

Crystal Clear



Student's
Book

4


Енглески језик за осми разред основне школе
Уџбеник за осму годину учења

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Digital competence A wiki generator 					→ Go to the Student Resource Centre



Starter unit

Vocabulary

Revision

- 1  Listen and repeat the words. Match them with vocabulary categories 1–5.

amazing • bus • car • cough • drums • enormous • flute • headache • keyboards • over • sore throat • terrifying • train • under • up

- 1 Transport
- 2 Health problems and first aid
- 3 Musical instruments
- 4 Prepositions
- 5 Extreme adjectives



Jobs



- 2 Copy and complete the jobs in your notebook. Then match them with pictures a–d.

- | | |
|--------------|------------|
| 1 postal ... | 3 fire ... |
| 2 police ... | 4 lab ... |

- 3 Copy and complete the sentences with the correct words in the box.

artist electrician journalist
lawyer researcher

- 1 A ... is someone who reports news for a newspaper, radio or TV station.
- 2 Goya was an He painted many famous pictures.
- 3 An ... is someone who installs or repairs electrical equipment.
- 4 A ... collects and analyses information.
- 5 A ... is someone who is an expert in legal questions.

Character adjectives

- 4 Match 1–6 with a–f to make opposites.

- | | |
|-------------|----------------|
| 1 cautious | a) lazy |
| 2 generous | b) quiet |
| 3 friendly | c) confident |
| 4 talkative | d) selfish |
| 5 shy | e) adventurous |
| 6 energetic | f) unsociable |

- 5 Write three sentences about people you know in your notebook. Use character adjectives from exercise 4.

My brother is generous, but he is also a little shy.

Classroom language

- 6 Order the words to make questions.

- 1 say / you / do / calor / How / English / in / ?
- 2 you / do / spell / it / How / ?
- 3 your / dictionary / borrow / Can / I / ?
- 4 sport / mean / does / What / ?
- 5 pronounce / bought / you / do / How / ?

Present continuous

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

Mum Gina, what ⁽¹⁾... you ... (do)?
Gina I ⁽²⁾... (study) for an exam.
Mum What ⁽³⁾... your sister ... (do)?
Gina She ⁽⁴⁾... (not do) anything important. She ⁽⁵⁾... (speak) to her boyfriend on the phone.
Mum Oh, I see. Where are your brothers?
Gina They ⁽⁶⁾... (watch) TV.
Mum I ⁽⁷⁾... (do) the washing up. Can you help me?
Gina But Mum, I ⁽⁸⁾... (do) my homework!

Present simple and continuous

- 8 Circle the correct words.

Hi, I'm Rachel. I'm 16 and I ⁽¹⁾ go / 'm going to Granton School. I ⁽²⁾ live / 'm living in Manchester, in the north of England. It's famous for its football teams. I ⁽³⁾ love / 'm loving Manchester City but my dad ⁽⁴⁾ likes / is liking Manchester United. Today is the last day of the holidays, so I ⁽⁵⁾ get / 'm getting ready to go back to school tomorrow. I ⁽⁶⁾ do / 'm doing my GCSEs this year – really important exams!

Question words

- 9 Complete the questions with the question words in the box.

Why Who What Which
Where When How

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

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

Who is your favourite actor?

Zac Efron!

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

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

Comparatives and superlatives

- 12 Write the comparative and superlative forms of adjectives 1–10 in your notebook.

	Adjective	Comparative	Superlative
1	short	<i>shorter than</i>	<i>the shortest</i>
2	cool		
3	quiet		
4	hot		
5	easy		
6	friendly		
7	adventurous		
8	successful		
9	good		
10	bad		

- 13 Complete the sentences with the comparative form of the adjectives in brackets.

- 1 I think maths is ... (difficult) than French.
- 2 India is ... (big) than France.
- 3 In my opinion, Neymar is a ... (good) player than Messi.
- 4 My sister is ... (sociable) than my brother.
- 5 My cat is ... (lazy) than my dog.
- 6 I'm much ... (talkative) than my best friend.

Grammar

- 14** Complete the sentences with the superlative form of the adjectives in the box.

bad cool generous
high talented unsociable

- 1 My grandmother is ... person I know.
She's always giving people presents.
- 2 Ben Nevis is ... mountain in the United Kingdom.
- 3 My uncle is ... member of my family. He never talks to anyone.
- 4 My mum thinks that Brad Pitt is ... actor in the world. She loves him.
- 5 Our football team is ... in the league. We always lose!
- 6 Nadal is ... tennis player I've ever seen.
He's so good!

(not) as ... as

- 15** Rewrite the sentences using (not) as ... as.

Andy and Tim are both tall – they are the same height!

Andy is as tall as Tim.

- 1 Books are more interesting than films.
- 2 Brazil is hotter than Canada.
- 3 Exercise 5 is difficult. Exercise 6 is difficult too!
- 4 Josh is more serious than Ben.
- 5 Dogs are friendlier than cats.
- 6 The DVD is only €5. The book is also only €5 – they are both cheap!

Listening

1



Look at the picture and listen.
Who is talking?



2

Listen again and answer the questions about the boy who is talking.

- 1 How old is he?
- 2 Where does he live?
- 3 How many brothers and sisters has he got?
- 4 What are his hobbies?
- 5 How many languages does he speak?

3

Read the sentences about Sam, Luke and Danny. Are they true or false? Correct the false sentences in your notebook.

- 1 Sam isn't as old as Luke.
- 2 Luke isn't as talkative as Danny.
- 3 Danny's father is a journalist.
- 4 Luke has got the biggest family.
- 5 Sam doesn't know what he's going to do when he leaves school.
- 6 Sam speaks in Italian with his dad.

Speaking

A new student / Starting and continuing a conversation

Model Dialogue



Zoe

Hi, I'm **Zoe**.

Yes, I am. This is my first day here.

In London. We moved to **Cambridge** in the summer. How long have you been at this school?

What is there to do in **Cambridge**?

That sounds fun!

Nothing. Why?

OK, great!

Lisa



Hi, I'm **Lisa**. Are you new?

Really? Where did you go to school before?

For three years. I'm from **Cambridge**. I've always lived here.

Well, you can **visit the university**. You can also **go on a boat ride**.

It is! Hey, what are you going to do after school?

I'm going to **play tennis with some friends**. Would you like to come?

Brilliant! Let's meet at the gate.

1



Listen to the dialogue. Where did Zoe live before?

2

Listen again and repeat the dialogue.

Speaking Task



1 Start and continue a conversation

Use the information below or your own ideas.

City: Brighton

Activities: visit aquarium and the Royal Pavilion, go to the beach

Plan for after school: go to town with friends



City: Liverpool

Activities: visit the Maritime Museum and the Formby Natural Coast, go on the famous Beatles Magical Mystery Tour

Plan for after school: go to the cinema with friends



2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

Hi! Are you new?

Yes, I am. This is my first day here.

Useful Language

Starting and continuing a conversation

Hi, I'm ...

How long have you been at this school?

What is there to do here?

What are you going to do after school today?

Would you like to come?

1


Lifestyle changes

Objectives

Vocabulary	Life-changing events; verb + preposition
Grammar	Present simple; past simple; <i>used to</i> ; subject and object questions
Speaking	Talking about photos; describing a photo
Writing	A social networking message; informal expressions

Vocabulary

Life-changing events

- 1  Listen and repeat the words. Which events can you see in pictures 1–8? Which can't you see?

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



- 2 Circle the correct words.

- 1 My brother **moved house** / **got into trouble** from Leeds to London. He **dropped out** / **made new friends** quickly.
- 2 A few years ago, Mark **retired** / **got into trouble** because he bullied some other students. He **changed school** / **had an accident** and he's very different now.
- 3 Lucy **settled down** / **went for a job interview** last month and now she's working as a chef. In the future, she wants to **retire** / **start her own business** selling cakes.
- 4 I **took a gap year** / **became rich** when I finished school. I **settled down** / **went abroad** and worked as a volunteer in a school in Africa.

- 3  Listen to Ryan, Dylan and Scarlett. Are the sentences true or false?

- 1 When Ryan went abroad it changed him a lot.
- 2 Dylan had an accident that changed his life.
- 3 Scarlett started her own business last year.

- 4  In pairs, talk about a life-changing event.

When I was eight, my family moved from Sevilla to Granada.

Last year, my parents started a new business.



An entertainment magazine article

Word Check

location lonely advice

1 Read the article quickly and choose the best title.

- a) The films of Johnny Depp b) Johnny Depp's early life c) Johnny Depp – then and now

Johnny Depp is a cool, talented and successful actor. He's the star of films like *Pirates of the Caribbean* and he sometimes works in exotic **locations**. He owns an island in the Bahamas and he has a beautiful wife and a teenage son and daughter. However, Johnny's life wasn't always like this.

Johnny didn't have an easy childhood. His family used to move house a lot and he had to change schools and make new friends many times. Johnny moved so often that he didn't use to introduce himself to the other students when he started at a new school. After his parents divorced, Johnny often got into trouble. As a teenager, he felt **lonely** and insecure.

He almost didn't become an actor. When he was 16, he wanted to be a rock star. He used to play in a band called The Kids and they moved to LA to try to get a recording contract. However, the band broke up and Johnny played with other bands for a few years. Then he met the actor Nicolas Cage, who advised him to become an actor. Fortunately, Johnny took his **advice**.



He became an international film star with the film *Edward Scissorhands*. Since then, he's made many films. His acting style is very original and often humorous. He usually bases his characters on real people. In the *Pirates of the Caribbean* films, he based Captain Jack Sparrow on Keith Richards, the famous rock guitarist.

In *Edward Scissorhands*, it was a dog that he had as a child!

According to a recent interview, Johnny plans to retire from acting in the next few years. But don't worry! It isn't going to happen soon. Right now, he's preparing several new films, including a new *Pirates of the Caribbean* film!

Johnny Depp as Edward Scissorhands



2 Read and listen. Circle the correct words.

- 1 Johnny **has got** / **hasn't got** two children.
- 2 Johnny **moved** / **didn't move** house many times.
- 3 Johnny **was** / **wasn't** very happy when he was a child.
- 4 Johnny **wanted** / **didn't want** to be an actor when he was younger.
- 5 Johnny **based** / **didn't base** one of his characters on a pet.

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

- 1 Where does Johnny own an island?
- 2 What happened after his parents divorced?
- 3 Who advised Johnny to change his job?
- 4 Who did he base Captain Jack Sparrow on?
- 5 What is Johnny planning to do in a few years?

i Crystal Clear Facts

Johnny Depp once donated £1 million to a London hospital after it treated his daughter for a serious infection.

Grammar

Present simple

Affirmative	He / She works
Negative	I don't work
Questions	Do they work ... ?

Language Reference p 16

- 1 Write complete questions in your notebook. Use the present simple.

how often / you / go dancing?

How often do you go dancing?

- 1 what time / you / usually / go to sleep?
- 2 you / ever / go cycling?
- 3 you / usually / have a good time / with your friends?
- 4 how often / you / get angry?
- 5 how often / you / go swimming?

- 2 Ask and answer the questions in exercise 1. Then share your answers with the class.

Milena often goes dancing. She usually goes on Saturdays with her friends.

Past simple

Regular verbs	
Affirmative	I changed
Negative	You didn't change
Questions	Did he / she / it change?
Irregular verbs	
Affirmative	You made
Negative	We / You / They didn't make
Questions	Did I make?

Language Reference p 16

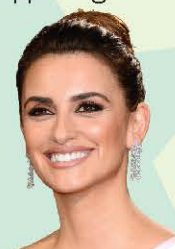
- 3 Write the past simple form of verbs 1–12 in your notebook.

- | | |
|----------|----------|
| 1 see | 7 eat |
| 2 walk | 8 sing |
| 3 listen | 9 write |
| 4 ride | 10 go |
| 5 dance | 11 fly |
| 6 meet | 12 watch |

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

DID YOU KNOW ...?

- ★ Penelope Cruz ⁽¹⁾ *was* (be) born in Spain in 1974.
- ★ When she was younger she ⁽²⁾ ... (want) to be a ballet dancer, and she ⁽³⁾ ... (study) ballet. Then she ⁽⁴⁾ ... (decide) to become an actor.
- ★ She ⁽⁵⁾ ... (become) famous at the age of 17 when she ⁽⁶⁾ ... (make) her first film.
- ★ She ⁽⁷⁾ ... (win) an Oscar for Best Supporting Actress in 2008.
- ★ She ⁽⁸⁾ ... (start) going out with actor Javier Bardem and they ⁽⁹⁾ ... (get) married in 2010.
- ★ She ⁽¹⁰⁾ ... (have) her second child, Luna, in 2013.



used to

Affirmative	I used to play
Negative	You didn't use to play
Questions	Did we / you / they use to play?

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.

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

Our lifestyles have changed a lot thanks to mobile phones. People ⁽¹⁾ *used to look for* (look for) information in reference books, but now they ⁽²⁾ ... (use) the internet. They ⁽³⁾ ... (write) letters and communication ⁽⁴⁾ ... (take) days or weeks, but now they ⁽⁵⁾ ... (use) social media and communication ⁽⁶⁾ ... (be) instant. Ten years ago, people ⁽⁷⁾ ... (not have) smartphones, but now most people ⁽⁸⁾ ... (have) them. It's true that communication ⁽⁹⁾ ... (be) easier and faster now, but before we ⁽¹⁰⁾ ... (spend) more time talking face-to-face.

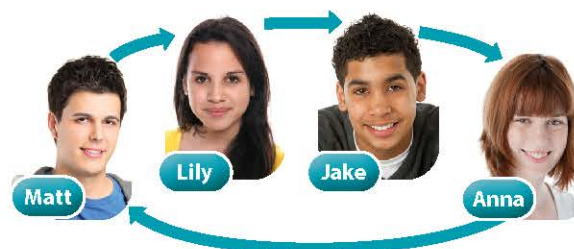
- 6 Complete the dialogues with the correct form of the verbs in brackets. Use the present simple, past simple or *used to* + verb.

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

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

- 1 What did you do yesterday?
I went to the cinema.
- 2 What happened at the cinema?
I couldn't get in because I arrived too late.

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



- 1 Who did Matt write to? a) Lily wrote to him.
 2 Who wrote to Matt? b) Anna wrote to him.
 3 Who did Jake write to? c) He wrote to Lily.
 4 Who wrote to Jake? d) He wrote to Anna.

- 9 Write subject or object questions with *who* or *what* using the information in bold.

Cervantes wrote Don Quijote.

Who wrote Don Quijote?

- 1 Cervantes wrote **Don Quijote**.
 2 Johnny Depp married **Amber Heard**.
 3 **Johnny Depp** married Amber Heard.
 4 The Chinese built **the Great Wall**.
 5 **The Chinese** built the Great Wall.

Subject and object questions

Subject questions

What inspired Johnny Depp to play Edward Scissorhands? **A dog inspired him.**

Who advised Johnny to become an actor? **Nicolas Cage advised him.**

Object questions

What did Johnny want to be? **He wanted to be a rock star.**

Who did he meet in LA? **He met Nicolas Cage.**

- 10 Write the correct words in your notebook.

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

11



1.07

Listen and check your answers.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Grammar Reference

Unit 1

11

Vocabulary

Verb + preposition

1



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

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

2

Circle the correct words.

- 1 What music do you like listening **to** / **with**?
- 2 What do you dream **for** / **about** doing in the future?
- 3 Do you usually agree **to** / **with** your friends?
- 4 Which things do you argue **about** / **for**?
- 5 Do you and your best friend agree **about** / **to** everything?
- 6 Do you often participate **with** / **in** activities in class?



3

Circle the correct words.

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

Listening

4



Look at the pictures and listen to the interview with Aminata.

- 1 Where does Aminata live now?
- 2 Where did she use to live?

5

Listen again and answer the questions.

- 1 When did Aminata move countries?
- 2 How did she feel about the move?
- 3 Were her first experiences good or bad?
- 4 What did Aminata start with her friends?
- 5 What does she like about her new life?



Speaking

Talking about photos / Describing a photo

Model Dialogue



Thomas

Hey, Katie. Can I see your photos?

Cool. Where was it taken?

When was it taken?

Who are you with in the photo?

And who's that on the right?

You all look very happy.

Wow! There are some amazing buildings in the background. It looks like a beautiful city.

Katie



Hi! Yes, sure. Look. This photo is of our school trip.

It was taken in Venice. Look. I'm in the middle and I'm holding some flowers.

Two years ago.

I'm with some school friends. That's Daniela on the left.

That's Ed.

Yes, we're having a great time!

It is!

1



1.10

Listen to the dialogue. Where did Katie go on her school trip?

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a photo

Choose a picture below or use one of your own.



2 Prepare a description

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

3 Speak

In pairs, practise your dialogue.

Can I see your photos?

Yes, sure. Look. This photo is of my mum's birthday party.

Useful Language Describing a photo

This is a photo of our school trip to Italy.

Where / When was it taken?

I'm in the middle. That's Daniela on the left.

Who's that on the right?

There are some amazing buildings in the background / foreground.

You all look very happy.

It looks like a beautiful city.

Writing

A social networking message

1



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

- 1 What things are new in Molly's life?
- 2 What questions does Molly ask Amaya?
- 3 Where did Molly go at the weekend?

Model Text



Hi Molly! How's your new school? Is it better than here?
Missing you!

Comment – Share – Like

Amaya – 11.20



It's great! When I started last month I was worried about changing schools, but it was OK. I'm making lots of new friends. On Saturday, I went to a brilliant party with them. I'm really enjoying school. I like my history teacher and my Spanish teacher is great! What else is new? I'm in the volleyball club and it's great fun. I used to hate sports, but volleyball is different. I'm learning the guitar too.

What's new with you? What have you been up to? How is your family? I can't wait to hear from you. Bye for now!

By the way, here's a photo I took at the party!

Comment – Share – Like

Molly – 12.43



2

Look at the Crystal Clear Tips. Translate the expressions into your language. Then find examples in the Model Text.

Crystal Clear Tips

Informal expressions

Hi Molly!
How are you doing? / How are things?
What's new? / What's new with you?
What have you been up to?
Write soon! / I can't wait to hear all your news!
Love, / Lots of love, / Bye for now!

3

Look at the Crystal Clear Tips again. Match the informal expressions with formal expressions 1–4.

Dear Molly, *Hi Molly!*

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

Writing Task



1 Plan

Make notes to write a social networking message about recent events and changes in your life and include:

Beginning: *greet your friend, describe some changes in your life and something you did at the weekend*

Middle: *describe more changes and / or some recent events*

Ending: *ask your friend for their news, say goodbye*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Beginning

Paragraph 2: Middle

Paragraph 3: Ending

3 Check

- ☒ present simple, past simple, *used to*, subject and object questions
- ☒ life-changing events, verb + prepositions
- ☒ informal expressions



WORLD WAR II EVACUEES

When Britain declared war on Germany in 1939, many women and children moved to the countryside. The British government ordered the evacuation to protect children from the bombs of Germany's air force, the Luftwaffe. This evacuation was the biggest movement of people in British history.

The German Luftwaffe

TAKING THE TRAIN

Hundreds of thousands of children left their homes in cities and went by train to stay in small towns and villages in the countryside. The children often went with their teachers and wore the name of their destination on a sign around their neck. When they arrived in the towns or villages, they went to live with local families and they went to school there. It was a journey that dramatically changed the lives of all the children.



Young evacuees on a station platform




COUNTRY LIFE

Many of the children used to live in cities and the evacuation gave them their first experience of rural life. They played in the woods, talked to the local people and learnt about life in the countryside. Some evacuees had very happy times with their host families and made new friends, but some didn't settle down and were very homesick. In fact, the bombing didn't begin until nearly a year later and some children returned home. When the bombing did begin, the children were evacuated again. About 3.5 million people experienced evacuation during the Second World War.

Pronunciation

Sentence stress

a  1.13 Listen and repeat the sentences. Which syllables have the main stress?

- 1 The government ordered the evacuation.
- 2 The children often went with their teachers.
- 3 They talked to the local people.
- 4 Some were very homesick.

b  1.14 Listen and repeat the sentences.



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

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

Unit 1 Language Reference

Vocabulary Life-changing events

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

Verb + preposition

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

Grammar Present simple

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

Past simple

Affirmative	Negative	Questions	Short answers
I / You moved house.	I / You did not move house.	Did I / you move house?	Yes, I / you did .
He / She / It moved house.	He / She / It did not move house.	Did he / she / it move house?	No, he / she / it did not .
We / You / They moved house.	We / You / They did not move house.	Did we / you / they move house?	Yes, we / you / they did .

used to

Affirmative	Negative	Questions	Short answers
I / You used to play in a band.	I / You didn't use to play in a band.	Did I / you use to play in a band?	Yes, I / you did .
He / She / It used to play in a band.	He / She / It didn't use to play in a band.	Did he / she / it use to play in a band?	No, he / she / it did not .
We / You / They used to play in a band.	We / You / They didn't use to play in a band.	Did we / you / they use to play in a band?	Yes, we / you / they did .

Subject and object questions

Subject questions
Who went to the cinema yesterday? <i>Joe went to the cinema yesterday.</i>
Object questions
What did Joe do yesterday? <i>He went to the cinema.</i>

Speaking Describing a photo

This is a **photo of** our school trip to Italy.
Where / When was it taken?
I'm **in the middle**. That's Daniela **on the left**.
Who's that **on the right**?
There are some amazing buildings **in the background / foreground**.
You **all look** very happy.
It **looks like** a beautiful city.

Unit 1 Progress Check

Vocabulary Life-changing events *used to*

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

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

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

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

Verb + preposition

2 Complete the expressions with the correct prepositions.

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

Subject and object questions

5 Write subject or object questions with *who* or *what* using the information in bold. Then answer the questions.

Sally went shopping **with her friends**.

Who did Sally go shopping with?

She went shopping with her friends.

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

Grammar Present and past simple

3 Circle the correct words.

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





Check your answers

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

- life-changing events?
- verb + preposition?
- present and past simple?
- *used to*?
- subject and object questions?

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

Crystal Clear
Self-Check



2

Books

Objectives

Vocabulary	Literary genres; compound nouns
Grammar	Past simple and past continuous; past perfect; time expressions with past perfect
Speaking	Talking about literature; asking for and giving opinions
Writing	A book review; describing books

Vocabulary

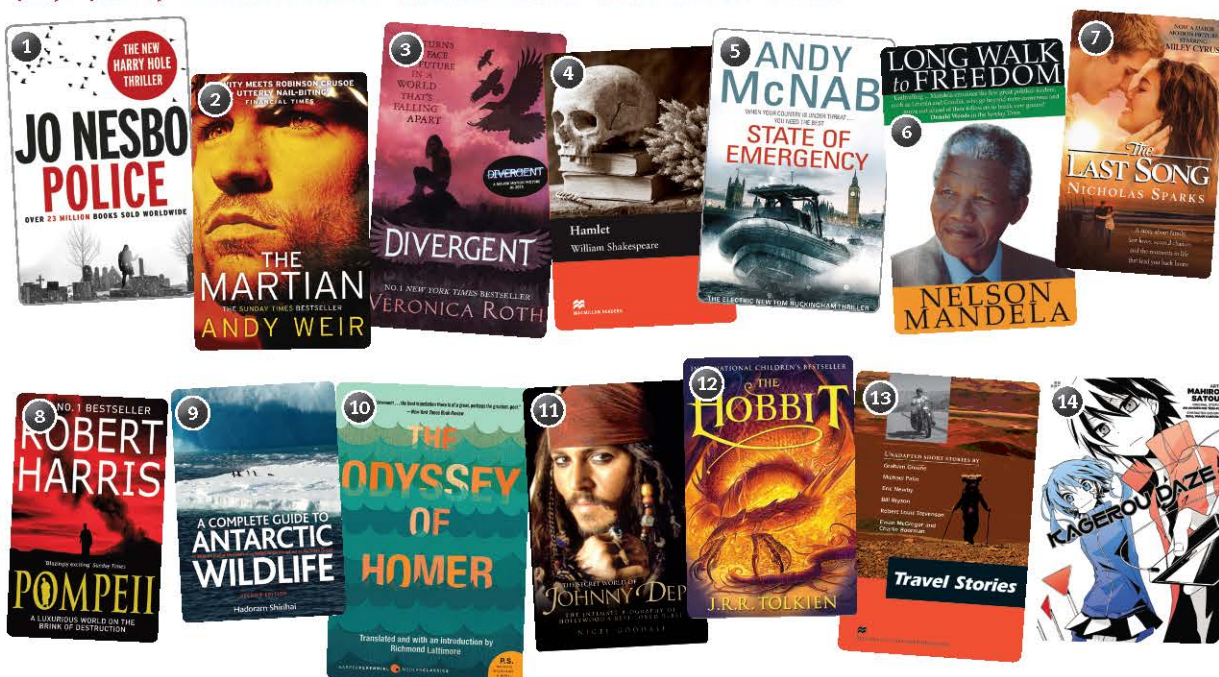
Literary genres

1



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

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



2

Read the information. Which literary genre should each person read?

