

Reading comprehension

5

Answer the questions. Use short answers wherever possible.

- Why ought Paul get a place in the national team? because he has done a fantastic time
- Why did Steven bring in the CD and notes for the science project? so that Paul could finish his part
- Who found the last piece of information that they needed? Nina
- How did Paul's bag fall onto the floor? Steven put the pile on it and it overbalanced
- Why did Paul want to pick up his things himself? because he didn't want Steven to see the packet
- What did Paul want Steven to keep quiet about? the packet
- Why didn't Steven say anything to Joe straight away? it felt like snitching
- What will happen to Paul if the other students report him? he will lose his place in the school team

Read the statements. Write T (true) F (false) or NS (not stated).

- When the play begins, Steven is putting things away into his sports bag.
- Paul has just done a fast time in a running race.
- Steven ought to get a place in the national team.
- The group science project is very important.
- Paul knocked his bag onto the floor and some things fell out of it.
- Steven was shocked at Paul asking if he wanted to be second best or be a champion.
- Steven, Joe, Nina, Amy and Katie have met especially to discuss the problem with Paul.
- Amy and Nina have the same view about Paul.
- Joe thinks they should tell Mr Hall about what Paul has done.
- Paul was going to be given the cup for outstanding achievement.

T
NS
F
NS
F
T
T
T
F
T

Underline the correct ending.

- Paul is good enough ...
a to be a national champion b to be in the national team.
- Steven has brought in the file of notes ...
a for the science project b for Paul to finish.
- Paul's bag fell onto the floor ...
a by accident b on purpose.
- Paul puts things into his bag quickly because ...
a he's in a hurry b he doesn't want Steven to see what is in his bag.
- Paul didn't want Steven to say anything to Joe ...
a about the packet b about their conversation.
- Nina thinks what Paul has done is something that should be ...
a discussed b kept secret.
- Joe is worried that reporting Paul will end his chances of being ...
a in the school team b the national champion.
- They're planning to meet Mr Hall ...
a to tell him about Paul b to finalise the Sports day programme.



الأستاذ عمر الموسى

Word focus

6

A Dictionary work: grammar boxes

- 1 Look up the word **work** (noun) in your dictionary.
Using the information in the grammar box, correct these sentences.

He was looking for ~~x~~ work in the local shop.

He was looking for a work in the local shop.

The work ~~x~~ I am doing is very difficult.

is a work

- 2 Look up the word **road** in your dictionary. Using the information in the grammar box, match each word in the box to its definition.

street track road path

- 1 for people to walk along
- 2 for vehicles to travel along
- 3 has a rough surface
- 4 houses and shops along its sides

Path
road
track
street

give me word

الاستاذ عمر موسى

B Spelling: -le, -el and -al endings /əl/

- 3 Add **le, el or al** to complete each word.

- | | | |
|-------------------------|-------------------------|-------------------|
| 1 tunn <u>el</u> | 2 litt <u>le</u> | 3 centr <u>al</u> |
| 4 internat <u>ional</u> | 5 chann <u>el</u> | 6 annu <u>al</u> |
| 7 dazz <u>le</u> | 8 architectur <u>al</u> | 9 natur <u>al</u> |

- 4 Use these **-al** adjectives in sentences of your own.

local _____

vertical _____

C Word groups: buildings and transport

Look at the word groups you wrote for the activity in your Student's Book.
Add three more of your own to each list.

Buildings _____

Transport _____

D Prefixes: ir-

Complete each sentence with an **ir-** word from the box.

irreplaceable irrational irrelevant irreparable irregular

- 1 These verbs do not follow the rules. They are irregular.
- 2 You do not have a good reason for what you are saying. You are being irrational.
- 3 The vase was broken into lots of pieces. It was irreparable.
- 4 That watch was my grandmother's. It is irreplaceable.
- 5 What you have written is nothing to do with the question. It is irrelevant.

الجملة الخبرية Statement

أفع	ال تحويل	مع الجم	ل الخبر	ة
قال	said	فكر	thought	
أخبر	told	ادعى	claimed	
اعترف	admitted	أضاف	added	
أجاب	Replied	أعلن	announced	
أقترح	suggested	أوضح	explained	

طريقة التحويل :

- 1- نضع الفعل الافتتاحي المناسب (told-said) في جملة التحويل
- 2- نضع (that) بعد الفعل الافتتاحي
- 3- نضع الفاعل المناسب حسب الجملة المباشرة
- 4- نكمل الجملة مع إجراء التغيرات الزمنية

English Teacher
Jumana Al Tarifi



- 1- Ahmed, "I drink coffee". *simple present*
Ahmed said that he drank coffee.
- 2- Khaled said "We work in a store in Zarqa". *simple present*
Khaled said that they work in a store in Zarqa.
- 3- Nancy said, "I have to go downtown".
Nancy said that she had to go downtown.
- 4- Nawal, "I am the richest woman in town". *simple present*
Nawal said that she was.
- 5- Feras, "I am watching TV". *present cont*
Ala' Al-liftawy said that he was watching TV.
- 6- The students "We have played football".
The students said that they had played football.
- 7- The cook "I have never cooked anything Japanese". *past pr*
He admitted that he had never cooked anything Japanese.
- 8- Mary "We must wake early".
Mary said that they had to wake.
- 9- Ali said to Khalid "You can come with us".
Ali said to Khalid that he could come with us.
- 10- She said, "I should watch TV".
Laila said she should watch TV.
- 11- Maha said, "I might go today".
Maha said she might go that day.
- 12- The player "I won two competitions".
My brother claimed that he had.

الضمير (I) يحول إلى (he)
إذا كان المقصود مذكر وإلى
(she) إذا كان المقصود مؤنث

إذا كان الفعل تصريف أول
يجب تحويله إلى تصريف ثاني

قاعدة: الأفعال Modals الماضية
تبقى كما هي ولا تحول

إذا كان الفعل تصريف ثاني
نحوه إلى had+v3

“I had taken English lessons before”

She said that she had

- taken English lessons before.
- had taken English lessons before.

“I haven’t seen Mona”

She said “I”:

- hadn’t seen Mona.
- haven’t seen Mona.

“I must study at the weekend”

She said that she

- had to study at the weekend.
- musted study at the weekend.

“I am living in Amman”

She said that she

- is living in Amman.
- was living in Amman.

الاستاذ عمر النور

٢٠٢٠-٢٠٢١

Choose the Correct Answer اختر الإجابة الصحيحة

"I like coffee"

She said "I"

- like coffee
- liked coffee

"I like coffee"

She said that she

- like coffee
- liked coffee

الاستاذ عمر الموسى

٢٠٢٢
٢٠٢٢
٢٠٢٢

"I can speak perfect English"

She said that she

- could speak perfect English.
- can spoken perfect English.

Reported speech

Direct		Indirect	
Verb tense or Modal	Example	Verb	Example
Simple present	He said, "I <u>do</u> the work."	Simple past	He said that he <u>did</u> the work.
Present progressive	He said, "I <u>am doing</u> the work."	Past progressive	He said that he <u>was doing</u> the work.
Simple past	He said, "I <u>did</u> the work."	Past perfect	He said that he <u>had done</u> the work.
Past progressive	He said, "I <u>was doing</u> the work."	Past perfect progressive	He said that he <u>had been doing</u> the work.
Present perfect	He said, "I <u>have done</u> the work."	Past perfect	He said that he <u>had done</u> the work.
Future with will	He said, "I <u>will do</u> the work."	Would	He said that he <u>would do</u> the work.
Can	He said, "I <u>can do</u> the work."	Could	He said that he <u>could do</u> the work.
Have to	He said, "I <u>have to do</u> the work."	Had to	He said that he <u>had to do</u> the work.
Must	He said, "I <u>must do</u> the work."	Had to	He said that he <u>had to do</u> the work.
Simple present negative	He said, "I <u>don't do</u> the work."	Simple past negative	He said that he <u>didn't do</u> the work.
Simple past negative	He said, "I <u>didn't do</u> the work."	Past perfect negative	He said that he <u>hadn't done</u> the work.

