

Crystal Clear



Student's
Book

3

Енглески језик за седми разред основне школе
Уџбеник за седму годину учења

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NEW AGE
PUBLISHING

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<ul style="list-style-type: none"> A personal profile Joining ideas 	<ul style="list-style-type: none"> Celebrity hobbies 	<ul style="list-style-type: none"> Making suggestions / An evening at home 	Reading: Famous sporting events Pronunciation: /ɒ/ /ɔ:/ /əʊ/	CAE CLC DC L2L SCC SIE	<ul style="list-style-type: none"> A personal profile Gerunds
<ul style="list-style-type: none"> A thank you letter Thank you letters 	<ul style="list-style-type: none"> A miracle – thanks to technology 	<ul style="list-style-type: none"> Making requests and offers (1) / Shopping for electronic gadgets 	Reading: Famous inventions and inventors Pronunciation: Word stress	CAE CLC CMST DC L2L SCC SIE	<ul style="list-style-type: none"> A magazine article <i>used to</i>
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Digital competence **A digital wall**



<ul style="list-style-type: none"> A travel guide entry Qualifiers 	<ul style="list-style-type: none"> A trip to New York 	<ul style="list-style-type: none"> Describing your weekend / A day out 	Reading: Famous places Pronunciation: /ɑ:/ /eɪ/ /u:/	CAE CLC DC L2L SCC SIE	<ul style="list-style-type: none"> A social media post Exclamatory sentences
<ul style="list-style-type: none"> A magazine article Connectors of purpose: <i>to + infinitive</i> 	<ul style="list-style-type: none"> Selena Gomez, Goodwill Ambassador 	<ul style="list-style-type: none"> Making requests and offers (2) / A fundraising event 	Reading: Famous heroes and heroines Pronunciation: Contractions	CAE CLC DC L2L SCC SIE	<ul style="list-style-type: none"> A blog Present perfect simple with <i>just</i>, <i>yet</i> and <i>already</i>
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Digital competence **Blog posts**



<ul style="list-style-type: none"> A film review Giving opinions 	<ul style="list-style-type: none"> Teenage film-makers 	<ul style="list-style-type: none"> Asking for and giving opinions / Talking about a film 	Reading: Famous films and film-makers Pronunciation: Sentence stress and weak forms	CAE CLC CMST DC L2L SCC SIE	<ul style="list-style-type: none"> An advert Future continuous
<ul style="list-style-type: none"> A formal letter Linkers of addition and contrast 	<ul style="list-style-type: none"> Relationship advice 	<ul style="list-style-type: none"> Describing people / A party 	Reading: Famous friendships Pronunciation: /aɪ/ /ɪ/ /ʊ/ /ɔɪ/	CAE CLC DC L2L SCC SIE	<ul style="list-style-type: none"> A forum Modals of possibility, probability and permission
<ul style="list-style-type: none"> A description of a musical hero Time expressions 	<ul style="list-style-type: none"> A new trend in the music world 	<ul style="list-style-type: none"> Agreeing and disagreeing / A concert 	Reading: Famous music venues Pronunciation: Sentence stress and /ə/	CAE CLC DC L2L SCC SIE	<ul style="list-style-type: none"> A factual text The passive with reporting verbs

Digital competence **Presentations**



CAE Cultural awareness and expression • CLC Competence in linguistic communication •
CMST Competence in mathematics, science and technology • DC Digital competence •
L2L Learning to learn • SCC Social and civic competences • SIE Sense of initiative and entrepreneurship

- A chat
- Reported speech

→ Go to the Student Resource Centre



Starter unit

Vocabulary

Revision

- 1  Listen and repeat the words. Match some of them with pictures 1–5.

aquarium • art gallery • campsite • castle • cathedral • fishing port • market • monument • safari park • statue • town square • water park



- 2 Choose the odd one out.

- 1 leave home get a job miss a turn get married
- 2 chat show electrician surgeon lifeguard
- 3 keyboard temperature mouse webcam
- 4 cruel build loyal brave
- 5 tired screen pleased bored

- 3 Add one more word to each group in exercise 2.



Classroom language

- 4 Match questions 1–5 with answers a–e in your notebook.

- | | |
|---|--|
| 1 How do you say <i>respuesta</i> in English? | a) /weɪlz/ |
| 2 What does <i>stamp</i> mean? | b) Yes, of course. |
| 3 How do you spell it? | c) Answer. |
| 4 Can you lend me a pencil, please? | d) T-H-E-R-E. |
| 5 How do you pronounce <i>Wales</i> ? | e) You put a stamp on a letter before you post it. |

Grammar

Present tenses

1 Correct the sentences. Write them in your notebook.

- 1 Dan and Megan is friends.
- 2 Rita's favourite sport are swimming.
- 3 Megan live with her parents in Reading.
- 4 Rita don't like tennis.
- 5 Dan and Rita don't going to the same school.
- 6 Do Dan like playing football?
- 7 Has got Megan any brothers and sisters?
- 8 Beth are Dan's best friend.

Expressions of quantity

2 Copy the table in your notebook and classify the words.

apple • bread • chocolate • fruit • grape • juice • milk • money • tomato • water

Countable	Uncountable

3 Add five more words to each group in exercise 2.

4 Look at the picture. Copy and complete the sentences in your notebook with *is* / *isn't* or *are* / *aren't*.

There *is* some fruit.

- 1 There ... any apples.
- 2 There ... any milk.
- 3 There ... some bread.
- 4 There ... any chocolate.
- 5 There ... some grapes.



Questions and answers

5 Write the correct words in your notebook.

- 1 How / What is your name?
- 2 How / What old are you?
- 3 Where / When do you live?
- 4 What / Why do you like skateboarding?
- 5 Why / Who is your best friend?

6 Order the words to make questions.

- 1 you / Can / swim / ?
- 2 your best friend / like / Does / chocolate / ?
- 3 Have / got / you / any pets / ?
- 4 there / Is / a computer / in your bedroom / ?
- 5 there / any good shops / where you live / Are / ?
- 6 you / go / going / shopping / at the weekend / Are / to / ?
- 7 studying / English / we / Are / at the moment / ?
- 8 go to school / yesterday / Did / you / ?

7 In pairs, ask and answer the questions in exercises 5 and 6.

Can you swim?

Yes, I can.

Grammar

Present continuous for future arrangements

8 It's Monday. Look at Amy's calendar and complete the sentences with the correct form of the verbs in brackets.

- 1 On Tuesday evening she ... (do) her homework.
- 2 On Wednesday she ... (play) football.
- 3 On Friday evening she ... (watch) DVDs at Sara's house.
- 4 On Saturday she ... (go) to the beach.
- 5 On Sunday Amy ... (visit) her grandparents.



Listening

1  1.02 Listen to Mia, Max and Ruby introducing themselves. Match pictures 1–3 with the people.




2 Listen again and copy and complete the profiles.


	Age	Lives	Likes	Doesn't like
Mia	15	London	<input type="checkbox"/>	<input type="checkbox"/>
Max	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking

Introductions / Talking about school

- 1  Listen to the dialogue. What are Sophia's favourite school subjects?

Model Dialogue

 <p>Sophia</p> <p>Hi, I'm Sophia.</p> <p>Are you lost?</p> <p>Yes, of course. Come with me. So, what do you think of the school?</p> <p>Yes, I do. It's great but we get a lot of homework.</p> <p>English and maths. And yours?</p> <p>Can you play the guitar?</p> <p>Really? I can sing!</p> <p>Yes, fantastic!</p>	<p>Leo</p> <p>Hi, I'm Leo.</p> <p>Yes, I am. This is my first day. Can you tell me where the music room is?</p> <p>It looks OK, but it's a bit big. Do you like it?</p> <p>What are your favourite subjects?</p> <p>English, history and music.</p> <p>Yes, I play in a band. We're looking for a singer at the moment.</p> <p>Seriously? Would you like to do an audition?</p>
--	--

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about school

Use the ideas below or your own ideas.

Places in school	Subjects	Instruments
basketball court school cafeteria science lab	art geography history ICT literature music PE science	drums / drummer keyboards / keyboardist trumpet / trumpet player violin / violin player

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Are you lost?

Yes, I am. This is my first day. Can you tell me where the science lab is?

Useful Language

Talking about school

Are you lost?

Can you tell me where the music room is?

What do you think of the school?

What are your favourite subjects?

Can you play the guitar?

Would you like to do an audition?

1

My interests

Objectives

Vocabulary	Free-time activities; character adjectives
Grammar	Present simple; adverbs of frequency; present continuous; time expressions; gerunds
Speaking	Making suggestions
Writing	A personal profile

Vocabulary

Free-time activities

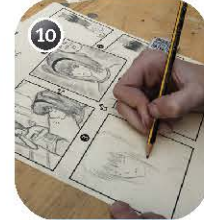
1



1.04

Listen and repeat the words. Match them with pictures 1–14.

chat online • do voluntary work • draw cartoons • go dancing • go out for a meal •
go to the cinema • go to the gym • go to a youth centre • learn a language • make models •
play computer games • play an instrument • play tennis • relax



2

Copy and complete the sentences with free-time activities from exercise 1.

- I ... I go to Spanish classes twice a week.
- I like making things with my hands. I ... of planes.
- I do a lot of sport and exercise. I often ... or ...
- I ... once a week. I visit people in hospital.
- I sometimes ... with my friends. We love pizza!
- I love using technology. I often ... or ...

3



1.05

Listen to Emma and Danny. What is Emma's favourite free-time activity?

4



In pairs, ask and answer questions about your free-time activities.

What are your favourite free-time activities?

I like playing tennis, chatting online and going dancing.



A magazine article

My Favourite Space

Every teen has a favourite space – a place to play an instrument, chat online or simply relax. But do all teenagers have the same favourite space? Let's find out more from two young bloggers who are asking the question, 'What's your favourite space?'

Jamie and Ellie Nelson are a brother and sister from Liverpool. They are the co-founders of a video blog called *My Favourite Space*. In the blog, Jamie and Ellie talk about their hobbies and their favourite spaces. They also **interview** their friends on video for the blog.

Jamie and Ellie usually film the videos in their local area, but every summer they interview their cousins in Spain when they go there on holiday. They work together as a team. Jamie interviews their friends and Ellie films and edits the videos. They **post** a new blog entry every week.



We asked Jamie some questions. Let's see what he says.

'Ellie and I have different hobbies and different favourite spaces. Ellie draws cartoons and makes models in her free time. At the moment, she's drawing a cartoon of me! It's very funny. Her favourite space is the living room because she edits her films there, but my favourite space is the park. I enjoy playing football there. When I'm not interviewing friends for the blog or playing football, I often play computer games in my bedroom.'

Security is very important. They never give the addresses or surnames of the teenagers in the videos. People under 18 also need permission from their parents to participate.



Are you using your computer now? Check out My Favourite Space!



Crystal Clear Facts

A video blog is also known as a vlog. Someone who posts a vlog is often called a vlogger.

1 Look at the title of the text. What do you think the text is about?

2  Read and listen. Check your answer to exercise 1.

3 Write true or false in your notebook. Copy the text that shows your answers.

- 1 Jamie and Ellie don't talk about their free-time activities in My Favourite Space.
- 2 The website only has videos of teenagers in Liverpool.
- 3 Jamie and Ellie do similar things in their free time.
- 4 The website protects its users' identities.

4 Answer the questions in your notebook.

- 1 What does Jamie do for the blog?
- 2 How often do they post a new blog entry?
- 3 What does Ellie do in her free time?
- 4 What's Jamie's favourite space?

Grammar

Present simple

Affirmative	She plays
Negative	We don't play
Questions	Do you play ...?

Language Reference p16

- Look at the table. Find examples of the present simple in the text on page 9.
- Write the correct words in your notebook to complete the rule.
We use the present simple for actions happening now / habits and routines.

Adverbs of frequency

100%	I'm always energetic at the weekend.
	He usually plays computer games in the evening.
	We often go to a youth centre at the weekend.
	She sometimes draws cartoons.
	You hardly ever chat online during the week.
0%	They are never dishonest.

- Complete the sentences with adverbs of frequency and the correct form of the verbs in brackets.

I *often do* sports. (do / often)

- She ... her friends at the weekend. (meet / usually)
- They ... bored. (be / sometimes)
- We ... to the cinema. (go / hardly ever)
- He ... dancing. (go / never)
- You ... a car to work. (drive / always)
- I ... voluntary work. (do / often)

Crystal Clear Rules

Adverbs of frequency go before the main verb but after the verb *be*.

Present continuous

Affirmative	She's drawing
Negative	We aren't drawing
Questions	Are you drawing ...?

Language Reference p16

- Look at the examples in the table and write the correct words in your notebook to complete the rule.

We use the present continuous for actions happening now / habits and routines.

- Complete the sentences with the correct form of the verbs in brackets.

- I ... (chat) online to my best friend at the moment.
- Ben ... (play) computer games right now.
- They ... (go) to the cinema now.
- I ... (play) tennis now. I ... (lose) the game!
- Eva ... (draw) cartoons by hand at the moment. She's really good!
- My parents ... (relax) on the sofa. They're really tired!

Time expressions

- Copy and complete the table with the time expressions in the box.

always at the moment every day now
often this week twice a week usually

Present simple	Present continuous
<i>every day</i>	

- Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

- I ... (play) computer games every day.
- She usually ... (do) voluntary work once a week.
- At the moment, we ... (draw) cartoons.
- I ... (chat) online now.
- They often ... (go) to the cinema at the weekend.

- 8 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

Simon *isn't talking* (not talk) about his free-time activities now.

- At the moment, Karen ... (learn) French. She ... (not study) Spanish.
- He ... (not usually play) an instrument, but he often ... (go) to the gym.
- They ... (not do) anything at the moment. They ... (relax).
- I ... (not meet) my friends every day. I usually ... (see) them at the weekend.
- We ... (not study) today. We ... (play) tennis.

- 9 Write complete questions in your notebook. Use the present simple or the present continuous.

- What / you / usually / do / at the weekend?
- How / often / you / watch films?
- What / you / do / now?
- Where / you / usually / meet your friends?
- you / listen to music / now?

- 10 In pairs, ask and answer the questions in exercise 9.

Gerunds

After preference verbs

He **likes** reading.

She **hates** dancing.

Do you **enjoy** making videos?

After prepositions

I'm (not) **keen on** drawing cartoons.

They're (not) **interested in** going to the gym.

Is he **good / bad at** playing the piano.

- 11 Write complete sentences using gerunds in your notebook.

Peter / like / play tennis.

Peter likes playing tennis.

- Kate / be / good at / draw cartoons.
- They / enjoy / meet their friends.
- He / hate / travel.
- You / be / not interested in / go to the cinema.
- I / be / keen on / play computer games.

- 12 Write complete questions using gerunds in your notebook. Then answer them so they are true for you.

- you / enjoy / listen to music?
- you / like / do sports / at the weekend?
- What / you / love / do on Saturdays?
- you / be / keen on / do voluntary work?
- you / be / interested in / make models?

- 13 Write the correct words in your notebook.

I'm English, but I ⁽¹⁾ **don't live / doesn't live** in England, I live in France. I ⁽²⁾ **go / 'm going** to secondary school in my town. At the moment, I ⁽³⁾ **study / 'm studying** for exams. What ⁽⁴⁾ **do I usually / do usually** I do in my free time? Well, I ⁽⁵⁾ **go / 'm going** swimming once a week. I love ⁽⁶⁾ **meet / meeting** my friends at the weekend. I really enjoy ⁽⁷⁾ **draw / drawing** cartoons and I'm good ⁽⁸⁾ **in / at** making models.

- 14 Listen and check your answers.



Vocabulary

Character adjectives

- 1  1.08 Listen and repeat the words. How do you say them in your language?

adventurous • cautious • confident • dishonest • energetic • friendly • funny • generous • honest • lazy • quiet • selfish • serious • shy • talkative • unsociable

- 2 Match pictures 1–8 with character adjectives from exercise 1.



- 3 Complete the text with words from exercise 1.

My brother Alex has got lots of energy – he's very *energetic*. He's ⁽¹⁾... and he loves exploring places like the Amazon. He's got lots of friends because he's very ⁽²⁾... He often gives them presents because he's very ⁽³⁾... He always thinks about others because he isn't ⁽⁴⁾... Sometimes he doesn't stop talking. He's very ⁽⁵⁾... He isn't shy like me. He's very ⁽⁶⁾..., and he can make people laugh because he's ⁽⁷⁾...

- 4  Which of the adjectives in exercise 1 describe you?

I'm adventurous, but I'm not very funny.

Listening

- 5  1.09 Copy the hobbies in the box. Listen to the report and number the hobbies in the order you hear them.

collect *Star Wars* figures do magic play bingo play the piano sing karaoke

- 6 Listen again and complete the sentences with the celebrities in your notebook.

- | | |
|--|---|
| 1 ... sometimes uses his hobby in his films. | 4 ... has a collection of toy action figures. |
| 2 ... thinks his hobby is exciting. | 5 ... does his hobby for his friends. |
| 3 ... does her hobby to relax. | |



Speaking

Making suggestions / An evening at home

1



Listen to the dialogue. What do Holly and Emma decide to eat?

Model Dialogue



Holly

Do you fancy playing computer games?

OK. What do you want to watch? I've got *The Hunger Games*, *Breakout* and *The Hobbit*.

Let's get some food too.

No, let's have a pizza instead.

Let's invite Rachel too.

Emma



No, that's boring. Let's watch a film instead.

Oh, *The Hunger Games*, definitely.

OK. Good idea. Do you feel like having a curry?

OK.

Yeah, cool. I'll phone her now.

2

Listen again and repeat the dialogue.

Speaking Task

1 Talk about an evening at home

Choose an activity and some food. Use the ideas below or your own ideas.

Food	Activities
ice cream / pizza / popcorn / sandwich	play computer games watch a film watch football / tennis / basketball

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Do you fancy watching football?

No, that's boring. Let's watch a film instead.

Useful Language

Making suggestions

Do you fancy playing computer games?

No, that's boring.

Let's get some food too.

OK. Good idea.

Do you feel like having a curry?

No, let's have a pizza instead.

Writing

A personal profile

1  Read the Model Text and listen. Answer the questions in your notebook.

- 1 Where does Will live?
- 2 Why is Will studying a lot this year?
- 3 What activities does Will do during the week?
- 4 What activities does he do at the weekend?

Model Text

This is me!

My name's Will Davis. I'm 16 and I live in Manchester with my parents and my sister. I'm friendly, energetic and talkative!

I don't often go out during the week because I'm usually busy with homework. This year, I've got my GCSE exams, so I'm studying a lot. I'm learning the guitar and I have lessons on Mondays. Once a week, I do voluntary work at a centre for old people. It's hard work, although I enjoy talking to them.

At the weekend, I usually meet my friends. We love listening to music or playing computer games and we often go to parties. I'm never bored!



2 Look at the All Clear Tips and translate the words in bold. Find examples in the Model Text.

Crystal Clear Tips

Joining ideas

I'm having guitar lessons **because** I want to be a guitarist.
I want to be a guitarist, **so** I'm having guitar lessons.
I want to be a guitarist, **although** I'm not very musical.

3 Rewrite the sentences with **so**, **because** or **although** in your notebook.

We usually go for pizza **because** it's cheap.

- 1 I'm very sociable, ... I love going out and meeting new people.
- 2 I'm learning the piano, ... I'm not very good yet!
- 3 I'm practising the piano a lot ... I've got a concert next week.
- 4 I do a lot of sport ... I'm very energetic.
- 5 I like sports, ... I don't often play them.

Writing Task

1 Plan

Make notes about yourself and include:

Personal details: *your name, age, family, town / city, character*

Activities during the week: *school work, after-school activities*

Weekend activities: *hobbies and free-time activities*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Personal details

Paragraph 2: Activities during the week

Paragraph 3: Weekend activities

3 Check

- ☒ present simple, present continuous, adverbs of frequency, time expressions, gerunds
- ☒ free-time activities, character adjectives
- ☒ joining ideas: *because, so and although*

FAMOUS

SPORTING EVENTS

WIMBLEDON

Wimbledon tennis championship takes place every year in London in the last week of June and the first week of July. All of the world's top tennis players compete.

Spectators

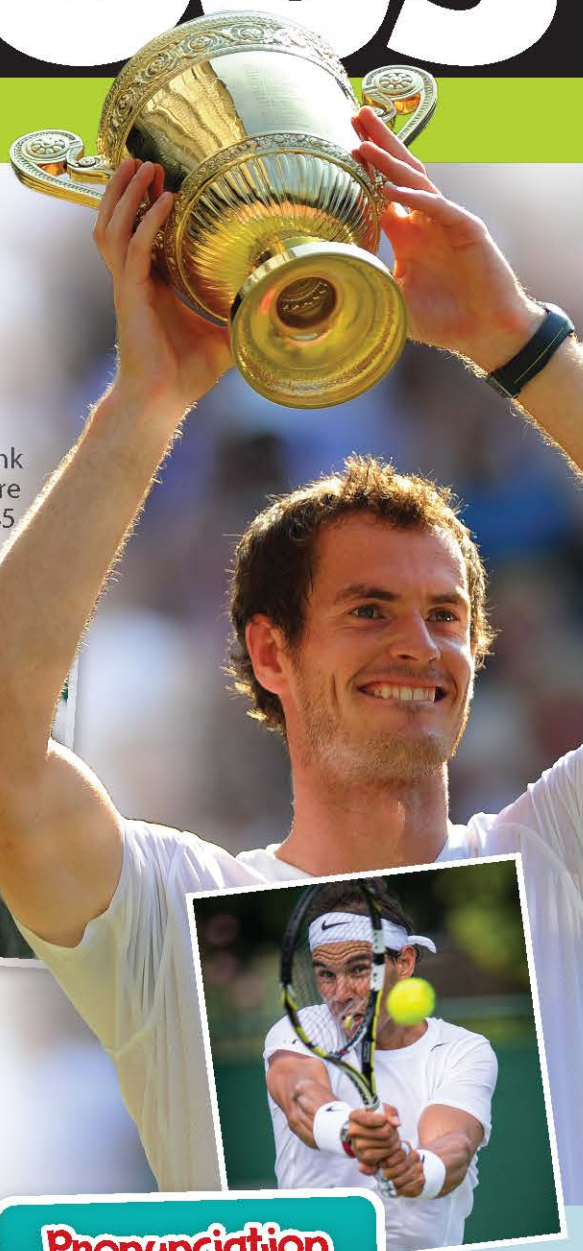
Half a million spectators watch the matches live. The spectators eat 112,000 boxes of strawberries and drink 17,000 bottles of champagne. Around the world, more than 500 million people watch the competition in 185 different countries.

Ball boys and ball girls

On court with the players are ball boys and ball girls. There are 250 in total and they all come from local schools. They start training in February and have to pass an exam and be fit. They are usually 15 years old.

History and famous players

Wimbledon started in 1877 and it's the oldest tennis championship in the world. Famous champions include Serena and Venus Williams (America), Rafael Nadal (Spain) and Roger Federer (Switzerland). In 2013, Andy Murray was the first British man to win Wimbledon for 77 years!



Pronunciation

/ɒ/ /ɔ:/ /əʊ/



1.12

Read and listen. Then answer the questions in your notebook.

- 1 What is Wimbledon? When and where is it?
- 2 What fact do you find most surprising about Wimbledon?
- 3 Are there any famous sporting events in your country? What do you know about them?

a



1.13

Listen and repeat.

/ɒ/ boxes, bottles, watch

/ɔ:/ ball, sport, draw

/əʊ/ local, total, oldest

b



1.14

Listen and repeat the sentences.

Unit 1 Language Reference

Vocabulary Free-time activities

chat online • do voluntary work • draw cartoons • go dancing • go out for a meal • go to the cinema • go to the gym • go to a youth centre • learn a language • make models • play computer games • play an instrument • play tennis • relax

Character adjectives

adventurous • cautious • confident • dishonest • energetic • friendly • funny • generous • honest • lazy • quiet • selfish • serious • shy • talkative • unsociable

Grammar Present simple

Affirmative	Negative	Questions	Short answers
I / You make models.	I / You do not make models.	Do I / you make models?	Yes, I / you do .
He / She / It makes models.	He / She / It does not make models.	Does he / she / it make models?	No, he / she / it does not .
We / You / They make models.	We / You / They do not make models.	Do we / you / they make models?	Yes, we / you / they do .

Adverbs of frequency

never hardly ever sometimes often usually always
0%  100%

Time expressions

now	every day
at the moment	twice a week
at the weekend	this week

Present continuous

Affirmative	Negative	Questions	Short answers
I am watching TV.	I am not watching TV.	Am I watching TV?	Yes, I am .
You are watching TV.	You are not watching TV.	Are you watching TV?	No, you are not .
He / She / It is watching TV.	He / She / It is not watching TV.	Is he / she / it watching TV?	Yes, he / she / it is .
We / You / They are watching TV.	We / You / They are not watching TV.	Are we / you / they watching TV?	No, we / you / they are not .

