

# 6 Technology

## THIS UNIT INCLUDES ●●●●●

- Vocabulary** • electronic devices • phrasal verbs • mobiles: verb + noun phrases • places  
**Grammar** • will and going to • zero conditional • may, might and could  
**Speaking** • making predictions • arranging to meet  
**Writing** • a formal letter

### A

#### VOCABULARY AND LISTENING

## Useful gadgets

*I can describe electronic devices.*

- 1 Look at the photos. Which of the devices have you used in the last week?



1



2



3



4

5



6



7



8



- 2 Label the photos with words from the box. Which devices aren't illustrated?

**Electronic devices** calculator camcorder digital camera digital radio DVD player games console hard disk recorder mobile phone MP3 player portable CD player satellite TV stereo video recorder

- 3 2.01 Listen, repeat and check your answers. Check the meanings in your dictionary.

●●●●● Vocabulary Builder (part 1): page 129

- 4 Which devices belong to one or more of the groups (a-c)? Which don't belong to any?

- a You can listen to music on it.  
 b You can record or watch moving pictures on it.  
 c You can play games on it.

- 5 2.02 Listen to four radio advertisements. Which devices from exercise 2 are they advertising?

#### Exam tip

Listen for key words to help you understand the discussion. Try to predict some of the words you might hear before you listen.

- 6 **SPEAKING** Work in pairs. Which three devices from exercise 2 do you think are the most useful? Why?

- 7 **SPEAKING** Tell the class what you think. Vote for the three most useful devices.

●●●●● Vocabulary Builder (part 2): page 129

- 1 2.03 Listen to the dialogue and choose *will* or *going to*.



- Debra Where's the map?  
 Rick I didn't bring it. <sup>1</sup>I'm going to / I'll use my new mobile phone instead. It's got a satellite navigation system.  
 Debra OK, fine. So where are we?  
 Rick Just a minute. I'm trying to switch it on.  
 Debra Well, hurry up. I'm getting cold.  
 Rick <sup>2</sup>I'm going to / I'll lend you my coat.  
 Debra Thanks. We're lost, aren't we? And look at that black cloud. <sup>3</sup>It's going to / It'll rain. What are you doing?  
 Rick I'm hitting my phone. It isn't working.  
 Debra Do you think <sup>4</sup>that's going to / that'll help?  
 Rick Probably not.  
 Debra Look, I've got a better idea. <sup>5</sup>I'm going to / I'll call a taxi.  
 Rick But we don't know where we are!

- 2 Study the information in the *Learn this!* box. Match examples 1–5 of *will* and *going to* in the dialogue with the uses in the box.

## LEARN THIS!

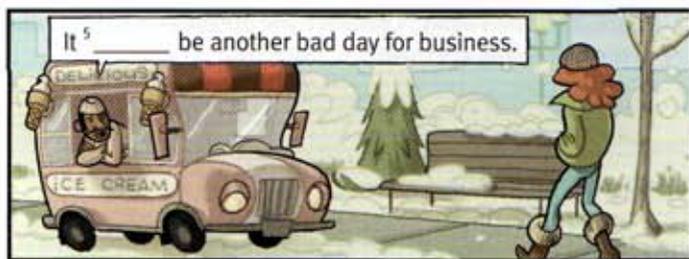
We use *will* for

- Predictions, especially after *I (don't) think ...*  
*I think he'll like his present.*
- Offers and promises  
*I'll lend you some money.*  
*I won't tell anyone.*
- Decisions that you make while you are speaking  
*He isn't answering his phone. I'll send a text.*

We use *going to* for

- Predictions, especially when they're based on what we can see  
*Look out! You're going to drop that computer!*
- Intentions  
*I'm going to work hard next term.*

- 3 Complete the speech bubbles with the correct form of *will* or *going to*.



- 4 2.04 **PRONUNCIATION** Listen and repeat the answers to exercise 3. How is the word *to* pronounced in *going to*?
- 5 Make notes about your own future. Write down:
- three things you're going to do next week
  - three things you think you'll do after you leave school
- 6 **SPEAKING** Work in pairs. Tell your partner your intentions and predictions from exercise 5. Are any the same as your partner's?

## Vocabulary

1 Complete the shops (1-7) and match them with the things that you can buy there (a-g).

- |                                       |   |
|---------------------------------------|---|
| 1 b_k_r_y <input type="checkbox"/>    | 5 n_ws_g_nt's <input type="checkbox"/>      |
| 2 b_tch_r's <input type="checkbox"/>  | 6 p_st_ff_ce <input type="checkbox"/>       |
| 3 ch_m_st's <input type="checkbox"/>  | 7 _l_ctr_c_l st_r_ <input type="checkbox"/> |
| 4 j_w_ll_r's <input type="checkbox"/> |   |

- |              |            |
|--------------|------------|
| a sausages   | e bread    |
| b a watch    | f stamps   |
| c a magazine | g aspirins |
| d camcorder  |            |

Mark  /7

2 Complete the gadgets with the words in the box.

camera console phone player recorder TV

- |                 |                   |
|-----------------|-------------------|
| 1 digital _____ | 4 mobile _____    |
| 2 MP3 _____     | 5 satellite _____ |
| 3 games _____   | 6 hard disk _____ |

Mark  /6

## Grammar

3 Complete the dialogue with the present perfect form of the verbs in the box.

be buy do enjoy have not rain spend visit

It's the last day of Peter's holiday in London.

Cath <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ your holiday in London?

Peter Yes, I have. I <sup>2</sup> \_\_\_\_\_ a great time.

Cath What <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_?

Peter I <sup>4</sup> \_\_\_\_\_ lots of interesting places, like the Tower of London and Madame Tussauds.

Cath <sup>5</sup> \_\_\_\_\_ weather \_\_\_\_\_ good?

Peter Yes, it has. It <sup>6</sup> \_\_\_\_\_ at all!

Cath <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ any souvenirs?

Peter No, I haven't.

Cath Why don't you go shopping this afternoon?

Peter Because I <sup>8</sup> \_\_\_\_\_ all my money!

Mark  /8

4 Complete the e-mail with the present perfect or past simple form of the verbs in brackets.

Dear John

How are you? Thanks for the New Year's Eve party - I <sup>1</sup> \_\_\_\_\_ (have) a great time. I <sup>2</sup> \_\_\_\_\_ (meet) some nice people too. Your friend Mike was really friendly. I <sup>3</sup> \_\_\_\_\_ (give) him my phone number, but he <sup>4</sup> \_\_\_\_\_ (not call) me yet. <sup>5</sup> \_\_\_\_\_ you \_\_\_\_\_ (speak) to him since your party? (Don't tell him I asked!!)

<sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ (see) the new Brad Pitt film? I <sup>7</sup> \_\_\_\_\_ (see) it last night. It's brilliant!

Tamara

Mark  /7

5 Complete the mini-dialogues with the correct form of will or going to.

- A The red top is £8, the blue top is £9.  
B I \_\_\_\_\_ have the red top, please.
- A Have you got any plans for the weekend?  
B Yes. I \_\_\_\_\_ visit my friends in Brighton.
- A It's really hot in this room.  
B OK. I \_\_\_\_\_ open the window.
- A Is the match nearly over?  
B Yes, this might be the last point. Roger Federer \_\_\_\_\_ win.
- A See you later.  
B OK. I \_\_\_\_\_ give you a call tomorrow.
- A Are you on holiday next week?  
B Yes. I \_\_\_\_\_ stay in bed all morning on Monday!

Mark  /6

6 Complete the sentences with the words in the box.

don't if have might might not comes on

- She gets angry \_\_\_\_\_ you interrupt her.
- I may phone you if I \_\_\_\_\_ time.
- If Liverpool don't score quickly, they \_\_\_\_\_ win.
- If I press this button, a light \_\_\_\_\_.
- I could fail my exam if I \_\_\_\_\_ work hard.
- If she isn't at home, she \_\_\_\_\_ be in town.

Mark  /6

## Everyday English

7 Number the lines of the dialogue in the correct order.

- Yes. I'm looking for a jacket.
- This one's nice. Have you got it in green?
- Can I help you?
- No, we haven't. Sorry.
- The jackets are over there, near the window.

Mark  /5

8 Write the missing words to complete the dialogue.

- Boy Hi! What are you <sup>1</sup> \_\_\_\_\_ to?
- Girl Nothing much. Do you want to meet up <sup>2</sup> \_\_\_\_\_ town?
- Boy Sure. Why <sup>3</sup> \_\_\_\_\_ we meet at the café?
- Girl <sup>4</sup> \_\_\_\_\_ time?
- Boy About one o'clock.
- Girl OK. <sup>5</sup> \_\_\_\_\_ meet outside the main doors.
- Boy Good idea.

Mark  /5

TOTAL  /50

# 7 Cultures and customs

## THIS UNIT INCLUDES ●●●●●

**Vocabulary** • gestures • phrasal verbs • social activities

**Grammar** • *must*, *mustn't* and *needn't* • first conditional

**Speaking** • making, accepting and declining invitations

**Writing** • a note

## A

### VOCABULARY AND LISTENING

## Body language

*I can describe how people greet each other in different countries.*

- 1 Look at the pictures. Describe how the people are greeting each other. Use expressions from the box.

**Gestures** beckon bow cross your legs fold your arms hold hands hug kiss nod pat somebody on the back/head point (at somebody/something) shake hands shake your head wave wink



- 2 2.09 Listen and repeat all the gestures, doing them as you say them. Mime the ones that involve another person.

- 3 Which of the gestures and greetings in exercise 1 do people use in your country?

They often shake hands.

They rarely ...

### ●●●●● Vocabulary Builder (part 1): page 130

- 4 2.10 Listen to three people talking about customs in their country. Match the two halves of the sentences.

- 1 Lucy thinks that Australian people are ...
- 2 Haruko thinks that Japanese people are ...
- 3 Ludmila thinks that Russian people are ...
- a quite formal and very polite.
- b very warm and friendly.
- c informal and treat everyone the same.

- 5 Choose the correct words.

- 1 In Australia, you **should** / **shouldn't** sit in the front of a taxi.
- 2 In Australia, it's rude to wink at a **man** / **woman**.
- 3 In Japan, you **shouldn't** **cross your legs** / **fold your arms** when you're in a formal situation.
- 4 In Japan, you **should** / **shouldn't** kiss a woman on the cheek when you meet her for the first time.
- 5 When you visit a Japanese house, you **shouldn't** look in the **kitchen** / **bathroom**.
- 6 In Russia, men **and** / **but not** women greet each other in public with a hug.
- 7 In Russia, close friends kiss **twice** / **three times** when they meet.

- 6 2.10 Listen again and check.

- 7 **SPEAKING** Work in pairs. Answer the questions.

- Do you kiss/hug people you see every day?
- Do you kiss/hug friends and family that you haven't seen for a few weeks?
- Do you shake hands with people when you meet them for the first time?
- Do you use any other forms of greeting (for example, a 'high five')?

### ●●●●● Vocabulary Builder (part 2): page 130

- 1  2.11 Listen and complete the text with *must*, *mustn't* or *needn't*.

