IDENTITY

Objectives: Listen, read and talk about your identity and other people’s; discuss urban tribes; write a short description; learn more about present tenses.

TOPIC TALK

1. Make guesses about which of the people in the photos (a–c):
   • are proud of their nationality
   • belong to an urban tribe (e.g. goths/skaters/punks)
   • are into sport
   • care about the environment

2. Listen to the people (1–3) and check your guesses from Exercise 1.

3. Listen again to the first person. Complete the information in the network.

4. Pronunciation. Listen and write down the contractions. Then listen again and repeat them.

LANGUAGE CHOICE 1:

VOCABULARY PRACTICE

Work in groups. Use the network to talk about your identity.

Identity

My family roots are in England/Wales. I am proud of my/our _______. One thing I love about my country is the _______. I suppose I’m a/an _______ type of person but I’m a bit too _______. I’m passionate about/keen on _______. I’m (not) into _______.

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos, piercings, tattoos

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses, climate, food, landscape, lifestyle, people, wildlife, adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty, independent, laid-back, rebellious, shy, untidy

Sample network:

Identity

My family roots are in England/Wales. I am proud of my/our _____. One thing I love about my country is the _____. I suppose I’m a/an _______ type of person but I’m a bit too _______. I’m passionate about/keen on _______. I’m (not) into _______.

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos, piercings, tattoos

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses, climate, food, landscape, lifestyle, people, wildlife, adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty, independent, laid-back, rebellious, shy, untidy
Warm Up

1. Work in pairs. Which of the avatars in the pictures (a–d) do you like most? Why? Describe an avatar you have used in a chat, blog or computer game.

Reading

1. **SKILLS BUILDER 12** Use the strategies in the Skills Builder to choose a title (a–c) for the article.
   - a. More Avatars than People
   - b. Creating Identity Online
   - c. The Dangers of Avatars

2. **SKILLS BUILDER 13** Use the strategies to match the paragraphs (1–6) with the headings (a–g). There is one extra heading.
   - a. How avatars have developed
   - b. The future of avatars
   - c. Avatars in virtual worlds
   - d. Your avatar and you
   - e. Buying virtual jewellery
   - f. Improving your looks
   - g. Identity online

3. Read the text again. Are the sentences true (T) or false (F) or is no information given (?)?
   1. When you are online you can be anyone or anything – you can create your own image and a new personality, you can be anyone you want to be. **T**
   2. The first, simple two-dimensional avatars appeared in the mid 1980s in role-playing computer games. By the late 1990s, they were in web chats like Instant Messenger. Nowadays, avatars are everywhere. In most chats, people use simple, ready-made images or upload their own images but you can also use dynamic avatars that move around and talk when you type in your message. **T**
   3. Avatars in online worlds like Second Life can talk, walk and fly around, meet people, go shopping or go to classes. There is lots of room for creativity and you can get a brand-new identity. If you’re well-off, you can spend a fortune on buying virtual clothes and jewellery for your well-dressed, fashion-conscious avatar. **T**
   4. Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a kitten, your message is ‘I’m a playful, laid-back person.’ Well-known cartoon characters or laughing chimpanzees say ‘I’m a really funny person.’ **T**
   5. Surprisingly, most people create avatars that look more or less like them and behave like them. However, nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair, tattoos and piercings. Many people have more than one avatar, a sensible one for work, a good-looking, easy-going one for meeting people and a silly one for having fun. **T**
   6. Soon, over eighty percent of internet users will have at least one avatar and in some countries there will be more avatars than real people. Some people say that we spend too much time in virtual worlds and will become afraid of meeting people in the real world. Others look forward to the time when their avatar will look and act just like a real person and be able to travel around bigger, more exciting virtual worlds. **T**
can spend a fortune on buying virtual clothes and can get a brand-new identity. If you're well-off, you can talk, walk or upload their own images. The first, simple two-dimensional avatars appeared, you can be anyone you want to be. You can create your own image and a new personality. When you are online you can be anyone or anything – you can be anyone or anything ...

We spend too much time in virtual worlds and will at least one avatar and in some countries there will be soon, over eighty percent of internet users will have one for having fun. Surprisingly, most people create avatars that look well-known, well-off ready-made, two-dimensional, well-dressed, good-looking, laid-back, nice-looking, relaxed. Nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair and blue eyes. What does my avatar look like? When she's usually behaves like me but she's a bit like me. She's got long brown hair and blue eyes. What is she like? When she's in her virtual world, she usually behaves like me. She's an alternative and rebellious kind of person, just like me. She really cool black clothes and silver jewellery and she likes going to concerts and hanging out in cool places in the virtual world. Like the coffee shops on Bora Island.

Work in pairs. Ask and answer the questions.

1. What well-known stars do you think are good-looking?
2. How fashion-conscious are you?
3. What do you wear when you want to be well-dressed?
4. How easy-going are you?
5. If you suddenly became very well-off, what brand-new thing would you buy?

Create your own avatar. Write notes about the things below:

- what it looks like
- how it behaves
- where you use it
- why you chose your avatar

Use your notes to write a description of your avatar like the one in Exercise 7.

Work in groups. Ask and answer questions about your avatars. Use the cues in Exercise 10.

A: What does your avatar look like?
B: He's tall with long red hair. He looks a bit like me.

No Comment

'I never forget a face but in your case I'll make an exception.'

Groucho Marx, American comedian
**GRAMMAR**

**LANGUAGES**

**Warm Up**

1. Look at the map of world languages. Which continents have the lowest number of endangered languages?

2. Read the text and answer the questions.
   1. Why do languages disappear?
   2. What do scientists do to save languages?
   3. Why do we want to save them?

3. **Your Culture** Where in the world is your language spoken? What languages have influenced your language? What foreign words are used in your language now?

**Present tenses**

4. Name the tenses (Present Simple or Present Continuous) in the sentences (1–5) underlined in the text and match them with the things they talk about (a–e).
   - a. feelings and opinions
   - b. facts and permanent situations
   - c. routines, things that happen regularly
   - d. things happening exactly at the time of speaking
   - e. things happening around now, not necessarily at the time of speaking

5. Read the rule. Can you change the verb forms in bold in the sentences (1–2) into the continuous?
   - We use the Present Simple (not Present Continuous) with state verbs like these: be, believe, belong, know, like, prefer, remember, want, understand.
   1. Older speakers of the language die.
   2. We believe we can help save some endangered languages.

6. Match the Present Perfect sentences (1–2) with the uses (a–b).
   1. Australian and South American natives have always used plants to treat people.
   2. A lot of languages of smaller cultures have disappeared.
   - a. We talk about past events when it doesn’t matter when they happened (often they have some consequences in the present).
   - b. We talk about a situation or habit that started in the past and is still going on.