Gerunds

After preference verbs	After prepositions
He likes playing tennis.	I'm (not) keen on drawing cartoons.
She hates going to the gym.	They're (not) interested in reading books.
	He's good / bad at playing the piano.

Speaking Making suggestions

Do you fancy playing computer games?

No, that's boring.

Let's get some food too.

OK. Good idea.

Do you feel like having a curry?

No, let's have a pizza instead.

Unit 1 Progress Check

Vocabulary Free-time activities

1 In your notebook, match 1–5 with a–e to make activities.

- | | |
|---------|-------------------|
| 1 learn | a) models |
| 2 do | b) online |
| 3 chat | c) cartoons |
| 4 draw | d) voluntary work |
| 5 make | e) a language |



Character adjectives

2 Complete the sentences with the words in the box.

cautious funny generous
lazy talkative

- 1 Paul's ... – he often gives money to charities.
- 2 Kevin is ... – he doesn't like trying new activities.
- 3 Kate always makes me laugh, she's very ...
- 4 They're always on the telephone, they're very ...
- 5 He never wants to help at home – he's very ...

Grammar Present simple and present continuous

3 Write complete sentences using the present simple or the present continuous.

- 1 Sally / use the computer / every day.
- 2 Jamie / chat online / at the moment.
- 3 I / not relax / now.
- 4 She / not play / the guitar / on Fridays.
- 5 We / study English / three times a week.

4 Complete the questions with the present simple or the present continuous form of the verbs in brackets.

- 1 How often ... you ... (go) shopping?
- 2 ... you ... (watch) TV at the moment?
- 3 What ... your friends ... (do) now?
- 4 ... you always ... (do) your homework in your bedroom?
- 5 ... your friend ... (play) basketball at the weekend?

Gerunds

5 Write complete sentences and questions using gerunds.

- 1 Simon / like / play computer games?
- 2 Oliver and Ella / enjoy / watch TV.
- 3 Maggie / be not keen on / play tennis.
- 4 Tim and Sue / hate / go shopping.
- 5 Pete / good at / draw cartoons?

Crystal Clear
Self-Check ✓

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- free-time activities?
- character adjectives?
- present simple and present continuous?
- gerunds?

Extra Practice

If you need extra practice, go to:

- Unit 1 Grammar Reference
- Unit 1 Vocabulary Reference
- Unit 1 Grammar Exercises
- Unit 1 Vocabulary Exercises



Extra Practice

Vocabulary	IT activities; jobs
Grammar	Past simple; past continuous
Speaking	Making requests and offers (1)
Writing	A thank you letter

Vocabulary

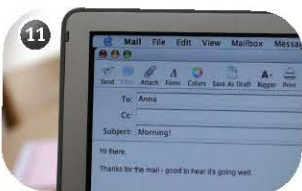
IT activities

1



Listen and repeat the words. Match them with pictures 1–14.

charge a mobile phone • download / upload a video clip • go online • make a phone call •
play a video game • plug in a memory stick • post a comment • print a document • read an e-book •
scan a document • send an email • store data • take a photo • write a blog



2

Write the correct words in your notebook.

- I need to **store** / **charge** my mobile phone because the battery's dead.
- He **stores** / **scans** data on a memory stick.
- Do you know how to **upload** / **download** a video onto the internet?
- This blog is really funny. I'm going to **post** / **download** a comment.
- I use the internet to help me with my homework. I **go online** / **store data** to search for information.

3



Listen to Sophie and Chen. How many hours does Chen watch TV every week?

4



In pairs, ask and answer questions about IT activities.

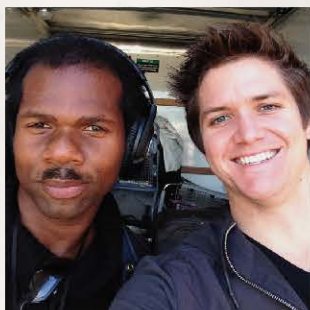
How many hours do you use a computer every day?

About two hours. What about you?

November 1st

News 24

THE POWER OF TECHNOLOGY



Patrick and Leo are both from New York. Patrick is a computer programmer. He started designing websites when he was just 12 years old. Leo doesn't have a job. He was working for an insurance company

when he lost his job. As a result, he also lost his apartment and became **homeless**.

Patrick was walking to work when he first saw Leo. After that, he walked past him every day for five months. Then one day he decided to help him. He offered Leo two options: \$100 in cash or free lessons in writing computer code. Leo chose the lessons.

Patrick taught Leo every day for two months. He bought him a second-hand laptop and three books on Java – the language of computers. Leo used computers at school but he didn't know much about them. At first, he couldn't send Patrick emails because he didn't have an email address.

However, he found programming interesting and learnt very quickly.

When they started the lessons, Patrick wrote a blog about the project. Many people posted positive comments, but there were also negative comments. They said that Leo needed food and a home, not computer lessons. But computer programming is a very useful **skill**. You need it to build apps, websites or video games, for example.

And only a few months after he started his lessons, Leo built and launched his own app to encourage people to share **car rides** and reduce pollution. It's called Trees for Cars. Why don't you download it?



Trees for Cars



1 Look at the pictures and answer the questions.

- 1 Who are the two people in the photo?
- 2 What are their jobs?

2 1.17 Read and listen. Check your answers to exercise 1.

3 Read the text again. Correct these sentences in your notebook.

- 1 Leo lost his job because he became homeless.
- 2 Patrick decided to help Leo the first day he saw him.
- 3 Patrick offered Leo money, a laptop and computer lessons.
- 4 Patrick bought Leo a new computer.
- 5 Leo found programming boring and he learnt slowly.

4 Answer the questions in your notebook.

- 1 Where did Leo work before he became homeless?
- 2 How often did Patrick agree to teach Leo?
- 3 Why did some people make negative comments?
- 4 What can you use computer code for?
- 5 How did Leo first use his new skill?

Crystal Clear Facts

Nick D'Aloisio is a teenager who builds apps. In 2013, when he was just 17, he sold his app, Summly, to Yahoo for more than 20 million euros!

Grammar

Past simple

was / were

Affirmative	She was
Negative	We weren't
Questions	Were you ...?

Language Reference p26

1 Complete the questions with *was* or *were*.

Were your friends online yesterday?

- What ... your favourite birthday present last year?
- Where ... you on Saturday afternoon?
- ... your friends at school yesterday?
- ... your mobile phone a gift from your parents?
- ... you tired last night?
- ... Jim at the concert last night?

2 Match answers a–f with questions 1–6 in exercise 1.

- No, they weren't. It was Sunday.
- No, it wasn't.
- Yes, I was.
- I was at the shopping centre.
- It was my mp3 player.
- Yes, he was.

Regular verbs

Affirmative	She played
Negative	We didn't play
Questions	Did you play ...?

Language Reference p26

i Crystal Clear Rules

Remember to check if verbs are regular or irregular in the past. There are no spelling rules for irregular verbs, so look at the Irregular verbs list on p110 if you aren't sure.

3 Copy and complete the table with the past simple form of the verbs in the box.

buy charge decide realize
see take think want

Regular	Irregular
want – wanted	take – took

4 Sam made a list of things to do yesterday. Look at the list and write sentences about what he did / didn't do in your notebook.

He didn't send three emails.

- ✗ send three emails
- ✓ upload some photos
- ✓ buy a memory stick
- ✗ play a new computer game
- ✓ upload a video to my blog
- ✗ post comments on my blog

5 Write six questions about last weekend in your notebook. Use the ideas in the box or your own ideas.

buy something go to the park / cinema
listen to music meet your friends
play football / basketball read watch TV

Did you watch TV last weekend?

6 In pairs, ask and answer your questions in exercise 5.

7 Complete the text with the past simple form of the verbs in brackets.

www.historyoftheweb.com

THE WORLD WIDE WEB

Twenty years ago, there ⁽¹⁾ ... (not be) a World Wide Web and there ⁽²⁾ ... (not be) any social networking sites. By 1994, there ⁽³⁾ ... (be) about a hundred big websites, but today there are millions! The web ⁽⁴⁾ ... (develop) when search engines such as Google ⁽⁵⁾ ... (become) available and more people ⁽⁶⁾ ... (get) high-speed broadband in their homes. Then, the development of wi-fi and the increase in the use of smartphones ⁽⁷⁾ ... (make) the internet accessible almost anywhere. Today, it's hard to imagine life without the web.

Past continuous

Affirmative	She was reading
Negative	We weren't reading
Questions	Were you reading ...?

Language Reference p26

Crystal Clear Rules

We use the past continuous to talk about an action in progress in the past.

- 8** Complete the sentences with the past continuous form of the verbs in brackets.

When Sara arrived home ...

- her brother Miguel ... (not write) an email, he ... (watch) TV.
- her parents ... (look) at a holiday website, they ... (not prepare) a meal.
- her sister Elisa ... (not listen) to music on her mp3 player, she ... (chat) online.
- her friend Nahuel ... (wait) for her, he ... (not use) the computer.
- the cats Jimmy and Johnny ... (sleep), they ... (not eating).

- 12** Write the correct words in your notebook.

Before mobile phones, there ⁽¹⁾was / were two-way radios in taxis, police cars and ambulances, but users ⁽²⁾can't / couldn't connect to the phone network. In 1910, Lars Ericsson ⁽³⁾installed / was installing a phone in his car. He ⁽⁴⁾stopped / was stopping at different places while he ⁽⁵⁾travelled / was travelling across the country. Then he ⁽⁶⁾connected / was connecting his phone to the national telephone network with long wires. The first real mobile phone system ⁽⁷⁾started / was starting in 1956, in Sweden. Today, people ⁽⁸⁾use / are using mobile phones every day.

13



Listen and check your answers.

- 9** Write complete questions in your notebook about what was happening when Sara arrived.

Miguel / write an email / when Sara arrived?

Was Miguel writing an email when Sara arrived?

- her parents / prepare a meal / when she arrived?
- Elisa / chat online / when Sara arrived?
- Elisa / listen to music / when she arrived?
- Nahuel / use the computer / when Sara arrived?
- Jimmy and Johnny / sleep / when she arrived?

10



In pairs, ask and answer the questions in exercise 9.

11

Complete the text with the past continuous form of the verbs in brackets.

A robber took Dave's laptop when he *was sleeping* (sleep). Two days later, when Dave ⁽¹⁾... (search) for a new laptop on the internet, he saw a laptop similar to his old one. Dave went to the seller's house to buy it. As he ⁽²⁾... (look) at the laptop, he realized it was his! When the seller ⁽³⁾... (not look), Dave sent a message to the police. When the police arrived, Dave ⁽⁴⁾... (talk) to the seller. The police found more of Dave's things when they ⁽⁵⁾... (search) the house.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Vocabulary

Jobs

- 1  1.19 Listen and repeat the words. How do you say them in your language?

actor • artist • builder • doctor • electrician • firefighter • journalist • lab technician • lawyer • police officer • politician • postal worker • researcher • scientist

- 2 Match pictures 1–14 with the jobs in exercise 1.



- 3 Complete the sentences with jobs from exercise 1.

- 1 A ... is someone who treats people who are ill.
- 2 A ... uses special equipment or machines in a laboratory.
- 3 A ... collects and delivers letters and parcels.
- 4 Picasso was an He painted many pictures.
- 5 A ... collects information and analyses it.
- 6 A ... studies law and advises people on legal matters.

- 4 What work-related verbs and nouns can you find in the jobs above?

builder → *build (verb)* *artist* → *art (noun)*

Listening

- 5  1.20 Listen to the news story. How did Martin Jones become blind?

- 6 Listen again and answer the questions in your notebook.

- 1 What was Martin's job?
- 2 How long was he blind for?
- 3 What part of Martin's body did doctors implant in his eye?
- 4 Who was the first person Martin saw?
- 5 Do scientists think they can use this technology for other blind people?



Speaking

Making requests and offers (1) / Shopping for electronic gadgets

- 1  Listen to the dialogue. Why doesn't Carla buy the second phone?

Model Dialogue



Shop assistant

Can I help you?

This one's on special offer. It's £75.

It's got an HD video camera, a music player and 4G mobile internet.

Sure. This is a really good one.

It's £200.

That's £75 then, please.

Carla



Yes, I'm looking for a new smartphone.

What features has it got?

Right. What about that one over there?
Can I see it?

How much is it?

Oh! That's too expensive for me. OK, I'll take the other one.

Here you are. Thanks. Bye.

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk to a shop assistant

Read the information and choose a gadget.

Gadgets 128			
			
smartphone a 3D screen, an HD camera, 4G mobile internet £450 offer £350	tablet a music player, front and back cameras, an HD video camera £120	smartwatch a music player control, bluetooth, a touch screen £95	camera wi-fi, digital zoom, face detection £75

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Can I help you?

Yes, I'm looking for a new smartphone.

Useful Language Making requests and offers (1)

Can I help you?

This one's on special offer.

How much is it?

Can I see that one over there?

Yes, I'm looking for a new smartphone.

What features has it got?

That's £75 then, please.

I'll take this / that / the other one.

Writing

A thank you letter

1  1.22 Read the Model Text and listen. Answer the questions in your notebook.

- 1 Why didn't Luciana write before?
- 2 What was her birthday present from her aunt and uncle?
- 3 What can Luciana do with her present?
- 4 How did she celebrate her birthday?



Model Text

Dear Aunty Laura and Uncle Harry,
 How are you? I hope you're well. I'm very busy at school, so that's why I didn't write before!
 Thanks very much for the smartwatch. It was exactly what I wanted! I use it all the time. I can read texts and emails, take photos and make phone calls. I really like it.
 I had a great birthday. When I arrived home from school, my friends were waiting with pizza and a birthday cake. I wasn't expecting it, so it was a lovely surprise! Then we all went to the cinema.
 Hope to see you soon.
 Lots of love,
 Luciana

2 Look at the All Clear Tips. Copy the phrases into your notebook under the following headings.

Beginning a letter
 Saying thank you

Ending a letter

Crystal Clear Tips

Thank you letters

*I'm writing to thank you for ...
 It was exactly what I wanted!
 Lots of love,
 Thanks a lot / very much for my present.
 How are you? I hope you're well.
 All the best,
 I really like it / them.
 Hope to see you soon.*

3 Match 1–5 with a–e to make expressions for a thank you letter.

- | | |
|--------------------|------------------------------------|
| 1 I'm writing | a) Oscar |
| 2 Thanks a lot for | b) exactly what I wanted. |
| 3 A camera is | c) see you soon. |
| 4 Hope to | d) my new headphones. |
| 5 Lots of love, | e) to thank you for my smartphone. |

Writing Task

1 Plan

Make notes for a thank you letter and include:

Beginning: *who you are writing to, why you didn't write before*

Say thank you: *describe the present you received and explain why you like it*

Ending: *describe what you did on your birthday*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Beginning

Paragraph 2: Say thank you

Paragraph 3: Ending

3 Check

- ☒ past simple, past continuous
- ☒ IT activities
- ☒ expressions for thank you letters

Famous inventions and inventors

Alexander Graham Bell

Alexander Graham Bell (1842–1922) was a scientist, inventor and engineer. He was born in Scotland, but he moved to Canada and then the USA when he was a young man. Bell produced his first invention when he was just 12 and continued to invent things all his life.

Interest in sound

Bell's mother became deaf when he was a child and this started his interest in sound. He worked with deaf students for many years and started designing machines to transmit sound as early as 1863.



The first telephone

Bell started to develop a machine to transmit the human voice while he was teaching in Boston in the 1870s. The result? The telephone. The first phone call was to his assistant, Thomas Watson, on 10th March 1876. The first words? 'Watson. Come here. I want to see you.' The Bell Telephone Company began in 1877 and by 1886 over 150,000 people in America had telephones.

Today

There are approximately 1.14 billion landline phone subscriptions in the world and nearly 7 billion mobile phone subscriptions – 95.5% of the world's population! In the UK, 93% of people have a mobile phone, and in the USA it's 90%.



Pronunciation

Word stress

a Copy and complete the table with the words in the box.

engineer inventor landline mobile
phone population scientist sound

1 syllable	2 syllables	3 syllables	4 syllables
		engineer	

b 1.24 Listen and mark the stress.

c 1.25 Listen to the words and add them to the table. Then mark the stressed syllable.

blog data digital electrician
invention online scan technology



Read and listen. Then answer the questions in your notebook.

- 1 Where was Bell born?
- 2 When did he produce his first invention?
- 3 Why did he become interested in sound?
- 4 Where did he develop the first telephone?
- 5 How many people in America had telephones by 1886?

Unit 2 Language Reference

Vocabulary IT activities

charge a mobile phone • download / upload a video clip • go online • make a phone call • play a video game • plug in a memory stick • post a comment • print a document • read an e-book • scan a document • send an email • store data • take a photo • write a blog

Jobs

actor • artist • builder • doctor • electrician • firefighter • journalist • lab technician • lawyer • police officer • politician • postal worker • researcher • scientist

Grammar was / were

Affirmative	Negative	Questions	Short answers
I was an actor.	I was not an actor.	Was I an actor?	Yes, I was .
You were an actor.	You were not an actor.	Were you an actor?	No, you were not .
He / She / It was an actor.	He / She / It was not an actor.	Was he / she / it an actor?	Yes, he was .
We / You / They were actors.	We / You / They were not actors.	Were we / you / they actors?	No, we were not .

Past simple: regular verbs

Affirmative	Negative	Questions	Short answers
I / You uploaded a video.	I / You did not upload a video.	Did I / you upload a video?	Yes, I / you did .
He / She / It uploaded a video.	He / She / It did not upload a video.	Did he / she / it upload a video?	No, he / she / it did not .
We / You / They uploaded a video.	We / You / They did not upload a video.	Did we / you / they upload a video?	Yes, we / you / they did .

Past continuous

Affirmative	Negative	Questions	Short answers
I was making a phone call.	I was not making a phone call.	Was I making a phone call?	Yes, I was .
You were making a phone call.	You were not making a phone call.	Were you making a phone call?	No, you were not .
He / She / It was making a phone call.	He / She / It was not making a phone call.	Was he / she / it making a phone call?	Yes, he was .
We / You / They were making a phone call.	We / You / They were not making a phone call.	Were we / you / they making a phone call?	No, we were not .

Speaking Making requests and offers (1)

Can I help you?

This one's on special offer.

How much is it?

Can I see that one over there?

Yes, I'm looking for a new smartphone.

What features has it got?

That's £75 then, please.

I'll take this / that / the other one.

Unit 2 Progress Check

Vocabulary IT activities

1 Complete the phrases with vowels.

- 1 pl _ y _ v _ d _ _ g _ m _
- 2 s _ nd _ n _ m _ _ l
- 3 ch _ rg _ _ m _ b _ l _ ph _ n _
- 4 g _ _ nl _ n _
- 5 p _ st _ c _ mm _ nt



Jobs

2 Complete the sentences with the correct jobs.

- 1 Kathy is investigating new technology at the moment. She is a ...
- 2 Joe works in construction. He's a ...
- 3 Sarah works in the local hospital. She is a ...
- 4 Ben works for a newspaper. He is a ...
- 5 My favourite film star is Robert Pattinson. Who is your favourite ...?

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- IT activities?
- jobs?
- past simple?
- past continuous?

Grammar Past simple

3 Complete the sentences with the correct form of *be*.

- 1 At 11 pm last night Mark ... in bed.
- 2 Where ... you at 7 pm yesterday?
- 3 They ... (not) at school yesterday because it ... Sunday.
- 4 My family and I ... (not) at home last night because we ... at my grandma's house.
- 5 ... Kevin at the party last Saturday?

4 Complete the sentences with the correct past simple form of the verbs in brackets.

- 1 Eva ... (send) an email to Chen last night.
- 2 We ... (not go) dancing last Saturday.
- 3 Carla and her sister ... (play) games on their tablets last weekend.
- 4 ... (you / write) on your blog yesterday?
- 5 Nick ... (post) a comment last night.

Past continuous

5 Write complete questions in your notebook using the past continuous. Then answer the questions so they are true for you.

- 1 What / you / do / at 10 pm last night?
- 2 What / your parents / do / at 3 pm on Sunday?
- 3 you and your friend / watch a DVD / at 9 pm yesterday?
- 4 your friend / sleep / at 10 am this morning?
- 5 What / your friends / do / five minutes ago?

Crystal Clear
Self-Check ✓

Extra Practice

If you need extra practice, go to:

- Unit 2 Grammar Reference
- Unit 2 Vocabulary Reference
- Unit 2 Grammar Exercises
- Unit 2 Vocabulary Exercises



Extra Practice

3

Incredible stories

Objectives

Vocabulary	Prepositions; <i>feelings</i>
Grammar	Past tenses: past simple and past continuous; <i>when</i> and <i>while</i> ; present and past tenses
Speaking	Telling anecdotes
Writing	A description of an accident

Vocabulary

Prepositions

1



Listen and repeat the words. Match them with pictures 1–12.

across • along • away from • down • into • out of • over • round • through • towards • under • up



2

Which prepositions are opposites? In pairs, write them in your notebook.

3

Write the correct words in your notebook.

James Bond is always very active in his films. He often jumps ⁽¹⁾out of / towards aeroplanes and parachutes ⁽²⁾over / down to the ground, and then he runs ⁽³⁾up / under to the top of mountains, dives ⁽⁴⁾into / out of rivers and then swims ⁽⁵⁾under / over the water to the other side. He jumps ⁽⁶⁾into / over obstacles and moves ⁽⁷⁾towards / over his objective. After that, he drives ⁽⁸⁾into / away from his enemies in his car!

4



Listen to William, Fatima and Charlotte. What are their superstitions?

5



In pairs, ask and answer the question.

Have you got any superstitions?

I never walk under ladders!



Reading

Word Check

stick out precious emeralds rubies owner

True stories

A A surprising discovery



In 2013, a French mountaineer made a surprising discovery while he was climbing Mont Blanc in Switzerland. He was walking across a glacier near the top of the mountain when he saw a metal box **sticking out** of the snow and ice. The box contained about 100 **precious** stones including **emeralds** and **rubies**. It probably came from one of two Air India planes that crashed into the mountain in 1950 and 1966.

The climber carried the box down the mountain and took it to the police. 'The climber was very honest,' said the police. Later, experts valued the stones at about €200,000. The Indian authorities are trying to find the **owner** of the box or their family.

Mont Blanc is a beautiful mountain, but it is also very dangerous. Now the authorities are worried about inexperienced climbers going up to look for 'treasure' buried under the snow.



B A lucky escape



Joan Murray loves adventure and she often goes skydiving. She doesn't normally have any problems, but one day she had a bad experience. She was falling towards the ground at about 200km per hour, when her main parachute didn't open.

At the last moment, her emergency parachute opened just 210 metres from the ground. Joan crashed into a field and her heart stopped. Luckily, she fell onto a mound of fire ants. The ants climbed up her clothes and bit her.

Doctors believe the bites from the ants started her heart again. Joan was in hospital for two weeks, but then she recovered completely. The accident didn't stop Joan – she started skydiving again a year later.



- 1 Look at the words below. Do they relate to text A or B, or both?

accident ant crash skydive treasure

i Crystal Clear Facts

Mont Blanc is the highest mountain in Europe. It is 4,810m high.

- 2  Read and listen. Check your answers to exercise 1.

- 3 Read text A again. Write true or false in your notebook. Copy the text that shows your answers.

- 1 The climber found the box at the bottom of the mountain.
- 2 The police know which plane it came from.
- 3 The climber gave the box to the owner.
- 4 The Indian authorities didn't know who owned the box.
- 5 The authorities are worried about people getting into problems on Mont Blanc.

- 4 Order the events from text B and write them in your notebook.

- | | |
|---|------------------------------------|
| a) Joan's heart stopped. | e) Joan's parachute didn't open. |
| b) Joan went skydiving. 1 | f) Joan started skydiving again. |
| c) Joan went to hospital and recovered. | g) Joan fell onto a mound of ants. |
| d) The fire ants bit Joan. | |

Grammar

Past tenses

Past simple and past continuous

Joan **was parachuting** down when her parachute didn't open.

Joan **crashed** into the ground and her heart **stopped**.

Crystal Clear Rules

We use the past continuous to describe actions in progress in the past, sometimes interrupted by other actions. We use the past simple to describe completed actions in the past.

1 Write the correct words in your notebook.

Last week, Ben Hawkins ⁽¹⁾**went / was going** to Scout Camp. One day, he ⁽²⁾**did / was doing** a survival activity in the woods when he ⁽³⁾**got / was getting** lost. Ben ⁽⁴⁾**survived / was surviving** for four days alone in the woods! When rescuers finally ⁽⁵⁾**found / were finding** Ben, he ⁽⁶⁾**hid / was hiding** in the trees because he ⁽⁷⁾**didn't recognize / wasn't recognizing** them!

2 Answer the questions about the text in exercise 1. Write answers in your notebook.

- 1 Where did Ben go last summer?
- 2 What happened when he was doing a survival activity?
- 3 How many days did he survive alone?
- 4 What was Ben doing when rescuers found him?
- 5 Why was Ben hiding?

when and while

Past simple and past continuous, when and while

He was running away **when** the bear attacked.

