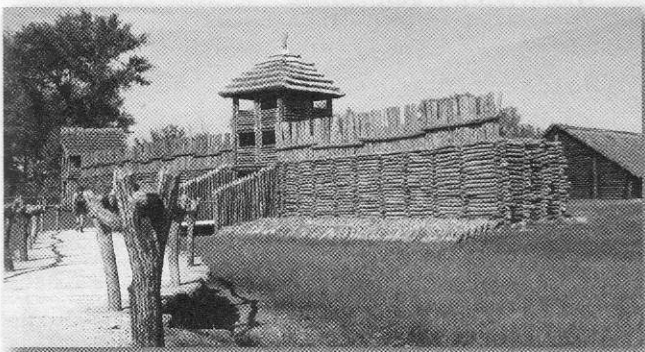
Are you interested in history? Would you like to find out more about your town and your region?

Why not join The Young History Detectives? We visit different archaeological sites in the area and we've found hundreds of different objects.

For more information, come to a talk by John Kelly, 25 April, 2.30 pm, Room 12.

- 1 Joe wanted to know when the club had started.
.....
When did the club start?
- 2 Robert asked John what objects he had found.
.....
- 3 Olga wanted to know how often the club meets.
.....
- 4 Jan asked where the club would research next.
.....
- 5 Emma wanted to know how many young people had joined the club.
.....
- 6 Fiona asked where the club was working at the moment.
.....

- 5** The club in exercise 4 invited an archaeologist to tell them about a place called Biskupin. Report the questions and complete the text.



Q: What is Biskupin?

A: It's an archaeological site and life-size model of an Iron Age settlement.

Q: Where is it?

A: It is situated about 90 km north-east of Poznań in the west of Poland.

Q: Who discovered the site?

A: It was discovered by a local school teacher in 1933 and developed by the archaeologists Józef Kostrzewski and Zdzisław Rajewski.

Q: What can people see there?

- A:** The site and its museum show what life was like in the area nearly three thousand years ago.
- Q:** Have many people have visited Biskupin?
- A:** Thousands! It's a very popular destination for people interested in history. It has an archaeological festival every year in September.
- Q:** Will it be possible for us to visit the site?
- A:** Yes, I'm sure we can organise a trip for you.

The club members were very interested in the site. They first asked 1 *what* Biskupin 2 *was* and they also wanted to know 3 it 4 One of them asked 5 6 the site and another wanted to know 7 people 8 see there. The head of the club asked 9 many people 10 Biskupin and 11 it 12 be possible for them to visit the site.

- 6** Who is Jim talking to? Match his questions (1–6) to the people (a–f). Then report his questions.

- | | |
|--|-----------------------|
| 1 Jim: What time does the store close? | a his history teacher |
| 2 Jim: Have you got a map of the city? | b a tour guide |
| 3 Jim: Can I go to a party on Saturday? | c the postman |
| 4 Jim: Are there any letters for me? | d a shop assistant |
| 5 Jim: When do we have to hand in our project? | e the doctor |
| 6 Jim: How many tablets do I have to take a day? | f his mum |

- 1 He asked *a shop assistant what time the store closed.*
- 2 He asked
- 3 He asked
- 4 He asked
- 5 He asked
- 6 He asked

Your Turn

- 7** Report some questions that people asked you last week.

- 1 My maths teacher asked
- 2 My mum wanted to know
- 3 My best friend asked
- 4 My English teacher wanted to know
- 5 asked
- 6 Someone in the street asked

Vocabulary: Detective stories

1 Complete the story with the pairs of words in the box.

hear / terrible scream
receive / threatening note
follow / footprints
find / dead body
take out / gun
find / tied up

Detective Danny Macintyre 1 *followed* the *footprints* in the snow. There he 2 the of a man – he'd been shot in the chest. Macintyre recognised him immediately: Jake Reardon, the head of the City Boys gang. Seconds later Macintyre 3 a in the darkness. The sound came from the direction of his car. Macintyre 4 his from his pocket and ran back to his car. He couldn't believe his eyes – he 5 his colleague, Annie Taylor, with rope. Annie whispered, 'It was one of the City Boys – I couldn't stop him.'

The next day, Macintyre was on his way to visit Annie at home when he 6 a Someone had left it on his car. The message said, 'Hope Annie is okay after our visit. Stop your investigation or it will be your turn next ...'

2 Replace the underlined words with the expressions in the box.

Word Builder

safe and sound a light sleeper over
nightmare 's the spitting image of heavy

a light sleeper

- 1 I'm easily woken up.
- 2 She looks exactly like her dad.
- 3 My driving test was a complete disaster.
- 4 There was a lot of rain all weekend.
- 5 What time will the film be finished?
- 6 There was an accident on the motorway, but they arrived home unhurt.

3 Complete the pairs of sentences with the same word. Then write L (literal) or I (idiomatic) for each sentence.

- 1 a You can carry this case. It's quite *light*. ☐ L
- b Can I have a quiet room in the hotel? I'm a *light* sleeper. ☐ I
- 2 a Look at those sheep. They have faces. ☐
- b He's the sheep of the family: he's been in prison twice. ☐
- 3 a I'm not keen on rap but I love metal. ☐
- b These books are Can you give me a hand? ☐
- 4 a We walked for across the hills. ☐
- b My new computer is faster than the old one. ☐

4 Rewrite the sentences.

Sentence Builder

- 1 The detective searched the crime scene. Then she arrested the suspects.
Having searched the crime scene, the detective arrested the suspects.
- 2 The criminals got away with millions of pounds. They left the country.
.....
- 3 I read the first part of the story. I guessed who the criminal was.
.....
- 4 The detective received the ransom note. He contacted the kidnappers.
.....
- 5 The police officers checked my alibi. They let me go.
.....
- 6 I watched *The Hound of the Baskervilles* on TV. I decided to read the book.
.....

Your Turn

5 Complete the sentences to make them true for you.

- 1 In my family, is the spitting image of
- 2 was a nightmare.
- 3 I think is miles better than jazz.
- 4 We had a lot of heavy rain
- 5 When my last exams were over, we

Reading

6 Read the text. Choose the correct answers, a, b, c or d.

How to write a detective story

I've been writing detective stories since I was a teenager. Some people think it's a strange profession for a woman, but I think crime fiction is for everyone. I've started giving creative writing classes and the most common question people ask is, 'Where do you start?' It's impossible to give fixed rules, but there are some general tips that people often find useful.

Before you start writing, choose a time period and place that sound realistic. A useful tip is to 'write about what you know'. If you were born in Paris or London, it makes sense to set your story in a European city. Of course, you can write about any continent and any century, but you'll need to do a lot more research to make your story believable.

The character of your detective is very important. He or she must have qualities that help them solve the crime, but they also need characteristics that make them an individual. He or she must also fit in the time and place of your story. Readers are very knowledgeable and they will notice if you get any details wrong about the time period.

Every detective story needs a crime, of course. You need to explain what happens before the crime, the crime itself and what happens afterwards. Remember that you don't always have to write about a murder. Some readers don't enjoy stories full of guns and blood. So, why not write about a theft, kidnapping, or something different like an environmental crime?

Clues are important to keep the readers' interest. They must be interesting, but not too complicated or repetitive. The readers also need to know who the suspects are and if they have an alibi. Decide at the beginning how the crime will be solved and how all the clues will be brought together. Readers love a 'twist' at the end of a story – a surprise or a new fact that brings the action to its conclusion.

- 1 The writer of the text is
 - a a man.
 - b a woman.**
 - c a teenager.
 - d a criminal.
- 2 Why is it a good idea to 'write about what you know'?
 - a You can write about any period in history.
 - b You will have time to do your research.
 - c You will believe in your story.
 - d You won't have to do so much research.
- 3 What does the writer say about readers of crime fiction?
 - a They are only interested in the detective.
 - b They don't know how to solve the crime.
 - c They know if the writer has made a mistake in the context.
 - d They don't care about the time or place.
- 4 What two points does the writer make about detective stories?
 - a You can write about a range of crimes and readers like a shock at the end of a story.
 - b Don't write about murder and give a lot of clues at the beginning of the story.
 - c You can write about guns and blood but don't surprise readers at the end of the story.
 - d You should explain the crime but don't say who the suspects are.
- 5 Why did the writer write this text?
 - a to describe being a writer
 - b to give advice on writing a detective story
 - c to keep the readers' interest
 - d to tell a detective story

27 Communication

Key Expressions: Requests

1 Write the text as normal dialogues. Add the correct punctuation.

1



A: do you think you could turn your phone off please

B: sure no problem

Do you think you could turn your phone off, please?

2



A: could it talk to you please

B: I'm afraid I'm busy

3



A: is it okay if I ask you some questions

B: go ahead

4



A: could you help me with my homework

B: of course

5



A: do you mind if we take photos

B: I'm sorry you can't

6



A: will you leave this library

B: okay let's go

Your Turn

2 Write dialogues for these situations.

Example

You're too hot.

A: *Could you open the window, please?*

B: *Of course.*

1 You want to borrow your friend's mobile.

2 The TV is too loud.

3 You want to try your friend's new computer game.

4 You haven't got time to take the dog for a walk.

5 You're thirsty.

Useful Language

3 Complete the dialogue with the words in the box.

take time allergic knock could
busy ridiculous minutes

Lynn and Chris are outside the head teacher's room.

Chris: You 1 *knock* on the door, Lynn.

Lynn: Okay. (*tap, tap*)

Head: Come in.

Chris: Hello, miss. 2 we ask your advice?

Head: Well, I'm very 3

Lynn: Just two 4 please?

Head: Well, okay. What's the problem?

Chris: There's a problem with the local café. Some of the students have had an 5 reaction to the food there.

Lynn: Yes, I was ill last week after eating lunch there. We want to warn everyone about the café in the local newspaper. Can we do that?

Head: Don't be 6 ! If you say anything bad about the cafe, they could 7 legal action. Please just give me the information and I will decide what to do next.

Chris: Okay, miss, and thank you for your 8

Listening

5 Listen to Angela talking about a detective story. Complete the notes.

THE DETECTIVE CLUB BOOK GROUP

Name of book: *One Hundred Suspects*
Author: *Monica* 1
Detective: *Harry Lee — used to be a thief. very observant and got an analytical* 2
knows how criminals 3
Setting: *New York and* 4
Action: *Starts with* 5 *of a painting.*
Painting sold at auction in London. Harry has list of 100 suspects to interview. At the end, just two suspects but there is a 6
Recommendation: ****



4 Change the direct questions to indirect questions. Use the words in brackets.

Sentence Builder

- Where is the football stadium?
(Do you know)
Do you know where the football stadium is?
- When does the next bus leave?
(Could you tell me)
.....
- Did our team win?
(Do you know)
.....
- Who is Mrs Clarke?
(Could you tell us)
.....
- Is there a music shop near here?
(Do you know)
.....
- What's the time? (Could you tell me)
.....

Reading Corner 5

Detective Work

1 Read the introduction. Choose the correct information.

INTRODUCTION

When Paul gets a job for the summer holiday at Repsom museum, he knows it will be interesting. First there's pretty Anna Wain, the woman he's going to work with. Then there are the jewels which the museum is borrowing: the hundred thousand pound diamond necklace that belongs to the Gilbertson family.

But when someone steals the necklace, Paul's summer job gets more than interesting – it gets *frightening*. Because the police think *he* is the one who took it.

- 1 Paul *was/wasn't* looking forward to his job.
- 2 The Gilbertson family *gave/lent* the necklace to the museum.
- 3 Paul was a *suspect/thief*.

2 Read the summary and extract 1. Are the statements true (T) or false (F)?

SUMMARY

After the necklace had been stolen, Anna Wain, Paul's colleague, called the police. Detective Chief Inspector Craven and four other police officers came to the museum. They interviewed Paul after having questioned Anna Wain.

EXTRACT 1

Chief Inspector Craven said, 'How long have you worked at the museum?'

'Two weeks,' I said.

He looked at his book of notes. 'Two weeks and one day,' he said, 'according to Miss Wain.'

'Yes,' I agreed with him.

'In fact, you started work the same day that the Gilbertson necklace arrived,' he said.

'Yes, I suppose I did,' I said.

'Don't you *know*?' he shouted.

I was becoming nervous. 'Yes, all right, I started the day the necklace arrived,' I said.

'And now it's gone,' he said quietly.

He made it seem as if the two things went together – I started work here, then the necklace was stolen.

'I didn't take it,' I told him.

- 1 The police interviewed Paul before Anna. ☒
- 2 Paul had worked at the museum for fifteen days when the necklace was stolen. ☐
- 3 Inspector Craven got angry with Paul. ☐
- 4 Paul felt relaxed during the interview. ☐
- 5 Paul admitted taking the necklace. ☐

3 Read the summary and look at the picture. Answer the questions.

SUMMARY

Mrs Gilbertson was told about the theft and she was very angry. After the police interviews, everyone was searched but the necklace wasn't found. The police thought the thief had escaped with the necklace. Then, one afternoon, Paul had to do some work behind the pirate display in the museum. The display had a treasure chest of false jewels. When Paul moved the treasure chest, he noticed something very important ...



But not all the jewels were false ... One necklace was very valuable indeed. It was the Gilbertson diamond necklace!

- 1 Where do you think the thief went?
- 2 Who do you think hid the necklace in the chest?
- 3 What do you think Paul will do next?

4 Read the summary and extract 2. Number the stages in the correct order.

SUMMARY

Paul decided not to go to the police about the necklace because he was already a suspect. He also thought the thief might come back for the necklace and so he left it in its hiding place. Then Mr Balfour, the museum curator, called Paul into his office. One of the police officers was also there.

EXTRACT 2

'You haven't been completely honest with me, Paul,' said Mr Balfour.
I didn't understand. 'What makes you think that?' I said.
'Why didn't you tell me you were in trouble with the police before you came here?' he said.
I began to feel cold inside. I knew the time he meant. 'But – but that was two years ago,' I said.
'I was only fourteen, and I wasn't to blame. There were two older boys and ...'
'I know you weren't guilty of the crime,' said Mr Balfour, interrupting. 'Inspector Todd has told me that. He's told me it was the other boys who stole things from a shop. You were just foolish enough to be with them when it happened.'
'But perhaps there were other times when you stole things,' said Inspector Todd. 'Times when you've not been caught.' ...
'I didn't steal the necklace,' I said. 'You must believe me.' ... I waited for Mr Balfour to say something. The curator looked tired and unhappy.
'I like you, Paul,' he said, sadly. 'I want you to know that. I'm certain that you didn't steal the Gilbertson necklace, but the police do suspect you. That makes things difficult for me. I think it would be better if you found another holiday job after this week.'

