



NEW Challenges



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Workbook **4**



AUDIO CD

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Back to School

Vocabulary: School Events

- 1 Read the descriptions of school events. Match the words from A and B and write the names of the events.

A careers class end-of-term
mock parents' sports

B day disco exams evening
fair picnic

- 1 A dance just before the holidays start. end-of-term disco
 - 2 A time to get information about future jobs. _____
 - 3 Important tests to practice for the real thing. _____
 - 4 Races and games for students and sometimes teachers. _____
 - 5 Eating and drinking outside, sometimes in the countryside. _____
 - 6 When your mum and dad find out about your progress. _____
- 2 What are the people talking about? Complete the words.



- 1 We had a great time. I was ready for a break after the first weeks of term.
half-term holiday



- 2 It was awful. Nobody danced with me all night.
s _____ p _____



- 3 I enjoyed it. We learned a lot about the area we visited.
s _____ t _____



- 4 It wasn't brilliant. The band didn't play very well.
c _____



- 5 They were hard, so I hope I've passed.
p _____ e _____

Your Turn

- 3 Choose five events from Exercises 1 and 2 that happen at your school. Write them in order of preference (1 = favourite).

School events

Grammar: Future Tenses for arrangements, intentions, plans and predictions

► Grammar Reference, page 91

☆ 4 Choose the correct words.

- 1 I'm going / *might go* to the school disco. I've already bought tickets.
- 2 Do you think we *get* / *will get* any new teachers next term?
- 3 I haven't decided about the holidays but I *will* / *may go* and stay with my grandparents.
- 4 I think sports day *going to be* / *will be* fun this year.
- 5 I'm not sure about my future career but I *will* / *might go* into teaching.
- 6 She got brilliant marks in her mocks. She's *passing* / *going to pass* her public exams.
- 7 We're *going* / *will go* on a study trip to York on 17th May.
- 8 We haven't got plans for the end of term but we *might go* / *are going* on a picnic.
- 9 The tickets have arrived. We're *going* / *'ll go* to Paris next week!
- 10 We *won't go* / *aren't going* to the concert now. It's been cancelled.

☆☆ 5 Find and correct one mistake in each sentence.

might study

- 1 I ~~might to study~~ Spanish or Italian next year.
- 2 In the future, I think students will be study at home on computers.
- 3 Don't forget we will go to the school prom on Saturday – it's all arranged.
- 4 I've always been sure about my future career – I might be a doctor.
- 5 I've no idea about the holidays – I'm going to get a part-time job, I suppose.
- 6 My teacher thinks we will all passing the Maths exam.
- 7 My brother has decided at last – he will be a vet.
- 8 What you going to do after the exams?
- 9 I can't come to the cinema with you. I'll go to my dance class.

☆☆ 6 Complete the dialogues with the verbs in the boxes. There are two extra verbs.

'll need might stay are ... doing
'm not going to pass 're going will go

- A What ¹ are you doing in the holidays?
 B I'm not sure yet. I ² _____ at home.
 A That's boring. We ³ _____ camping. You can come with us.
 B Thanks but I think I ⁴ _____ to be here to revise. I ⁵ _____ the end-of-term exams.

're going to have will be 'm not going
's having 'll have might come

- A I ⁶ _____ to the class picnic on Sunday. It sounds a bit boring.
 B No, I think it ⁷ _____ fun. We ⁸ _____ loads of activities, not just eating and drinking.
 A Mm, I'm not sure. I ⁹ _____ if there's nothing else to do.
 B Don't be so boring. Come with us and you ¹⁰ _____ a great time.

Your Turn

☆☆ 7 Write true sentences. Use *will* / *won't*, *may* / *might* or *be going to*.

- 1 I / study in the USA

- 2 my dad / come to the next parents' evening

- 3 my best friend / be in the same class next term

- 4 my friends and I / study English next year

- 5 my school / organise a sports day soon

- 6 I / train to be an actor

- 7 my family / go skiing this winter

B Good Advice

Grammar: Future and unreal conditionals

➤ Grammar Reference, page 93

☆☆ 1 Complete the sentences. Choose a) or b).

- 1 I'll help you with your revision if ...
a) you will have problems.
b) you have problems.
- 2 If she was in trouble, ...
a) I'd help her.
b) I helped her.
- 3 If you don't plan your answers in an exam, ...
a) you'd run out of time.
b) you'll run out of time.
- 4 She wouldn't get good marks if ...
a) she worked hard.
b) she didn't work hard.
- 5 Would you learn Chinese if ...
a) you could?
b) you can?
- 6 If you don't sleep before an exam, ...
a) you'll do well.
b) you won't do well.
- 7 Everyone will be really pleased if ...
a) I pass.
b) I will pass.
- 8 Who would you ask if ...
a) you need advice.
b) you needed advice.

☆☆ 2 Match the sentence beginnings (1-6) with the endings (a-f). Complete the endings with the correct form of the verbs in brackets.

- | | |
|--|-------------------------------------|
| 1 If I couldn't use the Internet for homework, | ☒ |
| 2 We'll have a big party | ☐ |
| 3 My sister will move to London | ☐ |
| 4 My brother wouldn't study maths | ☐ |
| 5 If you went to the homework club, | ☐ |
| 6 If I find your notebook, | ☐ |
- a) if she _____ (get) into university.
 - b) you _____ (learn) from other students.
 - c) I _____ (give) it back to you.
 - d) it would take (take) a lot longer.
 - e) if he _____ (not have) to.
 - f) if we _____ (pass) the exams.

☆☆ 3 Complete the texts with the correct form of the verbs in brackets.



Angie is feeling nervous. She's imagining ways of dealing with the exams.

If I ¹ broke (break) my leg, I ² _____ (not be able) to go. If the teacher ³ _____ (lose) the exam papers, there ⁴ _____ (not be) an exam. I ⁵ _____ (know) all the answers if I ⁶ _____ (have) a photographic memory.



Eddie is feeling confident. He's planning ways of dealing with the exams.

If I ⁷ _____ (go) to bed early, I ⁸ _____ (feel) good in the mornings. If I ⁹ _____ (make) notes, it ¹⁰ _____ (be) easier to revise. I ¹¹ _____ (be able) to organise my revision if I ¹² _____ (make) a plan.

Your Turn

4 Complete the sentences to make them true for you.

- 1 If I had an exam tomorrow, _____.
- 2 If there's a party at the end of term, _____.
- 3 If my friends needed help, _____.
- 4 If my favourite sports team wins, _____.
- 5 If I didn't go to school every day, _____.
- 6 If I have a free weekend, _____.
- 7 If we get a lot of homework this weekend, _____.
- 8 If I didn't learn English, _____.

Module 1 Communication

Get Ready

Vocabulary: Communication

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

blog conversation language language
messages messaging network phone
phone service

- | | | | |
|----------------|-----------------|------------|-------|
| 1 body | <u>language</u> | 6 postal | _____ |
| 2 face to face | _____ | 7 computer | _____ |
| 3 mobile | _____ | 8 SMS | _____ |
| 4 instant | _____ | 9 smart | _____ |
| 5 sign | _____ | 10 micro- | _____ |

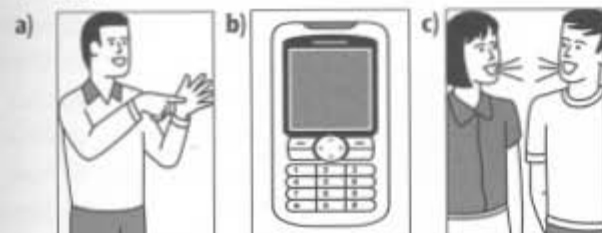
- 2 Find the odd one out.

- | | |
|-------------------|---------------------------|
| 1 landline | mobile phone |
| cellphone | <u>telegraph</u> |
| 2 blog | sign language |
| instant messaging | |
| 3 texting | SMS messages |
| body language | mobile phone |
| 4 netbook | face to face conversation |
| body language | sign language |
| 5 netbook | smart phone |
| tablet | intranet |

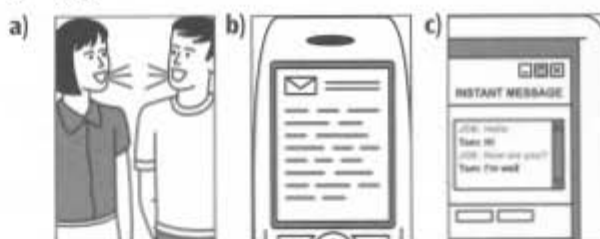
Listening

- 3 Listen to three teenagers. Which form of communication is most important to them? Choose the correct pictures, a), b) or c).

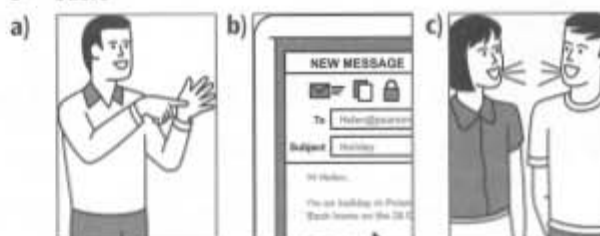
- 1 Ellen



- 2 Nick



- 3 Susie



Your Turn

- 4 Complete the questionnaire.

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

► Grammar Reference, page 94

☆ 2 Complete the sentences with the correct form of the verbs in brackets. Use 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 time expressions that are not possible.

- 1 I've been interested in animals *for years* / ~~when 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*.

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) understand |
| 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 Complete the questions in an interview with a scientist. Use the words in brackets.

- 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 (bird song / change nowadays?)
5 _____
- B Yes, it is. It's getting louder.
- A (Why / that happen?)
6 _____
- B Because there's 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've only just started the research.

☆☆ 6 Complete the email with the correct form of the verbs in brackets. Use 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



Your Turn

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

- 1 you / send / an email now?
A *Are you sending an email now?*
B *No, I'm not.*
- 2 you / receive a text message / yet today?
A _____
B _____
- 3 you / write a lot of emails / at the moment?
A _____
B _____
- 4 you / like communicating / by phone?
A _____
B _____
- 5 you / ever / use / sign language?
A _____
B _____
- 6 How many / emails / you / send / every week?
A _____
B _____
- 7 How often / you / use / instant messaging?
A _____
B _____

2 Skills

Vocabulary: Social Networking

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

- | | |
|---------------------|---|
| 1 social network | a) to put information / images on the Internet |
| 2 security settings | b) asking someone to become part of your online network |
| 3 post things | c) a website where you connect with other people |
| 4 friend request | d) the most popular place on the Internet |
| 5 most visited site | e) a typical person who goes to a particular website |
| 6 average user | f) how you organise your computer to stay safe online |

Reading

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

- | | |
|---|---|
| 1 Tara has never joined Facebook. | / |
| 2 Tara thinks a friend is a person you spend time with in the real world. | |
| 3 The girl who was bullied didn't go to school for a long time. | |
| 4 Tara never communicates online. | |
| 5 Katie doesn't use Facebook very often. | |
| 6 All Katie's e-friends are from the same country. | |
| 7 Katie uses a false name online. | |
| 8 Katie is careful about the images she posts. | |

To network or not to network

We ask two teenagers for their opinions of social networking.

Tara

I know I'm not typical but I'm not very keen on Facebook. I signed up to it last year but I don't go on the site very often. Some people at school say they have hundreds of 'friends' but this is silly. How can someone you have never met be your friend? My friends are the people I see every day. They really know me and they really like me. That's the important thing.

I also think these sites can be a bit dangerous. A girl in my class had a lot of problems with online bullying. People were posting nasty comments about her and telling lies. She was very upset and missed a lot of school.

I love my computer and I use it a lot. I email my friends or chat to them online. But then we arrange to meet face to face. You can say a lot more!

Katie

I go on Facebook every day, sometimes several times a day. I love it. It's fun to see what other people are doing and to look at their photos. I have about 250 friends, some of them abroad. I don't care that I won't meet them face to face. We can still enjoy chatting.

People say you can have problems with social networking. It's true that you need to be careful with your security settings. Privacy is important too. I don't give my real name or my address online. I always use a nickname. I'm also careful about photos. If I want friends from school to have a copy, I send it directly to them. I don't post a lot of pictures of people online.

I know the difference between my real friends and e-friends. And I still enjoy communicating online with lots of different people. It's just good fun.

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

Word Builder

bring up check out find out about join in with
keep in touch with keep up with set up

keep in touch with

- My aunt lives in Australia so we contact her by email.
 - You never take part in our online conversations.
 - How can I get the information about security settings?
 - What's your favourite way to maintain communication with your friends?
 - I've tested the camera to make sure that it works.
 - Will you help me organise my Facebook page?
 - Why did you start to talk about the subject of exams?
- 4 Choose the correct words.
- What time do you usually get up / on in the morning?
 - Where do we get off / up the bus?
 - Is she going out for / with anyone at the moment?
 - Don't forget to put over / on some suncream at the beach.
 - I put some posters on / up to decorate my room.
 - She has to take care with / of her little brother at weekends.
- 5 Complete the sentences with *since* or *for*.

Sentence Builder

- I've been on Facebook for about six months.
- You haven't sent me an email since Christmas.
- We haven't updated our site for ages.
- We've had a computer at home since last year.
- Our computer has been broken for two weeks.
- You've been on the computer since nine o'clock this morning.
- We haven't had any visitors to our site for last month.
- My brother has been on his mobile for an hour.

Your Turn

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

~~find out about~~ join in with
keep in touch with put on
put up set up

- What do you use to find out about subjects for homework?

 - How often do you _____ sports and games at school?

 - Have you ever _____ a website?

 - Do you use email or texts to _____ your family?

 - What things did you last _____ on the Internet or on your school intranet?

 - What are your favourite clothes to _____ at the weekend?

- 7 Write true sentences. Use the Present Perfect.
- be / a student at my school / for
I've been a student at my school for three years.
 - not see / my best friend / since

 - live / in my house / for

 - have / this English book / for

 - not / have a party / since

 - not buy / a CD / for

 - know / my best friend / since

3 Communication

Useful Language

1 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 extra question.

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 latest 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 expressions, 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 Kings of Leon's new CD is great.
B ...
a) I think so, too.
b) What do you think?
- 5 A I think the new X-Men 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 Put 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 the 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.

information newest subject top web

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

- 2 Read the five blogs on page 15 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 reasons 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 Read the blogs again. Are the statements true (T) or false (F)?

- | | |
|---|---------------------------------------|
| 1 Mikey J asks for advice in his blog. | ☒ T |
| 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
 3 everyone will be in the same boat
 a) everyone will be in the same situation b) everyone will be in trouble

Blog 3

- 4 I wanted to give it a go.
 a) I wanted to give it up. b) I wanted to try it.

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?

a

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're 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.

b

Calling all music fans!

I'm using the school blog to give you some information about a concert we're 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'll 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'll be FUN!

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

c

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've got 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've got 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

d

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! ☺

e

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 email me. ✉

Thanks, Felix



Language Check 1

Vocabulary

1 Match (1–8) with (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 smart | h) conversation |

☐ / 7

2 Choose the correct words.

How long does it take to set up / in a webpage?

- It's important to keep up / in with changes in technology.
- My brother never joins / takes in with chatroom discussions.
- I use email to make / keep in touch with my friends.
- I need to find out about / of Australia for a project.
- Can you give / take care of my animals during the holidays?
- Keep in touch for / with everyone when you go to the USA.
- If you bring up / out the subject of exams, she gets upset.
- 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.

