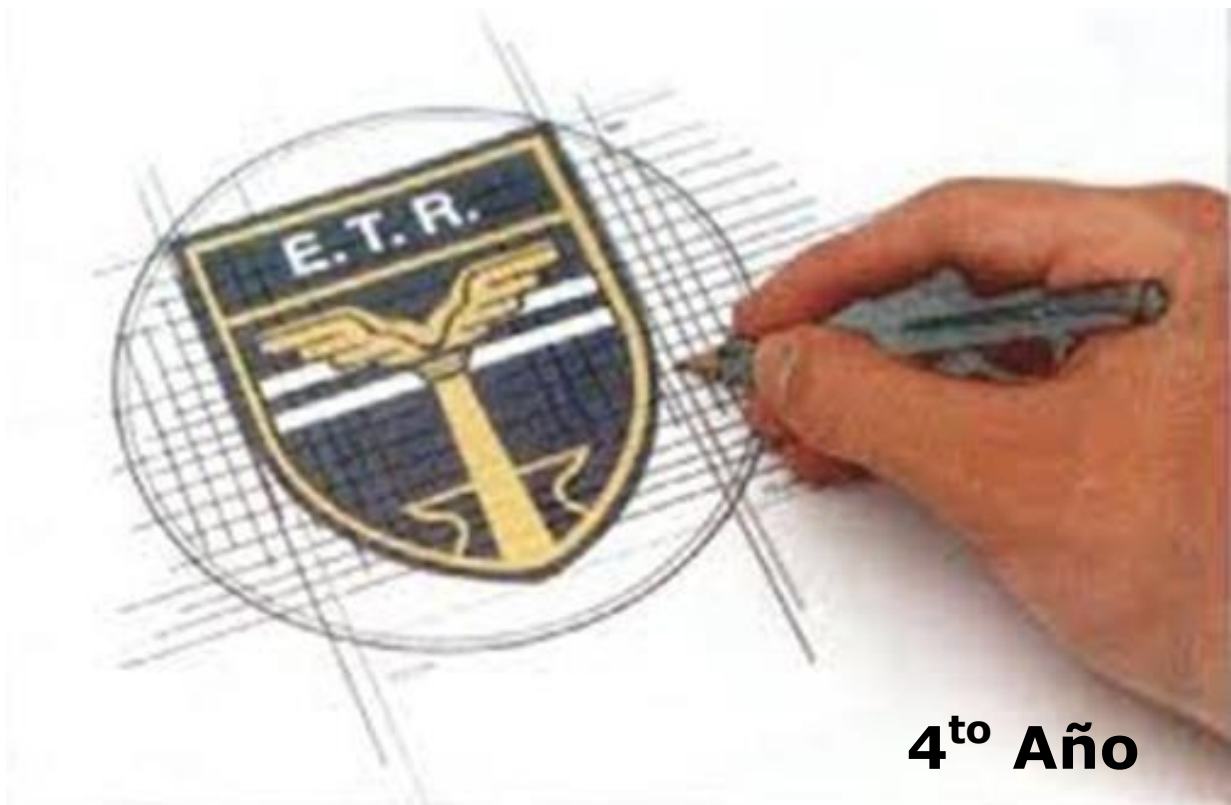




Escuela Técnica  
*Raggio*  
años

# Cuadernillo de Inglés



**4<sup>to</sup> Año**

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## EPIC JOURNEYS

### VOCABULARY

#### TRANSPORT

- 1) Work with a partner. What kind of transport can you see in the photos? Write them down in the correct columns.



Land transport	Air transport	Water transport

- 2) With a partner add these words to the column. Can you think of any more words to add?

FERRY – LORRY – ROCKET – SPACESHIP – VAN – KAYAK – TRAM

- 3) Complete the text with these words.

Arrivals – cancel – catch – delay – departures – fare – luggage – miss – platform – return – single – ticket office

When you go to the station to (a) \_\_\_\_\_ a train, if you don't already have a ticket you go and buy one at the (b) \_\_\_\_\_. You can buy a (c) \_\_\_\_\_ if you are only going one way or a (d) \_\_\_\_\_ if you are coming back. The (e) \_\_\_\_\_ is more expensive when you travel first -class because it's more comfortable and you have more space.

There isn't an extra cost for (f) \_\_\_\_\_ - you can take at least two or three big bags.

When you have your ticket, you need to find the (g) \_\_\_\_\_ where your train is leaving from. If you arrive late, you may (h) \_\_\_\_\_ your train. But sometimes there can be a (i) \_\_\_\_\_ and your train doesn't arrive on time.

And sometimes, there is no train at all because they (j) \_\_\_\_\_ it! It's

important to keep looking at the information screens which show the (k) \_\_\_\_\_ ( the times that trains are coming into the station) and the (l) \_\_\_\_\_ (the times that trains are leaving)

## ACCOMMODATION

### 4) Work with a partner. Explain the difference between these words.

- a- Hotel / motel
- b- Hotel / bed and breakfast
- c- Tent / caravan

## READING

### 1) Read the text

#### BY ANY MEANS



1 The son of the well-known British film director John Boorman, Charley Boorman became famous by making two popular television series with the film star Ewan Mc Gregor. In these series Boorman and Mc Gregor rode **huge** distances on motorbikes.

2 Boorman was looking for new challenge when his friend TV director Russ Malkin suggested going from Ireland to Australia using any means of transport. To be precise, the idea was to take any **means** of transport except planes, unless this was absolutely necessary. Boorman loved the idea and immediately began to plan the journey with Russ and a cameraman called Mungo. Together they made the trip into a TV series called *By Any Means*.

3 They began in Ireland because this was where Charley had **grown up** and started riding motorbikes at the age of just 15. The team began and ended the trip on motorbikes because these are Boorman's favourite type of transport. But they also went by express train, ferry, taxi, coach, bus, car, tractor, van, lorry,

hot-air balloon, and helicopter. Sometimes there were delays and they missed a connection. On two occasions Boorman ended up catching a plane because there was **no alternative**. But he preferred more exotic types of transport like an elephant in India and a camel in Australia. It was good that they didn't have to carry much luggage.

**4** At times Charley got very tired, especially on long distance trains. He found it difficult to sleep on night trains, and sleep in general was a problem. The three travelers usually stayed in hotels and hostels but sleeping in a different bed each night was **exhausting**, once when they slept in a tent it was nearly a disaster. They'd spent the whole day on their bikes when it started raining. They were in the middle of the jungle in Cambodia during the **monsoon**. It rained all night and Charley slept with his camera in his hand. He was expecting something terrible to happen at any moment and wanted to make sure that he could at least film it.

**5** Water gave Boorman one of his best moments on the trip, but also some of the worst. The best was when they were travelling on a "rocket boat" in Cambodia. The boat really did go like a rocket and Charley loved the **thrill** and excitement of the trip. But on other occasions when they were sailing, he thought he was going to die. On one trip from Bali to Borneo, the ship was very old and water started to **pour in**. luckily another boat was going past and could rescue them. It was **fortunate** too that they were just beginning their trip and weren't in the middle of the ocean! And while they were sailing from Timor to Australia a storm hit them. The **waves** were over four metres high and they were only travelling in a very small boat. Again, luck was with them, and after 36 hours of sailing in terrible conditions they arrived safely. For Charley this was the hardest part of the trip.

**6** By the time Boorman arrived in Sydney, Australia, he'd spent 102 days travelling, used 112 different types of transport, travelled across three continents and 25 countries, and had covered more than 32,000 kilometres!

## 2) Read the text and choose the best answer.

- a) Charley Boorman is
  - i) A film director
  - ii) A film star
  - iii) Well-known on TV
- b) Charley, Russ and Mungo
  - i) Didn't want to travel by plane
  - ii) Didn't need to travel by plane
  - iii) Couldn't travel by plane
- c) It was difficult to sleep because they
  - i) Never stay in the same place for long
  - ii) Couldn't find places to

sleep iii) Were usually travel on  
trains at night

- d) Charley didn't sleep well in the tent in Cambodia because he
  - i) Was filming a special event with his camera
  - ii) Thought something bad was going to happen
  - iii) Doesn't like rain
- e) Charley had some bad experience at sea because
  - i) Some of the boats they travelled in weren't ideal for the conditions
  - ii) He feels nervous and sick at sea
  - iii) The weather conditions were exceptionally bad

**3) Find the words in the text. What do you think they mean?**

- a) Huge
- b) Means
- c) Grown up
- d) No alternative
- e) Exhausting
- f) Monsoon
- g) Thrill
- h) Pour in
- i) Fortunate
- j) Waves

## USE OF ENGLISH

**1) Look at the sentences. Which tenses are the verbs in?**

- a) The team began and ended the trip on motorbikes.
- b) While they were sailing from Timor to Australia a storm hit them.
- c) They had spent the whole day on their bikes when it started raining.

**2) Complete the rules with past simple, past continuous and past perfect. Then match the sentences a-c with each rule.**

- a) We use \_\_\_\_\_ to talk about actions that happened before another action in the past. (\_\_\_\_)
- b) We use \_\_\_\_\_ to describe finished actions or situations in the past, or to say that one thing happened after another. (\_\_\_\_)
- c) We use the \_\_\_\_\_ to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action. (\_\_\_\_)

**3) Rewrite these sentences, first in the negative form and then in the question form.**

- a) they began the trips on motorbikes
- b) they were sailing from Timor to Australia.
- c) They had spent the days on their bikes.

## 4) Put these verbs in the correct form of the past simple or past continuous

Buy – catch – hear – look – ride – shine – snow – wait

- When I left home this morning, the sun \_\_\_\_\_
- I \_\_\_\_\_ the bus at 8:45.
- While I \_\_\_\_\_ my bike to school this morning, I saw an accident.
- When we arrived at the station, a lot of people \_\_\_\_\_ to buy tickets.
- She \_\_\_\_\_ her ticket and got on the train.
- Somebody stole his passport while he \_\_\_\_\_ fro something in his luggage.
- There was a delay with the plane because it \_\_\_\_\_ very hard.
- As she was leaving the shop, she \_\_\_\_\_ somebody call her name.

## 5) Choose the best alternative

- I fell asleep while I **watched / was watching** the film.
- The teacher called me back as I **left / was leaving** the classroom.
- The headmaster **came / was coming** in while we were doing the exam.
- As we **drove / were driving** to the airport, I realized I didn't have my passport.
- While you **shopped / were shopping**, three people called for you.

## 6) Write the sentences in the past perfect to explain the situations. Why was she crying? **Miss the plane Because she had missed the plane.**

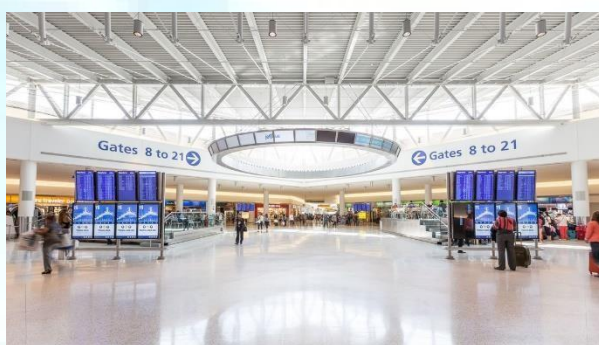
- Why couldn't he find his bike? **Somebody steal it.**  
\_\_\_\_\_
- Why did they buy a new car? **Have the old one for 15 years**  
\_\_\_\_\_
- Why were you scared for flying? **Never fly before.**  
\_\_\_\_\_
- Why was everything white in the morning? **Snow the night before**  
\_\_\_\_\_
- Why didn't she pass her exam? **Not study much**  
\_\_\_\_\_
- Why didn't they let him board the plane? **Lose his passport**  
\_\_\_\_\_
- Why didn't Alex have any money? **Spend it**  
\_\_\_\_\_
- Why did she miss the bus? **Not get to the bus stop on time**  
\_\_\_\_\_



## 7) Correct the mistakes in the sentences

- a) When everybody got on the train, it had left the station.
- b) I was having lunch when my friend was calling me on my mobile.
- c) She was running in the park while she saw her friend.
- d) When I received her email, I had read it.
- e) When we were small, we were going everywhere by bus.
- f) When I was switching the lights off, I left the room.
- g) I was making a sandwich when I was cutting my finger.
- h) When I was putting my pajamas on, I got into bed.

## 8) Complete the text with the past simple or past continuous from the verbs




My friend and I (a) \_\_\_\_\_ (wait) to catch our plane at JFK airport when something very unusual (b) \_\_\_\_\_ (happen). We (c) \_\_\_\_\_ (see) a man who (d) \_\_\_\_\_ (carry) a gun. He (e) \_\_\_\_\_ (run) very fast. We thought that maybe he was a criminal. The next minute a police officer who

(f) \_\_\_\_\_ (look) like Brad Pitt suddenly (g) \_\_\_\_\_ (appear). The criminal (h) \_\_\_\_\_ (drop) a small packet on the floor. The police officer (i) \_\_\_\_\_ (not see) it. Instead, the officer (j) \_\_\_\_\_ (Jump) quickly on top of the criminal and (k) \_\_\_\_\_ (knock) him out. My friends and I quickly (l) \_\_\_\_\_ (go) to pick up the packet. Suddenly somebody (m) \_\_\_\_\_ (shout) "Cut!" Then we (n) \_\_\_\_\_ (realise) that there were cameras everywhere. They (o) \_\_\_\_\_ (make) an adventure film in the airport. The film director was not happy!

## WRITING

- 1) Write an email to a friend about a journey that was special to you . Use some of these questions for ideas.

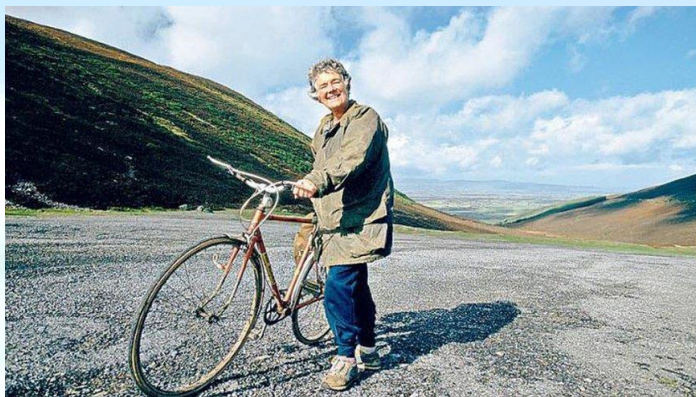


- 
- A photograph of a long, straight asphalt road stretching from the foreground into the distance. The road is flanked by green fields and grass. In the far distance, there are rolling hills or mountains under a bright blue sky with scattered white clouds. The perspective is from the center of the road, looking straight ahead.
- a. Where was the journey to?
  - b. How did you travel?
  - c. When was it?
  - d. Who went?
  - e. Who had chosen the destination?
  - f. What special thing(s) happened on the journey?
  - g. What were you doing when these things happened?
  - h. What was the weather like?
  - i. How did the journey end?
  - j. How did you feel about what had happened?

