

# 9 WHAT HAPPENED?

## GRAMMAR

### Modals of deduction (present) SB page 86

#### 1 ★★★ Circle the correct words.

- They could be Colombian because they're speaking *Spanish / German*.
- It can't be a spider; it's only got *six / eight* legs.
- Oliver must really love that film. He's seen it *once / ten times*.
- Dana can't know what the homework is. She *was / wasn't* at school yesterday.
- Jo must travel a lot. Her passport's full of *visa stamps / blank pages*.
- Bernie might be tired. She's been *working hard / doing nothing* all day.
- They might not speak English. They're *French / American*.
- Dave must like One Direction. He's got *all / none* of their CDs.

#### 2 ★★★ Complete the conversation with *must / can't / might*.

- RUTH Look, Claudia Jones is on Facebook. I'm going to send her a friend request. There – done.
- IAN Wow, she's got five hundred friends. She <sup>1</sup> \_\_\_\_\_ be really popular.
- RUTH Well they <sup>2</sup> \_\_\_\_\_ all be real friends. No one can have that many. Not even Claudia.
- IAN That's true. She <sup>3</sup> \_\_\_\_\_ not really know most of them.
- RUTH Yes, twenty proper friends at the most. The rest of them <sup>4</sup> \_\_\_\_\_ just be friends of friends. She probably just accepts anyone who wants to be her friend.
- IAN Why does she do that?
- RUTH I don't know. She <sup>5</sup> \_\_\_\_\_ just be a bit lonely. Maybe it makes her feel better.
- IAN But that <sup>6</sup> \_\_\_\_\_ work. Having lots of false friends doesn't make anyone feel better.
- RUTH Oh look. She <sup>7</sup> \_\_\_\_\_ be online because she's replied to my request already.
- IAN And what does she say?
- RUTH I <sup>8</sup> \_\_\_\_\_ believe it. She said 'no'!

### *should(n't) have* SB page 87

#### 3 ★★★ Complete the sentences with phrases in the list.

shouldn't go | should invite | should have watched  
 should have invited | should watch | shouldn't say  
 shouldn't have said | shouldn't have gone

- The game last night was brilliant. You \_\_\_\_\_ it.
- That old house looks really dangerous. My mum says we \_\_\_\_\_ inside.
- You \_\_\_\_\_ Joe. He'll be upset if you don't.
- You \_\_\_\_\_ anything. It was our secret.
- You \_\_\_\_\_ things if you don't really mean them.
- There's a great film on TV tonight. You \_\_\_\_\_ it.
- The party was really boring. We \_\_\_\_\_.
- You \_\_\_\_\_ Kate to your party. She was really upset that you didn't.

#### 4 ★★★ Read the story and complete the sentences with *should(n't) have* and a verb in the list.

take | leave | go | wear | tell | charge

Gina went on a bike ride. After about 10 km she had a problem with her bike but she couldn't fix it because she had no tools with her. She took out her phone but she couldn't make a call because it had no battery left. She decided to get a bus home but when she looked for her purse it wasn't in her pocket. There was nothing she could do but walk. It started raining and she got really wet because she had no coat. Two hours later when she finally got home, her mum was really angry with her because she had been worried about her. It's the last time Gina is going on a bike ride.

- She *should have taken* some tools with her.
- She \_\_\_\_\_ her phone before leaving.
- She \_\_\_\_\_ her purse at home.
- She \_\_\_\_\_ a coat.
- She \_\_\_\_\_ her mum where she was going.
- She \_\_\_\_\_ on a bike ride!

9 WHAT HAPPENED?

5 ★★★ Complete the conversations with your own ideas. Use *should(n't) have*.

- 0 A I'm so tired today.  
 B *You should have gone to bed earlier.*
- 1 A This T-shirt is too small for me.  
 B \_\_\_\_\_
- 2 A Jim's really angry with me.  
 B \_\_\_\_\_
- 3 A I'm so full! I feel a bit sick.  
 B \_\_\_\_\_
- 4 A I haven't got enough money left to get the bus.  
 B \_\_\_\_\_
- 5 A I don't understand this homework at all.  
 B \_\_\_\_\_

Modals of deduction (past) SB page 89

6 ★★★ Match the sentences.

- 1 She must have been happy.
  - 2 She can't have been happy.
  - 3 She might have been happy.
  - 4 He must have been hungry.
  - 5 He can't have been hungry.
  - 6 He could have been hungry.
- a Her husband crashed her car again.
  - b He ate everything.
  - c But he was too polite to ask for any food.
  - d Her football team won the cup.
  - e He didn't eat anything.
  - f But it's always difficult to know what she's feeling.