- Paul got a job in the museum. ☐
- Paul denied stealing the necklace. ☐
- The police told the curator about Paul's past. ☐
- Paul was asked to leave his job. ☐
- Paul was involved in a theft. ☒ 1
- The curator interviewed Paul about the theft of the necklace. ☐
- The Gilbertson necklace was stolen from the museum. ☐

5 Read the summary and extract 3. Who or what do the underlined words refer to?

SUMMARY

Then Paul decided ¹ he had to find out who the thief was and so he decided to set a trap in the museum. One night, he hid in one of the displays ² there. At midnight he heard a noise. Then Paul caught Derek Halliday, one of the museum workers, who had come back for the necklace. But there was also another person ...

EXTRACT 3

'There's still something I don't understand,' I said.
'What were you going to do with the necklace? Sell ³ it? Who was going to buy it? Do you know people who buy stolen jewellery?'
Derek shook his head. 'No,' ⁴ he said.
'Why did you steal it then?' I asked.
He didn't speak for a moment. ... Then he said, 'Somebody paid ⁵ me to steal it.'
Now it was me who was surprised. 'Who?' I asked.
He opened his mouth to speak again ...
There was a loud bang near the door. ⁶ It was the sound of a gun! I turned to see who was shooting, and a dark shape ran across the room, covered in a long coat with a hood. ...
I watched the hooded person grab the diamond necklace from Derek's hand. Derek was on the floor now, blood pouring from his shoulder. ...
I moved quickly and switched off the light.... 'Where are you? I know you're in ⁷ here,' a voice said. It was a woman's voice.

- 1 Paul
- 2
- 3
- 4
- 5
- 6
- 7

6 Answer the questions.

- 1 Why did Derek steal the necklace?
- 2 Who do you think the woman was? Why did she want the necklace?
- 3 What will happen to the necklace?
- 4 What will happen to Paul?
- 5 Would you like to read the rest of the story?

Language Check 9

Vocabulary

1 Choose the correct words.

Example

Have the police arrested the criminals / crimes?

- What was the victim / motive for the crime?
- They weren't any fingerprints / footprints because the criminals wore gloves.
- The murder / murderer weapon was never found.
- The police searched the investigation / crime scene.
- Detectives want to interview evidence / witnesses to the crime.
- Did you report the thief / theft of your car?
- What did the ransom letter / note say?
- The police let the man go because he had a suspect / an alibi.
- How much did the kidnapping / kidnapper ask for?

☐ / 9

2 Complete the sentences.

light heavy miles safe
over nightmare image

Example

Everyone got home safe and sound.

- I was glad when the exams were
- Joe is the spitting of his brother.
- The rain was very during the storm.
- You are taller than me.
- The trip was a – we missed the bus.
- Don't make any noise – I'm a sleeper.

☐ / 6

Grammar

3 Correct the underlined mistakes in the reported questions.

Example

She asked me what was the time.
the time was

- He asked if I did like the film.
- I asked when my lunch will be ready.
- They asked when I was French.
- I asked who was Adam.
- She asked when I was from.
- They asked if I have been to Spain.
- I asked if they are coming to the party.
- She asked how old was my brother.

☐ / 8

4 Change the direct questions to indirect questions. Start with *Do you know ...?*

Example Where's the station?

Do you know where the station is?

- Is the post office open?
.....
- What time does the match start?
.....
- Is Helen at home?
.....
- Why has Leo gone home?
.....
- Have we got any stamps?
.....
- Where did I put my mobile?
.....
- Are there any biscuits left?
.....

☐ / 7

Key Expressions

5 Complete the dialogues with the words in the box. There are two words that you don't need.

busy course mind will okay
sorry ahead could

- A: Could we ask you a question?
B: I'm afraid I'm 1
- A: Do you 2 if I leave my bike here?
B: I'm 3, you can't.
- A: Is it 4 if I put the TV on?
B: Go 5

☐ / 5

What's your score?

Module 9

- ☐ Vocabulary 😊
- ☐ Grammar 😊
- ☐ Key Expressions 😊
- ☐ / 35 Total

This is easy. 😊

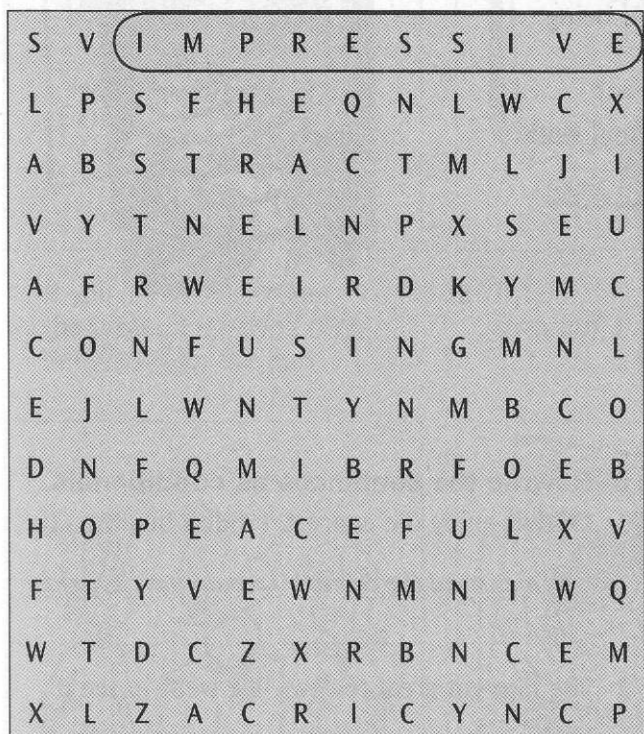
I need more practice. 😐

This is difficult. 😞

Get Ready

Vocabulary: Adjectives

- 1 Find seven more adjectives in the word search.



- 2 Complete the advice with the adjectives in the box.

unusual relaxing ridiculous clever
colourful complicated imaginative
surprising

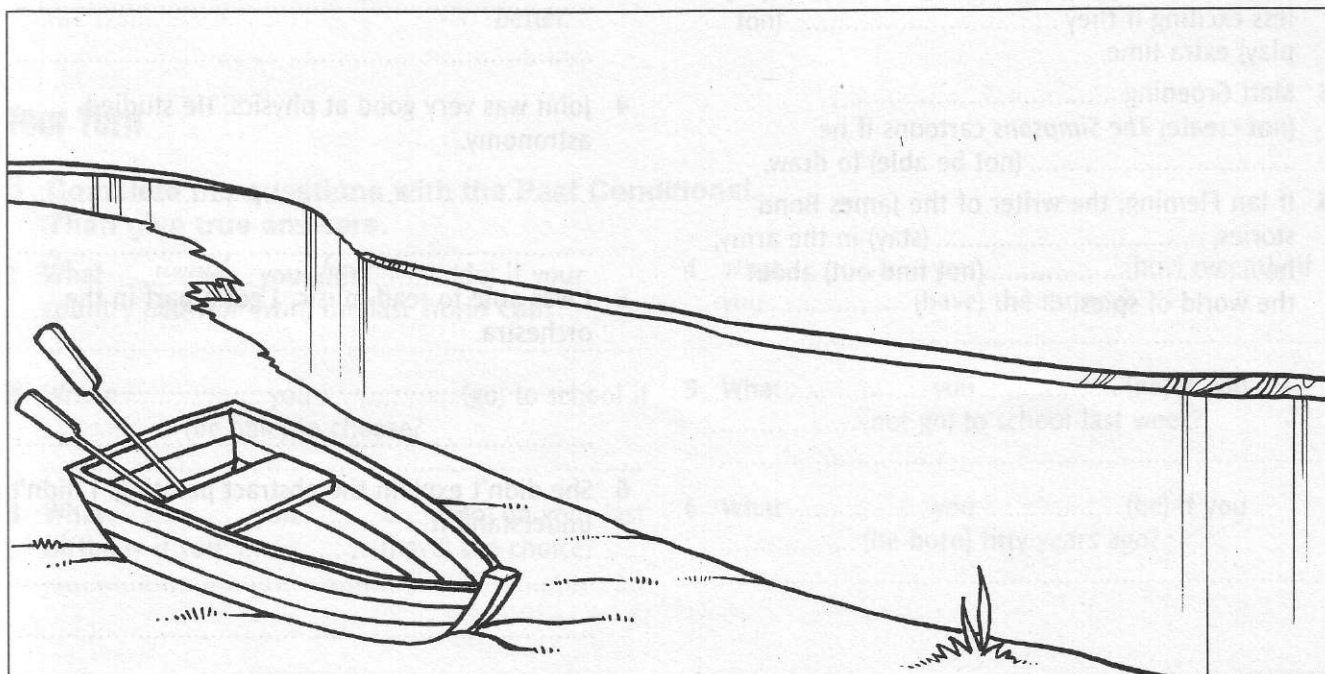
Feed your imagination

You don't need to be a painter or a writer to be

- 1 *imaginative* Just follow these tips – it's
- 2 how quickly the ideas will come.
- Do something 3 like lying in a quiet room or listening to music.
- Try something new. An 4 hobby or new experience will stimulate the imagination.
- Test your brain. Try doing crosswords and other puzzles. If you already enjoy this type of thing, move on to more 5 tasks.
- Enjoy colour. Look around you and see how 6 the world is.
- Be free in your thinking. Think of new ways of doing things, even if they appear weird at first or even 7
- Talk to new people. There are some interesting and 8 people out there just waiting to exchange ideas with you.

Listening

- 3 Listen and complete the picture.



28 Vocabulary and Grammar

Vocabulary: Creativity

- 1 Replace the underlined text with the words in the box. Then answer the questions.

genius extraordinary talent relationship logical poet
works of art admired composed a masterpiece

- 1 Who is the most famous writer of poems in your country?
2 Who is the most important person of great ability alive today?
3 Do you think there is a link between being creative and being unhappy?
4 What paintings, sculptures, etc. can you see in your town?
5 Has a musician in your country written an extremely good work?
6 Which writer from your country has / had special skills?
7 Do you think it's possible to be creative and sensible?
8 Who is the most respected musician in your country?



Grammar: Past Conditional

→ Grammar Reference, page 123

- 2 Complete the sentences with the correct form of the verbs in brackets.

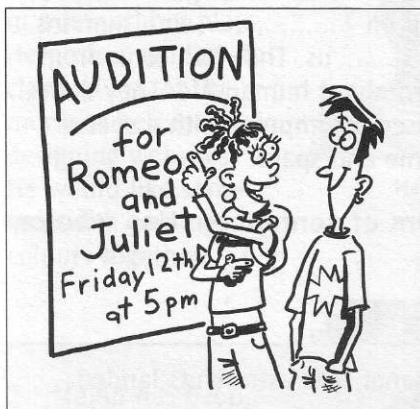
- 1 If Leonardo da Vinci had been (be) born in the 21st century, he would have become (become) a computer genius.
2 The sport of rugby (not exist) if William Webb Ellis (not run) with the ball in a game of football.
3 If John Lennon (not meet) Paul McCartney, they (form) the Beatles.
4 The 2006 World Cup (be) less exciting if they (not play) extra time.
5 Matt Groening (not create) *The Simpsons* cartoons if he (not be able) to draw.
6 If Ian Fleming, the writer of the James Bond stories, (stay) in the army, he (not find out) about the world of spies.

- 3 Rewrite the sentences as conditionals.

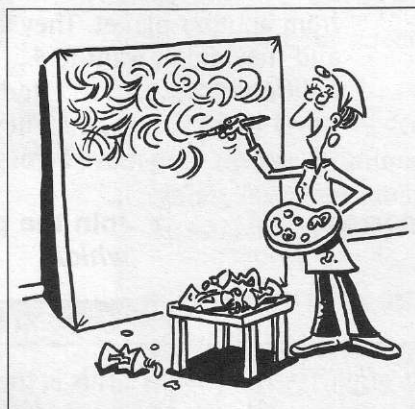
- 1 I didn't enjoy the concert. I didn't buy the CD.
If I'd enjoyed the concert, I would have bought the CD.
2 The film got great reviews. We went to see it.
3 You didn't have art lessons. You didn't learn to draw.
4 John was very good at physics. He studied astronomy.
5 I was able to read music. I got a part in the orchestra.
6 She didn't explain the abstract painting. I didn't understand it.

4 Complete the sentences. Use the pairs of verbs in the box.

not have / not write not be / meet have / buy
know / take up not be / come out
not show / not audition



1 If you *hadn't shown* me the poster, I *wouldn't have auditioned* for the part.



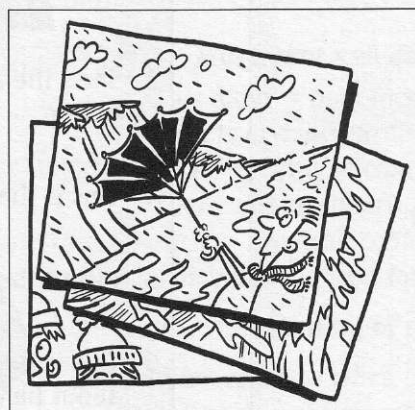
2 If I painting was such fun, I it years ago.



3 If he a dream about the characters, he the stories.



4 If they interested in art, they never



5 If the weather so awful, my photos better.



6 If she more money, she the violin.

Your Turn

5 Complete the questions with the Past Conditional. Then give true answers.

1 What you *have done* (do) if your country *had won* (win) the last World Cup?

4 What you (buy) recently if you (have) the money?

2 Where you (go) to school if (be able) to choose?

5 What you (do) if you (not go) to school last week?

3 What you (do) on your last birthday if you (have) the choice?

6 What you (be) if you (be born) fifty years ago?

Vocabulary: Science fiction

- 1 Complete the text with the words in the box.

program science fiction
spaceship aliens destroy
galaxy Earth

'I've just read a really good 1 *science fiction* story. It was different because the 2 weren't little green men from another planet. They lived on 3 with humans and they didn't want to 4 us. They had come from a different 5 to learn about human life. They didn't travel by 6 They used a computer with a special 7 to move across time and space.'

- 2 Complete the tables with the correct form of the words.

Word Builder

Noun

self

danger

galaxy

type

expense

Adjective

1 *selfish*

2

3

4

5

Verb

create

exist

argue

design

explain

Noun

6 *creation*

7

8

9

10

- 3 Join the pairs of sentences. Use *who* or *which*.

Sentence Builder

- 1 This is the planet. The astronauts landed on it.

This is the planet which the astronauts landed on.

- 2 How far was the galaxy? The aliens came from it?