**Practice**

7. Which of the people (a–c) could not say these sentences? Why?
   1. ‘I’m living in the Amazon jungle.’
      a. a native Amazon Indian
      b. a student on holiday in the jungle
      c. an engineer building a road in the jungle
   2. ‘I teach English.’
      a. an experienced teacher of English
      b. a full-time English teacher
      c. a PE teacher teaching an English class
   3. ‘I’ve done my homework.’
      a. a student giving her homework to the teacher
      b. a student after she finished her homework
      c. a student planning to do her homework
Every two weeks, a language dies. Languages are original language is forgotten. ‘popular’ one. Slowly, older speakers die and the languages of smaller cultures naturally. While the languages of powerful groups have always spread, the languages of smaller cultures are dying, taking their culture and knowledge with them. So we have to hurry.’

Many endangered languages have no written form but they carry amazing knowledge of local environments. Native Australians and South Americans have always used plants to treat people. Unfortunately, many of their languages are dying and this knowledge may one day be lost forever.

Christine Davies, from the Enduring Voices project, told us: ‘We believe we can help save some endangered languages. We are recording the speakers of endangered languages on all continents. For example, in Australia we have recorded the only living speaker of Amurdag, so this language won’t disappear completely. But while we’re talking now, the last speakers of some native languages all over the world are dying, taking their culture and knowledge with them. So we have to hurry.’

Use the notes to write sentences the people (1–3) could say. Use the Present Simple, Present Continuous and Present Perfect.

I’m learning a language now. I’m at university. I’ve studied languages since I was at school.

1. an expert on languages • learn my 10th language now • work at university
2. a 6-year-old native Australian child • ‘learn our language at home • learn to write in English at school • never speak to a foreigner
3. an explorer • be a traveller since I was twenty • spend very little time at home • prepare for a trek in the Andes

Use the cues to write a questionnaire. Use correct tenses.

1. How many languages do you speak?
2. What languages are you learning?
3. What subjects are you liking?
4. How many different countries have you visited?
5. How many times have you travelled to a foreign country?
6. What foreign language do you need most often?

Work in pairs. Ask and answer the questions. Tell the class about your partner.
Warm Up

1 Vocabulary Look at the network and the photos (a-b). Try to match the tribes with the descriptions (a-g).

Descriptions
a have dyed black/straight hair – into pessimistic punk music – wear dark clothes emos
b into horror films – have dyed hair – wear silver jewellery/black make-up – into Evanescence
c have scruffy clothes/shaved hair – chains/piercings
d like designer labels/loose shirts (male) – into clubbing/shopping
e wear dull clothes – obsessed with technology and gaming
f have long hair/beards – wear leather jackets/black T-shirts – into heavy metal
g wear baggy clothes – hang out at skate parks – into indie and punk

Listening

3 1.10 Listen to an interview about urban tribes in the UK. Check your guesses from Exercise 1.

4 1.10 Listen again. Are the sentences true (T) or false (F)?
1 Urban tribes started in the 1970s and 80s. F
2 There are more tribes around these days. T
3 Tribes are always based on tastes in music and clothes. F
4 Tribes are changing faster than before because of the internet. T
5 The identity of some tribes is based on interests. T
6 Most young people now only belong to one tribe. T

4 Your Culture Work in pairs. Which of the tribes in Exercise 1 do you have in your country? Can you think of any others? Tell the class.

6 DVD 1 Watch the documentary without sound. Order the things the journalist does (a–e). Then watch it with sound and check your answers.

Talk Builder

I agree. I disagree.
I'm not sure.
I don't think.
I don't like.
I don't.
I don't know.
I don't think we're a tribe.
I'm not into their clothes.
I don't like those groups.
I'm into their music.
I don't like the journalist's clothes.
I don't think we're a tribe.
I'm into their music.
I'm not into their clothes.
I don't think we're a tribe.
I'm into their music.
I don't think we're a tribe.
I'm into their music.
I'm not into their clothes.
I don't think the journalist will understand.
I'm not into their music.
I don't think the journalist will understand.
I'm not into their music.
DVD Choice

1. Watch the documentary without sound. Order the things the journalist does (a–e). Then watch it with sound and check your answers.
   a. He goes to the party in goth clothes and make-up.
   b. Two goths put make-up on him and change his hair.
   c. He feels relaxed with his appearance.
   d. He travels to Whitby for a goth weekend.
   e. He interviews some goths.

2. Watch again. Match the descriptions (1–5) with the people (a–d).
   a. journalist (x 2)  b. goth woman  c. goth man  d. goth musician
   1. has been a goth for a long time
     2. usually feels different from other people but not in Whitby
     3. is worried about dressing up like a goth
     4. doesn’t like the journalist’s clothes
     5. now feels confident in goth clothes

3. Would you like to go to the Whitby Goth Weekend? Would you dress up like a goth?

Watching and Speaking

1a. 1.13. DVD 2 Listen to or watch two interviews. Match the descriptions (1–5) with the people.
   • Tim
   • George
   • Tom
   • Harry
   1. dislikes goths
   2. likes goth music
   3. likes punk music
   4. has got tattoos
   5. thinks he is independent but isn’t

1b. 1.13. DVD 2 Look at the Talk Builder. Listen or watch again. Choose the replies to the opinions you hear.

Talk Builder Agreeing and disagreeing (1)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think they’re cool.</td>
<td>a. So do I.</td>
<td>b. Me too.</td>
</tr>
<tr>
<td>I’m not into their clothes.</td>
<td>a. Neither am I.</td>
<td>b. I am.</td>
</tr>
<tr>
<td>I don’t think we’re a tribe.</td>
<td>a. Neither do I.</td>
<td>b. Me neither.</td>
</tr>
<tr>
<td>I just love urban tribes.</td>
<td>a. So do I.</td>
<td>b. Me too.</td>
</tr>
<tr>
<td>I’m into their music.</td>
<td>a. So am I.</td>
<td>b. Me too.</td>
</tr>
<tr>
<td>I don’t like those groups.</td>
<td>a. Neither do I.</td>
<td>b. Me neither.</td>
</tr>
</tbody>
</table>

Skills Builder 40

11. Listen to the opinions and replies and notice the intonation. Listen and repeat the replies.

Write replies to the statements below with your opinions.

Neither am I.

1. I’m not into heavy metal.
2. I think goth clothes are great.
3. I don’t think urban tribes are bad.
4. I’m really into hip hop and rap.
5. I don’t like beards and long hair.
6. I think piercings and tattoos are horrible.

Choose one of the topics (a–e). Write five statements about your topic.

