

Kazakhstan Edition



# English **Plus**

Grade 9 Workbook

OXFORD

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### 1 ★ Complete the verbs.



do \_\_\_\_\_ exercise



1 d \_\_\_\_\_ music from the internet



2 g \_\_\_\_\_ late



3 g \_\_\_\_\_ bored



4 e \_\_\_\_\_ money



5 w \_\_\_\_\_ TV

### 2 ★★ Complete the sentences with the words in the box. Then match sentences 1–6 with places a–f.

exams late bored do earn time

- Ivan is very lazy. He always gets up \_\_\_\_\_ late . d
- You should study more if you want to pass the \_\_\_\_\_! \_\_\_\_\_
- I'd love to buy these jeans. I need to \_\_\_\_\_ some money. \_\_\_\_\_

- This film is really long and very slow. I'm getting \_\_\_\_\_ . \_\_\_\_\_
  - Don't just spend \_\_\_\_\_ sunbathing. Come in the sea with us! \_\_\_\_\_
  - If you want to \_\_\_\_\_ exercise, why don't you go for a run? \_\_\_\_\_
- |                 |                |
|-----------------|----------------|
| a at the cinema | d at home      |
| b in the park   | e at the beach |
| c at school     | f at the shops |

### 3 ★★ Complete the definitions with verb collocations.

If you get some euros, dollars or pounds by doing work, you earn money .

- If you stay in bed all morning, you \_\_\_\_\_ .
- If you become unhappy because you have nothing to do, you \_\_\_\_\_ .
- If you move songs from a website onto your computer, you \_\_\_\_\_ .
- If you don't go out of your house, you \_\_\_\_\_ .
- If you write to your friends on your mobile phone, you \_\_\_\_\_ .
- If you go for a run or play sport, you \_\_\_\_\_ .
- If you connect to the internet, you \_\_\_\_\_ .

**Present simple and continuous**

- 1 ★ Choose the correct words.  
 Look! It **snows** / **'s snowing** outside.
- 1 'Are you busy now?' 'No, I **don't do** / **'m not doing** anything.'
  - 2 They always **stay** / **are staying** in the same hotel when they go on holiday.
  - 3 We **don't like** / **aren't liking** romantic films.
  - 4 'Where's Jon?' 'He **tidies** / **'s tidying** his room.'
  - 5 This TV programme is good. **Do you enjoy** / **Are you enjoying** it?
  - 6 How often **does she go** / **is she going** shopping?
  - 7 Please stop talking! I **listen** / **'m listening** to my new Katy Perry CD.
  - 8 What **do you eat** / **are you eating** every lunchtime at school?

- 2 ★★ Complete the text with the present simple or the present continuous form of the verbs in brackets.

**Stars of tomorrow**

Max Ragley **is** (be) one of the UK's best young dancers. He <sup>1</sup> \_\_\_\_\_ (come) from Manchester, but he <sup>2</sup> \_\_\_\_\_ (not live) there most of the time because he <sup>3</sup> \_\_\_\_\_ (go) to the English National Ballet School in London.

Max normally <sup>4</sup> \_\_\_\_\_ (study) ballet at school, but this week he <sup>5</sup> \_\_\_\_\_ (not do) his usual classes – he <sup>6</sup> \_\_\_\_\_ (learn) to dance hip hop instead.

'A well-known singer <sup>7</sup> \_\_\_\_\_ (want) me to dance in his new pop video!' says Max. 'At the moment, I <sup>8</sup> \_\_\_\_\_ (work) with three other hip hop dancers and we <sup>9</sup> \_\_\_\_\_ (have) a good time together. I <sup>10</sup> \_\_\_\_\_ (enjoy) these new classes a lot.'

Max's two older brothers <sup>11</sup> \_\_\_\_\_ (go) to school in Manchester. 'They <sup>12</sup> \_\_\_\_\_ (like) football and they <sup>13</sup> \_\_\_\_\_ (not know) how to dance!' laughs Max. 'But they always <sup>14</sup> \_\_\_\_\_ (come) to my shows at the Ballet School.'

**Verbs + *-ing* / *to***

- 3 ★★ Complete the sentences with the *-ing* or *to* form of the verbs in the box.

buy listen swim watch get-up  
 cook download

'It's the first day of the summer holidays!'  
 'Great, I don't need **to get up** early.'

- 1 'I don't mind \_\_\_\_\_, but I can't stand doing the washing-up.'  
 'Don't worry, I'll help you.'
- 2 'Do you like your new mp3 player?'  
 'Yes, I love \_\_\_\_\_ new music from the internet.'
- 3 'Where are you going?'  
 'To the shops. I want \_\_\_\_\_ a new dress for the party.'
- 4 'This Rihanna song is great.'  
 'Yes, I always enjoy \_\_\_\_\_ to her music.'
- 5 'Would you like to go to the cinema?'  
 'No, thanks. I'm not into \_\_\_\_\_ films.'
- 6 'Come into the pool with us!'  
 'Sorry. I hate \_\_\_\_\_ in cold water.'

- 1 ★ Complete the crossword with the past simple form of the verbs.

		1 S	A	W		2 G	
	3 B			4 G			
5 M							6 D
7 A							
			8 H				
	9 R						

Across

- 1 see  
3 buy  
7 eat  
8 hear  
9 ride

Down

- 1 speak  
2 get  
4 give  
5 make  
6 do  
8 have

- 2 ★★ Complete the sentences with the past simple form of the verbs in exercise 1.

I spoke to that new boy in the class yesterday. He's really nice.

- Our teacher \_\_\_\_\_ us some really difficult homework yesterday.
- My friend wants to be a clothes designer. She \_\_\_\_\_ me a nice dress for Christmas.
- I \_\_\_\_\_ all those difficult grammar exercises in ten minutes. It was amazing!
- We feel a bit ill. We \_\_\_\_\_ too much in the restaurant.
- I \_\_\_\_\_ that new Tinie Tempah song on the radio. It was very good.
- Karl \_\_\_\_\_ his sister's pink bike to school today because his bike was broken.

- Lucas \_\_\_\_\_ 95% in his science exam. He was really pleased!
- Dad loves old films so we \_\_\_\_\_ him a Charlie Chaplin DVD.
- When I was at the theatre last week, I \_\_\_\_\_ that actor from *Friends*.
- It was really hot this morning so I \_\_\_\_\_ a cold drink. Then I felt much better.

- 3 ★★ Complete the dialogues with the correct form of the verbs in the box.

get buy go speak eat see  
give be teach ride make

'What did you get for your birthday?'

'My family bought me an mp3 player.'

- 'Did you \_\_\_\_\_ that horror film on TV last night?'  
'No, I quickly \_\_\_\_\_ behind the sofa and I stayed there.'
- 'Did your parents \_\_\_\_\_ to you in another language when you were a child?'  
'Yes, my mum \_\_\_\_\_ me a bit of Italian. We had a lesson every week.'
- 'What did you \_\_\_\_\_ for lunch today?'  
'A very large pizza. I \_\_\_\_\_ it myself. It had cheese, tomatoes, mushrooms and ham on it.'
- 'Did you \_\_\_\_\_ Anna's horse?'  
'No. I \_\_\_\_\_ too scared! But I \_\_\_\_\_ it an apple and some carrots.'

**Past simple**

1 ★ Order the words to make sentences and questions. Make contractions where necessary.

go / not / did / we / May / until / holiday / on

**We didn't go on holiday until May.**

1 was / late / not / the / I / plane / for

2 did / the / what / you / on / flight / do / ?

3 happy / was / your / brother / little / ?

4 did / the / not / dog / come / us / with

5 did / how / mum / to / your / France / travel / ?

6 you / did / stay / hotel / in / a / nice / ?

7 were / happy / with / food / the / not / we

2 ★★ Write past simple questions and short answers.

Rafael Nadal / win / Wimbledon / in 2010

**Did Rafael Nadal win Wimbledon in 2010?**

**Yes, he did.**

1 JK Rowling / write / the book / *The Da Vinci Code*

2 the 2008 Olympics / be / in Beijing

3 Nelson Mandela / be born / in London

4 the actress Meryl Streep / appear / in the film *Mamma Mia!*

5 Italy / be / the winners of the football World Cup / in 2010

6 Rihanna / sing / a song called *Umbrella*

**Object and subject questions**

3 ★★ Complete the questions.

Someone helped Chloe with her schoolwork.

Who helped Chloe with her schoolwork?

1 Ellen emailed someone yesterday.

Who \_\_\_\_\_ yesterday?

2 Someone took my new bike.

Who \_\_\_\_\_ my new bike?

3 Mark met someone last year.

Who \_\_\_\_\_ last year?

4 Something happened this afternoon.

What \_\_\_\_\_ this afternoon?

5 My parents bought something on Tuesday.

What \_\_\_\_\_ on Tuesday?

6 Something arrived in the post today.

What \_\_\_\_\_ in the post today?

## VOCABULARY ■ Attributes and personality

## 1 ★ Complete the attributes and personality nouns.

Roger Federer is famous for his su cc ee ss at Wimbledon.



- 1 Bill Gates is well known for his wealth and his g\_\_\_\_\_.
- 2 Bono is famous for his p\_\_\_\_\_ about ending world hunger.
- 3 That famous model is known for her m\_\_\_\_\_. She often has arguments with her personal assistants.
- 4 People like Prince William because of his good manners and p\_\_\_\_\_.
- 5 The actor Tom Cruise is not shy at all. He has a lot of c\_\_\_\_\_.

## 2 ★★ Complete the definitions with the words in the box.

pessimism responsibility polite  
frustration moody anxiety  
respect generous optimistic

If you suffer from anxiety, you often feel worried.

- 1 If you treat other people with \_\_\_\_\_, you are polite and kind to them.
- 2 If you suffer from \_\_\_\_\_, you get angry and annoyed because you can't get what you want.
- 3 If you are \_\_\_\_\_, you always remember how to behave well.
- 4 If you have feelings of \_\_\_\_\_, you think that bad things will happen.
- 5 If you are \_\_\_\_\_, you usually try to look on the good side of life.

- 6 If you have a sense of \_\_\_\_\_, you feel that you must take care of other people.
- 7 If you are \_\_\_\_\_, you often give presents to others.
- 8 If you are \_\_\_\_\_, you often change from happy to sad.

## 3 ★★ Complete the sentences with attributes and personality adjectives.

'What does Oscar want to be?' 'A doctor. He's really passionate about helping people.'

- 1 'Do you think I'll be a s\_\_\_\_\_ tennis player?' 'No, you can't even hit the ball at the moment.'
- 2 'I'm a\_\_\_\_\_ about the exam and I can't sleep at night!' 'Don't worry. I'm sure it'll be OK.'
- 3 'Do you feel p\_\_\_\_\_ about next year?' 'Not at all. My life is just getting better and better.'
- 4 Lola, you're a r\_\_\_\_\_ person. Will you look after our six dogs next week?
- 5 'Your sister is so p\_\_\_\_\_. She always says "thank you".' 'Really? She never says it at home!'
- 6 'My brother laughs when I sing.' 'That isn't very nice. He should be more r\_\_\_\_\_.'
- 7 I've been waiting for the bus for over an hour. I feel really f\_\_\_\_\_.

## Comparing adjectives and adverbs

### 1 ★ Choose the correct words.

Charlie is six months older / oldest than me.

- Ryan plays in the **more successful** / **most successful** basketball team in the country.
- Emma is so kind. She's the **less selfish** / **least selfish** girl in our class.
- Are you **less pessimistic** / **least pessimistic** now than you were last year?
- I don't talk much. I'm the **most quiet** / **quietest** person in our group.
- In our music lessons Karl sings **more loudly** / **more louder** than Ben.
- 'Why did you come last in the race?'  
'Because I ran the **more slowly** / **most slowly**!'

### 2 ★★ Complete the second sentence so that it has the same meaning as the first sentence.

London is usually colder than Rome. (hot)  
Rome is usually hotter than London

- My dad is meaner than my mum. (generous)  
My mum \_\_\_\_\_
- Our cat is quieter than our dog. (noisy)  
Our dog \_\_\_\_\_
- David's painting is better than Daniel's. (bad)  
Daniel's \_\_\_\_\_
- Molly works faster than Isabel. (slow)  
Isabel \_\_\_\_\_
- Noah and Dylan arrived later than us. (early)  
We \_\_\_\_\_

### 3 ★★ Complete the sentences with the superlative form of one of the adjectives in brackets. Use *the most*, *the least* or *the -est*.

David never says 'please'. He's the least polite person I know. (optimistic / polite / honest)

- Ben and Ed always think that we're going to lose. They're \_\_\_\_\_ boys in the team. (selfish / optimistic / kind)
- My bedroom is \_\_\_\_\_ room in the house! (wealthy / fast / tidy)
- That movie was really slow and boring. It was \_\_\_\_\_ film that I've seen all year. (delicious / generous / interesting)
- James got 98% in his French exam. He's \_\_\_\_\_ student at languages in our class. (good / funny / difficult)
- Cara never does jobs around the house. She's \_\_\_\_\_ person in our family. (successful / helpful / anxious)

## Past perfect and past simple

### 4 ★★ Write sentences. Use the past perfect and past simple in each sentence.

we / eat / all the sandwiches / mum / make for us

We ate all the sandwiches Mum had made for us.

- by the time / my parents / come home / I / cook dinner / and I / clean the house  
\_\_\_\_\_
- she / not get / Amber's present / when I / see / her / this morning  
\_\_\_\_\_
- he / get upset / after he / read / the news  
\_\_\_\_\_

1 ★ Match the sentence halves.

- 1 Dad learned to do  d
- 2 Thirty years ago, nobody wrote \_\_\_\_\_
- 3 I love fashion and want to learn how to make \_\_\_\_\_
- 4 My little cousin supports Chelsea, but he collects \_\_\_\_\_
- 5 There were so many small pieces it took us hours to do \_\_\_\_\_
- 6 Our English teacher encourages us to write \_\_\_\_\_

- a my own clothes.
- b the puzzle.
- c short stories in our free time.
- d ~~woodwork at school.~~
- e football cards from all teams.
- f blogs because they didn't exist.

2 ★★ Complete the sentences with the correct form of *collect*, *do*, *make* or *write*.

My grandad used to  collect  badges. He's got thousands of them!

- 1 They were \_\_\_\_\_ model airplanes when I arrived.
- 2 Which sports do you \_\_\_\_\_?
- 3 Last night, Rory \_\_\_\_\_ a blog about mountain climbing.
- 4 When you \_\_\_\_\_ stamps, you learn so many things about other countries.
- 5 At the youth centre, we \_\_\_\_\_ woodwork on Tuesday evenings.
- 6 'Do you \_\_\_\_\_ poetry?' 'No, I \_\_\_\_\_ short stories.'
- 7 My grandmother is \_\_\_\_\_ biscuits in the kitchen at the moment.
- 8 Children all over the world \_\_\_\_\_ football cards.

3 ★★ Replace the bold words in the sentences with the correct words.

Let's **make** poetry this term!

write

- 1 I can't **collect** this puzzle – the pieces are too small! \_\_\_\_\_
- 2 Many young people like to **do** blogs in their free time. \_\_\_\_\_
- 3 Our teacher has been showing us how to **collect** music on our computers. \_\_\_\_\_
- 4 We **made** sports all afternoon yesterday. \_\_\_\_\_
- 5 How long does it take to **do** a model airplane? \_\_\_\_\_
- 6 It isn't very common to **write** badges these days. \_\_\_\_\_
- 7 You can learn to design and **do** your own clothes on this course. \_\_\_\_\_
- 8 I **made** a short story about a teenage detective. \_\_\_\_\_

4 ★★★ Write six sentences about things you or people you know like to *collect*, *do*, *make* and *write*. Use the words in the box.

badges   blogs   clothes  
 football cards   model airplanes  
 music   poetry   puzzles  
 short stories   sports   stamps

My sister likes to write poetry.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**Past continuous**

1 ★ Complete the table with *was*, *wasn't*, *were* or *weren't*.

Affirmative		
I	<u>was</u>	working.
You	1 _____	dancing.
He / She / It	2 _____	listening.
We / You / They	3 _____	eating.
Negative		
I	<u>wasn't</u>	working.
You	4 _____	dancing.
He / She / It	5 _____	listening.
We / You / They	6 _____	eating.
Questions		
<u>Was</u>	I	working?
7 _____	you	listening?
What 8 _____	he / she / it	eating?
Where 9 _____	we / you / they	going?

**Past simple and continuous**

2 ★★ Complete the text with the correct form of the verbs in the box.

fly hear look open run  
scream see wait wave work

3 ★★ Order the words to make sentences. There is one word in each sentence you do not need.

made / arrived / they / having / when I / were / a rest

They were having a rest when I arrived.

1 and we / it / wet / to rain / got / started / met

2 rang / listening / the phone / raining / while I / to some music / was

3 we / home / were / while we / met / weekend / your brother / walking

4 a DVD / was / fell asleep / Pete / when he / watching / were

5 got / David / married / his homework / was / while he / a text message / doing / from his girlfriend

6 to my classroom / I / leave / to school / at 8.45 a.m. / went / got / and I

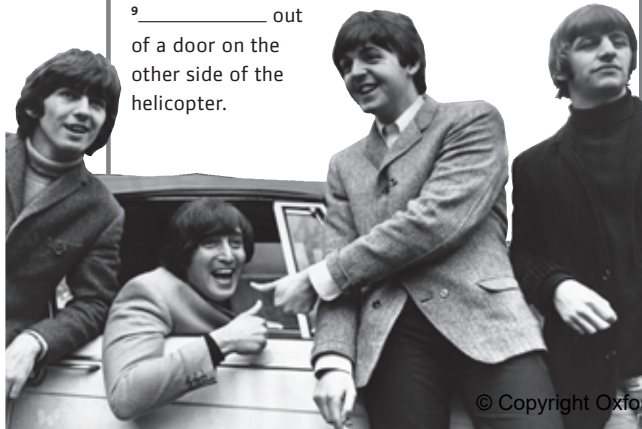
7 was / breakfast and she / sleeping / were / at 7.30 this morning / he / having / was

8 when / cooked / my dad / from work / dinner / he / came back / happened

**The day Grandad saw a Beatle**

Heathrow, London, 25 June 1967.

Grandad and his friend were working at Heathrow Airport when they 1 \_\_\_\_\_ the sound of a helicopter. They 2 \_\_\_\_\_ at the sky when suddenly his friend 3 \_\_\_\_\_, 'It's the Beatles! They're in the helicopter!' While the helicopter 4 \_\_\_\_\_ past them, Grandad 5 \_\_\_\_\_ a white face. He thinks it was John Lennon. Finally, the helicopter landed. While they 6 \_\_\_\_\_, a door 7 \_\_\_\_\_. It was the pilot. While the pilot 8 \_\_\_\_\_ at the crowd, the Beatles 9 \_\_\_\_\_ out of a door on the other side of the helicopter.



1 ★ Read the text quickly. What is the relationship between the speakers? Tick ✓ the correct box.

- a  brother and sister  
 b  father and daughter  
 c  grandfather and granddaughter

## Rock 'n' Roll Revolution

**Erin** What were you listening to while I was making dinner?

**Bob** That was the King! Didn't you recognize his voice?

**Erin** No. Do you mean Kings of Leon?

**Bob** No, Erin, the King of rock 'n' roll: Elvis Presley!

**Erin** Who's Elvis Presley?

**Bob** What?! Elvis Presley is the biggest pop music icon – ever!

**Erin** Oh. I haven't heard of him.

**Bob** Never mind. I'll never forget the day I discovered the King. I was listening to the radio when this **incredible** song came on. It was Elvis. He was singing *Love Me Tender*. I'd never heard anything like it.

**Erin** What do you mean?

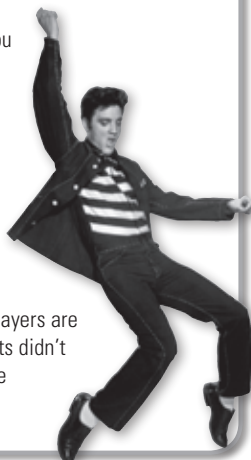
**Bob** Before Elvis, there was classical music and jazz, but there had never been much music for us young people. Then they started to play Elvis Presley's records on the radio. His music was really **wild** and his songs started a rock 'n' roll craze all around the world. He was famous for his dancing, too, although my parents' generation was rather shocked by it!

**Erin** Really? What were the videos like?

**Bob** This was back in 1956, remember. They hadn't invented the video! And we couldn't afford a telly in those days.

**Erin** I can't believe you lived without TV! So how did you see Elvis dancing then?

**Bob** We went to see him in a live show. Live shows are so much better than TV! Anyway, all the gadgets you use **nowadays** – mobile phones, games consoles – well, those didn't exist when I was a **lad**. Inventions like mp3 players are very new. Even your parents didn't have them when they were growing up.



2 ★★ Match the bold words in the text with the definitions.

amazing, unbelievable incredible

- 1 becoming an adult \_\_\_\_\_  
 2 these days, in modern times \_\_\_\_\_  
 3 energetic, not controlled \_\_\_\_\_  
 4 television \_\_\_\_\_  
 5 young man \_\_\_\_\_

3 ★★ Read the text again. Choose the correct words.

Erin was \_\_\_\_\_.

a eating **b cooking** c washing up

- 1 Bob was listening to \_\_\_\_\_.  
 a Kings of Leon b jazz c Elvis Presley  
 2 *Love Me Tender* was \_\_\_\_\_.  
 a the first Elvis song that Bob had heard  
 b Elvis's first song c the best Elvis song  
 3 Elvis Presley started a new \_\_\_\_\_.  
 a craze b generation c radio show  
 4 Bob saw Elvis \_\_\_\_\_.  
 a on TV b in concert c on video  
 5 They had \_\_\_\_\_ in the 1950s.  
 a records b videos c CDs

4 ★★★ Answer the questions. Write complete sentences.

How do you think Bob felt when Erin didn't recognize Elvis's voice?

He was surprised.

- 1 How do you think Bob's parents felt when they saw Elvis dancing?  
 \_\_\_\_\_  
 2 Which generation was keen on Elvis's music?  
 \_\_\_\_\_  
 3 What kind of music do you think Bob's parents listened to?  
 \_\_\_\_\_

**Language point: Giving examples**

1 ★ Read the sentences and circle the phrases for giving examples.

We used to go on holiday to seaside towns such as Brighton.

- 1 Lots of pop icons are American, for instance, Madonna.
- 2 They used to buy lots of gadgets like digital watches.
- 3 I can say a few things in Polish, for example, *Dziękuję* means *Thank you*.
- 4 Artists such as Jackson Pollock and Mark Rothko became very popular in the 1950s.

2 ★★ Rewrite the sentences using the phrases in exercise 1.

Does she get upset about things? Does she get upset about being old?

Does she get upset about things like being old?

- 1 My dad loves reggae music. He loves Bob Marley's songs.  
\_\_\_\_\_
- 2 They used to have protests against lots of things. They used to have protests against the Vietnam War.  
\_\_\_\_\_
- 3 I often get together with my family. We usually meet at the café on Princes Street.  
\_\_\_\_\_

**○ TASK**

3 ★★★ Read the notes. Then complete the essay.

**THE NINETIES**

**Good times:** people richer, more leisure

**Bad times:** Gulf War (1990), people worrying about the future

**Music:** Hip hop and rap, pop-punk and grunge bands, e.g. Nirvana and Pearl Jam

**Female musicians:** Shakira, the Spice Girls

**End of the decade:** internet changed the world

**1999:** millions have a computer and the internet at home

**THE NINETIES**

In the nineties, there were good times and important events such as establishing the European Union in 1993. People had more money and more free time.

There were some bad times, for instance <sup>1</sup> \_\_\_\_\_ started <sup>2</sup> \_\_\_\_\_ and people <sup>3</sup> \_\_\_\_\_ the future.

In the world of music, <sup>4</sup> \_\_\_\_\_ were really popular. Female musicians such as <sup>5</sup> \_\_\_\_\_ had a big impact in the 1990s, too.

By the end of the decade, <sup>6</sup> \_\_\_\_\_ had changed the world. In 1990, it started to <sup>7</sup> \_\_\_\_\_ popular. By 1999, <sup>8</sup> \_\_\_\_\_ of people <sup>9</sup> \_\_\_\_\_.



Kurt Cobain of Nirvana, December 1993

**VOCABULARY AND LANGUAGE FOCUS**

**■ Past decades**

**1** Complete the sentences with the nouns in the box.

craze economy gadgets icon  
invention poverty protest war

- 1 The car was a new \_\_\_\_\_ about 130 years ago.
- 2 Many people lost money after the problems with the \_\_\_\_\_ in 2009.
- 3 The Iraq \_\_\_\_\_ ended in the Noughties.
- 4 Michael Jackson was a pop \_\_\_\_\_.
- 5 \_\_\_\_\_ like the Walkman were popular in the 1980s.
- 6 Many old people in the world live in \_\_\_\_\_.
- 7 There was a \_\_\_\_\_ for rock'n'roll.
- 8 My grandad went on a \_\_\_\_\_ against the Vietnam War in the 1970s.

**2** Write sentences with *used to* or *didn't use to*.

When my parents were children ...

- 1 they / have / mp3 players  
\_\_\_\_\_
- 2 teenagers / listen to / hip hop  
\_\_\_\_\_
- 3 they / watch / cartoons on TV  
\_\_\_\_\_
- 4 people / drive / electric cars  
\_\_\_\_\_
- 5 people / play / computer games  
\_\_\_\_\_
- 6 online shopping / be / popular  
\_\_\_\_\_
- 7 people / wear / flared trousers  
\_\_\_\_\_

8 they / go on holiday / every summer  
\_\_\_\_\_

**READING ■ Comparing generations**

**3** Choose the correct words to complete the text.

**The Generation Gap**

The older generation often complains that today's teenagers are very different <sup>1</sup>\_\_\_\_\_ young people in the 1970s. In the past, teenagers used to be more polite <sup>2</sup>\_\_\_\_\_ the older generation. They were keen <sup>3</sup>\_\_\_\_\_ books and outdoor activities as well. Today, adults often complain that modern teens aren't as polite. They say teens aren't interested <sup>4</sup>\_\_\_\_\_ books and they get bored <sup>5</sup>\_\_\_\_\_ things very quickly. They're just crazy <sup>6</sup>\_\_\_\_\_ texting.

- |          |         |         |
|----------|---------|---------|
| 1 a for  | b from  | c about |
| 2 a for  | b to    | c with  |
| 3 a on   | b with  | c at    |
| 4 a in   | b for   | c at    |
| 5 a from | b about | c with  |
| 6 a with | b about | c on    |

**LANGUAGE FOCUS ■ Past perfect and past simple**

**4** Complete the sentences. Use the past perfect and past simple in each sentence.

- 1 Alexander the Great \_\_\_\_\_ (create) an empire by the time he \_\_\_\_\_ (be) 25.
- 2 I \_\_\_\_\_ (want) to call you, but Mark \_\_\_\_\_ (not give) me your number.
- 3 We \_\_\_\_\_ (not get) her a present before we \_\_\_\_\_ (go) to her birthday party.
- 4 My mum \_\_\_\_\_ (get) her driving licence after we \_\_\_\_\_ (buy) a new car.

- 5 It \_\_\_\_\_ (be) rainy and they \_\_\_\_\_ (forget) to take umbrellas.
- 6 I \_\_\_\_\_ (not get) to school on time because I \_\_\_\_\_ (get up) late.

## VOCABULARY AND LISTENING ■ Uses of *get*

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

driving licence a job married up  
bus to work

- Amy** Grandma, what was it like when you were young?
- Gran** Well, I met my husband, your grandfather, when I was 19. After we'd got <sup>1</sup> \_\_\_\_\_, I got <sup>2</sup> \_\_\_\_\_ in a car factory. I used to get <sup>3</sup> \_\_\_\_\_ at five o'clock in the morning in those days.
- Amy** Why so early?
- Gran** I had to get <sup>4</sup> \_\_\_\_\_ by six o'clock, and I used to walk every morning. In those days, nobody had a car. I didn't get a <sup>5</sup> \_\_\_\_\_ until I was 33!
- Amy** Didn't you get tired when you walked to work every day?
- Gran** Not at all. I was fitter back then. I used to get the <sup>6</sup> \_\_\_\_\_ when it snowed, but I liked walking. Life was slower in those days.

## LANGUAGE FOCUS ■ Past simple and continuous

- 6 Choose the correct words.
- 1 Did you get / Were you getting upset while you read / were reading my poem?
  - 2 When I walked into the room, Sam read / was reading a book and Jim solved / was solving a crossword puzzle.
  - 3 My bike broke down / was breaking down so I got / were getting the bus to work.
  - 4 I saw / was seeing Pippa while I walked / was walking home.
  - 5 We drove / were driving through the desert when our car broke down / was breaking down.
  - 6 What did you do / were you doing after I called / was calling you last night?
  - 7 The last time I looked / was looking out of the window, I saw / was seeing some clouds.
  - 8 Did you see / Were you seeing me while I danced / was dancing with Alex?

## SPEAKING ■ Talking about past events

- 7 Complete the words in the dialogue.
- Grandad** Did I <sup>1</sup>e \_ \_ \_ tell you <sup>2</sup>a \_ \_ \_ \_ the family crisis?
- William** No. When <sup>3</sup>w \_ \_ <sup>4</sup>t \_ \_ \_?
- Grandad** It was around fifteen years ago now. The worst <sup>5</sup>b \_ \_ was when we lost the house.
- William** Oh, no! What <sup>6</sup>h \_ \_ \_ \_ \_ \_ then?
- Grandad** We had to live in a caravan.
- William** That sounds terrible!



**could, can, will be able to**

- 1 ★ Choose the correct words.  
I always play football with Sam and Bill on Tuesdays, so I **couldn't** / **won't be able to** go to the cinema with you next Tuesday.
- 1 I **could** / **can** swim ten years ago. I learned when I was five.
  - 2 People **can** / **will be able to** live on Mars one day.
  - 3 She reads the BBC website because she **can** / **could** speak English.
  - 4 **Could** / **Can** you ride a bike five years ago?
  - 5 I **can't** / **couldn't** find the book that you wanted so I stopped looking.
  - 6 My mum **couldn't** / **can't** drive. She hasn't got a driving licence.
  - 7 It was too noisy in the room and I **couldn't** / **can't** hear what the teacher was saying.
  - 8 I'm afraid I **won't be able to** / **couldn't** play tennis with you tomorrow. I'm going to meet my cousin.
- 2 ★★ Choose the correct verb in brackets and complete the text with affirmative and negative forms of *could, can* and *will be able to*.