When the bear attacked, he was running away.

The bear attacked **while** he was running away.

While he was running away, the bear attacked.

3 Look at the sentences in the table and answer the questions in your notebook.

- 1 Which action was in progress?
- 2 Which action interrupted the action in progress?
- 3 Which tense usually comes after *while*?
- 4 Which tense usually comes after *when*?

4 Complete the sentences with the correct form of the verbs in brackets.

He **was walking** (walk) in the forest when the dog **appeared** (appear).

- 1 While the children ... (play), they ... (see) a snake.
- 2 While they ... (sail) along the coast, there ... (be) a storm.
- 3 The plane ... (fly) over the area when the pilot ... (see) the explorers.
- 4 When we ... (arrive), the rescuers ... (look) for the lost girl.
- 5 I ... (have) an accident while I ... (cycle) home.
- 6 I ... (walk) through the park when you ... (phone) me.

5 Write complete questions in your notebook using the past simple or past continuous form of the verbs.

What time / you / go to bed / last night?
What time did you go to bed last night?

- 1 What / you / do / at 5 pm yesterday?
- 2 What / you and your friends / do / when / the English teacher / arrive / today?
- 3 you / use / a dictionary / while / you / do / your English homework / last night?
- 4 What / you / watch / on TV / last night?

reflexive pronouns

Crystal Clear Rules

We use a *reflexive pronoun* as a direct object when the object is the same as the subject of the verb. Singular: *myself, yourself, himself, herself, itself*. Plural: *ourselves, yourselves, themselves*.

6 Complete the sentences with the correct reflexive pronoun.

- 1 I wrote this essay _____.
- 2 Ben made this T-shirt _____.
- 3 She did her homework _____.
- 4 We did it _____.

Present and past tenses

Present and past tenses

1	Every year we go to the mountains.
2	We're playing tennis in Salou at the moment.
3	He was climbing up the mountain when he saw a box in the snow.
4	He carried the box down the mountain.

- 7 Look at sentences 1–4 above and match the verbs in **bold** with uses a–d. Write them in your notebook.

- a) present simple for habits
- b) present continuous for an action happening now
- c) past simple for a completed action in the past
- d) past continuous for an action in progress in the past

- 8 Write the correct words in your notebook.

- What **do you usually do / are you usually doing** on your birthday?
- How often **are you going / do you go** swimming?
- What **do you do / did you do** yesterday?
- What **are you doing / were you doing** when the teacher arrived in class?
- What **are you thinking / do you think** about now?

- 9 In pairs, ask and answer the questions in exercise 8.

- 10 Complete the text with the correct form of the verbs in brackets.

Vanessa Horrocks **was watching** (watch) TV in her apartment when she ⁽¹⁾... (hear) a strange noise in the bathroom. She ⁽²⁾... (go) to the bathroom and she ⁽³⁾... (see) a two-metre python in the toilet. The snake ⁽⁴⁾... (try) to get out of the toilet, so she ⁽⁵⁾... (run) out of the bathroom. Then she ⁽⁶⁾... (call) Fred, the building manager, and he ⁽⁷⁾... (catch) the snake. Now, Vanessa often ⁽⁸⁾... (feel) nervous when she ⁽⁹⁾... (use) her bathroom.

Building manager Fred Murray said: 'Pet pythons sometimes ⁽¹⁰⁾... (escape) from their owners. We ⁽¹¹⁾... (look) for this python's owner now. At the moment, it ⁽¹²⁾... (live) in a cage in my flat.'

- 11 Write the correct words in your notebook.

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

- 12 Listen and check your answers.



1.29

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Vocabulary

Feelings

- 1  Listen and repeat the words. How do you say them in your language?

angry • bored • embarrassed • excited • jealous • nervous • pleased • sad • scared • surprised • tired • worried

- 2 Match pictures 1–6 with the feelings in exercise 1. Which feelings aren't in the pictures?



- 3 Answer the questions so they are true for you. Use words from exercise 1.

How do you feel ...

before an important exam? *I feel nervous.*

1 when you see an enormous spider?

3 after a long day at school?

2 when someone breaks your things?

4 when you don't pass an exam?

Listening

- 4  Look at the pictures and answer the questions in your notebook. Then listen and check your answers.



- 1 What do you think the people were doing?
- 2 What do you think happened?

- 5 Listen again and answer the questions. Write short answers in your notebook.

- 1 Why do Keith and Jennifer Lee go to the mountains every year?
- 2 What happened on the way home?
- 3 Why didn't they use their phones?
- 4 How many nights did they spend in their car?
- 5 Who did they phone on the way home?
- 6 Are they planning to go again next year?



Speaking

Telling anecdotes / Talking with friends

- 1  Listen to the dialogue. What three things is the head torch useful for?

Model Dialogue



Sarah

What's that on your head?
A new fashion accessory?

Really? What for?

Why? What happened?

That was lucky!

Connor



No, it's a head torch. It's really useful.

For one thing, it's good for running or cycling in the dark. In fact, it's great for lots of things, as I discovered **last year** when I was **camping**.

I was **cooking in the dark** when **two spiders fell into the spaghetti**. As you can imagine, it was quite **annoying**. But thanks to my head torch **I didn't eat them!**

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Tell a friend a similar anecdote

First, choose one of the situations below.



last week / go home / walk along road /
my keys / fall down a drain / annoying /
not lose them



last summer / go camping / try to put up tent /
drop my hammer / frustrating / put up tent

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What's that? A new fashion accessory?

No, it's a head torch. It's really useful.

Useful Language

Telling anecdotes

For one thing, it's good for running or cycling in the dark.

In fact, it's great for lots of things, as I discovered last year when I was camping.

As you can imagine, it was quite annoying.

But thanks to my head torch ...

Writing

A description of an accident

1



Read the Model Text and listen. Order the events in your notebook.

a) the reporter arrived

b) the car crashed

c) it started raining

Model Text



Last Saturday evening, I was walking home from the sports centre with my friend Zoe. It was raining hard and very windy. We were a bit frightened.

Suddenly, a big branch fell from a tree onto the road! We were trying to move it when a car appeared. The driver didn't see the branch and crashed into it. I ran towards the car. Meanwhile, Zoe called an ambulance. The driver wasn't conscious although he was breathing.

The ambulance took the man to hospital. Then, a reporter arrived as we were leaving. We told her about the accident and the next day our story appeared in the newspaper – it was really exciting!



2

Look at the All Clear Tips and translate the words in bold. Then find examples in the Model Text.

Crystal Clear Tips

Time expressions

We were walking along the road. **Suddenly**, we heard a loud noise.
The police moved people and evacuated the area.
Meanwhile, the firefighters tried to put out the fire.
We called an ambulance. **Then**, we helped the accident victims.

3

Complete the sentences with *suddenly*, *meanwhile* or *then*.

- 1 The rescuers carried the boy down the mountain. ..., they took him to hospital.
- 2 We were walking across the ice. ..., we heard a loud crack!
- 3 I started building a fire. ..., my friends looked for food.
- 4 I was surfing in the sea. ..., I saw an enormous shark!
- 5 Jake was trying to find the camp. ..., his friends were looking for him.

Writing Task



1 Plan

Make notes about an imaginary or real accident and include:

Background: *time, place, people, weather, your feelings*

Description: *what happened, how and why*

Consequences: *what happened in the end, your feelings*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Background

Paragraph 2: Description

Paragraph 3: Consequences

3 Check

- ☒ past simple and past continuous, *when* and *while*
- ☒ prepositions of movement, feelings
- ☒ time expressions: *suddenly, meanwhile* and *then*

America Asia Africa Australasia Europe

History *then and now*

Famous writers and books

The first English novel?

Robinson Crusoe is a novel by Daniel Defoe, published in 1719. It is a fictional story about a man who spends 28 years on a remote tropical island after his ship sinks. Many people think that *Robinson Crusoe* is the first novel in English. There are many film versions of the book.

Daniel Defoe (c1659–1731)

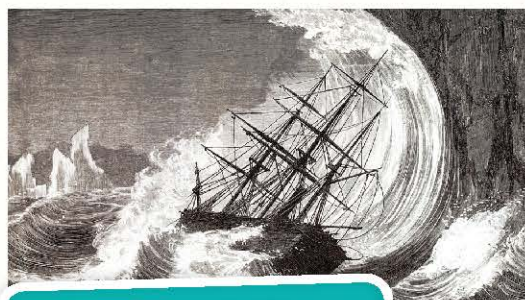
Defoe was an English writer and journalist. He wrote hundreds of books on different topics, including politics, crime and psychology. He is famous for *Robinson Crusoe* and for making novels popular in Britain.

Defoe's inspiration

Alexander Selkirk was a Scottish sailor who lived on an island near Chile for four years. After his rescue, his story was in British newspapers. Defoe probably got the idea for his story after reading about Selkirk.

Exploration and discovery

In the 18th century, Europeans travelled all over the world exploring its oceans and continents. They began to produce much more accurate maps and this helped to increase trade. Their expeditions helped to expand scientific knowledge in areas such as geography, astronomy, anthropology and mathematics.



Pronunciation



1.34

Read and listen. Then answer the questions in your notebook.

- 1 Why is *Robinson Crusoe* an important book?
- 2 Who was Daniel Defoe and why is he famous?
- 3 Who was Alexander Selkirk?
- 4 What did the Europeans' expeditions help to develop?

a



1.35

Listen and repeat the sentences. Which words are stressed?

- 1 Defoe was an English writer.
- 2 They were travelling to America.
- 3 He wasn't an explorer.
- 4 Was he a writer?

b



1.36

Listen and repeat the sentences.

Unit 3 Language Reference

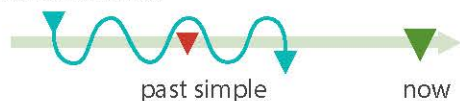
Vocabulary Prepositions

across • along • away from • down • into • out of • over • round • through • towards • under • up

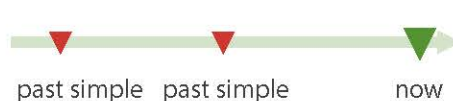
Feelings angry bored embarrassed excited jealous nervous pleased sad scared
surprised tired worried

Grammar Past simple and past continuous

past continuous



She **was falling** towards the ground when her main parachute **didn't open**.



Joan **crashed** into the ground and her heart **stopped**.

when and while

He was running away **when** the bear attacked.

While he was running away, the bear attacked.

Present and past tenses

See page 16 for present simple and present continuous grammar tables. >>

See page 26 for past simple and past continuous grammar tables. >>

Present simple	Every year we go to the mountains.
Present continuous	We're playing tennis in Salou at the moment.
Past simple	He carried the box down the mountain.
Past continuous	He was climbing up the mountain when he saw a box in the snow.

Speaking Telling anecdotes

For one thing, it's good for running or cycling in the dark.

In fact, it's great for lots of things, as I discovered last year when I was camping.

As you can imagine, it was quite annoying.

But thanks to my head torch ...

Reflexive pronouns

We use a **reflexive pronoun** as a direct object when the object is the same as the subject of the verb.

Singular: *myself, yourself, himself, herself, itself*.

Plural: *ourselves, yourselves, themselves*.

Unit 3 Progress Check

Vocabulary Prepositions

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

out of under up into across

- 1 When John woke up, he climbed ... his tent and ate breakfast.
- 2 Then he walked to the river and dived ... the water.
- 3 While he was swimming ... the river to the other side, it started to rain.
- 4 When he reached the other side, he sheltered ... a tree.
- 5 When the rain stopped, he ran ... a big hill.

Feelings

- 2 Write the correct word in your notebook.

- 1 I feel **angry / excited** when people tell me lies.
- 2 My sister feels **tired / nervous** when she meets new people.
- 3 My brother feels **worried / embarrassed** before getting exam results.
- 4 Frank is **surprised / sad** about meeting his favourite singer.
- 5 Dervilla is **pleased / scared** with her exam results.

Grammar Past tenses

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

- 1 John ... (not get up) early yesterday.
- 2 At six o'clock yesterday I ... (do) my homework.
- 3 They ... (not go) to the cinema last week.
- 4 Kate ... (meet) Kevin while she ... (walk) to school.
- 5 They ... (get lost) when they ... (look) for the lost boy!

- 4 Complete the questions using the past simple or the past continuous form of the verbs in brackets.

- 1 ... (you / go) to a party last Saturday?
- 2 What ... (you / do) at 3 am this morning?
- 3 What ... (you / do) last night?
- 4 What ... (your mother / do) when you ... (wake up) this morning?
- 5 What ... (the other students / do) when your teacher ... (arrive) today?

Present and past tenses

- 5 Write complete sentences in your notebook using the present simple, present continuous, past simple or past continuous.

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

Crystal Clear
Self-Check ✓





Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- prepositions?
- feelings
- past tenses?
- present and past tenses?

Extra Practice

If you need extra practice, go to:

-  Unit 3 Grammar Reference
-  Unit 3 Vocabulary Reference
-  Unit 3 Grammar Exercises
-  Unit 3 Vocabulary Exercises



Revision Units 1-3

Vocabulary

- Free-time activities
- Character adjectives
- IT activities

- Jobs
- Prepositions
- Feelings

Work with a partner to complete the sentences in your notebooks. Who finishes first?

START



Do you like m... models?

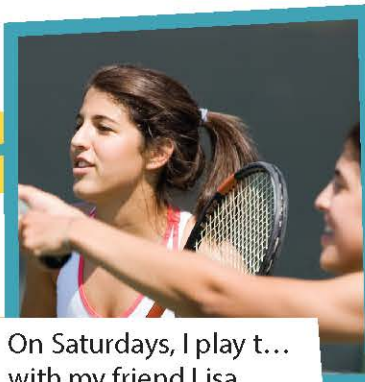


I'm reading a book about the Arctic. It's really i...

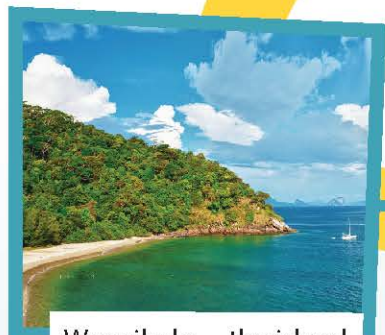


Can I use your phone? I need to s... a text message.

When I see something interesting, I like to take a p... of it.



On Saturdays, I play t... with my friend Lisa.



We sailed r... the island yesterday. It was great!



The river is very wide. We can't swim a... it.



It's my brother's birthday tomorrow. He's really e...



My mum works for the emergency services. She's a firef...



Manu likes exploring the mountains. He's really a...

Grammar

- Present simple
- Adverbs of frequency
- Present continuous
- Time expressions
- Gerunds
- Past simple
- Past continuous
- when and while

Present simple and present continuous

1 Write the correct words in your notebook.

- He **hardly ever chats / is hardly ever chatting** online.
- We **are never using / never use** computers in the classroom.
- Are you doing / Do you do** a sport now?
- I **don't learn / 'm not learning** Chinese at the moment.
- I **play / 'm playing** tennis twice a week.

Past simple

2 Complete the sentences with the correct form of the verbs in the box.

download go meet not see not visit

- I ... the new Lorde song onto my tablet yesterday.
- ... you ... to the beach last weekend?
- We ... the Alhambra when we were in Granada.
- She ... her friends in the shopping centre.
- I ... the last *X-Men* film at the cinema.

Past simple and past continuous

3 Write the correct words in your notebook.

- I **was going / went** to the USA for the first time in 2014.
- I'm sorry, I **didn't recognize / wasn't recognizing** you.
- What **were you doing / did you do** at 8 pm last night?
- We **watched / were watching** that film on DVD last year.
- Did you buy / Were you buying** any souvenirs on holiday?

when and while

4 Complete the sentences with the correct form of the verbs in brackets.

- She ... (have) dinner when I ... (arrive).
- ... you ... (watch) TV when I ... (call) you last night?
- While I ... (chat) online, my computer ... (crash).
- I ... (surf) in the ocean when I ... (see) a jellyfish.
- While Jenna ... (travel) in Italy, she ... (not speak) Italian.

Grammar check

5 Write the correct words in your notebook.

Tim Berners-Lee ⁽¹⁾**is / are** a scientist and inventor. But ⁽²⁾**are you knowing / do you know** what he invented?

Tim ⁽³⁾**was / is** born in London in 1955. When he was a boy, he liked ⁽⁴⁾**play / playing** with model trains and he became interested in ⁽⁵⁾**learn / learning** about the electronics of the trains. He ⁽⁶⁾**was studying / studied** physics at Oxford University from 1973–1976.

While Tim ⁽⁷⁾**worked / was working** in a scientific laboratory in Switzerland, he ⁽⁸⁾**was inventing / invented** the World Wide Web. He ⁽⁹⁾**built / were building** the first Web browser in 1990. Then, in 1991, he ⁽¹⁰⁾**created / create** the first website. Tim ⁽¹¹⁾**has / is having** many prizes for his work. In 2012, he ⁽¹²⁾**was appearing / appeared** at the opening ceremony of the London Olympic Games.

Cultural Awareness: Sport



1 How much do you know about sport in Britain? Do the quiz.



1 What is the most popular sport in Britain?
 a tennis b cricket c football

2 Which football club did David Beckham become famous at?
 a Arsenal b Manchester United c Liverpool

3 Which sport did not originate in Britain?
 a cricket b football c basketball

4 When is the cricket season?
 a April to September b September to April c September to December

5 What year were the summer Olympics held in London?
 a 2004 b 2008 c 2012

6 How many runners usually take part in the London Marathon?
 a around 20,000 b around 40,000 c around 60,000



▶ WATCH

2 Watch the documentary about sport and answer the questions.

- 1 In what year did England last win the football World Cup?
- 2 What happened in the 1978 Oxford and Cambridge university boat race?
- 3 Why do people run in sponsored runs in the UK?

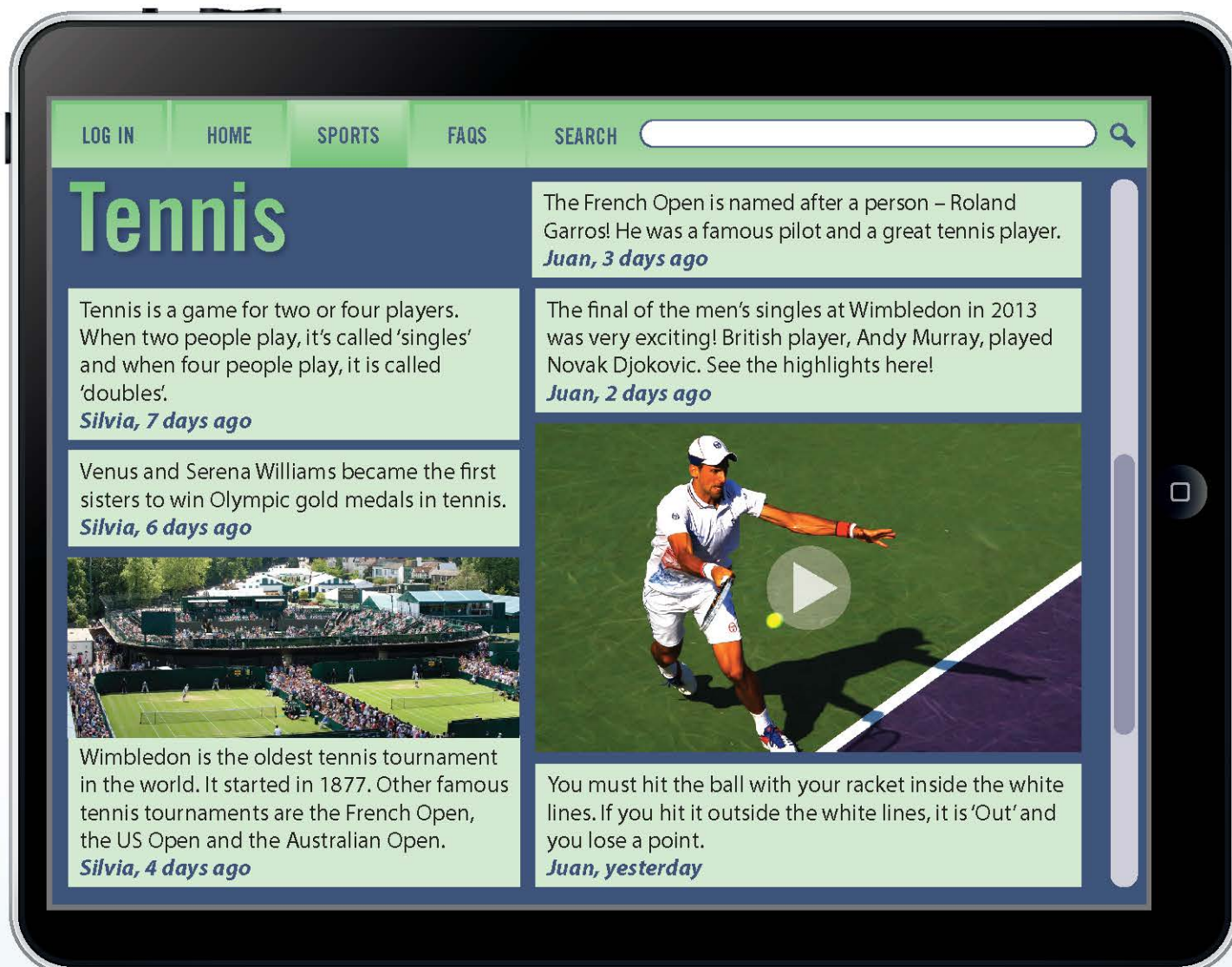


Digital Competence: A digital wall



Look at the digital wall and find an example of:

the history of the game a description of the rules a video clip a photo



TASK Create a digital wall. Follow the steps below.

Step 1

Choose a sport that you like and are familiar with.

Step 2

Find information, videos and photos about your chosen sport.

Step 3

Decide how you are going to arrange your information. Put the information on your digital wall and then check your grammar and spelling.

Step 4

Send the link to your digital wall to your classmates. Ask them to add to your digital wall!

Step 5

Read your classmates' walls. Add your comments.



4

A wonderful world

Objectives

Vocabulary	Places to visit; adverbs
Grammar	Comparatives and superlatives; (not) as ... as; too, enough and not enough
Speaking	Describing your weekend
Writing	A travel guide entry

Vocabulary

Places to visit

1



Listen and repeat the words. Match them with pictures 1–12.

castle • cathedral • cave • coastline • lighthouse • opera house • pyramid • rainforest • reef • ruin • temple • tomb



2

Write the correct words in your notebook. Test your knowledge!

- 1 The city of Pompeii is full of Roman **ruins** / **pyramids**.
- 2 La Scala in Milan is the world's most famous **tomb** / **opera house**.
- 3 The Tower of Hercules in A Coruña is a very old **castle** / **lighthouse**.
- 4 The most famous **reef** / **cave** in the world is in the Pacific Ocean near the coast of Australia.
- 5 The Tower of London is a famous **lighthouse** / **castle**.
- 6 Burgos has a famous **temple** / **cathedral**.

3



Listen to Emma and Ryan. What is Mérida famous for?

4



In pairs, ask and answer questions about famous places.

What's Sydney famous for?

Its opera house.



A website

1 Where are the places in the pictures? What do they have in common?

2



1.39

Read and listen. Check your answers to exercise 1.



WORLD HERITAGE SITES

The Alhambra, Burgos Cathedral, and the Roman ruins of Mérida. Yes, they are all tourist sites in Spain, but they are also UNESCO World Heritage sites. Click [here](#) to find out more.

Home

News

Visits

Contact

There are 890 UNESCO World Heritage sites. Not all of them are buildings or cultural sites like temples or castles. Some are natural places like rainforests and caves. Let's visit some famous sites from around the world, one natural and two cultural.

The Great Barrier Reef is on the north-east coast of Australia. It is larger than any other coral reef ecosystem in the world. It contains 400 types of coral, 1,500 different species of fish, 240 species of bird and many **endangered** marine animals like the dugong ('sea cow').



The Egyptian Pharaoh Khufu ordered his slaves to build the Great Pyramid as his tomb. They needed over two million **limestone** blocks, and they had to transport them over 500 miles to the site. They used boats to bring the blocks down the River Nile because they were too heavy to move by land.



The Historic Centre of Córdoba isn't as old as the Great Pyramid, but it has a rich, multicultural history. There is a magnificent Roman Bridge over the River Guadalquivir. The **narrow** streets and the patios with flowers and fountains are a sign of the city's Arabic influence. One of the greatest buildings in the world is Córdoba's Great Mosque which has a Christian Cathedral at its centre. It is a symbol of religious and cultural tolerance.



Are there any World Heritage sites near you?

3 Read the text again and write the correct answers in your notebook.

1 The Great Pyramid and the Historic Centre of Córdoba are both ...

- a) buildings.
- b) cultural sites.
- c) natural sites.

2 The dugong ...

- a) is a type of coral.
- b) is in danger of extinction.
- c) is a species of fish.