13- Kareem, "My friend was a very talented player". present p.p

Ala' Al-liftawy told us. *that he has been a very talented player*

14- The chef said, " We don't use meat at our restaurant".

The chef said

15- She said, " We didn't watch the game yesterday".

Salwa said *that they hadn't watched the game yesterday*

16- "The boy is looking for you "

Nadia told Khaled that *he was looking for her*

17- "The students liked you."

I told Samia that *they had liked her*

18- "I will help you with this lesson."

The teacher told the students that *she would help*

19- "Your job is interesting ."

She told Ali that *his job is interesting*

20- "I can borrow your phone."

Muna told me *that she could borrow his*

✗ Change the following sentences into reported speech .(extra1)

1. Hisham: " I've worked with every star actor in the world."

Hisham claimed that

2. Hisham: " I like films better than television".

Hisham admitted that

3. " Mum, I was working on my application all evening."

Nadia told Mum

4. " We didn't have our keys with us."

Tareq told Nabil

5. "Heba's taken my CD player!"

Hind told Eman

6. "We don't like our neighbours".

My parents said

7. " Zaid and Mohammad are coming."

Salem said

8. "I wasn't looking after my little brother."

Muna said

9. "I enjoy cooking. "

He said

10. "I am making some bread."

He said

11. "I have won two competitions. "

He said

12. "My grandmother taught me to cook."

He said

إذا وجد في جملة المباشرة

(does, do)+ not

أحذفهم وحول الفعل إلى

(did+not+ verb (inf))

إذا وجد في جملة المباشرة

أحذفها وحول (did+ not)

الفعل إلى Had + not+ p.p

يجب حفظ تحويل هذه الضمان من مباشر الى غير مباشر

Subject pronouns	مباشر (Direct)	غير مباشر (Indirect)
	I	He - she
	We	They
	You (singular)	He-she-I
	You (plural)	We, they

Object pronouns	مباشر (Direct)	غير مباشر (Indirect)
	Me	him-her
	Us	Them
	You (singular)	Him-her-me
	You (plural)	Them, us

Possessive pronouns	مباشر (Direct)	غير مباشر (Indirect)
	My	His-her
	Our	Their
	Your	His-her-their-my-our
	Mine	His-hers
	Ours	Theirs
	Yours	His-hers-theirs- mine-ours

English Teacher
Jumana Al Tarifi

*تحويل الظروف (Adverbs)

مباشر (direct)	غير مباشر (Indirect)
This	That
These	Those
Next (week)	The (week) after
ago	before
Here	there
At the moment	At that moment

مباشر (Direct)	غير مباشر (Indirect)
now	Then
Today	That day
tonight	That night
yesterday	The day before
tomorrow	The next day
Last (week)	The (week) before
	The previous week

Vocabulary

- Read these adjectives and the definitions. Match them without using a dictionary. Check in a dictionary.

If you're not sure of the correct definition, find the word in the text. Read the sentence. Look at the definitions again. Decide which word or phrase makes the most sense in the sentence.

- a frequent b vibrant c financial d uplifting e visual
f irresistible g prominent h fond i pedestrianised
- attractive and impossible to ignore f
 - noticeable g
 - lively and thrilling b
 - often a
 - only for people walking i
 - to do with money c
 - inspiring and making you feel good d
 - having a liking for h
 - to do with seeing e

- Write the words from the box in the correct categories.

- pedestrian aspiration fortress passion resident mosque
splendour commuter church ambition arch inspiration dome
- Five abstract nouns aspiration, passion, splendour, ambition, inspiration
 - Five buildings or parts of buildings fortress, mosque, church, arch, dome
 - Three people pedestrian, resident, commuter

- Find **outlook** in the text. Then read the definitions and answer the questions.

- a the possible future situation b point of view and way of thinking c a view on looking out
- Which of these meanings was used in the text? b
 - Which meaning is used in each of these sentences?
 - This room has an excellent outlook and you can see across the city. c
 - The outlook for my uncle's business is good at the moment. a
 - Ben's outlook on life means that he always tries hard. b

Remember!

- Read the word in the text.
- Scan the definitions.
- Match.
- Check in your dictionary.

- Match the verbs from the text to the correct synonyms below.

- span link clog blare soar conquer establish besiege capture
- rise soar
 - overcome conquer
 - join link
 - fill up clog
 - set up establish
 - seize capture
 - cross span
 - surround besiege
 - sound loudly blare

- Replace the underlined words with a word from the box. Change the form of the word if necessary.

- descend wealth plenty stunning aspect population brand dazzle
- The most fashionable makes of clothes are always more expensive. brands
 - One of the best features of this school is its friendliness. aspects
 - There's lots of paper on my desk so take a sheet when you need it. plenty
 - The view from the top of the mountain was really amazing. stunning
 - The musician was outstanding and we were extremely impressed by his skill. dazzled
 - It was nearly dark when we went down the mountain. descended
 - Most of the people in this city use public transport to get to work. population
 - The richness of this country comes from the oil industry. wealth

Reading comprehension

6

1 The writer gives her thoughts and opinions about places and aspects of the city. Read the phrases, check in the text and then write the answer.

- one of her least favourite things about the city traffic
- something about Istanbul that you can't ignore its history
- one of her favourite buildings the Hagia Sofia
- one of the best things about the city its modern outlook
- a place she's not fond of Istiklal Avenue
- her favourite place to shop and eat out the grand Bazaar



2 What is the climate like in summer and winter in Istanbul? Find and write the phrases that tell you.
summer the long hot summer winter frequent fogs heavy snowfall

3 What things and places do these phrases describe? Find the phrases in the text and read the sentence carefully. The second phrase describes two different things.

- cool oases the city's cafes and restaurants
- like an Aladdin's cave the Grand Bazaar the whole city
- smelling like old oil cans Cars

4 Complete the descriptive phrases from the text.

- Find the adjectives:
magnificent structures historic sites a heavy snowfall soaring arches
- Find the nouns:
visual inspiration stunning photos financial district old
pedestrianised street

5 Use the descriptive phrases in Exercise 4 to complete the sentences.

- Many commuters cross the Bosphorus to work in the financial district on the European side.
- Visiting historic sites is just one of the things you can do in Istanbul.
- The city's magnificent structures are of real architectural splendour.
- The Hagia Sofia impresses visitors with its soaring arches.
- The wonderful buildings in the city are a visual inspiration, especially for photographers.
- If you have a camera when you visit Istanbul, you will take many stunning photos.
- In winter, Istanbul sometimes experiences heavy snowfall.
- There is no traffic on Istiklal Avenue because it is a pedestrianised street.

6 Scan the text and find these facts.

- How many years old the Hagia Sofia is: 11,500
- The length of Istiklal Avenue: 3km
- The average age of Istanbul's population: 23
- The year that the Republic of Turkey was established: 1923
- How many people visit Istiklal Avenue each day: 1 million



Reading comprehension

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Answer the questions. Use short answers wherever possible.

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T
NS
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T

Underline the correct ending.

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a to be a national champion b to be in the national team.
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- They're planning to meet Mr Hall ...
a to tell him about Paul b to finalise the Sports day programme.



Listening and speaking

6

Functions of English

Write the sentences correctly.

1 suitcase. with Let heavy me that you help

Let me help you with that heavy suitcase.

2 any Do dinner? need with the you preparing help

Do you need any help with preparing the dinner?

3 hand washing-up? with I you the give Shall a

Shall I give you a hand with the washing-up?

4 to anything Is I help? there do can

Is there anything I can do to help?

5 but very manage. of That's can you kind I

That's very kind of you but I can manage.

Listening comprehension

Complete the dialogue with the words from the box.

at all	Well	want	trouble	no	heavy	afraid	suitcase
Let me	worry	Excuse	on board	help	far too much	grateful	
find	manage	booked	really	kind	sure		

Man: Excuse me. Would you like some help with that suitcase?

Lady: Well, if you're sure it's no trouble

Man: It's no trouble at all.