I don’t think that goths are very interesting.

a. urban tribes in your country
b. clothes and fashion
c. different styles of music
d. personal appearance
e. interests and habits

Work in groups. Take turns to say your statements to each person in your group. Record their responses.

A: I like band T-shirts.
B: So do I.
C: I don’t.

Report your results to the class.

Sixty percent of the class don’t like piercings. Forty percent like them.
**Language Review Module 1**

**Identity** Complete the text with the correct words.

I'm very proud 1 of my surname, Bruce, because my ancestor was Robert the Bruce who defeated the English at the battle of Bannockburn in 1314. One thing I really love 2 Scotland is our traditional costume, the kilt, and I sometimes wear mine on special occasions like weddings. I'm a 3 rebellious and I sometimes have problems at school. I'm passionate 4 folk music and I'm keen 5 playing the guitar. I'm not 6 wearing band T-shirts.

**Compound adjectives** Add one extra word to the words in brackets to complete the sentences with the correct adjectives.

A My sister is very 7 (fashion) and she loves wearing 8 (new) designer clothes.
B I am not very 9 (well) so I haven't got much money for clothes but I always try to be 10 (dress).
C Robert Pattinson is a really 11 (know) actor and he's very 12 (good) - everybody likes him.

**Like** Put like in the correct place in the sentences.

13 What does your cousin, Jenny, look? 14 She looks a bit me but she is taller and slimmer.
15 And what is she? 16 She is an easy-going and laid-back type of person my brother, Tom.
17 She is really into doing sports hockey and basketball.

**Present tenses** Use the cues to write questions.

18 what language / you usually speak? 19 what language / you learn this year?
20 what language / want to learn? 21 how many countries / you visit so far?
22 you ever do a language course abroad?

**Present tenses** Complete the phone conversation with the verbs in brackets in the correct tense.

A: Hi, Anna. How are things?
B: Okay, Claire, but I'm a bit tired because I 23 (have) two exams today.
A: What 24 (do) at the moment?
B: I 25 (write) to my cousin Eric.
A: The one from Belgium? I 26 (never meet) him.
B: He's really nice. He 27 (live) in Brussels and he can speak four languages. His English is so good that people often 28 (think) he's English.
A: Lucky him. I 29 (want) to learn Italian but we can't do it at school. I 30 (study) French for three years but I'm terrible at it.
B: Well, I 31 (visit) Italy a couple of times and I 32 (understand) a bit of Italian. It's a great language.

**Agreeing and disagreeing (1)** Complete the dialogues.

A: I think punk music is great. 33 (agree)
B: So 34 .
A: I like goth clothes. 35 (disagree)
B: But 36 .
A: I'm not into piercings. 37 (agree)
B: Me 38 .
A: I don't like skater clothes. 39 (disagree)
B: But 40 .
A: I'm into urban tribes. 41 (agree)
B: Me 42 .
A: I don't like tattoos. 43 (agree)
B: Neither 44 .
A: I'm not into dyed black hair. 45 (disagree)
B: I 46 .
A: I'm into clubbing and shopping. 47 (agree)
B: So 48 .

**Self Assessment**

1.6 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>If you need practice, go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Choice 1</td>
</tr>
<tr>
<td>2</td>
<td>Language Choice 2</td>
</tr>
<tr>
<td>3</td>
<td>Language Choice 3</td>
</tr>
<tr>
<td>4 and 5</td>
<td>Language Choice 4 and 5</td>
</tr>
<tr>
<td>6</td>
<td>Students' Book (SB) p.11 ex.11</td>
</tr>
</tbody>
</table>

**Learning Links:**
2. Sound Choice 1 → MyLab / Workbook page 10. Choose three pronunciation activities to do.
OBJECTIVES: Talk about and listen to descriptions of heroes and heroines; read a story and a film review; write a review; learn about modals for speculation in the past.

1. Work in pairs. Look at the photos (a–e) and the network. Which of the people have you heard about? What did they do? When did they live? (e.g. in the 20th century)

2. Listen and identify three of the heroes in the photos (a–e). Why were they heroes?

3. Listen again to the first person. Complete the information in the network.

4. Pronunciation Listen and write down the dates. Then listen again and repeat them. What dates are important in your country’s history?

5. Your Culture Choose a hero/heroine from your country. Find out information about him/her. Then work in groups. Use the network to talk about your person.

6. LANGUAGE CHOICE 31: VOCABULARY PRACTICE

**Biography**

______ was a great man/woman. He/She came from ______. He/She was born into a/an ______ family.

He/She had a ______ childhood.

As a young man/woman he/she ______.

After that, he/she ______ of Indians in South Africa.

Later, he/she ______ India.

In my opinion, he/she was a great ______.

______ was a great man/woman. He/She came from ______. He/She was born into a/an ______ family.

He/She had a ______ childhood.

As a young man/woman he/she ______.

After that, he/she ______ of Indians in South Africa.

Later, he/she ______ India.

In my opinion, he/she was a great ______.

______ was a great man/woman. He/She came from ______. He/She was born into a/an ______ family.

He/She had a ______ childhood.

As a young man/woman he/she ______.

After that, he/she ______ of Indians in South Africa.

Later, he/she ______ India.

In my opinion, he/she was a great ______.

______ was a great man/woman. He/She came from ______. He/She was born into a/an ______ family.

He/She had a ______ childhood.

As a young man/woman he/she ______.

After that, he/she ______ of Indians in South Africa.

Later, he/she ______ India.

In my opinion, he/she was a great ______.

---

artistic, explorer, leader, liberator, pioneer, revolutionary, ruler, scientist, social reformer, soldier, thinker, writer

---

joined the army, civil service

studied law, medicine, science

took part in organised (peaceful) demonstrations, protests, a rebellion

worked as a doctor, lawyer, scientist, teacher

campaigned/fought for equal rights, freedom of speech, human rights, peace, the independence of ______, women’s rights, ______, discrimination, poverty, racism, slavery, the invaders

a) Elizabeth I  b) Aung San Suu Kyi  c) José de San Martín  d) Joan of Arc  e) Gandhi
We started work at sunrise. We were forbidden to stop or to talk. Our arms and shoulders ached. Our hands worked on their own, out of habit. If we didn’t work fast enough, we were punished. There were fourteen of us. Fatima was the youngest – she can’t have been older than five, she was so small. The oldest was Karim. He must have worked in the factory since he was very little because he couldn’t even remember his family or home. His parents may have sold him to our master to pay their debts, like most of our families. Salman was chained to his machine, day and night. I don’t know why – he might have made a mistake in the carpet pattern. Nobody had the courage to run away. From the moment he arrived we knew that Iqbal was different. When he escaped and came back with the police to free us all, our master was shocked. He must have thought that Iqbal was just another helpless child. But he wasn’t.