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 _____ (go) out with a girl who can't hear.

☐ / 10

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

They've lived here for years.

- You haven't sent me an email _____ 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 definitely Don't so think true

- This blog is great. Don't you think so?
- Yes, ¹ _____. Lots of people have visited it.
- That's ² _____. There's a lot of interesting information on it. The best section is the music review.
- I think ³ _____, too. And what do you ⁴ _____ of the advice section?
- 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 | |

This is easy.

I need more practice.

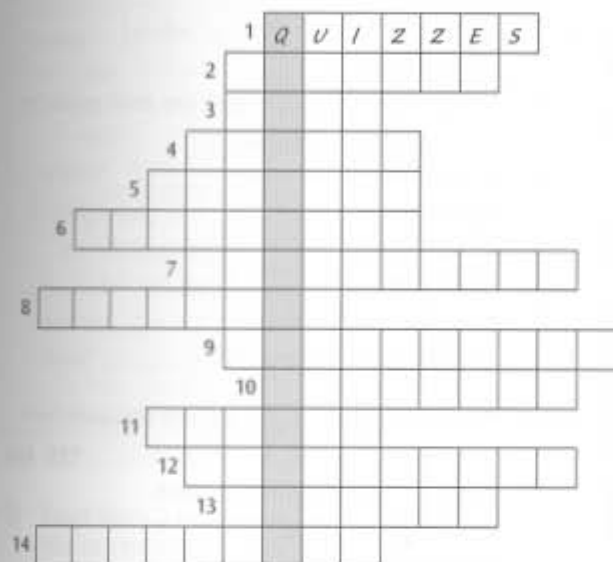
This is difficult.

Module 2 News

Get Ready

Vocabulary: In the 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

1

Your Turn

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

- | | | | |
|----------------|--------------------------|----------------|--------------------------|
| TV listings | ☐ | articles | ☐ |
| cartoons | ☐ | letters | ☐ |
| puzzles | ☐ | quizzes | ☐ |
| gossip | ☐ | horoscopes | ☐ |
| interviews | ☐ | problem page | ☐ |
| questionnaires | ☐ | sports reports | ☐ |
| book reviews | ☐ | film reviews | ☐ |

4 Vocabulary and Grammar

Vocabulary: In the News

- 1 Complete the news story with the words in the box.

check in flight luggage
airport workers airfield pack

Travel trouble

There was a surprise passenger on a ¹ flight from Manchester Airport yesterday evening. The plane was on the ² _____, being cleaned. The ³ _____ were waiting to load the passengers' ⁴ _____ onto the plane. Then a cleaner saw a snake sleeping under one of the seats. Eva Mitchell said, 'I couldn't believe my eyes. Most people just ⁵ _____ clothes and sun cream in their bags! I've no idea how the snake got there. You can't ⁶ _____ animals on a plane, but maybe it got into someone's bag by mistake.' Eva called security and they caught the snake and took it to a local zoo.

- 2 Choose the correct words.

Man's identity stolen by brother

Police ¹ officers / offices arrested a man in York for identity theft. This crime is ² committed / created all over the world but not very often by one brother on another. It started when the victim, Nick Franklin, noticed that he couldn't find documents at home. 'First, my TV and radio ³ permit / licence disappeared. Then I couldn't find my ⁴ drive / driving licence. I wasn't too worried until I got a credit card ⁵ cost / bill for thousands of pounds. I thought it was a mistake and I didn't pay it but I got a ⁶ remember / reminder.' Weeks later, Mr Franklin found out that his brother used the documents to steal his identity and get a credit card. He spent a total of £15,281 in his brother's name.

Grammar: Past tenses review

► Grammar Reference, page 96

- ☆ 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

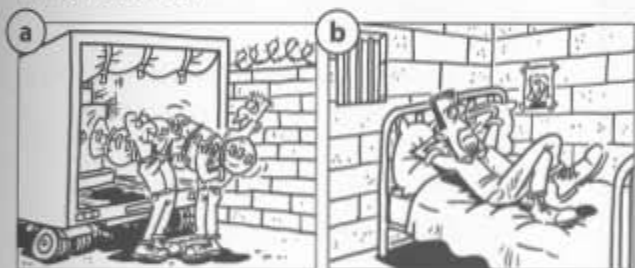
Police suspect two grandmothers of stealing a student's purse at a railway station in the north of England. The two ladies ¹ were seen (be seen) on security cameras. They ² _____ (laugh) to themselves moments before the theft. The ladies ³ _____ (find) the student's bag and then ⁴ _____ (take) it to the transport police office. Later, while the student ⁵ _____ (check) her bag, 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 Read Story 2 in Exercise 5 again. Number the pictures in the correct order.



Your Turn

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

- get to school yesterday
When I got to school yesterday my friends had already arrived.
- get up yesterday morning

- have breakfast yesterday

- get home yesterday afternoon

- finish my homework yesterday evening

- go to bed last night

Vocabulary: News and Gossip

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

- | | |
|-------------------------|--|
| 1 spokesperson | a) to set free |
| 2 special correspondent | b) a meeting at which a group or person answers questions from reporters |
| 3 press conference | c) very upsetting |
| 4 heart-breaking | d) a male who keeps his identity a secret |
| 5 release | e) a reporter who writes on a particular subject |
| 6 mystery man | f) someone who speaks officially for a person / organisation |

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

Word Builder

A seventeen- much- easy- good-
brightly- dark- ten- well-
well- never-

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

¹ Seventeen-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 being criticised 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 had a ¹⁰ _____ boyfriend. She added that the man at the club 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) metre |
| 7 hard- | g) working |
| 8 air- | h) speaking |

4 Rewrite the 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 words.

- 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.



- 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.

a couple of awful go ahead honestly
I mean you know

- Sarah Can I ask you ^{a couple of} one or two questions about the media?
- Adam Sure, ^{go ahead} carry on.
- Sarah How do you usually keep up-to-date with the news?
- Adam Well, I read celebrity magazines.
- Sarah No, ^{honestly} 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, ^{you know} you understand.
You must watch the news sometimes.
- Adam No, ^{I mean} 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 ^{awful} 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 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'll 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

1 Read the email. 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 email.

- 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

3 Which words are missing from these sentences in the email? 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 email (1-8) with the more formal equivalents (a-h).

- | | |
|-------------------------|-----------------|
| 1 were into (line 6) | a) a lot of |
| 2 check it out (line 8) | b) as usual |
| 3 cool (line 9) | c) friends |
| 4 loads of (line 10) | d) have a look |
| 5 nerd (line 12) | e) enjoyed |
| 6 mates (line 13) | f) silly person |
| 7 typical (line 16) | g) things |
| 8 stuff (line 23) | h) good |

5 Imagine you have an English-speaking pen friend. Write an email to him or her. Use the paragraph summaries in Exercise 2 to help you. Use an informal style.

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

Hi Ian

- 1 Thanks for your email. How did everything go with your audition last weekend? Hope you got the part in the school play. Our school concert went
- 5 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
- 10 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
- 15 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
- 20 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!
- 25 Amy

Understanding Grammar: Verb patterns

► Grammar Reference, page 98

1 Cross out the verbs that aren't possible.

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

2 Add the headings to 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
	offer
	promise
3	4
advise	tell
ask	want
help	

3 Choose the best response to the statements, a) or b).

- 1 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?
- 2 I must stop smoking.
a) No, you can't smoke here.
b) Good. Cigarettes are very bad for you.
- 3 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.
- 4 Why did you stop reading your horoscope?
a) I read it every week. I believe in it.
b) I think they're a bit silly.

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

- 1 What would you like to learn (to do) / ~~doing~~?

- 2 What do your parents make you do / ~~to do~~ at home?

- 3 What sports do you enjoy watch / ~~watching~~?

- 4 Who do you ask helping / ~~to help~~ you with your homework?

- 5 What free-time activities would you like to start doing / ~~do~~?

- 6 Do your parents ever let you to stay / ~~stay~~ up late?

- 7 What job do you want do / ~~to do~~?

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

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

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.

I like reading celebrity g o s s i p

- Have you read the r _____ of Captain America?
- I didn't understand the clues in the c _____.
- My mum won a prize on a g _____ s _____.
- Do you read the h _____ before you read a news story?
- Have you seen the weather f _____?
- Do you read the letters on the p _____ p _____?
- 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

3 Correct the underlined mistakes.

eating

I want to stop to eat junk food.

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

☐ / 6

Grammar

4 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

Key Expressions

5 Choose the correct words.

- A Hi, how's / how are it going?
- B 'Not / No very well, I'm afraid. I failed my French test.
- A Never ²mind / worry. It will be ³well / better next time.
- B I hope so. What about you? How ⁴is / are things?
- A Pretty good ⁵really / very. I've just got a new Saturday job.
- B That's great.

☐ / 5

What's your score?

Module 2

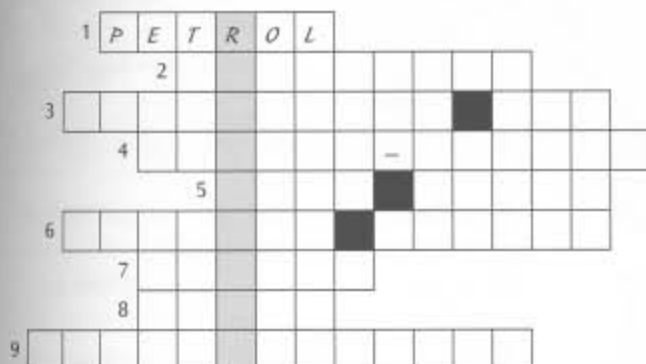
- | | |
|--|-----------------------|
| ☐ Vocabulary | ☐ |
| ☐ Grammar | ☐ |
| ☐ Key Expressions | ☐ |
| ☐ / 35 | |

- This is easy. ☐
- I need more practice. ☐
- This is difficult. ☐

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.

carbon footprint coal deforestation
drought fossil fuels friendly organic
pollution recycle wind farms

Our Challenge

Cutting down trees means ¹ *deforestation*.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!Be eco- ⁹ _____ – It's time to take the hintYou can reduce your ¹⁰ _____.

Listening



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

- | | | | |
|---------------|--------------------------|----------------|--------------------------|
| hybrid cars | ☐ | global warming | ☐ |
| pollution | ☐ | deforestation | ☐ |
| wind farms | ☐ | organic food | ☐ |
| recycling | ☐ | fossil fuels | ☐ |
| saving energy | ☐ | | |

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 _____

7 Vocabulary and Grammar

Vocabulary: Going Green

- 1 Find the missing verbs and complete the questions in the questionnaire.

reduce compost use throw plant recycle take reduce

Time to go green?



- What's the best way to reduce your carbon footprint?
- Does your family _____ away a lot of bags of rubbish every week?
- How can students _____ waste at school?
- Do people in your town _____ recycling seriously?
- Do you think it's a good idea to _____ leftover food?
- How many people in your family _____ cotton shopping bags?
- Have you ever tried to _____ seeds for your own vegetables?
- Which of these materials do you _____ glass, metal, paper or plastic?



Grammar: Present Perfect and Present Perfect Continuous

► Grammar Reference, page 99

- ★ 3 Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous.

- The students have been recycling (recycle) paper and plastic at school.
- You _____ (not use) cotton bags for shopping.
- How long _____ you _____ (work) with the eco-group?
- What _____ you _____ (do) to look after the local environment?
- _____ Jane _____ (learn) how to plant seeds?
- I _____ (think) of joining my local eco-group. It sounds fun.
- Why _____ you _____ (not collect) paper for recycling?
- My friend _____ (try) to reduce her carbon footprint.

- ☆☆ 4 Choose the correct verbs.

- Call the group leader. Mike has been having / has had an accident.
- We can't collect litter because it has been raining / has rained.
- My group has collected / has been collecting twenty bags of rubbish this morning.
- How long have you gone / have you been going to eco-camp?
- How many people have joined / have been joining the eco-group this year?
- I'm really tired. I've been collecting / collected litter all morning.
- You work quickly. You've planted / been planting ten trees already.
- We've been repairing / repaired the gates in the park but we haven't finished yet.

- 5 Complete the scouts' blog with the verbs in brackets. Use the Present Perfect or Present Perfect Continuous.



In the Scout Movement, we do a lot to help the environment. Here's what our Scout group say about eco-projects:

Ian Mylles, Scout Leader

'Scouts still do a lot of different activities, but the environment ¹ *has become* (become) much more important recently. We still have traditional activities like camping and cooking, but recently my Scouts ² _____ (prepare) their Environment Partnership Award.

Jenny

'I ³ _____ (already / earn) about 15 Scout badges. Since May I ⁴ _____ (work) on a clean-up campaign in my local area. It's hard work but it's fun too!'

Max

'I ⁵ _____ (just / join) the local eco-campaign. We ⁶ _____ (clean) a lot of graffiti off the walls, but ⁷ _____ (not finish) yet.

Sam and Ali

'We ⁸ _____ (be) scouts for three years. For the last few weeks, we ⁹ _____ (research) local wildlife for a presentation. It's really interesting but we ¹⁰ _____ (not give) our presentation yet.'

Shona

'I'm new, so I ¹¹ _____ (not join) the eco-campaign yet. I ¹² _____ (wait) to find out more about the activities.'

Your Turn

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

- 1 9 a.m. *At 9 a.m. I'll be lying in bed.*
- 2 10.30 a.m. _____
- 3 1 p.m. _____
- 4 3 p.m. _____
- 5 6 p.m. _____
- 6 8 p.m. _____

- 7 Write short dialogues for these situations.

- 1 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 *Yes, I can watch it at our house if you like.*

Your friend *That would be great, thanks.*

- 2 Ask if your friend will be going into town. Ask

him/her to get a phone card for your mobile.

You _____

Your friend _____

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

You _____

Your friend _____

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

You _____

Your friend _____

- 5 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.

cooperative developing education a fair deal
landfill poverty profits working conditions

The Fair Trade movement is a way of helping people in the ¹ developing world to find employment and so fight ² _____. It makes sure they get ³ _____ for the things that they grow or produce. Many of the workers are in a ⁴ _____ and so they own the business and they share the ⁵ _____ and benefits. As well as looking after people's ⁶ _____, Fair Trade charities are also concerned about the environment. Recycling material like paper and plastic reduces the rubbish that goes into ⁷ _____. Many Fair Trade products are produced without chemicals or pesticides. Fair Trade companies don't use child workers either so that young people have the opportunity to get an ⁸ _____. In fact, with Fair Trade, everyone benefits – shoppers get good-quality products and producers escape from long hours and low pay.

2 Join the sentences. Begin with the word in brackets.

Sentence Builder

- 1 The workers aren't in a cooperative. They have good pay. (Although)
Although the workers aren't in a cooperative, they have good pay.
- 2 The farm is quite small. It produces good-quality coffee. (Despite)
Despite being quite small, the farm produces good-quality coffee.
- 3 Landfill is reducing. We still need to recycle more. (Although)
- 4 She's only six. She recycles all her paper and plastic. (Despite)
- 5 They spent hours cleaning. There was still a lot of graffiti left. (Despite)
- 6 We started the campaign a month ago. We have already reduced our carbon footprint. (Although)

Your Turn

3 Complete the sentences to make them true for you.

- 1 Although I'm at school all week, _____.
- 2 Despite being a teenager, _____.
- 3 Although school can be hard, _____.
- 4 Despite having a computer, _____.
- 5 Although my city has problems, _____.
- 6 Despite loving my family, _____.
- 7 Although I see my friends every day, _____.
- 8 Despite wanting to go to university, _____.