7 ★★★ Complete the text with the verbs in brackets and the correct modal verbs.

Police are still looking for the multi-millionaire banker Cecil Montgomery who disappeared from his home last week. At first they were sure criminals <sup>1</sup> \_\_\_\_\_ (take) him from the family home but now they are investigating the possibility that he <sup>2</sup> \_\_\_\_\_ (disappear) on purpose. It seems that he was having financial problems and owed a lot of people a lot of money and police believe that he <sup>3</sup> \_\_\_\_\_ (go) into hiding to escape from these people. One thing for sure is that he <sup>4</sup> \_\_\_\_\_ (leave) the country as police found his passport in his office desk. Police are now asking members of the public for their help. They feel certain that someone <sup>5</sup> \_\_\_\_\_ (see) Cecil in the last few days and they are asking that person to come forward and help them with their investigation.



8 ★★★ Complete the sentences with your own ideas. Use modals of deduction.

- 1 Our teacher looks really happy. He \_\_\_\_\_
- 2 I recognise his face. I'm sure \_\_\_\_\_
- 3 Nobody went to his party. He \_\_\_\_\_
- 4 I'm not sure how I fell off my bike. I \_\_\_\_\_
- 5 Our cat is missing. I'm worried \_\_\_\_\_
- 6 Jane is two hours late. \_\_\_\_\_
- 7 She fell asleep in two minutes. \_\_\_\_\_
- 8 She hasn't got any money. \_\_\_\_\_

GET IT RIGHT!

Modals of deduction: past

Learners sometimes use *can have* for speculating about past events, whereas *could have* is required. But remember we use *can't have* in the negative.

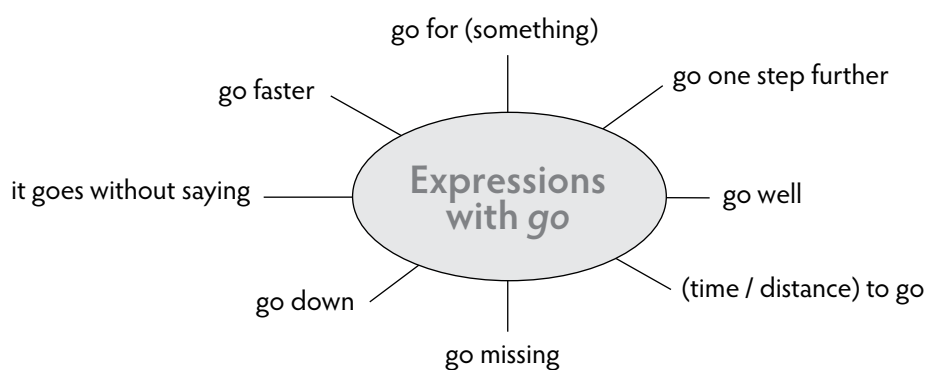
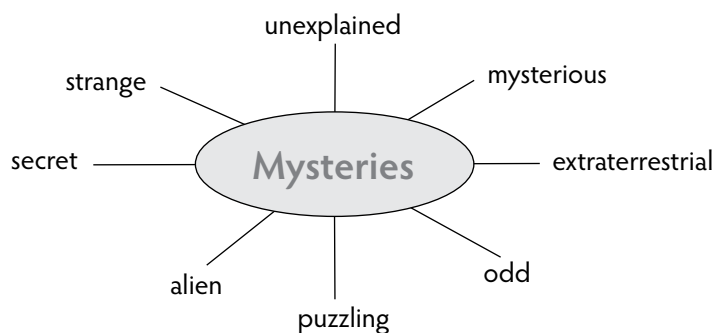
- ✓ He *could have* known the truth.
- ✗ He *can have* known the truth.
- ✓ He *can't have* known the truth.

Choose the correct sentence from the pairs.

- 1 a It must be in the garage. It can have been put anywhere else.  
 b It must be in the garage. It can't have been put anywhere else.
- 2 a Do you think it could have been someone else?  
 b Do you think it can have been someone else?
- 3 a She can't have known about it because nobody told her.  
 b She could have known about it because nobody told her.
- 4 a I don't think we can have managed it without your help.  
 b I don't think we could have managed it without your help.
- 5 a They can't have got there in time. Their car was too slow.  
 b They could have got there in time. Their car was too slow.
- 6 a Could Carl have given the keys to his friend?  
 b Can Carl have given the keys to his friend?

