

Unit	Page	Reading	Listening	Speaking
1 Entertain us!	6–7	Film reviews A poem		
	8–9	A programme for an arts festival	A conversation about which events to go to	Speak Out: Making and responding to suggestions
	10–13	An article about graffiti		A debate about art
	14–15	An informal email Short messages/notes		
2 Health matters	16–17		Two interviews with people about sport	Talking about sports you would like to try
	18–19	An article about Irina Skvortsova, a sportswoman		
	20–21	An advert for a medicine	A conversation about health Short dialogues about health	
	22–23	A ‘get well soon’ email	A conversation at the doctor’s surgery A radio phone-in	Speak Out: Asking for and giving advice
3 Europe, Europe	24–25	A quiz on a website	Two people trying a quiz	Using question tags
	26–27	An article about Europe	Giving opinions on the EU	
	28–29		A radio arts programme People talking about ambitions	Speak Out: Talking about wishes, plans and intentions
	30–31	A letter giving information		Discussing Russia
	32–33	Consolidation 1 Units 1–3		
4 Join the club!	34–35		An interview with a person that belongs to a club	Why people belong to clubs
	36–37		Radio discussion programme: why young people join groups	Speak Out: Giving and justifying opinions
	38–39	Article: ‘Rock and Rockets’		Giving opinions about music festivals
	40–41	Extracts from an article about young people		Relationships Describing clothes
5 Keeping up-to-date	42–43	A personal website about a rock band		Interviewing a partner
	44–45		The dangers of the Internet Learning to use computers	Speak Out: Giving instructions
	46–47	Article: the first portable phones		Talking about mobile phones and communication
	48–49	Personal letters		
	50–51	Consolidation 2 Units 4–5		
6 An eye for an eye?	52–53	Article: an unusual punishment		Interviewing each other about crimes
	54–55	An advert for a lost item		Deciding on appropriate punishments Speak Out: Expressing feelings
	56–57	A story about a criminal		
	58–59	A newspaper report about a drink-driving accident	Radio discussion programme: a famous person who committed a crime	Speak Out: Agreeing and disagreeing; expressing opinions

Grammar	Vocabulary	Writing
Reported Speech: reporting statements	Films and reviews	
	Films, art and entertainment Dictionary skills: Antonyms	A film review
Articles; Past Perfect		
		Writing skills: Short notes/messages
Second Conditional (contrasted with First Conditional)	Sport and fitness	
	Phrasal verbs Personality adjectives	
Modals <i>should, shouldn't, must, mustn't, have to</i> and <i>don't have to</i>	Health and illness	A list of rules
		Giving advice
Question tags	The European Union / European countries Nation, society and government	
		Writing skills: A formal letter
Present Simple and Present Continuous	Clubs, societies, organisations	
	Phrasal verbs Words for speculation	
Reflexive pronouns; <i>each other</i> Order of adjectives	Relationships; clothes and accessories; adjectives describing clothes	Description of a person
Present Perfect Simple and Present Perfect Continuous		
	Computers and mobile phones	
	Phrasal verbs Technology vocabulary	
		A personal letter
Past Simple, Past Continuous, Past Perfect		
	Crime and criminals	An advert
<i>used to/would</i>	Law and punishment	

Unit	Page	Reading	Listening	Speaking
7 (S)he	60–61	A cartoon strip about how men and women are different	Gender stereotypes	Talking about rules and obligations
	62–63	Article: male and female brains		
	64–65		How girls and boys are treated differently	Speak Out: Asking for, giving and refusing permission
	66–67	A 'for and against' essay about single sex schools		
8 The world ahead	68–69	Parts of a film script	Excerpts from a disaster movie	Making predictions
	70–71	Article: how the world might end		Discussing the future of mankind
	72–73		A New Year's Eve party	Planning a party; New Year's resolutions
	74–75		A student practicing giving a presentation	Speak Out: Giving presentations
	76–77	Consolidation 3 Units 6–8		
9 Amazing animals	78–79	Article: pets' views of humans		Talk: which animals make the best pets
	80–81	Article: the octopus		
	82–83		A lecture about African elephants; a dog show	Speak Out: Expressing probability
	84–85	An opinion essay about zoos		
10 Leaders & followers	86–89	Brief biographies of outstanding people Contrastive descriptions of leaders and followers	Opinions on leadership Discussion: leaders vs. followers Radio programme about a Nobel Prize winner	Speak Out: Presenting opinion Talk: leadership and leaders Speak Out: Expressing and clarifying opinions; supporting arguments
	90–91	'Brain colour concepts' Quiz: what colour is your brain?		Talk: colour concepts in various cultures
	92–93			Discussing famous people's biographies
	94–95	Articles: charity; youth activists	People talking about whom they admire and why	Discussing youth activists' campaigns Round-table talk 'Can you change the world?'
	96–97	Consolidation 4 Units 9–10		
	98–99	Consolidation 5 Units 1–10		
	100–101	Dialogue of Cultures 1		
	102–103	Dialogue of Cultures 2		
	104–105	Dialogue of Cultures 3		
	106–107	Dialogue of Cultures 4		
	108–109	EXAM FOCUS	ГИА (ОГЭ). Раздел 1. Задания по аудированию	
	110–113		ГИА (ОГЭ). Раздел 2. Задания по чтению	
	114–115		ГИА (ОГЭ). Раздел 3. Задания по грамматике и лексике	
	116		ГИА (ОГЭ). Раздел 4. Задание по письму	
	116–117		ГИА (ОГЭ). Раздел 5. Задания по говорению	