**Advances in Medical Science**

Two hundred years ago, medical science was very basic and doctors **could perform** (perform / suffer) only simple operations. They <sup>1</sup>\_\_\_\_\_ (cut / use) X-rays to see inside their patients until about 100 years ago. Doctors <sup>2</sup>\_\_\_\_\_ (cure / cause) most infections until the discovery of penicillin in 1928.

Recently, there have been incredible advances in medical science. Scientists <sup>3</sup>\_\_\_\_\_ (experiment / clone) animals these days, but they <sup>4</sup>\_\_\_\_\_ (clone / prevent) humans yet.



In the future, doctors <sup>5</sup>\_\_\_\_\_ (operate / discover) on people using nanobots. People <sup>6</sup>\_\_\_\_\_ (sleep / live) longer, perhaps 150 years, but we <sup>7</sup>\_\_\_\_\_ (live / transplant) forever!

**may, might, could, must, can't**

- 3 ★★ Complete the sentences with *may / might / could, must* or *can't*.
- That boy can't be Lee. He's too tall, and Lee never wears a baseball cap.
- 1 The operation was successful! You \_\_\_\_\_ be really pleased.
  - 2 He's very ill. He \_\_\_\_\_ need a transplant. The doctor isn't sure.
  - 3 Their umbrellas are wet. It \_\_\_\_\_ be raining.
  - 4 It's still dark outside. It \_\_\_\_\_ be 9 a.m. yet.
  - 5 He's wearing a white coat. He \_\_\_\_\_ be a doctor, or he \_\_\_\_\_ be a nurse.
  - 6 I \_\_\_\_\_ go out later; it depends on the weather.
  - 7 You've been driving all day. You \_\_\_\_\_ be tired.
  - 8 'Is your phone ringing?' 'No, it \_\_\_\_\_ be mine. I left it at home this morning.'
- 4 ★★★ Describe the photo. Use *may / might / could, must* or *can't*, the phrases in the box and your own ideas.

about 15 / 45 / 65 a farmer a lawyer  
a doctor on holiday at home  
at work Italian British Japanese

**She could be a lawyer.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

1 ★ Match phrasal verbs 1–8 with definitions a–h.

- |               |                                    |
|---------------|------------------------------------|
| 1 go without  | a exercise                         |
| 2 give up     | b stop having something            |
| 3 cut down on | c do less of something             |
| 4 take up     | d stop doing something             |
| 5 get over    | e move the switch so that it stops |
| 6 work out    | f make a short visit               |
| 7 call on     | g start something                  |
| 8 turn off    | h become well or happy again       |

2 ★★ Choose the correct answers.

Bryan was really disappointed when his team lost the match, but I'm sure he'll \_\_\_\_\_ it soon.

- a call on    **b get over**    c give up

- 1 I've hurt my knee. The doctor says I should \_\_\_\_\_ football for a few months.  
a work out    b take up    c give up
- 2 'I'm bored.' 'You should \_\_\_\_\_ blogging. It's fun.'  
a take up    b go without  
c turn off
- 3 Don't worry about your ex-boyfriend. Go out, get together with your other friends and you'll \_\_\_\_\_ him quickly.  
a cut down    b work out  
c get over
- 4 We haven't seen Jenny for ages. Let's \_\_\_\_\_ her after school tomorrow.  
a call on    b turn off  
c go without
- 5 I want to be healthier, so I'm going to \_\_\_\_\_ sugar for a while.  
a take up    b go without  
c work out

3 ★★ Complete the text with phrasal verbs.

**Amy** Guess what! Uncle Tomasz is going to run a marathon next month – can you believe it?

**Dan** What? I can't hear you. Turn off the TV.

**Amy** I said, Uncle Tomasz is going to run a marathon next month!

**Dan** A marathon? No way!

**Amy** Seriously! He's already planning it. First, he has to <sup>1</sup> \_\_\_\_\_ up smoking completely.

**Dan** Wow. No more cigarettes? Do you think he can <sup>2</sup> \_\_\_\_\_ without cigarettes?

**Amy** He says he'll <sup>3</sup> \_\_\_\_\_ down to five a day this week, and then one a day next week.

**Dan** Is he going to <sup>4</sup> \_\_\_\_\_ up sport?

**Amy** Yes, he's joined the same gym as Dad. He says he's going to <sup>5</sup> \_\_\_\_\_ out every day, starting from tomorrow.

**Dan** Ha, ha! Will he ever <sup>6</sup> \_\_\_\_\_ over the shock of doing exercise?

**Amy** I don't know. I'm a bit worried.

**Dan** We should go and support him! Why don't you <sup>7</sup> \_\_\_\_\_ on him tomorrow after school?



**Past modals**

1 ★ Write sentences using *have / has* and the past participle of the main verb.

I / must / turn off / the computer last night

I must have turned off the computer last night.

1 He hasn't gone to the hospital yet.  
they / can't / operate / on him

2 Helen is crying.  
she / could / have / an argument with Ted

3 Mum isn't here.  
she / might / go / shopping

4 He looks happy.  
he / must / pass / the test

5 She was on her own.  
she / can't / get together / with her friends

2 ★★ Complete the dialogue with the words in the box.

the car could / kill    the driver can't / notice  
he must / look  
you must / see    he might / hurt  
it must / be    the boy can't / hear  
the boy must / see

**Police** Did you see the accident?

**Eva** I was standing right here ...

**Police** So you must have seen what happened.

**Eva** Yes. A boy was waiting to cross the road just over there.  
1 \_\_\_\_\_ the wrong way because a car was coming when he stepped into the road.

**Police** What did you do?

**Eva** I shouted, but 2 \_\_\_\_\_ me – he didn't stop. I waved at the car, but 3 \_\_\_\_\_ me either because she didn't slow down. At the last moment, 4 \_\_\_\_\_ the car because he suddenly jumped out of the way.

**Police** 5 \_\_\_\_\_ the boy!

**Eva** Yes. He was very lucky! I saw him fall over, so 6 \_\_\_\_\_ his arm. He can't have injured his legs or feet though, because he got up immediately and ran to the side of the road.

**Police** Thank you. 7 \_\_\_\_\_ a shock to see this happen.

3 ★★ Complete the sentences using *might / could, can't or must + have + past participle*.

'Where's Josh?' 'I don't know. He might have called on some friends.' (call on)

1 Jo wasn't at school today. You \_\_\_\_\_ him in the school library this afternoon. (see)

2 I'm not sure why my sister was crying. She \_\_\_\_\_ something. (lose)

3 Layla asked for my phone number again. She \_\_\_\_\_ it. (forget)

4 'Who rang the doorbell?' 'I'm waiting for a parcel. It \_\_\_\_\_ (be) the postman.'

5 United were losing 7–0 after the first half. They \_\_\_\_\_ the match! (won)

- 1  Read Mark's letter to a magazine. Tick ✓ the correct box.

Mark Gallagher wrote the letter to ...

- a  give advice.  
 b  ask for advice.  
 c  explain how to prevent stress.

## Ask Rosie



Dear Rosie

I'm seventeen years old and my life is really stressful. I've got homework, exam preparation, extra Science classes and football practice – and after school, I help my parents around the house! Is being a teenager always this tough? Whoever said that schooldays are the happiest days of your life can't have gone to a school like mine. These can't be the happiest days of my life! I'm really suffering. What should I do?

Mark Gallagher, Wallingford

## Have a laugh with friends

Dear Mark

Yes, being a teenager is stressful, so don't worry! Few parents realize that life today is so much faster than it used to be. Although adults romanticize their childhood, they must have studied and worked hard, too. Here are four great stress cures. Follow them, and you'll be able to live a busy but happy life.

- A** Exercise at least three times a week. You can do sports or work out – or even walk the dog. Exercise relaxes your body and your brain.
- B** Help your mind to relax. Discover new interests like judo, sudoku or even fishing!
- C** 'You are what you eat.' You might enjoy burgers, chips and sugary food, but this diet makes your body scream: 'No! Stop!' Listen to your body, go without junk food, and feel the stress melt away.
- D** Social networking sites, emails and text messages are useful, but don't forget the importance of meeting your mates face to face. Laughing with friends is the most effective way of preventing stress.

- 2  Read the text again. Match headings 1–4 with paragraphs A–D.

- |                             |               |
|-----------------------------|---------------|
| 1 Take up something new     | <u>  B  </u>  |
| 2 Get together with friends | <u>      </u> |
| 3 Get fit                   | <u>      </u> |
| 4 Eat right                 | <u>      </u> |

- 3  Match words 1–6 with definitions a–f.

- |               |  |
|---------------|--|
| 1 tough       | a something to eat that isn't very good for you    |
| 2 romanticize | b pressure and worry                               |
| 3 junk food   | c difficult  |
| 4 melt away   | d good friends                                     |
| 5 mates       | e disappear  |
| 6 stress      | f make something seem more exciting or interesting |

- 4  Answer the questions. Write complete sentences.

Why is Mark's life stressful?

Because he is too busy.

- 1 How is modern life different from life in the past?  
\_\_\_\_\_
- 2 What do some people say about their time at school?  
\_\_\_\_\_
- 3 Why is exercise important?  
\_\_\_\_\_
- 4 Why might a new hobby reduce stress?  
\_\_\_\_\_
- 5 What shouldn't you eat?  
\_\_\_\_\_
- 6 What is the best way of avoiding stress?  
\_\_\_\_\_

**Language point: Discourse markers**

1 ★ Choose the correct words.

They are going to operate on him next week.

**In addition,** / **In conclusion** they are going to transplant a kidney soon.

- 1 **Although** / **All in all**, I am not in favour of experiments on animals.
- 2 This cure is effective. **On the other hand,** / **To sum up**, there can be side effects.
- 3 Its cause is unknown. **Even though** / **What's more**, I don't think scientists will ever find a cure for it.
- 4 The treatment always works, **also** / **but** it is expensive.
- 5 Zootherapy can't cure cancer. **Furthermore** / **However**, it can help people suffering from depression.

2 ★★ Complete the sentences with the words in the box.

all in all   although   but   addition  
however   also

We can operate this week, but we can't transplant the liver until next week.

- 1 \_\_\_\_\_ this is a serious illness, I'm sure we can cure her.
- 2 He shouldn't drink coffee or tea. In \_\_\_\_\_, he should avoid alcohol.
- 3 This is my mobile number. You can \_\_\_\_\_ contact me at the hospital.
- 4 They can clone sheep and dogs. \_\_\_\_\_, they can't clone people.
- 5 There are arguments for and against the treatment, but, \_\_\_\_\_, we think it's the best treatment for you.

**○ TASK**

3 ★★★ Read the task and the notes. Then use the notes and words from exercise 1 to complete the discussion essay.

**Are you for or against a complete ban on smoking? Explain your answer.**

smoking in public places = illegal  
let smokers decide themselves  
careful: cigarette ends = fire  
smoking is allowed outside bars and restaurants  
non-smokers breathe smoke  
very bad for smokers' health  
other habits bad for health



At the moment, it is illegal to smoke in public places in many parts of the world.

However, people can still <sup>1</sup>\_\_\_\_\_.  
One of the arguments for a complete ban on smoking is that smoking <sup>2</sup>\_\_\_\_\_.  
In addition, people who don't smoke often have to <sup>3</sup>\_\_\_\_\_. Furthermore, smokers must be very <sup>4</sup>\_\_\_\_\_. Some fires are caused by cigarettes.

On the other hand, perhaps we <sup>5</sup>\_\_\_\_\_ for ourselves. Also, a lot of <sup>6</sup>\_\_\_\_\_, for example drinking wine and beer. Should we ban alcohol, too? <sup>7</sup>\_\_\_\_\_, I am in favour of a complete ban on smoking. I believe that then we will have a healthier society.

VOCABULARY AND LANGUAGE

FOCUS  Medical science

1 Choose the correct answers.

In the future, people won't <sup>1</sup>\_\_\_\_\_ from many diseases because doctors will be able to <sup>2</sup>\_\_\_\_\_ almost everything. There'll be a <sup>3</sup>\_\_\_\_\_ for cancer, and surgeons will be able to do any sort of <sup>4</sup>\_\_\_\_\_, even a brain <sup>5</sup>\_\_\_\_\_!

Today, scientists do medical <sup>6</sup>\_\_\_\_\_ on animals. In the future, scientists will <sup>7</sup>\_\_\_\_\_ new drugs using computers instead.

- 1 a cause            b suffer            c treat
- 2 a clone            b prevent            c operate
- 3 a cure            b transplant            c prevention
- 4 a operation            b discovery            c cause
- 5 a prevention            b clone            c transplant
- 6 a experiments            b developments            c cures
- 7 a clone            b treat            c develop

2 Look at the chart. Write sentences with *can*, *could* and *will be able to*.

	2010		now		2020	
	Ali	Ivan	Ali	Ivan	Ali	Ivan
speaking English	✓	✗	✓	✓	✓	✓
playing the guitar	✗	✓	✗	✓	✗	✓
driving a car	✗	✗	✗	✗	✓	✓

- 1 Ali / speak English / in 2010  
\_\_\_\_\_
- 2 Ivan / speak English / in 2010  
\_\_\_\_\_
- 3 Ivan / play the guitar / now  
\_\_\_\_\_
- 4 Ali / drive a car / now  
\_\_\_\_\_

5 Ivan and Ali / drive a car / in 2020  
\_\_\_\_\_

6 Ali / play the guitar / in 2020  
\_\_\_\_\_

READING  Alternative therapy

3 Complete the text with the words in the box.

connection    depression    loneliness  
psychologist    specialist    treatment

Many alternative medicine practitioners believe that there is a strong <sup>1</sup>\_\_\_\_\_ between the patient's mind and the body. So, instead of seeing a traditional <sup>2</sup>\_\_\_\_\_, patients suffering from <sup>3</sup>\_\_\_\_\_ or <sup>4</sup>\_\_\_\_\_ can visit an alternative medicine centre. The centre might recommend homeopathy, music therapy, aromatherapy or a <sup>5</sup>\_\_\_\_\_ such as acupuncture (using tiny metal needles) with a <sup>6</sup>\_\_\_\_\_ practitioner.

LANGUAGE FOCUS  *may*, *might*, *could*, *must*, *can't*

4 Complete the texts with *may* / *might* / *could*, *must* or *can't*.

**It's an animal and it can fly.**

It <sup>1</sup>\_\_\_\_\_ be a bird or it <sup>2</sup>\_\_\_\_\_ be an insect. It <sup>3</sup>\_\_\_\_\_ have wings. It <sup>4</sup>\_\_\_\_\_ be an elephant!

**It's got two wheels and it goes 60 kilometres per hour.**

It <sup>5</sup>\_\_\_\_\_ be a car. It <sup>6</sup>\_\_\_\_\_ be a bicycle. It <sup>7</sup>\_\_\_\_\_ be a motorbike.

**It's a warm place where you can swim.**

It <sup>8</sup>\_\_\_\_\_ be a river or the seaside. It <sup>9</sup>\_\_\_\_\_ be a swimming pool. It <sup>10</sup>\_\_\_\_\_ be a bath because that would be too small to swim in!

## VOCABULARY AND LISTENING ■

### Phrasal verbs

5 Complete the dialogue with the correct form of the phrasal verbs in the box.

cut down   work out   go without  
take up   turn off   give up

- Tom** Why are you so slim?  
**Sara** I <sup>1</sup>\_\_\_\_\_ junk food. I haven't eaten any chocolate for two months!  
**Tom** I might try that, but I couldn't <sup>2</sup>\_\_\_\_\_ burgers!  
**Sara** You could <sup>3</sup>\_\_\_\_\_ on sugar, though. And you could have a salad instead of chips with your burger.  
**Tom** I suppose so.  
**Sara** You should <sup>4</sup>\_\_\_\_\_ a sport.  
**Tom** But I can't ...  
**Sara** Just do it! <sup>5</sup>\_\_\_\_\_ your computer game and come for a run with me!  
**Tom** That sounds serious.  
**Sara** We can start with one kilometre and we can run a little further each time.  
**Tom** But I hate running ...  
**Sara** What about the gym, then? Why don't you come and <sup>6</sup>\_\_\_\_\_ with me tomorrow after school?

- 4 I saw Uncle Rob smoking again. He **must / can't** have given up yet.  
 5 My phone rang. The caller was 'Home'. It **might / can't** have been my mum.  
 6 Ethan's broken his leg. He **must / can't** have fallen over again.

## SPEAKING ■ Exchanging opinions

7 Choose the correct answers.

- Pam** What do you <sup>1</sup>\_\_\_\_\_ of the new website?  
**Joe** It's OK, but there <sup>2</sup>\_\_\_\_\_ definitely be more photos.  
**Lily** I <sup>3</sup>\_\_\_\_\_ really decide, but I <sup>4</sup>\_\_\_\_\_ Joe's right. It's a nice design. However, it isn't very colourful.  
**Pam** I'm not sure <sup>5</sup>\_\_\_\_\_ that. I reckon it <sup>6</sup>\_\_\_\_\_ be more serious. It's about the campaign's message, not about how pretty it looks.  
**Lily** You might be right.
- |            |           |           |
|------------|-----------|-----------|
| 1 a reckon | b think   | c decide  |
| 2 a could  | b might   | c should  |
| 3 a can't  | b mustn't | c haven't |
| 4 a want   | b suppose | c decide  |
| 5 a about  | b on      | c at      |
| 6 a would  | b should  | c will    |

## LANGUAGE FOCUS ■ Past modals

6 Choose the correct words.

- 1 I can't find my mp3 player. My brother **could / can't** have borrowed it.  
 2 Everyone is leaving the stadium. The match **must / can't** have finished.  
 3 This film was released earlier this year. You **might / can't** have seen it last year.

## VOCABULARY ■ Geography and the environment

## 1 ★ Choose the correct words.

- 1 Argentina is in the southern hemisphere / latitude.
- 2 The taiga / steppe in Kazakhstan is a large area of grass with few trees.
- 3 The USA has borders / canyons with Canada and Mexico.
- 4 Oil is an important renewable energy / natural resource.
- 5 Brazil is on the equator / border.
- 6 Wheat and apples are two agricultural / industrial products.
- 7 Kazakhstan is on the same border / latitude as Germany.
- 8 The desert / canyon is deep and has many colourful rock formations.

## 2 ★★ Match words 1–10 with definitions a–j.

- 1 population \_\_\_\_\_
- 2 equator \_\_\_\_\_
- 3 taiga \_\_\_\_\_
- 4 border \_\_\_\_\_
- 5 latitude \_\_\_\_\_
- 6 renewable \_\_\_\_\_
- 7 agriculture \_\_\_\_\_
- 8 desert \_\_\_\_\_
- 9 hemisphere \_\_\_\_\_
- 10 natural resource \_\_\_\_\_

- a a type of forest found in northern latitudes
- b can be replaced
- c half of the earth above or below of the equator
- d line which separates countries or regions
- e the imaginary line around the middle of the earth

- f the science and practice of farming
- g people who are members of a country
- h land, energy source, mineral or forest that can be used by people
- i a waterless area of land with little or no vegetation
- j the distance north or south from the equator

## 3 ★★ Complete the text with the words in the box.

renewable energy   agricultural  
border   latitude   hemisphere  
natural resources

## The UK

The UK (United Kingdom) is made up of four nations: England, Scotland, Wales and Northern Ireland. There is just one land <sup>1</sup> \_\_\_\_\_ between Northern Ireland and the Republic of Ireland

The UK is in the northern <sup>2</sup> \_\_\_\_\_ and is on the same <sup>3</sup> \_\_\_\_\_ as southern Kazakhstan and Canada. About 70% of land in the UK is used for <sup>4</sup> \_\_\_\_\_ purposes and the main crops are wheat, barley and potatoes.

<sup>5</sup> \_\_\_\_\_ include oil and gas in the North Sea, though about two thirds of these have already been extracted. In terms of <sup>6</sup> \_\_\_\_\_, wind turbines and solar energy are the most significant sources, and wave power is currently being developed.



UNITED KINGDOM  
REPUBLIC OF IRELAND

## Trends and the future

1 ★ Complete the sentences about recent trends with the correct form of the verbs in brackets.

- 1 'Climate change \_\_\_\_\_ both more rainfall in some places and droughts in others. (cause)
- 2 Countries \_\_\_\_\_ their natural resources such as forests too quickly to be renewed. (lose)
- 3 Fresh water \_\_\_\_\_ more and more scarce due to lack of rainfall and overuse of water resources. (become)
- 4 The number of endangered wild animals \_\_\_\_\_ rapidly. (increase)
- 5 The increase in world population \_\_\_\_\_ down after a period of rapid growth. (slow)
- 6 More renewable sources of power \_\_\_\_\_ as fossil fuels become more expensive. (develop)
- 7 Scientists \_\_\_\_\_ more unusual weather patterns than in previous decades. (observe)
- 8 More air and sea pollution \_\_\_\_\_ by human activity than ever before. (produce)

2 ★★ Order the words to make sentences and questions.

- 1 climate patterns / ice / is melting / and causing / to change / in the Arctic  
\_\_\_\_\_
- 2 due to / coral reefs / are / the increase in / dying / sea temperature / ?  
\_\_\_\_\_
- 3 are disappearing / global sea level / is rising steadily / the / and some islands  
\_\_\_\_\_

4 is falling / such as / some developed countries / the population of / Japan  
\_\_\_\_\_

5 made / by car manufacturers / what attempts / to lower carbon emissions / are being / ?  
\_\_\_\_\_

6 are / doing enough / waste / to reduce the amount of / people / they produce / ?  
\_\_\_\_\_

## First conditional + *if* or *unless*

3 ★★ Write sentences using the first conditional and *if* or *unless*.

If you arrive (you / arrive) early,  
will you save (you / save) me a seat?

- 1 \_\_\_\_\_ (the website / not open) \_\_\_\_\_ (you / have got) the password.
- 2 Please \_\_\_\_\_ (you / call me) \_\_\_\_\_ (you / find) my wallet?
- 3 \_\_\_\_\_ (my parents / not give) me any pocket money \_\_\_\_\_ (I / pass) my exams.
- 4 \_\_\_\_\_ (it / rain), \_\_\_\_\_ (we / not play) football in the park.
- 5 \_\_\_\_\_ (you / practise) more, \_\_\_\_\_ (you / not get) into the team.
- 6 \_\_\_\_\_ (I / not call) you \_\_\_\_\_ (we / get) home really late. I won't want to wake you.
- 7 \_\_\_\_\_ (more people / vote) for her this time, \_\_\_\_\_ (she / lose) the election.
- 8 \_\_\_\_\_ (what / happen) to Chelsea \_\_\_\_\_ (they / not score) enough goals?



## Second conditional

### 1 ★ Match the sentence halves.

- |  |   |
|--|---|
| 1 If they banned cars in city centres, | a if I didn't have my boots.            |
| 2 We'd go to the beach more often      | b the air would be much cleaner.        |
| 3 We'd be angry                        | c if the weather was better.            |
| 4 If we had enough money,              | d I'd be quite upset.                   |
| 5 I wouldn't play football             | e if the government raised taxes again. |
| 6 If you forgot my birthday,           | f we'd book a holiday to Peru.          |

### 2 ★★ Order the words to make sentences and questions. There is one word or phrase in each sentence that you do not need.

Lady Gaga, / I'd ask / I will meet / If / I met / her to sing.

If I met Lady Gaga, I'd ask her to sing.

- If I / would have / had / a cat or a dog. / a pet, / it / would be  
\_\_\_\_\_
- everybody voted / I was / I'd be / amazed / for that singer. / if  
\_\_\_\_\_
- TV. / don't be / If I / I'd watch / wasn't / busy,  
\_\_\_\_\_
- didn't have / homework tonight / What / would you do / do would you / if you / ?  
\_\_\_\_\_
- the exam / you feel / if / How / did / would / you didn't pass / ?  
\_\_\_\_\_

### 3 ★★★ Write questions using the second conditional. Then write true answers.

how / you / feel / you / meet / a head of state

How would you feel if you met a head of state?

If I met a head of state, I'd feel very shy!

- you / be / a minister / what / you / ban  
\_\_\_\_\_
- what / you / study / you / go / to university  
\_\_\_\_\_
- you / have / €500 / what / you / buy  
\_\_\_\_\_
- you / have / a superpower / what / it / be  
\_\_\_\_\_
- where / you / live / you / be / rich  
\_\_\_\_\_

## First and second conditionals

### 4 ★★ Complete the sentences with the first or second conditional form of the verbs in brackets.

If pigs had (have) wings, would they be able (they / be able) to fly?

- If I \_\_\_\_\_ (be) an astronaut, I \_\_\_\_\_ (travel) to other planets.
- If you \_\_\_\_\_ (not see) Tom ever again, how \_\_\_\_\_ (you / feel)?
- What \_\_\_\_\_ (you / do) if you \_\_\_\_\_ (see) a ghost?
- If you \_\_\_\_\_ (eat) more of this cake, you \_\_\_\_\_ (be) sick. You've already had five slices!



## Imagine ...

The song *Imagine* was written and sung by the English musician John Lennon, who was one of The Beatles. He believed that we are all one country, one world and one people. *Imagine* is a beautiful and very lyrical song, but it has a very strong message, too.

In the song, John Lennon imagines a world without governments or borders, a society without greed or hunger, a world in which we all help each other. What would the world be like if we didn't have countries? What would it be like if there were no wars? Do we really need so many possessions?

Would we be happier if we had fewer things? The song does not give answers to any of these questions, but it certainly makes you think.

But isn't *Imagine* too idealistic? What would happen if we didn't have laws and policemen and politicians? Would we really live in peace without governments? Of course, *Imagine* isn't about a real

future. *Imagine* is about hope, and that's what made it popular all over the world.

We all need hope. When Barack Obama was elected as the first African-American head of state in the USA in 2008, he said, 'Hope is what led me here today – with a father from Kenya, a mother from Kansas, and a story that could only happen in the United States of America. Hope is ... the belief that our destiny will not be written for us, but by us; by all those men and women who are not content to settle for the world as it is; who have the courage to remake the world as it should be.'

Barack Obama's election was important because it gave hope to millions of black Americans who felt that they didn't have a voice. Obama's election gave hope to millions of other people around the world as well because he promised to end some of the wars in the Middle East.

What about you? Who or what gives you hope? What future do you hope for?



- 1 ★ Read the text. What is the most important idea in the text? Tick ✓ the correct box.

a  peace    b  hope    c  politics

- 2 ★★ Read the text again. Match words 1–5 with definitions a–e.

- |              |  |
|--------------|--|
| 1 greed      | a imaginarily perfect, unrealistic         |
| 2 idealistic | b what will happen to us in the future     |
| 3 destiny    | c a strong desire for food, money or power |
| 4 settle for | d strength in a difficult situation        |
| 5 courage    | e accept a situation that isn't ideal      |

- 3 ★★ Are the sentences true or false?

John Lennon was a member of a band.  
true

- John Lennon believed that there should be many different countries in the world but only one government. \_\_\_\_\_
- The message of the song is that if people had more possessions, they would be happier. \_\_\_\_\_

- The song doesn't say what would happen if there were no laws. \_\_\_\_\_
- The song is about an imaginary world. \_\_\_\_\_
- Imagine* was only popular in the USA. \_\_\_\_\_

- 4 ★★★ Answer the questions.

What band was John Lennon in?

The Beatles

- Why do people like *Imagine*?  
\_\_\_\_\_
- Where did Obama's parents come from?  
\_\_\_\_\_
- When was Obama elected President of the USA?  
\_\_\_\_\_
- How did Obama give hope to many Americans?  
\_\_\_\_\_
- What did Obama say he would do?  
\_\_\_\_\_

**Language point: References and pronouns**

**1** ★ Match the sentence halves.

- 1 There are a lot of new ministers in the government, and c
- 2 The country has got a new head of state, a
- 3 There will be elections in June, e
- 4 This is a nation of 30 million citizens, but not all of f
- 5 You can stand for parliament, but b
- 6 Society won't tolerate corruption, so d

- a who most people are very positive about.
- b when 75% of citizens will probably vote.
- c they all want to make a good impression.
- d there are laws against it.
- e this doesn't mean that you'll be elected.
- f them have got the right to vote.

**○ TASK**

**3** ★★★ Read the notes. Then complete the opinion essay.

'The government plans to make it compulsory to vote.' Are you in favour of or against compulsory voting?

*Compulsory voting for everybody*  
*In favour*

- not enough voters
- complaint = politicians don't listen
- no vote = no voice
- need to hear everybody's opinions
- feeling that opinions important = more interested in politics
- everybody vote = positive for society and individuals

The government plans to introduce a new law, which will make it compulsory for everybody to vote. In my view, this is necessary because not enough people vote.

Many people complain <sup>1</sup>\_\_\_\_\_. However, I don't think that all those people vote. If people <sup>2</sup>\_\_\_\_\_, they <sup>3</sup>\_\_\_\_\_ a voice in society.

I believe that it would be better for society if we <sup>4</sup>\_\_\_\_\_. I also think that people <sup>5</sup>\_\_\_\_\_ in politics if they <sup>6</sup>\_\_\_\_\_ were important.

It seems to me that if everybody <sup>7</sup>\_\_\_\_\_, this would <sup>8</sup>\_\_\_\_\_ thing for both <sup>9</sup>\_\_\_\_\_. That's why I am in favour of compulsory voting.

VOCABULARY AND LANGUAGE FOCUS

■ Nations and government

1 Complete the words in the sentences.

- 1 The police make people obey the l \_ \_ .
- 2 E \_ \_ \_ \_ \_ s are when people choose the g \_ \_ \_ \_ \_ that they want.
- 3 C \_ \_ \_ \_ \_ s vote for p \_ \_ \_ \_ \_ s.
- 4 B \_ \_ \_ \_ \_ s are around a country.
- 5 What is the c \_ \_ \_ \_ \_ y of China?

2 Complete the sentences with *let* or *make*.

- 1 He never \_\_\_\_\_ me drive his car.
- 2 The teacher \_\_\_\_\_ us write an essay about the future of democracy last week.
- 3 Mum \_\_\_\_\_ me stay out late on Fridays.
- 4 \_\_\_\_\_ your brother \_\_\_\_\_ you use his laptop next weekend?
- 5 \_\_\_\_\_ your dad \_\_\_\_\_ you clean the car yesterday?