Lady: Well, it is rather heavy. I always pack far too much. I'm afraid

Man: Let me lift it on board for you.

Lady: That's very kind of you. I'm most grateful

Man: Have you booked a seat? I'll help you find it if you want.

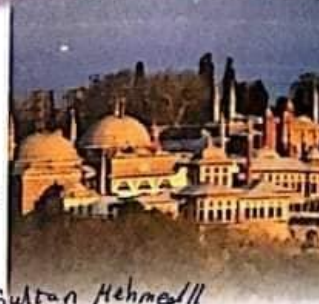
Lady: No, really. Don't worry. I can manage, thank you.



Reading comprehension

1 Scan the text to find the answers to these questions.

- 1 What is the name of the narrow channel of water that separates the two parts of the city? *The Bosphorus* *Black Sea*
- 2 Which two seas are joined by this channel? *The Aegean and the*
- 3 Which square does the writer say is dangerous for pedestrians? *Taksim Square*
- 4 What was the city's first name? *Byzantium*
- 5 Which Roman conquered the city? *The Emperor Constantine*
- 6 What was the city's next name? *Constantinople*
- 7 Who captured the city and made it the capital of the Ottoman Empire? *Sultan Mehmet II*
- 8 Who established the Republic of Turkey in 1923? *Kemal Ataturk*
- 9 What is the name of the main shopping street in modern Istanbul? *Istiklal Avenue*
- 10 Where does the writer prefer to shop and eat out? *in the Grand Bazaar.*



2 Read the phrases 1-5. Read the definitions a-e.

Complete the definitions with the words from the box. Match them to the phrases 1-5.

- | | | |
|--|-----------------------------------|--------------------------|
| 1 side by side <i>d</i> | 2 rush hour <i>a</i> | 3 for my liking <i>e</i> |
| 4 to take your life in your hands <i>b</i> | 5 to shop until you drop <i>c</i> | |

next taste exhausted morning dangerous buying home evening work

- a the time early in the *morning* when people are travelling to *work* and the time in the *evening* when they are going *home* again
- b to do something *dangerous* that could cause death
- c to spend a lot of time in the mall choosing and *buying* lots of things until you are too *exhausted* to go on
- d *next* to something else
- e for my *taste*



3 Discuss your answers to these questions.

- 1 Why do you think Istanbul has been fought over and captured so often?
- 2 Why do you think Karen Rivers dislikes the international brands being prominent in Istiklal Avenue? Do you think international brands are a good thing or not?
- 3 Which information in the article do you think gives you the best idea of what the city is like?
- 4 Karen Rivers has won an award for her writing. Do you think this is a good article? What do you like about it?

4 What do you think?

- Does reading the article make you want to visit Istanbul? Why? / Why not?
- Which of these aspects of the city would you like to know more about: history and architecture, arts events performances, shopping and street life? Why?
- Out of all the places in Istanbul that Karen Rivers mentions, which would you like to go to? Why?



Word focus

5

A Dictionary work: example phrases and sentences

Below are five example sentences to explain the meaning of the words in the box in context. Choose the correct word to complete each example sentence.

- afternoon truth choice damage project
- 1 We can do a project about something that really interests us.
- 2 What are you doing this afternoon?
- 3 There are two films I want to see so I have to make a choice.
- 4 The damage to that big window will be very expensive to repair.
- 5 He knows the truth about what happened, but he won't tell.

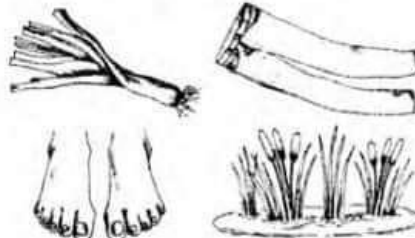
Write an example phrase or sentence for these words from the script.

- 1 finalise _____
- 2 devastate _____
- 3 talented _____

B Spelling: words with the long e sound /i:/

Which would you:

- | | | | |
|-----------------|--------------|-------------|-------|
| 1 eat? | <u>leek</u> | leak | _____ |
| 2 wear? | <u>jeans</u> | genes | _____ |
| 3 find growing? | read | <u>reed</u> | _____ |
| 4 sew? | seem | <u>seam</u> | _____ |
| 5 join? | <u>team</u> | teem | _____ |
| 6 walk on? | feat | <u>feet</u> | _____ |



Complete each of these words with ie or ei.

- 1 s e i z e 2 mov i e 3 spec i e s
- 4 w e i r d 5 bel i e v a b l e 6 dec e i t

C Suffixes: -ment; -ship; -dom

Write the abstract noun for each definition.

- 1 a relationship between people who know and like each other, but are not related
- 2 a feeling of annoyance because something is not very interesting
- 3 a feeling of being nervous, ashamed or stupid
- 4 the fact of belonging to a group or organisation
- 5 the ability to make good decisions based on knowledge and experience

friendship

boredom

embarrassment

membership

wisdom

Use three of the abstract nouns from Exercise 1 in sentences of your own.

- 1 _____
- 2 _____
- 3 _____

Listening and speaking

Listening comprehension

1 Listen to part of a talk about Henry Moore. Then answer these questions.

- 1 What was Henry Moore's nationality? *English*
- 2 What is he most famous for today? *figures of women*

2 Listen again and choose the best answer.

- 1 Henry Moore was born in ...
☒ a the 19th century. ☐ b the 20th century. ☐ c the 21st century.
- 2 His family was ...
☐ a rich. ☒ b poor. ☐ c small.
- 3 The first person to notice his artistic talent was ...
☐ a his mother ☐ b his father ☒ c his teacher.
- 4 When Moore decided to become an artist, his parents were ...
☐ a delighted. ☒ b disappointed. ☐ c angry.
- 5 Moore's wife was from ...
☐ a London. ☐ b Yorkshire. ☒ c Russia.
- 6 His abstract sculptures were inspired by ...
☐ a his studio. ☒ b natural objects. ☐ c the beach.
- 7 He started making his family group sculptures ...
☐ a before his mother died. ☐ b before his daughter was born. ☒ c after his daughter was born.
- 8 The figures in his sculptures of women are usually ...
☒ a sitting or lying down. ☐ b standing. ☐ c running or jumping.
- 9 Moore earned ... from his art.
☒ a a great deal of money ☐ b very little money ☐ c no money
- 10 Moore influenced ...
☐ a a few sculptors. ☒ b many sculptors. ☐ c no sculptors.



3 Talk about it.

Look at this work by Henry Moore. Describe it.
What do you think of it?

Individual speaking

You are going to talk about an artist from your country.

Preparation in groups:

- 1 Think of artists (painters and sculptors) from your country. Make a list.
- 2 What do you know about them?
- 3 Where can you see their work?
- 4 Can you describe any of their paintings or sculptures?
- 5 Do you like or dislike any of these works? Why?

Now tell the rest of the class about your group discussion.

WB p55



Grammar in use

Join the sentences using *whose*.

1 This is the woman ~~her~~ passport was lost.

whose

2 I met a man ~~his~~ face was familiar.

whose

3 These are the students. We met their teacher.

whose teacher we met.

4 The teacher is Mr Clarke. His class is so noisy.

whose class is so noisy is Mr Clarke.

5 The students are revising hard. Their exam is tomorrow.

whose exam is tomorrow are revising hard.

6 The woman was very grateful. I found her necklace.

whose necklace I found was very grateful.

Complete the sentences with the correct relative pronouns in brackets.

1 The girl who won the competition was very talented. (who / which)

2 The birds which we saw in the mountains were eagles. (who / which)

3 Mr Hobbs, whose son I met on holiday, is going to be our teacher. (who / whose)

4 I love springtime, when the flowers start to bloom. (when / where)

5 The students that we met were from France. (which / that)

6 Traditional music, which is always popular, will be performed by the students. (which / that)

7 I love the city where I was born. (which / where)

8 I felt sorry for the passengers whose luggage was lost. (whose / that)

Read the sentences and add commas where necessary.