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English-Russian vocabulary p. 122–146

Geographical names p. 147

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01

Entertain us!

Read, listen and talk about art and entertainment.

Practise reported speech.

Focus on making and responding to suggestions.

Write short messages/notes.

GRAMMAR AND VOCABULARY


- 1  Read and listen to the review. Does the critic have a good opinion of the film?

6 MDM studios **spent** \$50 million on *Batwoman 2* and they **are already filming** *Batwoman 3*. But no sensible person will want to watch this nonsense – the dialogue is terrible and Elvira Preston **doesn't know** how to act. Simply the worst film I've seen in years. **Marcella Brown**

- 2 Look at the photo. Read the dialogue below. Do you think the couple will go to see *Batwoman 2*?

Girl Oh look! *Batwoman 2* is on tonight.

Boy Yes, there was a review in today's paper. The critic said that the studios had spent \$50 million on it and they were already filming *Batwoman 3*. She also said it was the worst film she had seen in years and that Elvira didn't know how to act. In fact, she said no sensible person would want to see it.

- 3  Listen and check your prediction in Exercise 2.



Work it out

- 4 Is the boy in the photo giving his own opinion (Direct Speech) or repeating what someone else has said (Reported Speech)?
- 5 Find sentences in the dialogue which match the sentences in Direct Speech. Complete the sentences in the table.

Direct Speech	Reported Speech
<u>Present Simple</u> 'She doesn't know how to act.'	<u>Past Simple</u> She said (that) she <u>'didn't know how to act.'</u>
<u>Present Continuous</u> 'They are already filming <i>Batwoman 3</i> .'	<u>Past Continuous</u> She said (that) they <u>²___</u> .
<u>Present Perfect</u> 'It's the worst film I've seen in years!'	<u>Past Perfect</u> She said (that) it was the <u>³___</u> .
<u>Past Simple</u> 'They spent \$50 million.'	<u>Past Perfect</u> She said (that) they <u>⁴___</u> .
<u>will</u> 'No sensible person will want to see it.'	<u>would</u> She said (that) no sensible person <u>⁵___</u> .

- 6 Read the reviews of *Batwoman 2* below. Then complete sentences 1–6 in Reported Speech.
 - 1 David Leake from *The Sentinel* said that Hollywood was starting to run out of ideas.
 - 2 *The Standard* said that the plot ___ full of surprises.
 - 3 *Movie Weekly* said that kids of all ages ___ it.
 - 4 *The Daily Post* said that Elvira Preston ___ so uncomfortable.
 - 5 *The Evening News* said that the special effects ___ amazing.
 - 6 Jean Crowe from *The Herald* said that she ___ after fifteen minutes.

- 7 Mandy told a friend about *Batwoman 2*. Read how her friend reported the conversation. What did Mandy actually say?

'I was talking to Mandy the other day. She had just seen *Batwoman 2*. She told me that it was great. She told me the special effects were amazing. She said it was the best film she had ever seen, and that she was going to tell Tom about it. She told me I would have to go and see it.'

I've just seen *Batwoman 2*. It's great ...

- 8 Look at Exercise 7. Which verb do we use before someone's name or a pronoun?

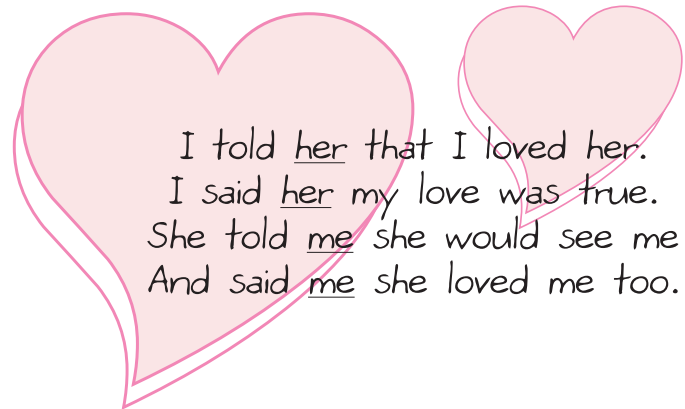
Mind the trap!