- 3 She's the astronaut. Everyone is interested in her.

- 4 This is the story. I won a prize for it.

- 5 I liked the characters. You made them up.

- 6 This is the science fiction writer. I told you about her.

Your Turn

- 4 Complete the questions with the correct form of the words in brackets. Then answer the questions for you.

Scores

- 1 a 2 b 1 c 3
2 a 1 b 2 c 3
3 a 2 b 1 c 3
4 a 3 b 2 c 1
5 a 3 b 2 c 1
6 a 1 b 3 c 2
7 a 2 b 1 c 3

15-21 You are creative with a good imagination and a love of art and colour.

8-14 You are quite creative but you could develop your artistic side a little.

1-7 You are not very interested in art and creativity. Try using your imagination a little more?

How creative are you?

- 1 Which job do you think is the most *creative* (create)?
a photographer b footballer c fashion designer
2 What form of (entertain) would you prefer?
a a basketball match b a theme park c an art gallery
3 How would you describe your (appear)?
a casual b old-fashioned c cool and trendy
4 How (colour) is your bedroom?
a very b not very c not at all
5 Do you ever use your (imagine) to see patterns in clouds?
a often b sometimes c never
6 Which (legend) character from history would you like to meet?
a Jesse Owens b Pablo Picasso c Henry Ford
7 Where would you like to visit as a (tour)?
a the cities of Ancient Egypt b my own city c another planet

Reading

5 Read about the people (1–4) and the courses (a–f). Decide which course would be most suitable for each person.

1 Mark is keen on rap and he's appeared in a few school plays. He prefers modern to classical art. At the moment he's into designing websites. He would like some help with putting colours together. ☐



Mark

2 Meilin has been interested in art since she was a child, but she isn't keen on art history. She's done a lot of pencil sketches but she wants to try new things. She would like to become more adventurous with her art. ☐



Meilin

3 Anita has done a lot of dance classes and she's also written some poems. She wants to get into art now. She'd like to understand abstract art better before she starts drawing or painting herself. ☐



Anita

4 Sam is quite creative and artistic. He's got a good imagination and he's done quite a few colourful paintings. At the moment he's enjoying producing science fiction and crime adventures. He'd like to show his work to a wider audience. ☐



Sam

Creative Courses

a Practice for poets

Do you rap, or write or perform poetry? Come to our workshop to get advice on your writing or some tips on performance techniques. If you have never tried poetry before, just come along and have a go. The courses are run by established poets with lots of teaching experience.

b Develop as an artist

A three-week course to help young people develop their practical skills. We focus on a range of techniques including drawing, painting, and sculpture. We encourage students to take creative risks, and experiment with colour and materials. Their best work will be shown in an exhibition. Suitable for teenagers with good basic drawing skills.

c Movement and dance

This dance school focuses on the physical and artistic aspects of dance. Students develop dance skills and an understanding of communication and performance. There will be opportunities to try a range of dance styles such as classical, contemporary and jazz. Students also collaborate on a performance before a live audience.

d The meaning of colour

What happens when people look at the colour red or the colour green? Colours give non-verbal communication. They also create a physical and emotional reaction in people. This is a practical course to help young artists and designers understand the meaning of colour. We also focus on the cultural use of colour in different societies.

e Get your writing right

Join three professional writers to improve your story-telling skills. These courses were designed to help young writers develop their imagination and creativity. At the end of the course, each student's best work is published online. Suitable for teenagers who have already written a broad range of stories.

f Understanding modern art

Do you want to know more about Picasso and Dali? This course describes the development of modern art from the early 20th century. It is led by art historians with experience of teaching young people. The cost of the course includes visits to key galleries in London. No practical tuition is given on this course.

30 Communication

Useful Language

1 Choose the correct words.

- Nadia:** Hi Ben. Have you ¹ *listened/heard* from Ian and Sarah?
Ben: No, why?
Nadia: They've just recorded their ² *album/photos*.
Ben: Where can you buy it? I want to ³ *come/be* first with a copy.
Nadia: No, it's available only on the Internet. ⁴ *Thank you/Thanks* to new technology, you don't need a publishing company. They recorded it ⁵ *as/so* fast and as cheaply as they could. ⁶ *Luckily/Lucky*, it has come out well and they are pleased with it.
Ben: That's ⁷ *amazed/amazing*! Let's drink ⁸ *to/for* creativity.
Nadia: To creativity!



Key Expressions: Conversation

2 Complete the conversation with the lines in the box.

Sorry to interrupt
 By the way
 Let's talk about that later
 As I was saying
 Changing the subject

- Kim:** Hi, there. Did you see the film on TV ...?
Shaun: ¹ *Sorry to interrupt* I've got some exciting news.
Bella: What's happened?
Shaun: Our school has won the art competition and —
Kim: That's fantastic!
Bella: Yes, I don't believe it!
Shaun: ² , we've won, and that means our paintings will be shown at the local gallery.
Kim: Yes, and we get loads of art equipment, too.
Bella: ³ , has anyone told the art teachers?
Shaun: Yes, they already know.
⁴ , have you written anything for the poetry competition?
Kim: Oh, Shaun. ⁵ We need to tell the rest of the class the news first.

Your Turn

3 Write the lines of the dialogue.

Your friend: Start talking about your homework.

Have you done your homework yet?

You: Interrupt politely. Start talking about a good film you saw.

Sorry to interrupt.

Your friend: Reply. Go back to homework.

You: Reply. Change the topic to something you are reading.

Your friend: Reply. Change the topic to a new shop you've been to.

You: Go back to reading.

Your friend: Reply.

Listening

4 Listen to the conversations. Choose the correct answer: a, b or c.

1 Which picture is the woman looking at?



a ☐



b ☐



c ☐

2 What did the boy dream of?



a ☐

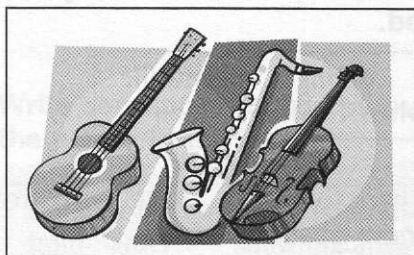


b ☐

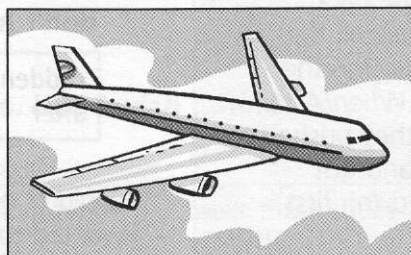


c ☐

3 What helps the man be creative?



a ☐



b ☐

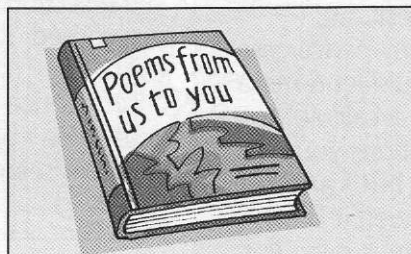


c ☐

4 What did the students do to win a prize?



a ☐



b ☐

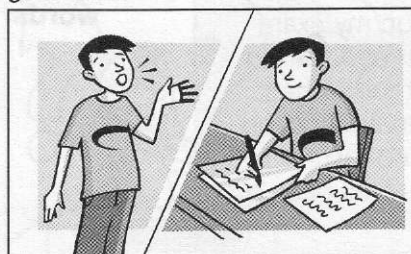


c ☐

5 What two things is the girl's brother good at?



a ☐



b ☐



c ☐

Writing Challenge

Writing Challenge

1 Read the story. Are the statements true (T) or false (F)?

- 1 The writer arrived late for the exam. ☒ F
- 2 The writer didn't have the equipment he needed. ☐
- 3 The students weren't allowed to use calculators. ☐
- 4 The writer wasn't able to answer all of the questions in the exam. ☐
- 5 The writer didn't really take the exam. ☐

- 1 It happened at school last Thursday. It was 9.30 in the morning and we were all sitting in the school hall. There was silence and we all had a maths exam paper in front of us. The teacher said, 'You may start the exam. You have one and half hours.'
- 2 **a** *Then/While* I looked down at my desk – I didn't have any pens, pencils or my calculator with me. I put my hand up, but the teacher didn't notice because I was at the back of the room. **b** *During /Meanwhile* all the other students were working through the exam questions really quickly. **c** *When/After* they couldn't do a calculation, they pushed the buttons on their calculator and got the answer. I hadn't even started the first question. I felt hot and sick.
- 3 **d** *Afterwards/After* a few more minutes, I called the teacher's name. She looked very annoyed because I had spoken **e** *during/while* an exam. She came up to my desk and I explained that I had forgotten my pencil case and calculator. She said she would lend me a pencil, but that she didn't have a calculator. 'You will have to do the calculations yourself,' she said. She gave me a pencil, but **f** *after/while* I was writing the first answer, it broke! Then the teacher said, 'The exam is over. Put your pens down.' I couldn't believe it!
- 4 **g** *Afterwards/After* the teacher collected in the exam papers and I tried to explain that I needed more time. She picked up my exam paper, looked at the first answer and started to laugh. I shouted, 'No, it's not fair!' Then **h** *meanwhile/suddenly* I woke up and looked around me. My heart was beating fast, but I was safe and sound in bed. It had all been a dream.

2 Choose the correct summary of each paragraph in the essay.

Paragraph 1

- a where the story happened
- (b)** when and where the story happened

Paragraph 2

- a how the action began
- b** how the writer felt

Paragraph 3

- a the main characters
- b** the main action

Paragraph 4

- a what happened in the end
- b** the writer's opinion

3 Choose the correct linking words in the story (a–h).

- a **(Then/While)**

4 Read what happened after the writer's dream. Complete the text with the words in the box. There are two words you don't need.

suddenly during meanwhile
after when while then

I couldn't get back to sleep **1** *after* my dream. I wanted to know what it all meant. **2** I went on the Internet to look for an explanation. **3** I was searching, I came across a dream analysis site. **4** I read the section about tests and exams, I was quite surprised. It said that dreams about problems **5** an exam indicate a lack of confidence about a challenge. It was strange because I hadn't felt stressed or upset, but the dream seemed very real.

5 Write a story about a dream. Use the paragraph summaries in exercise 2 to help you. Include appropriate linking words.

Understanding Grammar: *wish*

→ Grammar Reference, page 125

1 Choose the correct words. Which dialogues talk about the past and which talk about the present?

- 1 A: Can you draw?
B: No, but I wish I can/could *present*
- 2 A: Did you enjoy the film I lent you?
B: Yes, but I wish you didn't tell/hadn't told me the ending.
- 3 A: Do you remember your dreams?
B: Yes, I do, but I wish I understood/understand them better.
- 4 A: Did you do art at school?
B: Yes, but I wish I took/had taken it more seriously
- 5 A: Do you ever write short stories?
B: Yes, and I wish I could/can publish them.
- 6 A: I didn't enjoy the concert very much.
B: No, I wish they had played/played my favourite songs.

2 Rewrite the sentences with *I wish ...*

- 1 I'd like to be more creative.
I wish I was more creative.
- 2 It was a mistake to drop out of the competition.
.....
- 3 What a pity we haven't got tickets for the concert.
.....
- 4 I regret I didn't study music at school.
.....
- 5 It's a shame they can't come to the party.
.....
- 6 It's a pity that I didn't finish my painting.
.....

3 Write sentences for the pictures. Use *I wish ...* and the words in the box.

can play the guitar go to that hairdresser wear these shoes be taller
train harder know the answer



I wish I was taller.



Language Check 10

Vocabulary

1 Complete the adjectives.

Example makes you feel relaxed – re l a x i n g

- not simple – c _____
- not realistic – a _____
- another word for *silly* – r _____
- strange and unusual – w _____
- showing ability or skill – c _____
- with a lot of imagination – i _____
- with a lot of colours – c _____

☐ / 7

2 Complete the sentences with the correct form of the words in brackets.

Example Who is your favourite writer (write)?

- It was (thought) of you to call me.
- Pele was a footballer (legend).
- I don't worry about my (appear).
- Don't be so (self) – share your sweets with everyone.
- Where is the (tour) office?
- She didn't give an (explain) for being late.
- Would you like to be (fame)?
- What's your favourite form of (entertain)?

☐ / 8

Grammar

3 Complete the sentences with the correct form of the verbs in brackets.

Example If I had had (have) your address, I would have sent (send) you a postcard.

- You (not have) an accident if you (drive) more carefully.
- If they (play) better, they (win) the match.
- We (go) out on Sunday if it (not rain) all day.
- If we (not go) to the same school, we (not meet) each other.
- She (say) hello if she (see) you.

☐ / 10

4 Correct the underlined mistakes.

Example I wish I have a sister.

I wish I had a sister.

- I wish I didn't eaten so much.
- I wish I can play the piano.
- I wish I am a better athlete.
- I wish I studied art when I was at school.
- I wish you came to my party last week.

☐ / 5

Key Expressions

5 Choose the correct words.

A: Did you see the match ...?

B: Sorry/Pardon to interrupt. I don't feel very well.

A: What's the matter?

B: I've got a bad headache. I need an aspirin.

A: Oh dear. ¹ Of/By the way, using a computer can give you a headache.

B: ² Like/As I was saying, have you got any aspirin?


A: No, sorry, I haven't. ³ Changing/Change the subject, are you going to Ann's party?


B: ⁴ Let/Let's talk ⁵ about/of that later. My head hurts!


☐ / 5

What's your score?


Module 10


☐ Vocabulary 


☐ Grammar 

☐ Key Expressions 

☐ / 35 Total

This is easy. 

I need more practice. 

This is difficult. 