1 William Shakespeare, who was born in the sixteenth century, wrote many fine plays.

2 I was given a present by my favourite aunt, who lives in Paris.

3 I caught sight of a person who I thought I knew.

4 The London Eye, which stands by the River Thames, is a popular tourist attraction.

5 My cousin has two cats. The one that I like best is black and white.

6 In winter, when the nights are cold and long, they sit by the fire and tell stories.

7 Tara lost the watch which her uncle had given her.

8 My eldest brother, who is studying medicine, went to Australia last month.

Word focus

A Dictionary work Grammar boxes

Grammar boxes give extra information to help you learn more about how a word is used and how to avoid common mistakes.

ago /ə'ɡəʊ/ adverb

used for saying how much time has passed since something happened:
How long ago did this happen?

- Use **ago** to say how long before the present time something happened: *He died two years ago.*
- Use **before** to say how long before a time in the past something happened: *I remembered that I had met her ten years before.*
- Use **for** to say how long something in the past continued: *They were married for almost 30 years.*

it's / its

- 1 Look up the word **its** in your dictionary.
- 2 Read the Grammar box.
- 3 Write a sentence using **it's** and a sentence using **its** to show you understand the information in the Grammar box.

little / a little

- 1 Look up the word **little** in your dictionary.
- 2 Read the Grammar box.
- 3 Write a sentence using **little** and a sentence using **a little** to show you understand the information in the Grammar box.

B Spelling Words ending in -le, -el and -al

-le is the most common ending, e.g.

little dazzle

- 1 Write the **-le** words for these clues.

- 1 physically weak **feeble** (ضعيف)
- 2 speak quietly **murmur** (كلام خفيض)
- 3 frighten or surprise **startle** (دهش)

-el is the least common ending, e.g.

channel tunnel

- 2 Use these **-el** words in sentences of your own.

- 1 **cruel** (قاسي)
- 2 **hotel**
- 3 **quarrel** (تساجر)

Some nouns end in **-al**, e.g.

mammal festival

-al is also a suffix that makes a

noun into an adjective, e.g.

architecture → **architectural** (عماري)

centre → **central** (مركزي)

- 3 Write the **-al** adjectives from these nouns.

- 1 **national** (وطني)
- 2 **industrial** (صناعي)
- 3 **original** (أصلي)
- 4 **mythical** (أسطوري)
- 5 **natural** (طبيعي)
- 6 **musical** (موسيقي)

C Word groups Buildings and transport

- 1 Write the headings: **buildings** **transport**
Find four words for each group from the article.
- 2 Put each word group into alphabetical order.

D Prefixes **ir-**

Adding the prefix **ir-** makes a word into its opposite.
e.g. To me, it's **irresistible**, like a giant Aladdin's castle.
resistible → **irresistible**

- 1 Add the prefix **ir-** to these words to form their opposites.
 - 1 **irresponsible** (غير مسؤول)
 - 2 **irfational** (غير منطقي)
 - 3 **irrelevant** (غير متعلق بالموضوع)
 - 4 **irregular** (غير منتظم)
- 2 Use a dictionary to make sure you understand meaning of each opposite you have formed.
- 3 Use each opposite you have formed in Activity a sentence of your own.
- 4 Match each of these **ir-** words with the correct definition.
 - 1 **irreversible** (غير قابل للتغيير)
 - 2 **irreparable** (غير قابل للإصلاح)
 - 3 **irreversible** (غير قابل للتغيير)
 - 4 **irreparable** (غير قابل للإصلاح)

Scene 2: The school playground, the first day.

STEVEN, JOE, NATIE and KATIE are sitting round a table away from other students.

NATIE: So why didn't you say anything to anyone yesterday?

JOE: I knew there was something wrong. It was written all over your face. Why didn't you tell me?

STEVEN: I don't know. It felt like snitching, I suppose.

NATIE: Well, isn't this something you snitch about? It's cheating, Steven, it's plain cheating.

JOE: I agree. I would have gone straight to Mr Hall and told him everything.

KATIE: (worriedly) But think about it, Amy. What would happen to Paul?

JOE: He'd be out of the school team and his dreams of the national team would be shattered.

JOE: Well? What of it? He's cheated.

JOE: But he lives for sport. His career would be dreadfully damaged. It might never be the same for him again.

JOE: He should have thought of that before he started cheating and ...

KATIE: (interrupting) Look! I know he's done wrong. But shouldn't we talk to him about it first?

NATIE: And explain what he's done wrong? He's not a child. He knew what he was doing.

STEVEN: Well, I'm not sure ... It's just ...

NATIE: Just what, Steven?

STEVEN: It's just that I talked to him again ... after you'd gone, Joe. I'm sure he didn't get into this on his own.

JOE: How do you know? Did you ask him?

STEVEN: (sighs) Well, no, not really. I just asked him why he needed to do it.

JOE: And?

STEVEN: (shrugs) He said he wanted to be the best.

JOE: (slaps the table impatiently) Huh! I think we should tell Mr Hall.

JOE: We're meeting him this afternoon anyway to finalise the programme for Sports Day.

JOE: (leaning forward) If you don't tell him this afternoon, Steven, I will.

NATIE: (firmly) No, it has to be Steven.

STEVEN: Mr Hall might not believe me.

JOE: That's not a reason for not telling the truth, Steven.

KATIE: But Paul was going to get the cup for outstanding achievement and ...

NATIE: (interrupting) For goodness sake, Katie! We can't stand by and let the cup be presented to a cheat! That would be completely deceitful and I won't do it!

STEVEN: But if I tell, everyone will know and he won't have a chance to put things right.

JOE: OK, so does he want to put things right? Did you ask him if he would stop?

STEVEN: Yes, I did but ...

JOE: (pauses then speaks with irritation) But what?

[Steven shakes his head.]

JOE: Well, then!

NATIE: Reporting him is the only thing that's going to stop him, can't you see that, Steven?

KATIE: But reporting him is going to devastate his career.

JOE: And think of the shame.

STEVEN: I know we have to do something ... but isn't there another way?



Reading a play script is fun and easy.

Listening and speaking

Listening comprehension

Complete the text with the words from the box.

parents	elementary	childhood	teachers	proud	education
achievements	sculptor	foolish	value	career	encouraged
convinced	poverty	make	spotted	money	talent
	sculpture	pursue			



Henry Moore was an English Sculptor and painter. One of eight children, his childhood was spent in poverty. His Parents knew the value of a good education and sent him to elementary school. It was there that his talent for art was spotted by one of his Teachers. She encouraged him to study art. While his mother and father were proud of their son's achievements they felt that it was foolish to pursue art as a career. They were convinced that he would never make much money from sculpture.

Individual speaking

You are going to talk about an artist from your country.

You will probably need to do some research in the library or on the internet.

Try to find pictures to illustrate your talk.

5.4 Make notes.

1. What is the name of the artist you have chosen? _____
 Why have you chosen to speak about him/her? _____
 When and where was he/she born? _____
 What do you know about his/her early life? _____
2. What type of art is your artist best known for? _____
 Where can you see his/her work? _____
 Describe his/her pictures/sculptures. _____
 What do you think of his/her work? Why? _____
 Do you have a favourite picture/sculpture? Why do like this piece especially? _____
3. What else do you know about this artist's life and work? _____

5.5 Write sentences about your artist if you wish.
 Alternatively, just use your notes when you give your presentation.

5.6 Talk to the class about the artist you have chosen.
 Don't forget to illustrate your talk with pictures!

1 Read.

Ollie Johnson is a history student with a passion for travel. One of the places that he has always wanted to visit is Istanbul. Traveling can be expensive and, as a student, Ollie does not have a lot of money but he has been saving money and also working in the university holidays. By next summer he **will have saved up** enough money to pay for his trip.

He has been reading about the city and looking at pictures on the internet. By the time he leaves for Turkey next July, he **will have planned** his trip down to the last detail. He is longing to see Istanbul's mosques, palaces and fortresses, especially Hagia Sofia and the Topkapi Palace. He wants to take a boat trip along the Bosphorus, and he can't wait to eat out and shop for souvenirs at the Grand Bazaar.