We often use *say* and *tell* in Reported Speech. We use *tell* before a person's name or a pronoun (*me, him, her*).

She **said** (that) the film was great.
NOT **She said me the film was great.**

She **told Chloe/her** (that) the film was great.
NOT **She told that the film was great.**

- 9 Read the poem. Which two of the underlined words should be crossed out? Practise reading the poem aloud.



What the critics say about *Batwoman 2*

- 1 'Hollywood is starting to run out of ideas.'
David Leake, The Sentinel
- 2 'The plot is full of surprises.'
The Standard
- 3 'Kids of all ages will enjoy it!'
Movie Weekly
- 4 'Elvira Preston has never looked so uncomfortable.'
The Daily Post
- 5 'The special effects are amazing.'
The Evening News
- 6 'I left after fifteen minutes.'
Jean Crowe, The Herald

- 10 Report these quotes. Then tell your partner which quote you like the best.

- 1 'I have never enjoyed working on a film.'
Marlene Dietrich, actress.
- 2 'In the future everyone will be famous for fifteen minutes.'
Andy Warhol, artist.
- 3 'I think it's so sad that there are so many musicians who don't want to change the world.'
Moby, musician.
- 4 'Nobody really sings in an opera – they just make loud noises.'
Amelita Galli-Curci, critic.
- 5 'A critic is somebody who knows the way but can't drive.'
Kenneth Tynan, critic.
- 6 'Television is chewing-gum for the eyes.'
Frank Lloyd Wright, architect.

Marlene Dietrich said that she had never enjoyed working on a film.



VOCABULARY

1 Look at the photos. Choose the types of film you see.

- | | |
|-----------------------|--------------------------|
| 1 a cartoon | 5 a crime film |
| 2 a (romantic) comedy | 6 a thriller |
| 3 a western | 7 a biopic |
| 4 a horror film | 8 a science fiction film |

2 In pairs, match titles a–h with the film types 1–8 in Exercise 1. Then tell your partner what types of films you prefer.

- a *Broadway Murder Mystery*
Inspector Clueless investigates the death of a theatre critic.
- b *This town ain't big enough*
A gang of cowboys makes life difficult for the new sheriff.
- c *Assassination Time*
The FBI tries to stop an attack on the President.
- d *Birdz*
Baby Bird is lost. A crazy cat and a friendly dog help him to find his parents.
- e *Love knows no age*
Judy falls in love with her ex-boyfriend's dad.
- f *The Revenge of Rameses*
An Egyptian mummy terrifies staff in the History Museum.
- g *Ludwig*
The life and times of Beethoven.
- h *Titan Terror*
In the year 2059, astronauts discover a life form on one of Saturn's moons.

3 Which of these adjectives are positive and which are negative? Use a dictionary if you need to.

attractive predictable forgettable
imaginative interesting amazing
 awful dull fascinating terrible

4 Study **Train Your Brain**. Use a dictionary to find out what prefix we add to make the opposites of the underlined words in Exercise 3.

TRAIN YOUR BRAIN | Dictionary skills

A dictionary can show you what prefix to add to a word to make the **antonym** (a word with the opposite meaning).

popular /ˈpɒpjələ/ *adj* liked by a lot of people. Opposite *unpopular*

5 In pairs, use the words below and the adjectives from Exercises 3 and 4 to talk about films you have seen.

actors characters dialogues film director plot
 soundtrack special effects

A *The special effects are amazing.*

B *Yeah, but the actors are terrible!*

6 Answer the questions below to write a short description of a film you have seen.

- What type of film is it?
- Who starred in/directed the film?
- Did you enjoy it? Why?/Why not?
- What did you especially like/dislike about it?

**PERIVALE ARTS FESTIVAL
EVENTS**

FRIDAY 12th August

Russian Ballet Night

Performed by Mariinsky Theatre soloists
Place: Forum Theatre

Starts: 7 p.m.
Admission: £25

Concert of Cuban Music

Performed by Los Mutantes
Place: Civic Centre

Starts: 8 p.m.
Admission: £5

Exhibition of New York Graffiti

Place: Asder Gallery
Open: All day to 8 p.m.