Reading

4 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

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

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.

- 1 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.

- 2 It's Saturday morning.

Your friend Shall we go to the park?

You

- 3 It's Friday evening.

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

You

- 4 It's the last day of term.

Your teacher Let's watch a video.

You

- 5 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 (C) or incorrect (I).

- Chris and Lucy agree to have the party at the youth club. ☒ C
- Chris and Lucy both think Saturday is the best day for the party. ☐
- Chris will be the DJ at the party. ☐
- Chris and Lucy will order food from a café. ☐
- Lucy suggests starting the party at eight o'clock. ☐
- At the end Chris and Lucy decide on a time for the party. ☐

Reading Corner 2

Space City

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

- a horror
- b science fiction
- c spy

☐
☐
☐

January 1st, 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 statements 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 sportsperson.

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 through 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 from 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 ship's 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 computer 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're 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 restart the system. 'The commander said, 'Don't worry, everyone. We're 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 1st, 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.
The commander realised they had travelled to the future.
The crew took down The City.
They got close to the Earth.

1

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 3

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) footprint |

☐ / 8

2 Complete the sentences with *despite* or *although*.

Although he's only six, he's very tall.

- We went for a long walk _____ it being wet.
- I didn't pass the test _____ I worked hard.
- _____ we missed the start, we enjoyed the film.
- _____ playing very well, we still lost.
- I couldn't find my phone _____ looking for hours.
- We got lost _____ we had sat nav in the car.
- _____ being short of money, she bought me a present.

☐ / 7

Grammar

3 Correct the underlined mistakes.

had

He's been having an accident.

- How long have you been waited?
- Have you been liveing here long?
- I've been losing my keys.
- They've painted the room all morning.
- How long have you been knowing your best friend?

☐ / 5

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

I've been studying (study) French.

I've learnt (learn) quite a lot.

- You _____ (read) a lot recently. How many books _____ you _____ (finish)?
- We _____ (not leave) the house. It _____ (rain) all morning.
- My friends _____ (not arrive) yet. I _____ (wait) for ages.
- Ann _____ (study) a lot recently. She _____ (not take) her exams yet.
- The scouts _____ (collect) money for charity. They _____ (raise) £500.

☐ / 10

Key Expressions

5 Choose the correct words.

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

☐ / 5

What's your score?

Module 3

- | | |
|--|--------------------------|
| ☐ Vocabulary | ☐ |
| ☐ Grammar | ☐ |
| ☐ Key Expressions | ☐ |

☐ / 35

This is easy.

I need more practice.

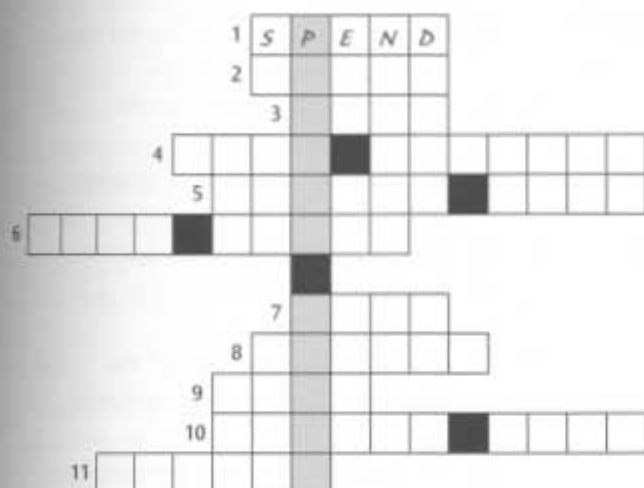
This is difficult.

Module 4 Cash

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 |

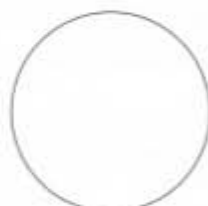
Listening

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



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.

10 Vocabulary and Grammar

Vocabulary: Charity Auctions

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

autograph bidding donate
a good cause items personalise
profits raise rare upload

personalise

- When famous people write something personal on an object, it becomes more valuable.
- It's easy to transfer the information to the charity's website.
- Some of the most popular objects are from bands and sports stars.
- Did all the band members put their signature on the album?
- What did the pop star give to the auction?
- It's good to know that we have helped a worthwhile organisation.
- The offers of money started slowly but then more people joined in.
- All the money earned will go to children's charities.
- An auction is a fun way to make money for charity.
- If a comic or CD is not common, it usually has a higher price.

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

- a) Someone will organise a charity auction soon. ☐

b) A charity auction will be organised soon. ☒
- a) How much was paid for the painting at the auction? ☐

b) How much did a person pay for the painting at the auction? ☐
- a) A person donated an expensive painting to the auction. ☐

b) An expensive painting was donated to the auction. ☐
- a) We raised over £200 at the auction. ☐

b) Over £200 was raised by us at the auction. ☐
- a) The captain of the team, all the players and the coach autographed the football shirts. ☐

b) The football shirts were autographed by the captain of the team, all the players and the coach. ☐
- a) I paid the highest price and won the auction. ☐

b) The highest price was paid by me and the auction was won. ☐

Grammar: The passive

➤ Grammar Reference, page 100

- ☆ 2 Complete the sentences with the correct form of the verbs in brackets. Use the correct form of the passive.

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

- ☆☆ 4 Rewrite the sentences in the passive.

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

- 335 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 _____ the yen _____ (use) as the main currency? ☐
- What _____ Australian bank notes _____ (make) out of? ☐
- Where _____ the euro _____ (can / use), although this country is not in the euro zone? ☐
- In what year _____ the dollar bill _____ (introduce) in the USA? ☐
- For how long _____ a dollar bill _____ (can / use) before it is destroyed? ☐
- Why _____ your bank details _____ (recognise) when you put your card in a cash machine? ☐
- What _____ cash _____ (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
- 1792
- 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
- Seventeen, including Ireland, Spain, France and Austria
- Northern Ireland



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

Come to the School Auction!

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

- 337 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 _____ (come) to the auction and 200 objects ³ _____ (sell). The most expensive item that ⁴ _____ (buy) was a bike. £650 ⁵ _____ (raise) and we ⁶ _____ already _____ (spend) some of the money on footballs and tennis racquets. Another auction ⁷ _____ (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 _____ and l _____
- 3 Chairs and tables are made of this. → w _____
- 4 These can be recycled to help the environment. → p _____ and g _____
- 5 This is used to make cans for drinks and food. → t _____
- 6 This can be used for hundreds of things like cups, toys and bottles. → p _____
- 7 These were the first metals that were used by humans. → c _____, b _____ and i _____
- 8 Bridges and buildings like churches are made of this. → s _____

Reading

2 Read the texts and choose the correct answers, 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's 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 (1-7) and (a-g).

- | | |
|---------------|---------------|
| 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. Use 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 ... a bar of ... a bit of ...
a bottle of ... a packet of ...
a piece of ... a slice of ...

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

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

- 1 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.
- 2 such a nice person
- 3 so cold that
- 4 such a good concert
- 5 so expensive that
- 6 such an interesting story
- 7 so delicious that

12 Communication

Useful Language

1 Choose the correct words.

- A Hi, Dan. Where are you going?
 B I want to take ¹off / back my MP3 player.
 A Why?
 B Well, it was ²wild / weird. It worked okay for a week and then it stopped.
 A Let me ³have / make a look at it. ... It seems fine.
 B I know but I can't use it. It's made ⁴by / of a small company and they might not repair it.
 A Poor ⁵your / you. I ⁶bet / let other people have had the same problem.
 B Your MP3 player is a really good ⁷ones / one, isn't it?
 A Yes, it works really well. It's ⁸slightly / 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 ⁹it / 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.

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

- 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 game.

- Customer** Excuse me?
Assistant ¹Yes, 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 answers, 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) ☐

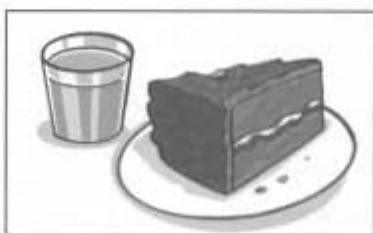


c) ☐

3 What does the man order in the café?



a) ☐



b) ☐

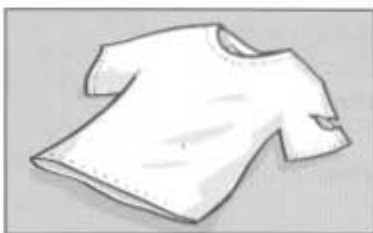


c) ☐

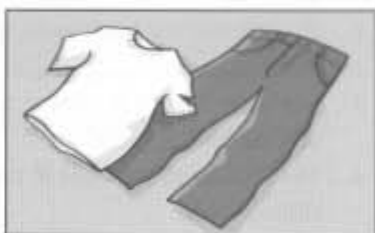
4 What does the boy need to take back to the clothes shop?



a) ☐

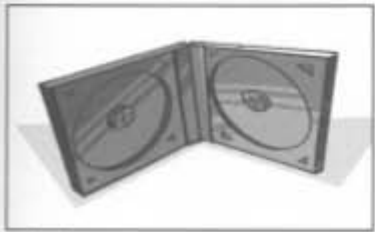


b) ☐

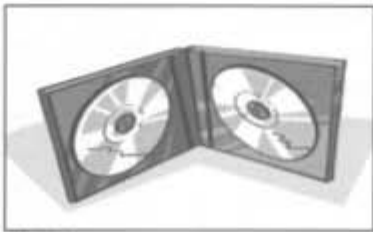


c) ☐

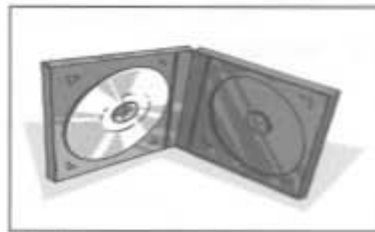
5 What is the problem with the CD?



a) ☐



b) ☐



c) ☐

Writing Challenge 2

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 ^abecause of / as the Harry Potter books are my niece's favourite. The problem cannot be ^bbecause of / because a delay at the Post Office ^cbecause of / because I have already received a CD that I ordered at the same time.

^dBecause / 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 statements (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 7) | d) in less than |
| 5 alternative (line 8) | e) can't |
| 6 within (line 14) | 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 101

1 Correct one mistake in each sentence.

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

- Which is the longest river in Europe? *The Volga*
- Which country has borders with Poland, Germany, Austria, and Slovakia?
- Which are the highest mountains in Europe?
- Tenerife and La Palma are part of which group of islands?
- What is the largest city in Greece and one of the oldest?
- In which country can you visit Kotor, a UNESCO World Heritage Site?
- What's the capital of Russia?
- Which country has four groups of mountains, including the Carpathian Mountains and the Balkan Mountains.
- In which country can you sail on Lake Balaton in summer and ice skate in winter?
- 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 17th 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.

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

Language Check 4

Vocabulary

1 Choose the correct words.

Can I pay with a debit card / book?

- 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 Rewrite the sentences in the passive.

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 Complete the sentences with the correct form of the verbs in brackets, 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* where necessary.

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

☐ / 5

What's your score?

Module 4

- | | |
|--|----|
| ☐ Vocabulary | ++ |
| ☐ Grammar | ++ |
| ☐ Key Expressions | ++ |
| ☐ / 35 | |

This is easy.

I need more practice.

This is difficult.

Module 5 Fashion

Get Ready

Vocabulary: Clothes and Hairstyling

1 Do the 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 wool

cotton

_____	_____	_____
_____	_____	_____
_____	_____	_____

★ What types of clothes can these adjectives describe?

1 ankle-length / knee-length / mini

mini skirt, dress

2 polo-neck / V-neck / round neck

3 baggy / flared / tight / torn

Try our
clothes
Quiz!

4 flat / high-heeled

5 long-sleeved / short-sleeved / sleeveless

★ Write the names of the patterns.



★ What do people use to change their hair? Add words to the lists.

make it curly / make it straight:

curlers / _____

change the colour: _____

shave it: _____

dry it: _____

fix the style: *hair cream*

add more hair to it: *hair piece*

Listening

2 Who is talking? Write A (Aisha), E (Eddie), L (Lynn) or V (Vikram) for each sentence.

1	☒	5	☐
2	☐	6	☐
3	☐	7	☐
4	☐	8	☐

Vikram

Lynn

Aisha

Eddie



13 Vocabulary and Grammar

Vocabulary: Hairstyles

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

- 1 a hairstyle for girls with the hair off the face – a p d o
- 2 to make your hair tidy – c _ m b / b r _ s h
- 3 where boys / men have their hair cut – b _ r b _ r's
- 4 take off hair with a razor – s h _ v _
- 5 a simple hairstyle is this – _ _ s y - c _ r _
- 6 an untidy hairstyle is this – _ e _ _ _

2 Match the question beginnings (1–7) with the endings (a–g). Then give true answers.

- | | |
|--|--|
| 1 In what way do your friends make | a) ready before school? |
| 2 Is it important for you to look | b) experimented with your hairstyle? |
| 3 Do you nag your parents | c) your best all the time? |
| 4 Are your friends influenced | d) by the style of music and film stars? |
| 5 Would you change your style to look like | e) to pay for new hairstyles? |
| 6 Have you ever | f) themselves more attractive? |
| 7 How long does it take you to get | g) your hero? |

Grammar: *used to* and *would*

➤ Grammar Reference, page 102

☆ 3 Choose the correct words.

- 1 I used to / *would* have messy hair when I was a child.
- 2 Did your grandmother *used* / *use* to use curlers?
- 3 In the 18th century both men and women *would to* / *would* wear wigs for social occasions.
- 4 In Ancient Egypt *used* / *would* people shave their hair?
- 5 When my grandparents were young, hairstyles *used to* / *would* be much more formal.
- 6 In the 1950s women *used* / *wouldn't* go out without styling their hair first.
- 7 Why *don't* / *didn't* women use to wear their hair short before the 1920s?
- 8 My granddad *used to have* / *having* very short hair in the army.

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

- 1 Dyed, spiky hair ~~would~~ / *used to* be very trendy.
- 2 Men ~~would~~ / *used to* go the barber's every week.
- 3 In the past, women *used to* / ~~would~~ use an iron to straighten their hair.
- 4 In her twenties, my sister ~~would~~ / *used to* dye her hair a new colour every week.
- 5 My dad *used to* / ~~would~~ have long hair in the 1970s.
- 6 Men in the 1800s *used to* / ~~would~~ like having fashionable hair.
- 7 In the past, women ~~would~~ / *used to* wear extensions made from animal hair.
- 8 My sister ~~would~~ / *used to* be a hairdresser to the stars.

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

My mum doesn't let me wear trendy clothes or style my hair. 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... change her hairstyle very week! She ³... use to follow the rules at school and she wore jewellery and hair extensions. One day I asked her, 'What ⁴... you use to look like as a teenager?' She said, 'I followed all the fashions and I ⁵... spend all my money on clothes and hairstyles. I ⁶... be a complete fashion victim and I got behind with my studies.'

At least I understand her attitude now.

- | | | | |
|-------------|----------------|-------------|-------------|
| 1 a) uses | b) <u>used</u> | 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 Bill. Complete the questions with the verbs in brackets.



- ☆☆ 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 do well get on with
have play wear

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!