READING ■ Micronations

3 Complete the text with *by*, *for*, *in* or *on*.

**The Kingdom of Lovely** is one of many micronations <sup>1</sup>\_\_\_\_\_ the internet. It doesn't exist <sup>2</sup>\_\_\_\_\_ reality because its territory is a flat in London. Danny Wallace, a British writer, created it <sup>3</sup>\_\_\_\_\_ fun. Wallace is the king, but he didn't create the micronation <sup>4</sup>\_\_\_\_\_ his own. He was helped online by thousands of supporters. In 2005, he organized a party for the micronation's national holiday, 'Lovely Day'. Only citizens who were invited <sup>5</sup>\_\_\_\_\_ advance could attend. They sang the national anthem of the kingdom, which they knew <sup>6</sup>\_\_\_\_\_ heart.

LANGUAGE FOCUS ■ First conditional + *if* or *unless*

4 Rewrite the sentences using *if* or *unless*.

- 1 I'll vote for you if you promise to help us.  
I won't \_\_\_\_\_  
\_\_\_\_\_.
- 2 You'll get wet unless you take an umbrella.  
If you \_\_\_\_\_  
\_\_\_\_\_.
- 3 They won't raise taxes if we protest.  
They will \_\_\_\_\_  
\_\_\_\_\_.
- 4 They won't fly the flag unless the head of state is there.  
They'll \_\_\_\_\_  
\_\_\_\_\_.
- 5 If you ask him, he'll help you.  
He won't \_\_\_\_\_  
\_\_\_\_\_.

VOCABULARY AND LISTENING ■

Government policies

5 Choose the correct words.

- 1 The government is going to **introduce** / **invest** / **vote** new parking rules.
- 2 They will **lower** / **ban** / **elect** smoking.
- 3 Ministers can **reduce** / **lower** / **stand for** election every five years.
- 4 The government will have a lot of money after they **vote** / **tax** / **raise** petrol more.
- 5 The head of state has asked businesses to **ban** / **invest** / **vote** in city centre buildings.

## LANGUAGE FOCUS ■ Second conditional

### 6 Write second conditional sentences and questions.

- 1 you / read / this book / I / lend / it to you  
Would \_\_\_\_\_  
\_\_\_\_\_?
- 2 I / live / in the Caribbean / I / swim / every day  
If I \_\_\_\_\_  
\_\_\_\_\_.
- 3 we / have / an alternative / we / not vote / for John Smith  
If we \_\_\_\_\_  
\_\_\_\_\_.
- 4 Ms Black / not be / a minister / her father /  
not be / the head of state  
Ms Black wouldn't \_\_\_\_\_  
\_\_\_\_\_.
- 5 I / give / you a ticket / you / come / to the concert with me  
If I \_\_\_\_\_  
\_\_\_\_\_?
- 6 he / not go / to the library / he / not need / some more books  
He wouldn't \_\_\_\_\_  
\_\_\_\_\_.

## Language focus ■ First and second conditionals

### 7 Complete the sentences. Use the first or second conditional form of the verbs in brackets.

- 1 I \_\_\_\_\_ (help) you if I \_\_\_\_\_ (have) the time, but I'm really busy today.
- 2 This film's so boring! If I \_\_\_\_\_ (fall) asleep again, \_\_\_\_\_ (you / wake) me?

- 3 What \_\_\_\_\_ (you / buy) if you \_\_\_\_\_ (have) €50,000?
- 4 Give me my phone! If you \_\_\_\_\_ (not give) it back, I \_\_\_\_\_ (tell) the police!
- 5 If animals \_\_\_\_\_ (can) talk, what \_\_\_\_\_ (they / say) about humans?
- 6 Hurry up! If we \_\_\_\_\_ (leave) now, we \_\_\_\_\_ (arrive) at the airport by eight o'clock and we \_\_\_\_\_ (not miss) the plane.

## SPEAKING ■ Apologizing and expressing regrets

### 8 Complete the dialogue with words in the box.

- President** You look worried, Daniel. Is <sup>1</sup>\_\_\_\_\_ wrong?
- Minister** I'm <sup>2</sup>\_\_\_\_\_ so.
- President** What is it?
- Minister** I told the newspapers that the government was cutting taxes.
- President** That's good news!
- Minister** But I got it <sup>3</sup>\_\_\_\_\_. We're raising taxes!
- President** Oh, I didn't <sup>4</sup>\_\_\_\_\_ we were raising taxes.
- Minister** I'm really <sup>5</sup>\_\_\_\_\_. I wish I'd told them we were raising taxes.
- President** Never mind. If I <sup>6</sup>\_\_\_\_\_ you, I'd email the newspapers with an explanation right now.

## VOCABULARY ■ Morals

- 1 ★ Match verbs 1–8 with a–h.
- |           |                          |
|-----------|--------------------------|
| 1 make    | a around a problem       |
| 2 do      | b to do something        |
| 3 feel    | c an excuse              |
| 4 hurt    | d guilty about something |
| 5 keep    | e quiet about something  |
| 6 pretend | f someone's feelings     |
| 7 break   | g something wrong        |
| 8 get     | h the law                |

- 2 ★★ Complete the sentences with *do*, *break*, *make*, *keep* or *tell*.

I never tell lies!

- The police interviewed her, but she didn't \_\_\_\_\_ the truth.
- I'm so upset. Why did she \_\_\_\_\_ her promise to me?
- I don't want to give personal information. I'll \_\_\_\_\_ up my address when I fill in the form.
- I always \_\_\_\_\_ something wrong in exams.
- You don't need to come to the party. I'll \_\_\_\_\_ an excuse for you.
- \_\_\_\_\_ quiet about the money. It's better if they don't know about it.
- The police will arrest you if you \_\_\_\_\_ the law.

- 3 ★★ Complete the dialogue with the correct form of the verbs in the box.

break feel keep make do  
pretend tell tell hurt

**Megan** What's the matter? Do you \_\_\_\_\_ feel \_\_\_\_\_ guilty about something?

**Abigail** Yes, I do. I've <sup>1</sup> \_\_\_\_\_ something wrong.

**Megan** What have you done? Have you <sup>2</sup> \_\_\_\_\_ the law?

**Abigail** No, you know I wouldn't do that.

**Megan** What is it then? Have you <sup>3</sup> \_\_\_\_\_ someone's feelings?

**Abigail** No, I haven't! But I've <sup>4</sup> \_\_\_\_\_ a lie.

**Megan** Really? Who to?

**Abigail** I didn't lie to a person, I <sup>5</sup> \_\_\_\_\_ up some information on a form.

**Megan** What did you write?

**Abigail** I was applying for gym membership, and the minimum age is eighteen. I'm eighteen in three weeks, so I <sup>6</sup> \_\_\_\_\_ to be eighteen on the form. Now I'm worried they'll find out that I didn't <sup>7</sup> \_\_\_\_\_ the truth.

**Megan** Don't worry, I'll <sup>8</sup> \_\_\_\_\_ quiet about it! You'll probably be eighteen by the time you get your membership card!

PERSONAL DETAILS MR  MRS  MISS 

SURNAME: STEVENS

FORENAME(S): ABIGAIL

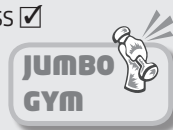
AGE: 18

OCCUPATION / JOB: STUDENT

ADDRESS: 5 MOON CRESCENT, RYE, EAST SUSSEX

Please read the following questions carefully and answer each one honestly:

- |  |        |
|--|--------|
| 1 Do you have high / low blood pressure? | YES NO |
| 2 Are you on any medication?             | YES NO |



## Indirect requests

- 1 ★ Complete the table with the words in the box.

not to   them   tell   not   asked   to

Affirmative
I asked her <u>to</u> be quiet.
You told me to give it back.
He / She told <sup>1</sup> _____ to go home.
We / You / They asked me to <sup>2</sup> _____ the truth.
Negative
I told him <sup>3</sup> _____ to lie.
You asked them not to be late.
He / She <sup>4</sup> _____ us not to leave the door open.
We / You / They told him <sup>5</sup> _____ laugh.

- 2 ★★ Complete the indirect requests.

'Don't be late, Jane!'  
Jane's sister told her **not to be late** \_\_\_\_\_.

- 'Please close the door.'  
Dad asked me \_\_\_\_\_.
- 'Don't copy the homework!'  
Mrs Jenkins told us \_\_\_\_\_.
- 'Show me your tickets.'  
The bus driver told us \_\_\_\_\_.
- 'It would be great if you could call me back later.'  
Zara asked me \_\_\_\_\_.
- 'Don't go away.'  
Tina asked me \_\_\_\_\_.
- 'Could you carry those shopping bags, please?'  
The old lady asked me \_\_\_\_\_.
- 'Stop! Look before you cross the road!'  
The police officer told us \_\_\_\_\_ and \_\_\_\_\_.

- 'Would you mind opening the window?'  
Eva asked me \_\_\_\_\_.
- 'Don't give more food to the cat. I've just fed it.'  
Mum told me \_\_\_\_\_ because she'd just fed it.
- 'Please tell Sarah to tidy her room.'  
Sheila asked us \_\_\_\_\_.

## Reported speech: tense changes

- 3 ★★ Complete the sentences.

'It rained all day.'

Dad said that it **had rained** all day.

- 'We'll be a bit late.'  
They said that they \_\_\_\_\_ a bit late.
- 'I've been to Italy.'  
George told me that he \_\_\_\_\_ to Italy.
- 'You look great in the red dress.'  
Tanya said that I \_\_\_\_\_ great in the red dress.
- 'I can't speak Russian.'  
He told me that he \_\_\_\_\_ speak Russian.
- 'I'm sorry.'  
Simon said that he \_\_\_\_\_ sorry.
- 'You must be quiet.'  
I told you that you \_\_\_\_\_ be quiet.
- 'Jo has a new car.'  
Kevin told me that Jo \_\_\_\_\_ a new car.
- 'I'm waiting in front of the library.'  
Justin said he \_\_\_\_\_ in front of the library.

1 ★ Choose the correct words.

I admitted / insisted to my brother that I had eaten the biscuits.

- 1 My mum **invited** / **agreed** to take me shopping for new jeans.
- 2 Laura and Josh **convinced** / **complained** that the food was terrible.
- 3 We **invited** / **offered** some friends to our house for a barbecue.
- 4 Maya **convinced** / **insisted** me that going by bike was a good idea.
- 5 They **offered** / **ordered** a huge cake from the bakery for my party.
- 6 Katy **refused** / **complained** to help me.
- 7 I **offered** / **ordered** to lend my sister £10.
- 8 The teacher **insisted** / **explained** how to do the exercise.

2 ★★ Read the definitions. Then write the reporting verbs.

say that something isn't good enough complain

- 1 make somebody believe something \_\_\_\_\_
- 2 give an explanation \_\_\_\_\_
- 3 say that you did something \_\_\_\_\_
- 4 request or ask for something \_\_\_\_\_
- 5 ask a person to come somewhere \_\_\_\_\_
- 6 not to accept 'no' for an answer \_\_\_\_\_
- 7 not to accept an offer or an order \_\_\_\_\_
- 8 accept a suggestion or a statement \_\_\_\_\_
- 9 make a suggestion or present somebody with something \_\_\_\_\_

3 ★★ Complete the text with the past simple form of the reporting verbs in the box.

admit agree ask complain  
convince explain order refuse

**Police catch Manchester football thieves**



Police told reporters how they caught a gang of thieves in Manchester, north-west England. The gang admitted that they rob the homes of footballers who are playing in matches in other towns. The police caught the gang after several famous footballers <sup>1</sup>\_\_\_\_\_ that their houses had been burgled. A police investigation led to Adnan Daci. At first, Daci <sup>2</sup>\_\_\_\_\_ to speak. Later, he <sup>3</sup>\_\_\_\_\_ that the gang's boss had <sup>4</sup>\_\_\_\_\_ him and three other men to work for the gang. The police <sup>5</sup>\_\_\_\_\_ Daci a lot of questions about the gang's boss. Then they <sup>6</sup>\_\_\_\_\_ Daci to take them to the boss's house. In exchange, the police <sup>7</sup>\_\_\_\_\_ not to prosecute Daci.

4 ★★★ Answer the questions. Use your own ideas.

- 1 Do you ever complain? What about?  
\_\_\_\_\_
- 2 When do you invite people to visit you?  
\_\_\_\_\_
- 3 Have you ever refused to do something? What was it?  
\_\_\_\_\_
- 4 Have your parents ordered you to do anything recently?  
\_\_\_\_\_
- 5 Who have you offered to help recently?  
\_\_\_\_\_

1 ★ Order the words to make reported questions.

'Did you tell the truth?' she asked.  
us / if / she / we / had told / the truth / asked

She asked us if we had told the truth.

1 'What time is it?' he asked.  
time / asked / he / what / was / it

\_\_\_\_\_

\_\_\_\_\_

2 'Are you watching the news?' Dad asked.  
were / the news / Dad / if / we / asked / watching

\_\_\_\_\_

\_\_\_\_\_

3 'Have you seen my pen?' he asked.  
whether / we / asked / 'd seen / he / his pen

\_\_\_\_\_

\_\_\_\_\_

4 'Where's your book?' the teacher asked.  
the teacher / where / was / my book / asked

\_\_\_\_\_

\_\_\_\_\_

5 'Were you on time?' she asked.  
whether / 'd been / I / she / asked / on time

\_\_\_\_\_

\_\_\_\_\_

6 'How many people will you invite to the party?' Julian asked.  
people / invite / we / would / to the party / asked / Julian / how many

\_\_\_\_\_

\_\_\_\_\_

2 ★★ Complete the reported questions.

'Has anyone finished?'  
Tanya asked  
if / whether anyone had finished

1 'How long have you lived in Milan?'  
He asked \_\_\_\_\_.

2 'Can we start playing?'  
They asked \_\_\_\_\_.

3 'Where has Simon been?'  
Mum asked \_\_\_\_\_.

4 'Who is playing the guitar?'  
I asked \_\_\_\_\_.

5 'Will you be home at 6.30?'  
She asked \_\_\_\_\_.

6 'Did you finish the book?'  
Steven asked \_\_\_\_\_.

3 ★★ Complete the direct questions.

Can you tell me how old you are?

How old are you \_\_\_\_\_?

1 I'd like to know when she'll be ready.

When \_\_\_\_\_?

2 I was wondering if you've got a laptop.

Have \_\_\_\_\_?

3 Can you tell me what you're doing?

What \_\_\_\_\_?

4 I was wondering whether you like red roses.

Do \_\_\_\_\_?

5 Can you tell me how you made this cake?

How \_\_\_\_\_?

6 I'd like to know when you arrived.

When \_\_\_\_\_?



Hundreds of thousands of mobile phones are lost and stolen every day. Losing your phone, with all your friends' numbers on it – perhaps with your photos and your songs, too – can be something of a small personal disaster.

One day, Jack Gallagher was sitting on a bench in a London park. Suddenly, a phone on the ground started to ring. He pretended that he couldn't hear it. Then it rang again. He answered it. The speaker, Louise, explained that she had lost her phone. She asked, 'Where are you? I wonder if you could give me back my phone.' Jack said, 'No problem. I'll meet you at Euston Station.'

When he met Louise, she admitted that it was part of an experiment. 'Oh!' said Jack. She explained that a group of psychologists wanted to test people's honesty. They left phones in public places and then rang them. About 20% of the people

who answered the phones refused to return them. However, 80% of people agreed to give them back.

Why? The psychologists found that two key factors made a difference. Firstly, people were more likely to return the phone if a woman called, as opposed to a man. The psychologists think that people probably feel guiltier about being dishonest to women than to men.

Secondly, phones with a photo of a car on the screen were much less likely to be returned than phones with a photo of a baby. The psychologists say that images of babies provoke sympathetic reactions in people.

So now you know: keep a photo of a baby brother, sister or cousin on your screen – and ask your mum to call your number if you lose your phone!

1 ★ Read the text. Tick ✓ the correct box.

The text is about how ...

- a  people lose their phones.
- b  people steal mobile phones.
- c  to get back your lost phone.

2 ★★ Read the text again. Put the events in the correct order.

- a  Jack agreed to meet Louise.
- b  The phone started to ring again.
- c  Jack was relaxing in the park when a phone started to ring.
- d  Jack answered the phone.
- e  Louise explained that it was an experiment to test people's honesty.
- f  Jack ignored the phone.
- g  Louise asked Jack to return her phone.

3 ★★ Choose the correct answers.

\_\_\_ of phones are lost every day.

- a Millions    **b Thousands**    c Hundreds

- 1 Louise asked where \_\_\_ was.
  - a Jack    b she    c her phone
- 2 The phone was \_\_\_\_\_.
  - a on a bench    b in a car    c on the ground

3 In the experiment, most people \_\_\_ the phones.

- a returned    b didn't return    c rang

4 People were more likely to return a 'lost' phone if the speaker was a \_\_\_\_.

- a psychologist    b woman    c man

4 ★★★ Answer the questions.

What can you lose if your phone is stolen?

Your friends' numbers, your photos and music.

- 1 How do you think Jack felt while he was pretending not to hear the phone?  
\_\_\_\_\_
- 2 Who should you ask to call your number if your phone is lost?  
\_\_\_\_\_
- 3 How do people feel about lying to a woman?  
\_\_\_\_\_
- 4 What effect does a photo of a baby have on people?  
\_\_\_\_\_
- 5 If you found a phone, what would you do?  
\_\_\_\_\_

**Language point: Punctuation in dialogues**

- 1 ★ Rewrite the sentences including commas, question marks, full stops and speech marks.
- Where were you going our friends asked  
'Where were you going?' our friends asked.
- 1 Don't tell lies I said  
\_\_\_\_\_
  - 2 What did you say he shouted  
\_\_\_\_\_
  - 3 Who would know the answer we wondered  
\_\_\_\_\_
  - 4 I won't forget grandma insisted  
\_\_\_\_\_
  - 5 Were you having a good time she asked  
\_\_\_\_\_

- 2 ★★ Read the reported speech. Then write direct speech with the correct punctuation.

John asked where we were.

'Where are you?' John asked.

- 1 I asked what you were watching.  
\_\_\_\_\_
- 2 She said it was half past eight.  
\_\_\_\_\_
- 3 Tom said he lived in London.  
\_\_\_\_\_
- 4 He asked which one I preferred.  
\_\_\_\_\_
- 5 Sam asked if I would help her.  
\_\_\_\_\_
- 6 They said they were going to the match.  
\_\_\_\_\_

**TASK**

- 3 ★★★ Read the text. Underline the reporting verbs.

**An innocent mistake**

Last week my new friend Pete and I were making mp3 playlists on our laptops. He was looking at my playlist and I offered to make a copy of my favourite album for him. Just then, he suddenly became angry. He said I couldn't do that because it was illegal. At first I felt embarrassed and I didn't say anything. Then I replied that I had paid for the CD, so I could copy the music if I wanted to. He said that copying music was the same as stealing a CD from a shop. I told him I hadn't thought of that. He explained that his dad was a musician.



I felt really guilty. To cut a long story short, I deleted all the copied mp3s from my hard drive. I know this was the right thing to do.

- 4 ★★★ Rewrite the text using reported speech.

*Last week Pete and his friend Jamal were making mp3 playlists on their laptops. Pete was looking at Jamal's playlist. 'Pete, I'll make a copy of my favourite album for you,' said Jamal. Just then ...*

VOCABULARY AND LANGUAGE FOCUS

■ **Morals**

1 Complete the sentences with the verbs in the box.

break do feel hurt keep make pretend tell

- 1 Do you \_\_\_\_\_ guilty about losing her DVD?
- 2 Why did you \_\_\_\_\_ all those lies?
- 3 I won't admit it – I didn't \_\_\_\_\_ anything wrong.
- 4 You know that I'd never \_\_\_\_\_ the law.
- 5 Did she \_\_\_\_\_ an excuse?
- 6 You can't \_\_\_\_\_ my feelings.
- 7 Why don't you \_\_\_\_\_ to be English?
- 8 Please \_\_\_\_\_ quiet about my exam results. I haven't told my parents yet.

2 Write indirect requests using the correct form of *tell* or *ask*.

- 1 'Tell me the time,' said Lisa.  
\_\_\_\_\_
- 2 'Go away!' he shouted to them.  
\_\_\_\_\_
- 3 'Did you make it up?' she wanted to know.  
\_\_\_\_\_
- 4 'Don't pretend to be sad,' Mum told me.  
\_\_\_\_\_
- 5 'Be careful,' the police officer warned her.  
\_\_\_\_\_
- 6 'Don't worry about me,' he said to her.  
\_\_\_\_\_
- 7 'Listen!' the teacher said to us.  
\_\_\_\_\_
- 8 'Open the door,' she said to me.  
\_\_\_\_\_

READING ■ **Honesty**

3 Complete the text with the correct form of *do* or *make*.

The music industry has <sup>1</sup>\_\_\_\_\_ a survey to find out how people get and listen to music. A lot of people admitted that they copied mp3 files for friends. They <sup>2</sup>\_\_\_\_\_ lots of excuses – for example, they said new music was too expensive. People said they wanted to <sup>3</sup>\_\_\_\_\_ the right thing, but they couldn't afford to buy everything. So the music industry has <sup>4</sup>\_\_\_\_\_ a plan. They are going to <sup>5</sup>\_\_\_\_\_ their best to sell albums as cheaply as possible and they think the plan will <sup>6</sup>\_\_\_\_\_ a lot of difference to how fans buy music.

LANGUAGE FOCUS ■ **Reported speech: tense changes**

4 Rewrite the sentences as reported speech.

- 1 'I can play the violin,' said Jon.  
Jon said he \_\_\_\_\_.
- 2 'I don't like my new bicycle,' he told us.  
He told us he \_\_\_\_\_.
- 3 'I'm thinking about Justin Bieber,' she said.  
She said she \_\_\_\_\_.
- 4 'I'll pay later,' he told the shopkeeper. He told the shopkeeper he \_\_\_\_\_.
- 5 'You must drive slowly,' the police officer told them. The police officer told them they \_\_\_\_\_.
- 6 'We love fishing,' they said.  
They said they \_\_\_\_\_.
- 7 'This holiday has been great,' we told our friends. We told our friends the holiday \_\_\_\_\_.
- 8 'Your homework is excellent,' our teacher said.  
The teacher told us \_\_\_\_\_.

## VOCABULARY AND LISTENING ■

### Reporting verbs

#### 5 Choose the correct words.

George Parker was a brilliant conman. About 100 years ago, he <sup>1</sup>**admitted** / **offered** to sell Brooklyn Bridge to a rich tourist who had just arrived in the USA. Parker <sup>2</sup>**invited** / **refused** the man to look at 'his' bridge. At first the man <sup>3</sup>**refused** / **ordered**, but Parker was a very persuasive conman and he <sup>4</sup>**agreed** / **insisted**! He <sup>5</sup>**explained** / **convinced** why he wanted to sell the bridge. Parker <sup>6</sup>**convinced** / **complained** the tourist to buy it by producing false documents. These showed that he owned the bridge. The man <sup>7</sup>**agreed** / **ordered** to buy it. But it was actually a public bridge – it wasn't Parker's at all! He sold it a few times to different people, but he was arrested after a buyer <sup>8</sup>**invited** / **complained** to the police.

### LANGUAGE FOCUS ■ Reported and indirect questions

#### 6 Rewrite the direct questions as reported questions.

- 'What time does the train leave?'  
He asked \_\_\_\_\_  
\_\_\_\_\_
- 'Are you watching the news?'  
Dad asked me \_\_\_\_\_  
\_\_\_\_\_
- Mum asked, 'Have you seen the newspapers?'  
Mum asked us \_\_\_\_\_  
\_\_\_\_\_

4 'When will they get home?'  
She asked \_\_\_\_\_  
\_\_\_\_\_

5 'Did you finish your homework?'  
The teacher asked me \_\_\_\_\_  
\_\_\_\_\_

#### 7 Rewrite the direct questions from exercise 6 as indirect questions.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### SPEAKING ■ Explaining and clarifying situations

#### 8 Put the dialogue in the correct order.

- Meg** I don't have pocket money. I bought this mp3 player with the money my grandparents gave me for my birthday.
- Meg** Honestly, it's true! If you don't believe me, ask my sister.
- Meg** Yes. Why do you ask?
- Rob** Is that a new mp3 player?
- Rob** Are you telling the truth?
- Rob** You told me that you didn't have enough money to go out with me on Friday, but you bought a new mp3 player!

- 1 ★ Complete the sentences with literary genre words and adjectives.

At the theatre, we saw a c ontemporary play about social injustice.

- I can't help laughing at the book I'm reading as it's so h \_\_\_\_\_ !
- The book club chooses t \_\_\_\_\_ p \_\_\_\_\_ novels that give us lots to talk about.
- Mary Shelley wrote nineteenth-century h \_\_\_\_\_ stories like *Frankenstein*.
- The critic said the book was very c \_\_\_\_\_, but I thought it was unbelievable.
- Homer's *Iliad* is an e \_\_\_\_\_ poem involving heroic actions.
- The Hunger Games* is a g \_\_\_\_\_ book – I couldn't stop reading it!

- 2 ★★ Choose the correct words.

If a book involves solving a mystery or a crime, it's a detective / horror story.

- If the action of a book moves very quickly, we say it's **mindless** / **fast-paced**.
- If a book is about imaginary events and not facts, it's a work of **fact** / **fiction**.
- If a book is boring, we can describe it as **dull** / **convincing**.
- If there's violence for no reason in a book or film, we say it's **mindless** / **thought-provoking** violence.
- If a book involves characters falling in love, it's a **fantastical** / **romantic** novel.
- If the main character speaks directly to the reader, the book is **narrated** / **spoken** in the first person.

- 3 ★★ Complete the text with the words in the box.

imaginative fantasy fast-paced  
gripping humorous adventure  
slow

### Book of the month

*Riverkeep* by MARTIN STEWART

This month's book is a contemporary adventure story involving a mix of <sup>1</sup> \_\_\_\_\_ and realism. Stewart has written a very <sup>2</sup> \_\_\_\_\_ story about Wulliam, a boy who becomes responsible for keeping a river clean. I almost believed he was real.

It's such a <sup>3</sup> \_\_\_\_\_ tale that I really couldn't put it down. Wulliam's search to find a way to free his father from a sea monster is even <sup>4</sup> \_\_\_\_\_ in places and had me laughing out loud. Although it's a bit <sup>5</sup> \_\_\_\_\_ in places, the action picks up speed and becomes very <sup>6</sup> \_\_\_\_\_ towards the end.

1 ★ Choose the correct words.

Dana **carried** / **was carrying** her suitcase up to her room and pushed open the door.

- 1 When we **arrived** / **were arriving** at the theatre, the actors were putting on their costumes.
- 2 The snow **fell** / **was falling** heavily now. They had to get to the cabin before dark.
- 3 The clock **stopped** / **was stopping** at exactly midnight.
- 4 Everyone **left** / **was leaving** the theatre when suddenly the lights went out.
- 5 Shia **jumped** / **was jumping** off the train just as it was pulling out of the station.
- 6 As Polly set off at dawn, she **promised** / **was promising** she would make a new life for herself.

2 ★★ Complete the sentences with the past simple or past continuous form of the verbs in the box.

die forgot get present publish  
sell sign stop write

Abai Kunanbaiuly **wrote** \_\_\_\_\_ *The Book of Words* to encourage people to educate themselves.

- 1 The scientist \_\_\_\_\_ a new theory when there was an small earthquake.
- 2 Just as the music \_\_\_\_\_ and the lights came on, there was a loud scream.
- 3 When she \_\_\_\_\_ her first novel, she was only thirteen! She was amazed when she saw her name on the cover.
- 4 'How many copies of the magazine \_\_\_\_\_ you \_\_\_\_\_ yesterday?' 'About ten. It's very popular'
- 5 The book was so gripping, I \_\_\_\_\_ to look at the time and missed my Maths class.

3 ★★ Complete the text with the past simple or past continuous form of the verbs in brackets.

It **was** \_\_\_\_\_ a hot and sunny Sunday afternoon. Crowds of people <sup>1</sup> \_\_\_\_\_ (lie) on the grass in the park enjoying the sun. Kareena bought some ice cream from a van and <sup>2</sup> \_\_\_\_\_ (carry) them to her good friends Daniel and Mira when suddenly a large dog <sup>3</sup> \_\_\_\_\_ (run) up to her. It <sup>4</sup> \_\_\_\_\_ (jump) up and Kareena fell to the ground and <sup>5</sup> \_\_\_\_\_ (land) on the ice creams she had just bought!

'I'm very sorry, Bella gets so excited here in the park! Are you OK? Here, I'll help you get up,' she <sup>6</sup> \_\_\_\_\_ (hear) a voice say.

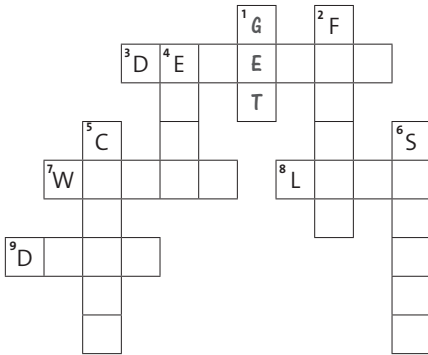
Kareena <sup>7</sup> \_\_\_\_\_ (look) up angrily. She <sup>8</sup> \_\_\_\_\_ (think) how annoying some people can be with their pets when, all of a sudden, her eyes <sup>9</sup> \_\_\_\_\_ (meet) his. All her anger magically <sup>10</sup> \_\_\_\_\_ (disappear).

'Um, don't worry! It's just ice cream! Look!'

Kareena <sup>11</sup> \_\_\_\_\_ (wipe) the ice cream off her face. In no time, they <sup>12</sup> \_\_\_\_\_ (laugh).



- 1 ★ Complete the crossword with the missing verbs from the collocations.



**Down**

- 1 \_\_\_\_\_ feedback
- 2 \_\_\_\_\_ your dream
- 4 \_\_\_\_\_ your work
- 5 \_\_\_\_\_ tension
- 6 \_\_\_\_\_ out your ideas

**Across**

- 3 \_\_\_\_\_ the plot
- 7 \_\_\_\_\_ a first draft
- 8 \_\_\_\_\_ for inspiration
- 9 \_\_\_\_\_ on your own experience

- 2 ★★ Choose the correct answers.