Warm Up

1. Look at the photos (a–b). Make guesses about the children.
   The children might be from India. They could be earning money for their families.

2. Read the newspaper cutting about Iqbal and an extract from a novel about his life. Answer the questions.
   1. What was life and work in the carpet factory like?
   2. Why did the children work there?
   3. What did Iqbal do? Why did he die?

Your Culture Are there any child workers in your country? At what age can you start work?

Speculating about the past

4. Read the speculations (1–3) from the text. Complete the rule.
   1. He might have made a mistake.
   2. She can’t have been older than five.
   3. He must have worked in the factory since he was very little.

   - When we speculate about the past, we often use must/may/might/could/can’t + ___ + 3rd form of the verb (perfect infinitive).

5. Read the sentences (1–2). Match them with the uses (a–b).
   1. There may be over 250 million working children worldwide.
   2. Our master must have thought that Iqbal was a helpless child.

   a. speculation about the present
   b. speculation about the past
Practice

1. Match the sentences (1–3) with the best paraphrases (a–b).
   1. He can’t have made a mistake.
      a. Maybe he didn’t make a mistake.
      b. I’m certain that he didn’t make a mistake.
   2. He must have worked in a carpet factory.
      a. I’m sure he works in a carpet factory.
      b. I’m sure he worked in a carpet factory.
   3. The children may have escaped from slavery.
      a. Perhaps the children escaped from slavery.
      b. The children certainly escaped from slavery.

   LANGUAGE CHOICE 32

2. Use the cues and modals to make sentences about Iqbal.

   have a lot of courage      he was
   hate his situation      dream about freedom
   plan his escape for a long time      go to school
   must / be clever
   may / be born into a rich family

   LANGUAGE CHOICE 33

3. Use the cues to complete the sentences.

   1. Iqbal sneaked into carpet factories many times. He must have been clever. (must / be clever).
   2. A factory manager has been arrested. He may employ children in his factory.
   3. A girl is selling snacks in the street. She may have broken up with Jake.
   4. The child disappeared from the street. The carpet mafia may kidnap her.
   5. The children look hungry. They might not eat anything all day.
   6. This carpet is beautiful. It must take a lot of time to make it.

   LANGUAGE CHOICE 32

Grammar Alive Making guesses

1. Listen to the dialogue. What reasons do Lisa and Rob give for James becoming a volunteer?

2. Work in pairs. Use the cues and modals to make dialogues.

   A: Anna is crying.
   B: She may have broken up with Jake.
   A: She can’t have broken up with him. She loves him!

A starts

1. Anna is crying. (She loves Jake.)
2. Mike hasn’t come to school today. (He’s very healthy.)
3. Kate looks unhappy. (She’s the best student.)
4. Dave is late. (He’s always on time.)
5. Maria isn’t answering the phone. (She’s waiting for Jack’s call.)

B starts

6. Vicki is out. (It’s only 8 a.m.)
7. Nick is driving! (He’s a terrible driver.)
8. Fiona has a great suntan. (I saw her at school last week.)
9. Adam has no time for his friends. (He is too lazy.)
10. Colin didn’t come to the party. (He has very good memory.)

B answers

1. must / find a part-time job
2. could / be on holiday
3. must / fail a test
4. could / miss the bus
5. must / switch it off
6. may / go to the cinema
7. must / pass his driving test
8. may / catch a cold
9. must / break up with Jake
10. may / forget

A answers

1. may / go to the cinema
2. must / pass his driving test
3. could / be on holiday
4. must / find a part-time job
5. may / forget

Look at the photos (c–d) and make guesses about the people.

He may have run away from home. He must be frightened.
Warm Up

1 Look at the photos (a–b). Who are your favourite action heroes and what are your favourite action films?

Listening

2 3.10  a  SKILLS BUILDER 6 Use the strategies in the Skills Builder to listen to a conversation about a film and choose the best answer for the questions.

1 What has Alice been doing?
   a studying  b doing exercise  c shopping
2 How does Simon feel?
   a bored  b relaxed  c tired
3 How does Alice feel?
   a bored  b worried  c impatient
4 What does Simon become?
   a a teacher  b a doctor  c a lawyer
5 Where are Alice and Simon?
   a at school  b at home  c on holiday
6 Who are Alice and Simon’s friends?
   a aliens  b classmates  c brother and sister

Sentence Builder

Prepositions at the end of sentences

Questions
Who’s he working for?
What are you talking about?
Who is he talking to?
Why don’t you ring someone?

Relative clauses
He’s an actor I’ve never been keen on.
That’s what he’s famous for.
She’s watching that quiz show she’s good at.

Reading

3 3.11 Read the extracts from Robert Ludlum's novel, *The Bourne Identity*. Order the sentences (a–f).

a The doctor found information about a bank account in Switzerland.
b Bourne found out that he had a lot of money and that his first name was Jason.
c A badly injured man was picked up from the sea.
d Bourne remembered how to get to the bank where he had the account.
e His life was saved by a doctor but he had lost his memory.
f He went to a hotel in Zurich that he remembered from before and found out his surname.

4 Work in pairs. Ask and answer the questions.

1 What new film is everybody talking about?
2 What actors and actresses are you keen on?
3 What films are they famous for?
4 What cinema do you usually go to?
5 Who do you usually ring up and arrange to go to the cinema with?
"I found this piece of film under your skin. It says: Die Bank Gemeinschaft, 11 Bahnhofstrasse, Zurich, 07-1712-0-14-260."

"Bank details."

"Exactly. The numbers are in your handwriting – they're your signature for an account in Zurich."

He knew the name of the hotel. Carillon du Lac. He had given it to the taxi driver without thinking. He knew the reception area, and the big glass windows that looked out over Lake Zurich. He had been there before. "It's good to see you again, sir," the receptionist said. "But I don't know you! I don't know me! Help me! Please!"

"Thank you," he said. "I've hurt my hand. Could you fill in the form for me and then I'll try to sign it."

"Of course, sir." The receptionist completed the form, then turned it around for the signature.

Mr J. Bourne, New York, NY, USA.

He left his room and walked into the street. His feet seemed to take him on a route that he knew – and then there was the Gemeinschaft Bank.

He entered through the heavy glass doors and was directed to a first floor receptionist.

"Your signature, please," the man requested, passing him a form.

He looked and understood; no name was needed this time, just the number of the account. He wrote out the numbers and was shown to a private room.

The banker opened the box and passed the papers to the other man, who stared at the top page in disbelief.

"Of course, sir."