- Amy I'm doing a project on 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) make-up or style your hair?
- Fran Goodness, no! You couldn't do anything like that at school.
- Amy And, Granddad, when you started going out together ³ _____ you _____ (would / dress) in a formal way?
- Bill 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?
- Bill Yes, everyone wore a suit and tie every day. And the men kept their hair very short.
- 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!

- 1 Sally used to wear a lot of pink.
- 2 She _____ very short hair.
- 3 She _____ her sister.
- 4 She _____ at French.
- 5 She _____ basketball.
- 6 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

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Vocabulary: Modelling

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

advertising attractive career covers
dull photographers success top

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

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

- 3 Complete the sentences with the correct prepositions.

- Within minutes of the start of the game, our team scored.
- My friend gave me a DVD _____ exchange _____ a CD.
- My brother got a job after being _____ work for a while.
- My ambition is to travel _____ the world.
- UNESCO helps children all _____ the world.
- 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?

- A What does he like?
B He enjoys swimming and walking.
- A _____
B He's very trendy. He wears designer clothes all the time.
- A _____
B Very friendly. He always wants to help.
- A _____
B He's tall and slim, with dark hair.
- A _____
B He's into rock music and computers.
- 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.

- What things do you like doing _____ your own?

- How much time do you spend _____ the Internet every week?

- What do you usually do _____ the summer holidays?

- Do you like being _____ yourself?

- Who do you usually meet _____ your way to school?

- Who do you talk to when you are _____ trouble?

Reading

6 Read the text and decide if the statements are correct (C) or incorrect (I).

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 The idea of wearable computers comes from science fiction. | ☐ | 5 Scientists have developed materials which respond to temperature. | ☐ |
| 2 Scientists believe that gadgets will be built into clothes. | ☐ | 6 A jacket that lights up may help to improve road safety. | ☐ |
| 3 You can already buy a belt with a video screen in it. | ☐ | 7 Swimmers can wear swimsuits made from shark skin. | ☐ |
| 4 Wearable computers are only used for entertainment. | ☐ | 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.

15 Communication

Key Words: Looks

- Choose the best word to describe each person or thing.
 - The little girl was in her party dress – she looked so ...
 - glamorous
 - pretty
 - My sister got married last weekend. Her dress was very ...
 - good-looking
 - elegant
 - My dad always looks ... when he wears his suit.
 - stylish
 - beautiful
 - Have you seen that little boy in his fancy dress costume? Doesn't he look ... ?
 - handsome
 - cute
 - I hate the fashion for wearing torn jeans. I think it's so ...
 - attractive
 - unattractive
 - People say Leo is ... but I think he's very handsome.
 - not very good-looking
 - gorgeous

Useful Language

- Replace the underlined words with the words and expressions in the box.

cover original my type
pale shades style guru

shades

- A Why is that guy wearing sunglasses inside the shop?

B Maybe he thinks he's being different.
- A Come on, Ben, you're our fashion advisor you can do the report on the fashion show at school.

B Okay, fine.
- A What colours go with light-coloured skin?

B Anything except very bright colours.
- A Isn't Josie cute?

B Actually, she isn't someone who I find attractive.

- Correct one mistake in each sentence.

Sentence Builder

nice

- You look like in that dress.
- His car looks it's new.
- Jo's trainers look likes they are designer ones.
- Lisa look like her dad.
- Paul always looks like smart for work.
- It's looks like it's going to rain.

Key Expressions: Describing People

- Choose the correct words.
 - I don't mind meeting your friend at the station but what does he look like?
 - He's tall and slim ¹of / with short, fair hair.
 - What about his clothes?
 - He'll be wearing jeans and a blue jacket.
 - ²On / Underneath the jacket, he'll be wearing a T-shirt ³with / from black designs on it.
 - I'd like to wear this for the party. What do you think?
 - Mmm, it's nice, but the trousers don't ⁴suit / go with the top. The trousers are a different ⁵shade / colour of blue. Why don't you wear your skirt and ⁶looking / matching top? They really ⁷match / suit you.
- Hey, have you seen this photo of Mum?
 - Wow! That must be the 70s! Her make up ⁸sees / looks a bit strange but I like the flared trousers and the big belt ⁹round / on her waist.

Your Turn

- Write true answers for the questions.
 - What do you look like?
I'm
 - What are you wearing in your favourite photo of you?

 - What are you wearing in an embarrassing childhood photo?

 - What clothes do you think suit you?

 - What colours do you think go with jeans?

 - Do you like to wear matching clothes or things with different designs?

Listening

6 Listen to the conversations. Choose the correct answers, 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) ☐

The True Price of Fashion

- 1 Look at the photo and the heading of the article from a school magazine. What do you think the article is about?
 - a) the best way to stay in fashion
 - b) the best place to get cheap clothes
 - c) the problems of buying cheap fashion
- 2 Read the article quickly and check your answer from Exercise 1.

The true price of fashion

1 *A lot of clothes but nothing to wear*

Like most young people, I've spent a lot of time on clothes and fashion. Every Saturday, my friends and I would be on the high street looking for bargains – three tops for £5, a T-shirt for £1, even 'buy one, get one free'. But recently, I've had a change of heart. My collection of clothes consists of hundreds of poor-quality dresses, skirts, tops and pairs of jeans. I even have the same top in five different colours! And the worst thing is, I've never worn half of these items.

2

Last weekend, I walked past one of the shops I used to go to. It was full of teenage boys and girls, each with two or three bags of clothes. Then I looked at what they were wearing. Nearly everyone looked the same – tight jeans, a long, baggy top, and flat shoes for the girls; baggy jeans, a sleeveless top and trainers for the boys. Clothes have never been more affordable and there has never been so much choice, so why don't more people create their own look?

3

There are also bigger questions. Most of these cheap clothes are made in factories in developing countries. The workers, including children as young as 10, suffer terrible conditions in sweatshops and work for extremely low wages. It is estimated that a worker in Bangalore earns just 15p for making a T-shirt that would sell for £8. Chemicals used in the clothes industry are often very harmful to people and the environment. Millions of tonnes of textiles are thrown into landfill in the UK every year.

4

People are becoming more aware of the real cost of cheap fashion. There are a number of campaigns to improve textile workers' conditions and pay. People have also become interested in 'Slow Fashion'. This involves a new attitude to buying clothes:

- avoiding cheap, poor-quality clothes produced in sweatshops
- buying fewer clothes of better quality
- buying organic or recycled textiles
- donating or swapping clothes you no longer wear
- making or altering your own clothes

5

I also heard about a challenge set up by two American women called 'Six items or less'. To take part, you have to choose just six items of clothing and wear them for a month. (Fortunately, underwear, sportswear, bags and jewellery aren't part of the six!) Several people who took the challenge said it gave them a lot of freedom because they didn't have to think about what to wear. Surprisingly, the majority of their friends and colleagues didn't even notice that they were wearing the same things!



- 3 Read the article again. Write the paragraph headings in the correct place in the text.

A change in thinking
 A high price to pay
 A bit like a uniform
 A lot of clothes but nothing to wear
 An interesting experiment

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

- 1 The writer of the text isn't very interested in fashion. ☒ F
- 2 She used to buy special offers in clothes shops. ☐
- 3 She would like young people to look different from each other. ☐
- 4 Very little of the total cost of clothes is spent on workers' wages. ☐
- 5 The clothes industry has a good name for looking after the environment. ☐
- 6 People who are interested in 'Slow Fashion' want to stop buying clothes completely. ☐
- 7 In the 'Six items or less' challenge you can wear whatever accessories you like. ☐
- 8 People who took the challenge missed the freedom of choosing from a lot of clothes. ☐

- 5 Find the words and phrases in the article for these definitions.

Paragraph 1

- 1 changed my opinion had a change of heart
- 2 things _____

Paragraph 2

- 3 cheap enough for ordinary people to buy _____
- 4 style/way of dressing _____

Paragraph 3

- 5 factories where people work very hard in bad conditions for very little money _____
- 6 causing damage _____
- 7 cloth made by machine or hand _____

Paragraph 4

- 8 starting to understand _____
- 9 exchanging _____
- 10 changing _____

Paragraph 5

- 11 started _____
- 12 clothes you wear next to the skin, under other clothes _____

6 Answer the questions.

- 1 How often do you go shopping for clothes?
How many items do you buy?
- 2 Have you ever bought the same item in more than one colour?
- 3 How many items in your wardrobe do you never wear?
- 4 Have you ever ...
 donated clothes to a charity shop?
 exchanged clothes with a family member or friend?
 given clothes you have grown out of to someone younger?
 altered an item of clothing or had it altered?
 Why?/ Why not?
- 5 What do you think of the idea of 'Slow Fashion'?
- 6 If you took the 'Six items or less' challenge for a month, which items would you choose? Why?



Language Check 5

1 Write the words in the correct list.

casual checked denim striped
extensions high-heeled knee-length
scruffy silk straighteners trendy

General style: casual

Types of clothes / shoes: _____

Materials: _____

Patterns: _____

Hair: _____

☐ / 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.

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.

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 extra words.

go look matching round shade
suit underneath with

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 5

- ☐ Vocabulary 
☐ Grammar 
☐ Key Expressions 
☐ / 35

This is easy. 
I need more practice. 
This is difficult. 

Get Ready

Vocabulary: Sports & Games

1 Find the odd one out.

- 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
- 7 backgammon cards
draughts Scrabble

2 Which sport or game from Exercise 1 are they talking about?

1
It's fun but a game can last for ages.
I guess it's a good way to learn new words. *Scrabble*

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'd 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.

Listening



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

	Ellen	You
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	☐	☐



Your Turn

- 4 Complete the questionnaire in Exercise 3 with your own answers.

16 Vocabulary and Grammar

Vocabulary: Board Games

1 Choose the correct words.

Playing a board game is a popular / funny way of spending time but the board game also has a long history. ²*Historicals* / *Historians* think that one of the oldest board games was called Senet. It was ³*discovered* / *uncovered* in tombs from Ancient Egypt in the 4th century BC. The board has thirty squares and two sets of ⁴*pieces* / *peaces* made of different ⁵*products* / *materials*. Although no-one knows exactly how to play Senet, some ⁶*exports* / *experts* believe it is similar ⁷*to* / *as* backgammon. The history of backgammon itself goes back approximately 5,000 years. ⁸*Archaeologists* / *Archaeology* working in Iran have found that a similar game was played there around 3,000 BC.

Grammar: Speculating

► Grammar Reference, page 103

☆ 2 Look at the picture. Tick (✓) the correct sentences, a) or b).



- 1 a) The game must be a lot of fun.
b) The game can't be a lot of fun.
- 2 a) Look at the game. It can't be new.
b) Look at the game. It could be new.
- 3 a) The game might have been easy to set up.
b) The game can't have been easy to set up.
- 4 a) The girl might live on her own.
b) The girl must have lived on her own.

☐
☒
☐
☐
☐
☐
☐

☆☆ 3 Rewrite the sentences. Use the words in brackets.

- 1 I'm sure there are millions of chess players around the world. (must)
There must be millions of chess players around the world.
- 2 Maybe archaeologists will find out more about the history of games. (might)
Archaeologists _____
- 3 I'm sure there aren't any pieces missing from the backgammon set. (can't)
There _____
- 4 Perhaps the old games they found were valuable. (could)
The old games they found _____
- 5 It's possible that Senet was the first board game ever invented. (may)
Senet _____
- 6 I'm sure millions of children played Scrabble in different languages. (must)
Millions of children _____

☆☆ 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 very valuable,' 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.

- They must be at a tennis match.
- It _____ be a lion or a tiger.
- The person _____ be at home or at work.
- They _____ be having fun.
- The child _____ be very happy.
- There _____ be a traffic jam or maybe an accident.

Your Turn

- 7 Write sentences about these situations.

- Your friend was late for school yesterday.
She might have got up late.
- You found a purse in the street.

- Your friends passed all their exams.

- Your friend didn't receive your last text.

- Your bike wasn't where you had left it.

- You woke up suddenly in the middle of the night.

- Your sister came home with a new necklace.

- Your friend didn't meet you at the time you'd arranged.

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

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

- 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 sports people to _____ against drugs.

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 email.
- 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.

4 Rewrite the sentences. Use 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)
- 7 Mountain biking is a good way to keep fit and a great way to see the countryside. (as well as / also)

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.

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

Officer What did they say?

Jill They told me to ⁵keep / put my nose out of other people's ⁶businesses / 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 ⁷on / in air. The public need to know what's happening.

Officer Well, I think it's better for us to interview them. You must ⁸take / 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 responses, a) or b).

1 You should start by interviewing the staff of EasiMove.

- a) Right, I won't do that.
b) Right, I'll do that.

2 You'd better be polite to the director of EasiMove.

- a) Of course. I will be.
b) Of course. I won't be.

3 If I were you, I'd take photos of the beach area.

- a) No, I won't. I promise.
b) That's a good idea.

4 You shouldn't talk to any journalists about the situation.

- a) No, I won't. I promise.
b) Yes, I will. I promise.

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

1 eBay / sell / you / things / were / I'd / if / I / some / on

If I were you, I'd sell some things on eBay.

2 any / clothes / shouldn't / you / buy / more

3 job / a / get / you / should / Saturday

4 were / I'd / if / you / the / time / all / I / my / mobile / stop / using

5 with / more / be / you'd / better / money / careful

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

1 ☒ 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.

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

1 He should check he knows all the signs of the road.

2 He _____ late for the test.

3 He _____ for an hour before the test.

4 He _____ polite to the driving examiner.

5 He _____ early tonight.

6 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 _____

Listening

8 Listen to a sports coach giving advice to his team. Choose the correct answers, 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.

Your Turn

7 Write short dialogues for these situations.

1 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!

2 Your friend feels nervous about an important race.

3 Your friend's bike was stolen.

4 Your friend wants to try a new hobby.

5 Your friend's team hasn't won a basketball match for a while.

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Writing Challenge 3

- 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) ~~the prices are 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).

Some positive things:

Most people can do their general shopping in the town. Half the people think the range of shops is quite good and ¹ d.

Six people think the new shopping mall is great. Generally, public transport to the shops is quite good ² _____. For most people, shopping in town is a positive experience. For example, they think the streets in the centre are both clean and safe.

However, there are some criticisms:

Nearly everybody thinks the opening times are not very convenient. They would like the shops to be open later in the evening. They also want more shops to open on Sundays ³ _____.

There are some complaints about the type of shops on the high street. They are the same as in every other town. People would like more independent clothes and music shops ⁴ _____.

People feel it is expensive to shop in the town. They prefer to save money by shopping on the Internet. Discounts for students and for retired people would be helpful.

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 like 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 think the shops are expensive.

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

although for example however

The people mention some positive things.

¹ For example, they enjoy the interesting buildings and attractive squares. ² _____, they also make the following criticisms.

as well as instead of too

The people think it will be better to put up a new art gallery ³ _____ repairing the old building. They want the new building to be much bigger, ⁴ _____.

although too apart from

⁵ _____ there is some graffiti, most people think the new park looks good. They go at most times of the day, ⁶ _____ late at night.

as well as instead of finally

⁷ _____, a lot of people criticise 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 appropriate linking words in your report.

Understanding Grammar: Modals referring to the past

► Grammar Reference, page 104

1 Read the article. Choose the correct words.

Scrabble champion at age of 15

Davey Ericson explains his journey from bad speller to Scrabble champion.