## VOCABULARY

### Word list



### Key words in context

<b>aviation</b>	I'm really interested in <b>aviation</b> . I'd love to be a pilot one day.
<b>civilisation</b>	The Incas were an ancient <b>civilisation</b> that lived in central America.
<b>evidence</b>	The police know who robbed the bank but they haven't got any <b>evidence</b> .
<b>genuine</b>	I think this is a <b>genuine</b> Chinese vase from the 15th Century.
<b>haunted</b>	They say the house is <b>haunted</b> by a young woman who was killed in it.
<b>monster</b>	I love <b>monster</b> films like <i>Godzilla</i> and <i>King Kong</i> .
<b>phenomenon</b>	Crop circles are a strange <b>phenomenon</b> that some people think is linked to alien activity.
<b>pioneering</b>	My grandfather did a lot of <b>pioneering</b> work in the early days of the Internet. He was one of the first people to really develop it.
<b>pyramid</b>	I'd love to go to Cairo and see the <b>pyramids</b> .
<b>spiral</b>	We walked up and up the <b>spiral</b> staircase and finally arrived at the top of the tower.
<b>spy on</b>	I think Clara's <b>spying on</b> me. I see her everywhere I go.
<b>suicide</b>	The police say he committed <b>suicide</b> but I think he was murdered.
<b>well</b>	When we were young we had to get all our water from a <b>well</b> at the bottom of our garden.

**Mysteries** SB page 86

1 ★★★ Find eight adjectives to describe a mystery and then write them below the wordsearch.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

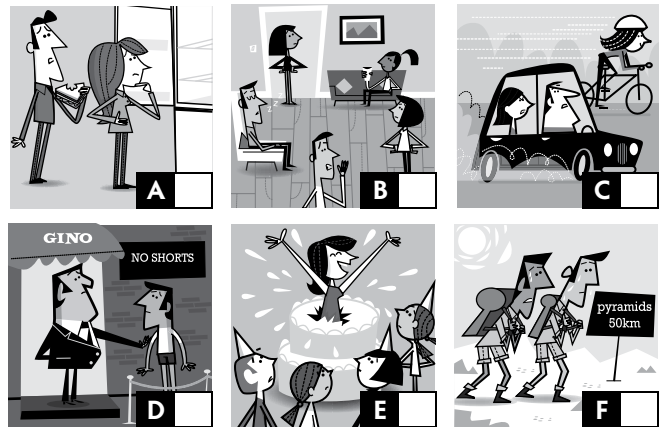
2 ★★★ Circle the correct words.

- 1 Hannah hasn't returned my call, which is really *strange* / *unexplained*.
- 2 I didn't really understand the end of the film. It was a bit *secret* / *puzzling*.
- 3 Scientists believe the object is *odd* / *alien* and from another planet.
- 4 I don't want you to tell anyone. It's top *puzzling* / *secret*.
- 5 Anna's acting a bit *alien* / *mysterious*. I think she might have a new boyfriend.
- 6 I'm sure I had a £10 note in my wallet but it's not here. That's *secret* / *odd*.
- 7 I didn't like that man. He was very *extraterrestrial* / *strange*.
- 8 I went to the party dressed as an *extraterrestrial* / *odd*.
- 9 To this day, the disappearance of our neighbour is still *alien* / *unexplained*.
- 10 Some people claim Roswell was a *secret* / *puzzling* military operation.

**Expressions with go** SB page 89

3 ★★★ Match the sentence halves and then match with the pictures.

- 1 I don't think the party's
  - 2 Mum's gone one step further
  - 3 Strange – my sandwich
  - 4 I think it goes without saying
  - 5 It doesn't go any
  - 6 Come on – only
- a has gone missing.
  - b faster, I'm afraid.
  - c 50 km to go.
  - d with your cake this year.
  - e going so well.
  - f that you're not coming in here.



4 ★★★ Complete the conversations with the expressions in the list.

- for | one step further | a bit faster | without saying  
 really well | down | 5 km to | missing
- 1 A Come on, Dad. Can't you go \_\_\_\_\_ ?  
 B No, I can't. And what's the big hurry anyway?
  - 2 A Are we nearly there yet?  
 B Nearly. We've just got \_\_\_\_\_ go.
  - 3 A How was the exam?  
 B It went \_\_\_\_\_. I think I've passed.
  - 4 A Do you want to try again to lift 100 kg?  
 B I think I'll go \_\_\_\_\_ and try 110 kg.
  - 5 A Is there any news on that yacht that went \_\_\_\_\_ last night?  
 B No, there's still no sign of it anywhere.
  - 6 A Did you see where my kite went \_\_\_\_\_ ?  
 B I think it was somewhere in that field over there.
  - 7 A Have you decided what to eat?  
 B I think I'll go \_\_\_\_\_ the steak, please.
  - 8 A So are you going to invite me to your party?  
 B Of course – it goes \_\_\_\_\_. You are my best friend after all.

