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# Limba modernă 2

## Limba engleză

Manual pentru clasa a VIII-a

# 8

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Manual pentru clasa a VIII-a

Manualul școlar a fost aprobat prin ordinul ministrului educației naționale nr. ....

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și digital, și este transmisibil timp de patru ani școlari, începând cu anul școlar 2020–2021.

Inspectoratul școlar .....

Școala/Colegiul/Liceul .....

**ACEST MANUAL A FOST FOLOSIT:**

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

*Limba modernă 2. Engleză. Manual pentru clasa a VIII-a*

Patrick Howarth, Patricia Reilly, Laura Stanciu, Valentina Barabaș, Oana Băjenaru

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**Programa școlară pentru disciplina  
LIMBA MODERNĂ 2, clasa a VIII-a  
School curriculum for  
MODERN LANGUAGE 2, 8th grade**

<b>Competențe generale</b>	<b>General competences</b>
1. Receptarea de mesaje orale simple	1. Recognize simple oral messages
2. Exprimarea orală în situații de comunicare uzuală	2. Oral communication in routine exchanges
3. Receptarea de mesaje scrise simple	3. Recognize simple written messages
4. Redactarea de mesaje simple în situații de comunicare uzuală	4. Write simple messages in routine exchanges

<b>Competențe specifice</b>	<b>Specific competences</b>
1.1. Identificarea semnificației unor schimburi verbale pe teme familiare, clar articulate	1.1. Identifying the meaning of verbal interactions on clearly articulated familiar topics
1.2. Sesizarea detaliilor principale din mesaje și anunțuri clare și simple	1.2. Noticing the main details in clear and simple messages and announcements
1.3. Manifestarea interesului pentru diversitatea culturală	1.3. Expressing interest for cultural diversity
2.1. Exprimarea unei opinii în legătură cu un subiect familiar / situație cunoscută	2.1. Expressing an opinion on a familiar topic / known situation
2.2. Participarea la scurte interacțiuni verbale, cu sprijin din partea interlocutorilor	2.2. Participating in short verbal interactions, with the support of the interlocutors
2.3. Realizarea unor expuneri scurte, exersate, a unui subiect familiar	2.3. Making short, practiced presentations of a familiar topic
2.4. Participarea la schimbul verbal fără teama de eșec	2.4. Participating in verbal exchanges without fear of failure
3.1. Identificarea informațiilor de care are nevoie din liste sau din texte funcționale simple (pliante, meniuri, orare)	3.1. Identifying the necessary information from lists or simple functional texts (leaflets, menus, timetables)
3.2. Extragerea informațiilor dintr-un text clar structurat (articole de ziar / digitale simple, broșuri), în care numerele și numele joacă un rol important	3.2. Extracting information from clearly structured text (simple newspaper / digital articles, brochures), where numbers and names play an important role
3.3. Extragerea de informații din reclame de mici dimensiuni	3.3. Extracting information from small advertisements
3.4. Manifestarea disponibilității pentru informare prin lectură	3.4. Expressing willingness to obtain information from reading materials
4.1. Completarea unui formular cu informații de identificare (educație, interese, competențe)	4.1. Filling in forms with identifying information (education, interests, abilities)
4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)	4.2. Presenting an activity in writing, using connectors (“and”, “but”, “because”)
4.3. Depășirea fricii de eșec în redactare / schimbul de mesaje scrise	4.3. Overcoming the fear of failure in writing / exchanging written messages

# What's in this textbook for you? Take a tour!

## Ce cuprinde acest manual? Să facem o trecere în revistă!

This textbook is designed both to fulfil the students' linguistic and communicative competences and to develop their skills in all specific competences as well.

The textbook offers flexible learning by providing language and content with a complete range of components and use of up-to-date technology. It is an attractive and motivating course with clearly-structured skills and grammar syllabus, and a focus on natural communication.

Students become aware, confident learners, excellent communicators and achieve success – at school, in exams and throughout their life!

This **Textbook** includes:

- ✓ A starter module of three pages.
- ✓ Eight modules of 11 pages.
- ✓ Eight pages of *Progress Checks*, one after each module.
- ✓ Three *Projects*, one in every *Revision*.
- ✓ Twelve pages of *Revisions*.
- ✓ Eight pages of *Grammar guides*.
- ✓ Eight pages of CLIL.
- ✓ Two pages of irregular verbs.

Acest manual este conceput atât pentru a structura competențele lingvistice și de comunicare ale elevilor, cât și pentru a le dezvolta abilitățile în toate competențele specifice.

Lucrarea oferă flexibilitate în învățare, limbaj și conținut cu o gamă completă de componente și utilizarea tehnologiei moderne. Este un manual atractiv și motivant, cu activități de vocabular și gramatică bine structurate, fiind centrat pe comunicarea naturală.

Elevii devin conștienți, încrezători în procesul de învățare, vorbitori excelenți, descoperind calea spre succes – la școală, la examene și pe tot parcursul vieții!

**Manualul** include:

- ✓ Un modul introductiv de trei pagini.
- ✓ Opt module de 11 pagini.
- ✓ Opt *Teste de evaluare*, câte unul după fiecare modul.
- ✓ Trei *Proiecte de grup*, câte unul pentru fiecare *Recapitulare*.
- ✓ Douăsprezece pagini de *Recapitulări*.
- ✓ Opt pagini de trimiteri la *Noțiuni de gramatică*.
- ✓ Opt pagini de CLIL – *Învățare integrată a conținutului și limbajului*
- ✓ Două pagini de verbe neregulate.



The **Vocabulary** is introduced through representative pictures and recorded so that students can practice the pronunciation.

The **Reading** texts are informative and interesting and show the language in context. All the readings are recorded.

The **Grammar** is presented with clear grammar tables. Graded exercises help students practise the form and meaning of the grammar.

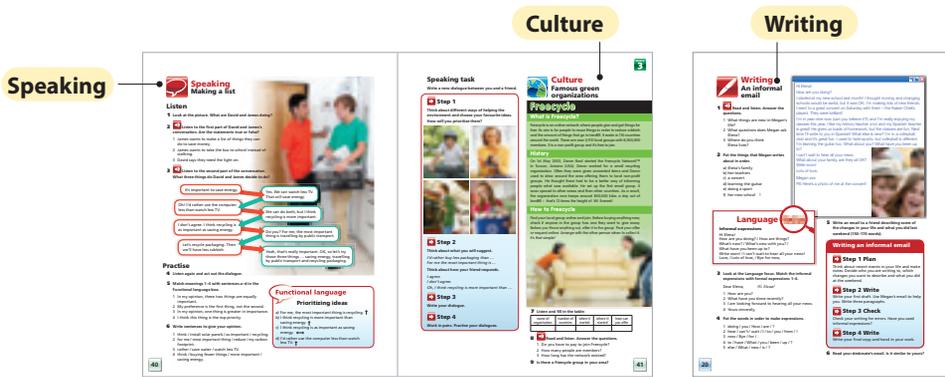
The **Pronunciation** box appears in every unit.

**Vocabularul** este prezentat prin intermediul unor imagini reprezentative și înregistrat astfel încât elevii să poată exersa pronunția.

Textele de **Exersarea citirii** sunt bogate în informații interesante și ilustrează limba în context. Toate textele sunt înregistrate.

**Gramatica** este prezentată în tabele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

Caseta **Pronunție** apare la fiecare unitate.



The **Speaking** section introduces the foreign language in routine exchanges.

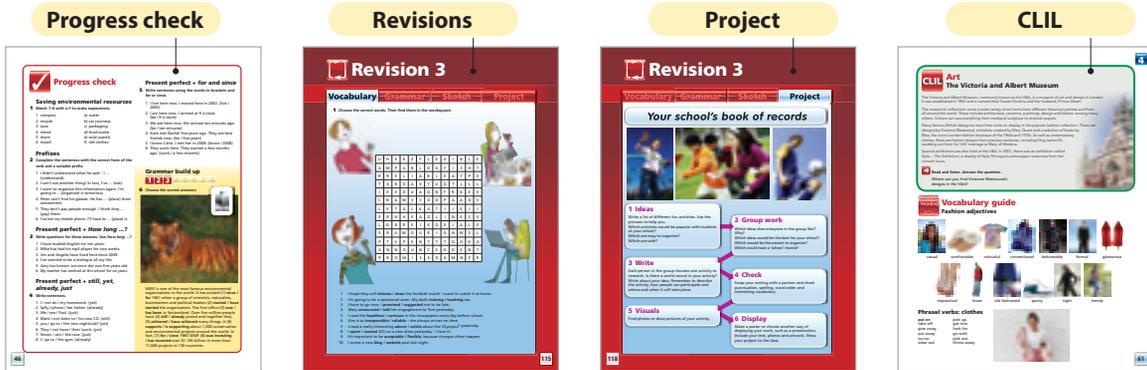
The **Culture** section highlights different aspects of life in a variety of English – speaking countries.

The **Writing** page provides a model for different text types.

Pagina dedicată *Exprimării orale* introduce limba modernă în situații de comunicare uzuală.

Textele din secțiunea *Cultură* evidențiază diverse aspecte ale vieții din țări în care se vorbește limba engleză.

Paginile de *Redactare* oferă un model pentru diferite tipuri de texte.



Every module is followed by a **Progress check** to revise and evaluate vocabulary and grammar.

The **Revision** pages invite students to revise and consolidate the vocabulary and grammar from all the modules.

The **Projects** are a chance for students to work in groups, create a poster together and present it.

The **CLIL** (Content and Language Integrated Learning) sections present interesting facts on various topics like science, literature, history, sports or art.

După fiecare modul există o pagină de *Evaluare* menită să recapituleze și să evalueze vocabularul și noțiunile de gramatică predate.

Paginile de *Recapitulare* invită elevii să repete și să consolideze noțiunile de vocabular și gramatică predate.

*Proiectele* oferă elevilor ocazia de a lucra în echipă pentru a realiza și a prezenta posterul grupului.

Secțiunile *CLIL*, de învățate integrată a conținutului și limbajului, prezintă informații interesante din domenii variate, cum ar fi știința, literatura, istoria, sportul sau arta.

## The Digibook • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma digitală a manualului școlar are un conținut similar variantei tipărite a manualului și cuprinde, în plus, o serie de activități multimedia interactive de învățare: statice, animate, interactive.



Module	Vocabulary	Grammar	Pronunciation
 <b>Starter module</b> page 8	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Classroom language</li> </ul>		
<b>Module 1</b> <b>Changing lives</b> page 11	<ul style="list-style-type: none"> <li>▪ Life-changing events</li> <li>▪ Verb + preposition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present simple</li> <li>▪ Past simple</li> <li>▪ <i>used to</i></li> <li>▪ Subject and object questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sentence stress</li> </ul>
<b>Module 2</b> <b>Literature</b> page 23	<ul style="list-style-type: none"> <li>▪ Literary genres</li> <li>▪ Compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Past simple and past continuous</li> <li>▪ Present and past tenses</li> </ul>	<ul style="list-style-type: none"> <li>▪ /əʊ/ /ɒ/ /ɔ:/ /u:/ /ʌ/</li> </ul>
<b>Module 3</b> <b>The world around us</b> page 35	<ul style="list-style-type: none"> <li>▪ Saving environmental resources</li> <li>▪ Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect + <i>for / since / how long?</i></li> <li>▪ Present perfect and past simple</li> <li>▪ Time expressions with the present perfect: <i>still, yet, already, just</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Word stress</li> </ul>
 <b>Revision 1</b> page 47	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		
<b>Module 4</b> <b>Followers of fashion</b> page 51	<ul style="list-style-type: none"> <li>▪ Style adjectives</li> <li>▪ Phrasal verbs: clothes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relative pronouns</li> <li>▪ <i>some / any / no</i> compounds</li> <li>▪ The future</li> </ul>	<ul style="list-style-type: none"> <li>▪ /dʒ/ /tʃ/ /j/ /h/</li> </ul>
<b>Module 5</b> <b>Work and money</b> page 63	<ul style="list-style-type: none"> <li>▪ The world of work</li> <li>▪ Work verbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ The first conditional</li> <li>▪ Gerunds and infinitives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sentence stress and contractions</li> </ul>
<b>Module 6</b> <b>Crime doesn't pay</b> page 75	<ul style="list-style-type: none"> <li>▪ Crime verbs</li> <li>▪ Crimes and criminals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modals of deduction and possibility</li> <li>▪ Time clauses</li> </ul>	<ul style="list-style-type: none"> <li>▪ /aɪ/ /eɪ/ /ɪə/ /eə/ /ɔɪ/</li> </ul>
 <b>Revision 2</b> page 87	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		
<b>Module 7</b> <b>Sporting greats</b> page 91	<ul style="list-style-type: none"> <li>▪ Sporting verbs</li> <li>▪ Confusing verbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present perfect continuous</li> <li>▪ Short answers with present perfect continuous</li> <li>▪ Present perfect simple and present perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>▪ /ɑ:/ /ɜ:/ /i:/ /æ/ /e/a</li> </ul>
<b>Module 8</b> <b>Communicate</b> page 103	<ul style="list-style-type: none"> <li>▪ The written word</li> <li>▪ Adjectives with <i>-able</i> and <i>-ible</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Tense review</li> <li>▪ Tense review: question forms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intonation</li> </ul>
 <b>Revision 3</b> page 115	<ul style="list-style-type: none"> <li>▪ Vocabulary</li> <li>▪ Grammar</li> <li>▪ Sketch</li> <li>▪ Project</li> </ul>		
 <b>Grammar guide</b> page 119			

	Reading	Listening	Speaking	Writing	Culture and CLIL
	<ul style="list-style-type: none"> <li>Then and now: Johnny Depp</li> <li>My new life</li> </ul>	<ul style="list-style-type: none"> <li>Lifestyle changes</li> </ul>	<ul style="list-style-type: none"> <li>Talking about photos</li> <li>Describing a photo</li> </ul>	<ul style="list-style-type: none"> <li>An informal email</li> <li>Informal expressions</li> </ul>	 Famous journeys  Science
	<ul style="list-style-type: none"> <li><i>Dog Star</i>: a short story</li> <li>A success story</li> </ul>	<ul style="list-style-type: none"> <li>Book or film?</li> </ul>	<ul style="list-style-type: none"> <li>Talking about books</li> <li>Asking for and giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>A book review</li> <li>Describing books</li> </ul>	 Famous writers  Literature
	<ul style="list-style-type: none"> <li>A life without rubbish</li> <li>Feeding our cities</li> </ul>	<ul style="list-style-type: none"> <li>Buy Nothing Day</li> </ul>	<ul style="list-style-type: none"> <li>Making a list</li> <li>Prioritizing ideas</li> </ul>	<ul style="list-style-type: none"> <li>An opinion essay</li> <li>Linkers of addition and result</li> </ul>	 Famous green organizations  Music
	<ul style="list-style-type: none"> <li>Fashionable feet!</li> <li>What are you going to wear?</li> </ul>	<ul style="list-style-type: none"> <li>A famous young designer</li> </ul>	<ul style="list-style-type: none"> <li>Complimenting people</li> <li>Giving and responding to compliments</li> </ul>	<ul style="list-style-type: none"> <li>A comparison</li> <li>Linkers of contrast</li> </ul>	 Famous design and designers  Art
	<ul style="list-style-type: none"> <li>The best job in the world</li> <li>Try an apprenticeship!</li> </ul>	<ul style="list-style-type: none"> <li>Part-time jobs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about work</li> <li>Evaluating a situation</li> </ul>	<ul style="list-style-type: none"> <li>A letter of application</li> <li>Job application letters</li> </ul>	 Famous financial institutions  History
	<ul style="list-style-type: none"> <li>Watch out for animal smugglers!</li> <li>The United California Bank Robbery</li> </ul>	<ul style="list-style-type: none"> <li>Crime news</li> </ul>	<ul style="list-style-type: none"> <li>Witnessing a crime</li> <li>Showing interest</li> </ul>	<ul style="list-style-type: none"> <li>A narrative</li> <li>Using adjectives</li> </ul>	 Famous laws and lawmakers  Art
	<ul style="list-style-type: none"> <li>Susan says: Sporting memories</li> <li>A question of sport</li> </ul>	<ul style="list-style-type: none"> <li>Sporting heroes</li> </ul>	<ul style="list-style-type: none"> <li>Making suggestions</li> <li>Giving and responding to advice</li> </ul>	<ul style="list-style-type: none"> <li>A biography</li> <li>Using topic sentences</li> </ul>	 Famous sporting events  Sport
	<ul style="list-style-type: none"> <li>Written texts</li> <li>The man behind the chickens</li> </ul>	<ul style="list-style-type: none"> <li>Communications quiz</li> </ul>	<ul style="list-style-type: none"> <li>Talking about news</li> <li>Showing interest and sympathizing</li> </ul>	<ul style="list-style-type: none"> <li>A blog post</li> <li>Checking your work</li> </ul>	 Famous communication innovations  ICT



# Starter module



Hi, I'm James and these are my friends Rachel and David.

## Introductions

- 1 Look at the picture, match the people with the names and then describe them.
- 2 Complete the questions with the words in the box.

are can does has is

- 1 How old ... he / she?
- 2 Where ... he / she live?
- 3 How many brothers and sisters ... he / she got?
- 4 What ... her / his hobbies?
- 5 How many languages ... he / she speak?

- 3  Read and listen to David. Choose the correct words.

Hello, I'm David. I (1) 'm / have 15 years old. I (2) go / goes to school with Rachel and James. James is my best friend. He's 16 years old. We both (3) live / lives in Bury, a small town near Manchester. I (4) haven't / hasn't got any brothers or sisters, but James has one brother and two sisters. My hobbies (5) is / are playing sports, especially tennis. I also like computers but I (6) don't like / not like computer games. I can (7) to speak / speak English and Italian – my mum (8) is / are from Rome.

- 4  **INTERFACE** Work in pairs. Tell your friend about your daily routine.

## Vocabulary

- 5 Look at the words in the box and match them to categories 1–8.

tennis apple train bread football  
 maths rugby French bus car meat  
 history France theatre hot boring  
 India shop cloudy easy Canada fun  
 rainy sports centre

- 1 Food
- 2 School subjects
- 3 Sport
- 4 Transport
- 5 Countries
- 6 Adjectives
- 7 Weather
- 8 Places

## Grammar

**6** Complete the sentences with the correct form of the verbs in brackets. Use the present continuous.

- Mum** Gina, what (1) ... you ... (do)?  
**Gina** I (2) ... (study) for an exam.  
**Mum** What (3) ... your sister ... (do)?  
**Gina** She (4) ... (not do) anything important.  
 She (5) ... (speak) to her friend on the phone.  
**Mum** Oh. Well, where are your brothers?  
**Gina** In the living room. They (6) ... (watch) TV.  
**Mum** Well, what (7) ... they ... (watch)?  
**Gina** A film. Why?  
**Mum** I (8) ... (do) the washing up. Can you help me?  
**Gina** But Mum, I (9) ... (do) my homework!

**7** Choose the correct tenses.

Hi, I'm Rachel. I'm 16 and I (1) **go / 'm going** to Granton School. I (2) **live / 'm living** in Manchester, a big city in the north of England. It's famous for its football teams. I (3) **love / 'm loving** Manchester City but my Dad (4) **likes / is liking** Manchester United. I've got one sister, Mary, she's two years older than me. Today is the last day of the summer holidays, so I (5) **get / 'm getting** ready to go back to school tomorrow. Mary (6) **do / is doing** her GCSEs this year – really important exams! I'll have to do them one day too... I (7) **don't look / 'm not looking** forward to them!



**8** Complete the questions with the question words in the box. Then answer the questions so they are true for you.

Why Who What What time  
Which Where When How

- 1 ... is your favourite actor?
- 2 ... do you get up on Sunday mornings?
- 3 ... do you travel to school?
- 4 ... is your favourite food?
- 5 ... football team do you support?
- 6 ... are you learning English?
- 7 ... is your birthday?
- 8 ... do you come from?

**9**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 8.

**10** Write the questions.

- 1 How often / you / go / to the gym?
- 2 What book / you / read /at the moment?
- 3 Who / your / favourite / singer?
- 4 What time / your sister / go to bed?
- 5 What / your / favourite subject / at school?

**11**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

**12** Read the sentences about Rachel, David and James. Are they true or false? Correct the false sentences.

- 1 James is not as old as David.
- 2 James's family is bigger than David's.
- 3 Rachel's family is not as small as David's.
- 4 Rachel is as old as James.
- 5 David is not younger than Rachel.

## Classroom language

**13** Match the questions and answers.

- 1 How do you say *cutremur* in English?
  - 2 How do you spell the word *hungry*?
  - 3 Can I borrow your dictionary?
  - 4 What does *sport* mean?
  - 5 How do you pronounce *bought*?
- a) Yes, here you are.  
 b) /bɔ:t/  
 c) Sport is an activity such as football or tennis.  
 d) H-U-N-G-R-Y  
 e) Earthquake

# Grammar

## 14 Circle the correct verbs.

My name's Oliver Riley and I (1) **am living** / **(live)** in Camden Town in north London. Camden is a great area of London. I (2) **love** / **is loving** it. At weekends a lot of tourists (3) **come** / **are coming** to Camden because of its famous market. It's Saturday today and (4) **I'm watching** / **I watch** the market from my window. I can (5) **seeing** / **see** a lot of tourists. Two girls (6) **look** / **are looking** at some earrings and their friends (7) **are taking** / **take** photos of the canal. (8) **I'm not looking** / **I don't look** forward to Monday because it's the first day of the new school year. My school day (9) **starts** / **is starting** at eight thirty and (10) **is finishing** / **finishes** at four.



## 15 Complete the dialogue with the present continuous form of the verbs in brackets.

- Toby** Hi, is that Liam?  
**Liam** Yes. How are you, Toby?  
**Toby** OK. What (1) *are you doing* (you / do) at the moment?  
 (2) \_\_\_\_\_ (you / use) your bike?  
**Liam** No, Josh and I (3) \_\_\_\_\_ (stay) at home today. We (4) \_\_\_\_\_ (watch) the match on TV at the moment. It's great. For once United (5) \_\_\_\_\_ (not win).  
**Toby** (6) \_\_\_\_\_ (they / play) badly?  
**Liam** Yes, really badly.  
**Toby** What (7) \_\_\_\_\_ (Adam / do) at the moment?  
**Liam** He (8) \_\_\_\_\_ (make) our lunch. Anyway, Toby, I want to get back to the match. You can come and get my bike any time.  
**Toby** I (9) \_\_\_\_\_ (think) about it, Liam. Maybe I can come and watch TV with you.  
**Liam** Sure. No problem.  
**Toby** Great! Er...just one more thing...er... (10) \_\_\_\_\_ (Adam / make) enough food for four people?

## 16 Write questions for these answers.

*Who is your favourite film star?*

My favourite film star is Robert Pattinson.

1 \_\_\_\_\_

I wash my hair once a week.

2 \_\_\_\_\_

At the moment Jo is talking on the phone.

3 \_\_\_\_\_

No, I haven't got a computer in my room.

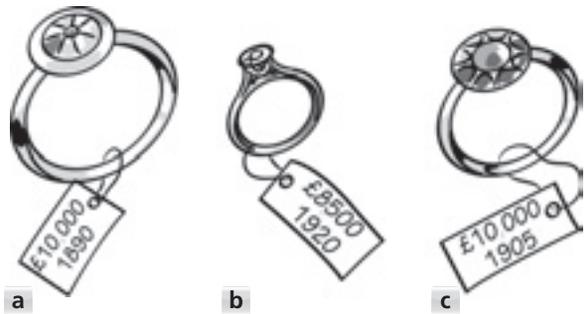
4 \_\_\_\_\_

My best friend lives in Park Road.

5 \_\_\_\_\_

My mother's birthday is November 11th.

## 17 Look at the pictures and complete the sentences.



a is the biggest.

- 1 \_\_\_\_\_ is the smallest.      4 \_\_\_\_\_ is as expensive as \_\_\_\_.  
 2 \_\_\_\_\_ is the cheapest.      5 \_\_\_\_\_ is not as old as c.  
 3 \_\_\_\_\_ is the oldest.

## Classroom language

### 18 Complete the questions with the words in the box. Then match them with answers a-e.

borrow    mean    pronounce    spell  
 think

- 1 How do you *spell* im'pɒsəbəl?  
 2 Can I \_\_\_\_\_ your pen, please?  
 3 How do you \_\_\_\_\_ *cough*?  
 4 What do you \_\_\_\_\_?  
 5 What does *boiling* \_\_\_\_\_?

b

- a) Sorry, I'm using it.  
 b) I-M-P-O-S-S-I-B-L-E.  
 c) I'm not sure but I think it's kɒf.  
 d) Here's a dictionary. Look it up.  
 e) I disagree.

## Module

# 1

# Changing lives



### In this module you will learn:

- Vocabulary** ■ Life-changing events  
■ Verb + preposition
- Grammar** ■ Present simple  
■ Past simple  
■ *used to*  
■ Subject and object questions
- Reading** ■ Then and now: Johnny Depp  
■ My new life
- Speaking** ■ Talking about photos  
■ Describing a photo
- Writing** ■ An informal email  
■ Informal expressions
- Culture** ■ Famous journeys
- CLIL** ■ Science

### Find the page numbers for:



A famous actress

A red telephone box

People wearing masks

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.1, 4.2, 4.3

## Module

# 1

# Changing lives



movehouse  
change  
school  
become rich  
go  
abroad

## Vocabulary 1

### Life-changing events

- 1 Explain the meaning of the phrases in the box. Use a dictionary if necessary.

change school take a gap year retire  
start your own business win an award  
go for a job interview move house  
have an accident make new friends  
drop out of university settle down  
get into trouble become rich go abroad

- 2  Listen and repeat.

- 3 Choose the correct answers.

- 1 Are your parents bored of working for someone else? They should think about **starting their own business / winning an award**.
- 2 Tom **retired / had an accident** last year. Now he isn't working he's got more time to see his grandchildren.
- 3 My older brother **moved house / got into trouble** from Leeds to London. He **dropped out / made new friends** quickly and he's even **settled down / won an award** with his wife.
- 4 Amy **had an accident / went abroad** yesterday – she broke her leg.

- 5 A few years ago, Mark **retired / got into trouble** because he bullied some other students. He **changed school / had an accident** and he's much happier now.
- 6 Lucy **dropped out of university / moved house** because she didn't like studying maths. She **settled down / went for a job interview** last month and now she's working as a chef.
- 7 My older brother **took a gap year / became rich** before he started university. He **retired / went abroad** and worked as a volunteer in a school in Africa.
- 8 John's really successful – he **became rich / changed school** after starting his own business, and he even **had an accident / won an award** last month.

- 4  Listen to the conversation. Are the sentences true or false?

- 1 When James went abroad it made him think differently about things.
- 2 David had an accident that changed his life.
- 3 Rachel took a gap year last year.



Every year around 30,000 British teenagers take a gap year before they start work or university.

- 5  **INTERFACE** Work in pairs. Ask and answer the question.

*What event has changed your life most?*

# Then & now ... and this week, it's JOHNNY DEPP



WHEN MOST PEOPLE think of Johnny Depp, they think of a successful, talented actor who's really cool. He's the star of films like *Pirates of the Caribbean* and *The Tourist*. He doesn't make films if he thinks they're boring. He often travels to exotic locations to act in films. He owns an island in the Bahamas, as well as houses in France and Los Angeles. He has a daughter named Lily-Rose and a son named Jack. However, Johnny's life wasn't always like this.

Johnny didn't have an easy childhood. His family used to move house a lot and each time he had to change school and make new friends. Johnny moved so often (over 30 times!) that he didn't use to introduce himself to the other students when he started a new school – he knew he'd probably move again soon. He didn't do well at school and, after his parents got divorced, he got into trouble for stealing and vandalism.

As a teenager, Johnny felt unhappy, lonely and insecure.

He almost didn't become an actor. When he was younger he wanted to be a rock star. He used to play in a band called The Kids and he dropped out of school



when he was 16 to go to Los Angeles and try to get a recording contract. However, the band soon broke up and Johnny worked with other bands for a few years. None of the bands were very successful, though. Then he met the actor Nicolas Cage who advised him to change jobs and become an actor. Luckily, Johnny took his advice!

At first he worked on TV, but he quickly became famous after starring in *Edward Scissorhands*, a fantasy film about a boy who has scissors instead of hands. Since then, he's acted in many films and won several awards. It seems that Johnny will continue to be happy and successful – and no doubt he'll continue to be cool too!



## Reading 1

**6** Look at the pictures and the title of the text. What do you think the text is about?

- 1 Johnny Depp's life.
- 2 Films that Johnny Depp has starred in.

**7**  Read and listen. Check your answer and complete the table.

name	job	children	name of first band

**8** Read the text again and choose the correct words.

- 1 Johnny **was** / **wasn't** very happy when he was a child.
- 2 Johnny **did** / **didn't do** well at school.
- 3 Johnny **went** / **didn't go** to university.
- 4 Johnny **changed** / **didn't change** job when he was younger.
- 5 Johnny **has got** / **hasn't got** two children.

**9** Answer the questions.

- 1 Where does Johnny own houses?
- 2 What happened after his parents got divorced?
- 3 Why did he leave school?
- 4 Who encouraged him to change his job?
- 5 Has Johnny won any awards?

**10** Find words and phrases 1–5 in the text and match them to definitions a–e.

- |                |            |
|----------------|------------|
| 1 childhood    | 4 broke up |
| 2 stealing     | 5 advised  |
| 3 got divorced |            |

- a) separated, stopped being together
- b) stopped being married
- c) gave someone your opinion about the best thing to do
- d) the years when you are a child
- e) the crime of taking things without paying or without permission

**11**  **CLASS VOTE** Do you think Johnny Depp made the right decision when he changed job? 

### Reading Tip

False friends are words with a similar spelling but different meaning in another language. *Bathroom* can be a false friend as it can have different meanings in British and American English. Check the possible different meanings.

# Grammar 1

## Present and past

### present simple

+	He often <b>travels</b> to exotic locations.
-	He <b>doesn't make films</b> if he thinks they're boring.
?	<b>Do they live</b> in France? Yes, they <b>do</b> . No, they <b>don't</b> .

- Look at the sentences in the table. Choose the correct words to complete the rules.
  - We use the present simple to talk about **habits and routines / actions happening now**.
  - We **often / never** use adverbs of frequency (such as *always* and *usually*) with the present simple.
- Write questions using the present simple.
 

how often / you / go dancing?  
*How often do you go dancing?*

  - what time / you / usually / go to sleep?
  - you / ever / go cycling?
  - you / usually / have a good time / with your friends?
  - how often / you / get angry?
  - how often / you / have a siesta?
-  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 2 then share your answers with the class.

*Carla often goes dancing. She usually goes on Saturday with her friends.*

### past simple

+	He <b>wanted</b> to be a rock star. The band soon <b>broke up</b> .
-	He <b>didn't have</b> an easy childhood.
?	<b>Did he leave</b> school at 16? Yes, he <b>did</b> . No, he <b>didn't</b> .

- Look at the sentences in the table and answer the questions.
  - Do we use the past simple for finished actions in the past or for actions in progress at a specific time in the past?
  - Which verbs are regular and which are irregular? How do you know?
  - What time expressions do we use with the past simple: yesterday, last week, two years ago or every morning, twice a week?

- Complete the text with the correct form of the verbs in brackets. Use the past simple.



### \* DID YOU KNOW ...?

- \* Penelope Cruz (1) *was born* (be born) in Spain in 1974.
- \* When she was younger she (2) ... (want) to be a ballet dancer, and she (3) ... (study) ballet for nine years. Then she (4) ... (decide) to become an actor.
- \* She (5) ... (appear) in a pop video for the group Mecano when she (6) ... (be) only 15.
- \* She (7) ... (make) her first film in 1992 at the age of 17 and (8) ... (become) famous as a result.
- \* She (9) ... (win) an Oscar for Best Supporting Actress for the film *Vicky Cristina Barcelona* in 2008.
- \* She (10) ... (start) going out with actor Javier Bardem in 2007 and they (11) ... (get) married in 2010 and had a baby.



### used to

+	He <b>used to</b> play in a band.
-	He <b>didn't use to</b> introduce himself to the other students.
?	<b>Did he use to</b> get into trouble? Yes, he <b>did</b> . No, he <b>didn't</b> .

- Look at the sentences in the table and then complete the rules with *used to* or *the past simple*.
  - We use ... to talk about past habits and states that are different from now.
  - We cannot use ... to talk about single finished actions in the past. We must use ... for that.

**7** Complete the text using the correct form of the verbs in brackets. Use *used to + verb* or the correct form of the present simple.



Our lifestyles have changed a lot thanks to computers, the internet and mobile phones. People (1) *used to look for* (look for) information in reference books such as encyclopedias, but now they (2) ... (use) the internet. They (3) ... (write) letters and communication (4) ... (take) days or weeks, but now they (5) ... (send) emails or text messages and communication (6) ...



(be) instant. 20 years ago, people (7) ... (not have) mobile phones, they (8) ... (use) landlines or phone boxes. It's true that communication (9) ... (be) easier and faster now, but people (10) ... (spend) more time talking face-to-face. Don't let technology stop you communicating!

**8** Read the text again. Write questions with *used to*. Then answer the questions.

people / write letters?  
*Did people use to write letters? Yes, they did.*

- 1 people / use the internet / 20 years ago?
- 2 communication / be instant?
- 3 people / send emails?
- 4 people / make phone calls from phone boxes?

**9** Complete the dialogues with the correct form of the verbs in brackets. Use the present simple, past simple or *used to + verb*.

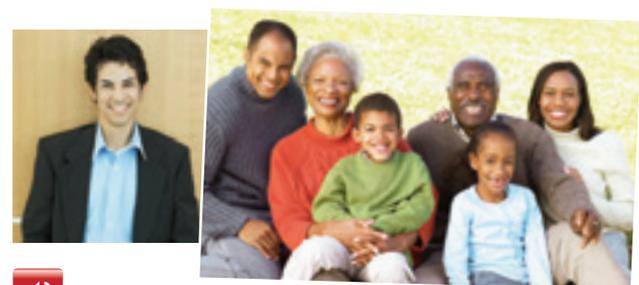
- 1 **A** What sort of films *did you use to watch* when you were a child?  
**B** I *used to watch* (watch) a lot of adventure films, but now I prefer comedies. I often ... (watch) cartoons too.
- 2 **A** When ... you ... (move) to London?  
**B** I ... (move) last year. I ... (live) in Bolton before that.
- 3 **A** Where ... you ... (go) on holiday when you were a child?  
**B** We ... (go) to Devon in England every year. I ... (go) back last year and I really ... (enjoy) it.
- 4 **A** ... you ... (read) a lot when you were a child?  
**B** Yes, I ... (read) lots of books! Actually, I still ... (read) a lot now. I usually ... (read) at night before I go to sleep.



## Listening Lifestyle changes

**10** Look at the pictures. How do you think people's lifestyles change at these ages?

in their 20s in their 40s in their 60s



**11** Listen to the radio programme. Do they mention any of your ideas?

**12** Listen again and match the people to the activities.

- |         |   |
|---------|---|
| 1 Emma  | a) usually cycles twice a week                      |
| 2 Frank | b) stopped working eight months ago                 |
| 3 Gary  | c) used to go out a lot but doesn't go out much now |
| 4 Helen | d) used to go on holiday with her parents           |
| 5 Ivan  | e) started his own business last year               |

**13** Listen again and complete the sentences with the correct number.

- 2 2.5 3 4 5 10 9 26 40
- Emma went to Ibiza with 5 friends for 10 days.
  - 1 Frank is in his ...s and he bought a bike ... years ago.
  - 2 Gary is ... years old and he finished university ... years ago.
  - 3 Helen had a baby ... years ago. The last time she did any art was ... years ago.
  - 4 Ivan has ... grandchildren.

**14** **INTERFACE** Work in pairs. Ask and answer the question.

*What has changed in your life during the past five years?*

*I used to go on holiday with my parents, but last year I went on holiday with my friends.*



# Speaking

## Talking about photos

### Listen

**1** Look at the picture. Where and when can you see people wearing masks like these?

**2**  Listen to the first part of David and Rachel's conversation and answer the questions.

- 1 Who sent David the photos?
- 2 Where did David go on holiday?
- 3 Who did David go with?
- 4 Who is Enrico?



**3**  Listen to the second part of the conversation and complete the description with the words in the box.

on the left   on the right   look  
looks like   in the middle   there are

This is a photo of me at the Venice Carnival. My friend Chris is standing (1) *on the left* and my cousin Daniela is (2) ... . I'm (3) ... . We're all wearing fancy dress costumes because it's Carnival. You can't tell, but Chris (4) ... the actor Orlando Bloom – it's impossible to see under the mask. We all (5) ... very serious, but we're having a great time! In the background (6) ... some beautiful buildings.