I started playing Scrabble on the Internet when I was 12. I was in hospital for two months and I ¹couldn't / wasn't able to play sports. I ²had to / needn't have find things to do, so my parents brought in my computer with lots of different games. At first, I ³wasn't able / couldn't get into Scrabble, as I was really bad at spelling. Then I started to think about the game more. I ⁴should / shouldn't have realised that the game is about numbers, as much as letters. You need to get points to win.

The more I played, the more I ⁵could have / was able to plan my game ... and I kept winning. I remember my grandmother bought me a dictionary to help me. It was kind but she ⁶didn't need / needn't have spent her money, as I used the online dictionary. I had also built up a really good vocabulary by then. I continued playing and winning. People encouraged me to enter a championship but I thought I was too young. I ⁷couldn't / shouldn't really have waited, as I won the national final quite easily. And it's all thanks to those hours and hours in hospital!

2 Choose the most appropriate responses, a) or b).

- Kim broke her wrist in a hockey match.
a) She needn't have gone to the hospital.
b) She should have gone to the hospital.
- Jo saw a bike 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 football club.
a) I had to look in lots of different areas.
b) I needn't have looked in lots of different areas.
- You bought a match ticket for your friend but she didn't turn up.
a) I should have bought her a ticket.
b) I needn't have bought her a ticket.

3 Rewrite the sentences. Use the words in brackets.

- I bought a new racquet but I already had one. (needn't)
I needn't have bought a new racquet.
- It was necessary for us to give up playing. (had)
We _____
- We had the opportunity to enter the competition but we didn't. (could)
We _____
- It was a mistake for me to try the full marathon. (shouldn't)
I _____
- We didn't manage to finish the match. (able)
I _____
- It was a mistake for you not to book a tennis court. (should)
You _____

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

be able / find	could / win
have to / finish	needn't / bring
should / check	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 was 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 _____ 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

- Write the words for the definitions.
you need to be a good skater for this –
ice hockey
- a long running race – m _____
- a team sport with an oval ball – r _____
- you jump out of a plane to do this – s _____
d _____
- you throw a long object in this –
j _____
- you use a sword in this – f _____
- you race in a boat in this – r _____
- you need special gloves for this –
b _____
- You need a board and a set of counters for
this. – d _____

☐ / 8

- Choose the correct words.

Please switch / turn the music up.

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

☐ / 7

Grammar

- Choose the correct words.

*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.

☐ / 5

- Rewrite the sentences. Use the words in
brackets.

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 _____.

☐ / 5

- Correct the underlined mistakes.

They shouldn't have stay up late.
stayed

- I didn't need have watered the garden.
- You should have apologise.
- Jake had to left early.
- She could of won the race.
- We didn't able to answer all the questions.

☐ / 5

Key Expressions

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

better if should shouldn't
were would

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 6

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

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 ¹4.5.20.5.3.20.7.2.2.5.19
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 ⁴3.1.2.2.5.19 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 ⁹2.3.9.20.14.5.19.19.5.19 and I have the perfect ¹⁰1.1.2.9.2.9. Good luck with your ¹¹9.14.2.2.5.19.20.9.7.1.20.9.15.14. 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 e 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 _____
- 11 a crime that the police are trying to solve c _____
- 12 a person who makes decisions in court j _____ g _____

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 ☐



19 Vocabulary and Grammar

Vocabulary: Punishment

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

community sentence death sentence
fine prison sentence warning

- 1 It wasn't a very serious crime, so the police gave them a warning not to do it again.
- 2 For our _____ we had to tidy up the area near the river and clean off graffiti.
- 3 I expect she'll have to pay a _____ for breaking the speed limit.
- 4 I don't believe in the _____. No-one should lose their life, even for a very serious crime.
- 5 The judge gave him a five-year _____ for robbing a bank.

Grammar: Reported orders and requests

➤ Grammar Reference, page 105

- ☆ 2 Read the original words (a) in each example. Write the missing word(s) in the reported sentence (b) in the correct place.

- 1 a) 'Don't use your mobile phone in court.'
not
b) The judge told us ↑ to use our mobile phone in court.
- 2 a) 'Kim, please sit down and wait.'
b) The police officer asked to sit down and wait.
- 3 a) 'You will have to take more care in the future.'
b) The detective warned me take more care in the future.
- 4 a) 'Can you come to the police station as soon as possible, Mrs Clarke?'
b) The lawyer wanted to come to the police station as soon as possible.
- 5 a) 'Don't leave any fingerprints at the crime scene.'
b) The detective ordered the officer to leave any fingerprints at the crime scene.
- 6 a) 'You mustn't speak directly to the judge.'
b) The lawyer warned me not speak directly to the judge.
- 7 a) 'Children, you have to tell the truth now.'
b) The teacher told the children to the truth.

- ☆☆ 3 Look at the signs. Complete the sentences with the correct form of the verbs in the box.

ask / keep quiet ask / put rubbish in the bin
order / stay out order / use a mobile
tell / smoke tell / turn left
warn / go faster than thirty
warn / use a camera



- 1 The suspect lit a cigarette although the sign told people not to smoke.



- 2 She was fined for dropping litter although the sign asked everyone to put rubbish in the bin.



- 3 She was caught speeding although the sign _____ her _____.



- 4 He made a call although the sign _____ everyone _____.



- 5 The cyclist went right although the sign _____ road users _____.



- 6 They made a lot of noise in the library although the sign _____ the public _____.



- 7 He took a photo in the court although the sign _____ the public _____.



- 8 They went into the old building although the sign _____ people _____.

- ☆☆ 4 Read the orders and requests from a police interview with a witness called Amy. Put the words in the correct order to make reported sentences.

- 'Turn off your mobile phone now.'
Amy / turn / her / off / phone / officer / the / police / ordered / to
The police officer ordered Amy to turn off her phone.
- 'Can you describe the woman in the bank?'
in / asked / woman / detective / the / describe / the / Amy / to / the / bank

- 'Don't worry about being a witness in court.'
a / court / witness / to / told / the / about / in / Amy / lawyer / not / worry / being

- 'You must think carefully about your answers.'
answers / think / her / warned / the / about / detective / Amy / to / carefully

- 'Please look at the photos of possible suspects.'
Amy / suspects / officer / possible / the / look / police / photos / to / the / wanted / at / of

- ☆☆ 5 Complete the speech bubbles with the sentences in the box in reported speech.

Can you help me with my homework?
Don't be late home after school.
Could you give us a lift?
Please drive carefully.
~~You mustn't eat any sweets.~~
Don't be so lazy!
Can I check your passport, please?
Tidy your room!

- It was nearly the children's lunchtime, so Mum told them not to eat any sweets.
- My sister was going to be on the road in bad weather, so I warned _____.
- We were going to the cinema at 4pm, so dad told _____.
- My brother didn't want to help me, so I told _____.
- My sister is better at maths than me, so I asked _____.
- Our room was in a mess, so dad ordered _____.
- Mrs Miller had her car with her, so we asked _____.
- There was a problem with my driving licence, so the officer wanted _____.

Your Turn

- ☆☆ 6 Report some orders and requests that people gave you last week.
- My maths teacher ordered _____.
 - My mum wanted _____.
 - My best friend told _____.
 - My English teacher warned _____.
 - _____ asked _____.
 - Someone in the street told _____.

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

a light sleeper nightmare
over safe and sound
'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

21 Communication

Key Expressions: Requests

1 Write the text as normal dialogues. Add the correct punctuation.



- 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?



- A could you help me with my homework
 B of course



- A could I talk to you please
 B I'm afraid I'm busy



- A do you mind if we take photos
 B I'm sorry you can't



- A is it okay if I ask you some questions
 B go ahead



- A will you leave this library
 B okay let's go

Your Turn

2 Write dialogues for the situations.

1 You're too hot.

A *Could you open the window, please?*

B *Of course.*

2 You want to borrow your friend's mobile.

3 The TV is too loud.

4 You want to try your friend's new computer game.

5 You haven't got time to take the dog for a walk.

6 You're thirsty.

Useful Language

- 3 Complete the dialogue with the words in the box.

allergic busy could knock
minutes ridiculous take time

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 café, they could ⁷ _____ legal action. Please just give me the information and I'll decide what to do next.

Chris Okay, miss, and thank you for your

⁸ _____.

- 4 Change the direct questions to indirect questions. Use the words in brackets.

Sentence Builder

- 1 Where is the football stadium? (Do you know)

Do you know where the football stadium is?

- 2 When does the next bus leave? (Could you tell me)

- 3 Did our team win? (Do you know)

- 4 Who is Mrs Clarke? (Could you tell us)

- 5 Is there a music shop near here? (Do you know)

- 6 What's the time? (Could you tell me)

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 ******



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.

- Paul *was* / *wasn't* looking forward to his job.
- The Gilbertson family *gave* / *lent* the necklace to the museum.
- 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.

- The police interviewed Paul before Anna. ☒
- Paul had worked at the museum for fifteen days when the necklace was stolen. ☐
- Inspector Craven got angry with Paul. ☐
- Paul felt relaxed during the interview. ☐
- 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 ...



- Where do you think the thief went?
- Who do you think hid the necklace in the chest?
- 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. ☒
- 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 ¹he 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 ²there. 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 ³it? Who was going to buy it? Do you know people who buy stolen jewellery?'
Derek shook his head. 'No,' ⁴he said.
'Why did you steal it then?' I asked.
He didn't speak for a moment. Then he said, 'Somebody paid ⁵me 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. ⁶It 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 ⁷here,' 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 7

Vocabulary

1 Choose the correct words.

Have the police arrested the criminals / crimes?

- 1 What was the victim / motive for the crime?
- 2 There weren't any fingerprints / footprints because the criminals wore gloves.
- 3 The murder / murderer weapon was never found.
- 4 The police searched the investigation / crime scene.
- 5 Detectives want to interview evidence / witnesses to the crime.
- 6 Did you report the thief / theft of your car?
- 7 What did the ransom letter / note say?
- 8 The police let the man go because he had a suspect / an alibi.
- 9 How much did the kidnapping / kidnapper ask for?

☐ / 9

2 Complete the sentences.

light heavy miles safe over
nightmare image

Everyone got home safe and sound.

- 1 I was glad when the exams were _____.
- 2 Joe is the spitting _____ of his brother.
- 3 The rain was very _____ during the storm.
- 4 You are _____ taller than me.
- 5 The trip was a _____ – we missed the bus.
- 6 Don't make any noise – I'm a _____ sleeper.

☐ / 6

Grammar

3 Correct the underlined mistakes in the reported sentences.

The police asked me be a witness.

- 1 He told us to don't leave the court.
- 2 The police officer ordered the family to left the crime scene.
- 3 The judge asked to the people in the court to be quiet.
- 4 The boy's mother told not to tell lies.
- 5 His parents warned him not steal anything again.
- 6 The reporter wanted the criminals to agreed to an interview.
- 7 The children's teacher told to listen to the police officer.
- 8 The detective asked the man for explain his alibi.

☐ / 8

4 Read the reported orders and requests. Complete the direct speech.

*He told me to stop my car at the side of the road.
'You must stop your car at the side of the road.'*

- 1 The police wanted us to help them.
'Please _____.'
- 2 The detective asked me to give her the name of the suspect.
'Can _____?'
- 3 The judge ordered the journalist not to report the case.
'You _____.'
- 4 The police officer warned the woman not to shoplift again.
'Don't _____.'
- 5 My mum asked me to tell her the names of the vandals.
'I want _____.'
- 6 The lawyer told the family not to discuss the case with their friends.
'Please _____.'
- 7 The police officer warned the boy to arrive at the court on time.
'You _____.'

☐ / 7

Key Expressions

5 Complete the dialogues with the words in the box. There are two extra words.

ahead busy could course mind
okay sorry will

- 1 A Could we ask you a question?
B I'm afraid I'm ¹ _____.
- 2 A Do you ² _____ if I leave my bike here?
B I'm ³ _____, you can't.
- 3 A Is it ⁴ _____ if I put the TV on?
B Go ⁵ _____.

☐ / 5

What's your score?

Module 7

- ☐ Vocabulary 
- ☐ Grammar 
- ☐ Key Expressions 

☐ / 35

This is easy.

I need more practice.

This is difficult.

Module 8 Imagination

Get Ready

Vocabulary: Adjectives

1 Find seven more adjectives in the word square.

S	V	I	M	P	R	E	S	S	I	V	E
L	P	S	F	H	E	Q	N	L	W	C	X
A	B	S	T	R	A	C	T	M	L	J	I
V	Y	T	N	E	L	N	P	X	S	E	U
A	F	R	W	E	I	R	D	K	Y	M	C
C	O	N	F	U	S	I	N	G	M	N	L
E	J	L	W	N	T	Y	N	M	B	C	O
D	N	F	Q	M	I	B	R	F	O	E	B
H	O	P	E	A	C	E	F	U	L	X	V
F	T	Y	V	E	W	N	M	N	I	W	Q
W	T	D	C	Z	X	R	B	N	C	E	M
X	L	Z	A	C	R	I	C	Y	N	C	P

2 Complete the advice with the adjectives in the box.

clever colourful complicated
imaginative relaxing ridiculous
surprising unusual

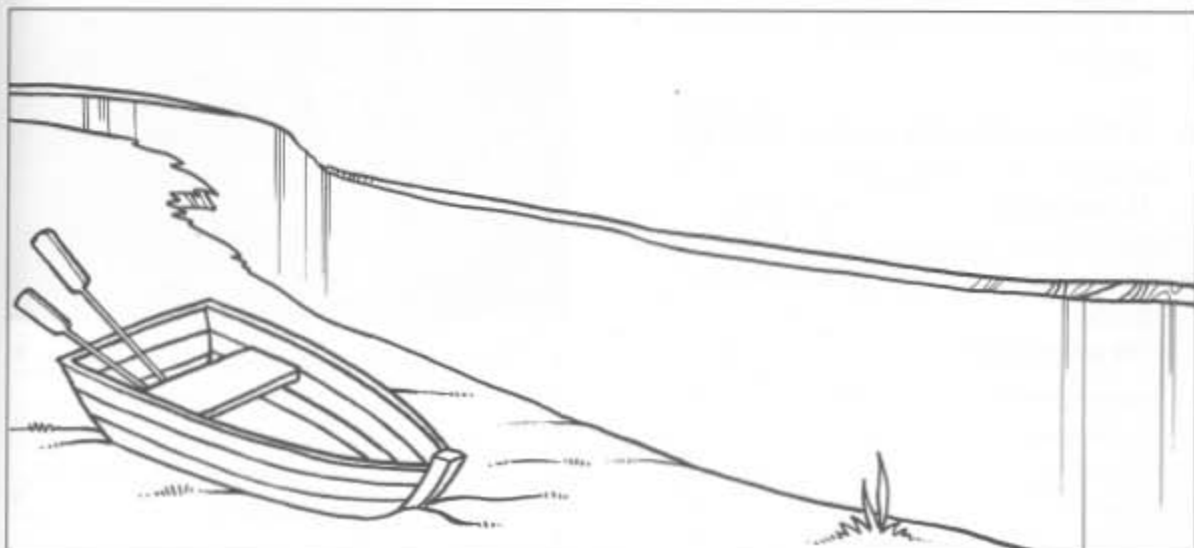
Feed your imagination

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.



22 Vocabulary and Grammar

Vocabulary: Creativity

- 1 Replace the underlined text with the words in the box. Then answer the questions.

biography creativity genius logical
original thinker poem relationship writer

writer

- Who is the most famous person who writes in your country?
- Who is the most important person who thinks in a different way alive today?
- Do you think there is a link between being creative and being unhappy?
- Is it possible to teach the ability to produce things?
- Have you ever read the story of the life of an artist or writer?
- Why are only some people born with extraordinary talent?
- Do you think it's possible to be creative and sensible?
- What is your favourite piece of writing in short lines?