## READING

**1** **REMEMBER AND CHECK** Match the numbers to what they describe. Then check your answers in the article on page 85 of the Student's Book.

- |                          |  |
|--------------------------|--|
| 1 a hundred              | a The age of Teotihuacan.  |
| 2 three hundred thousand | b The number of dogs that have died at the Overtoun Bridge in the last half century. |
| 3 over two thousand      | c The age of the Lolladoff plate.  |
| 4 fifty                  | d The age of the Nampa doll.   |
| 5 twelve thousand        | e How far the Nampa doll was found under the earth.                                  |

**2** Read the article. What sort of animals do the Nazca lines show? \_\_\_\_\_

## Solving the World Mysteries with Science: THE NAZCA LINES OF PERU

**T**he Nazca Lines in Peru are huge pictures that were drawn into the ground by digging shallow lines into the earth. The lines take away the red stone which covers the surface leaving the white rock below exposed. An area of 190 square miles in the Nazca desert in Southern Peru is covered by these simple pictures, which include birds, spiders, fish and sharks. Some of these pictures are nearly 200 metres wide.

What's so mysterious about these lines? Well, although they date back to between 400 and 650 AD, they were only discovered in the 1930s. The reason for this is that the pictures only become clear when they are seen from the air. So it was only when aeroplanes started flying over the area that people realised what they were. Of course, this led to the question: how did these pictures get there all those years ago? How could these people have made such drawings without the ability to fly? Or did they have the ability to fly? Author Jim Woodman suggested that the Nazca people could have invented



simple hot-air balloons and used them to produce the art. He even built a working balloon using materials they would have had. Not many people were convinced by his ideas though. Other people suggested the lines might be extraterrestrial, that they were the work of aliens visiting our Earth. More and more theories were offered and one of the great modern mysteries was born.

However, when some wooden sticks were found in the ground in the area and carbon-dated, it showed that they were from the same age as the drawings. Some scientists suggested that the Nazca people might have

put these sticks in the ground to help them with the drawings. By placing the sticks in the correct positions and connecting them with long ropes, the Nazca people could have used them to draw the lines to make the pictures. One scientist, Dr. Joe Nickell of the University of Kentucky was so sure that this was the answer that he decided to try and show how it could be done. Using only tools that the Nazca might have had he set about trying to draw a huge picture of a bird on a piece of land. With a few friends it took him a few hours to produce a perfect Nazca picture and show how these pictures probably got there.

**3** Read the article again and answer the questions.

- |   |  |
|---|--|
| 1 How were the lines drawn?<br>_____                  | 5 How does Joe Nickell believe the lines were made?<br>_____ |
| 2 When and how were the pictures discovered?<br>_____ | 6 What did he do to prove these ideas?<br>_____              |
| 3 What is Jim Woodman's theory?<br>_____              |  |
| 4 What did he do to try and prove it?<br>_____        |  |

### Pronunciation

Moving word stress

Go to page 120.



**DEVELOPING WRITING**

**A blog entry about a mystery**

**1 Read the blog entry. What does the writer think about the Bélmez faces? Tick a box.**

- They were fake.  They were real.

**What do you think?**

- They were fake.  They were real.

– □ ×


**[A]** On the 23rd August 1971, María Gómez Cámara saw a human face appear on the kitchen floor of her home in the southern Spanish town of Bélmez. So she told her husband and son, who, **[B]** broke up the kitchen floor and laid down another. However when a second face appeared sometime after, word got out to the mayor of Bélmez. He ordered that the floor should be cut out and taken away for study.

Ever since these initial sightings, there have been a number of reports of the sudden appearance and disappearances of human faces in the kitchen floor. **[C]** tourists have visited La Casa de las Caras (The House of the Faces) hoping to experience the phenomena for themselves.

Of course, several theories were put forward to try and explain what was going on. One idea was that María herself could have produced the faces through a process called 'thoughtography', in which Maria was subconsciously projecting the pictures onto the floor from her mind.

Other people looked for a more scientific explanation and a lot of testing was done on the chemicals in the concrete. Studies showed that the images might have formed through chemical reactions. This could have been a natural process or it could have been done deliberately.

**[D]** I think the faces were made by Maria's husband or son. **[E]** To make a lot of money perhaps. **[F]** What about you?