### Practise

**4** Listen again and act out.

**5** Order the words to make sentences.

- 1 a box / of / bottom / There's / the / the photo / at .
- 2 standing / John / is / next / table / the / to .
- 3 on / right / Lucy / is / the .
- 4 angry / He / looks / really .
- 5 a dog / of / There's / in / photo / the / middle / the .

### Functional language

#### Describing a photo

On the left / right ...  
In the middle ...  
At the top / bottom ...  
There is / are ...  
He / She looks happy / sad / funny / bored.  
He / She looks like Matt Damon / a serious person.

## Speaking task

Write a new dialogue between you and a friend.

### ➔ Step 1

Choose one of the photos below to describe or use one of your own.



### ➔ Step 2

Think about how to describe the photo.  
Make notes.

*This is a photo of ... and ...*

*They're all ... because ...*

*They're at / in ...*

Think about what your friend says.

*Where was the photo taken?*

*Who's that?*

*What is she doing?*

### ➔ Step 3

Write your dialogue.

### ➔ Step 4

Work in pairs. Practise your dialogues.



## Culture Famous journeys

### World War evacuees

Britain declared war with Germany on 3<sup>rd</sup> September 1939, 1.5 million women and children left the major cities for the countryside. In the next two days, thousands more departed. The British government ordered the evacuation because they thought the cities would be the first target for Hitler's Luftwaffe, and children would be safer in rural areas. The 1939 evacuation was the biggest movement of people in British history.



**Taking the train** Hundreds of thousands of children left their homes in cities and went by train to stay in small towns and villages in the countryside. The children didn't know where they were going or when they were coming back – some even thought they were going on holiday. The children often went with their teachers and wore the name of their destination on a sign around their necks. When they arrived in the towns or villages, they went to live with local families and they went to school there. It was a journey which dramatically changed the lives of all the children.

**Country life** Through evacuation, many city children had their first experience of life in the countryside. They played in the woods and learnt that milk came from cows. Some evacuees had very happy times with their host families, but some were not treated well and were very homesick. In fact, the bombing didn't begin until nearly a year later and some children returned home. When the bombing did begin, the children were evacuated again. By the end of the Second World War in 1945, about 3.5 million people lived the unforgettable experience of evacuation.



### 6 Read and listen. Answer the questions.

- 1 Who ordered the evacuation in 1939?
- 2 How did the children travel?
- 3 Who travelled with them on their journey?
- 4 What did the children learn?

### 7 Can you think of any similar event in your country or around the world? Tell your friend.



## Vocabulary 2

### Verb + preposition

- 1 Explain the meaning of the phrases in the box. Use a dictionary if necessary.

worry about depend on agree about  
listen to argue about talk to wait for  
argue with participate in look forward to  
dream about agree with

- 2 Listen and repeat.

- 3 Complete the questions with the correct prepositions.

- Who do you talk ... when you have problems?
- What music do you like listening ...?
- What do you dream ... doing in the future?
- Do you usually agree ... your friends?
- Do you often participate ... activities in class?
- Which things do you argue ...?
- Do you and John agree ... anything?
- Can your friends depend ... you?



- 4 **INTERFACE** Work in pairs. Ask and answer the questions in exercise 3.

- 5 Choose the correct answers.

- My brother and I have different opinions about everything. I often **argue with** / **argue about** him.
- I'm at the train station. I'm **waiting for** / **looking forward to** a train.
- Who's on the phone? Who are you **talking to** / **participating in**?
- Pete is a nervous person. He **depends on** / **worries about** absolutely everything.

## Pronunciation

### Sentence stress

- a Listen and repeat the sentences. Which syllables have the main stress?

- Do you dream about travelling the world?
- We're looking forward to the party.
- He used to play in a band.
- He didn't have an easy childhood.

- b Listen and repeat the sentences.



## Reading 2

- 6 Look at the pictures and the title of the text. Which life change do you think the text describes?

- a) changing jobs b) going abroad

- 7 Read and listen. Check your answer.

- 8 Read the text again and answer the questions.

- Where does Aminata live now?
- Where did she use to live?
- What did Aminata think the USA would be like?
- What happened when Aminata started school?
- Who did she miss when she moved to the USA?
- Who helped her at school?
- What did Aminata start with her friends?
- What does she like about her new life?

- 9 **INTERFACE** Work in pairs. One of you is an interviewer, one of you is Aminata. Roleplay the interview using the questions in exercise 8. You can also add your own questions.



Diversity groups promote the equality of people from minority groups of all kinds, including race, gender, disability and religion. They exist in some schools and communities in the USA.



## My new life



My name is Aminata and I'm 14 years old. I live in Chicago in the USA. I used to live in Senegal in Africa but I moved here three years ago with my family. When I was younger, I used to dream about living in America, so when my parents told me we were moving I was really looking forward to it.

I thought everything would be easy here and that everyone would be kind and I'd have a good time. I didn't realize how wrong I was. When I started school, some of the other students were really awful to me. They said things like, 'Why don't you go back to where you came from?' I was shocked and upset, but I didn't listen to them.

nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

## Grammar 2

### Subject and object questions

10 Look at the questions in the table. What is the difference between them?

#### subject questions

Who helped Aminata?  
*Her new friends helped her.*  
What happened when she started school?  
*Some students were awful to her.*

#### object questions

Who did Aminata miss?  
*She missed her friends from Senegal.*  
What did she start?  
*She started a diversity group.*

11 Complete the rules with *subject* and *object*.

- When question words (*who, what*) are the ... of a question the verb forms are the same as in the affirmative.
- When question words (*who, what*) are the ... of a question the verb forms are in the interrogative.

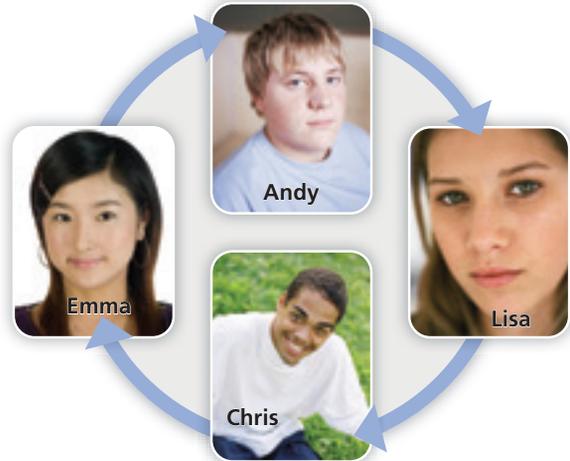


I realized that most of the students at my school were ignorant about other countries and cultures, but that isn't an excuse for treating others badly. Diversity makes the world an interesting place and we can all learn a lot from each other.

It was really hard at first because I missed my friends from Senegal, but I was lucky – I made some new friends and they helped me a lot. We started a diversity club at school to embrace the differences between others and ourselves. Being an immigrant is hard, but now I know that you should respect other people's differences.

I've also had some great experiences since I moved to the USA. The school system here is good and teenagers can be very independent. It's fun getting to know new people who enjoy my company because of who I am.

12 Look at the diagram. Match questions 1–4 with answers a–d.



- |                           |                       |
|---------------------------|-----------------------|
| 1 Who did Andy write to?  | a) Lisa wrote to him. |
| 2 Who wrote to Andy?      | b) Emma wrote to him. |
| 3 Who did Chris write to? | c) He wrote to Lisa.  |
| 4 Who wrote to Chris?     | d) He wrote to Emma.  |

13 Read the questions and answers. Which one is an object question and which is a subject question?

- What did you do yesterday?  
*I went to the cinema.*
- What happened at the cinema?  
*I couldn't get in because there were too many people.*

14 Write subject or object questions with *who* or *what* for the information in bold.

Shakespeare wrote **Romeo and Juliet**.  
*Who wrote Romeo and Juliet?*

- Shakespeare wrote **Romeo and Juliet**.
- Prince William married **Kate Middleton**.
- Prince William** married Kate Middleton.
- The Chinese built **the Great Wall** over 2000 years ago.
- The Chinese** built the Great Wall over 2000 years ago.

15 **INTERFACE** Work in pairs. Ask and answer the questions.

*Who did you speak to yesterday?*

*Who called you last night?*

**Grammar guide page 119**



## Writing

### An informal email

#### 1 Read and listen. Answer the questions.

- 1 What things are new in Megan's life?
- 2 What questions does Megan ask Elena?
- 3 Where do you think Elena lives?

#### 2 Put the things that Megan writes about in order.

- a) Elena's family
- b) her teachers
- c) a concert
- d) learning the guitar
- e) doing a sport
- f) her new school



Hi Elena!

How are you doing?

I started at my new school last month! I thought moving and changing schools would be awful, but it was OK. I'm making lots of new friends. I went to a great concert on Saturday with them – the Kaiser Chiefs played. They were brilliant!

I'm in year nine now (can you believe it?!) and I'm really enjoying my classes this year. I like my history teacher a lot and my Spanish teacher is great! He gives us loads of homework, but the classes are fun. Next time I'll write to you in Spanish! What else is new? I'm in a volleyball club and it's great fun. I used to hate sports, but volleyball is different. I'm learning the guitar too. What about you? What have you been up to?

I can't wait to hear all your news. What about your family, are they all OK? Write soon!

Lots of love,

Megan xxx

PS Here's a photo of me at the concert!



## Language focus

### Informal expressions

Hi Elena!

How are you doing? / How are things?

What's new? / What's new with you? /

What have you been up to?

Write soon! / I can't wait to hear all your news!

Love, / Lots of love, / Bye for now,

#### 3 Look at the Language focus. Match the informal expressions with formal expressions 1–4.

Dear Elena,      *Hi Elena!*

- 1 How are you?
- 2 What have you done recently?
- 3 I am looking forward to hearing all your news.
- 4 Yours sincerely,

#### 4 Put the words in order to make expressions.

- 1 doing / you / How / are / ?
- 2 hear / can't / wait / I / to / you / from / !
- 3 now / Bye / for / .
- 4 to / have / What / you / been / up / ?
- 5 else / What / new / is / ?

#### 5 Write an email to a friend describing some of the changes in your life and what you did last weekend (150–170 words).

### Writing an informal email

#### Step 1 Plan

Think about recent events in your life and make notes. Decide who you are writing to, which changes you want to describe and what you did at the weekend.

#### Step 2 Write

Write your first draft. Use Megan's email to help you. Write three paragraphs.

#### Step 3 Check

Check your writing for errors. Have you used informal expressions?

#### Step 4 Write

Write your final copy and hand in your work.

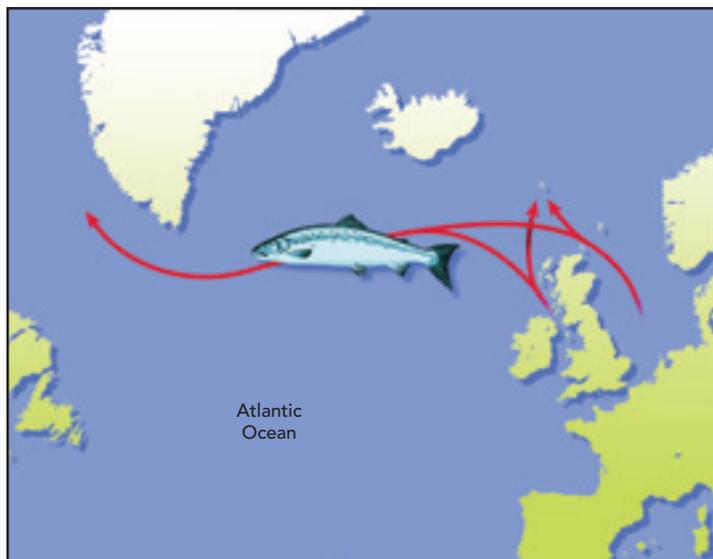
#### 6 Read your deskmate's email. Is it similar to yours?



## Science Animal migration

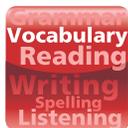
Many species in the animal kingdom migrate, including birds, fish, mammals and reptiles. They often travel great distances to reach another part of the world. Humpback whales swim more than 8,000 kilometres in one direction, while one species of bird flies 11,000 kilometres non-stop in just eight days. Animals migrate because they need to find food (some plants or animals may only be available in a certain area at particular times of the year), a better climate (the winter may be very cold) or the best place to reproduce.

The migration cycle may happen every time the seasons change, once a year, or perhaps just once in the animal's lifetime. For example, Scottish salmon are born in freshwater rivers. Then they may swim thousands of kilometres north to find food in the Atlantic Ocean. When it's time for the salmon to reproduce, it swims back to the river where it was born. After it lays its eggs there, it dies.



Read or listen to the text and answer the questions.

Why do Scottish salmon migrate?



## Vocabulary guide Life-changing events



become rich



change school



drop out of university



have an accident



get into trouble



go abroad



go for a job interview



make new friends



move house



retire



settle down



start your own business



take a gap year



win an award

### Verb + preposition

argue about  
agree about  
agree with  
argue with  
depend on

dream about  
listen to  
look forward to  
participate in  
talk to

wait for  
worry about





## Progress check

### Life-changing events

#### 1 Match 1–5 with a–e to make sentences.

- 1 Dan and Mandy moved
- 2 They decided to start
- 3 Mike made
- 4 Kathy said that she wanted to take
- 5 They got
  - a) their own business.
  - b) a gap year before university.
  - c) house last year.
  - d) new friends after he changed school.
  - e) into trouble with the police.

### Verb + preposition

#### 2 Complete the expressions with the correct prepositions.

- 1 agree ... someone
- 2 talk ... something
- 3 look forward ... something
- 4 dream ... someone / something
- 5 depend ... someone
- 6 participate ... something

### Present and past

#### 3 Choose the correct answers.

- 1 I **move** / **moved** to France three years ago.
- 2 I love cycling. I usually **go** / **went** twice a week.
- 3 Last weekend I **go** / **went** shopping but I **don't buy** / **didn't buy** anything.
- 4 What **do** / **did** you usually do at the weekend?
- 5 Peter **gets** / **got** married last week.

#### 4 Match 1–5 with a–e to make sentences.

- 1 I used to have long hair,
- 2 Paul didn't use to like football,
- 3 I used to be single,
- 4 Peter used to live in Newcastle,
- 5 We didn't use to do much exercise,
  - a) but now he's a Manchester United fan.
  - b) but now I have short hair. I got it cut 2 years ago.
  - c) but he lives in Oxford now. He moved last year.
  - d) but now we often go cycling.
  - e) but now I'm married. I got married last year.

#### 5 Complete the questions and answers with the correct form of the verbs in brackets.

- 1 Did you ... to ... (live) in a different town or city?  
Yes, I ... (live) in London, but I ... (live) in Paris now. I ... (move) here two months ago.
- 2 ... (Sue / like) vegetables?  
No, she ... (not like) them, but now she ... (be) a vegetarian. She ... (stop) eating meat last year.
- 3 What ... (Tony / do) every Saturday?  
He ... (go) swimming, but last year he ... (start) playing football. He ... (not go) swimming now.
- 4 Where ... (they / work)?  
They ... (work) at home now. They ... (work) in an office, but they ... (start) their own business earlier this year.
- 5 How often ... (Kate / go) dancing?  
She ... (go) dancing every Friday night, but she ... (not go) very often now.

### Subject and object questions

#### 6 Write subject or object questions with *who* or *what* for the information in bold. Then answer the questions.

Sally went shopping **with her friends**.

*Who did Sally go shopping with?*

*She went shopping with her friends.*

- 1 **Sally** went shopping with her friends.
- 2 Mike visited **the new museum**.
- 3 **Mike** visited the new museum.
- 4 **Jenny** saw Matt Damon's new film last week.
- 5 Jenny saw **Matt Damon's new film** last week.

### Grammar build up

1 2 3 4 5 6 7 8

#### 7 Choose the correct answers.

Nick (1) **wins** / **won** the lottery last month and now his life (2) **is** / **was** very different. Before, he (3) **gets up** / **got up** early, but now he usually (4) **gets up** / **got up** very late – yesterday he (5) **gets up** / **got up** at 12 o'clock! In his old life, he (6) **works** / **worked** very hard, but he (7) **doesn't work** / **didn't work** now. To get to work he (8) **takes** / **used to take** the bus, but last Saturday he (9) **buys** / **bought** a new car and now he (10) **travels** / **travelled** everywhere in his car. Nick (11) **doesn't have** / **didn't have** much money and he (12) **isn't** / **wasn't** very happy, but now it's a different story!



Module

2

# Literature



## In this module you will learn:

- Vocabulary** ■ Literary genres
  - Compound nouns
- Grammar** ■ Past simple and past continuous
  - Present and past tenses
- Reading** ■ *Dog Star*: a short story
  - A success story
- Speaking** ■ Talking about books
  - Asking for and giving opinions
- Writing** ■ A book review
  - Describing books
- Culture** ■ Famous writers
- CLIL** ■ Literature

Find the page numbers for:



An astronaut in space

Young people buying books

A boy working on his computer

Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.2, 4.3

## Module

# 2

# Literature



romantic  
novel  
play  
biography  
thriller

## Vocabulary 1 Literary genres

- 1** Look at the words in the box. Which literary genre is illustrated on this page? Use your dictionary to help you.

play adventure romantic novel biography  
science fiction fantasy thriller non-fiction  
poetry comic autobiography crime  
short story historical fiction

- 2**  Listen and repeat.

- 3** Look at the sentences. Which genre should each person read? There are two possible answers for one of the questions.

I love going to the theatre.  
*You should read a play.*

- 1 I enjoy books that are set in different periods, for example in the 18th century.
- 2 I prefer to read illustrated stories – I love looking at the pictures.
- 3 I like exciting stories, but not ones about crime.
- 4 I love books about real people's lives.
- 5 I like reading but I can't concentrate for long.

- 4** Choose the correct words.

- 1 My brother's really interested in space – he's always reading **crime** / **science fiction** books.
- 2 We're studying **adventure** / **poetry** by Lorca at school.
- 3 I just read a great **crime** / **fantasy** book – the main character was a dragon!
- 4 My dad's a policeman, but he hates **adventure** / **crime** novels – they remind him of work!
- 5 She wrote an **adventure** / **thriller** story about an expedition to China.
- 6 I don't enjoy stories at all – I prefer **historical fiction** / **non-fiction**.

- 5**  Listen to the conversation. Match the speakers with the last thing they read.

- |          |                       |
|----------|-----------------------|
| 1 David  | a) an adventure story |
| 2 James  | b) a comic            |
| 3 Rachel | c) a play             |

- 6**  **INTERFACE** Work in pairs. Ask and answer the questions.

*What was the last book you read? Was it good?*

*It was a science fiction book about life on Mars. It was great!*

- 7**  **CLASS VOTE** What is your favourite literary genre?



# Dog Star: a short story

by Arthur C. Clarke

Laika was barking frantically. "Quiet!" I protested as I turned over in my sleep. A moment later I was awake and cold with fear. I didn't dare open my eyes. Reason told me that there were no dogs in this world and that a quarter of a million miles of space and five years of time separated us. "Open your eyes, you fool. You're dreaming," I told myself.

I looked around the tiny room and felt lonely and sad. I remembered the first time that I saw Laika back on Earth. I found her one summer evening while I was driving to Palomar and it was impossible to leave the tiny puppy by the side of the road. I picked her up and by the time I arrived home at the astronomers' residence, I knew I wanted to keep her.

After a few months of training, she became the only dog to be allowed into the Observatory. She was beautiful and intelligent: she even seemed to understand when I was talking about stellar evolution with my colleagues.

I hated leaving her for more than a few days at a time, so she accompanied me on short journeys. On one of these trips we were staying with friends but they weren't too happy at the idea of a large dog in their home. "She's very good, she won't make a noise," I said, but in the middle of the night she woke us all up.

Laika was barking frantically and trying to get out. I raced to open the door and let her out into the foggy night. The Earth suddenly started to move and all I could think was "I never knew that earthquakes made such a noise."

The Red Cross helicopter didn't rescue me until quite late the next morning because I refused to leave Laika behind. Looking at the shattered house containing the bodies of my friends, I knew I owed her my life.

After that Laika and I were always together and we used to go on long walks in the mountains. Those walks came to an end with my transfer to the new Observatory on the Moon, because Laika couldn't go with me. Sadly, she died just a few weeks after I left.

But five years later on the far side of the Moon, Laika was barking in my dream. Her warning gave me time to put on my emergency suit and press the alarm, as the tremor cracked the Observatory walls.



## Reading 1

**8** Read the words below and check the meaning of any unknown words. What do you think the text is about?

earthquake Moon dog observatory  
space suit astronomer

**9** Read the text quickly and choose the correct answers.

- 1 The story happens ...
  - a) only on the Moon.
  - b) on Earth and on the Moon.
- 2 Laika is ...
  - a) the name of a dog.
  - b) the name of the writer's friend.
- 3 Laika saves the writer ...
  - a) once.
  - b) twice.

**10**  Read and listen to the text and put the events in the correct order.

- a) The writer took Laika on a trip to stay with friends.
- b) The writer went to the Observatory on the Moon.
- c) Laika woke up in the night and started barking.
- d) There was a tremor on the Moon.
- e) The writer found Laika by the side of a road. 1
- f) Laika died.
- g) The writer had a dream about Laika.
- h) The writer followed Laika out of his friends' house and then it fell down in an earthquake.

**11** Are the statements true or false? Correct the false sentences. 

- 1 The writer found Laika in Palomar.
- 2 Laika often went to work with the writer.
- 3 The writer was outside his friends' house when the earthquake happened so he survived.
- 4 The Red Cross helicopter rescued the writer immediately after the earthquake.
- 5 Laika died a long time after the writer went to work on the Moon.
- 6 The writer was sleeping when the tremor started on the Moon.
- 7 Laika saved the writer twice.
- 8 The writer didn't have time to press the alarm.

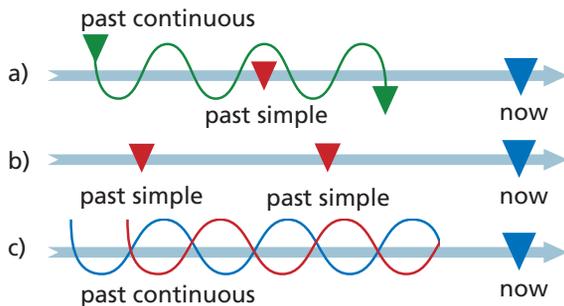
# Grammar 1

## Past simple and past continuous

### Past simple and past continuous

Laika **was barking** and **trying** to get out of the house. I **found** her while I **was driving** to Palomar. When I **got** home, I **decided** to keep her.

**1** Look at the sentences in the table. Match them to time lines a–c.



**2** Look at the sentences again. Complete the rules with *past simple* or *past continuous*.

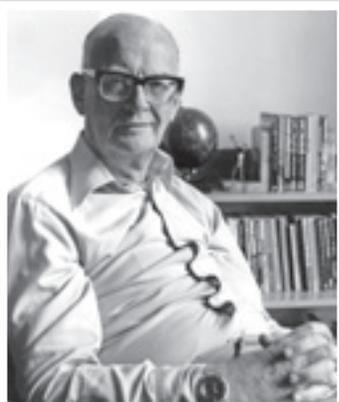
- We use the ... to describe a completed action or series of actions.
- We use the ... to describe an action in progress in the past, often interrupted by another action.
- We use the ... to talk about finished past states that lasted some time.

**3** Choose the correct answers.

- While I **wrote** / **was writing** a text message, my phone **rang** / **was ringing**.
- He **bought** / **was buying** a ticket and then he **got** / **was getting** on the train.
- Sally **arrived** / **was arriving** and then we **had** / **were having** a pizza.
- When we arrived home, Peter **listened** / **was listening** to music. He **didn't watch** / **wasn't watching** TV.
- I **walked** / **was walking** along the road when I **saw** / **was seeing** my friend.
- While they **wrote** / **were writing** the film script, the director **looked** / **was looking** for the actors.
- I **cleaned** / **was cleaning** the kitchen floor and then the dog **ran** / **was running** across it!
- Paul **made** / **was making** a model when he realized he **didn't have** / **wasn't having** any glue.

**4** Look at the verbs in brackets from the text in ex. 5. Which verbs are regular? Which are irregular?

**5** Complete the text with the correct form of the verbs in brackets. Use the past simple or the past continuous. Underline the clues in the sentences.



Arthur C. Clarke (1) *was* (be) a writer and inventor. He was born in Minehead in England in 1917. In 1936 he (2) ... (move) to London. While he (3) ... (live) in London, he (4) ... (start) writing science fiction. He (5) ... (fight) in the Second World War. He (6) ... (not write) any stories while he (7) ... (fight), but after he returned to London he wrote about some of his experiences. A magazine (8) ... (publish) his first story in 1946. He (9) ... (go) on to write more than seventy books. Clarke also (10) ... (work) on a TV series about space and on film scripts with the director Stanley Kubrik. While he (11) ... (work) on the script for *2001: A Space Odyssey*, he (12) ... (have) an idea for a sequel, so he wrote that too. Clarke (13) ... (not write) only science fiction, he also (14) ... (write) non-fiction books and scientific papers. He (15) ... (help) scientists and engineers in America to design spaceships and a global satellite system. He (16) ... (win) several scientific awards for his work. He died in 2008.

**6** Write questions for the answers. Then write two questions and answers of your own.

He was a writer and inventor. (Who ...?)

*Who was Arthur C. Clarke?*

- He moved to London in 1936. (When ...?)
- He was living in London when he started writing. (Where ...?)
- He wrote over 70 books. (How many ...?)
- A magazine published his first story in 1946. (When ...?)
- He was working on the script when he had the idea for a sequel. (What ...?)



We usually use the past simple after *when* and the past continuous after *while*.  
*When I arrived home, I did my homework.*  
*I listened to music while I was doing my homework.*

**7** Choose the correct answers.

- 1 What **did you do / were you doing** at 6.30 this morning?
- 2 What **did you do / were you doing** after you finished breakfast?
- 3 What **did you do / were you doing** last Saturday night?
- 4 What **was / was being** the last book you read?
- 5 What **did you do / were you doing** before you started this exercise?

**8**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

 **Grammar guide** page 120

**Pronunciation**

/əʊ/ /ɒ/ /ɔː/ /uː/ /ʌ/

**a**  Listen and repeat the words.

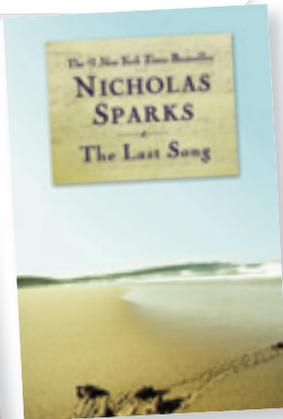
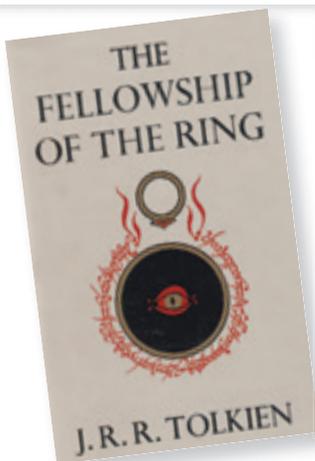
- /əʊ/ no, show, slow, won't, open
- /ɒ/ novel, body, possible, wrong, on
- /ɔː/ story, short, more, morning, awful
- /uː/ do, new, through, blue, you
- /ʌ/ London, love, under, up, tough

**b**  Listen and repeat the sentences.

**c** Write the sentences.



Ebooks are becoming more and more popular. In 2011, sales of ebooks were higher than sales of paperback books in the USA.



Books



**Listening**  
**Book or film?**

**9** Look at the pictures below. What do you think the conversation will be about?

**10**  Listen and check your answer.

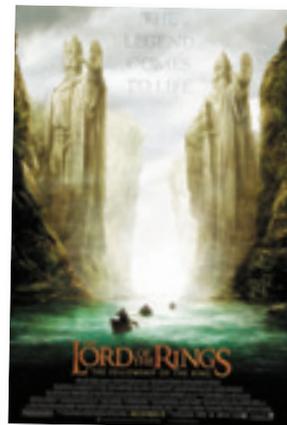
**11**  Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Mark liked the *Lord of the Rings* films.
- 2 Mark read the *Lord of the Rings* books before he saw the films.
- 3 Lydia liked the fact that the films didn't include everything in the books.
- 4 Mark preferred the book version of *The Last Song* to the film.
- 5 Mark often used to read books about teenagers growing up.
- 6 The story of *The Last Song* is about a teenage girl called Veronica whose father died when she was a child.
- 7 Lydia is interested in reading *The Last Song*.
- 8 Mark liked the book because it was about music as well as things that teenagers find interesting.

**12**  **INTERFACE** Work in pairs. Do you prefer books or films? Why?

*I prefer books because you have to use your imagination more.*

*I think films are better because you get to see lots of exciting special effects.*



Films





# Speaking

## Talking about books

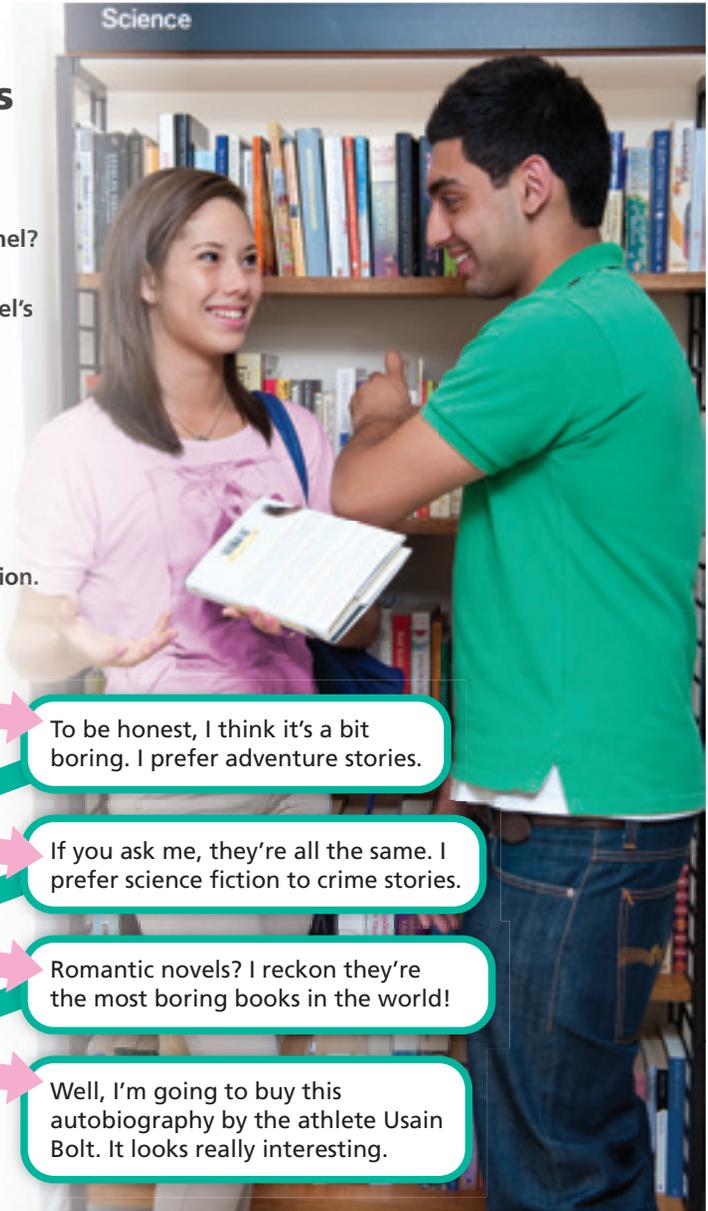
### Listen

1 Look at the picture. Where are James and Rachel?

2  Listen to the first part of James and Rachel's conversation. Choose the correct answers.

- 1 Rachel wants / doesn't want to go to the bookshop.
- 2 James wants to buy / exchange a book.
- 3 James knows / doesn't know what sort of book he wants to buy.

3  Listen to the second part of the conversation. What book does James decide to buy?



I love historical fiction. What do you think of it?

To be honest, I think it's a bit boring. I prefer adventure stories.

Yeah, they can be exciting. What about crime stories?

If you ask me, they're all the same. I prefer science fiction to crime stories.

Don't you agree that romantic novels are great?

Romantic novels? I reckon they're the most boring books in the world!

What? I don't agree at all! In my opinion, you're totally wrong.

Well, I'm going to buy this autobiography by the athlete Usain Bolt. It looks really interesting.

### Practise

4 Listen again and act out the dialogue.

5 Complete each sentence with one appropriate word. Then look at the Functional language box and check your answers.

*I reckon that comics are the most fun to read.*

- 1 To be ... , I think biographies are boring.
- 2 If you ... me, adventure stories are fascinating.
- 3 Don't you ... that crime stories are interesting?
- 4 In my ... , historical fiction is exciting.
- 5 What do you ... of thrillers?

### Functional language

#### Asking for and giving opinions

What do you think of ...?	I reckon ...
Don't you agree that ...?	In my opinion ...
To be honest, I think ...	I prefer ... to ...
If you ask me, ...	

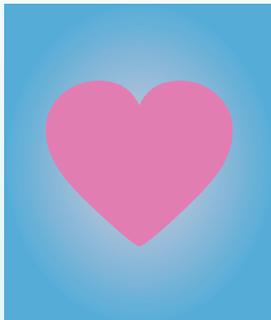
## Speaking task

Write a new dialogue between you and a friend.

### ➔ Step 1

Think about these genres. Do you like them?

Why / why not?



### ➔ Step 2

Think about which type of book you want to ask your friend about.

*What do you think of comics?*

*Don't you agree that crime stories are really interesting?*

Think about how your friend responds. Try to use different adjectives.

*I reckon they're really boring. I prefer fantasy stories.*

*If you ask me, they're brilliant / fantastic / exciting / terrifying / amazing.*

### ➔ Step 3

Write your dialogue.

### ➔ Step 4

Work in pairs. Practise your dialogues.



## Culture Famous writers

### FAMOUS WRITERS

#### Alice Walker (1944-)

Alice Walker is an African-American writer of novels, short stories and poetry. Many of her books are about problems such as racism or sexism. She is most famous for her book *The Color Purple* which won the Pulitzer Prize for Fiction, one of the most important literary prizes in the world. There is a film version of *The Color Purple*, directed by Steven Spielberg.



#### Alexander McCall Smith (1948-)

One of the most popular writers of crime fiction today is Alexander McCall Smith, creator of 'The No. 1 Ladies' Detective Agency' series. There are eleven novels set in Gaborone, the capital of Botswana. The main character is Mma Precious Ramotswe, 'the first female private investigator in Botswana'. McCall Smith is Scottish but he was born and grew up in Zimbabwe. As well as being a successful writer, he is also a professor at the University of Edinburgh and an expert in medical law.



#### Zadie Smith (1975-)

Zadie Smith is one of the most talented young British writers at the moment. Her mother is from Jamaica and her father is English and her first book, *White Teeth*, was about multi-culturalism in the modern world. She finished it in her last year at university and it immediately became a best-seller. She won several prizes for *White Teeth* and it was made into a TV series. She has written three more books since then – *The Autograph Man*, *On Beauty* and *N-W*.



#### 6 Listen and fill in the table:



Author	Nationality	Name of book(s)	What the book is about

#### 7 Read and listen. Answer the questions.

- 1 What is Alice Walker's most famous book?
- 2 How many books are in Alexander McCall Smith's series?
- 3 What was Zadie Smith's first book? Was it popular?

#### 8 Tell your partner about a very famous writer you know.



## Vocabulary 2 Compound nouns

- 1  Listen to the words in the box then explain them to your partner. Use the dictionary if necessary.

school holiday best-seller popular press  
book deal secondary school postcard  
computer program public library  
graphic novel bookshop love letter  
text message social life audiobook

- 2 Copy and complete the table with the compound nouns from exercise 1.

noun + noun	adjective + noun
book deal	social life

- 3 Complete the sentences with compound nouns from exercise 1.

The author was very happy when the publishers offered her a good *book deal*.

- Can I borrow your mobile phone? I want to send a ... to a friend.
  - I bought three books and a comic in the ....
  - Lucy is a member of a ... . She usually borrows some books every week.
  - I've got an ... by Isabel Allende. I listen to it on the bus. It helps me to improve my Spanish.
  - After I leave ... I want to go to university.
- 4 Form compound nouns using one word from box A and one word from box B. Then match them with definitions 1–5.

A school graphic love computer post	B card program holiday letter novel
---	---

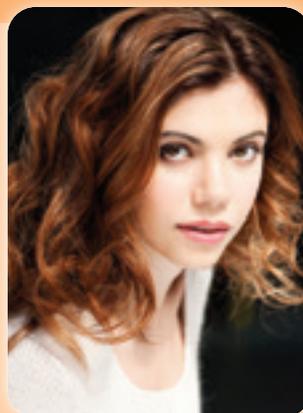
- a holiday from school
  - a program for your computer
  - a letter that you write to someone you love
  - a novel that is drawn
  - a card that you can send in the post
- 5  **CLASS VOTE** Do you prefer to buy books or to borrow them from a public library?