Grammar: Reported statements

► Grammar Reference, page 106

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

- 'I'm very interested in the new exhibition.' (say)
The woman said (that) she was very interested in the new exhibition.
- 'I haven't had a very creative six months.' (admit)
The female artist _____
- 'The critics don't like my new style.' (reveal)
Mr da Silva _____
- 'I'm going to become an artist!' (announce)
My sister _____
- 'A teenager will win the art prize of the year.' (predict)
The journalist _____
- 'Technology in art is getting more popular.' (explain)
The gallery owner _____

- ☆☆ 3 Write the actual words the director used.

Annabel Nicholls, Director of the Arts Festival, said that ...

- there was a great range of shows and exhibitions.
- the children's concert started at 2.45 p.m.
- all the artists and musicians had worked very hard.
- the artist Rosie King wasn't giving a talk that day.
- the festival was going to be very successful in the future.
- she thought everyone would enjoy themselves.



- 'There's a great range of shows and exhibitions.'
- _____
- _____
- _____
- _____
- _____

- ☆☆ 4 A film crew has just won best movie at the Oscars. Match the words (1–6) to the speakers (a–f). Then report what they said.



- | | |
|---|---------------------------------|
| 1 'The whole team helped me to make the film.' | a) the starring actress |
| 2 'The composer did a brilliant job.' | b) the fans |
| 3 'All films in the future will use the same technology.' | c) the musical director |
| 4 'We have already seen the movie three times.' | d) the stunt woman |
| 5 'My award goes to all the actors in the film.' | e) the special effects producer |
| 6 'It was one of the most dangerous films I've ever worked on.' | f) the director |

1 The director said (that) the whole team had helped him/her make the film.

- 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.' (Vicki's mum)
 'You can have some more pocket money.' (Vicki's dad)
 'I think you're making good progress.' (Her teacher)
 'You'll win the race on Saturday.' (Her coach)
 'I've bought you a ticket to see Kanye West.' (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 Kanye West. 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.

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

Vocabulary: Making Films

1 Choose the correct words. Then answer the questions.

- Who is your favourite film manager / director?
- Are there any film studios / studies in your capital city?
- If you could be an actor/actress, what part / play would you like to get?
- Where was your favourite film done / made?
- Have you ever written a text / script for a film or play?
- How big is the film industrial / industry in your country?
- Have you seen the Lord of the Rings trilogy / trio?
- Has a company ever used your town/city for film / filming?

Vocabulary: Verb + noun

2 Match the verbs (1–7) with the nouns and phrases (a–g).

- | | |
|----------------|--------------------|
| 1 direct | a) a project |
| 2 make | b) someone's place |
| 3 launch | c) a new law |
| 4 recover from | d) a film |
| 5 take | e) someone laugh |
| 6 pass | f) an operation |
| 7 appear in | g) a film |

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

Sentence Builder

- | | |
|------------------------|--|
| 1 Hollywood is famous | a) of American films dominating the film industry. |
| 2 I'm a bit tired | b) about young children watching horror films. |
| 3 There's a danger | c) by setting up an after-school drama club. |
| 4 My teacher helped us | d) for creating international film stars. |
| 5 I'm worried | e) in becoming a theatre actress one day. |
| 6 I'm interested | f) of watching films about wizards and vampires. |

Your Turn

4 Change the underlined words to make the sentences true for you.

- I'm interested in becoming an engineer.
working with animals
- I'm interested in studying history.
- I think there's a danger of creating unemployment in my country.
- I'm worried about performing on stage.
- I'm tired of having tests.
- My country is famous for producing good food.
- My friends help me by listening to my problems.
- At school, I help with organising the school play.

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.

24 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 only available 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's come out well and they're pleased with it.

Ben That's ⁷*amazed* / *amazing*! Let's drink ⁸*to* / *for* creativity.

Nadia To creativity.

Key Expressions: Interrupting and changing the topic

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

Friend (Asks about your homework).
Have you done your homework yet?

You (Interrupt politely. Start talking about a good film you saw.)
Sorry to interrupt.

Friend (Replies. Goes back to homework.)

You (Reply. Change the topic to something you are reading.)

Friend (Replies. Changes the topic to a new shop you've been to.)

You Go back to reading.

Friend (Replies.)

Listening



4 Listen to the conversations. Choose the correct answers, 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 4

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 *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. *During / Meanwhile*, all the other students were working through the exam questions really quickly. *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 *Afterwards / After* a few more minutes, I called the teacher's name. She looked very annoyed because I had spoken *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 *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 *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 *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 (a–h) in the story.

- a) *Then/ While*

4 Read what happened after the writer's dream. Complete the text with the words in the box. There are two extra words.

after during meanwhile suddenly
then when while

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: Talking about quantity

► Grammar Reference, page 108

1 Choose the correct words to complete the texts.

The exhibition of paintings by Elisa Mitchell and Francis Lee was a success. ¹Both / Both of artists are talented and ²most / most of the visitors enjoyed their work. Francis's style is more abstract than Elisa's. ³Some / Some of people said that they found her work rather strange, but I think she has a very strong use of colour.

We have to put off our next rehearsal because ⁴neither / neither of the guitarists can make it. ⁵Most of / Most you are busy on Sunday mornings so how about Sunday afternoon? If ⁶none of / none you are free, we'll have to cancel this week's session.

2 Choose the correct words to complete the sentences, a) or b).

- My parents are very creative – ... of them paint and draw.
a) all **b) both**
- There was a huge crowd at the gallery. ... the visitors were very excited.
a) Some **b) All**
- My friend and I don't like art very much. ... of us can draw.
a) Neither **b) Both**
- Drama isn't very popular at my school, but ... of the students like it.
a) all **b) some**
- Our school band was hopeless. ... of the players knew the music.
a) None **b) Neither**
- My friends don't play an instrument, but ... of us listen to music.
a) most **b) both**

3 Complete the gaps with of where necessary.

- Most — children enjoy fantasy stories.
- I've got two sisters. Both of them write poems.
- Some — actors get too much money.
- None — my friends have tried acting.
- Neither — the two bands we saw at the festival was very good.
- I've seen all — the Harry Potter films.
- I like street dance but some — my friends prefer ballet.
- It was a great concert. Both — halves were really exciting.

4 Rewrite the sentences with the words in brackets. Add of where necessary.

- The two stars of the film didn't win an Oscar.
(neither / the two stars)
Neither of the two stars won an Oscar.
- Everyone was disappointed with the concert.
(all / the fans)

- The majority of musicians work very hard.
(most / musicians)

- The theatre and the concert hall need rebuilding.
(both / the theatre and the concert hall)

- Nobody in the orchestra made a mistake.
(none / the players)

- A number of people complained about the price of the tickets. (some / the people)

5 Write true sentences with the words. Include of where necessary.

- I / spend / most / the weekend ...
I spend most of the weekend with my friends.
- some / my friends / enjoy ...

- both / my parents / like ...

- neither / my grandparents / were born / in ...

- most / students at my school / play ...

- none / my family / lives / in ...

Language Check 8

Vocabulary

- 1 Complete the adjectives.
makes you feel relaxed - r e 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 _____
 - difficult to understand - c _____
 - makes you feel respect - i _____

☐ / 9

- 2 Choose the correct words.
Are you good with / at playing the piano?
- I'm not very interested in / into going to galleries.
 - The band was tired of / by rehearsing every week.
 - My career was helped from / by moving to the capital.
 - Is there a danger of / to getting lost?
 - Are you worried for / about joining a new band?
 - He's famous for / from writing film music.

☐ / 6

Grammar

- 3 Complete the reported sentences.
'I'm cold.' He said he was cold.
- 'I can draw.' She said she _____ draw.
 - 'We are training hard.' They said they _____ hard.
 - 'We bought tickets for the ballet.' They said they _____ tickets for the ballet.
 - 'Kim will be a dancer.' She said Kim _____ a dancer.
 - 'Jo isn't going to play.' He said Jo _____ to play.
 - 'The concert isn't very long.' She said the concert _____ very long.
 - 'We don't go to the cinema very often.' They said they _____ to the cinema very often.
 - 'They have played well all year.' He said they _____ well all year.

☐ / 8

- 4 Correct the underlined mistakes.
Both
All my parents like poetry.
- Some of people enjoy abstract art.
 - I was really disappointed. All of my family saw me on stage.
 - None my friends like ballet.
 - All of performers need confidence.
 - Both of violinists played very well.
 - My brother and sister aren't into art. Neither of paint or draw.
 - I saw most the concert before I left the festival.

☐ / 7

Key Expressions

- 5 Choose the correct words.
- Did you see the match?
 - Sorry / Pardon to interrupt. I don't feel very well.
 - What's the matter?
 - I've got a bad headache. I need an aspirin.
 - Oh dear. ¹Of / By the way, using a computer can give you a headache.
 - ²Like / As I was saying, have you got any aspirin?
 - No, sorry, I haven't. ³Changing / Change the subject, are you going to Ann's party?
 - ⁴Let / Let's talk ⁵about / of that later. My head hurts!

☐ / 5

What's your score?

Module 8

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

This is easy.

I need more practice.

This is difficult.

Word list

Module 1

Communication

blog	noun	/ˈblɒɡ/
body language	noun	/ˈbɒdi ˌlæŋɡwɪdʒ/
cellphone (US)	noun	/ˈselfəʊn/
computer network	noun	/ˈkəmˌpjʊtə ˌnetwɜ:k/
email	noun	/ˈi:meɪl/
face-to-face	adjective	/ˈfeɪs tə ˈfeɪs/
conversation	noun	/ˈkɒnvəˌseɪʃən/
intranet	noun	/ˈɪntrənɛt/
instant messaging	noun	/ˈɪnstənt ˈmesɪdʒɪŋ/
micro-blog	noun	/ˈmaɪkrəʊ ˌblɒɡ/
landline	noun	/ˈlændlɪn/
mobile phone	noun	/ˈməʊbaɪl ˈfəʊn/
netbook	noun	/ˈnetbʊk/
postal service	noun	/ˈpəʊstl sɜ:vɪs/
sign language	noun	/ˈsaɪn ˌlæŋɡwɪdʒ/
smart phone	noun	/ˈsmɑ:t ˈfəʊn/
tablet	noun	/ˈtæblɛt/
telegraph	noun	/ˈtelɪɡrɑ:f/
telephone (landline)	noun	/ˈtelɪfəʊn (ˈlændlɪn)/
texting	verb	/ˈtekstɪŋ/
(SMS messages)	noun	/ˈesemes ˈmesɪdʒɪs/

Module 2

In the Media

advice (on fashion/health)	noun	/ədˈvaɪs ɒn ˈfæʃən/helθ/
article	noun	/ˈɑ:tɪkl/
blog	noun	/ˈblɒɡ/
breaking news	noun	/ˈbreɪkɪŋ ˌnju:z/
cartoon	noun	/ˈkɑ:tʊn/
celebrity gossip	noun	/səˈleɪbrəti ˈɡɒsɪp/
chat show	noun	/ˈtʃæt ʃəʊ/
crossword	noun	/ˈkrɒswɜ:d/
documentary	noun	/ˈdɒkjəˈmentəri/
game show	noun	/ˈɡeɪm ʃəʊ/
headline	noun	/ˈhedlɪn/
horoscope	noun	/ˈhɒrəskəʊp/
international news	noun	/ɪntəˈnæʃnəl ˌnju:z/
interview	noun	/ˈɪntəvju:/
letter	noun	/ˈleɪtə/
problem page	noun	/ˈprɒbləm ˌpeɪdʒ/
puzzle	noun	/ˈpʌzl/
questionnaire	noun	/ˈkwɛstʃənɛə/
quiz	noun	/kwɪz/
review (book/CD/film)	noun	/rɪˈvju: bʊk/sɪdi:/fɪlm/
sports report	noun	/ˈspɔ:ts rɪˈpɔ:t/
TV listings	noun	/ˈti:vi ˌlɪstɪŋz/
weather forecast	noun	/ˈweðə ˈfɔ:kɑ:st/

Module 3

The Environment

carbon dioxide	noun	/ˈkɑ:bən daɪˈɒksaɪd/
carbon footprint	noun	/ˈkɑ:bən ˈfʊtprɪnt/
climate change	noun	/ˈklaɪmət ˈtʃeɪndʒ/
coal	noun	/ˈkəʊl/
deforestation	noun	/diːˈfɒrəˈsteɪʃən/
drought	noun	/draʊt/
eco-friendly	adjective	/ˈi:kəʊ ˈfrendli/
energy-saving light bulb	noun	/ˈenədʒi-serviŋ ˈlaɪt bʌlb/
flood	noun	/flʌd/
fossil fuel	noun	/ˈfɒsəl ˈfju:əl/
gas	noun	/ɡæs/
global warming	noun	/ˈɡləʊbəl ˈwɔ:mɪŋ/
greenhouse gases	noun	/ˈɡri:nhəʊs ˈɡæsgɪz/
hybrid car	noun	/ˈhaɪbrɪd ˈkɑ:/
organic vegetables	noun	/ˈɔ: ˈɡæmɪk vedʒətəblz/
petrol	noun	/ˈpetrəl/
pollution	noun	/pəˈlu:ʃən/
recycling	noun	/rɪˈsaɪklɪŋ/
renewable energy	noun	/rɪˈnju:əbəl ˌenədʒi/
solar energy	adjective	/ˈsəʊlə ˌenədʒi/
wind farm	noun	/ˈwɪnd ˈfɑ:m/

Landscape

canyon	noun	/ˈkænjən/
forest	noun	/ˈfɒrɪst/
glacier	noun	/ˈɡlæsiə/
gorge	noun	/ɡɔ:dʒ/
hill	noun	/hɪl/
island	noun	/ˈaɪlənd/
lake	noun	/leɪk/
marsh	noun	/mɑ:ʃ/
mountain	noun	/ˈmaʊntɪn/
swamp	noun	/swɒmp/
waterfall	noun	/ˈwɔ:təfɔ:l/

Module 4

Money

to get	verb	/tə get/
pocket money	noun	/ˈpɒkɪt ˈmʌni/
a salary	noun	/ə ˈsæləri/
a wage	noun	/ə weɪdʒ/
to have	verb	/tə hæv/
a bank account	noun	/ə ˈbæŋk əˈkaʊnt/
bank note	noun	/ˈbæŋk nəʊt/
cash	noun	/kæʃ/
cash card	noun	/ˈkæʃ kɑːd/
a cheque book	noun	/ə ˈtʃek bʊk/
a cash card	noun	/ə ˈkæʃ kɑːd/
coin	noun	/kɔɪn/
a credit card	noun	/ə ˈkredɪt kɑːd/
a debit card	noun	/ə ˈdeɪt kɑːd/
savings	noun	/ˈsɜːvɪŋz/

Money verbs

borrow	verb	/ˈbɒrəʊ/
earn	verb	/ɜːn/
lend	verb	/lend/
make	verb	/meɪk/
raise	verb	/reɪz/
save	verb	/seɪv/
spend	verb	/spend/
win	verb	/wɪn/