Steve loves going to the theatre. *He should read a play.*

- Holly likes books about relationships, especially when people fall in love.
- Anna enjoys books that are set in different periods, for example in the 18th century.
- James prefers to read illustrated stories – he loves looking at the pictures.
- Kate likes exciting stories, but not ones about crime.
- Abi loves books about real people's lives.

3



Listen to Hamed, Joe and Annie. Match the speakers with the last book they read.

- | | |
|---------|----------------------------|
| 1 Hamed | a) an adventure story |
| 2 Joe | b) a science-fiction novel |
| 3 Annie | c) a play |

4



In pairs, ask and answer the question.

What was the last book you read?

It was a science-fiction novel about life on Mars.



1 Read the text quickly and find the information in 1–3.

- 1 The name of the wolf cub 2 The name of the cub's mother 3 The name of one of the men

Chapter 3

The **cub** ran down to the river to drink early one morning. He was still sleepy, so at first he did not notice anything. Then, suddenly, he saw and smelled something strange.

Five strange animals were sitting in front of him. The cub had never seen men before, and suddenly he felt very small.

One of them walked over to him. Then slowly, the man reached down to pick him up. The cub's hair stood up on his back, and he showed his little teeth.

'Look at his white **fangs**!' the man laughed. The man's hand came closer and closer. Then the cub suddenly bit him. The man hit him on the head, and the cub fell onto his side. Suddenly, the cub forgot about fighting. He sat up and cried.

The four men laughed loudly. And the cub cried even more. But in the middle of his crying, he suddenly heard something. He gave one last cry. Then he stopped his noise and waited for his mother. His mother was **fierce** and powerful. She knew his cry, and she was coming to save him. The men stepped back a little, and the female wolf growled fiercely.

'Kiche!' one of the men suddenly cried. 'Kiche!' And the wolf sank slowly to the ground.

The man came over to Kiche. He put his hand on her head. She did not bite or **growl**.

'She ran away a year ago, didn't she, Gray Beaver?' said one of the men.

'Yes,' Gray Beaver answered. 'There was nothing to eat.'

'She has lived with the wolves,' another man said.

'Her father was a wolf,' said Gray Beaver. 'And now she has a cub. His teeth are white, so I will call him White Fang.'

18



i Crystal Clear Facts

Jack London was an American author and journalist. He was born in 1876 and died in 1916. His best-known novels are *White Fang* and *The Call of the Wild*.

2



Read and listen. Are the sentences true or false?

- 1 This was the cub's first contact with men.
- 2 The cub bit the man after he had picked him up.
- 3 The cub stopped crying because he was afraid.
- 4 The men recognized the cub's mother.
- 5 Kiche used to belong to the men.

3

Answer the questions in your notebook.

- 1 What were the 'five strange animals' mentioned in the text?
- 2 How did the men know Kiche's name?
- 3 Why did Kiche run away?
- 4 Why did Gray Beaver call the cub White Fang?

Grammar

Past simple and past continuous

Past continuous

Affirmative	You were reading
Negative	We / You / They weren't reading
Questions	Was he / she / it reading ?

Language Reference p26

Past simple and past continuous

Suddenly, he **saw** and **smelled** something strange.

Five animals **were sitting** in front of him.

I **was reading** a novel when the phone **rang**.

i Crystal Clear Rules

We use the past simple to describe a completed action or series of actions.

We use the past continuous to describe an action in progress in the past, often interrupted by another action.

We use the past continuous to talk about finished past states that lasted some time.

1 Circle the correct words.

- While I **wrote** / **was writing** a text message, my phone rang.
- He was buying a ticket and then he **got** / **was getting** on the train.
- When we arrived home, Peter was listening to music. He **didn't watch** / **wasn't watching** TV.
- I was walking along the road when I **saw** / **was seeing** my friend.
- While they were writing the film script, the director **looked** / **was looking** for the actors.

2 Complete the text with the correct form of the verbs in brackets. Use the past simple or past continuous.

Arthur C. Clarke ⁽¹⁾ *was* (be) a writer and inventor. He was born in England, in 1917. In 1936 he ⁽²⁾ ... (move) to London. While he ⁽³⁾ ... (live) in London, he ⁽⁴⁾ ... (start) writing science-fiction. He ⁽⁵⁾ ... (fight) in the Second World War. He ⁽⁶⁾ ... (not write) any stories while he ⁽⁷⁾ ... (fight), but, after the war, he wrote about his experiences. A magazine ⁽⁸⁾ ... (publish) his first story in 1946. Clarke also ⁽⁹⁾ ... (work) on film scripts. While he ⁽¹⁰⁾ ... (work) on the script for *2001: A Space Odyssey*, he ⁽¹¹⁾ ... (have) an idea for a sequel, so he wrote that too. Clarke ⁽¹²⁾ ... (not write) only science-fiction, he also ⁽¹³⁾ ... (write) non-fiction books and scientific papers. He died in 2008.

3 Read the text again and write questions for the answers. Then write two questions and answers of your own.

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

Who was Arthur C. Clarke?

1 He moved to London in 1936. (When ... ?)

2 He was living in London when he started writing. (Where ... ?)

3 A magazine published his first story in 1946. (When ... ?)

4 He was working on the script when he had the idea for a sequel. (What ... ?)

4 Circle the correct words.

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

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

Past perfect

Past perfect

Affirmative	Negative	Questions
I had gone	I hadn't gone	Had I gone ... ?
You had gone	You hadn't gone	Had you gone ... ?
He / She / It had gone	He / She / It hadn't gone	Had he / she / it gone ... ?
We / You / They had gone	We / You / They hadn't gone	Had we / you / they gone ... ?

i Crystal Clear Rules

We use the past perfect to talk about an action that happened before another action in the past.
By the time she was 16, she **had already published** three books.

She **hadn't finished** her sixth book when they did the interview.

Had she **written** three books before she left school?

- 6 Complete the sentences with the correct form of the verbs in brackets. Use the past perfect.

The concert **had started** (start) when we arrived at the theatre.

- 1 Jo rang me after she ... (finish) her tea.
- 2 ... (you / read) the book before you saw the film?
- 3 We went to a new restaurant. We ... (not eat) there before.
- 4 What ... (the reporters / ask) the author before I arrived?

Time expressions with the past perfect

By the time we arrived, the film **had started**.

We arrived **after** the film **had started**.

The film **had started before** we arrived.

The film **had already started when** we arrived.

We arrived at 7pm. **By then**, the film **had started**.

- 7 Look at the sentences in the table. Circle the correct words.

Yesterday we went to a concert, but we arrived at 8.30 pm. ⁽¹⁾ **By then** / **After** the concert had started. We were hungry because we hadn't eaten ⁽²⁾ **before** / **already** the concert. After the concert, we ran to a restaurant but ⁽³⁾ **by the time** / **after** we got there, it had already closed. We went to buy a take-away pizza but they had sold the last one ⁽⁴⁾ **before** / **after** we arrived. When we got to the bus station, the last bus had ⁽⁵⁾ **already** / **by the time** left. I phoned my parents, but ⁽⁶⁾ **by then** / **already** they had gone to bed. What a disaster!

- 8 Complete the dialogues with the correct form of the verbs in brackets. Use the past perfect or past simple.

A Did you get wet yesterday in the storm?

B No, it **started** (start) raining after I **had arrived** (arrive) home.

A Did you see John at the party?

B No, he ⁽¹⁾ ... (left) just when I ⁽²⁾ ... (arrive).

A Did you watch the film last night?

B No, I ⁽³⁾ ... (not finish) my homework when it ⁽⁴⁾ ... (start).

A Did you phone Lucy?

B No, my phone battery ⁽⁵⁾ ... (stopped) working before I ⁽⁶⁾ ... (can) phone her.

- 9 Circle the correct words.

Jo Where ⁽¹⁾ **did you get** / **had you got** the idea for your adventure story?

Ian I ⁽²⁾ **was being** / **was** on holiday in Canada with my parents. One day I ⁽³⁾ **was walking** / **had walked** in the country near Toronto.

I ⁽⁴⁾ **hadn't been** / **didn't go** to that area before, and I got lost.

While I ⁽⁵⁾ **looked** / **was looking** for the path I ⁽⁶⁾ **met** / **was meeting** an old man. He ⁽⁷⁾ **walked** / **was walking** across Canada.

Jo Why ⁽⁸⁾ **did he do** / **was he doing** that?

Ian He ⁽⁹⁾ **was raising** / **raised** money for charity. Anyway, he ⁽¹⁰⁾ **told** / **had told** me about his adventures. He ⁽¹¹⁾ **had had** / **was having** some amazing experiences.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



10



1.18

Listen and check your answers.



Grammar Reference

Unit 2

21

Vocabulary

Compound nouns

1



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

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

2

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

noun + noun	adjective + noun
book deal	social life

3

Complete the sentences with compound nouns from exercise 1.

Lucy is a member of a *public library*. She usually borrows some books every week.

- 1 Can I borrow your mobile phone? I want to send a ... to a friend.
- 2 I bought three books and a comic in the
- 3 The author was very happy when the publishers offered her a good
- 4 I've got an ... by Veronica Roth. I listen to it on the bus. It helps me to improve my English.
- 5 After I leave ... I want to go to college.



Listening

4



Look at the pictures. What do you think the conversation will be about? Listen and check your answer.



5

Listen again. Are the sentences true or false? Correct the false sentences in your notebook.

- 1 Josh liked the *The Hunger Games* films.
- 2 Clare liked the *The Hunger Games* films better than the books.
- 3 Josh preferred the book version of *The Maze Runner* to the film.
- 4 The main character of *The Maze Runner* has to solve a mystery.
- 5 Clare is interested in reading *The Maze Runner*.



Speaking

Talking about literature / Asking for and giving opinions

Model Dialogue



John

Let's go into that bookshop. I got a book for my birthday, but I want to exchange it.

I'm totally into **science-fiction**. What do you think of it?

What about **graphic novels**?

Don't you agree that **comics** are fun?

Biographies? In my opinion, they're the **most boring** books in the world!

Elisa



OK. What sort of books do you like?

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

I reckon they're **difficult to read**. I prefer **historical fiction** to **graphic novels**.

If you ask me, they're **for kids**. What do you think of **biographies**?

Well, I'm going to buy this **biography of Nelson Mandela**. It looks really **interesting**.

1



Listen to the dialogue. Where are John and Elisa going?

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about literature

Choose a dialogue below (1 or 2) and read the opinions of Students A and B.

1

Student A

You love crime fiction and thrillers.
You think adventure stories are exciting.
You think fantasy novels are stupid.

Student B

You think crime fiction is really boring and that adventure stories are all the same.
You prefer comics and graphic novels.
You also like fantasy novels.

2

Student A

You love poetry and plays.
You think short stories are easy to read.
You think romantic novels are boring.

Student B

You think poetry is impossible to read and that short stories are usually boring.
You prefer crime fiction and thrillers.
You also like romantic novels.

2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

I'm totally into *crime fiction*.
What do you think of it?

To be honest, I think it's really *boring*.

Useful Language

Asking for and giving opinions

What do you think of *biographies*?

Don't you agree that *comics* are fun?

To be honest, I think it's a bit *boring*.

If you ask me, they're *for kids*.

In my opinion, they're really *boring*.

I reckon they're *difficult to read*.

I prefer *historical fiction* to *graphic novels*.

A book review

1



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

- 1 What type of book is *The Giver*?
- 2 What is the name of the author? And the main character?
- 3 When was it published?
- 4 Did Martin like it?

Model Text



The Giver

The Giver is an enjoyable science-fiction novel. It was written by Lois Lowry and was published in 1993. By 1994, it had become an international bestseller. It is set in a future world where people's lives are controlled by society. Everyone is happy and there is no pain, suffering or emotion.

The main character is a boy called Jonas. Jonas discovers that people are only happy because they don't know about the real world. Then Jonas has to make a decision: stay and live without emotion or knowledge, or find a place where he can experience real life.

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

Martin



2

Look at the Crystal Clear Tips and translate the descriptions into your language. Then find examples in the Model Text.

i Crystal Clear Tips

Describing books

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

3

Order the words to make sentences.

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

Writing Task



1 Plan

Choose a book to write a review, make notes and include:

Introduction: title, author, literary genre, publication date, setting and general story

Main paragraph: the main character(s), the main events of the story

Conclusion: a positive / negative recommendation, reasons you like / don't like the book

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Main paragraph

Paragraph 3: Conclusion

3 Check

- ☒ past simple, past continuous, past perfect
- ☒ literary genres, compound nouns
- ☒ expressions for describing books

Home

World

Culture

Lifestyle

Fashion

Sport

Q

Famous Female Writers



Xiaolu Guo (1973)

Xiaolu Guo is a novelist and a film-maker. Born in China, she emigrated to England as a young adult and is now considered to be her generation's voice of modern China. Her first novel, *A Concise-English Dictionary for Lovers*, was written in broken English and tells the story of how a foreigner is confused by different social rules and how she deals with loneliness and love.

COMMENT (53)

READ MORE



Alice Walker (1944)

Alice Walker is an African-American writer of novels, short stories and poetry. Many of her books are about problems such as racism or sexism. Her most famous novel is *The Color Purple*. It won the Pulitzer Prize for Fiction in 1983. There is a film version of *The Color Purple*, directed by Steven Spielberg.

COMMENT (21)

READ MORE



Zadie Smith (1975)

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

COMMENT (46)

READ MORE



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

- 1 Which country did Xiaolu Guo move from?
- 2 What is Alice Walker's most famous book?
- 3 What are many of Alice's books about?
- 4 What was Zadie Smith's first book? What was it about?

Pronunciation

/əʊ/ /ɒ/ /ɔ:/ /u:/ /ʌ/



Listen and repeat the words.

- /əʊ/ no, most, moment, poetry, slow
 /ɒ/ on, novel, problem, modern, possible
 /ɔ:/ story, short, born, called, more
 /u:/ do, you, grew, new, include
 /ʌ/ won, up, London, love, under



Listen and repeat the sentences.

Unit 2 Language Reference

Vocabulary Literary genres

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

Compound nouns

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

Grammar Past continuous

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

Past simple and past continuous

past continuous



Amy **was watching** a play when her phone **rang**.



John **broke** his leg and **went** to hospital.

Past perfect

Affirmative	Negative	Questions	Short answers
I / You had written a best-seller.	I / You had not written a best-seller.	Had I / you written a best-seller?	Yes, I / you had .
He / She / It had written a best-seller.	He / She / It had not written a best-seller.	Had he / she / it written a best-seller?	No, he / she / it had not .
We / You / They had written a best-seller.	We / You / They had not written a best-seller.	Had we / you / they written a best-seller?	Yes, we / you / they had .

Speaking Asking for and giving opinions

What do you think of biographies?
 Don't you agree that comics are fun?
 To be honest, I think it's a bit boring.
 If you ask me, they're for kids.

In my opinion, they're really boring.
 I reckon they're difficult to read.
 I prefer historical fiction to graphic novels.

Unit 2 Progress Check

Vocabulary Literary genres

- 1 Write the name of a literary genre for each definition.
- 1 A book someone writes about their life.
 - 2 A book someone writes about another person's life.
 - 3 A story that shows a lot of imagination and is very different from real life.
 - 4 A book about imaginary future events, often about life in space.
 - 5 A book that contains stories told in a series of pictures.

Compound nouns

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

popular press book deal postcards
best-seller love letters

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

Grammar Past simple and past continuous

- 3 Circle the correct words.

Yesterday, while I ⁽¹⁾ **bought / was buying** a book by my favourite author, I ⁽²⁾ **noticed / was noticing** a man in the shop. He ⁽³⁾ **sat / was sitting** at a desk and he ⁽⁴⁾ **signed / was signing** books. It was my favourite author! I ⁽⁵⁾ **asked / was asking** him to sign my copy!

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

- 1 I was watching TV at 7 o'clock last night. (What ... ?)
- 2 I went to the cinema on Saturday. (Where ... ?)
- 3 I read an adventure story last week. (When ... ?)
- 4 We were playing when Kate arrived. (What ... ?)
- 5 I was talking to my boyfriend when my mobile phone stopped working. (Who ... ?)

Past perfect

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

- 1 After I ... (read) the book, I ... (tell) all my friends about it.
- 2 By the time I ... (finish) my homework, it ... (be) after 11pm.
- 3 We ... (miss) the train because it ... (already / leave) when we arrived.
- 4 I ... (not read) any science-fiction before I ... (read) this story.
- 5 We ... (see) the film after we ... (read) the book.

Crystal Clear
Self-Check ✓

Check your answers

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

- literary genres?
- compound nouns?
- past simple and past continuous?
- past perfect?

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



3

Save the planet

Objectives

Vocabulary	Saving environmental resources; prefixes
Grammar	Present perfect + <i>for / since / still / yet / already / just</i> ; present perfect and past simple; time expressions with the present perfect
Speaking	Making a list; prioritizing ideas
Writing	An opinion essay; linkers of addition and result

Vocabulary

Saving environmental resources

1



1.26

Listen and repeat the phrases. Match them with pictures 1–11.

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



2

Complete the sentences with phrases from exercise 1.

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

3



1.27

Listen to Anika and Liam. How do they save environmental resources?

4



In pairs, ask and answer questions about how you help to save environmental resources.

How do you save resources?

I use rechargeable batteries and turn off lights.



An online news report

1



Read and listen. What is the text about? Choose the correct option.

a) Internet privacy and rubbish

b) Social media, games and recycling

c) Social media, games and energy

RUBBISH

IT'S THE NAME OF THE GAME

News ▾

Weather ▾

TV ▾

More ▾

Contact us

Search



It looks, and smells, like a normal kitchen **bin** but it's a bin with a difference. Inside the **lid**, scientists have installed a smartphone camera. Every time you close the lid, the camera takes a photo of the rubbish that you have just thrown away. Then, an app on the smartphone uploads the photos to a Facebook page. Other members can look at your photos and post comments about them.

You also get a weekly **score** for your rubbish and you compete with other households to be the greenest.

The system is called BinCam and its aim is to make people recycle more. Scientists have already tested BinCam with students at Newcastle University. Helen and Alice are two of them. Since they started, they've reduced their rubbish dramatically. 'We've become more careful about what we throw away because other people are watching,' says Helen. 'It's like a game. You want to win and be the best at recycling!' Have they lost any points yet? 'Yes, we have,' says Alice. 'We always try to recycle, but we've thrown away recyclable items by accident once or twice.'

BinCam's inventors say that people enjoy the game and that the competition makes them more environmentally responsible. They say that BinCam shows how gamification and social media can influence people in a positive way. However, not everyone agrees. Critics say that BinCam is an invasion of privacy. Others think that recycling is a serious issue, not a game.



What do you think? Would you like to have a BinCam in your kitchen?

Leave a comment ▾



Crystal Clear Facts

Recycle Now is the national recycling campaign for England. It is supported by the government and helps people to recycle more.

2

Read the text. Put the information in the order that it appears in the text.

- BinCam's objective
- Some arguments in favour
- Real users' experiences
- Some arguments against
- How BinCam works

3

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

- How often does the camera take a photo of your rubbish?
- Who can comment on your rubbish?
- Why have Helen and Alice become more careful about their rubbish?
- How have they lost points?
- What two criticisms of BinCam does the text mention?

Present perfect

Affirmative	I / You / We / They have read a novel.
Negative	He / She / It hasn't read a novel.
Questions	Have you read a novel?

Language Reference p36

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

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

- They ... (not recycle) much for the past two weeks.
- Maggie ... (live) without rubbish for a month.
- ... (John / turn off) the lights?
- I ... (not swap) CDs with my friends for months.
- My mum ... (share) car journeys with our neighbour for two years.

i Crystal Clear Rules

We use *for* to talk about a period of time.
We use *since* to talk about a point in time.
We can also use *since* with the past simple.
They've recycled as much as possible for the past few months.
Since last year, they have reduced their rubbish dramatically.
I've learnt a lot about recycling since I started.

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

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

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

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

you / know / your best friend?

How long have you known your best friend?

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

Present perfect and past simple

They **started** the experiment last year.

They've **started** to travel by public transport.

Last July, they **decided** to save water.

We've **decided** to install solar panels.

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

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

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

My friend, Suzy, ⁽¹⁾ *has recycled* (recycle) for years. Since she ⁽²⁾ ... (write) an article for the school magazine last year about recycling, the students ⁽³⁾ ... (try) to recycle all the paper and plastic we use at school. We ⁽⁴⁾ ... (not throw away) any paper since then!

For the past year, Suzy ⁽⁵⁾ ... (buy) green presents for everyone. For my last birthday she ⁽⁶⁾ ... (buy) me some organic chocolate and a Fairtrade T-shirt. The chocolate ⁽⁷⁾ ... (be) delicious and I ⁽⁸⁾ ... (wear) the T-shirt a lot since I got it. I ⁽⁹⁾ ... (wear) it last week to a party and everyone ⁽¹⁰⁾ ... (think) it was great.



Time expressions with the present perfect

Present perfect + just

My parents **have just been** on a course about recycling.

My sister **has just bought** a new bike.

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

- 7 Write complete sentences with *just* in your notebook.

John / speak / to his girlfriend.

John has just spoken to his girlfriend.

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

Present perfect + still / yet / already

Scientists **have already tested** BinCam.

They **still haven't tested** BinCam.

They **haven't lost** any points **yet**.

Have they lost any points **yet**?

i Crystal Clear Rules

We use **already** in positive sentences. It goes before the main verb.

We use **yet** in negative sentences and questions. It always goes at the end of the sentence.

We use **still** in negative sentences. It goes before the auxiliary verb.

- 8 Circle the correct words.

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

- 9 Look at Jack's to-do list and write questions. Then answer the questions using the words in brackets.

Has he joined the recycling group yet?

Yes, he has already joined it. (already)

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

<input checked="" type="checkbox"/>	join the recycling group
<input checked="" type="checkbox"/>	recycle the old newspapers
<input checked="" type="checkbox"/>	buy energy-saving light bulbs
<input checked="" type="checkbox"/>	phone the recycling company
<input checked="" type="checkbox"/>	sort out the rubbish

- 10 Circle the correct words.

WWF has existed ⁽¹⁾ **since** / **for** 1961, when a group of scientists, naturalists, business people and political leaders ⁽²⁾ **started** / **have started** the organization. The first office ⁽³⁾ **was** / **has been** in Switzerland. About five million people have ⁽⁴⁾ **still** / **already** joined and together they ⁽⁵⁾ **achieved** / **have achieved** many things. WWF ⁽⁶⁾ **supports** / **is supporting** about 1,200 conservation and environmental projects around the world. ⁽⁷⁾ **For** / **Since** it began, WWF ⁽⁸⁾ **was investing** / **has invested** billions of dollars in projects in over 100 countries.

- 11



1.29

Listen and check your answers.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Vocabulary

Prefixes

1



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

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

2

Look at the pictures. Match prefixes 1–4 with meanings a–d.

- | | |
|----------|-------------------------------------|
| 1 re- | a) do something to excess |
| 2 mis- | b) do something again |
| 3 over- | c) do something less than necessary |
| 4 under- | d) do something incorrectly |

3

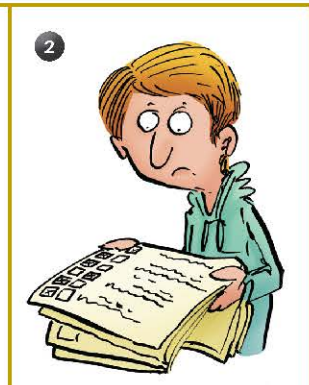
Complete the sentences with the verbs in the box.

overcrowded replace misplaced
underestimate

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



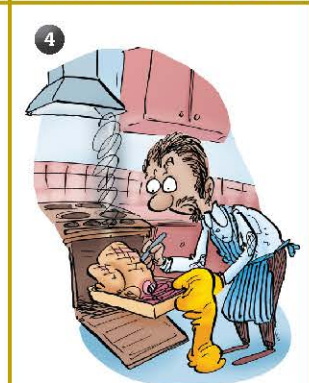
I need to reorganize!