3 How did the builders move the limestone to build the Great Pyramid?

- a) by elephant
- b) by chariot
- c) by boat

4 Which is older?

- a) the Great Pyramid
- b) the Historic Centre of Córdoba
- c) they are the same age

4 What do these numbers refer to in the text? Write short answers in your notebook.

- 1 890 2 two million 3 240 4 500 5 400 6 1,500



Crystal Clear Facts

One of UNESCO's missions is to preserve sites of cultural and natural importance for humanity.

Grammar

Comparatives and superlatives

	Adjective	Comparative	Superlative
One-syllable adjectives	old	older than	the oldest
Two syllables ending in -y	early	earlier than	the earliest
Two or more syllables	famous	more famous than	the most famous
Irregular	good bad	better than worse than	the best the worst

1 Write the correct words in your notebook.

- Paris is **more big** / **bigger** than Málaga.
- The Tower of London is **larger** / **more large** than the Sydney Opera House.
- The caves at Lascaux are older **than** / **that** the Alhambra.
- The Amazon Basin has **the most** / **the more** important rainforest in the world.
- I think New York is the **goodest** / **best** city in the world.

2 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- My flat is ... (big) than yours.
- What's ... (beautiful) place in Spain?
- Spain is not ... (small) than the UK.
- I think Oslo is ... (expensive) than Paris.
- The pyramid is ... (good) than the castle.

3 Compare two buildings in your town.

The football stadium is bigger than the library.

(not) as ... as

New York is **as** famous **as** London.
The historic centre of Córdoba is **not as** old **as** the Great Pyramid.

i Crystal Clear Rules

As ... as is used to show that two things are the same.
Not as ... as is used to show that two things are different.

4 Complete the sentences using the information in the table and the words in brackets.



	The Leaning Tower of Piza	The Burj Khalifa
year completed	1372	2010
height	57 metres	828 metres
entry cost	18 €	45€
opening time	9 am	24/7
number of visitors a year	5 million	16 million
famous	***	***

The Burj Khalifa *isn't as old as* The Leaning Tower of Piza. (be / old)

- The Leaning Tower of Piza ... the Burj Khalifa. (be / tall)
- The Leaning Tower of Piza ... the Burj Khalifa. (be / expensive)
- The Leaning Tower of Piza's opening time ... as the Burj Khalifa. (be / early)
- The Leaning Tower of Piza ... the Burj Khalifa. (be / popular)
- The Leaning Tower of Piza ... the Burj Khalifa. (be / famous)

too, enough and not enough

We were **too** late. The museum was closed.

My burger was big **enough** for two people.

The tour of the Eiffel Tower was OK but it wasn't exciting **enough** for me.

5 Look at the sentences in the table. How do you say them in your language?

6 Order the words to make sentences.

to visit / the caves / We / late / were / too / .

We were too late to visit the caves.

1 The / wasn't / cheap / restaurant / enough / .

2 cathedral / The / is / enough / for 2,000 people / big / .

3 hot / It / too / to go sightseeing / was / .

4 The / enough / hotel / wasn't / good / so we left / .

5 When / I'm / enough / old / I'm / with my friends / going to go on holiday / .

i Crystal Clear Rules

We also use *to have enough* with nouns.

I don't have enough money.

We have enough time.

7 Complete the sentences with *too* or *enough* and the words in brackets.

We didn't have enough money to go to the opera. It was *too expensive* (expensive).

1 It was too cold to visit the caves. It wasn't ... (warm).

2 We had enough time to visit the castle, but it was ... (crowded).

3 Six people wanted to go to the museum. Luckily, Carla's car was ... (big).

4 I wanted to go to the opera, but I didn't have ... (money).

5 The reef is not safe for children. It's ... (dangerous).

8 Write the correct words in your notebook.

Hadrian's Wall is a Roman wall in the north of England. For centuries it was ⁽¹⁾**big enough** / **enough big** to protect Roman Britain from invasion.

Now it is the most popular tourist attraction in the area. You cannot walk on the entire wall because it ⁽²⁾**is strong enough** / **isn't strong enough** and it's ⁽³⁾**too old** / **not old enough**. If you have ⁽⁴⁾**too time** / **enough time**, you can walk next to the wall for 135km, but go in the summer because in the winter it's ⁽⁵⁾**too wet** / **wet enough**!

9 Write the correct words in your notebook.

I ⁽¹⁾**love** / **am loving** travelling. I think the ⁽²⁾**more** / **most** interesting place in the world is China. The Forbidden City in Beijing is amazing. It ⁽³⁾**isn't** / **wasn't** as old as the Alhambra, but it's ⁽⁴⁾**biggest** / **bigger**. The Great Wall of China is also incredible. It's ⁽⁵⁾**longer** / **more long** than the coastline of Spain! The only problem with China is that it's ⁽⁶⁾**too big** / **big enough**. I never have ⁽⁷⁾**too** / **enough** time to go everywhere. Perhaps I'll go and live there when I'm ⁽⁸⁾**enough old** / **old enough**.

10 Listen and check your answers.



1.40

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



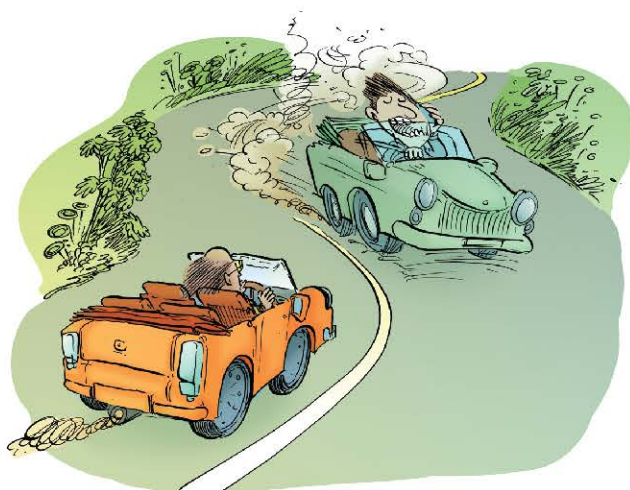
Vocabulary

Adverbs

- 1  Listen and repeat the words. How do you say them in your language?

angrily • badly • carefully • easily • fast • happily • hard • noisily • quickly • quietly • well

- 2 Read the sentences below. Which has an adverb and which has an adjective?



- a) He drove home carefully.
b) He's a careful driver.

- 3 Copy and complete the table with the adverbs from exercise 1 and their adjective form.

	Adjective	Adverb
add -ly	quick	quickly
remove -y, add -ily	happy	happily
irregular	good	well

- 4 Order the words to make sentences.

- works / My / sister / hard / very / .
- in / England / very / speak / People / quickly / .
- I / homework / carefully / did / my / .
- badly / I / the / play / guitar / .
- drive / very / fast / People / Italy / in / .
- My / speak / can / dad / well / French / .

Listening

- 5  Listen to Ben and Michela's conversation. Which place in the pictures didn't Ben visit? Why not?


- 6 Listen again and answer the questions.

- Did Ben buy some trainers in New York?
- Did he buy a baseball cap for Michela?
- Why did Michela not keep her present?



Speaking

Describing your weekend / A day out

- 1  1.43 Listen to the dialogue. What can you do in Cambridge?

Model Dialogue



Alex

Hi, Maisie. What did you do at the weekend?

That sounds more interesting than my weekend. Why did you go there?

So, what is there to do there?

Was the weather good?

Did you have a good time?

Maisie



I went to **Cambridge** with **Leah**.

We went to **visit my cousin** who lives there.

Well, you can **go to museums** and **visit the university**.

Yeah. It was very **sunny**.

Yes, it was **a lot of fun**. We went **on a boat trip**.

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about a day out

First, choose a town to visit. Use the ideas below or your own ideas.

What? Bristol with my family
Why? see my granny
To do go shopping, visit the university
Weather good? no / cold and wet
Good time? terrible / a horrible meal



What? Brighton with my friend
Why? stay with my sister
To do go to the cinema / beach
Weather good? yes / hot and sunny
Good time? fantastic / to a great concert



2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What did you do at the weekend?

I went to Bristol with my family.

Useful Language Describing your weekend

What did you do at the weekend?	I went to Cambridge with Leah.
Why did you go there?	We went to visit my cousin.
What is there to do there?	You can go to museums and visit the university.
Was the weather good?	Yeah. It was very sunny.
Did you have a good time?	Yes, it was a lot of fun.

Writing

A travel guide entry

1



Read the Model Text and listen. Order the information in your notebook.

a) food

b) places to visit

c) things to do

d) recommendations

Model Text

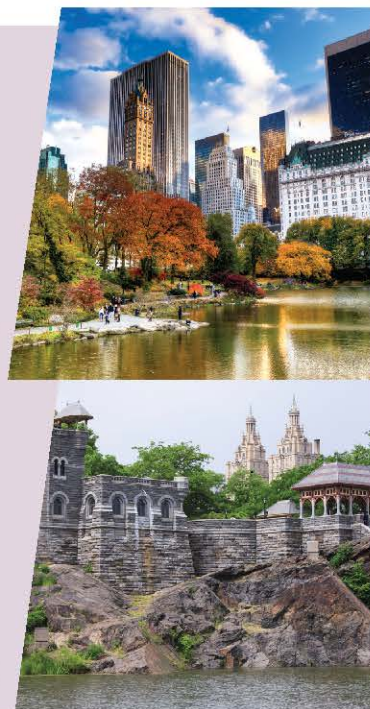


New York's garden

Central Park is one of the most famous parks in the world. It's a really good place to hang out, especially when the weather is sunny.

The park has beautiful gardens, lakes and caves. In the summer, there are free music concerts. There is also a castle and a zoo with a rainforest! It's a very good place for rollerblading, but that's too energetic for me! I prefer walking quietly through the trees. I also like going on the lake in a boat. It's not very expensive and it's very relaxing. There are restaurants in the park but they are quite expensive. I usually take a sandwich from home because it's cheaper.

When you need to escape from New York, just visit Central Park!



2

Look at the All Clear Tips and translate the words in **bold**. Then find examples in the Model Text.

i Crystal Clear Tips

Qualifiers

- + It's **really** interesting.
- ↑ It's **very** interesting.
- ↑ It's **quite** interesting.
- It's **not very** interesting.

3

Order the words to make sentences.

- 1 city / Seville / a / beautiful / is / really / .
- 2 The / museum / expensive / is / quite / .
- 3 is / interesting / The / very / castle / not / .
- 4 really / good / It / place / shopping / for / is / a / .
- 5 cathedral / not / The / old / very / is / .
- 6 tickets / very / The / cheap / are / .

Writing Task



1 Plan

Make notes about a place and include:

Introduction: *location, why it is special*

Description: *landscape, activities, food and entertainment, why you like it*

Conclusion: *a recommendation*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Description

Paragraph 3: Conclusion / Recommendation

3 Check

- ☒ comparatives and superlatives, *too, enough, not enough*
- ☒ places to visit, adverbs
- ☒ qualifiers: *really, very, quite* and *not very*

Famous places

Buckingham Palace

Buckingham Palace is the London home of the British royal family. It is in Westminster, in the city centre.

A royal home

The palace was built in 1703, but it didn't become the home of the royal family until 1837. People know when the queen is there because they can see her flag on top of the palace. When she's away, the flag isn't there.



The palace today

Queen Elizabeth II does a lot of her work in the palace and over 400 people work there too. The palace has 775 rooms, including 52 royal and guest bedrooms and 188 bedrooms for people who work in the palace. The most impressive room is probably the White Drawing Room. The palace has got a huge garden. In fact, it is the largest private garden in London.

Visiting the palace

Thousands of people visit the palace every year. Many tourists watch the Changing of the Guard, a famous ceremony which happens every day outside the palace. In the summer, tourists can visit some of the rooms inside the palace. Also in the summer, the queen invites about 50,000 people to her garden parties.



1.45

Read and listen. Then answer the questions in your notebook.

- 1 Who lives in Buckingham Palace?
- 2 How do you know if the queen is at home?
- 3 How many bedrooms are there?
- 4 What does the queen do every summer?

Pronunciation

/ɑ:/ /eɪ/ /u:/

a



1.46

Listen and repeat the words.

/ɑ:/ garden, large, party

/eɪ/ away, famous, day

/u:/ room, true, beautiful

b



1.47

Listen and repeat the sentences.

Unit 4 Language Reference

Vocabulary Places to visit

castle • cathedral • cave • coastline • lighthouse • opera house • pyramid • rainforest • reef • ruin • temple • tomb

Adverbs

angrily • badly • carefully • easily • fast • happily • hard • noisily • quickly • quietly • well

Grammar Comparatives and superlatives

Comparatives

The Great Pyramid is **older** than the Taj Mahal.
Central Park is **larger** than the Retiro Park.
London is **bigger** than Madrid.
I think pizza is **tastier** than spaghetti.
The Taj Mahal is **more beautiful** than the Great Pyramid.
Do you think cycling is **better** than rollerblading?

Superlatives

This is **the oldest** building in the city.
The Pacific is **the largest** ocean in the world.
It is **the biggest** pyramid in the world.
In my opinion, cheese is **the tastiest** food.
The Taj Mahal is **the most beautiful** monument in India.
What is **the best** monument in your town?

too, enough and not enough

We were **too** late. It was closed.
We weren't **too** late.
My tent was big **enough** for two people.
My tent wasn't big **enough** for eight people.

(not) have enough

We have **enough** chocolate for ten people.
I don't have **enough** money to buy a car.

(not) as ... as

We use *as ... as* to show that two things are the same.
New York is as famous as London.
We use *not as ... as* to show that two things are different.
The Taj Mahal is not as old as the Great Pyramid.

Speaking Describing your weekend

What did you do at the weekend?	I went to Cambridge with Leah.
Why did you go there?	We went to visit my cousin.
What is there to do there?	You can go to museums and visit the university.
Was the weather good?	Yeah. It was very sunny.
Did you have a good time?	Yes, it was a lot of fun.

Unit 4 Progress Check

Vocabulary Places to visit

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

coastline lighthouse reefs
ruins tomb



- 1 Rome has some important historical ...
- 2 When the sailors saw the ..., they knew they were safe.
- 3 Egyptian pharaohs were often buried in a ... inside a pyramid.
- 4 The USA has an Atlantic and a Pacific ...
- 5 Pollution is killing coral ... in many seas.

Adverbs

- 2 Write the correct words in your notebook.

- 1 My uncle always drives very **slow / slowly**.
- 2 I always do my homework **careful / carefully**.
- 3 The Golden Temple is a **beautiful / beautifully** building.
- 4 The Great Pyramid was built very **well / good**.
- 5 The museum was very **interesting / interestingly**.

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- places to visit?
- adverbs?
- comparatives and superlatives?
- *too, enough and not enough*?

Grammar Comparatives and superlatives

- 3 Complete the sentences with comparative or superlative forms of the adjectives in brackets.

- 1 Russia is ... country in the world. (big)
- 2 China's population is ... than Russia's. (large)
- 3 The weather in Spain is ... than in the UK. (good)
- 4 Paris is ... city in the world. (beautiful)
- 5 Mont Blanc is ... mountain in Europe. (high)

- 4 Complete the sentences with (not) as ... as and the verbs and adjectives in brackets.

- 1 Moscow ... St Petersburg. (not be / beautiful)
- 2 Prague ... Paris now. (be / popular)
- 3 The cave ... the reef. (be / interesting)
- 4 The Pyrenees ... the Alps. (not be / high)
- 5 Spain ... Italy. (be / hot)

too, enough and not enough

- 5 Complete the sentences with *too, enough or not enough*.

- 1 The restaurant was ... expensive.
- 2 We did ... have ... money to go to Bali.
- 3 Are you old ... to travel alone?
- 4 There's ... time to visit the cave. I'm sorry.
- 5 The caves are ... small. We can't go in.

Crystal Clear
Self-Check ✓

Extra Practice

If you need extra practice, go to:

- Unit 4 Grammar Reference
- Unit 4 Vocabulary Reference
- Unit 4 Grammar Exercises
- Unit 4 Vocabulary Exercises



Extra Practice

Real-life heroes

Objectives

Vocabulary	Fundraising ideas; <i>make and do</i>
Grammar	Present perfect; <i>ever, never, yet, already, just, still; How long ... ?</i> with <i>for</i> and <i>since</i>
Speaking	Making requests and offers (2)
Writing	A magazine article

Vocabulary

Fundraising ideas

1



2.01

Listen and repeat the words. Match them with pictures 1–10.

collect money • do a sponsored swim • have a barbecue • have a bring and buy sale •
make a charity CD • organize a jumble sale • sell badges • sell cakes • sell raffle tickets • wash cars



2

Complete the text with words from exercise 1.

After Typhoon Haiyan struck the Philippines, lots of people from around the world wanted to help. People collected money in the street and sold ⁽¹⁾... for people to eat. Schoolchildren did ⁽²⁾... walks and swims and washed ⁽³⁾... to raise money. In the UK, one charity shop organized ⁽⁴⁾... with second-hand clothes from Victoria and David Beckham. They raised a lot of money! In Canada, people had a ⁽⁵⁾... and bought burgers for \$5. In many countries, pop stars worked together to make ⁽⁶⁾... CDs. Everyone wanted to help.

3



2.02

Listen to Alex and Lucy. What fundraising idea do they choose for their class?

4



In pairs, think of three fundraising ideas to raise money for a school trip.

I think having a barbecue is a good idea because everyone likes burgers.



An article

1 Read the text quickly and choose the best title.

- a) **How to build your own school** b) **Ideas for fundraising projects** c) **Two inspiring fundraisers**



Have you ever noticed whenever there's a natural disaster people respond by donating time and money? But some people dedicate their lives to helping others. Here are two examples.

Felicity Marks

Felicity Marks spent four months teaching children at The Street Academy school in Accra, Ghana. She wanted to do more to help the city's children so she started a charity called the Street Academy Annexe Project.



The Street Academy offers free education to children aged 8–18, as well as books and meals. But the building is a small **wooden hut** and it has only got one classroom. The aim of the project is to build a school with four rooms and better facilities.

Her charity has organized quiz nights and it has sold cakes and done sponsored walks and skydives. So far, the school has bought the land for the new building. When it has raised enough money, it can start construction.

Maria Schonfeld


Maria Schonfeld is the co-founder of a charity called Akosia. The aim of Akosia is to develop the creativity and confidence of **deprived** children around the world. They also learn about cooperation and **teamwork**.

Akosia has organized a film-making project for children in Ghana every year since 2009. It has **set up** similar projects in Mexico and Mongolia. The charity has organized fundraising dinners, music festivals and sports tournaments. It has also used platforms like Kickstarter to collect money online.

Maria is passionate about helping children and believes that the sky is the limit for Akosia!

i Crystal Clear Facts

In the UK, Red Nose Day is an annual fundraising day. People wear red noses and do something funny to raise money for charity.

2  2.03 Read and listen. Write true or false in your notebook. Copy the text that shows your answers.

- 1 Felicity started her charity to help to pay for a new building.
- 2 The school has started the construction of the new building.
- 3 Maria started Akosia on her own.
- 4 Maria is optimistic about the future of Akosia.

3 Read the text again. Answer the questions in your notebook.

- 1 How long was Felicity at the Street Academy school?
- 2 What do children receive at the Street Academy school?
- 3 What does the Street Academy school need?
- 4 What do children learn on Akosia projects?
- 5 Where has Akosia organized projects?

4 Make a list of all the fundraising ideas that the text mentions in your notebook.

Present perfect

Affirmative	She has collected
Negative	We haven't collected
Questions	Have you collected ...?

Language Reference p60

- 1** Complete the sentences with the present perfect form of the verbs in brackets.

I've done (do) lots of sponsored swims.

- My dad ... (have) a barbecue for charity in our garden.
- We ... (not organize) a jumble sale.
- She ... (sell) raffle tickets.
- He ... (make) a charity CD.
- I ... (not sell) cakes for charity.

- 2** Write complete sentences with the affirmative or negative form of the present perfect in your notebook.

My friends / have / lots of barbecues. ✓

My friends have had lots of barbecues.

- I / do / a sponsored swim. ✓
- We / organize / a jumble sale. ✗
- He / buy / a raffle ticket. ✗
- My brother / collect / second-hand books for a bring and buy sale. ✗
- My mum / raise / £2,000 for charity. ✓

- 3** Complete the text with the present perfect form of the verbs in brackets.

Have you ever raised money for charity? I *haven't done* (not do) anything before, but I really want to be a volunteer. My brother ⁽¹⁾... (organize) a raffle to raise money for cancer research and he ⁽²⁾... (buy) lots of charity badges. My sisters ⁽³⁾... (make) cakes and ⁽⁴⁾... (sell) them outside school to raise money for the Red Cross. I ⁽⁵⁾... even ... (not buy) a charity CD!

I want to do a sponsored swim because I think it is a good way to raise money. My brother and sisters ⁽⁶⁾... (not collect) money for an animal charity, so I want to raise money for the RSPCA.

ever, never, yet, already, just, still

i All Clear Rules

We use *ever, never, just, already* and *yet* with present perfect

- 4** Write questions in your notebook. Use the present perfect and *ever*, then answer the questions so they are true for you.

sell raffle tickets for charity

Have you ever sold raffle tickets for charity?

- collect money for charity
- learn to play a musical instrument
- do a sponsored sports event
- buy a charity badge
- meet a famous person
- wash cars for charity

- 5** Complete the sentences with *yet, already, just* or *still* and the verb in brackets.

- The snow _____. (stop)
- I _____ a volcano _____. (see)
- Mark _____ to work today. (be)
- We _____ our new teacher. (not/ meet)

- 6** Write the correct words in your notebook.

Anna My life is boring. I've ⁽¹⁾*ever* / *never* done anything interesting.

Rob I don't believe you. Everyone ⁽²⁾*has* / *have* done something interesting.

Anna I ⁽³⁾*hasn't* / *haven't*.

Rob OK, have you ever ⁽⁴⁾*eat* / *eaten* Thai food?

Anna No, I've ⁽⁵⁾*never* / *ever* eaten it.

Rob Have you ever ⁽⁶⁾*ride* / *ridden* a horse?

Anna No, ⁽⁷⁾*I* / *I've* never done that.

Rob Have you ever ⁽⁸⁾*be* / *been* in a film?

Anna You mean as an actor? No, of course I ⁽⁹⁾*have* / *haven't*!

Rob Errr, well have you ⁽¹⁰⁾*never* / *ever* met a famous person?

Anna Yes! I met Pablo Alborán last year!

How long ...? with for and since

Present perfect with for and since

How long has she worked at the school?

She's worked at the school **since** 2013.

She's worked at the school **for** three years.

- 7** Look at the sentences in the table and complete the rules. Write the correct words in your notebook.

a) We use **for** / **since** with a period of time.

b) We use **for** / **since** with a point in time.

- 8** Copy and complete the table with the time expressions in the box.

2010	2 pm	a long time	a month	April
I was born	last night	Saturday		
this morning	three weeks	two hours		

for	since
three weeks	2010

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

I've lived in Valencia **since** I was born.

1 Rob's been at home ... two hours.

2 I haven't played tennis ... last August.

3 He hasn't done a sponsored walk ... he was 13.

4 My sister has known her best friend ... a long time.

- 13** Write the correct words in your notebook.

⁽¹⁾**Do** / **Have** you know someone you really admire? I do.

My best friend, Jenny. We've known each other since we

⁽²⁾**start** / **started** primary school and we've been best friends ⁽³⁾**for** / **since**

ten years. Jenny loves ⁽⁴⁾**help** / **helping** other people. She ⁽⁵⁾**is raising** /

has raised lots of money for charity in her life. She has washed cars and

⁽⁶⁾**sells** / **has sold** cakes. I've done a sponsored swim with her to raise

money for Save the Children. We think it's the ⁽⁷⁾**more** / **most** important

charity in the world. The only thing Jenny has ⁽⁸⁾**never** / **ever** done is a

sponsored walk, but she's going to do one this summer. She's fantastic!

- 14**  Listen and check your answers.

- 10** Write complete questions with **How long ...?** in your notebook.

you / be / at this school?

How long have you been at this school?

1 you / know / your best friend?

2 you / study / English?

3 you / have / your mobile phone?

4 you / live / in your flat?

5 you and your friends / play / football?

- 11**  In pairs, ask and answer the questions in exercise 10.

How long have you been at this school?

I've been at this school for two years.

- 12** Complete the text using **for** or **since**.

My hero is my grandfather. He's 65 years old. He loves football and he has watched every Arsenal game ⁽¹⁾... 1955. He hasn't missed a game ⁽²⁾... the day he got married – it was a Saturday. He's been married ⁽³⁾... over 40 years and he and my grandma have lived with us ⁽⁴⁾... five years. He loves music and he's been a fan of jazz ⁽⁵⁾... he was a teenager. He's the coolest grandfather in the world.