## EXTRA READING PAST TENSES

### 1) Read the text

#### AN IRISH TRAVELLER



In 2002, a famous travel writer called Dervla Murphy boarded a train from Moscow to the far east of Russia. She was seventy years old at the time. Her plan was to combine the 2,300 mile railway journey with a 1,300-mile trip up to the Lena river. She also planned to do a lot of cycling around Siberia. Unfortunately, while the train was still travelling through the Urals, she fell and damaged her knee, so cycling was no longer possible. She did not return home, however, but stayed to explore this mysterious country.

Dervla Murphy's account of this journey, *Through Siberia by Accident* (2006), was the twentieth travel book she had written since going to India in 1963.

Her first book, *Full Tilt*, established her as a travel writer. She wrote it in 1965 after a six-month journey through Europe, Turkey, Iran, Afghanistan and over the Himalayas. She had wanted to do the trip since her tenth birthday, when her family gave her a bicycle and an atlas. She loved the idea that there was only the Channel and the Bosphorus between her and India.

Before she had a daughter of her own, Dervla Murphy also visited and wrote about Tibet, Ethiopia and many European countries. She stopped travelling while her daughter Rachel was very small and wrote book reviews to earn money. When Rachel was five, she decided that she was old enough to accompany her to a monotonous area of southern India. This was the first of many trips together.

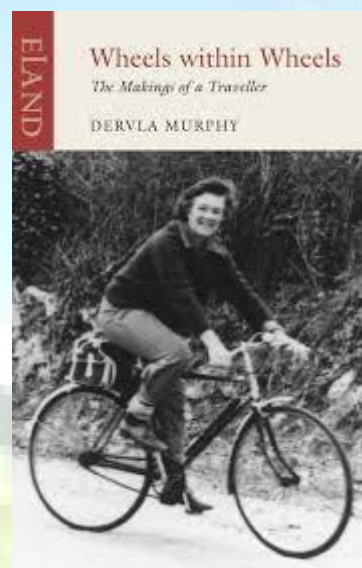
Today as a mother and now grandmother, Dervla Murphy dislikes the modern way of protecting children too much. Dervla once left Rachel alone in a hotel in Moscow after Dervla had become ill from eating something bad. She admits that she was worried her daughter might be frightened, but when she returned to the hotel, Rachel was laughing with the staff. This taught her that the Russians really loved children – they were taking care of her perfectly. Dervla's opinion is that travelling with a little girl made things easier because people were always helping her. It was not so easy on the last trip Dervla and Rachel took together. Rachel had reached the age of 18 by this time. Dervla feels that two women travelling together don't have the same relationship with people as one woman travelling alone.

## 2) Find words in the text which mean:

- a. Got on a ship, train or bus (paragraph 1) \_\_\_\_\_
- b. Travel and learn about a new place (paragraph 1) \_\_\_\_\_
- c. Report about something that happened (paragraph 2) \_\_\_\_\_
- d. Achieved success and / or fame (paragraph 3) \_\_\_\_\_
- e. Go with someone (paragraph 4) \_\_\_\_\_

## 3) Choose A, B or C

- a. Dervla hurt her knee
  - i. When she was cycling in Siberia.
  - ii. On the river Lena.
  - iii. While she was traveling on a train.
- b. She wrote *Through Siberia by Accident*
  - i. Before any of her other books.
  - ii. Four years after her trip to Siberia.
  - iii. In 1963 after her trip to India.
- c. She wrote her first book
  - i. When she was only ten.
  - ii. After a six-month trip
  - iii. While she was living in France
- d. Dervla stopped travelling
  - i. After her trip to southern India.
  - ii. While her daughter was very young.
  - iii. To write her first book.
- e. Rachel was left alone in a hotel because
  - i. Her mother was sick.
  - ii. The locals were happy to take care of her.
  - iii. Dervla didn't protect her.



## 4) Answer these questions in your own words

- a. What forms of transport did Dervla plan to use while she was traveling in 2002?
- b. What first made Dervla want to travel?
- c. Why did she say that travelling with small children was easy?
- d. Why did she think that traveling with another adult was more difficult?

## MARCO POLO

## SPEAKING

1) Answer the following questions orally

- a) Who was Marco Polo?
- b) Where was he born?
- c) Where did he travel to?

## READING

1) Read the following interview. It is about an expert talking about Marco Polo

**Presenter:** On this day, back in 1254 the famous traveler Marco Polo was born. So, today on the programme, we're going to take a look at his life and work. With us is Barbara Wild who is an expert on Marco Polo and his book "The Description of the World" Barbara, some people think that Marco Polo invented most of his adventures in his book, "The Description of the World." Why is that?

**Barbara:** well, the biggest reason, probably, is that Marco Polo **used to exaggerate** quite a lot. When he talked about the great emperor Kublai Khan, for example, he said that he had five thousand elephants. Well, now it seems that he only had about five hundred, maximum. And when he described the biggest city in China at that time he said it had 12.000 bridges. In fact, we now know that there were only 347! It's not surprising, then, that people sometimes call Marco Polo the "man of million lies"

**Presenter:** Really? Are there any other examples of things he said that aren't true?

**Barbara:** well, people usually mention the fact that Marco Polo talked about an island with enormous unicorns. And people with the heads of dogs.

**Presenter:** So, does all this mean he didn't actually travel to China?

**Barbara:** Some people say that. I don't agree though. I do think he made his journey through China and Asia, but sometimes he may be exaggerating what he saw, and sometimes he wrote what other people told him.

**Presenter:** Actually, Marco Polo didn't write the book himself, did he?

**Barbara:** No, he didn't. he was in prison in Italy and he met a writer who had already written romantic stories and fiction. So Marco Polo dictated his adventures to him and it's possible that this writer also added some fiction into Marco Polo's story.



**Presenter:** but it isn't all fiction?

**Barbara:** No. For a start, the places and names that he mentioned in the journey are generally correct. So, where did he get this information from? Remember, no other European had gone there before him.

**Presenter:** So, what can we learn from Marco Polo's book?

**Barbara:** well, one thing that's really interesting is the contrast between life in Asia and Life in Europe at that time. For example, in the thirteenth century, the Chinese **used to have** paper money but in Europe people only **used to carry** gold or coins. And Marco Polo noticed that the Chinese were very clean in comparison with Europeans because most Europeans at that time **didn't use to have** baths. The Chinese also had amazingly fast postal service to send letters. But Europe didn't have anything like that at the time.

**2) There are six mistakes in this text about Marco Polo. Read again the interview and correct the mistakes**



Marco Polo used to exaggerate and invent details. For example, he said that a big city in China had 500 bridges, but it only had 30. That's why some people call him the "man of thousand lies". For example, he talked about an island with big elephants and men with the heads of dogs. He was in hospital in Italy when he wrote his book. He gave interesting details of life in China and Europe in it. For example, we can read that in Europe people used to have paper money but they didn't in China. Also many Europeans didn't use to have baths at that time. And in the 13<sup>th</sup> century the Chinese already had a postal service and could send letters, but they couldn't do this in Europe.

## USE OF ENGLISH

**1) Look at the sentences. Then, match the correct halves of the rules**

- Marco Polo **used to** invent pieces of information.
- They **didn't use to** have baths.
- Did they use to** believe that unicorns existed?
- They **usually** mention this story.
- Marco Polo **died** on this day.



## RULES

- a) We use **used to** to talk about ...
- b) We use the past simple to talk about ...
- c) We use the present simple and **usually** to talk about ...

- 1) Present habits.
- 2) Past habits that do not happen now.
- 3) Single actions in the past.

2) Write the negative and question forms of this sentence

They used to travel by horse in 1254

3) Complete the sentences with the correct form of "used to"

- a) Some people \_\_\_\_\_ think unicorn existed.
- b) They \_\_\_\_\_ wear jeans in the thirteenth century.
- c) Transport \_\_\_\_\_ be much slower three hundred years ago.
- d) A long time ago people \_\_\_\_\_ believe that the sun went around the earth.
- e) In Britain in 1600 most children from poor families \_\_\_\_\_ go to school
- f) People \_\_\_\_\_ drive cars in 1750.
- g) Before DVDs, people \_\_\_\_\_ watch VHS videos.
- h) People \_\_\_\_\_ travel by train and ship before the invention of the airplane.
- i) People \_\_\_\_\_ have mobile phones.
- j) Many people \_\_\_\_\_ believe Marco Polo's book was fact, not fiction

4) **Decide if the sentences describe a past habit, a single action in the past or a present habit. Then complete the sentences with the correct form of *used to, the past simple or the present simple.***

- a) My friend \_\_\_\_\_ (go) to China to see the Olympic Games in 2008.
- b) We \_\_\_\_\_ (walk) to school but now we go by car.
- c) She \_\_\_\_\_ (cycle) to school usually but yesterday she caught the bus.
- d) I \_\_\_\_\_ (not / like) pepper when I was small but now I love it.
- e) She \_\_\_\_\_ (be) born in 1999.
- f) They \_\_\_\_\_ (play) football on Wednesdays but now they play basketball.
- g) I \_\_\_\_\_ (not / go) to the cinema at the weekend because it was too expensive, but now I go every Saturday.
- h) Oliver usually \_\_\_\_\_ (come) to my house at the weekend because we're really good friends.

## WRITING

- 1) **Write eight questions to ask your partner about what they used to do when they were ten years old.**

*Did you use to like football when you were ten years old?*

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

- 2) Work with a partner. Make notes about how life was different in your country fifty years ago. Use these topics:



- a. Transport
- b. Food and drink
- c. Entertainment
- d. Work
- e. Health
- f. Education

*Fifty years ago people didn't use to fly much here.  
Journeys used to be much longer than now.*

## EXTRA READING USED TO

### LIGHTHOUSE KEEPERS



#### 1) Read the text and choose a title for it

- a. The history of lake Michigan
- b. Famous women lighthouse keepers
- c. The dangers of lighthouse keeping

Before the days of satellite navigation, used to show sailors where there were dangerous rocks or coastlines. In those days, lighthouse keepers were usually men. But by the time American women won the right to vote in 1920, women had held important positions as lighthouse keepers for a long time. There were many women in the United States who worked in the lighthouses, and often with great heroism. One of them was Elizabeth Whitney Williams.

Elizabeth had played with the lighthouse keeper's children at Beaver Island Harbor Point Light on Lake Michigan when she was a little girl. When she got married, she and her husband Clement went to live in the same lighthouse. Her husband was the keeper, but Elizabeth loved the work and helped her with it.

Elizabeth and Clement had been keepers of the lighthouse for only three years when he died during a rescue at sea. She was determined not to leave, so she officially became the keeper. Clement's death was not the only sadness in her life. She had also lost two brothers and three nephews at sea. She believed that her work was even more important now.

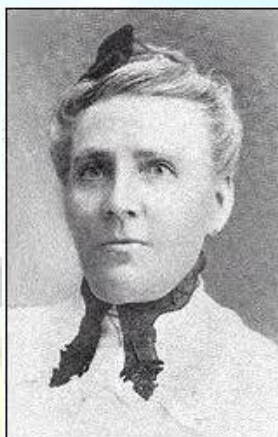
Elizabeth moved to the little Traverse Lighthouse when she married again in 1875. Her life was less lonely from that time. The little Traverse was on the mainland so she had more visitors. Tourists were interested in Elizabeth's life as a keeper, and she enjoyed showing them around the lighthouse and telling them her stories.

Elizabeth's remarkable life ended in 1911. At 71 years old, she had worked in lighthouses for 41 years. Very few women, or men, have served as lighthouse keepers for longer than that, the story of her life proves that a strong woman can run a lighthouse just as well as a man.

2) Match the words and definitions

HEROISM – KEEPER – REMARKABLE – VOTE – DUTIES – MAINLAND

- a. Somebody who is responsible for something. \_\_\_\_\_
- b. Formal choice between people or issues (e.g. Government) \_\_\_\_\_
- c. Very brave actions. \_\_\_\_\_
- d. Things that you have to do as part of your job. \_\_\_\_\_
- e. Land that makes the main part of a country ( not the islands) \_\_\_\_\_
- f. Unusual in a way that surprises and impresses you. \_\_\_\_\_

3) Answer the questions

- a. When did Elizabeth move to the Beaver Island lighthouse?
- b. When did she become the official keeper?
- c. How did she know what to do as the official keeper?
- d. How was life different on the mainland?
- e. Why do you think the author calls Elizabeth's years of work "remarkable"?

### I'VE LOVED EVERY MINUTE

#### SPEAKING

**1. Work in pairs: list as many jobs as you can think of. Then tell the class. Whose list is the longest?**

#### READING

**1. Read the article. Who has got two jobs?**

#### Another look at showbiz!

When we think of showbiz, most of us imagine a life of bright lights, flashy cars, designer clothes and huge mansions. Well, it isn't always like that! We went in search of three people whose showbiz jobs are a little less glamorous.



#### **Angela Smith is a dancer in a Caribbean cruise ship**

- *How long have you had this job, Angela? It sounds amazing!*

- I've worked on this ship for about a month now. Last year I was on one which went round the Med!

- *What's your job like?*

- Well, the Caribbean is fantastic, but it's hard work and the conditions aren't great. My cabin's tiny! But I get lots of free time and I love travelling around the world.

- *What about the money?*

- It isn't bad and it's easy to save because nearly everything is free – food, accommodation, even some clothes. I've saved quite a lot since I joined this ship.

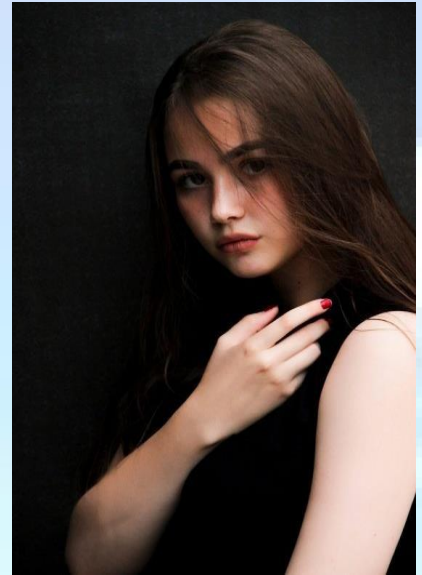
**Christine James has a very weird job – she's a hand double.**

- *Can you explain what you do, Christine?*

- Sometimes a film or an advert needs a closeup of hands, but the actress or model doesn't have nice enough hands. Then they use mine. It's trick photography!

- *I bet it's fun!*

- It is. I've done it for a couple of years now and I've loved every minute. Since I started, I've worked with lots of famous people. I'm not saying who, it's top secret!