I think I misunderstood.



I've overeaten!



Oh no! It's undercooked!

Listening

4



Look at the picture and answer the question. Then listen and check.

What do you think the building is for?

- Providing better places to live in cities.
- Producing food for city inhabitants.

5

Listen again and answer the questions.

- Why does food have to be transported long distances?
- What is the idea of vertical farming?
- What things could the farms produce?
- Why could vertical farming be a solution for India or China?
- What is the one of the biggest problems?



Speaking

Making a list / Prioritizing ideas

Model Dialogue



Jack

Let's make a list of ways of helping the environment.

OK, but how?

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

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

OK, let's recycle packaging and travel by public transport too.

Kieran



OK. What about saving energy?

Well, we can watch less TV.

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

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

So, our list of ways of helping the environment is saving energy, recycling packaging and travelling by public transport.

1



Listen to the dialogue. What three things do Jack and Kieran decide to do?

2

Listen again and repeat the dialogue.

Speaking Task

1 Make a list of priorities for helping the environment

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

List 1

- Save water (wash our clothes less, keep our drinking water in the fridge)
- Use clean transport
- Save energy

List 2

- Save resources (mend old clothes, use rechargeable batteries)
- Turn off lights
- Recycle packaging

2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

What about saving water?

OK, but how?

Well, we can wash our clothes less.

Useful Language

Prioritizing ideas

For me, the most important thing is recycling.

I think recycling is more important than saving energy.

I think saving energy is as important as recycling.

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

Writing

An opinion essay

1



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

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

Model Text



Recycling should be compulsory. Do you agree?

At present, recycling is not obligatory in most countries. Consequently, many people do not recycle at all. In my opinion, compulsory recycling is better for the environment.

Firstly, people produce more rubbish now than in the past because we use more packaging. What's more, most of this packaging is dangerous for wildlife. Secondly, many people don't recycle because they are too lazy. In some British cities, recycling is compulsory. As a result, recycling has increased dramatically and local councils spend less on landfills. This experience has already demonstrated that obligatory recycling produces good results.

In conclusion, I believe compulsory recycling is better for the environment. Furthermore, it is also cheaper for local councils.



2

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

i Crystal Clear Tips

Linkers of addition and result

- We use more packaging now. **What's more**, most of this packaging is dangerous for wildlife.
- Compulsory recycling is better for the environment. **Furthermore**, it is also cheaper for local councils.
- Recycling is not obligatory. **Consequently**, many people do not recycle at all.
- In some cities, recycling is compulsory. **As a result**, recycling has increased dramatically.

3

Circle the correct words.

In Switzerland, people pay for each bag of rubbish. ⁽¹⁾ **What's more**, / **As a result**, they throw away less rubbish. ⁽²⁾ **What's more** / **Consequently**, some local councils have made recycling free. ⁽³⁾ **Furthermore** / **Consequently**, people recycle more. ⁽⁴⁾ **As a result**, / **Furthermore**, the Swiss recycle 90% of their glass waste.

Writing Task



1 Plan

People should pay for each bag of rubbish they throw away. Do you agree? Decide your opinion, make notes and include:

Introduction: *the present situation, introduce your general opinion*

Main paragraph: *arguments to support your opinion*

Conclusion: *summary of your opinion*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Main paragraph

Paragraph 3: Conclusion

3 Check

- ☒ present perfect
- ☒ saving environmental resources, prefixes
- ☒ linkers of addition and result

FAMOUS GREEN ORGANIZATIONS

login

about

top picks

a-z

get involved

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

What is Freecycle®?

The Freecycle Network is an online community where people give and get things for free. It is a non-profit group and it's free to join. Its aim is for people to reuse things in order to reduce rubbish and improve the environment.

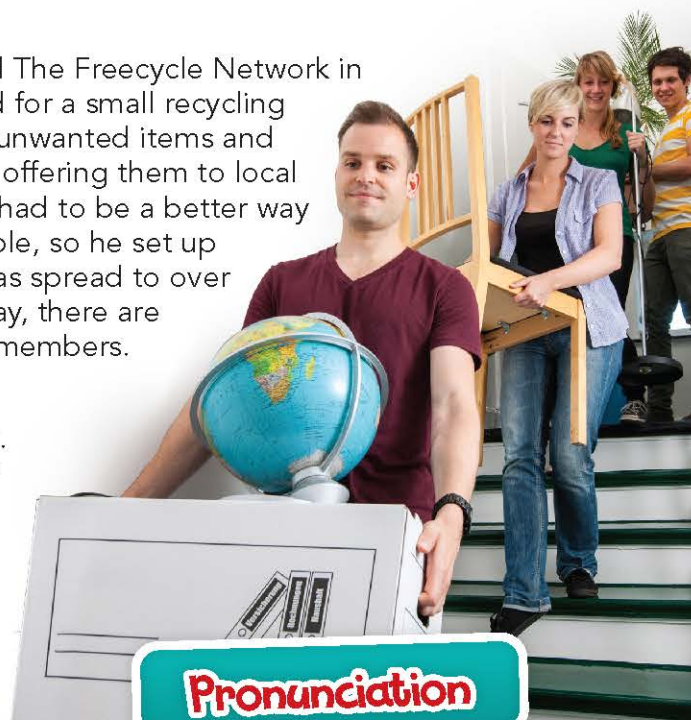


History

On 1st May 2003, Deron Beal started The Freecycle Network in Tucson, Arizona (USA). Deron worked for a small recycling organization. They were often given unwanted items and Deron used to drive around the area offering them to local non-profit groups. He thought there had to be a better way of informing people what was available, so he set up the first email group. Since then, it has spread to over 100 countries around the world. Today, there are thousands of groups and millions of members.

How to use Freecycle

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



Pronunciation

Word stress

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

- | | |
|-----------------|----------------|
| 1 organize | 6 populate |
| 2 reorganize | 7 overpopulate |
| 3 organization | 8 population |
| 4 environment | 9 insulate |
| 5 environmental | 10 insulation |

b 1.35 Listen, repeat and check your answers.



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

- Do you have to pay to join Freecycle?
- How long has the network existed?
- How many members are there today?
- Before you throw anything away, what should you do?



Unit 3 Language Reference

Vocabulary Saving environmental resources

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

Prefixes

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

Grammar Present perfect

Affirmative	Negative
I / You have ridden a bike.	I / You have not ridden a bike.
He / She / It has ridden a bike.	He / She / It has not ridden a bike.
We / You / They have ridden a bike.	We / You / They have not ridden a bike.

Questions	Short answers
Have I / you ridden a bike?	Yes, I / you have .
Has he / she / it ridden a bike?	No, he / she / it has not .
Have we / you / they ridden a bike?	Yes, we / you / they have .

Present perfect and past simple

- we use the present perfect to talk about experiences or actions in the past when we don't mention (or we don't know) the exact time
I've been to Amsterdam.
- we use the past simple to talk about completed actions in the past
I went to Amsterdam last year.

for, since and How long ...?

How long have you lived in Bristol?
I've lived in Bristol for two years.
I've lived in Bristol since 2010.

- we use *for* with a period of time
- we use *since* with a point in time

Speaking Prioritizing ideas

For me, **the most important thing** is recycling.
I think recycling is **more important than** saving energy.

just

Paul has **just** left the house.

- we use *just* to talk about something we've done a short time before the moment of speaking

still, yet and already

I **still haven't** recycled the plastic bottles.

He **hasn't mended** his shoes **yet**.

Has he mended his shoes **yet**?

We've **already bought** rechargeable batteries.

- we use *still* and *yet* in negative sentences to talk about things we haven't done
- we also use *yet* in questions to ask if something has been done
- we use *already* in affirmative sentences to talk about things we have done

I think recycling is **as important as** saving energy.
I'd **rather use** the computer **less than** watch less TV.

Unit 3 Progress Check

Vocabulary Saving environmental resources

1 Match 1–5 with a–e to make expressions.

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

Prefixes

2 Complete the sentences with the correct form of the verbs in brackets and a suitable prefix.

- 1 I didn't understand what he said – I ... (understand).
- 2 I can't eat another thing! In fact, I've ... (eat).
- 3 Peter can't find his glasses. He has ... (place) them somewhere.
- 4 They don't pay people enough. I think they ... (pay) them.
- 5 I've lost my mobile phone. I'll have to ... (place) it.

Grammar Present perfect + for and since

3 Write sentences in your notebook using the words in brackets and *for* or *since*.

- 1 I live here now. I moved here in 2003. (live / 2003)
- 2 I am here now. I arrived at 9 o'clock. (be / 9 o'clock)

- 3 We are here now. We arrived ten minutes ago. (be / ten minutes)
- 4 Kate met Rachel five years ago. They are best friends now. (be / five years)
- 5 I know Carla. I met her in 2010. (know / 2010)

Present perfect + How long ... ?

4 Write questions for these answers. Use *How long ... ?*

- 1 I have studied English for ten years.
- 2 Jim and Angela have lived here since 2014.
- 3 I've wanted to be a biologist all my life.
- 4 Amy has known Joe since she was five years old.
- 5 My teacher has worked at this school for six years.

Present perfect + still, yet, already, just

5 Write sentences in your notebook using *yet*, *already*, *just* and *still*.

- 1 I / not do / my homework. (yet)
- 2 Sally / phone / her boyfriend. (already)
- 3 Simon / win / the race. (just)
- 4 Mark / not listen to / his new CD. (still)
- 5 you / go to / the new nightclub? (yet)





Check your answers

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

- saving environmental resources?
- prefixes?
- present perfect + *for* and *since*?
- present perfect + *How long ... ?*
- present perfect + *still*, *yet*, *already*, *just*?

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

- Life-changing events
- Verb + preposition
- Literary genres
- Compound nouns

- Saving environmental resources
- Prefixes

Work with a partner. Read the clues and write the words in your notebook. Who finishes first?



Grammar

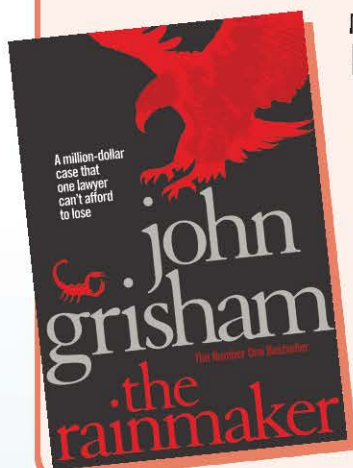
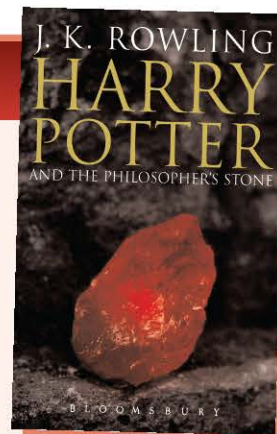
- Present simple
- Past simple
- *used to*
- Subject and object questions
- Past simple and past continuous
- Past perfect
- Time expressions with past perfect
- Present perfect with *for / since / How long ... ?*
- Present perfect and past simple
- Present perfect with *still / yet / already / just*

1 Write the correct words in your notebook.

LITERARY AGENTS

Everybody ⁽¹⁾ **has heard / heard** of writers like J.K. Rowling and John Grisham. We all know about their lives before they were famous. Grisham ⁽²⁾ **used to be / has been** a lawyer before he was a writer. J.K. Rowling ⁽³⁾ **was travelling / travelled** on a train when she ⁽⁴⁾ **was having / had** the idea for *Harry Potter*. But most writers ⁽⁵⁾ **haven't become / don't become** successful on their own. They need a literary agent.

Literary agents have been around ⁽⁶⁾ **since / for** over 100 years. But, what ⁽⁷⁾ **do they do / do they?** They represent authors and help them find a publisher. When an author ⁽⁸⁾ **became / becomes** successful, the agent negotiates a better contract. The agent usually ⁽⁹⁾ **has got / gets** 15% of the writer's money.



Many publishing companies only read a manuscript if an agent has ⁽¹⁰⁾ **still / already** recommended it. Some agents ⁽¹¹⁾ **have received / receive** more than fifty manuscripts a week, so they need to know when a manuscript is a potential best-seller.

Even J.K. Rowling ⁽¹²⁾ **needed / has needed** an agent. She ⁽¹³⁾ **has spent / was spending** five years writing her first novel and ⁽¹⁴⁾ **before / then** she sent it to the literary agent, Christopher Little. He liked it and agreed to represent her. After that, it ⁽¹⁵⁾ **had taken / took** a year to find a publisher. Christopher Little ⁽¹⁶⁾ **has worked / worked** with Rowling from 1995 to 2011 and he ⁽¹⁷⁾ **has helped / helped** her to become very successful with the *Harry Potter* books. ⁽¹⁸⁾ **Since / For** 2011, J.K. Rowling's literary agent has been Neil Blair. She has also ⁽¹⁹⁾ **just / yet** published the second book in a series of detective novels under the pseudonym Robert Galbraith.

2 Copy and complete the sentences with the correct form of the verbs in brackets.

- 1 I ... (live) in Paris since 2014 and I love it.
- 2 Sally ... (finish) her biology homework already, but she ... (not do) her maths yet.
- 3 Jon ... (buy) a new phone last month, but he ... (break) it already.
- 4 I ... (not read) any Agatha Christie novels before.
- 5 Annie ... (watch) TV last night when Gareth ... (call) her.
- 6 My dad ... (go) to school in Morocco until he ... (be) 14.

3 Order the words to make questions.

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

Cultural Awareness: Home



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

1 Approximately how many people live in the UK?

- a) 40 million b) 50 million c) 60 million

2 What percentage of British people live in large cities?

- a) 90% b) 75% c) 60%

3 Where do most British people live?

- a) In houses b) In flats c) In bungalows

4 What is the population of London?

- a) more than 7 million b) less than 7 million c) 5 million

5 How many rooms does Buckingham Palace have?

- a) 800 b) 775 c) 779

6 How many National Parks are there in Britain?

- a) 18 b) 50 c) 15



2 Watch the documentary about homes and answer the questions.

- 1 What kind of people live in stately homes today?
- 2 How many rooms are there on Pete's boat?
- 3 How does Pete get electricity for his canal boat?



Digital Competence: A voice discussion board

- 1 Look at the voice discussion board. What is the discussion about?



TALK GROUP Class 4A (general discussion)

Films versus books

3 comments Started by Mrs Jones **▶ PLAY ALL** **■ STOP** **● RECORD**

	Mrs Jones 38 mins ago 1min 36sec	▶ PLAY
	Jess 24 mins ago 0min 58sec	▶ PLAY
	David 14 mins ago 2min 05sec	▶ PLAY
	Elvi 3 mins ago 1min 42sec	▶ PLAY

See more discussions →

- 2 Listen to the discussion. Copy and complete the sentences with the correct name from the talk group.

- | | |
|------------------------------|-----------------------|
| 1 ... prefers books. | 3 ... is the teacher. |
| 2 ... likes films and books. | 4 ... prefers films. |

TASK Create a conversation on a voice discussion board. Follow the steps below.

Step 1

Choose a voice discussion site. Find out how to set up a discussion group.

Step 2

Decide the topic for your discussion and write a question for the board.

Step 3

Prepare an introduction for your discussion. Practise saying it.

Step 4

Record your introduction and wait for comments from other students.

Step 5

Visit some of your classmates' discussions. Record a comment.



4

Fashion world

Objectives

Vocabulary	Style adjectives; phrasal verbs: clothes
Grammar	Relative clauses; <i>some / any / no</i> compounds; the future
Speaking	Complimenting people; giving and responding to compliments
Writing	A comparison; linkers of contrast

Vocabulary

Style adjectives

1



Listen and repeat the adjectives. Use them to describe the clothes in pictures 1–10.

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

The trainers in 4 are very sporty.



2

Circle the correct words.

My aunt loves shoes. She has lots of trainers which are all very ⁽¹⁾ **sporty** / **old-fashioned**. They're also very ⁽²⁾ **trendy** / **conventional** because she always buys the latest styles. Her favourite shoes are the high heels she wears on Saturday nights – they're really ⁽³⁾ **casual** / **glamorous**, but so ⁽⁴⁾ **sporty** / **impractical**. I tried them on and I couldn't walk! She's a business person, so she also has a lot of very ⁽⁵⁾ **formal** / **casual** shoes. She has to stand up a lot, so her work shoes are all very ⁽⁶⁾ **comfortable** / **uncomfortable** – they can't be too ⁽⁷⁾ **conventional** / **tight**. What is her business? She has a shoe shop, of course!

3



Listen to Adam and Beth. What style of shoes does Beth have? Why does she like them?

4



In pairs, ask and answer questions about your favourite clothes and accessories.

What are your favourite shoes?

I love my red trainers – they are so comfortable!



A fashion magazine

Word Check

sole heel upper

- 1 Read the text quickly. Put the pictures of shoes 1–6 in the order that they are mentioned in the text.

FASHIONABLE FEET

Look at the people around you. Now look at their feet. What type of shoes are they wearing? What do the shoes have in common? Are they the same colour? Are they the same material? Do they have the same design?

The basic design of shoes has not changed much since they were invented. Most shoes have a **sole**, a **heel** and an **upper** (the part that covers the foot). However, creative designers have always found ways to make shoes look different.

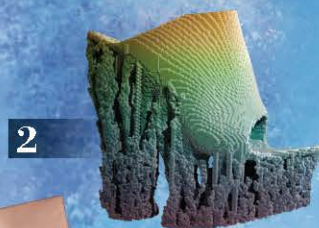
Let's start with heels. Italy is where designers created the famous stiletto in the 1950s, which has a thin, pointed heel. It is still a popular design. But heels don't have to be thin to look different: an American designer once created huge heels filled with water and toy goldfish!

Designers do creative things with soles and uppers, too. For example, hiking boots with soles that have compartments that contain equipment for making

fires – very practical for survival situations! A Czech designer made a pair of rectangular shoes in 2013 when she was a student. They have big platform soles and tight uppers. The uppers are made from soft leather, so the shoes are very comfortable.

Perhaps you are looking for something sporty. How about some five-toe trainers? They look just like feet!

So, what shoe designs might be fashionable in a few years? Here are a few trends. Designers will use 3-D printers more and more to create and print 3-D shoes. They can be very flexible, so you can fold them and put them in your pocket. Another company has made shoes that generate electricity while you walk. Soon, you might plug your phone into your shoe! Others are experimenting with social media and have designed trainers with a small screen and Wi-Fi internet so you will be able to tweet from your trainers!



i Crystal Clear Facts

Stuart Weitzman, a shoe designer, once made a pair of crystal slippers inspired by Cinderella. They were sold for 1.6 million dollars.

- 2  1.39 Read and listen. Correct the false sentences in your notebook.

- 1 The basic design of shoes has changed a lot.
- 2 Stilettos aren't very popular today.
- 3 You can put survival equipment in the heels of hiking boots.
- 4 The rectangular platform shoes have loose uppers.
- 5 The five-toe trainers look like human hands.

- 3 What do you think about the shoes in the text? Answer the questions with your opinions in your notebook.

- 1 Which shoes are the most impractical / practical?
- 2 Which are the most glamorous?
- 3 Which look the most comfortable?
- 4 Which would you like to have?

Relative clauses

People	The woman who / that lives in that house owns a shop.
Things	He wears trainers which / that look like human feet.
Time	She designed these platform shoes in 2013 when she was a design student.
Place	Italy is a country where they design clothes.

1 Circle the correct words.

- Noritake Tatehana is the man **who / which** designs shoes for Lady Gaga.
- The 1950s are **that / when** stiletto shoes became fashionable.
- The trainers **which / when** my brother bought were really expensive.
- She's the girl **that / which** I met at the party.
- London is **that / where** my cousin lives.

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

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

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

You've probably bought clothes from H&M, but how much do you know about the popular clothes shop? Read on to find out more.

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

some / any / no compounds

Things	I want to buy something really nice.
Places	I can't go anywhere without my bag.
People	No one has a better shoe collection than my brother.

Crystal Clear Rules

We use **some** and **no** compounds with affirmative verbs. We use **any** compounds with negative verbs and in questions.

4 Circle the correct words.

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

The future

Present continuous

We're **going** hiking next weekend.

be going to

I'm **going to wear** my new hiking boots.

It has snowed all week, so it's **going to be** very cold.

will and might

We'll **have** a great time. We **might need** extra clothes.

Language Reference p50

5 Look at the sentences in the table and match them with uses 1–5.

- A future prediction
- A future event based on present evidence
- A definite arrangement
- A future intention
- A future possibility

6 Circle the correct words.

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



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

- What ... you ... (do) tonight?
I ... (meet) Norma at the cinema.
- Look at the clouds. It ... (rain).
- I think Mike ... (be) a millionaire before he's 30.
- I don't think I ... (pass) my driving test.

8 In pairs, ask and answer the questions.

- Where do you think you'll live when you're older?
- What are you going to do when you leave school?
- Who are you going to see this weekend?
- Are you doing anything special this evening?
- Who do you think will win the next Champions League?
- Where might you go on holiday next year?

9 Circle the correct words.

- Karen** Hi, Jamie. Cool jeans! Where ⁽¹⁾ **did you get** / **do you get** them from?
- Jamie** Thanks! They were a present.
- Karen** Really? Who ⁽²⁾ **did give** / **gave** them to you?
- Jamie** My grandma gave me the money and I ⁽³⁾ **'ve bought** / **bought** them.
- Karen** Your grandma is really generous.
- Jamie** Yeah, she ⁽⁴⁾ **used to give** / **'s given** me a present for my birthday but now she gives me money.
- Karen** ⁽⁵⁾ **Did you have** / **Are you having** a birthday party?
- Jamie** No, I haven't had it ⁽⁶⁾ **already** / **yet**. Don't worry. I ⁽⁷⁾ **'m going to** / **won't** invite you.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



10



1.40

Listen and check your answers.



Grammar Reference

Unit 4

45

Vocabulary

Phrasal verbs: clothes

1



Listen and repeat the phrasal verbs. How do you say them in your language?

Separable: give away • pick out • pick up • put away • put on • take off • throw away • try on • wear out

Inseparable: get into • go with • look for

2

Complete the sentences with phrasal verbs from exercise 1.

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

3

Rewrite the sentences in your notebook using five of the verbs in exercise 1. Replace the words in bold.

I love the sales. I always **find good bargains** in the shops.

I love the sales. I always pick good bargains up in the shops.

- 1 This T-shirt is so old – I'm going to **put it in the bin**.
- 2 I like this jumper. I'm going to **find out if it fits**.
- 3 This jumper's too small! I can't **fit into it**.
- 4 **Does this jacket look good** with these trousers or with those ones?
They're both black.
- 5 I'm not going to wear these shoes so often. I don't want them
to **deteriorate**.

i Crystal Clear Tips

Separable: the verb and the preposition in phrasal verbs can be separated. The object can go in the middle.

Inseparable: the verb and preposition must stay together.



Listening

4



Read the invitation and listen to Anna and Lucy. Which of these things do they talk about?

their clothes Jerry's birthday present
transport Jerry's friend Atlantis

5

Listen again and answer true or false in your notebook.

- 1 The party is tomorrow night.
- 2 Anna and Lucy are both going to wear dresses.
- 3 Anna and Lucy have been to Atlantis before.
- 4 Atlantis has two dance floors.
- 5 Anna and Lucy are going to take the bus to Atlantis.

JERRY'S 16TH BIRTHDAY PARTY!

Come and celebrate with him at the best party ever!

WHEN: Saturday at 8pm

DRESS: cool

WHERE: Atlantis

MUSIC: dance



Speaking

Complimenting people / Giving and responding to compliments

Model Dialogue



Phil

Hi, Abi.

Don't worry. You look great.

What a fantastic **jacket**. That style really suits you.

Yeah, **it's** really cool.

Oh thanks. I wasn't sure about the style at first but now I like **them**.

Thanks, I'm glad you like **them**.

Abigail



Hi, Phil. Sorry I'm late!

Oh, thank you! So do you.

Do you think so?