Crystal Clear
Grammar

1 2 3 4 5 6 7 8 9



Vocabulary

make and do

- 1 Look at the words and phrases. How do you say them in your language?

a decision • a mistake • charity work • exercise • friends • homework • money • nothing • someone a favour • someone happy • someone laugh • your best

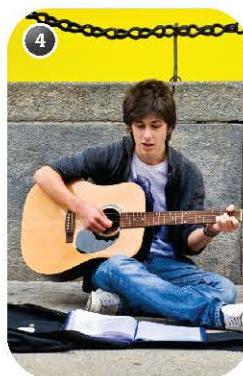
2



Copy and complete the table with the words in exercise 1 in your notebook. Listen and repeat the words.

do	make
charity work	

- 3 Match pictures 1–5 with *make* or *do* and a phrase from exercise 1 in your notebook. Which expressions are not in the pictures?



- 4 Complete the questions with the correct form of *make* or *do*.

Have you ever *done* any charity work?

- What ... you happy?
- Which people ... you laugh?
- Have you ever ... a mistake?
- How often do you ... someone a favour?
- How often do you ... exercise?
- Have you ever ... a difficult decision?
- Where do you usually ... your homework?
- What's the best way to ... a lot of money?

Listening

5



Listen to the programme and answer the questions in your notebook. Then check your answers.

- Who is Selena Gomez?
- What is her band called?

6

Listen again and answer the questions.

- How long has Selena been famous?
- Where is Island Dog?
- What year did she become a UNICEF Goodwill Ambassador?
- What country did she visit first with UNICEF?
- Who does she remember from her first visit? Why?





Speaking

Making requests and offers (2) / A fundraising event

- 1  Listen to the dialogue. How much money does Mr Moran offer Yasmin?

Model Dialogue

Mr Moran	Yasmin
	
Hello, Yasmin.	Hi, Mr Moran. Do you have a minute?
Sure. What can I do for you?	Well, I'm raising money for charity.
Oh yes?	I've decided to do a sponsored walk for five miles.
Sounds fun.	Would you like to sponsor me ?
Yes, OK. Which charity is it for?	Oxfam.
OK. I'll give you £1 a mile.	Great. Thanks.
And when is it?	Next Saturday.
Well, good luck.	Thanks, Mr Moran.

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about a fundraising event

Choose one of the events below or use your own ideas.

Menu	Notes
Event:	organize a cake sale
Request:	donate a cake
Charity:	The Red Cross
Offer:	make a chocolate cake
When?	on Thursday

Menu	Notes
Event:	do a 2-kilometre sponsored swim
Request:	sponsor me
Charity:	Doctors Without Borders
Offer:	give €10 a km
When?	on Sunday

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What can I do for you?

Well, I'm raising money for charity.

Useful Language

Making requests and offers (2)

Do you have a minute?

Sure. What can I do for you?

Would you like to sponsor me?

I'll give you £1 a mile.

Writing

A magazine article

1



2.08

Read the Model Text and listen. Answer the questions in your notebook.

- 1 How have they raised money?
- 2 Why did they decide on this fundraising idea?
- 3 Which charity have the students raised money for?
- 4 Why did they choose this charity?

Model Text



Students from Highbury School have donated over £1,500 to charity. Organizer Harriet Jones said, 'We all enjoy cycling so we did a 10km sponsored cycle ride at the local park to raise money.' Parents and friends were at the park to support the students.

The students have decided to donate the money to the WWF to help endangered animals. Student Ben Davies said, 'We are supporting this charity because many of us have studied endangered animals at school.'

Headteacher Marion Kemp said, 'This school has done charity work for years but we've never done a cycle ride before. I hope it becomes an annual event because it has been a real success.'



2

Look at the All Clear Tips and translate the rule. Then find examples in the text. Write the rule in your notebook.



Crystal Clear Tips

Connectors of purpose: to + infinitive

We did a 10km sponsored cycle race to raise money.

We use **to + infinitive** to write sentences showing purpose.

3

Rewrite the sentences to show purpose.

I did a sponsored swim. I raised money for Oxfam.

I did a sponsored swim to raise money for Oxfam.

- 1 I'm going to Rome. I'm visiting my cousin.
- 2 Every day my sister goes to the sports centre. She plays basketball.
- 3 Andy went to the supermarket. He bought some milk.
- 4 My best friend has sent me a text. She has invited me to her party.

Writing Task



1 Plan

Make notes about a real or imaginary charity event and include:

Introduction: *the organizers, the amount of money raised, description of the event*

Description of charity: *which charity, reasons for choosing it*

Final comment: *the success of the event, any plans to repeat in the future*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Description of charity

Paragraph 3: Final comment

3 Check

- ☒ present perfect, *for* and *since*
- ☒ fundraising ideas, *make* and *do*
- ☒ **to + infinitive**



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Famous heroes and heroines

Elizabeth Fry

Elizabeth Fry is one of the most famous women in British history. All her life she worked to help the poor, especially poor people who were in prison.

Her early life

Elizabeth was born on 21st May 1780 into a family with 11 other siblings. Sadly, her mother died when Elizabeth was 12 years old and she had to look after her brothers and sisters. Elizabeth married Joseph Fry, a wealthy banker, in 1800 and they went to live in London.

Her prison work

When she was in London, Elizabeth visited Newgate Prison. There she met children who were living in prison because they had no home. The prison was dirty and terrible. She was so shocked by her visit that she went back with food and clothes for the children. She started a school and taught their mothers to read.

Fame

Elizabeth's work made her famous. In 1818, she became the first woman to talk to the British parliament. Queen Victoria gave her money. In 1840, she started a school for nurses which helped change the profession of nursing.



2.09

Read and listen. Then answer the questions in your notebook.

- 1 Why is Elizabeth Fry famous?
- 2 What did her husband do?
- 3 How did she help prisoners?
- 4 Why are 1818 and 1840 important dates in Elizabeth Fry's life?

Pronunciation

Contractions

a Listen and repeat.

- 1 Elizabeth's a famous woman.
- 2 You haven't finished your homework.
- 3 She hasn't got a badge.
- 4 He's raised over €1,000.

b Listen and repeat the sentences.

Unit 5 Language Reference

Vocabulary Fundraising ideas

collect money • do a sponsored swim • have a barbecue • have a bring and buy sale • make a charity CD • organize a jumble sale • sell badges • sell cakes • sell raffle tickets • wash cars

make and do

do your best • do charity work • make a decision • do exercise • do someone a favour • make friends • make someone happy • do homework • make someone laugh • make a mistake • make money • do nothing

Grammar Present perfect

Affirmative	Negative	Questions	Short answers
I / You have raised the money.	I / You have not raised the money.	Have I / you raised the money?	Yes, I / you have .
He / She / It has raised the money.	He / She / It has not raised the money.	Has he / she / it raised the money?	No, he / she / it has not .
We / You / They have raised the money.	We / You / They have not raised the money.	Have we / you / they raised the money?	Yes, we / you / they have .

ever / never / yet / just / already / still

Have you ever lived in France?	I have just started my homework.
I have never lived in France.	I have already done my homework.
I haven't done my homework yet .	I still haven't done my homework.

How long...? with for and since

How long has she been a Goodwill Ambassador?
She's been a Goodwill Ambassador since August 2009.
She's been a Goodwill Ambassador for more than a year.

for (a period in time)	since (a point in time)
a month	2010
a long time	2 pm
three weeks	April
two hours	I was born
	last night
	Saturday
	this morning

Speaking Making requests and offers (2)

Do you **have** a minute?

Sure. What can I do for you?

Would you **like** to sponsor me?

I'll **give** you £1 a mile.

Unit 5 Progress Check

Vocabulary Fundraising ideas

- 1 Match 1–5 with a–e to make sentences. Write them in your notebook.

- 1 I bought a charity
- 2 Pop stars are making a
- 3 My friends are washing
- 4 There was a woman collecting
- 5 We've organized

- a) money for the Red Cross.
- b) charity CD to raise money for famine victims.
- c) raffle ticket to help Syrian refugees.
- d) a jumble sale for the RSPCA.
- e) cars for charity.

make and do

- 2 Complete the sentences with the correct form of *make* or *do*.



- 1 I've just ... some exercise. I'm really tired.
- 2 I always ... my homework before I watch TV.
- 3 I ... lots of friends at the summer camp last year.
- 4 Can you ... me a favour? I really need some help.
- 5 I think I failed the test. I ... too many mistakes.

Grammar Present perfect

- 3 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 Dan ... (raise) £200 for charity.
- 2 We ... (decide) to do a sponsored walk next month.
- 3 ... you ... (sponsor) Luis for his charity bike ride?
- 4 I ... (never / do) a sponsored skydive.
- 5 Jo ... (not donate) any clothes to the bring and buy sale.

- 4 Correct the sentences.

- 1 Beth have never done a sponsored swim.
- 2 Have you raised ever money for charity?
- 3 I hasn't visited India, but I want to.
- 4 Have you see the new adventure film?
- 5 Alex was collected lots of money for charity.

for and since

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

- 1 I've known my best friend ... 2006.
- 2 Carla's done charity work ... she was 12.
- 3 You've studied ... three hours. Well done!
- 4 I haven't eaten ... this morning. I'm hungry.
- 5 Tom's been here ... a long time. He arrived early.

- 6 Complete the sentences with *yet*, *already*, *just* or *still*.

1. Have you decided _____?
2. I've _____ written the letter.
3. Our group has _____ visited the London Bridge.
4. She's _____ written four emails.
5. He bought a car three months ago and he _____ hasn't taken any driving lessons.

Crystal Clear Self-Check ✓

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- fundraising ideas?
- *make* and *do*?
- present perfect?
- *for* and *since*?

Extra Practice

If you need extra practice, go to:

- Unit 5 Grammar Reference
- Unit 5 Vocabulary Reference
- Unit 5 Grammar Exercises
- Unit 5 Vocabulary Exercises



Extra Practice

6

Amazing journeys

Objectives

Vocabulary	Travel; extreme activities
Grammar	Present perfect and past simple; quantity
Speaking	Talking about a journey
Writing	A description of a journey

Vocabulary

Travel

1



Listen and repeat the words. Match them with pictures 1–12.

arrive • buy a guidebook • buy souvenirs • come back home • get off a train • get on a train • have adventures • meet people • pack a suitcase • plan a trip • send postcards • set off



2

Write the correct words in your notebook.

Hi Sarah,

We're in Italy and it's really exciting! As usual, I ⁽¹⁾**packed** / **got on** my suitcase at the last minute. ☺ We ⁽²⁾**set off** / **got on** from home on Sunday morning and we ⁽³⁾**bought** / **planned** a guidebook at the airport. We ⁽⁴⁾**arrived** / **set off** in Rome in the afternoon. Suzy and I have ⁽⁵⁾**met** / **had** lots of adventures. On the first day, we ⁽⁶⁾**met** / **sent** some Spanish boys at the hotel and we went to the Colosseum with them today. At the moment, we're ⁽⁷⁾**getting off** / **planning** a trip to Naples. I've taken lots of photos to show you when we ⁽⁸⁾**get off** / **come back** home next week. I've ⁽⁹⁾**bought** / **had** you a great souvenir – a Roma football shirt!

Kate

3



Listen to Zoe and Chas. What souvenirs have they bought?

4



In pairs, ask and answer questions about travelling.

Have you ever bought any souvenirs?

Yes, I bought a keyring in Paris.



A personal profile

1 Read the text quickly. In what ways do you think Albert isn't a typical young man?

2  2.14 Read and listen. Check your answer to exercise 1.

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[Films](#)



IT'S A SMALL WORLD

Albert became ill with leukaemia when he was five. But the disease hasn't stopped him doing what he loves most – travelling. He usually travels on his own, he often hitchhikes and he never takes more than about 20 euros. He gets money by working and doing tricks with his wheelchair. Albert has had lots of adventures. He has slept on boats and desert islands. He has also learnt how to get on and get off buses and trains without help.

Albert wants more people in wheelchairs to copy him. 'The chair helps you to travel because it eliminates fear,' Albert explains. 'When you hitchhike, drivers pick you up because you don't look dangerous. And people talk to me because they want to meet this boy who travels the world in a wheelchair.'

A few years ago, Albert set off for New Zealand with his girlfriend, Anna. *Little World* tells the story of their journey. It is a beautiful film – a documentary, a road movie and a love story.

Albert has four tattoos that symbolize the most important things in his life: love, freedom, luck and happiness. And *Little World* has a message for all of us: discover what really makes you happy and just do it!



Find out more! ▶

Albert Casals is a typical young man in many ways but in others he is very different. He has visited more than 80 countries, written two books, *The World on Wheels* and *Without Frontiers*, and starred in a film, *Little World*. And one more thing: Albert has been in a **wheelchair** since he was eight years old.

3 Read the text again. Answer the questions in your notebook.

- 1 What are *The World on Wheels* and *Without Frontiers*?
- 2 How many countries has Albert visited?
- 3 Does he usually travel with someone else?
- 4 How does he make money when he's travelling?
- 5 What are the advantages of travelling in a wheelchair?
- 6 What are the most important things in Albert's life?

4 What do these numbers refer to in the text?

- a) 80 b) 2 c) 8 d) 5 e) 20 f) 4

Crystal Clear Facts

Hitchhiking is legal in the UK, but not on motorways. It is not a common way to travel now.

Present perfect and past simple

Present perfect and past simple

He **has written** a book.

Albert **has been** in a wheelchair since he was eight years old.

In 2007 he **set off** for South America.

1 Look at the sentences in the table. Which of the verbs in bold are present perfect and which are past simple?

2 Match the sentences in the table with uses 1–3. Write them in your notebook.

- 1 to talk about uncompleted actions or situations that began in the past and continue in the present
- 2 to talk about past actions or experiences without saying when they happened
- 3 to talk about completed actions at a definite time in the past

3 Write the correct words in your notebook.

- 1 I **lived** / **have lived** here when I was eight.
- 2 Albert Casals **visited** / **has visited** more than 80 countries.
- 3 My mum **set off** / **has set off** for New York yesterday.
- 4 Dave is in China. He **had** / **'s had** lots of adventures.
- 5 I **took** / **'ve taken** lots of photos when I was in Brazil.

4 Write complete sentences using the present perfect or the past simple.

I / live / in Peru / for three years. I love it!

I've lived in Peru for three years. I love it!

- 1 He / live / in Toronto / for a year / when he was younger.
- 2 I / go / to Hawaii / last summer.
- 3 We / never / read / Albert Casals' books.
- 4 Alex / not be / to Los Angeles. He wants to go next year.
- 5 My mum / visit / Italy.

5 Complete the questions with the present perfect form of the verbs in brackets.

- 1 ... you ever ... (be) to Australia?
- 2 ... you ever ... (visit) South America?
- 3 ... you ever ... (read) Albert Casals' books?
- 4 ... you ever ... (see) the Guggenheim Museum in Bilbao?
- 5 ... you ever ... (buy) any souvenirs?

6 Complete the questions with the past simple form of the verbs in brackets. Then match them with the questions in exercise 5.

- a) What ... you ... (buy)?
- b) What exhibition ... you ... (see)?
- c) How many kangaroos ... you ... (see)?
- d) ... you ... (like) them?
- e) Which countries ... you ... (visit)?

7 Complete the dialogue with the correct form of the verbs in brackets. Use the present perfect or the past simple.

Natalie I'm reading *Around the World in 80 Days*. ⁽¹⁾ ... you ... (read) it?

Charlie No. Who's it by?

Natalie Jules Verne. He ⁽²⁾ ... (write) it in 1873.

Charlie Oh, I know him. I ⁽³⁾ ... (read) *Journey to the Centre of the Earth* a few years ago.

Natalie ⁽⁴⁾ ... you ... (like) it?

Charlie Yes, it ⁽⁵⁾ ... (be) great. You should read it. Last year, I ⁽⁶⁾ ... (see) a TV programme called *Around the World in 80 Days*.

Natalie With Michael Palin? Yes, I remember it. He ⁽⁷⁾ ... (make) lots of travel programmes.

Charlie He's really lucky. I ⁽⁸⁾ ... (never be) to a foreign country.

Natalie Haven't you? I ⁽⁹⁾ ... (be) to one. Last year I ⁽¹⁰⁾ ... (go) to Greece with my family.

Quantity

	Countable nouns	Uncountable nouns
Affirmative	He had a lot of adventures.	He made a lot of money.
	He had some / a few adventures.	He made some / a little money.
Negative	He didn't have many / any adventures.	He didn't make much / any money.
Questions	How many adventures did he have?	How much money did he make?
	Did he have many / any adventures?	Did he make much / any money?

8 Complete the sentences with the words in the box.

a little a lot of any many much

- I've been to ... European countries – almost all of them!
- She didn't see ... dolphins on the boat trip – only two in the end!
- Are there ... seats available on the next bus to Liverpool?
- How ... chocolate have you bought?
- I was ill last week and only ate ... food.


9 Write the correct words in your notebook.

{ reply }
{ reply all }
delete
save
forward }

Dear Parents,

Next week is the annual school trip to All Action Adventure Camp for all Year 10 students. All students need to bring ⁽¹⁾**some / any** warm clothes for the outdoor activities. They don't need to bring ⁽²⁾**any / much** special equipment for the outdoor activities because the camp will provide everything they need. Students do not need to bring ⁽³⁾**any / some** food. The camp provides all meals with ⁽⁴⁾**a lot of / many** fresh fruit and vegetables. Most importantly, students shouldn't bring ⁽⁵⁾**a little / any** gadgets such as mp3 players or mobile phones. The teachers have mobile phones for emergencies. Students can bring ⁽⁶⁾**a little / a few** money as there will be an excursion to the local town on the last day. We're confident that all students will learn a lot and have ⁽⁷⁾**a lot / a little** of adventures on the trip.

The Teachers



10 Write the correct words in your notebook.

Hailey France is the ⁽¹⁾**best / better** country I've ever been to. ⁽²⁾**Did you ever go / Have you ever been?**

Aiden Yes, I ⁽³⁾**have been / went** two years ago.

Hailey Did you eat ⁽⁴⁾**much / any** frogs' legs?

Aiden Yes, I did. They were awful. I ⁽⁵⁾**didn't like / haven't liked** them.

Hailey How long did you stay there?

Aiden I was only there ⁽⁶⁾**for / since** five days.

Hailey And did you buy ⁽⁷⁾**any / much** souvenirs?

Aiden No, they were ⁽⁸⁾**enough / too** expensive.

Crystal Clear
Grammar ✓

1 2 3 4 5 6 7 8 9



11



2.15

Listen and check your answers.



Grammar Reference

Unit 6

65

Vocabulary

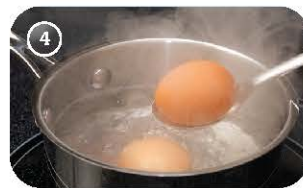
Extreme adjectives

1



Listen and repeat the words. How do you say them in your language?
Match them with pictures 1–9.

amazing • awful • boiling • delighted • enormous • exhausted • freezing • terrifying • tiny



2

Look at the extreme adjectives in exercise 1 and match them with the adjectives in the box.

bad big cold frightening good happy hot small tired

3

Write the extreme adjective for each sentence in your notebook.

I don't like flying. It's frightening.

terrifying

- 1 The journey was really bad.
- 2 I love Greek food. It's good.
- 3 It's hot on this bus. Can I open a window?
- 4 There were 300 people on our flight. The plane was big.
- 5 Put your coat on. It's cold outside.

4

Write the correct words in your notebook.

- 1 I'm **tiny** / **exhausted** / **freezing**. I'm going to bed early.
- 2 I'm wearing too many clothes. I'm **boiling** / **freezing** / **awful**.
- 3 Julie was **delighted** / **tiny** / **exhausted** with her present.
- 4 That horror film was **terrifying** / **amazing** / **tiny**. I'm never watching it again.
- 5 The journey was **enormous** / **terrifying** / **awful**. We arrived three hours late.

Listening

5



Listen to the dialogue about adventurer, Mike Perham.
How long did it take Mike to sail around the world?

6

Listen again. Write true or false in your notebook.

- 1 Mike was the youngest person to travel around the world.
- 2 Mike celebrated his 17th birthday at sea.
- 3 He had really bad weather in the Indian Ocean.
- 4 He stopped three times to make repairs to his yacht.
- 5 He had a terrifying experience with a shark.
- 6 His ambition is to be the first person to travel around the world by land, sea and air.



Speaking

Talking about a journey / At the station

1



Listen to the dialogue. Did Lizzie have a good train journey?

Model Dialogue



Tanya

You've arrived at last! Welcome to **Oxford**!

No problem. So, how was the journey?

Did you get a good seat?

What? Did you change trains?

Did you have anything to eat?

Oh, no. How **terrible**!

Lizzie



Hi! Thanks for coming to meet me.

It was **terrible**. The train from **Edinburgh** left **30 minutes late**.

No, I had to stand.

Yes, I changed in **Birmingham**.

No, there wasn't any food on the train, so I haven't eaten all day.

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a journey

First, choose a journey. Use the ideas below or your own ideas.

Cambridge – Edinburgh

Journey: Great. Train left on time.

Seat: Yes. By the window. Very comfortable.

Change: Yes. Newcastle.

Food: Yes. Some sandwiches and crisps.

Liverpool – Leeds

Journey: Terrible. Train left late.

Seat: No. Had to stand.

Change: No. Direct.

Food: No. No food.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

You've arrived at last! Welcome to **Edinburgh**!

Thanks for coming to meet me.

Useful Language

Talking about a journey

How was the journey?

It was terrible.

Did you get a good seat?

No, I had to stand.

Did you change trains?

No, it was a direct train.

Did you have anything to eat?

No, there wasn't any food on the train.

Writing

A description of a journey

1



Read the Model Text and listen. Order the events in your notebook.

- | | |
|--------------------------------|-----------------------------------|
| a) flew to Washington DC | d) the plane left London 7 |
| b) arrived at the hotel | e) waited for a bus |
| c) waited to get off the plane | f) queued at the immigration desk |

Model Text



Hi Nick,
Well, we've arrived in the USA but it was an awful journey!
We set off from London on time, but we couldn't land in New York because of bad weather. **First**, we flew to Washington DC. **Then**, we waited for three hours to get off the plane. **Next**, we queued for two hours at the immigration desk. **After that**, we waited 45 minutes for the bus. **Finally**, we arrived at the hotel at midnight – we were exhausted! Look at the picture of my little sister!
We've booked another flight to New York for tomorrow. I'll send an email when we get there.
Liv



2

Look at the All Clear Tips and complete the rules below with the words in bold.

i Crystal Clear Tips

Linkers

First, we flew to Washington DC.
Then, we waited for three hours.
Next, we queued for two hours at the immigration desk.
After that, we waited 45 minutes for the bus.
Finally, we arrived at the hotel at midnight.

- We use ... to show the beginning of an event.
- We use ..., ..., and ... to show the order of events.
- We use ... to show the end of an event.

3

Write the correct words in your notebook.

We went on a bus tour in New York last year.
(1) **Next / First**, we went to Times Square in the centre of Manhattan. (2) **Then / Finally**, we drove up one side of Central Park and saw the Museum of Natural History. (3) **First / Next**, we went to Harlem and saw the Apollo Theatre. (4) **After that / Finally**, we drove down Park Avenue. (5) **Then / Finally**, we got off the bus by the Guggenheim Museum. It was brilliant!

Writing Task



1 Plan

Make notes about a real or imaginary journey and include:

Introduction: *where you were going, what the journey was like (good or bad)*

Description: *what happened and in what order*

Closing phrase: *how the journey ended*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Description

Paragraph 3: Closing phrase

3 Check

- ☒ present perfect and past simple, quantity
- ☒ travel, extreme adjectives
- ☒ linkers: *first, then, next, after that and finally*



AMERICAN HISTORY ONLINE

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THE CALIFORNIA GOLD RUSH

The California gold rush started on 24th January 1848 when James W Marshall discovered gold at Sutter's Mill in California. Soon, people in San Francisco heard stories about gold. In December 1848, the president of the USA told the world that there was gold in California.



THE FORTY-NINERS

The early gold-seekers were called 'forty-niners' because they started their journey to California in 1849. A lot of the 'forty-niners' arrived by ship but 150,000 walked to California from other parts of the USA.

EFFECTS OF THE GOLD RUSH

The gold rush changed California. The population of San Francisco grew from 1,000 in 1848 to 150,000 in 1870. A railway line was built to join California to the rest of the USA. But not all the changes were good. The Native Americans lost their lands and many died from diseases which the Europeans brought with them.







2.20

Read and listen. Then answer the questions in your notebook.

- 1 Who was the first man to find gold in California?
- 2 When did the world hear that there was gold in California?
- 3 How did people travel to California?
- 4 How did the gold rush change California?

Pronunciation

/ɜ:/ /i:/ /ʌ/

a



2.21

Listen and repeat the words.

/ɜ:/ heard, world, were, work

/i:/ seek, between, seen, been

/ʌ/ rush, just, but, country, love

b



2.22

Listen and repeat the sentences.