By the time he returns in August, he **will have visited** two continents, Europe and Asia, and **been dazzled** by the sights and sounds of this remarkable city. By the time he gets home, he **will have had** the holiday of a lifetime.

2 Cover the text. Correct these sentences.

- By next ~~spring~~ Ollie will have saved up enough money for his trip. *Summer*
- By the time he leaves for ~~Spain~~, he will have planned his trip down to the last detail. *Turkey*
- By the time he comes home, he will have visited ~~three~~ continents. *two*
- He will have been dazzled by the sights and sounds of ~~Ankara~~. *Istanbul*
- He will ~~not~~ have had a very good holiday.

3 Complete these sentences with verbs from the box. Use the future perfect simple.

be spend write
read travel leave

- By the time he reaches his destination, he *will have travelled* a thousand miles.
- Jane *will have written* her essay by lunchtime.
- By November all the tourists *will have left*.
- By the time Ollie gets home, *will* he *have spent* all his money?
- On 6th August my grandparents *will have been* married for 40 years.
- I'm afraid I *will* not *have read* the novel before our next class.

4 Think about it. Make notes. Then ask and answer in pairs.

What will you have done ...

- by this time tomorrow?
- before next summer?
- by the time you take your next exams?
- by the time you are 25?



What won't you have done ...

- by the end of school today?
- before next week?
- before the end of term?
- by the time you are 18?

Future perfect simple

We use this tense when we are thinking about an action which will be completed before another action or a time in the future.

Formation: will + have + past participle

By the time you read this letter, I **will have left** the country.

By next summer they **will have finished** building their house.

We also use this tense when we are thinking about a continuous action before a time or event in the future.

By next July I **will have known** my best friend for ten years.

When he retires, Mr Johns **will have taught** at this school for 35 years.

You can often use *be going to* instead of *will*.

By next July I **am going to have known** my best friend for ten years.

Always use the present tense in time clauses.

By the time he **gets** home, he **will have visited** 20 countries.

1 Listen and read.

- Todd: So, Lucie, what's happening with the music programme?
 Lucie: Well, tickets for the pop concert went on sale this week and we've sold loads.
 Todd: I'm not surprised. The River Boys are so popular. Any other news?
 Lucie: Well, you'll really love the jazz band that we've found. They're brilliant and, what's more, they come from Bay City, which is only a few kilometres away, so we won't have to pay for their travelling expenses.
 Rudi: Good work, Lucie!
 Todd: What about traditional music?
 Lucie: Well, Zafira and I have made a list of students who can perform traditional music.
 Rudi: Zafira?
 Lucie: She's the girl whose parents own the Lebanese restaurant in town.
 Rudi: Oh, right. The girl that's helping you organise the refreshments.
 Todd: What about the classical concert?
 Lucie: Well, we've booked Gustav's uncle's orchestra and they're going to play Mozart.
 Tasha: I was talking to Gustav the other day and guess what? Gustav, who was so against putting on a pop concert, has been listening to a River Boys' CD.
 Rudi: You're joking!
 Tasha: It's true! And he likes them so much that he's bought a ticket for their concert!



2 Answer these questions.

- Have tickets for the pop concert sold well? Why?
- Where does the jazz band come from? Why is this good?
- What sort of list has Lucie made?
- What do you know about Zafira?
- What has Gustav done? Why is this surprising?

3 We use **whose** in relative clauses to show possession.

She found a jazz band. Their music is excellent.
 She found a jazz band **whose music is excellent.**

Join these sentences using **whose**.

- Gustav is the student whose uncle is a conductor.
- That is the old lady whose house is by the lake.
- Those are the students whose exam results were the best.
- The man is angry. His car was damaged. The man whose car was damaged is angry.
- The girl is upset. Her cat was stolen. The girl whose cat was stolen is upset.
- The four students must retake the exam. Their results were poor. The four students whose results were poor must retake the exam.

4 Defining relative clauses give information which is necessary to understand the meaning of a sentence.

There's a book on the chair and a book on the desk. Which one do you want?
 I want the book **which is on the desk.**

You can start these clauses with **who, which, that, whose, where** and **when**.

Don't use commas with these clauses.

Non-defining relative clauses give extra information which is not necessary to understand the meaning of a sentence.

*I have one old book. This book, **which was written in 1875,** was given to me by my dad.*

You can start these clauses with **who, which, whose, where** and **when** (but not **that**).

Always use commas with these clauses.

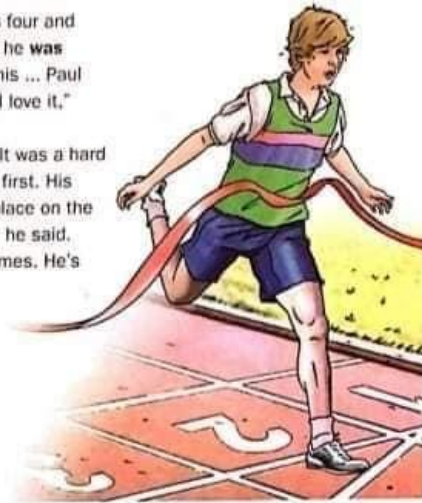
Read these sentences. Underline the relative clauses and write **D** (defining) or **ND** (non-defining).

- She saw the boy who had stolen her mobile. **D**
 - The film which we saw last night was superb. **D**
 - Gustav, whose uncle is a conductor, comes from Germany. **ND**
 - Charles Dickens wrote his novels in the 19th century, when Queen Victoria was on the throne. **ND**
 - The holiday that we had last year was great. **D**
 - Paris, where Lucie was born and brought up, is a popular tourist destination. **ND**
- 5 Look at the dialogue in Activity 1 above. Say if the relative clauses are defining or non-defining.

1 Read

Paul has always been good at sport. He **was able to** swim when he was four and by the age of six **he was** the star of the local swimming club. In races he **was** always able to beat the other boys. Swimming, football, basketball, tennis ... Paul **excelled** at all of them but these days his greatest **passion** is running. "I love it," he says. "I hope I'll **be able to** turn professional one day."

In his last race, Paul was running against the best athletes in the area. It was a hard struggle but in the final seconds he **was able to** cross the finishing line first. His coach was delighted and told him that he **would soon be able to** get a place on the national team. "If you keep up the training, you **should be able to** do it," he said. However, recently Paul **has not been able to** achieve his previous fast times. He's worried about it. "I've **got to be able to** run faster," he says to himself. "What can I do ...?"



2 Cover the text. Read the statements and write True or False. Correct the false statements.

- Paul was able to swim at a very early age. **True**
- He ~~does not want~~ ^{wants} to become a professional athlete. **False**
- His coach thinks he should be able to compete nationally. **True**
- Recently Paul has ~~been~~ ^{not} running faster and faster. **False**
- He wants to be able to improve his times. **True**

3 Work in pairs. Use your own ideas to complete the sentences with **be able to**. Then compare your answers with the rest of the class.

- When I was four years old, I ...
- If we go to the sports centre at the weekend, we ...
- One day I would like ...
- When my cousins went to New York, they ...
- I always enjoy ...
- If we were on holiday, we ...

4 Read the following sentences. Where possible, replace **was / were able to** with **could**.

- In years gone by, many children **were not able to** go to school. **couldn't**
- When my grandfather was a boy, he **was able to** swim in the river. **could**
- The path was steep but eventually the walkers **were able to** reach the top. **could**
- The students **were not able to** answer the question. **couldn't**
- After making numerous phone calls, he **was able to** locate the missing laptop. **could**
- In the last minute of the match, our team **was able to** score the winning goal. **could**

to be able to

to be able to expresses ability.

Present: She **is able to** drive.

(can is more common: She **can** drive.)

Past: I **was able to** swim when I was four.

(could has the same meaning: I **could** swim when I was four.)

Future: He **will be able to** speak fluently soon.

Present perfect: I **haven't been able to** sleep.