Thanks. I'm really pleased with **it**. I love your **new boots**, by the way.

I think **they're** really trendy.

You've got good taste!

1



Listen to the dialogue. What is Phil wearing?

2

Listen again and repeat the dialogue.

Speaking Task

1 Give and respond to compliments on your clothes

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



2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

What a fantastic hat! That style really suits you.

Do you think so?

Useful Language Giving and responding to compliments

Giving

You look **great**.

What (a) fantastic boots (jacket)!

I **love** your jeans.

It / They really suit(s) you.

Responding

Oh, thank you!

Thanks. I'm **really pleased** with it / them.

Do you think so?

I'm glad you like it / them.

Writing

A comparison

1



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

- 1 Who wrote the comparison?
- 2 Who did she write about?
- 3 What is Sarah like?
- 4 How are Sarah and Imogen different?

Model Text



Brothers & sisters

Sarah's my older sister. She's kind and funny, but she's also quite adventurous.

During the week, Sarah works in an office. She's a typical accountant who wears suits to work. She always looks professional and conventional.

But at the weekend, she's a different person. She loves fashion and enjoys picking out clothes at markets where they sell old-fashioned styles. She's very creative and makes her own clothes from anything she finds at the market!

Our styles are completely different. While Sarah likes really colourful clothes which are pretty unusual, my style is casual and sporty. I prefer to do sport at the weekend, whereas Sarah loves looking for clothes with friends.

Although we're very different, we'll always be great friends and I love her style.

By Imogen



2

Look at the Crystal Clear Tips and translate the words in bold into your language. Then find examples in the Model Text.

i Crystal Clear Tips

Linkers of contrast

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

***Although** we're very different, we'll always be great friends.*

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

*I prefer to do sport, **whereas** Sarah loves looking for clothes.*

3

Complete the sentences with linkers from the Crystal Clear Tips.

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

Writing Task



1 Plan

Make notes about a comparison of a friend or family member with you and include:

Introduction: *name, your relationship (friend / sister / brother, etc.)*

During the week: *occupation, appearance, style*

At the weekend: *free time activities, appearance, style*

Comparison with you: *your differences and similarities*

Conclusion: *summarize your relationship*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: During the week

Paragraph 3: At the weekend

Paragraph 4: Comparison with you

Paragraph 5: Conclusion

3 Check

- ☒ relative clauses, *some / any / no compounds, the future*
- ☒ style adjectives, phrasal verbs: clothes
- ☒ linkers of contrast



Famous DESIGN & DESIGNERS

Stella McCartney is one of the most successful British designers of the last twenty years. She has designed clothes for pop singers and film stars. Her father is the musician, Sir Paul McCartney, who was in The Beatles.

Although she had a rich and famous dad, her parents wanted their children to have a normal childhood. Stella grew up on a small farm with her sisters and brother and they all went to the local school.

FASHION BEGINNINGS

Stella became interested in fashion when she was a teenager. She started designing and making clothes at home and, after leaving school, she studied fashion in London. At her first fashion show her friends, including Naomi

Campbell and Kate Moss, modelled her clothes. After the show, all her designs were bought by a shop in London. In 2001, she started her own business and today she has shops all over the world.

STAR DESIGNS

Her designs are very varied. Some are glamorous, some are traditional and others are sporty. She also launched a children's collection with Disney for the film *Maleficent* in 2014. But there is one thing the designs have in common: Stella is a strict vegetarian and none of her designs use leather or fur.



1.45

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

- 1 Who is Stella McCartney?
- 2 Where did Stella McCartney grow up?
- 3 When did she become interested in fashion?
- 4 Who modelled her clothes at her first show?
- 5 Why doesn't she use leather or fur in her designs?

Pronunciation

/dʒ/ /tʃ/ /j/ /h/

a



1.46

Listen and repeat the words.

/dʒ/ jeans, teenager, soldier, DJ

/tʃ/ children, cheaper, chair, check

/j/ yes, year, yellow, yesterday

/h/ have, had, her, home

b



1.47

Listen and repeat the sentences.

Unit 4 Language Reference

Vocabulary Style adjectives

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

Phrasal verbs: clothes

Separable: give away • pick out • pick up • put away • put on • take off • throw away • try on • wear out

Inseparable: get into • go with • look for

Grammar Relative clauses

People
The man who / that lives in that house is from Manchester.
Things
She designs clothes which / that are fashionable.
Time
It was eleven o'clock when they finally arrived.
Place
That's the shop where I bought these shoes.

some / any / no compounds

People	Places	Things
someone	somewhere	something
anyone	anywhere	anything
no one	nowhere	nothing

- We can also replace *-one* with *-body*: somebody, anybody, nobody

The future will

Affirmative	Negative	Questions	Short answers
I / You will be late home.	He / She / It will not be late home.	Will we / you / they be late home?	Yes, we / you / they will .

might

Affirmative	Negative	Questions	Short answers
I / You might have a birthday party.	He / She / It might not have a birthday party.	Might we / you / they have a birthday party?	Yes, we / you / they might .

be going to

Affirmative	Negative	Questions	Short answers
I am going to buy a new dress.	He / She / It is not going to buy a new dress.	Are we / you / they going to buy a new dress?	No, we / you / they are not .

Present continuous for future

Affirmative	Negative	Questions	Short answers
You are having a party next weekend.	He / She / It is not having a party next weekend.	Is he / she / it having a party next weekend?	Yes , he / she / it is .

Speaking Giving and responding to compliments

Giving

You look **great**.

What (a) fantastic boots (jacket)!

I **love** your jeans.

It / They **really suit(s)** you.

Responding

Oh, thank you!

Thanks. I'm **really pleased** with it / them.

Do you think so?

I'm **glad** you like it / them.

Unit 4 Progress Check

Vocabulary Style adjectives

- 1 Complete the sentences with style adjectives.
- 1 I love Marilyn Monroe. She was so g... .
 - 2 I hate going to weddings because I have to wear f... clothes.
 - 3 My old trainers are too t... . I'll have to buy a bigger pair.
 - 4 My dad's very c... . He even wears a suit at the weekend.
 - 5 My sister isn't very t... . She's not interested in fashion.

Phrasal verbs: clothes

- 2 Match 1–5 with a–e to make sentences.
- 1 Can I try
 - 2 I can't get
 - 3 Why don't you take
 - 4 I'm giving this T-shirt
 - 5 Pick
- a) away. Do you want it?
b) up your clothes and put them in the wardrobe!
c) on these shoes, please?
d) into these shoes. They're too small.
e) off your jacket? You look very hot!

Grammar Relative clauses

- 3 Complete the sentences with the correct relative pronoun.
- 1 This is the house ... my father was born.
 - 2 She's the woman ... made my sister's dress.
 - 3 We met in 1998 ... we were 7 years old.
 - 4 That's the shop ... I bought my new shoes.
 - 5 She's the girl ... has joined our class.

some / any / no compounds

- 4 Complete the sentences with the correct compounds.
- 1 Where are my glasses? I can't find them
 - 2 I want to go ... hot this summer. I need some sunshine.
 - 3 Did you get ... nice for your birthday?
 - 4 I didn't know you were ill. ... told me.
 - 5 The shop is far. It's ... near here.

The future

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

Crystal Clear
Self-Check ✓





Check your answers

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

- | | |
|---------------------------|-------------------|
| • style adjectives? | • some / any / no |
| • phrasal verbs: clothes? | compounds? |
| • relative clauses? | the future? |

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



5


On the job

Objectives

- Vocabulary** The world of work; work verbs
- Grammar** The first and second conditional; gerunds and infinitives
- Speaking** Talking about a job; evaluating a situation
- Writing** A cover letter email; job application letters

Vocabulary

The world of work

- 1  1.48 Listen and repeat the words. Which of the words can you identify in pictures 1–6?
- allowance • application form • apprenticeship • benefits • bonus • conditions • contract • expenses • job advertisement • pay rise • pension • promotion • salary • work experience



- 2 Circle the correct words.

Guess what? I've got a part-time job as a shop assistant. I saw the ⁽¹⁾ **pension / job advertisement** and I filled in ⁽²⁾ **a contract / an application form**. I had an interview yesterday and I signed the ⁽³⁾ **contract / promotion** this morning. The ⁽⁴⁾ **expenses / conditions** are great (I get a free lunch!) and the ⁽⁵⁾ **salary / promotion** is OK. And if I sell a lot of things I'll get a ⁽⁶⁾ **salary / bonus** too!

- 3 Complete the sentences with the correct words from exercise 1.

- My dad travels a lot and his company pays his ... , likes flights and hotels.
- My parents give me a monthly ... to buy clothes and pay for my mobile phone.
- My sister has been given a ... at work. She's going to be a boss now.
- I get great ... at my new job, including a company car.
- My brother's doing an He's training to be an electrician.

- 4  1.49 Listen to Zach and Demi. What does Demi spend her allowance on?

- 5  In pairs, ask and answer the questions.

Do you get an allowance?

No, but I have a job.

What do you spend your salary on?

I usually buy video games.



A wiki entry

Word Check

underachiever caretaker

1 Read the text quickly. Who is Ben Southall?

2  1.50 Read and listen. Then check your answers to exercise 1.



BEN SOUTHALL

Ben Southall (born in 1975) is a British adventure advocate.



A The BEST LIFE in the world

If you work hard at something, the chances are you will become good at it. And if you have talent but don't practise, you will never become the best. Ben Southall's philosophy is 'the harder you work, the luckier you get' and if he didn't show so much determination in everything he does, he would not be able to live such a fascinating life.

B Early life

Ben's sister, Becky, always got excellent grades at school, while he had to work hard just to pass. As a result, he felt he was an **underachiever** and even contemplated dropping out. In the end, Ben studied Automotive Systems at [Kingston University](#) and obtained his degree with the determination which characterizes his professional life.

C Professional life

Ben's ex-girlfriend arranged an interview to apply to be a summer Events Organizer. Ben was hired with an attractive salary and was soon promoted to Manager in South Africa. This was a good working experience and in some ways served as an apprenticeship for Ben's later solo adventures. In 2008 he embarked on [Afrifex](#), a 65,000 km circumnavigation of Africa which included completing five marathons and climbing five mountain peaks.



D Back home, with no money or job in sight, Ben saw an advertisement for [The best job in the world](#), as **caretaker** of a tropical island paradise. He applied and was chosen from 34,685 hopeful applicants. How did he do it? The answer was a video application and a three-month marketing campaign with TV interviews, media events and even jumping into the freezing cold River Thames.

E 'Taking a dream and turning it into reality was something I'd become used to doing,' Ben says, and he hasn't stopped. First, [The best expedition in the world](#), then a four-month 1,600 km kayak trip along the Great Barrier Reef and now [The big adventure](#) – a Land Rover expedition from Singapore to London which started in 2015.

Crystal Clear Facts

Ben holds the unofficial world record for most interviews in 24 hours: 124!

3 Read and listen. Match paragraph descriptions 1–5 with paragraphs A–E. Write them in your notebook.

- 1 Ben's recent adventures.
- 2 Gaining experience.
- 3 Ben's education.
- 4 A life philosophy.
- 5 Applying for a great opportunity.

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

- 1 Ben thinks that if you try your hardest, you'll get lucky.
- 2 Ben lives a very boring life.
- 3 Ben's sister was a good student at school.
- 4 He nearly didn't finish school.
- 5 He didn't achieve many things in Africa.
- 6 There were lots of applicants for the Best Job in the World.

The first and second conditional

First conditional

If Ben has time,	he'll write a book.
Ben'll write a book	if he has time.

Second conditional

If he practised ,	Joe would be a good musician.
Joe would be a good musician	if he practised .

Language Reference p60

i Crystal Clear Rules

First conditional sentences talk about possible situations and possible outcomes.
Second conditional sentences talk about hypothetical imaginary or unlikely future situations.

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

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

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

- If I ... (be) younger, I'd go to bed earlier.
- If I had a better job, I ... (earn) more.
- If I ... (like) my job, I'd work harder.
- I ... (get) a promotion if I worked harder.
- I'd have more money if I ... (buy) less.

3 Match 1–5 with a–e to make sentences using the first or second conditional.

- | | |
|-----------------------|--------------------------|
| 1 If I get a new job, | a) if I save enough |
| 2 I'd go to China | money. |
| 3 I'll go to China | b) if I had enough |
| 4 If you lent me | money. |
| €100, | c) I'd buy a motorbike. |
| 5 I'll pay you back | d) if you lend me €100. |
| next week | e) I'll buy a motorbike. |

4 Circle the correct words.

I've always dreamt about being a vet, but I'm going to have to study hard. If I pass my exams this summer, I ⁽¹⁾ 'll / 'd study sciences for the next two years. If I had time, I ⁽²⁾ 'd / 'll study English too but I don't think it's possible. If I ⁽³⁾ want / wanted to go to university, I ⁽⁴⁾ 'll / 'd need to get good marks, so I need to work hard. There won't be time for English, but that's

OK. I ⁽⁵⁾ 'll / 'd read lots of novels this summer if I have any free time. If I ⁽⁶⁾ have / had enough money, I'd go to Africa to see wild lions. If I ⁽⁷⁾ save / saved my allowance, I'd be able to afford it.



5 Circle the correct words.

- What **will** / **would** you study if you go to university?
- What **will** / **would** you say if you met the President of the USA?
- Where will you go if you **go** / **went** on holiday this summer?
- If you **find** / **found** €50 in the street, what would you do?
- If it's sunny this weekend, what **will** / **would** you do?

6 Order the words to make questions.

- didn't / would / your town / you / live / Where / if / you / live / in / ?
- you / What / will / study / you / go to / if / university / ?
- will / you / go out / see / this weekend / if / you / Who / ?
- choose / What / job / would / you / if / you / tomorrow / started / work / ?
- What / million / you / if / would / you / had / do / one / euros / ?

Gerunds and infinitives

Gerunds	
subject of a sentence	Finding a job can be difficult.
after verbs	Do you enjoy working with animals?
after prepositions	Before applying for jobs, do some work experience.

Infinitives	
after verbs	Did you learn to speak Italian at school?
after adjectives	He's happy to meet you at ten o'clock.

- 7 Complete the sentences with the gerund or the infinitive form of the verbs in the box.

see live travel work be

- ... rich doesn't make you happy.
- I want ... that film.
- ... long hours makes me feel tired.
- ... in a house in London is very expensive.
- He'd like ... to Asia.

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

- My dad really enjoys ... (play) golf.
- I wanted ... (watch) the film but it was too frightening.
- I would really like ... (go) out tonight.
- I can't afford ... (buy) a new pair of shoes.
- I'm really looking forward to ... (see) you.

- 9 Circle the correct words.

Sara Mum, can you help me? I don't know what to wear for my job interview. What about ⁽¹⁾ to wear / wearing my new jeans?

Mum I think you need ⁽²⁾ to wear / wearing something more formal. ⁽³⁾ To look / Looking smart is important.

Sara OK. I'll wear my blue skirt.

Mum ⁽⁴⁾ To be / Being on time for the interview is also important.

Sara Oh no! Is that the time? I'm a bit late.

Mum It is difficult ⁽⁵⁾ seeing / to see how you will get there on time. Come on, I'll take you in the car!

- 10 Circle the correct words.

Harry Where ⁽¹⁾ are you going / do you go?

Uma My grandma ⁽²⁾ will have / 's having a retirement party. She's a cook. She ⁽³⁾ 'd worked / 's worked in the same restaurant for 33 years. Today's her last day.

Harry Is she sad about retiring?

Uma No, she's got lots of plans. She ⁽⁴⁾ 's going to / will travel and learn Italian.

Harry Where's the party?

Uma In the restaurant where she ⁽⁵⁾ works / had worked.

Harry Who ⁽⁶⁾ has organized / does organize the party?

Uma Her boss. He's giving her a present too. But if he ⁽⁷⁾ gave / gives her a cookery book, she'll be a bit annoyed!

Harry Why?

Uma Because she ⁽⁸⁾ isn't going to / won't cook anymore. It's one of her plans.

Crystal Clear
Grammar ✓

1 2 3 4 5 6 7 8 9



11



1.51

Listen and check your answers.



Grammar Reference

Unit 5

55

Vocabulary

Work verbs

1



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

apply for a job • be unemployed • claim expenses • earn a salary •
fill in an application form • get a job • get a pension •
have a full-time job • have an interview • lose a job •
sign a contract • work part-time



2

Match 1–6 with a–f to make sentences.

- 1 I always arrive on time when I have
- 2 I love my job. I can claim
- 3 I've got a new job. I signed
- 4 Can you help me fill in
- 5 My brother is
- 6 My sister lost

- a) unemployed. But he's got an interview today.
- b) this application form?
- c) her job when the factory closed down.
- d) expenses for all my meals and travel.
- e) job interviews.
- f) the contract this morning.

3

Complete the questions with the verbs in the box.

works get earn applied get

- 1 Do you know anyone who ... part-time?
- 2 Do you want to ... a high salary?
- 3 Have you ever ... for a job?
- 4 Is it difficult to ... a job where you live?
- 5 Is it better to ... a full-time or a part-time job?

Listening

4



Listen to the radio programme about Germany's dual education system and answer the questions in your notebook. Then check your answers.

- 1 What are the two aspects of the dual education system?
- 2 What does Sophie want to be?
- 3 What does Max want to be?

5

Listen again and answer true or false in your notebook.

- 1 Students in the dual education system aren't paid.
- 2 Students are responsible for finding their work experience positions.
- 3 Sophie and Max spend the same amount of time at work and school.
- 4 Their school subjects are directly related to their work experience.
- 5 Students have formal and practical exams.



Speaking

Talking about a job / Evaluating a situation

Model Dialogue



Amy

Hi Leo!

Great. How was your first day as a waiter? Is it a good restaurant?

And what about the job?

What do you mean?

That's good. What else do you like about it?

So, what's the downside?

Leo



Hi, Amy. How are things?

It was OK. What I like about it are the pizzas – they're delicious!

Well, it's got good and bad aspects, really.

On the upside, my colleagues are really friendly.

Well, the best thing is the food.

I don't like working long hours. But the worst thing is – being a waiter is very tiring.

1



Listen to the dialogue. Which parts of the job does Leo like?

2

Listen again and repeat the dialogue.

Speaking Task

1 Talk about a job

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

Job: shop assistant

Where: in a clothes shop (the clothes are really cool)

Likes: salary – it's well paid

Best thing: discount on clothes

Dislikes: long hours – very tiring

Worst thing: the customers – sometimes rude

Job: sports coach

Where: at a summer camp – the people are very friendly

Likes: playing sport all day – it's great fun!

Best thing: being outside

Dislikes: coaching young children – it can be difficult

Worst thing: earning €4.50 an hour. The salary's terrible.

2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

How was your first day as a shop assistant?

It was OK.

Useful Language

Evaluating a situation

What I like / don't like about it is / are the food (pizzas).

The best / worst thing is / are the food (pizzas).

On the upside / downside, my colleagues are friendly / unfriendly.

So, what's the downside / upside?

What's the best / worst thing?

A cover letter email

1



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

- 1 Why is Grace writing to Universal Computers?
- 2 What does Grace want to do in the future?
- 3 What relevant skill does Grace have?
- 4 What personal qualities does she have?
- 5 What is she attaching to her email?

Model Text



Dear Sir/Madam,

I am writing to apply for a work experience position at Universal Computers.

I am 16 years old and currently in Year 11 at Highfields School in Lincoln. If I get good grades in my GCSE exams, I will continue studying next year. In the future, I would like to study Computer Science at university.

My favourite school subject is ICT and I enjoy writing computer code. I am hard-working and responsible, and I am sure that I would learn a lot from working with your company.

I would be very grateful if you could send me more information about the work experience position. I am attaching my CV and a reference from my ICT teacher. I am available for an interview.

I look forward to hearing from you.

Yours faithfully,

Grace King



2

Look at the Crystal Clear Tips and translate the phrases into your language. Then find examples in the Model Text.



Crystal Clear Tips

Job application letters

Dear Sir/Madam,

I am writing to apply for...

I would be very grateful if...

I am attaching...

I look forward to hearing from you.

Yours faithfully,

3

Order the words to make sentences.

- 1 look / I / hearing / to / you / forward / from / .
- 2 for / I / am / to / your café / apply / a job / writing / in / .
- 3 some information / I / very grateful / if / would / be / you could / send me / .
- 4 I / my / am / CV / attaching / .
- 5 available / am / I / attend / an interview / to / .

Writing Task



1 Plan

Make notes for a cover letter email to apply for a job at a local company and include:

Introduction: *name of the company, reason for writing*

Personal information: *age, school studies, future plans*

Qualifications: *favourite school subjects, relevant skills, personal qualities*

Additional information: *extra information you want to include*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Personal information

Paragraph 3: Qualifications

Paragraph 4: Additional information

3 Check

- ☒ the first and second conditional, gerunds and infinitives
- ☒ the world of work, work verbs
- ☒ expressions for job application cover emails / letters



FAMOUS FINANCIAL INSTITUTIONS

THE CITY OF LONDON

The City of London is London's financial district. If you visit the area, you'll find all of the most important financial institutions, banks and large companies. It is also the oldest part of London and this is why it became the financial centre of the UK.

THE BANK OF ENGLAND

The Bank of England opened in 1694, and it is one of the oldest banks in the world. Since 1734 the bank's address has been Threadneedle Street – it doesn't have a number, it's too famous. The main responsibility of the bank is to issue new coins and notes. It also guards the UK's gold reserves. No one has ever robbed The Bank of England in real life, although it was robbed in a famous novel called *Around the World in 80 Days*!



THE ROYAL MINT

The Bank of England does not make new coins and notes; this is the job of the Royal Mint. The first London Mint was started in 886 by King Alfred the Great. For many years the Mint was situated in the Tower of London and it became the Royal Mint in the 16th century. However, the Royal Mint is now in Wales, after moving from London in 1968. As well as manufacturing currency for the UK, the Royal Mint makes money for over 60 other countries.

Pronunciation

Sentence stress and contractions



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

- 1 Why did the City become a financial centre?
- 2 Where is the Bank of England?
- 3 Has the bank ever been robbed?
- 4 What does the Royal Mint do?
- 5 Where is the Royal Mint today?



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

- 1 If she doesn't go to the bank now, it'll close.
- 2 She'll lose her job if she's late.
- 3 If he needed some money, he'd find a bank.



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

Unit 5 Language Reference

Vocabulary The world of work

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

Work verbs

apply for a job • be unemployed • claim expenses • earn a salary • fill in an application form • get a job • get a pension • have a full-time job • have an interview • lose a job • sign a contract • work part-time

Grammar First conditional

Situation	Consequence
If you are a great singer,	you will get a recording contract.
If I am a great singer,	will I get a recording contract?

Consequence	Situation
You will get a recording contract	if you are a great singer.
Will I get a recording contract	if I am a great singer?

Second conditional

Situation	Consequence
If I had more money,	I would buy that dress.
If you had more money,	would you buy that dress?

Consequence	Situation
I would buy that dress	if I had more money.
Would you buy that dress	if you had more money?

Gerunds and infinitives

	Gerunds
subject of a sentence	Making cakes is easy if you have a good recipe.
after verbs	I like singing in the shower.
after prepositions	After watching the film, they had an ice cream.

	Infinitives
after verbs	Do you know how to play the piano?
after adjectives	She wasn't pleased to see the dog in the garden.

Speaking Evaluating a situation

What I **like** / **don't like** about it is / are the food (pizzas).

The **best** / **worst thing** is / are the food (pizzas).

On the **upside** / **downside**, my colleagues are **friendly** / **unfriendly**.

So, what's the **downside** / **upside**?

What's the **best** / **worst** thing?

Unit 5 Progress Check

Vocabulary The world of work

1 Circle the correct words.

- 1 My **salary / apprenticeship** is £25,000 a year.
- 2 My parents give me **a bonus / an allowance** if I help with the housework.
- 3 My grandparents get their **pension / pay rise** every two weeks.
- 4 I'm looking for a job with good **conditions / expenses**.
- 5 I don't get any **benefits / promotion** at work. I don't even get a pension.

Work verbs

2 Complete the sentences with the words in the box.



lost signed filled claimed has worked

- 1 My mother ... a full-time job and looks after five children.
- 2 David has ... a contract to play football for Chelsea.
- 3 I ... my job because I was late for work so often.
- 4 My grandad ... part-time in the library after he retired.
- 5 I ... in an application form yesterday – I hope I get an interview!