Admission: free

Perivale Choir Goes Jazz

Jazz standards including Gershwin, Cole Porter
Place: Jazz Club

Starts: 8 p.m.
Admission: £4

Buster Keaton Night

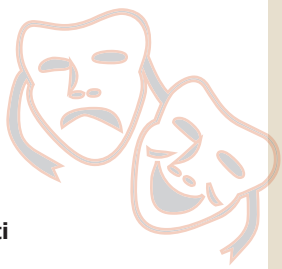
An evening of classic black-and-white silent film comedies
Place: Forum Theatre

Starts: 9 p.m.
Admission: free

Poetry Reading

Gilberto Mourinho reads from his new collection of poetry
Place: Wembley Road Library

Starts: 6.30 p.m.
Admission: £3.50



SPEAKING AND LISTENING

- 1 Work in pairs. Read the leaflet. Which event do you think is the most interesting?
- 2 **T003** Read the information about Sol and Helen. Which *two* events will they decide to go to together? Listen and check.

Helen and Sol are both students and don't have much money. She studies literature and he studies art. They both love modern music and dancing, especially salsa. Sol also likes jazz, but Helen doesn't. They are not very keen on old movies.

- 3 **T003** Study **Speak Out**. Then listen again and find the expressions you hear.

SPEAK OUT | Suggestions

Making suggestions

Let's go to ...
Do you fancy going to ...?
How about meeting at ...?

Accepting suggestions

(That's a) good idea!
(That) sounds good!
Yes./Sure./Why not?
(That's) fine with me!

Rejecting a suggestion

I'm sorry, but ...
It's not really my cup of tea.
I'm not mad about ...
I'm not keen on the idea ...
I'd prefer not to.
Why don't we go to ... instead?

- 4 In pairs, take turns to make and respond to suggestions.

- 1 **A** How about/go/cinema?
B ☹. Why don't/go/club?
A ☺.

*A How about going to the cinema?
B I'm sorry, but I'm not keen on the idea. Why don't we ...?*

- 2 **A** Fancy/watch a film on DVD tonight?
B ☺.

- 3 **A** Let's/watch/documentary/TV.
B ☹. Why don't/watch/a quiz show?
A ☺.

- 5 In groups of four, read the TV guide and decide what to watch.

- Student A, look at page 119. Student B, look at page 120. Student C, look at page 121. Student D, look at page 121.
- Use **Speak Out** to help you.
- Try to find a programme that everyone can watch!

TELEVISION TUESDAY

IBC1

19.00–19.30
Love and Trust (soap opera)
Episode 1,389.
Monica tells Ian she's leaving.

IBC2

19.00–19.30
Film Night with Marcella Brown.
Marcella looks at this week's new films.

IBC3

19.00–19.30
Celebrity Vets with Wayne Dylan.
This week pop star Cherie tries working as a vet at Cotswell Animal Hospital.

The Smile Channel

19.00–19.30
Yes, EU Commissioner (comedy).
Sir David has problems with his Brussels translators.

The Disaster Channel

19.00–23.30
Seconds from Death.
More home videos of disasters and catastrophes sent in by viewers.

- A How about watching 'Love and Trust'?*
- B That's fine with me!*
- C I'm sorry, but I'm not mad about soap operas. Why don't we ...*

READING AND SPEAKING

1 In pairs, answer the questions.

- Is graffiti common in your town or city? Where?
- What do you think of it? Is it beautiful or ugly?

2 T004 Listen and read texts A–C opposite. Then match the writers with points of view 1–3 below.

- | | |
|----------|---|
| A Sandra | 1 against graffiti |
| B Teresa | 2 for graffiti |
| C Mike | 3 on the fence (can see both sides of the argument) |

3 Work in groups and follow the instructions.

Group A: Read text A and choose the correct words in sentences 1–5.

Group B: Read text B and choose the correct words in sentences 6–10.

Group C: Read text C and choose the correct words in sentences 11–15.

Group A

- 1 The best graffiti is sometimes *better/worse* than 'official' art.
- 2 *Only a few/Many* graffiti artists produce beautiful works of art.
- 3 Most graffiti is *attractive/ugly*.
- 4 Graffiti allows young people to express *political opinions/their identity*.
- 5 Graffiti is alright in some places, but not on *buildings which are in use/old buildings*.

Group B

- 6 You can find graffiti *everywhere/in some places*.
- 7 Most people think graffiti is *beautiful/ugly*.
- 8 Graffiti is *important/illegal*.
- 9 People may commit other crimes because they *don't like/have seen* graffiti.
- 10 Some graffiti artists risk their *health/jobs* when they paint.

Group C

- 11 Graffiti is an art form which has existed for a *short/long* time.
- 12 Graffiti from the past can give us information about *ancient cultures/crime*.
- 13 Graffiti is *colourful and attractive/funny*.
- 14 Some graffiti is fantastic and you don't have to *go far/pay* to see it.
- 15 People will *never understand/understand one day* that graffiti is great art.

4 Form new groups with one student from each group in Exercise 3. Tell each other the text you read.

5 Read the article again and choose the best answers.

1 Sandra Jameson

- a was impressed by the graffiti she saw.
- b saw the graffiti in an art gallery.
- c thinks there should be an exhibition of graffiti.