Wordlist

Module 1

Communication

blog	n	/blɒg/
body language	n	/'bɒdi ,læŋgwidʒ/
computer network	n phr	/kəm'pjʊtə ,netwɜ:k/
e-mail	n	/'i:meil/
face-to-face	adj	/'feɪs tə 'feɪs/
instant messaging	n	/'ɪnstənt 'mesɪdʒɪŋ/
landline	n	/'lændlaɪn/
mobile phone	n	/'məʊbaɪl 'fəʊn/
postal service	n	/'pəʊstl ,sɜ:vɪs/
sign language	n	/'saɪn ,læŋgwidʒ/
telegraph	n	/'telɪgrɑ:f/
text	v	/tekst/

Reading Corner

dull	adj	/dʌl/
gig	n	/gɪg/
rehearsal	n	/'rɪ'hɜ:səl/
tambourine	n	/'tæmbə'reɪn/
track	n	/træk/

Module 2

Media

advice	n	/əd'vaɪs/
celebrity	n	/sə'lebrəti/
chat show	n	/'tʃæt ʃəʊ/
documentary	n	/'dɒkjə'mentəri/
fashion	n	/'fæʃən/
forecast	n	/'fɔ:kɑ:st/
game show	n	/'geɪm ʃəʊ/
gossip	n	/'gɒsɪp/
headline	n	/'hedlaɪn/
horoscope	n	/'hɒrəskəʊp/
problem page	n	/'prɒbləm peɪdʒ/
questionnaire	n	/'kwestʃə'neə/
report	n	/'rɪ'pɔ:t/
review	n	/'rɪ'vju:/

Extra words

advertiser	n	/'ædvə'taɪzə/
midwife	n	/'mɪdwaɪf/
publication	n	/'pʌblɪ'keɪʃən/
set your mind to	phr v	/'set jɔ: 'maɪnd tə/
subscriber	n	/'sʌb'skraɪbə/

Module 3

Communities

block of flats	n phr	/'blɒk əv 'flæts/
bungalow	n	/'bʌŋɡələʊ/
corner shop	n	/'kɔ:nə 'ʃɒp/
cottage	n	/'kɒtɪdʒ/
detached house	n	/'di,tætʃt 'haus/
downtown	adv	/'daʊn'taʊn/
facility	n	/'fə'sɪləti/
mobile home	n	/'məʊbaɪl 'həʊm/
rural	adj	/'ruərəl/
semi-detached house	n	/'semi dɪtætʃt 'haus/
suburb	n	/'sʌbɜ:b/
terraced house	n	/'terəst 'haus/
youth club	n	/'ju:θ klʌb/

Reading Corner

admit	v	/əd'mɪt/
agriculture	n	/'ægrɪ,kʌltʃə/
colony	n	/'kɒləni/
descended from	adj	/dɪ'sendɪd frəm/

descent	n	/dɪ'sent/
ethnic	adj	/'eθnɪk/
famine	n	/'fæmɪn/
found	v	/faʊnd/
immigration	n	/'ɪmɪ'ɡreɪʃən/
inhabitant	n	/'ɪnhæbɪtənt/
make up	v	/'meɪk 'ʌp/
race	n	/'reɪs/
settlement	n	/'setlmənt/
slave	n	/'sleɪv/
society	n	/'sə'saɪəti/
trading centre	n	/'treɪdɪŋ ,sentə/
tribe	n	/'traɪb/

Module 4

Money

bank account	n	/'bæŋk ə,kəʊnt/
bank note	n	/'bæŋk nəʊt/
cash	n	/kæʃ/
cash card	n	/'kæʃ kɑ:d/
cheque book	n	/'tʃek bʊk/
coin	n	/kɔɪn/
credit card	n	/'kredɪt kɑ:d/
debit card	n	/'deɪt kɑ:d/
pocket money	n	/'pɒkɪt 'mʌni/
salary	n	/'sæləri/
savings	n	/'seɪvɪŋz/
wage	n	/'weɪdʒ/

Materials

bronze	n	/'brɒnz/
copper	n	/'kɒpə/
iron	n	/'aɪən/
tin	n	/'tɪn/

Module 5

Figures

decimal	n	/'desəməl/
estimate	n	/'estəmət/
fraction	n	/'frækʃən/

Landscape

canyon	n	/'kænjən/
glacier	n	/'glæsiə/
gorge	n	/'gɔ:dʒ/
marsh	n	/'mɑ:ʃ/
swamp	n	/'swɒmp/
waterfall	n	/'wɔ:təfɔ:l/

Reading Corner

brighten up	v	/'braɪtn 'ʌp/
cloudless	adj	/'klaʊdləs/
dressy	n	/'dresɪ/
drop	n	/'drɒp/
flat	adj	/'flæt/
flow	v	/'fləʊ/
fly	n	/'flaɪ/
glide	v	/'glɑɪd/
motion	n	/'məʊʃən/
shore	n	/'ʃɔ:/
slide	v	/'slaɪd/
splash	n	/'splæʃ/
take it in turns	v phr	/'teɪk ɪt ɪn 'tɜ:nz/
tide	n	/'taɪd/

Module 6

The Environment

climate change	n	/ˈklaɪmət ˌtʃeɪndʒ/
deforestation	n	/diːˌfɒrəˈsteɪʃən/
drought	n	/draʊt/
energy	n	/ˈenədʒi/
flood	n	/flʌd/
fossil fuel	n	/ˈfɒsəl ˈfjuːəl/
global warming	n	/ˌɡləʊbəl ˈwɔːmɪŋ/
greenhouse gases	n	/ˌɡriːnhaʊs ˈɡæsɪz/
hybrid	n	/ˈhaɪbrɪd/
light bulb	n	/ˈlaɪt bʌlb/
organic	adj	/ɔːˈɡænik/
recycling	n	/rɪˈsaɪklɪŋ/
renewable	adj	/rɪˈnjuːəbəl/
solar	adj	/ˈsəʊlə/
wind farm	n	/ˈwɪnd fɑːm/

Extra words

benefit from	v	/ˈbenəfɪt frəm/
consume	v	/kənˈsjuːm/
ground	n	/graʊnd/
income	n	/ˈɪŋkʌm/
soil	n	/sɔɪl/

Module 7

Clothes

baggy	adj	/ˈbæɡi/
casual	adj	/ˈkæʒuəl/
checked	adj	/tʃekt/
corduroy	n, adj	/ˈkɔːdʒərəʊ/
cotton	n, adj	/ˈkɒtn/
denim	n, adj	/ˈdenəm/
flat	adj	/flæt/
formal	adj	/ˈfɔːmə/
high-heeled	adj	/ˈhaɪ hiːld/
leather	n, adj	/ˈleðə/
linen	n, adj	/ˈlɪnən/
long-sleeved	adj	/ˌlɒŋ ˈsliːvd/
old-fashioned	adj	/ˌəʊld ˈfæʃənd/
plain	adj	/pleɪn/
pointed	adj	/ˈpɔɪntɪd/
polka-dot	n	/ˈpɒlkə dɒt/
polo-neck	n	/ˈpəʊləʊ nek/
scruffy	adj	/ˈskrʌfi/
short-sleeved	adj	/ˌʃɔːt ˈsliːvd/
silk	n, adj	/sɪlk/
sleeveless	adj	/ˈsliːvləs/
smart	adj	/smɑːt/
striped	adj	/straɪpt/
stylish	adj	/ˈstaɪlɪʃ/
torn	adj	/tɔːn/
trendy	adj	/ˈtrendi/
V-neck	n	/ˈviː nek/
woolly	adj	/ˈwʊli/

Looks

elegant	adj	/ˈeləɡənt/
glamorous	adj	/ˈɡləməərəs/
gorgeous	adj	/ˈɡɔːdʒəs/
handsome	adj	/ˈhænsəm/
unattractive	adj	/ˌʌnəˈtræktɪv/

Body Decoration

armpit	n	/ˈɑːmˌpɪt/
dye	v	/daɪ/
fingernail	ni	/ˈfɪŋɡəneɪl/
lipstick	n	/ˈlɪpˌstɪk/
pierce	v	/pɪəs/
shave	v	/ʃeɪv/
tattoo	v	/təˈtuː/
toenail	n	/ˈtəʊneɪl/

Extra words

available	adj	/əˈveɪləbəl/
benefit	n	/ˈbenəfɪt/
clothing	n	/ˈkləʊðɪŋ/
dress code	n	/ˈdres kəʊd/
feature	n	/ˈfi:tʃə/
outfit	n	/ˈaʊtfɪt/
wearable	adj	/ˈweərəbəl/

Reading Corner

atmosphere	n	/ˈætməsfɪə/
crew	n	/kruː/
data	n	/ˈdeɪtə/
identical	adj	/aɪˈdentɪkəl/
monitor	n	/ˈmɒnɪtə/
neutral	adj	/ˈnjuːtrəl/
regenerate	v	/rɪˈdʒenəreɪt/
resource	n	/rɪˈzɔːs/
temporary	adj	/ˈtempərəri/
variety	n	/vəˈraɪəti/

Module 8

Sports

boxing	n	/ˈbɒksɪŋ/
cricket	n	/ˈkrɪkɪt/
discus	n	/ˈdɪskəs/
fencing	n	/ˈfensɪŋ/
ice hockey	n	/ˈaɪs ˌhɒki/
javelin	n	/ˈdʒævəlɪn/
long jump	n	/ˈlɒŋ dʒʌmp/
marathon	n	/ˈmærəθən/
opponent	n	/əˈpəʊnənt/
paragliding	n	/ˈpærəˌɡlaɪdɪŋ/
racing	n	/ˈreɪsɪŋ/
rowing	n	/ˈrəʊɪŋ/
rugby	n	/ˈrʌɡbi/
scuba diving	n	/ˈskuːbə ˌdaɪvɪŋ/
sky diving	n	/ˈskaɪ ˌdaɪvɪŋ/
surfing	n	/ˈsɜːfɪŋ/
water polo	n	/ˈwɔːtə ˌpəʊlə/
weightlifting	n	/ˈweɪtˌlɪftɪŋ/
wrestling	n	/ˈreslɪŋ/

Extra words

at home	n phr	/ət ˈhəʊm/
balance	n	/ˈbæləns/
compete in	v	/kəmˈpiːt ɪn/
capoeira	n	/ˌkæpəʊˈeərə/
draw	n	/dɹɔː/
fan	n	/fæn/
korfball	n	/ˈkɔːfbɔːl/
skill	n	/skɪl/
snowboarding	n	/ˈsnəʊbɔːdɪŋ/
strength	n	/streŋθ/
sword	n	/sɔːd/
synchronised swimming	n	/ˌsɪŋkrənaɪzd ˈswɪmɪŋ/
triathlon	n	/traɪˈæθlən/

Module 9

Crime

alibi	n	/ˈæləbaɪ/
blood	n	/blʌd/
clue	n	/kluː/
crime	n	/kraɪm/
crime scene	n phr	/ˈkraɪm siːn/
fingerprint	n	/ˈfɪŋɡəˌprɪnt/
murder	n	/ˈmɜːdə/
witness	n	/ˈwɪtnɪs/

Extra words

Iron Age	n phr	/'aɪən eɪdʒ/
settlement	n	/'setlmənt/

Reading Corner

bang	n	/bæŋ/
blame	v	/bleɪm/
curator	n	/kju'reɪtə/
display	n	/dɪ'spleɪ/
foolish	adj	/'fʊlɪʃ/
guilty	adj	/'ɡɪltɪ/
jewels	n	/'dʒu:əlz/
necklace	n	/'nekləs/
pirate	n	/'paɪrət/
trap	v	/træp/

Module 10

Adjectives

abstract	adj	/'æbstrækt/
colourful	adj	/'kʌləfəl/
confusing	adj	/kən'fju:zɪŋ/
imaginative	adj	/'ɪmædʒɪnətɪv/
impressive	adj	/'ɪm'presɪv/
realistic	adj	/'rɪə'lɪstɪk/
relaxing	adj	/'rɪ'læksɪŋ/
surprising	adj	/'sʌ'praɪzɪŋ/
symbolic	adj	/'sɪm'bɒlɪk/
unusual	adj	/'ʌn'ju:ʒuəl/

Extra words

audition	v	/'ɔ:dlʃən/
collaborate	v	/kə'læbəreɪt/
exchange	v	/'ɪks'tʃeɪndʒ/
idea	n	/'aɪdɪə/
stimulate	v	/'stɪmjuleɪt/
tuition	n	/'tju:ʃən/
workshop	n	/'wɜ:kʃɒp/

in the Present Continuous.

1. She is a superb model.
2. She is a superb model.
3. She is a superb model.
4. She is a superb model.
5. She is a superb model.
6. She is a superb model.
7. She is a superb model.
8. She is a superb model.
9. She is a superb model.
10. She is a superb model.
11. She is a superb model.
12. She is a superb model.
13. She is a superb model.
14. She is a superb model.
15. She is a superb model.
16. She is a superb model.
17. She is a superb model.
18. She is a superb model.
19. She is a superb model.
20. She is a superb model.
21. She is a superb model.
22. She is a superb model.
23. She is a superb model.
24. She is a superb model.
25. She is a superb model.
26. She is a superb model.
27. She is a superb model.
28. She is a superb model.
29. She is a superb model.
30. She is a superb model.
31. She is a superb model.
32. She is a superb model.
33. She is a superb model.
34. She is a superb model.
35. She is a superb model.
36. She is a superb model.
37. She is a superb model.
38. She is a superb model.
39. She is a superb model.
40. She is a superb model.
41. She is a superb model.
42. She is a superb model.
43. She is a superb model.
44. She is a superb model.
45. She is a superb model.
46. She is a superb model.
47. She is a superb model.
48. She is a superb model.
49. She is a superb model.
50. She is a superb model.
51. She is a superb model.
52. She is a superb model.
53. She is a superb model.
54. She is a superb model.
55. She is a superb model.
56. She is a superb model.
57. She is a superb model.
58. She is a superb model.
59. She is a superb model.
60. She is a superb model.
61. She is a superb model.
62. She is a superb model.
63. She is a superb model.
64. She is a superb model.
65. She is a superb model.
66. She is a superb model.
67. She is a superb model.
68. She is a superb model.
69. She is a superb model.
70. She is a superb model.
71. She is a superb model.
72. She is a superb model.
73. She is a superb model.
74. She is a superb model.
75. She is a superb model.
76. She is a superb model.
77. She is a superb model.
78. She is a superb model.
79. She is a superb model.
80. She is a superb model.
81. She is a superb model.
82. She is a superb model.
83. She is a superb model.
84. She is a superb model.
85. She is a superb model.
86. She is a superb model.
87. She is a superb model.
88. She is a superb model.
89. She is a superb model.
90. She is a superb model.
91. She is a superb model.
92. She is a superb model.
93. She is a superb model.
94. She is a superb model.
95. She is a superb model.
96. She is a superb model.
97. She is a superb model.
98. She is a superb model.
99. She is a superb model.
100. She is a superb model.

Grammar Reference

and practice exercises

Present tenses

→ Module 1, pages 4–5

Present Simple

We use the Present Simple

- 1 to talk about activities that happen regularly (routines, habits):
*Peter **goes** to school by bus.*
*She **wears** jeans all the time.*
- 2 to talk about present states and permanent situations, especially with some verbs, e.g. *have, know, believe, like, love, hate*:
*I **have** two cats and a dog.*
*We **like** to go out with our friends.*
*They **know** nothing about the robbery.*

Present Continuous

We use the Present Continuous

- 1 to talk about activities that are going on at the time of speaking:
*Why **are** you **looking** at me like that?*
*I have to go – everybody **is waiting** for me.*
- 2 to talk about activities that happen for some time around the time of speaking, but not necessarily at the moment of speaking:
*I'm **learning** to dance. (this year)*
*Scientists **are working** on a vaccine against cancer.*
- 3 to talk about future events that we have arranged:
*I'm **getting** married in June. (Arrangements have been made.)*
*We're **going** to the theatre tonight. (We've got the tickets.)*
Some verbs (e.g. *like, know, believe*) are not usually used in the Present Continuous.