**Steve Morris works a TV and film extra.**

- *How did you get into this, Steve?*

- A few years ago, a TV company filmed some scenes in our village. I worked as an extra in some crowd scenes and after that I signed up with an agency.

- *Have you got another job, too?*

- Oh, yes, this is just a hobby. I'm actually a teacher!

## **2. Answer true (T), false (F), or doesn't say (DS)**

- A. Angela has worked on more than one ship.
- B. Angela loves everything about her job.
- C. Christine has got nice hands.
- D. Christine has met some celebrities.
- E. Steve first worked as an extra when he was a child.

## 3. Choose the correct options:

- A. We use the present perfect simple to talk about *events that are finished/events that are linked to the present.*
- B. We use the past simple to talk about *events that are finished/events that are linked to the present..*
- C. *Since* is used for *a point in time/a period in time.*
- D. *For* is used for *a point in time/a period in time.*

## 4. Discuss:

Which person in this lesson has got the best job? Who has got the worst job? Give reasons.

## WRITING

### 1. Jack Clark is a TV camera operator. Complete the dialogue with the past simple or the present perfect simple form of the verb in brackets, or short answers.

Reporter: How long (you/be) \_\_\_\_\_ a camera operator, Jack?

Jack: I (have) \_\_\_\_\_ my present job for two years. Before that I (work) \_\_\_\_\_ for a small film company.

Reporter: (you/ever/do) \_\_\_\_\_ a special training course?

Jack: No, I (have) \_\_\_\_\_. I (study) \_\_\_\_\_ photography at University and then I (get) \_\_\_\_\_ the job with the film company. I (not earn) \_\_\_\_\_ much, but they (teach) \_\_\_\_\_ me a lot. And since I (start) \_\_\_\_\_ this job. I (learn) \_\_\_\_\_ lots more!

Reporter: What's the best thing about the job?

Jack: I (enjoy) \_\_\_\_\_ everything about it since day one. I love it.

### 2. Steve Norton plays bass guitar in the rock band Tastic. Use the prompts to complete the questions and answers. Then practice the dialogue in pairs.

1. How long/be/part of Tastic? (2010)

Interviewer: *How long have you been part of Tastic?*

Steve: *I've been part of Tastic since 2010.*

2. Where/be/born? (Canada)
3. How long/live/in the UK? (I was six)
4. Who/teach/ you to play the guitar? (my uncle)
5. Where / go / to university? (in London)
6. What/study? (music)
7. How long/know/the other band members? (my first day at school)
8. When/start/ your school of rock? (last year)

### **3. Now write a paragraph about Steve Norton.**

*Steve Norton has been part of Tastic since 2010. He ...*

C4. Read the facts about Bill, a firefighter, and write a short paragraph. Use the present perfect simple or the past simple:

<b>JOB</b>	Firefighter
<b>HOW LONG?</b>	2006
<b>WHERE/WORK?</b>	Manchester (2006-8) London (2008-now)
<b>WHAT/DO SO FAR?</b>	Rescue hundreds of people and animals in accidents, put out fires, drive the fire truck, give talks in schools
<b>WHAT/FUNNIEST INCIDENT?</b>	Rescue cat in tree 2010

## THE MOST FUN I'VE HAD FOR AGES

### READING

#### 1. Read the conversation. Who gets a present?



Sophie: Look! I've *just won* this necklace!

Lisa: Good for you! I've *never won* anything at a fair

Sophie: Never mind. The prizes aren't that great.

Lisa: What did you do to win it?

Sophie: I knocked three tins down with three balls. You know, this is *the most* fun I've *had* for ages!

Josh: Why don't you have a go, too, Lisa? It's only 40p a go.

Lisa: I can't. I've *already spent* all my money.

Ryan: Hey, we *haven't tried* this game yet. Are you up for it Josh?

Josh: I don't know. I *haven't done* it before.

Man: You get three darts and you have to hit the cards.

Josh: OK. I'll have a go.

Ryan: It's dead easy. Watch this...Oops! Missed!

Josh: Hard luck. It's my turn now....Yes!

Sophie: That's brilliant, Josh! Well done!

Man: Here you are, sir.

Josh: I've *won* a giant teddy bear!

Sophie: That's *the biggest* bear I've *ever seen*!

Josh: Here, Lisa. It's a present for you.

Lisa: Oh! That's ...er...great, Josh. Thanks.

## **2. Answer these questions. Write S (Sophie), L (Lisa), J (Josh) or R (Ryan)**

Who:

1. Won a necklace?
2. Doesn't win prizes at fairs?
3. Threw three balls and knocked down three tins?
4. Is very confident about the game?
5. Is better at the game?
6. Wins a teddy bear?

## **SPEAKING**

### **1. In groups of five, read the conversation. Then, act out.**

2. Create a new conversation. Use three of these expressions: *That's great* / *Have a go* / *up for it* / *dead easy* / *hard luck* / *It's my turn*

## **WRITING**

### **1. Complete the rules**

- A. The time adverbs *just, already, never* and *ever* come before the main \_\_\_\_\_ in a sentence.
- B. The time adverbs \_\_\_\_\_ and \_\_\_\_\_ come at the end of the sentence.
- C. *Yet* is only used for questions and \_\_\_\_\_ sentences.

## 2. Complete the computer game review with the present perfect simple or the past simple.

Guitar Star 3 Our rating: \*\*\*\*\*

1 \_\_\_\_\_ you \_\_\_\_\_ (play/yet) Guitar Star 3 \_\_\_\_\_? I  
 2 \_\_\_\_\_ (buy) it last week and it's probably the best game I  
 3 \_\_\_\_\_ (ever/play). It was easy to install and  
 4 \_\_\_\_\_ (not have) any problems with the instructions so far. It's fun  
 and the graphics are amazing. Even if you 5 \_\_\_\_\_ (never/play) the guitar in  
 your life, you can still enjoy this game. You can sing, play the guitar and choose the  
 instruments for your band. When I started, I 6 \_\_\_\_\_ (choose) the easiest  
 songs and 7 \_\_\_\_\_ (sing) with the lyrics on the screen. There are six  
 levels of difficulty, but I 8 \_\_\_\_\_ (not get/yet) to Level Six  
 \_\_\_\_\_, I 9 \_\_\_\_\_ (just/manag e) to finish Level Three. It's a  
 fantastic game!

## 3. Complete the dialogue with the present perfect simple or the past simple forms of the verbs in brackets.

Ann: Hi, Jack! Where 1 \_\_\_\_\_ you \_\_\_\_\_ (be)? I 2 \_\_\_\_\_  
 (not see) you for ages.

Jack: I 3 \_\_\_\_\_ (come / just) back from Paris. I 4 \_\_\_\_\_  
 \_\_\_\_\_ (go) there on a trip with my school.

Ann: Cool! I 5 \_\_\_\_\_ (never/be) to Paris. What 5 \_\_\_\_\_  
 (you/do) there?

Jack: I 7 \_\_\_\_\_ (take) lots of photos of the Eiffel Tower and I 8 \_\_\_\_\_  
 \_\_\_\_\_ the Louvre.

Ann: The Louvre? What's that?

Jack: It's a big art museum. In fact, it's the biggest museum I 9 \_\_\_\_\_  
 (be/ever) to.

## WRITING

1. Write a review of a game you like.

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## IF ONLY I HAD MY CAMERA!

### READING

#### 1. Read the dialogue. Why will Lisa leave Sophie's ticket?



LISA: Yum! This is delicious. I wish I didn't like ice cream so much!

RYAN: I'm bored. I wish I had my MP3 player with me.

JOSH: Let's go in. We can't wait for Sophie anymore. She's already twenty minutes late.

LISA: That's all very well, but I've got her ticket. What do you think we should do?

RYAN: Have you tried phoning her?

LISA: Yes, but all I got was her voicemail.

JOSH: If I were you, I'd see if I can get a refund for her ticket.

RYAN: I think we should wait for another five minutes.

LISA: OK. But I wish there was somewhere else to sit.

RYAN: That's your mobile. It's probably Sophie.

Hi, Sophie! Missed the bus? All right. I'll leave your ticket at the entrance. See you in fifteen minutes. Bye!

LISA: Aah! Look at that monkey with its mother. It's so cute! If only I had my camera with me!

RYAN: Why don't you use your mobile phone?

LISA: OK. Come on, monkey, smile! Hey! Hands off! It tried to grab my phone!

## **2. Answer true (T), false (F) or doesn't say (DS)**

- A. Lisa loves ice cream.
- B. Ryan has got a new MP3 player.
- C. Sophie has got her own ticket.
- D. Josh suggests getting Sophie's ticket money back.
- E. Sophie phones to say she can't come.
- F. Lisa leaves a ticket for Sophie to pick up.
- G. Josh is interested in the monkey.
- H. Lisa hasn't got her camera with her.

## **3. Find expressions in the text to:**

- A. Ask for advice \_\_\_\_\_
- B. Give advice \_\_\_\_\_
- C. Accept advice \_\_\_\_\_
- D. Reject advice \_\_\_\_\_

## **SPEAKING**

### **1. Look at the jumbled conversation. Number the lines in the correct order. Then, practise it with a partner.**

- ☐ If I were you, I'd buy her some flowers.
- ☐ Nothing serious, but I want to apologise. What do you think I should do?
- ☐ Yes, that's a good idea. Thanks.
- ☐ I'm not sure. Flowers are a bit over the top.
- ☐ What was the argument about?
- ☐ Didn't she? Well, in that case I think you should write an email or a letter.
- ☐ How's Samantha?

- ☐ Do you think so? OK, have you texted her?
- ☐ She's OK. But we had a big argument yesterday.
- ☐ Yes, I tried that, but she didn't reply.

## 2. Read the dialogue again. Then make a similar conversation for the situation below.

<p><b>STUDENT A</b></p> <p>Your laptop is broken. Ask for advice.</p>	<p><b>STUDENT B</b></p> <p>Suggest that A takes it back to the shop where he she bought it.</p>
<p><b>STUDENT C</b></p> <p>You've got a friend who is brilliant at computers. Suggest A asks him/her to look at it.</p>	<p><b>STUDENT D</b></p> <p>You know that A's laptop is old and out of date. Suggest that A buys a new one.</p>

Continue the conversation and agree on the best advice for student A.

## WRITING

### 1. Find sentences in the text that contain I wish and If only

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### 2. Choose the correct option

We use *wish/if only* and the past simple to talk about regrets in the *present/past*.

### 3. Complete the sentences with the correct form of the verbs.

- I wish I (have) \_\_\_\_\_ a sister, not a brother.
- If only I (can) \_\_\_\_\_ remember his name!
- I wish we (not have) \_\_\_\_\_ Maths on Monday.
- If only they (not make) \_\_\_\_\_ such a mess.

5. I wish I ( like) \_\_\_\_\_ coffee, but I don't.

6. If only she (not be) \_\_\_\_\_ vegetarian!

**4. Ryan's cousin has moved to the country and started at a new school there. Look at his list of complaints and write sentences with *I wish* or *If only*.**

Why I don't like my new life here!

1. My school is too far from our house.
2. We live in the country.
3. We can't afford to live in town.
4. My bike is so old.
5. I have to walk everywhere.
6. The teachers give us too much homework at the weekend.

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**5. Your friend is having trouble to pass exams at school. Write an email or a letter giving him/her advice on how to study more efficiently.**

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## IF ONLY WE'D HAD THE MONEY!

### READING

#### 1. Read the interview. Why did Evie's schoolwork suffer?

### Sweet success

**Adrian Pritchard interviews seventeen-year-old Evie Cole about her very profitable luxury chocolate business.**

#### **How did you get started?**

When I was ten and my brother was thirteen, we made some chocolates and took them to our local market.

People loved our chocolates because they were homemade and we sold out in an hour. Sometimes I wish we hadn't been such a success because that gave us the idea of going into business and it hasn't



always been easy. We set up a company and website, but the website took far too long to design. We didn't really have a clue how to do it. It turned out all right in the end, but looking back, I wish we'd hired somebody to do it for us.

#### **How did you manage school and your business?**

It was a bit difficult. At first, we got a lot of orders and I had to work two hours every day after school and three hours at the weekend. We went through a really bad stage for about a year- The fridge was always full of chocolates and it was driving Mum crazy. Then my school work began to suffer and I failed some exams. In the end, we worked out that we could afford to employ other people to make the chocolates. If only we'd had the money for that earlier!

#### **Do you have any regrets?**

Not really. Even the mistakes we made helped us to learn. Maybe I have one regret – I wish I hadn't given up languages at school. I sell chocolates to lots of countries and I'd like to be able to talk to some of my customers in their own language.

## 2. Answer the questions

- A. How old was Evie when she started to sell chocolates?
- B. Where did Evie sell her first chocolates?
- C. How long did it take to sell the chocolates?
- D. Why was it difficult to set up the website?
- E. How long did the difficult time last?
- F. Where did they put the chocolates at first?
- G. How did they make their lives easier?
- H. What does Evie say about mistakes?

## WRITING

### 1. Complete the sentences with the correct form of the phrasal verbs from the box

Eat out – find out – leave out – point out – sell out – throw out – turn out – work out

- A. I tried to buy the new Harry Potter book, but the shop \_\_\_\_\_ all of them.
- B. Can you \_\_\_\_\_ the answer to the Maths problem?
- C. Evie had some problems with her business, but it all \_\_\_\_\_ well in the end.
- D. You wrote a really good essay, but unfortunately you \_\_\_\_\_ the introduction.
- E. I thought I looked so cool until my friend \_\_\_\_\_ I had toothpaste on my nose!
- F. Don't \_\_\_\_\_ my old books! I want to keep them!
- G. I'm hungry. Let's \_\_\_\_\_ tonight.
- H. Have you \_\_\_\_\_ what time the bus leaves?

### 2. Find sentences in the text that contain *I wish* and *If only*.

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Choose the correct option:

We use *wish/if only* and the *past simple/past perfect tense* to talk about regrets in the past.