## Reading 2

- 6 Look at the picture and the title of the text. Which of these things do you think is not true about Alexandra?
- She has written a best-seller.
  - She doesn't have time for friends.
- 7 Read and check your answers.
- 8 Read the text again and answer the questions.
- Were Alexandra's first three books successful? How do you know?
  - Where is she from?
  - How old was Alexandra when she wrote her first book?
  - What is different about her fourth book?
  - What has she learnt since writing her first book?

## A success story



**Alexandra Adornetto** is currently writing her sixth book. There's nothing unusual about that, you might think. However, Alexandra is only 21 years old. Before she turned 16, she published three best-sellers for children and she

became a successful author in her home country, Australia.

Alexandra wrote her first novel when she was just 13. After she wrote about half of it and revised it, she decided she was ready to get a book deal. She made a list of publishers and sent it to them. She was confident that they would accept her books – and she was right. Two years later she published her book *The Shadow Thief*. After that, she wrote two more books, *The Lampo Circus* and *Von Gobstopper's Arcade*.

Next, she decided to write a love story for teenagers because it was something she wanted to do for a long time.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 2

## Present and past tenses

**1** What tenses are the underlined verbs? Write present simple, present continuous, past simple or past continuous.

Why are you wearing that silly hat?

*present continuous*

- I always wear a hat in the sun.  
\_\_\_\_\_
- Did you get it in Florida?  
\_\_\_\_\_
- Yes, I bought it at a market.  
\_\_\_\_\_
- What were you doing in Florida?  
\_\_\_\_\_
- My parents took me there on holiday.  
\_\_\_\_\_
- Do you go there every year?  
\_\_\_\_\_
- No. We went there last year because my uncle was living there.  
\_\_\_\_\_
- Where's he living now?  
\_\_\_\_\_
- Scotland. I want to go there for New Year.  
\_\_\_\_\_

**2** Match the sentence beginnings with the endings. Then complete the beginnings with the correct form of the verbs in brackets.

- |   |                                     |
|---|-------------------------------------|
| 1 While I <i>wasn't looking</i> (not look), | <input checked="" type="checkbox"/> |
| 2 What _____ (you / do)                     | <input type="checkbox"/>            |
| 3 She _____ (drop) all the plates           | <input type="checkbox"/>            |
| 4 He always _____ (wear) a suit and tie     | <input type="checkbox"/>            |
| 5 Look at them! They _____ (smile)          | <input type="checkbox"/>            |
| 6 I _____ (crash) the car last year         | <input type="checkbox"/>            |
| 7 Josie _____ (not speak) today             | <input type="checkbox"/>            |

So, how does Alexandra manage to write and still enjoy her life? She works hard at making time for friends and other interests. 'I didn't know how to balance everything when I was writing my first book,' she explained. 'Now, I've learnt to maintain a social life and do other things. I work in the morning and go out with friends at night'

- because I was driving too fast.
- because someone is taking their photo.
- my little sister hid my keys under my bed.
- when he goes to work.
- because she's got a sore throat.
- when she heard the terrible news.
- when you found the scorpion in your tent?

**3** Complete the text with the correct form of the verbs in brackets. Use the present simple, present continuous, past simple or past continuous.

Last summer, I (1) *was staying* (stay) in my little house by the sea when something very strange (2) \_\_\_\_\_ (happen). I (3) \_\_\_\_\_ (watch) the sunset when, suddenly, a boy of about ten (4) \_\_\_\_\_ (appear) from nowhere. He (5) \_\_\_\_\_ (hold) a big white towel and his hair was wet. I (6) \_\_\_\_\_ (notice) a chain around his neck with the letter 'C' on it.



He said, 'My sister, Gaby, swam out to Burnt Island. Now she (7) \_\_\_\_\_ (try) to swim back, but the current is very strong. She (8) \_\_\_\_\_ (drown). Please do something.'

I (9) \_\_\_\_\_ (go) to my boat but the boy (10) \_\_\_\_\_ (not come) with me. Suddenly, he wasn't there. I (11) \_\_\_\_\_ (take) the boat towards Burnt Island and (12) \_\_\_\_\_ (find) Gaby. She (13) \_\_\_\_\_ (not swim) and she (14) \_\_\_\_\_ (lie) with her face in the water. I (15) \_\_\_\_\_ (pull) her into the boat. She was very weak, but she was alive. 'Thank you,' she said, 'I (16) \_\_\_\_\_ (drown). You (17) \_\_\_\_\_ (save) my life.'

'Your brother did,' I (18) \_\_\_\_\_ (answer). 'He (19) \_\_\_\_\_ (tell) me to help you.'

Gaby (20) \_\_\_\_\_ (start) to cry. 'I haven't got a brother,' she said. 'Charlie (21) \_\_\_\_\_ (drown) near Burnt Island last year. He was only ten years old. I (22) \_\_\_\_\_ (think) about him every day. This was his chain. I always (23) \_\_\_\_\_ (wear) it now.' She (24) \_\_\_\_\_ (show) me the chain around her neck. It was the same chain as the boy's.



## Writing A book review

### 1 Read and listen. Answer the questions.

- 1 What kind of book is *The Giver*?
- 2 What is the name of the author? And the main character?
- 3 What prize has the book won?
- 4 Did Martin like it?

### 2 Read the review again and match descriptions 1–3 with a–c.

- 1 Introduction
  - 2 Main paragraph
  - 3 Conclusion
- a) Say if you recommend the book or not and who you recommend it to.
- b) Give basic information about the book: author, genre, setting, publication date, prizes, general story.
- c) Say who is / are the main character(s) and describe the main aspects of the plot.

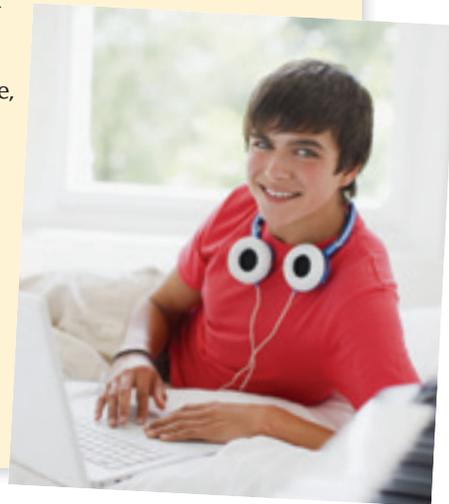
### *The Giver*

*The Giver* is an enjoyable book that also makes you think. It is a science fiction story by American author Lois Lowry, published in 1993. It won the Newberry Medal and it has sold millions of copies worldwide. It is set in a future society where people feel no emotion and all live similar lives which are controlled by society.

It tells the story of a boy called Jonas. The story starts when the main character, Jonas, is chosen to become the new 'Receiver of Memory' – the person who keeps all past memories. As Jonas receives the memories, he discovers that people are only happy because they know nothing about a better life. Then Jonas has to make a decision: should he stay and live a life without emotion or knowledge, or should he try to find a place where he can live happily?

In conclusion, I would recommend this book. I liked it because it makes you think about our society. If you like science fiction stories and interesting ideas, then you will enjoy it.

Martin



### 4 Write a review of a book you enjoyed (150–170 words).

## Language focus

### Describing books

It was written by ...  
 It was published in ...  
 It is set in ...  
 The book tells the story of ...  
 The main characters are ...  
 The story starts when ...  
 In conclusion ...  
 I liked it because ...  
 If you like ... then you will love it.

### 3 Order the words to make sentences.

- 1 recommend / would / conclusion / definitely / book / In / I / this .
- 2 The / characters / are / called / main / Ryan and Seth / two teenagers .
- 3 liked it / because / I / it is about / problems / have / teenagers .
- 4 The / about / is / story / Ryan / the first time / falls in love .
- 5 set / in London / The book / is / in the 1980s .

## Writing a book review

### Step 1 Plan

Choose a book to write about. What genre is it? What happens in the book? Why did you like it? Make notes.

### Step 2 Write

Write a first draft. Follow the paragraph structure in the text.

### Step 3 Check

Check your work. Check you have organized it into paragraphs. Have you included a recommendation?

### Step 4 Write

Write your final copy and hand in your work.

### 5 Read your friend's book review. Does it follow the paragraph structure? Does it have a recommendation?

# CLIL Literature

## Literary devices

Journalists, novelists, playwrights and poets often use literary devices to make their writing more interesting. Here are some examples:

**Alliteration** is the use of the same letter or sound at the beginning of a sentence. Look at these newspaper headlines:

**'Strong Storms Strike Stratford!'**

**'Bold Burglar Breaks into Burning Building!'**

**Onomatopoeia** is the use of words such as 'buzz' and 'thud' that sound like the noise which they refer to.

*Hark! Now I hear them – Ding, dong, bell.*



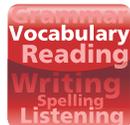
Read or listen to the information and answer the question.

When Shakespeare's character Hamlet says, 'I must be cruel to be kind', what literary device does he use?

In this example from William Shakespeare's *The Tempest*, 'Ding, dong' is onomatopoeic because it describes the sound that the bell makes.

A **paradox** is a statement consisting of two ideas that seem to mean the opposite of each other. Charles Dickens began his novel *A Tale of Two Cities* with a paradox:

*It was the best of times,  
it was the worst of times.*



## Vocabulary guide

### Literary genres



adventure



autobiography



biography



comic



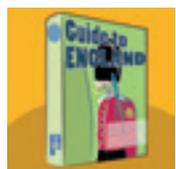
crime



fantasy



historical fiction



non-fiction



play



poetry



romantic novel



science fiction



short story



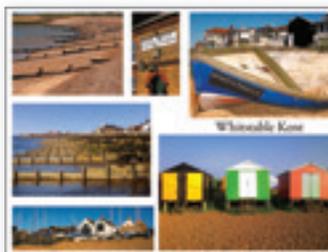
thriller

### Compound nouns

postcard  
audio book  
best-seller  
book deal  
bookshop  
computer program

graphic novel  
love letter  
popular press  
public library

school holiday  
secondary school  
social life  
text message





## Progress check

### Literary genres

#### 1 Write the name of a genre for each definition.

- 1 A book someone writes about their life.
- 2 A book someone writes about another person's life.
- 3 A story that shows a lot of imagination and is very different from real life.
- 4 A book about imaginary future events, often about life in space.
- 5 A book that contains stories told in a series of pictures.
- 6 A book where a detective tries to solve a mystery.

### Compound nouns

#### 2 Complete the sentences with the compound nouns in the box.

popular press book deal postcards  
graphic novels best-seller

- 1 I like reading ... because I like looking at the art too.
- 2 What sort of newspapers do you prefer, the ... or serious papers like *The Times*?
- 3 I always write ... when I'm on holiday to send to my friends.
- 4 That book sold millions of copies. It was a ...
- 5 Did the author manage to get a ... with a publisher?

### Past simple and past continuous

#### 3 Choose the correct answers.

Last Saturday I (1) **decided** / **was deciding** to go into town because I (2) **wanted** / **was wanting** to buy a book. I (3) **went** / **was going** to my favourite shop. While I (4) **looked** / **was looking** for a book I (5) **noticed** / **was noticing** a man. He (6) **sat** / **was sitting** at a desk and he (7) **signed** / **was signing** copies of books. Suddenly I (8) **realized** / **was realizing** that the man was one of my favourite authors! I (9) **bought** / **was buying** his new book and (10) **asked** / **was asking** him to sign it. Now I have a signed copy of his book!

#### 4 Write questions for the answers. Use the past simple or past continuous.

- 1 I was watching TV at 7 o'clock last night. (What ...?)
- 2 I went to the cinema on Saturday. (Where ...?)
- 3 I read an adventure story last week. (When ...?)
- 4 We were listening to some music when Kate arrived. (What ...?)
- 5 I was talking to my mother when my mobile phone stopped working. (Who ...?)
- 6 They bought three comics yesterday. (When ...?)

### Present and past tenses

#### 5 Write sentences using the present simple, present continuous, past simple or past continuous.

- 1 Nicky / watch a DVD / when / her friend / arrive.
- 2 I / look for my friends / now.
- 3 We / not relax / at the moment.
- 4 Maggie / go swimming / twice a week.
- 5 They / not usually eat / meat.
- 6 While / they / swim / they / see a shark.

### Grammar build up

1 2 3 4 5 6 7 8

#### 6 Choose the correct words.

Todd Endris (1) **works** / **is working** in a laboratory, but he usually (2) **goes** / **is going** surfing in his free time. He loves (3) **surfing** / **surfed**! One day last summer while he (4) **is surfing** / **was surfing** at Marina Beach, an enormous white shark (5) **attacked** / **was attacking** him. Todd (6) **hit** / **was hitting** the shark on the nose, but it (7) **didn't release** / **wasn't releasing** him. He (8) **got** / **was getting** desperate when suddenly six dolphins attacked the shark and Todd escaped. Two other surfers helped Todd to the beach and (9) **call** / **called** an ambulance. Todd (10) **was** / **were** in hospital for a long time, but he recovered. After a shark attack most people are (11) **frightening** / **frightened** of surfing again, but not Todd. What (12) **does he do** / **is he doing** at the moment? Surfing, of course!



## Module

# 3

# The world around us



### In this module you will learn:

**Vocabulary** ■ Saving environmental resources

- Prefixes

**Grammar** ■ Present perfect + for / since / how long?

- Present perfect and past simple
- Time expressions with the present perfect: *still, yet, already, just*

**Reading** ■ A life without rubbish

- Feeding our cities

**Speaking** ■ Making a list

- Prioritizing ideas

**Writing** ■ An opinion essay

- Linkers of addition and result

**Culture** ■ Famous green organizations

**CLIL** ■ Music

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3

Find the page numbers for:



A girl recycling

Two girls shopping

A skyscraper

# Module

# 3

# The world around us



1



2



3



4



mend old clothes  
save water  
ride a bike

## Vocabulary 1

### Saving environmental resources

- 1 Look at the words in the box. Which activities can you see in pictures 1–4? Use your dictionary to check the meaning of the other words.

install solar panels   share car journeys  
recycle packaging   ride a bike   save water  
turn off lights   compost food waste  
use rechargeable batteries   insulate windows  
travel by public transport   mend old clothes

- 2  Listen and repeat.

- 3 Complete the sentences with activities from exercise 1.

- I like to ... so I take the bus to school.
- We're going to ... the ... in my bedroom. Then it won't be so cold in winter.
- My brother always has a shower instead of a bath to ...
- I always ... lights when I leave the room.
- Our neighbours ... their food ... instead of throwing it away.
- I prefer to ... rather than buying new ones.

- 4 Order the letters to complete the quiz. Then answer the questions.

- Sharing ... (*rac ynjuores*) is cheaper than having your own car. How much money can you save every year?  
a £50   b £650   c £1000
- Which type of packaging is it most difficult to ... (*lyerccce*)?  
a plastic   b paper   c aluminium
- Not enough people use ... (*grecbleearha tabseter*) in their electronic equipment. What percentage of batteries sold in the UK are rechargeable?  
a 5%   b 15%   c 60%
- How many people ... (*drie a ebik*) to work every day in London?  
a 200   b 9,000   c 1 million
- Installing ... (*ralos naslep*) is an environmentally friendly way to generate energy. How many square metres of them are there in the world?  
a 4 million   b 90 million   c 180 million

ANSWERS 2 a 3 a 4 b 5 c

- 5  Listen to Rachel and David. What do they think is the best way of saving resources?

- 6  **INTERFACE** Work in pairs. Which of the activities in exercise 1 do you think is the most important way of saving resources?

*I think insulating windows is the most important way of saving resources. Do you agree?*



## Reading 1

**7** Do you think it's possible to live rubbish-free?

# A life without RUBBISH

How much rubbish do you throw away every day? Go on, be honest! If you're like most people, then you probably don't recycle that much. But could you imagine not producing any rubbish at all? Impossible? The Reid family – Dave and his wife Lisa and their daughter Rosie (14) and son Andy (10) – decided to prove it was possible.

Like most people, the Reids didn't use to recycle much. Then, last January they decided to go rubbish-free for a year. Since then, they've reduced their rubbish to a minimum and Lisa is writing a blog about their experience.

They've recycled as much as possible for the past few months. Their local council collects paper, tins and plastic bottles and the Reids take glass, aluminium and cartons to a recycling depot. They compost vegetable waste too.

They've started growing a lot of their own fruit and vegetables. They've learnt new skills too – Lisa now makes her own soap, toothpaste and cheese. Dave and Rosie have just been on a course to learn about repurposing things, or making new things from old items. Dave's already made a lamp from pieces of old metal and Rosie is making a chair for her bedroom from a bicycle. They've also started mending their old clothes instead of buying new ones.



The Reids have started growing their own fruit and vegetables.

'Getting new things is difficult,' explains Andy. 'All my friends buy new mobile phones, computer games and CDs, but they've all got lots of packaging.' Both Rosie and Andy now download all their music and films from the internet and they're members of Freecycle.\* 'I got my mobile phone from there,' says Rosie. 'It's really cool. I also swap computer games with my friends. It's a good idea because we all have fun and we spend less.' For Andy the hardest thing was not eating fast food. 'My friends go to burger bars a lot, but fast food has got so much packaging!' Both the kids think it's possible to live a greener life and still have fun. 'With a bit of planning, you can do it,' they say.

The Reids are optimistic about the future. Since they started on January 6th, they've reduced their rubbish dramatically. They only have one small box of rubbish. 'I think we're going to continue even after the year finishes,' says Dave. 'We're making a difference and that's a fabulous feeling.'

\*Freecycle = an online organization where people offer things they don't use any more to other members.



**8**  Read and listen. Put the information in the order that it appears in the text.

- 1 Rosie got her mobile phone from Freecycle.
- 2 Lisa makes her own soap.
- 3 The Reids went rubbish-free.
- 4 The family compost vegetable waste.
- 5 They only have one box of rubbish.

**9** Read the text again. Are the sentences true or false? Correct the false sentences.

- 1 Lisa is writing a diary about their experience.
- 2 The local council collects paper and tins.
- 3 Dave has made a table from old metal.
- 4 Andy goes to burger bars with his friends.
- 5 They think they'll continue the project.

**10** Match 1–5 with definitions a–e.

- |                 |  |
|-----------------|--|
| 1 prove         | a) a substance you use with water to wash your body          |
| 2 local council | b) more environmentally friendly                             |
| 3 soap          | c) exchange  |
| 4 swap          | d) the organization of politicians who govern a city or town |
| 5 greener       | e) provide evidence to show the truth                        |



The average American throws out 2 kilograms of rubbish every day. That's almost twice as much as 40 years ago.

# Grammar 1

## Present perfect

### present perfect + for / since / how long ...?

They've **recycled** as much as possible **for** the past few months.

**Since** January, they **have reduced** their rubbish dramatically.

**How long have** they **lived** rubbish-free?

- 1** Look at the sentences in the table. Complete the rules with the words in the box.

since    how long    for

- We use ... + present perfect to ask about the duration of the action.
- We use ... to talk about a period of time.
- We use ... to talk about a point in time.

Language

Tip

We can also use *since* with the past simple.

*I've learnt a lot since I started.*

*Since I left school, I've worked in an office.*

- 2** Complete the sentences with the correct form of the verbs in brackets. Use the present perfect.

*I have walked* (walk) to school instead of taking the bus since September.

- They ... (not recycle) much for the past two weeks.
- Maggie ... (be) rubbish-free for a month.
- ... (John / turn off) the lights?
- I ... (not swap) CDs with my friends for months.
- My mum (share) car journeys with our neighbour for two years.



- 3** Complete the sentences with *for* or *since*.

We've had our blog *for* six months.

- I have learned a lot ... I started this project in May.
- They have grown their own vegetables ... two years.
- Anna has tried to recycle more ... last month.
- Mark has known about the project ... three days.
- I've been cycling to school ... January.

- 4** Write questions. Use *How long ...?*

you / know / your best friend ?

*How long have you known your best friend?*

- you / be / at this school?
- you / have / this book?
- you / know / about recycling?
- you / live / in your house?
- you / study / English?

- 5** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 4. Use *for* and *since*.

*How long have you known your best friend?*

*I've known her for six years.  
We met at primary school.*

### present perfect and past simple

They **started** the project in January.

They've **started** to grow their own food.

Last July, they **decided** to go rubbish-free for a year.

I've **decided** to recycle more.

- 6** Look at the sentences in the table. Complete the rules with *past simple* or *present perfect*.

- We use the ... to talk about complete actions at a definite time in the past.
- We use the ... to talk about experiences or actions in the past when we don't mention the exact time.

- 7** Choose the sentence with the same meaning.

- I've lived in Spain for ten years.
  - I live in Spain now.
  - I don't live in Spain now.
- I lived in France for ten years.
  - I live in France now.
  - I don't live in France now.
- He's had his computer for two weeks.
  - He got the computer two weeks ago and he has it now.
  - He owned a computer for two weeks but now he doesn't have one.
- I read that book.
  - I finished it in the past.
  - I did this at an indefinite time in the past.
- I've read that book.
  - I finished it at a definite time in the past.
  - I read it at an indefinite time in the past and the experience is relevant now.

**8** Complete the text with the correct form of the verbs in brackets. Use the past simple or the present perfect.



My friend Suzy is really green. She (1) *has recycled* (recycle) as much as possible for years. Last year she (2) ... (write) a great article for the school magazine about recycling. Since then, the students (3) ... (try) to recycle all the paper and plastic we use at school. We (4) ... (not throw away) any paper since then!

For the past year, Suzy (5) ... (buy) green presents for everyone. For my last birthday she (6) ... (buy) me some organic chocolate and a Fairtrade T-shirt. The chocolate (7) ... (be) delicious and I (8) ... (wear) the T-shirt a lot since I got it. I (9) ... (wear) it last week to a party and everyone (10) ... (think) it was great. I'm going to try and be greener this year like Suzy!

**present perfect + just**

Dave and Rosie **have just** been on a course. Lizzie **has just** bought a new bike.

**9** Look at the sentences in the table. What does *just* mean? How do you say the sentences in your language?

**10** Write sentences with *just*.

John / speak / to his sister.

*John has just spoken to his sister.*

- 1 Martin / buy a computer.
- 2 Our teacher / ask / a question.
- 3 Maggie / win / the race.
- 4 Simon and Sue / wake up.
- 5 Kate / see / her friend.

**Grammar Guide page 121**



In Britain, everyone has recycling bins. They are collected once a week and recycling is now compulsory in some areas. The average recycling rate for the country is 27 per cent.



## Listening Buy Nothing Day



**11** Look at the pictures. What do you think Buy Nothing Day is?

- a) An event which highlights the environmental consequences of shopping.
- b) An event which encourages people to stop shopping completely.



**12** Listen and check your answers.

**13** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 If you participate in Buy Nothing Day, you don't buy anything for 12 hours.
- 2 Buy Nothing Day is on the last Saturday in November.
- 3 Buy Nothing Day is an international event that happens in many countries.
- 4 At swap days, people sell items that they don't use.
- 5 At workshops in Brighton, people learned to make presents from rubbish.
- 6 On Buy Nothing Day some participants write to supermarkets to ask them to use less packaging.
- 7 Paper packaging is damaging for the environment because it doesn't decompose.

**14** **CLASS VOTE** Would you participate in Buy Nothing Day? Why / Why not?

**15** **INTERFACE** Ask and answer the question.

*Do you think shopping is always bad for the environment?*



# Speaking Making a list

## Listen

1 Look at the picture. What are David and James doing?

2  Listen to the first part of David and James's conversation. Are the statements true or false?

- 1 James wants to make a list of things they can do to save money.
- 2 James wants to take the bus to school instead of walking.
- 3 David says they need the light on.



3  Listen to the second part of the conversation. What three things do David and James decide to do?

It's important to save energy.

Yes. We can watch less TV. That will save energy.

Oh! I'd rather use the computer less than watch less TV.

We can do both, but I think recycling is more important.

I don't agree. I think recycling is as important as saving energy.

Do you? For me, the most important thing is travelling by public transport.

Let's recycle packaging. Then we'll have less rubbish.

Yeah, that's really important. OK, so let's try those three things ... saving energy, travelling by public transport and recycling packaging.



## Practise

4 Listen again and act out the dialogue.

5 Match meanings 1–4 with sentences a–d in the Functional language box.

- 1 In my opinion, these two things are equally important.
- 2 My preference is the first thing, not the second.
- 3 In my opinion, one thing is greater in importance.
- 4 I think this thing is the top priority.

6 Write sentences to give your opinion.

- 1 think / install solar panels / as important / recycling.
- 2 for me / most important thing / reduce / my carbon footprint.
- 3 rather / save water / watch less TV.
- 4 think / buying fewer things / more important / saving energy.

### Functional language

#### Prioritizing ideas

- a) For me, the most important thing is recycling. ↑
- b) I think recycling is more important than saving energy. ↑
- c) I think recycling is as important as saving energy. ↔
- d) I'd rather use the computer less than watch less TV. ↑

## Speaking task

Write a new dialogue between you and a friend.

### ➔ Step 1

Think about different ways of helping the environment and choose your favourite ideas. How will you prioritize them?



### ➔ Step 2

Think about what you will suggest.

*I'd rather buy less packaging than ...  
For me the most important thing is ...*

Think about how your friend responds.

*I agree.*

*I don't agree.*

*Oh, I think recycling is more important than ...*

### ➔ Step 3

Write your dialogue.

### ➔ Step 4

Work in pairs. Practise your dialogues.



## Culture Famous green organizations

### Freecycle

#### What is Freecycle?

Freecycle is an online network where people give and get things for free. Its aim is for people to reuse things in order to reduce rubbish and the amount of things that go to landfill. It exists in 110 countries around the world. There are now 4,951 local groups with 8,500,000 members. It is a non-profit group and it's free to join.

#### History

On 1st May 2003, Deron Beal started the Freecycle Network™ in Tucson, Arizona (USA). Deron worked for a small recycling organization. Often they were given unwanted items and Deron used to drive around the area offering them to local non-profit groups. He thought there had to be a better way of informing people what was available. He set up the first email group. It soon spread to other areas and then other countries. As a result, the organization now keeps around 850,000 kilos a day out of landfill – that's 13 times the height of Mt. Everest!

#### How to Freecycle

Find your local group online and join. Before buying anything new, check if anyone in the group has one they want to give away. Before you throw anything out, offer it to the group. Post your offer or request online. Arrange with the other person when to collect it. It's that simple!



#### 7 Listen and fill in the table:

name of organisation	number of countries	when it started	where it started	how can you offer



#### 8 Read and listen. Answer the questions.

- Do you have to pay to join Freecycle?
- How many people are members?
- How long has the network existed?

#### 9 Is there a Freecycle group in your area?

overeat  
recycle  
underpay  
misplace

## Vocabulary 2

### Prefixes



I need to reorganize!



I think I misunderstood



I've overeaten!



Oh no! It's undercooked!

- 1** Look at the pictures. Then match prefixes 1–4 to meanings a–d.
- |          |                                     |
|----------|-------------------------------------|
| 1 re-    | a) do something to excess           |
| 2 mis-   | b) do something again               |
| 3 over-  | c) do something less than necessary |
| 4 under- | d) do something incorrectly         |

- 2** Look at the verbs in the box. Use your dictionary to check the meaning of any unknown words. How do you say these words in your language?

reorganize underpay overcrowd  
misplace recycle overeat misunderstand  
underestimate misinform undercook  
underuse replace overpopulate replay

- 3**  Listen and repeat.

- 4** Complete the sentences with the verbs in the box.

overcrowded replace misplaced  
underestimate

- The radio is broken. We need to ... it.
- There were too many people there, it was ...
- I have ... my bag. I can't find it anywhere.
- Don't ... Ellen, she's more intelligent than she appears to be.

- 5**  **INTERFACE** Work in pairs. Ask and answer the questions.

Do you ever replay songs again and again? Which ones?



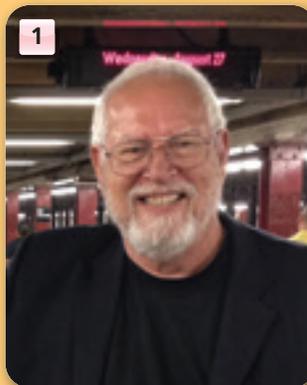
## Reading 2

- 6** Look at picture 2 and the title of the text. What do you think the building is for?

- Providing more places to live.
- Producing food for the city inhabitants.



## Feeding our cities



**O**ur cities are overcrowded places. They are ecological nightmares because they use huge amounts of resources. Nowadays, more people live in cities than in the country, so one of the biggest problems is providing food. As food isn't grown in cities, it must be transported over long distances. Scientists have been aware of the problem for years, but they still haven't found a solution.

Professor Dickson Despommier, of Columbia University in the USA, is convinced that farms in skyscrapers could be the solution. In many cities, people have already built vertical gardens – gardens that grow up walls. Despommier's idea takes this one step further. The idea would be to replace traditional skyscrapers with special skyscrapers that contain farms. The farms would produce crops, chicken and fish in a controlled environment using existing technology. Not only that, they could recycle the water that people use. Solar power could provide all the heat and electricity.

This means that everyone in cities could get enough food and safe, clean water. Vertical farms could also be built in countries that don't have any agriculture, such as Iceland, and countries with big populations such as India and China.

Despommier has designed a prototype, but he hasn't been able to build a vertical farm yet. He is sure his idea would be successful. He believes that at the moment technology is underused and we could make our cities more environmentally-friendly and greener places to live with very little effort. It would surely be a mistake not to try.



**7**  Read and listen. Check your answer.

**8** Read the text again and answer the questions.

- 1 Do more people live in cities or in the country?
- 2 Why does food have to be transported to cities?
- 3 What does Despommier think is the solution?
- 4 What things could the farms produce?
- 5 Where would the heat and electricity for these farms come from?
- 6 In which countries are the farms needed most?

## Pronunciation

### Word stress

**a** How many syllables do these words have? Which syllable is stressed?

organize	populate
reorganize	overpopulate
organization	population
environment	insulate
environmental	insulation

**b**  Listen, repeat and check your answers.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Time expressions with the present perfect

#### present perfect + *still* / *yet* / *already*

They **haven't found** a solution **yet**.  
People **have already built** vertical gardens.  
Despommier **still hasn't built** a prototype.  
**Have** they **found** a solution **yet**?

**9** Look at the sentences in the table. Choose the correct answers to complete the rules.

- a) We use **yet** / **already** in positive sentences. It goes before the main verb.
- b) We use **yet** / **already** in negative sentences and questions. It always goes at the end of the sentence.
- c) We use **still** / **already** in negative sentences. It goes before the auxiliary verb.

**10** Choose the correct answers.

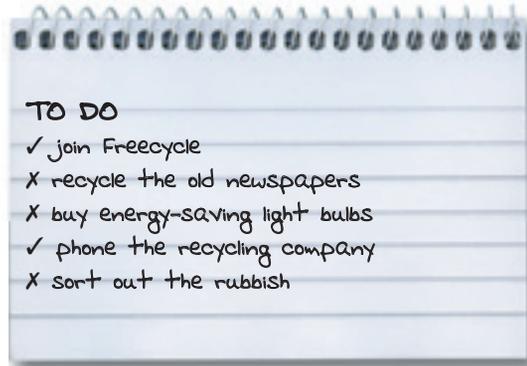
- 1 We have **already** / **still** taken 50 kilos of glass for recycling.
- 2 Have you made the list **yet** / **still**?
- 3 Peter **already** / **still** hasn't phoned.
- 4 They haven't arrived **already** / **yet**. They should be here soon.
- 5 They have **yet** / **already** been to the supermarket.

**11** Look at Jack's list and write questions. Then answer the questions using the words in brackets.

*Has he joined Freecycle yet?*

(already) *Yes, he has already joined Freecycle.*

- |           |             |
|-----------|-------------|
| 1 (still) | 3 (already) |
| 2 (yet)   | 4 (yet)     |



**12** Write a list of things you have done recently and things you want to do this weekend.

- see the Brad Pitt film
- buy a new mobile phone

**13**  **INTERFACE** Work in pairs. Ask and answer questions about your lists. Use *still*, *yet* and *already*.

*Have you seen the new Brad Pitt film yet?*

*Yes, I've already seen it. I went last week.*

 **Grammar guide page 121**



## Writing An opinion essay



**1**  Read and listen. Answer the questions.



- 1 Why do people produce more rubbish now?
- 2 Why don't people recycle?
- 3 Is recycling compulsory in all cities in Britain?

**2** Read the text again and complete the table.

Paragraphs where the writer gives an opinion	1 and ...
Words / phrases for giving an opinion	In my opinion, ...
Number of arguments	
Words / phrases used to introduce the arguments	
Words / phrases for summarizing	

## Language focus

### Linkers of addition and result

- + Landfill sites are filling up quickly. **What's more**, they are ugly and dangerous.
- + Compulsory recycling is good for the environment. **Furthermore**, it is good for local councils.
- Recycling is not obligatory. **Consequently**, many people do not recycle at all.
- In some cities, recycling is compulsory. **As a result**, recycling has increased dramatically.

**3** Choose the correct linker.

In some countries such as Switzerland people have to pay for each bag of rubbish. (1) **What's more** / **As a result** they throw away as little rubbish as possible. (2) **What's more** / **Consequently**, the local council has made recycling free. (3) **Furthermore** / **Consequently**, people recycle more. (4) **As a result**, / **Furthermore**, the Swiss recycle 90% of their glass. (5) **Furthermore** / **As a result**, the Swiss recycle more than the British.

**Recycling should be compulsory. Do you agree?**

At present, recycling is not obligatory in most countries. Consequently, many people do not recycle at all. In my opinion, it would be better for the environment if people had to recycle.

Firstly, people produce more rubbish now than in the past because we use a lot more packaging. Our landfill sites are filling up very quickly. What's more, these landfills are ugly and dangerous for wildlife. Secondly, although most cities and towns collect recycling, people still don't recycle because they are too lazy. Making it compulsory is the only way to ensure people always recycle. In some cities in Britain, recycling is now compulsory. As a result, the amount of recycling has increased dramatically and the local councils are spending less on landfills. This experience has shown that obligatory recycling produces good results.

In conclusion, I believe compulsory recycling would be good for the environment. Furthermore, it would also be good for local councils because it is cheaper.

**4** Write an opinion essay (150–170 words).

'People should pay for each bag of rubbish they throw away.' What is your opinion?

**5** Read your friend's essay. Does it have linkers?

## Writing an opinion essay

### Step 1 Plan

Decide your opinion. Why do you think it's a good or a bad idea? Make notes.

### Step 2 Write

Write your first draft. Organize your essay into three paragraphs.

### Step 3 Check

Check your writing for errors. Have you used linkers from the Language focus?

### Step 4 Write

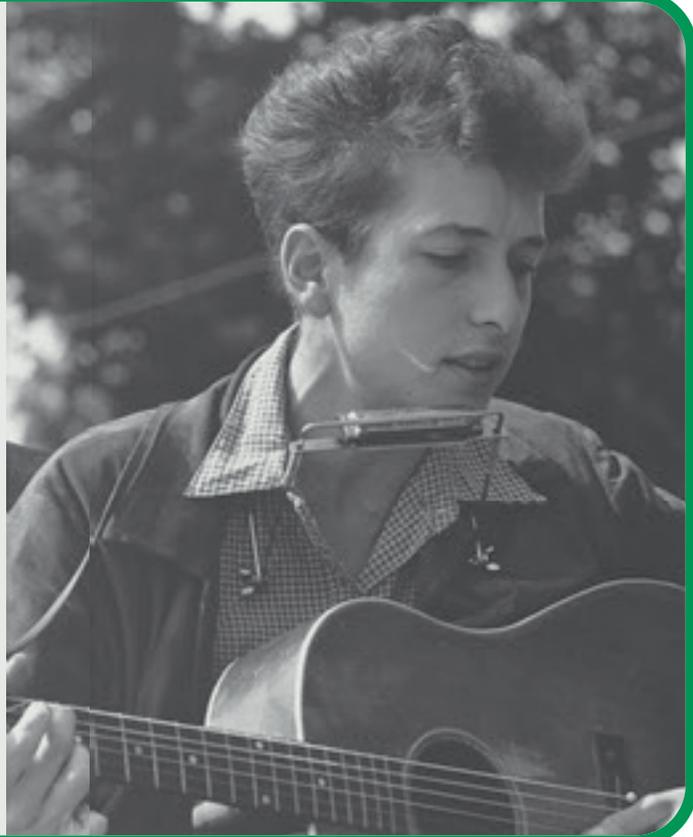
Write your final copy and hand in your work.