Present Simple or Present Continuous?

Generally, we use the Present Simple to talk about things which are permanent or repeated regularly over a long period of time, and we use the Present Continuous to talk about things which are temporary or limited in time. Compare the sentences:

- I **read** newspapers. (I do this regularly.)*
*I'm **reading** the newspaper. (I'm doing this now, so don't disturb me.)*
*I **enjoy** parties. (I generally enjoy parties.)*
*I'm **enjoying** the party. (I am at this particular party and it is enjoyable.)*

Present Perfect

We use the Present Perfect tense to talk about

- 1 past events and activities with results or consequences in the present:
*Bill **has gone out**. (He isn't here now.)*
*I've **cut** my finger. (It's bleeding.)*
- 2 a past event or events, often with adverbials such as *often, sometimes, usually, never, ever, before*, when it does not matter when exactly the event(s) happened:
*We've **been** to Paris before.*
***Have** you ever **eaten** sweet potatoes?*
*I've **travelled** by plane a few times.*
- 3 situations that started in the past and continue up till now, often with adverbials such as *always, all my life, since ..., for ...*:
*I've **always liked** hot weather.*
*How long **have** you **been** a travel writer?*
Compare these pairs of sentences:
*I've **lived** in London for two years. (a period of two years up till now)*
*I **lived** in London for two years. (a period of two years in the past, not until now)*
*I've **lived** in London for two years. (We refer to a period of time.)*
*I've **lived** in London since 2005. (We refer to a point in time when something started.)*
A sentence which links the past with the present is expressed in the Present Perfect. When there is no connection with the past, use the Present Simple. Compare:
*I've **lived** in the mountains all my life. (I'm looking at the past from the present point of view.)*
*I **live** in the mountains. (The focus is on what I do now – there's no link with the past.)*

1 Write sentences in the Present Simple.

1 Jack / smoke?

Does Jack smoke?

2 How often / you / go to the swimming pool?

3 We / not watch / horror films.

4 Mike / speak Spanish ?

5 My parents / never / spend / their holidays at the seaside.

6 Lisa / always / do / her homework just before school.

7 I / not like / dancing.

8 Susan / not go / to the cinema / very often.

2 Imagine a scene in a park. Write sentences in the Present Continuous.

1 The children / run / around the playground.

The children are running around the playground.

2 A young woman / carry / a baby.

3 A boy and a girl / kiss.

4 An old man / sleep / on a bench.

5 A girl / read a book.

6 Some boys / play football.

7 A woman / feed the ducks.

8 A boy / ride a bike.

3 Write two sentences about each of the people, one in the Present Simple, the other in the Present Continuous.

1 Jim is a policeman

a He *catches* criminals. (catch)

b He *is having* lunch. (have)

2 Stephanie is a supermodel.

a She lot. (travel)

b She new Chanel dress. (try on)

3 Adam is a cook.

a He in a big restaurant. (work)

b He on a recipe for chocolate cake. (work)

4 Julia is a teacher.

a She work at 8.00. (start)

b She salsa. (learn)

4 Answer the questions in the Present Simple or Present Continuous. Use the ideas in brackets.

1 Where is James? (take a shower)

He's taking a shower.

2 What's your job? (drive a taxi)

3 Can you help me now? (write an essay)

I'm sorry,

4 What's your hobby? (collect stamps)

5 Is Miriam at home? (work in the garden)

Yes,

6 Is Jane a nurse? (work in a children's hospital)

Yes,

5 Complete the sentences with the correct forms of the verb in brackets.

1 I always *buy* (buy) my clothes at Zara.

2 Tom can wash up. He (not do) anything important.

3 Tim is very busy. He (paint) his room.

4 Can you make the tea? The water (boil).

5 Elephants (not eat) meat.

6 Why you (shout)? I'm not deaf.

7 Anna (cook) dinner today. I think she (make) chicken curry.

8 We (not like) opera very much.

Past tenses

→ Module 2, pages 14–15

Past Simple

We use the Past Simple to talk about

1 finished events in the past:

*She **climbed** the stairs and **went** to her room.*

2 past situations and habits:

*My grandmother **didn't like** cats.*

*I **went** to primary school in England.*

Past Simple or Present Perfect?

The Past Simple is often confused with the Present Perfect. We use the Past Simple when there is no link between the past and the present; we use the Present Perfect when we want to make a connection between a past event and the present situation, because it is relevant:

*I **broke** my leg last year.* (no link between the past event and now)

*I've **broken** my leg.* (It's still broken now, so I can't go dancing.)

When we talk about a definite time in the past (e.g. when we use a past time adverbial in the sentence), we always use the Past Simple, not the Present Perfect:

I was on a safari two years ago.

NOT *I have been on a safari two years ago.*

When we use the Present Perfect, it does not matter exactly when the event happened:

*I've **bought** a car – it's great!* (It doesn't matter when and the event is relevant to the present situation.)

*I **bought** a car in 2000.* (We know precisely when it happened.)

Past Continuous

We use the Past Continuous tense to talk about activities that continued for some time in the past:

*I **was reading** all afternoon.*

*They **were arguing** for two hours.*

When the Past Continuous and the Past Simple appear in one sentence, the Past Continuous describes the background activity and the Past Simple reports an event:

*When he **came in**, everyone **was dancing**.*

*It **was raining** when we **arrived** in London.*

*Mr Jones **was buying** a paper when a man **stole** his wallet.*

Past Perfect

We use the Past Perfect to talk about an event which happened before other past events:

*John **had heard** the joke, so he didn't laugh.*

*She didn't know that he **had got married**.*

When the Past Perfect and the Past Simple occur in the same sentence, we use the Past Perfect to refer to the event that happened earlier:

*When we **arrived** at the theatre, the play **had already started**.*

*He didn't realise that someone **had stolen** his bike.*

However, with *after* and *before* we often use the Past Simple rather than the Past Perfect because the linking word makes the sequence of activities obvious:

*He left **after** he **finished** the test.*

OR *He left **after** he **had finished** the test.*

1 What is the tense of the underlined verbs? Tick (✓) the correct box.

1 Did you get my letter?

Past Simple	<input checked="" type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

2 When he arrived, most people had already left.

Past Simple	<input type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

3 Has someone borrowed my calculator?

Past Simple	<input type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

4 I saw your brother this morning ...

Past Simple	<input type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

5 He was carrying an enormous suitcase.

Past Simple	<input type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

6 I've never eaten Indian food.

Past Simple	<input type="checkbox"/>	Past Continuous	<input type="checkbox"/>
Present Perfect	<input type="checkbox"/>	Past Perfect	<input type="checkbox"/>

2 Write the sentences in the Past Simple.

1 This house belongs to a famous actor.

*This house **belonged** to a famous actor.*

2 Andy works in a supermarket on Saturdays.

.....

3 Their grandmother takes them to Greece every summer.

.....

4 Sue wants to get a cat, but her father is allergic to them.

.....

5 Jim catches a cold every time he goes swimming.

.....

6 It always rains when we plan to have a barbecue.

.....

3 Complete the dialogue with the verbs in the Past Simple or the correct auxiliaries.

- A: I **1** *wasn't* (not be) at school yesterday.
2 anything interesting
 (happen)?
- B: Lots of things. Joe **3** (fall) down the stairs and **4** (break) his leg so we
5 (not have) PE.
- A: You're kidding! **6** you (see) it?
- B: No, I **7** , but lots of people
8 It **9** (happen) during break.
- A: And I **10** (spend) all day working in the library.
- B: Wait, that's not all! In the afternoon someone
11 (call) the head teacher and
12 (say) that there **13** (be) a poisonous snake in the cloakroom. The police
14 (come) and they **15** (tell) us to go home. They **16** even
 (not let) us take our things out.

4 Complete the sentences with the verbs in the Past Simple or Past Continuous.

- 1** I *was playing* (play) the piano when I
 (hear) a scream.
- 2** Rita (not see) the accident because she
 (work) in the back garden.
- 3** John (drive) at 80 km/h when one of
 the tyres (burst).
- 4** At 9 p.m., we (watch) TV in the living room.
- 5** The dog (bite) Dave when he
 (jog) in the park.
- 6** I (not rob) the jewellery shop – I
 (play) cards with my friends all night.
- 7** When the manager (come) into the room, all the workers (talk) about him.
- 8** It (snow) heavily when the plane
 (crash).

5 Read the sentences and decide which event happened first.

- 1** When I **saw this dress** in the shop window I **went inside** to find out the price.
 1st event: *I saw this dress.*
- 2** The **robber had escaped** when the **police arrived**.
 1st event:
- 3** We **phoned the airport** when we **heard about the plane crash**.
 1st event:
- 4** When **my parents came back** from the theatre, I **had cleaned the house** after the party.
 1st event:

6 Use the verbs in brackets to complete the sentences with correct forms of the Past Perfect.

- 1** He called all his friends because he *had had*
 (have) a great idea.
- 2** When I met her, she (move) from Glasgow to London.
- 3** Laura was angry because she
 (see) her boyfriend with another girl.
- 4** I didn't see him after he
 (win) the competition.
- 5** I woke up late because I
 (work) all night.
- 6** Nick went to hospital after a fox
 (bite) him in the forest.
- 7** Julia didn't pass the exam because she
 (not study) enough.
- 8** The dinner already
 (go) cold when the guests arrived.

7 Complete the story with correct forms of the verbs in the past tenses.

When Jack first **1** *saw* (see) Helen, at a party, she **2** (dance) alone to some African music. He **3** (fall) in love at once. Helen **4** (not pay) attention to Jack, she **5** (think) about her best friend, Alice, who **6** (leave) for Egypt the day before. She **7** (feel) sad but when Jack **8** (come) up to her and **9** (start) a conversation, she **10** (not walk) away. They **11** (talk) for a few minutes when Jack **12** (realise) he **13** (meet) Helen before ...

Verb patterns

→ Module 2, page 21

If we want to follow a verb with another verb, we have to know its verb pattern.

verb + to + infinitive

afford agree choose decide expect help learn
manage need offer plan promise refuse want
would like/love/prefer

I can't **afford to buy** any new CDs this month.

She **refused to lend** me her bike.

verb + object + to + infinitive

advise allow beg expect help invite need
order tell want would like/love/prefer

I **begged her not to leave**.

We **invited him to give** a talk on astronomy.

verb + object + infinitive

help let make

They **let us use** their flat during the holidays.

She **made me confess** that I was in love.

verb + -ing form

adore avoid can't stand consider enjoy finish
hate like love (not) mind prefer risk suggest

I don't **mind staying** up late.

She **prefers walking** to going by bus.

Love, like and hate can also be followed by to infinitive.

1 Write sentences in the Present Simple. Use the correct verb patterns: verb + -ing or verb + to + infinitive.

1 I / enjoy / swim

I enjoy swimming.

2 My parents / refuse / give me money for clothes

3 Tom / love / go to parties

4 We / need / learn more

5 Tina / avoid / answer personal questions

6 Rob / can't stand / listen to rap

7 I / want / go to Scotland next year.

8 Roy / plan / study medicine

2 Put the words in the correct order to make sentences in the Past Simple. Use correct verb forms.

1 hate / early / Andy / get up

Andy hated getting up early.

2 agree / help / My dad / me / with / my homework

3 advise / Tina / me / with / break up / my boyfriend

4 suggest / I / go / at once / home

5 not manage / I / a job / in the summer / find

6 let / My mum / us / come home / after 10 p.m.

7 not mind / My friends / for / queue / autographs

8 want / Our teacher / the book / read / us / in the original language

9 promise / put off / Their teacher / the test

10 order / The police officer / the club / my friends / leave

Present Perfect and Present Perfect Continuous

→ Module 3, pages 24–25

Use

We use the Present Perfect Continuous to talk about

- 1 repeated or continuous activities which started in the past and are not finished:

I've been reading since lunchtime.

We've been learning English for two years.

- 2 finished or unfinished past activities, when we focus on the activity itself, usually to explain a certain present state or effect:

I've been reading all night. (That's why I'm so sleepy now.)

Have you been running? (You're out of breath.)

'Ugh, you smell!' – 'I've been cleaning out the stable.'

Form

We form the Present Perfect Continuous with *have/has + been + -ing*:

I've been working all day.

He hasn't been doing his homework.

Have you been playing football?

Present Perfect Simple or Present Perfect Continuous?

We use the Present Perfect Simple when we want to focus on something achieved. We use the Present Perfect Continuous when we focus on the activity itself and when it does not matter if the activity has been completed or not – especially when we want to explain what activity has led to some visible consequences. Compare:

I've read his new book. (I've finished the book: I know what it's about.)

I've been reading his new book. (I'm still reading it. I haven't finished.)

I've prepared for the test. (I'm ready to take the test.)

I've been preparing for the test. (I don't know if I'm quite ready for the test yet. I'm still studying.)

1 Complete the sentences with the verbs in brackets in the Present Perfect.

- 1 We *have sold* (sell) our car at last!
- 2 What (happen) to Peter?
- 3 I (save) enough money for a new bike.
- 4 I'm very proud: I just (learn) to ski.
- 5 He's going to be sick: he (eat) five packets of crisps.
- 6 The climbers (not reach) the top yet.

2 Write sentences to explain the situations. Use the verbs in brackets in the Present Perfect Continuous.

- 1 You can smell cigarette smoke in this room. Someone *has been smoking* in here. (smoke)
- 2 Tim looks upset. He with his girlfriend. (argue)
- 3 There are medical books all over the floor. Jane for her anatomy exam. (prepare)
- 4 The iron is warm. Someone (iron)
- 5 There are some tea leaves on the kitchen table. Bob tea. (make)
- 6 The bathroom floor is wet. The kids a bath. (have)

3 Complete the sentences with the verbs in the Present Perfect or Present Perfect Continuous.

- 1 You look terrible! What *have you been doing* (you / do)?
- 2 I (try) to call John ten times but he never answers.
- 3 I'm interested in Ernest Hemingway. I (read) all his short stories.
- 4 Oh, no! You (break) my favourite mug.
- 5 Where are my swimming goggles? someone (play with) them?
- 6 I'm tired. I (run) five kilometres this morning.
- 7 We're so happy! We (beat) England 3:1.
- 8 Sorry, I'm late. I (talk) to the head teacher.
- 9 Let's not watch *Star Wars* again. I (see) it five times.
- 10 Your eyes are red. You (watch) TV for too long.
- 11 Jamie is crying because he (peel) onions.
- 12 Sorry about the smell. I (fry) fish.