Unit 6 Language Reference

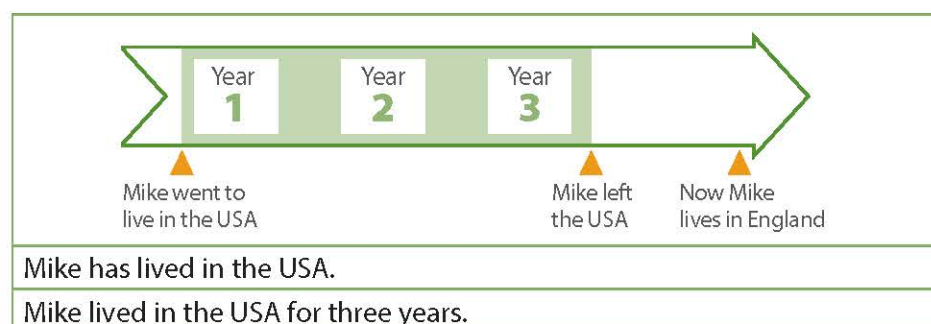
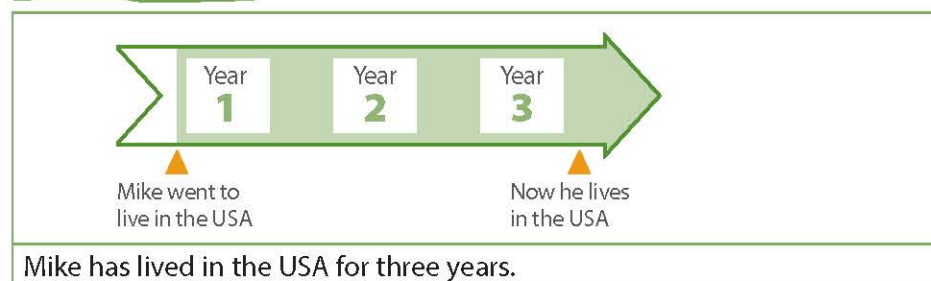
Vocabulary Travel

arrive • buy a guidebook • buy souvenirs • come back home • get off a train • get on a train •
have adventures • meet people • pack a suitcase • plan a trip • send postcards • set off

Extreme adjectives

amazing / good • awful / bad • boiling / hot • delighted / happy • enormous / big • exhausted / tired •
freezing / cold • terrifying / frightening • tiny / small

Grammar Present perfect and past simple



Quantity

	Countable nouns	Uncountable nouns
Affirmative	He had a lot of adventures. He had some / a few adventures.	He made a lot of money. He made some / a little money.
Negative	He didn't have many adventures. He didn't have any adventures.	He didn't make much money. He didn't make any money.
Questions	How many adventures did he have? Did he have many / any adventures?	How much money did he make? Did he make much / any money?

Speaking Talking about a journey

How was the journey?

It was terrible.

Did you get a good seat?

No, I had to stand.

Did you change trains?

No, it was a direct train.

Did you have anything to eat?

No, there wasn't any food on the train.

Unit 6 Progress Check

Vocabulary Travel

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

adventures home
postcard suitcase trip



- Paula sent me a ... from Sydney.
- You haven't packed your You're going to be late!
- I planned a ... with my guidebook.
- Lucy had lots of ... when she went to Japan.
- I had such a great holiday that I didn't want to come back ...!

Extreme adjectives

- 2 Match adjectives 1–5 with extreme adjectives a–e. Write them in your notebook.

- | | |
|---------|--------------|
| 1 small | a) awful |
| 2 cold | b) exhausted |
| 3 tired | c) amazing |
| 4 good | d) tiny |
| 5 bad | e) freezing |

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- travel?
- extreme adjectives?
- present perfect and past simple?
- quantity?

Grammar Present perfect and past simple

- 3 Write the correct words in your notebook.

- Has Sarah seen / Did Sarah see the Taj Mahal when she was in India?
- I've set off / set off on my travels a year ago. So far I've been / went to 30 countries.
- I bought / 've bought a guidebook for Istanbul yesterday.
- The postcard hasn't arrived / didn't arrive. When did you send it?
- Have you ever visited / Did you ever visit Greece? – No, but I'd love to go one day.

- 4 Complete the sentences with the correct form of the present perfect or past simple.

- I've been to lots of countries. Last summer I ... (go) to Greece.
- I ... (pack) my suitcase last night.
- She ... (have) many adventures over the years. Last year she ... (write) a book about them.
- When ... he ... (come) back home? A week ago.
- They ... (plan) their trip very carefully. They would like to go next summer.

Quantity

- 5 Write the correct words in your notebook.

- I haven't packed any / much socks.
- Nick's bought much / a lot of souvenirs.
- I haven't got many / much time.
- Did you meet many / much people on holiday?
- I only spent a little / a few money yesterday.

Crystal Clear
Self-Check ✓

Extra Practice

If you need extra practice, go to:

- Unit 6 Grammar Reference
- Unit 6 Vocabulary Reference
- Unit 6 Grammar Exercises
- Unit 6 Vocabulary Exercises



Extra Practice

Revision Units 4–6

Vocabulary

- Places to visit
- Adverbs
- Fundraising ideas

- make and do
- Travel
- Extreme adjectives

Work with a partner to complete the sentences with the correct word in your notebooks.
Who finishes first?



What ... you laugh? (5)

I play the guitar very ... (4)



Have you ever sold ... tickets for charity? (6)

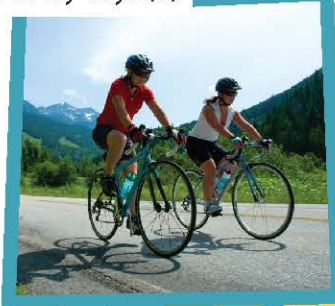


What do you wear when the weather is ...? (8)



Have you seen any Roman ...? (5)

Do you do some ... every day? (8)



When did you last send a ...? (8)

Have you ever done a ... swim for charity? (9)



How often do you buy ...? (9)



Have you been to the Great Barrier ...? (4)

Grammar

- Comparatives and superlatives
- (not) *as ... as*
- too, enough* and *not enough*
- Present perfect
- ever* and *never*
- How long ...?* with *for* and *since*
- Present perfect and past simple
- Quantity

Comparatives and superlatives

1 Write the correct words in your notebook.

- My mum is **older / oldest** than my dad.
- I think English is the **more / most** difficult subject at school.
- The Alhambra is the **most beautiful / beautiful** building in Spain.
- The Amazon rainforest is the **biggest / biggest** rainforest in the world.
- Watching a football match in a stadium is **more good / better** than watching it on TV.

Present perfect

2 Complete the sentences with the correct form of the verbs in brackets.

- How long ... you ... (have) your mobile phone?
- I ... (not visit) Paris.
- He ... (eat) a lot of chocolate today.
- ... your brother ... (make) many friends in his new school?
- I ... (listen) to the new Lorde album twice today.

for and since

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

- My sister has lived in China ... two years.
- My cousin has been a mechanic ... he left school.
- I've been on holiday ... last Friday.
- They've lived in London ... a long time.
- She's been at home ... 6 pm.

Present perfect and past simple

4 Write the correct words in your notebook.

- Did you buy / Have you bought** any new clothes last weekend?
- I'm interrailing round Europe. **I visited / 've visited** ten countries.
- My mum **travelled / 's travelled** to Barcelona on business last week.
- He **didn't eat / hasn't eaten** kangaroo when he was in Australia.
- I **'ve bought / bought** a new laptop last month. It **was / has been** very cheap.

Grammar check

5 Write the correct words in your notebook.

⁽¹⁾**Have you ever heard / Did you ever hear** of Tuvalu? It's an island in the Pacific Ocean and it's the ⁽²⁾**smaller / smallest** English-speaking country in the world. All Tuvaluans speak Tuvaluan, but ⁽³⁾**a lot of / much** people can speak English too. Tuvalu only has 12,373 inhabitants but the population is not as ⁽⁴⁾**small / smaller** as the Vatican City. Europeans ⁽⁵⁾**have known / knew** about the islands ⁽⁶⁾**for / since** over 400 years. The islands ⁽⁷⁾**became / have become** part of the British Empire in 1892 but Tuvalu ⁽⁸⁾**was / has been** an independent country ⁽⁹⁾**since / for** 1978. Tuvalu is a very poor country. There is no fresh water, so sometimes there is ⁽¹⁰⁾**not enough / enough** water to drink. Not ⁽¹¹⁾**many / much** tourists visit Tuvalu because it is ⁽¹²⁾**enough / too** difficult to travel there. A lot of Tuvaluans work as fishermen, farmers or government employees, but the country needs ⁽¹³⁾**a lot of / many** help from other countries to survive.

Cultural Awareness: Literature



- 1 How much do you know about literature in Britain? Do the quiz.

QUIZ

- 1 Shakespeare wrote ... plays.
 - a 28
 - b 38
 - c 48
- 2 Shakespeare's Globe Theatre is in ...
 - a London.
 - b Stratford-upon-Avon.
 - c Bath.
- 3 What year was Charles Dickens born?
 - a 1812
 - b 1821
 - c 1870
- 4 Charles Dickens wrote books about ...
 - a politics and economics.
 - b relationships and romance.
 - c poverty and social issues.
- 5 Jane Austen wrote just ... novels.
 - a four
 - b five
 - c six
- 6 Many of Britain's most popular books have been turned into ...
 - a comic books.
 - b theme parks.
 - c films.

WATCH

- 2 Watch the documentary about literature and answer the questions.

- 1 How many of Shakespeare's plays are named in the documentary?
- 2 Where are many of Dickens' novels based?
- 3 What can you visit in Bath if you're interested in literature?



Digital Competence: Blogposts

Look at the blog. Which book has Pablo written about?



TASK Write a blog post about a book. Follow the steps below.

Step 1

Think about a book you have read.

Make notes:

- The title and author
- Information about the plot and characters
- Where and when the book is set
- If you recommend the book or not

Step 2

Write about the book for a blog. Check your grammar and spelling.

Step 3

Show your blog post to the other students in your class. Ask them to comment!

Step 4

Read your classmates' blog posts. Which books do you want to read? Comment on your classmates' blog posts.



Objectives

Vocabulary	Films; suffixes
Grammar	Future forms: <i>will, be going to</i> , present continuous; first conditional
Speaking	Asking for and giving opinions
Writing	A film review

Vocabulary

Films

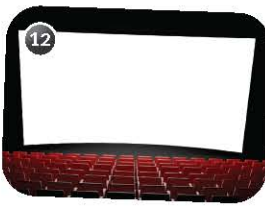
1



2.23

Listen and repeat the words and phrases. Match them with pictures 1–14.

director • film a scene • film star • plot • producer • release a film • screen • script • soundtrack • special effects • star in a film • stunt • stuntman / stuntwoman • win an award



2

Copy and complete the table with all the words and phrases in exercise 1.

people	verbs related to films	other film words
<i>director</i>	<i>star in a film</i>	<i>stunt</i>

3

Complete the sentences with the correct form of words and phrases from exercise 1.

- The ... is wonderful – the dialogues are great.
- The music is great, too – I love the
- Johnny Depp ... in the film. I hope he wins an ... at the next Oscars.
- A ... does all the dangerous scenes in a film instead of the actor.
- The ... in that science-fiction film are wonderful. They look really realistic.

4



2.24

Listen to Isabel and Xavi. What are their favourite films? Why?

5



In pairs, ask and answer questions about films.

What's your favourite film?

Chef.



Online film magazine

- 1 Read the text quickly and choose the best title.
a) Cinema today b) The future of film c) A film review

Film

Do you remember Gollum from The Hobbit? The film's creators used motion-capture to transform the human actor into the digital character. In the future, more films will use this technology and soon, many films will only have digital characters. But actors won't disappear, because digital characters need good actors. Being a 'cyber-actor' is a skill that many film stars will learn in the future.

4DX cinemas already exist, but they will probably become more common. Audiences will experience real special effects. If there's an explosion, there will be real **smoke**. If it rains in the film, you will get wet! Seats will move to match the action in the film. Imagine a scene on a **rollercoaster** or on a boat!

Virtual Reality (VR) already exists in the world of gaming but some people predict that it will transform our experience of films. VR **headsets** will put audiences *inside* the film and we will experience the characters' lives first-hand. But will VR affect the development of scripts and plots? We aren't sure, but it's clear that VR films are going to be very different.



Have you ever been disappointed by a film's ending? In the future, film plots will change while we are watching them. During the film, **sensors** will detect our emotions. Then, software will choose the best scene to play next depending on our emotions.



Audiences have always wanted enjoyment and excitement. Technology will change, but people are never going to stop watching films!

Crystal Clear Facts

In the past, people used the word *actor* for men and *actress* for women. Now, we usually say *actor* for men and women.

- 2  2.25 Read and listen. Write the correct answers in your notebook.

- | | |
|--|--|
| <p>1 In the future, human actors will ...
a) disappear.
b) still exist.
c) work with robots.</p> <p>2 In the future, there ...
a) won't be as many 4DX cinemas as now.
b) will be real special effects in all cinemas.
c) will be more 4DX cinemas than now.</p> <p>3 Films developed for VR ...
a) are going to be quite similar to 4DX films.
b) aren't going to be like today's films.
c) are going to have more complicated plots.</p> | <p>4 Technology will detect how we feel about a film ...
a) while it is playing.
b) before it begins.
c) when it ends.</p> <p>5 People in the future ...
a) will watch more films.
b) won't need cinemas.
c) will continue to watch films.</p> |
|--|--|

- 3 Which idea do you think will become the most common in the future?

Future forms

will

Affirmative	She'll go
Negative	We won't go
Questions	Will you go ...?

Language Reference p84

- 1 Complete the sentences with the correct form of *will* and the verbs in brackets.

In the future, there *will be* (be) more 4DX cinemas.

- I don't think Spielberg ... (direct) that new film.
- How many people ... (see) the film?
- My friend ... probably ... (not enjoy) that film.
- ... they ... (release) a CD of the soundtrack?
- That film ... probably ... (win) awards.

- 2 Look at the sentences in exercise 1 and complete the rules below.

probably definitely *will* predictions

- We use *will* and *won't* to make ... about the future.
- We use ... when we are sure about something in the future and ... when we think something is likely.
- In the affirmative, *probably* and *definitely* come after ... but in the negative they come before *won't*.

- 3 Write complete questions using *will* in your notebook.

Spain / win / the next World Cup?

Will Spain win the next World Cup?

- you / pass / all your exams?
- you / go / to England / next year?
- Which / bands / be / popular / next year?
- your teacher / give / you / a lot of homework?

- 4 In pairs, ask and answer the questions in exercise 3.

be going to

Affirmative	She's going to go
Negative	We aren't going to go
Questions	Are you going to go ...?

Language Reference p84

- 5 Match rules 1 and 2 with sentences a) and b). Write them in your notebook.

- We use *be going to* to talk about future plans and intentions.
 - We use *be going to* when there is evidence in the present for future events or actions.
- The actress has broken her leg so she isn't going to star in the film.
 - They are going to make this book into a film next year.

- 6 Complete the sentences with the correct form of the verbs in the box. Use *be going to*.

not ask not celebrate
download finish invite

- I love that song! I ... it to my phone now.
- They ... him to sing because he's got a terrible voice.
- Jim ... because he didn't get the new job.
- ... you ... your homework before class?
- I ... Paul to my birthday party.

i Crystal Clear Rules

We use the present continuous for definite future arrangements.

I'm meeting my friends at 7 pm.

- 7 Complete the sentences with the correct form of the words in brackets. Use the present continuous.

- Tomorrow I ... (travel) to the festival by train.
- ... you ... (give) me a lift to the station?
- My friend Alex ... (meet) me at 11 am.
- I ... (not / take) the 10 am train.
- ... we ... (eat) before we leave?

First conditional

If clause	Consequence
If I win,	I'll go to film school next year.
If I don't win,	I will try again.

Consequence	If clause
I'll go to film school next year	if I win.
I will try again	if I don't win.

8 Look at the tables then write the correct words to complete the first conditional rules.

- We use the first conditional to talk about **future** / **past** possibility.
- We **can** / **can't** change the order of the clauses.
- When the *if* clause comes first, we **use** / **don't use** a comma.

9 Write the correct words in your notebook.

- If you go to the cinema, you **enjoy** / **will enjoy** the film.
- It's raining. You will get wet if you **don't take** / **won't take** an umbrella.
- If I **have** / **will have** enough money, I'll buy the film soundtrack.
- We'll watch a film later if we **finish** / **will finish** our homework.
- What **do you do** / **will you do** if you don't pass your exams?

10 Write first conditional sentences and questions. Use a comma where necessary.

we / be late / if / we / not hurry.

We'll be late if we don't hurry.

- if / I / go to bed late / I / be tired tomorrow.
- they / miss the train / if / they / leave after 6 pm?
- if / they / study a lot / they / not fail the exam.
- you / see / lots of film stars at the ceremony / if / you / be lucky.
- if / we / go to the cinema tonight / Sarah / come / with us?

11 Complete the interview with the correct form of the verbs in brackets.

- Interviewer** Congratulations on your new film.
Do you think ⁽¹⁾... (it / win) an award?
- Rachel** Thanks. I hope it will get a nomination.
- Interviewer** What ⁽²⁾... (you / do) if you win?
- Rachel** If I ⁽³⁾... (win), I will celebrate with my friends.
- Interviewer** And what about your plans for the future?
What ⁽⁴⁾... (you / do) next?
- Rachel** I ⁽⁵⁾... (start) work on a new film next week. After that, I'm not sure. Perhaps I ⁽⁶⁾... (have) a holiday!
- Interviewer** Have you ⁽⁷⁾... (go) on holiday this year?
- Rachel** Yes. I ⁽⁸⁾... (go) to Australia in March.



12  Listen and check your answers.



Vocabulary

Suffixes

- 1  2.27 Listen and repeat the verbs. How do you say them in your language?

advertise • argue • celebrate • connect • decorate • develop • educate • enjoy • equip • excite • move • possess • predict • suggest

- 2 Copy and complete the table with verbs from exercise 1. Then use the suffixes *-ion* or *-ment* to make the noun forms.

Verbs	Nouns
<i>advertise</i>	<i>advertisement</i>
<i>argue</i>	<i>argument</i>

- 3  2.28 Listen and check your answers.


- 4 Complete the sentences with nouns from the table in exercise 2.

We think the *decoration* on this cake is really colourful.

- You need a lot of e... to make a film.
- What is the c... between these two things?
- I think e... is important. I want to get a good job, so I study a lot.
- My parents are having a big c... for their wedding anniversary.
- I get a lot of e... from reading – I love it!



Listening

- 5  2.29 Listen and look at the pictures. Write the correct words in your notebook.

Fresh Films makes films **about teenagers / using teenage film-makers.**

- 6 Listen again. Write true or false in your notebook.

- The Fresh Films programme started more than ten years ago.
- Some participants who have been on the programme now work in the film industry.
- You need to have some experience to apply for the programme.
- Fresh Films has only made short films.



Speaking

Asking for and giving opinions / Talking about a film

- 1  2.30 Listen to the dialogue. What did Ruby like about the film?

Model Dialogue



Paul

What did you think of *After Earth*?

Really? I thought it was brilliant!
The **special effects** were **amazing**.

What about the **actors**? I thought they were **brilliant**!

Did you like anything?

Me too. It was incredible.

Ruby



I thought it was rubbish.

I suppose they were OK but the **plot** was **terrible**.

No, they weren't. They were awful and the **script** was **really bad**.

Yes, I **liked the soundtrack**.

At least we agree about something ...

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about a film

Choose a film and read the opinions. You can use the ideas below or your own.

Student A

<i>Mockingjay</i>	<i>Guardians of the Galaxy</i>
special effects: incredible	action scenes: very exciting
soundtrack: great	stunts: amazing

Student B

<i>Mockingjay</i>	<i>Guardians of the Galaxy</i>
stunts: terrible	script: awful
plot: really boring	plot: a bit silly
liked the acting	enjoyed the ending

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What did you think of *Mockingjay*?

I thought it was rubbish.

Useful Language Asking for and giving opinions

What did you think of *After Earth*?

What about the actors?

Did you like anything?

I thought it was rubbish.

They were awful and the script was really bad.

Yes, I liked the soundtrack.

Writing

A film review

1



Read the Model Text and listen. Match descriptions 1–4 with paragraphs A–D. Write them in your notebook.

- 1 Conclusion and recommendation
- 2 Personal opinions about the film
- 3 Basic information about the film
- 4 Description of the plot

Model Text



Film of the week

- A *Gravity* is a thriller set in space. The director is Alfonso Cuarón and the main actors are Sandra Bullock and George Clooney.
- B Sandra Bullock plays a scientific engineer on a mission with George Clooney, a veteran astronaut. An accident destroys their space shuttle and they are alone in space, desperately trying to return to Earth.
- C **In my opinion**, *Gravity* is a fantastic film. The action scenes are terrifying, the special effects are amazing and the actors are brilliant. Sandra Bullock has always been **one of my favourite** actors. **For me**, this is her best film.
- D If you like excitement, tension and horror, you will love *Gravity*. **I think** it will become a classic and I would recommend it to everyone.



2

Look at the All Clear Tips and translate the words in bold.

i Crystal Clear Tips

Giving opinions

Sandra Bullock has always been **one of my favourite** actors.

For me, this is her best film.

I think it will become a classic.

In my opinion, *Gravity* is a brilliant film.

3

Order the words to make sentences giving opinions.

- 1 I / really / the / is / script / funny / think / .
- 2 special effects / In / the / my / are / opinion, / terrible / .
- 3 is / worst / me, / it / For / film / his / .
- 4 of / one / my / favourite / is / directors / Amenábar / .
- 5 it / an / awful / In / opinion, / film / my / is / .

Writing Task



1 Plan

Make notes about a film and include:

Basic information: *the title, the type of film, the actors, the director*

The plot: *where the film is set, the main characters, the general story*

Your opinions: *actors, special effects, soundtrack, plot, script*

Conclusion: *a final opinion and a recommendation*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Basic information

Paragraph 2: The plot

Paragraph 3: Your opinions

Paragraph 4: Conclusion

3 Check

- ☒ future tenses, first conditional
- ☒ films, suffixes
- ☒ giving opinions

FAMOUS FILMS AND FILM-MAKERS



Alfred Hitchcock

Hitchcock was born in the UK in 1899 and he became one of the most famous and influential directors in the world. He started his career as a director in 1925. He moved to Hollywood in 1939 and continued to make films until he died.

Hitchcock never won an Oscar for Best Director, although he was nominated five times. However, he received a Life Achievement Award from the American Film Institute (AFI). Four of his films appear in AFI's list of Top 10 Mystery Films of All Time. In 1980, he was given a special award by Queen Elizabeth II and became Sir Alfred Hitchcock.

Hitchcock's films

Hitchcock made 53 films altogether. Many of his films are classics that will always be popular with film lovers. He is probably most famous for his thrillers and mystery films including *Vertigo*, *Psycho*, and *The Birds*. If you watch his films carefully, you will usually be able to see him. That's because Hitchcock made a short appearance in all his films from 1938 onwards. Audiences love trying to find him!



Pronunciation

Sentence stress and weak forms



2.32

Read and listen. Then answer the questions in your notebook.

- 1 Who was Hitchcock and when did he start his career?
- 2 Did he win any Oscars?
- 3 What awards did he win?
- 4 Did he appear in any of his films?

a



2.33

Listen and repeat the sentences. Which words have the main stress? What happens to the words in blue?

- 1 I'm **going to** watch **a** Hitchcock film tonight.
- 2 We're **going to** invite **them to** the party.
- 3 They aren't **going to** buy **a** house.

b



2.34

Listen and repeat the sentences.

Unit 7 Language Reference

Vocabulary Films

director • film a scene • film star • plot • producer • release a film • screen • script • soundtrack • special effects • star in a film • stunt • stuntman / stuntwoman • win an award

Suffixes

advertisement • argument • celebration • connection • decoration • development • education • enjoyment • equipment • excitement • movement • possession • prediction • suggestion

Grammar will

Affirmative	Negative	Questions	Short answers
I / You will change.	I / You won't change.	Will I / you change?	Yes, I / you will .
He / She / It will change.	He / She / It won't change.	Will he / she / it change?	No, he / she / it won't .
We / You / They will change.	We / You / They won't change.	Will we / you / they change?	Yes, we / you / they will .

be going to

Affirmative	Negative	Questions	Short answers
I am going to make a film.	I am not going to make a film.	Am I going to make a film?	Yes, I am .
You are going to make a film.	You are not going to make a film.	Are you going to make a film?	No, you are not .
He / She / It is going to make a film.	He / She / It is not going to make a film.	Is he / she / it going to make a film?	Yes, he / she / it is .
We / You / They are going to make a film.	We / You / They are not going to make a film.	Are we / you / they going to make a film?	No, we / you / they are not .

Present continuous

We use the present continuous for definite plans and arrangements in the future.

We use it with future time expressions, such as

- this evening • on Friday
- tomorrow • next week

First conditional

If clause	Consequence
If I win ,	I'll go to film school next year.
If I don't win ,	I will try again.

Consequence	If clause
I'll go to film school next year.	if I win .
I will try again	if I don't win .

Speaking Asking for and giving opinions

What did you think of *After Earth*?

What about the actors?

Did you like anything?

I thought it was rubbish.

They were awful and the script was really bad.

Yes, I liked the soundtrack.