Grammar The first and second conditional

3 Complete the sentences using the correct form of the verbs in brackets.

- 1 If I ... (become) a doctor, I'll earn a lot of money.
- 2 If he saved his money, he ... (be) able to go on holiday.
- 3 If you ... (not apologize), she won't talk to you.
- 4 What ... (do) if you had €1 million?
- 5 I ... (lend) you €25 if you promise to pay me back.

Gerunds and infinitives

4 Circle the correct words.

- 1 He hopes **to arrive / arriving** before 9 pm.
- 2 I love **to play / playing** the piano.
- 3 My mum avoids **to eat / eating** cheese.
- 4 Tim was happy **to hear / hearing** the good news.
- 5 Are you interested in **to come / coming** to the cinema tonight?

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

- 1 I enjoy ... (play) golf with my dad. It's fun.
- 2 ... (apply) for jobs is hard work.
- 3 I've arranged ... (meet) Monica at 8.30 pm.
- 4 I don't want ... (see) that film. It looks boring.
- 5 She's decided ... (study) photography.

Crystal Clear
Self-Check ✓

Check your answers

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

- the world of work? • work verbs?
- the first and second conditional?
- gerunds and infinitives?

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

It's a crime

Objectives

Vocabulary	Crime verbs; crimes and criminals
Grammar	Modals of deduction and possibility;
Speaking	Describing a crime; showing interest
Writing	A narrative; using adjectives

Vocabulary

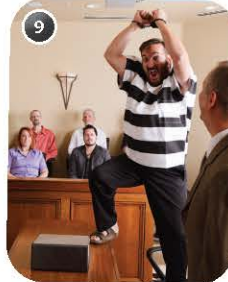
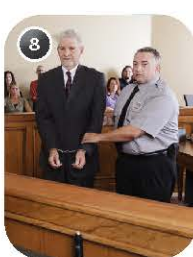
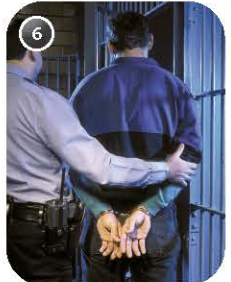
Crime verbs

1



Listen and repeat the words. Use them to describe what is happening in pictures 1–10.

arrest a suspect • be guilty • be innocent • catch a thief • commit a crime • do community service • go on trial • go to prison • investigate a crime • look for clues • pay a fine • question a suspect • solve a crime • suspect someone



2

Circle the correct words.

Perhaps the most mysterious crimes in British history were the Jack the Ripper murders in London in 1888. The police ⁽¹⁾ **suspected** / **questioned** many suspects but they never ⁽²⁾ **committed** / **solved** the crimes. The detective who ⁽³⁾ **committed** / **investigated** the murders never ⁽⁴⁾ **suspected** / **caught** the murderer – he never even ⁽⁵⁾ **solved** / **arrested** anyone. Today we have no idea who was ⁽⁶⁾ **innocent** / **guilty** of these terrible crimes. No one ever ⁽⁷⁾ **paid a fine** / **went to prison** for the murders.

3



Listen to Ben and Emily. What crime are they talking about?

4



In pairs, ask and answer the question.

Have you ever seen someone commit a crime?

Yes, I have. I saw a man stealing a car.



Reading

A crime poster and news reports

Word Check

smuggler customs officer punishments

- 1 Look at the poster. What do you know about animal smuggling? What sort of animals do people smuggle?

- 2  2.10 Read and listen. Check your answers to exercise 1.

ANIMAL SMUGGLERS

Imagine this: You're at the airport waiting for your suitcase. A man picks up a large suitcase from the baggage carousel. It moves.

1 What do you think?

- a) There must be something alive inside!
- b) It isn't my business.

The suitcase moves again.

2 What could it be?

- a) It can't be a person. It might be an animal.
- b) I don't care.

The man looks nervous.

3 Who is he?

- a) He might be an animal smuggler.
- b) No idea.

It moves again.

4 What do you think now?

- a) He must be an animal smuggler. I'm going to tell a customs officer.
- b) I could be imagining things. Anyway, I don't want any problems.



THE CORRECT ANSWER TO ALL THESE QUESTIONS IS 'A'.

- Animal smuggling is cruel. A large number of the animals that people smuggle die during the journey. Many are endangered species.
- Animal smuggling is a crime. Buying smuggled animals is illegal. **Punishments** include big fines and going to prison.
- Animal smuggling is increasing because it's the second most profitable illegal activity in the world after drug smuggling.
- We need YOUR help to stop animal smuggling. If you see something suspicious, REPORT IT!

yournews

Tiger smuggling

Police caught a 31-year-old woman trying to smuggle a baby tiger into Thailand. The tiger cub was inside a suitcase with a toy tiger. Although the woman had drugged the animal, airport officials noticed that one of the two tigers was moving when they scanned her suitcase. The smuggler went to prison for six years.



[read more >](#)

Snakes and other reptiles

Customs officers in Argentina arrested a 51-year-old man trying to transport hundreds of snakes to Spain. X-ray technicians became suspicious when they saw his suitcase moving. When they opened it, they found 247 snakes, lizards, spiders and insects in plastic bags. If they hadn't caught the smuggler, many of the animals would have died.

[read more >](#)



Crystal Clear Facts

The most frequently smuggled animals in the world are exotic birds.

- 3 Are the sentences true or false? Correct the false sentences in your notebook.

- 1 Many smuggled animals are in danger of extinction.
- 2 The journey kills many animals.
- 3 Animal smuggling is more profitable than drug smuggling.
- 4 The woman was smuggling two tigers into Thailand.
- 5 Customs officials arrested the snake smuggler in Spain.

- 4 Read the text again. Answer the questions in your notebook.

- 1 What are the punishments for animal smuggling?
- 2 Why is animal smuggling increasing?
- 3 What should you do if you see something suspicious at an airport?

Modals of deduction and possibility

Modals of possibility

She **might / may / could** be an animal smuggler.

Modals of certainty

There **must** be something alive inside his bag.

Modals of impossibility

It **can't** be a person.

i Crystal Clear Rules

We use **might / may / could** when something is possible.

We use **must** for deductions and obligation.

We use **can't** when we believe something is impossible.

- 1 Look at the sentences in the table and the Crystal Clear Rules. Match deductions 1–3 to meanings a–c.

- 1 He must be a police officer.
- 2 He might be a police officer.
- 3 He can't be a police officer.
- a) I'm almost certain he's not a police officer.
- b) I think it's possible he's a police officer.
- c) I'm almost certain he's a police officer.

- 2 Match sentences 1–6 with deductions a–f.

- 1 She speaks French and has a French passport.
- 2 She used to live in Paris.
- 3 Joanne hasn't got a dog. In fact, she hates dogs!
- 4 I think Sheila's got a dog, but I'm not sure.
- 5 I think I recognize him from that film we saw last week.
- 6 He was in that new film we saw last week!
- a) That can't be Joanne's dog.
- b) He must be an actor.
- c) She may be French.
- d) He might be an actor.
- e) She must be French.
- f) That could be Sheila's dog.

- 3 Circle the correct words.

- 1 He **must / can't** be guilty. He wasn't in the country when the robbery happened.
- 2 There **could / must** be a dog in the bag. It's barking.
- 3 He **might / can't** be from the USA. He speaks English with an American accent.
- 4 Ask John. If you're lucky, he **must / might** know the answer.
- 5 You liked the film? You **might / can't** be serious – it was terrible!

- 4 Look at the picture. Then complete the sentences with the correct modal verb.



- 1 The smartphone ... be Jan's. Her's is red.
- 2 The sunglasses ... be Pete's. Jan never wears them.
- 3 The money ... be Jane's, but it ... be Pete's too.
- 4 The camera ... be Pete's. He hasn't got one.
- 5 The tablet ... be Pete's or it ... be Jane's. They've both got exactly the same one.
- 6 The necklace ... be Jane's. It's identical!

- 5 Circle the correct words.

Jack Look! That's Vince Vogue, the actor from *Crime Squad* on TV.

Cath No, it ⁽¹⁾ **can't / must** be him!

Jack Why not? He ⁽²⁾ **might / can** live near here.

Cath No way! Vince Vogue lives in California.

Jack Well, he ⁽³⁾ **must / could** be here filming.

Cath He ⁽⁴⁾ **can't / may** be Vince! He's wearing glasses.

Jack He ⁽⁵⁾ **must / might** wear glasses in real life. Hey, look, he's coming this way. Hey! Are you Vince Vogue, the actor?

Vince Yes, I am. You ⁽⁶⁾ **must / can** watch *Crime Squad*.

Clauses of purpose

Crystal Clear Rules

We use *clauses of purpose* to show why somebody does something. Some of the main clauses of purpose are: *in order to*, *so that*, *so as to*.
He left early so as to catch the train.
He left early in order to catch the train.
I'm studying English so that I can travel to England.

6 Complete the sentences with the correct clause of purpose.

- _____ avoid an accident, we had to stop.
- I worked hard _____ succeed.
- Let's make plans together _____ we can travel as a family.
- I bought a tent _____ go camping.

7 Rewrite the sentences with the clause of purpose.

- He opened the window. He wanted to let fresh air in. (in order to).

- I took my camera. I wanted to take some photos. (so that)

- She studied really hard. She wanted to get better marks. (in order to)

Neither / None

Crystal Clear Rules

Neither means *not one of the two options*. *None* means *not any of the three or more options*.
Neither of them knew the answer. Neither Sara nor Jake.
None of her friends knew Jennifer. She was a total stranger.

8 Circle the correct answer.

- I asked two people the way to the station, but neither / none of them could help me.
- There are a few shops at the end of the street, but none / neither of them sells newspapers.
- There were many hotels here. But neither / none of them had any rooms.
- 'What day is it today - the 18th or the 19th?' - None / Neither. - 'It's the 20th.'

Comparison of adverbs

Crystal Clear Rules

Adverbs form their comparatives and superlatives by using *-er* and *-est*, and *more* and *most*. Adverbs that end in *-ly* use the words *more* and *most* to form their comparatives and superlatives.

9 Complete the sentences with the correct form of the adverb in brackets.

- I speak English _____ now than last year. (confident)
- She greeted me _____ of all. (polite)
- Could you write _____? (clear)
- Mark can run _____ than Jim. (fast)

10 Circle the correct words.

The police ⁽¹⁾ **investigate** / **are investigating** a recent increase in pickpocketing on buses in Birmingham. In February, 57 people had their wallets ⁽²⁾ **stolen** / **stole** on buses, and 20 more ⁽³⁾ **report** / **reported** their smartphones stolen. Last week, Edna Thomas witnessed a pickpocket in action. 'One man ⁽⁴⁾ **got** / **has got** on the bus at the same time as me. He looked ordinary - he ⁽⁵⁾ **wore** / **was wearing** a pair of jeans and a T-shirt. He ⁽⁶⁾ **is standing** / **stood** because the bus was full. Suddenly, I saw him move his hand slightly. I didn't realize what ⁽⁷⁾ **is happening** / **had happened**, but when he got off at the next stop, the woman next to him ⁽⁸⁾ **realized** / **was realizing** that her purse was missing.'

11 2.11 Listen and check your answers.

Crystal Clear
Grammar ✓

1 2 3 4 5 6 7 8 9



Vocabulary

Crimes and criminals

1



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

kidnapper • kidnapping • murder • murderer • pickpocket • pickpocketing • robber • robbery • theft • thief • vandal • vandalism

2

Copy and complete the table using the words in exercise 1.

Crime	Criminal
theft	thief

3

Complete the sentences with words from the completed table.

- 1 A ... took my bicycle from outside school.
- 2 The family paid the ... \$500,000 and they released the victim.
- 3 In my opinion, graffiti isn't It's art.
- 4 The three ... escaped with £10,000 that they had stolen from the bank.
- 5 Last night some ... broke all the windows at the sports centre.
- 6 Be careful with your wallet on the bus. ... is a real problem.



4



In pairs, ask and answer the question.

Which crimes are a problem where you live?

Vandalism and pickpocketing. Especially in the shopping centre.

Listening

5



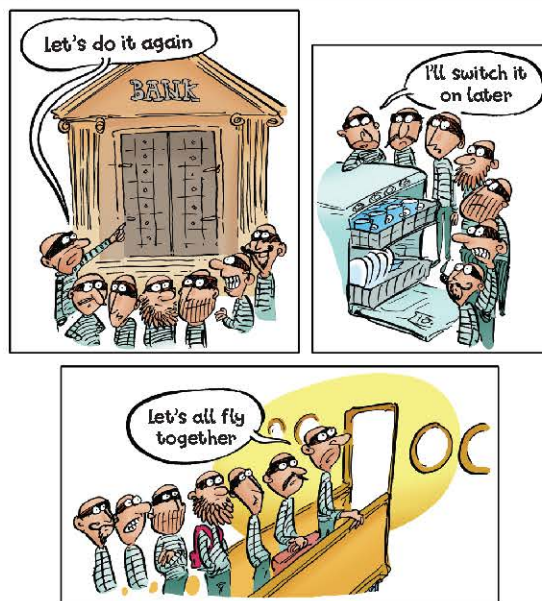
Look at the title and the pictures. What do you think the story is about? Listen and check your answers.

6

Listen again and answer the questions.

- 1 What do all criminals make?
- 2 How much did they rob from the first bank?
- 3 What was their first mistake?
- 4 Where did the police find the robbers' fingerprints?
- 5 How did the police know that the men were friends?

CRIMINAL MISTAKES



Speaking

Describing a crime / Showing interest

Model Dialogue



Ethan

Hi Jasmine, guess what ...
someone has **stolen my bike!**

It happened **last night.**

Well, they **stole it from outside my house.**

I know! I heard a noise and when **I looked out of my window, my bike wasn't there.**

Well, **I reported it to the police.**

I agree. I hope the police find my bike.

Jasmine



You're joking! When did that happen?

Really? Tell me what happened.

That sounds awful!

That's absolutely incredible. I can't believe someone would do that. What did you do?

Good for you – it's really important to report crimes.

1



Listen to the dialogue. Where was the bike stolen from?

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a crime that happened to you

Choose a crime from the fact files or use your own ideas to describe what happened.

CRIME: steal / phone

WHEN: yesterday

WHAT HAPPENED: stolen from bag, on the metro, needed to send a text, phone not there

ACTION: told a security guard

CRIME: vandalize / school

WHEN: last weekend

WHAT HAPPENED: vandals broke the windows

ACTION: head teacher reported it to the police

2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

My phone was stolen.

Really? When did that happen?

Useful Language Showing interest

I can't believe it.

Really?

You're joking!

That sounds awful!

Tell me what happened.

That's **absolutely incredible.**

Writing

A narrative

1



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

- 1 Who was Jake with?
- 2 What happened when they were walking down the street?
- 3 What did the man look like?
- 4 Why couldn't they see the man very well?
- 5 Why did they call the police?

Model Text



Jake's blog

[Home](#) | [About me](#) | [Photos](#) | [Archives](#)

I have to tell you about what happened last Saturday night. I was walking home from a party with Anton. We were going down a dark street when we heard an alarm. Suddenly, we saw a shadowy figure climbing over a wall behind a supermarket.

The figure jumped down from the wall and ran towards us. It was a foggy night, but we could see that it was a man, probably in his thirties. He was quite small and wearing black clothes and carrying a big bag. Because it was foggy we didn't see him clearly.

We thought he might be a thief, so I pulled out my phone and called the police to describe what we saw. We suspect the man committed a robbery in the supermarket.

Continue reading →

Posted 15:23



i Crystal Clear Tips

Using adjectives

We can use adjectives to make a narrative more interesting.

For example, in Jake's story he uses different words to show that there wasn't much light:

a *dark* street

a *shadowy* figure

a *foggy* night

2

Read the Crystal Clear Tips. Use the adjectives in the box to replace *nice* in the text.

friendly kind lovely pretty tastiest

Mrs Franks is a really ⁽¹⁾ nice woman. She lives in a ⁽²⁾ nice cottage with a really ⁽³⁾ nice dog called Spot. Mrs Franks makes the ⁽⁴⁾ nicest cakes I've ever eaten. She always gives me some, which is really ⁽⁵⁾ nice of her.

Writing Task



1 Plan

Make notes for a narrative describing a crime you witnessed and include:

The context: *when it happened, who you were with, what you were doing*

The crime: *describe what happened and what you saw*

Action: *say what happened next and what you did*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: The context

Paragraph 2: The crime

Paragraph 3: Action

3 Check

- ☒ modal verbs
- ☒ crime verbs, crimes and criminals
- ☒ adjectives to make your narrative more interesting

Famous laws and lawmakers

MAGNA CARTA

King John ruled England from 1199 to 1216. He was an unpopular and incompetent king who demanded more and more taxes, imprisoned innocent people and took their land and money. The noblemen became very angry about the king's behaviour and they wanted to limit his power and protect the rights and liberties of his subjects. Many people agreed with them, so they formed an army and forced the king to negotiate with them.

The result was Magna Carta, which was a list of laws that everyone had to obey, including the king. John signed it in 1215. He was furious, but the noblemen's strength came from his weakness. Their strength meant their demands had to be met. Magna Carta became the basis of many laws in the following centuries. It reminded people that the king had to obey the law just like everyone else and that he had to rule with the agreement of his noblemen. King John died a year after signing Magna Carta but it was reissued and signed by other kings. It has influenced laws and lawmakers in both Britain and the USA.



Pronunciation

/aɪ/ /eɪ/ /ɪə/ /eə/ /ɔɪ/

a



2.17

Listen and repeat the sounds and words.

/aɪ/ rights, sign, trial, died, crime

/eɪ/ obey, pay, take, make, became, danger

/ɪə/ year, fear, near

/eə/ airport, chair, there

/ɔɪ/ boy, noisy, toy

b



2.18

Listen and repeat the sentences.



2.16

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

- 1 Why was King John unpopular?
- 2 What did the noblemen want to do?
- 3 What was Magna Carta?
- 4 When did John sign Magna Carta?
- 5 What happened to King John a year after he signed it?

Unit 6 Language Reference

Vocabulary Crime verbs

arrest a suspect • be guilty • be innocent • catch a thief • commit a crime • do community service • go on trial • go to prison • investigate a crime • look for clues • pay a fine • question a suspect • solve a crime • suspect someone

Crimes and criminals

kidnapper • kidnapping • murder • murderer • pickpocket • pickpocketing • robber • robbery • theft • thief • vandal • vandalism

Grammar Modals of deduction

Modals of deduction	
certainty	You must be tired after your journey.
impossibility	He can't be guilty – he's the most honest person I know.

Modals of possibility

Modals of possibility	
	He might be Jessica's brother.
	It may be sunny tomorrow.
	She could be at the gym.

Clauses of purpose

We use *clauses of purpose* to show why somebody does something. Some of the main clauses of purpose are: in order to, so that, so as to.

*He left early **so as to** catch the train.*

*He left early **in order to** catch the train.*

*I'm studying English **so that** I can travel to England.*

Neither / None

Neither means not one of the two options. *None* means not any of the three or more options.

***Neither** of them knew the answer. Neither Sara nor Jake.*

***None** of her friends knew Jennifer. She was a total stranger.*

Comparison of adverbs

The *adverbs* form their comparatives and superlatives using *-er* and *-est*, and more and most. Adverbs that end in *-ly* use the words more and most to form their comparatives and superlatives.

Speaking Showing interest

I can't believe it.

Really?

You're joking!

That sounds awful!

Tell me what happened.

That's absolutely incredible.

Unit 6 Progress Check

Vocabulary Crime verbs

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

- 1 The man who stole the painting is going
 - 2 The vandals have to do
 - 3 I had to pay
 - 4 Interpol have arrested
 - 5 A security guard caught
- a) five men for drug smuggling.
b) a woman stealing DVDs.
c) community service for six months.
d) to prison for ten years.
e) a £100 fine because I parked my car illegally.

Crimes and criminals

2 Which criminals do these crimes?

- 1 theft
- 2 vandalism
- 3 kidnapping
- 4 murder
- 5 pickpocketing



Grammar Modals of deduction and possibility

3 Circle the correct words.

- 1 What's that noise? I'm not sure – it **might / must** be the dog.
- 2 It **can't / mustn't** be 11 pm. It's still light outside.
- 3 I haven't eaten all day.
You **must / could** be hungry.
- 4 He **can't / may** like football. I can't remember.
- 5 Our teacher is taking an aspirin. She **must / can't** have a headache.

4 Complete the sentences with modal verbs.

- 1 He ... be Australian. He doesn't speak English.
- 2 She ... be Ann's sister. They look a little bit similar.
- 3 It ... be Tom's book. It's got his name in it.
- 4 He ... be the robber. He's much too tall.
- 5 You ... be thirsty. It's very hot outside.

Clauses of purpose

5 Circle the correct words

- 1 Concentrate on your exercise **so as not to / in order to** make any mistakes.
- 2 You have to register **in order to / so as to** participate in the forum.
- 3 Ships carry life boats **so that / in order to** the crew can escape when the ship sinks.
- 4 She works hard **in order to / so that** she can earn a living.
- 5 These men risk their lives **so that / so as to** we may live more safely.

Check your answers

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

- crime verbs?
- crimes and criminals?
- modals of deduction and possibility?
- clauses of purpose?

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

Crystal Clear
Self-Check



Revision Units 4–6

Vocabulary

- Style adjectives
- Phrasal verbs: clothes
- The world of work

- Work verbs
- Crime verbs
- Crimes and criminals

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



What adjective describes the person in the photo?
G... (9)

What do you call the money that someone receives after they retire?
A p... (7)



If people commit serious crimes, where do they go?
They g... (2) t... (2) p... (6)



What do you call someone who destroys public property?
A v... (6)



What means 'to receive money every month for a job'?
To e... (4) a s... (6)

What adjective describes the clothes in the photo?
F... (6)



What do you fill in when you apply for a job?
An a... (11) f... (4)

What is the crime in the picture?
P... (13)



What do detectives do when they are investigating a crime?
They l... (4) f... (3) c... (5)



What do you do to find out if a T-shirt fits?
You t... (3) it o... (2)

Grammar

- Relative clauses
- some / any / no compounds
- The future
- The first and second conditional
- Gerunds and infinitives
- Modals of deduction and possibility

1 Circle the correct words.

The coolhunters

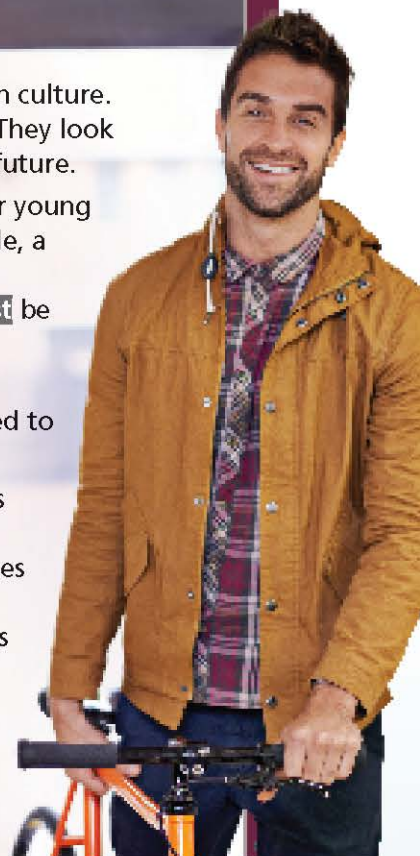
Coolhunters are people ⁽¹⁾ **who / which** identify and predict new trends in youth culture. They work ⁽²⁾ **anywhere / anything** – on the streets, at music festivals, in cafés. They look for ⁽³⁾ **anything / something** that is 'cool' now, or that ⁽⁴⁾ **will be / is** cool in the future.

This information is very valuable for companies ⁽⁵⁾ **who / that** make products for young people. Before ⁽⁶⁾ **to design / designing** a new collection of trainers, for example, a shoe company often consults a coolhunter. Why? Because if they didn't, they ⁽⁷⁾ **wouldn't / won't** know what styles were cool, and their design ⁽⁸⁾ **could / must** be unpopular.

If you want to be a coolhunter, you ⁽⁹⁾ **'ll / 'd** need to be creative because coolhunters get their inspiration from ⁽¹⁰⁾ **anything / something**. You'll also need to be enthusiastic.