### How to be polite at a Chinese meal

You <sup>1</sup> \_\_\_\_\_ start your food until the host picks up his or her chopsticks. In general, if your host offers you food, you <sup>2</sup> \_\_\_\_\_ accept it. (It's better to leave it in your bowl than refuse it.) Periods of silence during a meal are not considered embarrassing in China, so you <sup>3</sup> \_\_\_\_\_ talk just to fill the gaps. As the Chinese proverb says: 'Your speech should be better than silence. If not, be silent.'



- 2 Study your answers to exercise 1. Complete the rules in the *Learn this!* box with *must*, *mustn't* or *needn't*.

- LEARN THIS!**
- 1 We use \_\_\_\_\_ to express necessity (something that is very important to do).
  - 2 We use \_\_\_\_\_ to express lack of necessity (something that isn't necessary but isn't against the rules).
  - 3 We use \_\_\_\_\_ to express prohibition (something that is very important not to do).

●●● Grammar Builder (7B): page 116

- 3 Write sentences about your school with *must*, *mustn't* and *needn't*. Use phrases from the box.

run in the corridor   study English   copy your friend's homework  
switch off your mobile phone in class   wear a uniform  
stand up when the teacher comes in

At our school we mustn't ...

- 4 Work in pairs. How many more sentences can you make about rules in your school?



- 5 Complete the facts about customs around the world with *must*, *mustn't* or *needn't*.

- 1 In many Arab countries, you \_\_\_\_\_ arrive on time for meetings or social events – punctuality is not considered important.
- 2 In many parts of Asia, you \_\_\_\_\_ touch or pat somebody on the head – it is considered offensive.
- 3 In many Asian countries, you \_\_\_\_\_ eat with your right hand because your left hand is considered dirty.
- 4 In many countries, you \_\_\_\_\_ use your index finger to beckon somebody – it is very rude.
- 5 If you are invited to somebody's home in Brazil, you \_\_\_\_\_ take a gift, but it's normal to send a thank-you note the next day.
- 6 In most Asian countries, you \_\_\_\_\_ remove your shoes before entering somebody's house – it is offensive to wear them indoors.
- 7 In Indonesia, you \_\_\_\_\_ use a knife and fork at mealtimes – you can use your fingers if you prefer.
- 8 In most European countries, you \_\_\_\_\_ belch at the table because it's rude. However, in Arab countries it is a compliment.

- 6 **SPEAKING** Work in pairs. Think about the customs in your country when you visit somebody's house for a meal. Are the ideas in the box things you *must* do, *mustn't* do or *needn't* do?

arrive exactly on time   belch at the table   bring flowers  
take your shoes off when you enter the house  
eat everything that you are given   eat with your fingers  
eat with a knife and fork

- 7 Write a short note to somebody who is visiting your country. Explain how to be polite when you go to somebody's house for a meal. Use your ideas from exercise 6.

Hi \_\_\_\_\_,

Here's some advice about how to be polite when you go to somebody's house for a meal.

You must ...

You mustn't ...

You needn't ...

Best wishes

# 8 What if ...?

## THIS UNIT INCLUDES ●●●●●

**Vocabulary** • global issues • word formation: noun suffixes

**Grammar** • second conditional • *I wish ...*

**Speaking** • discussing global issues • giving advice

**Writing** • an essay

## A

### VOCABULARY AND LISTENING

## Global issues

*I can talk about global problems.*

- 1 Read the speaking tip below and look at photo 1. Which words from the box do you need to describe it?

cold dangerous gun home poor sleep  
sleeping bag smoke street

### Speaking tip

Look at the photo closely before you answer. Think what English words you will need to describe it.

- 2 **SPEAKING** Answer the questions about photo 1. Use the words in exercise 1 to help you.

- 1 Where is he?
- 2 Why is he there?
- 3 What's he doing?
- 4 How do you think he's feeling?

- 3 Match the photos 1–6 with words from the box.

Global issues the arms trade child labour disease  
endangered species famine global warming war  
homelessness pollution poverty racism terrorism

- 4 2.19 Listen and repeat all the words. Check the meanings in your dictionary.

●●●●● Vocabulary Builder (part 1): page 131

- 5 2.20 Listen to the radio programmes. Which issues in exercise 3 are the six people talking about?

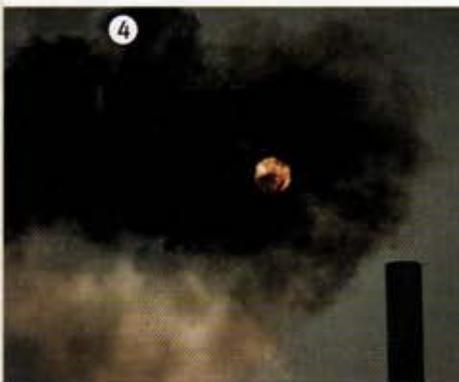
Speaker 1	Speaker 2	Speaker 3
Speaker 4	Speaker 5	Speaker 6

- 6 **SPEAKING** Work in pairs. Which three issues in exercise 3 do you think are the most serious for (a) your country? (b) the world?

We think the three most serious issues for our country are ...

We think the three most serious issues for the world are ...

●●●●● Vocabulary Builder (part 2): page 131



I can talk about an imaginary situation and its consequences.

- 1  2.21 Listen and complete the text with the words in the box. Why is vegetable oil better than petrol?

had used wouldn't produce would earn



Darryl Hannah is a Hollywood star who cares about the environment. Her car is very unusual because it doesn't use petrol – it uses vegetable oil, which produces very little CO<sub>2</sub>. 'If all our cars <sup>1</sup> \_\_\_\_\_ it, we <sup>2</sup> \_\_\_\_\_ so much CO<sub>2</sub>. It's also renewable – we can grow it. If more people <sup>3</sup> \_\_\_\_\_ cars like mine, the world's farmers <sup>4</sup> \_\_\_\_\_ more money.'

LEARN THIS!

1 We use the **second conditional** to describe an imaginary situation or event, and its result.

2 We use the past tense in the *if* clause, and *would/wouldn't* + verb in the main clause.

*If all our cars used vegetable oil, we wouldn't produce so much CO<sub>2</sub>.*

↑  
imaginary situation/event

↑  
result

3 In the *if* clause, we can use *were* instead of *was* as the past tense of *be*, singular.

*If the weather were nicer, I'd go out.*

- 2 Study the information in the *Learn this!* box. Complete the text with *would* and verbs from the box below. You will have to use some of the verbs more than once.

be consume earn own speak not be not have

There are 6.3 billion people in the world. Numbers as big as this are difficult to understand. However, if the world were a village of 100 people, ...

- 61  would be Asian and 12  European.
- 22  Chinese and 9  English.
- 20  less than \$1 a day.
- 24  any electricity in their home.
- 7  a car.
- 20  80% of the energy.
- 67  able to read.

● ● ● ● Grammar Builder (8B): page 118

- 3 Match the halves of the sentences. Complete them with the correct form of the verbs in brackets.

- 1 If we \_\_\_\_\_ (not produce) so much CO<sub>2</sub>,
- 2 I \_\_\_\_\_ (give) a lot of money to charity
- 3 We \_\_\_\_\_ (save) millions of lives
- 4 The world \_\_\_\_\_ (be) a safer place
- 5 If we \_\_\_\_\_ (not pollute) our rivers,
  - a if scientists \_\_\_\_\_ (be able to) stop diseases like AIDS.
  - b they \_\_\_\_\_ (be) full of fish.
  - c we \_\_\_\_\_ (reduce) global warming.
  - d if I \_\_\_\_\_ (be) very rich.
  - e if we \_\_\_\_\_ (stop) the arms trade.

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

If we <sup>1</sup> \_\_\_\_\_ (recycle) more plastic bottles, we <sup>2</sup> \_\_\_\_\_ (not have to) produce so much plastic.

If we <sup>3</sup> \_\_\_\_\_ (produce) less plastic, we <sup>4</sup> \_\_\_\_\_ (burn) less oil.

If we <sup>5</sup> \_\_\_\_\_ (burn) less oil, there <sup>6</sup> \_\_\_\_\_ (not be) so many 'greenhouse gases' in the atmosphere.

If there <sup>7</sup> \_\_\_\_\_ (not be) so many greenhouse gases in the atmosphere, we <sup>8</sup> \_\_\_\_\_ (be able to) reduce global warming.

If we <sup>9</sup> \_\_\_\_\_ (reduce) global warming, the Earth's climate <sup>10</sup> \_\_\_\_\_ (not change) so fast.

- 5 **SPEAKING** Work in pairs. What would you do in these situations? Make notes. Ask and answer the questions.

What would you do if you found 100 euros in the street?

Where would you live if you could live anywhere in the world?

- 1 If you found 100 euros in the street ...
- 2 If you could live anywhere in the world ...
- 3 If you saw someone attacking an old man in the street ...
- 4 If you didn't have to go to school ...
- 5 If you could choose any job you wanted ...
- 6 If you borrowed a friend's MP3 player and accidentally broke it ...
- 7 If you saw someone in your class cheating in an exam ...

- 6 **SPEAKING** Tell the class about your partner.

If Dannie found 100 euros in the street, she'd ...

## Vocabulary

1 Complete the expressions with the words in the box.

arms back hands head legs

- 1 cross your \_\_\_\_\_
- 2 fold your \_\_\_\_\_
- 3 hold \_\_\_\_\_
- 4 shake your \_\_\_\_\_
- 5 pat somebody on the \_\_\_\_\_

Mark  /5

2 Match the slogans with the global issues in the box.

child labour disease endangered species famine  
global warming homelessness pollution racism

- 1 Everybody needs a home.
- 2 Black and white people are equal.
- 3 Children need education, not jobs.
- 4 Factories are destroying our environment.
- 5 The climate is changing.
- 6 Save the tiger.
- 7 Malaria kills millions of children every year.
- 8 People are dying because there isn't any food.

Mark  /8

## Grammar

3 Choose the correct word.

- 1 You **must** / **mustn't** / **needn't** have tea. There's coffee too.
- 2 You **must** / **mustn't** / **needn't** swim in the sea today. There are sharks!
- 3 You **must** / **mustn't** / **needn't** wear a suit to the wedding. You can wear casual clothes, if you prefer.
- 4 You **must** / **mustn't** / **needn't** use a knife and fork. It's rude to eat with your fingers.
- 5 You **must** / **mustn't** / **needn't** turn off your mobile in class.
- 6 You **must** / **mustn't** / **needn't** use a mobile phone on a plane. It's dangerous.