The bottom statement showed that the first payment in the account had been from Singapore $1,750 Swiss francs. Below that was an envelope with "Owner only, officer of the Treadstone Seventy-one Company" typed on it. He opened it and read:

Owner: Jason Charles Bourne
Address: Unidentified
Nationality: American

More than four million American dollars. How? Why?

The man recovers from his wounds but can't remember who he is. The engineer unwraps the tube and finds information about a bank account in Zurich. The man wakes up, he does not know who he is.

When the man wakes up, he does not know who he is. The engineer unwraps the tube and finds information about a bank account in Zurich. The man recovers from his wounds but can't remember anything and is impatient to get to Zurich.

When he arrives there, he keeps in a park and two policemen try to arrest him because it is illegal. After a fight, he discover more and in the morning goes to the bank where they take him to an impersonal underground room and give him a box. Inside it there is a passport in the name of Jason Bourne, $20,000 in dollars and a gun. The man packed the things and finds five more passports with five different names.

Vocabulary: Look at the Word Builder. Find words in blue in the film synopsis to complete the box. Then add prefixes to the words (a–g) to make opposites.

- a tidy b like c comfortable d correct e known f friendly g happy

Word Builder Prefixes

un + adjective/adverb: unpleasant, 1 unidentified, 2
un + verb: undress, 3
il/in/im + adjective: invisible, irregular, impossible, 4, 5, 6, 7

dis + verb: disagree, 8

LANGUAGE CHOICE 35: VOCABULARY PRACTICE

Work in pairs. Take turns to complete the sentences.

1 I get impatient when people ...
2 The things I find unpleasant are ...
3 The most uncomfortable place I know is ...
4 In my country, it is illegal to ...

Choose a film that you like. Write notes about the things below:

- general information
- summary of story
- favourite scenes

Work in groups. Tell your partners about the film.
They have to try to guess the film.

LEARNING LINKS: Online Skills 3 → MyLab / Workbook page 113
Warm Up

1 Look at the photo. Who are the people?

2 Read and listen to the interview. Are the sentences true (T) or false (F)?
   1 The robber was armed.
   2 Michael hit the robber with a bottle.
   3 Michael has been taking self-defence lessons.

Reporters: With us here is Michael Franklin, who’s helped arrest a robber. Michael, you live in this street, don’t you?
Michael: Yes, I live near the shop.
Reporters: Tell us what happened. You were buying a newspaper at this local shop, weren’t you?
Michael: Yes, I was paying when this man ran in and ... 
Reporters: He wasn’t armed, was he?
Michael: Well, he had a kitchen knife and he ... 
Reporters: He threatened to kill everyone, didn’t he?
Michael: No, he told the owner to give him the money from the till.
Reporters: Were there any other people in the shop?
Michael: Yes, there were four other people.
Reporters: So you took a bottle and hit him, didn’t you?
Michael: I did ...
Reporters: You haven’t been taking self-defence lessons, have you?
Michael: No, I have a bit but I ...
Reporters: But now you will, won’t you?
Michael: I don’t know.
Reporters: Thank you, Michael. We’ve been talking to Michael Franklin, who’s saved four lives today. And now ...

Question tags

3 Read the reporter’s questions (1–2). Match them with the explanations (a–b).
   1 You hit him, didn’t you?
   2 Were there any other people in the shop?
   a The reporter thinks he knows the answer and only wants Michael to confirm.
   b The reporter doesn’t know the answer.

4 Read the questions (1–4). Underline the correct words to complete the rule.
   1 You live in this street, don’t you?
   2 He wasn’t armed, was he?
   3 He threatened to kill everyone, didn’t he?
   4 You haven’t been taking self-defence lessons, have you?

   □ We normally use a positive/negative tag after a positive statement and a positive/negative tag after a negative statement.

5 Complete the questions with correct question tags.
   1 You live in this street, don’t you?
   2 He wasn’t armed, was he?
   3 He threatened to kill everyone, didn’t he?
   4 You haven’t been taking self-defence lessons, have you?
   5 You have talked to the police, haven’t you?
   6 The shop will be closed tomorrow, won’t it?
   7 You wouldn’t do it again, would you?
   8 You haven’t been coming recently, have you?
   9 The people are grateful to you, aren’t they?

6 For each question (1–6), make positive and negative questions with question tags.
   1 Are your friends brave? 
      Your friends are brave, aren’t they?
      Your friends aren’t brave, are they?
   2 Can you put out a fire?
   3 Have your friends done first aid training?
   4 Was there an accident in your school last year?
   5 Did the criminal have a gun?
   6 Would you like to learn self-defence?

7 Use the cues and your knowledge of your partner to ask positive or negative tag questions. Add three questions of your own.
   1 (not) be very brave 
      You are very brave, aren’t you?
      You aren’t very brave, are you?
   2 (not) learning self-defence
   3 (not) be in a dangerous situation
   4 (not) want to become a hero
   5 (not) can give first aid
   6 (not) become a police officer

8 Work in pairs. Ask and answer your questions.
   A: You are very brave, aren’t you?
   B: No, I am not.
SKILLS

Writing Workshop 3

Look at the book cover. What sort of story do you think it is? Read the book review and check your guess.

1. **Lorna Doone** was written by R.D. Blackmore in 1869 and is a historical romance set in 17th century England. It was a best-seller when it came out and since then at least ten films have been made of the book.

2. The story is about the love between the heroine, Lorna Doone, and a farmer's son called John Ridd. One day, young John meets Lorna after finding his way into the secret valley where she lives. Later, he finds out that she is from a family of robbers and murderers but he likes Lorna and knows it is not her fault she is a Doone. When he is older, John makes his way to the valley and he and Lorna fall in love. However, Carver Doone, the murderer of John's father, wants to marry Lorna, too and soon the battle between the two men begins.

3. The plot is full of both action and drama and the main characters are generally interesting. John Ridd is the strong, silent type who is not only loyal and honest but also brave. His enemy, Carver Doone, is also strong and good-looking but he is a violent and evil man. Lorna is kind and sensitive as well as extremely beautiful though she is sometimes a bit too good to be true. Another criticism that can be made of the book is that the fight between the good and evil is a bit too obvious.

4. To sum up, the book is an exciting story of love and murder. If you enjoy romance and action, I would definitely recommend reading this classic story.

Text Builder

3. Match the paragraphs (1–4) with the topics (a–d).
   a. summary and recommendation
   b. description of the plot
   c. introduction and background
   d. opinions about character and plot

4. Look at the Sentence Builder. How do you say the linkers in bold in your language?

**Sentence Builder: Addition linkers**

1. The plot is full of both action and drama.
2. John Ridd is not only loyal and honest but also brave.
3. Lorna is kind and sensitive as well as beautiful.