Past perfect: They **had been able to** escape.

Conditional: If we had a car, we **would be able to** drive to school.

Conditional perfect: If you hadn't overslept, you **would have been able to** catch the train.

Infinitive constructions: He hopes **to be able to** study law.

Gerund constructions: I enjoy **being able to** travel.

Modal constructions: They **should be able to** survive.

He **must have been able to** buy it.

was / were able to also describes an achievement in the past, something that was successfully completed.

The violent storm was terrifying but eventually the ship **was able to** reach the safety of the harbour.

(Here it means the same as **managed to** or **succeeded in**. It does not have the same meaning as **could**.)

Grammar in use

Punctuation! Word order!
Be careful!

Report the questions.

- 1 "Should we put the sculptures outside?" Miss Jackson wondered.

Miss Jackson wondered if they should put the sculptures outside.

- 2 The man asked, "Can someone let me know the dates of the festival?"

"if someone could let him know the dates of the festival."

- 3 "Do we have to book the hall in advance?" Tasha wanted to know.

Tasha wanted to know if they had to book the hall in advance.

- 4 Someone asked, "When might the tickets go on sale?"

"when the tickets might go on sale."

- 5 "Why must you include pop music?" Gustav wanted to know.

Gustav wanted to know why they had to include pop music.

- 6 "May I see the festival posters?" Miss Jackson asked.

Miss Jackson asked if she could see the festival posters.

- 7 Lucie asked, "Ought I to organise the refreshments?"

Lucie asked if she ought to organise the refreshments.

- 8 "What must we do about advertising?" Todd wondered.

Todd wondered what they had to do about advertising.

Read the dialogues and report them as a piece of continuous text.

Use any of the reporting verbs from the box.

said answered replied told added asked wondered wanted to know

- 1 Tasha: When should we have our next meeting, Todd?

Todd: I think we should have it as soon as possible.

Rudi: Must it be so soon?

Todd: Well, it ought to be really.

Tasha asked Todd when they should have their meeting.

Todd answered that he thought they should have it as soon as possible.

Rudi wanted to know if it had to be so soon.

Todd replied that it ought to be really.

- 2 Gustav: Are you in charge of the music programme, Lucie?

Lucie: Yes, I am.

Gustav: Why do we have to include pop music?

Lucie: It's popular!

Gustav: I don't like it. I think it's awful.

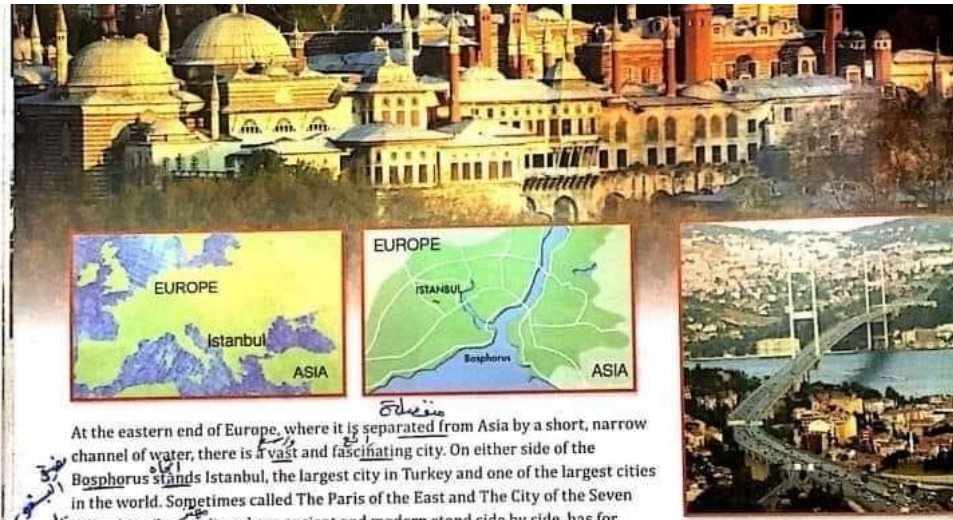
Gustav wanted to know if Lucie was in charge of the music programme.

Lucie told him that she was.

Gustav wondered why they had to include pop music.

Lucie said that it was popular.

Gustav replied that he didn't like it. He added that he thought it was awful.



At the eastern end of Europe, where it is separated from Asia by a short, narrow channel of water, there is a vast and fascinating city. On either side of the Bosphorus stands Istanbul, the largest city in Turkey and one of the largest cities in the world. Sometimes called The Paris of the East and The City of the Seven Hills, this vibrant city, where ancient and modern stand side by side, has for centuries been known as a crossing point where East meets West.

So narrow is the Bosphorus that it seems more like a river running through a great city. Take a boat trip along it and you'll see houses, cafés, hotels and restaurants crowding down to the water's edge on either side of you. You would never guess that the two suspension bridges spanning the channel link two continents. You would never guess that the Bosphorus connects two great seas: the Black Sea and the Aegean.

The European side is the older part and the financial district is on that side, too. Land and houses are expensive, so lots of residents live in Asia and work in Europe. If you live in Istanbul, just going to work or college can mean changing continents twice a day. I've always found it one of the most fascinating aspects of the city. Unfortunately, there is no road tunnel under the Bosphorus. The bridges get completely clogged with vehicles during the rush hour and the ferries are crowded. Perhaps the city's commuters don't find changing continents quite so fascinating.

Traffic is one of my least favourite things about Istanbul and the roads are far too busy for my liking. In the large and bustling Taksim Square, you take your life in your hands when you walk across. Cars approach dangerously fast from all directions, horns blaring and smelling like old oil cans. Fortunately, there are plenty of areas in the city where there is little or no traffic at all, so whether you want to shop until you drop, view the historic sites or relax in a courtyard café, there's somewhere that will be just right for you.

62 Reading: a travelogue from a magazine

Scanned by CamScanner


6

In Istanbul, you can see the history. Its magnificent structures are of real architectural splendour and a visual inspiration, especially if you have a camera to hand. By the end of your visit, you will have taken hundreds of stunning photos. The domes and soaring arches of the Hagia Sofia impress every visitor. This church, which became a mosque and is now a museum, was built 1,500 years ago. I find it truly uplifting and it's one of my favourite buildings. The city itself was established a thousand years earlier, by King Byzas, for whom it was named Byzantium. So it continued for 900 years until conquered by the Roman Emperor, Constantine, and renamed Constantinople. Sultan Mehmed II, whose armies besieged and captured the city more than 500 years ago, made it the capital of the Ottoman Empire, which lasted until the Republic of Turkey was established by Kemal Ataturk in 1923. The city became known by its old name of Istanbul. Ankara, which is in central Turkey, became the capital of the new Republic.

With such a long and varied history of empire, power and ambition, it is not surprising that Istanbul has such a wealth of palaces, churches, mosques, towers and fortresses with which to dazzle any visitor. The most well-known, the Topkapi Palace, the Hagia Sofia and the Sultan Ahmed Mosque are all close to each other in the old part of the city so you can visit them all in a day.

History may be all around you in Istanbul but one of the best things about the city today is its modern outlook. The average age of its population is 23, so it's a city of young people with ideas and aspirations. It has a new modern art museum and hosts an annual international film festival, music and opera festivals, ballet and theatre. During the long hot summer the city's many cafés and restaurants are cool oases in which to meet and chat. They still buzz with life on winter days when one of Istanbul's frequent fogs or a heavy snowfall covers the streets.

For anyone whose passion is shopping, Istiklal Avenue has everything you could want to buy and more. This three-kilometre, pedestrianised street is said to attract a million visitors a day but I'm not fond of it. International brands are rather too prominent. My favourite place to shop and eat out is the Grand Bazaar. It's the oldest covered market in the world. To me, it's irresistible, like a giant Aladdin's cave - beautiful and full of treasures. That's not a bad way to describe the whole city. There's something wonderful round every corner. If you get the chance, go and see for yourself.