## Music Contemporary protest songs

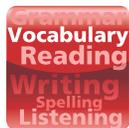
Folk music is the traditional music of a country, region or community. Traditional folk music is played on local instruments, such as the bagpipes in Scotland or the sitar in India. However, in the 1960s, contemporary folk singers like Bob Dylan, Joni Mitchell and Joan Baez appeared in the USA. These folk musicians played guitars and sang about personal subjects like love and marriage, or about more social and political concerns like war and work.

When Bob Dylan released the song *Blowin' in the Wind* in 1963, it soon became the anthem for the very active American Civil Rights Movement and the anti-war demonstrations taking place in the USA at the time. In the song, Dylan asks questions about war, peace and freedom. He sings that the answers to all our questions are 'blowing in the wind'. But who can catch the wind to find the answer?



**Read and listen. Answer the question.**

What things does Bob Dylan ask questions about in his song *Blowin' in the Wind*?



## Vocabulary guide The environment



recycle packaging



compost food waste



save water



travel by public transport



use rechargeable batteries



mend old clothes



ride a bike



insulate windows



share car journeys



turn off lights



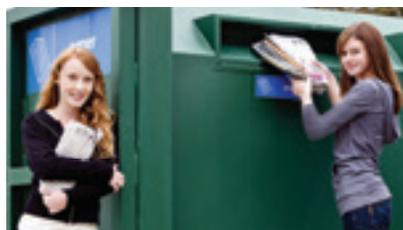
install solar panels

### Prefixes

recycle  
reorganize  
replace  
replay  
misunderstand

misinform  
misplace  
overpopulate  
overcrowd  
overeat

underestimate  
underpay  
undercook  
underuse





## Progress check

### Saving environmental resources

#### 1 Match 1–6 with a–f to make expressions.

- |           |                 |
|-----------|-----------------|
| 1 compost | a) water        |
| 2 recycle | b) car journeys |
| 3 save    | c) packaging    |
| 4 mend    | d) food waste   |
| 5 share   | e) solar panels |
| 6 install | f) old clothes  |

### Prefixes

#### 2 Complete the sentences with the correct form of the verb and a suitable prefix.

- I didn't understand what he said – I ... (understand).
- I can't eat another thing! In fact, I've ... (eat).
- I want to organize this information again. I'm going to ... (organize) it tomorrow.
- Peter can't find his glasses. He has ... (place) them somewhere.
- They don't pay people enough. I think they ... (pay) them.
- I've lost my mobile phone. I'll have to ... (place) it.

### Present perfect + *How long ...?*

#### 3 Write questions for these answers. Use *How long ...?*

- I have studied English for ten years.
- Mike has had his mp3 player for two weeks.
- Jim and Angela have lived here since 2009.
- I've wanted to be a biologist all my life.
- Amy has known Joe since she was five years old.
- My teacher has worked at this school for six years.

### Present perfect + *still, yet, already, just*

#### 4 Write sentences.

- I / not do / my homework. (yet)
- Sally / phone / her father. (already)
- We / see / Paul. (just)
- Mark / not listen to / his new CD. (still)
- you / go to / the new nightclub? (yet)
- They / not have / their lunch. (yet)
- Simon / win / the race. (just)
- I / go to / the gym. (already)

### Present perfect + *for* and *since*

#### 5 Write sentences using the words in brackets and *for* or *since*.

- I live here now. I moved here in 2003. (live / 2003)
- I am here now. I arrived at 9 o'clock. (be / 9 o'clock)
- We are here now. We arrived ten minutes ago. (be / ten minutes)
- Kate met Rachel five years ago. They are best friends now. (be / five years)
- I know Carla. I met her in 2008. (know / 2008)
- They work here. They started a few months ago. (work / a few months)

### Grammar build up



#### 6 Choose the correct answers.



WWF is one of the most famous environmental organizations in the world. It has existed (1) **since / for** 1961 when a group of scientists, naturalists, businessmen and political leaders (2) **started / have started** the organization. The first office (3) **was / has been** in Switzerland. Over five million people have (4) **still / already** joined and together they (5) **achieved / have achieved** many things. It (6) **supports / is supporting** about 1,300 conservation and environmental projects around the world. In fact, (7) **for / since** 1985 WWF (8) **was investing / has invested** over \$1.165 billion in more than 11,000 projects in 130 countries.





# Revision 1

## Vocabulary

## Grammar

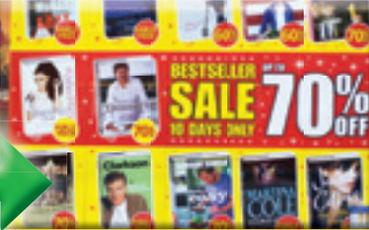
## Sketch

## Project

Play the game.

# Start

Which A is a book about yourself? (13)



Which BS is a very successful book? (4, 6)

Which MP do we use to make calls? (6, 5)



Which L do we send to a friend to keep in touch? (6)



Which O means too many people in a place? (11)



Mr. WILLIAM SHAKESPEARES COMEDIES, HISTORIES, & TRAGEDIES. Filled with amazing words from the True Original Copies.

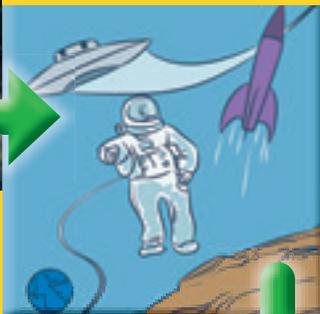


Which P did Shakespeare write? (4)



What R do we sort before throwing it away? (7)

Which SF are stories set in the future? (7, 7)



# Finish

Which SP can we install in our homes? (5, 6)



Which W do we need to save? (5)



Which SL is when we go out with friends? (6, 4)



# Revision 1

## Vocabulary

## Grammar

### 1 Choose the correct words.

#### Literary agents

Everybody reads best-sellers. We (1) **know** / **have known** the names of famous writers like J.K. Rowling, John Grisham and Agatha Christie. We (2) **used to read** / **have read** their life stories. J.K. Rowling (3) **was working** / **worked** as an English teacher and Grisham (4) **used to be** / **has been** a lawyer. Then thanks to lots of talent and even more good luck they (5) **sell** / **sold** lots of books, became very famous and very rich. But most writers (6) **haven't become** / **don't become** famous on their own. They need help. They need a literary agent.

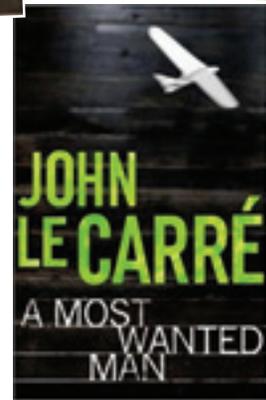
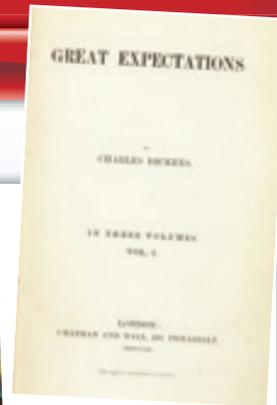
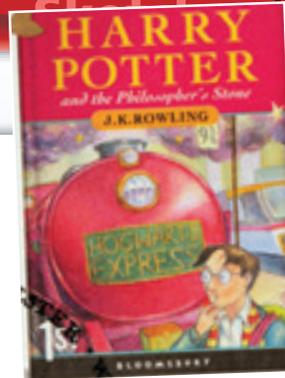
So what does a literary agent do? They represent authors and help them find a publisher and get a book deal. Then when an author (7) **became** / **becomes** successful, the agent negotiates a better contract, so the writer gets richer. The literary agent usually (8) **has got** / **gets** 15% of the writer's money, so the agent gets richer too.

If that seems a lot of money, remember that it is very difficult to get published without the help of a literary agent. Many publishing companies only read a manuscript if an agent (9) **had sent** / **has sent** it to them. Many agents (10) **have received** / **receive** more than fifty manuscripts a week so they need to be able to realize that a manuscript is a potential best-seller.

Even J.K. Rowling (11) **needed** / **was needing** a literary agent. She (12) **spent** / **was spending** five years writing her first novel (13) **before** / **until** she sent it to Christopher Little Literary Agents in London in 1995. He liked it and agreed to represent her. It (14) **takes** / **took** a year to find her a publisher and the rest is history. Christopher Little (15) **has worked** / **is working** very closely with Rowling since 1995 and he (16) **has helped** / **was helping** her to become incredibly successful.

Literary agents are not a modern phenomenon. They (17) **have been** / **were** around for over 100 years. Agatha Christie's agent was Edmund Cork. Harold Ober represented H.G. Wells in the early 1900s. Even Charles Dickens had an agent, George Hogarth, his father-in-law.

So, when you (18) **'ve written** / **writes** your first book, what do you do? Find a literary agent!



### 2 Correct the sentences. There are two errors in each sentence.

- I live in Paris since two years and I love it.
- I hasn't finished all my homework already, but I've done my maths.
- I used to buy a new mp3 player last year but it's yet broken.
- I haven't read an Agatha Christie novel before but I really was liking it.
- I was watched TV last night when Gareth has called me.
- My dad had gone to school in Morocco until he had been 14.

### 3 Order the words to make questions.

- long / your best friend / have you / How / known ?
- Who / the play / wrote / Hamlet ?
- you / Who / did / yesterday / write to ?
- in the shop / Who / did / argue with / he ?
- argued with / Who / him / in the shop ?
- How / long / a dog / have / they / had ?





# Revision 1

Vocabulary

Grammar

Sketch

Project



**1** Listen. Which three things do the students find?

- a) a photo
- b) a hairbrush
- c) a baseball cap
- d) a school uniform
- e) an old pencil case
- f) a party invitation

**2** Listen and read. Check your answers.

## Do you remember this?

**Sam** Hey everyone, look what I've just found.

**Tony** What?

**Brian** Yeah, let's have a look.

**Sam** It's a box of old stuff from primary school.

**Fran** Oh no, how embarrassing!

**Sam** Oh, look! Here's a photo of the school trip to the Tower of London.

**Brian** Oh, wow. We look so young.

**Tony** We were young. It was 5 years ago.

**Fran** Where's Brian? You went on the trip, I remember.

**Brian** That's me. There on the right.

**Fran** I don't believe it. I forgot you used to have blond hair.

**Sam** You looked so sweet, Brian.

**Brian** What else have you found?

*(Tony pulls something out of the box)*

**Tony** I remember this baseball cap. You used to wear it to school everyday.

**Sam** I know. I really loved it. I haven't worn it for years.

**Fran** So why don't you wear it now?

**Sam** Because you told me I looked really stupid in it.

**Fran** Oh yeah. Sorry.

*(Tony pulls something else out of the box)*

**Tony** Hey, look. It's an invitation to my 8th birthday party.

**Fran** Now that was a great party.

**Brian** Was it?

**Sam** Yeah, don't you remember? Tony's mum had organized a barbecue and Tony's dog ate all the burgers. It was so funny.

**Tony** Mum didn't think so.

**Fran** No, she was really angry. Don't you remember, Brian?

**Brian** I didn't go. We hadn't become friends yet.

**Tony** Hey, that's right. It's strange to think how some things have changed and some things haven't.

**Sam** I know I'd rather be 14 than 8. It was awful.

**Fran** No, it wasn't. We had lots of fun.

**Tony** Hey, I've had an idea. What do you think about taking all this stuff into school on Monday and showing the others?

**Sam** I reckon that's a great idea.

**Fran** Yeah, great.

**Brian** OK, but can you leave the photo at home? I hate my blond hair!



**3** Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects (props) you need.
- Remember to speak clearly for the audience to hear you.



# Revision 1

Vocabulary

Grammar

Sketch

Project

## *An environmentally-friendly school*



### 1 Ideas

Think about ways your school can become more environmentally friendly and save resources. Which ideas are suitable for a school? Why? Which ideas are most suitable for your school? Which ideas save the most resources?

### 2 Group work

Tell everyone about your ideas. Which ideas does everyone like? Why? Which would be the easiest to introduce? What can students do to help?

### 3 Write

Choose one idea each. Write some sentences to tell people about your idea. Remember to describe why it will help to save resources, why it is easy to introduce and how people can help.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

### 5 Visuals

Find photos or draw pictures of your idea.

### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.

## Module

# 4

# Followers of fashion



### In this module you will learn:

- Vocabulary** ■ Style adjectives  
■ Phrasal verbs: clothes
- Grammar** ■ Relative pronouns  
■ *some / any / no* compounds  
■ The future
- Reading** ■ Fashionable feet!  
■ What are you going to wear?
- Speaking** ■ Complimenting people  
■ Giving and responding to compliments
- Writing** ■ A comparison  
■ Linkers of contrast
- Culture** ■ Famous design and designers
- CLIL** ■ Art

### Find the page numbers for:



- A popular clothes shop
- A girl wearing a grey jacket
- A royal wedding dress

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3

# Module 4

# Followers of fashion



colourful  
trendy  
loose  
formal

## Vocabulary 1 Style adjectives

- 1** Explain the meaning of the adjectives in the box. Use a dictionary if necessary. Which can you use to describe the pictures?

*The trainers are very sporty.*

trendy casual fashionable sporty  
impractical colourful old-fashioned  
conventional formal glamorous  
comfortable loose tight

- 2** Listen and repeat.

- 3** Complete the sentences with adjectives in the box.

- I don't like wearing boring black and brown clothes – I prefer ... designs.
- Those plain leather shoes are very ... – I prefer more unconventional designs.
- My dad isn't allowed to wear ... clothes at work. His office is very formal, so he wears a suit.
- My sister always follows the latest fashions. She never wears anything ... !
- This skirt is too ... – I need a smaller size.

- 4** Choose the correct adjectives.

My aunt loves shoes. She's got so many pairs, it's unbelievable. She buys new shoes every week. She goes to the gym every day, so she has lots of trainers, which are all (1) **sporty** / **old-fashioned**. They're also very (2) **trendy** / **conventional** because she always buys the latest designs by famous brands. Her favourite shoes are the high heels she wears on Saturday nights – they're really (3) **casual** / **glamorous** but so (4) **sporty** / **impractical**. I tried them on and I couldn't walk! Finally, she has her work shoes. She's a business woman, so she wears very (5) **formal** / **cool** shoes. She has to stand up a lot at work, so her shoes are (6) **comfortable** / **uncomfortable** – they can't be too (7) **conventional** / **tight**. What does she do? She owns a shoe shop, of course!

- 5** Listen to David and Rachel. What sort of shoes does she have? Why does she like them?
- 6** **INTERFACE** Work in pairs. Ask and answer the questions using the words in exercise 1.

*What sort of shoes do you have?*

*Why do you like them?*



The most expensive shoes ever were a pair of crystal slippers inspired by Cinderella. Made by Stuart Weitzman, they were sold for \$1.6 million in 2004.



## Reading 1

### A short history of shoes

# FASHIONABLE FEET!

## High heels are bad for you

7 Read the text quickly and choose the best title.

**L**ook at the people around you. Now look at their feet. What type of shoes are they wearing? What do the shoes have in common? Colour? Material? Design?

The basic design of shoes has not changed much. Most shoes have a sole on the bottom, a heel at the back and an upper, the piece of material that covers the foot. However, fashion designers have found many creative ways to make shoes look different.

**Let's start with heels. They can be low or incredibly high.** In the 1950s, Italian designers created a glamorous new shoe: the stiletto, which has a very thin pointed heel. Shoemakers around the world loved the design and stilettos are still popular today. The ultimate pair must be the 40.5 cm high stilettos produced by LadyBWEar in the UK. Heels don't have

to be thin to look different though: one American designer has created huge heels filled with water and toy goldfish! Of course, Lady Gaga is famous for wearing the 'heelless shoes' made for her by Noritake Tatehana of Tokyo. These shoes have a high sole but no heel, so they're very difficult to walk in.

**Shoe designers have also had creative ideas for soles.** Platform boots became trendy in the 1970s when lots of glam rock bands such as Kiss began to wear them. Recently, shoe designer Christian Louboutin famously decided to paint the soles of all his shoes bright red to make them instantly recognizable and extremely glamorous. Soles can also be made to look unusual. What about a pair of grass flip flops? The grass is real and you have to water it!

Finally, designers can make the uppers fashionable. Sports brand Nike® has produced shoes that look like human feet. Then there are trainers that look like melting ice cream! But if you want something really original, some websites allow you to design your own shoes.

**With all these creative fashion ideas for shoes, it's not surprising that people begin to collect them.** Well-known shoe collectors include Madonna and Sarah Jessica Parker. But no one has a bigger shoe collection than the woman who owned around 3000 pairs: Imelda Marcos, the wife of a former president of the Philippines. She had so many shoes that she even opened a shoe museum in Manila! Many of the shoes in the exhibitions have never even been worn – it would have taken her over seven years to wear all her shoes.

8 Read and listen to the text. Are the sentences true or false? Correct the false sentences.

- 1 Designers try to make shoes that are unusual.
- 2 Stilettos have only recently become popular.
- 3 Noritake Tatehana makes shoes for Lady Gaga.
- 4 Nike make shoes that look like human hands.
- 5 Sarah Jessica Parker owns 3000 pairs of shoes.

9 Read the text again and answer the questions.

- 1 What is an upper?
- 2 How high are the world's highest stilettos?
- 3 Why are Noritake Tatehana's shoes difficult to walk in?
- 4 Where can you design your own shoes?
- 5 Why do people collect shoes?
- 6 How long would it take Imelda Marcos to wear all her shoes?

10 Match words and expressions 1–5 with meanings a–e.

- |             |  |
|-------------|--|
| 1 in common | a) changing from solid to liquid in the heat |
| 2 ultimate  | b) without heels                             |
| 3 heelless  | c) to give water to (a plant)                |
| 4 to water  | d) sharing the same qualities                |
| 5 melting   | e) the greatest / most amazing               |

11 **INTERFACE** Work in pairs. Ask and answer the questions.

*How many pairs of shoes do you have?*

*Do you have a favourite type of shoe?*

12 **CLASS VOTE** Did Imelda Marcos have too many shoes?

# Grammar 1

## Relative pronouns

1 Look at the sentences in the table. What is the difference between them?

people
The woman <b>who / that</b> lives in that house owns a shoe shop.
things
Nike has produced shoes <b>which / that</b> look like human feet.
time
Platform boots became trendy in the 1970s <b>when</b> rock bands began to wear them.
place
Milan is a city <b>where</b> many glamorous shoes are made.



2 Choose the correct relative pronouns.

- Noritake Tatehana is the man **who / which** designs shoes for Lady Gaga.
- The 1950s is **that / when** stiletto shoes became fashionable.
- The shoes **which / when** my brother bought were really expensive.
- She's the girl **that / which** I met at the party.
- Where's the jacket **who / that** I lent you last night?
- San Francisco is **that / where** my cousin lives.

3 Match 1–6 with a–f to make sentences.

- |                     |                               |
|---------------------|-------------------------------|
| 1 That's the shop   | a) that cost you €100?        |
| 2 I'm the person    | b) where I bought my suit.    |
| 3 Christmas Day was | c) which bit me.              |
| 4 Is that the dress | d) when I last saw him.       |
| 5 He's the man      | e) who phoned you yesterday.  |
| 6 That's the dog    | f) that emailed me last week. |



4 Circle the correct words.

- Mary Quant was a fashion designer **which / who** became famous in London in the sixties.
- The 1960s was the time **where / when** miniskirts first became fashionable.
  - The shop **which / where** I bought this jacket is in Oxford Street.
  - I know a girl **which / who** is a successful fashion model.
  - Why don't you wear those shoes **that / who** you bought last week?

5 Complete the sentences with *who, which, where* or *when*.



You've probably bought a T-shirt or some jeans from H&M, but how much do you know about this popular clothes shop?

Read on to find out more.

Erling Persson is the man (1) *who* started the company. Västerås in Sweden is (2) ... the first shop opened. 1947 is (3) ... Persson opened his first shop. There are now 76,000 employees (4) ... work for the company. H&M employs 100 designers (5) ... work on the clothes. 2,000 is the number of shops (6) ... the company owns. The things (7) ... the company sells include clothes, shoes and cosmetics.

6 **INTERFACE** Work in pairs. Ask and answer the questions.

What's a food that you really don't like?

What's the name of a person who makes you laugh?

## some / any / no compounds

7 Look at the sentences in the table. What is the difference between them?

I want to buy <b>something</b> really original.
I never go <b>anywhere</b> without my mobile phone.
<b>No one</b> has a bigger shoe collection than Imelda Marcos.

8 Look at the table again and complete the rules with the words in the box.

places    people    things

- We use *someone, anyone* and *no one* to talk about ... .
- We use *somewhere, anywhere* and *nowhere* to talk about ... .
- We use *something, anything* and *nothing* to talk about ... .

**9** Choose the correct *some / any / no* compounds.

- 1 My uncle is in New York. He's staying **somewhere / someone** near Central Park.
- 2 **No one / Nothing** liked my new trainers. I was really upset.
- 3 I haven't bought **anything / anyone** for my mum's birthday.
- 4 Do you know **anything / anywhere** that sells English magazines?
- 5 **Something / Someone** phoned you while you were in the bath.
- 6 I've had **nothing / nowhere** to eat today. I'm so hungry.



**10** Complete the rules with the words in the box.

negative questions affirmative

- a) We use *some* and *no* compounds with ... verbs.
- b) We use *any* compounds with ... verbs and in ...

**11** Complete the dialogue with the correct *some, any* or *no* compounds.

**Amy** I'm going out tonight for my dad's birthday and I need to buy a new pair of shoes. Do you know (1) ... that sells cheap shoes?

**Jo** Well, there's (2) ... in town. All the shoe shops are really expensive.

**Amy** Oh no. I've got to get (3) ... . My old shoes are broken.

**Jo** Well, perhaps I can lend you (4) ... . What do you need?

**Amy** Some formal black shoes. (5) ... very trendy or glamorous – I want a simple design.

**Jo** I haven't got (6) ... like that but I know (7) ... who does.

**Amy** Who?

**Jo** Kerry. She's got lots of shoes. She'll lend you (8) ... .

**Amy** Great idea. Let's phone her.

**12** Complete the sentences so they are true for you.

- 1 ... I know lives in London.
- 2 I have never been anywhere ... .
- 3 ... in my family plays tennis.
- 4 There's nowhere to buy ... in my town.

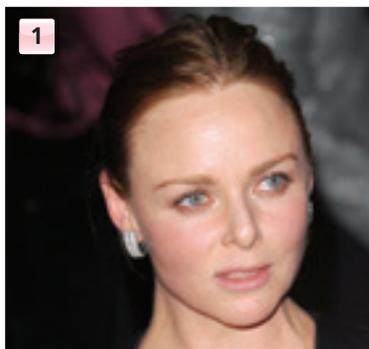
**13** **INTERFACE** Work in pairs. Discuss your sentences in exercise 12.

*Someone I know lives in London.  
My cousin works there.*

*Really? No one I know lives in London.*



**Listening**  
**A famous young designer**



**14** Look at the pictures. Who is the woman in picture 1? What is her job?

**15** Listen to the first part of the interview. Check your answers.

**16** Listen to the second part of the interview and answer the questions.

- 1 Where did she grow up?
  - a) in London
  - b) near London
- 2 What sort of school did she go to?
  - a) an expensive private school
  - b) the local school
- 3 When did she become interested in fashion?
  - a) when she was a teenager
  - b) when her mother died
- 4 Where did she study fashion?
  - a) in Paris
  - b) in London
- 5 Who modelled at her first fashion show?
  - a) Kate Moss
  - b) Claudia Schiffer
- 6 When did she start working for Chloe?
  - a) 1997
  - b) 2001
- 7 Who did she design a wedding dress for in 2000?
  - a) Kate Moss
  - b) Madonna
- 8 Why doesn't she use leather or fur?
  - a) because she doesn't believe in animal cruelty
  - b) because they are very expensive

**17** **INTERFACE** Work in pairs. Ask and answer the question.

*Do you think it's easier to be successful if your parents are rich and famous?*



# Speaking

## Complimenting people

### Listen



**1** Look at the picture. Describe Rachel and James's clothes.



**2** Listen to the first part of Rachel and James's conversation and choose the correct answers.

- 1 James thinks Rachel looks **good / happy**.
- 2 He likes her **dress / jacket**.
- 3 Rachel bought it **yesterday / last week**.



**3** Listen to them talking about their clothes and complete the dialogue.

**4** Read, listen again and check your answers.

That style of jacket suits you.

Do you really (1) ... so?

Yeah, it's really cool.

Thanks. I love your new (2)... , by the way.

Oh thanks, they were a birthday present from my mum. I wasn't sure about the (3) ... at first but now I like them.

Yeah, I think they're very (4) ... .

Thanks, I'm pleased with them – they're better than the awful jumper my mum bought me last year!

Your mum's taste has improved a lot!



### Practise

**5** Listen again and act out the dialogue.

**6** Complete the sentences with the words in the box.

thank so fantastic love pleased suit

- 1 What ... jeans! I love them.
- 2 They really ... you.
- 3 And I ... your sunglasses.
- 4 Thanks. I'm really ... with them.
- 5 Oh, ... you!
- 6 Do you really think ... ?

### Functional language

#### Giving and responding to compliments

##### Giving

You look great.  
What a fantastic jacket!  
I love your jeans.  
It / They really suit(s) you.

##### Responding

Oh, thank you!  
Thanks. I'm really pleased with it / them.  
Do you really think so?  
I'm glad you like it / them.

## Speaking task

Write a new dialogue between you and a friend.

### Step 1

Choose a piece of clothing to compliment or use your own ideas.



### Step 2

Think about what compliments to give. Make notes.

*What great trainers!*

*I love your coat. It really suits you.*

Think about how your friend responds.

*Thanks, I'm really pleased with them.*

*I'm glad you like it.*

### Step 3

Write your dialogue.

### Step 4

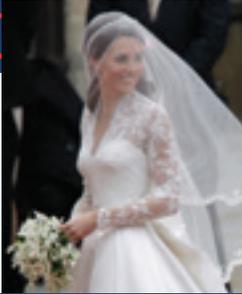
Work in pairs. Practise your dialogues.



## Culture Famous design and designers

### A dress for a princess

On 29 April 2011, millions of people world wide waited to see the dress that Kate Middleton chose for her marriage to Prince William. It was worth the wait: the royal wedding dress was stunning. Kate's white satin dress was classic and elegant. A tiara held a veil in place and lace covered her shoulders.



### A British designer

The name of the designer was one of the best-kept secrets during the wedding preparations: Sarah Burton at the design label Alexander McQueen. It is not the first time that Burton has designed for prestigious clients; she has also created designs for Michelle Obama and Lady Gaga. However, Burton said that designing the royal wedding dress was "the experience of a lifetime".

### Handmade lace

A spokesman said Kate chose the McQueen label because of its "respect for traditional workmanship and technical construction". Workers washed their hands every 30 minutes to keep the lace as clean and white as possible. The design had a British theme with the rose of England, thistle of Scotland, daffodil of Wales and shamrock of Ireland.



### Buy your own

Burton also designed the dress for the maid of honour, Kate's sister Philippa. Within hours of the wedding, other brides and bridesmaids around the world could buy copies of the dresses.

## 7 Read and listen to the text. Answer the questions.

- 1 Who designed Kate's wedding dress?
- 2 Why did workers have to wash their hands?
- 3 Which traditional symbols featured on the dress?
- 4 What could you buy after the wedding?

## 8 Which fashion designers are famous in your country?

try on  
give away  
look for  
go with  
pick up

## Vocabulary 2

### Phrasal verbs: clothes



- 1 Explain the meaning of the phrasal verbs in the box. Use a dictionary if necessary. Then listen and repeat.

separable: give away take off pick out  
pick up put away put on throw away  
try on wear out  
inseparable: get into go with look for

- 2 Rewrite the sentences using five of the verbs in the box instead of the words in bold.

This jumper's too small! I **can't fit** into it. *get into*

- 1 This T-shirt's really old – I'm going to **put it in the bin**.  
2 I like this jumper. I'm going to **find out if it fits**.  
3 I love the sales. I always **find** good bargains in the shops.  
4 Does this jacket **look good** with these trousers? They're both black.  
5 I'm not going to wear these shoes so often. I don't want them to **deteriorate**.

- 3 Complete the sentences with the other phrasal verbs in the box.

- 1 I don't know what to wear. Can you ... something ... for me?  
2 When my room's untidy, my mum tells me to ... my clothes ... .  
3 It's so hot in here. I'm going to ... my jacket ... .  
4 Do you want this belt? I want to ... it ... .  
5 It's cold outside. ... your coat ... .  
6 I can't find any trainers I like! Can you help me to ... some?

- 4 **CLASS VOTE** Would you rather give away your old clothes or throw them away?

Language  
**Tip**

Phrasal verbs sometimes have multiple meanings (for example *pick up*) so always read the context carefully to decide on the appropriate meaning.



## Reading 2

### What are you going to wear?

- 5 Look at the messages. What is happening on Saturday evening?

**Lucy** Hi, Anna!

**Anna** Hi, Lucy.

**Lucy** Are you going to Jenny's party tonight?

**Anna** Yeah. Are you?

**Lucy** Yeah, I'm really excited! What are you going to wear?

**Anna** I don't know.

I might wear my new black jeans. How about you?

**Lucy** I'm going to wear my new green dress.

**Anna** OK. I'll wear the black dress I wore to your party instead.

**Lucy** Cool! I like that one. You'll look great. 😊

**Anna** Thanks. So will you.

**Lucy** I've never been to Atlantis before but I read a great review of it.

**Anna** Yeah, me too. Jenny told me there's a great DJ, so it's going to be a cool party.

**Lucy** Yes, it will be fun.

**Anna** Yeah. How are you getting there?

**Lucy** My dad's driving me.

**Anna** Can he give me a lift too, please? 😊

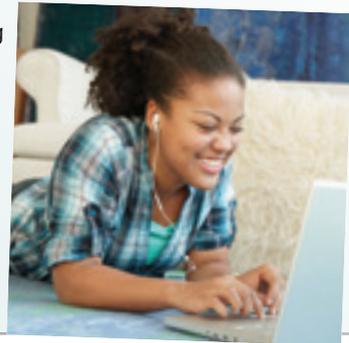
**Lucy** Sure. I'll ask him. What time?

**Anna** 7.30pm?

**Lucy** OK. See you later.

**Anna** Thanks! Bye.

**Lucy** Bye.



- 6 Read and listen to the texts. Are the sentences true or false? Correct the false sentences.

- 1 Anna is going to Jenny's party.
- 2 Lucy has been to Atlantis before.
- 3 The girls are getting the bus to the party.
- 4 Atlantis is a disco.
- 5 Atlantis has two dance floors.
- 6 The party starts at 8pm.

- 7 Read the texts again and answer the questions.

- 1 Why is Jenny having a party?
- 2 What does Anna decide to wear?
- 3 What does Lucy think about Anna's clothes?
- 4 Where is Atlantis?
- 5 What time do the girls arrange to meet?
- 6 Who plays the music at Atlantis?

# atlantis

If you're looking for a new place to party, try Atlantis on Felton Street. The city centre finally has a new club! Atlantis has three different dance floors, a fantastic light and sound system and a chill out room. The club's owner Jamie Thomas promises regular guest DJs and live performances from local bands. The club is available for parties.



## It's Jenny's 14<sup>th</sup> birthday!

Come and celebrate with her at the best party ever.

**WHEN:** Saturday at 8pm    **WHERE:** Atlantis  
**DRESS:** cool    **MUSIC:** dance

## Pronunciation

### Phonemes

**a** Listen and repeat the sounds and words.

- /dʒ/ jeans, Jerry, soldier, DJ
- /tʃ/ chair, catch, teacher, check
- /j/ yes, year, yellow, yesterday
- /h/ hospital, hello, hot, hungry

**b** Listen and repeat the sentences.

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2 The future

**8** Look at the sentences in the table. What is the difference between them?

### future forms

My dad's **driving** me.  
I'm **going to wear** my new green dress.  
You'll **look** great.  
There's a great DJ so it's **going to be** a cool party.  
I **might wear** my new black jeans.

**9** Look at the sentences in the box and match them with uses 1–5.

- 1 *will* for a future prediction
- 2 *be going to* for a future event based on present evidence
- 3 present continuous for a definite arrangement
- 4 *be going to* for a future intention
- 5 *might* for a future possibility

### Language Tip

'I'll ask him' is an example of 'will' for a spontaneous decision or offer.

**10** Choose the correct answers.



- Jill** Come on, Carla, which dress (1) **will you / are you going to buy?**
- Carla** Oh, I don't know. I (2) **might / will** buy the pink one but I really like the green one too.
- Jill** Make a decision! We have to go, we (3) **will meet / 're meeting** Ed at 6pm.
- Carla** OK. (4) **I'll get / I'm getting** the green one. Wait, no ... the pink one.
- Jill** Look, the shop (5) **will / is going to** close in a minute. We need to go!
- Carla** OK. Let's go. I (6) **I'm coming / I might come** back tomorrow with my mum, I can decide then. We've arranged to go shopping.

**11** Complete the sentences with the correct future form of the verbs in brackets.

- 1 I ... (visit) my cousins next weekend.
- 2 I ... (meet) Norma at the cinema at 8pm.
- 3 What ... you ... (do) tonight?
- 4 Look at the clouds. I think it ... (rain).
- 5 I think Mike ... (be) a millionaire before he's 30.
- 6 I don't think I ... (pass) my driving test.



**12** Answer the questions. Write full sentences.

- 1 Where do you think you'll live when you're older?
- 2 What are you going to do when you leave school?
- 3 Who are you going to see this weekend?
- 4 Are you doing anything special this evening?
- 5 Who do you think will win the next World Cup?
- 6 Where might you go on holiday next year?

**13** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 12.

**Grammar guide page 122**



## Writing A comparison

**1**  Read and listen. Answer the questions.

- 1 Who wrote the article?
- 2 Who did she write about?
- 3 What does Phoebe look like?
- 4 What is she like?
- 5 How is Phoebe different at the weekend?
- 6 How are Phoebe and Samantha different?



## Brothers & sisters

*Every week we chat to a reader about their siblings. This week Samantha Costello tells us about her sister Phoebe.*

"Phoebe's my older sister. She's 29. She's tall, blonde and beautiful. She's kind, funny and clever, but she's also quite adventurous.

During the week, Phoebe works in an office in the centre of Manchester. She's an accountant. And from Monday to Friday she's a typical accountant. She wears suits to work; usually black trousers or a skirt with a black jacket. She wears her hair in a ponytail. She always looks professional and conventional.

But at the weekend, she's a different person. She loves fashion and enjoys shopping at markets and looking for vintage clothes from other eras. She also makes her own clothes – she's so creative!

Our styles are completely different. While Phoebe likes really bright, colourful clothes that are quite unusual, my clothes are really casual and sporty. Unlike Phoebe, I find shopping for clothes really boring – I prefer to go walking at the weekend, whereas Phoebe loves shopping with friends.

Although we're very different, we're great friends. I love her style and I think she's the coolest person on the planet."



## Language focus

### Linkers of contrast

She's kind and funny, **but** she's also quite adventurous!

**Although** we're very different, we're great friends.

**While** Phoebe likes really bright, colourful clothes, my style is really casual and sporty.

I prefer to go walking, **whereas** Phoebe loves shopping.

**2** Choose the correct linkers.

- 1 I like sporty clothes, **but** / **while** I don't like tracksuits.
- 2 **While** / **Although** it was cold, I didn't wear a coat.
- 3 I enjoy watching TV, **whereas** / **although** my brother likes reading books.
- 4 **But** / **While** I wear jeans all the time, she always wears a skirt.

**3** Complete the sentences with linkers from the Language focus.

- 1 I enjoy going to the theatre, ... my brother prefers the cinema.
- 2 John is kind and funny, ... he's also quite shy.
- 3 ... I live in England, I really don't like cold weather!
- 4 ... Joanna likes rock music, her sister listens to classical music.

**4** Write a comparison of your style and that of a member of your family or a friend (150–170 words).

## Writing a comparison

### Step 1 Plan

What does the person look like? What is their style like? Make notes.

### Step 2 Write

Write a first draft. Use information from the article and the Language focus to help you.

### Step 3 Check

Check your work. Have you used linkers?

### Step 4 Write

Write your final copy and hand in your work.



# Art

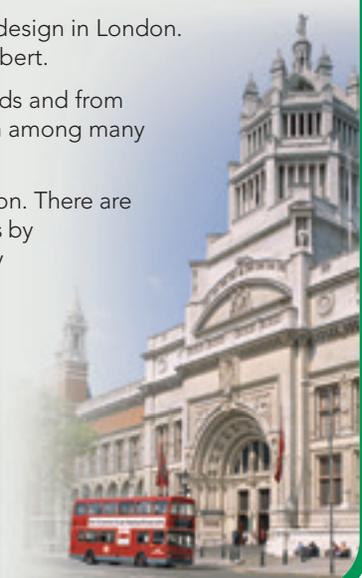
## The Victoria and Albert Museum

The Victoria and Albert Museum, commonly known as the V&A, is a museum of art and design in London. It was established in 1852 and is named after Queen Victoria and her husband, Prince Albert.