Josh has always loved fashion. When he finished school, he worked in a clothes shop. He also wrote a popular blog about fashion. ⁽¹¹⁾ **Someone / Anyone** in a jeans company read his blog and offered him a job as a coolhunter. Now he goes all over the world collecting ideas for new styles. This week he's in Berlin and next week ⁽¹²⁾ **he's travelling / he will travel** to China. He loves his job and works hard. He also has lots of plans for the future. For example, next year he ⁽¹³⁾ **will study / is going to study** fashion design in London.

However, Josh wouldn't become a coolhunter if he ⁽¹⁴⁾ **didn't write / wrote** his blog. So follow your passions because you never know – they ⁽¹⁵⁾ **might / must** lead to a new career!



2 Copy and complete the sentences with the correct form of the verbs in brackets.

- If my dad earned more money, he ... (buy) me a motorbike.
- I ... (go) to France on holiday next year if I can afford it.
- I'm not going to Amy's party because I ... (visit) Tom this weekend.
- If I ... (get) the job, I'll lend you the money.
- If I like those shoes, I ... (buy) them.
- If they ... (not break) the law, they won't go to prison.

3 Order the words to make questions.

- are / What / do / planning / to / you / this weekend / ?
- saw / What / you / a bank robbery / do / if / would / you / ?
- enough money / Will / lend / me / 10 euros / if you / you / have / ?
- What / tomorrow / the weather / be / will / like / ?
- for a meal / Do / you / going out / tonight / fancy / ?
- What / your mobile phone / would / do / if he / stole / you?

Cultural Awareness: Animals



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

- 1 What percentage of British homes have a pet?
a) over 50% b) over 75% c) about 30%
- 2 What is the most popular breed of dog in the UK?
a) German Shepherd b) Cocker Spaniel c) Labrador Retriever
- 3 What is Crufts?
a) an animal charity b) a dog show c) a horse show
- 4 What is the RSPCA?
a) a home for cats b) an animal charity c) a cat show
- 5 How many people regularly ride horses in the UK?
a) over half a million b) over 2.4 million c) over a million
- 6 How many kilometres of bridleways (tracks for horse riders) are there in the UK?
a) 32,000 b) 3,200 c) 320,000



2 Watch the documentary about animals and answer the questions.

- 1 What examples of unusual pets are mentioned in the documentary?
- 2 What does the Battersea Dogs and Cats Home do?
- 3 What do the police use horses for?



Digital Competence: CV generators



Look at the online CV. How many GCSEs does Ben have?

1 Match the information in 1–5 below to the correct place in the CV (a–e).

- 1 English
- 2 Experience of giving class presentations
- 3 Design assistant
- 4 Designed T-shirts and logo for charity concert
- 5 Proficient user: Microsoft Office

europass Curriculum Vitae

PERSONAL INFORMATION Ben Macmillan
 10, Benson Street, United Kingdom
 bmacmillan53@mcmillan.com + (44) 536 297 198

JOB APPLIED FOR (a) ...

WORK EXPERIENCE May, 2014 (b) ...

EDUCATION AND TRAINING General Certificate of Secondary Education (GCSE)

English Language – Grade A	ICT – Grade B
English Literature – Grade A	Drama and media arts – Grade A
Mathematics – Grade B	Design and technology – Grade A
Biology – Grade A	Geography – Grade A
Chemistry – Grade B	History – Grade B
Physics – Grade B	Spanish – Grade B

PERSONAL SKILLS

Mother tongue(s) (c) ...

Other language(s) Spanish

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
B1	B1	A2	A2	B1

GCSE Spanish

Levels: A1/A2: Basic user – B1/B2: Independent user – C1/C2: Proficient user
 Common European Framework of Reference for Languages

Communication skills Good oral and written skills (d) ...

Computer skills (e) ...
 Basic user: Adobe Illustrator, Adobe InDesign

ADDITIONAL INFORMATION

Won second prize in school poster design competition

TASK Create your CV online with a CV generator. Follow the steps below.

Step 1

Choose which CV generator to use. Go to the website, read the instructions and look at any examples available.

Step 2

Decide on a job you would like to apply for in the future. Think about the skills, experience and qualifications you would need. Think about any relevant experience you have. Discuss your ideas in pairs.

Step 3

Complete your CV. Check and edit it for mistakes. Save it or download it.

Step 4

Show your CV to your classmates and ask for feedback. Is it clear and easy to understand? Is there anything missing?

Step 5

Edit and finish your CV.



Vocabulary	Sporting verbs; confusing verbs
Grammar	The passive; passive questions
Speaking	Making suggestions; giving and responding to advice
Writing	A biography; topic sentences

Vocabulary

Sporting verbs

- 1  2.19 Listen and repeat the words. Then use some of them to describe pictures 1–10.

break a record • coach • draw • get a medal • hold (an event) • lose • score a goal • set a (new) record • support a team • take up (a new sport) • televise • win



- 2 Circle the correct words.

- 1 I came third in the race so I **got** / **set** the bronze medal.
- 2 Bale **scored a goal** / **held an event** and Real Madrid won the match.
- 3 Top athletes need to be **coached** / **supported** by experts.
- 4 The final was incredible; the Russian runner **won** / **set** a new world record.
- 5 Barcelona **lost** / **drew** 2–2 against Inter Milan.
- 6 My favourite team **lost** / **won** the match – I was really sad.

- 3 Copy and complete the sentences with verbs from exercise 1.

- 1 I'm going to ... tennis – I've always wanted to learn.
- 2 I think Usain Bolt will ... his own world record.
- 3 They're going to ... world championships. I'm going to watch them at home on TV.
- 4 I predict that England will ... against Norway and the score will be 2–1 to England.
- 5 I ... Manchester United, but my brother is a Chelsea fan.

- 4  2.20 Listen to Jason and Oliver. Which sport does Oliver want to take up?

- 5  In pairs, ask and answer the questions.

What sport would you like to take up? Why?

I'd like to take up tennis because ...

A collaborative pad

Word Check

ranked delayed consecutive

1 Read the titles of the three events below. What do you know about the events?

2  Read and listen. Were your ideas correct?


NEW DOCUMENT

B I U S

CHAT

TOP THREE SPORTING MEMORIES.


EVENT: EuroBasket Women 2015, the final
PLACE: Budapest, Hungary
Both the women and men's Serbian national basketball teams are really strong. The men's team are almost always competing in the latter stages of the European and world events and, in 2015, the women's team beat France in the final of EuroBasket. France started out really well and went 9-3 up early on however the Serbian team soon found their rhythm and, like in previous matches, started to consistently out score their opponents. The final score was 73 to 64 and it was a really great boost for the Olympic Games in Rio de Janeiro for the next year.


DATE: 28 June 2015


EVENT: The European Cup Semi Final – 1st leg
PLACE: Olympic Stadium, Munich, Germany
In 1991 Red Star Belgrade, travelled to face Bayern Munich at the Olympic Stadium in Germany. The German team were huge favourites, fielding numerous players from the national team that won the world cup in the previous year. The Yugoslav league champions started nervously and were soon a goal down. This was bad news as Bayern's defence was the best in the tournament. With half time approaching the counter attacking Yugoslavs stopped a German attack and with a 50 metre pass completely split the Bayern back four. Darko Pancev's goal equalized with stunning accuracy. In the second half another great counterattack saw Savicevic sprint away from the German defenders and score another precise goal. Red Star defeated Bayern in Germany.

DATE: 10 April 1991

EVENT: Final of the 2019 Wimbledon Tennis Championships
PLACE: London, England
The final was played between Novak Djokovic and Roger Federer. Though the Swiss player won 14 more points than Djokovic, hit 15 more aces, 40 more winners and broke the Serbian's serve seven times he never defeated the unbreakable spirit of his opponent. Federer had two championship points at 8-7 in the fifth set. But Djokovic still won the match. The final lasted 3 minutes short of 5 hours and in the end it was 7-6 ; 1-6 ; 7-6 ; 4-6 ; 13-12 to Novak Djokovic. Roger Federer was trying to cement his legacy as the greatest grass court player in the modern era of tennis. Djokovic had other ideas and proved he was a phenomenal player on any surface.

DATE: 14 July 2019



Crystal Clear Facts
The first World Cup was held in 1930. Brazil has won the competition five times, Italy four times and Germany twice. Spain and England have each won it once.

3 Read the text again. Are the sentences true or false?

- 1 Serbia won the EuroBasket easily.
- 2 The Women's EuroBasket Championship was played in Hungary.
- 3 The 1991 European Cup semi final 1st leg was played in Serbia.
- 4 Bayern Munich scored three goals.
- 5 It rained during the tennis match.
- 6 Novak became the best of all time.

4 Answer the questions in your notebook.

- 1 Who did Serbia play the 2015 EuroBasket final against?
- 2 Where was the 2016 Olympic Games held?
- 3 How many goals were scored in total?
- 4 Who scored the winning goal in the 1991 European Cup semi final?
- 5 How long did the tennis match last?
- 6 How many times was Djokovic's serve broken?

The passive

	Present simple passive	Past simple passive	Present perfect passive
Affirmative	The World Cup is held in June. The Olympics are held every four years.	The match was played at Wimbledon. All the events were televised .	The matches have been visited by many people. Rugby has been played for the first time.
Negative	The World Cup isn't held in January. The Olympics aren't held every six years.	The match wasn't played at Wembley. Some of the matches weren't televised .	The matches haven't been visited by many people. Rugby hasn't been played for the first time.

Language Reference p84

Crystal Clear Rules

We use the active to emphasize the subject of the sentence.

Ramos scored the winning goal.

We use **by** in passive sentences to show who is doing the action.

*The winning goal was scored **by** Ramos.*

- 1** Complete the sentences using the correct form of the verbs in brackets. Use the present simple passive.

- 1 The FA Cup final ... (hold) at Wembley.
- 2 Modern footballs ... (make) of plastic.
- 3 Water polo ... (play) in a swimming pool.
- 4 The record ... (not hold) by an American.
- 5 Strawberries ... (eat) at Wimbledon.

- 2** Complete the text using the correct form of the verbs in brackets. Use the past simple passive.

The first FIFA Women's World Cup finals
⁽¹⁾ ... (hold) in China in 1991. Surprisingly,
 the tournament ⁽²⁾ ... (not win) by a famous
 footballing country, like Brazil or Germany. The
 final ⁽³⁾ ... (play) between the USA and Norway.
 Norway ⁽⁴⁾ ... (beat) 1–2 by the American side.
 The USA's goals ⁽⁵⁾ ... (score) by Michelle Akers.

- 3** Complete the sentences using the correct form of the verbs in brackets. Use the present perfect passive.

- 1 The old roof _____. (repair)
- 2 Some inner walls _____. (move)
- 3 All the windows _____. (replace)
- 4 All the inner doors _____. (repaint)

	Future passive: <i>will</i>	Future passive: <i>be going to</i>
Affirmative	I think the World Cup will be won by Brazil.	The medals are going to be made of bronze.
Negative	The World Cup won't be won by England.	The medals aren't going to be made of silver.

- 4** Complete the sentences using the future passive.

- 1 I think the gold medal ... (will / win) by the Chinese gymnast.
- 2 CDs ... (not going to / sell) in shops in the future.
- 3 The new James Bond film ... (going to / make) in Jamaica.
- 4 Books ... (will not / print) on paper in the future.

- 5** Circle the correct words.

- 1 a) That shop **sells** / **is sold** cheap trainers.
b) 30 pairs **sell** / **are sold** every day.
- 2 a) My brother **writes** / **is written** novels.
b) His books **publish** / **are published** by Armitage Books.
- 3 a) 20 world records **set** / **were set** at the Olympics.
b) Usain Bolt **set** / **was set** three of them.

Passive questions

The passive: present simple

Is rugby **played** in New Zealand?

Are the winter Olympics **held** every four years?

The passive: past simple

Was baseball **dropped** by the Olympic Committee?

Were the goals **scored** by the same player?

The passive: present perfect

Have the tickets for the match **been bought**?

The passive: future (will)

Will the men's 100 metres **be won** by Usain Bolt?

The passive: future (be going to)

Is baseball **going to be played** at the 2024 Olympics?

Are rugby and golf **going to be included**?

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



- 9 Circle the correct words.

Greg Hi Jez. You look tired!

Jez I am. I ⁽¹⁾ 'm playing / 've played five sets of tennis this morning.

Greg Wow! It's only 10.30. You ⁽²⁾ must / can't be fit.

Jez It's the final of the club championships on Friday. If I ⁽³⁾ train / trained hard, I think I'll win.

Greg Who ⁽⁴⁾ did you play / are you playing in the final?

Jez Harry. He ⁽⁵⁾ used to be / is better than me but now I'm better.

Greg Why? What ⁽⁶⁾ happened / has it happen to him?

Jez He stopped ⁽⁷⁾ practise / practising and his game got worse.

Greg Why?

Jez He spends all his time with his girlfriend.

- 7 Circle the correct words.

1 Where **are** / **were** / **will** the first Olympic Games held?

2 Where **is** / **was** / **will** the *Feria de Abril* held every year?

3 What team sports **are going to be** / **were** / **are** played at the next Olympic Games?

4 Who **is** / **was** / **will** penicillin discovered by?

5 Where **is** / **was** / **will** the Grand National be held next year?

6 Which famous book **is** / **was** / **will** written by Daniel Defoe?

- 8 Complete the questions with the correct form of the verbs in brackets. Use the past, present, present perfect or future passive.

1 Where ... the world's longest bridge ... (complete) in 2016?

2 Where ... the European Cup ... (hold) in 2028?

3 Who ... gravity ... (discover) by in the 17th century?

4 Who ... *Avatar* ... (direct) by in 2009?

5 Where ... cocoa ... (grow) over 3,000 years ago?

6 ... the keys ... (find)?



10



Listen and check your answers.



Grammar Reference

Unit 7

79

Vocabulary

Confusing verbs

1



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

beat • expect • hope • play • practise • remember • remind • spend • teach • train • waste • win



2

Circle the correct words.

- 1 I **play** / **practise** the trumpet in an orchestra and I **play** / **practise** for three hours every day.
- 2 Nadal **won** / **beat** his first Wimbledon title in 2008. He **won** / **beat** Federer in the final.
- 3 My dad **taught** / **trained** me to play tennis but now my coach **teaches** / **trains** me.
- 4 I **hope** / **expect** to pass my exams but I don't know if I will. I **hope** / **expect** my sister will get top marks – she always does well.
- 5 I never **remember** / **remind** her phone number. Can you **remember** / **remind** me what it is?
- 6 I **spent** / **wasted** a lot of money on this phone but it's rubbish, so I **spent** / **wasted** my money.

3

Complete the sentences with the verbs in the box.

reminding spend beat won remember expect

She ⁽¹⁾... the 200 metres race at the championships and set a new world record. She ⁽²⁾... her opponents by five metres. I ⁽³⁾... her winning a silver medal at the last Olympics, so I ⁽⁴⁾... she will win a gold medal next time. As for me, I need to ⁽⁵⁾... more time training – my dad's always ⁽⁶⁾... me to train!

Listening

4



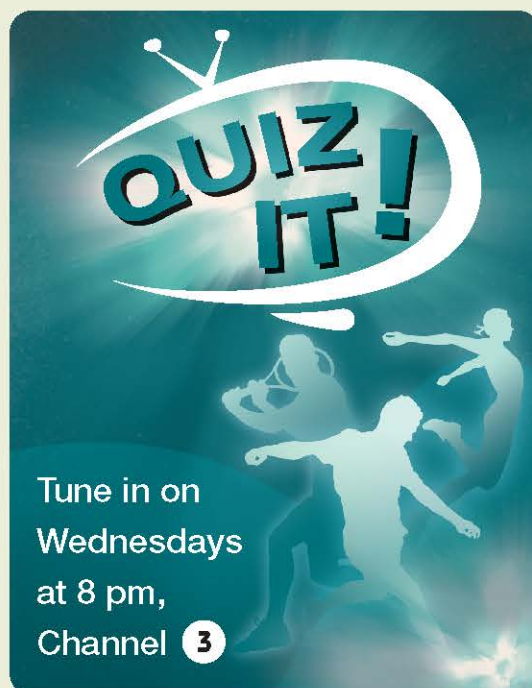
Listen to the sports quiz and answer the questions.

- 1 How many points does Mina get?
- 2 How many points does Tim get?

5

Listen again and complete the questions. Then answer them.

- 1 Where will the ... Olympic Games be held?
- 2 ... Wimbledon Mens Singles finals have been won by Roger Federer?
- 3 How often are the World ... Championships held?
- 4 When was the first ... organized?



Speaking

Making suggestions / Giving and responding to advice

Model Dialogue



Jane

I'm so unfit, I have to do some exercise.

That's a great idea, but I can't afford a bike.

No, that's no good. Tennis is so boring.

You must be joking! It's too violent for me.

That's a great idea! I love swimming. Thanks, Alex.

Alex



Why don't you take up cycling?

I know! You should try tennis. It's great fun.

How about a more unusual sport, then? If I were you, I'd take up karate.

Hmmm... How about swimming? It's really good exercise.

1



Listen to the dialogue. What is Jane's problem?

2

Listen again and repeat the dialogue.

Speaking Task



1 Give and respond to advice about sports

Use the sports and opinions in the pictures or choose other sports.



skiing / exciting



basketball / boring



taekwondo / too violent



running / really good exercise

2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

Why don't you take up skiing?

That's a great idea - it looks exciting!

Useful Language Giving and responding to advice

Why don't you take up cycling?

That's a great idea, but I can't afford a bike.

You should / shouldn't try tennis.

You must be joking!

If I were you, I'd take up karate.

No, that's no good.

Writing

A biography

1



Read the Model Text and listen. Who is Missy Franklin?

Model Text



- (1) ... She was born in Pasadena, California in 1995 and her name is Missy Franklin. She has swum for the USA national swimming team since she was 14. She was given the nickname 'Missy the Missile' by her father in 2008. She hated it at first, but now she likes it!
- (2) ...It was during the 2012 Olympic Games in London that she won four gold medals and received global media attention. She also set two world records.
- (3) ...That year, she won six gold medals at the World Swimming Championships in Barcelona. It was the most successful performance by a female swimmer at an international event.
- (4) ...In spite of all the international attention, Missy has continued her studies at college. Journalists predict that she could soon be a superstar – no doubt that will change her life!



2

Answer the questions in your notebook.

- 1 How long has she been in the USA national swimming team?
- 2 What do people call her?
- 3 Where did she win four gold medals?
- 4 Where did she win six gold medals?
- 5 What does she do when she isn't swimming?

Crystal Clear Tips

Topic sentences

We use topic sentences at the start of a paragraph to show the reader what the paragraph is about.

The Olympics made Missy world famous.

3

Read the text again. Match topic sentences a–d with the information they introduce in the Model Text.

- a Fame has not changed Missy's lifestyle.
- b There's a new star in the world of swimming.
- c The Olympics made Missy world famous.
- d She was voted Sportswoman of the Year for 2013 by the Women's Sports Foundation.

Writing Task



1 Plan

Make notes for a biography of a young sports man or woman and include:

Introduction: *name, place and date of birth, their sport, any interesting personal information (like a nickname)*

Early career: *why and how they first became famous*

Achievements: *other special achievements, prizes or awards*

Daily life: *non-sporting activities, hobbies or interests*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Early career

Paragraph 3: Achievements

Paragraph 4: Daily life

3 Check

- ☒ the passive
- ☒ sporting verbs
- ☒ topic sentences



FAMOUS SPORTING EVENTS

The Grand National is a famous horse race. Many people believe it is the greatest – and the most dangerous – one in the world. It is held in April at Aintree, which is a racecourse near Liverpool in the UK.

EARLY RACES

The Grand National has been held since the 1830s. The first race was won by a horse called The Duke. At first, it was a small, local event but when the railway to Liverpool was built in 1839, the race became 'national'.

THE RACE

The race is 7,242 metres long. The horses have to jump over fences while they are running. Traditionally, these races were called steeplechases. Riders used to choose a church steeple* to race to. They rode fast across the countryside, jumping over fences. The winner was the first horse to the church.

THE COURSE

The course is famous for its high fences, especially Becher's Brook (1.47m high) and The Chair (1.57m high). In the past, many horses were injured jumping over the fences, but now they are less dangerous.

* A steeple is the top part of a church tower.



2.27

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

- 1 What is the Grand National?
- 2 Where is it held?
- 3 Which horse won the first race?
- 4 What are Becher's Brook and The Chair?
- 5 Why do riders want to win the race?

THE WINNERS

The winner receives about £400,000, but riders don't want to win it for the money. They dream about being part of the Grand National's history. And their horse's name will be remembered with other famous winners like Red Rum, which won the race a record three times – in 1973, 1974 and 1977.

Ruby Walsh is one of the best riders today. He won the Grand National in 2000 on his first ride. The win was even more incredible because he had broken his leg twice the year before! It just shows what you can achieve with hard work and determination.

Pronunciation

/ɑ:/ /ɜ:/ /i:/ /ɪ/ /æ/ /e/

a



2.28

Listen and repeat the sounds and words. Which sounds are long and which are short?

- /ɑ:/ fast, part, past
- /ɜ:/ first, work, worst
- /i:/ receive, dream, genius
- /ɪ/ history, win, will
- /æ/ national, match, fan
- /e/ held, record, red

b



2.29

Listen and repeat the sentences.

Unit 7 Language Reference

Vocabulary Sporting verbs

break a record • coach • draw • get a medal • hold (an event) • lose • score a goal • set a (new) record • support a team • take up (a new sport) • televise • win

Confusing verbs

beat • expect • hope • play • practise • remember • remind • spend • teach • train • waste • win

Grammar The passive: present simple

Affirmative	Negative
Ice hockey is played in the USA.	Rugby is not played in China.
Rugby and cricket are played in England.	Rugby and cricket are not played in the USA.

Questions	Short answers
Is ice hockey played in the USA?	Yes, it is . / No, it is not .
Are rugby and cricket played in England?	Yes, they are . / No, they are not .

The passive: past simple

Affirmative	Negative
The final was held in Lisbon.	The final was not held in Oporto.
The 2012 Olympics were held in London.	The 2012 Olympics were not held in Tokyo.

Questions	Short answers
Was the final held in Lisbon?	Yes, it was . / No, it was not .
Were 2012 Olympics held in London?	Yes, they were . / No, they were not .

The passive: present perfect

Affirmative	Negative
The people have been informed about the match.	The people have not been informed about the match.
The tennis final has been broadcasted .	The tennis final has not been broadcasted .

Questions	Short answers
Have the people been informed about the match?	Yes, they have . / No, they haven't .
Has the tennis final been broadcasted ?	Yes, it has . / No, it hasn't .

The passive: will

Affirmative	Negative
I think the final will be won by Brazil.	The final will not be won by Sweden.
All the games will be played indoors.	The games will not be played outside.

Questions	Short answers
Will the final be won by Brazil?	Yes, it will . / No, it will not .
Will the games be played indoors?	Yes, they will . / No, they will not .

The passive: be going to

Affirmative	Negative
The final is going to be televised .	The final is not going to be televised .
The walls are going to be painted blue.	The walls are not going to be painted green.

Questions	Short answers
Is the final going to be televised ?	Yes, it is . / No, it is not .
Are the walls going to be painted blue?	Yes, they are . / No, they are not .

Speaking Giving and responding to advice

Why don't you take up cycling?
That's a great idea, but I can't afford a bike.
You should / shouldn't try tennis.

You must be joking!
If I were you, I'd take up karate.
No, that's no good.

Unit 7 Progress Check

Vocabulary Sporting verbs

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

- 1 I think I'll take up
 - 2 My mum's coaching
 - 3 I'm supporting
 - 4 Usain Bolt has set
 - 5 The Women's World Cup
- a) is going to be televised next year.
b) several world records.
c) Liverpool in the final. I hope they beat Arsenal.
d) golf when I retire. It's good exercise.
e) my brother for the New York Marathon.

Confusing verbs

2 Choose the correct verb.

- 1 Can you **remind / remember** me to phone Michael?
- 2 Munich **beat / won** Manchester in the final to **beat / win** the cup.
- 3 I **hope / suspect** Gary wins the race.
- 4 My mum is **training / teaching** me to play squash.
- 5 I **spent / wasted** £2 on that book – it was so cheap!