2 Sandra thinks that it is alright to paint graffiti on buildings where

- a the graffiti artists live.
- b nobody lives.
- c people live.

3 Teresa Powell

- a doesn't think graffiti artists would like graffiti in their own homes.
- b often paints 'Teresa is cool!' on walls.
- c sometimes paints graffiti in her living room.

4 The 'Broken Window Syndrome' means

- a people only paint graffiti on buildings with broken windows.
- b that one crime can lead to another.
- c sociologists invite young people to commit crime.

5 Mike Lees thinks that graffiti such as 'Terry loves June' is

- a limited.
- b quite creative.
- c imaginative.

6 Mike thinks Van Gogh's paintings

- a are the work of a maniac.
- b were only popular with critics.
- c are more popular today than when he was alive.

6 Find words and phrases in the text for these definitions.

1 A building where people can see pieces of art. [text A]

2 An adjective to describe someone who is very good at something. [text A]

3 Impolite or offensive words. [text B]

4 To use an aerosol can to write on walls. [text B]

5 Describes art that is new and very different. [text C]

6 The best examples of a great artist's work. [text C]

7 In groups, discuss if you think graffiti is art or vandalism.

Is Graffiti Art?

A

Sandra Jameson, art critic of *The Times*

The other day I saw some graffiti on an old factory wall. It was absolutely fantastic: imaginative and beautifully done. Much better, in fact, than a lot of art that you can see in art galleries and exhibitions. Unfortunately, not all graffiti is so beautiful. Although it is true that some talented artists started their careers by painting on walls, most graffiti has no artistic merit at all. It's just people shouting to the world, 'I exist!' I understand why they do it. Young people don't own any buildings, and spraying walls is a way of 'owning' a piece of where you live. But it's a pity it's often so ugly. I think we should tolerate graffiti on old abandoned buildings. After all, they can't look any worse than they do. But it's wrong to paint graffiti on the walls of buildings where people live or work.

B

Teresa Powell, Member of Parliament for East Swindon

Everywhere you go, you see walls covered in stupid names and swear words. I don't know anyone who thinks it is attractive. More importantly, graffiti is a crime. Where do these so-called graffiti artists paint? On private property. And that means they're breaking the law. I'm sure they wouldn't like it if I spray-painted 'Teresa is cool!' on their living room walls. So why do they think it's alright for them to paint anywhere they want to? Sociologists talk about the 'Broken Window Syndrome'. When a building is covered in ugly graffiti, it's an invitation for young people to vandalise it even more. So graffiti encourages more crime. And finally, it's dangerous – many artists climb high walls or buildings or vandalise trains at night. When they have an accident, we all have to pay their hospital costs. Graffiti is not acceptable and it should be stopped.

C

Mike Lees, graffiti artist

A politician recently said that graffiti artists were vandals and that graffiti was a crime. I totally disagree. Graffiti is an art form. It's been with us for thousands of years. Graffiti was discovered in the ruins of Pompeii, and it tells us more about ordinary life than statues and monuments do. And today graffiti gives colour to our grey city centres. It is true that some graffiti is limited – 'Terry loves June' is not exactly creative. But a lot of graffiti is brilliant and imaginative. It's radical, it's fun, it's beautiful ... and it's free. Many artists in history have been misunderstood. When Vincent Van Gogh was alive, nobody wanted to buy his paintings, and critics said he was a maniac. Today, his masterpieces are sold for millions. One day people will understand that some of the greatest art of our time isn't in galleries, but on factory walls and urban trains.





Romeo, Romeo, you're under arrest, Romeo

A twenty-one-year-old man appeared at Nottingham Crown Court yesterday, accused of vandalism. The man, Chris Austin, a **graphic artist**, admits committing the crime, but says he did it for love. The judge said that love was no excuse.

It all began in **1997** when **the Cooper family** moved in next door to the Austins in **Fairview Road**, Nottingham. The new neighbours had children of the same age, and at first they got on very well. They saw each other socially, they often **had lunch** together and the children, Chris and Jacky, used to walk to school together in **the morning**. Life was good.

A few years later, Chris and Jacky had fallen in love and were going out together. But then the two families fell out and the Coopers moved to a new house in **Ruddington** – miles away on the other side of town!

Love is strong, and the young couple continued seeing each other in secret. But then one day in **July** Mrs Cooper found out about the relationship and stopped Jacky from going out.

Chris was desperate without Jacky, so he decided to prove how much he loved her.

The Cooper's garden is always full of roses at this time of year. But when the sun came up on **Saturday**, Chris had pulled up the roses in **the front garden** and used them to write the message, 'I love you' on the lawn. He had painted 'Chris loves Jacky' on the wall of the house. And he had poured pink paint over the Cooper's car.