Mark  /6

4 Match the two halves of the first conditional sentences and complete them.

- |   |   |
|---|---|
| 1 You _____ (not pass) your exam        | a I _____ (accept).                           |
| 2 We _____ (not have) a barbecue        | b they _____ (get) home before eight o'clock. |
| 3 If he _____ (invite) me to the party, | c if you _____ (not study).                   |
| 4 If they _____ (leave) now,            | d I _____ (give) you my old one.              |
| 5 I _____ (not be) angry                | e if you _____ (forget) my birthday.          |
| 6 If I _____ (buy) a new MP3 player,    | f if it _____ (rain).                         |

Mark  /6

5 Complete the second conditional sentences.

- 1 If I \_\_\_\_\_ (have) the money, I \_\_\_\_\_ (buy) a new phone.
- 2 She \_\_\_\_\_ (have) friends if she \_\_\_\_\_ (not be) so rude.
- 3 You \_\_\_\_\_ (be) healthier if you \_\_\_\_\_ (do) more exercise.
- 4 I \_\_\_\_\_ (not do) that if I \_\_\_\_\_ (be) you.
- 5 If they \_\_\_\_\_ (speak) Italian, they \_\_\_\_\_ (be able to) ask for directions.
- 6 If you \_\_\_\_\_ (not be) so slow, I \_\_\_\_\_ (not get) so impatient!

Mark  /6

6 Write sentences with *I wish ...*

- 1 Oh no! It's raining!  
*I wish it wasn't raining.*
- 2 Oh no! The supermarket is shut!
- 3 Oh no! I haven't got my mobile phone!
- 4 Oh no! My homework is really difficult!
- 5 Oh no! I can't find my bag!
- 6 Oh no! It's Monday!
- 7 Oh no! We've got an exam tomorrow!

Mark  /6

## Everyday English

7 Complete the dialogue with the questions.

- a Do you like pizza?
- b Shall I bring some food?
- c Shall I eat before I come?
- d Would you like to come?
- e What time?

Bob I'm going to the cinema tomorrow. <sup>1</sup> \_\_\_\_\_  
 Jenny I'd love to, thanks. <sup>2</sup> \_\_\_\_\_  
 Bob About seven o'clock.  
 Jenny <sup>3</sup> \_\_\_\_\_  
 Bob No, we're going to eat at my house before the film.  
 Jenny <sup>4</sup> \_\_\_\_\_  
 Bob No, it's OK. I've got some pizzas at home. <sup>5</sup> \_\_\_\_\_  
 Jenny Yes, I love it!

Mark  /5

8 Complete the dialogue with the words in the box.

advice afford borrow course problem should understand were

Boy Can I ask your <sup>1</sup> \_\_\_\_\_ about something?  
 Girl Yes, of <sup>2</sup> \_\_\_\_\_. What's the <sup>3</sup> \_\_\_\_\_?  
 Boy It's my friend's birthday tomorrow, but I can't <sup>4</sup> \_\_\_\_\_ to buy him a present.  
 Girl If I <sup>5</sup> \_\_\_\_\_ you, I'd just get him a nice card.  
 Boy Really? I could <sup>6</sup> \_\_\_\_\_ some money from my parents.  
 Girl I don't think you <sup>7</sup> \_\_\_\_\_ do that. If you explain to your friend that you haven't got any money, he'll <sup>8</sup> \_\_\_\_\_.

Mark  /8

TOTAL  /50

# 9 Crime scene

## THIS UNIT INCLUDES ●●●●●

- Vocabulary** • crimes and criminals • crime verbs • extreme adjectives  
 • word formation: noun suffixes *-er*, *-ist* and *-ian* • colloquial expressions  
**Grammar** • past perfect • reported speech  
**Speaking** • asking and replying to personal questions • reporting a theft  
 • giving opinions  
**Writing** • a story

## A

### VOCABULARY AND LISTENING

## Crimes and criminals

*I can describe different crimes.*

1 Look at the photos. Can you name any of the crimes?



2 Match the extracts from the newspaper reports with the photos.

a Joyriders stole four cars in Oxford last night ...

b The police are questioning a group of vandals who smashed bus shelters in the town centre ...

c A shoplifter stole an MP3 player from a department store ...

d Last year drug dealers sold £1 million of heroin and cocaine on the streets of Manchester ...

e Police arrested a burglar who broke into three houses on Friday evening ...

f Robbers robbed a bank in Liverpool yesterday morning. They took £1,000,000 ...

3 Are any of these crimes a problem where you live?

4 Complete the table with the words in the box. Which two crimes aren't in the photos above?

Crimes burglary joyriding murder robbery sell steal theft vandalise

Crime	Criminal	Verb
1 _____	burglar	burgle a house
drug dealing	drug dealer	2 _____ drugs
3 _____	joyrider	go joyriding
murder	murderer	4 _____ someone
5 _____	robber	rob someone/a bank, shop, etc.
shoplifting	shoplifter	6 _____ something from a shop
7 _____	thief	steal something
vandalism	vandal	8 _____ something

5 2.29 Listen and check.

### Look out!

*rob and steal*

You *rob* a place or a person.

*Two men robbed a bank yesterday.*

You *steal* something from a person or a place.

*Thieves stole jewellery from the shop.*

●●●●● Vocabulary Builder (part 1): page 132

6 2.30 Listen to the dialogues. Which crimes are the people talking about? Choose the correct answers.

- 1 a burglary      b vandalism  
 2 a robbery      b shoplifting  
 3 a drug dealing      b theft  
 4 a robbery      b shoplifting  
 5 a joyriding      b theft

7 **SPEAKING** Work in pairs. Decide which three of the crimes in exercise 4 are the most serious, and why. Make notes.

8 **SPEAKING** Tell the class which crimes you have chosen, and why.

We think \_\_\_\_\_ is the most serious crime because ...

●●●●● Vocabulary Builder (part 1): page 132

## 1 Read the text. Why was the man stupid?

Listeners to a radio programme in Chicago were very surprised when a man phoned the programme and said that he was a bank robber. At the beginning of the programme, the presenter **had asked** listeners to call in and confess to any 'small crimes' they **had committed**.

The man described the crime exactly. Five months earlier, he and four other men **had gone** to a bank in Chicago and **had stolen** \$81,000. A woman who worked in the bank **had also helped** in the robbery. The man was obviously very proud of himself. He didn't give his name on the radio, but police later discovered the man's telephone number and arrested him.

2 Look at the verbs in blue in the text. Did these events happen *before* or *after* the man called the radio station?3 Complete the rule in the *Learn this!* box with *before*, *after* or *at the same time as*.

- LEARN THIS!**
- We form the **past perfect** with *had* or *hadn't* + past participle.
  - We use the **past perfect** to talk about an event that happened \_\_\_\_\_ another event in the past.  
*When the police arrived at the house, the burglar had escaped.*  
*I was sure I hadn't met him before.*  
*Had she already left the house when you phoned?*

Grammar Builder (9B): page 120

4 **SPEAKING** Work in pairs. By the time you arrived at school this morning, which of these things had you done? Ask and answer the questions using the past perfect.

Had you had a shower?

Yes, I had. / No, I hadn't.

- have a shower
- have breakfast
- watch TV
- finish all your homework
- send an e-mail
- make a phone call

## 5 Complete the text with the past perfect form of the verbs in brackets.



**Y**ESTERDAY afternoon Australian police chased two joyriders in a stolen car for 600 kilometres.

Earlier in the day, the joyriders <sup>1</sup> \_\_\_\_\_ (steal) a car in Adelaide and <sup>2</sup> \_\_\_\_\_ then \_\_\_\_\_ (stop) for petrol at Wirulla. But they <sup>3</sup> \_\_\_\_\_ (not pay for) the petrol and the owner of the petrol station called the police. The police chased the stolen car but it was too fast for them. They eventually caught up with it three hours later. The joyriders <sup>4</sup> \_\_\_\_\_ (run out of) fuel. Earlier, the police <sup>5</sup> \_\_\_\_\_ (realise) that they couldn't keep up with the stolen car, so they <sup>6</sup> \_\_\_\_\_ (order) all petrol stations in the area to close!

## 6 Complete the sentences. Use the past perfect and your own ideas.

- I was upset because I *had failed* the exam.
- I felt really happy because ...
- I suddenly realised that ...
- I was angry because ...
- I forgot that ...

## 7 Imagine one bad thing that happened yesterday, and write it down. Look at the examples to help you.

- Somebody stole my bike.
- My sister broke my computer.
- The dog was sick in my trainers.

8 **SPEAKING** Memory Game! Take it in turns around the class to repeat the whole sentence and add your idea from exercise 7. Remember to use the past perfect.

When I got home yesterday, somebody had stolen my bike.

When I got home yesterday, somebody had stolen my bike, and my sister had broken my computer.

When I got home yesterday, somebody had stolen my bike, my sister had broken my computer, and the dog had been sick in my trainers.

# 10 The written word

## THIS UNIT INCLUDES ●●●●●

- Vocabulary** • publications • books and text • styles of fiction  
 • bookshop departments • talking about stories  
**Grammar** • the passive (present simple) • the passive (other tenses)  
**Speaking** • talking about reading habits • in a bookshop  
**Writing** • a book review

# A

## VOCABULARY AND LISTENING

### Publications

*I can identify and talk about different publications.*

- 1 Can you match the titles of the books 1–8 with the writers in the box?

Jane Austen Agatha Christie  
 Joseph Conrad Charles Dickens  
 Stephen King J. K. Rowling  
 J. R. R. Tolkien William Shakespeare

- Hamlet
- Murder on the Orient Express
- The Lord of the Rings
- Oliver Twist
- Harry Potter and the Philosopher's Stone
- The Shining
- Pride and Prejudice
- Lord Jim

- 2 Have you read any of the books in exercise 1? Do you know any other books by the same authors?

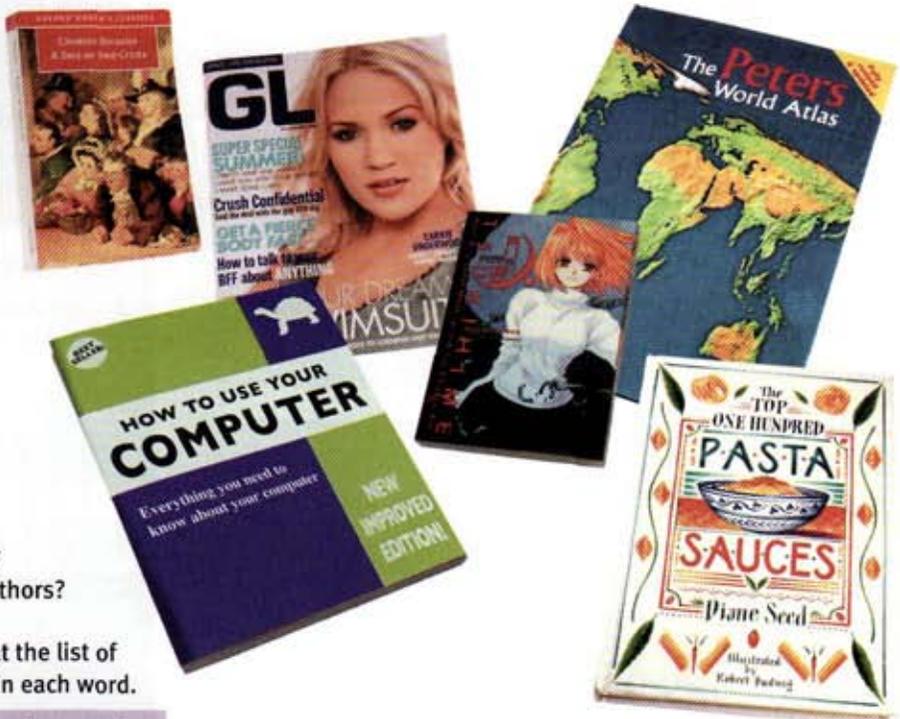
- 3 2.38 **PRONUNCIATION** Listen and repeat the list of publications in the box. Underline the stress in each word.