Unit 7 Progress Check

Vocabulary Films

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

script plot soundtrack
screen special effects

- 1 Can you move your head, please?
I can't see the ...
- 2 Who wrote the ... for that film?
The dialogue is really funny.
- 3 The ... of the film was confusing.
It's a very complicated story.
- 4 The music in the film was great. I
loved the ...
- 5 The scenes with the ... were very
realistic.

Suffixes

- 2 Complete the sentences with the correct form of the words in brackets.

- 1 The wi-fi ... (connect) is really
bad here. I can't open any web
pages.
- 2 What is your favourite ...
(advertise) on TV?
- 3 Scientists are working on the ...
(develop) of the new invention.
- 4 Has anyone got a good ...
(suggest) about where to go
tonight?
- 5 There was great ... (excite) when
they announced the film's release.

Grammar Future forms

- 3 Complete the sentences with the correct form of *will* and the verbs in brackets.

- 1 Where do you think you ... (live) in the future?
- 2 That film definitely ... (not win) an award. It was
terrible!
- 3 Do you think they ... (make) another film together?
- 4 Perhaps they ... (film) those scenes in Scotland. I'm
not sure.
- 5 People ... (not buy) the DVD. It's too expensive.

- 4 Order the words to make sentences and questions.

- 1 going / be / hot / It's / to / today / .
- 2 they / to England / Are / to / going / fly / ?
- 3 not / going / tonight / I'm / go out / to / .
- 4 you / What / next weekend / to / are / do / going / ?
- 5 going / stay / Where / you / to / on holiday / are / ?

First conditional

- 5 Write the correct words in your notebook.

- 1 What **do you say / will you say** if they **ask / 'll ask**
about your opinion of the film?
- 2 If I **have / will have** enough money, I **buy / 'll buy**
the DVD.
- 3 Their parents **don't be / won't be** happy if they
fail / 'll fail the exam.
- 4 If they **don't leave / won't leave** now, they
are / 'll be late.
- 5 **Do you go / Will you go** to the concert if there
are / will be any tickets?

Crystal Clear
Self-Check ✓





Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- films?
- suffixes?
- future forms?
- first conditional?

Extra Practice

If you need extra practice, go to:

-  Unit 7 Grammar Reference
-  Unit 7 Vocabulary Reference
-  Unit 7 Grammar Exercises
-  Unit 7 Vocabulary Exercises



Our friends

Objectives

Vocabulary	Making friends; verb and noun collocations
Grammar	Modal verbs: obligation, prohibition and advice; used to; indefinite pronouns
Speaking	Describing people
Writing	A formal letter

Vocabulary

Making friends

1



2.35

Listen and repeat the words. Match them with pictures 1–13.

arrive early • be late • be polite • be rude • bring a present • click your fingers • interrupt a conversation • jump a queue • kiss a stranger • point • shake hands • take off your shoes • tell jokes



2

Which of the actions in exercise 1 have you done today?

3

Write the correct words in your notebook.

- 1 He asked me to tell a joke / take off my shoes / jump the queue because they were dirty.
- 2 I arrived early / shook hands with / was rude to David Beckham. He was really friendly.
- 3 I told a joke / kissed her / clicked my fingers, but nobody laughed.
- 4 Don't tell a joke to / click your fingers at / shake hands with the waiter. It's very rude.
- 5 He jumped the queue / told a joke / was late because he wanted to get on the bus first.

4



2.36

Listen to Magda and Adam. Who has Adam shaken hands with?

5



In pairs, ask and answer the question.

Have you ever shaken hands with someone famous?

Yes, I have. I met the king when he visited our school.



CULTURAL INTELLIGENCE

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Travel opens your mind to other cultures, but you should always learn about local customs before you go. Politeness is especially important. Here's our guide to being polite in different countries.

A

In France, men and women usually kiss each other on the **cheek**, but men shake hands. In the UK, Germany and the USA, kissing is common between friends but you should shake hands with strangers. In Russia, you shouldn't shake hands in the doorway of a house – it's bad luck.

[Comment](#) [Like](#)

B

In the UK, you don't have to bring a present, like flowers or chocolates, but people will be pleased if you do. In Germany, Japan or the UK you mustn't be late. It's very rude. In Mexico, you should be late – it's normal. In Japan, China and Scandinavia you must take your shoes off when you arrive, so you should wear clean socks!

[Comment](#) [Like](#)



C

In most European countries, if you **burped** after a meal, people would be offended. However, in China they would be pleased because it shows that you enjoyed the food. In India, you mustn't eat with your left hand because it's unclean. In Mexico, it's acceptable to eat with your hands, but in Chile it's the opposite! In France, you shouldn't divide a restaurant bill. You should pay the bill yourself (or wait for someone else to pay!).

[Comment](#) [Like](#)

D

In some countries, it's OK to interrupt someone in a conversation, but you shouldn't in Japan, the USA or the UK. Germans enjoy having serious conversations in social situations, but they aren't keen on **small talk**. In France, you mustn't talk about money at the table. It's very rude.

[Comment](#) [Like](#)

1



Read and listen. Match headings 1–4 with paragraphs A–D. Write them in your notebook.

- | | |
|---------------------------|---------------------------|
| 1 Eating etiquette | 3 The art of conversation |
| 2 Visiting people's homes | 4 Greetings |

2

Read the text again. Answer the questions.

- What should you do when you meet someone for the first time in Germany?
- In which country is it OK to be late?
- Where mustn't you eat with your hands?
- What topic of conversation is unacceptable at meals in France?

3

What other cultural rules do you know?



Crystal Clear Facts

In Bulgaria, you nod to say 'no' and shake your head to say 'yes'. In most other countries, it's the opposite.

Grammar

Obligation, prohibition and advice

Obligation	She must / has to
No obligation	She doesn't have to
Prohibition	She mustn't
Advice	She should We shouldn't Should you ...?

Language Reference p94

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

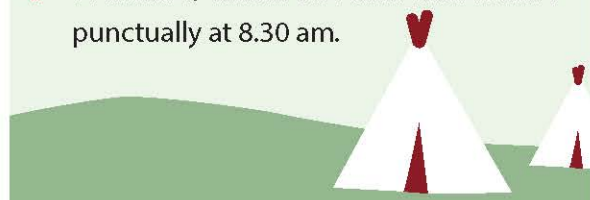
obligation no obligation prohibition

- We use *must* or *have to* to show
The speaker thinks something is very important.
- We use *don't have to* to show there is The speaker thinks something isn't necessary.
- We use *mustn't* to show The speaker thinks it is very important not to do something.

- 2 Write the correct words in your notebook.

Rules for summer camp:

- You **don't have to** / **must** be polite to the monitors.
- You **mustn't** / **have to** take expensive gadgets. There isn't a safe place for them.
- You **mustn't** / **don't have to** talk in bed. People need to sleep.
- You **mustn't** / **don't have to** make your bed. You can choose.
- You **have to** / **don't have to** look after the key to your room.
- You **must** / **mustn't** be late. Classes start punctually at 8.30 am.



- 3 Look at the question in the table. Do we use *have to* or *must* to ask questions about obligations?

Obligation

Do I **have to** bring a present?
Yes, you do. / No, you don't.

- 4 Write complete questions using *have to* in your notebook.

young people / be / polite?

Do young people have to be polite?

- you / be home / before midnight?
- do / your homework / tonight?
- your dad / get up early / on Saturday mornings?
- visitors / bring presents / in your country?
- you / take off your shoes / at home?

- 5 In pairs, ask and answer the questions in exercise 4.

- 6 Look at the sentences in the table. What is the difference between *should* and *must* / *have to*?

Advice

You **should** shake hands, but you don't have to.
You **shouldn't** tell jokes at dinner, it's rude.

- 7 Write the correct words in your notebook.

I'm really lucky because I ⁽¹⁾**shouldn't** / **don't have to** wait for school to talk to my best friend. My best friend is my sister, Karen, and we share a bedroom. However, we have some rules. I ⁽²⁾**mustn't** / **don't have to** borrow her clothes and she ⁽³⁾**has to** / **doesn't have to** ask me when she wants to listen to my music. We both ⁽⁴⁾**mustn't** / **have to** keep our things tidy. We have one more rule. Because Karen's older than me, she ⁽⁵⁾**doesn't have to** / **mustn't** go to bed when I do, but when she comes to bed, she ⁽⁶⁾**doesn't have to** / **mustn't** wake me up if I'm asleep! Luckily she's really kind, so she never does. I ⁽⁷⁾**should** / **don't have to** be more like her!

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

should (x2) have to don't have to mustn't

- You ... walk on the grass. Look at the sign.
- I think you ... do your homework now so you can come to the cinema with me later on.
- I want to look for a cheap flight to Italy. Which website ... I use?
- Do you ... be 18 to join this gym?
- We ... go to school tomorrow – it's a public holiday!

Used to

i Crystal Clear Rules

We use *used to* to talk about past habits and states that are different from now. We cannot use *used to* to talk about single finished actions in the past. We *used to* live in India. (But now we live in Germany.)

- 9 Complete the sentences with the affirmative form of *used to* and the verbs in brackets.

- I _____ to music when I was a child. (listen)
- They _____ in the country, but now they live in the city. (live)
- He _____ very tall when he was in school. (be)
- John _____ in a band when he was in high school. (play)

- 12 Write the correct words in your notebook.

Gabriella Hey, Mum says I can have a party.
 Sadie Great! When ⁽¹⁾ will you have / are you going to have it?
 Gabriella In two weeks.
 Sadie You ⁽²⁾ must / mustn't invite me. Please!
 Gabriella Of course! Who else should I invite?
 Sadie You ⁽³⁾ have to / don't have to invite Glyn. I really like him.
 Gabriella But you ⁽⁴⁾ have liked / like Bob too.
 Sadie No. Glyn's ⁽⁵⁾ more funny / funnier than Bob.
 Gabriella OK. And I have to invite Chloe because I went to her party.
 Sadie I didn't go. I was ⁽⁶⁾ not enough / too ill.
 Gabriella It was a great party.

- 13  2.38 Listen and check your answers.

- 10 Choose the correct answer.

- Did you used to / use to have long hair when you were younger?
- He use to / used to love eating chocolate, but now he can't stand it.
- Did he used to / use to play golf every weekend?
- Max used to / use to study Spanish.
- I use to / used to live in a flat when I was a child.

Indefinite pronouns

i Crystal Clear Rules

We use *indefinite pronouns* when we talk about people, things and places without using their name. For people: *someone / somebody, everyone / everybody, nobody / no one*; for things: *something, anything, everything, nothing*; for places: *somewhere, anywhere, everywhere, nowhere*.

- 11 Circle the correct indefinite pronoun.

- Have you found _____?
a. everywhere b. anything
- Put the money _____ safe.
a. somewhere b. something
- You won't find this _____.
a. someone b. anywhere
- Let's tell _____ our news.
a. anybody b. everybody
- _____ else knows – just you and me.
a. Everyone b. No one
- I didn't break _____.
a. somewhere b. anything



Vocabulary

Verb and noun collocations

- 1  Listen and repeat the phrases. How do you say them in your language?

give advice • give presents • get advice • get presents • have an argument • have fun • spend money • spend time (with friends) • tell lies • tell the truth

- 2 Match phrases from exercise 1 with the pictures. Some pictures show more than one phrase. Write them in your notebook.



- 3 Write the correct words in your notebook.

- | | |
|--|--|
| 1 I love spending money on / time with Sara.
We always have an argument / fun . | 4 John spent a lot of money / time on my birthday present. He's very generous. |
| 2 I've tried to give my sister presents / advice , but she never listens to me. | 5 My boyfriend told me a lie / the truth last night and we had fun / an argument . |
| 3 My girlfriend always tells me the truth / lies . She's very honest. | 6 He got advice / a present from his girlfriend – a leather jacket. |

Listening

- 4  Listen to the conversation and complete the sentences.

- Jack didn't buy his girlfriend a ... and they had ...
- Jess ... to her boyfriend because he told her ...

- 5 Listen again and write the correct answers in your notebook.

- | | |
|---|--|
| 1 Jack forgot his girlfriend's birthday and she...
a) doesn't want to talk to him anymore.
b) is angry.
c) doesn't care. | 3 Jess is angry with her boyfriend because ...
a) he was studying late.
b) he was watching basketball with his friends.
c) he told her a lie. |
| 2 The interviewer says Jack should ...
a) say sorry.
b) forget her.
c) say sorry and buy her a present. | 4 What did Jess say about that?
a) People must be honest.
b) She didn't care.
c) She told him a lie too. |



Speaking

Describing people / A party

- 1  Listen to the dialogue. When is Mike going to see Greta again?

Model Dialogue



Abbie

Hi Mike! What was the party like on Saturday?

Greta? Where's she from?

Oh yeah? So, what's she like?

And what does she look like?

What does she like doing?

You should call her.

Mike



It was great. I had a lot of fun and I met this girl called Greta.

She's Norwegian, but she's lived here for years.

She's friendly, funny and quite talkative.

She's tall and she's got brown eyes and blonde hair. And we've got a lot in common.

She likes playing tennis and watching films.

I did. We're meeting next weekend.

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about someone you met at a party

First, choose one of the people below or invent a person.



NAME: Max
NATIONALITY: Australian
PERSONALITY: generous, quiet and quite shy

APPEARANCE: medium height, brown eyes, short brown hair, very good-looking
HOBBIES: surfing and playing computer games

8858795983248



NAME: Angela
NATIONALITY: German
PERSONALITY: very confident, lively and energetic

APPEARANCE: quite short, blue eyes, long black hair
HOBBIES: going to the gym and doing voluntary work

7851784983248

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

What was the party like?

It was fun and I met this girl called Angela.

Useful Language

Describing people

What's she like?

She's friendly, funny and quite talkative.

What does she look like?

She's tall and she's got brown eyes and blonde hair.

What does she like doing?

She likes playing tennis and watching films.

Writing

A formal letter

1



Read the Model Text and listen. Answer the question in your notebook.

Why does Raj think Jo should receive the Young Achievers Award? Find three reasons.

Model Text



Young Achievers Award
50 Featherstone Street
London EC1Y 8RT

Dear Sir/Madam,

I am writing to nominate my friend Jo Henley for the Young Achievers Award.

Although Jo is only 16, she has achieved a lot. Her father is ill, so Jo looks after him while her mother is at work. She does the cooking as well as her homework every night. **Furthermore**, Jo has raised over £3,500 for charity by doing sponsored runs. **However**, she never complains and is always polite and cheerful.

In addition, she plays the drums in a band **and** always gets excellent marks at school. Most importantly, Jo is a fantastic friend. We always have fun together and we never have arguments.

For all these reasons I think you should give Jo the Young Achievers Award.

Yours faithfully,

Raj Tandon



2

Look at the All Clear Tips and complete the rules with the words in bold.

- a) We use ... and ... to show contrast.
- b) We use ..., ... and ... to show addition.



Crystal Clear Tips

Linkers of addition and contrast

Although Jo is only 16, she has achieved a lot. **However**, she never complains.

Furthermore, Jo has raised £3,500 for charity. **In addition**, she plays the drums **and** always gets excellent marks at school.

3

Rewrite the sentences including the words in brackets.

- 1 Mike is a bit shy. He's very friendly. (although)
- 2 Sophie is very talkative. She's not very confident. (however)
- 3 My brother is really good at sport. He's very clever. (furthermore)
- 4 Ava can already speak two languages. She's now learning Chinese. (in addition)

Writing Task



1 Plan

Make notes about a friend for a letter of recommendation and include:

Reason for writing: *Name of the person, name of the award*

Achievements: *special things that he / she does or has done*

What he / she is like: *character and personal qualities*

Other interesting information: *hobbies, free-time activities*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Reason for writing

Paragraph 2: Achievements; what he / she is like

Paragraph 3: Other interesting information

Paragraph 4: Conclusion

3 Check

- ☒ obligation, prohibition, advice
- ☒ making friends, verb and noun collocations
- ☒ linkers of addition and contrast

Famous Friendships

Rolls-Royce

Rolls-Royce cars are famous all over the world. Rich celebrities drive them. Elvis Presley had one. David Beckham has one. Michael Jackson had five! But who were Rolls and Royce?

Henry Royce

Henry Royce was born in 1863. He was from a poor family and he started work when he was only 10 years old. He worked very hard and became a successful engineer. He started the engineering company F.H. Royce & Co. in Manchester in 1884. He died in 1933.

Charles Rolls

Charles Rolls was from a rich aristocratic family. He was born in 1877 and studied engineering at Cambridge University. He was a famous adventurer and a hot-air balloonist. He died in a plane accident in 1910.

Friends

Rolls and Royce met in 1904. Although they were very different, they became friends. Rolls knew that Royce was a brilliant engineer and thought his cars were the best in the world. Royce realized that Rolls was an excellent salesman and that he would make the cars successful. In 1906 they started the Rolls-Royce Company. The first Rolls-Royce cost £395.



2.43

Read and listen. Then answer the questions in your notebook.

- 1 How old was Royce when he started work?
- 2 What was Royce's job?
- 3 What was Rolls famous for?
- 4 How much did the first Rolls-Royce car cost?

Pronunciation

/aɪ/ /ɪ/ /ʊ/ /ɔɪ/

a



2.44

Listen and repeat the words.

- /aɪ/ drive, five, died
- /ɪ/ click, rich, different, brilliant
- /ʊ/ would, should, look
- /ɔɪ/ Royce, point, coin

b



2.45

Listen and repeat the sentences.

Unit 8 Language Reference

Vocabulary Making friends

arrive early • be late • be polite • be rude • bring a present • click your fingers • interrupt a conversation • jump a queue • kiss a stranger • point • shake hands • take off your shoes • tell jokes

Verb and noun collocations

give advice • give presents • get advice • get presents • have an argument • have fun • spend money • spend time (with friends) • tell lies • tell the truth

Grammar

Obligation

No obligation

Prohibition

Affirmative

I / You **must** be polite.
I / You **have to** be polite.
He / She / It **must** be polite.
He / She / It **has to** be polite.
We / You / They **must** be polite.
We / You / They **have to** be polite.

Negative

I / You **don't have to** come.
He / She / It **doesn't have to** come.
We / You / They **don't have to** come.

Negative

I / You **must not** be late.
He / She / It **must not** be late.
We / You / They **must not** be late.

Questions

Do I / you **have to** bring a present?
Does he / she / it **have to** bring a present?
Do we / you / they **have to** bring a present?

Short answers

Yes, I / you **do**.
No, he / she / it **does not**.
Yes, we / you / they **do**.

Advice

Affirmative	Negative	Questions	Short answers
I / You should go.	I / You should not go.	Should I / you go?	Yes, I / you should .
He / She / It should go.	He / She / It should not go.	Should he / she / it go?	No, he / she / it should not .
We / You / They should go.	We / You / They should not go.	Should we / you / they go?	Yes, we / you / they should .

Used to

We use *used to* to talk about past habits and states that are different from now. We cannot use *used to* to talk about single finished actions in the past.

He **used to** live next door to me.

Where **did** you **use to** go to school?

John **didn't use to** eat vegetables, but now he eats them.

Indefinite pronouns

We use *indefinite pronouns* when we talk about people, things and places without using their name.

For people: *someone / somebody, everyone / everybody, nobody / no one*; for things: *something, anything, everything, nothing*; for places: *somewhere, anywhere, everywhere, nowhere*.

Speaking

Describing people

What's she like?

She's friendly, funny and quite talkative.

What does she look like?

She's tall and she's got brown eyes and blonde hair.

What does she like doing?

She likes playing tennis and watching films.

Unit 8 Progress Check

Vocabulary Making friends

- 1 Complete the text with the correct form of the verbs in the box.

bring click tell shake point

When you meet your British host family, remember this advice!

- 1 ... hands with the parents.
- 2 You should ... a present.
- 3 It's OK to ... jokes to your host family.
- 4 When you're in a restaurant it is rude to ... your fingers at the waiter.
- 5 It's also rude to ... at people.

Verb and noun collocations

- 2 Match verbs 1–5 with nouns a–e. Write them in your notebook.

- | | |
|---------|-----------------------|
| 1 give | a) an argument / fun |
| 2 tell | b) advice / a present |
| 3 spend | c) advice / a present |
| 4 get | d) money / time |
| 5 have | e) lies / the truth |

- 3 Complete the sentences with the correct form of collocations from exercise 2.

- 1 I ... some lovely ... for my birthday last week. The best was a new tablet!
- 2 My sister ... me some good ... about revising for my exams. She said I should be organized and start revising early.
- 3 My best friend is very honest and she never ...
- 4 I ... with my girlfriend last week and we didn't talk for three days.
- 5 I'm going shopping to ... the ... that I received for my birthday. I might buy some new shoes.

Grammar Obligation, prohibition and advice

- 4 Write the correct words in your notebook.

- 1 A best friend **should / doesn't have to** always be honest and tell the truth.

- 2 John **doesn't have to / mustn't** do any homework tonight. He did it all last night.
- 3 You **don't have to / mustn't** talk in the library. You **have to / shouldn't** study quietly.
- 4 I **have to / don't have to** phone Jack. I talked to him at school today.
- 5 You **have to / don't have to** keep Monica's secret. She would be unhappy if you told anyone.

Used to

- 5 Circle the correct answers.

- 1 She **used to / use to** train four times a week.
- 2 He never **used to / use to** be good at football.
- 3 Did you **used to / use to** play basketball here?
- 4 Did you **used to / use to** play basketball here?
- 5 We **used to / use to** have a house that was next to the park.
- 6 Their team didn't **use to / use to** win the matches.

Indefinite pronouns

- 6 Complete each sentence with an indefinite pronoun using a word from each line.

any every no some
body thing where

- 1 There isn't _____ special here – just a few old things.
- 2 The phone rang but _____ answered.
- 3 She needs _____ to live.
- 4 I didn't know _____ at the meeting.
- 5 Oh! I've got _____ in my eye.





Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- making friends?
- verb and noun collocations?
- obligation, prohibition and advice?
- used to?
- indefinite pronouns?

Extra Practice

If you need extra practice, go to:

-  Unit 8 Grammar Reference
-  Unit 8 Vocabulary Reference
-  Unit 8 Grammar Exercises
-  Unit 8 Vocabulary Exercises

Crystal Clear
Self-Check



Extra Practice

9

Making music

Objectives

Vocabulary	Music; negative prefixes
Grammar	The passive; active and passive; tense revision
Speaking	Agreeing and disagreeing
Writing	A description of a musical hero

Vocabulary

Music

1



Listen and repeat the words. Match them with pictures 1–14.

album cover • form a band • go on tour • go to number one • hit • music festival • playlist • play live at a concert • record • record a song • recording studio • release an album • single • song lyrics



2



3



4



5



6



9



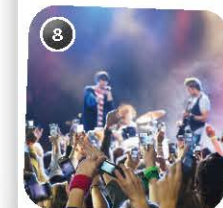
10



12



13



11



14



2

Write the correct words in your notebook.

How do musicians become famous?

First, they ⁽¹⁾form / release a band, then they think of some good ⁽²⁾lyrics / playlists and music for a song. After writing the song, they go to a ⁽³⁾recording studio / concert to record the song. Then they release a ⁽⁴⁾single / cover. If the song is a ⁽⁵⁾hit / record, it could ⁽⁶⁾go / form to number one and then they become famous. After that, the band should ⁽⁷⁾play / release an album and go on tour so that they can ⁽⁸⁾record / play live for their fans.

3



Listen to Todd and Kate. Complete the sentence with the correct name.

The last song that ... downloaded was *The Monster* by Eminem.

4



In pairs, ask and answer questions about music.

What was the last song you downloaded? Is it good?

It was *Que bonita la vida* by Dani Martín. It's OK.



To stream, or not to stream?

A Piracy, illegal downloads, and falling CD sales – the music business has had many problems over the last decade. But then along came streaming. For many people, it has saved the music industry. However, not everyone agrees.

B On streaming websites, such as Spotify, you can listen to as many songs as you like for free. If you pay a monthly **subscription**, you can also download individual songs and you don't get adverts. You can even make your own playlists. **Music labels** are paid each time a song is streamed or downloaded. The artists are then paid by the music labels.

C Companies such as Spotify say streaming is good for everyone. It's cheaper and more flexible for music fans. If you don't like a song or album, you just stream another one. Streaming has also reduced piracy. Why download music illegally when you can listen online for free? It can also give publicity to new bands, so more people go to their concerts.

D So, who is against streaming? Some artists say they aren't paid enough money. Millions are made by big music labels, but songwriters and musicians often receive a very small percentage of this money. Streaming was criticized in the news recently by Thom Yorke, lead singer of the band Radiohead. He thinks that it will be impossible for many bands to survive. But he has also said that streaming won't last and that new forms of listening to music will appear.

E What do you think? Is streaming positive or negative? Is it the future or is it just another chapter in the history of music?



1



Read and listen. Match headings 1–5 with paragraphs A–E. Write them in your notebook.

- 1 In favour of streaming
- 2 Against streaming
- 3 Is streaming the future?
- 4 How does streaming work?
- 5 Streaming to the rescue

2

Read the text again. Write true or false in your notebook. Copy the text that shows your answers.