## 3. Make sentences with wish or if only.

A. Today I kept falling asleep.(go/bed/earlier)

\_\_\_\_\_

B. I bought some trainers and now I'm broke. (not/spend/all my money)

\_\_\_\_\_

C. My exam results weren't good. (study/harder)

\_\_\_\_\_

D. It's freezing! (bring/sweater)

\_\_\_\_\_

E. I didn't realize it was Jack's birthday today. (buy/birthday card)

\_\_\_\_\_

F. 6. I did what Carla told me, but it wasn't good advice. (not/listen to/ Carla)

\_\_\_\_\_

G. 7. I didn't have my umbrella and it rained (take)

\_\_\_\_\_

H. 8. I went to the party but I didn't enjoy it. (not/go)

\_\_\_\_\_

I. 9. When I was on holiday I put on five kilos! (not/ eat/ so many chips)

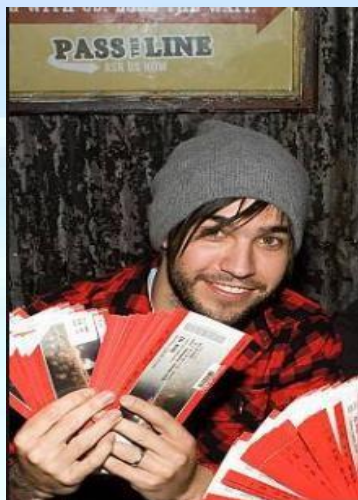
\_\_\_\_\_

J. 10. My best friend moved to Australia and I miss her. (my friend/ stay in the UK)

\_\_\_\_\_

## 4. Replace the phrases in brackets with a phrasal verb from the box in the correct form.

### Sticky tickets!



I went into town to buy tickets for a rock concert, but when I got there, the tickets had \_\_\_\_\_ (all been sold). I called my friend Nina and she \_\_\_\_\_ (gave me the information) that people sometimes had spare tickets which they sold on the Internet. Luckily, it \_\_\_\_\_ (happened) that there were a few tickets for sale. They were a bit expensive, but I \_\_\_\_\_ (calculated) that I had just enough money.

The tickets arrived a few days later. That day I went to school happily. But when I got home I \_\_\_\_\_ (discovered) that Mum had \_\_\_\_\_ (put them in the bin) the tickets with the rubbish. The tickets were a bit dirty and sticky when I got them out of the bin, but it was worth it – the concert was great!

### SPEAKING

**1. Talk about things you wish you had or hadn't done in the past. Use these topics to help you.**

Exams – sport – family – travel
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## APPLIANCE OF SCIENCE

### VOCABULARY

- 1) Work with a partner. Match the photos with some of these words. check that you understand the meaning of the other words



Tablet – digital camera – dishwasher – home cinema system – laptop – microwave oven – mobile phone – MP3 player – remote control – satnav – vacuum cleaner – washing machine – PlayStation

- 2) What is the invention you use to ...

- a) wash clothes? \_\_\_\_\_
- b) clean the carpet? \_\_\_\_\_
- c) listen to music, especially when you are on the move? \_\_\_\_\_
- d) find the best way to get from one place to another? \_\_\_\_\_
- e) watch films at home? \_\_\_\_\_

- 3) write definitions for the other words

you use a \_\_\_\_\_ to \_\_\_\_\_

## SPEAKING

### 1) Read the questions and answer them orally

- which of the inventions in the vocabulary section do you use the most? Why?
- Which of the inventions do you never use? Why not?
- If you were living alone and had money for 5 of the inventions, which would you buy and why?

## READING

### 1) Read the following text

## The Ig Nobel Prizes



**A** Everybody knows about Nobel prizes. They are given every year to the best scientists and writers in the world. Not so many people are **aware of** Ig Nobel prizes though. They are also given annually to scientists. But they are organized by a group called improbable research. Their aim is to inform people of scientific investigation which “makes people laugh, but then makes them think”.

**B** When we think of scientific **research** we usually think of practical projects which make a big difference to our everyday lives, like investigating smaller and better laptops, satnavs, and digital cameras. But not all scientific projects are like this. The Ig Nobel prizes go to scientist whose work is funny, unusual, and different. And to get a prize is also essential that the work has been published in a serious scientific **journal**. Here are some examples of projects which have won the prize.

**C** In 2007 an Ig Nobel Prize was won by Brian Whitcombe and Dan Meyer. They wrote an article which was published in the British Medical Journal. The article was an analysis of the problems suffered by professional sword-swallowers. To do his research Whitcombe interviewed nearly fifty sword-swallowers. He discovered that swallowing swords doesn't usually cause anything more serious than **sore** throats. Generally, these sore throats only occur in one of the four situations: when someone is learning to swallow swords, when the act of swallowing the sword is repeated frequently, when the sword has an unusual shape, or when more than one sword is swallowed at the same time.

**D** A Japanese scientist called Mayu Yamamoto won a prize a few years ago. She discovered a new way of extracting vanillin from cow excrement. Vanillin is the basis of vanilla flavouring and fragrance. It is used in the food industry and in cosmetics. A famous ice cream shop created a new ice cream in honour of Yamamoto's discovery and presented it at her prize ceremony. The ice cream contained no cow excrement. The Japanese scientist doesn't think that that her discovery will ever be used in food. She reckons that if people know where the vanilla flavor comes from, they won't want to eat it!

**E** Another Ig Nobel Prize was won by neuroscientists at Barcelona University. They were interested in exploring the way in which languages are **acquired** by the brain. They discovered that rats cannot tell the difference between somebody speaking Dutch backwards and somebody speaking Japanese backwards. 64 rats were taught to press a button when they heard normal Dutch or Japanese. They could learn to do this. But when they heard the language backwards they had no idea what was happening.

**F** Talking about food, a food psychologist from New York called Dr Brian Wansink won his Ig Nobel Prize for an interesting experiment with soup. He invented a **neverending** bowl. When people ate tomato soup from the bowl, the bowl was automatically filled again from a tube connected to the bottom of the bowl. He discovered that people ate 73% more than usual when they used this bowl, but they didn't feel full. The conclusion was that we decide how much to eat with our eyes, not with the way our stomach feels.

**G** Other scientists have won prizes for thinking about questions like "why is the sound of fingernails on blackboards so awful?", "why does dry spaghetti break into three pieces, not two?", or "how many photos do you need to take to be sure that nobody in a group has their eyes closed?". Maybe these questions are different from the typical questions that scientists ask themselves, and maybe questions like this won't change the world. But they will make you laugh... and then think.

## 2) Which paragraph (A – G) tells us about ...

1. The philosophy behind the Nobel Prizes? \_\_\_\_\_
2. A work that appeared in a magazine for doctors. \_\_\_\_\_
3. A scientist who is not sure they will use her work? \_\_\_\_\_
4. A discovery about human mental processes? \_\_\_\_\_
5. The danger of doing one action too many times? \_\_\_\_\_
6. Turning something bad into something good? \_\_\_\_\_
7. An invention that tricks people? \_\_\_\_\_
8. How to win an Ig Nobel Prize? \_\_\_\_\_



## USE OF ENGLISH

### 1) Look at the sentences. Which sentence is not in the passive?

- a) The prizes are given to scientists.
- b) The work has been published in a journal.
- c) The prize was won by neuroscientists at Barcelona University.
- d) A Japanese scientist won the prize.
- e) Perhaps her discovery will be used.
- f) Lots of interesting research is being done at the moment.

### 2) Choose the correct alternative

- a) We use the passive when we are mainly interested in the **action / person who does the action**.
- b) We use the passive when we **know / don't know** the person who does the action.
- c) We use the passive when it **is / isn't** obvious who does or did the action.

### 3) Look at the sentences in one and answer the questions.

- a) Which tense is each sentence written in?
- b) What changes in different tenses of the passive – the verb to be or the past participle?
- c) What preposition do we use to introduce the agent (the person or thing which does the action)?

### 4) Write which tense each sentence is in. then turn then into the passive.

- a) Einstein developed the Theory of Relativity. \_\_\_\_\_
- b) Women have created many inventions. \_\_\_\_\_
- c) Robots will do most jobs in a few years. \_\_\_\_\_
- d) Thousands of professionals play football each weekend. \_\_\_\_\_
- e) The cameraman is filming the wedding for television. \_\_\_\_\_

### 5) Change the sentences from active to passive

- a) Alfred Nobel invented dynamite in 1867.
- b) They gave the first Nobel Prize in 1901.
- c) The Hurley Machine Company of Chicago produced the first electric-powered washing machine in 1908.
- d) People have used this invention since 1908.
- e) People are using this invention right now.
- f) Perhaps people won't use electricity in the future.
- g) Joseph Niepce took the first photo in 1826.
- h) People take lots of photos on holidays.

## 6) Choose the correct alternative

- a) The work **is / are** done by robots.
- b) The president of the society **gave / was given** the prize to the scientist.
- c) The prize **has / has been** won by a student.
- d) The project **has been / was** finished last year.
- e) An experienced scientist **discovered / was discovered** the solution.
- f) The ceremony is **filming / being filmed** for television.
- g) All of the money has **spent / been spent** on future investigation.
- h) The results are **deciding / being decided** right now.

## 7) Complete the text with the passive or active form of the verbs



Correction fluid is the name for a white fluid.

The fluid (a) \_\_\_\_\_ (use) to cover mistakes when they (b) \_\_\_\_\_ (make) on paper. Now people also (c) \_\_\_\_\_ (use) correction tape. Correction fluid (d) \_\_\_\_\_ (invent) by a secretary called Bette Nesmith Graham in 1951. She (e) \_\_\_\_\_ (invent) it

when she was working in a bank. Before the invention of correction fluid, when a mistake (f) \_\_\_\_\_ (make) usually the complete document (g) \_\_\_\_\_ (throw) in the bin. Since its invention, millions of bottles of correction fluid (h) \_\_\_\_\_ (sell). Students often (i) \_\_\_\_\_ (buy) correction fluid. Maybe it (j) \_\_\_\_\_ (use) at this very moment by somebody in your class! After use, don't forget to put the top back on. If the top (k) \_\_\_\_\_ (not put) back on, the fluid goes dry. And don't get it on your fingers– it's very messy. I think something better than correction fluid (l) \_\_\_\_\_ (invent) one day. But for me it's not important. I (m) \_\_\_\_\_ (not make) mistakes.

## READ ON

### VOCABULARY



1) **Work with a partner. Match some words with the books covers.**

COMIC – CRIME NOVEL – FAIRY TALE – FANTASY – GRAPHIC NOVEL – HISTORICAL FICTION – HORROR – PLAY – ROMANCE – SCIENCE FICTION – THRILLER

2) **Match these words with the book titles in a-i**

ATLAS – AUTOBIOGRAPHY – BIOGRAPHY – COOKBOOK – DISCTIONARY –  
ENCYCLOPEDIA – GUIDEBOOK – MANUAL – NEWSPAPER – TEXTBOOK

- a) Discover Latin America \_\_\_\_\_
- b) How to Get the Most from your Digital Camera \_\_\_\_\_
- c) My Life by Bill Clinton \_\_\_\_\_
- d) Shakespeare by Bill Bryson \_\_\_\_\_
- e) My Grandmother's Chinese Kitchen: 100 Family Recipes \_\_\_\_\_
- f) Europe (World in Maps) \_\_\_\_\_
- g) The Times \_\_\_\_\_
- h) English Project: level 1 \_\_\_\_\_
- i) \_\_\_\_\_ Britannica.

### SPEAKING

1) **Answer the following questions**

- a) Do you like reading fiction?
- b) How often do you read fiction?
- c) Which type of fiction do you enjoy reading the most?
- d) Which types of fiction do you dislike? Why?

## READING

### 1) Read the following text



TOP TEEN AUTHORS: Anthony Horowitz

1 \_\_\_\_\_. But, like J.K Rowling and her “Harry Potter” novels, his books are so good that people of all ages read them. Telling stories has always been Horowitz’s passion. He once told an interviewer that he had wanted to be an author since the age of eight. 2 \_\_\_\_\_

3 \_\_\_\_\_ he hated living and studying there. Once the headmaster told him to stand up in front of all the other students. The headmaster said: “this boy is so stupid he will not be coming to the Christmas games tomorrow.” “I have never totally recovered, “ says Horowitz. To escape from these experiences, Horowitz started **making up** his own stories.

4 \_\_\_\_\_. Since then, he has written more than 30 novels, including horror stories, fantasies, detective stories and thrillers. His most famous books are almost certainly the Alex Rider series with titles such as *Snakehead* and *Scorpia*. Alex Rider is a teenage super-spy, like a young James Bond. Rider was the star of the popular film, *Stormbreaker*, based on the first novel on the series. The Alex Rider books have made English teachers very happy because they have helped to get a **whole** generation of teenage boys reading, **instead of** playing computer games. 5 \_\_\_\_\_. he has walked over parts of the Andes , been scuba diving and climbed a 150-metre tower in London. All just to be able to write his novels in **sufficient** detail.

6 \_\_\_\_\_. And another place where he **gets inspiration** for his stories is the cinema. He goes to see films three or four times a week. His favourite films are thrillers. Perhaps that explains why his own thrillers are so good!

### 2) Read the text again and put these sentences into gaps 1-6 in the text

- a) Anthony’s first novel was published in 1979
- b) He’s also worked as a cowboy in Australia, but that was just for fun!
- c) Anthony Horowitz is the best-selling author of books for teenagers.
- d) Horowitz is very serious about investigating for his novels.
- e) For birthdays, he always asked for just notebooks and pens.
- f) Perhaps Horowitz wanted to start writing at the age of eight because that was when his parents sent him to a boarding school.

## 3) Match the highlighted words in the text with their definitions

- a) Inventing \_\_\_\_\_
- b) In the place of \_\_\_\_\_
- c) Enough \_\_\_\_\_
- d) Very popular \_\_\_\_\_
- e) Complete \_\_\_\_\_
- f) New ideas that help you to create something \_\_\_\_\_

## USE OF ENGLISH

### 1) Look at what Anthony Horwitz said to a journalist

- a) **My** favourite films **are** thrillers.
- b) **I go** to see films three or four times a week
- c) **I hated** living and studying there.
- d) **I've written** more than 30 novels.

### Now look at what the journalist wrote.

- 1) Horwitz said **his** favourite films **were** thrillers.
- 2) He told an interviewer **he went** to see films three or four times a week.
- 3) He said that **he had hated** living and studying there.
- 4) He told them that **he had written** more than 30 novels.

### 2) Answer the questions

- a) What happens to the verbs when they go into reported speech?
- b) What happens to most pronouns and possessive adjectives when they go into reported speech?
- c) What is the difference between *say* and *tell*?
- d) After *say* and *tell* do we always need to use *that*?

3) **Match these sentences in direct and reported speech. One of the reported speech sentences can go with more than one of the sentences in direct speech.**

- a) I write novels \_\_\_\_\_
- b) I'm writing a novel \_\_\_\_\_
- c) I wrote a novel \_\_\_\_\_
- d) I've written a novel \_\_\_\_\_
- e) I'll write a novel \_\_\_\_\_
- f) I can write novels \_\_\_\_\_
- g) I may write a novel \_\_\_\_\_
- h) I have to write a novel \_\_\_\_\_

- 1) He said he'd written a novel
- 2) He said he might write a novel
- 3) He said he was writing a novel
- 4) He said he wrote novels
- 5) He said he had written a novel
- 6) He said he could write novels
- 7) He said he had to write a novel



4) **Look at the examples in 2 and put these tenses and verbs in the correct places in the table.**

COULD – HAD TO – MIGHT – PAST CONTINUOUS – PAST PERFECT – PAST SIMPLE – WOULD

DIRECT SPEECH	REPORTED SPEECH
1 present simple	
2 present continuous	
3 past simple	
4 present perfect	
5 will	
6 can	
7 may	
8 must / have to	

5) **There are other words which we often change when we put statements into reported speech. Look at these examples.**

"I read this book last week."