Publications atlas autobiography biography comic  
 cookbook dictionary encyclopaedia guidebook  
 magazine manual newspaper novel play textbook

- 4 Which publication from exercise 3 would you read if you wanted to:

- find out which country Timbuktu was in?
- look up a word you didn't understand?
- learn about spiders?
- learn how your new DVD recorder works?
- read the latest gossip about Hollywood stars?
- read stories with lots of pictures and not many words?
- prepare for a maths exam?
- find out what to do and see when you're on holiday?
- find out how to cook a nice meal?
- read about what is happening in the world?
- read about the life of a famous person, written by that person?
- read about the life of a famous person, written by another person?
- read a long story?
- read something written for the theatre?

●●●●● Vocabulary Builder (part 1): page 133



- 5 2.39 Listen to two teenagers, Josh and India, doing a questionnaire. Complete the questions.

- \_\_\_\_\_ favourite authors?
- How much \_\_\_\_\_?
- When \_\_\_\_\_?
- Would \_\_\_\_\_ write?
- What \_\_\_\_\_ about?

- 6 2.39 Listen again. Choose the answers that India and Josh give. Write *a* or *b* in the table below.

- a Stephen King and Agatha Christie  
b Jane Austen and Charles Dickens
- a about an hour a day      b about two hours a day
- a before and after school      b in the evening
- a yes      b no
- a crime and violence      b love and romance

	1	2	3	4	5
India					
Josh					

- 7 **SPEAKING** Work in pairs. Do the questionnaire answering questions from exercise 5. Tell the class about your partner.

●●●●● Vocabulary Builder (part 2): page 133

1 Read the text. What do the numbers refer to?

- 1 1851    2 40    3 1.3 million



The New York Times is one of the most famous papers in the world. It first appeared in 1851. Today, it is known for the accuracy and quality of its journalism. It is owned by the New York Times Company, which also publishes 40 other newspapers. Over 1.3 million copies are printed every day, and it is published online too.

2 Look at the example of the passive in blue in the text. Then read and complete the rule in the Learn this! box.

LEARN THIS!

1 The present passive is formed with the correct form of the verb \_\_\_\_\_ and the past participle.

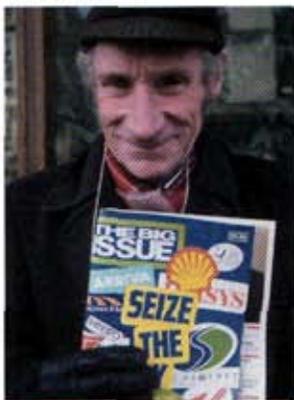
*This TV show is filmed in Spain.  
Magazines aren't sold in that shop.  
Is this newspaper printed in China?*

2 When we want to say who performed the action, we use *by*.  
*This book is published by Oxford University Press.*

3 Find three more examples of the passive in the text in exercise 1. Are they singular or plural? Do they say who performed the action?

4 Choose the correct words to complete the sentences about *The Big Issue* magazine.

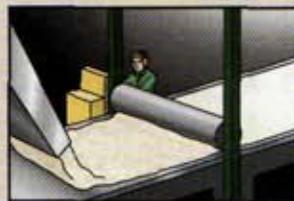
- 1 *The Big Issue* is / are published every week.
- 2 Some of the articles is / are written by famous people.
- 3 About 160,000 copies of each issue is / are sold in the UK.
- 4 The magazine is / are sold by homeless people for £1.40 a copy.
- 5 The people who sell the magazine is / are known as 'vendors'.
- 6 About half of the money from sales is / are kept by the vendors.
- 7 The other half is / are used by the vendors to buy more magazines.
- 8 Special badges is / are worn by the vendors.



5 2.40 Listen and number the pictures in the correct order. Complete the sentences with the present simple passive.

## How paper is made

The mixture \_\_\_\_\_ (press) onto large flat metal sheets.



The rolls of paper \_\_\_\_\_ (send) to factories where they \_\_\_\_\_ (make) into books, magazines and hundreds of other things.



The sheets of paper \_\_\_\_\_ (dry). Then they \_\_\_\_\_ (put) onto big rolls.



Trees \_\_\_\_\_ (grow) on a 'tree farm'. The trees \_\_\_\_\_ (cut down), then new trees \_\_\_\_\_ (plant).



The chips \_\_\_\_\_ (cook) with a lot of water.



The wood \_\_\_\_\_ (take) by lorry to the paper mill where it \_\_\_\_\_ (cut) into very small pieces called 'chips'.



6 **SPEAKING** Work in pairs. Think of as many examples as you can of these things. Which pair has the most ideas?

- 1 newspapers that are published every day
- 2 things that are made in your country
- 3 sports that aren't played in your country
- 4 things that are eaten at Christmas
- 5 fruits that aren't grown in your country

## Vocabulary

1 Complete the chart with the missing verbs and nouns.

Verb	Criminal
burgle a house	1 _____
2 _____ somebody	murderer
vandalise something	3 _____
4 _____ a bank	robber
sell drugs	5 _____
6 _____ joyriding	joyrider

Mark  /6

2 Now complete the words for the crimes in exercise 1.

- 1 burg \_\_\_\_\_      4 rob \_\_\_\_\_  
 2 mur \_\_\_\_\_      5 drug-d \_\_\_\_\_  
 3 vandal \_\_\_\_\_      6 joyrid \_\_\_\_\_

Mark  /6

3 Complete the sentences with the publications in the box.

atlas    autobiography    cookbook    dictionary  
 guidebook    manual    play    textbook

- 1 She looked in the \_\_\_\_\_ for a map of Austria.  
 2 It's a great \_\_\_\_\_ with lots of good recipes for fish.  
 3 I read the \_\_\_\_\_ at home before we saw it at the theatre.  
 4 She tells stories about her childhood in her \_\_\_\_\_.  
 5 If you don't know a word, look it up in a \_\_\_\_\_.  
 6 I'm not sure how to copy photos from my digital camera to my computer – I'll look in the \_\_\_\_\_.  
 7 We're using an interesting \_\_\_\_\_ in our history classes.  
 8 When we went to New York, we stayed at a hotel that we found in the \_\_\_\_\_.

Mark  /8

## Grammar

4 Complete the sentences with the past perfect form of the verbs in the box.

not close    finish    go    leave    not revise    see

- 1 By the time I arrived at the cinema, the film \_\_\_\_\_.  
 2 When I looked in my bag, I realised that I \_\_\_\_\_ my phone on the bus.  
 3 I phoned my friend at home, but she \_\_\_\_\_ out.  
 4 I did badly in the exam because I \_\_\_\_\_.  
 5 She told the police what she \_\_\_\_\_.  
 6 The burglars got in through the window because we \_\_\_\_\_ it.

Mark  /6

5 Read the dialogue. Complete the reported speech by changing the tense of the verbs in the dialogue.

- Sam There's a good action film on TV.  
 Julie I don't like action films.  
 Sam It's a great film. My friend saw it at the cinema.  
 Julie I prefer romantic comedies.  
 Sam We always watch romantic comedies.  
 Julie That isn't true. We watched a horror film last time!

Sam said that there was a good action film on TV. Julie said that she <sup>1</sup> \_\_\_\_\_ action films. Sam said that it <sup>2</sup> \_\_\_\_\_ a great film, and that his friend <sup>3</sup> \_\_\_\_\_ it at the cinema. Julie said that she <sup>4</sup> \_\_\_\_\_ romantic comedies. Sam said that they always <sup>5</sup> \_\_\_\_\_ romantic comedies. Julie said that that <sup>6</sup> \_\_\_\_\_ true, and that they <sup>7</sup> \_\_\_\_\_ a horror film last time.

Mark  /7

6 Rewrite the active sentences as passive sentences.

- 1 They print this newspaper in London.  
 This newspaper is printed in London.  
 2 They wear these shoes in Holland.  
 3 They built this church five hundred years ago.  
 4 They've stolen my bike.  
 5 They don't eat pork in Iran.  
 6 They make pasta in Italy.  
 7 They didn't translate his first novel.  
 8 They've caught the robbers.

Mark  /7

## Everyday English

7 Number the lines of the dialogue in the correct order.

- Can you tell me what was in it?  
 How can I help?  
 I think somebody has stolen my bag.  
 Yes. My wallet and my mobile phone.  
 No, there wasn't. Just some money.  
 Was there any identification in the wallet?

Mark  /6

8 Complete the dialogue with questions a–d.

- a How much is it?      c How long will it take?  
 b Do you know the name of the author?      d Have you got it in stock?

- Customer I'm looking for a novel called *The Black Crystal*.  
 Assistant <sup>1</sup> \_\_\_\_\_  
 Customer I think it's Harris.  
 Assistant Let me check. Ah, yes, *The Black Crystal* by Tom Harris.  
 Customer <sup>2</sup> \_\_\_\_\_  
 Assistant No, we haven't. I'm sorry. But I can order it for you.  
 Customer <sup>3</sup> \_\_\_\_\_  
 Assistant It's £7.99.  
 Customer That's fine. <sup>4</sup> \_\_\_\_\_  
 Assistant Two or three days.

Mark  /4

TOTAL  /50

## 6B will and going to

1 Write predictions about technology in ten years' time. Use *I think ...* or *I don't think ...* and the phrases in the box.

→ 6.1, 6.2

all children / have a mobile phone  
camcorders / be very small  
digital cameras / be very expensive  
cars / need petrol  
houses / use solar energy  
watches / include MP3 players

*I think all children will have a mobile phone.*

2 Think of offers or promises for the problems in the box. Use *I'll ...* → 6.1, 6.2

I can't do my homework.  
I need to call my mum, but I haven't got my mobile phone.  
I want to watch this film, but my DVD player is broken.  
I'm going to miss my favourite TV programme tonight.

3 **SPEAKING** Work in pairs. Student A: describe a problem from exercise 2. Student B: Offer or promise to do something.

I can't do my homework.

I'll ask my sister to help you.

4 Match the pairs of sentences. → 6.1, 6.2

- 1 'What would you like to eat, sir?'
- 2 'Have you got Sam's number?'
- 3 'These pens are 90p each.'
- 4 'The shower isn't working.'
- 5 'We're leaving now.'
- a 'I'm not sure. I'll look in my phonebook.'
- b 'I'll go with you.'
- c 'I'll have the pasta, please.'
- d 'I'll have a bath.'
- e 'I'll take three.'