The museum's collections cover a wide variety of art forms from different historical periods and from all around the world. These include architecture, ceramics, paintings, design and fashion among many others. Visitors can see everything from medieval sculpture to oriental carpets.

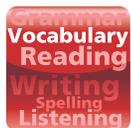
Many famous British designers have their work on display in the popular fashion collection. There are designs by Vivienne Westwood, miniskirts created by Mary Quant and a selection of boots by Biba, the iconic London fashion boutique of the 1960s and 1970s. As well as contemporary clothes, there are fashion designs from previous centuries, including King James II's wedding suit from his 1637 marriage to Mary of Modena.

Special exhibitions are also held at the V&A. In 2007, there was an exhibition called *Kylie – The Exhibition*, a display of Kylie Minogue's extravagant costumes from her concert tours.



**Read and listen. Answer the question.**

Where can you find Vivienne Westwood's designs in the V&A?



## Vocabulary guide

### Fashion adjectives



casual



comfortable



colourful



conventional



fashionable



formal



glamorous



impractical



loose



old-fashioned



sporty



tight



trendy



### Phrasal verbs: clothes

put on  
take off  
give away  
put away  
try on  
wear out

pick up  
get into  
look for  
go with  
pick out  
throw away





## Progress check

### Style adjectives

#### 1 Complete the sentences with style adjectives.

- I love Marilyn Monroe. She was so g... .
- Heelless shoes look great but they're very i... .
- I hate going to weddings because I have to wear f... clothes.
- My old trainers are too t... . I'll have to buy a bigger pair.
- My dad's very c... . He even wears a suit at the weekend.
- My sister isn't very t... . She is not interested in fashion.

### Phrasal verbs: clothes

#### 2 Match 1–6 with a–f to make sentences.

- Can I try
  - I can't get
  - Why don't you take
  - I'm giving this T-shirt
  - I've worn
  - Pick
- a) out my jeans. I'll have to buy a new pair.  
b) away. Do you want it?  
c) up your clothes and put them in the wardrobe!  
d) on these shoes, please?  
e) into these shoes. They're too small.  
f) off your jacket? You look very hot!

### Relative pronouns

#### 3 Correct the sentences.

- I was born in the house which my father was born.
- She's the woman where designed my sister's wedding dress.
- That's the shirt that I wore yesterday? I can't find it.
- We met in 1998 which we were 7 years old.
- That's the shop that I bought my new shoes.
- She's the girl which has joined our class.

### some / any / no compounds

#### 4 Complete the sentences with the correct compounds.

- Where are my sunglasses? I can't find them ... .
- I want to go ... hot this summer. I need some sunshine.
- Did you get ... nice for your birthday?
- I didn't know you were ill. ... told me.
- The shop is ... near here. We'll have to go on the bus.

### The future

#### 5 Choose the correct answers.

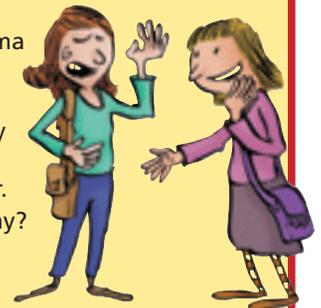
- 1 Be careful with that football. You **will / are going to** break a window.
- 2 Who **will win / is winning** the next Champions League, do you think?
- 3 When **are you going to / might you** take me out to dinner?
- 4 What time are we **meeting / going to meet** tonight?
- 5 Where **will you go / are you going** tomorrow?
- 6 We **might / will** go out tonight. We'll decide later.

### Grammar build up



#### 6 Choose the correct answer.

- Jo Hey, Karen.
- Karen Hi, Jo. Hey, cool jeans. Where (1) ... them from?
- Jo They were a present.
- Karen Really! Who (2) ... them to you?
- Jo My grandma. Well, she gave me the money and I (3) ... them.
- Karen Lucky you. Your grandma is really generous.
- Jo Yeah, she (4) ... me a present for my birthday but now she gives me money. It's much better.
- Karen When was your birthday?
- Jo Last weekend.
- Karen (5) ... a party?
- Jo No, I haven't had it (6) ... . Don't worry. I (7) ... to invite you.



- a) did you get      b) got      c) do you get
- a) did give      b) gave      c) was giving
- a) have bought      b) used to buy      c) bought
- a) has given      b) used to give      c) gives
- a) Did you have      b) Are you having      c) Are you going to have
- a) already      b) since      c) yet
- a) might      b) 'm going      c) won't



## Module

# 5

# Work and money



### In this module you will learn:

- Vocabulary** ■ The world of work  
■ Work verbs
- Grammar** ■ The first conditional  
■ Gerunds and infinitives
- Reading** ■ The best job in the world  
■ Try an apprenticeship!
- Speaking** ■ Talking about work  
■ Evaluating a situation
- Writing** ■ A letter of application  
■ Job application letters
- Culture** ■ Famous financial institutions
- CLIL** ■ History

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4,  
3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3

Find the page numbers for:



A man holding a key

A guitar shop

Children having a tennis lesson

## Module

# 5

# Work and money



contract  
promotion  
payrise  
application  
form

## Vocabulary 1

### The world of work

- 1** Explain the meaning of the words in the box. Use a dictionary if necessary.

apprenticeship salary pay rise bonus  
application form job advertisement contract  
conditions benefits promotion expenses  
allowance pension work experience

- 2**  Listen and repeat.

- 3** Choose the correct words.

Hi Greg!

Guess what? I've got a part-time job! I'm a shop assistant in a bookshop in town. I'll only work there on Saturday afternoons so I'll still have time for school and homework. I saw the (1) **pension / job advertisement** in the shop window so I went in and asked how to apply. I had to fill in (2) **a contract / an application form** and then I had an interview this morning and they offered me the job. I'm going tomorrow to sign my (3) **contract / promotion**. The working (4) **expenses / conditions** are great (I get a free lunch!) and the (5) **salary / promotion** is quite good too. And if I sell a lot of books, I'll get a (6) **salary / bonus!** Isn't it great?

Speak soon,

Diana

- 4** Complete the sentences with the words in the box.

allowance benefits pay rise pension  
promotion expenses apprenticeship  
work experience

My brother wants a job with a good *pension*, so he'll have enough money when he retires.

- 1 My dad travels a lot for business. His company pay all his ... such as flights and hotels.
- 2 My parents give my older sister a monthly ... to buy clothes and pay for her mobile phone.
- 3 My sister has been given a ... at work. She's going to be a Senior Manager now.
- 4 My brother's doing an ... . He's training to be an electrician.
- 5 My uncle gets great ... at his new job, including medical insurance and a company car.
- 6 My mum's boss was so pleased with her work that he's given her a ... . She'll get £2000 more a year!
- 7 I want to be a nurse so I'm going to do ... at a hospital this summer.

- 5**  Listen to James and Rachel. Does she get an allowance? What does she spend it on?

- 6**  **INTERFACE** Work in pairs. Ask and answer the questions.

Do you get an allowance?

No, but I have a job.

What do you spend your salary on?

I usually buy video games.



## The **BEST** job in the world



**What do you think is the 'best job in the world'? Film star? International footballer? Politician? The problem is that you can't apply for these jobs. If you're a talented footballer, you'll be successful. If you aren't, you won't. Music and acting are the same.**

**H**owever, in 2009 the Australian state of Queensland advertised what became known as 'the best job in the world' and people from all over the world could apply. The only job requirement was that applicants had to be able to speak English.

So what was the job? Caretaker of Hamilton Island, a tropical paradise in the Great Barrier Reef. Duties included sunbathing, walking on the beach and cleaning the swimming pool. But the most important tasks were to write a blog post once a week and to keep a video diary. The aim of the job was to promote tourism in Queensland.

The contract was for six months and in return the caretaker received a generous salary of over €73,000 and lived in a multi-million dollar beach house. It was certainly a job with excellent working conditions.

Over 30,000 people filled in application forms for the post, and 16 of them had an interview. Queensland offered the job to

Ben Southall, a 34 year old charity worker from the UK.

However, the world's best job was also quite a difficult job. Ben often worked 19 hours a day, seven days a week. He visited 90 exotic locations, made 47 video diaries, and gave more than 250 media interviews – including one with famous TV presenter Oprah Winfrey. He spoke with local politicians, gave speeches, held meetings with travel industry representatives, and shook hands with thousands of tourists. He wrote more than 75,000 words in 60 separate blog posts, uploaded more than 2,000 photos, and wrote more than 730 tweets. After he finished, Ben was so tired he needed a holiday!

Now Ben has a new job as Queensland's international tourism ambassador. He's still earning a great salary, and now he's travelling the world to promote the state. He's very busy again, but if he has time he'll write a book about his experience on the island. It should be an interesting story!



### Reading 1

**7** Look at the pictures and the title of the text.

What do you think Ben's job is?

- a) lifeguard b) caretaker c) footballer

**8**  Read and listen. Choose the correct answers.

- 1 Queensland is in the **USA / Australia**.
- 2 The caretaker had to **swim / write a blog**.
- 3 The contract was for **six months / one year**.
- 4 Ben is from **the UK / the USA**.
- 5 Ben made **47 / 60** video diaries.

**9** Read the text again. Are the sentences true or false? Correct the false sentences.

- 1 The job applicants had to be English.
- 2 The job was a six-month contract.
- 3 Only 16 people applied for the job.
- 4 Ben spoke to Oprah Winfrey.
- 5 Ben doesn't earn a lot of money now.

**10** Find 1–5 in the text and match them with definitions a–e.

- |               |                              |
|---------------|------------------------------|
| 1 requirement | a) a long talk about a topic |
| 2 applicants  | b) something necessary       |
| 3 aim         | c) completed                 |
| 4 filled in   | d) candidates for a job      |
| 5 speech      | e) purpose                   |

**11** Answer the questions. Write full sentences.

- 1 Who advertised 'the best job in the world'?
- 2 Why was the job created?
- 3 Why was it called 'the best job in the world'?
- 4 What was difficult about the job?
- 5 What does Ben do now?

**12**  **INTERFACE** Work in pairs. Ask and answer the question.

What do you think is the best job in the world?

**13**  **CLASS VOTE** Would you like to do the 'best job in the world'?

# Grammar 1

## The first conditional

**1** Look at the sentence in the table. Explain the meaning.

first conditional	
If you're a talented footballer,	you'll be successful.

**2** Choose the correct answer to complete the rule.

First conditional sentences talk about the past / present and future.

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

- If my Dad ... (work) hard, he'll get promoted.
- She ... (not get) paid if she's late for work.
- If she ... (not lend) you the money, I will.
- I ... (improve) my French if I move to France.
- If you ... (need) a job, my sister can ask her boss.



**4** Complete the sentences using the first conditional.

If you *don't work* (not work) harder, you *won't pass* (not pass) your exams.

- If you \_\_\_\_\_ (not pass) your exams, you \_\_\_\_\_ (not get) a job.
- If you \_\_\_\_\_ (not get) a job, you \_\_\_\_\_ (not earn) any money.
- If you \_\_\_\_\_ (not earn) any money, you \_\_\_\_\_ (not have) enough money for a holiday.
- If you \_\_\_\_\_ (not have) enough money for a holiday, we \_\_\_\_\_ (not be able) to go away together.

### Pronunciation

#### Sentence stress and contractions

**a** Listen and repeat the sentences. Which syllables have the main stress?

- If she's late for work, she'll lose her job.
- If I tell you the truth, you won't believe me.

**b** Listen and repeat the sentences. How many words are there in each sentence? How many words are stressed?

**5** Match 1–6 with a–f to make sentences.

- |   |                               |
|---|-------------------------------|
| 1 If your sister doesn't apply for the job, | a) if I save enough money.    |
| 2 If I get a new job,                       | b) she won't get it.          |
| 3 If I forget,                              | c) will you please remind me? |
| 4 I'll go to China                          | d) if you have a problem?     |
| 5 Will you ask for help                     | e) if I lend you €100?        |
| 6 Will you pay me back next week            | f) I'll buy a motorbike.      |

**6** Choose the correct answers.



I've always wanted to be a vet. It's my dream job. I know exactly what I have to do to become one. If I pass my exams when I'm older, I (1) 'll study / study sciences for the next two years. If I (3) want / 'll want to go to university, I (4) 'll need / needs to get good marks, so I need to work hard. But that's OK. I (5) 'll / read lots of novels this summer if I have any free time. If I (6) have / will have enough money, I'll go to Africa this summer if it isn't too expensive. I'd love to see wild lions. If I (7) save / 'll save my allowance, I'll be able to afford it.

**7** Circle the correct words.

If you **will apply** / **apply** for this job, I'm sure you will get it.

- My father **wears** / **will wear** a suit if they give him an interview.
- If my sister gets an application form, **will you help** / **do you help** her fill it in?
- He will lose his job if he **won't stop** / **doesn't stop** being late for work.
- If they **will offer** / **offer** her a job, will she take it?
- You **don't regret** / **won't regret** it if you go and work for them.
- If she **doesn't get** / **won't get** that job, she will be very disappointed.

**8** Complete the sentences with the correct form of the verbs in brackets.

- (I have a new dress) If Mark... (invite) me to the party, I... (wear) my new dress.
- (Their favourite food is pizza) They ...(order) pizza if they ... (go) to the restaurant tonight.
- (They're trying to save money.) If they ... (save) enough money, they ... (buy) a car.
- (He's a good student.) If he ... (work) hard, he ... (pass) the exams.

**9** Look at the table. How do we form conditional questions?

question	condition
What <b>will</b> you watch	if you <b>go</b> to the cinema later?

**10** Choose the correct word.

- 1 What **will** / **do** you study if you go to university?
- 2 What **will** / **does** you say if you met a new friend?
- 3 Where will you travel if you **will go** / **go** on holiday this summer?
4. What will she do if you **give** / **will give** her a present?
5. If it's sunny this weekend, what **will** / **do** you do?

**11** Order the words to make questions.

1. will / What / parents / give / he / his / buy / him / if / money / some ?
- 2 you / What / will / study / you / go to / if / university ?
- 3 will / you / go out / see / this weekend / if / you / Who ?
4. they / rainy / spend / weekend / it's / if / their / Where / will ?
5. he / has / a / will / him / if / help / Who / problem ?
6. if / she / the / misses / bus / When / school / she / to / get / will ?

**12**  **INTERFACE** Work in pairs. Ask and answer the questions.

*What will you do if you go the park this weekend?*

*Who will you meet if you go out on Saturday?*

*What film will you watch if you go to the cinema tomorrow?*



There is no minimum wage for under 16s in the UK. The minimum wage for 16–18 year olds is approximately £3.70 an hour.

 **Grammar guide page 123**



## Listening Part-time jobs



**13** Look at the pictures and the phrases in the box. What tasks do you think the people in the pictures do at work?



play music at a party   make coffee  
serve customers   give customers advice  
sell clothes   do the washing up   make a playlist

**14**  Listen to the radio programme and match the speakers to the jobs.

- |                         |                   |
|-------------------------|-------------------|
| 1 Jimmy (Speaker 1)     | a) shop assistant |
| 2 Charlotte (Speaker 2) | b) DJ             |
| 3 Rob (Speaker 3)       | c) waitress       |

**15** Listen again and choose the correct answers.

- 1 Jimmy plays music **in a disco** / **at parties**.
- 2 Jimmy earns **£15** / **£50** for each event.
- 3 Charlotte works for eight hours every **Saturday** / **Sunday**.
- 4 Charlotte **likes** / **doesn't like** getting an allowance from her parents.
- 5 Rob enjoys **selling CDs** / **helping customers**.

**16** Listen again. Are the sentences true or false?

- 1 Jimmy makes sure people want to dance.
- 2 Charlotte doesn't do the washing up.
- 3 The customers in Charlotte's café are unfriendly.
- 4 Rob's shop sells magazines.
- 5 Rob bought a guitar.

**17**  **INTERFACE** Work in pairs. Ask and answer the questions.

*What part-time job would you like to do?*



# Speaking

## Talking about work

### Listen

1 Look at the picture. Where are David and Rachel?

2  Listen to the first part of David and Rachel's conversation. What has David been doing?

3  Listen to the second part of their conversation. Which parts of the job does David like? Which does he dislike?

- |               |                |
|---------------|----------------|
| the hours     | his colleagues |
| the wages     | the food       |
| the customers | the work       |

4 Read, listen again and check your answers.



Well, it's got good and bad aspects, really.

What do you mean?

On the upside there are my colleagues – they're really friendly.

That sounds great. What else do you like about it?

Well, the best thing is definitely the food. The pizzas are great.

Excellent! I'll have to try one. So, what's the downside?

I don't like working long hours. But the worst thing is ...

Yes, what's the worst thing?

Being a waiter is actually quite boring!

### Practise

5 Listen again and act out the dialogue.

6 Order the words to make sentences.

- 1 I / like / it / What / are / the / about / hours .
- 2 money / best / is / the / The / thing .
- 3 the / colleagues / On / there / are / my / upside .
- 4 The / boss / worst / about / it / is / thing / my .
- 5 So, / the / downside / what's ?

### Functional language

#### Evaluating a situation

What I like / don't like about it is ...  
 The best / worst thing is ...  
 On the downside / upside there's ...  
 So, what's the downside / upside?  
 What's the best / worst thing?

## Speaking task

Write a new dialogue between you and a friend.



### Step 1

Choose a part-time job or use your own ideas.

**Job:** part-time shop

assistant in a

clothes shop

**Likes:** salary -

it's well paid

**Best thing:** discount

on clothes

**Dislikes:** long hours - very tiring

**Worst thing:** the customers - sometimes rude



**Job:** holiday sports

coach at a

summer camp

**Likes:** playing

sport all day -

it's great fun!

**Best thing:** being outside

**Dislikes:** coaching young children -

it can be difficult

**Worst thing:** salary - €4.50 an hour



### Step 2

Think about what you say.

*I work as a shop assistant. I like ...*

*The best thing about my job is ...*

Think about how your friend responds.

*What do you dislike about your job?*

*How many hours do you work every day?*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Practise your dialogues.



## Culture

### Famous financial institutions



### The City of London

The City of London is London's financial district. Most of the world's most important financial institutions, banks and large companies have offices there. The City, as it is usually called, is also the oldest part of London and this is why it became the financial centre of the UK.

#### The Bank of England

The Bank of England is one of the most famous banks in the world. The bank opened in 1694, so it is also one of the oldest banks in the world. Since 1734 the bank's address has been Threadneedle Street - it doesn't have a number, it's too famous. In fact, the bank is often called 'The Old Lady of Threadneedle Street'. The main responsibility of the bank is to issue new coins and notes. It also guards the UK's gold reserves. The bank has never been robbed in real life, although it was robbed in the famous book *Around the World in 80 Days!*

#### The Royal Mint

The Bank of England does not make new coins and notes, this is the job of The Royal Mint. The first London Mint was started in 886 by King Alfred the Great. For many years the Mint was situated in the Tower of London and it became The Royal Mint in the 16th century. However, the Royal Mint is now in Llantrisant, Wales, after it moved from London in 1968. As well as manufacturing currency for the UK, the Royal Mint makes money for over 60 other countries.



### 7 Read and listen. Answer the questions.

- 1 Why did the City become a financial centre?
- 2 Where is the Bank of England?
- 3 Has the bank ever been robbed?
- 4 What does The Royal Mint do?
- 5 Where is the Mint today?

### 8 What's the most important bank in your country?



## Vocabulary 2

### Work verbs



1 Match pictures 1–3 with verbs in the box. Use your dictionary to check the meaning of any unknown words.

be unemployed   have a full-time job  
have an interview   claim expenses  
earn a salary   fill in an application form  
get a job   get a pension   lose a job  
work part-time   apply for a job  
sign a contract

2 Listen and repeat.

3 Match 1–6 with a–f to make sentences.

- 1 My uncle always wears a suit when he has
- 2 My mum loves her job. She can claim
- 3 My older brother's got a new job. He signed
- 4 Can you help me fill in
- 5 My brother is
- 6 My sister lost

- a) unemployed. But he's got an interview today.
- b) this application form for a weekend job?
- c) her job when the company closed down.
- d) expenses for all her meals and travel.
- e) job interviews.
- f) the contract this morning.



4 Complete the questions with the verbs in the box.

have   works   get   earn   applied   get

- 1 Do you know anyone who ... part-time?
- 2 Do you want to ... a high salary?
- 3 Why is it important to ... a pension?
- 4 Have your parents ever ... for a job?
- 5 Is it difficult to ... a job where you live?
- 6 Is it better to ... a full-time or a part-time job?

5 **INTERFACE** Ask and answer the questions with a partner.



## Reading 2

6 Look at the pictures. What are the teenagers doing?

7 Read and listen. What is an apprenticeship?

- a) a full-time job
- b) a way to learn about a job and get experience
- c) a way to earn a lot of money

### Try an apprenticeship!

Finding a job can be difficult when you have no experience of the world of work. So before applying for a job, why don't you get some work experience while you're still at school?



### You can do a summer apprenticeship!

Why?

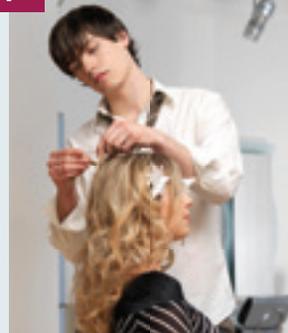
- you can learn new skills, such as computer programming or hairdressing
- you can get work experience in the summer holidays
- you can earn a small salary

Summer apprenticeships might involve some training, as well as practical experience of working in a job you think you might enjoy. Your boss will supervise your work and help you learn new skills.

There are lots of different job opportunities to choose from. Think about the skills you have and what types of jobs you might enjoy. Do you enjoy working with animals? You could apply to do an apprenticeship at the local zoo. Or if you love playing football and tennis, you might want to work as a sports coach for children at a summer camp.

Gemma from Manchester is 16 and did an apprenticeship as a baker last summer. 'I learned how to make bread and cakes. As well as baking, I also helped to serve customers in the shop. It was a great experience and I might apply for a job as a baker when I leave school!'

Apprenticeships usually last for one month, and there are apprenticeship schemes all over the UK for students aged 16–18.



**What are you waiting for?  
Apply for an apprenticeship now!**

**8** Read the text again and answer the questions.

- 1 What can you learn from an apprenticeship?
- 2 What does an apprenticeship involve?
- 3 Which jobs does the leaflet mention?
- 4 What did Gemma learn?
- 5 Who can do an apprenticeship?

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Gerunds and infinitives

**9** Look at the examples in the tables and then match them with the sentences below.

**gerunds as the subject of a sentence**

Finding a job can be difficult.

**gerunds after verbs**

Do you enjoy working with animals?

**gerunds after prepositions**

Before applying for jobs, do some work experience.

**infinitives after verbs**

Did you learn to speak Italian at school?

**infinitives after adjectives**

He's happy to meet you at ten o'clock.

- 1 When did you decide to get married?
- 2 Do you like swimming?
- 3 Listening to him sing is a real pleasure.
- 4 He isn't very good at passing exams.
- 5 They were pleased to see us.

**10** Use the correct form of the verbs in the box to form the subject of the sentences below. Use the gerund or the infinitive forms.

see live travel work be

- 1 ... rich doesn't make you happy.
- 2 I want ... that film.
- 3 ... long hours makes me feel tired.
- 4 ... in a house in London is very expensive.
- 5 He'd like ... to Asia.

**11** Complete the sentences with the correct form of the verbs in brackets

- 1 My dad really enjoys ... (play) golf.
- 2 I wanted ... (watch) the film but it was too frightening.
- 3 I would really like ... (go) out tonight.
- 4 I can't afford ... (buy) a new pair of shoes.
- 5 I'm really looking forward to ... (see) Daniel Craig's new film.

**12** Choose the correct verbs.

**Sara** Mum, can you help me? I don't know what to wear for my job interview. What about (1) **to wear** / **wearing** my new jeans?

**Mum** I'm not sure (2) **going** / **to go** in jeans will impress the interviewers. I think you need (3) **to wear** / **wearing** something more formal.

**Sara** Yes, I suppose you're right. (4) **To look** / **Looking** smart is all part of making a good impression, I guess. I'll wear my blue skirt.

**Mum** Yes and (4) **to be** / **being** on time for the interview is also important.

**Sara** Oh dear! I'm a bit late.

**Mum** Is that the time? It is difficult (5) **seeing** / **to see** how you will get there on time ...

**Sara** Oh Mum! Would you like (6) **giving** / **to give** me a lift? I can't afford (7) **to take** / **taking** a taxi.

**Mum** Come on, of course I'll take you!



Word  
**Tip**

Some words have more than one meaning and are known as homonyms. *Lift* is a homonym. *Can you give me a lift?* Find other meanings of *lift*.

**13** **INTERFACE** Work in pairs. Ask and answer the question.

What do you want to do when you leave school?

I want to do an apprenticeship.



## Writing A letter of application

**1**  Read and listen. Why is Louise writing to Universal Computers?

**2** Read the letter again and answer the questions.

- 1 What does Louise want to do in the future?
- 2 How long has she been interested in computers?
- 3 What relevant skills does Louise have?
- 4 What personal qualities does she have?
- 5 What does Louise ask for?
- 6 What is she sending with her letter?



**3** Read and fill in information in the Personal file.

### Personal File

Name	
Surname	
Age	
School	
Computer skills	
Favourite subjects	
Qualities	

## Language focus

### Job application letters

Dear Sir/Madam,  
 I am writing to apply for...  
 I would be very grateful if...  
 I am enclosing...  
 I look forward to hearing from you.  
 Yours faithfully,

**4** Order the words to make sentences.

- 1 look / I / hearing / to / you / forward / from.
- 2 for / I / am / to / your café / apply / a job / writing / in .
- 3 some information / I / very grateful / if / would be / you could / send me .
- 4 I / my / am / CV / enclosing .
- 5 available / am / I / attend / an interview / to .

Dear Sir/Madam,

I am writing to apply for a work experience position at Universal Computers.

I am 14 years old and currently in Year 9 at Highfields School in Lincoln. I am taking my exams in May and plan to continue studying at school for the next four years. In the future, I would like to study Business Studies at university.

I have been interested in computers since I was eight years old. I can use Word, PowerPoint and Excel, and I am also learning to write computer programmes. My favourite subjects at school are ICT and art, especially graphic design.

I am a hard-working and responsible person and I am sure that I would learn a lot from working with your company for two weeks.

I would be very grateful if you could send me more information about your company and the work experience position.

I am enclosing my CV and a reference from my ICT teacher. I am available to attend an interview.

I look forward to hearing from you.

Yours faithfully,

Louise Greene



**5** Write a letter applying for a work experience position at a company in your town (150–170 words).

## Writing a letter of application

### Step 1 Plan

Decide what company you want to write to. What relevant skills do you have? Think about what information you want from them and what to send with the letter.

### Step 2 Write

Write a first draft. Include information about your experience and personal qualities.

### Step 3 Check

Check your work. Have you concluded your letter appropriately?

### Step 4 Write

Write your final copy and hand in your work.



# History

## The Great Depression in the USA

The stock market crash on 29th October 1929, or *Black Tuesday*, marked the end of wealth and optimism in the USA and the beginning of the Great Depression. Many people, banks and businesses lost most of their money in this crash. Some factories reduced their workers' hours and wages, while others closed down. Many people became unemployed.

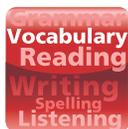
In previous depressions, farmers survived on food from their land. However, there was a drought in the 1930s and their fields became dry and the crops died. In the centre of the USA, heavy storms blew dust over great distances destroying any remaining crops. New crops didn't grow in the dry soil. Farmers couldn't afford to pay their bills and got into debt. Many lost both their homes and their farms.

The situation improved gradually during the 1930s, but the Great Depression only ended after the USA entered the Second World War. Weapons, ships and planes had to be built quickly, so there were many more jobs. Men went to fight, women worked in the factories and farmers grew food for people in the USA and abroad.



**Read and listen. Answer the question.**

How did the Great Depression end?



## Vocabulary guide

### The world of work



allowance



application form



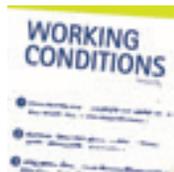
apprenticeship



benefits



bonus



conditions



contract



expenses



job advertisement



pay rise



pension



promotion



salary



work experience

### Work verbs

- |                             |                      |                |
|-----------------------------|----------------------|----------------|
| sign a contract             | get a job            | work part-time |
| apply for a job             | get a pension        | be unemployed  |
| claim expenses              | have an interview    |                |
| earn a salary               | have a full-time job |                |
| fill in an application form | lose a job           |                |





## Progress check

### The world of work

#### 1 Choose the correct word.

- 1 Jo's **salary** / **apprenticeship** is £25,000 a year.
- 2 My parents give me a **bonus** / **an allowance** if I help with the housework.
- 3 My grandparents get their **pension** / **pay rise** every two weeks.
- 4 My brother is looking for a job with good **conditions** / **expenses**.
- 5 My dad doesn't get any **benefits** / **promotion** at work. He doesn't even get a pension.

### Work verbs

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

lost signed filled claimed has worked



- 1 My mother ... a full-time job and looks after five children.
- 2 Li has ... a contract to play football for Chelsea.
- 3 I ... my job because I was late for work so often.
- 4 My grandfather ... part-time in the library after he retired.
- 5 My Dad ... in an application form yesterday – I hope he gets an interview!

### The first conditional

#### 3 Complete the sentences using the correct form of the verbs in brackets.

- 1 If I ... (become) a doctor, I'll earn a lot of money.
- 2 If he saves his money, he ... (be) able to go on holiday.
- 3 What ... (do) if they offer you a job?
- 4 We ... (go) to the park if the weather is nice.
- 5 I ... (lend) you €25, if you promise to pay me back.

### Gerunds and infinitives

#### 4 Are the sentences correct or incorrect? Correct the incorrect sentences.

- 1 I enjoy playing golf with my dad. It's great fun.
- 2 He spends so much time talk on the phone.
- 3 I've arranged meeting Monica at 8.30pm.
- 4 I don't want see that film. It looks boring.
- 5 She's decided not leaving school next year.
- 6 At last! He's finally finished talking.

### Grammar build up

1 2 3 4 5 6 7 8

#### 5 Choose the correct answer.

**Ben** Hi, Jan. You look great. Where (1) ... ?

**Jan** My grandma's having a party. She (2) ... today.

**Ben** Really?

**Jan** Yes, she's a cook. She (3) ... in the same restaurant for 33 years. Today's her last day.

**Ben** Wow. So is she sad about retiring?

**Jan** No, she's really excited. She's got lots of plans. She (4) ... travel and learn Italian.

**Ben** So where's the party?

**Jan** In the restaurant where she (5) ... , of course!

**Ben** Who (6) ... the party?

**Jan** Her boss. He's giving her a present too.

**Ben** What is he going to give her?

**Jan** I don't know. But I hope it's not a cookery book. If he (7) ... her a cookery book, she'll be really angry!

**Ben** Why?

**Jan** Because she (8) ... to write a cookery book now she's retired. It's one of her plans.

- |                    |                |                |
|--------------------|----------------|----------------|
| 1 a) are you going | b) do you go   | c) will you go |
| 2 a) retire        | b) 's retiring | c) retires     |
| 3 a) 's worked     | b) works       | c) worked.     |
| 4 a) will          | b) goes to     | c) 's going to |
| 5 a) was working   | b) works       | c) will work   |
| 6 a) did organize  | b) does        | c) has         |
|                    | organize       | organized      |
| 7 a) will give     | b) gave        | c) gives       |
| 8 a) 's going to   | b) might       | c) will work   |



## Module

# 6

# Crime doesn't pay



### In this module you will learn:

- Vocabulary**
- Crime verbs
  - Crimes and criminals
- Grammar**
- Modals of deduction and possibility
  - Time clauses
- Reading**
- Watch out for animal smugglers!
  - The United California Bank Robbery
- Speaking**
- Witnessing a crime
  - Showing interest
- Writing**
- A narrative
  - Using adjectives
- Culture**
- Famous laws and lawmakers
- CLIL**
- Art

**Competences:**  
1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.2, 4.3

### Find the page numbers for:



- Young people doing community service
- A baby tiger
- A famous writer of detective novels

# Module

# 6

# Crime doesn't pay



## Vocabulary 1

### Crime verbs

**1** Explain the meaning of the words and expressions in the box. Use a dictionary if necessary.

go on trial do community service pay a fine  
 arrest a suspect suspect someone solve a crime  
 catch a thief be innocent be guilty  
 investigate a crime question a suspect  
 look for clues commit a crime go to prison

**2** Listen and repeat.

**3** Which actions do criminals do and which do the police do? Copy and complete the table with the words in the box. One word doesn't fit.

<i>criminals</i>	<i>the police</i>
<i>be guilty</i>	<i>arrest a suspect</i>

**4** Choose the correct words.

Perhaps the most mysterious crimes in British history were the Jack the Ripper murders. Five women were killed in Whitechapel, East London during three months in 1888. The police never (1) **committed** / **solved** the crimes. They (2) **looked for** / **caught** and found many clues and (3) **suspected** / **questioned** suspects but nothing helped them. The detective who (4) **committed** / **investigated** the murders, Inspector Frederick Abberline, never (5) **suspected** / **caught** the murderer – he never even (6) **solved** / **arrested** anyone. No one ever (7) **paid a fine** / **went to prison** for the murders. Even today we have no idea who was (8) **innocent** / **guilty** of the terrible crimes.

**5** Listen to James and Rachel. What crime are they talking about?

**6** **INTERFACE** Work in pairs. Ask and answer the question.

*Have you ever seen someone commit a crime?*

*Yes, I have. I saw a man stealing a car. I phoned the police.*

# Watch out for ANIMAL SMUGGLERS!



Imagine this situation. You're at the airport waiting to collect your suitcase. A man is standing next to you. He picks up a large leather suitcase from the baggage carousel. His bag moves.

- What do you think?
- a) There must be something alive inside his bag.
  - b) It's none of my business.

**You look closely at the suitcase. It moves again.**

- What could it be?
- a) It can't be a person. It might be an animal.
  - b) I don't know and I don't care.

**He picks up the bag and looks around him. He looks nervous.**

- Who is he?
- a) He might be an animal smuggler.
  - b) Sorry, I've got no idea.

**The bag moves again.**

- What do you do?
- a) Call a customs officer.
  - b) Nothing.

## THE CORRECT ANSWER TO ALL THESE QUESTIONS IS A.

**Animal smuggling is cruel.** Many of the animals that people smuggle are endangered species, such as monkeys and crocodiles.

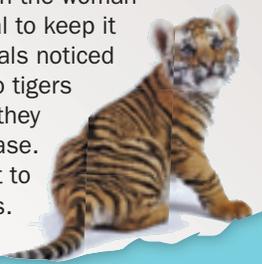
A large number of the animals die during the journey because they travel in boxes, suitcases, or even inside people's clothes.

**Animal smuggling is a crime.** Buying and collecting smuggled animals is illegal. Punishments can include heavy fines and imprisonment.

**Animal smuggling is increasing.** It's the second most profitable illegal activity in the world. Only drug smuggling makes more money.

## Tiger smuggling in Thailand

Police caught a 31-year-old woman trying to smuggle a baby tiger into Thailand. The tiger cub was inside a suitcase with a toy tiger. Although the woman drugged the animal to keep it quiet, airport officials noticed that one of the two tigers was moving when they scanned her suitcase. The smuggler went to prison for six years.



**We need YOUR help to stop animal smuggling. If you see something suspicious, REPORT IT!**



CITES (The Convention on International Trade of Endangered Species of Wild Flora and Fauna) is an agreement that is trying to stop animal smuggling.



## Reading 1

**7** Look at the poster. What do you know about animal smuggling? What sort of animals do people smuggle?

**8**  Read and listen. Check your answers.

**9** Are the sentences true or false? Correct the false sentences.

- 1 Many smuggled animals are very rare.
- 2 The journey kills many animals.
- 3 Animal smuggling is more profitable than drug smuggling.
- 4 Criminals smuggle dangerous animals.
- 5 The woman was smuggling two tigers into Thailand.

**10** Find 1–4 in the text and match them with definitions a–d.

- 1 baggage carousel
- 2 endangered species
- 3 profitable
- 4 heavy fines

- a) large sums of money paid as punishments
- b) where you get your bags in an airport
- c) species at risk of dying completely
- d) making lots of money

**11** Complete the sentences with words from exercise 10.

- 1 Lions are an ... – there aren't many left in the wild.
- 2 The man paid ... for buying a smuggled snake.
- 3 Smuggling is very ... . There's a lot of money involved.
- 4 I picked my suitcase up from the ... .



# Grammar 1

## Modals of deduction and possibility

### modals of deduction and possibility

There **must** be something alive inside his bag.

He **might** be an animal smuggler.  
It **may** be an animal.  
It **could** be a snake.