Mr Cooper called the police immediately.

By John Deans

GRAMMAR AND READING

- 1 Look at the title of the article. In pairs, discuss what you know about Romeo. What the article might be about? Then read the article and check your predictions.

Work it out

- 2 Look at the examples and complete the rules below with *a/an*, *the* or zero article.

singular

A man appeared in court yesterday. The man admits committing the crime.

plural

They had children of the same age. The children walked to school together.

something unique

The judge said love was no excuse.

general statements

Life was good.

Articles

- 1 We use ___ to mention a person or a countable thing for the first time. (singular)
- 2 We use ___ to mention people or things for the first time. (plural)
- 3 We use ___ when it is obvious what we are talking about because:
 - we have mentioned it before.
 - it is something or someone unique.
- 4 We use ___ in general statements.

- 3 Read the text again and match the words in bold to each of the rules below.

a/an: names of job. *a graphic artist*

the: family names, parts of days, rooms/places around the house.

Ø: days, months, years, street names, towns, meals.

- 4 Complete the gaps with *a/an*, *the* or zero article.

It was early morning on ¹___ Friday, the thirteenth of ²___ December, 1998. ³___ man walked into ⁴___ bank in ⁵___ Hastings Street, Vancouver. He was ⁶___ unemployed actor called Norbert Givens. He gave ⁷___ note to ⁸___ cashier. ⁹___ note said, 'Give me all your money. I have a gun.' ¹⁰___ cashier didn't understand, so he called ¹¹___ bank manager, who told ¹²___ robber, 'I'm sorry. I don't speak English very well. This is a bank for ¹³___ French-speakers.' The robber took his note and went to have ¹⁴___ lunch. Later, he decided to try again in ¹⁵___ English-speaking bank. He showed ¹⁶___ same note and walked away with \$500. So, it seems that sometimes ¹⁷___ crime does pay.

5 Do you know who Vandals were? Read the text.

The Vandals? The vandals!

The Vandals were a 'barbarian' Germanic people who battled the Huns and the Goths, founded a kingdom in North Africa and destroyed Rome in 455 A.D. The Vandals had migrated from their home in Scandinavia to the area between the Oder and Vistula rivers during the 2nd century B.C. They continued to move southwards after they had invaded Gaul (modern France).

The kingdom they had established by 439 included the Roman Africa province, the islands of Sicily, Corsica, Sardinia, Malta and Balearics. They sacked the city of Rome in 455 after they had fended off several Roman attempts to recapture the province.

Though the tribe disappeared, their name lives on. It is used to describe a person who recklessly destroys property.

Work it out

6 Read the text again and choose the situations that happened first.

- 1 a The Vandals founded a kingdom in North Africa.
- b The Vandals had migrated from Scandinavia to the area between the Oder and Vistula rivers.
- 2 a They continued to move southwards.
- b They had invaded Gaul (modern France).

7 Study the sentences in Exercise 6 and choose the correct words and phrases in the rules below.

- 1 We use the Past Perfect to talk about an event that was completed *before/at the same time as* another event in the past.
- 2 With the Past Perfect we use *did + infinitive/had + Past Participle*.
- 3 The Past Perfect combines with the *Present Simple/Past Simple*.

Check it out

Past Perfect

We use the Past Perfect to talk about an action in the past that was completed before another action in the past. It combines with the Past Simple.

After he **had finished** his dinner, he started playing the piano.

Affirmative I/You/He/She/We/They **had ('d) gone**.

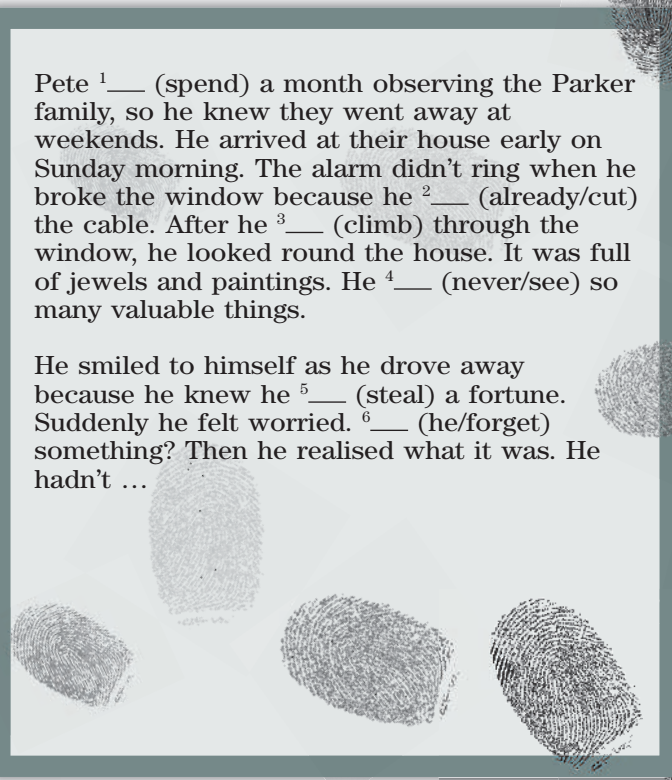
Negative I/You/He/She/We/They **had not (hadn't) gone**.