**SKILLS BUILDER 30**

5. Use the cues and the linkers in brackets to write sentences about **Lorna Doone**.
   1. The Doones: robbers / murderers (both / and)
      The Doones were both robbers and murderers.
   2. Lorna: beautiful woman / good person (as well as)
      Lorna was a beautiful woman as well as good.
   3. John: very strong + brave / honest + loyal (not only / but also)
      John was very strong and brave but also honest and loyal.
   4. The book: exciting to read / very romantic (both / and)
      The book was both exciting to read and very romantic.


7. Work in groups. Read each other's reviews. Which of the books would you like to read? Tell the class.
SKILLS

Speaking Workshop 3

1. Look at photo a. Make guesses about:
   - the place
   - the woman:
     - her age
     - nationality
     - job
   - why she is a heroine

2. Listen to Karen talking about the photo.
   Which of her guesses are the same as (or similar to) yours?

3. Look at the Talk Builder. Match the functions (a–d) with the groups of expressions in bold (1–4).
   a. vague language (you use when you don’t know the word or are not sure about something)
   b. speculation (about the present or the past)
   c. additions to the end of the sentence (e.g. to clarify or comment)
   d. descriptions of position in the photo

Talk Builder: Talking about photos
1. She must be in her mid thirties.
   She’s probably from a Muslim country.
   It might be Syria or Turkey.
   She looks friendly.
   She may have done something for poor people.

2. She’s wearing a kind of scarf.
   It might be Syria or somewhere like that.
   She looks a kind sort of person.

3. In the background, you can see more children.
   Behind her, on the left of the photo, there is a notice board.

4. You can see them clearly, the children I mean.
   She must be good at her job, I think.

Describe the man in photo b.

6. Complete the sentences.
   1. The teacher is fifty and the student about fifteen.
      She looks experienced, the ________ I mean.
   2. It could be a theatre, or ________ like that.
   3. She looks a nice person, I ________.
   4. The police officer is arresting the man. He looks worried, the ________ I mean.

Tell the class your guesses about the photo. Then check them on page 129.

LEARNING LINKS: 1. Read and listen to an extract from Jane Eyre in Culture Choice 3 on page 106. Then do a project about a fictional hero or heroine from your country.
   2. Check Your Progress 6 → MyLab / Workbook page 53.
MODULE 9 LEARNING

Objectives: Listen, read and talk about learning and schools; write a blog post with your opinions; learn more about taking part in conversations; learn more about reported statements.

TOPIC TALK

1. Look at the photos (a–c). Find the activities in the network and add more school subjects.

2. Your Culture Read the notes on page 130. How is education in your country different?

3. Listen to three English secondary school students. Which of them is most like you?

4. Listen again to the first person. Complete the information in the network.

5. Work in groups. Use the network to talk about your learning.

School (1)

The subject I like best is geography.
And my least favourite subject is ________.
I’d like to drop it and do ________ instead.
I suppose I’m good at ________ but I’m not so good at ________.
Outside class, I ________ and ________.
It’d be great to ________.

Extra-curricular activities

belong to the cadets (army), choir, debating club, film club, orchestra, poetry club
do adventure activities, astronomy, chess, climbing, dancing, painting, sport, voluntary work
learn about carpentry, cookery, first aid/life saving, personal finance,
write for the school magazine

Subjects

art and design, business studies, citizenship, drama, economics, English language/literature, geography, ICT (information and computer technology), philosophy, politics, religious education, technology

Learning skills

analysing information/ideas, assessing my progress, concentrating in class, memorising facts/numbers/ideas/images, organising my learning, passing exams, presenting work neatly, solving problems, working in teams, working online
LESSON 25
CO-EDUCATION?

Warm Up

1. Look at the photos. Is your school single-sex or mixed?

Reading

2. SKILLS BUILDER 21 Use the strategies in the Skills Builder to match the points of view (a–f) with the introduction and the posts (1–5) in the magazine. There is one extra point of view.

- I'm totally against single-sex schools.
- Boys do badly in mixed schools.
- Single-sex schools are old-fashioned.
- I'm in favour of cooperation between single-sex schools.
- I can see that there are two sides to the argument.
- Girls have more freedom at all-girls' schools.

3. Read the texts again. Are the arguments (1–8) for (F) or against (A) mixed schools?

1. They help you socialise with people of the opposite sex.
2. Male and female brains are different.
3. Personality is more important than gender.
4. These schools educate you for real life.
5. Boys and girls learn differently.
6. Boys do badly because of the way students' work is marked.
7. Girls don't do technical subjects because of stereotypes.
8. Sport is too important in all-boys' schools.

4. Vocabulary Look at the Word Builder. Find ten more examples of nouns with these endings in blue in the text.

- cooperation
- development
- difference
- ability
- championship

Language Choice 51: Vocabulary Practice

Life Education

Should we go back to single-sex schools?

1. More and more state schools in the USA are changing back to single-sex education.

According to some experts, male and female brains are not the same, boys and girls develop at a different rate and they learn differently.

Other experts disagree; according to them, there are more learning differences between individuals than between the two genders and girls and boys learn better together. They say there is no evidence that single-sex schools improve academic performance either.

What do you think?

1. I went to a mixed school until last year when I moved to an all-girls' school. In my previous school, the boys talked all the time and there were lots of discipline problems in class. There were a lot of stereotypes. Appearance was really important and was linked to the girls' popularity.

There were only two girls in the ICT classes so I didn't do that as an option. Now, at my new school, classes are quieter and we can talk about things more openly. I feel more relaxed in class, too – I'm not worried about what the boys think about me. This year I'm doing ICT and I'm in the school football team, too!

Andrea (Birmingham)

2. I'm in favour of cooperation between single-sex schools. I think that's important to prepare us for adult life and professional life. I'm close friends with a boy from my school. He's too bright to be in a single-sex school. But such stereotypes are wrong. I know that! I'm at a mixed school and I think that socialising in different gender classes is essential. I think it would be better to have both single-sex and mixed schools.

Simon (Birmingham)

3. I'm in favour of single-sex schools. I'm a single-sex school. I'm not very good at maths and I'm not very good at writing. It's easier for me to concentrate. I'd probably do badly in a mixed school. It's easier for me to concentrate. I think it's easier for me to learn. I would like to go to a single-sex college when I'm older.

Carol (Liverpool)

4. I'm not in favour of single-sex schools. I go to a mixed school but most of my teachers are women. Some of my friends are very good at sports and I'm not very good at them. I'd probably do badly in single-sex schools. I think there is competition between the genders, whether boys and girls. It's better to have a mixture of both.

Alan (Birmingham)

5. I think we should have the option of mixed or single-sex schools next door. I think it's the best kind of arrangement. I don't agree. I think it should be mixed. I think that it's not your gender that matters. When you grow up, you work in teams. So why not learn in teams?