Grammar The passive: present, present perfect and past

3 Rewrite the sentences using the passive.

- 1 A Portuguese runner won the marathon.
- 2 Ramos scored the winning goal.
- 3 A lot of people in India play cricket.
- 4 My brother and sister always organize my birthday party.

- 5 My friend designed these football boots.
- 6 Rick has interviewed the lady.
- 7 I have bought the tickets.

The passive: future

4 Write complete sentences. Use the passive.

- 1 Our new school / will not / finish / by next year.
- 2 The next World Cup / going to / play / in Russia.
- 3 I think the final / will / win / by Rafael Nadal.
- 4 Our car / not going to / repair / until next week.
- 5 Our team / will not / beat / in this tournament.

Passive questions

5 Choose the correct form of the verb.

- 1 Where was the final **played / play**?
- 2 Who was the goal **scored by / score**?
- 3 When was the cup **won / win**?
- 4 Who **was Novak beaten / did Novak beat** in the final?
- 5 When will the next World Cup be **held / hold**?

Crystal Clear
Self-Check





Check your answers

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

- sporting verbs?
- confusing verbs?
- the passive: present, present perfect and past?
- the passive: future?
- passive questions?

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



8

Tech and techies

Objectives

Vocabulary	Developing products; reporting verbs
Grammar	Reported speech; time expressions in reported speech; reported questions
Speaking	Talking about inventions; agreeing and disagreeing
Writing	A for and against essay; linkers of contrast and sequencing

Vocabulary

Developing products

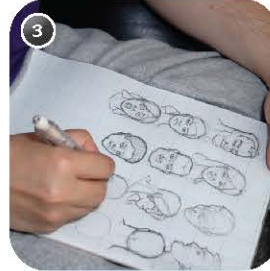
1



2.30

Listen and repeat the phrases. Then use some of them to describe pictures 1–7.

analyse the results • design a prototype • develop a concept • develop the product •
do market research • give a demonstration • improve the design • invent characters •
manufacture a product • research an idea • solve any problems • test out the product



2

Complete the text with verbs from exercise 1.

Designing a computer game has many steps. First, you need to ⁽¹⁾ *develop* the concept. What is the game about? Who is it for? Then, you have to ⁽²⁾ ... your idea and ⁽³⁾ ... the characters. Then you ⁽⁴⁾ ... a prototype game. After this, you can ⁽⁵⁾ ... out the product and ⁽⁶⁾ ... any problems. Use the prototype to ⁽⁷⁾ ... market research. You can also ⁽⁸⁾ ... a demonstration of the game. Then you ⁽⁹⁾ ... the results of the research and ⁽¹⁰⁾ ... the design. Continue to ⁽¹¹⁾ ... the product until it is finished. Then you can ⁽¹²⁾ ... it and sell it.

3



2.31

Listen to Dexter, Kate and Nick. What is Kate doing?

4



In pairs, ask and answer the question.

What do you think is the most important step in developing a computer game?

I think it's developing the concept.



A business magazine article

Word Check

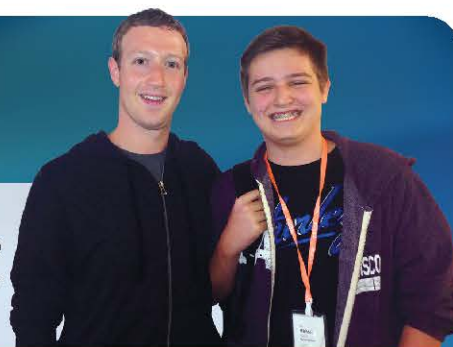
internship entrepreneur snaps

1 Read the text about Michael Sayman and put the events in the correct order.

- a) Facebook contacted him.
- b) He created his first game.
- c) He had an idea for a picture game.
- d) He launched *4 Snaps*.
- e) He made a website.

THE STORY OF A YOUNG TECH ENTREPRENEUR

Imagine creating an app that became a global success. Then imagine that as a result, Facebook invited you to its annual conference for app developers and offered you a summer **internship**. Well, this is exactly what happened to Michael Sayman. And when he was just 17!



Michael, from Florida, learnt to write computer code at the age of 12 from watching online tutorials. At 13, he built a website with tips and tricks for playing *Club Penguin*, his favourite online game. The website was very popular, but he

thought he would get more traffic if he built a mobile app version. He was right and the app became an instant hit. Michael's next app - a game based on *Club Penguin* - was also very successful and his career as a tech **entrepreneur** had begun. Just like any entrepreneur, Michael wanted to expand his business, so he created some new games. These didn't do very well, but Michael didn't give up and soon he had developed the concept for his next product: a multi-player photo game. He called it *4 Snaps* because players choose a word and then take four pictures for their friends to

guess it. He explained that he had had the idea while watching his sister playing on her phone. She was sending photos to a friend and asking her to guess the word. 'I knew that I had to make an app about it,' he says.

Michael launched the first version of *4 Snaps* in May 2013. He spent the summer improving the design and solving some of its problems before relaunching it in August. It was a huge success and, before long, he received the invitation from Facebook. The rest, as they say, is history.

When asked about the future, Michael said that he was thinking about university but he also thought that working for a company like Facebook was definitely an option. 'My goal is to try and make some kind of difference in the world with what I love to do,' he says.



2



2.32

Read and listen. Are the sentences true or false? Correct the false sentences in your notebook.

- 1 Michael learned to code at school.
- 2 His second app was a game.
- 3 All of Michael's products have been successful.
- 4 Michael knows exactly what he is going to do when he leaves school.
- 5 He was offered some work experience by Facebook.



Crystal Clear Facts

Mark Zuckerberg is a computer programmer and tech entrepreneur. He is famous for being one of the founders of Facebook, the social networking site, which he developed when he was still at university.

3

Answer the questions in your notebook.

- 1 Why did he build a mobile app for his website?
- 2 Why did he call his photo game *4 Snaps*?
- 3 How did he get the idea for *4 Snaps*?
- 4 What did he do to *4 Snaps* before he relaunched it?

Reported speech

Tense changes	Direct speech	Reported speech
present simple → past simple	'I want to test the product,' Sam said	He said that he wanted to test the product.
present continuous → past continuous	'I am testing the product,' I said	I said that I was testing the product.
past simple → past perfect	' They didn't test the product,' Jen said	She said that they hadn't tested the product.
<i>will</i> → <i>would</i>	'I will test the product.'	He said that he would test the product.
<i>can</i> → <i>could</i>	'I can test the product.'	He said that he could test the product.

Crystal Clear Rules

When we change direct speech to reported speech, we change the tenses of the main verbs. Look at the tense changes in the sentences in the table.

1 Write the correct words in your notebook to transform the direct speech into reported speech.

- She said: 'I want to analyse the results.'
She said that she **wanted** / **had wanted** to analyse the results.
- They said: 'We are working very hard to develop it.'
They said that they **worked** / **were working** very hard to develop it.
- I said: 'I didn't expect such good results.'
I said that I **didn't expect** / **hadn't expected** such good results.
- He said: 'I will do more research.'
He said that he **will** / **would** do more research.
- We said: 'We hope the invention will be ready soon.'
We said that we **hope** / **hoped** the invention **will** / **would** be ready soon.

2 Read Amy's message. Then complete the sentences using reported speech.

Hi Mum! I'm having a great time in Paris. We've already done so much! On Tuesday, we went to the Louvre. Today, we're visiting the Eiffel Tower. I'm very excited. I'll probably buy lots of souvenirs!
I'll see you soon, Amy

Amy said that she **was having** a great time in Paris.

- She said that she ... to the Louvre.
- She said that she ... the Eiffel Tower.
- She said that she ... very excited.
- She said that she ... buy lots of souvenirs.
- She said that she ... see her mum soon.

Time expressions in reported speech

In direct speech	In reported speech
today →	that day
tomorrow →	the day after / the following day
yesterday →	the day before / the previous day
next week →	the week after / the following week
last week →	the week before / the previous week
12 years ago →	12 years before

3 Rewrite the sentences in reported speech.

1 I work in a bank.

2 I am working today.

3 I can test that phone.

4 I was at the doctor all morning.

5 I'll lend you the money.

Reported questions

Information questions

'What do you want to do in the future?'

They asked me what I wanted to do in the future.

'Where are you studying?'

They asked me where I was studying.

i Crystal Clear Rules

The word order in reported questions is the same as in direct statements.

The tense changes are the same as in reported speech statements.

4 Read the questions. Then write the correct words in your notebook.

'What are you working on?'

'How did you make the discovery?'

'What are you going to research next?'

1 He asked what she **was working on** / **working on**.

2 He asked how she **has made** / **had made** the discovery.

3 He asked what she **is going** / **was going** to research next.

yes / no questions

'Do you have any experience?'

They asked if I **had any** experience.

5 Write reported questions beginning with the words in brackets.

1 Does the computer recognize voices? (He asked if ...)

2 Did the scientist discover anything interesting last year? (I asked if ...)

3 Is Stephen Hawking a scientist? (I asked if ...)

4 Will scientists invent a time machine? (He asked if ...)

6 Circle the correct words.

Ada Lovelace was a mathematical genius who was born in 1815. She ⁽¹⁾ **was** / **was being** the first computer programmer. She ⁽²⁾ **has met** / **met** Charles Babbage in 1833 and studied his ideas for a machine, the Analytical Engine. Babbage asked Lovelace if ⁽³⁾ **can you help me** / **she could help him**. He said that his machine ⁽⁴⁾ **can** / **could** 'read' data and that he ⁽⁵⁾ **used to** / **used it to** solve mathematical problems. Lovelace ⁽⁶⁾ **invented** / **inventor** a 'language' for the machine which Babbage ⁽⁷⁾ **was designed** / **had designed**. She also ⁽⁸⁾ **wrote** / **had written** many important papers. An expert said that Lovelace's notes ⁽⁹⁾ **are** / **were** a description of a computer and software.

7



2.33

Listen and check your answers.

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Grammar Reference

Unit 8

89

Vocabulary

Reporting verbs

1



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

admit • agree • announce • complain • explain • invite • offer • promise • refuse • suggest • tell • warn

2

Circle the correct words.

- 1 Max **admitted** / **invited** me to his party.
- 2 They **complained** / **invited** that the tickets were expensive.
- 3 The organizers **announced** / **warned** that Lily had won the competition.
- 4 I **admitted** / **refused** to go with them.
- 5 Simon **explained** / **offered** that he had missed the bus.
- 6 Jane **agreed** / **complained** to help us with our project.
- 7 I **promised** / **admitted** to come home at 11pm.
- 8 The mother **warned** / **explained** her son not to touch the fire.
- 9 My sister **refused** / **told** me not to use her phone.
- 10 They **offered** / **suggested** that we should go to the park.
- 11 My brother **offered** / **told** to help me with my homework.
- 12 He **admitted** / **complained** that he hadn't told the truth.



3

Copy and complete the table with verbs from exercise 1.

verb + <i>that</i> + clause	verb + infinitive	verb + object + infinitive
<i>complain that ...</i>	<i>refuse to ...</i>	<i>tell someone (not) to ...</i>

Listening

4



Read the job advert. What do you think Bea and Micky are chatting about? Listen and check your answers.

Assistant wanted

Science Today is a science magazine for young people. We have a vacancy for a research assistant this summer. If you are studying science and have some experience of online research, this is an excellent opportunity. Candidates with writing experience are preferred.

APPLY

5

Listen again and answer the questions in your notebook.

- 1 Was Bea happy with how the interview had gone?
- 2 What writing experience does she have?
- 3 What job does she want to do in the future?
- 4 Does she like computers?
- 5 Can she use computer programmes?
- 6 Is she available to work in the summer?



Speaking

Talking about inventions / Agreeing and disagreeing

Model Dialogue

Susie



That was a great exhibition! What did you think was the most interesting invention?

Damon



I'm not sure. Perhaps it was the first **mobile phone**. It was so **big** and **heavy**!

Nina



Well, I don't agree at all. The first **calculator** was amazing.

I'm sorry, but I don't agree. Why was that interesting?

Because it was the **earliest form of computer**!

Yeah, I totally agree. **Computers** are one of the most important inventions ever.

I suppose so, but so are **mobile phones**.

You would say that – you use **your phone** all the time!

1



Listen to the dialogue. What does Damon think was probably the most interesting invention?

2

Listen again and repeat the dialogue.

Speaking Task

1 Agree and disagree about inventions

Use the inventions below or think of other important inventions.



2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

What did you think was the most interesting invention?

I'm not sure. Perhaps it was the first telephone.

Useful Language Agreeing and disagreeing

I totally agree. / You're absolutely right.

I suppose so.

I'm not sure.

I don't agree at all. / I'm sorry, but I don't agree.

100%

0%

Writing

A for and against essay

1



Read the Model Text and listen. Then answer the questions.

- 1 What advantages does Laura give in her essay?
- 2 What disadvantages does she give?
- 3 What is Laura's opinion?



Model Text



What are the advantages and disadvantages of using robots? Discuss.

- 1 Robots, such as drones, are already used for a variety of jobs. In the future, more and more jobs will be done by robots. This has both positive and negative aspects.
- 2 On the one hand, robots have many advantages. One advantage is that they can do dangerous or difficult tasks. Another advantage is that robots can analyse information and solve problems much faster than humans. Lastly, if robots do more of our work, we will have more free time to relax.
- 3 On the other hand, robots have some disadvantages. Firstly, they are expensive to develop and manufacture. Secondly, like all machines, they can break down and have to be repaired. Finally, some people warn that robots will create unemployment.
- 4 In conclusion, I agree that robots have some negative aspects. However, personally, I think that they have more advantages than disadvantages as they can make our lives easier.

Laura

2

Read the Model Text again. Match paragraphs 1–4 with a–d.

- | | |
|----------------------------|------------------|
| a) arguments against | c) introduction |
| b) conclusion with opinion | d) arguments for |



Crystal Clear Tips

Linkers of contrast and sequencing

On the one hand, robots have many advantages. On the other hand, they have some disadvantages. Robots have some negative aspects. However, they have more advantages than disadvantages. One advantage is ... Another advantage is ... Lastly, ... Firstly, ... Secondly, ... Finally, ...

3

Read the Crystal Clear Tips. Then choose the correct linkers.

- (1) Lastly / On the one hand, mobile phones have several advantages. (2) However / Firstly, you can speak to people and send messages wherever you are. (3) Secondly / On the other hand, you can do other things, such as listening to music. (4) Finally, / One advantage is that you can also take photos.

Writing Task



1 Plan

Make notes for a for and against essay about the advantages and disadvantages of the internet and include:

Introduction: *the present situation*

Arguments for: *advantages of the internet*

Arguments against: *disadvantages of the internet*

Conclusion: *your personal opinion, for or against the internet*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Arguments for

Paragraph 3: Arguments against

Paragraph 4: Conclusion

3 Check

- ☒ vocabulary for developing products
- ☒ linkers of contrast and sequencing

FAMOUS SCIENTISTS

**Isaac Newton (1642-1727)**

Isaac Newton was a mathematician, physicist and astronomer. He worked out the basic laws of gravity and motion and showed that light is made up of the seven colours of the rainbow. Newton built the first reflecting telescope and he also helped to develop calculus. He once said that people built too many walls, and not enough bridges.

Rachel Carson (1907-1964)

Rachel Carson was a biologist and environmentalist from the USA. She researched the effects of pesticides and showed that they were also killing animals. In 1962 she published the results of her research in a book called *Silent Spring*. As a result of her work, some of the most dangerous pesticides were banned in the USA.

**Francis Crick (1916-2004), Maurice Wilkins (1916-2004) and James Watson (1928)**

Francis Crick and Maurice Wilkins were English and James Watson is from the USA. They researched and discovered the structure of DNA, which contains the genetic information that allows all living things to function, grow and reproduce. Crick said that they had discovered the secret of life. They won the Nobel Prize in 1962 for their work.

Pronunciation**Sentence stress and intonation**

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

- 1 Who was Sir Isaac Newton?
- 2 What did he discover?
- 3 What did Rachel Carson discover?
- 4 What happened as a result?
- 5 What did Crick, Watson and Wilkins discover?
- 6 Did they win any prizes?

a



Listen and repeat the questions. Which syllables have the main stress?

- 1 Did they win any prizes?
- 2 Where did Carson come from?
- 3 What did she discover?
- 4 Were they mathematicians?

b



Listen and repeat the questions. How many words are there in each sentence? How many words are stressed?

Unit 8 Language Reference

Vocabulary Developing products

analyse the results • design a prototype • develop a concept • develop the product • do market research • give a demonstration • improve the design • invent characters • manufacture a product • research an idea • solve any problems • test out the product

Reporting verbs

admit • agree • announce • complain • explain • invite • offer • promise • refuse • suggest • tell • warn

Grammar Reported speech

Tense changes	Direct speech	Reported speech
present simple → past simple	'I love playing computer games,' Kate said	Kate said that she loved playing computer games.
present continuous → past continuous	'We are developing a new game at the moment.'	He said that they were developing a new game.
past simple → past perfect	'I bought a new computer yesterday.'	She said that she had bought a new computer the previous day.
<i>will</i> → <i>would</i>	'Technology will improve during the next 20 years.'	He said that technology would improve during the next 20 years.
<i>can</i> → <i>could</i>	'Computer games can be very expensive.'	He said that computer games could be very expensive.

Time expressions in reported speech

today → that day	last week → the week before / the previous week
tomorrow → the day after / the following day	
yesterday → the day before / the previous day	12 years ago → 12 years before
next week → the week after / the following week	

Reported questions

Information questions	yes / no questions
'Where do you want to go for dinner tonight?' He asked me where I wanted to go for dinner that night.	'Did you speak to Jim yesterday?' She asked me if I'd spoken to Jim the previous day.
'Why is Anna crying?' She asked why Anna was crying.	

Speaking Agreeing and disagreeing

I **totally agree**. / You're **absolutely right**.

I suppose so. I'm **not sure**.

I **don't agree at all**. / I'm sorry, but I **don't agree**.



Unit 8 Progress Check

Vocabulary

Developing products

- 1 Order the letters in brackets to make the words.
- 1 My favourite part of the process is ... (viningetn) the characters.
 - 2 Computers can ... (aasyln) results very quickly.
 - 3 We need to ... (ropemiv) the design and ... (osvel) all the other problems.
 - 4 How long did it take to ... (facmuerautn) the product?
 - 5 Do you think it's important to do market ... (erarcsh) on a new product?

Reporting verbs

- 2 Complete the sentences with the verbs in the box.

complained told suggested
promised admitted

- 1 Jack ... that he had told everyone my secret.
- 2 Our teacher ... us to do exercise 5 for homework.
- 3 I ... my parents that I wouldn't get home late.
- 4 Kevin ... that we went to Greece on holiday.
- 5 They ... that the food was terrible.

Grammar

Time expressions in reported speech

- 3 Match time expressions 1–5 with reported speech equivalents a–e.

- | | |
|-------------|-----------------------|
| 1 today | a) the day after |
| 2 tomorrow | b) the previous week |
| 3 next week | c) that day |
| 4 last week | d) the following week |
| 5 yesterday | e) the day before |

Reported speech

- 4 Complete the reported speech sentences.

- 1 'I went to Paris last year.' He said that ...
- 2 'We are inventors.' They said that ...
- 3 'I am researching things today.' She said that ...
- 4 'He analyses data in a lab.' They said that ...
- 5 'We are publishing our research next week.' Professor Rawlins said that ...

Reported questions

- 5 Copy and complete the reported questions.

- | | |
|----------------------------------|-----------------------|
| 1 Do computers need electricity? | a) He asked if ... |
| 2 When did Newton live? | b) He asked when ... |
| 3 Can humans fly? | c) He asked if ... |
| 4 Where was Rachel Carson from? | d) He asked where ... |





Check your answers

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

- developing products?
- reporting verbs?
- time expressions in reported speech?
- reported speech?
- reported questions?

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

Clear communication

Objectives

- Vocabulary** Messages; adjectives with *-able* and *-ible*
- Grammar** Tense review; question forms
- Speaking** Talking about news; showing interest and sympathizing
- Writing** A blog post; checking your work

Vocabulary

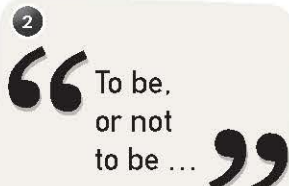
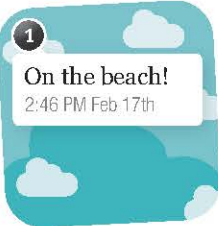
Messages

1



Listen and repeat the words. Which of them can you identify in pictures 1–9?

advert • article • blog • cartoon • dictionary entry • instruction manual • label • poem • quote • receipt • recipe • review • travel guide • tweet



2

Circle the correct words.

- Do you know any **quotes** / **adverts** by Shakespeare?
- Do you usually follow **recipes** / **receipts** when you cook or do you invent your own?
- Do you usually read the **dictionary entry** / **instruction manual** when you buy a new gadget?
- When you go on holiday do you take a **blog** / **travel guide** or not?
- Do you usually read the **reviews** / **labels** before you see a film?

3



Listen to Jim and Louise. Then answer the questions.

- How often does Louise write letters?
- Does she ever tweet?
- How often does she read instruction manuals?

4



In pairs, ask and answer questions about the message types in exercise 1.

How often do you read travel guides?

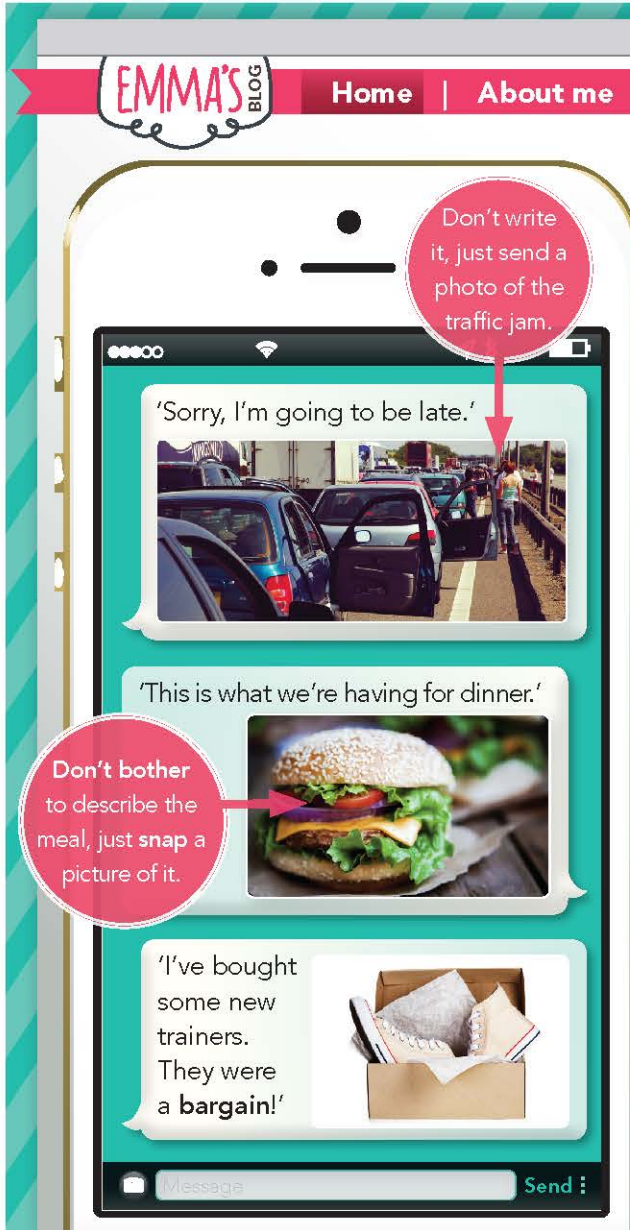
I hardly ever read travel guides. Do you ever read articles in a newspaper?



A blog

1 Read the text quickly. What is Emma blogging about?

2  2.43 Read and listen. Then compare your answers.



EMMA'S BLOG | Home | About me | Photos | Archives | Search

Don't write it, just send a photo of the traffic jam.

'Sorry, I'm going to be late.'

Don't bother to describe the meal, just snap a picture of it.

'This is what we're having for dinner.'

'I've bought some new trainers. They were a bargain!'

Sending a photo is quicker and easier than writing a text, or even a tweet. And there are no language problems. With images, you can chat to anyone in the world.