She said she had read that book the previous week.

Use the words to complete the table.

A (week / month / year) ago - here - last (week / month / year) - next (week / month / year) - this - today - tomorrow - tonight - yesterday

DIRECT SPEECH	REPORTED SPEECH
1	that
2	there
3	that day
4	the day before
5	The next / following month
6	That night
7	The following (week / month / year)
8	The previous (week / month / year)
9	A (week / month / year) before

## 6) Complete the sentences with *said* or *told*

- He \_\_\_\_\_ me he wasn't very ill.
- He \_\_\_\_\_ he had a friend called Sam.
- He \_\_\_\_\_ us that he had a ring.
- He \_\_\_\_\_ that they had travelled a long way.
- They \_\_\_\_\_ they needed to destroy the ring.
- He \_\_\_\_\_ that Gollum wasn't his friend.
- He \_\_\_\_\_ that he was from London.
- He \_\_\_\_\_ me that he was a pilot.



## 7) Rewrite the sentences in reported speech.

- "I am going to play basketball", said Janie.
- "I want to go swimming", said Becky.
- "My friend has got a new computer game", said Jack.
- "We finish school on Friday", said Emily and Evie.
- "I think this is the answer", said Charlotte.
- "We don't need help", said the students.
- "My dad works in an office", said Steven
- "I am not going to the meeting", said George.

## I DON'T HAVE TO ASK MY PARENTS

### READING

#### 1. Read the article. How many part-time jobs are mentioned in the text?

The question on the street

*Is working part-time a good idea for school kids?*

In the UK you can have a part -time job from the age of 13. It's a great way to earn some money – but is it really such a good idea? We went out into the High Street and asked: “Should school kids have part time jobs?”



**Nicola Blake**, sixth former

Yes, definitely. I've got a Saturday job at a supermarket. I like working! It means I don't have to ask my parents for money. Sure, I have to get up early on a Saturday, but I enjoy it, and it'll look good on my CV. My head teacher is cool with it, but he says I mustn't neglect my homework. I'd better go now or I'll be late for work!

**Robert Morris**, teacher

I certainly think young people should learn about the world of work and the value of money. They shouldn't rely on parents for hand-outs all the time. So, yes, I think it's a good idea. It needn't be much – just a few hours at the weekend. They've got to do their homework, too, remember. They must leave enough time for that.





**Helen Stevens**, office worker

Well, no. I don't think they should. There's a lot of pressure on kids these days. Studying takes a lot of their time, and lots of them do extra activities too, like music or sport. They ought to have enough time to relax and chill out a bit. After all, nobody expects adults to get up early to deliver newspapers before going to work, so why would children do it?

**Simon Jones**, student, 16

I had a Saturday job in a café last year. I'd better not say which one. Waiting at tables was very hard work and I hated it. I didn't have enough time to see my friends or do anything really except sleep. I'm broke now but much happier.



## **2. Who thinks these things: Nicola, Helen, Robert or Simon?**

1. Part-time work for children isn't fair.
2. I don't want a part-time job.
3. A small job is fine.
4. I like having my own money.
5. School children need some free time.

## WRITING

### 1. Divide the jobs into those that involve a) dealing with people b) physical work

Babysitting – cutting grass – delivering newspapers – dog-walking – painting and decorating – serving in a shop – stacking shelves – teaching computer skills – washing cars – waiting at tables

Dealing with people:

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Physical work:

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### 2. What do we use of these verbs for?

MUST: \_\_\_\_\_

MUSTN'T: \_\_\_\_\_

SHOULD/UGHT TO: \_\_\_\_\_

HAVE TO: \_\_\_\_\_

DON'T HAVE TO: \_\_\_\_\_

HAVE GOT TO: \_\_\_\_\_

HAD BETTER (NOT): \_\_\_\_\_

### 3. Choose the two verbs in each line which have a similar meaning

1. Must            have to            should
2. Should        must            ought to
3. Have got to    should            have to

- |              |               |              |
|--------------|---------------|--------------|
| 4. Must      | had better    | ought to     |
| 5. Needn't   | don't have to | mustn't      |
| 6. Shouldn't | mustn't       | ought not to |

#### **4. Choose the correct options**

1. Babysitting: You *don't have to/mustn't* have qualifications.
2. Teaching computer skills: You *should/must* be good at IT.
3. Serving in a shop: You'd *better/needn't be* polite.
4. Delivering newspapers: You *should/have to* get up early
5. Dog walking: You'd *better not/don't have to* wear a uniform
6. Waiting at tables: You *ought to/ don't have to* be smart
7. Painting and decorating: You'd *better not/needn't* have any experience.

#### **SPEAKING**

- 1. Discuss with your classmates what teachers and students *have to/must/mustn't/don't have to/should/shouldn't/had better (not) do.***

## SKILLS FOR THE 21<sup>ST</sup>-CENTURY WORKPLACE

### WRITING

- 1- Fill the gaps with the correct phrase

**ANALYSE INFORMATION – COMMUNICATE WELL – PROBLEM SOLVING  
GOOD AT MAKING DECISIONS – THE 21<sup>ST</sup> CENTURY – AGE OF TECHNOLOGY**

We are living in (1) \_\_\_\_\_. Some people call it the (2) \_\_\_\_\_.  
We need to learn things such as (3) \_\_\_\_\_ and we need to be able to (4) \_\_\_\_\_  
with other people around the world. Employers are looking for people who can  
(5) \_\_\_\_\_ well, people who are able to recognize whether  
information is reliable or not. They also like people who are (6)  
\_\_\_\_\_ without asking for help.

### READING

- 1- Have you got the skills you need for the 21st-century workplace? Read about what employers are looking for and test yourself to see if you are prepared!



## Skills for the 21st-century workplace

Have you got the skills you need for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?

### Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?

### Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?

### Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

Think: How do people communicate with each other in the 21st century?

### Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?

### Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

**2- Write TRUE or FALSE according to the text**

- a) 21st-century skills are not taught in schools in the UK.
- b) Employers like workers to be imaginative.
- c) Employers want workers to think about possible problems.
- d) Employers like workers to be original when solving problems.
- e) Future workers will need to be able to write concisely.
- f) People communicate with each other less in the 21st century.
- g) Employers believe it is useful to know a lot of information about celebrities.
- h) Employers don't want workers to make decisions without asking them.

**3- Fill in the gaps with a word from the box**

**TEACH – MAKE – SOLVE – DEVELOP – DISCUSS – HAVE – DIFFERENTIATE –  
VALUE**

- a) UK schools and colleges \_\_\_\_\_ ICT skills.
- b) Employers \_\_\_\_\_ people with ideas for new approaches.
- c) Employers like workers who can \_\_\_\_\_ problems.
- d) Workers need to be able to \_\_\_\_\_ their work with their team.
- e) Workers need to \_\_\_\_\_ their writing skills.
- f) It is important that workers can \_\_\_\_\_ between truth and lies.
- g) Employees in the 21st century \_\_\_\_\_ more responsibility.
- h) Employers like their workers to \_\_\_\_\_ decisions.

## VIDEO GAMES ARE GOOD FOR YOU!

### WRITING

#### 1- Match the types of computer games with the definitions

**PLATFORM GAME – FIGHTING GAME – SHOOTER – ROLE PLAYING GAME (RPG) – STRATEGY GAME – RACING GAME**

- a) A game that focuses on one-on-one combat against an opponent.
- b) A game that involves travelling and jumping across platforms, often with obstacles and other elements like ladders.
- c) A game that requires careful planning and tactics to achieve victory, often from a godlike perspective over the game world.
- d) A game in which the player races against opponents in some type of transportation.
- e) A game whose main focuses is combating involving guns or other projectile weapons such as missiles.
- f) A game in which a player control a central character, they explore the game world, solve puzzles and take part in tactical fights to complete their quest.

### READING

#### 1- You know all those people that told you that video games are bad for you? They were wrong. Read this to find out more.



## Video games are good for you!

For years video games have been criticised for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

2- Choose the correct option to complete the sentences

- a) **Only relatively recently have people started to realise \_\_\_\_.**  
 the harmful effects of video games  
 the beneficial effects of video games  
 how much we don't know about video games' effects  
 how much video games affect the people that play them
- b) **Very young children show improved \_\_\_\_ after playing video games.**  
 muscle control and co-ordination  
 social interaction  
 decision-making  
 ability to differentiate between different colours
- c) **Playing video games helps doctors \_\_\_\_.**  
 do operations and read X-rays  
 make decisions under pressure  
 operate complex equipment  
 tend to more than one patient at a time
- d) **Video gamers' decision-making speed is significantly improved by \_\_\_\_.**  
 years of gaming experience  
 long periods of game playing  
 playing video games in short bursts  
 certain types of video game
- e) **Women who play video games demonstrate \_\_\_\_.**  
 faster reaction speeds  
 reduced stress levels  
 better spatial awareness  
 better multitasking ability

f) In one research study, the video game Tetris helped people to \_\_\_\_.

- improve their concentration
- overcome depression
- forget disturbing experiences
- make decisions faster

g) Research shows that violent video games \_\_\_\_.

- have no negative effects on players
- only affect players' brains after extended hours of play
- may have positive and negative effects on the brain
- only affect players' brains in beneficial ways

h) In the future, computer games may be used for \_\_\_\_.

- treating a variety of medical problems
- training doctors to deal with emotional pressure
- helping parents to deal with difficult teenagers
- treating prisoners with a history of violent behavior

### 3- Fill in the gaps with a word from the box

ATTENTION – DIFFERENCE – SHADES – BEHAVIOUR – SCANS – FIELD – SKINS –  
ERRORS – DECISIONS

- a) Playing video games improves the speed at which people can make \_\_\_\_\_
- b) Video gamers also demonstrate an improved ability to pay \_\_\_\_\_ to several things at once.
- c) Pre-school children who play video games have been shown to have improved motor \_\_\_\_\_
- d) Playing video games also has a beneficial effect on vision, increasing players' ability to tell the \_\_\_\_\_ between varying \_\_\_\_\_ of grey.

- e) Surgeons who play computer games work faster and make fewer  
\_\_\_\_\_
- f) Researchers from Indiana University investigated the effects of violent video games by doing some brain \_\_\_\_\_ on video gamers.
- g) Their research showed that violent video games affect emotional control and may cause more aggressive \_\_\_\_\_
- h) Daphne Bavelier is one of the most experienced researchers in her  
\_\_\_\_\_

## LEAVING HOME

### WRITING

1- Match the things you need to know when leaving home with their description

**HOW TO BUDGET – HOW TO COOK – HOW TO MAKE FRIENDS  
HOW TO BE PROFESSIONAL – HOW TO BE INDEPENDENT**

- a) Relax, be yourself and don't feel you have to be cool.
- b) Plan to minimize debt, pay all the bills, eat and still have enough money for some fun.
- c) Learn some simple, cheap and healthy recipes to impress your flat mates.
- d) Take responsibility for yourself. Manage your time and balance your social life with your studies.
- e) Be slightly formal when emailing university lecturers. Don't post anything on social media you wouldn't employers to see.

### READING

1- Leaving your family home to go to university is not always easy. Read the advice from a first-year student and her dad to get two points of view on the experience.



## Leaving home

Going away to university is always a tricky time, both for the students who are leaving home and their parents who are staying behind. We got advice on how to cope from a student daughter and her dad.

### **A daughter's advice to parents, by Kerry Price**

My parents drove me to uni at the beginning of the first term. That was great, but then they hung around, so it was hard to chat to the people in the rooms near mine. It's best if you leave us to unpack ourselves.

Don't ask us to come home during term time. There's a lot going on at weekends, there just isn't time.

Get another interest or a pet if you feel lonely without us. Don't make us feel guilty about leaving home!

It is quite interesting to hear about your experiences at uni, but remember that it was a LONG time ago so don't go on about it so much. Things have changed a lot. Now we have a lot more debt and it'll be harder to find a job in the future.

Please don't check up on us or our friends on Facebook. I know it's a public site, but we have the right to some privacy.

Don't change anything in our bedrooms. We have only half left home - we'll be back in the holidays, so please don't touch anything.

We'd still like to come on family holidays with you. Don't forget to include us just because we're not there all the time.

### **A father's advice to students, by Stuart Price**

Don't complain so much about how much work you have to do. We work a lot too. You're an adult now, get used to it.

Put up with the fact that we refused to get a dog while you were at home, then suddenly bought one as soon as you moved out. We miss you!

Just because you're at university studying very complex subjects, it doesn't mean that you're more intelligent than everybody else. Don't treat your family as if they were stupid; we're really not.

Let us come and visit you now and again. We promise to try not to embarrass you in front of your friends. We just want to see you for a short time and take you out for a meal.

Don't waste so much time on Facebook. You need time for all that work you have to do, remember?

We might make a few changes to your room, so deal with it. It's great to have a guest room at last, but we won't change things too much, promise.

Don't forget to call home from time to time and don't get annoyed if we phone you. It's not pestering. If we didn't call, you wouldn't know that we care.

## 2- Choose the correct option to complete the sentences

**a) When children leave home to go to university, it's \_\_\_\_.**

- the moment they've been waiting for
- a difficult experience
- more difficult for parents than for children
- more difficult for children than for parents

**b) Kerry says when students first go to uni, parents should \_\_\_\_.**

- give their children a lift and then stay a while
- give them a lift and then leave
- let their children find their own transport
- help them unpack their things

**c) Kerry thinks students should \_\_\_\_.**

- do everything they can to avoid upsetting lonely parents
- go home regularly while everyone gets used to the change
- not feel bad about spending weekends in their university town
- avoid visiting their parents too much during term time

**d) Kerry thinks Facebook is \_\_\_\_.**

- a good way to send private messages to family
- a good way to show her parents what she's doing with her friends
- a space that parents should keep away from
- great for parents as long as you're careful with your privacy settings

**e) Stuart thinks students sometimes \_\_\_\_.**

look down on people who are not studying  
ask for help with their work too much  
talk about their university subjects too much  
forget that their parents were young once

**f) Stuart says parents would like to \_\_\_\_.**

stay for at least one night when they visit  
meet their son or daughter's university friends  
come and visit at least once a fortnight  
visit every so often and go to a restaurant together

**g) Stuart is \_\_\_\_.**

hurt that his daughter won't talk to him on Facebook  
critical of the amount of time his daughter spends on Facebook  
a big fan of Facebook  
confused about how to use Facebook properly

**h) Stuart promises to \_\_\_\_.**

make only minimal changes to his daughter's bedroom  
keep his daughter's bedroom exactly as she left it  
redecorate his daughter's bedroom and turn it into a guest bedroom  
clean his daughter's old room before she comes back to visit

## 3- Fill in the gaps with a word from the box

TAKE HER OUT – LEAVE HOME – GOING ON – GO ON ABOUT – CHECK UP ON –  
PUT UP WITH – HANG AROUND – GIVE HER A LIFT

- a) The text gives two points of view about the difficult time when young people \_\_\_\_\_
- b) Kerry was happy that her parents agreed to \_\_\_\_\_ when she first went to uni.
- c) Kerry advises parents not to \_\_\_\_\_ while their children are trying to chat to their new roommates.
- d) Kerry says students can't come home at weekends because there's so much \_\_\_\_\_
- e) Kerry wishes her parents wouldn't \_\_\_\_\_ their university days so much.
- f) Kerry says parents should not use Facebook to \_\_\_\_\_ their children.
- g) Stuart thinks children just have to \_\_\_\_\_ the fact that their parents might get a pet when they leave.
- h) Stuart says he would like to see Kerry occasionally and \_\_\_\_\_ for dinner.