Don't worry about spelling mistakes too much when you're \_\_\_\_\_ a first draft.

- a looking **b writing** c drawing  
d getting

- 1 Where do you \_\_\_\_\_ for inspiration for your novels?  
a look b create c edit d develop
- 2 Writers always \_\_\_\_\_ feedback from editors when they are writing a book.  
a write b follow c get d sketch
- 3 It's important to create \_\_\_\_\_ in stories to keep the reader interested.  
a dream b inspiration c tension d feedback

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

create (x2) develop edit get  
follow look sketch write draw

- Chad** Wow! Your new book comes out tomorrow! I'm so proud of you! You've really managed to follow your dream and become a writer!
- Kia** Thanks, Chad. Your advice to <sup>1</sup>\_\_\_\_\_ for inspiration everywhere and to <sup>2</sup>\_\_\_\_\_ on my own experience really helped. That big exercise book you gave me as a present was so helpful. I always took it with me, so I could <sup>3</sup>\_\_\_\_\_ out my ideas as soon as I thought of them.
- Chad** So what was the writing process like? I mean did you just <sup>4</sup>\_\_\_\_\_ a first draft and then <sup>5</sup>\_\_\_\_\_ feedback on it?
- Kia** Well, not really. It took me ages to even begin my first draft! I spent weeks trying to <sup>6</sup>\_\_\_\_\_ the plot and to <sup>7</sup>\_\_\_\_\_ interesting characters. But because I'd done so much planning, the writing seemed easy.
- Chad** What was the hardest part of the process?
- Kia** Um, I think it was when I had to <sup>8</sup>\_\_\_\_\_ my work. My editor said I had to <sup>9</sup>\_\_\_\_\_ more tension in the story, so I had to look at the whole book again to do that. But I'm glad I did. I'm much happier with it now!



1 ★ Complete the sentences with the future continuous form of the verbs in brackets.

The author will be reading (read) a part of his book at a local bookshop tomorrow evening.

- 1 \_\_\_\_\_ (he / sign) books after the talk?
- 2 The publisher \_\_\_\_\_ (not print) any more copies of the novel in the near future.
- 3 We \_\_\_\_\_ (study) poetry next term in English.
- 4 The editor \_\_\_\_\_ (edit) your work next week.
- 5 This time next month, I \_\_\_\_\_ (do) a creative writing course.
- 6 We \_\_\_\_\_ (not interview) the scriptwriter after all. We've decided to write an article on an actor.

2 ★★ Order the words to make sentences and questions.

reading / in fifty years' time / everything / we'll / online / be

We'll be reading everything online in time.  
fifty years' time.

- 1 the book exhibition / be / how / you / travelling to / will / this evening / ?  
\_\_\_\_\_
- 2 be / this evening / a play / in / she'll / appearing / on TV  
\_\_\_\_\_
- 3 will / on a train / they / sitting / be / at 5 p.m. / today / to Birmingham  
\_\_\_\_\_
- 4 on other planets / be / will / in ten years / people / living / ?  
\_\_\_\_\_
- 5 looking for / they / be / next year / a new writer / why / will / ?  
\_\_\_\_\_

3 ★★ Correct the bold phrases.

## Future Books

What kind of books **will people be read** in 100 years' time? **'Won't publishers be printing books** or **'they will be publishing** all their titles digitally only? Reading on digital devices has become natural to most people. E-books have certainly become very popular in recent years, so more **publishers will producing** digital books in the years to come. After all, they're cheaper to make and are more environmentally friendly than printed books. Does this mean that **readers not be visiting** their favourite bookshops and libraries to pick up a good book in the future? Maybe, but the bookshops are probably safe for a few years because people still like going into bookshops.

### will people be reading \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

4 ★★★ Ask questions and write sentences about Jade's programme for next week. Use the future continuous.

	morning	afternoon
Monday	phone the printer	meet the new publisher
Tuesday	sketch out ideas for new book	
Wednesday		go to award ceremony
Thursday	sleep!	
Friday		work on Chapter 1 of my book

What will Jade be doing on Monday morning?  
On Monday morning, she'll be phoning  
the printer.



## THE BOOK OF WORDS

by Abai Kunanbaiuly

### WORD SEVEN

From the moment a newborn baby comes into this world, it has two basic needs. One is for food, drink and sleep. Without these, the body cannot become a home for the soul because it will not grow and it will not get stronger. The other need is a desire to learn. Children are curious about every single thing they see and hear. They will touch and taste new objects, reach for the dombra or the wind pipe when they hear the unusual sounds, listen to the noises people and animals make. As they grow, they start asking a lot of questions: 'What is this? What is it for? Why is he doing this?'

A person finds their place in the world by learning and trying to understand the secrets of nature. This desire for knowledge is what makes humans different from animals.

But why do people lose their curiosity when they get older? Why do adults focus on the needs of the body and forget about the needs of the soul? They continue to give food to the body, but they starve the soul. They only experience the world

through their eyes, not their minds. But the eyes cannot see beyond the walls of the village. Only the mind can see the invisible.

It is easy to become one of these people. This is the easier path and some believe it is the only one. Now they are no better than animals who also see the world and do not understand it. They say: 'You live the way you want; let me live the way I want.' or 'I'd rather follow my own rules and be poor than follow yours and be rich.' There is no warmth in their hearts and no faith in their souls.

And the distant days of childhood seem like a dream to them now: the days when they were human beings with a desire for knowledge. They do not want to listen to the advice of wiser people.

1 ★ Read the text. What makes people different from animals according to Abai?

- a  the way they eat
- b  their curiosity for learning
- c  their ability to make unusual sounds

2 ★★ Read the text again. Are the sentences true or false?

- Abai says babies only need to eat and sleep.  
false
- 1 Children want to learn about everything around them. \_\_\_\_\_
  - 2 It's important for people to try to understand nature. \_\_\_\_\_
  - 3 Abai asks why people continue to learn as they grow older. \_\_\_\_\_

3 ★★★ Match words 1–6 with definitions a–f.

- |             |  |
|-------------|--|
| 1 desire    | a to believe someone or in something                     |
| 2 curiosity | b information, understanding and skills                  |
| 3 faith     | c the spiritual part of a person                         |
| 4 knowledge | d a strong wish for something                            |
| 5 soul      | e a suggestion about what someone should do              |
| 6 advice    | f an interest in discovering information about something |

1 ★ Choose the correct words.

There's a strange-looking / awe-inspiring car outside the bank. It doesn't look good.

- 1 This book on physics is awe-inspiring / mind-boggling. I can't understand a word.
- 2 None of the monsters in the book are meat-eating / nerve-wracking, so they don't attack people or animals.
- 3 *Life Without Limits* by Nick Vujicic is an awe-inspiring / nerve-wracking book. It's changed the way I see things.
- 4 Do you enjoy watching strange-looking / spine-chilling thrillers?
- 5 The English literature exam was nerve-wracking / awe-inspiring! But now we have a few days to relax.

2 ★★ Complete the compound adjectives with the words in the box.

mind-boggling spine-chilling  
meat-eating awe-inspiring  
strange-looking nerve-wracking

This book has separate sections for herbivores and meat-eating dinosaurs.

- 1 The book I'm reading tells a \_\_\_\_\_ story of a journey through time and space.
- 2 Read \_\_\_\_\_ biographies when you're looking for inspiration.
- 3 After the turning point, the story became \_\_\_\_\_. This is a real horror story!

**TASK**

3 ★★★ Read the text. Then rewrite the reviews replacing the underlined words and using the words in the box.

fast paced spine-chilling awe-inspiring  
dull nerve-wracking

- 1 The book is a masterpiece. There is not a boring moment from start to finish. There isn't one \_\_\_\_\_.
- 2 Follow Buck's amazing journey from pet to wild dog. Follow Buck's \_\_\_\_\_.
- 3 Jack London has created an adventure story that moves quickly. Jack London has invented a \_\_\_\_\_.
- 4 Some of scenes in the book are really frightening. There are moments you are very nervous when Buck gets into fights with other dogs. Some of the scenes are \_\_\_\_\_. There are \_\_\_\_\_.

**Future Books**

When men find gold in the frozen north of Canada, they need dogs – big, strong dogs to pull the sledges on the long journeys to and from the gold mines.

Buck is stolen from his home in the south and sold as a sledge-dog. He has to learn a new way of life – how to work in harness, to stay alive in the ice and the snow ... and how to fight. Because when a dog falls down in a fight, he never gets up again.



VOCABULARY AND LANGUAGE FOCUS

■ Literary genres and adjectives

1 Reorder the words in brackets to complete the sentences.

- 1 It's an \_\_\_\_\_. (about poverty / epic / poem)
- 2 Dad loves \_\_\_\_\_. (involving wealthy families / novels / nineteenth-century)
- 3 I'm reading a \_\_\_\_\_. (literary / short / told in the third person / novel)
- 4 Do you enjoy \_\_\_\_\_? (contemporary / stories / detective)
- 5 He's writing a \_\_\_\_\_. (historic / long / play)
- 6 \_\_\_\_\_ are still really popular. (romantic / novels / Victorian / about social injustice)

2 Complete the sentences with the opposite of the words in brackets.

- 1 *Alice Through the Looking Glass* is a very \_\_\_\_\_ story. (ordinary)
- 2 The action is so \_\_\_\_\_ I couldn't keep up with the plot! (slow)
- 3 This is a \_\_\_\_\_ book that will have you laughing all the way to the end. (serious)
- 4 You won't be able to put the book down because it's so \_\_\_\_\_. (dull)
- 5 It's a \_\_\_\_\_ book written from a child's point of view. (unbelievable)
- 6 *Glasgow Girls* is a brilliant and \_\_\_\_\_ play that was made into a film. (mindless)

READING ■ Fiction

3 Complete the text with the words in the box.

information knowledge point  
power skills world

Brendon Smith discovered reading when he was on holiday aged fourteen. Finding a copy of *The Hobbit* was a turning <sup>1</sup>\_\_\_\_\_ for him because before that he had hated reading. Brendon started to read other books and soon saw that he was learning new things. For Brendon it was the incidental <sup>2</sup>\_\_\_\_\_ in books that really helped to improve his general <sup>3</sup>\_\_\_\_\_. He also discovered that reading required him to use his imagination, which helped him develop his brain <sup>4</sup>\_\_\_\_\_. This is really important as it helped him to have a better memory and stronger analytical <sup>5</sup>\_\_\_\_\_. Another benefit of reading books is that we learn to concentrate as we have to forget about the outside <sup>6</sup>\_\_\_\_\_. This helps us to concentrate – in addition, it also helps to reduce stress.

LANGUAGE FOCUS ■ Past simple or past continuous

4 Complete the sentences so they are true for you. Use the past simple or past continuous.

- 1 Yesterday afternoon, while my mum \_\_\_\_\_
- 2 Last month, our class \_\_\_\_\_
- 3 When I got home last night, \_\_\_\_\_
- 4 All day long, the wind \_\_\_\_\_

## VOCABULARY AND LISTENING ■

### Writing

#### 5 Choose the correct words.

So you want to write a novel? Here are a few tips to help you follow your **1tension / dream**.

- » Don't be afraid to **2create / draw** on your own experience. It is easier to write about things that have happened to you.
- » Always look for **3inspiration / characters** in the world around you and the people you meet. Great ideas are right in front of you.
- » Take notes and use them to **4sketch / edit** out ideas before you begin a first **5plot / draft**.
- » Planning is essential. Before you start to write, take some time to **6develop / sketch** the plot of your story, create interesting **7characters / dreams** and decide how you will create **8tension / feedback** in your novel.
- » Don't keep it to yourself! Let people read your writing so that you can **9follow / get** feedback on it. Use their comments to help you **10draw / edit** your work. Remember, writing is a process – take your time and enjoy it!

## LANGUAGE FOCUS ■ Future continuous

#### 6 Complete the sentences with the future continuous form of the verbs in the box.

give have make not publish  
do read

- 1 What books \_\_\_\_\_ we \_\_\_\_\_ in Russian lessons this term?
- 2 They \_\_\_\_\_ a film version of the book next year.
- 3 We \_\_\_\_\_ a printed version of the book; it will be an e-book only.

- 4 The writer \_\_\_\_\_ a party to celebrate her new book on 28th August.
- 5 \_\_\_\_\_ you \_\_\_\_\_ research for your book over the next few weeks?
- 6 A famous author \_\_\_\_\_ a talk at our school tomorrow afternoon.

## SPEAKING ■ Planning a project

#### 7 Complete the dialogue with the words and phrases in the box.

a problem few ideas moving  
on true we know we still need

- Dana** Hi everyone. I've had a **1** \_\_\_\_\_ about the book fair. Firstly, the location.
- Jason** I think we should hold it indoors.
- Dana** OK, I've asked the local library if we can have it there. When **2** \_\_\_\_\_ if the library will be available, we can print the posters.
- Tanya** There's **3** \_\_\_\_\_ with that: we told the printers we'd send them the poster tomorrow.
- Dana** That's **4** \_\_\_\_\_, but it's better to wait until we know where the fair will be.
- Jason** But **5** \_\_\_\_\_ to create the poster today, so that it's ready. We can just leave a space for the place.
- Dana** Great! So, **6** \_\_\_\_\_, the second question is who will run the creative writing workshop at the fair?

## VOCABULARY ■ Relationships

## 1 ★ Choose the correct words.

- 1 Yasmin and Harry have got a lot in **common** / **an argument**. They both love cycling.
- 2 Adrian is **getting on with** / **going out with** his friends tonight. They're going to an Italian restaurant.
- 3 When did you first **get to know** / **make up** Lydia and Ellie?
- 4 Maria has already **introduced** / **made friends with** the new girl in our class.
- 5 Hugo **got engaged** / **fell out with** some of his friends last week.
- 6 Does your cousin want to **get married** / **get to know** next year?
- 7 Did you **make up with** / **introduce** Freddie? I know you had an argument with him two days ago.
- 8 I always **fall out with** / **get on with** my teacher. She's very nice.

## 2 ★★ Write words for the definitions.

When you start to become friends with somebody.

get to know

- 1 When a man and a woman become husband and wife.  
\_\_\_\_\_
- 2 When two people shout at each other.  
\_\_\_\_\_
- 3 When you promise to marry somebody in the future.  
\_\_\_\_\_
- 4 When you say to somebody, 'This is my friend, Peter.'  
\_\_\_\_\_

- 5 When you were angry with somebody, but now you are friends again.  
\_\_\_\_\_

- 6 When you have a good relationship with somebody.  
\_\_\_\_\_

- 7 When you are angry with somebody and you stop speaking to them or seeing them.  
\_\_\_\_\_

## 3 ★★ Complete the dialogues with the words in the box.

get on with   meet   make   get to know   have an argument   introduced  
have got a lot in common   go out with

'Do you get on with your sister?'

'Not really. We have an argument about something at least once a day!'

- 1 'Where did you \_\_\_\_\_ your best friend?'  
'My cousin Clare \_\_\_\_\_ me to her on the bus.'
- 2 'Why do you \_\_\_\_\_ Dylan every weekend?'  
'We \_\_\_\_\_. We both enjoy going to the cinema.'
- 3 'Do you often \_\_\_\_\_ friends with new people at parties?'  
'No, I find it difficult to \_\_\_\_\_ strangers.'

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

1 ★ Order the words to make sentences and questions.

you / have / yet / Natalie / to / spoken / ?  
Have you spoken to Natalie yet?

1 still / already / haven't / six o'clock / but I / finished / it's / my homework  
\_\_\_\_\_

2 Ela / Tom / and / just / engaged / got / have  
\_\_\_\_\_

3 arguments / had / already / we've / today / two  
\_\_\_\_\_

4 any / hasn't / Jessica / at / still / friends / made / school  
\_\_\_\_\_

2 ★★ Write sentences in the present perfect using the words in the box.

yet / not repair / the computer  
still / not do / the homework  
already / finish / the exam  
just / win / the competition



He's already finished the exam.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

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

3 ★★ Complete the sentences with the present perfect form of the verbs in the box and *for* or *since*.

not have know write work live  
watch not rain be play

Has this cheese been in the fridge for more than a month?

1 My sister \_\_\_\_\_ her friend Kate \_\_\_\_\_ 2010.

2 We \_\_\_\_\_ that TV series \_\_\_\_\_ about three years.

3 It's really hot and dry this year. It \_\_\_\_\_ at all \_\_\_\_\_ May.

4 They \_\_\_\_\_ basketball for the same team \_\_\_\_\_ they were five.

5 \_\_\_\_\_ your dad \_\_\_\_\_ in the same office \_\_\_\_\_ twenty years?

4 ★★★ Write sentences using the present perfect and *for* or *since*. Use the words in the boxes and your own ideas.

I my mum / dad my brother / sister  
my best friend my school friends

like (a band / pop star / sports star)  
know (a friend / boyfriend / girlfriend)  
play (sport / musical instrument)  
live in (a town or village / a flat or house)  
study (a language / subject)  
have (a pet / an mp3 player / a computer)

My best friend has liked the band Kings of Leon for about three years.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

- 1 ★ Complete the table with the words in the box.

unforgettable fascinating  
exhausting hilarious outstanding  
awful gorgeous terrifying  
revolting furious

Positive	Negative
unforgettable	

- 2 ★★ Choose the correct answers.

I've just read an article about the life of Picasso. It was \_\_\_\_\_.

a furious **b fascinating** c revolting

1 We cycled up a high mountain. It was really \_\_\_\_\_ and I needed to sit down when we reached the top.

a exhausting b hilarious  
c outstanding

2 She's \_\_\_\_\_ with her boyfriend because he's forgotten her birthday again. I've never seen her so angry!

a hilarious b unforgettable c furious

3 My friend Mark wants to go out with Lucy. He thinks she's \_\_\_\_\_.

a terrifying b gorgeous c furious

4 I had a fantastic first date with my boyfriend. It was \_\_\_\_\_ – I'll always remember it.

a fascinating b awful  
c unforgettable

5 That new Ben Stiller film really made me laugh a lot. It was \_\_\_\_\_.

a hilarious b terrifying c gorgeous

- 3 ★★ Complete the dialogues with the words in the box.

outstanding fascinating terrifying  
furious unforgettable revolting

'The singer at that concert was good.'

'Good? I thought she was outstanding.'

1 'What did you think of those new lemon sweets?' 'They were \_\_\_\_\_. Don't buy them again.'

2 'Did your sister come home late last night?' 'Yes. My dad was \_\_\_\_\_!'

3 'Is that programme interesting?' 'I'm watching a documentary about how stars are born. It's \_\_\_\_\_!'

4 'Did you enjoy your surprise birthday party?' 'Yes, I'll remember it forever. It was \_\_\_\_\_.'

5 'Shall we go back to the fun fair today?' 'No, thank you! Some of the rides were \_\_\_\_\_!'

- 4 ★★★ Complete the postcard with extreme adjectives.

Hi Jessica!

I'm on holiday in Edinburgh with my family. There are so many interesting places to see – it's a really fascinating city. We've just been to the theatre to see a funny American comedian who told some <sup>1</sup>\_\_\_\_\_ jokes. He was good-looking, too – really <sup>2</sup>\_\_\_\_\_!

Yesterday morning, we climbed a big hill called Arthur's Seat. It took a long time and it was completely <sup>3</sup>\_\_\_\_\_. But at the top we had a very good view over the city.

Today, I tried some traditional Scottish food called haggis. It's like a big sausage. My dad loved it, but I thought it was <sup>4</sup>\_\_\_\_\_!

Guess what? I've already lost my camera. My mum is <sup>5</sup>\_\_\_\_\_ because I always lose things!

Tomorrow night, we're going on a 'ghost walk' to visit the old parts of the city in the dark. I'm rather afraid – I think it will be <sup>6</sup>\_\_\_\_\_!

See you next week.

Ellen



## Present perfect and past simple

1 ★ Choose the correct words.

**We've known** We knew Anna and Joe for ten years. We're really good friends now.

- 1 Have you seen / Did you see Paul this week?
- 2 When has your sister met / did your sister meet her boyfriend?
- 3 What's that noise? Have your neighbours bought / Did your neighbours buy a new dog recently?
- 4 I've talked / I talked to my grandparents on the phone last week.
- 5 So far this week we've seen / we saw two hilarious films on TV.
- 6 Have your friends bought / Did your friends buy tickets for the concert yesterday?
- 7 My younger sister has started / started school six months ago.
- 8 Simon has been / was at the beach for hours. I think he's having a great time there.

2 ★★ Complete the dialogue with the present perfect or past simple form of the verbs in brackets, or an auxiliary verb.

David Have you ever visited (visit) Disneyland Paris?

Carla Yes, I <sup>1</sup>\_\_\_\_\_. It's fantastic!

David When <sup>2</sup>\_\_\_\_\_ you \_\_\_\_\_ (go) there?

Carla I <sup>3</sup>\_\_\_\_\_ (go) with my mum last weekend.

David Really?

Carla Yes. We <sup>4</sup>\_\_\_\_\_ (travel) there by train on Friday evening and we <sup>5</sup>\_\_\_\_\_ (leave) on Sunday morning. But my dad <sup>6</sup>\_\_\_\_\_ (not come) with us.

David <sup>7</sup>\_\_\_\_\_ he \_\_\_\_\_ (be) there before?

Carla No, he <sup>8</sup>\_\_\_\_\_. He hates places like that. He <sup>9</sup>\_\_\_\_\_ (not visit) a theme park since 1985 when he <sup>10</sup>\_\_\_\_\_ (be) fourteen years old!

David And what <sup>11</sup>\_\_\_\_\_ you \_\_\_\_\_ (think) of the rides?

Carla I really <sup>12</sup>\_\_\_\_\_ (like) them all – especially the Big Thunder Mountain ride. It's terrifying! <sup>13</sup>\_\_\_\_\_ you ever \_\_\_\_\_ (see) a photo of it?

David No, I <sup>14</sup>\_\_\_\_\_. But I <sup>15</sup>\_\_\_\_\_ (hear) a lot about it. It sounds great.

## Present perfect simple and continuous

3 ★★ Write sentences and questions using the present perfect simple or continuous.

Grace looks really hot!

she / run / ? Has she been running?

1 I heard your neighbour lost her cat yesterday.

she / find / it / ? \_\_\_\_\_

2 That's my brother on the floor over there!

he / hurt / his leg \_\_\_\_\_

3 We want to play tennis, but we can't.

it / rain / for hours \_\_\_\_\_

4 Where's my wallet? It isn't in my bag.

somebody / take / it \_\_\_\_\_

5 I'm furious with George. He isn't answering his phone and I need to talk to him.

I / call / him / all day \_\_\_\_\_

6 Rachel is very unhappy.

she / fall out with / her best friend \_\_\_\_\_

1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a  two footballers who get married.
- b  two football fans who get married.
- c  a footballer who marries a TV star.

### In love with football

At eleven o'clock this morning, James and Fiona will look deeply into each other's eyes, exchange rings and become husband and wife. But at this wedding, there will be no church bells or quiet music. This is because they have decided to get married on the huge pitch at Sheffield Wednesday football club.

The couple's friends and family will wear blue and white striped football kit. During the ceremony they will be able to join the couple in singing some of the club's famous football songs.

James, 28, first met Fiona, 29, at a Sheffield Wednesday match in 2008 when a friend introduced them to one another in the club shop. They've been to every game since then except for one match when Fiona was ill.

'I've supported Wednesday for over twenty years,' says James. 'It was a dream come true to fall in love with another fan. We've got a lot in common - we occasionally have an argument, but we've never argued about our favourite team!'

'We've been saving up for two years to pay for the wedding,' smiles Fiona, 'and we've chosen to have our reception in the club restaurant. It's going to be an unforgettable day for all of us!'

2 ★★ Read the text again. Are the sentences true or false?

James and Fiona will get married at midday. false

- 1 They will get married in a church. \_\_\_\_\_
- 2 Everybody will have to sing football songs at the wedding. \_\_\_\_\_
- 3 The couple first met in the club shop. \_\_\_\_\_
- 4 They have been to every Sheffield Wednesday match since they met. \_\_\_\_\_

- 5 James and Fiona never have any arguments. \_\_\_\_\_
- 6 Fiona thinks that it will be a very memorable day. \_\_\_\_\_

3 ★★ Match words 1-6 with definitions a-f.

- |                  |  |
|------------------|--|
| 1 exchange       | a not very often   |
| 2 kit            | b a long thin line of colour                               |
| 3 occasionally   | c give one thing and get another thing for it              |
| 4 save up        | d keep money to buy something later                        |
| 5 stripe         | e be a fan of a sports club                                |
| 6 support a team | f all the clothes that you wear to play a particular sport |

4 ★★★ Answer the questions. Write complete sentences.

What will James and Fiona exchange at the wedding?

They will exchange rings.

- 1 What will many of the guests wear?  
\_\_\_\_\_
- 2 How old are James and Fiona?  
\_\_\_\_\_
- 3 Who introduced James to Fiona?  
\_\_\_\_\_
- 4 How long has James been a Sheffield Wednesday fan?  
\_\_\_\_\_
- 5 How long have James and Fiona been saving up for the wedding?  
\_\_\_\_\_
- 6 Where will the reception be?  
\_\_\_\_\_

**Language point: both and neither**

1 ★ Choose the correct words.

Those cafés are excellent. **Both** / **Neither** of them have outstanding food.

- 1 You can't join our football team. **Both** / **Neither** of you knows how to play.
- 2 My parents were late for the train. Both of them **walks** / **walk** slowly.
- 3 We went to the cinema because we **both** / **neither** wanted to see the film.
- 4 It's our first visit to Paris. **Neither** / **Both** of us has been here before.
- 5 Why don't you sit down? Both of you **looks** / **look** tired.
- 6 This TV programme is hilarious! **Both** / **Neither** of us are really enjoying it.

2 ★★ Write present simple sentences with **both** or **neither**.

neither / us / like / playing golf

Neither of us likes playing golf.

- 1 both / you / want / to buy / the new CD  
\_\_\_\_\_
- 2 neither / them / study / French or German  
\_\_\_\_\_
- 3 both / us / like / strong coffee  
\_\_\_\_\_
- 4 neither / them / miss / their friend Peter  
\_\_\_\_\_
- 5 both / my parents / speak / English  
\_\_\_\_\_
- 6 neither / you / be / invited / to my birthday party  
\_\_\_\_\_

**TASK**

3 ★★★ Read Mia's diary. Then complete the email.

Hi Jo

How are things in London? Have you made any new friends? Have you been to Madame Tussauds yet?

I told you about my plans to move to a new school – well, I've just started there this week. On the <sup>1</sup>\_\_\_\_\_ day I sat next to a <sup>2</sup>\_\_\_\_\_ called Lucy who was very nice to me. We <sup>3</sup>\_\_\_\_\_ on really well. <sup>4</sup>\_\_\_\_\_ of us are interested in art, music and fashion, so we have a lot in <sup>5</sup>\_\_\_\_\_. She said we could go to the art gallery together on Saturday.

The <sup>6</sup>\_\_\_\_\_ day Lucy told me she wanted to be my best friend. I said that I was new to the school and I wanted to be friends with <sup>7</sup>\_\_\_\_\_ the students in my class. Lucy <sup>8</sup>\_\_\_\_\_ to me since then and I'm not <sup>9</sup>\_\_\_\_\_ at school any more!

Have you made any plans for the weekend? Do you fancy coming to Canterbury for a day? I'd really like to see you!

Mia

<b>17th May</b>	Day one at the new school. I sat next to one of the girls – Lucy. She was really kind. We talked about art, music and fashion. We like the same things!
<b>18th May</b>	Lucy would like to be my best friend. But I'm new and I want to be friends with everybody in the class – not just her.
<b>19th May</b>	Lucy isn't speaking to me now and I feel really unhappy and lonely!



**VOCABULARY AND LANGUAGE FOCUS**

**Relationships**

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

married   argument   introduce  
engaged   friends   know   common

- 1 Olivia and Mark have just had a big \_\_\_\_\_. They're both furious!
- 2 Can you \_\_\_\_\_ me to that boy? He looks friendly.
- 3 It's easy to make \_\_\_\_\_ at our school. Everybody is really nice.
- 4 Paul and his girlfriend got \_\_\_\_\_ yesterday. They're going to get \_\_\_\_\_ next year.
- 5 'Do you have a lot in \_\_\_\_\_ with your cousin?' 'No, we like different things.'
- 6 I like Isaac. I want to get to \_\_\_\_\_ him better.

**2 Write sentences and questions using the present perfect.**

- 1 I / just / meet / your friend Rashid  
\_\_\_\_\_
- 2 they / already / be / to Paris / ?  
\_\_\_\_\_
- 3 Emily / made up / with / her boyfriend / yet / ?  
\_\_\_\_\_
- 4 your cousin / get married / yet / ?  
\_\_\_\_\_
- 5 we / still / not see / your wedding photos  
\_\_\_\_\_
- 6 I / already / phone / Karl / about the party  
\_\_\_\_\_
- 7 Andrew / just / ask / me / to go out with him  
\_\_\_\_\_

**READING ■ Marriage**

**3 Match the sentence halves.**

- |                          |                     |
|--------------------------|---------------------|
| 1 I don't always agree   | a of marrying Jim.  |
| 2 Jessica is thinking    | b in an argument.   |
| 3 All the presents come  | c with traditions.  |
| 4 Jill has got engaged   | d from a big shop.  |
| 5 The conversation ended | e in love with you. |
| 6 Charlie has fallen     | f to a Polish man.  |

**LANGUAGE FOCUS ■ Present perfect + *for* and *since***

**4 Complete the sentences with the present perfect form of the verbs in brackets and *for* or *since*.**

- 1 We \_\_\_\_\_ (know) Aziz \_\_\_\_\_ 2009.
- 2 My grandmother \_\_\_\_\_ (live) here \_\_\_\_\_ thirty years.
- 3 \_\_\_\_\_ you \_\_\_\_\_ (be) in this class \_\_\_\_\_ a long time?
- 4 My little brother \_\_\_\_\_ (have) a bike \_\_\_\_\_ September.
- 5 She \_\_\_\_\_ (not work) in that shop \_\_\_\_\_ last summer.
- 6 They \_\_\_\_\_ (not see) Jennifer \_\_\_\_\_ six months.
- 7 My grandfather \_\_\_\_\_ (work) as a professional singer \_\_\_\_\_ about five decades.
- 8 Ruth \_\_\_\_\_ (not eat) meat or fish \_\_\_\_\_ she was eight years old. She is a vegetarian.