- 1 The music industry had many difficulties before streaming.
- 2 You have to pay to listen to music on streaming sites.
- 3 Musicians aren't paid any money by music labels.
- 4 Musicians can get good publicity from music streaming services.
- 5 Thom Yorke has spoken in favour of streaming.

3

What arguments are mentioned in favour of streaming in the text? What arguments are mentioned against streaming?



Crystal Clear Facts

The first method of recording sound was invented in 1877 by Thomas Edison. It was called the phonograph.

The passive

	Present simple passive	Past simple passive	Present perfect passive
Affirmative	Their song is played on the radio every day.	Their song was played on the radio yesterday.	The songs have been written .
Negative	Their songs aren't played on the radio every day.	Their songs weren't played on the radio yesterday.	The songs haven't been written yet.
Questions	Are their songs played on the radio every day?	Were their songs played on the radio yesterday?	Have the songs been written ?

Language Reference p104

- 1 Look at the sentences in the table. How do you form the passive?

Crystal Clear Rules

We use the passive when we want to stress the action, not the person who does it.

Active: People **download** millions of songs every day.

Passive: Millions of songs **are downloaded** every day.

- 2 Complete the sentences with the affirmative and negative form of the present simple passive.


- Music ... (record) in a studio.
- Microphones ... (positioned) in different parts of the studio.
- Most new albums ... (not released) on vinyl.
- The recording ... (divide) into many different tracks.
- Cassettes ... (not sell) in many music shops.

- 3 Write complete questions using the present simple passive in your notebook.

computers / use / at your school?

Are computers used at your school?

- How / your bedroom / decorate?
- dictionaries / allow / in your English class?
- new music videos / upload / to YouTube every day?
- How often / festivals / celebrate / in your region?

- 4  In pairs, ask and answer your questions in exercise 3.

- 5 Complete the sentences with the correct past simple passive form of the verbs.

- The cover of *Sergeant Pepper* ... (design) by an artist called Peter Blake.
- The pictures of the people ... (made) of card.
- The people ... (choose) by The Beatles because they admired them.
- At least three people from their original list ... (not include) in the end.
- The recording of the album ... (complete) in April 1967.
- The album ... (not release) until June 1967.

- 6 Write complete questions using the past simple passive in your notebook.

- Who / the cover / design / by?
- What / the pictures of the people / make / of?
- Who / the people / choose / by?
- How many people / not include / on the final album cover?
- When / the recording / complete?
- the album / release / in April?

Active and passive

Active	Passive
Millions of people use YouTube.	YouTube is used by millions of people.
Apple invented the iPod.	The iPod was invented by Apple.
They have built a house.	The house has been built by them.

- 7 Look at the sentences in the table on page 98 and complete the rules with **Active** or **Passive**.

- a) ... sentences start with the person or thing that does the action.
- b) ... sentences start with the person or thing the action is done to.

Crystal Clear Rules

We can use **by** to introduce the person who does or did the action in passive sentences.

Royals was written **by** Lorde.

- 8 Rewrite the sentences in your notebook using the correct form of the passive. Omit **by** where possible.

They produce records in factories.

Records are produced in factories.

- 1 Chris Martin wrote *Viva la Vida*.
Viva la Vida ...
- 2 Radio stations play a lot of songs every day.
A lot of songs ...
- 3 They released their album in 2001.
Their album ...
- 4 She didn't give us permission to go out.
We ...
- 5 He has not written a story.
The story ...
- 6 They have broken my window.
My window ...

- 10 Write the correct words in your notebook.

Marshall Bruce Mathers III ⁽¹⁾usually knows / is usually known as Eminem. He ⁽²⁾is / was a rapper, record producer and actor. He first ⁽³⁾became / was becoming popular in 1999 when his album *The Slim Shady LP* ⁽⁴⁾released / was released. The album ⁽⁵⁾became / was become a record-breaking best-seller and it ⁽⁶⁾won / was winning a Grammy for Best Rap Album. Since then, Eminem ⁽⁷⁾won / has won many other awards. His songs ⁽⁸⁾played / are played all the time. Furthermore, he ⁽⁹⁾was starring / has starred in a top film. What else ⁽¹⁰⁾does he do / will he do in the future?

11



2.49

Listen and check your answers.

Tense revision

- 9 Read the text about Lorde and write the correct words in your notebook.

Lorde ⁽¹⁾is / was a singer-songwriter. She ⁽²⁾was / is born in New Zealand in 1996. She ⁽³⁾is influenced / influences by different musical genres as well as literature and poetry and she started writing songs at the age of 14. Lorde ⁽⁴⁾became / was become famous in 2013 when her first EP ⁽⁵⁾was released / released for download via SoundCloud. Her first album *Pure Heroine* was a Number 1 all around the world and the most well-known song from that album, *Royals*, ⁽⁶⁾received / was received over 750,000 hits on YouTube. In fact, her songs ⁽⁷⁾download / are downloaded by thousands of people every day! Another one of her songs ⁽⁸⁾included / was included on the soundtrack to the second *Hunger Games* film. We hope she goes on tour in the UK soon.



Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Grammar Reference

Unit 9

99

Vocabulary

Negative prefixes

1



Listen and repeat the words. How do you say them in your language?

adventurous • friendly • happy • imaginative • legal • logical • necessary • original • patient • perfect • possible • practical • reliable • supportive • trustworthy



She loves wearing impractical shoes.

2

Read sentences 1–3 and find three negative prefixes.

- 1 The song doesn't sound new – it's really *unoriginal*.
- 2 That doesn't make sense – it's completely *illogical*.
- 3 It's impossible to use this website –

it doesn't work very well.

3

Copy and complete the table with the negative form of the words in exercise 1.

un-	im-	il-
<i>unoriginal</i>	<i>impossible</i>	<i>illogical</i>

4

Complete the sentences with the negative adjectives in exercise 3.

She never helps her friends – she's really *unsupportive*.

- 1 I don't understand what the question means, so it's ... to answer.
- 2 They are very ... and hate waiting!
- 3 You don't have to do that – it's ...
- 4 That is against the law. It's ...
- 5 Don't tell him your secrets. He's ... and he'll tell everyone!
- 6 He never likes visiting new places or doing exciting things. He's so ...
- 7 I saw her crying this morning. She looked really ...
- 8 They never have any new ideas. They're so ...

Listening

5



Listen to the programme. Why is the new music trend important in the music industry?

6

Listen again. Write true or false in your notebook.

- 1 The new musicians aren't very successful in the music charts.
- 2 The artists don't have managers or record labels.
- 3 According to Luke, digital music is more popular than physical music.
- 4 Luke believes that the music industry hasn't changed in the last 15 years.
- 5 Saida is going to watch one of the new artists play live.



Speaking

Agreeing and disagreeing / A concert

- 1  2.52 Listen to the dialogue. Which concert does Mia want to go to?

Model Dialogue



Kristina

I really want to get a ticket for the **Lady Gaga** concert.

Have you heard **her** new album? It's **her** best.

I see what you mean, but I think the concert will be great anyway.

Me neither, but have fun!

Mia



Me too. **Her** live shows are amazing.

I totally disagree. I think **her** last album had much better songs.

Yeah, I think so too. Can you come, Louis?

No, thanks! I don't like **Katy Perry**.

Louis



No, I can't. I've got a ticket for the **Katy Perry** concert. Why don't you come with me instead?

- 2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about a concert

Choose one of the bands or artists below or choose others.



Rihanna



Bruno Mars



The Arctic Monkeys

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

I really want to get a ticket for the Bruno Mars concert.

Me too. His live shows are really good.

Useful Language

Agreeing and disagreeing

I think so too.

Me too.

Me neither.

I totally disagree.

I see what you mean.

Writing

A description of a musical hero

1



Read the Model Text and listen. Answer the questions in your notebook.

- 1 When was Jessie J born?
- 2 What does she do?
- 3 When did she become famous?
- 4 What are her main musical achievements?
- 5 What else does she do?
- 6 Why does the writer admire her?

Model Text



Jessica Cornish was born in London in 1988. She is usually known by her artistic name, Jessie J. She is an English singer-songwriter.

She became famous at the age of 23 when her first album, *Who You Are*, was released in 2011. It went to number one in the UK Charts and millions of copies were sold around the world. Since then, she has performed live at concerts and festivals all over the world. In 2012, she gave a spectacular performance at the London Olympics. Recently, she has released her second album, *Alive*, and is planning a tour now.

Incredibly, she has also found time to do lots of amazing charity work. In 2013, she shaved off all her hair on live TV to raise money for different charities.

I admire Jessie J for her fantastic music and her work to help others.



Writing Task



1 Plan

Make notes about the person you are going to write about and include:

Personal details: *name, when and where they were born, what they do*

Musical achievements: *hits, albums, sales, awards, performances, plans*

Other achievements: *charity work, other achievements*

Conclusion: *why you admire this person*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Personal details

Paragraph 2: Musical achievements

Paragraph 3: Other achievements

Paragraph 4: Conclusion

3 Check

- ☒ music
- ☒ the passive, different tenses
- ☒ time expressions

2

Look at the All Clear Tips. Translate the time expressions in bold.



Crystal Clear Tips

Time expressions

Taylor Swift was born in 1989. She released her first single **at the age of** 17 and her second album came out a year **later**. It was number one **for** 11 weeks. Two years **ago** she won a Grammy and **since then** she has won other awards. **Last year**, she went on tour. **Recently**, she has appeared in her first film. She is planning a new album **now**.

3

Write the correct words in your notebook.

- 1 Kid Cudi was born **in** / **at** 1984.
- 2 He became famous **in** / **at** the age of 25.
- 3 **Last** / **Recently**, he sang with Lady Gaga.
- 4 A year **ago** / **last** he starred in a TV series.
- 5 He is thinking about doing a film **now** / **since**.

Famous music venues

THE SYDNEY OPERA HOUSE

The Sydney Opera House, in Australia, is one of the great iconic buildings of the 20th century. It was opened in 1973 by Queen Elizabeth II. It is famous for music concerts and theatre performances in the six separate venues inside. It is the home of the Sydney Symphony Orchestra and Opera Australia. It is one of the busiest performing arts centres in the world. Every year, more than 1,500 performances are attended by about two million people. Many famous pop stars and singers have performed at the Opera House. There's something for everyone.



THE MET

The Metropolitan Opera House, or 'The Met', is in New York. It is the home of The Metropolitan Opera, America's biggest classical music organization. It has a young artists programme to help young singers develop their careers. Luciano Pavarotti became famous after singing there. Other famous singers such as Plácido Domingo regularly sing there. The Met has broadcast live performances on the radio since 1931 and now they are streamed directly to smartphones.



Pronunciation



Read and listen. Then answer the questions in your notebook.

- 1 What can you see at the Sydney Opera House apart from opera?
- 2 How many people go to performances at the Sydney Opera House every year?
- 3 Where is The Met?
- 4 What can you watch on your smartphone?

Sentence stress and /ə/

a



Listen and repeat the sentences. Which words have the main stress in each sentence? What happens to the words in blue?

- 1 Sydney Opera House **was** opened by the Queen.
- 2 Performances **are** attended by about two million people.
- 3 It is **the** home of **The** Metropolitan Opera.
- 4 Are plays performed **at** your school?

b



Listen and repeat the words and phrases with the /ə/ sound.

Unit 9 Language Reference

Vocabulary Music

album cover • form a band • go on tour • go to number one • hit • music festival • playlist • play live at a concert • record • record a song • recording studio • release an album • single • song lyrics

Negative prefixes

illegal • illogical • impatient • imperfect • impossible • impractical • unadventurous • unfriendly • unhappy • unimaginative • unnecessary • unoriginal • unreliable • unsupportive • untrustworthy

Grammar The passive: present simple

Affirmative	Negative	Questions	Short answers
I am invited.	I am not invited.	Am I invited?	Yes, I am .
You are invited.	You are not invited.	Are you invited?	No, you are not .
He / She / It is invited.	He / She / It is not invited.	Is he / she / it invited?	Yes, he / she / it is .
We / You / They are invited.	We / You / They are not invited.	Are we / you / they invited?	No, we / you / they are not .

The passive: past simple

Affirmative	Negative	Questions	Short answers
I was invited.	I was not invited.	Was I invited?	Yes, I was .
You were invited.	You were not invited.	Were you invited?	No, you were not .
He / She / It was invited.	He / She / It was not invited.	Was he / she / it invited?	Yes, he / she / it was .
We / You / They were invited.	We / You / They were not invited.	Were we / you / they invited?	No, we / you / they were not .

The passive: present perfect

Affirmative	Negative	Questions	Short answers
I have been invited.	I haven't been invited.	Have I been invited?	Yes, I have .
You have been invited.	You haven't been invited.	Have you been invited?	No, you haven't .
He / She / It has been invited.	He / She / It hasn't been invited.	Has he / she / it been invited?	Yes he / she / it has .
We / you / they have been invited.	We / you / they haven't been invited.	Have we / you / they been invited?	No, we / you / they haven't .

Active and passive

Active	Passive
Millions of people use YouTube.	YouTube is used by millions of people.
Apple invented the iPod.	The iPod was invented by Apple.
They have built the house.	The house has been built by them.

by

We can use *by* to introduce the person who does or did the action in passive sentences.

Royals was written **by** Lorde.

Speaking Agreeing and disagreeing

I think so too.

I totally disagree.

Me too.

I see what you mean.

Me neither.

Unit 9 Progress Check

Vocabulary Music

- 1 Match 1–5 with a–e to make phrases. Write them in your notebook.

- | | |
|-------------|-------------------------|
| 1 release | a) at a concert |
| 2 record | b) a band |
| 3 play live | c) a song in the studio |
| 4 go | d) a new album |
| 5 form | e) on tour |



Negative prefixes

- 2 Complete the sentences with the negative forms of the words in brackets. Use *un-*, *il-* and *im-*.

- Kate is not very creative at all. She's really ... (imaginative)
- Peter hates waiting. He's very ... (patient)
- They are very ... They never want to try anything new. (adventurous)
- Those children never say 'hello'. They're ... (friendly)
- That doesn't make sense. It's ... (logical)

Grammar Active and passive

- 3 Write complete sentences and questions using the present simple passive.

- CDs / use / to store music.
- How many / CDs / sell / every year?
- That song / play / a lot on the radio.
- That song / not listen to / very often nowadays.

- 4 Complete the sentences and questions with the past simple passive form of the verbs in brackets.

- That record ... (release) last year.
- When ... (the band / form)?
- Who ... (those covers / design) by?
- Millions of music videos ... (download) last year.

- 5 Write complete sentences and questions using the present perfect passive.

- This / never / do / before.
- A car / buy / recently.
- You / make / the plan yet?
- The song / finished / yet.

Tense revision

- 6 Complete the sentences with the correct form of the verbs in brackets.

- We ... (visit) the museum last year.
- Jane ... (play) tennis every summer.
- I live in Oxford now, but I think I ... (live) in London when I'm older.
- They ... (watch) a DVD when I arrived.
- I ... (do) this exercise at the moment.

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- music?
- negative prefixes?
- active and passive?
- tense revision?

Extra Practice

If you need extra practice, go to:

- Unit 9 Grammar Reference
- Unit 9 Vocabulary Reference
- Unit 9 Grammar Exercises
- Unit 9 Vocabulary Exercises

Crystal Clear
Self-Check ✓



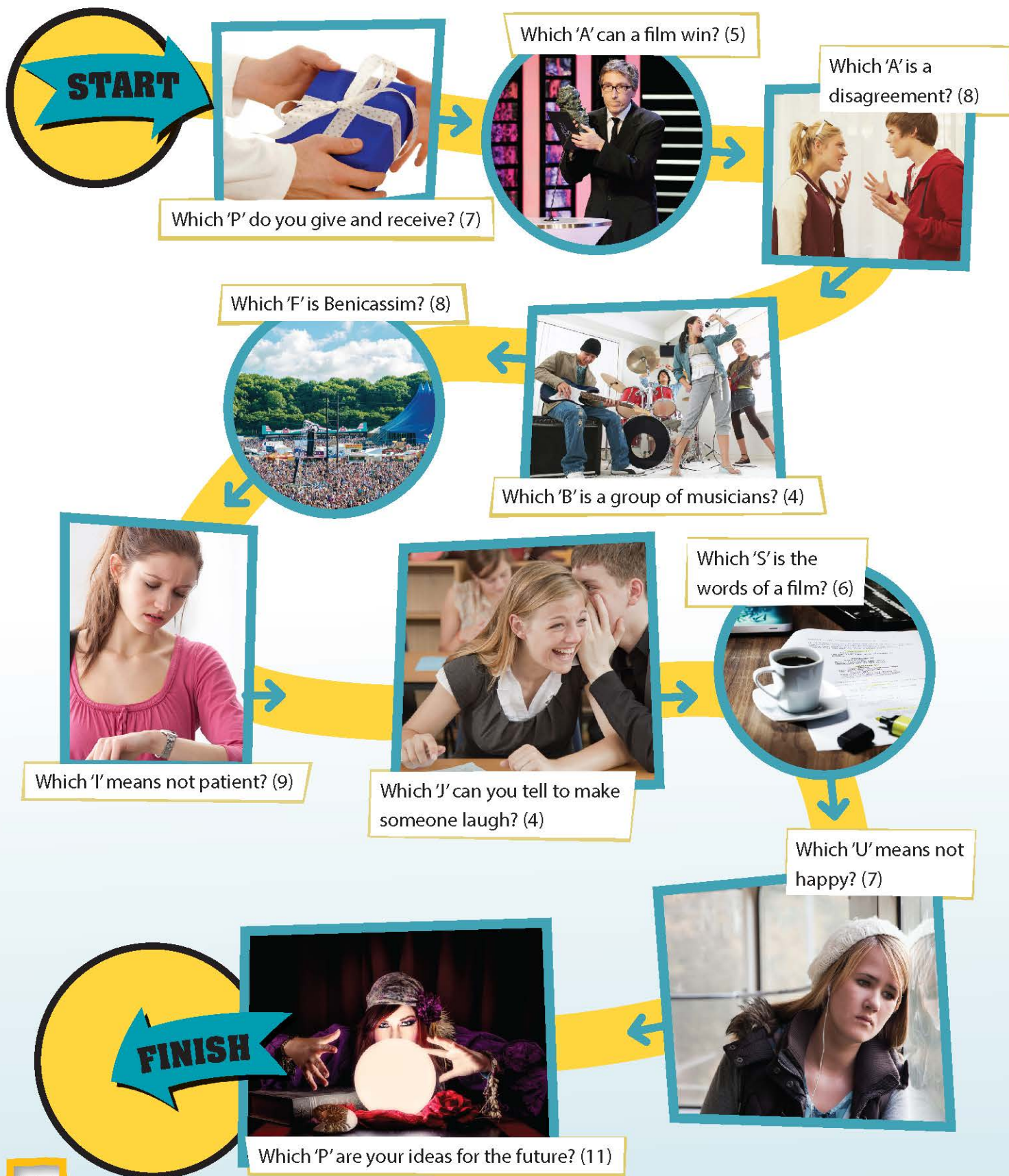
Extra Practice

Revision Units 7-9

Vocabulary

- Films
- Suffixes
- Making friends
- Verb and noun collocations
- Music
- Negative prefixes

Work with a partner. Read the clues and write the words. Make sure you spell the words correctly!
Who finishes first?



Grammar

- Future forms: *will*, *be going to*, present continuous
- First conditional
- Obligation, prohibition and advice
- The passive
- Active and passive
- Tense review

Future forms

1 Write the correct words in your notebook.

- I think the film **will win / is winning** an award tomorrow.
- They **aren't going / don't go** to go on holiday next summer.
- Will cinemas change / Are cinemas changing** a lot in the future?
- I don't think he **will / won't** be in the film.
- Be quiet! The film **is going to / will** start.

Modal verbs

2 Write complete sentences using the modal verbs in brackets in your notebook.

- you / be home at 11 pm? (have to)
- my cousins / study English in their school. (don't have to)
- you / shake hands when you meet someone new. (should)
- students / be late for class. (mustn't)
- you / invite me to your barbecue next weekend. (must)

First conditional

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

- If you work hard, you ... (pass) your exams.
- If my friend ... (tell) me a lie, I will be very unhappy.
- I will come to the cinema if you ... (buy) me a ticket.
- If I win a million euros, I ... (not spend) the money – I ... (save) it.

Active and passive

4 Complete the sentences with the active or passive form of the verbs in brackets.

- The film ... (direct) by Ridley Scott last year.
- The song ... (download) by 10,000 people on the first day of release.
- People often ... (celebrate) local festivals with fireworks in the main square.
- Coldplay ... (release) their sixth studio album in 2014.
- CDs ... (not buy) by many people recently.

Grammar check

5 Write the correct words in your notebook.

If you ⁽¹⁾**watch / watching** a silent film, you'll know straightaway that there is something different about the film. But, will you notice if the film ⁽²⁾**has / have** no music? Yes, you probably will. The music is a very important part of a film and influences your emotions. If it is a horror film, the music ⁽³⁾**would / will** make you feel more frightened.

Films had music before they had words. In the 1920s, music ⁽⁴⁾**wrote / was written** for silent movies. The music ⁽⁵⁾**is played / was played** live in the cinema while people were watching the film. Nowadays, film soundtracks are big business. Many composers ⁽⁶⁾**collaborate / are**

collaborated with directors and producers to create music for their films. For example, a lot of the music for Steven Spielberg's films ⁽⁷⁾**was composed / were composed** by John Williams.

Many films ⁽⁸⁾**use / are used** different tunes for important characters. Can you imagine Darth Vader or James Bond on screen without their famous tunes? It's impossible. You ⁽⁹⁾**mustn't / must** hear the music too.

Cultural Awareness: Music



1 How much do you know about music in Britain? Do the quiz.



- 1 What instruments can be heard in traditional English folk music?
a organs b panpipes c violins
- 2 Bagpipes are from ...
a Northern Ireland. b Scotland. c Wales.
- 3 Which one of the Beatles continues to be successful today?
a Ringo Starr b Paul McCartney c John Lennon
- 4 How do most people in Britain listen to their music these days?
a on mp3 players b on the radio c on vinyl
- 5 What is the name of the classical concerts held at the Royal Albert Hall in the summer?
a The Prawns b The Bombs c The Proms
- 6 There are hundreds of music festivals in Britain – the most famous is Glastonbury, which is held in ...
a June. b July. c August.

WATCH

2 Watch the documentary about music and answer the questions.

- 1 What sort of music do students at school often play?
- 2 What is the name of the venue in London which hosts concerts by world famous artists such as Coldplay?
- 3 What kind of shows are *Cats* and *Les Misérables*?



Digital Competence: Presentations



Give a presentation about a type of music or a singer.

Look at the digital presentation. What is it about?

The screenshot shows a website titled "RAP MUSIC" with a navigation bar containing "HOME", "SHOWS", "NEWS", "PICTURES", "VIDEOS", and a search bar. The main content area lists facts about rap music:

- ◆ Rapping is speaking or chanting lyrics, often with a beat.
- ◆ Many people think rap is like poetry.
- ◆ Rap songs are often about social or political themes.
- ◆ Rapping first started in America in the 1970s, especially among young African Americans, but it didn't become popular until 1979. In 1979, the Sugarhill Gang released their single *Rapper's Delight*. It was a big hit! Suddenly, record producers noticed this new musical genre.
- ◆ After that, many rap acts started, for example Run-DMC and N.W.A. At first, most rap artists were African-American men.
- ◆ In the 1980s, female rap bands such as Salt-n-Pepa, and white rap bands such as the Beastie Boys, had big hits.
- ◆ Nowadays, rappers such as Eminem and Tinie Tempah are very popular.

There is an inset photo of the Sugarhill Gang and a large photo of a rapper performing. The footer contains links for "SOCIAL MEDIA", "FEED", "HELP", "ABOUT US", and "CONTACT US".

TASK Prepare a presentation about a different kind of music. Follow the steps below.

Step 1 Decide which kind of music you are going to do the presentation about and find information, videos and photos about that kind of music.

Step 2 Prepare your presentation together. Write the text and prepare any video clips, sound, or photos that you want to include.

Step 3 Practise giving your presentation.

Step 4 Give your presentation to the class. Ask your classmates for feedback!



Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/, /wɜːr/	been /biːn/
begin /brɪ'ɡɪn/	began /brɪ'ɡæn/	begun /brɪ'ɡʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
do /duː/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /iːt/	ate /eɪt/	eaten /'iːtən/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fər'get/	forgot /fər'ɡɒt/	forgotten /fər'ɡɒtən/
get /get/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvən/
go /ɡəʊ/	went /went/	gone /ɡɒn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪər/	heard /hɜːrd/	heard /hɜːrd/
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːrn/	learnt / learned /lɜːrnt/, /lɜːrnd/	learnt / learned /lɜːrnt/, /lɜːrnd/
leave /liːv/	left /left/	left /left/
lose /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
take /teɪk/	took /tuːk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
wear /weər/	wore /wɔːr/	worn /wɔːrn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtən/

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