5 Write predictions about the pictures with *going to*. Use the verbs in the box to help you. → 6.3, 6.4

chase crash fall off fall over frighten scream steal



6 Write down three things you intend to do this weekend and three things you don't intend to do. Use *I'm (not) going to ...* → 6.3, 6.4

*I'm not going to do any homework.*

## 6D Zero conditional / may, might, could

7 Match the two halves of the sentences. → 6.6

- 1 If you press this button,
- 2 If you can't say anything nice,
- 3 I'm here
- 4 If I drink coffee in the evening,
- 5 It doesn't matter
- 6 If you say 'sit',
- a if you need me.
- b if you break that calculator – it was cheap.
- c I never sleep well.
- d the lights come on.
- e my dog sits down.
- f don't say anything at all.

8 Complete the text with *may, might* and *could* and the verbs in the box. There is one negative form.

become do happen prefer share want

Sales of CDs are declining because of illegal file sharing, and film companies are worried that the same thing <sup>1</sup> \_\_\_\_\_ with DVDs. As downloads become faster, more and more people <sup>2</sup> \_\_\_\_\_ films over the Internet rather than buying them. Buying DVDs <sup>3</sup> \_\_\_\_\_ a thing of the past. The music industry now encourages legal downloads from websites like the iTunes Music Store. The film industry <sup>4</sup> \_\_\_\_\_ something similar. However, if they try to charge too much for film downloads, people <sup>5</sup> \_\_\_\_\_ to pay. They <sup>6</sup> \_\_\_\_\_ to download them illegally using one of the many file-sharing programs.



## will

### 6.1

We use *will* to talk about the future. We form sentences with *will* like this:

- *will* + infinitive without *to*  
I will go.

The form of *will* is the same for all persons (*I, you, he, she, etc.*).

#### Affirmative

I'll see you later.

She'll be angry.

(full form = *will*)

#### Negative

I won't tell anybody.

They won't listen to you.

(full form = *will not*)

#### Interrogative

Will you be at home?

Will it work?

#### Short answer

Yes, I will.

No, it won't.

### 6.2

We use *will*:

- to make factual statements about the future.  
There will be a solar eclipse in 2024.
- to make predictions, especially when they are based on our own thoughts or beliefs.  
I think you'll do well in your exams.  
I don't think England will win the next World Cup.
- to make offers.  
I'll carry your bags.  
I'll lend you my phone.
- to make promises.  
I'll always love you.
- to make instant decisions (decisions that we make while we are speaking).  
Look! There's Tommy. I'll go and say hello.

## going to

### 6.3

We use *be going to* to talk about the future. We form sentences with *be going to* like this:

- present simple of *be* + *going to* + infinitive without *to*  
I'm going to take my driving test next year.  
Roger Federer isn't going to win the match.  
Are you going to be at home this weekend?  
Yes, I am. / No, I'm not.

### 6.4

We use *be going to*:

- to make predictions, especially when they are based on what we can see.  
Look at that man! He's going to jump in the river!
- to talk about our intentions.  
I'm going to invite her to my party.

### 6.5

We use both *will* and *be going to* to make predictions and to talk about our decisions. However, we use them in a slightly different way.

We use ...	<i>will</i>	<i>be going to</i>
predictions	based on our own knowledge and opinions: Rooney will score. He always scores in important games.	based on the situation and what we can see: Rooney's got the ball! He's going to score!
decisions	instant decisions that we make while speaking: Show me the menu. Hmm. I'll have chicken.	intentions – things that we have already decided: I'm going to have chicken tonight. I bought it this morning.

## Zero conditional

### 6.6

We use the zero conditional to talk about a result which follows a particular action. We use the present simple to describe the action and the present simple to describe the result.

If you press this button, the light comes on.

The *if* clause can come before or after the main clause. If it comes after, we don't use a comma.

If you heat ice, it melts.

Ice melts if you heat it.

## 7B *must, mustn't and needn't*

1 Match the pairs of sentences. → 7.1, 7.2

- 1 You mustn't eat those mushrooms.
  - 2 You must drive on the left.
  - 3 You mustn't swim here.
  - 4 You must pay for those books.
  - 5 You mustn't worry about your exams.
  - 6 You must try on that top.
- a You're in England!  
 b You don't want to buy the wrong size.  
 c They're poisonous.  
 d They'll be fine.  
 e They aren't free.  
 f The river is dangerous.

2 What do the signs mean? Complete the sentences with *must* or *mustn't*. → 7.1, 7.2



1 You mustn't turn left.



2 You \_\_\_\_\_ stop here.



3 You \_\_\_\_\_ smoke.



4 You \_\_\_\_\_ switch off your mobile phone.



5 You \_\_\_\_\_ be eighteen to see this film.



6 You \_\_\_\_\_ dive here.



7 You \_\_\_\_\_ wear a hard hat.



8 You \_\_\_\_\_ turn right.

3 Rewrite the sentences using *needn't*. → 7.3

- 1 It isn't necessary for you to buy her a present.  
You needn't buy her a present.
- 2 It isn't necessary for us to arrive on time.
- 3 It isn't necessary for them to phone me.
- 4 It isn't necessary for him to wear a suit.
- 5 It isn't necessary for her to cook dinner for me.
- 6 It isn't necessary for you to wait for me.

## 7D First conditional

4 Match the two halves of the sentences. → 7.4, 7.5

- 1 If I don't go to bed soon, ...
  - 2 I won't pass my exam ...
  - 3 My brother will help me ...
  - 4 If you have a party, ...
  - 5 We won't have a barbecue ...
  - 6 Will your brother be angry ...
- a ... will you invite me?  
 b ... I'll be tired tomorrow.  
 c ... if we use his computer?  
 d ... if my homework is too difficult.  
 e ... if it rains tomorrow.  
 f ... if I don't study hard.

5 Complete the first conditional sentences with the present simple form of the words in brackets. → 7.4, 7.5

- 1 If he \_\_\_\_\_ (eat) too much, he won't sleep well.
- 2 I'll feed his cat while he's away if he \_\_\_\_\_ (ask) me.
- 3 We won't get home before it's dark if we \_\_\_\_\_ (leave) after 5.30 p.m.
- 4 If you \_\_\_\_\_ (work) harder, you'll do better at school.
- 5 If it \_\_\_\_\_ (snow) next month, we'll go skiing.
- 6 She'll be angry if he \_\_\_\_\_ (not come) to her party.

6 Complete the first conditional sentences with the *will* form of the words in brackets. → 7.4, 7.5

- 1 If you give me your number, I \_\_\_\_\_ (call) you tomorrow.
- 2 They \_\_\_\_\_ (not buy) a new car if it costs too much.
- 3 If you don't tell your parents where you are, they \_\_\_\_\_ (be) worried.
- 4 You \_\_\_\_\_ (have) a great time if you come to the party.
- 5 What \_\_\_\_\_ you \_\_\_\_\_ (do) if it rains tomorrow?
- 6 If we can't find a hotel, where \_\_\_\_\_ we \_\_\_\_\_ ? (sleep)

## must and mustn't

### 7.1

The form of *must* or *mustn't* is the same for all persons (*I, you, he, etc.*).

#### Affirmative

I must go home.

You must tell the truth.

#### Negative

You mustn't tell anybody.

They mustn't be late.

(full form = must not)

#### Interrogative\*

Must you leave so early?

#### Short answer

Yes, I must.

\* We don't often make questions with *must*. It is more common to use *Do you have to ...?*

### 7.2

We use **must + infinitive without to** to say that something is necessary, and it is very important to do it.

In some Asian countries, you must eat with your right hand.

You must be quiet in the school library.

We use **mustn't + infinitive without to** to say that something is prohibited, and it is very important not to do it.

We mustn't be late for school.

You mustn't use a mobile phone in the cinema.

We often use **must or mustn't** to express rules and laws.

In the UK, you must be 17 to drive a car.

You mustn't smoke on aeroplanes.

## needn't

### 7.3

We use **needn't + infinitive without to** to say that something is not necessary but isn't against the rules.

You needn't bring a towel. There are towels at the swimming pool.

(But you can bring one if you want.)

You needn't take sandwiches as lunch is provided.

(But you can bring them if you want.)

## First conditional

### 7.4

We use the first conditional to predict the result of a future action. We use the present simple to describe the action and **will + infinitive without to** to describe the result.

If you go to bed late, you'll be tired tomorrow.

(action) (result)

If I miss the bus, I'll take a taxi.

(action) (result)

### 7.5

The **if clause** can come before or after the main clause. If it comes after, we don't use a comma.

If you drink too much coffee, you won't sleep well.

You won't sleep well if you drink too much coffee.

## 8B Second conditional

1 Complete the sentences with the past simple form of the verbs in brackets. → 8.1, 8.2

- If I (have) \_\_\_\_\_ a bicycle, I'd ride to school.
- If I (owe) \_\_\_\_\_ money to my parents, I'd pay them back.
- He'd write more often if he (have) \_\_\_\_\_ more time.
- If I (know) \_\_\_\_\_ the answer, I'd tell you.
- If we (not live) \_\_\_\_\_ in the city, I'd get really bored.
- Would you be angry if I (copy) \_\_\_\_\_ your homework?
- You wouldn't be so tired in the mornings if you (not stay up) \_\_\_\_\_ so late.
- If Pete (not smoke) \_\_\_\_\_, he'd be much healthier.

2 Complete the second conditional sentences with the correct form of the verbs in brackets. → 8.1, 8.2

- If they (live) \_\_\_\_\_ in the city, life (be) \_\_\_\_\_ easier.
- I (play) \_\_\_\_\_ basketball if I (be) \_\_\_\_\_ taller.
- If we (have) \_\_\_\_\_ a DVD player, we (watch) \_\_\_\_\_ films every evening.
- You (can) \_\_\_\_\_ afford that MP3 player if you (not spend) \_\_\_\_\_ all your money on clothes.
- What (happen) \_\_\_\_\_ if you (not go) \_\_\_\_\_ to school tomorrow?
- He (not be) \_\_\_\_\_ very happy if you (not invite) \_\_\_\_\_ him to your birthday party.
- If I (find) \_\_\_\_\_ a credit card, I (take) \_\_\_\_\_ it to the police.
- How (you / feel) \_\_\_\_\_ if you (not pass) \_\_\_\_\_ your exams?