It **can't** be a person.

**1** Look at the sentences in the table and complete the rules.

- We use ... when we believe something is impossible.
- We use ... , ... and ... when we believe something is possible.
- We use ... when we believe something is definitely true.



**2** Match the deductions to their meanings.

- He must be a smuggler.
  - He might be a smuggler.
  - He can't be a smuggler.
- I'm almost certain he's not a smuggler.
  - I think it's possible he's a smuggler.
  - I'm almost certain he's a smuggler.

**3** Read sentences 1–6 and match them with deductions a–f.

- She speaks French and has a French passport.
  - She used to live in Paris.
  - Joanne hates dogs! A dog bit her when she was a child.
  - I think Sheila likes dogs, but I'm not sure.
  - I think I saw him on television yesterday.
  - He's in that new film we saw last week!
- That can't be Joanne's dog.
  - He must be a famous actor.
  - She may be French.
  - He might be an actor.
  - She must be French.
  - That could be Sheila's dog.

Language  
**Tip**

*Must* is used to express deductions. It has a completely different meaning when it is used to express obligation.  
*You must wear a seatbelt in a car.*

**4** Choose the correct modals of deduction and possibility.

- He **must** / **can't** be guilty. He's never committed a crime in his life!
- There **could** / **must** be a dog in that bag. It's moving.
- You **must** / **can't** be hungry. It's four o'clock and you haven't had lunch.
- He **might** / **can't** be American. He speaks English.
- Ask John. He **can't** / **might** know the answer.
- This film's terrible. You **might** / **can't** like it.



**5** Look at the pictures of stolen items. Then complete the sentences with correct modal verb.

- The mp3 player ... be Jane's. She never listens to music.
- The sunglasses ... be Pete's. Jane never wears them.
- The money ... be Jane's, but it ... be Pete's too.
- The camera ... be Pete's. He hasn't got one.
- The book ... be Pete's or Jane's. They both love reading.
- The earrings ... be Jane's.

**6**  Listen to the sounds. Are the statements true or false?

- It might be New Year's Eve.
  - It can't be a celebration.
  - It could be fireworks for 5th November.
- He can't be happy.
  - He must be happy.
  - He may have had some good news.
- It can't be a cat.
  - A thief might be trying to steal something from the house!
  - It must be a cat.
- It might be a restaurant.
  - It must be a library.
  - Someone may be cooking dinner.

**7** Choose the correct modal verbs.

**Jack** Hey, look! That's Vince Vogue, the actor.

**Cath** Who?

**Jack** Vince Vogue. He's in *Crime Squad* on TV.

**Cath** No, it (1) **can't** / **must** be him!

**Jack** Why not? He (2) **might** / **can't** live near here.

**Cath** No way! Vince Vogue lives in California.

**Jack** Well, he (3) **must** / **could** be here making a film.

**Cath** He (4) **can't** / **may** be Vince! He's wearing glasses.

**Jack** He (5) **must** / **might** wear glasses in real life. Hey, look he's coming this way.

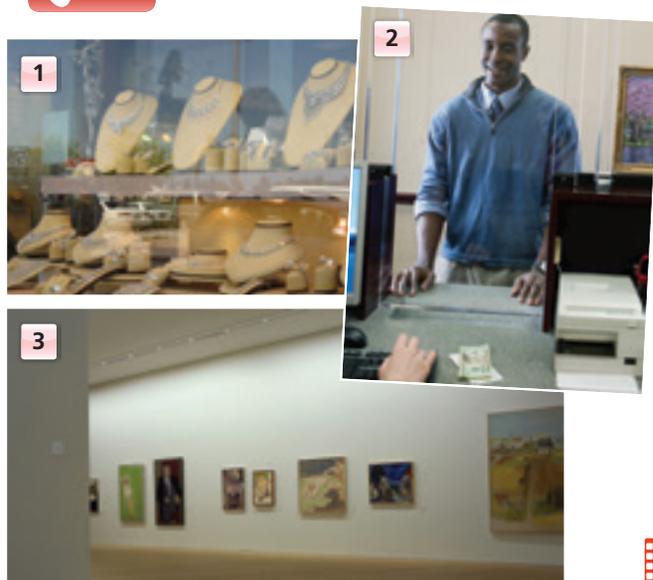
**Vince** Excuse me. I don't know this area. I (6) **must** / **can't** be lost. Can you help me?

**Jack** Of, course. Are you Vince Vogue, the actor?

**Vince** Yes, I am. You (7) **must** / **can't** watch *Crime Squad*.



**Listening**  
**Crime news**



To say something is possibly NOT certain we use *might not* / *mightn't* + infinitive.  
*He mightn't have a brother. I'm not sure.*

**8** **INTERFACE** Think of a friend. What are they doing now? Write sentences giving evidence and using modal verbs. Then discuss your sentences with a partner.

*What is Carlos doing now?*

*He must be on holiday in Tenerife, because he went there on Sunday. He might be at the beach.*

**Pronunciation**

/aɪ/ /eɪ/ /ɪə/ /eə/ /ɔɪ/

**a** Listen and repeat the sounds and words.

/aɪ/ crime, fine, trial, tiger, crocodile, fire  
/eɪ/ pay, take, strange, snake, danger, eight  
/ɪə/ fear, near, year  
/eə/ airport, chair, there  
/ɔɪ/ boy, noisy, toy

**b** Listen and repeat the sentences.

**9** Look at the pictures. What can thieves steal from these places?

**10** Listen to the three news stories. Put the robberies in order.

a) an art theft b) a jewellery theft c) a bank robbery

**11** Listen again and answer the questions.

- 1 Where was the bank robbery?
- 2 What happened to the bank robbers?
- 3 How long was the painting missing for?
- 4 Who did the painting belong to?
- 5 What did Horatio Mandeville steal?
- 6 How many times have the judges found him guilty before?

**12** Listen again and complete the sentences.

- 1 Police investigated the bank robbery for ... days.
- 2 Mrs Johnson was found ... by the court.
- 3 The painting was stolen from ...
- 4 Security guards found the painting after ... minutes.
- 5 The diamonds were worth more than ... euros.
- 6 Mandeville got out of prison ... weeks ago.

**13** **INTERFACE** Work in pairs. Ask and answer the questions.

*Have you heard about any robberies in the news recently? What happened?*

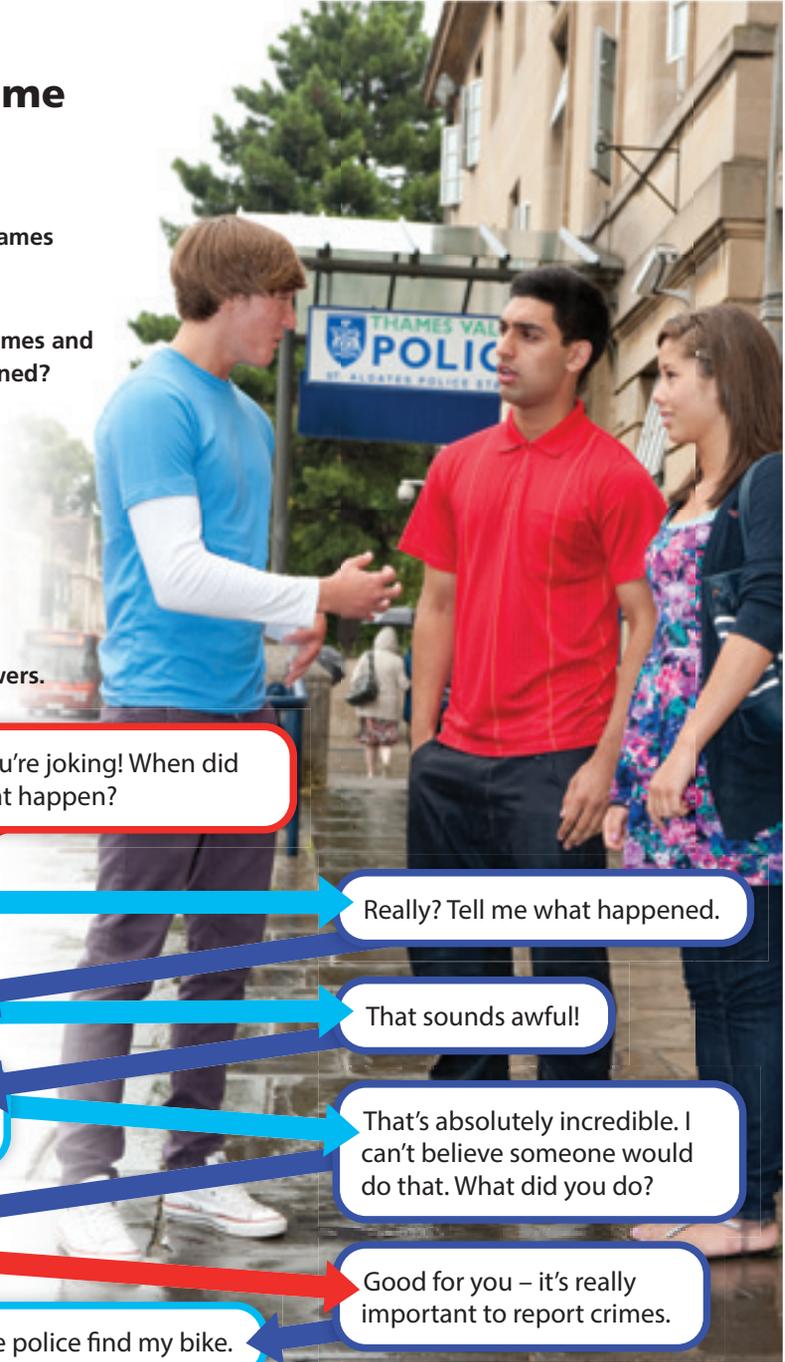


# Speaking

## Witnessing a crime

### Listen

- 1 Look at the picture. Where are David, James and Rachel?
- 2  Listen to the first part of David, James and Rachel's conversation. What has happened?
- 3  Listen to the second part of the conversation. Answer the questions.
  - 1 When did the thief steal the bike?
  - 2 Where did he steal the bike from?
  - 3 What did David hear?
  - 4 What did he do?
- 4 Read and listen again. Check your answers.



Hi, guess what ...someone has stolen my bike!

You're joking! When did that happen?

It happened last night.

Really? Tell me what happened.

Well, they stole it from outside my house.

That sounds awful!

I know! I heard a noise and when I looked out of my window, my bike wasn't there.

That's absolutely incredible. I can't believe someone would do that. What did you do?

Well, I reported it to the police.

Good for you – it's really important to report crimes.

I agree. I hope the police find my bike.

### Practise

- 5 Listen again and act out the dialogue.
- 6 Use the words in the box to complete the expressions.



absolutely sounds believe joking happened

- 1 That's ... incredible.
- 2 You're ... !
- 3 I can't ... it.
- 4 That ... awful!
- 5 Tell me what ... .

### Functional language

#### Showing interest

I can't believe it.	Really?
You're joking!	That sounds awful!
Tell me what happened.	That's absolutely incredible.

## Speaking task

Write a new dialogue between you and a friend.

### Step 1

Choose a fact file or use your own ideas to describe a crime you witnessed.

**CRIME:** robbery at a supermarket

**CRIMINALS:** three thieves

**EQUIPMENT:** masks

**ACTIVITY:** stealing cash

**ACTION:** told the security guards

**CRIME:** mugging outside a restaurant

**CRIMINALS:** one man

**EQUIPMENT:** none

**ACTIVITY:** stealing a woman's handbag

**ACTION:** called the police and an ambulance

**CRIME:** animal smuggling

**CRIMINALS:** two smugglers

**EQUIPMENT:** a suitcase

**ACTIVITY:** smuggling a snake onto an aeroplane

**ACTION:** told customs officials

### Step 2

Think about what you saw.

*I saw a robbery last night at ...*

*The thief stole ...*

*I called ...*

Think about what your friend says.

*You're joking! Tell me more.*

*What happened next?*

*I can't believe it.*

### Step 3

Write your dialogue.

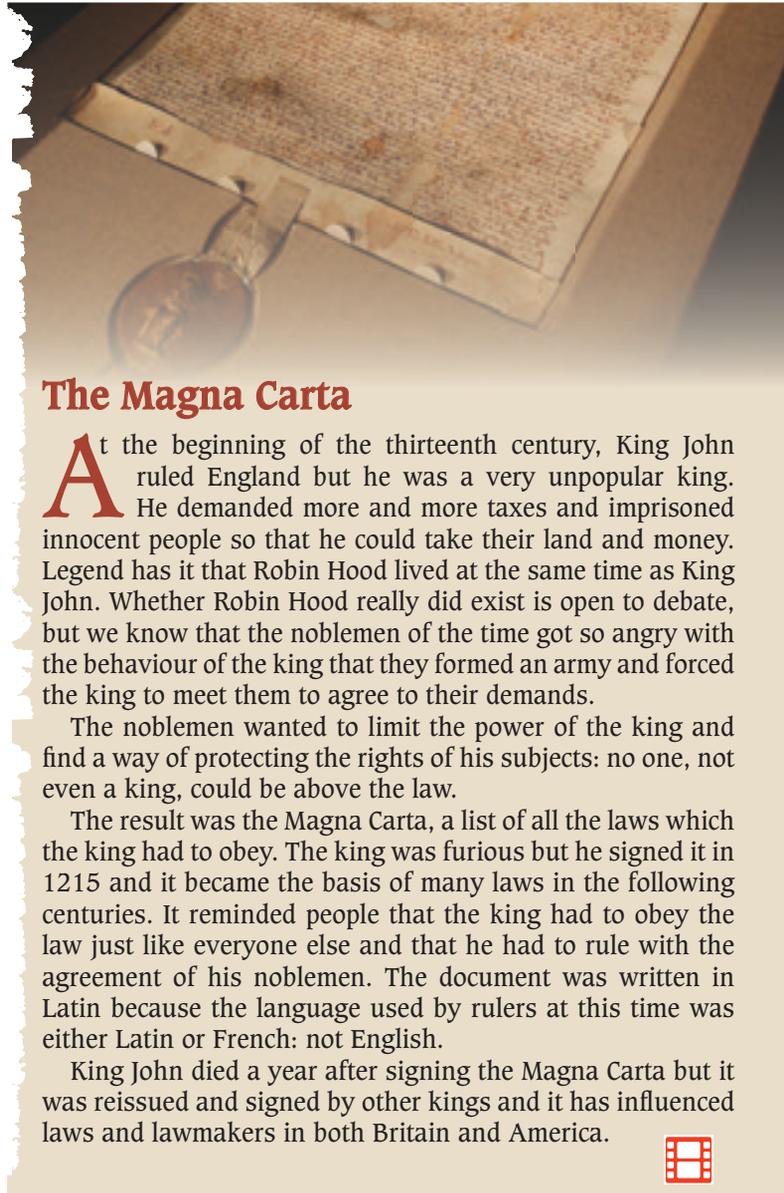
### Step 4

Work in pairs. Practise your dialogues.



## Culture

### Famous laws and lawmakers



### The Magna Carta

At the beginning of the thirteenth century, King John ruled England but he was a very unpopular king. He demanded more and more taxes and imprisoned innocent people so that he could take their land and money. Legend has it that Robin Hood lived at the same time as King John. Whether Robin Hood really did exist is open to debate, but we know that the noblemen of the time got so angry with the behaviour of the king that they formed an army and forced the king to meet them to agree to their demands.

The noblemen wanted to limit the power of the king and find a way of protecting the rights of his subjects: no one, not even a king, could be above the law.

The result was the Magna Carta, a list of all the laws which the king had to obey. The king was furious but he signed it in 1215 and it became the basis of many laws in the following centuries. It reminded people that the king had to obey the law just like everyone else and that he had to rule with the agreement of his noblemen. The document was written in Latin because the language used by rulers at this time was either Latin or French: not English.

King John died a year after signing the Magna Carta but it was reissued and signed by other kings and it has influenced laws and lawmakers in both Britain and America.



### 7 Read and listen. Answer the questions.

- 1 Why was King John unpopular?
- 2 Did Robin Hood exist?
- 3 When did King John sign the Magna Carta?
- 4 What happened to King John after he signed it?

### 8 What laws do you know in your country?



## Vocabulary 2 Crimes and criminals

- 1 Explain the meaning of the words and expressions in the box. Use a dictionary if necessary.

kidnapper robber pickpocket thief  
pickpocketing murder theft kidnapping  
robbery vandal murderer vandalism

- 2  Listen, check and repeat.

- 3 Copy and complete the table using the words in exercise 1.

crime	criminal
theft	thief



**Word Tip** Thieves rob places and steal things.  
*The thief robbed a bank and stole £20,000.*

- 4 Complete the sentences with words from the table.

- A ... stole my bicycle from outside school.
- I think ... is the most serious crime. Killing someone is terrible!
- A ... stole my mp3 player from my pocket when I was on the metro.
- The police caught the ... after he released the victim. No one knew where she was for days!
- I think graffiti is a form of ...
- I saw three ... running away from the bank yesterday. They stole £10,000!
- There has been an increase in ... recently. Someone broke all the windows at the sports centre.
- Be careful with your wallet on the bus. ... is a real problem.

- 5  **INTERFACE** Work in a group. Ask and answer the question.

*Which crimes are a problem where you live?*

*Vandalism is a problem in my area, especially near the train station.*



## Reading 2

- 6 Look at the title and the pictures. Who are the men? What do you think the story is about?

- 7 Read the story. Were your ideas correct?

- 8 Read the text again and answer the questions.

- How many robbers were there?
- What four mistakes did the robbers make?
- How much did they steal in California?
- Where did the police find fingerprints?
- How did the police prove the men knew each other?

## The United California Bank Robbery

Everyone makes mistakes – especially criminals



Detectives who are investigating crimes look for clues like fingerprints which can identify the criminals. Why? Because police officers know that all criminals sometimes make mistakes.

A good example was the United California Bank Robbery in 1972. The first mistake the seven bank robbers made was that they went to the wrong bank. They went to a bank in Laguna Niguel instead of San Clemente.

The robbers successfully stole \$12 million but their plan was to get \$30 million. They didn't go to the correct bank, so they made their second mistake – robbing another bank. So they did the same robbery again a few months later at a bank in Ohio. They were successful again. However, FBI detectives noticed

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

# Grammar 2

## Time clauses

### time clauses

The police will catch them **when** they find the fingerprints.

The alarm will sound **as soon as** the thief touches the jewelry.

**After** they catch the animal smuggler, they will free the tigers.

The policeman must question the suspect **before** he arrests him.

The detective is going to look for clues **until** he finds the robbers.

**9** Look at the sentences in the table. Choose the right words to complete the rules.

- When we use time adverbs to join two clauses, we **should / shouldn't** repeat the future form.
- After time adverbs such as *when, as soon as, after, before* or *until* we use **the present tense forms / future tense forms** to talk about the future.



that the two crimes were very similar. They found a house in Ohio which was the gang's headquarters. The police searched the house and found nothing until they looked in the dishwasher. It was full of dirty plates covered in fingerprints. Mistake number three – the thieves didn't do their washing up, to clean their fingerprints from the plates.

The fingerprints belonged to seven men. Flight records showed that the men flew to California on the same flight just before the first robbery – mistake number four. They flew together, so the police had proof that they were friends. The police arrested all seven immediately and they went to prison for a long time.

**10** Complete the sentences with the time adverbs in the box.

until as soon as before after when

- He did community service ... a witness saw him steal the purse.
- ... they catch the person who made the graffiti, he will have to pay a fine.
- ... the police find the fingerprints, they will arrest the criminal.
- ... I find who stole the money, I will let you know.
- The police won't stop ... they solve the crime.

**11** Choose the correct verbs.

- He will cook dinner when he **gets / will get** home.
- The detective is going to question suspects until he **will find / finds** the stolen bike.
- She **calls / will call** you as soon as she sees the result.
- After he **finishes / will finish** his homework, he will go out.
- We are going to brush our teeth before we **go / are going to go** to bed.
- I might watch TV until they **come / will come** back.

**12** Put the words in the right order.

- stole / he / the / find out / that / police / When / he / the / will / go / money / jail / to.
- will / As / soon / arrest / him / the / judge / finds / him / as / guilty / the / police.
- novel / he / decided / After / mystery / to / become / he / read / the / detective.
- allowed / to / He / drive / won't / be / until / pays / fine / the / he.
- The / witness / they / question / the / man / go / before / to / prison / won't.



**13** Complete the sentences with the correct form of the verbs in the brackets.

Agatha Christie (1) ... (write) 80 detective novels. But where did she get the ideas for her books?

During World Wars I and II she worked in a hospital pharmacy.

When she (2) ... (work) there, she (3) ... (learn) a lot about poisons.

She used her knowledge in her books. Her second husband was an archaeologist and she travelled with him.

After she (4) ... (not visit) countries like Egypt, she (5) ... (be able) to describe them so well in her novels.

Her most famous detective is Hercule Poirot, the Belgian policeman. But why was he Belgian?

Because Belgium (7) ... (fight) with Britain in the First World War. Agatha Christie was a brilliant novelist and her books have sold more than 100 million copies all over the world.





## Writing A narrative

**1**  Read and listen. What happened to Mike on Saturday?

**2** Read the email again and answer the questions.

- 1 Who was Mike with?
- 2 What happened when they were walking down the street?
- 3 Why could he not describe the man very well?
- 4 What did the man look like?
- 5 What did Mike do after he saw the man?



To: Kirsty  
From: Mike  
Subject: Saturday night

Hi Kirsty,

I have to tell you about what happened last Saturday night. It was about 8pm and I was walking home from a friend's house with my brother Adam. We were going down a really dark street when we heard an alarm start ringing. Suddenly we saw a shadowy figure climbing over the wall behind the supermarket.

The figure jumped down from the wall and ran towards us. It was a cloudy night and there aren't many street lights in Downing Lane, so I couldn't see very clearly at first. However, because he ran towards us I realized that it was a man. I only saw him for a second, so I didn't get a good look at him. He was probably in his thirties. He was quite small and he was wearing a black coat and a woollen hat, which hid his face. He was carrying a big bag, which looked heavy. As he ran past us he shouted, 'Get out of my way, you two!' He stopped at the corner, got into a blue car and drove off. Adam had his mobile phone so we called the police. It was pretty scary!

Mike



## Language focus

### Using adjectives

We can use adjectives to make a narrative more interesting.

For example, in Mike's story he uses different words to show that there wasn't a lot of light:

- a **really dark** street
- a **shadowy** figure
- a **cloudy** night

**3** Use the adjectives in the box to replace *nice* in the text.

kind   pretty   friendly   tastiest   lovely

Mrs Franks is a really (1) **nice** woman. She lives in a (2) **nice** cottage in our village with her pet Labrador Spot, who is a really (3) **nice** dog. She's a very good cook and she makes the (4) **niciest** cakes I've ever eaten. She always gives me a cake when she has made some, which is really (5) **nice** of her.

- 4** Write an email to a friend describing a crime you witnessed (150–170 words).
- 5** Read your friend's email. Count the adjectives. Do the adjectives make the story more interesting?

## Writing a narrative

### Step 1 Plan

Think about where you were and why. What did you see? What did you do? Make notes.

### Step 2 Write

Write your first draft. Include adjectives to make your story more interesting.

### Step 3 Check

Check your work. Have you described the criminals?

### Step 4 Write

Write your final copy and hand in your work.



# Art

## Graffiti – inside or outside the law?

### Graffiti is an art

If art is a painting or a drawing that someone creates to be beautiful or to express ideas, then graffiti is art.

Major art museums, collectors and celebrities pay thousands of pounds for works by famous graffiti artists such as the English artist Banksy. When Banksy painted a mural of two Hollywood actors near a London underground station, art critics said that it could be worth £300,000. But the transport authorities disagreed: it was their property and Banksy didn't have their permission, so they painted over the mural.



**Banksy, Los Angeles, 2011**

### Graffiti is a crime

Graffiti artists rarely have permission to paint or draw, so if the graffiti damages a property, then this is vandalism. In the UK, vandals can receive an ASBO (an Anti-Social Behaviour Order), a fine or even a prison sentence.

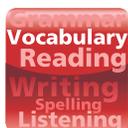


Transport for London (TfL), the organization which runs the public transport system in London, spends millions of pounds a year to remove graffiti from their trains, platforms and bus stops.



**Read and listen. Answer the question.**

If you draw a picture on a bus stop, is this a crime?



## Vocabulary guide

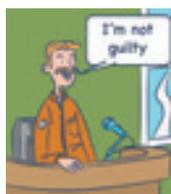
### Crime verbs



arrest a suspect



be guilty



be innocent



catch a thief



commit a crime



do community service



go on trial



go to prison



investigate a crime



look for clues



pay a fine



question a suspect



solve a crime



suspect someone



### Crimes and criminals

**pickpocketing**  
robbery  
vandalism  
murder

theft  
kidnapping  
pickpocket  
robber

vandal  
murderer  
thief  
kidnapper





## Progress check

### Crime verbs

#### 1 Match 1–6 with a–f to make sentences.

- 1 The man who stole the painting is going
  - 2 The vandals have to do
  - 3 He had to pay
  - 4 The police are investigating
  - 5 Interpol have arrested
  - 6 A security guard caught
- a) five men for drug smuggling.
  - b) the kidnapping of Grant Jones.
  - c) a woman stealing DVDs.
  - d) community service for six months.
  - e) to prison for ten years.
  - f) a £100 fine because he parked his car illegally.

### Crimes and criminals



#### 2 Which criminals do these crimes?

- |                |                   |
|----------------|-------------------|
| 1 theft –      | 4 murder –        |
| 2 vandalism –  | 5 pickpocketing – |
| 3 kidnapping – | 6 robbery –       |

### Modals of deduction and possibility

#### 3 Choose the correct modal verb.

- 1 He **must** / **can't** be Australian. He doesn't speak English.
- 2 She **might** / **can't** be Ann's sister. They look quite similar.
- 3 It **could** / **must** be his book. It's got his name in it.
- 4 He **can't** / **may** like football. I can't remember.
- 5 He **can't** / **might** be the robber. He's too tall.
- 6 You **must** / **can't** be thirsty. It's very hot outside.

### Time clauses

#### 4 Complete the sentences with the correct form of the verbs in the brackets.

- 1 She ... (do) the washing-up as soon as the party finishes.
2. When the police arrest him, he ... (confess) his crime.
3. After he ... (finish) the graffiti, he will sell it to an exhibition of street art.
4. She is going to listen to music until her sister ... (get) home.
5. They have to set the table before their guests ... (arrive).
6. When she hears the news, she ... (be) very happy.

### Grammar build up



#### 5 Choose the correct answer.

The police (1) ... a recent increase in pickpocketing on buses in Birmingham. In February, pickpockets (2) ... 57 wallets on buses, and 20 more people (3) ... stolen mp3 players.



Last week, Edna

Thomas witnessed a pickpocket in action on the number 25 bus. 'One man (4) ... on the bus at the same time as me. He looked ordinary – he (5) ... a pair of jeans and a T-shirt. The bus was full so he (6) ... up. Suddenly, I saw him move his hand slightly. I didn't realize what (7) ... , but when he got off at the next stop, the woman next to him (8) ... that her purse was missing.'

- |                        |                  |
|------------------------|------------------|
| 1 a) are investigating | b) investigated  |
| c) have investigated   |                  |
| 2 a) stolen            | b) stole         |
| c) are stealing        |                  |
| 3 a) are reporting     | b) reported      |
| c) report              |                  |
| 4 a) is getting        | b) got           |
| c) has got             |                  |
| 5 a) wore              | b) was wearing   |
| c) has worn            |                  |
| 6 a) stood             | b) is standing   |
| c) has stood           |                  |
| 7 a) happens           | b) is happening  |
| c) happened            |                  |
| 8 a) realized          | b) was realizing |
| c) has realized        |                  |





# Revision 2

## Vocabulary

## Grammar

## Sketch

## Project

Talk about someone who ...

**... is glamorous**

**... never puts their clothes away**



**... spends a lot of money**

**... is planning to live abroad**



**... is formal**

**... buys a lot of clothes**



**... earns a lot of money**

**... has moved house recently**



**... gives clothes away**

**... works part-time**



**... can afford to go out tonight**

**... is a famous criminal**





# Revision 2

## Vocabulary

## Grammar

## Sketch

## Project

### 1 Choose the correct words.

#### Headhunters

Hundreds of years ago headhunters were people who hunted and collected human heads. However, nowadays headhunters are slightly more conventional. They are recruitment consultants – people (1) **who** / **which** help other people find the right job.

In fact, many people believe that you cannot get a good job without a headhunter. But it's not only employees (2) **that** / **which** use them, employers do too. If a top company (3) **wanted** / **wants** the best person for the job, then it will use a headhunter. Why? Because the best employees go to headhunters (4) **when** / **where** they're planning (5) **to apply** / **applying** for a new job. The employer and the employee want (6) **to meet** / **meeting**, so the headhunter arranges it.

So what sort of people become headhunters? Well, it's quite a glamorous job and they're often very sociable. Headhunters are hard-working people who will keep (7) **to try** / **trying** to find the right person for the job. They are often graduates from famous universities and have worked as managers in well-known international top companies. Most of all, they know lots of people. If you want to be a successful headhunter, you (8) **'ll** / **'d** need to have a lot of contacts all around the country.

Who do headhunters work for? All sorts of companies, including financial services, technology and manufacturing industries. And are they successful? Well, yes. If they (9) **won't** / **aren't**, companies wouldn't use them. And most employees are satisfied because a headhunter (10) **helped** / **help** them (11) **will get** / **get** a well-paid job.

But what about the future? Most people believe that headhunting agencies (12) **will continue** / **are continuing** to do well in the future. Globalization, environmental change and technological change (13) **will** / **is going** to mean that more people will be looking for top jobs. But the problem is there (14) **might** / **won't** be fewer top jobs in the future.

Anyway, I know that my Mum (15) **might** / **'s going** to talk to a headhunter the next time she needs a job. In fact, she (16) **'s meeting** / **might** one tomorrow. Don't tell her boss!



### 2 Correct the sentences. There are two errors in each sentence.

- If my dad earned more money, he has bought me a new bike.
- I went to France on holiday next year if I can't afford it.
- I'm not go to Amy's party because I will visit Tom this weekend.
- I must buy those shoes who I tried on but I'm not sure.
- If I getting the job, I'll lending you the money.
- They don't answering the phone, so they mustn't be out.

### 3 Order the words to make questions.

- are / What / do / planning / to / you / this weekend ?
- the / she / robbery / police / saw / bank / as / she / As / soon / called / the .
- enough money / Will / lend / me / 10 euros / if you / you / have ?
- What / tomorrow / the weather / be / will / like ?
- for a meal / Do / you / going out / tonight / fancy ?
- back / to / will / take / them / paintings / they / stolen / find / the / museum / the / After / they .



# Revision 2

## Vocabulary

## Grammar

## Sketch

## Project



### 1 Listen. Are the sentences true or false?

- 1 The friends are going to see a film.
- 2 They are waiting for a taxi.
- 3 Karen has decided what to wear and is ready to go.
- 4 Karen is always late for things.
- 5 Karen decides to wear her dress.

### 2 Listen and read. Check your answers.

## What am I going to wear?

**Harry** I'm really looking forward to the party.

**Gill** Yeah, it's going to be great.

**John** What time do we need to leave?

**Gill** Soon. A taxi's coming in two minutes.

**Harry** Well, I'm ready.

**John** Yes, but Karen isn't. Where is she?

**Gill** She's getting ready.

*(Karen enters)*

**Karen** I don't know what to wear. Help me, Gill.

**Gill** OK. Don't worry. What ideas have you got?

**Karen** Well, I might wear my leggings and a skirt or I might be a bit more glamorous and wear a dress.

**Gill** What do you think boys?

**Harry** Yeah, great. That sounds really interesting.

**Karen** Which? The leggings or the dress?

**John** Erm ... the dress.

**Harry** No, no, the leggings.

**Karen** Oh, you're hopeless.

**Gill** Well, which do you prefer?

**Karen** Well, what I like about the leggings and the skirt is that they're quite casual. But what I really like about the dress is that it's a bit more fashionable.

**Harry** I think you should wear what you're wearing now.

**Karen** You must be joking.

**John** But the taxi's waiting outside. It's time to go.

**Karen** Don't worry, I've decided what to do. I'll be back in a minute.

*(Karen leaves)*

**Harry** We're going to be late.

**Gill** Oh be patient. She won't be long.

**John** Yes, she will. She's always late.

**Gill** Yes, you're right. Wait ... I think she's coming.

*(Karen re-enters)*

**Gill** Wow, you look great.

**John** Yeah, absolutely amazing!

**Harry** But what are you wearing?

**Karen** I'm wearing my dress and my leggings. Good idea, hey?

Oh, and I'm also borrowing your leather jacket, Harry. I think it matches perfectly with the outfit!

**Gill** Yeah, absolutely.

**Harry** Give me my jacket back!



### 3 Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects and costumes you need.
- Remember to speak clearly for the audience to hear you.



# Revision 2

Vocabulary

Grammar

Sketch

Project

## Sell, sell, sell!



### 1 Ideas

What sort of product do you want to sell? Use the ideas in the photos or think of your own. Which product would most people want to buy? Which is most useful? Which is the most interesting?

### 2 Group work

Choose one product each to sell. Think about:

- what sort of people might buy it
- how to describe your product
- how much your product will cost

### 3 Write

Write an advertisement for the product. Remember to describe what the product is like, why it is useful and why people should buy it.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

### 5 Visuals

Find photos or draw pictures of your product.

### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.

## Module

# 7

# Sporting greats



### In this module you will learn:

- Vocabulary**
- Sporting verbs
  - Confusing verbs
- Grammar**
- Present perfect continuous
  - Short answers with present perfect continuous
  - Present perfect simple and present perfect continuous
- Reading**
- Susan says: Sporting memories
  - A question of sport
- Speaking**
- Making suggestions
  - Giving and responding to advice
- Writing**
- A biography
  - Using topic sentences
- Culture**
- Famous sporting events
- CLIL**
- Sport

### Find the page numbers for:



Champions holding their medals

An old photo of a man winning a race

A horse race

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.2, 4.3

## Module

# 7

# Sporting greats



1



3



2



score a goal  
train  
set a record

## Vocabulary 1 Sporting verbs

- 1** Match four of the verbs in the box to pictures 1–4. Use your dictionary to check the meaning of any unknown words.

televise score a goal hold (an event) win  
get a medal support a team break a record  
take up (a sport) lose set a record draw coach



- 2** Listen and repeat.

- 3** Choose the correct verbs.

- I came third in the race so I **got** / **set** the bronze medal.
- Ronaldo **scored a goal** / **held an event** and Real Madrid won the match.
- Experts **coach** / **support** top athletes and help them remain the best.
- The final was incredible; the Russian runner **broke** / **set** a new world record.
- Barcelona **lost** / **drew** 2–2 against Inter Milan.
- My favourite team **lost** / **won** the match – I was really upset.

- 4** Complete the sentences with verbs in exercise 1.

They're going to *hold* a sports day at my school.

- I want to ... squash – I've heard it's great fun.
- I think Usain Bolt will ... the world record.
- They're going to ... the world championships. I'm going to watch them at home.
- I have a tennis match next week so my dad is going to ... me. He's really good at tennis.
- I predict that England will ... against Norway and the score will be 2–1 to England.
- I ... Manchester United, but my brother is a Manchester City fan.



- 5** Listen to James and David. Which sport does David want to take up?



- 6** **INTERFACE** Work in pairs. Ask and answer the questions.

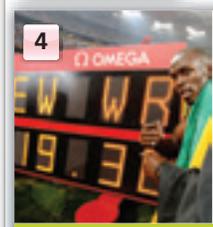
What sport would you like to take up? Why?

I'd like to take up tennis because ...



# Susan says: Sporting memories

Here are my top three sporting memories. What are yours?



**4**  
**WHAT:** Men's 100 metres final  
**WHEN:** 16th August 2008  
**WHERE:** Olympic® Stadium, Beijing  
**WHY:** I've watched this race so many times and it's still amazing. Usain Bolt wins the race so easily – it's incredible. His time of 9.69 seconds broke the world record and if you watch the race you can see that he's slowing down at the end! He then went on to win the 200 metres gold medal a few days later and set another world record. Usain has broken lots of Olympic® records, and might break even more in the future.



**6**  
**WHAT:** The World Cup  
**WHEN:** 12th July 2010  
**WHERE:** Soccer City Stadium, Johannesburg  
**WHY:** Football's my favourite sport, so I love the World Cup. In 2010 Spain were the tournament favourites and the best team in the world. England were terrible so I was supporting Spain. In the final, which was played in front of 84,490 fans, Spain played The Netherlands. Like many millions of others, I was watching on TV. Spain were the better side but they just couldn't score. After 90 minutes the score was 0-0, so the teams played extra time. There were still no goals and I thought there would be a penalty shoot-out. Then amazingly, Andres Iniesta scored in the 116th minute. I was so happy I screamed.