The Passive

Module 4, pages 34–35

Use

We use the passive when

- 1 we do not know who did the action:

*The walls **are painted** white.*

*The blackboard **has been cleaned**.*

- 2 it is obvious who did something, so we do not need to mention them:

*He **was operated on** this morning. (by doctors)*

*The robbers **will be found and arrested**. (by the police)*

- 3 the action itself is more important than who did it:

*My car **has been stolen**!*

*John Lennon **was assassinated** in 1980.*

- 4 we want to put more emphasis on the person who did the action. We then add *by* + person at the end of the sentence to say who the 'doer' is:

*This essay **wasn't written by you**, it **was written by Jane**.*

We also use *by* + person to put the 'doer' of the action at the end of the sentence when the phrase describing the doer is very long:

*The robbery **was reported** by a homeless person spending the night at the bus station opposite the bank.*

In texts, we often use the passive when we need to start a sentence with the topic which is already known and add new information:

*We were staying in a small hotel by the lake. It **had been advertised** on the Internet.*

Form

To form the passive, we use *be* + third form of the verb:

Present Simple	<i>The door is always locked at 22.00.</i>
Present Perfect	<i>Many areas have been affected by war.</i>
Past Simple	<i>All the documents were burnt in the fire.</i>
Past Perfect	<i>Our house had been burgled while we were away.</i>
With <i>be</i> going to	<i>The old cinema is going to be demolished.</i>
With modal verbs	<i>A copy can easily be made</i>

1 Write sentences in the passive. Use the correct tense.

- 1 The Mona Lisa / paint / Leonardo da Vinci

The Mona Lisa was painted by Leonardo da Vinci.

- 2 John Lennon / assassinate / in 1980

- 3 The 2012 Olympic Games / hold / in London

- 4 Rice / grow / in Asia and southern Europe

- 5 Most American films / make / in Hollywood

- 6 The next James Bond film / shoot / in the Andes.

2 Rewrite the sentences in the passive. Start with the underlined words. Omit the words in brackets.

- 1 (Someone) has robbed the bank in our street.

The bank in our street has been robbed.

- 2 (A person) should tell Michael the truth.

- 3 Ronaldinho scored the most important goal in the match.

- 4 The Incas built Machu Picchu in the 15th century.

- 5 (They) are going to repair the car before the weekend.

- 6 (Someone) had cleaned our room before we arrived at the hotel.

- 7 My granny, who knows all the traditional recipes, always cooks our Christmas dinner.

Articles in geographical names

Module 4, page 41

In geographical names, we either use *the* or no article.

1 There is no article in front of the names of:

- continents – *Africa, Europe, Australia*
- countries – *France, Turkey*
- towns – *Budapest, New York, Salt Lake City*
- lakes – *Lake Victoria, Lake Eire*
- single mountain tops – *Mont Blanc, McKinley*
- single islands – *Majorca, Sicily*

2 We use *the* in front of the names of:

- ivers – *the Nile, the Amazon, the Rio Grande*
- seas and oceans – *the Baltic, the Atlantic, the Dead Sea*
- mountain ranges – *the Rocky Mountains, the Andes, the Alps*
- groups of islands – *the Bahamas, the Shetlands, the Canary Islands*
- plural names of countries – *the Netherlands, the Philippines*
- names that include a common noun (e.g. *republic, state, kingdom*) – *the United States, the Czech Republic, the United Kingdom*

1 Complete the sentences with *the* where necessary.

- 1 Lake Ontario is situated on the border between Canada and United States.
- 2 Mont Blanc is the highest mountain peak in Alps and Gerlach is the highest in Carpathians.
- 3 Galapagos Islands in Pacific belong to Ecuador and are famous for unusual animals.
- 4 Republic of Ireland is separated from Great Britain by Irish Sea.
- 5 Ganges flows through India and Bangladesh into Indian Ocean.
- 6 Mississippi, which flows through Saint Louis, is the second longest river in North America.
- 7 The smallest country in Africa is Seychelles and the largest is Sudan.
- 8 Lake Victoria, the source of White Nile, is one of the main attractions of Tanzania, together with Kilimanjaro, Lake Tanganyika and Serengeti National Park.

2 Complete the text with *the* where necessary.

My uncle is a traveller. He lives in 1 *the* Netherlands, but every year he goes to a different part of the world. He has already been to 2 Africa and 3 North America. He has written a book about his journey across 4 South America: he started in 5 Chile, travelled along 6 Pacific, to 7 Peru, then crossed 8 Andes and went down 9 Amazon in a small boat. This year he's going to 10 Asia: he will fly to 11 Tokyo, cross 12 Yellow Sea, then take a train from 13 Beijing to 14 Tibet, do some trekking in 15 Himalayas (I hope he isn't planning to climb 16 Mount Everest or 17 K2), fly to 18 Bangkok and visit 19 Thailand, 20 Philippines and 21 New Guinea. One of his dreams is to see 22 Lake Baikal in 23 Russia, the largest lake in the world.

Speculating

→ Module 5, pages 44–45

We use these modal verbs to speculate about the present and the past:

Modal verb	Meaning
<i>must</i>	We are certain that something is or was true.
<i>can't</i>	We are certain that something is or was not true.
<i>may / might / could</i>	We think it is possible that something is or was true.
<i>may / might not</i>	We think it is possible that something is or was not true.

Look at these examples:

*I **must** be a good club. There's a long queue outside.*

*They **can't** be rich. They live in a really small flat.*

*Why don't you open that letter? It **could** be important.*

*'Can we go to the new museum?' – 'I don't know. We **might not** have time.'*

We use different types of infinitives with modal verbs when we speculate about the present and the past.

1 For speculating about a present state or habit, we use modal verb + infinitive without to:

*She **might know** your boyfriend.*

*The money **may be hidden** in the cellar.*

2 For speculating about the past, we use modal verb + have + third form of the verb:

*He **might have fallen** asleep.*

*They **must have forgotten** our address.*

1 Write speculations about the present. Use the words in brackets.

- 1 Jim is asleep at his desk. (must / tired)
*He **must be tired**.*
- 2 Bob speaks with a strong accent. (could / Spanish)
.....
- 3 Nobody is answering the phone. (can't / at home)
.....
- 4 Helen wears designer clothes. (must / a lot of money)
.....
- 5 They like foreign food. (might / pizza)
.....

2 Write speculations about the past. Use the ideas in brackets.

- 1 Jill and Peter spend a lot of time together. (may / fall in love)
*They **may have fallen in love**.*
- 2 There are police cars in front of the school. (must / be an accident)
.....
- 3 Mary doesn't speak Spanish. (can't / study in Madrid)
.....
- 4 There's a light in John's room. (may not / go to the cinema)
.....

3 Rewrite the sentences. Use the modal verbs in brackets.

- 1 Maybe Mike is at school. (could)
*Mike **could be at school**.*
- 2 I'm sure that he didn't tell you the truth. (can't)
.....
- 3 It's possible that he works for the government. (might)
.....
- 4 Maybe he doesn't like your sense of humour. (may not)
.....
- 5 It's obvious that the food wasn't fresh. (can't)
.....
- 6 There is some chance that Joan is allergic to eggs. (could)
.....
- 7 Perhaps this hotel is not very expensive. (may not)
.....
- 8 It's possible that he caused the accident. (may)
.....
- 9 Perhaps they didn't get our invitation. (may not)
.....
- 10 It's obvious that something went wrong. (must)
.....

Future Continuous

→ Module 6, pages 54–55

We use the Future Continuous

- 1 to talk about activities that will be in progress during or around a certain time in the future:

Tomorrow at two o'clock, **I'll be lying** on the beach.
We **will be doing** the exam all morning.

- 2 to talk about planned future events and activities:

I will be working on my geography project at the weekend.
We **will be selling** our car soon.

We often use the Future Continuous to politely introduce offers and requests:

I'll be going to the shops. Would you like me to get you anything?

I'll be driving to town this afternoon. Do you want a lift?

Will you be going on the Internet? Can you check what's on at the local cinema?

Will you be seeing Paul and Jackie on Saturday? Can I come with you?

1 Put the verbs in brackets in the Future Continuous.

- 1 At this time tomorrow we will be skiing (ski) in the Alps.
2 I (revise) for the exam all Saturday.
3 you (study) tonight?
4 Don't call her after 10 p.m., she (sleep).
5 I'm sure that ten years from now George (run) his own company.
6 When Gina comes home, we (wait) for her with our surprise party.

2 Write sentences to precede your offers. Use the ideas in brackets.

- 1 You're offering to buy some medicines for a neighbour. (pass the chemist's)
I'll be passing the chemist's.
... Would you like me to get you some medicine?
2 You're offering to walk your neighbour's dog. (walk my dog)
.....
... Shall I walk yours too?
3 You're offering to take your sister's child to the zoo. (go to the zoo)
.....
... I can take Charlie with me.
4 You're offering to buy some groceries for your granny. (go to the supermarket)
.....
... Do you want me to get you some food?
5 You're offering to record your mum's favourite TV programme. (not go out tonight)
.....
... I can record Eastenders for you.

3 Write questions using the ideas in brackets. Then write your request.

- 1 You want your sister to take your jacket to the cleaner's. (go to town)
Will you be going to town? Can you take my jacket to the cleaner's?
2 You want your friend to tell Julian you can't meet him tonight. (call Julian)
.....
.....
3 You want to borrow your dad's computer tonight? (use your computer tonight)
.....
.....
4 You want your friend to return your books to the library. (go to the library)
.....
.....
5 You want your sister to Hoover your room. (hoover your room)
.....
.....
6 You want your brother to make you a sandwich (make sandwiches)
.....
.....
7 You want your mum to give you a lift to school. (drive to work)
.....
.....

Modals referring to the past

→ Module 6, page 61

We use these modal verbs to talk about the past:

Modal	Example	Meaning
had to	<i>I had to stay with my grandmother. She had to write the essay again.</i>	It was necessary to do it in the past – I had no choice.
needn't have done	<i>I needn't have studied so hard – the test was easy. They needn't have left so early. The train doesn't go until 4.15.</i>	I did it, although it was not necessary.
could have done	<i>We could've eaten something before getting on the train. I could have studied medicine.</i>	It was possible in the past, but I did not do it.
should have done	<i>I should have studied more. They should have cancelled the competition.</i>	I did not do it, but this was a mistake – I regret it.
shouldn't have done	<i>I shouldn't have hit the police officer. We shouldn't have stayed up so late.</i>	I did it and it was a mistake – I regret it.
was able to	<i>I was able to take part in a TV quiz show. We were able to watch Barcelona play against Real Madrid.</i>	I managed to do it, although it was not easy.
wasn't able to	<i>I wasn't able to swim across the river. We weren't able to finish our dinner – there was so much food!</i>	I did not manage to do it.

1 Choose the correct meaning.

- I was able to buy designer jeans very cheaply.
 - I was forced to buy the jeans
 - I was lucky to buy the jeans.**
- I needn't have got up so early.
 - I got up early unnecessarily.
 - Fortunately, I got up early.**
- I should have listened to my parents.
 - It was a mistake to listen to my parents.
 - I didn't listen to my parents and I regret it.**
- We could have taken a taxi.
 - It wasn't possible to take a taxi.
 - There were taxis but we didn't take one.**
- They had to pay the bill.
 - It was a mistake to pay.
 - They paid because they were obliged to.**

2 Complete the sentences with the correct verb.

- It was almost 800 metres but we ... swim across the lake.
 - were able to**
 - shouldn't have
 - needn't have
- We had no money left. We ... go to the bank.
 - should have
 - had to**
 - were able to
- Tina is cross with me. I ... screamed at her.
 - could have
 - should have**
 - shouldn't have
- It's raining today. I ... watered the flowers in the morning.
 - could have
 - should have**
 - needn't have
- Why didn't you invite Tom? You ... sent him an invitation!
 - needn't have
 - should have**
 - shouldn't have
- Your old hairstyle was great – you ... gone to the hairdresser.
 - needn't have
 - could have**
 - should have

would and used to

Module 7, pages 64–65

We use *would* and *used to* to talk about things that happened regularly in the past, especially when they no longer happen now:

We **used to go** for long walks.

OR We **would go** for long walks.

They **used to paint** their nails red.

OR They **would paint** their nails red.

We use *would* only to talk about activities, and *used to* to talk about activities and states:

She **used to have** a lot of friends. NOT ~~She would have a lot of friends.~~

I **used to like** ice cream when I was a kid. NOT ~~I would like ice cream when I was a kid.~~

Before there was television, people **would** (or **used to**) listen to the radio.

1 Cross out the incorrect options. Sometimes both are correct.

- 1 David *used to* / *would* have a lot of friends at school.
- 2 I *used to* / *would* go to the cinema at least twice a week when I was a student.
- 3 Our school building *used to* / *would* be a police station.
- 4 My brother *used to* / *would* spend most of his time in front of the computer.
- 5 My family *used to* / *would* like hiking in the mountains.
- 6 My dad *used to* / *would* enjoy working in a bank.

2 Complete the sentences with *used to* or *would* and a verb from the box. Use *would* wherever possible.

know love make put on
sit spend talk tell wear

My great grandmother was a famous artist. She ¹ *used to know* celebrities from all over the world. She was also a bit crazy: she ² long speeches about UFOs and the future of the universe. She ³ ordinary clothes but if she went out ⁴ one of her amazing hats. She ⁵ most afternoons on the phone, talking to her many friends. My sister and I ⁶ her because she ⁷ us stories from her youth. In the evening she ⁸ often on the sofa, with us on the floor in front of her, and she ⁹ about how she met Frank Sinatra or Pablo Picasso.

3 Use *used to* or *didn't use to* to write sentences about these three people.

A A man who weighed 120 kilograms has lost 40 kilograms.

- 1 be fat *He used to be fat.*
- 2 do a lot of sport *He didn't use to do a lot of sport.*
- 3 have health problems
- 4 get much exercise
- 5 eat a lot

B A manager of a big company – she has just retired.

- 6 work a lot
- 7 have a lot of free time
- 8 go to the cinema
- 9 travel a lot for her work
- 10 see her family a lot

C A former president of a country is talking about his days as president.