**2 Blogs are often quite informal and chatty in their style. Where do these informal phrases fit into the text?**

- |  |                          |
|--|--------------------------|
| 1 I'm not a big believer in paranormal activity and                      | <input type="checkbox"/> |
| 2 Why?   | <input type="checkbox"/> |
| 3 One of the weirdest things I've ever heard about are the Bélmez faces. | <input type="checkbox"/> |
| 4 Well that's what I think.  | <input type="checkbox"/> |
| 5 probably not being too happy about it,                                 | <input type="checkbox"/> |
| 6 Millions of  | <input type="checkbox"/> |

**3 Match the phrases in Exercise 2 with the effect they have.**

- |  |                          |
|--|--------------------------|
| a A way of introducing your own opinion                            | <input type="checkbox"/> |
| b A way of summing up your thoughts                                | <input type="checkbox"/> |
| c Using a question which you answer yourself to say what you think | <input type="checkbox"/> |
| d Using a superlative to introduce the topic in a dramatic way     | <input type="checkbox"/> |
| e Exaggeration   | <input type="checkbox"/> |
| f Imagining / supposing how someone must have felt                 | <input type="checkbox"/> |

**4 Do some research about a famous mystery from your country. Make notes and write an entry for a blog in about 250 words.**

- What is the mystery?
- What are the theories around it?
- Do I believe it?

---

---

---

---

---

---

---

**CHECKLIST** ✓

- Explain the story behind it.
- Discuss some of the theories about it. Don't forget to use modals of deduction.
- Use informal language to make your blog more interesting.
- Say what you think.
- Include a short survey for your readers to answer.

## LISTENING

### 1 37 Listen to two short conversations and answer the questions.

1 What does Jennie want for her birthday?

\_\_\_\_\_

2 What did Sean find in the fields?

\_\_\_\_\_

### 2 37 Listen again and answer the questions.

#### CONVERSATION 1

1 Why is Lisa angry with Ollie?

\_\_\_\_\_

2 What suggestion does Ollie make?

\_\_\_\_\_

3 What does Lisa think of his suggestion?

\_\_\_\_\_

#### CONVERSATION 2

4 What was Sean doing when he found something?

\_\_\_\_\_

5 What does his mum tell him he should have done?

\_\_\_\_\_

6 What is she going to do now?

\_\_\_\_\_

## DIALOGUE

### 1 Complete these parts of the conversations with *should(n't) have* and a verb in the list.

leave | tell | do | take

1

OLLIE I just asked what present I should bring her. She wants a book.

LISA I can't believe you told her. You  
 1 \_\_\_\_\_ that. It was  
 supposed to be  
 a surprise.

OLLIE Well you 2 \_\_\_\_\_ me that.

LISA I did but obviously you weren't listening ... again!

2

MUM This is really old. It could be really important.

SEAN You think?

MUM Yes, you 3 \_\_\_\_\_ it. You  
 4 \_\_\_\_\_ it where it was  
 and called the museum.

SEAN Why? I found it. It's mine.

### 2 Put the missing lines in the correct places to make three short dialogues.

#### DIALOGUE 1

PAUL Have you seen the TV remote, Alex?

ALEX \_\_\_\_\_

PAUL \_\_\_\_\_

ALEX \_\_\_\_\_

PAUL \_\_\_\_\_

#### DIALOGUE 2

DANA Any news from the police on the missing Picasso painting?

FOX \_\_\_\_\_

DANA \_\_\_\_\_

FOX \_\_\_\_\_

DANA \_\_\_\_\_

#### DIALOGUE 3

LUCY My bike. Someone's stolen it!

JACK \_\_\_\_\_

LUCY \_\_\_\_\_

JACK \_\_\_\_\_

LUCY \_\_\_\_\_

1 So try the dog basket – Spike might have taken it.

2 Stolen it. Are you sure?

3 Well it was long enough for them to break the lock. I don't believe it!

4 Well, let's hope they arrest someone soon and find the painting.

5 I think it must have been someone who worked at the gallery.

6 Of course I'm sure. I left it locked up just here.

7 That's a good idea. I'll go and have a look.

8 No, I haven't. It's probably down the side of the sofa. That's where it usually is.

9 They can't have gone far; we were only in the shop five minutes.

10 I've already searched the whole sofa. It's not there.

11 No, they don't even know how the robber got into the building.

12 Yes, I think you're right. Someone who knew how to turn off the alarm.

### 3 Choose one of the lines below and use it to start or end a five line dialogue.

1 You shouldn't have done that!

2 You should have told me straight away.

3 It must have been Paul.

4 It can't have been easy.


# CAMBRIDGE ENGLISH: TOWARDS First

## Listening part 2

### Exam guide: sentence completion

In part 2 of the listening exam, you will listen to a monologue (one person speaking) or a recording with two or more speakers lasting around three minutes. To answer the questions, you have to complete the sentences using the information you hear in the recording.