**5**  
**WHAT:** 2008 Wimbledon Men's Singles Final  
**WHEN:** 6th July 2008  
**WHERE:** Wimbledon, London  
**WHY:** I love tennis and I think this was the greatest match ever. The match was between Roger Federer and Rafael Nadal. Federer was number 1 in the world and Nadal number 2. Nadal won the first two sets 6-4, 6-4. Rain delayed the third set but Federer won the tie-break. He then won the fourth set, also in a tie-break. The scores were equal. Then it rained again! Nadal finally won the fifth set 9-7 to take the title. The match lasted four hours 48 minutes, the longest final ever. It was so close that Nadal only won five points more than Federer in the whole match. I'll never forget it!

## 10 Answer the questions.

- 1 How many people were at the World Cup final?
- 2 Who scored the winning goal?
- 3 Who did everyone expect to win the Wimbledon final?
- 4 What record did the tennis player break at the tennis final?
- 5 How many gold medals did Usain Bolt get?
- 6 What has he done since the Olympic® Games?

## 11 Find words 1-6 in the text and match them with definitions a-f.

- |                  |                         |
|------------------|-------------------------|
| 1 match          | a) sporting competition |
| 2 take the title | b) team                 |
| 3 side           | c) game                 |
| 4 slowing down   | d) be the winner        |
| 5 amazing        | e) excellent            |
| 6 tournament     | f) going more slowly    |

## 12 Complete the sentences with words from exercise 11.

- 1 Fernando Alonso was ... at the end of the race. He still won it.
- 2 We're having a basketball ... at my school next week.
- 3 I watched a fantastic rugby ... on TV last night.
- 4 I think Venus Williams is ... She's the best.
- 5 I play for the local football ... in my village.
- 6 I think Andy Murray will take the ... next year.

## 13 INTERFACE Work in pairs. Ask and answer the questions.

*What was your favourite sporting event? Why?*



## Reading 1

**7** Look at pictures 4-6. What do you know about these events?

**8** Read and listen. Were your ideas correct?

**9** Read the text again. Are the sentences true or false? Correct the false sentences.

- 1 Usain Bolt didn't set a new world record.
- 2 It rained during the tennis match.
- 3 Nadal won the final easily.
- 4 Susan supported England in the 2010 World Cup.
- 5 Susan screamed at the end of the game.

# Grammar 1

## Present perfect continuous

+	Athletes <b>have been competing</b> in the Olympics® since 1896.
-	We <b>haven't been watching</b> the game on TV for very long.
?	<b>Have they been playing</b> this match for more than one hour? Yes, they have. / No, they haven't.

### 1 Look at the sentences in the table. Choose the correct words to complete the rules.

- we use present perfect continuous to show that an action started in the past and has continued up to the **present moment / past**.
- we use present perfect continuous to show the duration, or the amount of **time / place** that an action has been taking place.

### 2 Complete the sentences using the present perfect continuous form of the verbs in brackets.

- The marathon runner ... (train) for the competition since January.
- Football players ... (use) vulcanized rubber footballs since 1838.
- She's tired because she ... (swim) for almost two hours.
- The two teams ... (play) for more than half an hour, but nobody has scored yet.
- He ... (cycle) for ten minutes and he's close to the finish line!
- They ... (win) medals since the competition started.

### 3 Complete the sentences using the present perfect continuous form of the verbs in brackets.

People (1) ... (enjoy) football matches for hundreds of years. Many people think that football is a men's sport, but women (2) ... (play) football for as long as it has existed. The FIFA Women's World Cup™ is an international competition which (3) ... (take) place since 1991. The finals were in China. Surprisingly, countries famous for football skills like Brazil or Germany didn't get good results. The final took place in Guangzhou between the United States and Norway. The American side beat Norway and the score was 1–2. Michelle Akers scored both American goals and she



also received the Golden Boot for scoring most goals in the competition. Michelle Akers retired in 2000, but she (4) ... (promote) the game of football as a spokesperson on various platforms. For many years she (5) ... (encourage) girls and women to play football.

### 4 Order the words to make sentences.

- chess / he / since / My / has / playing / teenager / been / grandpa / was / a.
- training / for / been / the / How / you / have / long / competition / the?
- been / lot / exercising / a / She / has / recently.
- have / been / for / my / for / one / friends / I / looking / hour.
- Tuesday / the / test / for / They / been / studying / have / since.
- lately / hard / been / He / hasn't / working.

### 5 Complete the sentences using present perfect continuous.

- They can't play outside because it ... (rain) for three hours.
- He ... (work) as a coach since 2015.
- Mark ... (go) to the gym every day for the past three months.
- I ... (wait) for the game to start since 4 o'clock.
- They ... (talk) on the phone for thirty minutes.
- We ... (try) to fix the computer all morning.
- My mum ... (cook) since she came home.

## Short answers with present perfect continuous

<b>Have you been watching</b> the game since it started?	Yes, <b>I have.</b> / No, <b>I haven't.</b>
<b>Have they been playing</b> volleyball for half an hour?	Yes, <b>they have.</b> / No, <b>they haven't.</b>
<b>Has he been training</b> hard for the championship next year?	Yes, <b>he has.</b> / No, <b>he hasn't.</b>

### 6 Read the questions and complete the short answers:

- Have you been watching the race on TV?  
Yes, ...
- Have they been giving free tickets to the match? No, ...
- Has she been playing tennis since she was 6?  
Yes, ...
- Have journalists been interviewing her since she won? Yes, ...
- Has it been snowing since Monday? No, ...
- Have we been cycling for two hours? No, ...



**7** Read the questions and write answers that are true for you:

- 1 Have you been living in this town/city for a long time?
- 2 How long have you been learning English?
- 3 How long has your best friend been studying a foreign language?
- 4 How long have you and your deskmate been going to the same school?
- 5 What have you been doing for the past ten minutes?
- 6 Have you been supporting the same football team since you were little?

**8**  **INTERFACE** Work in pairs. Ask and answer the questions from exercise 7.



The early Olympic® Games were a religious festival celebrating the Greek god Zeus, the father of the Greek gods and goddesses. It took place in Olympia and athletes competed in these games from 776 B.C. until 393 A.D. The Olympics® returned 1503 years later, in 1894, when Baron Pierre de Coubertin founded the International Olympic Committee.

**9** Complete the sentences with *for*, *since* or *how long*.

- 1 I have been cleaning my room ... this morning.
- 2 No, he hasn't been writing ... he got to school.
- 3 ... has it been snowing?
- 4 He has been living in London ... December.
- 5 We have been painting the living room ... two weeks.
- 6 ... has he been watching that game on TV?
- 7 The Chinese gymnast has been training ... five years.
- 8 They have been building their new house ... last year.

**10** Read and choose the correct verbs.

Everyone has heard of the Olympic® Games, but what about the Olimpicks Games? The Olimpicks (1) **started** / **have started** many years ago, in 1612. Robert Dover, a local lawyer (2) **organised** / **scored** these games because he (3) **won** / **believed** that physical exercise was very important. People (4) **may** / **had to** be strong so that they could defend their land. Unlike the Olympics®, which (5) **start** / **take place** every four years, the Olimpicks (6) **are** / **run** every year. Local people (7) **organize** / **get** the games in the English village of Chipping Camden and they celebrated the 400th games in 2012. Every year, they (8) **arrange** / **coach** a whole week of festivities. You won't see any 100 metre races at the Olimpicks – the events are much more unusual!



## Listening Sporting heroes



**11** Look at the pictures. Who are they? What sports do they play?

**12**  Listen and check your answers.

**13** Listen again. Choose the correct answers.

- 1 Who does the interviewer think is the greatest tennis player?  
a) Federer b) Nadal c) McEnroe
- 2 When did Argentina win the World Cup?  
a) 1918 b) 1986 c) 1910
- 3 Why does the woman like Johann Cruyff?  
a) he was also a successful manager  
b) he never won the World Cup  
c) he's from Holland
- 4 How many Olympic® Games did Carl Lewis compete at?  
a) 2 b) 3 c) 4
- 5 Which event did Jackie Joyner-Kersey win twice?  
a) the long jump  
b) the heptathlon  
c) the pentathlon
- 6 How many gold medals did Paavo Nurmi win?  
a) 3 b) 9 c) 32

**14**  **CLASS VOTE** Who do you think is the greatest sportsperson? Why?



The UK is home to the two oldest national football teams in the world: both the English and Scottish teams were formed in 1872.



# Speaking

## Making suggestions

### Listen

- 1 Look at the picture of David and Rachel. What is Rachel doing?
- 2  Listen to the first part of David and Rachel's conversation. What is Rachel's problem?
- 3  Listen to the second part of the conversation. Complete David's suggestions with the sports below.  
tennis swimming cycling karate
- 4 Read and listen again. Check your answers.



Well, why don't you take up (1)...?

That's a great idea, but I can't afford a bike.

I know! You should try (2) ... . It's great fun.

No, that's no good. Tennis is so boring.

How about a more unusual sport, then? If I were you, I'd take up (3) ... .

You must be joking! It's far too violent for me.

Hmmm ... How about (4) ... ? It's really good exercise.

That's a great idea! I always swim on holiday but I never go to the pool in England. Thanks, David.

### Practise

- 5 Listen again and act out the dialogue.
- 6 Order the words to make sentences.
  - 1 football / Why / you / take up / don't ?
  - 2 really / exercise / It's / good .
  - 3 You / karate / start / learning / should .
  - 4 You / be / joking / must .
  - 5 great / That's / idea / a .

### Functional language

#### Giving and responding to advice

You should / shouldn't ...  
That's a great idea, but ...  
Why don't you ...

You must be joking.  
No, that's no good.

## Speaking task

Write a new dialogue between you and a friend.

### Step 1

Think about the advantages and disadvantages of taking up these sports.



### Step 2

Give your friend advice about which sport to take up.

*You should take up rugby. It's really exciting.  
Why don't you try ...?  
How about ...?*

Think about how your friend responds.

*You must be joking!  
It's too violent.  
That's a great idea, but ...*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Practise your dialogues.



## Culture

### Famous sporting events



#### The Grand National

The Grand National is a famous horse race. Many people believe it is the greatest – and the most dangerous – one in the world. It takes place every year at Aintree, a race course outside Liverpool in the UK. It is on a Saturday in early April.

**THE RACE'S HISTORY** Historians don't agree about the date of the first race. However, it was probably in 1836 and a horse called The Duke was the winner. The race was the idea of William Lynn, who was the owner of a hotel in Liverpool. At first, it was a small local event but when they built the railway to Liverpool was in 1839, the race became 'national'.

**THE RACE** The race is 4 miles 856 yards (7,242 metres) long. It is a National Hunt race, which means the horses have to jump over fences while they race. Traditionally these were races where riders used to choose a special place in the centre of town to race to. They rode across the countryside jumping fences, and the winner was the first horse to reach the special place.

**THE COURSE** The Aintree race course is triangular and the horses and riders ride round it twice. The course is famous for its high fences, especially Becher's Brook (1.47m high) and The Chair (1.57m high). In the past many horses injured themselves jumping over the fences but now they are less dangerous.

**WINNERS** The total prize money for the race is about £1,285,000. The winner receives around £400,000. But riders don't want to win it for the money – most of it goes to the horse's owner anyway! Winning the Grand National makes you part of history. Everyone will remember your horse's name with other famous winners like Red Rum, the only horse to win the race three times – in 1973, 1974 and 1977.



#### 7 Read and answer the questions.

- 1 Where does the race take place?
- 2 Which horse won the first race?
- 3 What are Becher's Brook and The Chair?
- 4 Why do riders want to win the race?

#### 8 Are there any famous races in your country?

## Vocabulary 2

### Confusing verbs

- 1 Look at the words in the box. Find six pairs of verbs that are often confused.

hope win practise remember teach  
spend beat remind waste train  
play expect

- 2  Listen, check and repeat.

- 3 Choose the correct verbs.

- Sharapova **won** / **beat** the French Open in 2012. She **won** / **beat** Errani in the final.
- I **play** / **practise** the trumpet in the school orchestra and I **play** / **practise** for 3 hours every day at home.
- My dad **taught** / **trained** me to play tennis but now my coach **teaches** / **trains** me.
- I **hope** / **expect** to pass my exams but I don't think I will. I **hope** / **expect** my sister will get top marks – she always does well in her exams.
- I never **remember** / **remind** her phone number. Can you **remember** / **remind** me what it is?
- I **spent** / **wasted** a lot of money on a new phone but I've lost it so I **spent** / **wasted** my money.

- 4 Complete the sentences with the verbs in the box.

reminding spend beat won  
remember expect

She (1) ... the 200 metres race at the championships and set a new world record. She (2) ... her opponents by five metres. I (3) ... her winning a silver medal at the last Olympics® so I (4) ... she will win a gold medal next time. As for me, I need to (5) ... more time training if I'm going to be a good runner – my dad's always (6) ... me to train!



- 5  **INTERFACE** Work in pairs. Ask and answer the question.

*Do you ever waste time?*



## Reading 2

### A question of sport

- 6 Look at the text and the pictures. Which sporting events do you think they show?

- 7  Read and listen to the quiz. Answer the questions.

- 8  **INTERFACE** Work in pairs. Ask and answer the questions.

*Which sports do you watch? Which do you play?*



### How much do you know about sports?

#### Take the quiz and find out!

- Which team did they beat in the 2010 World Cup Final?  
**a** Germany **b** Uruguay **c** The Netherlands
- Who taught Rafael Nadal to play tennis?  
**a** his father **b** his aunt **c** his uncle
- Where will they hold the 2016 Olympic® Games?  
**a** Rio **b** Mexico City **c** London
- How often do the World Swimming Championships take place?  
**a** every 2 years **b** every 3 years **c** every 4 years
- Where was the 2011 Champions League final?  
**a** Milan **b** Moscow **c** London
- Who is nicknamed "El Nano"?  
**a** Fernando Alonso **b** Xabi Alonso  
**c** Alberto Contador
- Who set the record for running one mile in less than four minutes?  
**a** Sebastian Coe **b** Roger Bannister  
**c** Emil Zátopek

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Present perfect simple and present perfect continuous

9 Look at the sentences in the table. What are the differences between them?

present perfect simple	present perfect continuous
He <b>has written</b> five letters since 8 o'clock.	He <b>has been writing</b> letters since 8 o'clock.
I've <b>read</b> the book the teacher recommended.	I've <b>been reading</b> the book the teacher recommended.
She's <b>cleaned</b> her room, so she can relax now.	She's <b>been cleaning</b> her room, so she's tired.

10 Choose the correct answers to complete the rules:

- We use **present perfect simple / present perfect continuous** when we focus on a number or quantity and we use **present perfect simple / present perfect continuous** when we focus on duration.
- We use **present perfect simple / present perfect continuous** for a recently completed action (*I've read*) and we use **present perfect simple / present perfect continuous** for an action which started in the past and continues up to the present. (*I've been reading*).

8 When did they organize the first Tour de France?  
a 1893 b 1903 c 1923

9 Who was named 'His Airness'?  
a Maradona b Michael Jordan c Carl Lewis

10 In which sport do the teams play for the Ashes trophy?  
a horse riding b baseball c cricket

11 How many world records did Usain Bolt break?  
a 1 b 2 c 3

12 Where was Sergio Ramos born?  
a Madrid b Malaga c Seville

Now check the answers with your teacher.

#### What's your score?

- 0-3 You're obviously not a sports fan!
- 4-6 You probably like one or two sports but don't know much about others.
- 7-9 You're a good all-rounder!
- 10-12 You're a sports genius!



c) We use **present perfect simple / present perfect continuous** when the focus is on the result of the finished action (*has cleaned*) and we use **present perfect simple / present perfect continuous** when the focus is on the duration of the action (*has been cleaning*).

11 Choose the correct verbs.

- The runner **has won / has been winning** three Olympic® medals so far.
- He **has scored / has been scoring** five goals since the beginning of the match.
- We are tired because we **have swum / have been swimming** since we came to the pool.
- She **has finished / has been finishing** the race, so she can talk to her fans.
- He **has broken / has been breaking** the 100 metres world record.
- The champion **has talked / has been talking** to reporters for twenty minutes.

12 Complete the sentences with the right form of the verbs in brackets.

- He ... (take up) football.
- She ... (train) for the event for five months.
- They ... (build) the new gym since February.
- He ... (eat) three sandwiches since we came to this restaurant.
- It ... (rain) since last night.

13 Match the sentence beginnings with the endings.

- They haven't won
  - At Wimbledon, tennis players have always
  - The two teams have been playing the game
  - The captain of the team
  - Fans have been coming to the stadium
  - They have't announced
- for more than two hours.
  - has hurt his leg.
  - played on grass courts.
  - any medals yet.
  - the results yet.
  - since it opened this morning.



➔ **Grammar guide page 125**

### Pronunciation

/ɑ:/ /ɜ:/ /i:/ /ɪ/ /æ/ /e/

**a**  Listen and repeat the sounds and words.

Which sounds are long and which are short?

- /ɑ:/ can't, car, fast
- /ɜ:/ her, work, worst
- /i:/ dream, genius, teach
- /ɪ/ Olympic, win, condition
- /æ/ practise, match, fan
- /e/ medal, record, expenses

**b**  Listen and repeat the sentences.



## Writing A biography

**1**  Read and listen. Who is Kumi Yokoyama?

**2** Answer the questions.

- 1 Who does Kumi play for?
- 2 What do people call her?
- 3 When did she score an impressive goal?
- 4 What happened after she scored the goal?
- 5 What does she do when she isn't playing football?

**3** Use topic sentences a–d to complete the paragraphs.

- a) The FIFA under-17s Women's World Cup™ made Kumi famous.
- b) Fame has not changed Kumi's lifestyle yet.
- c) There's a new Maradona in the world of football.
- d) Judges nominated Kumi for the best goal of the year in 2010.

# Girl wonder

(1) ... She was born in Tokyo and her name is Kumi Yokoyama. Although she is still only a student, she plays for the national Japanese women's football team. Like Maradona when he started playing, Kumi wears the number 17 shirt. She's also small, strong and very skilful, so in Japan people call her the 'female Maradona'!

(2) ... It was during the 2010 tournament that she scored six goals and received global media attention. Even though Japan lost the final to South Korea, Kumi won the Adidas Silver Ball as second best player in the competition.

(3) ... She scored a fantastic 'wonder-goal' in the World Cup™ semi-final against North Korea. The video of this goal quickly became a YouTube hit. Along with goals from other stars such as Lionel Messi, Kumi's goal was a contender for the FIFA Puskás Award for the best goal of the year.

(4) ... In spite of all the international attention, Kumi has continued her studies at a high school in Tokyo. Journalists predict that she could be football's first female superstar – no doubt that will change her life!



## Language focus

### Using topic sentences

We use topic sentences at the start of a paragraph to show the reader what the paragraph is about.

*The FIFA under-17s Women's World Cup™ made Kumi famous.*

**4** Read the text again. Match topic sentences 1–4 with the information they introduce.

- 1 Fame has not changed Kumi's lifestyle yet.
  - 2 There's a new Maradona in the world of football.
  - 3 The FIFA under-17s Women's World Cup™ made Kumi famous.
  - 4 Judges nominated Kumi for the best goal of the year in 2010.
- a) the FIFA Women's World Cup™
  - b) life away from football
  - c) similarities with Maradona
  - d) the 'wonder-goal'

**5** Write a biography of a young sportsman or sportswoman (150–170 words).

**6** Read your friend's biography. Does it include information about the sportsperson's achievements and daily life?

## Writing a biography

### Step 1 Plan

Choose a sportsperson to write about. What do you know about his / her life? How did he / she become famous? Make notes.

### Step 2 Write

Write your first draft. Include information about the sportsperson's achievements and daily life.

### Step 3 Check

Check your work. Have you used topic sentences?

### Step 4 Write

Write your final copy and hand in your work.



## Sport

### Why do cricketers wear protective clothing?

A hard solid leather ball is used to play cricket. Cricket balls typically travel at speeds of over 100 kilometres per hour. If a cricket ball hits an unprotected player, it could seriously injure them. To understand the force of the ball and the injury it could cause, we need to understand Sir Isaac Newton's second law of motion:

$$F = ma \quad (\text{Force} = \text{mass} \times \text{acceleration})$$

#### Mass

Mass is how heavy something is and it is measured in grams and kilograms. Most cricket balls have a mass of about 160g. Tennis balls, on the other hand, have a mass of about 56g.

#### Acceleration

In order to calculate acceleration, we need to know the velocity of the ball at the beginning and at the end of its journey, and also the time taken to make the journey:

$$\text{Acceleration} = \frac{\text{velocity at the end} - \text{velocity at the beginning}}{\text{time taken}}$$

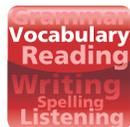
#### Force

Force is measured in newtons (N). A heavy mass with a high acceleration, such as a fast cricket ball, has a lot more force on impact than a lighter mass with a lower acceleration. A fast cricket ball may have a force of 6000N, which is the equivalent of 600kg!



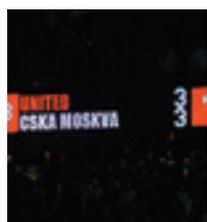
**Read and listen. Answer the question.**

Why don't tennis players wear as much protective clothing as cricketers?



## Vocabulary guide

### Sporting verbs



draw



break a record



get a medal



hold (an event)



lose



score a goal



set a record



support a team



take up (sport)



televisе



coach



win

### Confusing verbs

teach	hope	remember	train
beat	play	remind	waste
expect	practise	spend	win





## Progress check

### Sports verbs

#### 1 Match 1–6 with a–f to make sentences.

- 1 I think I'll take up
  - 2 My mum's coaching
  - 3 I'm supporting
  - 4 Usain Bolt has set
  - 5 The Women's World Cup
  - 6 I got a bronze
- a) is going to be televised next year.  
 b) medal for coming third in the 50m race.  
 c) a new world record in the 200m.  
 d) Liverpool in the final. I hope they beat Milan.  
 e) golf on the weekends. It's good exercise.  
 f) my brother for the New York Marathon.

### Confusing verbs

#### 2 Choose the correct verb.

- 1 Can you **remind** / **remember** me to phone Michael?
- 2 Munich **beat** / **won** Manchester in the final to **beat** / **win** the cup.
- 3 I **hope** / **suspect** Gary wins the race.
- 4 My mum is **training** / **teaching** me to play squash.
- 5 I used to **practise** / **play** yoga to help me relax.
- 6 I **spent** / **wasted** £2 on that book – it was so cheap!

#### 3 Complete the sentences with the words in the box.

beat play practise remember  
remind teach win

I'm not very good at cooking – I need to *practise* more.

- 1 Please try to \_\_\_\_\_ the make of the car the thieves were driving.
- 2 I really wish I could \_\_\_\_\_ the guitar. It looks like fun!
- 3 They are the better team so I think they will \_\_\_\_\_.
- 4 Do you \_\_\_\_\_ people if they forget your birthday?
- 5 They lost. We \_\_\_\_\_ them.
- 6 When we're at the beach, I'll \_\_\_\_\_ you to stand on your head.

### Present perfect and present perfect continuous

#### 4 Choose the correct verbs.

- 1 He **has read** / **has been reading** five books since October.
- 2 They **have watched** / **have been watching** TV for more than two hours.
- 3 She is very happy – she **has won** / **has been winning** the game!
- 4 We **have bought** / **have been buying** a new house.
- 5 **Have they run** / **have they been running** for ten minutes?
- 6 You **haven't done** / **haven't been doing** the exercise yet.

### Grammar build up

1 2 3 4 5 6 7 8

#### 5 Choose the correct answers.



- Jen Hi Steve. You look tired!
- Steve I am. I (1) ... five sets of tennis this morning.
- Jen Wow! It's only 10.30. You (2) ... be fit.
- Steve It's the final of the club championships on Friday. If I (3) ... hard, I think I'll win.
- Jen Who (4) ... in the final?
- Steve Harry.
- Jen Is he good?
- Steve He (5) ... better than me but now I'm better.
- Jen Why? What (6) ... to him?
- Steve He stopped (7) ... and his game got worse.
- Jen Why?
- Steve He met my sister, Jo, and now he spends all his time with her. It's great. After he met her, he (8) ... training.

- 1 a) played b) 'm playing c) 've played
- 2 a) can't b) might c) must
- 3 a) train b) 'll train c) trained
- 4 a) did you play b) are you playing c) will you play
- 5 a) is b) used to be c) was being
- 6 a) happened b) has it happen c) did it happens
- 7 a) to practise b) practise c) practising
- 8 a) started b) has started c) starts



## Module

# 8

# Communicate



### In this module you will learn:

- Vocabulary** ■ The written word  
■ Adjectives with *-able* and *-ible*
- Grammar** ■ Tense review  
■ Tense review: question forms
- Reading** ■ Written texts  
■ The man behind the chickens
- Speaking** ■ Talking about news  
■ Showing interest and sympathizing
- Writing** ■ A blog post  
■ Checking your work
- Culture** ■ Famous communication innovations
- CLIL** ■ ICT

### Competences:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1,  
3.2, 3.3, 3.4, 4.1, 4.2, 4.3

### Find the page numbers for:



An actor winning an Oscar

A pigeon carrying a message

A stamp showing the head of Queen Victoria

# Module

# 8

# Communicate



**Joanna17:** I'm buying a new car! I'm so excited – I'm going to buy it tomorrow. 😊  
2.16 PM Nov 6th

a

The single biggest problem in communication is the illusion that it has taken place.

George Bernard Shaw (1856–1950)

b



c

## RECEIPT

Carter's Fruit and Vegetable Shop

2 APPLES	£0.70
5 BANANAS	£2.00
1kg POTATOES	£1.00
<b>TOTAL:</b>	<b>£3.70</b>

Date: 12/05/2012 Time: 10.27  
THANK YOU FOR YOUR CUSTOM

d



## Vocabulary 1

### The written word

**1** Match text types a–i with words in the box. Use a dictionary if necessary.

review instruction manual cartoon poem  
receipt dictionary entry blog travel guide  
advert quote recipe article tweet label

**2** Listen and repeat.

**3** Choose the correct nouns. Then answer the questions in pairs.

- Do you know any **quotes** / **adverts** by Shakespeare?
- Do you usually follow **recipes** / **receipts** when you cook or do you invent your own?
- Do you usually read **blogs** / **articles** in a newspaper or do you only look at the **cartoons** / **labels**?
- Do you usually read the **dictionary entry** / **instruction manual** when you buy a new gadget or do you try to work it out on your own?
- When you go on holiday do you take a **poem** / a **travel guide** or not?
- Do you usually read the **reviews** / **labels** before you see a film?
- If you take a gap year, will you write a **blog** / **tweet**?

**4** Listen to the conversation and answer the questions.

- How often does Rachel write blog posts?
- Does she ever send tweets?
- Does she usually read instruction manuals?
- How often does she read adverts?

**5** **INTERFACE** Work in pairs. Ask and answer questions about the text types in exercise 1.

How often do you read travel guides?

I hardly ever read travel guides. Do you ever read articles in a newspaper?



Twitter is a social networking website which began in the USA in 2006. Members 'tweet' – they send short messages of 140 characters or less.

**6** Read the texts and find out:

- What someone bought on 12.05.2012.
- The price of a week's holiday in Europe.
- The quantity of butter you need to make smoked salmon paté.

e

## FLOWERS

Some men never think of it.  
You did. You'd come along  
And say you'd nearly brought me flowers  
But something had gone wrong.

The shop was closed. Or you had doubts –  
The sort that minds like ours  
Dream up incessantly. You thought  
I might not want your flowers.

It made me smile and hug you then.  
Now I can only smile.  
But, look, the flowers you nearly brought  
Have lasted all this while.

WENDY COPE

f



## Smoked salmon paté

**450 g smoked salmon, chopped in small pieces**  
**1 tsp chopped fresh thyme**  
**Juice of 1 small lemon**  
**2 tbsp butter**  
**85g soft cream cheese**

- 1 Mix the smoked salmon, thyme and lemon juice in a food processor.
- 2 Add the butter and cheese. Season with paprika.
- 3 Process again until the mixture is smooth.
- 4 Chill in the fridge overnight. Serve with fresh bread.



## Colin Firth wins an Oscar!

g

After the huge success of his film *The King's Speech*, it was no surprise that Colin Firth won the Oscar for best actor for his starring role as King George VI. Since the film was released in January 2011, it has made over £7 million at the box office. Firth is currently working on new projects.



WINNER: Firth with his Oscar

h

**ride** /raid/ (past tense rode, past participle ridden)

- 1 to sit on an animal, especially a horse, and control its movements ♦ *John used to ride his horse every weekend, but he hasn't got time now.*
- 2 to travel in a car, train, plane etc. ♦ *They were riding on the subway when the train broke down.*
- 3 to take part in a race on a horse, bicycle, motorbike etc. ♦ *Peter is going to ride in the race tomorrow. I hope he wins!*

**rider** /'raɪdər/ noun



## Reading 1

7 Look at the texts. Which one do you think looks the most interesting? Why?

8  Read and listen to the texts. Are the sentences true or false? Give reasons for your answer.

- 1 Text e: The man in the poem bought some flowers for the woman.
- 2 Text a: Joanna has bought a new car.
- 3 Text g: The film *The King's Speech* hasn't been a success.
- 4 Text i: Taylor's Travel sell expensive holidays.
- 5 Text h: The dictionary entry only gives information about the meaning of the word.
- 6 Text d: Someone spent £3.70 on fruit and vegetables.
- 7 Text b: George Bernard Shaw thinks that communication is easy.
- 8 Text f: You have to make the salmon paté one day before you want to eat it.

## BARGAIN BREAKS WITH TAYLOR'S TRAVEL

Need a holiday but can't afford an expensive trip abroad? **Think again ...** you can with Taylor's!

With a week's holiday in Europe costing from just £200 per person including flights and accommodation, your dream destination could be cheaper than you ever thought possible.

Call 0345 761987 **TODAY** to find out more!

i

9 Find the words or phrases in the texts for definitions 1–6.

- 1 a false or wrong belief or idea (text b)
- 2 put your arms around someone to show love or friendship (text e)
- 3 cut into tiny pieces (text f)
- 4 metro (text h)
- 5 a place to stay (text i)
- 6 the main part in a play, film or TV series (text g)

10  **CLASS VOTE** What do you think? Do you agree with the quote (text b)?

# Grammar 1

## Tense review

**1** Read these sentences from the texts on page 105. Match the verbs in bold to the tense uses a–i.

- 1 John **used to ride** his horse every weekend, but he hasn't got time now.
  - 2 You **thought** I might not want your flowers.
  - 3 The flowers you nearly bought **have lasted** all this time.
  - 4 The biggest problem in communication is the illusion that it **has taken place**.
  - 5 **I'm buying** a new car!
  - 6 Firth **is** currently **working** on his new film.
  - 7 Some men never **think of** buying flowers.
  - 8 They **were riding** on the subway when the train broke down.
  - 9 **I'm going to buy** a new car tomorrow.
- a) present simple for habits
  - b) present continuous for an action happening now
  - c) past simple for an action in the past
  - d) past continuous for an action in progress in the past
  - e) present perfect for an action that started in the past and continues until now
  - f) present perfect for an action at an indefinite time in the past
  - g) present continuous for fixed arrangements in the near future
  - h) *used to* to talk about a past habit
  - i) *going to* to talk about a future plan



### The present

**2** Choose the correct verbs.

Nowadays, the internet (1) **is / is being** one of the most popular forms of communication. More than one billion people in the world usually (2) **use / are using** computers every day. Nobody (3) **knows / is knowing** exactly how many people have internet access, but experts (4) **believe / are believing** it is around 29% of the world's population. Chat rooms and social networking sites (5) **become / are becoming** more and more popular among all age groups. At the moment, IT specialists (6) **try / are trying** to improve internet connections to make our experience better.

**3** **INTERFACE** Complete the sentences about yourself. Then ask and answer questions about them in pairs.

- |                         |                              |
|-------------------------|------------------------------|
| 1 I often ...           | 5 These days I'm ...         |
| 2 I ... every day.      | 6 I'm not ... now.           |
| 3 I don't usually ...   | 7 I have never ...           |
| 4 At the moment I'm ... | 8 I have ... for many years. |

*Marta often writes blog posts. She isn't using a computer now, she's ...*

### Present and past

**4** Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous, present perfect or present perfect continuous.

- 1 Debbie has *just written* (just / write) her first blog post. She ... (never / write) one before.
- 2 I ... (not listen) to any radio broadcasts yesterday, but I ... (hear) an interesting one two days ago.
- 3 While I ... (read) an article in the paper my friend ... (arrive).
- 4 I ... (already listen) to my voicemail message from Sarah, but I ... (not have) time to phone her before she ... (phone) me again.
- 5 I ... (be) a member of MySpace for three years but I ... (not use) it much since 2010.
- 6 She ... (look) for that word in the dictionary for two minutes, but she still ... (not find) it.

**5** Complete the text with the correct form of the verbs in brackets. Use the past simple, past continuous, present perfect or present perfect continuous.

The inventor Guglielmo Marconi (1) *sent* (send) and (2) ... (receive) the first radio signal in Italy in 1895. James Clerk Maxwell predicted the existence of radio waves during the 1860s but nobody (3) ... (be able) to use them to transmit sound until Marconi. Marconi (4) ... (work) in Italy when he (5) ... (invent) the first radio transmitter, but he couldn't get money there to develop it, so he (6) ... (go) to Britain. He (7) ... (start) a broadcasting company there which is now the BBC (British Broadcasting Company), one of the most famous broadcasting companies in the world. Radio technology (8) ... (grow) considerably since its early development. The first radio station (9) ... (start) broadcasting in 1902, but many stations (10) ... (begin) since then. People all around the world (11) ... (listen) to the radio ever since. Nowadays there are millions of stations. For the past few years it (12) ... (be) possible to listen to the radio online.



## The future

### 6 Choose the correct words.

- Frank** I've had an argument with my friend. I (1) **'ll meet / 'm meeting** her later, but I'm a bit nervous.
- Jessie** Where are you going to meet?
- Frank** I'm not sure. We (2) **will probably meet / are probably meeting** in the nightclub.
- Jessie** I think you should meet somewhere quiet, then you can talk.
- Frank** Good idea, I (3) **will text / am texting** her soon and arrange to meet at a café.
- Jessie** Do you know what you want to say to her?
- Frank** Yes, I've thought about it, I know what I (4) **am saying / am going to say**. I think I (5) **will apologize / am apologizing** for forgetting her birthday.
- Jessie** Good idea.
- Frank** And I've bought some flowers. I (6) **am giving / am going to give** them to her.
- Jessie** Good luck! Don't forget to take her the flowers.
- Frank** Don't worry. I (7) **won't forget / am not forgetting**. Thanks.

### 7 Complete the sentences with the correct form of the verbs in brackets. Use *will*, *be going to* or the present continuous.

- Scientists predict that in the future communication ... (be) even faster. They say people ... (not have to) speak face to face if they don't want to.
- I ... (meet) Bill later, I've just arranged it. We ... (write) our article for the school newspaper together.
- I ... (not do) anything at all next weekend, I haven't made any arrangements at all. I ... (relax)!
- Experts say that the internet ... (grow) even bigger over the next few years and soon people ... (not be able) to imagine life without it.
- Don't interrupt me, I'm writing an email and I ... (send) it in a few seconds. I ... (talk) to you after that.



The present simple is used to talk about timetables in the future.  
*The train to London leaves at 18.50.*  
*The film finishes in 15 minutes.*

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## Listening Communications quiz



### 8 Look at the words in the box. What do they mean? What do they all have in common?

hieroglyphics the printing press  
the microphone the telephone  
the postal service homing pigeons  
the alphabet newspapers the typewriter  
the telegraph

### 9 Listen to the quiz. Put the words in the box in the order they are mentioned.

### 10 Listen again and choose the correct answers.

- The ... developed the first alphabet.  
a) Egyptians b) Greeks c) Phoenicians
- The first recorded use of using homing pigeons to send a message was in ... .  
a) England b) Greece c) China
- The ... established the first postal service.  
a) Romans b) Chinese c) Egyptians
- Newspapers first appeared in Europe in ... .  
a) 1450 b) 1550 c) 1650
- Henry Mill patented the ... in 1714.  
a) telephone b) telegraph c) typewriter
- Emile Berliner invented a box that could reproduce ... in 1876.  
a) sound b) images c) text

### 11 Listen again. Are the sentences true or false?

- The Greeks started using homing pigeons around 1775 BC.
- The first message sent by pigeon was about an invasion.
- The first daily newspaper appeared in 1650 in Germany.
- Henry Mill invented the telephone.
- Emile Berliner invented the microphone.



# Speaking

## Talking about news

### Listen

**1** Look at the picture. What is Rachel holding in her hand?



**2**  Listen to the first part of James and Rachel's conversation. Answer the questions.

- 1 Where did Rachel have a job interview?
- 2 Why didn't she get the job?