## YOUR DIGITAL FOOTPRINT

### WRITING

#### 1 – Match the words with similar meanings

- a) A function
  - b) To abandon
  - c) A trail
  - d) Suitable
  - e) To reveal
  - f) Complex
  - g) A recruiter
  - h) Details
- 
- 1) A track
  - 2) To show
  - 3) To leave
  - 4) Complicated
  - 5) A purpose
  - 6) Information
  - 7) Appropriate
  - 8) An employer

### READING

- 1- Every time you do anything on the internet you leave a trail behind you, in the same way you leave a footprint when you walk on sand or mud. Do you know how to take care of your digital footprint? Here are some tips.



## Your digital footprint

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

### Six top tips for taking care of your digital footprint

1. Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!
2. Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.
3. Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.
4. Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.
5. If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.
6. Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

### Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

**a) When you go online, you ...**

- can choose what information is recorded about you.
- leave a trail showing where you've been and what you've been doing.
- send information to recruiters.

**b) People search for information about you, they can find your ...**

- bookmarked websites.
- passwords.
- digital footprint.

**c) Someone could pretend to be you if you don't log off when ...**

- abandoning a site.
- posting a comment.
- sharing a photo.

**d) You should make your passwords difficult to guess by ...**

- using all capital letters.
- making them complex.
- including a symbol.

**e) If a user reports inappropriate content, ...**

- web managers usually react immediately.
- recruiters often respond.
- other users want to read what they have said.

**f) You should report abusive remarks on the internet ...**

- if you think they are really serious.
- in all cases.
- if you can find the contact and have time.

**2- Choose the correct options to complete the sentences**

**g) To remember your favourite websites, you can use the ...**

browser.

bookmark function.

mobile device.

**h) Think carefully before ...**

sharing your favourite website online.

sharing your comments online.

sharing personal information online.

### 3- Put the phrases in the correct group

a) Use the history button to find a favourite website

b) Use punctuation marks in your password

c) Use your name when you post comments online

d) Use a picture instead of a photo of yourself

e) Forget to erase your browser history

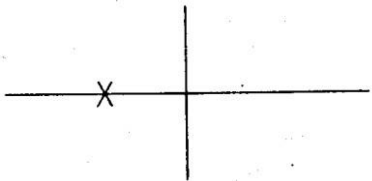
f) Log off when you leave a website

g) Write your password in a place where you can find it easily

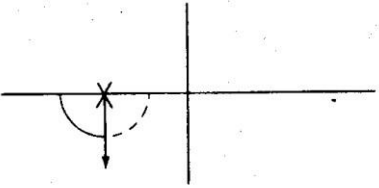
h) Keep quiet about inappropriate content that you come across

DO	DON'T

## SIMPLE PAST

	<p>a) I walked to school yesterday.</p> <p>b) He lived in Paris for ten years, but now he is living in Rome.</p> <p>c) I bought a new car three days ago.</p>	<p>The simple past indicates that an activity or situation <i>began and ended at a particular time in the past</i>.</p>
	<p>d) I stood under a tree when it began to rain.</p> <p>e) When she heard a strange noise, she got up to investigate.</p> <p>f) When I dropped my cup, the coffee spilled on my lap.</p>	<p>If a sentence contains <i>when</i> and has the simple past in both clauses, the action in the "<i>when clause</i>" happens first. In (d): 1st: The rain began. 2nd: I stood under a tree.</p>

## PAST CONTINUOUS

	<p>i) I was walking down the street when it began to rain.</p> <p>j) While I was walking down the street, it began to rain.</p> <p>k) I was standing under a tree when it began to rain.</p> <p>l) At eight o'clock last night, I was studying.</p> <p>m) Last year at this time, I was attending school.</p>	<p>In (i): 1st: I was walking down the street. 2nd: It began to rain.</p> <p>In other words, both actions occurred at the <i>same time</i>, but <i>one action began earlier and was in progress when the other action occurred</i>. In (1): My studying began before 8:00, was in progress at that time, and .probably continued.</p>
	<p>n) Last January, while you were trudging through snow in Iowa, I was lying on the beach in Florida.</p> <p>o) While I was studying in one room of our apartment, my roommate was having a party in the other room.</p>	<p>Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.</p>
	<p>p) It rained this morning.</p> <p>q) It was raining this morning.</p>	<p>In some cases, the simple past and the past progressive give almost the same meaning, as in (o) and (p).</p>

**A- Use the simple past or the past continuous in the following.**

1. I (read) \_\_\_\_\_ only two chapters last week.

2. I (read) \_\_\_\_\_ a book last night when you called.

3. I (call) \_\_\_\_\_ John at nine last night, but he (be, not) \_\_\_\_\_ at home. He (study) \_\_\_\_\_

at the library.

4. I (hear, not) \_\_\_\_\_ the thunder during the storm last night because I (sleep) \_\_\_\_\_.

5. My brother and sister (argue) \_\_\_\_\_ about something when I (walk) \_\_\_\_\_ into the room.

6. When I (open) \_\_\_\_\_ the package, I (find) \_\_\_\_\_ a surprise.

7. He (climb) \_\_\_\_\_ the stairs when he (trip) \_\_\_\_\_ and (fall) \_\_\_\_\_. Luckily, he (hurt, not) \_\_\_\_\_ himself.

8. While I (read) \_\_\_\_\_ the little boy a story, he (fall) \_\_\_\_\_ asleep, so I (close) \_\_\_\_\_ the book and quietly (tiptoe) \_\_\_\_\_ out of the room.

**B- How jeans came to America. Put the verbs in brackets in the past simple or past continuous.**

Levi Strauss *came* (come) from a small town in the south of Germany. When he <sup>1</sup>. \_\_\_\_\_ (be) a young man, he <sup>2</sup> \_\_\_\_\_ (fall) in love with the mayor's daughter.

But the mayor and Levi's parents <sup>3</sup> \_\_\_\_\_ (not want) them to marry.

Levi's parents <sup>4</sup> \_\_\_\_\_ (send) him away to New York where his brothers <sup>5</sup> \_\_\_\_\_ (live). They <sup>6</sup> \_\_\_\_\_ (be)

tailors and they <sup>7</sup> \_\_\_\_\_ (teach) him to sew. In 1850, Levi \_\_\_\_\_ (take) some sailcloth from New York to San Francisco

when he \_\_\_\_\_ (meet) some men. They

**10** \_\_\_\_\_ (dig) for gold in the streams and rivers. The weather was bad. It \_\_\_\_\_ (rain) and the wind **12**

\_\_\_\_\_ (blow). The men were cold because they (wear) <sup>13</sup> \_\_\_\_\_ thin trousers.

Suddenly Levi **14** \_\_\_\_\_ (have) an idea. He <sup>15</sup> \_\_\_\_\_ (use)

the sailcloth which he **16** \_\_\_\_\_ (transport) to make trousers for

the men. Then he **17** \_\_\_\_\_ (sew) on metal studs to make them stronger.

The men **18** \_\_\_\_\_ (love) the trousers but they

**19** \_\_\_\_\_ (not like) the yellow-grey colour. So

when Levi Strauss **20** \_\_\_\_\_ (open) a tailor's shop in San Francisco,

he **21**

\_\_\_\_\_ (import) a special thick blue material from Nimes in

France. That's how jeans **22** \_\_\_\_\_ (become) blue.

## C- Where did he come from?

Use the words in brackets to write questions about Levi Strauss. He came from Germany. (Where .....from)

*'Where did he come from?'*

1 His parents sent him to America. (Where)

---

2 His brothers taught him to sew. (What)

---

3 In 1850 he set out for San Francisco. (When)

---

4 He met some prospectors on the way. (Who)

---

5 They were digging in a river. (Where)

---

6 They were wearing thin trousers. (What)

---

7 He was taking sailcloth to California. (What)

---

8 He made trousers from the sailcloth. (What. . from)

---

9 The men didn't like the colour. (Why)

---

10 He imported blue material from France. (Where... from)

---

**D- complete with past simple or past continuous**

1. When she \_\_\_\_\_ the dishes she \_\_\_\_\_ a big plate. (dry / drop)
2. While they \_\_\_\_\_ TV, a thief \_\_\_\_\_ in. (watch / climb)
3. Mother \_\_\_\_\_ dinner, while we \_\_\_\_\_ our homework. (cook / do)
4. The pupils \_\_\_\_\_ cards, when their teacher \_\_\_\_\_ (play / enter)
5. Mother \_\_\_\_\_ the clothes, when the lights \_\_\_\_\_ out (iron / go)
6. The postman \_\_\_\_\_ the parcel, just as they \_\_\_\_\_ (bring / leave)
7. Susan \_\_\_\_\_ her purse, while she \_\_\_\_\_ (lose / shop)
8. We \_\_\_\_\_ a song, when our headmaster \_\_\_\_\_ (sing / enter)
9. When he \_\_\_\_\_ to town, he \_\_\_\_\_ an accident (drive / have)
10. Mother \_\_\_\_\_ a cake, while we \_\_\_\_\_ in the garden. (bake / play)
11. As I \_\_\_\_\_ down the street, a car \_\_\_\_\_ into the shop. (walk / crash)

12. While we \_\_\_\_\_ TV, a thief \_\_\_\_\_ our car.

(watch / steal)

13. The burglar \_\_\_\_\_ the safe, when he \_\_\_\_\_ some footsteps,

(open/hear)

14. Father \_\_\_\_\_ the newspaper, when the doorbell \_\_\_\_\_.

(read / ring)

## **E- complete with past simple or past continuous**

1. We \_\_\_\_\_ TV last night. (watch)

2. The train \_\_\_\_\_ at 6.30. (leave)

3. Mother \_\_\_\_\_ the dishes - (wash) when the phone

\_\_\_\_\_. (ring)

5. We \_\_\_\_\_ a nice party last Saturday, (have)

6. In 55 B. C. Julius Caesar \_\_\_\_\_ to Britain. (come)

7. Father \_\_\_\_\_ in his car - (wait) while mother

\_\_\_\_\_. (shop)

9. I couldn't come, because I \_\_\_\_\_ ill. (be)

10. Just as he \_\_\_\_\_ to bed, (go) the

lights \_\_\_\_\_ out. (go)

12. The car suddenly \_\_\_\_\_. (stop)

13. It \_\_\_\_\_ (rain) when he \_\_\_\_\_ out of the

window. (look)

15. Father \_\_\_\_\_ home yesterday. (not come)

He \_\_\_\_\_ lunch in a restaurant. (have)

16. I \_\_\_\_\_ through the window. (look)  
Some students \_\_\_\_\_ on the blackboard, (write)
17. We \_\_\_\_\_ an English song, (sing) when the door  
\_\_\_\_\_. (open)
18. Mother \_\_\_\_\_ the rooms last Saturday. (clean) 19.  
They \_\_\_\_\_ that school, (build) when I \_\_\_\_\_  
a little boy. (be)
20. Some people in the waiting-room \_\_\_\_\_ (read).  
Suddenly the door \_\_\_\_\_ (open) and the nurse  
\_\_\_\_\_ (say), "The next one, please".
21. The dog \_\_\_\_\_ the postman (attack). just  
as he \_\_\_\_\_ letters into the letter-box. (put) 22. How  
\_\_\_\_\_ you \_\_\_\_\_ your leg? (break) I \_\_\_\_\_ off  
the ladder, (fall) when I \_\_\_\_\_ some apples. (pick)
23. We \_\_\_\_\_ much sleep last night, (not get) because  
our neighbours \_\_\_\_\_ a party. (have)
24. You are late. The train \_\_\_\_\_ at 8.00. (leave)
25. They \_\_\_\_\_ to Canada some years ago. (go)
26. I \_\_\_\_\_ my homework (do) when my friend Peter  
\_\_\_\_\_. (turn up)
27. They \_\_\_\_\_ tea (have) when the doorbell \_\_\_\_\_.  
(ring)

## **F- Complete the jokes below by using the correct tense of the verb in brackets (Past Simple / Continuous):**

1. Dad. What do you call a small brown thing with ten legs, and green eyes?

I don't know, son. Why do you ask?

Well, one ..... along your lettuce just before you ..... it! (*crawl, eat*)

2. Harry ..... a large grandfather clock on his shoulder, (*carry*) He was delivering it to a customer. He couldn't see what was on his right hand side and he ..... over an old lady who ..... in a shop window, (*knock, look*) "I'm very, very sorry, "said the man.

"Idiot!" shouted the old woman. "Why can't you wear a watch like everybody else?"

3. What ..... you ..... in my apple tree last night, young man? (*do*)

Well, one of your apples ..... down when I ..... your garden so I ..... it back for you! (*fall, pass, put*)

4. Magic Bob was a magician on a cruise ship. Each night he took objects from the passengers and made them disappear, then reappear in strange places. The captain of the ship had a parrot which always shouted "Rubbish!" at the end of the magician's act. One day the ship ..... an iceberg and ..... . (*hit, sink*) The magician and the parrot were the only survivors. While they ..... on a large piece of wood in the water, the parrot ..... (*lie, say*) "OK, genius. Where's the ship?"

5. A lifeguard ..... a young lady the kiss of life when her husband ..... (*give, arrive*).

What are you doing to my wife?

I'm giving her artificial respiration.

Artificial! Give her the real thing. I'll pay for it.

6. Doctor, lots of my hair ..... out while I ..... it this morning, (*fall, brush*) Have you got anything for it?

Sure. Here's a box.

7. A young man was in the middle of a road with his right ear to the ground. An old lady asked him:

8.

What are you listening for?

A motorbike passed this spot ten minutes ago.

That's incredible! How do you know that?