Materials

bronze	noun	/brɒnz/
cloth	noun	/klɒθ/
copper	noun	/ˈkɒpə/
glass	noun	/glæs/
gold	noun	/gəʊld/
iron	noun	/aɪən/
leather	noun	/ˈleðə/
metal	noun	/ˈmetal/
paper	noun	/ˈpeɪpə/
plastic	noun	/ˈplæstɪk/
silver	noun	/ˈsɪlvə/
stone	noun	/stəʊn/
tin	noun	/tɪn/
wood	noun	/wud/

Module 5

Clothes and Hairstyling

Style

casual	adjective	/ˈkæʒuəl/
cool	adjective	/kuːl/
designer	adjective	/dɪˈzaɪnə/
formal	adjective	/ˈfɔːməl/
old-fashioned	adjective	/ˌəʊld ˈfæʃənd/
scruffy	adjective	/ˈskrafi/
smart	adjective	/smaːt/
stylish	adjective	/ˈstailɪʃ/
tasteless	adjective	/ˈteɪstləs/
trendy	adjective	/ˈtrendi/

Type

trousers/jeans	noun	/ˈtraʊzəz/dʒiːnz/
baggy	adjective	/ˈbægi/
flared	adjective	/ˈfleəd/
tight	adjective	/taɪt/
torn	adjective	/tɔːn/
shirt	noun	/ʃɜːt/
blouse	noun	/blaʊz/
T-shirt	noun	/ˈtiː ʃɜːt/
top	noun	/tɒp/
long-sleeved	adjective	/ˌlɒŋ ˈsliːvd/
short-sleeved	adjective	/ˌʃɔːt ˈsliːvd/
sleeveless	adjective	/ˈsliːvles/
jumper	noun	/ˈdʒʌmpə/
polo-neck	adjective	/ˈpəʊləʊ nek/
round neck	adjective	/ˈraʊnd nek/
V-neck	adjective	/ˈviː nek/
shoes	noun	/ʃuːz/
boots	noun	/buːts/
flat	adjective	/flæt/
high-heeled	adjective	/ˈhaɪ hiːld/
skirt	noun	/skɜːt/
dress	noun	/dres/
ankle-length	adjective	/ˈæŋkəl lɛŋθ/
knee-length	adjective	/ˈniː lɛŋθ/
mini skirt	adjective	/ˈmɪni skɜːt/
mini dress	adjective	/ˈmɪni dres/

Materials

corduroy	noun	/ˈkɔːdəroɪ/
cotton	noun	/ˈkɒtn/
denim	noun	/ˈdenɪm/
leather	noun	/ˈleðə/
linen	noun	/ˈlɪnən/
silk	noun	/sɪlk/
wool	noun	/ˈwʊl/

Patterns

checked	adjective	/tʃekt/
plain	adjective	/pleɪn/
polka-dot	adjective	/ˈpɒlka dɒt/
striped	adjective	/straɪpt/

Hairstyling

curlers	noun	/ˈkɜːləz/
hair cream	noun	/ˈheə kɹɪzm/
dye	noun	/daɪ/
gel	noun	/dʒel/
spray	noun	/spreɪ/
hair extensions	noun	/ˈheə ɛks.tenʃənz/
piece	noun	/piːs/
wig	noun	/wɪɡ/
hairdryer	noun	/ˈheə draɪə/
razor	noun	/ˈreɪzə/
straighteners	noun	/ˈstreɪtnɜːz/

Looks (1)

People

attractive	adjective	/əˈtræktɪv/
beautiful	adjective	/ˈbjʊtɪfəl/
cute	adjective	/kjʊt/
elegant	adjective	/ˈelɪɡənt/
good-looking	adjective	/ˌɡʊd ˈlʊkɪŋ/
gorgeous	adjective	/ˈɡɔːdʒəs/
stylish	adjective	/ˈstaɪlɪʃ/
unattractive	adjective	/ˌʌnəˈtræktɪv/

Women

glamorous	adjective	/ˈɡləməərəs/
pretty	adjective	/ˈprɪti/

Men

handsome	adjective	/ˈhænsəm/
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Looks (2)

dye	verb	/daɪ/
(your) hair	noun	/ˈ(jɔː) ˈheɪ/
paint	verb	/peɪnt/
(your) hands	noun	/ˈ(jɔː) ˈhændz/
fingernails	noun	/ˈfɪŋɡəneɪlz/
toenails	noun	/ˈtəʊneɪlz/
pierce	verb	/paɪə/
(your) ears	noun	/ˈ(jɔː) ˈɪəz/
nose	noun	/naʊz/
put on / wear	verb	/pʊt ˈɒn / weə/
lipstick	noun	/ˈlɪpstɪk/
make-up	noun	/ˈmeɪk ʌp/
perfume	noun	/ˈpɜːfjuːm/
a wig	noun	/ə ˈwɪɡ/
shave	verb	/ʃeɪv/
(your) head	noun	/ˈ(jɔː) ˈhed/
armpits	noun	/ˈɑːmpɪtɪz/
legs	noun	/legz/
face	noun	/feɪs/
tattoo	verb	/ˈtæːtuː/
(your) head	noun	/ˈ(jɔː) ˈhed/
back	noun	/bæk/
leg	noun	/leg/
neck	noun	/nek/

Module 6

Sports and Games

Personal achievement

discus	noun	/ˈdɪskəs/
javelin	noun	/ˈdʒævəlɪn/
long jump	noun	/ˈlɒŋ dʒʌmp/
weightlifting	noun	/ˈweɪtlɪftɪŋ/

Racing

horse racing	noun	/ˈhɔːs ˈreɪsɪŋ/
marathon	noun	/ˈmæɪrəθɒn/
rowing	noun	/ˈrəʊɪŋ/

Individual

boxing	noun	/ˈbɒksɪŋ/
fencing	noun	/ˈfensɪŋ/
wrestling	noun	/ˈreslɪŋ/

Team games

basketball	noun	/ˈbæskɪtbɔːl/
cricket	noun	/ˈkrɪkɪt/
ice hockey	noun	/ˈaɪs ˈhɒki/
rugby	noun	/ˈrʌɡbi/
water polo	noun	/ˈwɔːtə ˈpəʊləʊ/

Games

backgammon	noun	/ˈbækgæmən/
cards	noun	/kɑːdz/
chess	noun	/tʃes/
draughts	noun	/draːfts/
Scrabble	noun	/ˈskræbəl/

Adventure

paragliding	noun	/ˈpærəˌɡlaɪdɪŋ/
scuba diving	noun	/ˈskuːbə ˈdaɪvɪŋ/
sky diving	noun	/ˈskaɪ ˈdaɪvɪŋ/
surfing	noun	/ˈsɜːfɪŋ/

Module 7

Crime

General

alibi	noun	/ˈæləbaɪ/
case	noun	/keɪs/
clue	noun	/kluː/
crime scene	noun	/ˈkraɪm siːn/
investigation	noun	/ɪnˌvestɪˈgeɪʃən/
kidnapping	noun	/ˈkɪdnæpɪŋ/
motive	noun	/ˈməʊtɪv/
murder	noun	/ˈmɜːdə/
theft	noun	/θeft/

People

criminal	noun	/ˈkrɪmɪnəl/
detective	noun	/dɪtˈektɪv/
kidnapper	noun	/ˈkɪdnæpə/
murderer	noun	/ˈmɜːdə/
suspect	noun	/ˈsʌspekt/
thief	noun	/θiːf/
victim	noun	/ˈvɪktɪm/
witness	noun	/ˈwɪtnəs/

Evidence

blood	noun	/blʌd/
DNA	noun	/diːenˈeɪ/
fingerprint	noun	/ˈfɪŋəˌprɪnt/
footprints	noun	/ˈfʊtprɪnts/
hair	noun	/heə/
murder weapon	noun	/ˈmɜːdəˌwepən/
ransom note	noun	/ˈrænsəm nəʊt/

Punishment

community sentence	noun	/kəˈmjuːnɪˌsentəns/
death sentence	noun	/deθˌsentəns/
fine	noun	/faɪn/
prison sentence	noun	/ˈprɪzənˌsentəns/
warning	noun	/ˈwɜːnɪŋ/

Module 8

Adjectives

abstract	adjective	/ˈæbstrækt/
clever	adjective	/ˈkleɪvə/
colourful	adjective	/ˈkʌləfəl/
complicated	adjective	/ˈkɒmplɪkətɪd/
confusing	adjective	/kənˈfjuːzɪŋ/
funny	adjective	/ˈfʌni/
imaginative	adjective	/ɪˈmædʒɪnətɪv/
impressive	adjective	/ɪmˈpresɪv/
peaceful	adjective	/ˈpiːsfəl/
realistic	adjective	/ˈrɪəlɪstɪk/
relaxing	adjective	/rɪˈlæksɪŋ/
ridiculous	adjective	/rɪˈdɪkjʊləs/
surprising	adjective	/səˈpraɪzɪŋ/
symbolic	adjective	/sɪmˈbɒlɪk/
unusual	adjective	/ʌnˈjuːʒuəl/
weird	adjective	/wɪəd/

Grammar Reference and Practice Exercises

Future tenses for arrangements, intentions, plans and predictions

→ Get Ready, page 5

Arrangements

Use

We use the **Present Continuous** to talk about future events that we have arranged:

I'm getting married in June. (arrangements have been made)

We're flying to Paris at the weekend. (we've got the tickets)

Intentions and plans

Use

We use **be going to** to express our intention or plans to do something:

I'm going to study medicine.

My sister is going to be a traveller.

We're not going to stay in this hotel.

Predictions

Use

We use **will/won't** + infinitive without *to* to express our opinions and beliefs about the future, when our prediction is based on intuition, knowledge or experience:

I think he will make a very good lawyer.

They won't come to school tomorrow.

We often use **will** with these expressions: *I think, I believe, certainly, perhaps, maybe, probably*:

Maybe she'll help you to prepare for the exam.

We use **may/might** + infinitive without *to* to express uncertain predictions about the future, when we doubt if something will happen or not:

We may be too tired to go out tonight.

Beckham might score a goal this time.

We use **be going to** + infinitive to express predictions based on present evidence; facts that we can observe now:

Look at the clouds. It's going to rain.

They are losing 2-0, they aren't going to win.

- 1 Look at the page in Lisa's diary for next week. Use the Present Continuous to write about her arrangements for each day.

Mon	17.00 – meet Paul
Tue	20.00 – theatre
Wed	19.00 – dinner with Grandma
Thu	16.00 – driving test
Fri	18.30 – plane to Venice
Sat	FREE
Sun	21.00 – return from Venice

- 1 *Lisa is meeting Paul at 5 o'clock on Monday.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

- 2 Look at the situations. Use the cues to write about people's intentions.

- 1 It's 4 p.m. and school is over for today.
a) Paul / play football
Paul is going to play football.
b) Mary / study for a test

c) Joanna / chat with a friend

2 Someone has damaged the CD player in the classroom.
a) Jane / tell the teacher

b) Mike / repair it

c) Kurt / find the 'criminal'

3 There is a school dance tonight.
a) Peter / dance with Helen

b) Julia / bring some CDs

c) Paul / have a good time

3 Complete the predictions with *will* or *won't*.

- 1 Maria likes jazz. I'm sure she will enjoy the concert.
- 2 Pete has gone home, he _____ do the test.
- 3 I think Will _____ come to the party, he has flu.
- 4 I'm busy but maybe Sue _____ help you.
- 5 My brother loves animals. I think he _____ become a vet.
- 6 Don't be afraid, just eat it. You _____ be sick.

4 Write two predictions for each picture. Use the cues and *be going to*.

have an accident
the police / stop him

- 1 He's going to have an accident.
- 2 _____



it / not rain
the weather / be fantastic

- 3 _____
- 4 _____



5 Predict how these situations will develop. Use the cues and *may/might*.

- 1 John has fallen in love with Mary.
 - a) He may/might break up with his girlfriend.
(break up with his girlfriend)
 - b) _____ (go on holiday with Mary)
 - c) _____ (get married)
- 2 Mike has seen a car accident.
 - a) _____ (help the people in the car)
 - b) _____ (call an ambulance)
 - c) _____ (suffer from shock)

6 Choose the correct words to complete the sentences about the future.

- 1 In thirty years, schools will disappear / are disappearing.
- 2 Look at John and Mary! They are going to kiss / will kiss.
- 3 The lesson starts in one minute. We are going to be / won't be late.
- 4 I don't know what to do. I might go / will go to the cinema.
- 5 I can't meet you tonight. I'm visiting / will visit my aunt.
- 6 My sister wants to be a science teacher so she is going to study / may study physics.
- 7 Julia is pregnant. She's going to have / 's having a baby in June.
- 8 You are calm and responsible. You 'll make / are making a good doctor.

7 Complete the dialogue. Use the verbs in brackets with *will/won't*, *be going to* or in the Present Continuous.



- Sam Look at these clouds, there ¹ is going to be (be) a storm. What ² _____ (we / do)?
- Tom Maybe it ³ _____ (not rain) long. Storms are usually short. Let's put up the tent and spend the night here.
- Sam We can't. Don't you remember? Your father ⁴ _____ (pick) us up from Braxton tomorrow at 9 a.m. We have to be there. If we're not there, he ⁵ _____ (get) very worried.
- Tom Right. Look! I can see blue sky over there. It ⁶ _____ (not rain).
- Sam Great!

Future and unreal conditionals

→ Get Ready, page 6

Future Conditional

Use

We use the Future Conditional to talk about possible future events or states and their consequences:

*If it **gets** cold, we'll **close** the windows.*

*I'll **get** in touch with you if I **hear** from Mike.*

*If you **go** to study in France, you **can improve** your French.*

*If she **finds** a job in Hollywood, she **may meet** some famous actors.*

We also use the Future Conditional to give advice or tell people what to do:

*If you **travel** by plane, **drink** a lot of water.*

*If you **want** to pass the exam, **go** to bed early the night before.*

*If Mike **calls**, **tell** him I will be back at 8 o'clock.*

Form

If + Present Simple	will/won't/can/may + infinitive without to
If + Present Simple	Imperative

Unreal Conditional

Use

We use the Unreal Conditional

• 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.*

*I **would** give everybody a week off if I **became** the president.*

• 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.*

*If you **had** more time, we **could** go to the cinema.*

If + past tense	would/could/might + infinitive without to
-----------------	---

1 Use the cues to write sentences in the Future Conditional.

- 1 film / be boring → we / go home

If the film is boring, we'll go home.

- 2 teacher / give us a test today → I / fail

- 3 rain / not stop → they / call off the concert

- 4 we / not play better → we / not win the game

- 5 we / buy the tickets early → we / pay less

- 6 you / eat so much → you / be sick

2 Write Unreal Conditional sentences based on these situations.

- 1 I'm not good at maths so I'm not going to study science.

If I was good at maths, I'd study science.

- 2 We won't win the competition because the other team are very good.

- 3 There are no theatres in our town so we don't go to the theatre very often.

- 4 My parents are bank managers so they work in the city.

- 5 I live in a small village because I like peace and nature.

- 6 My sister is allergic to animals so we don't have a pet.

3 Complete the conditional sentences with the correct form of the verbs in brackets.

- 1 If my brother were (be) taller, he'd become a basketball star.

- 2 If the weather _____ (not change), they will stop the game.

- 3 I _____ (tell) you the truth if I knew it.

- 4 I could go on a long holiday if I _____ (have) more money.

- 5 If you _____ (feel) tired, get some sleep.

- 6 I _____ (pass) the exam if I study a bit more.

- 7 If the lesson was more interesting, we _____ (not be) bored.