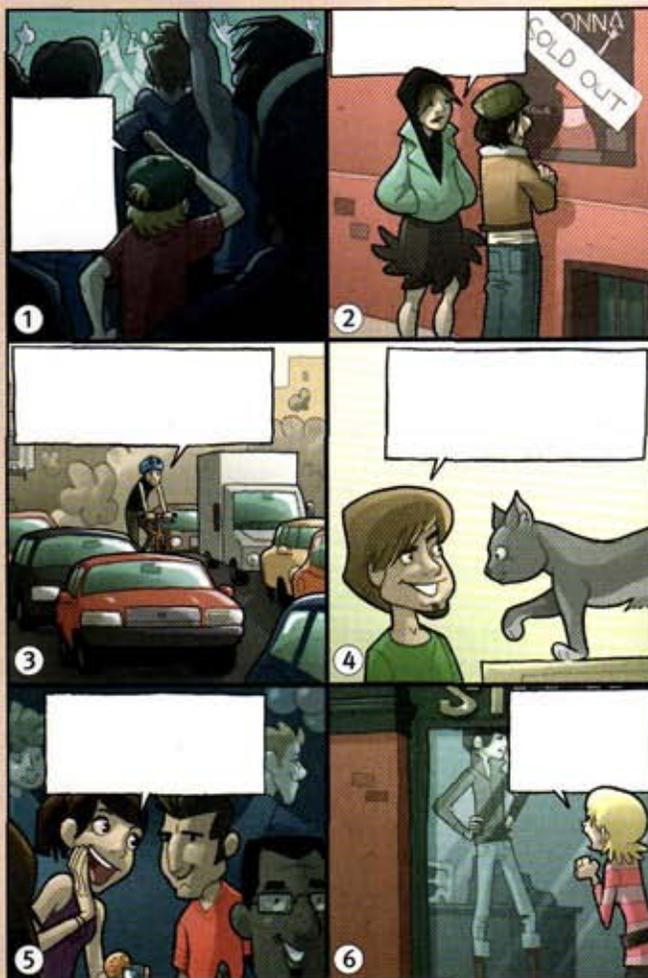
3 Write second conditional sentences. → 8.1, 8.2

- I don't have a computer, so I don't play computer games.  
If I had a computer, I'd play computer games.
- Ben has to get up early on Mondays, so he doesn't go out on Sunday evenings.
- Kate doesn't have a ticket for the Madonna concert, so she isn't going.
- There isn't a football match on TV this evening, so they're going out.
- I have a lot of homework, so I'll stay in this evening.
- We don't have to help with the cooking, so we can watch a DVD.

## 8D I wish ...

4 Write the sentences in the correct speech bubbles. → 8.3, 8.4

I wish I could buy that jacket.  
I wish I lived in the country.  
I wish I were taller.  
I wish the music wasn't so loud.  
I wish we had tickets.  
I wish you could talk.



5 Complete the sentences with the correct form of the verbs in brackets. → 8.3, 8.4

- I wish I \_\_\_\_\_ (not have) so much homework.
- I wish we \_\_\_\_\_ (be) in the same class.
- Jim wishes he \_\_\_\_\_ (can) dance.
- I wish it \_\_\_\_\_ (not be) winter.
- Patricia wishes she \_\_\_\_\_ (not hate) pizza.
- I'm having a great time in Majorca. I wish you \_\_\_\_\_ (be) here.
- I wish I \_\_\_\_\_ (can) eat bread, but I can't.
- I wish I \_\_\_\_\_ (not have to) take an exam at the end of the year.

## Second conditional

### 8.1

We use the second conditional to talk about situations that are unlikely or unreal. It can refer to the present or the future.

We use the past tense to describe the unlikely, unreal or imaginary action or situation, and *would* + infinitive without *to* to describe the result.

If I had a lot of money, I'd visit the USA.

### 8.2

The *if* clause can come before or after the main clause. If it comes after, we don't use a comma.

If I lived in the country, I'd have a dog.

I'd have a dog if I lived in the country.

## *I wish ...*

### 8.3

We use *wish* + past simple or past continuous to say that we want something to be different from how it is now.

The present situation: Alison has brown eyes.

Wish: Alison wishes she had blue eyes.

The present situation: It's cold. I am wearing a jacket.

Wish: I wish I was wearing a coat.

### 8.4

After *if* and *wish* we sometimes use *were* rather than *was* with *I/he/she/it*. *Were* is more formal than *was*.

## 9B Past perfect

1 Complete the sentences with the past perfect form of the verbs in brackets. → 9.1, 9.2

- I didn't watch the film because I \_\_\_\_\_ (see) it.
- She felt ill because she \_\_\_\_\_ (eat) too much.
- We couldn't drive to Liverpool because our car \_\_\_\_\_ (break down).
- He \_\_\_\_\_ (not finish) his homework so he couldn't go out.
- 'Why was he so hungry?' 'Because he \_\_\_\_\_ (not have) lunch.'
- I \_\_\_\_\_ (buy) the tickets before I heard you were ill.
- He couldn't go out because he \_\_\_\_\_ (promise) to help his mum with the housework.
- Last year I went to San Francisco. I \_\_\_\_\_ (not visit) the USA before.
- After I \_\_\_\_\_ (write) the letter, I posted it.
- When dad \_\_\_\_\_ (do) the gardening, he watched TV.

2 Write one sentence, using the past simple and the past perfect. Start with *When*. → 9.1, 9.2

- Joe went out. I arrived home.  
*When I arrived home, Joe had gone out.*
- I went to bed. Paul phoned.  
*When Paul ...*
- The shoplifter ran away. The police arrived.
- Dad cooked dinner. Mum got home.
- The vandals sprayed graffiti on the wall. The police caught them.
- The film started. We arrived at the cinema.
- It started to rain. We left the beach.
- The train left. We got to the station.

## 9D Reported speech

3 Complete the sentences in reported speech. Use the past simple, past continuous or past perfect. → 9.3, 9.4

- 'I like pizza,' said Fred.  
Fred said that he liked pizza.
- 'A shoplifter stole three CDs,' said the shop assistant.  
The shop assistant said that a shoplifter \_\_\_\_\_ three CDs.
- 'Drug dealers are selling drugs in front of my house,' the man said.  
The man said that drug dealers \_\_\_\_\_ drugs in front of his house.
- 'It's getting dark,' said Jess.  
Jess said that it \_\_\_\_\_ dark.
- 'Some vandals smashed the shop window,' she said.  
She said that some vandals \_\_\_\_\_ the shop window.
- 'The burglar is in the police car,' said the police officer.  
The police officer said that the burglar \_\_\_\_\_ in the police car.
- 'Two men robbed the bank,' the bank manager said.  
The bank manager said that two men \_\_\_\_\_ the bank.
- 'Every day joyriders steal ten cars in the city,' said the police officer.  
The police officer said that every day joyriders \_\_\_\_\_ ten cars in the city.

4 Complete the sentences with the correct pronoun. → 9.4

- 'I'm going home,' said Cathy.  
Cathy said that \_\_\_\_\_ was going home.
- 'We live in Birmingham,' she said.  
She said that \_\_\_\_\_ lived in Birmingham.
- 'I like watching TV in my bedroom,' he said.  
He said that \_\_\_\_\_ liked watching TV in \_\_\_\_\_ bedroom.
- 'You're late!' she said to me.  
She said to \_\_\_\_\_ that \_\_\_\_\_ was late.
- 'He never phones me,' said Elizabeth.  
Elizabeth said that \_\_\_\_\_ never phoned \_\_\_\_\_.

5 Rewrite what Fiona says using reported speech. → 9.3, 9.4

1 I'm hungry. *Fiona said that she was hungry.*

2 I didn't have any breakfast. \_\_\_\_\_

3 I want a banana. \_\_\_\_\_

4 I'm going out. \_\_\_\_\_

5 My friend is meeting me at the cinema. \_\_\_\_\_

6 My friend's name is Tom. \_\_\_\_\_

7 I first met him last year. \_\_\_\_\_



8 We're going to see a Johnny Depp film. \_\_\_\_\_

6 Rewrite the sentences in direct speech. → 9.3, 9.4

- He said that it wasn't raining.  
*'It isn't raining,' he said.*
- She said that last month joyriders had stolen her car.
- He said that he needed a holiday.
- You said that you were going to Tom's party this evening.
- He said that he'd seen the robbers leaving the bank.
- She said that I was greedy.
- You said that you'd had lunch.
- He said that he was feeling ill.

## Past perfect

### 9.1

We form the past perfect like this:

#### Affirmative

I/you'd gone

he/she/it'd gone

we/you/they'd gone

#### Short form and full form

'd = had

#### Negative

I/you hadn't gone

he/she/it hadn't gone

we/you/they hadn't gone

#### Short form and full form

hadn't = had not

#### Interrogative

Had I/you gone ...?

Had he/she/it gone ...?

Had we/you/they gone ...?

#### Short answer

Yes, I had. / No, I hadn't.

Yes, she had. / No, she hadn't.

The past participle of regular verbs is the same as the past simple.

finished danced studied chatted

Sometimes irregular verbs have the same past participle as the past simple form, sometimes they are different.

go - went - been/gone

buy - bought - bought

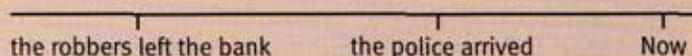
see - saw - seen

For a list of irregular verbs see the Workbook.

### 9.2

We use the past perfect to talk about an event in the past which happened before another event in the past.

#### Time line



When the police arrived, the robbers had left the bank.

## Reported speech

### 9.3

When we report somebody else's words, the tense of the verb usually changes.

Direct speech	Reported speech
<b>Present simple</b> →	<b>Past simple</b>
'I don't like dogs,' Ben said.	Ben said (that) he didn't like dogs.
'My dad is at work,' Becky said.	Becky said that her dad was at work.
<b>Present continuous</b> →	<b>Past continuous</b>
'He's wearing a blue top,' Michelle said.	Michelle said (that) he was wearing a blue top.
<b>Past simple</b> →	<b>Past perfect</b>
'We moved to London in 2000,' Phil said.	Phil said (that) they had moved to London in 2000.

It is not necessary to use *that* in reported speech.

### 9.4

The pronouns sometimes change, depending on the context.

'My name's Jill,' she said.

She said that **her** name was Jill.

'We went to the cinema,' Mark said.

Mark said that **they** had gone to the cinema.

'I'll meet you after school,' Becky said.

Becky said **she'd** meet **me** after school.

## 10B The passive (present simple)

1 Complete the sentences with the present simple passive form of the verbs in brackets. → 10.1, 10.2, 10.3

- Rice \_\_\_\_\_ (grow) in China.
- Helmets \_\_\_\_\_ (wear) by ice hockey players.
- Spanish \_\_\_\_\_ (speak) in Mexico.
- Coffee \_\_\_\_\_ (drink) in most countries of the world.
- English \_\_\_\_\_ (teach) in schools all over Europe.
- Turkey \_\_\_\_\_ (eat) at Christmas.

2 Complete the text with the present simple passive form of the verbs in brackets. → 10.1, 10.2, 10.3

### Celebrity Magazine Interviews

First, the celebrity <sup>1</sup> \_\_\_\_\_ (contact) by the magazine. If the celebrity agrees to the interview, a reporter <sup>2</sup> \_\_\_\_\_ (send) to their house. The celebrity <sup>3</sup> \_\_\_\_\_ (interview) and lots of photographs <sup>4</sup> \_\_\_\_\_ (take). Then the article <sup>5</sup> \_\_\_\_\_ (write) – it's always a very kind one – and a lot of money <sup>6</sup> \_\_\_\_\_ (pay) to the celebrity!

3 Complete the sentences with the present simple passive form of the verbs in the box. → 10.1, 10.2, 10.3

eat grow make sell send speak visit

- Tea \_\_\_\_\_ in India.
- Newspapers and magazines \_\_\_\_\_ in a newsagent's.
- English \_\_\_\_\_ in Australia and New Zealand.
- The best chocolate \_\_\_\_\_ in Belgium and Switzerland.
- In the UK too many criminals \_\_\_\_\_ to prison.
- Every year, 38 billion burgers \_\_\_\_\_ in the USA.
- Every year Paris \_\_\_\_\_ by 24 million tourists.