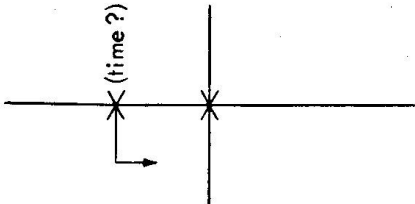
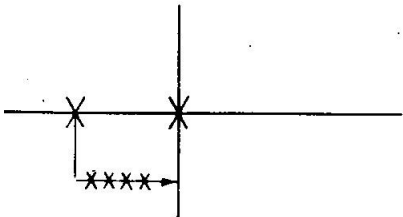
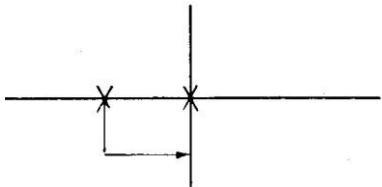
Because it ..... me while I ..... the road and it..... my neck. (*hit, cross, break*)

9. How did you get that big red lump on your nose?

I.....a brose while I ..... in the garden, (*smell, work*) But there is no 'b' in rose.

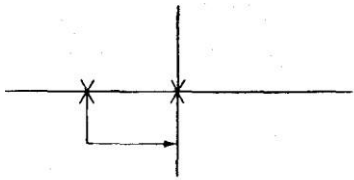
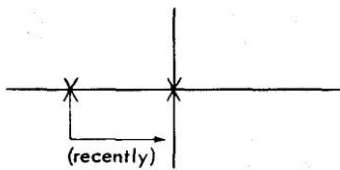
There was in this one!

## PRESENT PERFECT

	<p>a) They have moved into a new apartment.</p> <p>b) Have you ever visited Mexico?</p> <p>c) I have already seen that movie.</p> <p>d) I have never seen snow.</p>	<p>The present perfect expresses the idea that something happened (or never happened) <i>before now, at an unspecified time in the past</i>. The exact time it happened is not important.</p> <p>If there is a specific mention of time, the simple past is used: <i>I saw that movie last night</i>.</p>
	<p>e) We have had four tests so far this semester.</p> <p>f) I have written my wife a letter every other day for the last two weeks.</p> <p>g) I have met many people since I came here in June.</p> <p>h) I have flown on an airplane many times.</p>	<p>The present perfect also expresses the <i>repetition of an activity before now</i>. The exact time of each repetition is not important.</p>
	<p>i) I have been here <i>since</i> seven o'clock.</p> <p>j) We have been here <i>for</i> two weeks,</p> <p>k) I have had this same pair of shoes <i>for</i> three years.</p> <p>l) I have liked cowboy movies ever <i>since</i> I was a child,</p> <p>m) I have known him <i>for</i> many years.</p>	<p>The present perfect also, when used with <i>for</i> or <i>since</i>, expresses a situation that <i>began in the past and continues to the present</i>.*</p> <p>In the examples, notice the difference between <i>since</i> and <i>for</i>: <i>since</i> + a particular time</p> <p><i>for</i> + duration of time</p>

The present perfect has this meaning primarily for those verbs that are usually not used in any of the progressive tenses. This meaning is exactly the same as the meaning of the present perfect progressive tense.

## PRESENT PERFECT PROGRESSIVE

	<p>Right now I am sitting at my desk.</p> <p>(a) I have been sitting here <i>since</i> seven o'clock.</p> <p>(b) I have been sitting here <i>for</i> two hours.</p> <p>(c) You have been studying <i>for</i> five straight hours. Why don't you take a break? (d) He has been watching television <i>since</i> nine o'clock this morning.</p> <p>(e) It has been raining <i>all day</i>. It is still raining right now.</p>	<p>This tense is used to indicate the <i>duration</i> of an activity that <i>began in the past and continues to the present</i>. When the tense has this meaning, it is used with time words such as <i>for, since, all morning, all day, all week</i>.</p>
	<p>f) I have been thinking about changing my major.</p> <p>g) All of the students have been studying hard.</p> <p>h) John has been doing a lot of work on his thesis. He should be finished by May.</p> <p>i) My back hurts, so I have been sleeping on the floor lately. The bed is too soft.</p>	<p>When the tense is used without any specific mention of time, it expresses a <i>general activity in progress recently, lately</i>.</p>
	<p>j) I have lived here since 1975.</p> <p>k) I have been living here since 1975.</p> <p>l) He has worked at the same store for ten years.</p>	<p>With certain verbs (most notably <i>live, work, teach</i>) there is little or no difference in meaning between the two tenses when <i>since</i> or <i>for</i> is used.</p>

**A- Use the simple past or the present perfect. In some sentences either tense is possible but the meaning is different.**

1. I (not attend) \_\_\_\_\_ any parties since I came here.
2. I (go) \_\_\_\_\_ to a party at Sally's apartment last Saturday night.
3. Bill (arrive) \_\_\_\_\_ here three days ago.
4. Bill (be) \_\_\_\_\_ here since the 22nd.
5. Try not to be absent from class again for the rest of the term. You (miss, already) \_\_\_\_\_ too many classes. You (miss) \_\_\_\_\_ two classes just last week.
6. Last January, I (see) \_\_\_\_\_ snow for the first time in my life.
7. In her whole lifetime, she (see, never) \_\_\_\_\_ snow.
8. I (know) \_\_\_\_\_ Greg Adams for ten years.
9. So far this week, I (have) \_\_\_\_\_ two tests and a quiz.
10. Up to now, Professor Williams (give) \_\_\_\_\_ our class five tests.
11. The science of medicine (advance) \_\_\_\_\_ a great deal in the 19<sup>th</sup> century.
12. Since the beginning of the 20<sup>th</sup> century, medical scientists (make) \_\_\_\_\_ many important discoveries.

**B- Use the present perfect progressive in the following.**

1. The boys are playing soccer right now. They (play) *have been playing* for almost two hours. They must be getting tired.
2. Alex is talking on the phone. He (talk) \_\_\_\_\_ on the phone for over a half an hour. He should hang up soon. Long distance is expensive.
3. I'm trying to study. I (try) \_\_\_\_\_ to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.

C- **Use the present perfect or the present perfect progressive. In some sentences, either tense may be used with little or no change in meaning.**

1. It (snow) \_\_\_\_\_ all day. I wonder when it stops.
2. We (have) \_\_\_\_\_ three major snowstorms so far this winter. I wonder how many more we will have.
3. It's ten p.m. I \_\_\_\_\_ (study) for two hours and probably won't finish until midnight.
4. I (write) \_\_\_\_\_ them three times, but I still haven't received a reply.
5. I (live) \_\_\_\_\_ here since last March.
6. The telephone (ring) \_\_\_\_\_ four times in the last hour, and each time it has been for my roommate.
7. The telephone (ring) \_\_\_\_\_ for almost a minute. Why doesn't someone answer it?

8. The little boy is dirty from head to foot because he (play) \_\_\_\_\_ in the mud.

D- **Use the present perfect or the present perfect progressive. In some sentences,**

**either tense may be used with little or no change in meaning.**

1. A: (Be, you) \_\_\_\_\_ able to reach Bob on the phone yet? B: Not yet. I  
(try)\_\_\_\_\_ for the last twenty minutes, but the line (be)  
\_\_\_\_\_ busy.

2. A: Hi, Jenny. I (see, not) \_\_\_\_\_ you for weeks. What (do, you)  
\_\_\_\_\_ lately? B: Studying.

3. A: What are you going to order for dinner?

B: Well, I (have, never) \_\_\_\_\_ pizza, so I think I'll order that.

4. A: What's the matter? Your eyes are red and puffy. (Cry, you) \_\_\_\_\_?

B: No. I just finished peeling some onions.

4. A: Dr. Jones is a good teacher. How long (be, he) \_\_\_\_\_ at the university?

B: He (teach) \_\_\_\_\_ here for twenty-five years.

E- **What have they been doing?**

Complete the sentences with the present perfect simple or the present perfect continuous.

Jane *has been writing* (write) a letter to a magazine. She hasn't finished it yet.

1. Ben \_\_\_\_\_ (look) for his pen-knife, but he hasn't found it yet.
2. Jenny \_\_\_\_\_ (wait) for the bus for half an hour, but it hasn't arrived yet.
3. Nick \_\_\_\_\_ (play) a computer game for two hours and he's still playing.
4. Mike hasn't finished painting his car yet. He \_\_\_\_\_ (work) on it for two weeks.
5. Amanda \_\_\_\_\_ (not come) home yet. She has been shopping in town since 10 o'clock.
6. Mike's car \_\_\_\_\_ (make) strange noises. Nick and Jane have cleaned all the parts.
7. Ben has been drawing cartoons for two hours. He \_\_\_\_\_ (not finished) yet.
8. Amanda has been waiting for Jenny in town. Jenny \_\_\_\_\_ (not arrive) yet.
9. Jane has been knitting a pullover. She \_\_\_\_\_ (just finish) it.
10. It \_\_\_\_\_ (rain) all day and it hasn't stopped yet.
11. Mr Blake has been marking tests all evening but he \_\_\_\_\_ (not find) a perfect one yet.
12. Trig \_\_\_\_\_ (practise) the present perfect, but he hasn't got it right.

## F- Complete the jokes with present perfect or past simple

Using the Present Perfect or the Past Simple, complete the following jokes:

1. .... you ..... (*be*) to America before?

No. This is my first time.

Did you know that Christopher Columbus ..... (*find*)

America?

Really? I never knew it was lost!

2. When you ..... (*sell*) me this car this morning, you .....  
(*say*) it was trouble-free. Since then, the brakes ..... (*fail*) and the door  
..... (*fall*) off.

Well, sir, I did sell you the car but the trouble was free!

3. Doctor, I ..... (*have*) a sore stomach ever since I .....  
(*eat*) three crabs last week.

..... they ..... (*smell*) bad when you ..... (*take*)  
them out of their shells?

What do you mean - took them out of their shells?

4. Now, ..... everyone ..... (*read*) the chapter on Lord Nelson for  
homework?

Yes, sir.

Kevin, in which battle ..... Lord Nelson .....  
(*die*)?

Er, his last one, sir?

5. I ..... (*buy*) this diamond ring from a man in the street. It's for my  
girlfriend.

Are they real diamonds?

I hope so. If not, the man ..... just ..... (*cheat*) me out  
of £5.

6. How's your sister?

She ..... (*go*) on a very strict diet to lose weight.

And how is she getting on?

Fine. She ..... (*disappear*) last week.

7. Mrs Smith is very upset. She thinks she ..... (*lose*) her cat.

When ..... she last..... (*see*) it?

Four days ago.

Why doesn't she put an advertisement in the newspaper?

Don't be silly. Her cat can't read.

8. My dad ..... never ..... (*visit*) the dentist.

My dad will never go back to the dentist.

Why? What happened?

The dentist..... (*take*) all his teeth out.

What..... your dad ..... (*say*)?

Never again! Never again!

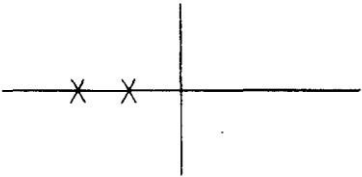
9. Robert was fishing in a private lake. An old man came up to him and asked:

..... you ..... (*catch*) anything?

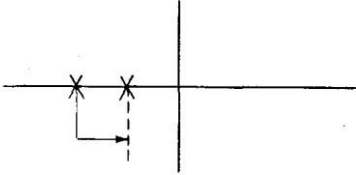
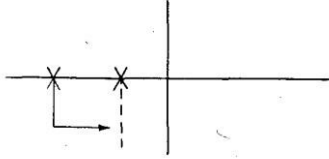
Yes. Three big fish since I ..... (*start*) this morning.

My name is Lord Arton and I own this lake. Oh. My name is Robert and I'm a terrible liar!

## PAST PERFECT

	<p>a. My parents had already eaten by the time I got home.</p> <p>b. Until yesterday, I had never heard about it.</p> <p>c. The thief simply walked in. Someone had forgotten to lock the door.</p> <p>d. He had arrived <i>before</i> we got there.</p> <p>e. He arrived <i>before</i> we got there.</p> <p>f. <i>After</i> the guests had left, I went to bed.</p> <p>g. <i>After</i> the guests <b>left</b>, I went to bed.</p>	<p>The past perfect expresses an activity that was <i>completed before another activity or time in the past</i>.</p> <p>If either <i>before</i> or <i>after</i> is used in the sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be used instead of the past perfect, as in (e) and (g).</p>
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## PAST PERFECT PROGRESSIVE

	<p>h. The police had been looking for the criminal <i>for</i> two years before they caught him.</p> <p>i. The patient had been waiting in the emergency room <i>for</i> almost an hour before a doctor finally treated her.</p> <p>j. He finally came at six o'clock. I had been waiting for him <i>since</i> four-thirty.</p> <p>k. Her skin was sunburned because she had been lying on the beach <i>all afternoon</i>.</p>	<p>The past perfect progressive emphasizes the <i>duration</i> of an activity that was <i>in progress before another activity or time in the past</i>.</p>
	<p>l. When Judy got home, her hair was still wet because she had been swimming.</p> <p>m. Her eyes were red because she had been crying.</p>	<p>This tense also may express an activity <i>in progress recent to another time or activity in the past</i>.</p>

## A- Use Simple Past or the Past Perfect

Are there some sentences where either tense is possible?

- 1) He (be) \_\_\_\_\_ a newspaper reporter before he (become) \_\_\_\_\_ a business man.
- 2) I (feel) \_\_\_\_\_ a little better after I (take) \_\_\_\_\_ the medicine.
- 3) I was late. The teacher (give, already) \_\_\_\_\_ a quiz when I (get) \_\_\_\_\_ to class.

- 4) The anthropologist (leave) \_\_\_\_\_ the village when she (collect) \_\_\_\_\_ enough data.
- 5) It was raining hard, but by the time class (be) \_\_\_\_\_ over, the rain (stop) \_\_\_\_\_.
- 6) Millions of years ago, dinosaurs (roam) \_\_\_\_\_ the earth, but they (become) \_\_\_\_\_ extinct by the time humankind first (appear) \_\_\_\_\_.
- 7) Class (begin, already) \_\_\_\_\_ by the time I (get) \_\_\_\_\_ there, so I (take, quietly) \_\_\_\_\_ a seat in the back.
- 8) I (see, never) \_\_\_\_\_ any of Picasso's paintings before I (visit) \_\_\_\_\_ the art museum.
- 9) I almost missed my plane. All of the other passengers (board, already) \_\_\_\_\_ by the time I (get) \_\_\_\_\_ there.
- 10) Yesterday at a restaurant, I (see) \_\_\_\_\_ Pam Donnelly, an old friend of mine. I (see, not) \_\_\_\_\_ her in years. At first, I (recognize, not) \_\_\_\_\_ her because she (lose) \_\_\_\_\_ at least fifty pounds.

**B- Use had or hadn't to complete the following:**

- 1) When her daughter arrived home from a party, Mrs Thompson asked her if she (thank) \_\_\_\_\_ her hostess. "No," she said. "The girl in front of me thanked her and the lady said 'Don't mention it' so I didn't."
- 2) Here's your coffee, madam - it's a special coffee all the way from Brazil. Oh, I was wondering where you (go) \_\_\_\_\_.
- 3) A stressed managing director went to his doctor for help in getting to sleep. The workers at his factory (go) \_\_\_\_\_ on strike. They wanted better pay and conditions. The director (try) \_\_\_\_\_ sleeping pills but they (not work) \_\_\_\_\_. The doctor asked the director to lie quite still in bed at night and to count sheep. The following day the director returned to the doctor's surgery. Well, said the doctor. Any success?