**3**  Listen to the second part of the conversation. What is Rachel doing tomorrow?

**4** Read and listen again. Check your answer



Who was on the phone?

It was the jewellery shop in town. They asked me to go for a job interview tomorrow afternoon!

Congratulations, Rachel! That's great news.

Thanks! I really hope I get the job this time.

I hope so too. I think that you would enjoy the job in the jewellery shop more anyway.

Yes, I think so! It would definitely be more interesting – and maybe I will even get some free jewellery!

Let's wait and see what they say tomorrow first! I'm really pleased for you, anyway.

Thanks James!

### Practise

**5** Listen again and act out.

**6** Read the sentences and write a response.

- 1 I've failed my exams.
- 2 I've won the lottery!
- 3 I've had a fight with my best friend.
- 4 I've lost my mobile phone.
- 5 I've passed my driving test.
- 6 I've got a new job.

### Functional language

#### Showing interest and sympathizing

Congratulations!  
That's great / wonderful / fantastic news!  
I'm really pleased / happy / delighted for you.  
Oh no!  
How terrible / awful.  
I'm sorry to hear that.

## Speaking task

Write a new dialogue between you and a friend.

### Step 1

Choose a situation or use your own ideas.



### Step 2

Think about what you say.

*I've had some bad news. I ...*

*There's some good news too. I ...*

Think about how your friend responds. *Oh no! How terrible.*

*Congratulations, that's wonderful news!*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Practise your dialogues.



## Culture

### Famous communication innovations

#### Before the stamp

Before stamps existed, letters were stamped by hand. Letters were very expensive to send: one letter could cost as much as a working man earned in one day. The price of postage depended on the distance the letter had to travel. Usually the person who received the letter paid, not the sender. People used to write on a piece of paper and fold it because envelopes hadn't been invented.



#### Rowland Hill and postal reform

Rowland Hill was a teacher who campaigned for reform of the postal service. In 1837, Hill proposed the idea of putting a letter in an extra piece of paper (now called an envelope) and paying for a stamp before sending. The cost of postage would depend on weight, not distance. Hill invented the first adhesive postage stamp, the Penny Black, in 1837, but the first stamps weren't sold until 6 May 1840.

#### The Penny Black

The Penny Black cost one penny. It showed the head of Queen Victoria and the head of the king or queen has appeared on British stamps since then. Because it was the world's first stamp, it didn't show a country of origin – today British stamps are the only stamps in the world that do not name their country of origin. The Penny Black was replaced with a Penny Red after one year so around 68,000,000 Penny Blacks were printed – you can buy a used one for between £15–250, but an unused one can cost more than £1800.



### 7 Read and listen. Answer the questions.

- 1 How did people use to send letters?
- 2 When did Hill invent the Penny Black stamp?
- 3 Why don't British stamps show the country of origin?
- 4 How long was the Penny Black used for?

### 8 How much does it cost to send a letter in your country?

acceptable  
visible  
unacceptable  
invisible

## Vocabulary 2

### Adjectives with *-able* and *-ible*



1 Complete the definitions with the adjectives in the box.

acceptable flexible bearable reliable  
responsible reasonable visible

A person or thing that you can see is *visible*.

- 1 A person who can deal with a lot of responsibility is ...
- 2 A person you can rely on is ...
- 3 A person who shows reason is ...
- 4 A person who adapts quickly to new situations is ...
- 5 A situation that you can bear is ...
- 6 A situation or thing that you can accept is ...

2 Match the adjectives from exercise 1 with their opposites in the box.

irresponsible invisible unacceptable  
inflexible unbearable unreasonable  
unreliable

*acceptable* – *unacceptable*

3 Listen, check and repeat.

4 Complete the sentences with words from exercise 2.

Lucy never does anything she says she will do. She's very *unreliable*.

- 1 We complained because their behaviour was ... and ... – they completely destroyed the house.
- 2 The magician made the rabbit ... you couldn't see it at all!
- 3 This situation is awful. It's really ... – I just can't tolerate it any more.
- 4 John is very ... He doesn't like changes.
- 5 My mum said I couldn't go to the party – she's so ...



## Reading 2

5 Look at the cartoon self-portrait. What three questions would you ask the cartoonist?

6 Read and listen. Did you have similar questions?

7 Read the text again. Are the statements true or false? Correct the false sentences.

- 1 Doug Savage has created a webcomic.
- 2 Doug had a creative job.
- 3 He has always read comics.
- 4 Doug draws his cartoons on the computer.
- 5 He has drawn 1000 cartoons.
- 6 Doug wants to try writing a graphic novel.



## The man behind the chickens

Cartoonists are some of the most adaptable and creative people when it comes to communicating a complex idea in a small space. Doug Savage is best-known for his *Savage Chickens* webcomic – each cartoon is drawn on one single sticky note! Here he tells us all about himself.



A self-portrait of the artist

**Why do you draw chickens?**

I drew cartoons a lot when I was younger, but when I started working in an office, I slowly lost the ability to draw. When I started drawing cartoons again, chickens were the only thing that I remembered how to draw!

**When did you start drawing chickens?**

I started drawing the chickens in autumn 2004 and I began posting them online in January 2005.

**Why did you decide to start a webcomic?**

I wasn't enjoying my office job because it wasn't very creative, so I was looking for some sort of artistic activity. A lot of people were starting blogs at the time. I thought it would be fun to create one too, so I started putting my comics on the web.

**Did you read comics when you were younger?**

Yes, I did. As a child, I read all of the comic strips I could find at the local library – especially *Peanuts*. I've always enjoyed authors who combine art and storytelling, such as Richard Scarry, Dr. Seuss and Raymond Briggs.

nouns  
adjectives  
verbs  
pronouns  
adverbs  
tenses

## Grammar 2

### Tense review 2: Question forms

#### question forms

Why do you draw chickens?  
Did you read comics when you were younger?  
What inspires you?  
What has been your biggest achievement so far?

#### 8 Look at the table and answer the questions.

- Which are information questions?
- Do all the questions use an auxiliary?



#### What do you draw on?

I draw on actual yellow sticky notes, just like the ones you can find in an office. Then, I scan them and edit the images on the computer.

#### What inspires you?

Everything, but mostly human behaviour. People are so funny, and the world can be a very silly place.

#### What has been your biggest achievement so far?

A collection of my cartoons has been published in a book, which is incredible. But I'm also very proud of all the work that I've created over the past few years. I'm amazed that I've drawn over 1600 cartoons!

#### What are your plans for the future?

I hope to publish more books and do more animation. And I'm always experimenting with new techniques, so I'd like to try more painting and maybe even write a graphic novel. I want to keep trying new things!

#### 9 Order the words to make questions.

- you / write / will / a blog post / later today ?
- what / you / were / reading / when / arrived / your teacher ?
- you / what / do / did / before / you / came to school ?
- send / you / yesterday / did / any emails ?
- ever / you / have / written / for a newspaper / an article ?
- you / usually / do / the headlines / read ?

#### 10 Complete the questions with the correct form of the verbs in brackets. Which tenses are they?

- What ... (your friends / do) when you arrived at school?
- ... (you / ever / make) a podcast?
- Where ... (you/go) on holiday last summer?
- Have you made any arrangements for this weekend? What ... (you / do)?
- ... (you / buy) a new bike later this year?
- What ... (you / do) at the moment?

#### 11 Write questions for these answers. Which tenses are they? Then complete the answers.

Are you learning a language?  
Yes, I am. I'm learning *Russian*.

- ... ? Yes, I did. I ...
- ... ? No, I wasn't. I was ... -ing when ...
- ... ? No, I haven't. I have never ...
- ... ? Yes, I will. I ...
- ... ? Yes, I had already done it. I ...

## Pronunciation

### Intonation

#### a Listen and repeat with similar intonation.

- Did you get the job?
- Congratulations! That's wonderful!
- Have you had an argument?
- Oh no! I'm really sorry to hear that!

#### b Listen and repeat. Then write the sentences.

#### 12 INTERFACE Work in pairs. Ask and answer the questions in exercise 10.

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## Writing A blog post

### 1 Read and listen. Answer the questions.

- 1 What forms of communication does Joanne mention?
- 2 What does she think is the best way of communicating with friends?
- 3 What is the advantage of social networking sites?



### The best way to communicate is face to face. What is your opinion?

I've been thinking about the different ways we communicate. On my blog today, I'm discussing the best method of communication. In the past, people only used to be able to communicate in person or by letter. However, nowadays there are many different ways to communicate such as email, phone and chat rooms. As I see it, different forms of communication are most appropriate at different times.

For example, it's better to spend time with your friends in person because you can enjoy their company. What's more, the best way to solve problems is face to face. However, when you are out and you need to give someone some information, then the quickest and easiest option is to send a text message. Finally, email and social networking sites are a good way of keeping in touch with a lot of people, especially if they live far away.

To conclude, in my opinion you should choose the best way to communicate depending on the circumstances.

*What do you think?* **JoAnne**



### 2 Match the mistakes in sentences 1–5 with descriptions a–f. Then correct the mistakes.

- 1 To conclude I think sending texts is very easy...
- 2 Text messaging is an option cheap, so many young people use it.
- 3 I believe sending texts is a good way to communicate because it's cheap.
- 4 People used texts a lot since they invented them.
- 5 I think texts are useful and you can make many other things with your mobile phone.

- |                |                    |
|----------------|--------------------|
| a) spelling    | d) wrong word      |
| b) word order  | e) grammar mistake |
| c) punctuation |                    |

### 3 Rewrite the sentences using the words in the box.

firstly as a result I believe finally  
on the other hand secondly whereas furthermore

Sending texts is easy. It is cheap. (linker of addition) *Sending texts is easy. Furthermore, it is cheap.*

- 1 Some teenagers stay up too late sending messages. (opinion expression)
- 2 Text are easy to send. Some people send far too many. (linker of result)
- 3 Making phone calls can be expensive. Sending texts is cheap. (linker of contrast)
- 4 There are several advantages of sending texts. Texts are cheap. You can send them from anywhere. They don't take long to write. (3 linkers of sequencing)
- 5 One the one hand, texts are easy to send. They can become addictive. (linker of contrast)

## Language focus

### Checking your work

- 1 Check that you have used correct grammar, word order, spelling and punctuation.
- 2 Check you have used linkers.
- 3 Check that you have used appropriate expressions to give your opinion.

- ### 4 Write a blog post (150–170 words). Too many young people are addicted to social networking. What is your opinion?

## Writing a blog post

### Step 1 Plan

Decide your opinion. What are the advantages and disadvantages of social networking?

### Step 2 Write

Write your first draft. Write three paragraphs. Think about what to include in each paragraph.

### Step 3 Check

Check your work. Have you used linkers and sequencing words?

### Step 4 Write

Write your final copy and hand in your work.



## ICT

# A normal mobile phone or a smartphone?

Apart from making phone calls, most modern mobile phones can take photos, send messages and store information. So, what exactly is the difference between a normal mobile phone and a smartphone?

### A normal mobile phone

- Take photos and upload them onto a computer.
- Write text messages using the number keypad.
- Store contacts, their birthdays and other information.
- Listen to music and watch videos stored in the memory.
- Limited access to the web.
- Play games stored on the phone.



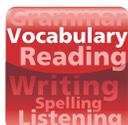
### A smartphone

- Take photos, retouch photos and upload photos to social networking sites.
- Write text messages using a computer-style keypad. Use instant messaging and chat to friends in real time. Access your email account.
- Synchronize your smartphone and computer so you can access your files. This means you can do your homework on the bus or on the beach!
- Connect to the web and listen to music or watch videos online.
- Instant fast access to the web if you connect through 3G (a broadband for mobile phones).
- Download applications (apps). These are software programs which allow you to play games, read books, watch films, find out football scores, etc.



**Read and listen. Answer the question.**

Can you check your emails on a smartphone?



## Vocabulary guide

### The written word



advert



article



blog



cartoon



dictionary entry



instruction manual



label



quote



receipt



recipe



review



travel guide



tweet



poem



## Adjectives with -able and -ible

visible

invisible

acceptable

adaptable

bearable

dependable

reasonable

responsible

irresponsible

unacceptable

unadaptable

unbearable

undependable

unreasonable





## Progress check

### The written word

#### 1 Complete the sentences with the nouns in the box.

advertises articles recipe headlines  
instruction manual travel guide

- When I read a newspaper, I look at the ... first to get an idea of what all the ... are about.
- I don't usually watch the ... on TV because most of them are boring.
- This soup tastes horrible – I should have used a better ...
- I don't understand how to work my mp3 player. Have you seen the ... ?
- I'm going to France on holiday next week. I need to buy a ...



### Adjectives with *-able* and *-ible*

#### 2 Choose the correct adjectives to complete the sentences.

- She's late again! That's completely **acceptable** / **unacceptable**.
- He wouldn't share his pizza with me – he's so **reasonable** / **unreasonable**.
- He didn't see me in the street yesterday – maybe I'm **invisible** / **visible**!
- My sister is absolutely **bearable** / **unbearable** – she's so noisy, and she always steals my clothes.
- We're looking for a **reliable** / **irresponsible** shop assistant. We need someone who can work every weekend and who is never late.

### Tense review

#### 3 Choose the correct verbs.

- Yesterday I **read** / **have read** the newspaper.
- I think I **will send** / **are sending** an email tomorrow if we **don't hear** / **didn't hear** from Pete.
- I usually **listen** / **am listening** to the radio every morning before school.
- They **have** / **did** already seen the cartoon before I showed it to them.
- We **don't go** / **aren't going** to the museum next week.

#### 4 Complete the text with the correct form of the verbs in brackets.

If you (1) ... (love) computer games, you (2) ... (be) happy to hear that Fusion (3) ... (release) an exciting new games console next month. The console (4) ... (have) lots of innovative new features. Fusion (5) ... (design) other consoles in the past, including the BS-20 which players (6) ... (buy) in Europe.

#### 5 Write questions for these answers.

- Yes, I have written lots of articles.
- No, I won't use that recipe.
- No, I wasn't reading that travel guide when you arrived.
- Yes, I have been reading the instruction manual for ten minutes.
- No, I'm not going to start a blog.

#### 6 Write questions. Then answer them.

- what / you / do / yesterday ?
- what / you / do / next weekend ?
- how long / you / have / your mobile phone ?
- what / you / do / now ?
- what / you / do / at 10 o'clock yesterday morning ?
- how do you think / people / communicate / in the future ?

### Grammar build up

**1 2 3 4 5 6 7 8**

#### 7 Choose the correct form of the verbs.

How much (1) **do you know** / **are you knowing** about text messages? Also known as SMS, an engineer called Neil Pepworth (2) **sent** / **send** the first one in December 1992. Since then, text messaging (3) **is becoming** / **has become** popular all over the world.

Text messages (4) **are** / **have been** an easy way to communicate, especially when it's difficult to make phone calls. In a recent survey, 18% of the people who were asked said that they (5) **has sent** / **sent** text messages during a wedding ceremony! Sending text messages can be dangerous though: some people (6) **admitted** / **are admitting** that they sent text messages while driving. Text messages (7) **are still developing** / **will still develop**. You can now send photos by text message. Who knows what (8) **is happening** / **will happen** in the future?



# Revision 3

## Vocabulary

## Grammar

## Sketch

## Project

1 Choose the correct words. Then find them in the wordsquare.



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



- 1 I hope they will **televis** / **draw** the football match. I want to watch it at home.
- 2 I'm going to do a sponsored swim. My dad's **training** / **teaching** me.
- 3 I have to go now. I **promised** / **suggested** not to be late.
- 4 Mary **announced** / **told** her engagement to Tom yesterday.
- 5 I read the **headlines** / **cartoons** in the newspapers every day before school.
- 6 Kim is so **irresponsible** / **reliable** – she always arrives on time.
- 7 I read a really interesting **advert** / **article** about the Olympics® yesterday.
- 8 I **spent** / **wasted** £25 on a new dress yesterday – I love it!
- 9 It's important to be **acceptable** / **flexible**, because changes often happen.
- 10 I wrote a new **blog** / **website** post last night.



# Revision 3

## Vocabulary

## Grammar

## Sketch

## Project

### 1 Circle the correct words to complete the text.

Have you got the energy to stay up late playing computer games? Yet (1) **do you find** / **were you finding** it difficult to get up in the morning? (2) **Do people call** / **Did people called** you lazy because of this? Well it (3) **mustn't** / **mightn't** be laziness or bad behaviour (4) **that** / **who** is causing your sleepiness in the morning. It (5) **can't** / **could** be your biology.

Since 1958, scientists (6) **knew** / **have known** that a hormone called melatonin helps us to fall asleep. Most adults (7) **start** / **are starting** producing melatonin at 10pm. But when researchers (8) **were studying** / **have studied** teenagers in a sleep laboratory, they found that they only (9) **started** / **have started** producing it at 1am. On the one hand, this (10) **can't** / **might** be caused by the behaviour of teenagers; if teenagers (11) **won't stay** / **don't stay** up late playing computer games, their brains aren't stimulated at night and their melatonin (12) **can't** / **can** be released earlier. On the other hand, it's possible that melatonin release (13) **happens** / **happened** later in teenagers than adults because it's a time when all their hormones (14) **are changing** / **has changed**. So even if they (15) **change** / **were changing** their behaviour and (16) **go** / **went** to bed early, they still won't produce melatonin at 10pm. We interviewed a psychologist (17) **who** / **which** works with teenagers. She said that a lot of teenagers (18) **weren't getting** / **haven't got** enough sleep. She explained that teenagers (19) **needed** / **were needing** more sleep than children and adults but usually (20) **have got** / **got** less. She added that lack of sleep (21) **was** / **might** causing bad moods and depression in some teenagers.

In America, some schools (22) **have changed** / **changed** their hours and now start an hour later. Apparently their students, who (23) **are now getting** / **will now get** an extra hour in bed, have started to get much better results.

### 2 Read and correct the sentences. There are two mistakes in each sentence.

- 1 I has written much articles this year.
- 2 What were you done when I have called you yesterday?
- 3 She is going to started a blog as soon as she get home.
- 4 If you not give me the book, I won't talked to you again.
- 5 He has bought a bike last week because he wants to cycled to school.

### 3 Order the words to make sentences.

- 1 / have/ I / if / I / the / might / to / cinema / time / go.
- 2 picture / she / magazine / her / was / While / reading / the / she / saw.
- 3 back / he / from / gets / does / when / he / do / What / work?
- 4 in / the / How / will / ideas / future / exchange / people?
- 5 of / so / articles / hundreds / written / He / has / far.
- 6 weekend / doing / What / you / are / this?





# Revision 3

Vocabulary

Grammar

Sketch

Project



**1** Listen. Are the sentences true or false?

- 1 Mark has bought a DVD player.
- 2 It cost £25.
- 3 He bought it in a shop.
- 4 He can't hear Jane.
- 5 They decide to phone the police.

**2** Listen and read. Check your answers.

## The videophone

**Mark** Hey everyone, look what I've just bought.

**Katy** Oh, a mobile phone. Boring.

**Jane** That's not just a mobile phone, Katy. That's the latest videophone!

**Luke** Wow, that's fantastic. How much did it cost?

**Mark** Only £25.

**Jane** £25 for a videophone! You must be joking.

**Mark** No, honestly, it was £25.

**Katy** Where did you buy it, Mark?

**Mark** I bought it from a man who was selling them in the café. I got the last one.

**Katy** Congratulations.

**Luke** Errr ... have you used it, Mark?

**Mark** No, not yet. But I'm going to right now.

**Jane** Wait, let me get something first.

*(Jane exits and reenters)*

My dad's got a videophone. I asked him if we could borrow it.

**Katy** Great idea, now you can phone Mark.

**Mark** Yeah, great. I'll switch my phone on.

**Jane** What's your number?

**Mark** 769 510 338

**Jane** OK, I'm calling you.

**Mark** Hello? Nothing's happening. There's no picture.

**Katy** Have you switched it on?

**Mark** Yes, of course.

**Luke** Can I have a look, Mark?

**Mark** Yes, here you go.

**Luke** I'm really sorry Mark, but I don't think this is a real videophone.

**Mark** What?

**Jane** I'm sorry, Mark, but I think Luke's right.

**Katy** What do you mean?

**Luke** I think the man in the café tricked Mark.

**Mark** But he said it was a videophone.

**Jane** Did the phone work in the café?

**Mark** No, no. He explained that it wouldn't work in the café because there wasn't a signal. But he said it would be fine outside.

**Luke** You should go back to the café and ask for your money back, Mark.

**Mark** No, that's no good. He left the café when I did. He promised me it would be OK.

**Luke** I'm really sorry, Mark, but you should always buy gadgets in shops. It's much safer.

**Jane** Phone the police.

**Katy** That's a good idea. Can you describe the man, Mark?

**Mark** Yes, I can. OK, let's phone the police.

**Jane** Here. You can borrow my dad's phone.



**3** Work in groups of four. Practise and perform the sketch.

- Learn your lines.
- Think about what objects you need.
- Remember to speak clearly for the audience to hear you.



# Revision 3

Vocabulary

Grammar

Sketch

Project

## Your school's book of records



### 1 Ideas

Write a list of different fun activities. Use the pictures to help you.  
Which activities would be popular with students at your school?  
Which are easy to organize?  
Which are safe?

### 2 Group work

Which ideas does everyone in the group like? Why?  
Which ideas would be the best for your school? Which would be the easiest to organize?  
Which could have a 'school' record?

### 3 Write

Each person in the group chooses one activity to research. Is there a world record in your activity? Write about your idea. Remember to describe the activity, how people can participate and where and when it will take place.

### 4 Check

Swap your writing with a partner and check punctuation, spelling, word order and interesting vocabulary.

### 5 Visuals

Find photos or draw pictures of your activity.

### 6 Display

Make a poster or choose another way of displaying your work, such as a presentation. Include your text, photos and artwork. Show your project to the class.



# Grammar guide – Module 1

## Present simple

base form of the verb (+ -s/ -es for 3rd person sg)		
+	I / You	live
	He / She / It	lives
	We / You / They	live
-	I / You	don't live
	He / She / It	doesn't live
	We / You / They	don't live
?	Do you <b>live</b> in France? Yes, I <b>do</b> . No, I <b>don't</b> .	

in France.

We use the **present simple** for:

- daily routines, repeated actions, and habits;
- permanent states.

Time expressions used with the present simple:

- every day / morning / week / year / summer, etc.;
- always, usually, often, sometimes, rarely, seldom, never;
- on Mondays, in December, in winter, etc.;
- in the morning, at noon, in the afternoon, in the evening, at night, etc.

## Past simple

verb + ed / 2nd form of the verb		
+	I / You	moved house.
	He / She / It	moved house.
	We / You / They	moved house.
-	I / You	didn't move house.
	He / She / It	didn't move house.
	We / You / They	didn't move house.
?	Did you <b>move house</b> ? Yes, I <b>did</b> . No, I <b>didn't</b> .	

We use the **past simple** for:

- actions which happened at a stated time in the past;
- actions which started and finished in the past.

Time expressions used with the past simple:

- yesterday, last week / month / year / Tuesday / Christmas, etc. two hours ago, one week / month, etc. ago, in 2015, when, etc.

## Subject and object questions

subject questions
Who went to the cinema yesterday? <i>Joe went to the cinema yesterday.</i>
object questions
What did Joe do yesterday? <i>He went to the cinema.</i>

## Present continuous

am/ are/ is + verb + ing	
+	I'm <b>waiting</b> for the bus.
-	He <b>isn't talking</b> to Louise.
?	<b>Are</b> they <b>worrying</b> about the exam? Yes, they <b>are</b> . No, they <b>aren't</b> .

We use the **present continuous** for:

- actions happening now, at the moment of speaking;
- actions happening around the time of speaking;
- temporary situations.

Time expressions used with the present continuous: now, at the moment, at present, nowadays, these days, today, tonight, etc.

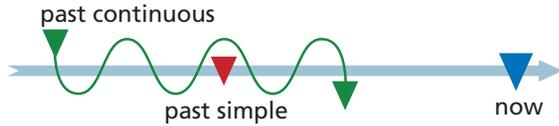
## used to

+	He <b>used to</b> play in a band.
-	He <b>didn't use</b> to play in a band.
?	<b>Did</b> he <b>use to</b> play in a band? Yes, he <b>did</b> . No, he <b>didn't</b> .

We use **used to** to talk about past habits and states that are different from now.

## Grammar guide – Module 2

### Past simple and past continuous



She **was falling** towards the ground when her main parachute **didn't open**.



Joan **crashed** into the ground and her heart **stopped**.

### when and while

He was running away **when** the bear attacked.

**While** he was running away, the bear attacked.

We use the **past continuous** for:

- an action which was in progress at a stated past time
- for a past action which was in progress when another action interrupted it. We use past continuous for the action in progress (the longer action) and past simple for the action which interrupted it (the shorter action).

		present	
		simple	continuous
+	I / You	walk	'm walking
	He / She / It	walks	're walking
-	I / You	don't walk	'm not walking
	He / She / It	doesn't walk	aren't walking
?	Do I / you	walk?	Am I walking?
	Does he / she / it	walk?	Are you walking?
	Do we / you / they	walk?	Is he / she / it walking?
			Are we / you / they walking?

		past	
		simple	continuous
	I / You	walked	was walking
	He / She / It	walked	were walking
	I / You	didn't walk	wasn't walking
	He / She / It	didn't walk	weren't walking
	Did I / you	walk?	Was I walking?
	Did he / she / it	walk?	Were you walking?
	Did we / you / they	walk?	Was he / she / it walking?
			Were we / you / they walking?

## Grammar guide – Module 3

### Present perfect

have/ has + past participle			
+	I / You	have ridden	a bike.
	He / She / It	has ridden	
	We / You / They	have ridden	
-	I / You	haven't ridden	a bike.
	He / She / It	hasn't ridden	
	We / You / They	haven't ridden	
?	Have you ridden a bike? Yes, I <b>have</b> . No, I <b>haven't</b> .		

We use the **present perfect** to talk about:

- recently finished actions whose results are visible in the present;
- actions which started in the past and are still continuing in the present;
- actions which happened in the past at a time we don't mention or don't know;
- experiences.

### Present perfect and past simple

- we use the present perfect to talk about experiences or actions in the past when we don't mention (or we don't know) the exact time.

*I've been to Amsterdam.*

- we use the past simple to talk about completed actions in the past.

*I went to Amsterdam last year.*

### for, since and how long ... ?

**How long** have you lived in Bristol?

I've lived in Bristol **for** two years.

I've lived in Bristol **since** 2010.

- we use *for* with a period of time
- we use *since* with a point in time

### just

Paul has **just** left the house.

- we use *just* to talk about something we've done a short time before the moment of speaking

### still, yet and already

I **still haven't** recycled the plastic bottles.

He **hasn't mended** his shoes **yet**.

**Has** he **mended** his shoes **yet**?

We've **already bought** rechargeable batteries.

- we use *still* and *yet* in negative sentences to talk about things we haven't done
- we also use *yet* in questions to ask if something has been done
- we use *already* in affirmative sentences to talk about things we have done

## Grammar guide – Module 4

### Relative pronouns

- We use relative pronouns to give extra information about people, places, time and things. We join two sentences using a relative pronoun.

*That's the woman. She works with my mum.  
That's the woman **who** works with my mum.*

- We use *who* for people, *which* for things, *when* for time and *where* for places.

*The man **who** lives in that house is from Manchester.  
Stella McCartney designs clothes **which** are fashionable.  
I was living in Leeds **when** I met John.  
That's the shop **where** I bought my new shoes.*

- We can use *that* instead of *who* or *which*.

*The man **that** lives in that house is from Manchester.  
Stella McCartney designs clothes **that** are fashionable.*

### some / any / no compounds

People	Places	Things
someone	somewhere	something
anyone	anywhere	anything
no one	nowhere	nothing

- We can also replace *-one* with *-body*.

*Somebody has stolen my bike.  
There's **nobody** here!  
Did **anybody** watch the news last night?*

### The future

#### will

She'll <b>come</b>	with us to the cinema.
You'll <b>be</b>	late home.

We use **the future** to talk about:

- predictions that we make based on what we believe or imagine will happen;
- decisions taken at the moment of speaking (on-the-spot decisions);
- promises, hopes, fears, warnings, requests, predictions, etc. especially with: hope, believe, expect, I'm sure, I'm afraid, probably etc.

#### might

I <b>might</b>	have a birthday party.
They <b>might</b>	go on holiday to Ibiza.

We use **might** when we talk about a future possibility.

#### be going to

I'm <b>going to</b> buy	a new dress.
We're <b>going to</b> bring	Dan's birthday present.

We use **be going to** when we talk about:

- future plans and intentions;
- predictions that we make based on what we can see or hear.

#### present continuous for future

He's <b>making</b>	pizza for the party.
They're <b>leaving</b>	at 9 o'clock.

We use **present continuous** for future to talk about:

- fixed arrangements in the near future, especially when we have decided the time and place.

## Grammar guide – Module 5

### The first conditional

situation	consequence
If you're a great singer,	you'll <b>get</b> a record contract.



consequence	situation
You'll <b>get</b> a record contract	if you're a great singer.

The first conditional expresses a real, possible situation in the present or future.

When the if-clause is first, we separate the two clauses with a comma (,).  
We do not normally use *will* in an if-clause.

### Gerunds and infinitives

#### gerunds as the subject of a sentence

**Making** cakes is easy if you have a good recipe.

#### gerunds after verbs

I like **singing** in the shower.

#### gerunds after prepositions

After **watching** the film, they had an ice cream.

#### infinitives after verbs

Do you know how **to play** the piano?

#### infinitives after adjectives

She wasn't pleased **to see** the dog in the garden.

## Grammar guide – Module 6

### Modals of deduction

#### modals of deduction

You **must** be tired after your journey.

He **can't** be guilty – he's the most honest person I know.

We use **must** in affirmative sentences to talk about positive logical assumptions.  
must = I am sure that something is true.  
We use **can't** in negations to talk about negative logical assumptions.  
can't = I'm sure that something isn't true or real.

### Modals of possibility

#### modals of possibility

He **might** be Jessica's brother.

It **may** be sunny tomorrow.

She **could** be at the gym.

We use **might**, **may** and **could** to show that something is possible in a certain situation.  
might / may / could = it is possible, it is likely, perhaps.

### Time clauses

#### time clauses

I will give you the book **when** I finish reading it.

She will call me **as soon as** she finds out the result.

**After** she puts on her new dress, she will go to the party.

You have to check your essay **before** you hand it in.

He is going to watch TV **until** the film finishes.

When we use time adverbs to join two clauses, we don't repeat the future form.  
After time adverbs such as *when*, *as soon as*, *after*, *before* or *until* we use **the present tense forms** to talk about the future.

## Grammar guide – Module 7

### Present perfect continuous

+	He <b>has been working</b> as a coach for ten years.
–	We <b>haven't been waiting</b> for more than half an hour.
?	<b>Has she been reading</b> this article since 4 o'clock? Yes, she <b>has</b> . / No, she <b>hasn't</b> .

We use present **perfect continuous** for:

- actions which started in the past and continue up to the present;
- an action which has recently finished and we can see its result;
- when we want to show the duration of a recent action.

Time expressions with the present perfect continuous: *for, since, how long*.

### Short answers with present perfect continuous

<b>Have you been waiting</b> for her for fifteen minutes?	Yes, <b>I have</b> . / No, <b>I haven't</b> .
<b>Have they been studying</b> for two hours?	Yes, <b>they have</b> . / No, <b>they haven't</b> .
<b>Has she been cooking</b> since 5.30?	Yes, <b>she has</b> . / No, <b>she hasn't</b> .

### Present perfect simple and present perfect continuous

He <b>has played</b> three games since the competition started.	He <b>has been playing</b> since the competition started.
I <b>'ve washed</b> the dishes.	I <b>'ve been washing dishes</b> since I got home.
They <b>'ve painted</b> the kitchen, it looks very nice.	They <b>'ve been painting</b> the kitchen all day and they are tired.

## Grammar guide – Module 8

### Tense review

#### present simple

- + I **play** basketball.
- He **doesn't like** rock music.
- ? **Do** they **eat** dinner at 7pm?  
Yes, they **do**. / No, they **don't**.

#### present continuous

- + I **'m waiting** for the bus.
- He **isn't talking** to Louise.
- ? **Are** they **worrying** about the exam?  
Yes, they **are**. / No, they **aren't**.

#### present perfect

- + I **have spoken** to Jenny.
- She **hasn't bought** a new car.
- ? **Have** you **seen** Brad Pitt's new film?  
Yes, I **have**. / No, I **haven't**.

#### will

- + I **will** go to university in London.
- She **won't** be late.
- ? **Will** they **move** house next year?  
Yes, they **will**. / No, they **won't**.

#### first conditional

- If you **lose** your job, what **will** you **do**?
- If I **lose** my job, I'll apply for a new one.

#### past simple

- + I **lived** in France for two years.
- She **didn't watch** the tennis match.
- ? **Did** he **read** the book?  
Yes, he **did**. / No, he **didn't**.

#### past continuous

- + I **was listening** to a CD.
- She **wasn't reading** a book.
- ? **Were** they **playing** football?  
Yes, they **were**. / No, they **weren't**.

#### present perfect continuous

- + He **has been talking** on the phone for half an hour.
- They **haven't been working** for this company since 2018.
- ? **Has** she **been washing** dishes since 2:30?  
Yes, she **has**. / No, she **hasn't**.

#### be going to

- + I **'m going to** watch a film.
- He **isn't going to** sell his car.
- ? **Are** you **going to** speak to John?  
Yes, I **am**. / No, I **'m not**.

#### question forms

- What is your name?
- How long have you been interested in music?
- What sports did you play when you were younger?
- What are you doing now?
- What are you going to do next?
- Will you go on holiday next year?

# Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was, were /wɒz, wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamt, dreamed /dremt, dri:md/	dreamt, dreamed /dremt, dri:md/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪv(ə)n/
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fɔ:(r)'get/	forgot /fɔ:(r)'gɒt/	forgotten /fɔ:(r)'gɒt(ə)n/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪv(ə)n/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/

<b>learn</b> /lɜ:(r)n/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/
<b>leave</b> /li:v/	left /left/	left /left/
<b>lend</b> /lend/	lent /lent/	lent /lent/
<b>let</b> /let/	let /let/	let /let/
<b>lose</b> /lu:z/	lost /lɒst/	lost /lɒst/
<b>make</b> /meɪk/	made /meɪd/	made /meɪd/
<b>mean</b> /mi:n/	meant /ment/	meant /ment/
<b>meet</b> /mi:t/	met /met/	met /met/
<b>pay</b> /peɪ/	paid /peɪd/	paid /peɪd/
<b>put</b> /pʊt/	put /pʊt/	put /pʊt/
<b>read</b> /ri:d/	read /red/	read /red/
<b>ring</b> /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
<b>run</b> /rʌn/	ran /ræn/	run /rʌn/
<b>say</b> /seɪ/	said /sed/	said /sed/
<b>see</b> /si:/	saw /sɔ:/	seen /si:n/
<b>sell</b> /sel/	sold /sɔld/	sold /sɔld/
<b>send</b> /send/	sent /sent/	sent /sent/
<b>shine</b> /ʃaɪn/	shone /ʃəʊn/	shone /ʃəʊn/
<b>shoot</b> /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
<b>show</b> /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
<b>shut</b> /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
<b>sing</b> /sɪŋ/	sang /sɒŋ/	sung /sæŋ/
<b>sit</b> /sɪt/	sat /sæt/	sat /sæt/
<b>sleep</b> /sli:p/	slept /slept/	slept /slept/
<b>speak</b> /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
<b>spell</b> /spel/	spelt /spelt/	spelt /spelt/
<b>spend</b> /spend/	spent /spent/	spent /spent/
<b>stand</b> /stænd/	stood /stʊd/	stood /stʊd/
<b>steal</b> /sti:l/	stole /stəʊl/	stolen /stəʊl(ə)n/
<b>swim</b> /swɪm/	swam /swæm/	swum /swʌm/
<b>take</b> /teɪk/	took /tʊk/	taken /'teɪkən/
<b>teach</b> /ti:tʃ/	taught /kɔ:t/	taught /kɔ:t/
<b>tell</b> /tel/	told /təʊld/	told /təʊld/
<b>think</b> /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
<b>throw</b> /θrəʊ/	threw /θru:/	thrown /θrəʊn/
<b>understand</b> /,ʌndə(r)'stænd/	understood /,ʌn dər'stʊd/	understood /,ʌn dər'stʊd/
<b>wake</b> /weɪk/	woke /wəʊk/	woken /'wəʊ kən/
<b>wear</b> /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
<b>win</b> /wɪn/	won /wʌn/	won /wʌn/
<b>write</b> /raɪt/	wrote /rəʊt/	written /'rɪt(ə)n/