4 Rewrite the sentences in the passive. → 10.1, 10.2, 10.3

- They recycle a lot of paper and cardboard in Britain.
- They don't sell books in this shop.
- They don't make Camembert cheese in Germany.
- They use recycled paper in newspapers.
- They don't grow oranges in Hungary.
- They don't drink alcohol in some Muslim countries.

## 10D The passive (other tenses)

5 Complete the sentences with the past simple passive form of the verbs in brackets. → 10.4

- This DVD player \_\_\_\_\_ (make) in Korea.
- The Lord of the Rings* \_\_\_\_\_ (write) by J.R.R. Tolkien.
- Jeans \_\_\_\_\_ (invent) in the USA.
- Shakespeare's plays \_\_\_\_\_ (perform) for the first time about 400 years ago.
- John Lennon \_\_\_\_\_ (murder) in New York in 1980.
- Pluto \_\_\_\_\_ (discover) in 1930.

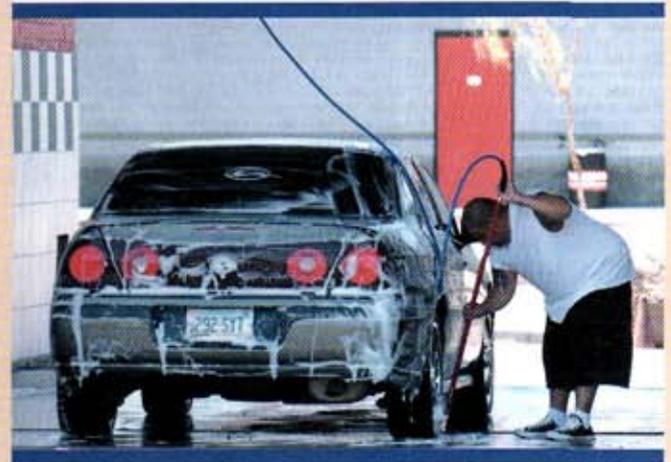
6 Rewrite the sentences in the passive. Use *by* if necessary to say who has done the action. → 10.3, 10.4

- Somebody has stolen my camera.
- Somebody has vandalised the bus stop.
- Shoplifters have taken the new DVDs.
- Somebody has burgled their house.
- They've murdered three people.
- The police have interviewed three suspects.

7 Complete the advertisement with the passive form of *will*.

### Car Valet Service!

Your car <sup>1</sup> \_\_\_\_\_ (collect) from your home. It <sup>2</sup> \_\_\_\_\_ (clean) by hand, and the doors and windows <sup>3</sup> \_\_\_\_\_ (polish). Any rubbish <sup>4</sup> \_\_\_\_\_ (take) out of the car and the seats <sup>5</sup> \_\_\_\_\_ (hoover). The car <sup>6</sup> \_\_\_\_\_ (return) to you the same day!



## Passive (present simple)

### 10.1

We form the present simple passive like this:

- present simple of *be* + past participle of the main verb.

#### Affirmative

This newspaper **is published** daily.

These grapes **are grown** in Italy.

#### Negative

This wine **isn't made** in France.

Cars **aren't used** on the island of Treviso.

#### Interrogative

**Is your bicycle serviced** regularly?

**Are your clothes washed** by hand?

#### Short answer

Yes, it is. / No, it isn't.

Yes, they are. / No, they aren't.

### 10.2

We use the passive when we want to focus on the action, not on who performs it, or when we don't know who performs it.

We often use the present simple passive to describe a process.

First, the bottles **are washed**. Then they're sorted into different colours.

Next, they ..., etc.

### 10.3

When we want to say who performed the action, we use *by*.

My exams **are marked** by the teachers.

## Passive (other tenses)

### 10.4

We form other tenses of the passive like this:

- correct tense of *be* + past participle of the main verb.

Tense	Example
past simple	This house <b>was built</b> in 1850. My friends <b>were robbed</b> in Mexico last year.
present perfect	Our car <b>has been stolen</b> ! The Harry Potter books <b>have been read</b> by millions.
will (future simple)	His first novel <b>will be published</b> next year. The pyramids <b>will be closed</b> next week.

## PART 1

1 Match the pictures with the descriptions.



- 1 You listen to radio programmes on it.
- 2 You can take photographs without using a film.
- 3 You use it to watch films recorded on disc.
- 4 You use it to record video pictures of your friends, family, etc.
- 5 You use it to watch films recorded on cassette.

2 Complete the sentences with the words in the box.

calculator    games console    mobile phone  
MP3 player    satellite TV    stereo

- 1 I love my new \_\_\_\_\_. It's really small, but it's got more than 5,000 songs on it!
- 2 I always use a \_\_\_\_\_ in maths lessons – unfortunately, we can't use them in exams.
- 3 I've got a \_\_\_\_\_ in my bedroom. It includes a radio, a CD player and a cassette deck.
- 4 We've got \_\_\_\_\_ at home. There's a choice of more than 100 TV channels!
- 5 I usually play computer games at my friend's house because he's got a new \_\_\_\_\_.
- 6 I've got a new \_\_\_\_\_. It's also a camera and an MP3 player!

## PART 2

Phrasal verbs

3 Look at the pictures and phrasal verbs. Match the opposites.



1 turn on / switch on



a put away



2 turn up



b turn off / switch off



3 take out



c take off



4 pick up



d turn down



5 put on



e put down

4 Complete the sentences with the prepositions in the box.

away    down    off    on    out    up

- 1 When I switched \_\_\_\_\_ the light, the room was completely dark.
- 2 Can you turn \_\_\_\_\_ that music? It's too loud!
- 3 Can you pick \_\_\_\_\_ my calculator? I dropped it on the floor.
- 4 She took \_\_\_\_\_ her phone and made a call.
- 5 Please put \_\_\_\_\_ the DVDs when you've watched them.
- 6 Turn \_\_\_\_\_ the TV. It's time for my favourite programme.

5 Study the information in the *Learn this!* box. Rewrite the sentences using the object pronoun in brackets.

LEARN THIS!

When we use this type of phrasal verb with an object pronoun (*me, him, it, them*, etc.), we must put it between the verb and the preposition.

Please turn up the music. Please turn it up.

- 1 Can you switch off your mobile? (it)
- 2 He put down his books. (them)
- 3 He picked up his baby daughter. (her)
- 4 I put on my trainers. (them)
- 5 Turn on the lights! (them)
- 6 Take off that hat! (it)
- 7 Please put away your calculator. (it)
- 8 She put down the baby. (him)

## PART 1

1 Label the pictures with the words in the box.

beckon cross your legs fold your arms hold hands nod  
point (at somebody/something) shake your head wink



2 Complete the sentences using the words and phrases in the box.

beckon bow hold hands hug nod  
pat you on the back shake your head wave

- In most European countries, you \_\_\_\_\_ to mean 'no'.
- In most European countries, you \_\_\_\_\_ to mean 'yes'.
- You \_\_\_\_\_ somebody if you want them to come to you.
- You often \_\_\_\_\_ to somebody when you say goodbye.
- People sometimes \_\_\_\_\_ when they say 'well done'.
- Couples sometimes \_\_\_\_\_ while they're walking.
- You often \_\_\_\_\_ family members if you haven't seen them for a long time.
- Many Asian people \_\_\_\_\_ to show respect when they meet somebody.

3 **SPEAKING** Work in pairs. Take turns to be A and B.

Student A: Choose a gesture from exercises 1 or 2.  
Do it or mime it.

Student B: Say what Student A is doing.

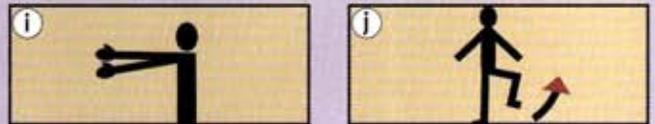
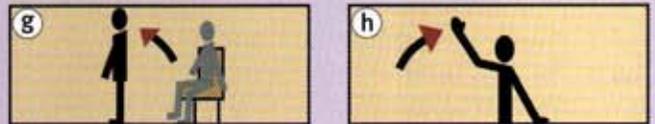
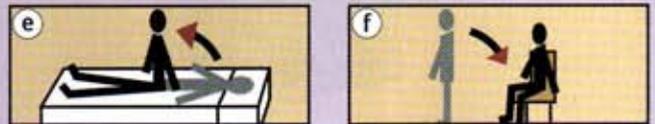
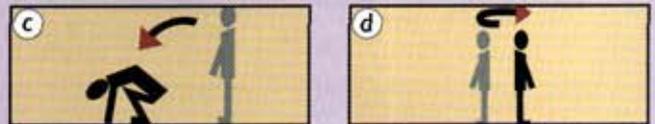
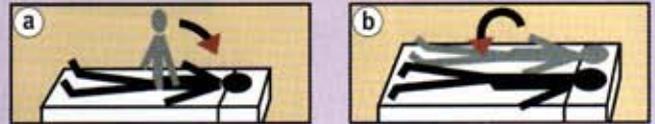
You're patting somebody on the head.

## PART 2

### Phrasal verbs

4 Label the pictures with the phrasal verbs in the box.

sit down stand up hold out your arms turn over  
turn round sit up put up your hand lift up your foot  
lie down bend down



5 Choose the correct phrases.

- When she saw me, she held out her arms / put up her hand and hugged me.
- When the alarm clock rang, he turned round / turned over and went back to sleep.
- Can you lift up your foot / stand up, please? You're standing on my toes!
- He bent down / lay down and picked up some money from the floor.
- I heard voices behind me, so I bent down / turned round and looked.
- Please lift up your foot / put up your hand if you know the answer.
- Lie down / Stand up on your bed if you're not feeling very well.
- She came into the room and sat up / sat down on the chair.

## PART 1

1 Match the global issues from the box with the pictures.

the arms trade child labour disease endangered species  
famine global warming homelessness pollution  
poverty racism terrorism war



2 Which global issues are the newspaper headlines about?

a **Bomb explodes in London**

b **France sells fighter planes to Syria**

c **Asian man attacked by white youths**

d **100,000 people living on the streets in the UK**

e **US Forces invade Iraq**

f **New medicines could save millions of lives**

g **3 billion people live on less than \$2 a day**

h **Renewable energy is the answer to climate change say scientists**

## PART 2

Word formation: noun suffixes

3 Study the information in the *Learn this!* box. Find one noun in exercise 1 that ends in *-tion* and one that ends in *-ness*.

LEARN THIS!

We can form nouns by adding suffixes (word endings) to verbs or adjectives. Sometimes the spelling changes.

- 1 verb + *-ion/-ation*  
*discuss* → *discussion*  
*organise* → *organisation*
- 2 adjective + *-ness*  
*happy* → *happiness*  
*dark* → *darkness*

4 Complete the table. (The spelling changes in *one* of the nouns.)

Verb	Suffix	Noun
inform	-ation	1 _____
educate	-ation	2 _____
act	-ion	3 _____
suggest	-ion	4 _____
Adjective	Suffix	Noun
sad	-ness	5 _____
good	-ness	6 _____

5 2.28 **PRONUNCIATION** Listen and repeat. Underline the stress on the verbs, adjectives and nouns in the table above. When is the stress on the noun different from the stress on the verb or adjective?