I'm afraid not, he said. By the time I (count) \_\_\_\_\_ the thirty-first sheep they (all go) \_\_\_\_\_ on strike for shorter hours and lower fences.

4) Kenneth is so stupid. He phoned his teacher at school yesterday to say he couldn't come to school because he (lose) \_\_\_\_\_ his voice!

5) A doctor (just give) \_\_\_\_\_ a boy an injection in his arm. He was about to put a bandage on his arm when the boy said, Would you mind putting the bandage on my other arm, doctor?

Why? I'm putting it over your vaccination so that the other boys will know not to bang \_\_\_\_\_ into it.

You don't know the boys in my school, doctor!

6) Mum! Mum! Dad's fallen over a cliff. Is he okay? I don't know. He (not stop) \_\_\_\_\_ falling when I left.

7) A beggar stopped me the other day and said he (not have) \_\_\_\_\_ a bite for days.

What did you do? I bit him!

8) It was my grandmother's birthday yesterday. Is she old?

Well, by the time we lit the last candle on her birthday cake, the first one (go)

\_\_\_\_\_ out!

9) Harry Smith was sent to Central Africa by his company. He sent a postcard to his wife as soon as he arrived. Unfortunately it was delivered to another Mrs. Smith whose husband (die) \_\_\_\_\_ the day before. The postcard read:

ARRIVED SAFELY THIS MORNING. THE HEAT IS TERRIBLE.

## PASSIVE VOICE

A table of active tenses and their passive equivalents

<b><u>TENSE / VERB FORM</u></b>	<b><u>ACTIVE VOICE</u></b>	<b><u>PASSIVE VOICE</u></b>
Simple Present	<i>gives</i>	<i>is given</i>
Simple Past	<i>gave</i>	<i>was given</i>
Present Perfect	<i>has given</i>	<i>has been given</i>
Past Perfect	<i>had given</i>	<i>had been given</i>
Future Simple	<i>will give</i>	<i>will be given</i>
Present Continuous	<i>is giving</i>	<i>is being given</i>
Past Continuous	<i>was giving</i>	<i>was being given</i>

### USE

The passive voice is used in English:

a) **when attention is to be drawn especially to the “receiver” of the action, i.e. if we want to point out the object more than the subject:**

My dog *was hit* by a car.

The window *has been broken*.

“Tom Sawyer” *was written* by Mark Twain.

b) **when the “doer” of the action is unimportant or unknown. Such use occurs frequently in textbooks, in scientific, technical and business reports, and in newspaper stories, making it possible to maintain an impersonal tone.**

The report *was confirmed* yesterday.

The Yalta Agreement *was signed* during World War Two.

*I have been robbed!*

A police officer *was killed* last night in a road accident.

c) **when it is not necessary to mention the “doer” of the action:**

He *was killed* in the war.

This book *was printed* in Rijeka.

#### A- Underline verbs in Passive Voice:

### The Canterville Ghost

When the American, Mr Otis, bought Canterville Castle, everyone told him that this was very foolish, as the place was haunted. But Mr Otis answered, “I come from a modern country, where we have everything that money can buy. And if there were such a thing as a ghost in Europe, we would have it at home in one of our museums.”

A few weeks later, on a lovely July evening, Mr Otis, his wife and their children, Washington, Virginia and the twins, went down to their new home. When they entered the avenue of Canterville Castle, the sky suddenly became dark and a spooky stillness was in the air.

Mrs Umney, the housekeeper, led them into the library of the castle, where they sat down and began to look around. Suddenly, Mrs Otis saw a red stain on the floor just by the fireplace and said to Mrs Umney, "I am afraid something has been spilt there."

"Yes, madam," said the old housekeeper in a low voice, "blood has been spilt on that spot."

"How terrible," said Mrs Otis; "I don't want any blood-stains in my sitting-room. It must be removed at once."

The old woman smiled and answered, "It is the blood of Lady Eleanore de Canterville, who was murdered on that spot by her husband, Sir Simon de Canterville, in 1575. Sir Simon disappeared seven years later. His body has never been found, but his ghost still haunts the Castle. The blood-stain is a tourist attraction now and it cannot be removed."

"That is all nonsense," said Washington, the eldest son of the Otis family, "stain remover will clean it up in no time," and he took a bottle of stain remover out of his pocket and cleaned the spot. But as soon as the blood-stain had disappeared, a terrible flash of lightning lit up the room and a fearful peal of thunder made the whole building shake.

**B- Complete the following passive voice sentences in the tenses suggested:**

1. Fiat cars (make) \_\_\_\_\_ in Italy. – Present Simple
2. Mickey Mouse (create) \_\_\_\_\_ by Walt Disney. – Past Simple
3. You (invite) \_\_\_\_\_ to lunch tomorrow. – Present Perfect Simple
4. This poem should (learn) \_\_\_\_\_ by heart. – Infinitive
5. Abraham Lincoln (kill) \_\_\_\_\_ in Washington. – Past Simple
6. The book (finish) \_\_\_\_\_ next month. – Future Simple
7. Mount Everest (climb) \_\_\_\_\_ in 1953. - Past Simple
8. This exercise (do) \_\_\_\_\_ very carefully. – Present Continuous
9. Hats and coats must (leave) \_\_\_\_\_ in the cloakroom. – Infinitive
10. This book (not read) \_\_\_\_\_ yet. – Present Perfect Simple
11. I think we (follow) \_\_\_\_\_. – Present Continuous
12. My umbrella (take) \_\_\_\_\_. – Present Perfect Simple
13. "Psycho" (direct) \_\_\_\_\_ by Hitchcock. – Past Simple
14. National anthems (play) \_\_\_\_\_ at Olympic Games. – Present Simple
15. Coca-Cola (drink) \_\_\_\_\_ since 1886. – Present Perfect Simple
16. The piano (play) \_\_\_\_\_ too loudly. – Past Continuous
17. A cure for AIDS (discover) \_\_\_\_\_. – Future Simple
18. The film (shoot) \_\_\_\_\_ in Italy. – Future Simple
19. This highway (construct) \_\_\_\_\_ for many years. – Past Continuous

**C- Put the following sentences into the passive voice:**

1. They will test the car next month.
2. They are building a modern motorway in our country.
3. Bees make honey.
4. Leonardo painted Mona Lisa.
5. The Americans developed the first bomb close to the end of World War II.
6. The mirror reflects the light.
7. F.L Wright has built many beautiful houses.
8. The students are writing a test now.
9. Jill will invite you to the party.
10. Somebody started the fight at 7 p.m. yesterday.
11. You should open the window.
12. William will not repair the car.
13. Did Sue draw this circle?
14. People know that cars pollute the environment.
15. They suppose that the new product will come out soon.
16. We do not clean our rooms.
17. Beethoven composed this piece.
18. Nobody has made any mistakes.
19. Unkind remarks easily upset Ann.
20. A huge wave overturned the boat.

**D- Put the following sentences into the passive voice using the part in bold type as the subject:**

1. Rachel will give you **some advice**.
2. I sent him **a letter**.
3. They have written her **a postcard**.
4. Someone showed them **a camera**.
5. The police officer showed **us** the way.
6. The waiter has not brought us **the coffee**.
7. They did not offer **her** a seat.

8. She told **me** a lie.
9. She told me **a lie**.
10. Rachel will give **you** some advice.

## WISHES    IF ONLY

A- Write sentences with “I WISH.....” and “IF ONLY.....”:

1. Ayşe isn't here.  
I wish .....
2. She lives in İstanbul (and she hates it).  
She wishes .....
3. He can't give up smoking.

- He wishes ..... If  
only .....
4. I'm not lying on a beautiful sunny beach (and that's a pity).  
I wish .....  
If only .....
5. They don't know anything about cars (and their car has just been broken  
down).  
They wish .....
6. He has pneumonia.  
He wishes .....  
If only .....
7. She has to work tomorrow (but she'd like to stay in bed).  
She wishes .....
8. There is going to be an examination tomorrow.  
If only .....
9. My brother doesn't keep his room tidy.  
I wish .....
10. Sue doesn't help with the housework.  
Sue's mother wishes .....
11. Mary often plays the piano in the middle of the night.  
Her neighbours wish .....

**B- Write the correct forms of the verbs:**

1. I wish I ..... (have) today off.  
I wish I ..... (have) yesterday off.
2. If only I ..... (know) the answer now.  
If only I ..... (know) the answer a few minutes ago.
3. She wishes she ..... (clean) the refrigerator today. She wishes she  
..... (clean) it yesterday.
4. If only he ..... (not / eat) so much garlic!  
If only he ..... (not / eat) so much garlic last night!

**C- Ann doesn't like her new house. Write what she WISHES:**

“ The house is so old and dirty. She has to paint it. The house doesn’t have central heating. The kitchen is small. “

1. *I wish the house wasn’t so old and dirty.*
2. .... 3.
- .....
4. ....

**D - Ted regrets what he DID or DIDN’T DO. Write what he WISHES:**

“ He left his job. He didn’t listen to his wife. He robbed a bank. He was sent to prison.”

1. *I wish I hadn’t left my job.* .....
2. .... 3.
- .....
4. ....

**E- Read what Hilda says and write what she WISHES:**

“ I didn’t go to university. I didn’t get any qualifications. I can’t find a better job. The telephone never stops ringing. My boss doesn’t like me. I’d like to be rich. I always feel tired. It was wrong of me to shout at Ann. “

1. .... *I wish I had gone to university.* .....
2. .... 3.
- ..... 4.
- ..... 5.
- ..... 6.
- ..... 7.
- .....
8. ....

**F- Write what these people wish they HAD or HADN’T DONE as in the example:**

1. John drove his car so fast that he had an accident.  
John: ..... *I wish I hadn’t driven my car so fast. I wouldn’t have had an accident....*

2. Julie was late and she missed the beginning of the film.  
Julie: .....
3. Jack ate too much and he was sick.  
Jack: .....
4. Claire was very nervous during her driving test and she didn't pass.  
Claire: .....
5. Susan didn't take off her gold ring when she went swimming and she lost it in the sea.  
Susan: .....
6. Terry and Jane didn't save money so they didn't go on holiday last summer.  
Terry and Jane: .....

**G- Write what the people WISH:**

1. John ate too many cakes.  
John: ..... ***I wish I hadn't eaten too many cakes.*** .....
2. Mr. Charles is not good-looking.  
Mr. Charles: .....
3. Elizabeth broke her leg.  
Elizabeth: .....
4. Alice's students don't work hard in her lesson.  
Alice: .....
5. It's raining hard. Tom is wet and cold.  
Tom: .....
6. Danny is smoking and Mary doesn't like it.  
Mary: .....
7. Tommy was rude to his boss yesterday.  
Tommy: .....
8. Mike crashed his dad's car last night.  
Mike: .....
9. Barbara can't type fast. She won't get the job.  
Barbara: .....
10. Jack's mother shouts at him all the time.  
Jack: .....
11. Smith talks too much and his wife doesn't like it.  
Smith's wife: .....
12. Luis's car is very old but he can't buy a new one.  
Luis: .....

## REPORTED SPEECH

A- Change the following sentences from DIRECT to INDIRECT SPEECH:

1. He said, "I will be here at noon." He said that he would be here at noon.
2. Mary said, "The train will probably arrive on time."  
.....
3. He said, "I have to finish this report by five o'clock."  
.....
4. The doctor said, "Mr. Smith will improve quickly."  
.....
5. William said to me, "I am leaving in the morning."  
.....
6. The teacher said, "Everyone has to write a composition."  
.....
7. John said, "I saw that movie on Wednesday."  
.....
8. Helen said, "I have read that book."  
.....
9. Mary said to John, "I cannot go to the movie with you."  
.....
10. John said, "I have finished studying my lesson."  
.....
11. Mary remarked, "John speaks English well."  
.....
12. William said to me, "I will not see Mr. Jones until Tuesday."  
.....
13. Mr. Smith said, "I will refuse their offer."  
.....
14. John said, "I certainly hope it won't rain tomorrow."  
.....
15. Henry said, "I can meet them later."  
.....

B- REPORT what the guests said at a wedding last Saturday:

1. Miss Moore: "They'll make a lovely couple."  
Miss Moore said (that) they would make a lovely couple.

2. Mr. Smith: "They're going to live in Brighton."  
.....
3. Mrs. Jones: "The bride and the groom are very nice young people."  
.....
4. Mr. Roberts: "The bride is wearing a beautiful wedding dress."  
.....
5. Mr. Clarke: "The couple's parents look happy."  
.....
6. Miss Mayall: "The bride's father has bought them a big flat."  
.....

**C- Write sentences about Jane's trip to Paris:**

1. *We're taking the nine o'clock plane.*  
*Jane told me **they were taking the nine o'clock plane.***
2. *I'll have to get up early.*  
*She said .....*
3. *I don't really like traveling by air.*  
*She told me .....*
4. *But it's the easiest way to travel.*  
*But she decided .....*
5. *We're going to spend a week in Paris.*  
*She told me .....*
6. *I want to go up the Eiffel Tower.*  
*She said .....*
7. *We've been to Paris before.*  
*She told me .....*
8. *But we didn't see everything.*  
*But she said .....*
9. *I'll send you a postcard.*  
*She said .....*
10. *But I won't write you a letter.*  
*But she told me .....*

**D- REPORT the police-officer's questions to the shop owner:**

1. What's your name?  
**The police-officer asked him what his name was.**
2. Did you see the robbers?  
.....

3. What were they wearing?

.....

4. How do you think they got in?

.....

5. What did they take?

.....

**E- Write what the family said at the dinner table:**

1. Mother: "Does anyone want some more potatoes?" **Mother asked if anyone wanted some more potatoes.**

2. Father: "Pass me the wine, Beth."

.....

3. Beth: "The chicken is very nice."

.....

4. Grandfather: "I'm going to start my diet tomorrow."

.....

5. Grandmother: "Don't eat with your mouth open, Sam!"

.....

6. Tim: "This is the best dinner I've had!"

.....

7. Jean: "Is there any more salad, Mum?"

.....

8. Sam: "I'm very hungry because I only had a sandwich for lunch today."

.....

9. Helen: "What are we having for dessert, Mum?"

.....

10. Bob: "I don't want anything else to eat."

.....



# The Most Common Irregular Verbs List

base form - past simple - past participle

be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
blow	blew	blown
broadcast	broadcast	broadcast
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown

know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
understand	understood	understood
take	took	taken

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

<https://www.e-grammar.org/irregular-verbs/>



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