## VOCABULARY AND LISTENING ■

### Extreme adjectives

#### 5 Complete the sentences with adjectives.

- 1 We've just seen that new horror film. It was t \_\_\_\_\_!
- 2 'Have you read any interesting books?' 'Yes, this one here is f \_\_\_\_\_.'
- 3 I haven't seen that funny TV programme, but it sounds h \_\_\_\_\_.
- 4 'Have you ever run ten kilometres?' 'Yes, it was e \_\_\_\_\_!'
- 5 My grandfather has eaten sushi. He didn't like it and said it was r \_\_\_\_\_.
- 6 'Has your mum ever played any of your computer games?' 'Yes, she thought they were a \_\_\_\_\_!'
- 7 'Have you seen that fantastic show at the theatre?' 'Yes, it was o \_\_\_\_\_.'
- 8 I've broken my brother's new DVD player. He's f \_\_\_\_\_!

## LANGUAGE FOCUS ■ Present perfect and past simple • Present perfect simple and continuous

#### 6 Choose the correct words.

- 1 **We've known** / **We knew** our neighbours for ten years. They often come for dinner.
- 2 Turn off the TV! **You've watched** / **You've been watching** it for hours!
- 3 **I've talked** / **I talked** to my grandparents on the phone last night.
- 4 So far this week **we've seen** / **we saw** two great films on TV.
- 5 **She's read** / **She's been reading** her new book all day, but she hasn't finished it yet.

- 6 I'm going out because I've finished / I've been finishing all my homework.
- 7 When has your sister met / did your sister meet her boyfriend Nathan?
- 8 You've got food all over your T-shirt. **Have you cooked** / **Have you been cooking**?

## SPEAKING ■ Invitations

#### 7 Put the dialogue in the correct order.

- Harry** Yes, it's fantastic. I'm going there tomorrow. Do you fancy coming?
- Ellie** All right. See you tomorrow then. Bye!
- Harry** Hi, Ellie! I haven't seen you for a while. How are things?
- Ellie** No, I haven't. But I've heard it's brilliant.
- Harry** Nine o'clock, I think. But I'll text you later, OK?
- Ellie** Yes, I'd love to. That would be great. What time?
- Harry** Fine, thanks. Have you been to that new sports centre yet?
- Ellie** Not bad. How are you?

## VOCABULARY ■ Body decoration

## 1 ★ Choose the odd word out.

ring necklace **moustache**

- 1 nail varnish dreadlocks lipstick  
 2 tattoo beard moustache  
 3 chain lipstick ring  
 4 beard hair dye sideburns  
 5 piercing tattoo moustache  
 6 sideburns piercing dreadlocks

## 2 ★★ Write the words for the definitions.

A circle of metal that you wear on your finger. ring

- 1 Something that you use to change the colour of your hair. \_\_\_\_\_  
 2 A picture on somebody's skin. \_\_\_\_\_  
 3 A lot of metal rings that are joined together. \_\_\_\_\_  
 4 Coloured liquid which you paint on your nails. \_\_\_\_\_  
 5 Jewellery that you wear round your neck. These are sometimes made of beautiful stones or expensive metal. \_\_\_\_\_  
 6 Colour that you put on your lips. \_\_\_\_\_  
 7 Hair grown on the side of a man's face. \_\_\_\_\_

## 3 ★★ Complete the sentences with the words in the box.

moustache sideburns necklace  
 dreadlocks lipstick tattoo hair dye  
 piercing

'Dad wants to look younger by growing long sideburns on his face.' 'That isn't a good idea!'

- 1 'Can you help me put my gold \_\_\_\_\_ on?' 'Yes, of course.'  
 2 'Look. I've got a \_\_\_\_\_ of my girlfriend's name on my arm!' 'Yes, but the spelling is wrong!'  
 3 'I want to get a \_\_\_\_\_ in my nose.' 'What will your mum say?'  
 4 'Your brother's face looks really different today.' 'Yes, he's shaved off his \_\_\_\_\_.'  
 5 'We want to buy this red \_\_\_\_\_ for Anna.' 'Don't get that. Buy the pink one instead.'  
 6 'Shall I put my hair into \_\_\_\_\_ like that reggae star?' 'Yes, you'll look great.'

## 4 ★★ Complete the descriptions.

John is twenty-five years old and he's a bank manager. He's recently grown a **b** beard, <sup>1</sup>s \_\_\_\_\_ and a <sup>2</sup>m \_\_\_\_\_ because he'd like to look older. When he's at work, he always wears a smart suit and a tie. He really likes jewellery, but he can't wear his favourite gold <sup>3</sup>c \_\_\_\_\_ in the office. His colleagues don't know that he's got a <sup>4</sup>t \_\_\_\_\_ of a lion on his shoulder!



Helena is a twenty-eight-year-old jewellery designer. She's wearing a silver <sup>5</sup>r \_\_\_\_\_ and a <sup>6</sup>n \_\_\_\_\_ from her new collection. She loves red - her favourite football team play in that colour. She always wears red <sup>7</sup>l \_\_\_\_\_ and <sup>8</sup>n \_\_\_\_\_. Tomorrow, she's also going to buy some red <sup>9</sup>h \_\_\_\_\_ to change the colour of her hair. Why? Her football team are in the final of the European Cup.



## Reflexive pronouns; *each other*

### 1 ★ Choose the correct words.

My cousin Adrian and I don't see

**each other** / ourselves very often.

- We ate too much food last night and we made **ourselves / each other** ill.
- My brother cut **herself / himself** on a knife.
- I can't help you to make dinner, Natalie. You'll have to cook it **yourself / yourselves**.
- You're both good at French now. You can express **ourselves / yourselves** very clearly.
- Alice and Melissa really enjoyed **themselves / herself** on holiday.
- Zhamal and I are friends. We always say 'hello' to **ourselves / each other** at school.
- 'Are you all right?' 'Yes, I'm fine. I fell over, but I didn't injure **myself / himself**.'
- We all laugh when our dog looks at **itself / themselves** in the mirror.

### 2 ★★ Complete the dialogue with the words in the box.

myself   each other   herself  
ourselves   ourselves   yourself  
himself   yourselves

- Leah** Hi there! Great party, isn't it? We wanted to introduce ourselves. I'm Leah and this is my best friend, Holly.
- Josh** Hi. I'm Josh and this is Will from Australia. He's here in London on a visit. We've known <sup>1</sup>\_\_\_\_\_ for years.
- Holly** And are you enjoying <sup>2</sup>\_\_\_\_\_ here in London, Will?

- Will** Yes, it's great. And I've bought <sup>3</sup>\_\_\_\_\_ a lot of new things to take back to Australia.
- Holly** Did you come over to the UK on your own?
- Will** Yes, I did. My brother and sister wanted to come, but my brother hurt <sup>4</sup>\_\_\_\_\_ in a surfing accident last month, and my sister didn't have enough money to buy <sup>5</sup>\_\_\_\_\_ a plane ticket!
- Leah** Oh dear! Now, are you two hungry? Come over and help <sup>6</sup>\_\_\_\_\_ to the food. It's delicious. Holly and I made these sandwiches <sup>7</sup>\_\_\_\_\_. Here are some plates.

## Active or passive: introduction

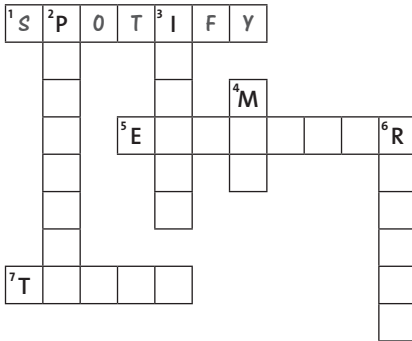
### 3 ★★ Complete the text with the present simple passive form of the verbs in the box.

write   draw   take   buy (x2)   design  
send   check   upload

#### How is a fashion magazine made?

The stories and articles in a fashion magazine are written by journalists. The photos <sup>1</sup>\_\_\_\_\_ by professional photographers and sometimes photos <sup>2</sup>\_\_\_\_\_ on the internet. The cartoons and pictures <sup>3</sup>\_\_\_\_\_ by the magazine's illustrators. Each article <sup>4</sup>\_\_\_\_\_ by the editor and then the pages <sup>5</sup>\_\_\_\_\_ by a graphic designer. When the magazine staff are happy with all of the stories and images, a PDF of the magazine <sup>6</sup>\_\_\_\_\_ to the printers. If the magazine has a website, some of the stories <sup>7</sup>\_\_\_\_\_ to the internet. A few weeks later, the magazine appears in the shops and it <sup>8</sup>\_\_\_\_\_ and read by you!

1 ★ Complete the crossword.



Across

- 1 a Swedish music streaming service
- 5 the person who helps to produce a recording or performance by editing or adjusting sound tracks
- 7 a digital space on which sound can be recorded

Down

- 2 the person who manages the overall sound recording and production of a band or performer's music
- 3 an online media player and library developed by Apple Inc.
- 4 combine two or more tracks to make a song
- 6 store sounds using electronic equipment

2 ★★ Complete the words in the dialogue.

**Jade** What are you listening to?  
**Bri** It's a **track** by Phox. I'm listening to it on <sup>1</sup>S \_\_\_\_\_.  
**Jade** Phox! What a cool band! Didn't they <sup>2</sup>r \_\_\_\_\_ their first album at one of the band members' home?  
**Bri** That's right! There was no big <sup>3</sup>p \_\_\_\_\_ or sound <sup>4</sup>e \_\_\_\_\_ to help them <sup>5</sup>m \_\_\_\_\_ the tracks. They even made the videos for each song at home!

**Jade** That's so cool! I mean, they became so successful. My cousin saw them when they played at the <sup>6</sup>i \_\_\_\_\_ Festival in London!

**Bri** Cool! Shame they aren't still together!

3 ★★ Choose the correct answers.

My dad works as \_\_\_\_\_ in a famous recording studio.

- a a track
- b a fan
- c an engineer**
- d band

- 1 Once an album has been recorded, it's often \_\_\_\_\_ in another studio.  
 a released    b remixed    c promoted    d made
- 2 A sound engineer records, \_\_\_\_\_ and mixes music in a studio.  
 a edits    b makes    c releases    d promotes
- 3 My mum prefers Apple, so she downloads all her music from \_\_\_\_\_.  
 a Spotify    b DAW    c iTunes    d YouTube
- 4 Music videos are a clever way to \_\_\_\_\_ a band's music.  
 a promote    b release    c mix    d edit
- 5 Part of \_\_\_\_\_ job is to promote a band's music.  
 a an engineer's    b a producer's    c a track's    d a fan's
- 6 'When will their new album come out?'  
 'They're going to \_\_\_\_\_ it next week.'  
 a record    b mix    c release    d edit

**Passive: past, present and future**

1 ★ Choose the correct answers.

The world's oldest gold necklace  
\_\_\_\_\_ in Peru over 4,000 years ago.  
a were made      **b was made**

- In eighty years' time, clothes \_\_\_\_\_  
by computers, not by people.  
a be designed      b will be designed
- The first Levi jeans \_\_\_\_\_ in  
California in the 1850s.  
a were manufactured      b manufactured
- Most of the world's cotton \_\_\_\_\_  
in the USA, Uzbekistan, China and India.  
a is grown      b are grown
- Over 25% of clothes in the USA  
\_\_\_\_\_ from China.  
a is imported      b are imported
- In the future, most T-shirts and jeans  
\_\_\_\_\_ from natural material.  
a won't be made      b not made

2 ★★ Complete the text with the past, present or future passive form of the verbs in the box.

design see export make change  
call manufacture advertise continue

**The Oxford Mini**



The Mini, the UK's smallest and most famous car, **was designed**

by Sir Alec Issigonis. At first, it  
1 \_\_\_\_\_ 'The Austin Mini-Minor', but later its name 2 \_\_\_\_\_ to just 'the Mini'.

Minis 3 \_\_\_\_\_ in Oxford and Birmingham between 1959 and 2000. They 4 \_\_\_\_\_ to nearly every country in the world.

In 2001, production of a 'New Mini' started again, this time in a different factory in Oxford. Nowadays, these new cars 5 \_\_\_\_\_ from modern lightweight materials and they 6 \_\_\_\_\_ in magazines for younger people.

Car experts think production of the Mini 7 \_\_\_\_\_ and in the future more and more of these cars 8 \_\_\_\_\_ on the roads.

**Passive: questions**

3 ★★ Write passive questions. Then choose the correct answers.

**General Knowledge Quiz**

Who **was** the 1997 film *Titanic* **made** (make) by? Steven Spielberg / **James Cameron**

- \_\_\_\_\_ most of the world's coffee  
\_\_\_\_\_ (grow) in Brazil? yes / no
- Who \_\_\_\_\_ the Hercule Poirot stories  
\_\_\_\_\_ (write) by? Charles Dickens /  
Agatha Christie
- \_\_\_\_\_ French \_\_\_\_\_ (speak) in  
New Zealand? yes / no
- How much chocolate \_\_\_\_\_  
\_\_\_\_\_ (eat) every year by the Swiss?  
8.2 kg / 11.2 kg per person
- Where \_\_\_\_\_ the jewels of the British  
Royal Family \_\_\_\_\_ (keep)?  
the Tower of London / Buckingham Palace
- \_\_\_\_\_ the first ballpoint pen  
\_\_\_\_\_ (invent) in Hungary? yes / no
- Where \_\_\_\_\_ the Football World Cup  
\_\_\_\_\_ (hold) in 2022?  
Russia / Qatar

4 ★★★ Write passive questions. Then write true answers.

when / your school / build

**When was your school built? It was built in.**  
**the 1930s.**

- when / computers / first / introduce /  
at your school  
\_\_\_\_\_
- hot food / cook / for the students /  
every day  
\_\_\_\_\_
- how often / students / give / homework  
\_\_\_\_\_

1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a  the kind of music punks made.
- b  the reason why two people became punks.
- c  how two punk musicians changed their lives.

2 ★★ Match the bold words in the text with the definitions.

- |   |              |
|---|--------------|
| refuse to obey  | <u>rebel</u> |
| 1 stopped playing together                                    | _____        |
| 2 greatly change  | _____        |
| 3 unfair treatment  | _____        |
| 4 person who treats people by pressing and moving their bones | _____        |
| 5 powerful people in society                                  | _____        |

## Whatever happened to

# PUNKS?

We look at what two 1970s punks are doing today.

In the 1970s, punks liked to **rebel**. They rebelled against society and its conventional ways. The clothes that were worn and the music that was made by punks were designed to shock and upset. However, punks really wanted to transform society. Let's look at how two former punks **transformed** themselves.

### Terry Chimes

Was: the drummer for punk band The Clash  
Is: a **chiropractor**

The Clash was one of the biggest punk bands in the UK. Their tracks like *London's Calling* are famous all over the world. As a band, they were quite aggressive and the music they recorded was very angry. Drummer Terry Chimes wanted to be a musician when he was young, but he also wanted to be a doctor! After fifteen years of playing with bands like The Clash, Black Sabbath and Hanoi Rocks, he decided to study so that he could help people. Chimes says that when he was in the band, he noticed how people's health was affected by their lifestyle. He really wanted to help them get better. To date, over 45,000 people have been helped by Chimes, many of them are musicians. Like in his youth, Chimes still fights the **establishment**. Today, he does this by standing up to large companies that are damaging people's health so that they can make money out of them!

### Leslie Woods

Was: the singer and guitarist for Au Pairs  
Is: a high-court lawyer

Like The Clash, Au Pairs were a very angry band. They were angry about the way women were treated in society. Their music was about the **injustice** women experienced as they were considered to be inferior to men. Getting justice was extremely important for Woods, so when the band **split up**, she studied law. Today, Woods works with refugees and argues their cases in court. A huge difference has been made to many people's lives because of Woods' work. But she hasn't forgotten about her musical past. In fact, she still finds time to record music and even performs from time to time!

Chimes and Woods show us that if you want to transform society, the best place to start is with yourself!

3 ★★ Read the text again. Choose the correct answers.

Punks wanted to \_\_\_\_\_ with their clothes and music.

- a please    b entertain    **c shock**

- 1 Punks \_\_\_\_\_ society.  
a didn't care about  
b hoped to change    c agreed with
- 2 Terry Chimes was a \_\_\_\_\_.  
a singer    b guitarist    c drummer
- 3 Chimes didn't play with \_\_\_\_\_.  
a Au Pairs    b Hanoi Rocks  
c Black Sabbath
- 4 Leslie Woods and Au Pairs felt women were treated \_\_\_\_\_.  
a fairly    b unfairly  
c as equal to men
- 5 Today, Woods \_\_\_\_\_ refugees.  
a provides legal help for  
b makes music with  
c gives performances for

**Language point: Adverbs of degree**

1 ★ Write sentences with the adverbs.

●●●●●●	extremely	●●●○○○	rather
●●●●●○	really	●●○○○○	quite
●●●●○○	very	●○○○○○	a bit

I was unhappy about the dress I bought.

●●●

I was rather unhappy about the dress I bought.

- We all had a memorable day. ●●●●
- That fashion show was good. ●●●●●
- The assistant looked angry. ●●●●●●
- Your older brother is good-looking. ●●
- I felt frightened when I watched that film. ●

2 ★★ Order the words to make sentences. There is one word in each sentence that you do not need.

shoes / extremely / those / a / expensive / are

Those shoes are extremely expensive.

- was / bit / worried / very / I / you / about
- feels / he / tired / rather / today / a
- bag / your / fashionable / these / really / is
- cold / was / bit / a / rather / yesterday / it
- quite / are / looks / that / interesting / magazine
- some / dress / is / nice / her / extremely

**TASK**

3 ★★★ Read Jack's email. Then complete the letter of complaint.

Hi Sam

Guess what! Jodie and I put on our best clothes and went to that Italian restaurant in the centre of town on Tuesday. It cost £50, but it was the worst meal I've ever had!

I couldn't eat my pizza because it was burned and Jodie's food was really cold! The service was very bad, too – the waitress dropped a glass of orange juice all over Jodie's new dress!

I tried to complain to the waitress, but she didn't really listen to me.

I'm so angry that I'm going to write and complain to the restaurant now. I've got a receipt and I'm going to ask them to refund the price of the meal.

Bye!

Jack

10 Cross Street  
Sheffield  
S2 5BL  
5th June 2018

Don Giovanni's  
15 Bridge Street  
Sheffield  
S1 3KT

Dear Sir or Madam

I am writing to complain about a meal that I had at your 1 \_\_\_\_\_ in Sheffield last 2 \_\_\_\_\_.

We paid 3 \_\_\_\_\_ for the dinner, but I was really disappointed with the quality of the food and the service.

My pizza was completely 4 \_\_\_\_\_ and my girlfriend's spaghetti was very 5 \_\_\_\_\_. The waitress also dropped orange juice over my girlfriend's 6 \_\_\_\_\_!

I tried to talk to the 7 \_\_\_\_\_ about the problems, but she was extremely rude and refused to listen.

I would be grateful if you would 8 \_\_\_\_\_ the price of the meal. I enclose the 9 \_\_\_\_\_.

I look forward to hearing from you.

Yours faithfully

Jack Heath

**VOCABULARY AND LANGUAGE FOCUS**

**Body decoration**

**1 Complete the sentences with body decoration words.**

- 1 Does this gold c \_ \_ \_ \_ look good with my shirt?
- 2 I'd never have a big t \_ \_ \_ \_ on my arm.
- 3 That pink n \_ \_ \_ v \_ \_ \_ \_ really suits Anna.
- 4 Buy that h \_ \_ \_ d \_ \_ and go blonde for the party!
- 5 I'm not mad about the p \_ \_ \_ \_ \_ in his ear.
- 6 She doesn't like her boyfriend's b \_ \_ \_ \_ . She thinks it doesn't suit his face.

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

ourselves himself myself itself  
herself yourselves themselves  
yourself each other

- 1 Tara and Nina always look cool. They make all their clothes \_\_\_\_\_.
- 2 Anna is going to buy \_\_\_\_\_ a new ring today.
- 3 Did David cut his hair \_\_\_\_\_? It's a bit short.
- 4 My sister phoned her friend and they talked to \_\_\_\_\_ about the latest fashions.
- 5 I chose this lipstick \_\_\_\_\_. Does it suit me?
- 6 Did you teach \_\_\_\_\_ to make jewellery, Maria?
- 7 Our cat hurt \_\_\_\_\_ and now it looks unhappy.
- 8 We went shopping and bought \_\_\_\_\_ new shoes.
- 9 Did you two enjoy \_\_\_\_\_ at the fashion show?

**READING  Fashion**

**3 Complete the sentences with the negative form of one of the adjectives in brackets.**

- 1 In 1900, it was \_\_\_\_\_ for women to wear trousers. (common / legible / organized)
- 2 I can't read Ava's letter. Her writing is \_\_\_\_\_. (decent / fair / legible)
- 3 In some countries clothes are made by children. A lot of people think it's \_\_\_\_\_. (decent / moral / regular)
- 4 Always wear decent clothes in a church or mosque. If you don't, it's \_\_\_\_\_. (respectful / common / organized)
- 5 Nowadays, it's \_\_\_\_\_ to ride a motorbike without a helmet in the UK. (moral / legal / decent)

**LANGUAGE FOCUS  Active or passive: introduction**

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

buy are bought opened makes  
was opened

- 1 Armani \_\_\_\_\_ a new shop in Dover.
- 2 These expensive sunglasses \_\_\_\_\_ by our very rich customers.
- 3 This designer \_\_\_\_\_ beautiful clothes for young people.
- 4 London Fashion Week \_\_\_\_\_ by a famous film star.
- 5 Some people \_\_\_\_\_ all their clothes from cheap fashion websites.

## VOCABULARY AND LISTENING ■

### Commerce

#### 5 Choose the correct answers.

- When people \_\_\_\_\_ for clothes, do they think about the environment?  
a supply                      b supplier  
c shop                         d shoppers
- Do cotton \_\_\_\_\_ use a lot of pesticides on their crops?  
a growers                    b grow  
c export                      d exporters
- Why do a lot of factories \_\_\_\_\_ bad quality clothes?  
a manufacture      b shop  
c work                      d worker
- Why are the \_\_\_\_\_ in clothes factories paid badly?  
a import                      b importers  
c workers                    d work
- Will the fashion industry \_\_\_\_\_ recycled clothes in the future?  
a shop                        b shopper  
c producer                  d produce

- In the future, old clothes and shoes \_\_\_\_\_ and the materials used to make new ones.
- A big new shop \_\_\_\_\_ here by an Italian fashion company next year.

### SPEAKING ■ Changing something in a shop

#### 7 Put the dialogue in the correct order.

- Kim Yes, here you are.
- Kim Can I try this top on?
- Alex Yes, have you got the receipt?
- Alex We've sold out of those, I'm afraid. But you can choose something else if you like.
- Alex Of course. The changing rooms are over there.
- Kim Hi. I bought this skirt yesterday, but it doesn't fit. Is it OK if I change it?

### LANGUAGE FOCUS ■ Passive: past, present and future • Passive: questions

#### 6 Complete the sentences with the past, present or future passive form of the verbs in the box.

wear   grow   photograph   build  
recycle

- Cotton \_\_\_\_\_ on farms in the USA.
- \_\_\_\_\_ this beautiful green dress \_\_\_\_\_ by Keira Knightley in the film *Atonement* in 2007?
- Robert Pattinson \_\_\_\_\_ with his new girlfriend at the Oscars. There's a picture in this magazine.

## VOCABULARY ■ Travel: nouns

## 1 ★ Choose the odd word out.

five-star  guided luxury accommodation

1 diving skiing city equipment

2 mosquito sightseeing guided tour

3 luxury long-haul five-star hotel

4 travel agent brochures net

5 day round-the-world ticket trip

## 2 ★★ Complete the sentences with travel nouns.

If you're interested in seeing the places in a city, you can go on a sightseeing tour.

1 If you want to protect your skin, you must buy suncream.

2 If you'd like to find information about a country, you should get a guidebook.

3 If you don't want insects to bite you, you need a guide mosquito net.

4 If you're interested in visiting Australia, you need to book a luxury accommodation for.

5 If you want to travel to a place and come back, you need a return ticket.

## 3 ★★ Complete the dialogue with the words in the box.

hotel agent return four-star day  
city guidebook

Clara Hi, Paula! I hear you've won a holiday from your local travel agent. What sort of holiday is it?

Paula A three-day four-star break to Rome.

Clara Really? I've always wanted to go there. You must be very excited!

Paula Yes, I am. The holiday includes two flights, too!

Clara And where are you staying?

Paula In a luxury hotel – it's very accommodation.

Clara Brilliant. I like the sound of it.

Paula And there's a return trip to Pompeii. I've bought a return already!

Clara Wonderful! Do you need a friend to go with?

Paula Sorry. I'm taking my mum.

## 4 ★★ Choose the correct answers.

Return tickets to Japan are very expensive.

a Guide  b Return c Five-star

1 Would you like to come on a skiing trip with us?

a travel b trip  
c accommodation

2 I flew from London to Mexico last month. It was my first long-haul flight.

a long-haul b city c skiing

3 When you go to Africa, you need to take a mosquito net.

a book b equipment c net

4 Film stars usually stay in expensive hotels. They prefer luxury accommodation.

a accommodation b trip c break

5 My parents went on a city break to Lisbon last weekend.

a break b travel c agent

6 We stayed in a four-star hotel which was very comfortable.

a long-haul b three-star c return

**be going to**

1 ★ Complete the table with the words in the box.

aren't 're Is 'm 's Are going  
'm not stay to You

Affirmative
I 'm _____ going to ask the travel agent about Paris.
You're going <sup>1</sup> _____ buy a guidebook.
He / She / It <sup>2</sup> _____ going to return soon.
We / You / They <sup>3</sup> _____ going to fly.
Negative
I <sup>4</sup> _____ going to book a luxury hotel.
<sup>5</sup> _____ aren't going to swim.
He / She / It isn't <sup>6</sup> _____ to travel by car.
We / You / They <sup>7</sup> _____ going to come.
Questions
Am I going to <sup>8</sup> _____ in a five-star hotel?
Are you going to travel anywhere this summer?
<sup>9</sup> _____ he / she / it going to stop here?
<sup>10</sup> _____ we / you / they going to walk?

2 ★★ Harry, Ruby and Olivia are going on holiday with their school. Write sentences using the affirmative and negative of *be going to*.

	Harry	Ruby and Olivia
play beach volleyball	X	✓
swim in the lake	✓	X
do a bungee jump	✓	✓
climb some mountains	X	✓
learn to sail a boat	✓	X
make a campfire	X	✓
run in the forest	✓	X

Harry isn't going to play beach volleyball.

- Ruby and Olivia \_\_\_\_\_ in the lake.
- Harry \_\_\_\_\_ a bungee jump.
- Ruby and Olivia \_\_\_\_\_ some mountains.
- Harry \_\_\_\_\_ to sail a boat.
- Harry \_\_\_\_\_ a campfire.
- Ruby and Olivia \_\_\_\_\_ in the forest.

**will and be going to**

3 ★★ Complete the sentences with *will* or *be going to*. Use the affirmative or negative form of the verbs in brackets.

**Charlotte** Have you ever been to Tunisia?  
**Will** Yes, I have. I'm sure you'll enjoy (enjoy) your holiday there.

- James** What are your plans for the summer?  
**Andrew** I \_\_\_\_\_ (stay) with my grandparents for a few weeks.
- Khalid** Why don't you try skiing one day?  
**Chris** No, I don't want to. I know I \_\_\_\_\_ (not like) it.
- Ashraf** Look at the time!  
**Laura** Oh no. We \_\_\_\_\_ (be) late.
- Sam** What do you think about the future of the planet?  
**Lucy** I think it \_\_\_\_\_ (get) much hotter in the next century.
- Nadia** Has your sister decided about that job at the hotel?  
**Lucy** Yes. She \_\_\_\_\_ (not apply) for it.
- Ruben** Do I need a lot of money for a return ticket to the airport?  
**Esme** No, it's only a short trip so it \_\_\_\_\_ (not cost) much.

1 ★ Match the sentence halves.

- 1 I've already booked  b
- 2 They're hoping to stop \_\_\_\_\_
- 3 We're going to set \_\_\_\_\_
- 4 On holiday I came \_\_\_\_\_
- 5 We need to check \_\_\_\_\_
- 6 You must fasten \_\_\_\_\_
- 7 The bus had to turn \_\_\_\_\_
- 8 You can't board \_\_\_\_\_

- a across a fascinating museum. It wasn't in the guidebook.
- ~~b a flight to Costa Rica.~~
- c in early and then walk to Gate 12.
- d off in Miami when they fly to Brazil.
- e the plane without your passport.
- f your seat belts now.
- g back because of the awful weather.
- h off early from home. We don't want to be late.

2 ★★ Write the verbs for the definitions.

When you start a journey.  set off

- 1 When you get onto a plane. \_\_\_\_\_
- 2 When you tell the person at the desk in the airport that you have arrived. \_\_\_\_\_
- 3 When you buy a ticket in advance. \_\_\_\_\_
- 4 When you make a short visit to a place during a journey. \_\_\_\_\_
- 5 When you find something by accident when you aren't looking for it. \_\_\_\_\_

3 ★★ Choose the correct answers.

We aren't far from Amsterdam now. I think the plane is going to \_\_\_\_\_ soon.

- a board  **b land**  c come across d book
- 1 There was a lot of snow on the road and the bus needed to \_\_\_\_\_.  
a check in b fasten c turn back d set off

- 2 When I was in Vienna, I \_\_\_\_\_ an old friend. It was good to see her after all those years.  
a turned b set off c booked d came across
- 3 We're driving from London to Scotland, but we're going to \_\_\_\_\_ in Liverpool for a few days.  
a board b stop off c fasten d turn back

4 ★★★ Complete the email with the correct form of the verbs from exercises 1, 2 and 3.

Hi Billie!

I think I told you some time ago about our plans for a school theatre trip. In the end, our teacher booked us all tickets to see *Romeo and Juliet* in London last week. But the whole day was a disaster!

We all got on the school bus at eleven o'clock in the morning. We <sup>1</sup> \_\_\_\_\_ our seat belts and then we <sup>2</sup> \_\_\_\_\_ on our trip. But soon the bus stopped because there was a problem with the engine and we all needed to get off.