6 Complete the sentences with nouns from exercise 4 and the *Learn this!* box.

- 1 Could you give me some i \_\_\_\_\_ about trains to London, please?
- 2 Fruit and vegetables are full of g \_\_\_\_\_.
- 3 'It's a very long film. Why don't we eat before we go to the cinema?' 'That's a very good s \_\_\_\_\_.'
- 4 They had a d \_\_\_\_\_ about global warming.
- 5 It's important that young people leave school with good qualifications. I think the government should spend more money on e \_\_\_\_\_.
- 6 The lights went out but our eyes quickly got used to the d \_\_\_\_\_.
- 7 My uncle works for Greenpeace. It's a large o \_\_\_\_\_ that campaigns for the environment.

## PART 1

1 Complete the crimes with the endings in the box.

-ary -er -ery -ft -ing -ing -ing -ism

- 1 drug deal \_\_\_\_\_
- 2 joyrid \_\_\_\_\_
- 3 vandal \_\_\_\_\_
- 4 shoplift \_\_\_\_\_
- 5 robb \_\_\_\_\_
- 6 burgl \_\_\_\_\_
- 7 murd \_\_\_\_\_
- 8 the \_\_\_\_\_

2 Complete the sentences with the types of criminal in the box.

burglar drug dealer joyrider murderer robber  
shoplifter thief vandal

- 1 If you murder someone, you are a \_\_\_\_\_.
- 2 If you steal things from shops, you are a \_\_\_\_\_.
- 3 If you sell drugs, you are a \_\_\_\_\_.
- 4 If you break into a house and steal things, you are a \_\_\_\_\_.
- 5 If you break things, for example, shop windows or telephone boxes, you are a \_\_\_\_\_.
- 6 If you steal cars and drive them round for fun, you are a \_\_\_\_\_.
- 7 If you steal money from somebody's bag, you are a \_\_\_\_\_.
- 8 If you steal a lot of money from a bank, you are a \_\_\_\_\_.

3 Match the crimes in exercise 1 with the types of criminal in exercise 2.

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

go joyriding rob steal burgle spray vandalise  
murder

- 1 Robin Hood \_\_\_\_\_ the rich and gave to the poor.
- 2 Somebody \_\_\_\_\_ my bicycle last week. I hope the police catch the thief.
- 3 Somebody \_\_\_\_\_ the bus shelter last night. They broke the glass and \_\_\_\_\_ graffiti.
- 4 A couple of teenagers \_\_\_\_\_ three houses in our street. They took money and jewellery.
- 5 Somebody \_\_\_\_\_ a drug dealer in Birmingham yesterday. They found his body in a park.
- 6 A boy and a girl \_\_\_\_\_ last night. They stole a car and crashed it into a street lamp.

## PART 2

Word formation: noun suffixes *-er*, *-ist* and *-ian*

5 Study the information in the *Learn this!* box. Find five words with the *-er* suffix in the box in exercise 2.

LEARN THIS!

Words that describe a person who does a particular activity often end in *-er*, *-ist* or *-ian*.

1 Words that end *-er* are often connected with a verb:

*A writer is somebody who writes.*

*A teacher is somebody who teaches.*

2 Words that end *-ist* are often connected with a noun:

*A pianist plays the piano.*

*An artist makes works of art.*

3 Words that end *-ian* are often connected with an *-ical* adjective or a noun.

*A politician makes political decisions.*

*A magician does magic.*

6 Complete the words with the correct suffix: *-er*, *-ist* or *-ian*. Use the information in the *Learn this!* box to help you.

- 1 He's a music \_\_\_\_\_. He plays music.
- 2 She's a build \_\_\_\_\_. She builds houses.
- 3 He's a photograph \_\_\_\_\_. He photographs famous people.
- 4 She's a guitar \_\_\_\_\_. She plays the guitar.
- 5 He's a technic \_\_\_\_\_. He does technical work in a laboratory.
- 6 She's a tour \_\_\_\_\_. She's doing a tour of the USA.
- 7 He's a novel \_\_\_\_\_. He writes novels.
- 8 She's a sing \_\_\_\_\_. She sings.

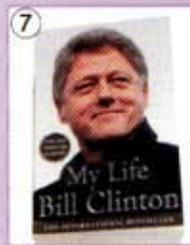
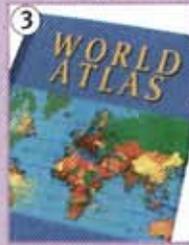
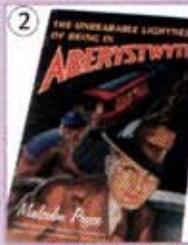
7 Match the pictures (a–h) with the people in exercise 6 (1–8).



## PART 1

1 Label the pictures with words from the box.

atlas    autobiography    biography    comic    cookbook  
dictionary    encyclopaedia    guidebook    magazine  
manual    newspaper    novel    play    textbook



2 Complete the definitions with the other seven words from exercise 1.

- A \_\_\_\_\_ is a book of instructions for a car or other device.
- A \_\_\_\_\_ is a magazine of picture stories.
- A \_\_\_\_\_ is a book that you use in lessons at school or college.
- A \_\_\_\_\_ contains words and their definitions.
- A \_\_\_\_\_ is a book that someone writes about someone else's life.
- A \_\_\_\_\_ is a show that you see at the theatre.
- An \_\_\_\_\_ contains information about lots of different subjects.

3 Write one real example of each type of publication (in English or in your language).

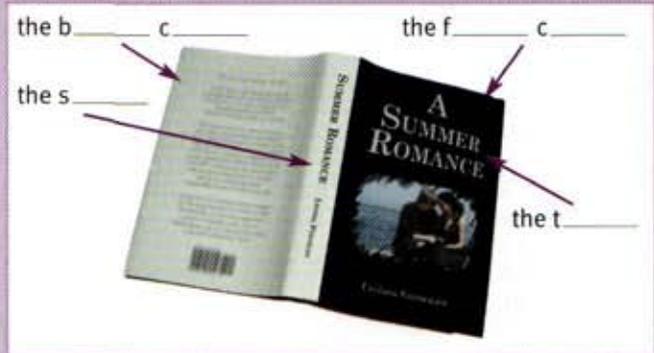
- a play \_\_\_\_\_
- a novel \_\_\_\_\_
- a textbook \_\_\_\_\_
- a magazine \_\_\_\_\_
- a dictionary \_\_\_\_\_
- a newspaper \_\_\_\_\_

## PART 2

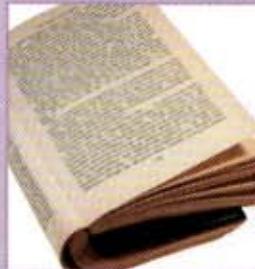
Books and text

4 Label the pictures with the words from the box.

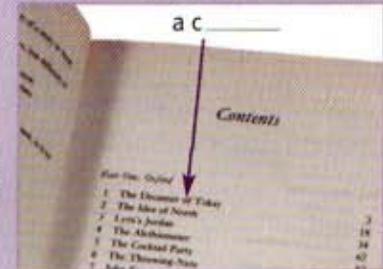
back cover    chapter    contents page    front cover  
hardback    paperback    spine    title



a h \_\_\_\_\_ book



a p \_\_\_\_\_ book



the c \_\_\_\_\_ page

5 Draw lines to match the punctuation in the text with the descriptions.

THE FINAL COUNTDOWN  
By Simon H Mancini

The noise of the engine was deafening. Jack Burtles knew that today would be like no other. After five years of training, the day had finally arrived – he was going into space.

'Ready for countdown,' instructed the first officer. 'Are all the systems functioning?'

Back in mission control, the countdown began.

'Stop! Stop!' a lone voice shouted. Jack felt his heart miss a beat as he sat confused and scared.

- capital (upper case) letters
- small (lower case) letters
- full stop
- comma
- question mark
- quotation marks
- dash
- exclamation mark

6 **SPEAKING** Work in pairs. Answer the questions about the book in exercise 5.

- What is the title?
- What is written on the spine?
- How many capital letters are there on the front cover?
- Are there any exclamation marks on the front or back cover?
- How many question marks are there in this exercise?

## Grammar

## 1 Choose the correct answers.

- 1 Be careful. You **will / are going to** fall!
- 2 We **would / might** not take the train.
- 3 She said **she / I** really enjoyed watching football.
- 4 You **mustn't / needn't** phone me. I'll give you a ring when I'm ready.
- 5 I **might / will** go out tonight but I'm not sure.
- 6 If you **book / will book** early, you get better seats.
- 7 I wish I **would have / had** more money.
- 8 If I had his number, I **would / will** phone him.
- 9 I wish I **were / could** better at schoolwork.

## 2 Complete the text with the correct form of the verbs in brackets.

Last night I <sup>1</sup> \_\_\_\_\_ (get) home at 6.30 p.m., a little later than usual. I <sup>2</sup> \_\_\_\_\_ (stay) longer at work because my boss <sup>3</sup> \_\_\_\_\_ (want) to discuss a pay increase. So, I was in a good mood when I <sup>4</sup> \_\_\_\_\_ (arrive) home! Unfortunately that <sup>5</sup> \_\_\_\_\_ (last long). When I <sup>6</sup> \_\_\_\_\_ (open) the front door, there <sup>7</sup> \_\_\_\_\_ (be) water all over the floor. My daughter <sup>8</sup> \_\_\_\_\_ (leave) a tap running in the bathroom earlier and she <sup>9</sup> \_\_\_\_\_ (go) out. The water <sup>10</sup> \_\_\_\_\_ (come) through the ceiling. It <sup>11</sup> \_\_\_\_\_ (cost) a fortune to repair. I certainly need that salary increase!

Mark  /20

## Vocabulary

## 3 Choose the correct answers.

- 1 We're allowed to use **MP3 players / calculators** in maths exams.
- 2 When I bend **up / down** my back hurts.
- 3 My baby nephew **nodded / waved** to me when he left with his mum.
- 4 Actors usually **beckon / bow** at the end of a play.
- 5 Sometimes **racism / terrorism** is a problem in a multi-racial society.

## 4 Complete the sentences with the correct words in the box.

technician novelist musician vandal  
burglar

- 1 A \_\_\_\_\_ smashed the windows of our car.
- 2 He's a \_\_\_\_\_ and plays in an orchestra.
- 3 My favourite \_\_\_\_\_ is Stephen King. I love his books.
- 4 We need a \_\_\_\_\_ to look at this computer.
- 5 The police arrested the \_\_\_\_\_ who broke into our house last year.

Mark  /10

## Listening

5  2.12 Listen to the radio interview. Are the sentences true or false?

- 1 The professor went to the Arctic to look for polar bears. \_\_\_
- 2 He went on his own. \_\_\_
- 3 There aren't as many polar bears as there were before. \_\_\_
- 4 Scientists agree on the problem of global warming. \_\_\_
- 5 It's going to become a problem in the near future. \_\_\_

Mark  /10