Questions **Had** I/you/he/she/we/they **gone?**
 Yes, I/you/he/she/we/they **had**.
 No, I/you/he/she/we/they **hadn't**.

8 ©T005 Complete the story with the Past Perfect of the verbs in brackets. What had Pete forgotten to do? Listen and check.

Pete ¹___ (spend) a month observing the Parker family, so he knew they went away at weekends. He arrived at their house early on Sunday morning. The alarm didn't ring when he broke the window because he ²___ (already/cut) the cable. After he ³___ (climb) through the window, he looked round the house. It was full of jewels and paintings. He ⁴___ (never/see) so many valuable things.

He smiled to himself as he drove away because he knew he ⁵___ (steal) a fortune. Suddenly he felt worried. ⁶___ (he/forget) something? Then he realised what it was. He hadn't ...



9 Look at the pictures of Kay's flat on page 118. Match verbs 1-5 with phrases a-e and say what the burglars had/hadn't done.

- 1 come in
- 2 break
- 3 eat
- 4 throw
- 5 steal
- a some pizza
- b all her clothes on the floor
- c the money/the TV
- d the window
- e through the window

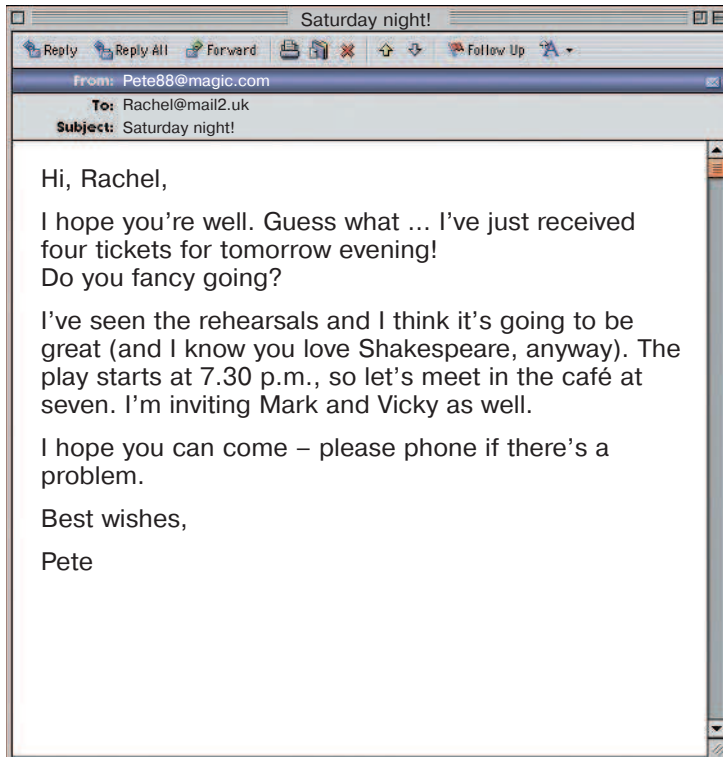
When Kay came home, she saw that someone had broken into her flat. The burglars had come in through the window. They had(n't) ...

10 Complete the sentences with *had, hadn't* or *nothing*.

- 1 Kay ___ felt angry because she ___ closed the window.
- 2 After the police examined the flat, they ___ found some fingerprints.
- 3 The police ___ found some fingerprints because the burglars ___ used gloves.
- 4 After the police ___ left, Kay ___ cleaned her flat.
- 5 The police ___ arrested the burglars two days later, after they ___ robbed another flat.
- 6 One of the burglars ___ explained that he had taken the hamster because he ___ always wanted to have a pet.
- 7 The burglars ___ left some of the pizza because they ___ already had dinner.