Reading comprehension

1 Write the name of the person who said each line below. Write P (Paul), S (Steven), K (Katie), N (Nina), A (Amy) or J (Joe).

- 1 But nothing's ever certain, is it? *Paul*
- 2 You deserve it. *Steven*
- 3 You're improving, though. *Paul*
- 4 Here, give it to me. *Paul*
- 5 That isn't the choice, is it? *Steven*
- 6 But think about it, Amy. *Katie*
- 7 But he lives for sport. *Joe*
- 8 He's not a child. *Nina*
- 9 Did you ask him? *Amy*
- 10 He said he wanted to be the best. *Steven*
- 11 No, it has to be Steven. *Nina*
- 12 I think we should tell Mr Hall. *Amy*

2 Discuss these questions.

- 1 How many characters are in the play? *Six*
- 2 Which character is mentioned but does not appear? *Mr Hall*
- 3 How many scenes are there and where do they take place? *Locker Room - school cafeteria*
- 4 How many characters appear in Scene 1? How many appear in Scene 2? *Five*
- 5 Which scene has the most action? Find two examples of actions by characters. *Scene 1*
- 6 In which scene are the characters' feelings shown most strongly? *Scene 2*
Find four examples of feelings in the scene you choose. *Katie: worriedly*
Amy: speaks with irritation *Steven: sighs*
Amy: slaps the table impatiently

3 Discuss these questions about the characters.

- 1 In Scene 1, why do you think Steven was shocked when Paul asked him if he wanted to be second best or be a champion?
- 2 Read all of Paul's lines after Steven found the packet. What do you think Paul felt about being found out?
- 3 Why do you think Joe asked if anything was the matter?
- 4 In Scene 2, which two characters are strongly opposed to Paul? Why are they opposed?
- 5 Which two characters are uncertain about what to do? Why are they uncertain?
- 6 Which character is least keen on reporting Paul? Why?
- 7 Which of the characters do you agree with most? Which one do you agree with least?

4 Discuss your answers to these questions.

- 1 What happens to people who are found to have cheated in international sports competitions?
- 2 Why is cheating taken so seriously?
- 3 Do you agree that cheating should be taken seriously? Why? / Why not?
- 4 Can you think of any other situations where people might try to cheat?

5 What do you think?

- If you were sitting at the table with the students in Scene 2, what would you say about Paul?
- What would you suggest doing to try to solve the problem?
- Do you think it is easier or more difficult to solve serious problems by talking to your friends or by talking to a teacher?



Word focus

A Dictionary work Example phrases / sentences

Dictionaries often give an **example phrase or sentence** to show how a word is used in context.

national /ˈnæʃ(ə)nəl/ adjective

- 1 relating to one particular nation: *the national and international news*
- 2 relating to the whole of a nation: *House prices in the capital city are 5% higher than the national average.*

1 Find an example phrase or sentence in the dictionary for these words from the play script.

- 1 fantastic
- 2 confident
- 3 locate

2 Write a simple phrase or sentence that could be used in a dictionary definition to show the meaning of the words in context.

- 1 tough
- 2 results
- 3 career

B Spelling Words with the /t/ sound

Words with the /t/ sound can be spelled:

- ee: **seem** ie: **believe**
ea: **pleased** ei: **deceitful**

1 Complete these /t/ words with **ee** or **ea**.

- 1 ch **ea** t
- 2 n **ee** d
- 3 m **ee** t i n g
- 4 d r **ea** m s
- 5 t **ea** m
- 6 s **ee** s o n

2 Complete these /t/ words with **ei** or **ie**.

- 1 p i **ce**
- 2 r e **ce** i v e
- 3 d e **ce** i v e
- 4 a c h i **ve**
- 5 c e **l** i n g
- 6 b r i **ef**

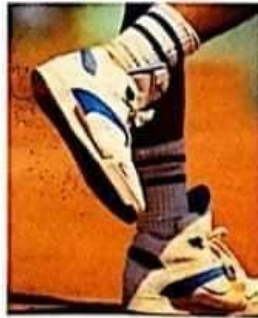
3 There are a few words that have the /t/ sound made by **e_e**. Write the **e_e** words for these definitions.

- 1 opposite of those **these**
- 2 part of a play **scene**
- 3 whole **complete**

C Word groups

Sport

Find five words or phrases in the play script that are to do with **sport**.



D Suffixes -ment / -ness / -ship / -dom

Adding the suffix **-ment** to some verbs forms an abstract noun, e.g.
achieve → **achievement**

1 Add **-ment** to each of these verbs to form an abstract noun.

- 1 embarrassment
- 2 excitement
- 3 movement
- 4 government
- 5 improvement
- 6 encouragement

2 Use four of the abstract nouns you have formed in sentences of your own.

Abstract nouns can also be formed with the suffixes **-ness**, **-ship** and **-dom**.

3 Form abstract nouns by adding the correct suffix to these words. Use your dictionary to help you.

- 1 boredom
- 2 darkness
- 3 friendship
- 4 membership
- 5 wisdom
- 6 cheerfulness
- 7 ownership
- 8 freedom

4 Use four of the abstract nouns you have formed in sentences of your own.



CHAMPION

Characters: Steven, Paul, Joe, Nina, Amy, Katie school students

Scene 1: The locker room of the school sports centre. STEVEN is sitting on a bench putting things into his sports bag. PAUL jogs in.

STEVEN: Hey, Paul! That was a fantastic time you just did.

PAUL: Yeah, thanks (*breathlessly*). Yeah, I was pleased with it.

STEVEN: Mr Hall was pleased with it, too. He said with a fast time like that, you ought to get a place in the national team, no trouble.

PAUL: Yeah ... great. I mean, I hope so. But nothing's ever certain, is it?

[Paul takes his sports bag out of the locker and throws it onto the bench next to Steven.

STEVEN: No ... no, I suppose it isn't but I think you can be fairly confident. Well done.

PAUL: Thanks. (*takes towel out of locker and puts round his neck and dries his face*)

STEVEN: You deserve it. You've been training really hard all season.

PAUL: [5] (*sits on bench and starts to take off trainers*) It's been tough, that's for sure. Still, no pain, no gain, eh?

STEVEN: (*laughs*) Maybe. But I don't seem to get anywhere for all my pain! No national team for me.

PAUL: You're improving, though.

STEVEN: Yes, but my results are nothing like yours. I'm just not as talented as you. (*pause*) By the way, I've brought in the CD of photos and the file of notes for the science project. Nina asked me if I could give them to you today. She was able to locate the last piece of information that we needed, so she wants you to finish your part by next week.

PAUL: Hmm, well, I'll try but I've got another practice session tomorrow. Oh, well, just put them on my bag, will you?

[5] (*Paul stands up and goes back to his locker. Steven puts a heavy folder on top of Paul's bag, which overbalances and falls off the bench and onto the floor. Objects fall out.*)
Clumsy!

PAUL: Sorry! (*starts to pick things up*)

PAUL: It's OK, I'll do it! (*grabs things and stuffs them into his bag*)

STEVEN: Here, there's something under the bench.

[Steven picks up a small packet and looks at it.]

STEVEN: (*quietly*) What's this, Paul?

PAUL: Just something of mine. Here, give it to me.

STEVEN: But ... you're not supposed to have these. No one is.

PAUL: What do you mean? Everyone does it.

STEVEN: No they don't. I don't.

PAUL: Yes, and look at your results. Do you want to be second best or do you want to be a champion?

STEVEN: (*shocked*) That isn't the choice, is it?

PAUL: Isn't it? Grow up, Steven.

[Paul grabs the packet out of Steven's hand and shoves it in his bag. Footsteps approach.]
Anyway, no need to say anything, is there? (*pauses and glares at Steven*) Is there?

[Joe enters.]

JOE: (*cheerfully*) Hi, guys! Fantastic time, Paul, brilliant! Champion in the making, eh, Steve? It's great for the school, isn't it? (*pause*) Hey, are you two OK? Nothing's the matter, is it?