I went to a mixed school until last year when I moved to an all-girls' school. In my previous school, the boys talked all the time and there were lots of discipline problems in class. There were a lot of stereotypes. Appearance was really important and was linked to the girls' popularity.

There were only two girls in the ICT classes so I didn't do that as an option. Now, at my new school, classes are quieter and we can talk about things more openly. I feel more relaxed in class, too – I'm not worried about what the boys think about me. This year I'm doing ICT and I'm in the school football team, too!

Andrea (Birmingham)

2. I'm in favour of cooperation between single-sex schools. I think that's important to prepare us for adult life and professional life. I'm close friends with a boy from my school. He's too bright to be in a single-sex school. But such stereotypes are wrong. I know that! I'm at a mixed school and I think that socialising in different gender classes is essential. I think it would be better to have both single-sex and mixed schools.

Simon (Birmingham)

3. I'm in favour of single-sex schools. I'm a single-sex school. I'm not very good at maths and I'm not very good at writing. It's easier for me to concentrate. I'd probably do badly in a mixed school. It's easier for me to concentrate. I think it's easier for me to learn. I would like to go to a single-sex college when I'm older.

Carol (Liverpool)

4. I'm not in favour of single-sex schools. I go to a mixed school but most of my teachers are women. Some of my friends are very good at sports and I'm not very good at them. I'd probably do badly in single-sex schools. I think there is competition between the genders, whether boys and girls. It's better to have a mixture of both.

Alan (Birmingham)

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I went to a mixed school until last year when I moved to an all-girls' school. In my previous school, the boys talked all the time and there were lots of discipline problems in class. There were a lot of stereotypes. Appearance was really important and was linked to the girls' popularity.

There were only two girls in the ICT classes so I didn't do that as an option. Now, at my new school, classes are quieter and we can talk about things more openly. I feel more relaxed in class, too – I'm not worried about what the boys think about me. This year I'm doing ICT and I'm in the school football team, too!

Andrea (Birmingham)
‘The boys talked all the time and there were lots of discipline problems.’

3 I’m at a mixed school and I’m against single-sex classes. I think that it’s not your gender that’s important but your personality. I think it’s important to have friendships with both boys and girls. For example, I have more in common with two or three girls I know than with lots of boys. I think male single-sex schools are dull, too because they are obsessed with sports such as football, cricket and rugby and I’d hate that! Guys at all-boys’ schools don’t learn to socialise with girls, like a friend of mine who dies of embarrassment every time he meets a girl. I wouldn’t like to be like him! So I’m in favour of mixed education because it prepares you for life.

Simon (Cardiff)

4 I go to a mixed school but most of my teachers are women. In some subjects, I don’t get such good marks because my work is not very neat and my handwriting is terrible. Also – I don’t think that is very fair. We have lots of project work, too but I’d prefer to have examinations as I do better in them. Also, among the boys in my class studying is considered a ‘girlie’ thing. If you do well at something, the others laugh at you. I think I’d do better at an all-boys’ school.

Alan (Ipswich)

5 I go to a girls’ school but there’s a boys’ school next door. I think it’s the best kind of arrangement because we have lots of social events together but we study separately.

Carol (Liverpool)

3 I’m against single-sex schools.

1 Learning differences between individuals than between the girls develop at a different rate and they learn differently.

2 More and more USA are changing back to single-sex schools.

3 Andrea (Birmingham) – I’m not worried about what the boys think about sex education. Now, at my new school, classes are quieter and really important and was linked to the girls’ popularity. There is considered a ‘girly’ thing. If you do well at something, the others laugh at you. I think it’s the best kind of arrangement.

5 Carol (Liverpool) – ‘Education is not the filling of a bucket but the lighting of a fire.’

W.B. Yeats, Irish poet
Warm Up

1. Look at the photos (a–c) on page 73. Which of the people are doing something good for their brain?

2. Read the online forum. Were your guesses correct? What tips about brain power have you learned?

3. How well do you look after your brain? What good and bad things do you do?

Reported statements

4. List the verbs in bold from the text that people use to report people’s words, thoughts or actions.

5. Read the sentences and see how they are reported in the text. When does the tense of the original sentence change?

   *Junk food is bad for the brain.*

   ➔ Scientists claim that junk food is bad for the brain.

   ➔ My grandmother thought (that) caffeine and alcohol killed brain cells.

6. Write the reported sentences from the text. Name the verb forms.

   1. Oily fish is the best brain food. (Present Simple)

      *She thought that oily fish was the best brain food.* (Past Simple)

   2. We don’t produce new brain cells. (Present Simple)

      *These kids are getting poor results in memory tests.* (Present Continuous)

   3. He didn’t make any big discoveries on the run. (Past Simple)

   4. The rats can’t solve problems that they have already solved. (Present Perfect)

   5. Negative people will make you depressed. (will)

   6. The rats can’t solve problems. (can)

7. Read the sentences (1–2) from the text. What were the original sentences? How did the pronouns in bold change?

   1. He admitted that he hadn’t made any big discoveries but said that running helped his mind relax.

   2. My granddad always warned me that negative people would make me depressed.
Practice

1 Match the reported statements (1-4) with the same the original words were said (a-b).

1 She said she had failed the exam.  a after the exam
2 She said she would fail the exam.  b before the exam
3 The student thought the test was going to be easy.  a during the test
4 The student thought the test was easy.  b before the test

Grammar Alive Reporting (1)

10 Listen to an interview with Brian, talking about speed learning. Which of the reported statements below are correct? Correct the ones which are not.

1 Brian said they had started many years earlier.
   Incorrect – Brian said they had started three years earlier.
2 Brian said they trained over ten thousand people a year.
3 Brian said they taught people how to concentrate more effectively.
4 Brian said that we couldn’t improve our learning ability.
5 Brian said they were interested in memory.
6 Brian said they had worked out a memory training programme.
7 Brian said they had three new courses on offer.

11 Listen to a student’s statements and report her words in your notebook.

She said that she slept too little and that she drank too much coffee.

12 Work in pairs. Write three sentences about your true or made-up achievements, habits, interests, etc. Share them with your partner.

I am learning Russian. I’ve won a song contest. I am a fast reader.

13 Work with another person. Report to them what your previous partner said.

She said she was learning Russian. She said she had won a song contest. She claimed she was a fast reader.
Warm Up

1 Vocabulary Use the vocabulary network to answer the questions.
   1 What sort of school do you go to?
   2 What facilities have your school got?
   3 What equipment have your classrooms got?
   4 What is the atmosphere in your school like?
   5 Which rules do you have at your school?