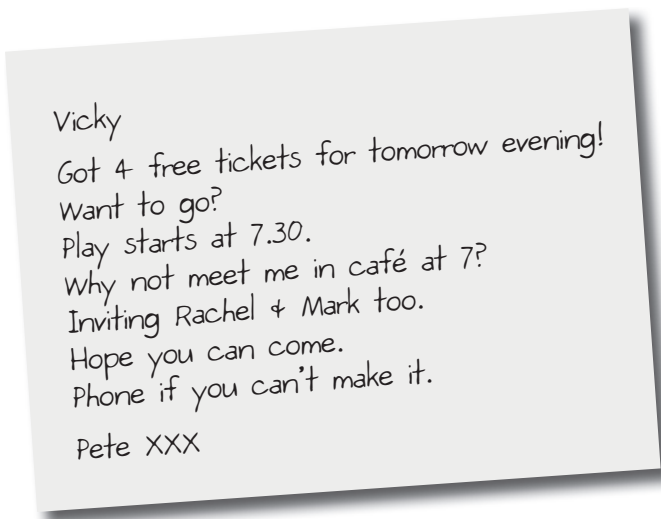
WRITING

- 1 Read the email. Where is Pete inviting Rachel on Saturday? Who else is he inviting?



- 2 Read Pete's message to Vicky. Which words doesn't he use to make sentences 1-7 shorter?

- 1 I've got four free tickets for tomorrow evening.
- 2 Do you want to go?
- 3 The play starts at 7.30.
- 4 Why don't you meet me in the café at seven?
- 5 I'm inviting Rachel and Mark too.
- 6 I hope you can come.
- 7 Could you phone me if you can't make it?



- 3 In pairs, compare the email and the note in Exercises 1 and 2. Find the things from the email which are not in the note.
- 1 The name of the person Pete is writing to.
 - 2 Greetings and polite expressions - (Hi ..., I hope you're well).
 - 3 The time the play starts.
 - 4 The place and the time to meet.
 - 5 The fact that Pete has seen the rehearsals.
 - 6 Pete's opinion about the play.
 - 7 The other people he's inviting.

- 4 Look at Exercises 2 and 3 again and complete the guidelines in **Train Your Brain** with examples 1-4.

- 1 *do, have, ...*
- 2 *I, you, my, ...*
- 3 *time/place of meeting ...*
- 4 *Dear ..., How are you? Best wishes, ...*

TRAIN YOUR BRAIN | Writing skills

Short notes/messages

- 1 In short messages we don't usually write:
 - greetings and polite expressions like ^a___.
 - unimportant information
- 2 We often leave out:
 - pronouns like ^b___ at the start of sentences.
I hope you can come.
 - auxiliary verbs like ^c___ at the start of sentences.
Do you fancy ...?
 - the definite article (the).
The play starts ...
- 3 We often use the Imperative in short notes.
Phone if you can't come.
- 4 We must write the important details of the message like ^d___.

- 5 How many words can you remove from each sentence without changing the meaning? Check your answers on page 118.

- 1 I'll see you outside the theatre at 8 o'clock.
- 2 I'm going to the club tonight. Do you want to come?
- 3 Are you going home on Friday?
- 4 Do you fancy playing football tomorrow?
- 5 I'm arriving at the station at half past six. Please wait for me under the clock.

6 In pairs, read notes 1–4 and match them with places a–d where they were left.

- a on a fridge in a typical kitchen
- b on a door in a student flat
- c on a desk in an office
- d on a computer screen

1 Martin
Gone to lunch – back in half an hour.
Document in C:\personal.
Sal

2 Kerry
Boss phoned –
had to leave early!
Your sandwiches are
in fridge!
Mum

3 Pete
Great news! Would love to go.
See you at 7 at station.
Mark

4
Sal
Borrowed your calculator.
Hope you don't mind.
Rachel

7 Use these words to rewrite the four messages in Exercise 6 in full sentences.

- 1 I've/I'll be/Your/is
- 2 My/I/the
- 3 I/I'll/the
- 4 I've/I

8 In pairs, read Vicky's reply to Pete. Which words or phrases can be crossed out? Is there any missing information? Check your answers on page 118.

Dear Pete,

How's it going?

I am meeting my 19-year-old cousin from Bolton in Racey's on Saturday evening, so I'm afraid I can't go with you, Mark and Rachel. What a pity – I haven't been to the theatre for ages.

Anyway, do you want to meet for a coffee on Sunday at about 3 o'clock? I will be upstairs in Toni's café – in the non-smoking area, of course.

Don't forget to let me know if there are any problems or if you can't come.

Best wishes,

Vicky XXX

*9 Write a short note inviting a friend to one of the events from the arts festival leaflet on page 9. Use **Speak Out** and **Train Your Brain** to help you.

- Say which event it is.
- Suggest a time and a place to meet and something you could do afterwards.
- Mention how your partner can contact you if there is a problem.

*10 Exchange your note from Exercise 9 with a partner, and write a reply. Use **Speak Out** on page 9 to help you.

*Project idea

Working as a team, organise Talent Show in your class/school. Interview your classmates/schoolmates about their talents in singing songs, reciting poems, performing sketches in English, etc. Make a programme, decide who will be responsible for the music, costumes, who will announce the performers, etc. Think of special invitation cards for the teachers and parents. During the Talent Show make photos and after it make a poster.