1 Listen and read.

- Ramon: Hi, Rudi! Did I see you talking to Miss Jackson?
 Rudi: Yes. We were having a chat about the art programme. She was wondering where we should put the sculpture exhibition. (1)
 Ramon: Can't it go in the hall or in the foyer?
 Rudi: No. The hall's booked for dance and drama and music. And we've got the painting exhibition in the foyer.
 Ramon: Oh, right. That's a bit tricky.
 Rudi: Well, Miss Jackson wanted to know whether the sculpture exhibition had to be indoors. She wondered if the sculptures might go outside. (2)
 Ramon: That sounds like a brilliant idea.
 Rudi: Yes, I think so. How's your literature programme coming along?
 Ramon: OK, I think. We've got a poetry competition and story-telling for children. And, of course, Eliza Brodie is coming.
 Rudi: Really? The Eliza Brodie? The famous author? (3) Wow!
 Ramon: I'm just going to email her, actually.
 Rudi: And I'm going to phone Professor Barnes, our eminent archaeologist. He asked if I could let him know how big his audience might be. (4)
 Ramon: It'll be huge, I bet. He's really popular. Hey! Where on earth are you going to put him?



2 Answer these questions.

- Why was Rudi having a chat with Miss Jackson?
- What did she suggest?
- Which programme is Ramon responsible for?
- Who is his star speaker?
- Why is Professor Barnes likely to have a big audience?

3 Report these questions.

- "Should I speak to Miss Jackson?"
Tasha asked Todd if she should speak to Miss Jackson.
- "Ought we to have the exhibition outside?"
Miss Jackson wondered if they should have the exhibition outside.
- "Might Professor Barnes get a big audience?"
Lucie wanted to know if he might get a big audience.
- "When do we have to interview the volunteers?"
Rudi asked when they had to interview the volunteers.
- "Where may the spectators sit?"
Gustav asked where they might sit.
- "Why must you email Eliza Brodie?"
Lucie asked Ramon why he had to email Eliza Brodie.

4 Look at these reported questions from the text. What were the original direct questions?

- She was wondering where we should put the sculpture exhibition.
- Miss Jackson wanted to know whether the sculpture exhibition had to be indoors.
- She wondered if the sculptures might go outside.
- He asked if I could let him know how big his audience might be.

Reported questions with modal verbs

When the reporting verb is in the past tense, some modal verbs change in reported speech.

"Must we leave?" →

He asked if we **had to** leave.

"Do you have to go?" →

I wanted to know if they **had to** go.

"Can I help you?" →

She asked whether she **could** help me.

"Where may I sit?" →

She wondered where she **might** sit.

Some modal verbs do not change:

"What should I say?" →

He asked what he **should** say.

These verbs do not change: *should, ought to, might.*

When reporting questions, you can use *if, whether* or a question word.

There are no question marks at the end of reported questions.

Be very careful about word order!

Vocabulary

Match the meanings of the phrases to the sentences. Then answer the questions.

supposed to (do/be something) 1 expected to 2 thought to 3 intended to

- a Mountain air is supposed to be good for your health but I'm not sure it's true. 2
 b The law against throwing rubbish into the river is supposed to stop it becoming polluted. 3
 c We are supposed to wear our uniform to school and we get into trouble if we don't. 1
 d Which meaning was used in the play? Meaning used in the play 1

no trouble 4 no fuss or punishment 5 no problem or difficulty 6 no effort

- e When Mum thanked the mechanic for fixing the car, he said, "No trouble, Mrs Hill." 5
 f I can see that you took no trouble at all over this homework as it's full of mistakes. 6
 g The boys broke two windows during football practice and they were surprised that there was no trouble about it afterwards. 4
 h Which meaning was used in the play? Meaning used in the play 5

Underline the correct meaning of *no pain, no gain*.

- 1 You won't win anything if you're too injured to compete.
 2 You won't make progress without a lot of effort.
 3 You'll do well if you don't tire yourself out by working too hard.

Circle the verbs that were used in the play to express movement.

deserve jog finalise shove glare cheat shrug
overbalance locate slap stuff shatter pause devastate

Write the verbs from the box in two groups. Put words with similar meanings together.

shatter push devastate shove stuff damage

shatter devastate damage push shove stuff

Circle the verbs that can also be a noun.

cheat gain jog shove glare stuff shatter deserve pause

Complete the sentences with the words from the box.

shame locker clumsy packet cafeteria career
 talented outstanding shocked deceitful

- 1 Anna bought a packet of sweets and put them in her locker.
 2 Ben is an outstanding scientist who is very talented and I expect him to have a very successful career.
 3 Everyone looked shocked when the mayor said he had stolen the money and he knew he had been deceitful but he felt only shame for what he had done.
 4 The waitress in the cafeteria was very clumsy and dropped a tray of plates.

Grammar

Complete the sentences with the verbs from the box. Use the future perfect simple.

leave spend teach take have know learn complete

- By this time tomorrow our plane will have taken off.
- In September Mr Johns will have taught maths at this school for 25 years.
- By the time the police discover the theft, the criminals will have left the country.
- I'm sure Sally will have learned her lines before the first play rehearsal.
- By the end of the summer Ollie will have spent five weeks travelling abroad.
- He will not have had time to learn much Turkish before he sets off.
- Will Ben have completed his project before Monday?
- In August I will have known my best friend for five years.

John is planning his week. Read the speech bubbles and then answer the questions.

I can't possibly read that English novel by the end of the week.

I'm definitely going to revise for Tuesday's maths test.

I'll definitely write my history essay by Thursday.

I'll try to finish my project before Friday.



- What will John have done by Thursday? He will have written his history essay
- What does he hope he will have done before Friday? He hopes he will have finished his project before Friday
- What will he not have done by the end of the week? He will not have read that English novel by the end of week.
- What will he have done before Tuesday? He will have revised for the maths test before Tuesday

How about you? Write true sentences.


What will you have done ...

- before tomorrow morning? _____
- by the end of the week? _____
- in ten years' time? _____

What will you not have done ...

- by the time you go to bed? _____
- before school ends today? _____
- by this time next year? _____

Grammar

 Complete the sentences with the correct form of *be able to*.

- 1 John hurt his leg so he was not able to take part in yesterday's match.
- 2 I've got nothing to do so I am able to help you.
- 3 I know you are busy but have you been able to write that composition yet?
- 4 The test won't be hard. The students will be able to pass it without any difficulty.
- 5 If Rosie goes to Paris, she ~~could~~ will be able to visit her aunt.
- 6 Last night's storm was so violent that we were not able to sleep.
- 7 The man seems to be in shock. Is he able to speak?
- 8 I really enjoy being able to stroll along the beach in the summer.
- 9 If only I had my mobile, I would be able to contact my parents.
- 10 There's a terrible traffic jam. We might not be able to catch our flight.
- 11 If Jane had not lost that necklace, she would have been able to wear it to the party.
- 12 Why did James lose the race? He should have been able to win easily.

 Read these sentences. If it is possible to replace *was / were able to* with *could*, tick the box.

- 1 When Simon was only seven, he was able to speak fluent Spanish. ☒
- 2 Jane worked very hard and was able to pass her exam first time. ☐
- 3 Freddie wanted a pet but his father said that he wasn't able to have one. ☒
- 4 We had cheap seats at the theatre and weren't able to see the stage very well. ☒
- 5 The men lost their way in the forest but luckily they were able to reach the camp by nightfall. ☐
- 6 From our hotel balcony we were able to see the sea. ☒

 Use your own ideas to finish these sentences. Use *be able to*.

- 1 When James was six years old, _____
- 2 One day I would love _____
- 3 If we go on a trip to London, _____
- 4 I'm really looking forward to _____
- 5 If Lucy hadn't spent all her money, _____
- 6 Why did Paul fail the exam? He should _____

 Answer these questions using your own ideas.

- 1 What were young people not able to do one hundred years ago? Think of three things.

One hundred years ago

- 2 What are you able to do now that you could not do when you were a child? Think of three things.

- 3 What will people be able to do in the future that they cannot do now? Think of three things.