- 11 have lots of bodyguards .../.....
- 12 pay for anything
- 13 drive myself anywhere
- 14 meet a lot of politicians
- 15 have much time for my family

Reported statements

Module 8, pages 74–75

When we report what someone has said, we use reporting verbs, e.g. *admit, agree, announce, believe, claim, explain, think, say, tell*.

When we report what was said in the past, we change some things in the original sentence.

- 1 We change pronouns so that the reported sentence makes sense in the context in which we report it:

'I love you.' → He said (that) **he** loved **her**.

'You told us to come.' → He said (that) **she** had told **them** to come.

- 2 We change the tense if the reporting verb is in the past:

'I'm hungry.' → He said he **was** hungry.

Original tense		Tense in reporting	
Present Simple	<i>I work in a shop.</i>	Past Simple	<i>He said he worked in a shop.</i>
Present Continuous	<i>I am working in a shop.</i>	Past Continuous	<i>He said he was working in a shop.</i>
Present Perfect	<i>I have worked in a shop.</i>	Past Perfect	<i>He said he had worked in a shop.</i>
Present Perfect Continuous	<i>I have been working in a shop.</i>	Past Perfect Continuous	<i>He said he had been working in a shop.</i>
Past Simple	<i>I worked in a shop.</i>	Past Perfect	<i>He said he had worked in a shop.</i>
Past Continuous	<i>I was working in a shop.</i>	Past Perfect Continuous	<i>He said he had been working in a shop.</i>
will	<i>I will work in a shop.</i>	would	<i>He said he would work in a shop.</i>
be going to	<i>I am going to work in a shop.</i>	was/were going to	<i>He said he was going to work in a shop.</i>

We do not change the tense if we report something that is still true when we report it:

*'Jill and Chris **are** married.'* → She said that Jill and Chris **are** married.

- 3 We change some time and place expressions if the context has changed:

*'I visited Cairo **three years ago**.'* → He said he had visited Cairo **three years earlier**.

Original statement	Reported statement
now	then / on that day / at that time / immediately etc.
at the moment	at that moment
today	that day
this week	that week
yesterday	the day before
last week/month/year	the week/month/year before, the previous week/month/year
ago	before/earlier
tomorrow	the next day, the following day
next week / month / year	the following week/month/year, the week/month/year after
here	there

We often leave out *that* before the reported statement, especially after the reporting verbs *say* and *think*:

He said I was his best friend.

They thought he was going to win.

1 Write the original sentences.

- 1 John said he was thinking of moving to another school next term.
I'm thinking of moving to another school next term.
- 2 The head teacher announced that our school had won the 'Best School' award.
.....
- 3 I said I was already late for my dance class that day.
.....
- 4 My father said he had worked in that company for twenty years.
.....
- 5 Peter admitted that he was falling in love with Jill.
.....
- 6 I thought that a book would be the best gift for her.
.....
- 7 She agreed that her job had been worrying her.
.....
- 8 The announcer explained that the competition was going to start in one hour.
.....
- 9 I predicted that Manchester United would win 3:1.
.....
- 10 Anna said that if we didn't stop talking about football, she was going home.
.....

2 Change these sentences into reported speech.

- 1 'I'm taking my Spanish exam tomorrow.'
Nina said *that she was taking her Spanish exam the next day.*
- 2 'You need a haircut.'
Jack told me
- 3 'I'd like to do it now, not tomorrow.'
Barbara said
- 4 'I've just found a great job.'
Mark announced
- 5 'I was watching television all evening.'
Sam claimed
- 6 'I'll help you finish the cleaning.'
Henry promised
- 7 'Everybody left an hour ago.'
The secretary explained
- 8 'I'm going to sell my bike.'
Ben announced
- 9 'My job can sometimes be boring.'
Joe admitted that
- 10 'I used your computer, but I didn't break it.'
Peter said that
- 11 'New York is the capital of the United States.'
Sarah thought that
- 12 'The capital of the United States is Washington.'
But Kate told her that

Talking about quantity

→ Module 8, page 81

all, some, most

We can use *all*, *some* and *most* in front of plural or uncountable nouns.

- 1 We use *all* / *some* / *most* + noun when we refer to the whole group or category in general:

All rice is healthy.

Some students are lazy.

- 2 We use *all* / *some* / *most* + *of the* + noun when we refer to a specific group or category:

All of the rice is imported from Asia. (the rice in our country, in this restaurant, etc.)

Some of the students don't study at all. (my students, students in this class, etc.)

- 3 We use *all* when we are referring to everyone in a group, or to the complete amount:

All students have to work hard to get good grades.

Not all sport is good for you.

- 4 We use *some* when we are referring to a number of representatives of a group, or to a part of a category:

Some people like horror films.

I like **some modern music**.

- 5 We use *most* when we are referring to more than a half of group or a category:

Most fruit contains vitamin C.

Most children like pizza.

- 6 We use *all* or *all of* in front of possessive adjectives and *the*:

She ate **all (of) her** rice.

All (of) the players are fit.

- 7 We use *all of* in front of pronouns:

I've met **all of them**.

'Did you read her letter?' – 'No, not **all of it**.'

- 8 We use *some of* and *most of* in front of pronouns, possessive adjectives and *the*:

For **some of them**, the announcement came as a shock.

Some of the players wear hats.

Most of my friends want to be successful.

We play tennis **most of the time**.

none of

We use *none of* in front of plural pronouns, possessive adjectives and *the* + plural noun meaning 'not any of'.

The verb can be singular or plural:

None of them treated us seriously.

None of the people was/were aware of the danger.

We do not use *none* with a verb in the negative form.

both, neither

We use *both (of)*, and *neither of* to talk about two people or things. *Both* is always plural:

Both students come from large families.

- 1 We can use *both (of)* in front of possessive adjectives and *the* + plural noun:

Both (of) my parents are mathematicians.

Both (of) the twins have colds.

- 2 We use *both of* in front of pronouns:

Both of us used to play basketball.

- 3 We use *neither of* in front of plural pronouns, possessive adjectives and *the* + plural noun. The verb can be singular or plural:

Neither of them could win the competition.

Neither of the players has/have made any mistakes.

Neither is a negative word. We do not use *neither* with a verb in the negative form.

- 1** There are thirty students in class 3B.
Write what the teacher says about 3B.
Use *some of them*, *all of them*, *most of them* and *none of them*.

- 1 I like thirty students in 3B.

I like all of them.

- 2 Twenty-eight students in 3B live quite close to the school.

- 3 About $\frac{1}{3}$ of 3B are very good at sports.

- 4 There is no one in this class who can't sing.

- 5 Eighteen students in 3B are above average in maths.

- 6 Everybody, even Martha and Dennis, speaks good English.

- 7 I can't think of a single student who is bad at science.

- 8 A few students in 3B come from very rich families.

- 3** Complete the sentences with *some*, *most*, *all*, *none*, *both* and *neither*.

- 1 *All* fish live in water.

- 2 I like European films, but of them are boring.

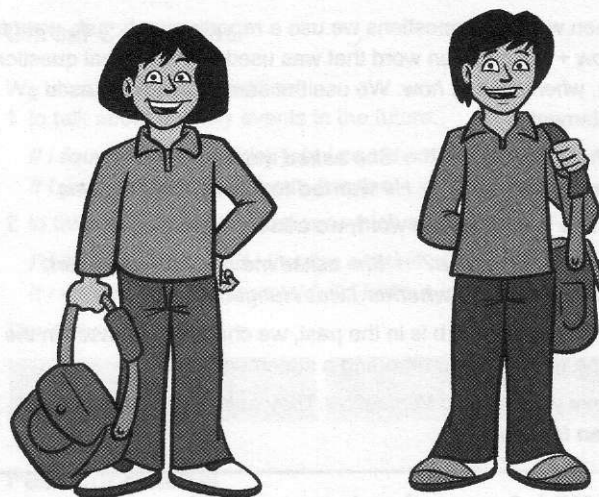
- 3 In countries you can vote when you are eighteen.

- 4 football fans are hooligans.

- 5 My friends listen only to rock music – of them listen to jazz.

- 6 My grandfathers are quite young; of them remembers World War II.

- 2** Complete the sentences about these two girls with *Both of them* or *Neither of them*.



- 1 *Both of them* have short hair.

- 2 is blond.

- 3 are carrying schoolbags.

- 4 is wearing a dress.

- 5 is fat.

- 6 are quite tall.

- 7 are wearing trousers.

- 8 has long hair.

- 7 In the UK cars drive on the left.

- 8 coffee is grown in South America.

- 9 The match was very exciting – teams played extremely well.

- 10 Film stars are obsessed with beauty, of them would like to be ugly.

- 11 my parents are very good cooks.

- 12 My sister and I are not very fit; of us does any sport.

Reported questions

Module 9, pages 84–85

When we report questions we use a reporting verb: *ask, want to know* + the question word that was used in the original question, e.g. *when, where, how*. We use the same word order as in statements:

'Where do you live?' → She **asked** me **where** I lived.

'How old are you?' → He **wanted to know** **how** old I was.

If there is no question word, we add *if* or *whether*:

'Are you Hungarian?' → She **asked** me **if** I was Hungarian.

or She **asked** me **whether** I was Hungarian.

If the reporting verb is in the past, we change the tenses in the same way as when reporting a statement:

'Have you **been** to Venice?' → They **asked** if / whether I **had been** to Venice.

1 Which question is reported?

1 She asked what I had done.

a What do you do?

(b) What have you done?

c What do you have?

2 He asked whether I was going home.

a Are you going home?

b Where are you going?

c Will you go home?

3 She wanted to know if I had a pet.

a Have you had a pet?

b Did you have a pet?

c Do you have a pet?

2 Write the original questions that different people asked last night.

1 My mum asked me if I had done my homework.

Have you done your homework?

2 Theresa asked me when I was going to switch the TV off.

3 Jim asked me if I liked romantic comedies.

4 My dad asked what I was doing in the garage.

5 Mike asked me where I had put his iPod.

6 Chris asked me if I was going to watch the late-night movie.

7 My sister asked me if I would be using the computer.

3 Read the questions that a journalist asked a pop star. How will the journalist report the questions later?

1 Are you happy?

I asked him if he was happy.

2 Where do you live?

3 How many concert have you given so far?

4 What sports do you do?

5 Which hotel are you staying at?

6 Will you be giving autographs after your concert tomorrow?

7 How many people are there in your band?

8 Are you going to star in a film?

9 Why did you shave your head?

10 Are you learning Chinese before your tour of China?

Conditionals

➔ Module 10, pages 94–95

Zero Conditional

We use the Zero Conditional to describe rules and situations that are always true, where one event always follows the other. In these sentences *if* = *when*:

If you **put** milk in the fridge, it **lasts** longer.

When/If the temperature **is** above 0° C, snow **melts** quickly.

The pattern is:

If/when + Present Simple	Present Simple
--------------------------	----------------

Future Conditional

We use the Future Conditional to talk about possible future events which depend on other future events:

I'll **get** in touch with you if I **hear** from Mike.

The pattern is:

If + Present Simple	will/won't + infinitive without to
---------------------	------------------------------------

Other possible patterns:

If + Present Simple	can/may + infinitive
---------------------	----------------------

If you **go** to study in France, you **can improve** your French.

If + Present Simple	imperative
---------------------	------------

If you **travel** by plane, **drink** a lot of water.

Unreal Conditional

We use the Unreal Conditional:

1 to talk about unlikely events in the future:

If I **found** a good holiday job, I **could** earn some money.

If I **won** the lottery, I'd **go** to London.

2 to talk about present situations which are unreal:

I'd **be** very unhappy if I **lived** in another city.

If I **was** twenty-five years old, I'd **have** a job.

The pattern is

If + past	would/could/might + infinitive without to
-----------	---

Past Conditional

We use the Past Conditional to talk about unreal situations in the past – to imagine things that did not happen:

If we **hadn't found** the dog, he **could have died** of cold.

If I **had missed** the train, I **would have taken** a bus.

The pattern is:

If + Past Perfect	would/could + perfect infinitive
-------------------	----------------------------------

1 Complete the sentences with the words in the box. Tick (✓) the correct Conditional.

don't have I'd tell when

1 If you ask anyone in the class, they'll tell you the same thing.

Zero Conditional	<input type="checkbox"/>	Unreal Conditional	<input type="checkbox"/>
Future Conditional	<input checked="" type="checkbox"/>	Past Conditional	<input type="checkbox"/>

2 Mum gets worried you don't phone.

Zero Conditional	<input type="checkbox"/>	Unreal Conditional	<input type="checkbox"/>
Future Conditional	<input type="checkbox"/>	Past Conditional	<input type="checkbox"/>

3 If I had a dog, call it 'Bobby'.

Zero Conditional	<input type="checkbox"/>	Unreal Conditional	<input type="checkbox"/>
Future Conditional	<input type="checkbox"/>	Past Conditional	<input type="checkbox"/>

4 Plants die if you water them.

Zero Conditional	<input type="checkbox"/>	Unreal Conditional	<input type="checkbox"/>
Future Conditional	<input type="checkbox"/>	Past Conditional	<input type="checkbox"/>

5 She'd slept there quite happily if you hadn't mentioned ghosts.

Zero Conditional	<input type="checkbox"/>	Unreal Conditional	<input type="checkbox"/>
Future Conditional	<input type="checkbox"/>	Past Conditional	<input type="checkbox"/>

2 Choose the correct words.

1 If you live/lived closer, we could see each other more often.

2 If everyone helped/helps, we can finish the job quickly.

3 I can't hear anything if you all talk/talked at once.

4 We could make lemonade if we had/have some sugar.

5 If you have time, can you help/helped us in the garden?

6 If you wasn't/weren't called William, what would you like to be called?

7 If I write/wrote new words in my notebook, it helps me to remember them.

8 He'd have come if he'd know/known you were going to be here.

9 If you like/liked long novels, try reading *War and Peace*.

10 If I was very rich, I'd/I'll live in a hotel all the time.

11 If we keep very still we may/would see a snake.

12 If she hadn't wanted you to call her, she wouldn't have gave/given you her phone number.

3 A group of friends are planning a two-day trip. Complete the future conditionals they say with correct verb forms.

- 1 If it rains (rain), we will wear (wear) anoraks.
- 2 If we (run out) of food, we (go) shopping in a nearby town.
- 3 If the hostel (be) full, we (sleep) in tents.
- 4 If we (not know) how to put up the tents, we (ask) someone for help.
- 5 If it (be) cold at night, we (make) a fire.
- 6 If someone (feel) sad, we (sing) songs.