- You will be given plenty of time to read through the questions first. Read the sentences to help you prepare yourself for some of the things you will hear.
- Underline some of the key words in each of the sentences. This will help you focus on the important parts of the listening.
- The focus of this listening test is on detail, and to answer the questions correctly you will need to identify specific information. You should write the word(s) exactly as you hear them in the recording.
- The monologue can be quite long, so try to stay focussed. If you lose your place, remember that the questions are in the same order as the information in the recording, so concentrate on answering the next question.
- Use your second listening to focus on the answers you didn't get the first time round and to check the answers you did get.
- The answers tend to be a single word and you will rarely need to write more than three.

- 1  38 You will hear Gaby talking about an unforgettable school trip to the ancient monument of Stonehenge in South West England. For questions 1–10, complete the sentences with a word or short phrase.

Gaby and her classmates spent most of their time in (1) \_\_\_\_\_ on their UK holiday.

The first thing that impressed her about Stonehenge was the (2) \_\_\_\_\_ of it.

It's estimated that work started on Stonehenge about (3) \_\_\_\_\_ years ago.

The stones that were used in the (4) \_\_\_\_\_ of construction came from mountains about 240 miles away.

The heaviest stone in the monument weighs (5) \_\_\_\_\_ tonnes.

To move the largest of the stones you would need a total of (6) \_\_\_\_\_ men.

Gaby says that the difference between Stonehenge and (7) \_\_\_\_\_ is that we can't be sure why it was built.

Some people say it was built to study the (8) \_\_\_\_\_ in the night sky.

Gaby doesn't believe the stones were put there by (9) \_\_\_\_\_.

Gaby bought a (10) \_\_\_\_\_ to remind her of her visit to Stonehenge.





# 10 | MONEY

## GRAMMAR

### Future continuous SB page 94

- 1 ★★★ Put the words in order to make sentences. Put the verbs in the future continuous.

This time next year, ...

- 0 my / present / cookery show / grandma / on TV / a  
*my grandma will be presenting a cookery show on TV.*
- 1 dad / my / race / the / in / Grand Prix
- 2 sister / work / children's home / Cambodia / in / my / at / a
- 3 brother / my / sail / world / the / around
- 4 mum / act / my / in / a / production / theatre
- 5 cousin / research / my / cancer / cure / a / for
- 6 best friend / trek / Africa / round / my
- 7 I / human rights / a / lawyer / famous / work / as

- 2 ★★★ What do you think will be happening fifty years from now? Use the ideas in brackets to write sentences in the future continuous.

- 0 (type of transport / travel)  
*People will be travelling in computer-controlled flying cars.*
- 1 (phones / use)
- 2 (money / use)
- 3 (school text books / use)
- 4 (houses / live)

- 3 ★★★ Write fantasy predictions for your friends and family. Use the future continuous.

Ten years from now, ...

- 1 my \_\_\_\_\_
- 2 my \_\_\_\_\_
- 3 my \_\_\_\_\_
- 4 my \_\_\_\_\_
- 5 my \_\_\_\_\_
- 6 I \_\_\_\_\_

### Future perfect SB page 97

- 4 ★★★ Complete the conversation with the future perfect tense of the verbs in brackets.

MUM Have you done your homework yet?

JOE No, but I <sup>1</sup> \_\_\_\_\_ (finish) it by the time Dad gets home.

MUM Have you tidied your room yet?

JOE No, but I <sup>2</sup> \_\_\_\_\_ (tidy) it by bedtime.

MUM Have you fed the cat yet?

JOE No, but I <sup>3</sup> \_\_\_\_\_ (feed) it by 6 pm.

MUM Have you done that essay yet?

JOE No, but I <sup>4</sup> \_\_\_\_\_ (write) it by the time it's due in.

MUM And have you finished dinner yet?

JOE No, but I <sup>5</sup> \_\_\_\_\_ (eat) it by the time you've finished yours.



**5 ★★★ Complete the conversation with the future perfect of the verbs in the list.**

become | finish | buy | see | travel | swim  
 not have | cycle | move | go | sail | find

MATT What plans have you got for the future, Matilda?