- 8 If Mary _____ (come), give her this letter.

- 9 If the test _____ (be) easy, I can get an A.

- 10 If I see Josh, I _____ (invite) him to the party.

Present tenses review

→ Module 1, pages 8–9

Present Simple

Use

We use the Present Simple

- to talk about activities that happen regularly (routines, habits):

Peter goes to school by bus.

She wears jeans all the time.

- 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

Use

We use the Present Continuous

- 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.

- 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.

- 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?

Use

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 these 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

Use

We use the Present Perfect tense to talk about

- 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.)

- 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.

- 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 _____ a 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 using the ideas in brackets. Use the Present Simple or Present Continuous.

- 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 form of the verbs 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 review → Module 2, pages 18–19

Past Simple

Use

We use the Past Simple to talk about

- finished events in the past:

*She **climbed** the stairs and **went** to her room.*

- 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

Use

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

Use

We use the Past Perfect to talk about an event which happened before other past events:

*John **had heard** the joke before, 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	☒	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

2 When he arrived, most people had already left.

Past Simple	☐	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

3 Has someone borrowed my calculator?

Past Simple	☐	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

4 I saw your brother this morning.

Past Simple	☐	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

5 He was carrying an enormous suitcase.

Past Simple	☐	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

6 I've never eaten Indian food.

Past Simple	☐	Past Continuous	☐
Present Perfect	☐	Past Perfect	☐

2 Rewrite 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 Past Simple of the verbs in brackets 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 correct form of the verbs in brackets. Use 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 Complete the sentences with the correct form of the verbs in brackets. Use the Past Perfect.

- 1** He called all his friends because he *'d 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 the correct form of the verbs in brackets.

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 25

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 the 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 the correct verb patterns.

1 hate / early / Andy / get up
*Andy **hated getting up** early.*

2 agree / help / my dad / me / with / my homework

3 advise / Jane / 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 28–29

Use

We use the Present Perfect Continuous to talk about

- 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.

- 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 Present Perfect form of the verbs in brackets.

- 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 Complete the sentences to explain the situations. Use the Present Perfect Continuous form of the verbs in brackets.

- 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 bags 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 38–39

Use

We use the passive when

- we do not know who did the action:
The walls are painted white.
The blackboard has been cleaned.
 - 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)
 - the action itself is more important than who did it:
My car has been stolen!
John Lennon was murdered in 1980.
 - 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 then 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* + 3rd form of the verb:

Present Simple	The door is always locked at 22.00.
Present Perfect	Many areas have been affected by war.
Past Simple	All the documents were burnt in the fire.
Past Perfect	Our house had been burgled while we were away.
With <i>be</i> going to	The old cinema is going to be demolished .
With modal verbs	A copy can easily be made

1 Write sentences in the passive. Use the correct tense.

- The Mona Lisa / paint / Leonardo da Vinci.
The Mona Lisa was painted by Leonardo da Vinci.
- Tupac Shakur / murder / in 1996.
- The 2016 Olympic Games / hold / in Rio de Janeiro.
- Rice / grow / in Asia and southern Europe.
- Most American films / make / in Hollywood.
- The next James Bond film / shoot / in India.
- The winners of this year's school prizes / announce / tomorrow morning.
- More information / can find / on our website.
- The next train / delay / by one hour.

2 Rewrite the sentences in the passive. Start with the underlined words. Omit the words in brackets.

- (Someone) has robbed the bank in our street.
The bank in our street has been robbed.
- (A person) should tell Michael the truth.
- Ronaldinho scored the most important goal in the match.
- The Incas built Machu Picchu in the fifteenth century.
- (They) are going to repair the car before the weekend.
- (Someone) had cleaned our room before we arrived at the hotel.
- My granny, who knows all the traditional recipes, always cooks our Christmas dinner.

Use

In geographical names, we either use *the* or no article.

* 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 Erie*

single mountain tops – *Mont Blanc, Mount McKinley*

single islands – *Majorca, Sicily*

* 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.

3 Correct the mistakes.

- 1 The Antarctica is bigger than Europe.
- 2 The Danube river flows nearly 3,000 miles from Germany to Black Sea.
- 3 The Lake Superior is the biggest of the Great Lakes.
- 4 We're going on a cruise to Jamaica, Barbados and Bahamas.
- 5 The Cairngorms are a range of mountains in Scottish Highlands.
- 6 Vatican City in Rome is the smallest country in the world.

used to and would → Module 5, pages 48–49

Use

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 she 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 _____

Speculating → Module 6, pages 58–59

Use

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:

*It **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 infinitive with modal verbs when we speculate about the present and the past.

• 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.*

• For speculating about the past, we use modal verb + *have* + 3rd 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)

Modals referring to the past → Module 6, page 65

Use

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, a) or b).

- I was able to buy designer jeans very cheaply.
a) I was forced to buy the jeans.
b) I was lucky to buy the jeans.
- I needn't have got up so early.
a) I got up early unnecessarily.
b) Fortunately, I got up early.
- I should have listened to my parents.
a) It was a mistake to listen to my parents.
b) I didn't listen to my parents and I regret it.
- We could have taken a taxi.
a) It wasn't possible to take a taxi.
b) There were taxis but we didn't take one.
- They had to pay the bill.
a) It was a mistake to pay.
b) They paid because they were obliged to.

2 Choose the correct verbs, a), b) or c).

- It was almost 800 metres but we ... swim across the lake.
a) were able to b) shouldn't have c) needn't have
- We had no money left. We ... go to the bank.
a) should have b) had to c) were able to
- Tina is cross with me. I ... screamed at her.
a) could have b) should have c) shouldn't have
- It's raining today. I ... watered the flowers in the morning.
a) could have b) should have c) needn't have
- Why didn't you invite Tom? You ... sent him an invitation!
a) needn't have b) should have c) shouldn't have
- Your old hairstyle was great – you ... gone to the hairdresser.
a) needn't have b) could have c) should have

3 Complete the dialogue with an appropriate modal and the correct form of the verbs in brackets.

- A Sorry I'm late. I ¹ _____ (finish) my homework.
B Well, you ² _____ (call) me. Now we've missed the start of the concert.
A You ³ _____ (wait) for me. You ⁴ _____ (go) in without me.
B But I ⁵ _____ (get) in. You've got the tickets!

Reported orders and request → Module 7, pages 68–69

When we report orders or requests we use a reporting verb: *ask, order, tell, want*. We use the same word order as in statements:

ask	somebody	to do	something
order		not to do	

When we report orders and requests, the reporting verb is usually in the Simple Past.

'Can you take me home, please?' → She **asked me to take** her home.

'Don't touch those cakes. They're not ready yet.' → He **warned me not to touch** the cakes.

'Call me when you get home.' → She **told me to call** her when I got home.

We may need to change pronouns and time words in the original sentence. See Reported statements on Page 106 for more details.

Don't keep me waiting tomorrow morning! → She told me not to keep **her** waiting **the following morning**.

1 Choose the order or request which is reported, a), b), or c).

1 Mum warned me not to feed the dog before I took him for a walk.

a) Can you feed the dog before you take him for a walk?

b) You mustn't feed the dog before you take him for a walk.

c) Feed the dog before you take him for a walk.

2 He asked me to help him fix his bike.

a) Help me fix my bike.

b) Will you help me fix my bike?

c) Ask John to help me fix my bike.

3 The teacher told us to do the exercises for homework.

a) Can you do the exercises for homework?

b) Do your homework before the exercises.

c) Do the exercises for homework.

2 Write the original orders and requests.

1 My mum told me to do my homework before I went out.

Do your homework before you go out.

2 Theresa warned me not to download music without paying for it.

3 Jim told me not to play his guitar.

4 My dad asked me to help him tidy up the garage.

5 Mike wanted me to lend him my MP3 player.

6 Chris asked me to watch the late-night movie with her.

7 She warned me to stop using her mobile to call my friends.

3 Change the requests and orders into reported speech. Use the words in brackets.

1 Help me move these boxes, will you? (he / me)

He asked me to help him move the boxes.

2 Please don't tell my parents I was at your house last night. (Andy / me)

3 Don't be late for the concert tonight. (Jan / us)

4 Will you take me out for my birthday? (he / his parents)

5 Be careful when you're cleaning those pictures. (my mum / me)

6 Hang the washing out when it's finished. (my dad / me)

7 Be quiet or I'll ask you to leave the cinema. (the manager / us)

8 Stop talking immediately! (The teacher / the class)

9 Don't you dare shave your head! (my mum / my brother)

Reported statements → Module 8, pages 78–79

Use

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.

Form

- 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.*
- We change the tense if the reporting verb is in the past:
'I'm hungry.' → *He said he was hungry.*

Form

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.*

- 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 tense		Tense in reporting	
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 85

all, some, most

Use

We can use *all*, *some* and *most* in front of plural or uncountable nouns.

* 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.

* 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.)

* 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.

* 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.

* We use *most* when we are referring to more than a half of a group or a category:

Most fruit contains vitamin C.

Most children like pizza.

* 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.

* We use *all of* in front of pronouns:

I've met all of them.

'Did you read her letter?' – 'No, not all of it.'

* 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

Use

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

Use

We use *both (of)*, and *neither of* to talk about two people or things. *Both* is always plural:

Both students come from large families.

* 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.

* We use *both of* in front of pronouns:

Both of us used to play basketball.

* 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 one third 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.

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 smiling.
- 7 ... are wearing trousers.
- 8 ... has long hair.

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 only listen to rock music – _____ of them listen to jazz.
- 6 My grandfathers are quite young; _____ of them remembers World War II.
- 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.
- 4 Rewrite the sentences to mean the opposite.
- 1 All of my friends are into hip hop.
- 2 Both of us want to go out tonight.
- 3 None of the music I downloaded is really good.
- 4 All of the people I met were friendly.
- 5 Neither of my parents can sing very well.
- 6 All the performers will get free tickets for their families.

Grammar Reference – Key

Page 91 – Future tenses for arrangements, intentions, plans and predictions

Exercise 1 Possible answers: 2 She's going to the theatre at 8 o'clock on Tuesday. 3 On Wednesday, she's having dinner with her Grandma at 7 p.m. 4 She's taking her driving test at 4 o'clock on Thursday. 5 At 6.30 on Friday evening, she's taking the plane to Venice. 6 She's not doing anything on Saturday. 7 She's returning from Venice at 9 o'clock on Sunday evening.

Exercise 2 1 b) Mary's going to study for a test. c) Joanna's going to chat with a friend. 2 a) Jane's going to tell the teacher. b) Mike's going to repair it. c) Kurt's going to find the 'criminal'. 3 a) Peter's going to dance with Helen. b) Julia's going to bring some CDs. c) Paul's going to have a good time.

Exercise 3 2 won't 3 won't 4 will 5 'll (will) 6 won't

Exercise 4 2 The police are going to stop him. 3 It isn't going to rain. 4 The weather's going to be fantastic.

Exercise 5 Possible answers: 1 b) He may go on holiday with Mary. c) They might get married. 2 a) He might help the people in the car. b) He may call an ambulance. c) He might suffer from shock.

Exercise 6 2 are going to kiss 3 are going to be 4 might go 5 'm visiting 6 is going to study 7 's having 8 'll make

Exercise 7 2 are we going to do 3 won't rain 4 is picking 5 'll get 6 's not going to rain

Page 93 – Future and unreal conditionals

Exercise 1 2 If the teacher gives us a test today, I'll fail. 3 If the rain doesn't stop, they'll call off the concert. 4 If we don't play better, we won't win the game. 5 If we buy the tickets early, we'll pay less. 6 If you eat so much, you'll be sick.

Exercise 2 2 We'd win the competition if the other team weren't very good. 3 If there were some theatres in our town, we'd go to the theatre more often. 4 If my parents weren't bank managers, they wouldn't work in the city. 5 I wouldn't live in a small village if I didn't like peace and nature. 6 If my sister wasn't allergic to animals, we'd have a pet. **Exercise 3** 2 doesn't change 3 'd tell 4 had 5 feel 6 'll pass 7 wouldn't be 8 comes 9 is 10 'll invite

Page 94 – Present tenses review

Exercise 1 2 How often do you go to the 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) 's trying on 3 a) works b) 's working 4 a) starts b) 's 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 's painting 4 's boiling 5 don't eat 6 are / shouting 7 's cooking / 's making 8 don't like

Page 96 – Past tenses review

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 'd (had) moved 3 'd (had) seen 4 'd (had) won 5 'd (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 was feeling 8 came 9 started 10 didn't walk 11 had talked 12 realised 13 had met

Page 98 – 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 Jane 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 99 – 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 's been arguing 3 's been preparing 4 's been ironing 5 has been making 6 have been having

Exercise 3 2 've tried 3 've read 4 've broken 5 Has / been playing with 6 've run 7 've beaten 8 've been talking 9 've seen 10 've been watching 11 's been peeling 12 've been frying

Page 100 – The passive

Exercise 1 2 Tupac Shakur was murdered in 1996. 3 The 2016 Olympic Games will be held in Rio de Janeiro. 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 India. 7 The winners of this year's school prizes will be announced tomorrow morning. 8 More information can be found on our website. 9 The next train will be delayed by one hour.

Exercise 2 2 Michael should be told the truth. 3 The most important goal in the match was scored by Ronaldinho. 4 Machu Picchu was built by the Incas in the fifteenth 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 101 – Articles: the

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 -

Exercise 3 1 The Antarctica 2 the Black Sea 3 The Lake Superior 4 The Bahamas 5 The Scottish Highlands 6 The Vatican City

Page 102 – used to and would

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 lots of 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 103 – Speculating

Exercise 1 2 He could be Spanish. 3 They can't be at home. 4 She must have / have made 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 104 – 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
Exercise 3 1 had to finish 2 could / should have called 3 shouldn't / needn't have waited 4 could / should have gone 5 couldn't have got / couldn't get

Page 105 – Reported orders and requests

Exercise 1 2 b 3 c
Exercise 2 2 You mustn't download music without paying for it. 3 Don't play my guitar. 4 Can you help me tidy up the garage? 5 Could you lend me your MP3 player? 6 Will you watch the late-night movie with me? 7 Stop using my mobile to call your friends.
Exercise 3 2 Andy asked me not to tell his parents he was at my house last night. 3 Jan told us not to be late for the concert that night. 4 He asked his parents to take him out for his birthday. 5 My mum warned me to be careful when I was cleaning the pictures. 6 My dad told me to hang the washing out when it was finished. 7 The manager warned us to be quiet or he would ask us to leave the cinema. 8 The teacher ordered the class to stop talking immediately. 9 My mum warned my brother not to shave his head.

Page 106 – Reported statements

Exercise 1 2 Our school has won the 'Best School' award. 3 I'm already late for my dance class today. 4 I've worked in this company for twenty years. 5 I'm 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'd 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 108 – 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 All of them speak good English. 7 None of them is/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 3 most 4 Some 5 none 6 neither 7 all 8 Most 9 both 10 none 11 Both 12 neither
Exercise 4 1 None of my friends is/are into hip hop. 2 Neither of us want/wants to go out tonight. 3 All (of) the music I downloaded is really good. 4 None of the people I met was/were friendly. 5 Both (of) my parents can sing very well. 6 None of the performers will get free tickets for their families.

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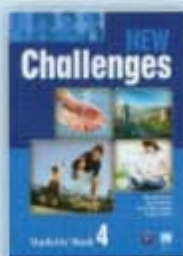
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