4 Write unreal conditionals based on these present situations.

- 1 I'm not a millionaire, so I don't live in a big house.
If I was a millionaire, I would live in a big house.
- 2 Footballers earn a lot of money, so they try to do their best.
.....
- 3 I don't have a dog, so I don't have to walk it twice a day.
.....
- 4 Exams are stressful, so it's not easy to pass them.
.....
- 5 I watch TV a lot and my eyes often hurt.
.....

5 Write 'past' next to sentences that talk about the past and 'present' next to sentences that talk about the present.

- 1 I would travel more if my family was richer.
present
- 2 If my father hadn't lost his lottery ticket, we would have become millionaires.
- 3 You wouldn't have fallen down the stairs if you had been more careful.
- 4 If my sister had a job, she could save money and buy a car.
- 5 School would be more fun if there were no grades.
- 6 If I had known you were friends, I would have invited you both to my party.

6 Put the verbs in brackets in the correct forms of the past conditional.

- 1 We would have won (win) the match if their goalkeeper hadn't been (not be) so good.
- 2 If someone (not telephone) the fire brigade, the house (burn down).
- 3 We (get) lost if you (bring) a map.
- 4 If all passengers (fasten) their seatbelts, they (not be) so badly injured.
- 5 Our holiday (be) nicer if it (not rain) all the time.
- 6 If you (wear) a suit at the interview, you (get) that job.

7 Write past conditionals based on these situations.

- 1 The police arrested me because I didn't have my passport.
The police wouldn't have arrested me if I had had my passport.
- 2 They didn't come to the party because they lost our address.
.....
- 3 Tom wasn't able to play in the match because he had caught flu.
.....
- 4 My little brother ate two bars of chocolate and was sick.
.....
- 5 Miriam criticised her boss in public and he fired her.
.....
- 6 The teacher caught Sam smoking in the toilet so he called in his parents.
.....

➔ **Module 10, page 101**

We use *wish* + past tense to express our dissatisfaction about the present situation:

I wish I was fitter.

I wish my parents had more money.

We use *wish* + the Past Perfect to express our dissatisfaction with what happened in the past:

I wish I had been there.

I wish I had learned English at primary school.

Sentences with *wish* can be paraphrased in these ways:

I wish I spoke Spanish. can mean

- *I regret I don't speak Spanish.*
- *I would like to speak Spanish.*
- *It's a pity I don't speak Spanish.*
- *I'm sorry I don't speak Spanish.*

1 Use *wish* to paraphrase these sentences.

- 1 I regret I can't swim.
.....
I wish I could swim.
- 2 I would like to have long hair.
.....
- 3 It's a pity my parents didn't let me go on holiday to London.
.....
- 4 It's a shame I bought these horrible shoes.
.....
- 5 I regret I don't know London well.
.....
- 6 I regret I accepted John's invitation to the cinema.
.....
- 7 It was silly of me not to apologise to my mum.
.....
- 8 It's a pity we live in a big city.
.....
- 9 What a pity cinema tickets are so expensive.
.....
- 10 It was a mistake to lend Joe my bike.
.....

2 Use the cues to write the wishes these people have.

- 1 Julia failed her exam. (study more)
.....
She wishes she had studied more.
- 2 Anna is very poor. (more money)
.....
- 3 Mary doesn't love her husband anymore. (get married)
.....
- 4 Peter isn't very good at sports. (play tennis)
.....
- 5 Frank is unemployed. (lose his job)
.....
- 6 Bob lives in a tiny flat. (big house)
.....
- 7 Stephanie doesn't like her new dress. (buy it)
.....
- 8 Nick can't speak any languages. (Spanish)
.....
- 9 David is hungry. (food)
.....
- 10 Carl didn't win the race. (run faster)
.....

Grammar Reference

Answer Key

Page 106 – Present Simple, Present Continuous and Present Perfect

Exercise 1 2 How often do you go to swimming pool?

3 We don't watch horror films. 4 Does Mike speak Spanish?

5 My parents never spend their holidays at the seaside.

6 Lisa always does her homework just before school. 7 I don't

like dancing. 8 Susan doesn't go to the cinema very often.

Exercise 2 2 A young woman is carrying a baby. 3 A boy and a girl are kissing. 4 An old man is sleeping on a bench. 5 A girl is reading a book. 6 Some boys are playing football. 7 A woman is feeding the ducks. 8 A boy is riding a bike.

Exercise 3 2 a travels b is trying on 3 a works b is working

4 a starts b is learning

Exercise 4 2 I drive a taxi. 3 I'm writing an essay. 4 I collect stamps. 5 she's working in the garden. 6 she works in a children's hospital.

Exercise 5 2 isn't doing 3 is painting 4 is boiling 5 don't eat 6 are you shouting 7 is cooking 8 's making 9 don't like

Page 108 – Past Simple, Past Continuous and Past Perfect

Exercise 1 2 Past Perfect 3 Present Perfect 4 Past Simple

5 Past Continuous 6 Present Perfect

Exercise 2

2 Andy worked in a supermarket on Saturdays.

3 Their grandmother took them to Greece every summer.

4 Sue wanted to get a cat, but her father was allergic to them.

5 Jim caught a cold every time he went swimming.

6 It always rained when we planned to have a barbecue

Exercise 3 2 Did / happen 3 fell 4 broke 5 didn't have

6 Did / see 7 didn't 8 did 9 happened 10 spent 11 called

12 said 13 was 14 came 15 told 16 didn't / let

Exercise 4 1 heard 2 didn't see / was working 3 was driving /

burst 4 were watching 5 bit / was jogging 6 didn't rob / was

playing 7 came / were talking 8 was snowing / crashed

Exercise 5 2 The robber escaped. 3 We heard about the plane crash. 4 I cleaned the house.

Exercise 6 2 had moved 3 had seen 4 had won 5 had worked

6 had bitten 7 hadn't studied 8 had / gone

Exercise 7 2 was dancing 3 fell 4 didn't pay 5 was thinking

6 had left 7 felt or was feeling 8 came 9 started 10 didn't

walk 11 had talked 12 realised 13 had met

Page 110 – Verb patterns

Exercise 1 2 My parents refuse to give me money for clothes.

3 Tom loves going to parties. 4 We need to learn more. 5 Tina avoids answering personal questions. 6 Rob can't stand listening to rap. 7 I want to go to Scotland next year. 8 Roy is planning to study medicine.

Exercise 2 2 My dad agreed to help me with my homework.

3 Tina advised me to break up with my boyfriend. 4 I suggested going home at once. 5 I didn't manage to find a job in the summer. 6 My mum let us come home after 10 p.m. 7 My friends didn't mind queuing for autographs. 8 Our teacher wanted us to read the book in the original language. 9 Their teacher promised to put off the test. 10 The police officer ordered my friends to leave the club.

Page 111 – Present Perfect and Present Perfect Continuous

Exercise 1 2 has happened 3 've saved 4 've just learned

5 's eaten 6 haven't reached

Exercise 2 2 has been arguing 3 is preparing 4 has been ironing 5 has been making 6 have been having

Exercise 3 2 've tried 3 have read 4 've broken 5 Has / been playing with 6 have run 7 've beaten 8 've been talking

9 've seen 10 've been watching 11 's been peeling

12 've been frying

Page 112 – The Passive

Exercise 1 2 John Lennon was assassinated in 1980. 3 The 2012 Olympic Games will be held in London. 4 Rice is grown in Asia and southern Europe. 5 Most American films are made in Hollywood. 6 The next James Bond film will be shot in the Andes.

Exercise 2 2 Michael should be told the truth. 3 The most important goal in the match was scored by Ronaldhino. 4 Machu Picchu was built by the Incas in the 15th century. 5 The car is going to be repaired before the weekend. 6 Our room had been cleaned before we arrived at the hotel. 7 Our Christmas dinner is always cooked by my granny, who knows all the traditional recipes.

Page 113 – Articles in geographical names

Exercise 1 1 - / - / the 2 - / the / - / the 3 The / the / -

4 The / - / the 5 The / - / - / the 6 The / - / - 7 - / the / -

8 - / the / - / - / the

Exercise 2 2 - 3 - 4 - 5 - 6 the 7 - 8 the 9 the

10 - 11 - 12 the 13 - 14 - 15 the 16 - 17 - 18 -

19 - 20 the 21 - 22 - 23 -

Page 114 – Speculating

Exercise 1 2 He could be Spanish. 3 They can't be at home.

4 She must earn/have/make a lot of money. 5 They might like pizza.

Exercise 2 2 There must have been an accident. 3 She can't have studied in Madrid. 4 He may not have gone to the cinema.

Exercise 3 2 He can't have told you the truth. 3 He might work for the government. 4 He may not like your sense of humour.

5 The food can't have been fresh. 6 Joan could be allergic to eggs. 7 The hotel may not be very expensive. 8 He may have caused the accident. 9 They may not have got our invitation.

10 Something must have gone wrong.

Page 115 – Future Continuous

Exercise 1 2 will be revising 3 Will / be studying 4 will be sleeping 5 will be running 6 will be waiting

Exercise 2 2 I'll be walking my dog. 3 I'll be going to the zoo.

4 I'll be going to the supermarket. 5 I won't be going out tonight.

Exercise 3 2 Will you be calling Julian? Can you tell him I can't meet him tonight? 3 Will you be using your computer tonight?

Can I use it? 4 Will you be going to the library? Can you return

my books? 5 Will you be hoovering your room? Can you hoover

mine? 6 Will you be making sandwiches? Can you make me one?

7 Will you be driving to work? Can you give me a lift to school?

Page 116 – Modals referring to the past

Exercise 1 2 a 3 b 4 b 5 b

Exercise 2 2 b 3 c 4 c 5 b 6 a

Page 117 – *would* and *used to*

Exercise 1 2 *both options are correct* 3 *would* 4 *both options are correct* 5 *would* 6 *would*

Exercise 2 2 *would make* 3 *used to wear* 4 *would put on* 5 *would spend* 6 *used to love* 7 *would tell* 8 *would / sit* 9 *would talk*

Exercise 3 3 He used to have health problems. 4 He didn't use to get much exercise. 5 He used to eat a lot. 6 She used to work a lot. 7 She didn't use to have a lot of free time. 8 She didn't use to go to the cinema. 9 She used to travel a lot for her work. 10 She didn't use to see her family a lot. 11 I used to have bodyguards. 12 I didn't use to pay for anything. 13 I didn't use to drive myself anywhere. 14 I used to meet a lot of politicians. 15 I didn't use to have much time for my family.

Page 118 – Reported statements

Exercise 1 2 Our school has won the 'Best School' award. 3 I am already late for my dance class today. 4 I have worked in that company for twenty years. 5 I am falling in love with Jill. 6 A book will be the best gift for her. 7 My job has been worrying me. 8 The competition is going to start in one hour. 9 Manchester United will win 3:1. 10 If you don't stop talking about football, I'm going home.

Exercise 2 2 that I needed a haircut. 3 that she's like to do it then – not the next/following day. 4 that he'd just found a great job. 5 that he had been watching television all evening. 6 that he'd help me finish the cleaning. 7 that everybody had left an hour before/earlier. 8 that he was going to sell his bike. 9 his job could sometimes be boring. 10 he had used my computer, but he hadn't broken it. 11 New York was the capital of the United States. 12 the capital of the United States is Washington.

Page 120 – Talking about quantity

Exercise 1 2 Most of them live quite close to the school. 3 Some of them are very good at sports. 4 All of them can sing. 5 Some of them are above average in maths. 6 Most of them speak good English. 7 None of them are bad at science. 8 Some of them come from very rich families.

Exercise 2 2 Neither of them 3 Both of them 4 Neither of them 5 Neither of them 6 Both of them 7 Both of them 8 Neither of them

Exercise 3 2 most/some / some 3 most 4 Some 5 none 6 neither 7 all 8 Most 9 both 10 none 11 Both 12 neither

Page 122– Reported questions

Exercise 1 2 a 3 c

Exercise 2 2 When are you going to switch the TV off? 3 Do you like romantic comedies? 4 What are you doing in the garage? 5 Where did you put my iPod? 6 Are you going to watch the late-night movie? 7 Will you be using the computer?

Exercise 3 2 I asked him where he lived. 3 I asked him how many concerts he had given so far. 4 I asked him what sports he did. 5 I asked him which hotel he was staying at. 6 I asked him if he would be giving autographs after his concert the next day. 7 I asked him how many people there were in his band. 8 I asked him if he was going to star in a film. 9 I asked him why he had shaved his head. 10 I asked him if he was going to learn Chinese before his tour of China.

Page 123 – Conditionals

Exercise 1 2 when (Zero) 3 I'd (Unreal) 4 don't (Zero) 5 have (Past)

Exercise 2 2 helps 3 talk 4 had 5 help 6 weren't 7 write 8 known 9 like 10 I'd 11 may 12 given

Exercise 3 2 run out / will go 3 is / will sleep 4 don't know / will ask 5 is / will make 6 feels / will sing

Exercise 4 2 If footballers didn't earn a lot of money, they wouldn't try to do their best. 3 If I had a dog, I would have to walk it twice a day. 4 If exams weren't so stressful, it would be easy to pass them. 5 If I didn't watch TV a lot, my eyes wouldn't hurt.

Exercise 5 2 past 3 past 4 present 5 present 6 past

Exercise 6 2 hadn't telephoned / would have burned down 3 wouldn't have got lost / had brought 4 had fastened / would not have been 5 would have been / hadn't rained 6 had worn / would have got

Exercise 7 2 They would have come to the party if they hadn't lost our address. 3 Tom would have been able to play in the match if he hadn't caught flu. 4 If my little brother hadn't eaten two bars of chocolate, he wouldn't have been sick. 5 If Miriam hadn't criticised her boss in public, he wouldn't have fired her. 6 If the teacher hadn't caught Sam smoking in the toilet, he/she wouldn't have called in his parents.

Page 125 – *wish*

Exercise 1 2 I wish I had long hair. 3 I wish my parents had let me go on holiday to London. 4 I wish I hadn't bought these horrible shoes. 5 I wish I knew London well. 6 I wish I hadn't accepted John's invitation to the cinema. 7 I wish I had apologised to my mum. 8 I wish we didn't live in a big city. 9 I wish cinema tickets weren't so expensive. 10 I wish I hadn't lent Joe my bike.

Exercise 2 2 She wishes she had a lot of money. 3 She wishes she hadn't got married. 4 He wishes he could play tennis. 5 He wishes he hadn't lost his job. 6 He wishes he lived in a big house. 7 She wishes she hadn't bought it. 8 He wishes he could speak Spanish. 9 He wishes he had some food. 10 He wishes he could run faster.