MATILDA Me? By 2030, I<sup>1</sup> \_\_\_\_\_ university, and I<sup>2</sup> \_\_\_\_\_ to New York. I<sup>3</sup> \_\_\_\_\_ an amazing apartment there, and I<sup>4</sup> \_\_\_\_\_ a successful architect.

MATT Wow!

MATILDA What about you? <sup>5</sup> \_\_\_\_\_ you \_\_\_\_\_ round the world? You always said you'd like to do that.

MATT Of course. I<sup>6</sup> \_\_\_\_\_ across the English Channel, and I<sup>7</sup> \_\_\_\_\_ across the Atlantic Ocean. I<sup>8</sup> \_\_\_\_\_ across China, and I<sup>9</sup> \_\_\_\_\_ the pyramids in Mexico and Guatemala. Oh, and of course, I<sup>10</sup> \_\_\_\_\_ kayaking down the Grand Canyon.

MATILDA <sup>11</sup> \_\_\_\_\_ a job?

MATT No, I<sup>12</sup> \_\_\_\_\_ time to find a job!

**Future perfect and future continuous**

**6 ★★★ Complete the predictions with the future perfect or the future continuous.**

- By 2020, internet use \_\_\_\_\_ (reach) 5 billion worldwide.
- By 2030, smoking in public \_\_\_\_\_ (be) banned in every US state.
- By 2040, robots \_\_\_\_\_ (fight) on the battlefields instead of humans.
- By 2050, people \_\_\_\_\_ (use) virtual telepathy in personal communications.
- By 2060, nearly half the Amazon rainforest \_\_\_\_\_ (be) cut down.
- By 2070, soldiers in the military \_\_\_\_\_ (wear) invisibility suits.
- By 2080, people \_\_\_\_\_ (drive) flying cars.
- By 2090, many of the world's languages \_\_\_\_\_ (disappear).

**7 ★★★ Use the future perfect or the future continuous tense, and a verb from the list, to complete the text.**

travel | live | settle | build | eat | become | develop

By 2050, I don't think people<sup>0</sup> *will have travelled* to Mars. However, I think they<sup>1</sup> \_\_\_\_\_ in space. Some people<sup>2</sup> \_\_\_\_\_ in space stations, because the Earth<sup>3</sup> \_\_\_\_\_ too crowded.

I think scientists<sup>4</sup> \_\_\_\_\_ huge farms in space in special glass buildings, and they<sup>5</sup> \_\_\_\_\_ a very healthy diet for people. People<sup>6</sup> \_\_\_\_\_ specially developed fruit and vegetables.

**8 ★★★ Write goals for yourself. Complete the sentences using the future perfect or future continuous.**

- By tomorrow evening, I \_\_\_\_\_
- By next week, \_\_\_\_\_
- By next year, \_\_\_\_\_
- By the time I'm twenty, \_\_\_\_\_
- By the time I'm fifty, \_\_\_\_\_

**GET IT RIGHT!** 

**Future perfect vs. future simple**

Learners often confuse the future perfect with the future simple.

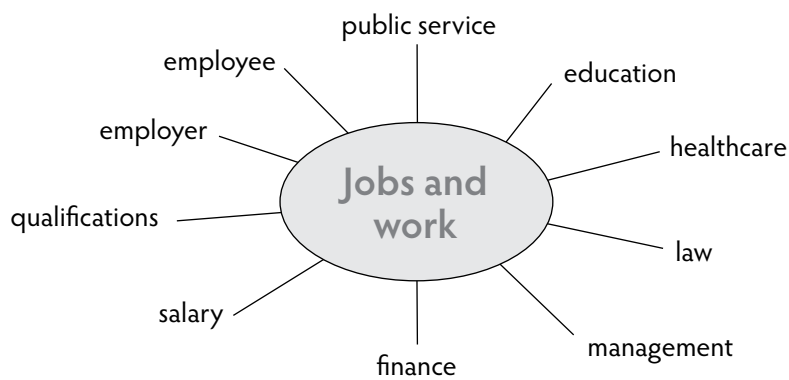
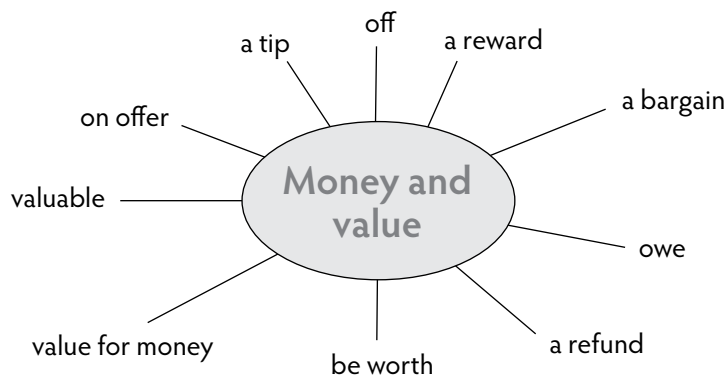
- ✓ *By the end of next year, I will have finished my studies.*
- ✗ *By the end of next year, I will finish my studies.*