Atmosphere: competitive, friendly, laid-back, lively, noisy, relaxed
Problems: aggressive behaviour, bullying, fighting.

Schools:
   UK: primary (4/5-11), secondary (e.g. comprehensive school) (11-18), sixth-form college (16-18)
   US: elementary school (5-11), middle school (11-14), high school (14-18)

Facilities:
   science/computer/language lab, sports hall/gym, theatre/assembly hall, library
   Equipment:
   computers, projectors and screens, high-speed internet access/wi-fi

Rules:
   arrive on time, attend school daily, hand in homework on time, leave personal items at home (e.g. phones), no hats/jewellery, wear a uniform

2DVD 9 Watch the extract from a BBC 24/08/2011 10:59
Listening

1.00 Listen in pairs. Listen to two exchange students (Alice and Polly) talking about their schools. Student A answers the questions in Exercise 1 for Alice. Student B answers the questions for Polly.

2.10, 3.10 Listen again and answer the questions.
   1 Which of the two girls is more enthusiastic about her school?
   2 What are the girls’ favourite extra-curricular activities?
   3 Where do Polly’s ideas about US high schools come from?
   4 What kind of problems were there in Alice’s old school?
   5 What is Polly surprised about?
   6 What are they both looking forward to?

3.18 Watch again. Are the sentences true (T) or false (F)?
   1 The radio news was about an asteroid that might hit the Earth. T
   2 The teacher gets very angry because of Dennis’s excuse. T
   3 The teacher makes Dennis do extra homework. T
   4 The teacher will not punish Dennis if the world ends at 3.20 because of the asteroid. T
   5 The teacher is in a bad mood because he has had too much coffee. T

4 Has anything ever happened to your homework? Did your teacher believe you? What is the funniest excuse you have heard in class?
Watching and Speaking

7  SKILLS BUILDER 9  Use the strategies in the Skills Builder to listen to or watch two dialogues and match the people with their intentions (1–7). There is one extra intention.

- Jamie (J)  •  Miss Roberts (MR)  •  Katie (K)
- 1. doesn't want to help the other person
- 2. wants to borrow something
- 3. needs to get to a class
- 4. wants to invite someone to a match
- 5. wants to get to a meeting
- 6. wants more time for a project
- 7. wants to arrange to meet

8 Look at the Talk Builder. Which of the expressions (a or b) are more formal?

Talk Builder  Asking for permission

1 Attract attention:
   - a Excuse me, Miss Roberts.
   - b Hey, Katie!

2 Ask to speak to someone:
   - a I want to speak to you.
   - b Could I possibly have a word with you, please?

3 Make a request:
   - a Can I ...? Can I ...?
   - b Would it be all right if I ...? Is it okay if I ...?

4 Refuse permission:
   - a Sorry.
   - b I am sorry but ...

5 Give permission:
   - a Oh, all right.
   - b Yes, you can do that.

6 Try to end a conversation:
   - a I'm sorry but I really must be going.
   - b Look, I really must be going.

7 Say goodbye:
   - a Bye, see you.
   - b Goodbye. See you on Monday.

9 2.21 Listen and repeat the questions and replies. Notice the intonation.

10 Complete the dialogues with words and expressions from the Talk Builder.

A: 1. Excuse me, Mr Smith. Could I possibly 2. ______ with you, please? I need more time for my maths homework. 3. ______ all right if I handed it in tomorrow?

B: Yes, you 4. ______ that. I'm 5. ______ I really must be going.

C: 6. ______ , Sam. I want to speak to you. 7. ______ borrow your dictionary?

D: 8. ______ , Annie. It's at home.

C: Well, 9. ______ come round and get it?

D: Oh, 10. ______ .

11 Work in pairs. Act out the dialogues above. Change the things to ask for.

12 Choose two situations to act out – one from each list (1–2). Think of imaginative reasons.

1. You want permission from your teacher to:
   - a miss an exam.
   - b leave school early.
   - c use a computer in an exam.

2. You want to:
   - a use a friend's computer.
   - b borrow a schoolmate's laptop.
   - c come to his/her house to study together.

13 Work in pairs. Act out the dialogues. Make it difficult for your partner!

A: Is it all right if I arrive late?

B: Why are you going to be late? I'm sorry but ...
Language Review Modules 8 and 9

1 **Environment/School** Complete the texts with the correct words.

I live in a subtropical climate and the temperature never drops below freezing. The biggest problems are traffic and air pollution. And this causes health problems. I think people should use their cars less and I always try to walk or cycle everywhere.

I go to a big secondary school which is very friendly. The only thing I don’t like is that we have to wear a uniform. At school, I do well at science and the subject I like best is biology. However, I’d like to drop PE and do drama instead. Outside class, I do debating. I’d be happy to learn cookery because it is useful.

2 **take/Making nouns** Complete the text with the correct form of the words in brackets and prepositions where needed.

I go to an experimental school with no classes or teachers — the adults are ‘advisers’ who take care of our learning. The first big difference is that there are no classrooms but one big room with the correct form of the words in brackets and prepositions where needed.

3 **Cause linkers/Example linkers/Reduced relative clauses** Join sentences 19–23 using the words in brackets and prepositions where needed.

There is a lot of pollution which is caused by exhaust fumes from cars. (because)

Forest fires are increasing. The reason for this is climate change. (because of)

I always walk everywhere. I have not got a car. (as)

We should find new ways to save energy. Car sharing is one example. (such as)

I am in favour of renewable energies. Solar energy is one type. (like)

4 **Future Continuous** Complete the dialogue with the Future Continuous form of the verb in brackets.

A: You’re going on holiday tomorrow? Lucky you!
B: Yes, we’re leaving the house at 6.30.
A: What time do you arrive in New York?
B: Tomorrow afternoon. This time tomorrow we walk around Manhattan.
A: (you go) to the NBA shop?
B: Yes, I definitely go there.

5 **Pronouns** Complete the sentences with myself, ourselves, himself, themselves, each other.

I got up and looked at myself in the mirror.

We painted the bedrooms at home ourselves.

My neighbors are friendly and we help each other.

My brother failed when he fell over.

We have known each other since we were four.

6 **Reported statements** Report the statements below.

I’m good at remembering dates. (He said)

I have never failed an exam. (She said)

Not sleeping can be unhealthy. (He said)

I’m bad at doing homework. (He admits)

ICT is going to be important. (He said)

7 **Agreeing and disagreeing (2)/Asking for permission** Complete the dialogues.

A: Excuse me. Could I have a word with you?
B: It’ll be all right if I use one just this time?

A: I think ICT classes are great. Do you agree?
B: No, I don’t think they’re interesting. Don’t you agree?

Self Assessment

**Exercise If you need practice, go to**

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