It was two hours before a new bus arrived and we waited in the cold! But it was too late to get to the theatre so we <sup>3</sup> \_\_\_\_\_ towards home.

On the way back the driver decided to <sup>4</sup> \_\_\_\_\_ at a nice warm café. We all had a delicious hot chocolate and the driver <sup>5</sup> \_\_\_\_\_ one of his old friends. We were all happy at last!

Our parents were very surprised when we arrived home early. I think we're going to watch a DVD of *Romeo and Juliet* in class, but it won't be the same!

Jessica x x



## Present simple and continuous for future

### 1 ★ Choose the correct words.

My cousins **visit / (are visiting)** Amsterdam next week on a city break.

- Let's run to Platform 3. The Manchester train **goes / is going** from there at 3.15.
- Martha **sees / is seeing** her grandparents tomorrow.
- Hurry up! The school bus **arrives / is arriving** at half past seven.
- My parents **stop off / are stopping off** in Hong Kong on their way to Australia next week.
- I **meet / 'm meeting** Jane at the station café later today.
- Where **does the bus to Glasgow leave / is the bus to Glasgow leaving** from?
- What time **do you go / are you going** to the party tonight?
- What time **do you have / are you having** lunch with Petra this Friday?
- Let's go! The concert **starts / is starting** at half past six and it is already quarter past.
- I **don't go out / 'm not going out** this evening. I'm too tired.

### 2 ★★ Complete the dialogue about arrangements for a school trip. Use the present simple or the present continuous form of the verbs.

you / go / on that school trip / on Monday / ?

Ben **Are you going on that school trip on Monday?**

- yes / what time / the bus / leave / ?  
Charlie \_\_\_\_\_
- it / leave / at six o'clock in the morning  
Ben \_\_\_\_\_
- how long / be / the journey / ?  
Charlie \_\_\_\_\_

4 it / take / four hours

Ben \_\_\_\_\_

5 oh no / ! / what / you / take / with you / ?

Charlie \_\_\_\_\_

6 I / take / my mp3 player / and a lot of sweets

Ben \_\_\_\_\_

7 fantastic / ! / I / definitely / sit / next to / you

Charlie \_\_\_\_\_

## will for spontaneous decisions

### 3 ★★ Complete the dialogues with *will* or *won't* and the verbs in the box.

help lend not come carry  
not watch phone show do

'I haven't got enough money for the bus.'  
'Don't worry. I **ll lend** \_\_\_\_\_ you five euros.'

- 'The swimming pool closes at 12.00 today. I \_\_\_\_\_ swimming this afternoon then.'
- 'Our daughter has had an accident.'  
'I \_\_\_\_\_ the doctor at once.'
- 'We can't find our hotel.' 'The tour guide \_\_\_\_\_ you where it is.'
- 'I've lost my camera.' 'Don't worry. We \_\_\_\_\_ you to find it.'
- 'There's a great travel programme on TV, but I \_\_\_\_\_ it. I \_\_\_\_\_ my homework instead.' 'Good idea!'
- 'I think I've got too many bags!' 'It's OK. My brother \_\_\_\_\_ some of them for you.'



## Underwater adventure

- A** If you love the sea but you're tired of beach holidays, the perfect trip for you is a visit to the Jules Verne Lodge in Florida, USA. But the Jules Verne is no ordinary place to stay – it's a unique hotel on the floor of the ocean.
- B** The Jules Verne Lodge is the world's very first underwater hotel. It was built in the 1970s as a marine laboratory off the coast of Puerto Rico. Then in 1986 it moved to the sea near Florida and opened its doors to guests from around the world.
- C** Before you set off on your short journey down to the hotel, you'll need to take a three-hour scuba diving course. When you've learned everything, you can put on your full scuba diving equipment and swim nine metres down to the entrance.
- D** It isn't a five-star hotel, but you and your travel companions will be surprised by the modern accommodation and excellent facilities.
- There's air conditioning, warm showers, a DVD player and the most outstanding views. When you look through the enormous windows, you can see hundreds of multi-coloured fish and exotic marine plants.
- E** During your stay you'll have two meals a day cooked by a professional chef. Breakfast is at 8.00 a.m. and the evening meal is at 6.00 p.m. There are also day trips and underwater excursions organized by the hotel staff.
- F** A top resort in Dubai in the Middle East is also developing a luxury underwater hotel for the future. But if you stay at the Jules Verne Lodge, you can tell all your friends that you stayed in the very first hotel under the ocean.

- 1**  Read the text. Tick ✓ the correct box.

The text is about an underwater ...

- a  laboratory in the Middle East.  
 b  hotel in Puerto Rico.  
 c  hotel in Florida.

- 2**  Read the text again. Match headings 1–5 with paragraphs A–F.

An unusual holiday for people who love the sea

  A  

- 1 A comfortable place to stay \_\_\_\_\_  
 2 The hotel's history \_\_\_\_\_  
 3 Plans for another hotel under the sea \_\_\_\_\_  
 4 What you need to learn first \_\_\_\_\_  
 5 High-quality food \_\_\_\_\_

- 3**  Match words 1–8 with definitions a–h.

- 1 laboratory   d    
 2 unique \_\_\_\_\_  
 3 marine \_\_\_\_\_  
 4 scuba diving \_\_\_\_\_  
 5 staff \_\_\_\_\_  
 6 resort \_\_\_\_\_

7 enormous \_\_\_\_\_

8 companion \_\_\_\_\_

- a swimming under the sea with special equipment  
 b all the people who work in a place  
 c not like anything else  
~~d a special room where scientists work~~  
 e a place where people go on holiday  
 f a person who travels with another person  
 g connected with the sea  
 h very big

- 4**  Answer the questions.

What is unique about the Jules Verne Lodge?

It is the world's first underwater hotel.

- 1 What was the hotel in the past?  
 \_\_\_\_\_  
 2 How do you get down to the hotel?  
 \_\_\_\_\_  
 3 What facilities can you find in the hotel?  
 \_\_\_\_\_  
 4 How often does the chef cook for you?  
 \_\_\_\_\_  
 5 Where will there be another underwater hotel?  
 \_\_\_\_\_

**Language point: Linkers**

1 ★ Choose the correct words.

In the shop we bought two postcards **and** / or a guidebook.

- 1 The walking tour was exhausting **because** / **so** I decided to sit down for a few minutes.
- 2 They enjoyed the food a lot, **and** / **but** they thought it was too expensive.
- 3 You can **either** / **because** stay with the group or explore the city on your own.
- 4 It was amazing. We visited the theme park **and** / **but** the zoo in one day.
- 5 David has to choose. He can either visit the museum **or** / **and** go to the café.
- 6 We had a big lunch today **so** / **because** we were very hungry.
- 7 I had lost my camera, **but** / **so** I couldn't take any photos.
- 8 It wasn't a luxury hotel, **because** / **but** it was near the beach.

2 ★★ Complete the dialogues with the words in the box.

because and so either but  
because or

'Why do I need to wear a coat?' ' **Because** it's going to be cold in the evening!'

- 1 'What would you like? The chocolate cake \_\_\_\_\_ the biscuits?' 'The cake, please.'
- 2 'What are the two most important things for the trip?' 'Suncream \_\_\_\_\_ a mosquito net.'
- 3 'Where's James?' 'He's ill \_\_\_\_\_ he can't come to school today.'
- 4 'Did you like the meal?' 'The food was nice, \_\_\_\_\_ I didn't like the coffee very much.'
- 5 'Where do you want to sit?' 'We can \_\_\_\_\_ sit here or next to the window.'

**TASK**

3 ★★★ Read the notes. Then complete the letter.

<b>Tour group</b>	students from France
<b>Arrive</b>	Friday 10 a.m. bus station
<b>Morning</b>	city tour in school bus
<b>Lunch</b>	at the hotel
<b>Afternoon</b>	free – possibly visit shops
<b>Evening</b>	barbecue or eat in Italian restaurant



**Westgate School**

Hi everybody!

As you know, our **French** visitors are coming on Friday <sup>1</sup>\_\_\_\_\_. I'm writing to explain about the plans for the first day of their visit.

They arrive at <sup>2</sup>\_\_\_\_\_ o'clock at the bus <sup>3</sup>\_\_\_\_\_. Our school bus is going to meet them and take them on a short <sup>4</sup>\_\_\_\_\_ of the city so they can see all the sights.

After the tour they'll go straight to their hotel and have <sup>5</sup>\_\_\_\_\_. Then in the afternoon they'll be free to go <sup>6</sup>\_\_\_\_\_ or relax at the hotel.

In the early evening we'll either have a <sup>7</sup>\_\_\_\_\_ for them or we'll take them for <sup>8</sup>\_\_\_\_\_ at the Italian restaurant near the bridge. But of course, it all depends on the weather.

Looking forward to seeing you on <sup>9</sup>\_\_\_\_\_ at the station.

Mrs Watson

VOCABULARY AND LANGUAGE FOCUS

■ Travel: nouns

1 Choose the correct answers.

- 1 Why are you buying this \_\_\_\_\_?  
We already have one!  
a return      b trip      c guidebook
- 2 It's usually cold and rainy in October.  
We don't need to take \_\_\_\_\_.  
a suncream      b net      c flight
- 3 We can either buy some skiing  
\_\_\_\_\_ or we can hire it from the  
local sports shop.  
a equipment      b day      c net
- 4 Sarah and James are going on a  
romantic city \_\_\_\_\_ to Venice  
next weekend.  
a mosquito      b break      c agent
- 5 I'm not going to stay in that five-star  
\_\_\_\_\_. It's too expensive.  
a hotel      b trip      c flight
- 6 If you want to go on holiday to  
Easter Island, you'll have to book a  
\_\_\_\_\_ flight.  
a diving      b city      c long-haul
- 7 We already have suncream, but we  
don't have a mosquito \_\_\_\_\_.  
a return      b net      c guidebook
- 8 Did you book the holiday with a travel  
\_\_\_\_\_?  
a agent      b ticket      c return

2 Complete the sentences with *be going to*.

- 1 What \_\_\_\_\_ while you are on  
holiday in Thailand? (you / do)
- 2 We \_\_\_\_\_ in a luxury hotel. (stay)
- 3 What time \_\_\_\_\_? (you / set off)
- 4 My sister \_\_\_\_\_ some souvenirs.  
(buy)
- 5 I \_\_\_\_\_ any postcards. (not send)
- 6 \_\_\_\_\_ to the same hotel next  
summer? (you / return)

- 7 We \_\_\_\_\_ an expensive holiday  
next year. (not have)
- 8 \_\_\_\_\_ to Vienna or do you prefer  
to go by train? (you / fly)

READING ■ Holiday advice

3 Complete the text with *trip, journey, travel* or *voyage*.

**A trip to New York – now and then**

New York is a popular destination in the world of modern <sup>1</sup>\_\_\_\_\_. Now you can fly to the city from as far away as Europe for a short weekend <sup>2</sup>\_\_\_\_\_, but in the past European visitors went by ship and made the long <sup>3</sup>\_\_\_\_\_ across the Atlantic in around two weeks.

Everything changed with the start of Trans-Atlantic air <sup>4</sup>\_\_\_\_\_ for passengers in the late 1930s. The <sup>5</sup>\_\_\_\_\_ now took about twelve hours from London or other European capitals.

In 1977, a new plane called Concorde began to fly to the US. You could <sup>6</sup>\_\_\_\_\_ from the UK to New York in only three and a half hours! It was perfect for a business or shopping <sup>7</sup>\_\_\_\_\_, but sadly Concorde stopped in 2003. If you want to fly to New York today, it now takes around six hours from London.

LANGUAGE FOCUS ■ *will* and *be going to*

4 Choose the correct words.

- 1 People will go on holiday in space one day. I'm sure **it'll / it's going to** be possible.
- 2 I've already spoken to Anna. **We'll / We're going to** go on holiday to New York together!
- 3 In 100 years' time, I think **we'll / we're going to** get all our energy from the sun.
- 4 Look, that plane is flying very low. **It'll / It's going to** land near here!

## VOCABULARY AND LISTENING ■

### Travel: verbs

#### 5 Complete the sentences with travel verbs.

- All passengers must c \_ \_ \_ \_ i \_ an hour before departure.
- Please b \_ \_ \_ \_ the plane to Warsaw at Gate 15.
- What time are you going to s \_ \_ o \_ \_ tomorrow morning?
- Please b \_ \_ \_ your onward travel with the travel agent.
- I'm afraid that the aircraft needs to t \_ \_ \_ b \_ \_ \_ because of the strong winds.
- This flight will s \_ \_ \_ o \_ \_ in Hong Kong for three hours.
- Please f \_ \_ \_ \_ \_ your seat belts because the plane is going to land.
- Did you c \_ \_ \_ a \_ \_ \_ \_ \_ anything interesting while exploring the island?

## LANGUAGE FOCUS ■ Present simple and continuous for future

#### 6 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- \_\_\_\_\_ (you / meet) Joel at the station tonight?
- I haven't got plans for this weekend. I \_\_\_\_\_ (not do) very much.
- Grace's plane \_\_\_\_\_ (not arrive) in Australia until tomorrow morning.
- I know there's a train to Zurich later today. What time \_\_\_\_\_ (it / leave)?
- My dad \_\_\_\_\_ (drive) us to the airport at five o'clock.
- 'When's the basketball match tomorrow?' 'It \_\_\_\_\_ (start) at four o'clock.'

## SPEAKING ■ Asking for and giving information

#### 7 Complete the dialogue with the words in the box.

staying trips do sounds like  
wondering book information

- Clerk** Hello. Is there anything I can  
1 \_\_\_\_\_ for you?
- Tony** We're 2 \_\_\_\_\_ in Derby next month. We were 3 \_\_\_\_\_ if there's anything interesting to do around there.
- Clerk** Yes, there are day 4 \_\_\_\_\_ to the Alton Towers theme park.
- Tony** That 5 \_\_\_\_\_ good. Could you give me some 6 \_\_\_\_\_ about the cost?
- Clerk** It's £30 per person for adults.
- Tony** That's not bad. Can you tell me if we need to 7 \_\_\_\_\_ that?
- Clerk** Yes. I'll do it for you now if you 8 \_\_\_\_\_.
- Tony** Yes, please. Thank you.

## VOCABULARY ■ A day in cyberspace

1 Complete the social media words.



s c r o l l

1



p \_ \_ \_

2



s \_ \_ \_ \_

3



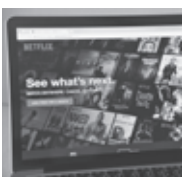
m \_ \_ \_

4



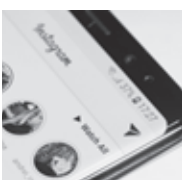
p \_ \_ \_

5



s \_ \_ \_ \_ \_ \_ \_ \_

6



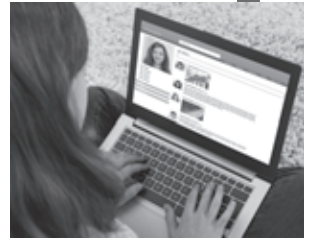
d \_ \_ \_ \_ \_ \_ \_ \_

2 Complete the text with the words in the box. Use each word only once.

commented DMs log memories  
poll post selfies streaks tagged

HOME | MEET ME | WHATS NEW | CONTACT ME

Hi everyone! Just to let you know, this is my last post of the day! I've spent all day online today! There has been so much to do! I started the day on Snapchat. After opening my <sup>1</sup>\_\_\_\_\_ and answering some <sup>2</sup>\_\_\_\_\_ from my besties, I posted some <sup>3</sup>\_\_\_\_\_ from last night's leaver's party! I can't believe high school is over!! To celebrate, I even posted some photos from my <sup>4</sup>\_\_\_\_\_ of my primary school leaver's party. They look so ridiculous now! Then I looked at some photos I've been <sup>5</sup>\_\_\_\_\_ in that my friends posted from last night. I even <sup>6</sup>\_\_\_\_\_ on a few of the funnier ones. It was certainly a night to remember! I decided to set up a <sup>7</sup>\_\_\_\_\_ to find out what people's impressions were of the party. It seems it was a huge success all round! Now it's time for me to <sup>8</sup>\_\_\_\_\_ out for the day. Sleep, here I come!



## Verbs and prepositions

- 1 ★★ Choose the correct words. Answer the questions about you.

How many times a day do you go \_\_\_\_\_ Instagram?

once or twice

a through    b on    c in    d up

- 1 Have you ever been tagged \_\_\_\_\_ a famous person's post?

a off    b up    c through    d in

- 2 Do you \_\_\_\_\_ all comments on your social media sites?

a wake up    b post on  
c scroll through    d go on

- 3 How many \_\_\_\_\_ do you take every day? \_\_\_\_\_

a selfies    b memes  
c subscriptions    d streaks

- 4 Have you ever created an online \_\_\_\_\_?

a DM    b memory    c poll    d tag

- 5 Do you \_\_\_\_\_ on other people's streaks? \_\_\_\_\_

a scroll    b comment    c tag  
d log

- 6 Do you always \_\_\_\_\_ out of a site when you're finished?

a log    b post    c turn    d wake

- 7 What's the funniest \_\_\_\_\_ you've ever seen? \_\_\_\_\_

a subscription    b DM    c tag  
d meme

- 2 ★★★ Write sentences about how you use social media. Use the words in the box or your own ideas.

DMs log on / out memes  
memories poll posts scroll  
selfie streaks subscription tag

*I prefer to send DMs to my friends when we're arranging to meet.*

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

## Third conditional

- 3 ★★ Complete the third conditional sentences with the verbs in the box.

buy eat not enter lose invite  
play not meet

They would have invited you to the party if they'd known your telephone number.

- 1 We \_\_\_\_\_ tennis with you if we'd remembered to bring our rackets.  
2 If I'd heard the teacher was leaving, I \_\_\_\_\_ her some flowers.  
3 James wouldn't have felt hungry if he \_\_\_\_\_ all his breakfast.  
4 If Layla \_\_\_\_\_ the competition, she wouldn't have won first prize.  
5 If I hadn't joined that drama club, I \_\_\_\_\_ my girlfriend.  
6 What would they have done if they \_\_\_\_\_ all that money?

1 ★ Complete the -ed adjectives.



f r i g h t e n e d



1 b \_ \_ \_ \_



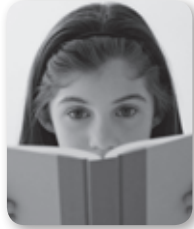
2 t \_ \_ \_ \_ \_



3 r \_ \_ \_ \_ \_



4 a \_ \_ \_ \_ \_



5 f \_ \_ \_ \_ \_



6 a \_ \_ \_ \_ \_



7 e \_ \_ \_ \_ \_

2 ★★ Complete the sentences. Use the -ed or -ing adjective, noun or verb form of the words in brackets.

Our holiday was very relaxing. (relax)

- 1 I felt \_\_\_\_\_ when I fell over. (embarrass)
- 2 That show often \_\_\_\_\_ me. (shock)

3 \_\_\_\_\_ is never a problem in the holidays. (bore)

4 The 3D film *Avatar* is \_\_\_\_\_. (astonish)

5 The news was \_\_\_\_\_. (horrify)

6 My sister has a strange \_\_\_\_\_ with snakes. (fascinate)

7 Do science fiction books \_\_\_\_\_ you? (bore)

8 We all listened with \_\_\_\_\_ as our teacher said we could go home early. (astonish)

9 I don't like that singer. She \_\_\_\_\_ me. (annoy)

10 This *Dracula* DVD is \_\_\_\_\_! (terrify)

3 ★★ Complete the email with the words in the box.

fascinating shock boring  
relaxation relax annoy annoying  
horrified terrify interested

Done Reply Reply All Forward New Mailboxes Get Mail From Search Mailbox

Dear Katia

Thank you so much for your letter. It was fascinating to learn all about your family and where you live.

I was pleased to hear that you have a little brother, too! My brother is called Archie and he's seven. Most of the time he's nice, but he can be very <sup>1</sup>\_\_\_\_\_ at times. I was <sup>2</sup>\_\_\_\_\_ when he put a spider in my bed last week – it was a real <sup>3</sup>\_\_\_\_\_! I'm very frightened of spiders – they <sup>4</sup>\_\_\_\_\_ me! Does your brother do little things to <sup>5</sup>\_\_\_\_\_ you sometimes?

I'm glad you're <sup>6</sup>\_\_\_\_\_ in swimming. Some people think it's <sup>7</sup>\_\_\_\_\_ just swimming up and down a pool, but I find it very good for <sup>8</sup>\_\_\_\_\_. I also like to <sup>9</sup>\_\_\_\_\_ by doing yoga.

Write to me again soon!

Best wishes  
Grace

**Defining relative clauses**

- 1 ★ Match the sentence halves.
- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 We know a girl                      | a whose guitar was stolen?           |
| 2 Is that the musician                | b who has a phobia of spiders.       |
| 3 Can I see the article about phobias | c where we played tennis last week.  |
| 4 This is the park                    | d which you read earlier?            |
| 5 Are we near the shop                | e which I took for a walk.           |
| 6 Shall we watch the film             | f that's on the other TV channel?    |
| 7 Here's the dog                      | g which I bought for my wife.        |
| 8 These are the flowers               | h where I saw that nice silver ring? |

- 2 ★★ Complete the sentences with relative pronouns. Then choose the correct answers.

**Non-defining relative clauses**

- 3 ★★ Complete the non-defining relative clauses with *who*, *which*, *where* or *whose*. Then put the punctuation in the correct place.
- My cousin who comes from Newcastle is a famous singer.
- Jack \_\_\_\_\_ lives next door to me has broken his arm.
  - My new laptop \_\_\_\_\_ arrived yesterday was very expensive.
  - That French village \_\_\_\_\_ we always go on holiday is very nice.
  - Anna \_\_\_\_\_ brother is in my drama club won the prize yesterday.
  - Mr Stanley \_\_\_\_\_ is standing over there is our Chemistry teacher.
  - Her coat \_\_\_\_\_ she bought from that new shop was very expensive.
  - My friend \_\_\_\_\_ dad is a film star invited me to her birthday party.
  - The old museum \_\_\_\_\_ we saw the big Picasso painting has just bought some more pictures.

- 4 ★★★ Complete the sentences with defining or non-defining relative clauses and the words in brackets.

My sister Emily, who is nearly nineteen, has gone to university. (be / nineteen)  
 She married a man whose name is Caesar.

- Mark Zuckerberg \_\_\_\_\_ is one of the wealthiest people in the world. (create / Facebook)
- Is this the school \_\_\_\_\_? (Prince William / study)
- The Taj Mahal \_\_\_\_\_ was built by Emperor Shah Jahan in memory of his wife Mumtaz. (a palace / in India)
- The letter \_\_\_\_\_ was from his girlfriend. (he / received yesterday)

**How much do you know about British music and culture?**

Glastonbury is a famous British music festival which takes place ...

- a in a park. **b on a farm.** c on a beach.
- The person \_\_\_\_\_ wrote the book *Charlie and the Chocolate Factory* was called ...  
 a JK Rowling. b Enid Blyton. c Roald Dahl.
  - Madame Tussauds is a museum in London \_\_\_\_\_ you can find models of ...  
 a animals. b famous people. c buildings.
  - The famous footballer \_\_\_\_\_ wife was a singer with the Spice Girls is ...  
 a David Beckham. b Wayne Rooney. c John Terry.
  - The stadium in London \_\_\_\_\_ you can see sport and rock concerts is called ...  
 a Old Trafford. b Madison Square Gardens. c Wembley.
  - The *X-Factor* is a TV show \_\_\_\_\_ finds new ...  
 a pop stars. b actors. c chefs.
  - Robert Pattinson is a British actor \_\_\_\_\_ is in one of the Harry Potter films and the ...  
 a Star Wars films. b Twilight films. c Scooby Doo films.



## Why teenagers can't get out of bed

**A** 'Come on, it's time to get up now! You're going to be late for school again! You won't have time for breakfast if you don't hurry!'

**B** Do your parents ever say these things? Well, if you're one of the many teenagers who find it difficult to get up – there's good news. You're completely normal!

**C** Recent research shows that teenagers do in fact need lots of sleep and their brains often work better in the afternoons. They have different body clocks to adults. Dr David Bainbridge from Cambridge University believes that the teenage body clock runs two hours behind adult time. This can make their day seem more like 26 hours long – so 8 a.m. feels like 6 a.m.

**D** One head teacher, Dr Paul Kelley of Monkseaton High School in the north of England, is taking the new research very

seriously. 'Teenagers aren't lazy,' he says. 'We're depriving them of the sleep they need ... and this has a negative impact on their learning.' Dr Kelley thinks that teenagers can become anxious, moody and frustrated if they don't get enough sleep and they may have difficulty concentrating on their lessons. So in the future he wants to introduce a new timetable at the school and give students those important extra hours of sleep.

**E** One pupil, Tayler McCullough, 15, said the majority of students would look forward to the extra hours in bed. 'It's extremely hard to get up in the morning. One or two people like to get to school early, but most of us would be up for going in later.'

**F** But not all teachers agree with the idea of starting school later. Many think that there is a simple alternative – going to bed early!

- 1  Read the text. Tick ✓ the correct box.

The author wrote the text to ...

a  warn.    b  inform.    c  thank.

- 2  Read the text again. Match headings 1–6 with paragraphs A–F.

- |                                       |          |
|---------------------------------------|----------|
| 1 Not everybody wants a new timetable | <u>F</u> |
| 2 Don't worry. You aren't unusual!    | _____    |
| 3 A school's plans for the future     | _____    |
| 4 Changing body clocks                | _____    |
| 5 A student's opinion                 | _____    |
| 6 The things that parents say         | _____    |

- 3  Are the sentences true or false?

Research shows that it's normal for teenagers to get up late. true

- |  |       |
|--|-------|
| 1 Teenagers need to sleep in the afternoons. | _____ |
| 2 Dr Bainbridge is a surgeon.                | _____ |
| 3 Dr Kelley works in London.                 | _____ |

- |   |       |
|---|-------|
| 4 Dr Kelley plans to change the timetable at his school.    | _____ |
| 5 Tayler McCullough is pessimistic about Dr Kelley's ideas. | _____ |

- 4  Answer the questions.

What do many teenagers find hard to do?

They find it hard to get up.

- |  |       |
|--|-------|
| 1 How long does a day seem to a teenager?  | _____ |
| 2 What problems can teenagers have if they get out of bed early?                   | _____ |
| 3 Why does Dr Kelley want to change the timetable at his school?                   | _____ |
| 4 According to McCullough, what would most students think about the new timetable? | _____ |
| 5 What do some teachers think that teenagers should do?                            | _____ |

**Language point: Modifying comparatives**

1 ★ Complete the sentences. Put the words in brackets in the correct position.

Amy is a lot less \_\_\_\_\_ pessimistic this year. (a lot)

- 1 We all need \_\_\_\_\_ to study \_\_\_\_\_ harder. (a bit)
- 2 Daniel will become \_\_\_\_\_ more \_\_\_\_\_ successful in the future. (much)
- 3 She \_\_\_\_\_ seems \_\_\_\_\_ less moody at the moment. (slightly)
- 4 They're behaving \_\_\_\_\_ more responsibly \_\_\_\_\_. (a lot)
- 5 The children are \_\_\_\_\_ noisier \_\_\_\_\_ today. (a bit)
- 6 Please talk \_\_\_\_\_ more quietly \_\_\_\_\_ in class. (a little)
- 7 Will you arrive \_\_\_\_\_ earlier \_\_\_\_\_ tomorrow? (slightly)
- 8 I'm \_\_\_\_\_ feeling \_\_\_\_\_ less anxious today. (much)

2 ★★ Order the words to make sentences and questions. There is one word in each sentence that you do not need.

Tom you / are / optimistic / feeling / a / more / ?  
**Are you feeling more optimistic?**

Ali today / lot / feel / yes / I / better / much  
**Yes, I feel much better today.**

1 Jo run / you / can / faster / slightly / a / ?  
 \_\_\_\_\_  
 Lin a / tired / no / I'm / much / today / bit  
 \_\_\_\_\_

2 Daisy dad / your / the / did / more / drive / yesterday / carefully / ?  
 \_\_\_\_\_

Max he / yes / drove / lot / a / slowly / was / more  
 \_\_\_\_\_

3 Luke Cara / is / very / little / happier / a / now / ?  
 \_\_\_\_\_

Eve she / seems / no / relaxed / bit / a / most / less  
 \_\_\_\_\_

**TASK**

3 ★★★ Read the notes. Then complete the email. Use one word in each gap.

<b>Why I went on the trip</b>	5th July: Summer holiday starts. It's really boring. 15th July: I met Josh and he told me about visiting his Brazilian cousins. I thought that I needed more adventure and optimism in my life, too!
<b>Who with</b>	Alex, my brother
<b>Where</b>	French and Spanish cities
<b>How long</b>	a couple of weeks
<b>The best place</b>	the Alhambra
<b>My feelings about the trip</b>	Fantastic trip – of course, I'm quite poor now, but I'll never regret going. I saw so many brilliant places!

Hi Cameron!

Sorry I haven't emailed you for ages, but I've been away. Do you remember that at the beginning of the summer holiday I was really <sup>1</sup>\_\_\_\_\_?

Well, everything changed when I saw my old friend <sup>2</sup>\_\_\_\_\_ in town about a month ago. He had just come back from a visit to his cousins in <sup>3</sup>\_\_\_\_\_. Chatting to him made me realize that I should be more adventurous and more <sup>4</sup>\_\_\_\_\_ about life in general!

I talked to my older <sup>5</sup>\_\_\_\_\_. Alex and we decided to travel by train to some of the most famous cities in France and <sup>6</sup>\_\_\_\_\_ for two <sup>7</sup>\_\_\_\_\_.

We visited some amazing places, including the <sup>8</sup>\_\_\_\_\_, a magnificent palace in the south of Spain. I'll show you my photos of it.

I haven't got any <sup>9</sup>\_\_\_\_\_ now, but I don't <sup>10</sup>\_\_\_\_\_ travelling at all. If I hadn't done that trip, I wouldn't have <sup>11</sup>\_\_\_\_\_ so many wonderful places!

Let's meet up next week.