We share more moving images, too. Who wants to read an instruction manual when a short video is clearer? Why write a recipe? It's more fun to make a video and share it on Vimeo.

From prehistoric cave paintings to cartoons, communicating with images has always been a fundamental life skill. The difference is that new technology has made it much easier. A good example of this is Instagram, the photo and video sharing platform which was launched in 2010. By 2014, its users had already shared 30 billion images! Other companies like Facebook, WhatsApp and Twitter are all investing more and more money in their photo and video services. They say that each year people are sending fewer text messages, and more photos and videos.

But is all this good or bad for language? Will we forget how to write? Is there anything that can only be said with words?

Posted on June 2, 2015 | Comments (23)

3 Read the text again and answer the questions.

- 1 What are the advantages of communicating with images?
- 2 What can users do on Vimeo?
- 3 Is communication with images a new skill?
- 4 What was launched in 2010?
- 5 What impact has new technology had on images?

4 In your opinion, is there anything that you can't say with photos? Make a list in your notebook.

Crystal Clear Facts

In 2011, more than 2 trillion SMS messages were sent and received. Now, this number is decreasing due to free online messaging apps.

Tense review

- 1 Read the sentences. Match the verbs in bold with tense uses a–j.

- 1 We **used to** take photos to preserve special moments.
 - 2 I **didn't write** any words.
 - 3 I've **bought** some new trainers.
 - 4 Communicating with images **has** always **been** an important life skill.
 - 5 I'm **meeting** a friend tonight. Do you want to come?
 - 6 This is what we're **having** for dinner.
 - 7 Now, we **use** photos mostly for instant, everyday communication.
 - 8 I **was dancing** when I got a text message.
 - 9 I'm **going to** be late.
 - 10 By 2013, its users **had** already **shared** 16 billion images.
- a) present simple for habits
 - b) present continuous for an action happening now
 - c) past simple for an action in the past
 - d) past continuous for an action in progress in the past
 - e) present perfect for an action that started in the past and continues until now
 - f) present perfect for an action at an indefinite time in the past
 - g) past perfect for an action that happened before another action in the past
 - h) *used to* to talk about a past habit
 - i) *be going to* for a future event based on present evidence
 - j) present continuous to talk about a future arrangement

The present

- 2 Circle the correct words.

Nowadays, the internet ⁽¹⁾ **is** / **is being** one of the most popular forms of communication. Nobody ⁽²⁾ **knows** / **is knowing** exactly how many people have internet access, but experts ⁽³⁾ **believe** / **are believing** it is nearly half of the world's population. Social networking ⁽⁴⁾ **becomes** / **is becoming** more and more popular among all age groups. At the moment, internet service providers ⁽⁵⁾ **try** / **are trying** to improve our internet connections.

The past

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

Marconi ⁽¹⁾ **sent** (send) and ⁽²⁾ ... (receive) the first radio signal in 1895. In the 1860s, James Clerk Maxwell ⁽³⁾ ... (already predict) the existence of radio waves but nobody ⁽⁴⁾ ... (be able) to use them to transmit sound. Marconi ⁽⁵⁾ ... (work) in Italy when he ⁽⁶⁾ ... (invent) the first radio transmitter, but he couldn't get money to develop it, so he ⁽⁷⁾ ... (go) to Britain. He ⁽⁸⁾ ... (start) a broadcasting company which is now the BBC (British Broadcasting Corporation). Radio technology ⁽⁹⁾ ... (grow) considerably since its early development. The first radio station ⁽¹⁰⁾ ... (start) broadcasting in 1902, but millions of stations ⁽¹¹⁾ ... (begin) since then. For the past two decades it ⁽¹²⁾ ... (be) possible to listen to the radio online.

The future

- 4 Complete the sentences with the correct form of the verbs in brackets. Use **will**, **be going to** or the present continuous.

- Scientists predict that in the future, communication ... (be) even faster. They say people ... (not have to) speak face-to-face ever again if they don't want to.
- I ... (meet) Bill later. I've just arranged it. We ... (do) our homework together.
- Sue ... (not do) anything next weekend, she hasn't made any arrangements. She ... (relax)!
- Experts say that the internet ... (grow) even bigger and soon most household appliances ... (be) connected.
- Don't interrupt me, I'm writing a message and I ... (finish) in a few seconds. I ... (talk) to you after that.

Crystal Clear Rules

The present simple is used to talk about timetables in the future.

The train to London **leaves** at 18.50.

The film **finishes** in 15 minutes.

Question forms

Question forms

Why do people communicate with images?

Did you write emails when you were younger?

What makes you happy?

How do you prefer to communicate?

- 5 Order the words to make questions.


- you / write / Will / a blog post / later today / ?
- What / you / were / reading / when / arrived / your teacher / ?
- you / What / do / did / before / you / came to school / ?
- send / you / yesterday / Did / any emails / ?
- ever / you / Have / written / for a newspaper / an article / ?

- 6 Complete the questions with the correct form of the verbs in brackets. Which tenses are they?

- ... (you / ever / make) a podcast?
- ... (your friends / arrive) at school before you arrived this morning?
- Have you made any arrangements for this weekend? What ... (you / do)?
- ... (you / buy) a new bike later this year?
- What ... (you / do) at the moment?

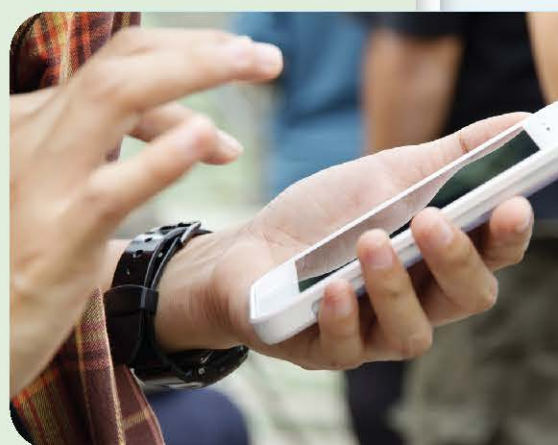
- 7 Circle the correct words.

How much ⁽¹⁾ **do you know** / **are you knowing** about text messages? The first SMS ⁽²⁾ **was sent** / **is sent** in December 1992 by engineer Neil Pepworth. Since then, text messaging ⁽³⁾ **is becoming** / **has become** one of the most common ways to communicate. Texting ⁽⁴⁾ **is** / **has been** an easy way to send messages, especially if you can't make a phone call. In a recent survey, 18% of participants said that they ⁽⁵⁾ **had sent** / **have sent** a text message during a wedding ceremony! Texting can be dangerous though: some people ⁽⁶⁾ **admitted** / **are admitting** to texting while driving. ⁽⁷⁾ **Is texting changing** / **Will texting change** in the future? Who knows what ⁽⁸⁾ **is happening** / **will happen**?

- 8  Listen and check your answers. 2.44

Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



Vocabulary

Adjectives with -able and -ible

1



Listen and repeat the adjectives. Then use them to complete the definitions below.

acceptable • bearable • flexible • reasonable • reliable • responsible • visible

A person or thing that you can see is *visible*.

- 1 A person who can deal with a lot of responsibility is ...
- 2 A person you can rely on is ...
- 3 A person who shows reason is ...
- 4 A person who adapts quickly to new situations is ...
- 5 A situation that you can bear is ...
- 6 A situation or thing that you can accept is ...



2



Listen and repeat the adjectives. Then match them with their opposites from exercise 1.

inflexible • invisible • irresponsible • unacceptable • unbearable • unreasonable • unreliable

acceptable – unacceptable

3

Copy and complete the sentences with words from exercise 2.

Eliza never does anything she says she will do. She's very *unreliable*.

- 1 We complained because their behaviour was ... and ... – they completely destroyed the house.
- 2 The magician made the rabbit ... – you couldn't see it at all!
- 3 This situation is awful. It's really ... – I just can't tolerate it any more.
- 4 Jack is very He doesn't like changes.
- 5 My mum said I couldn't go to the party – she's so ...

Listening

4



Listen to the podcast about the cartoonist, Doug Savage. Write the information (a–e) in the order that it is given.

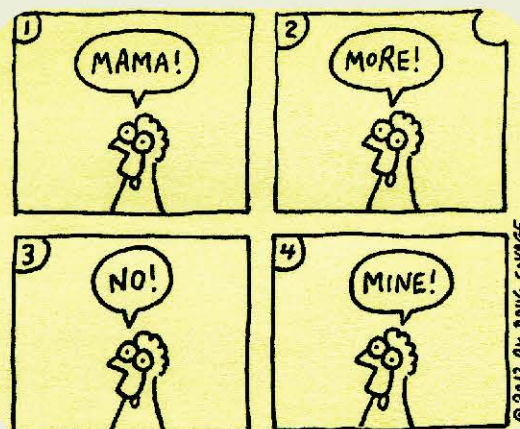
1–c)

- a) The reason he started his webcomic
- b) The material he draws on
- c) The reason he draws chickens
- d) His future plans
- e) His biggest achievement

5

Listen again and complete each sentence.

- 1 He started drawing the chickens in the year ...
- 2 In ... 2005, he began posting them online.
- 3 He had an office job which wasn't very ...



- 4 A ... of his cartoons has been published in a book.
- 5 One day, he wants to write a ...



Speaking

Talking about news / Showing interest and sympathizing

Model Dialogue



Simon

Hi Jen! Did you **get the job at the café?**

Oh no! I'm sorry to hear that. How did you find out?

How awful!

A week later

Hi Jen. You look happy.

Congratulations! That's great news. When's **the interview?**

I'm really pleased for you.

Jen



Hi Simon, no, **I didn't.**

They **sent me a text message.**

Yes, I know.

Hey Simon! I am! I've **got another job interview at a different café.**

It's **tomorrow afternoon.**

Thanks!

1



Listen to the dialogue. How does Jen feel in the first dialogue?

2

Listen again and repeat the dialogue.

Speaking Task

1 Show interest and sympathize

Use the situations in the pictures or think of your own situations.



2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

Did you pass your *exams*?

No, I didn't.

Useful Language

Showing interest and sympathizing

Congratulations!

That's **great / wonderful / fantastic** news!

I'm really **pleased / happy / delighted** for you.

Oh no!

How **terrible / awful**.

I'm **sorry** to hear that.

A blog post

1



Read the Model Text and listen. What forms of communication does Joanne mention?

Model Text



About | Contact | Archive

The best way to communicate is face-to-face. What is your opinion?

I've been thinking about different forms of communication. Today, I'm discussing the best way to communicate. In the past, people used to communicate in person or by letter. Today, there are many more ways to communicate, for example, phone calls, photos, texts and tweets. I think that you should use different forms of communication at different times.

For example, it's better to communicate with your friends in person because you can enjoy their company. Not only is it easier to solve problems face-to-face, but when you are out and you need to give someone some information, the quickest option is to send a text or photo. Finally, social networking sites are a good way to communicate with a lot of people at the same time.

To conclude, in my opinion you should be flexible and choose the best way to communicate for each situation.

What do you think?

Posted by Joanne 17:14

Great post! I completely agree with you.

Posted by Samuel 18:36



i Crystal Clear Tips

Checking your work

- 1 Have you used correct grammar, word order, spelling and punctuation?
- 2 Have you used linkers?

2 Match the mistakes in sentences 1–5 with descriptions a–e. Then correct the mistakes.

- 1 To conclude I think texting is a good way to communicate.
 - 2 Texting is a option cheap.
 - 3 Texting is a good way to comunicate because it's quick.
 - 4 Since it was invented, people used texting a lot.
 - 5 You can make many things with a mobile phone.
- a) spelling
 - b) word order
 - c) punctuation
 - d) wrong word
 - e) grammar mistake

Writing Task



1 Plan

Make notes for a blog post called 'Too many young people are addicted to social networking. What is your opinion?' and include:

Introduction: *introduce the subject of the blog post, your opinion*

Your arguments: *arguments in favour of your opinion*

Conclusion: *summarize your opinion*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Your arguments

Paragraph 3: Conclusion

3 Check

- ☒ a variety of verb tenses
- ☒ messages, adjectives with *-able* and *-ible*
- ☒ spelling, word order, grammar, punctuation, linkers and sequencing words

FAMOUS COMMUNICATION INNOVATIONS

BEFORE THE STAMP

Before stamps existed, the person who received the letter usually paid, not the sender. The cost depended on the distance the letter had to travel. Letters were very expensive to send – one letter could cost as much as a day's pay. People used to write on a piece of paper and fold it because envelopes hadn't been invented.

ROWLAND HILL AND POSTAL REFORM

Rowland Hill was a teacher who campaigned for reform of the postal service. In 1837, Hill proposed the idea of paying for a stamp before sending a letter. The cost of postage would depend on weight, not distance. Hill invented the first adhesive stamp, the Penny Black, in 1837, but the first stamps weren't sold until 1840.

THE PENNY BLACK



The Penny Black cost one penny. It showed the head of Queen Victoria. Because it was the world's first stamp, it didn't show a country of origin – today British stamps are the only stamps in the world that do not name their country of origin. The Penny Black was replaced with a Penny Red after one year, so around 68,000,000 Penny Blacks were printed. Today, if you want to buy an original, unused Penny Black, it will cost you more than £1,800.

Pronunciation

Intonation



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

- 1 How did people use to send letters?
- 2 What did the cost depend on?
- 3 When did Hill invent the Penny Black stamp?
- 4 Why didn't the Penny Black show the country of origin?
- 5 How long was the Penny Black used for?

a



Listen and repeat the sentences with similar intonation.

- 1 Did you buy the stamps?
- 2 Thanks! That's kind of you!
- 3 Have you sent the letter?
- 4 Oh no! It's really important!

b



Listen and repeat. Then write the sentences in your notebook.

Unit 9 Language Reference

Vocabulary Messages

advert • article • blog • cartoon • dictionary entry • instruction manual • label • poem • quote • receipt • recipe • review • travel guide • tweet

Adjectives with *-able* and *-ible*

acceptable • bearable • flexible • reasonable • reliable • responsible • visible • inflexible • invisible • irresponsible • unacceptable • unbearable • unreasonable • unreliable

Grammar Tense review

Present simple

Affirmative	I play basketball.
Negative	He does not like rock music.
Questions	Do they eat dinner at 7 pm?

Present continuous

Affirmative	I am waiting for the bus.
Negative	He is not talking to Jo.
Questions	Are they eating?

Present perfect

Affirmative	I have spoken to Jenny.
Negative	She has not bought a car.
Questions	Have you seen his new film?

Past simple

Affirmative	I watched TV last night.
Negative	She did not watch the match.
Questions	Did he read the book?

Past continuous

Affirmative	I was listening to a CD.
Negative	She was not reading a book.
Questions	Were they playing football?

Past perfect

Affirmative	I had studied really hard.
Negative	He had not realised it was raining.
Questions	Had you been on holiday?

will

Affirmative	I will go to the party.
Negative	She will not be late.
Questions	Will they move house next year?

be going to

Affirmative	I am going to watch a film.
Negative	He is not going to sell his car.
Questions	Are you going to phone Jon?

First conditional

Situation	Consequence
If you lose your job,	what will you do ?
If I lose my job,	I will look for a new one.

Second conditional

Situation	Consequence
If you lost your job,	what would you do ?
If I lost my job,	I would look for a new one.

Question forms

How long have you been interested in music?
 What sports did you play when you were younger?
 What are you doing now?
 What are you going to do next?
 Will you go on holiday next year?

Speaking Showing interest and sympathizing

Congratulations!

That's **great** / **wonderful** / **fantastic** news!
 I'm really **pleased** / **happy** / **delighted** for you.
 Oh no!
 How **terrible** / **awful**. I'm sorry to hear that.

Unit 9 Progress Check

Vocabulary Messages

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

adverts article recipe
instruction manual travel guide

- I read a really interesting ... in the newspaper yesterday.
- I don't usually watch the ... on TV because most of them are boring.
- This soup tastes horrible – I should have used a better ...
- I don't understand how to work my mp3 player. Have you seen the ... ?
- I'm going to France on holiday next week. I need to buy a ...

Adjectives with -able and -ible

- 2 Choose the correct adjectives to complete the sentences.

- She's late again! That's completely **acceptable / unacceptable**.
- He didn't want to help with the party – he's so **reasonable / unreasonable**.
- He didn't see me in the street yesterday – maybe I'm **visible / invisible**!
- My sister is **bearable / unbearable** – she's always in a bad mood.
- We're looking for **a reliable / an irresponsible** shop assistant who is never late.

Grammar Tense review

- 3 Write the correct words in your notebook.

- Yesterday, I **read / have read** the newspaper.
- I think I **will send / are sending** him an email tomorrow.
- I usually **listen / am listening** to the radio every morning before school.
- I showed them the cartoon but they **have / had** already seen it.
- We **don't go / aren't going** to the museum next week.

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

If you ⁽¹⁾... (love) computer games, you ⁽²⁾... (be) happy to hear that an exciting new games console ⁽³⁾... (release) next month. Designed by Fusion, the console ⁽⁴⁾... (have) lots of innovative new features. Fusion ⁽⁵⁾... (design) other consoles in the past, including the BS-20.

Tense review: questions

- 5 Circle the correct words.

- what / you / do / yesterday ?
- what / you / do / next weekend ?
- how long / you / have / your mobile phone ?
- what / you / do / now ?
- what / you / do / at 10 o'clock yesterday morning ?

Crystal Clear
Self-Check





Check your answers

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

- messages?
- tense review: questions
- adjectives with -able and -ible?
- tense review?

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



Revision Units 7–9

Vocabulary

- Sporting verbs
- Confusing verbs
- Developing products
- Reporting verbs
- Messages
- Adjectives with *-able* and *-ible*

Work with a partner. Read the clues and write the words in your notebook. Who finishes first?



What was the result of this match?
It was a d... (4).

Is he a tennis coach?
Yes, he is. He t... (6) some quite famous players.



Where do they m... (11) these cars?
In Ávila.



When are you going to tell people about your good news?
We're going to a... (8) it tomorrow.



Are you going to arrive on time?
Yes, definitely. I p... (7) that I won't be late.



What's the matter?
I'm trying to s... (5) the problem, but it's very difficult.



Has Kim arrived?
Not yet. But don't worry. She's very r... (8). She always arrives on time.

Do you read the newspaper before school?
Yes, but I only have time to read one a... (7).



What are you reading?
An a... (6) for a concert. I really want to go!



Are you good at adapting to change?
Yes, I am. I'm very f... (8).

FINISH

Grammar

- The passive
- Passive questions
- Reported speech
- Time expressions in reported speech
- Reported questions
- Tense review
- Question forms

1 Circle the correct words.

GUINNESS WORLD RECORDS

Guinness World Records is the best-selling copyrighted series of all time. A new edition ⁽¹⁾ is published / publishes every year and millions of copies ⁽²⁾ are sold / sell. It ⁽³⁾ is translated / translates into over 15 languages. But how ⁽⁴⁾ was it started / it was started?



Guinness World Record attempt for the most number of people in a car.

One day in 1954, Sir Hugh Beaver, the director of the brewers Arthur Guinness, ⁽⁵⁾ was hunting / hunted in Ireland. He ⁽⁶⁾ was trying to shoot / was shot a bird called the golden plover. Later ⁽⁷⁾ today / that day he asked some friends if the plover ⁽⁸⁾ was / had been the fastest bird in the world. They ⁽⁹⁾ looked / were looked for the answer in an encyclopaedia, but it wasn't there. So Sir Hugh decided to create a book that ⁽¹⁰⁾ told / said the reader what the fastest, biggest and longest things in the world were. He asked an employee if ⁽¹¹⁾ he knew / did he know anyone who could write it. He suggested two journalists, Ross and Norris McWhirter. They had a company in London that ⁽¹²⁾ supplied / was supplied newspapers with facts and figures for articles.

The first 1,000 copies ⁽¹³⁾ were given / gave away for free. Sir Hugh later ⁽¹⁴⁾ told / said that the book was supposed to be a marketing item for his company, not a best-seller.

The first real edition ⁽¹⁵⁾ was published / published in 1955. It is still very popular today. It ⁽¹⁶⁾ is published / publishes before Christmas. This year millions of copies ⁽¹⁷⁾ will be sold / will sell, just like every year.

2 Copy and complete with the correct form of the verbs in brackets.

- The telephone ... (invent) by Alexander Graham Bell in 1876.
- In 2016, the Olympic Games ... (hold) in Rio de Janeiro.
- When ... the original *Star Wars* film ... (make)?
- He asked if Australia ... (hold) the Olympic Games.
- He told me that Spain ... (win) the World Cup in 2010.
- I asked him when he ... (arrive) at my house.

3 Change the questions from active to passive or passive to active.

- Was *Emma* written by Jane Austen?
- When will Tokyo hold the Olympics?
- Who discovered the element radium?
- Did Uruguay win the World Cup in 1930?
- Is the film directed by Steven Spielberg?
- Who announced the date of the wedding?

Cultural Awareness: Language



1 How much do you know about the history of language in Britain? Do the quiz.

- 1 Approximately how many people speak English as a first or second language?
 a) over one billion b) over two billion
 c) over three billion
- 2 When was Britain invaded by Anglo-Saxon speakers?
 a) in the first century b) in the fifth century
 c) in 1066
- 3 Who invaded Britain in the eight and ninth centuries?
 a) the French b) the Romans
 c) the Vikings
- 4 Which language did King William I speak?
 a) Celtic b) French
 c) English
- 5 Which language do the words *fruit* and *table* come from?
 a) Anglo-Saxon b) Turkish
 c) French
- 6 Which language does the word *coffee* come from?
 a) Turkish b) French
 c) Hindi



▶ WATCH

2 Watch the documentary about language and answer the questions.

- 1 Where did the Saxons come from?
- 2 What does the Bayeux Tapestry show?
- 3 Where is Cornwall? What is its original language called?



Digital Competence: A wiki generator



1 Read the task and look at the wiki page. What is it about? What things does it include?

Search

Main page
Contents
Help
Contact
Tools
Languages

Download PDF


Create a book

Print Version

Home > Search

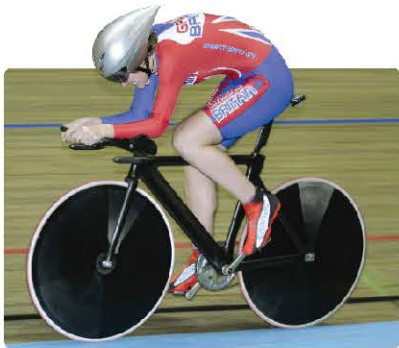
Track Cycling

Indoor track cycling has been an Olympic event since 1896, when it was included in the first modern Olympic Games in Athens.




Tracks

Track cycling events are held in stadiums called [velodromes](#), which are built by specialist designers. Tracks are oval and have steep inclines. In the past, tracks were always made of wood. Today, they are often made from synthetic materials. There are indoor and outdoor velodromes. The advantage of the indoor ones is that events can be held in all weathers. The [Velódrom d'Horta](#) is an outdoor velodrome which was built for the [Barcelona Olympics](#).



Track bicycles

[Track bicycles](#) have no [brakes](#) and only one [gear](#). The [tyres](#) are narrow and are inflated to high pressure. The [frame](#) is rigid and strong.



Events

- These are the main Olympic track cycling events:
- Match sprint
- Team sprint
- Keirin
- Team pursuit
- Omnium

Famous champions

The most successful Olympic track cyclist is [Sir Chris Hoy](#). He won six Olympic gold medals. He was also a world champion 11 times. In 2013, he announced that he was retiring from international cycling.

TASK Create a class wiki about different Olympic sports. Follow the steps below.

Step 1

Choose a wiki generator and set up a wiki. Experiment with the layout of the page. Set up different pages for each sport. Decide who is responsible for each page.

Step 2

Discuss what information and what type of content (text, photos, video, links) to include on each page.

Step 3

Find the information and content for the part that you are responsible for. Add them to the wiki. Check and edit your wiki page.

Step 4

When the class wiki is finished, read your classmates' pages and write comments. Read your classmates' comments about your page and edit it.



Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/, /wɜ:(r)/	been /bi:n/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /eɪt/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒtən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt / learned /lɜ:(r)nt/, /lɜ:(r)nd/	learnt / learned /lɜ:(r)nt/, /lɜ:(r)nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
take /teɪk/	took /tuk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
wear /weə(r)/	wore /wɜ:(r)/	worn /wɜ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtən/

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