Matt

VOCABULARY AND LANGUAGE FOCUS

■ Attributes and personality

1 Complete the sentences with the words in the box.

anxiety anxious politeness polite  
optimism optimistic

- 1 'Do you have a feeling of \_\_\_\_\_ about the exams?' 'Yes, I feel very positive.'
- 2 We want all the students at this school to say 'please' and 'thank you'. \_\_\_\_\_ is very important.
- 3 Owen always thinks the future will be good. He's the most \_\_\_\_\_ person I know.
- 4 Jim is more \_\_\_\_\_ than Sylvia. He always smiles and opens the door for people.
- 5 Mum always gets \_\_\_\_\_ if I'm late.
- 6 Many students feel \_\_\_\_\_ about their first day at school.

2 Choose the correct answers.

- 1 James never spends any money. He's \_\_\_\_\_ boy in our class.  
a meaner b meanest  
c the meanest d the meaner
- 2 Ellie always looks worried. She is \_\_\_\_\_ than her friends.  
a anxious b more anxious  
c most anxious d the most anxious
- 3 Kate is confident about the race. She was \_\_\_\_\_ runner at our school last year.  
a good b better c best d the best
- 4 You need to take your work \_\_\_\_\_!  
a more seriously b the more seriously  
c the most seriously d the least seriously

- 5 This was \_\_\_\_\_ film I've ever seen!  
a less interesting b least interesting  
c the least interesting d the less interesting
- 6 Rob cycled to school \_\_\_\_\_ than Pete.  
a quickly b quick c less quickly  
d quicker

READING ■ The Yes Man

3 Complete the sentences with the antonyms of the words in bold.

- 1 'Did the Yes Man **accept** every invitation?' 'That's right. He didn't r \_\_\_\_\_ any of them.'
- 2 He never had a **dull** moment. Every day was e \_\_\_\_\_.
- 3 He also learned that **meanness** was wrong and g \_\_\_\_\_ was much better.
- 4 **Luckily**, Danny won a lot of money, but u \_\_\_\_\_ he lost it all again.
- 5 He helped **poor** people and learned that w \_\_\_\_\_ people aren't always happy.
- 6 His life became less c \_\_\_\_\_. He didn't have to make any more decisions so everything was more **simple**!

LANGUAGE FOCUS ■ Third conditional

4 Complete the sentences with the correct form of the verbs in brackets.

- 1 If I hadn't got up late this morning, I \_\_\_\_\_ the school bus. (not miss)
- 2 My sister would have won that tennis match if she \_\_\_\_\_ harder. (try)
- 3 I wouldn't have fallen over if you \_\_\_\_\_ me. (not push)

- 4 If Adam \_\_\_\_\_ his homework more quickly, he would have gone to the park. (do)
- 5 I \_\_\_\_\_ 'hello' if I had seen you. (say)

## VOCABULARY AND LISTENING ■

### Feelings

- 5 Complete the sentences with an **-ed** or **-ing** adjective, a noun or verb form.
- 1 I feel very frightened when I'm in big crowds. I think they're te\_\_\_\_\_.
- 2 I'm really wo\_\_\_\_\_ about my exam results. I think I made many mistakes.
- 3 I ran away when the dog came near. It was em\_\_\_\_\_ because everyone looked up.
- 4 I watch that TV series about people with phobias. It always fa\_\_\_\_\_ me.
- 5 I had a sh\_\_\_\_\_ when I saw a rat in the supermarket.
- 6 My sister talks about her phobias all the time. Sometimes it's a bit an \_\_\_\_\_.

## LANGUAGE FOCUS ■ Defining and non-defining relative clauses

- 6 Write **D** next to the sentences with defining clauses and **N** next to the ones with non-defining clauses. Then complete the sentences with **which**, **who**, **where** or **whose**.
- 1 My new teacher, \_\_\_\_\_ lives near the school, is very nice. \_\_\_\_
- 2 I know a nice place \_\_\_\_\_ we can go after school. \_\_\_\_
- 3 That unfriendly neighbour, \_\_\_\_\_ dog hurt me, has just sold his house. \_\_\_\_

- 4 The Italian designer shop, \_\_\_\_\_ you saw those nice shoes, has closed down. \_\_\_\_
- 5 I haven't spoken to the tall woman \_\_\_\_\_ is standing over there. \_\_\_\_
- 6 She told me all about her new car, \_\_\_\_\_ she bought in France two months ago. \_\_\_\_
- 7 There's a boy in my class \_\_\_\_\_ parents are famous television actors. \_\_\_\_
- 8 Do you like the new jacket \_\_\_\_\_ I got at the shopping centre yesterday? \_\_\_\_

## SPEAKING ■ Reacting to news and sympathizing

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

least up down end just too  
would

- Mel Hello, Harry. What's the matter? You look a bit <sup>1</sup>\_\_\_\_\_.
- Harry I've <sup>2</sup>\_\_\_\_\_ heard that I've failed my piano exam.
- Mel Don't worry, it isn't the <sup>3</sup>\_\_\_\_\_ of the world.
- Harry If I had been more relaxed, I <sup>4</sup>\_\_\_\_\_ have played better.
- Mel Don't take it <sup>5</sup>\_\_\_\_\_ badly. At <sup>6</sup>\_\_\_\_\_ you can do it again.
- Harry That's true, I suppose.
- Mel Cheer <sup>7</sup>\_\_\_\_\_! Let's go shopping.
- Harry Good idea. I feel better already.

**used to**

Affirmative	Negative
I / You / He / She / It / We / You / They used to live in Oxford.	I / You / He / She / It / We / You / They didn't use to live in London.
Questions	Short answers
Did you / he / she / it / you / they use to live in Edinburgh?	Yes, we did. No, they didn't.

**Use**

The structure *used to* + verb is often used to describe habits, states or repeated actions in the past which are now finished.

*I used to live in Madrid. Now I live in New York.*

*I used to like gadgets. Now I prefer fashion.*

*I used to go to work by bus. Now I cycle.*

**Past perfect and past simple**

Past perfect	
Affirmative	Negative
I / You / He / She / It / We / You / They had finished.	I / You / He / She / It / We / You / They hadn't changed.
Questions	Short answers
Had I / you / he / she / it / we / you / they arrived?	Yes, they had. No, I hadn't.

**Use**

The past simple is used to talk about a finished action which happened at a specific time in the past.

*Two months ago Laura gave Fred an mp3 player for his birthday.*

The past perfect is used to talk about an action in the past which happened **before** another more recent past action. The events do not need to be presented in chronological order as the tense shows which happened first.

*Last week Fred lost the mp3 player that Laura had given him for his birthday.*

First action: Laura gave Fred an mp3 player.

Second action: Fred lost the mp3 player.

*The programme had started when I turned on the TV.*

First action: The programme started.

Second action: I turned on the TV.

*Arnold celebrated after he had passed his exams.*

First action: Arnold passed his exams.

Second action: He celebrated.

Note that we can also use *after* and *before* with two past simple verbs to link events chronologically, and to say that one action follows another.

*I turned off the light before I left the room.*

**Past simple and continuous**

Past continuous	
Affirmative	Negative
I was singing.	I wasn't singing.
You were singing.	You weren't singing.
He / She / It was singing.	He / She / It wasn't singing.
We / You / They were singing.	We / You / They weren't singing.
Questions	Short answers
Was I singing?	Yes, you were.
Were you singing?	No, I wasn't.
Was he / she / it singing?	Yes, he / she / it / was.
Were we / they singing?	No, we / they weren't.

**Use**

The past simple is used to talk about a finished action or a period of time in the past.

*I got a new job last week.*

The past continuous is used to talk about an action that was in progress in the past.

*'What were you doing at 6.30 this morning?' 'I was having breakfast.'*

The past continuous and the past simple are often used together in the same sentence when one action interrupts another. The past continuous is used for the long action and the past simple for the action that interrupts the long action. Note that *while* is usually used with the past continuous and *when* with the past simple.

*We had a coffee while we were waiting for the train.*

*I was watching TV when my mum got home.*

Two past simple verbs are used when one action follows another.

*I came home at 6.30 and I cooked dinner.*

Two past continuous verbs are used to talk about two simultaneous actions that were in progress in the past.

*I was doing my homework while my mum was cooking dinner.*

**used to**

1 Complete the sentences with the correct form of *used to* and the verbs in the box.

be get on with drink walk go  
listen have study surf

We didn't use to study English ten years ago. Now we have classes every week.

- 1 I \_\_\_\_\_ very short, but now I'm tall.
- 2 My parents \_\_\_\_\_ the internet when they were children.
- 3 My sister \_\_\_\_\_ coffee, but now she does.
- 4 You \_\_\_\_\_ to school, but now you get the bus.
- 5 My parents \_\_\_\_\_ to university. They left university when they were twenty-four years old.
- 6 Maya \_\_\_\_\_ long blonde hair, but she has had it cut short now.
- 7 I \_\_\_\_\_ to pop punk, but now I love Justin Bieber.
- 8 I \_\_\_\_\_ my sister, but now we are great friends.

**Past perfect and past simple**

2 Complete the sentences. Use the past perfect and past simple in each sentence.

They lent (lend) me a film, but I'd seen (see) it already.

- 1 We \_\_\_\_\_ (not visit) Sam's house before she \_\_\_\_\_ (have) the party.
- 2 John \_\_\_\_\_ (get) better before the doctor \_\_\_\_\_ (arrive).
- 3 She \_\_\_\_\_ (get) her driving licence after she \_\_\_\_\_ (practise) for 120 hours!
- 4 Sophia \_\_\_\_\_ (not have) any money because she \_\_\_\_\_ (lose) her purse.
- 5 We \_\_\_\_\_ (leave) the café before you \_\_\_\_\_ (come).
- 6 I \_\_\_\_\_ (feel) tired in the morning because I \_\_\_\_\_ (not sleep) very well.
- 7 They \_\_\_\_\_ (join) the protest after they \_\_\_\_\_ (hear) about the crisis.
- 8 Sally \_\_\_\_\_ (get) married before she \_\_\_\_\_ (move) to Italy.

3 Write sentences with the past perfect or past simple form of the verbs.

I / not be / hungry because I / have / breakfast  
I wasn't hungry because I'd had breakfast.

- 1 Lou / forget / her passport so she / can't / leave the country  
\_\_\_\_\_
- 2 we / not meet / last weekend because we / see / each other the weekend before  
\_\_\_\_\_
- 3 Simon / remember / that he / not get / a present for his grandma  
\_\_\_\_\_
- 4 we / not study / the past perfect so the teacher / explain / it very carefully  
\_\_\_\_\_
- 5 Jane / not travel / before she / go / to France  
\_\_\_\_\_
- 6 I / buy / the tickets / before we / get / to the cinema  
\_\_\_\_\_

**Past simple and continuous**

4 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

While I was waiting (wait) for you, I wrote this poem.

- 1 Ann was singing while Charlie \_\_\_\_\_ (play) the piano.
- 2 When the teacher called your name, you \_\_\_\_\_ (talk) to Tim.
- 3 I \_\_\_\_\_ (work) when the alarm rang.
- 4 It wasn't raining when the class \_\_\_\_\_ (finish).
- 5 I \_\_\_\_\_ (cut) my finger while I was repairing my bike.
- 6 The computer crashed while I \_\_\_\_\_ (do) my homework!
- 7 Al got up, \_\_\_\_\_ (brush) his teeth, \_\_\_\_\_ (get) dressed, \_\_\_\_\_ (have) breakfast and \_\_\_\_\_ (go) to work.
- 8 What \_\_\_\_\_ (you / do) after you \_\_\_\_\_ (get) my text message?

### Introduction to modal auxiliary verbs

Modal auxiliary verbs like *can*, *could*, *may*, *might*, *must* and *should* are always followed by the infinitive without *to*. They have got the same form for all subject pronouns.

I / You / He / She / It / We / They *might be late*.

With *may* and *might*, we do not use contracted negative forms.

You ~~mightn't~~ be lucky.      You ~~mayn't~~ be lucky.

### *could*, *can*, *will be able to*

Affirmative		
Past	Present	Future
We could go without lunch.	I can play the piano.	He'll be able to see them.
Negative		
Past	Present	Future
We couldn't go without lunch.	I can't play the piano.	He won't be able to see them.

#### Use

*Could*, *can* and *will be able to* are used to express ability in the past, present and future.

Past: *I couldn't swim when I was six.*

Present: *I can't answer the phone now. I'm cooking.*

Future: *I won't be able to come tonight because I'm busy.*

### *may*, *might*, *could*, *must*, *can't*

Possibility	
Affirmative	Negative
I may / might come later. They could be in the classroom.	I may / might not arrive on time.
Certainty	
Affirmative	Negative
She must be the new teacher.	You can't be hungry already.

#### Use

*May*, *might* and *could* have got the same meaning. They are used to say that something is possible, but not certain.

*This may / might / could be John's new car, or it may / might / could be the black one over there. I'm not sure.*

*Must* is used to say that something is certain.

*This must be John's new car. It's in front of his house.*

*Can't* is used to say that something is impossible.

*This can't be John's new car. He wouldn't buy a pink one!*

The negative forms *couldn't* and *mustn't* are not used to talk about certainty or possibility in the present.

### Past modals

Possibility	
Affirmative	Negative
I may / might / could have had flu.	I may / might not have had flu.
Certainty	
Affirmative	Negative
She must have had flu.	You can't / couldn't have had flu.

Past modals are always followed by *have* and the past participle of the main verb.

*It might have rained. She must have survived.*

#### Use

*May / might / could have* + past participle are used to say that something was possible, but not certain.

*It may / might / could have been Ann on the phone.*

*Must have* + past participle is used to express certainty about the past.

*The ambulance has gone. It must have taken the patient to hospital.*

*Can't / couldn't have* + past participle are used to express certainty in negative sentences.

*It can't / couldn't have been Jo you saw at the party last night.*

*She's still in hospital.*

### *should*, *must*, *have to*

#### Use

*Should* is used to ask for or give advice.

*'What should I do?' 'You should have a vaccination.'*

*Must* and *have to* refer to rules, laws and obligations.

*Students at this school must / have to wear ties.*

*Must* is often used to refer to something that the speaker thinks is necessary.

*I must be at home by 8.45. My favourite show starts at nine o'clock and I don't want to miss it.*

*Have to* is often used when the circumstances make something necessary.

*I have to be at home by nine o'clock. My parents don't let me stay out late during the week.*

*Mustn't* means that something is prohibited.

*You mustn't lie and you mustn't steal.*

*Don't have to* means that something is not necessary.

*I don't have to get up early on Sundays.*

**could, can, will be able to**

1 Complete the sentences with affirmative and negative forms of **could, can** and **will be able to**.

We can't speak Russian, but we can speak German.

- 1 I \_\_\_\_\_ speak English ten years ago, but now I can.
- 2 I \_\_\_\_\_ vote when I'm older.
- 3 Sorry, I \_\_\_\_\_ help you now. I'm busy.
- 4 I \_\_\_\_\_ write my name when I was four years old. My mum taught me.
- 5 People \_\_\_\_\_ go without food for a long time!
- 6 Next Tuesday I'm going to have an operation on my leg. I \_\_\_\_\_ play football next weekend.
- 7 I \_\_\_\_\_ drive a car one day.
- 8 I spoke to him last week, but I \_\_\_\_\_ understand what he was saying.
- 9 I've been having lessons for six months, so now I \_\_\_\_\_ play tennis very well.
- 10 I'm afraid that I \_\_\_\_\_ give you a lift to the station tomorrow. You'll have to go by bus.

**may, might, could, must, can't**

2 Choose the correct words.

'We've been cooking the omelette for twenty minutes.'

'It usually only takes fifteen minutes. It must / **may** / **can't** be ready now.'

- 1 It's snowing. It **can't** / **must** / **may** be cold outside.
- 2 'Whose is this science fiction DVD?'  
'It **could** / **might** / **can't** be my dad's! He hates science fiction.'
- 3 Someone's coming. It **can't** / **could** / **must** be Sally. She sometimes gets home at this time.
- 4 You go to the gym every day. You **might** / **must** / **can't** enjoy keeping fit.
- 5 No one answered the phone when I called. They **can't** / **could** / **may** be at home.
- 6 'I haven't eaten all day!' 'You **can't** / **might** / **must** be hungry.'
- 7 It's sunny. It **might** / **can't** / **may not** be warm outside.
- 8 The train goes in ten minutes. You **must** / **might** / **can't** miss it if you don't hurry up.

**Past modals**

3 Complete the sentences with **may / might / could, can't** or **must**, and **have** and the verb in brackets.

Ed doesn't look happy. He must have failed (fail) his driving test again.

- 1 Justin Bieber definitely wasn't in last week's show. You \_\_\_\_\_ (see) him in a different one.
- 2 You \_\_\_\_\_ (watch) *Saw* at the cinema. It's an eighteen certificate and you're only sixteen.
- 3 He \_\_\_\_\_ (call), but I'm not sure. He hasn't left a message.
- 4 He likes science fiction so he \_\_\_\_\_ (read) this book about Star Wars.
- 5 My little brother \_\_\_\_\_ (text) you. He hasn't got a phone.
- 6 Jon always walks or cycles to school. His bike is broken so he \_\_\_\_\_ (walk) this morning.
- 7 Oh, no! I had my homework on the bus this morning and now I can't find it. I \_\_\_\_\_ (leave) it on the bus.
- 8 Alex has broken her wrist. She \_\_\_\_\_ (write) this note. Someone else \_\_\_\_\_ (write) it.

**should, must, have to**

4 Complete the sentences with the phrases in the box.

don't have to get    don't have to give    has to do    must remember    mustn't be    shouldn't get    ~~should wash~~

You should wash your hands before you eat.

- 1 We \_\_\_\_\_ late for class today. We were late yesterday and the teacher was very angry.
- 2 You \_\_\_\_\_ me the money now. You can give it to me later.
- 3 My brother \_\_\_\_\_ extra homework for a week.
- 4 I \_\_\_\_\_ Tanya's birthday.
- 5 They \_\_\_\_\_ a new TV. The old one still works.
- 6 You \_\_\_\_\_ upset. Everything is going to be all right.

### make and let

The verbs *make* and *let* are followed by object pronoun / noun + infinitive without *to*.

I'll **make** him promise.

Did they **let** you go out last night?

Both *make* and *let* are irregular verbs:

*make* – *made* – *made*                      *let* – *let* – *let*

#### Use

*Make* means 'to force someone to do something'.

I **won't make** you eat it. = I won't force you to eat it.

*Let* means 'to allow someone to do something'.

My dad **let** me go out. = He allowed me to go out.

### First conditional + *if* or *unless*

#### Affirmative

If I / we / you / they win, I / we / you / they'll be happy.

If he / she stays at home, he / she'll watch TV.

#### Negative

If I / we / you / they don't call, I / we / you / they won't visit.

If he / she doesn't listen, he / she won't understand.

#### Questions

If you / they've got money, will you / they pay for me?

If he / she forgets, will he / she be in trouble?

The first conditional is formed with *if / unless* + subject + present simple + comma (,) + *will / won't* + infinitive without *to*.

The *if / unless* clause can also come in the second half of the sentence. If the *if / unless* clause comes second, we don't use a comma.

I'll go to Sam's party if I finish my homework early. = If I finish my homework early, I'll go to Sam's party.

*Unless* means *if not*.

She won't be happy unless she wins. = She won't be happy if she doesn't win.

#### Use

The first conditional is used to talk about possible situations and the probable results of actions.

If you lose his camera, he'll be really angry.

I won't help you unless you tell me the truth.

### Second conditional

The second conditional is formed with *if / unless* + subject + past simple + comma (,) + *would / wouldn't* + infinitive without *to*.

The *if / unless* clause can go in the first or the second half of the sentence. If the *if / unless* clause comes second, we don't use a comma.

We'd have better students if we invested more in schools. = If we invested more in schools, we'd have better students.

#### Affirmative

If I / we / you / they got 85%, I / we / you / they'd pass.

If he / she cut taxes, he / she'd be popular.

#### Negative

If I / we / you / they didn't have money, I / we / you / they wouldn't buy a new car.

If he / she saw an alien, he / she would scream.

#### Questions

If you / they saw the president, would you / they recognize her?

If he / she voted, would he / she vote for you?

#### Use

The second conditional is used to talk about hypothetical, unreal or imaginary situations.

If I **was** the education minister, I'd ban Science! = I'm not the education minister.

I'd go on holiday if I **won** the lottery. = I haven't won the lottery and I don't think that I will.

We also use the second conditional to give advice.

If I **were** you, I'd be quiet!

### First and second conditionals

Both the first and the second conditionals refer to the present or future.

The first conditional is used to talk about possible situations and probable results.

If I **vote**, I'll vote for the Greens. = It's possible I'll vote, and if that happens, I'll probably vote for the Greens.

The second conditional is used to talk about hypothetical, unreal or imaginary situations.

If I **was** president, I'd build better schools. = I am not president.

### Regrets about past and present

*I wish* + past simple is used to express regrets about an event or a situation in the present.

I wish I **didn't** live in London. = I live in London now, but I don't want to live there.

*I wish* + past perfect is used to express regrets about an event or a situation in the past.

I wish I **had** told them about the accident. = I didn't tell them about the accident and now I regret it.

**make and let**

- 1 Complete the sentences with *make* or *let*.  
Does she let you go out late?
- Does your dad \_\_\_\_\_ you clean your room every week?
  - Did Mr Smith \_\_\_\_\_ you tidy the classroom yesterday?
  - Simon's really kind. He \_\_\_\_\_ me borrow his bike last week.
  - Did your parents \_\_\_\_\_ you watch the end of *Football Special* last night?
  - I wanted to play tennis, but the coach wouldn't \_\_\_\_\_ me.

**First conditional + *if* or *unless***

- 2 Complete the sentences with *if* or *unless*.  
My parents won't give me any pocket money unless I pass my exams.
- My parents won't give me any pocket money \_\_\_\_\_ I fail my exams.
  - I'll tell you my secret \_\_\_\_\_ you promise not to tell anybody else.
  - I won't tell you my secret \_\_\_\_\_ you promise not to tell anybody else.
  - \_\_\_\_\_ I don't win, I'll be upset.
  - \_\_\_\_\_ you hurry up, you'll miss the bus again.

3 Complete the first conditional sentences with the verbs in brackets.

- We 'll vote (vote) for you if you lower (lower) the taxes.
- Unless you \_\_\_\_\_ (call) me, I \_\_\_\_\_ (see) you at the stadium at 6.30.
  - Mum \_\_\_\_\_ (worry) if Fiona \_\_\_\_\_ (not get) home soon.
  - If he \_\_\_\_\_ (finish) early, he \_\_\_\_\_ (wait) by the school gates.
  - We \_\_\_\_\_ (practise) at Rob's house unless his parents \_\_\_\_\_ (be) at home.
  - If you \_\_\_\_\_ (not help) me, I \_\_\_\_\_ (cry)!

**Second conditional**

- 4 Choose the correct words.  
If you have / had some money, what songs did / would you download?
- Would he feels / feel better if we 're stopping / stopped talking?
  - She 's ban / 'd ban rock music if she was / 'd be in the government.
  - If they listened / 'll listen, they 'd hear / hear the music.
  - If the weather was / would be nicer, we 'd play / played football outside.
  - What do / would you say if Justin Bieber walked / would walk in right now?

**First and second conditionals**

- 5 Write first or second conditional sentences.  
I / not mind / if you / be / a few minutes late (1st)  
I won't mind if you're a few minutes late.
- I / be / in a band if I / live / in London (2nd)  
\_\_\_\_\_
  - what / you / buy / you / have / €250 / ? (2nd)  
\_\_\_\_\_
  - where / you / wait / if it / be / raining / ? (1st)  
\_\_\_\_\_
  - I / be / happier if I / live / in a big city (2nd)  
\_\_\_\_\_
  - if you / meet / the head of state / what / you / say / ? (2nd)  
\_\_\_\_\_

**Regrets about past and present**

6 Complete the sentences with the correct form of the verbs in the box.

be bring listen play speak text

- It's too dark to play football. I wish we had played earlier.
- I'm cold. I wish I \_\_\_\_\_ my coat.
  - It's only Wednesday. I wish it \_\_\_\_\_ the weekend.
  - We don't understand. We wish we \_\_\_\_\_ to the teacher.
  - He's from Argentina. I wish I \_\_\_\_\_ Spanish so that I could talk to him.
  - She's sad. She wishes her boyfriend \_\_\_\_\_ her earlier.

## Indirect requests

Direct requests	
Affirmative	Negative
'Be quiet!' the teacher said.	'Don't shout!' she said.
'Sit down, please,' he said.	'Don't tell lies,' he said.

Indirect requests			
Affirmative			
subject	verb	object	infinitive
The teacher	asked	us	to be quiet.
He	told	me	to sit down.
Negative			
subject	verb	object	not + infinitive
She	asked	us	not to shout.
He	told	her	not to tell lies.

### Use

Indirect requests are used to report requests that people have made, without quoting their exact words. Both *tell* and *ask* can be used to report requests. They are always followed by an object.

*He asked me to be quiet. I told him that I was sorry.*

## Reported speech: tense changes

Direct speech	Reported speech
<b>Present simple</b> 'I feel sad.'	<b>Past simple</b> He said that he felt sad.
<b>Present continuous</b> 'We're studying.'	<b>Past continuous</b> They said that they were studying.
<b>be going to (present)</b> 'I'm going to tell the truth.'	<b>be going to (past)</b> He said that he was going to tell the truth.
<b>Past simple</b> 'You played really well.'	<b>Past perfect</b> She said that I had played really well.
<b>Present perfect</b> 'I've made a mistake.'	<b>Past perfect</b> He said that he had made a mistake.
<b>Past perfect</b> 'I'd made a mistake.'	<b>Past perfect</b> He said that he had made a mistake.
<b>will / would</b> 'I won't / wouldn't break the law.'	<b>would</b> She said that she wouldn't break the law.
<b>can / could</b> 'I can / could come to your party.'	<b>could</b> He said that he could come to my party.

<b>must / have to</b> 'I must tell you a secret.' 'They have to wear uniforms.'	<b>had to</b> She said that she had to tell me a secret. He said that they had to wear uniforms.
<b>mustn't</b> 'You mustn't go.'	<b>mustn't</b> He said that I mustn't go.

### Use

Reported speech is used to report what someone has said, without quoting their exact words.

Note that the pronouns often need to change.

*'I think you did the right thing,' he said.*

*He said that he thought I had done the right thing.*

## Reported questions

	if / question word	subject	verb (with tense change)
She asked	if	I	had told a lie.
He asked Jo	where	she	lived.
We asked	how many	people	had called.

Reported questions have the same word order as affirmative sentences. The rules for changing the verb tenses are the same as with affirmative and negative reported speech.

### Use

Reported questions are used to report what someone has asked, without quoting their exact words. The reported words in *yes / no* questions are introduced by *if* or *whether*.

*'Can you help?'* → *He asked me if / whether I could help.*

With questions that contain a question word, we repeat the question word.

*'How old are you?'* → *She asked me how old I was.*

## Indirect questions

Indirect questions have the same word order as affirmative sentences. Unlike reported questions, indirect questions have the same tense as in the original direct question.

*'Why did you lie?'* → *'Can you tell me why you lied?'*

*'Is that my book?'* → *'I'd like to know if / whether that's my book.'*

*'Did you phone him?'* → *'I was wondering if / whether you phoned him.'*

### Use

Indirect questions are often used instead of direct questions because they sound more polite.

### Indirect requests

- 1 Complete the indirect requests.  
 'Do your homework,' Mum said.  
 Mum told me to do my homework.
- 1 'Listen,' said the teacher.  
 The teacher \_\_\_\_\_ me to \_\_\_\_\_.
- 2 'Don't touch the light,' he said.  
 He \_\_\_\_\_ us \_\_\_\_\_.
- 3 'Don't talk to me!' she said.  
 She \_\_\_\_\_ her brother \_\_\_\_\_.
- 4 'Buy some more eggs,' Rudi said.  
 Rudi \_\_\_\_\_ her \_\_\_\_\_.
- 5 'Don't forget!' Taylor said to me.  
 Taylor \_\_\_\_\_ me \_\_\_\_\_.
- 6 'Do the washing-up,' Dad said.  
 Dad \_\_\_\_\_ us \_\_\_\_\_.
- 7 'Wear a shirt,' my grandma said.  
 My grandma \_\_\_\_\_ me \_\_\_\_\_.
- 8 'Be very careful,' the police officer said.  
 The police officer \_\_\_\_\_ me \_\_\_\_\_.

### Reported speech: tense changes

- 2 Rewrite the sentences using reported speech.  
 'I'm going to play tennis later,' said Anna.  
Anna said that she was going to play tennis later.
- 1 'We won't forget,' promised Carl.  
 \_\_\_\_\_
- 2 'I can't speak Portuguese,' explained Jill.  
 \_\_\_\_\_
- 3 'I don't know her!' insisted Sam.  
 \_\_\_\_\_
- 4 'We didn't feel guilty,' admitted Flo.  
 \_\_\_\_\_
- 5 'Steve's telling the truth,' said Ian.  
 \_\_\_\_\_
- 6 'They've forgotten about the party,' complained Tina.  
 \_\_\_\_\_
- 7 'You must arrive before 8.30,' said the head teacher.  
 \_\_\_\_\_
- 8 'We aren't copying,' promised Ella.  
 \_\_\_\_\_

### Reported questions

- 3 Complete the reported questions.  
 'Did you remember the book?'  
She asked us if we had remembered the book.
- 1 'Why did you break the law?'  
 The policeman asked \_\_\_\_\_.
- 2 'Where have they gone?'  
 I asked \_\_\_\_\_.
- 3 'Do you want more?'  
 She asked us if \_\_\_\_\_.
- 4 'Have they read our blog?'  
 I asked whether \_\_\_\_\_.
- 5 'Is Paul coming?'  
 She asked us if \_\_\_\_\_.
- 6 'What are you thinking about?'  
 He asked \_\_\_\_\_.
- 7 'What have they done?'  
 I asked \_\_\_\_\_.
- 8 'What will happen when they learn about that?'  
 I asked \_\_\_\_\_.

### Indirect questions

- 4 Rewrite the direct questions as indirect questions using the words in brackets.  
 'Did you tell the truth?' (I / if)  
I was wondering if you told the truth.
- 1 'Why did you break the law?' (I'd / why)  
 \_\_\_\_\_
- 2 'Who was that man?' (Can ... ?)  
 \_\_\_\_\_
- 3 'Do you want more?' (I / whether)  
 \_\_\_\_\_
- 4 'Have they read our blog?' (I'd / if)  
 \_\_\_\_\_
- 5 'Is Paul coming?' (I / if)  
 \_\_\_\_\_
- 6 'What are you thinking about?' (I'd / what)  
 \_\_\_\_\_
- 7 'Where have they gone?' (Can ... ?)  
 \_\_\_\_\_
- 8 'Could we borrow a DVD?' (We / whether)  
 \_\_\_\_\_

**Past simple or past continuous**

Past simple	
Affirmative	Negative
I / You / He / She / It / We / You / They escaped	I / You / He / She / It / We / You / They didn't escape.
Questions	Short answers
Did I / you / he / she / it / we / you / they escape?	Yes, I did. No, I didn't.

Past continuous	
Affirmative	Negative
I / He / She / It was running	I / He / She / It wasn't running.
You / We / You / They were running	You / We / You / They weren't running.
Questions	Short answers
Was I / he / she / it running?	Yes, I was.
Were you / we / you / they running?	No, I wasn't.

**Use**

We use the past simple to talk about the main actions in a story or report.

*It was the most important day of her life.*

*Just then, Marci rushed into the house.*

We use the past simple to talk about actions that happen one after the other.

*The cat ran across the grass, climbed up the tree and sat on a branch.*

*She picked up her diary, threw it on her bed and marched out the room angrily.*

We use the past continuous to talk about something that started (or didn't start) before and continues after a more important action the past.

*They were watching a film when suddenly all the lights went off.*

*As he was driving, his phone rang.*

We use the past continuous for setting a scene or giving background activity, such as describing the weather.

*It was snowing heavily now.*

*Everyone was dancing and having a great time.*

Future continuous	
Affirmative	Negative
I / You / He / She / It / We / You / They will be sleeping	I / You / He / She / It / We / You / They won't be sleeping.
Questions	Short answers
Will I / you / he / she / it / we / you / they be sleeping?	Yes, I will. No, I won't.

**Use**

We use the future continuous to talk about a situation that will be in progress at a specific point in the future.

*They'll be travelling to Astana this time tomorrow.*

*Will you be meeting the team at six o'clock?*

We use the future continuous to talk about a situation that happens over a period of time in the future.

*She'll be staying with her grandparents for the whole summer.*

*The class will be studying eighteenth-century poetry this term.*

**Past simple or past continuous**

**1 Choose the correct answers.**

The waves \_\_\_\_ on the shore and the wind was howling.

- a did crash                      b crashed  
 c were crashing                d crashing

1 'Did she write the book last year?' 'No, she \_\_\_\_.'

- a wasn't                          b didn't  
 c did                                d was

2 \_\_\_\_ home when you saw him?

- a Was he walking      b He was walking  
 c Did he walk            d He walked

3 The people were screaming and the dogs \_\_\_\_.

- a barked                        b were barking  
 c did bark                      d barking

4 'Were the shops closing when you reached town?' 'Yes, they \_\_\_\_.'

- a were                            b did  
 c didn't                         d weren't

5 They got off the plane, picked up their luggage and \_\_\_\_ straight to the hotel.

- a were going                b went  
 c did go                        d weren't going

**2 Write sentences using the past simple or past continuous form of the verbs.**

the lights / go out / when / the play / start

The lights went out when the play started.

1 the sun / shine / and / the birds / sing

2 while Dad / clean the kitchen / I / read / a novel

3 the car / crash / into the wall / and / there / be / a huge explosion

4 where / you / look for inspiration / for your new book / ?

5 she / not do / her homework / when they / get / home

6 they / not understand / the poem

**3 Write answers using the words in brackets.**

Did you go to a film premiere? (play)

No, I didn't. I went to a play.

1 Did the writer give a talk? (publisher)

2 Were they singing when you saw them? (dance)

3 Did you take photographs for the book? (draw pictures)

4 Was it raining heavily? (sun / shine)

5 Did he develop the plot today? (create characters)

**Future continuous**

**4 Complete the sentences with one word only.**

They'll be eating lunch in an hour.

1 \_\_\_\_\_ they be printing more copies of the book?

2 Where will she \_\_\_\_\_ performing the play next month?

3 Will I be \_\_\_\_\_ my dreams in ten years' time?

4 The author won't \_\_\_\_\_ signing any more books today.

5 \_\_\_\_\_ he be editing his work later?

**5 Complete the sentences with the future continuous form of the verbs in the box. Use each verb once only.**

finish he / play not serve they / look  
 she / update work write

I'll be writing \_\_\_\_\_ a first draft of my novel next month.

1 She \_\_\_\_\_ in the library tonight.

2 They \_\_\_\_\_ food at the book fair.

3 \_\_\_\_\_ at your first draft soon?

4 They \_\_\_\_\_ school next week for summer.

5 \_\_\_\_\_ her blog this evening?

6 \_\_\_\_\_ tennis when we get there?

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

*Just* is used to reinforce the idea that an action has only been completed very recently. It is used in affirmative sentences, and comes between the auxiliary *has / have* and the past participle.

*We've just seen a terrifying film.*

*Still* is used to reinforce the idea that something has not changed. It is used in negative sentences, and comes before the auxiliary *has / have*.

*It's 10.30 and you still haven't finished your homework!*

*Already* is used when an action is completed sooner than we expected. It is used in affirmative sentences, and comes between the auxiliary *has / have* and the past participle.

*Dominic isn't here. He's already gone to the bus stop.*

*Yet* is used to talk about something which has not happened, or when we do not know if something has happened. It is used in questions and in negative sentences, and always comes at the end of the phrase.

*Has William met your parents yet?*

*Carla and Ollie haven't arrived yet.*

**Present perfect + for and since**

*For* can be used with the present perfect or the past simple. With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days, for ages*.

*They've lived in this street for two years.* = They moved two years ago and they still live here.

With the past simple, *for* describes an action which started and finished in the past.

*He worked here for three years.* = He doesn't work here now.

*Since* is used with the present perfect, and it indicates when an action started.

*We've known Kate since June.*

**Present perfect and past simple**

The past simple is used to talk about a finished action which happened at a specific time in the past.

*She caught the train at three o'clock.*

The present perfect is used to describe events which started in the past and continue in the present.

*I've had this mountain bike for two years.*

The past simple is used with time expressions which pinpoint specific moments in the past: *yesterday, last month, at nine o'clock, two years ago*.

The present perfect is used with expressions which describe the point at which an action started, or a period of time: *for three years, since 1997*.

**Present perfect simple and continuous**

Present perfect continuous	
Affirmative	Negative
I / You / We / They've been playing.	I / You / We / They haven't been playing.
He / She / It's been playing.	He / She / It hasn't been playing.

The present perfect continuous is made with *have* or *has + been* followed by the *-ing* form of the main verb.

Questions	Short answers	
	Affirmative	Negative
Have I / you / we / they been waiting?	Yes, I / you / we / they have.	No, I / you / we / they haven't.
Has he / she / it been waiting?	Yes, he / she / it has.	No, he / she / it hasn't.

**Use**

The present perfect simple implies that an action is complete.

*I've read this hilarious book.* (= I've finished it)

The present perfect continuous implies that an action is not complete and might continue.

*I've been reading this hilarious book.* (= I haven't finished it and I'll continue reading it)

Verbs that have the idea of a very long time or repeated action are often used in the present perfect continuous: *wait, learn, try, rain, play, work*.

*I've been waiting for ages!*

Verbs that have the idea of a short time or single action are often used in the present perfect simple: *cut, stop, finish, start, break, die, lose, buy*.

*She's cut her finger.*

Remember that stative verbs are only used with the simple form. These include: *believe, belong, own, have (=possess), hate, imagine, know, like, love, prefer, remember, think, understand, want*.

*I've known Helena for three years.*

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

1 Write sentences and questions using the present perfect and the adverbs in brackets.

I / finish / my homework (just)

I've just finished my homework.

1 she / not / meet / your older brother (still)

2 you / finish / your homework / ? (yet)

3 he / not eat / his breakfast (still)

4 I / have / a bath (already)

5 your boyfriend / arrive / at the door (just)

**Present perfect + for and since**

2 Complete the phrases with *for* or *since*.

\_\_\_\_\_ *for* \_\_\_\_\_ twenty years

1 \_\_\_\_\_ 2007

2 \_\_\_\_\_ an hour

3 \_\_\_\_\_ I was ten

4 \_\_\_\_\_ the 1990s

5 \_\_\_\_\_ two days

6 \_\_\_\_\_ we last met

7 \_\_\_\_\_ a month

8 \_\_\_\_\_ last June

9 \_\_\_\_\_ six o'clock

10 \_\_\_\_\_ ages

3 Complete the second sentence so that it has the same meaning as the first sentence. Use the present perfect form of the verbs in brackets, and *for* or *since*.

Tanya last visited Paris in 2007. (not be)

Tanya hasn't been to Paris since 2007.

1 Yusuf bought this computer two months ago. (have)

Yusuf \_\_\_\_\_ two months.

2 I first met Juliet a year ago. (know)

I \_\_\_\_\_ a year.

3 Mario and Gina got married last week. (be)

Mario and Gina \_\_\_\_\_ a week.

4 My parents moved to Brighton five years ago. (live)

My parents \_\_\_\_\_ five years.

5 I became a vegetarian when I was sixteen. (not eat meat)

I \_\_\_\_\_ I was sixteen.

6 Sue went to the library at eight o'clock this morning and she's still there now. (be)

Sue \_\_\_\_\_ eight o'clock this morning.

**Present perfect and past simple**

4 Complete the sentences using the present perfect or past simple form of the verbs in the box.

introduce do work not make get  
not send fall out

I ve worked \_\_\_\_\_ in that shop since I was fifteen.

1 Lucas \_\_\_\_\_ with his girlfriend last week.

2 She \_\_\_\_\_ already \_\_\_\_\_ all the exercises.

3 My aunt \_\_\_\_\_ married last year. She had a very big wedding.

4 You \_\_\_\_\_ me that important email yet.

5 Erin \_\_\_\_\_ me to her friend Max yesterday.

6 I \_\_\_\_\_ dinner yet.

**Present perfect simple and continuous**

5 Complete the sentences using the present perfect simple or continuous form of the verbs in brackets.

Hannah is a bit sad today. She 's had \_\_\_\_\_ an argument with her boyfriend. (have)

1 Is Jack in his bedroom? I \_\_\_\_\_ him for ages, but he hasn't answered. (call)

2 I'm furious. My sister \_\_\_\_\_ my mobile phone. (lose)

3 My dad can't write. He \_\_\_\_\_ his arm. (break)

4 I \_\_\_\_\_ my bedroom all morning, but I haven't finished yet. (tidy)

5 We \_\_\_\_\_ for two hours. We should stop soon. (chat)

6 She can't buy a ticket because she \_\_\_\_\_ all her money. (spend)

7 Ben \_\_\_\_\_ for hours, but the food still isn't ready. (cook)

8 I've been waiting for half an hour, but the bus still \_\_\_\_\_ . (arrive)

## Reflexive pronouns; *each other*

Reflexive pronouns are used when the subject and the object of the verb are the same.

*I hurt myself while I was playing hockey.*

Reflexive pronouns show that the person who does the action is also the person who is affected by it. This is called a 'reflexive' action.

*I often talk to myself.*

*She bought herself a silver necklace.*

*Richard taught himself to play the violin.*

Singular	Plural
I hurt myself.	We hurt ourselves.
You hurt yourself.	You hurt yourselves.
He hurt himself.	They hurt themselves.
She hurt herself.	
The dog hurt itself.	

The pronoun *each other* is used to talk about reciprocal actions. Unlike reflexive actions, reciprocal actions always involve more than one person.

*We always send each other postcards.*

*You've known each other since 2010.*

*They smiled at each other and shook hands.*

## Active or passive: introduction

The active voice is used when we are interested in the agent (the person or thing who does the action).

*Sarah Burton designed this dress.*

The passive voice emphasizes the action itself.

The action is more important than the person who does the action.

*These jeans weren't manufactured in Japan.*

If we want to ask about or say who does the action, we use *by*.

*The first collection was designed by Ralph Lauren.*

*Who are these clothes made by?*

When a sentence is changed from active to passive, the object of the active sentence becomes the subject of the passive sentence.

*People make these trainers in China. → These trainers are made in China.*

*They invited Kate to Fashion Week. → Kate was invited to Fashion Week.*

Note that the pronouns often need to change.

*Sonia gave me an mp3 player for my birthday. →*

*I was given an mp3 player for my birthday.*

*We made the birthday cake. → The birthday cake was made by us.*

## Passive: past, present and future

### Past passive

The affirmative form of the past passive is made with subject + *was / were* + the past participle of the main verb.

*You were invited to the party.*

The negative form of the past passive is made with subject + *wasn't / weren't* + the past participle of the main verb.

*You weren't invited to the party.*

### Present passive

The affirmative form of the present passive is made with the subject + *am / is / are* + the past participle of the main verb.

*I am invited to the party.*

The negative form of the present passive is made with the subject + *am not / isn't / aren't* + the past participle of the main verb.

*I'm not invited to the party.*

### Future passive

The affirmative form of the future passive is made with subject + *will be* + the past participle of the main verb.

*He will be invited to the party.*

The negative form of the future passive is made with subject + *won't be* + the past participle of the main verb.

*He won't be invited to the party.*

## Passive: questions

Present and past passive questions are made with *be* + subject + past participle. The short answer uses the corresponding form of *be*.

*'Are you invited to the party?' 'Yes, I am.'*

Future passive questions are made with *will* + subject + *be* + past participle. The short answer uses *will* but not *be*.

*'Will they be invited to the party?' 'No, they won't.'*

*How much will they be paid?*

**Reflexive pronouns; each other**

- 1 Complete the sentences with the correct reflexive pronoun or *each other*.

My sister has gone shopping. She's going to buy herself some new nail varnish.

- 1 Don't worry about me. I'm OK. I can look after \_\_\_\_\_.
- 2 You mustn't blame \_\_\_\_\_ for the accident, Ellen. It wasn't your fault.
- 3 At Christmas, my sister and I always give \_\_\_\_\_ presents.
- 4 Thank you for the wonderful party. We really enjoyed \_\_\_\_\_.
- 5 Oliver is a very quiet boy. He doesn't know how to express \_\_\_\_\_.
- 6 Our cat has taught \_\_\_\_\_ how to push the door open.
- 7 My parents have known \_\_\_\_\_ for over thirty years.

**Active or passive: introduction**

- 2 Choose the correct answers.

We \_\_\_\_\_ to be quiet by the teacher.

a told      **b were told**      c was told

- 1 She \_\_\_\_\_ in the clothes industry.  
a works      b is worked      c working
- 2 These jackets \_\_\_\_\_ in Milan.  
a make      b makes      c are made
- 3 The criminals \_\_\_\_\_ by the police.  
a arrest      b arrested      c were arrested
- 4 Liam \_\_\_\_\_ three goals today.  
a scored      b was scored      c did score
- 5 A lot of cake \_\_\_\_\_ at this festival every year.  
a eats      b is eating      c is eaten
- 6 The shops in London \_\_\_\_\_ expensive Italian shoes.  
a import      b importing      c are imported

- 3 Rewrite the active sentences as passive sentences. Use *by + agent* if necessary.

They give the money to charity.

The money is given to charity.

- 1 The teacher won't ask us any questions.  
\_\_\_\_\_
- 2 They design the clothes here.  
\_\_\_\_\_
- 3 The president opened the fashion show.  
\_\_\_\_\_

4 Versace will design the new uniforms.  
\_\_\_\_\_

5 They didn't give me any instructions.  
\_\_\_\_\_

6 They produce the clothes in Hong Kong.  
\_\_\_\_\_

**Passive: past, present and future**

- 4 Complete the sentences with the correct passive form of the verbs in brackets.

They weren't paid last Friday. (not paid)

- 1 This suit \_\_\_\_\_ by Dolce and Gabbana for last year's fashion show. (design)
- 2 If we arrive late tonight, we \_\_\_\_\_ tickets for the show. (not give)
- 3 Every year, a lot of oranges \_\_\_\_\_ from Spain. (export)
- 4 Next year, the shoes \_\_\_\_\_ in Italy. (manufacture)
- 5 Grapes \_\_\_\_\_ here five years ago. (not grow)
- 6 These days, English \_\_\_\_\_ in many countries. (study)
- 7 Look at the label on these shoes. You can see that they \_\_\_\_\_ of leather. (make)
- 8 In the future, more electricity \_\_\_\_\_ by solar power. (supply)

**Passive: questions**

- 5 Rewrite the affirmative sentences as questions.

The clothes will be imported on Friday.

Will the clothes be imported on Friday?

- 1 This car was manufactured in the UK.  
\_\_\_\_\_
- 2 The keyboards are imported by Tech-Buy.  
\_\_\_\_\_
- 3 The cotton will be produced in India.  
\_\_\_\_\_
- 4 These bananas were grown in Ghana.  
\_\_\_\_\_
- 5 Your dad is paid €12 an hour.  
\_\_\_\_\_
- 6 This skiing equipment was made in France.  
\_\_\_\_\_
- 7 We are invited to the fashion show.  
\_\_\_\_\_

**be going to**

Affirmative	Negative	
I'm going to walk.	I'm not going to walk.	
You're going to walk.	You aren't going to walk.	
He / She / It's going to walk.	He / She / It isn't going to walk.	
We / You / They're going to walk.	We / You / They aren't going to walk.	
Questions	Short answers	
	Affirmative	Negative
Am I going to wait?	Yes, I am.	No, I'm not.
Are you going to wait?	Yes, you are.	No, you aren't.
Is he / she / it going to wait?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they going to wait?	Yes, we / you / they are.	No, we / you / they aren't.

It is common to use the contracted forms in negative short answers. However, the contracted forms are never used in affirmative short answers.

**Use**

The future form *be going to* is used to describe plans and intentions for the future.

*We're going to fly to Berlin next Friday. We've booked our tickets already.*

*I'm not going to marry you!*

*What are you going to do this weekend?*

**will and be going to**

<i>will</i>		
Affirmative	Negative	
I / You / He / She / It / We / You / They will fly.	I / You / He / She / It / We / You / They won't fly.	
Questions	Short answers	
	Affirmative	Negative
Will I / you / he / she / it / we / you / they fly?	Yes, I / you / he / she / it / we / you / they will.	No, I / you / he / she / it / we / you / they won't.

*Will* is always followed by the infinitive without *to*.

*They'll visit all the famous places in Rome.*

*You'll enjoy this new travel book.*

The negative *will not* is usually contracted to *won't*.

*She won't get to the airport on time.*

*We won't set off early tomorrow.*

**Use**

*Will* is used to make a prediction or give an opinion about the future, especially after

*I (don't) think ... and I'm sure ...*

*I think the trip will be really interesting.*

*I'm sure you'll like the hotel.*

The future form *be going to* can also be used to make predictions, but only when the prediction is based on some evidence.

*Adam is standing next to the pool. He's going to jump in.*

*The sky is very dark. It's going to snow soon.*

**Present simple and continuous for future**

The choice of which tense to use for the future depends on the event being described and on the way the speaker sees the event.

The present simple is used to talk about timetables or schedules in the future.

*The plane from London arrives at eight o'clock.*

*The film starts at seven o'clock.*

The present continuous is used to talk about events that have been arranged for the future, usually at a specific time or on a particular day.

*I'm playing tennis with Jodie on Sunday.*

*'What are you doing tonight?' 'We're meeting Sam and Josh.'*

**will for spontaneous decisions**

*Will* is used to express a spontaneous decision, when people decide to do something at the moment of speaking. It is also used to express offers of help and promises.

*'It's very hot in here.' 'Don't worry. We'll open all the windows.'*

*'I'm very thirsty.' 'I'll get you some water.'*

**be going to**

1 Write sentences and questions using *be going to*.

we / get off / the plane / now  
We're going to get off the plane now.

- 1 Mark / not come / on the day trip  
\_\_\_\_\_
- 2 my dad / book / a holiday to Miami  
\_\_\_\_\_
- 3 I / not get on / that busy bus  
\_\_\_\_\_
- 4 they / not visit / the museum / today  
\_\_\_\_\_
- 5 you / stay / in a luxury hotel / in Geneva / ?  
\_\_\_\_\_
- 6 when / you / board / the plane / ?  
\_\_\_\_\_
- 7 Alfie / meet / us / at the station / ?  
\_\_\_\_\_
- 8 we / go / by train or by bus / ?  
\_\_\_\_\_

**will and be going to**

2 Complete the sentences with *will* or *be going to* and the correct form of the verbs in the box.

not arrive go win buy make play live  
 not-like start

Don't buy that T-shirt for your sister. She definitely won't like it.

- 1 'Why is John carrying sports equipment?'  
 'He \_\_\_\_\_ tennis with Richard.'
- 2 I've decided to learn Arabic. I \_\_\_\_\_ lessons next week.
- 3 In the future, I think most people \_\_\_\_\_ in smaller flats and houses.
- 4 I'm very excited. We \_\_\_\_\_ a new laptop today.
- 5 Cara is often late for school. I'm sure she \_\_\_\_\_ on time today.
- 6 It's 10-0 to my favourite football team. They \_\_\_\_\_ the match today!
- 7 In the next century, everybody \_\_\_\_\_ on holiday in space.
- 8 'Why are you cutting up those onions?'  
 'I \_\_\_\_\_ a pizza for dinner.'

**Present simple and continuous for future**

3 Complete the dialogue with the present simple or continuous form of the verbs in brackets.

- Nick** Hi, Kate. Are you coming (you / come) to London with us tomorrow?
- Kate** Yes, I am. What time <sup>1</sup>\_\_\_\_\_ (we / see) everybody at the station?
- Nick** Well, the London train <sup>2</sup>\_\_\_\_\_ (leave) at 10.00. It <sup>3</sup>\_\_\_\_\_ (go) from Platform 5. So we <sup>4</sup>\_\_\_\_\_ (meet) at 9.45 in front of the station.
- Kate** Great. I <sup>5</sup>\_\_\_\_\_ (get) the bus to the station with Sian. It <sup>6</sup>\_\_\_\_\_ (arrive) at about 9.30 and it <sup>7</sup>\_\_\_\_\_ (stop) next to the station.
- Nick** Excellent. I <sup>8</sup>\_\_\_\_\_ (walk) to the station with my brother. See you there!

**will for spontaneous decisions**

4 Complete the sentences with *will* or *won't* and the verbs in brackets.

It's really warm and sunny today. I won't put on my coat and jumper. (put on)

- 1 We haven't got any bread. We \_\_\_\_\_ at the shop on the way home. (stop off)
- 2 We don't want to be there too early. We \_\_\_\_\_ from the house until two o'clock. (set off)
- 3 'The roads are very icy. It isn't safe to drive.' 'Don't worry. I \_\_\_\_\_ to school today.' (walk)
- 4 I had an argument with my friend and I feel bad about it now. I \_\_\_\_\_ her and make up with her. (phone)
- 5 The plane doesn't leave until five o'clock so we \_\_\_\_\_ yet. (check in)
- 6 There's a lot of snow outside. I \_\_\_\_\_ a snowman! (make)
- 7 'Come on, Kevin. It's ten o'clock already.' 'Yes, Mum. I \_\_\_\_\_ in a minute.' (get up)
- 8 I don't feel very well. I \_\_\_\_\_ sightseeing today.' (go)
- 9 'This music is really loud.' 'Sorry, I \_\_\_\_\_.' (turn down)
- 10 'Would you like some chocolate cake or ice cream?' 'Thanks, but I'm not hungry. I \_\_\_\_\_ dessert.' (have)

## Comparing adjectives and adverbs

Adjectives modify nouns. Adverbs modify verbs.

*Adam is a careful driver. Adam drives carefully.*

Regular adverbs are formed by adding *-ly*.

*polite* → *politely*    *confident* → *confidently*

If the adjective ends in *-y*, remove *-y* and add *-ily*.

*happy* → *happily*    *lucky* → *luckily*

If the adjectives ends in *-ic*, we add *-ally*.

*pessimistic* → *pessimistically*

Some adverbs are irregular: *fast* → *fast*,

*hard* → *hard*, *late* → *late*, *good* → *well*

## Formation of the comparative and superlative forms of adjectives and adverbs

- 1 Adjectives and adverbs with one syllable: add *-er* for the comparative and *the + -est* for the superlative.

*weak* → *weaker* → *the weakest*

*fast* → *faster* → *the fastest*

- 2 Adjectives and adverbs ending in *-e*: add *-r* for the comparative and *the + -st* for the superlative.

*rare* → *rarer* → *the rarest*

*late* → *later* → *the latest*

- 3 Adjectives ending in a vowel followed by a consonant: double the final consonant and add *-er* or *the + -est*.

*big* → *bigger* → *the biggest*

- 4 Two-syllable adjectives and adverbs ending in *-y*: remove *-y* and add *-ier* for the comparative and *the + -iest* for the superlative.

*healthy* → *healthier* → *the healthiest*

*early* → *earlier* → *the earliest*

- 5 Adjectives and adverbs of two or more syllables: add *more* for the comparative and *the most* for the superlative.

*dangerous* → *more dangerous* → *the most dangerous*

*carefully* → *more carefully* → *the most carefully*

- 6 Some adjectives are irregular: *good* → *better* → *the best*, *bad* → *worse* → *the worst*, *little* → *less* → *the least*

### Use

The comparative is used to compare two people, places or things.

*New York is bigger than Hamburg.*

*Jodie speaks more politely than Georgia.*

The superlative is used to compare one person, place, or thing with a whole group.

*You are the kindest person I have ever met.*

*Karl ran the most quickly out of all the students.*

## Third conditional

The clause which introduces the situation in the third conditional is formed with *if* + subject + past perfect.

The clause which introduces the result is formed with subject + *would have / wouldn't have* + past participle.

*If Mark had left earlier, he would have caught the train.*

*Gail wouldn't have been late if she hadn't overslept.*

### Use

The third conditional is used to talk about an unreal or hypothetical situation in the past.

*If I had known it was your birthday, I would have bought you a present.* = I didn't know it was your birthday so I didn't buy you a present.

## Defining relative clauses

A defining relative clause comes after a noun and gives important information about the noun. The sentence does not make sense or is not complete without the clause. The clause is introduced by a relative pronoun. Note the pronoun *that* can be used instead of *who* or *which*.

*I like people who / that have a good sense of humour.*

*This is the shop where I bought a new book.*

## Non-defining relative clauses

A non-defining relative clause comes after a noun and gives extra information about the noun. The non-defining relative clause is separated from the rest of the sentence by commas. In spoken language this is indicated by pauses. The sentence can still make sense without the clause.

*Anna, who lives next door, is terrified of heights.*

*My friend told me her address, which I wrote in my diary.*

In non-defining relative clauses it is not possible to use *that* instead of *who* or *which*.

	Relative pronouns	
	Defining	Non-defining
people	who / that	who
objects or ideas	which / that	which
places	where	where
possession	whose	whose

Remember not to confuse *whose* and *who's*.

*That's the man whose car I borrowed last week.*

*That's the man who's my neighbour.*

**Comparing adjectives and adverbs**

- 1 Write the adverb form of the adjectives.**
- |               |                  |              |       |
|---------------|------------------|--------------|-------|
| anxious       | <u>anxiously</u> | 6 honest     | _____ |
| 1 serious     | _____            | 7 moody      | _____ |
| 2 happy       | _____            | 8 useful     | _____ |
| 3 pessimistic | _____            | 9 optimistic | _____ |
| 4 sudden      | _____            | 10 busy      | _____ |
| 5 colourful   | _____            | 11 rude      | _____ |

**2 Write sentences using the comparative or superlative form of the words in brackets.**

My cousin Julia is more generous than my sister. (generous)

- Hollywood is the home of \_\_\_\_\_ film studios in the world. (famous)
- You arrived \_\_\_\_\_ than your parents. Why were they late? (soon)
- Jake speaks \_\_\_\_\_ than me. I'm very loud! (quietly)
- Heathrow is \_\_\_\_\_ airport in the world. (busy)
- That meal was extremely cheap. It's \_\_\_\_\_ meal I've ever had! (expensive)

**Third conditional**

**3 Rewrite the sentences using the third conditional.**

I didn't look at the calendar so I didn't know it was your birthday.

If I had looked at the calendar, I would have known it was your birthday.

- I met my girlfriend when I went to the disco. I wouldn't \_\_\_\_\_.
- I listened carefully so I understood the Maths lesson. If I hadn't \_\_\_\_\_.
- We were thirsty because we hadn't bought a drink. We wouldn't \_\_\_\_\_.
- You didn't concentrate so you didn't pass the exam. If you had \_\_\_\_\_.
- You ran fast so you hurt your leg. If you hadn't \_\_\_\_\_.

**Defining relative clauses**

**4 Complete the definitions with *who*, *which* or *where* and a suitable word.**

A bakery is a shop where you buy bread.

- An architect is a person \_\_\_\_\_ designs \_\_\_\_\_.
- A necklace is a piece of jewellery \_\_\_\_\_ you wear around your \_\_\_\_\_.
- A gym is a place \_\_\_\_\_ you do \_\_\_\_\_.
- A coat is something \_\_\_\_\_ keeps you \_\_\_\_\_.
- A mechanic is someone \_\_\_\_\_ fixes \_\_\_\_\_.

**5 Complete the sentences with *who*, *who's* or *whose*.**

Are you the person who I spoke to on the phone?

- What's the name of that boy \_\_\_\_\_ looks like a film star?
- 'Where's the man \_\_\_\_\_ dog attacked me?' 'That's him over there.'
- Is that the new girl \_\_\_\_\_ in our class?
- Do you know anybody \_\_\_\_\_ good at maths?
- Did you meet the woman \_\_\_\_\_ daughter was in the Olympics last year?

**Non-defining relative clauses**

**6 Match the sentences. Then write new sentences using non-defining relative clauses and *who*, *which*, or *whose*.**

- |  |                                   |
|--|-----------------------------------|
| 1 My uncle goes running every day.     | A It sells American clothes.      |
| 2 Those children are good at painting. | B It lasted two weeks.            |
| 3 A new shop has just opened in town.  | C He's 82 years old.              |
| 4 Our holiday has now finished.        | D Their father is an art teacher. |
| 5 My sister has got a new job.         | E She lives in Paris.             |

- My uncle, who is 82 years old, goes running every day.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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