**Complete the sentences with the verb in brackets in the correct form: future perfect or future simple.**

- I *will have come* back to Beijing by June. (come)
- We hope you \_\_\_\_\_ to our party next weekend. (come)
- I'd really like that game – maybe my dad \_\_\_\_\_ it for me. (buy)
- By the time I finish my English course, my skills \_\_\_\_\_ a lot. (improve)
- I promise I \_\_\_\_\_ there at 5 pm tomorrow. (be)
- We hope that in a week's time we \_\_\_\_\_ all our work. (finish)
- By this time tomorrow they \_\_\_\_\_ in Australia. (arrive)

## VOCABULARY

### Word list



### by

- by some people** the person / people who do something
- by solving** a way to do something
- by the shoe shop** a location
- by tomorrow** a time in the future

### Key words in context

- banknote** I didn't have any change so I had to buy my chewing gum using a £20 **banknote**.
- coin** This machine doesn't take 50p **coins**.
- currency** The Euro is the **currency** of the European Union.
- invention** Bitcoin is the most amazing **invention**.
- monetary system** Bitcoin is a great alternative **monetary system** to credit cards.
- predict** Who can **predict** when people will stop using regular money?
- same as usual** I'll have the **same as usual**: coffee with milk, and a bit of sugar.
- sponsorship** After getting **sponsorship** from their university, the students could afford to start work on their new project.

## Money and value SB page 94

### 1 ★★★ Complete the sentences with the words in the list. There are three you won't use.

worth | valuable | bargain | owe | refund  
 value for money | tip | on offer | reward

- This ruby ring is quite \_\_\_\_\_. My great-grandmother gave it to my mum.
- Some of my granddad's stamps are \_\_\_\_\_ a lot of money now.
- I \_\_\_\_\_ Jack some money. I borrowed ten pounds from him last week.
- These trainers are usually over fifty pounds. I got them for twenty pounds. They were a real \_\_\_\_\_.
- We got the concert tickets half price. I think they are very good \_\_\_\_\_.
- The shop owner gave me a \_\_\_\_\_ for catching the shoplifter.

## Jobs and work SB page 97

### 2 ★★★ Circle the correct words to complete the conversations.

- My dad works in *healthcare* / *finance*. He's a nurse.
- What *sponsorship* / *qualifications* do you need to be an air traffic controller?
- I've been an *employee* / *employer* of SmartArt for ten years now.
- Mr Brown is my *employer* / *employee*. I've worked for his company for fifteen years now.
- Pete's got a *finance* / *management* job now; he's got a team of people working under him.
- There are a lot of companies offering *education* / *sponsorship*. You could apply to a few of them and see what happens.

### 3 ★★★ Match the sentences.

- |  |                          |
|--|--------------------------|
| 1 I work for a bank.                                       | <input type="checkbox"/> |
| 2 I work as a consultant in a hospital.                    | <input type="checkbox"/> |
| 3 I am a head teacher at a primary school in North London. | <input type="checkbox"/> |
| 4 I'm paid by the government.                              | <input type="checkbox"/> |
| 5 I want to be a high court judge.                         | <input type="checkbox"/> |
- a I work in education.  
 b I work in public services.  
 c I work in finance.  
 d I'm studying law at university.  
 e I work in healthcare.

### 4 ★★★ Unscramble the words in brackets to complete the sentences. Then match the answers to the questions.

- Where were the first \_\_\_\_\_ made? (noics)
  - Where was the first \_\_\_\_\_ made? (kanb toen)
  - Whose portrait is on more \_\_\_\_\_ than any other person? (rruceniesc)
  - What were the first \_\_\_\_\_? (kanbs)
  - What kind of money do they \_\_\_\_\_ we will be using in the future? (dictpre)
- a Queen Elizabeth II.  
 b They were grain warehouses in Assyria and Babylonia.  
 c They were made in the ancient kingdom of Lydia.  
 d It was made in China.  
 e We'll all be using Bitcoins.

## Wordwise SB page 99

by

### 5 Read the four sentences. In which sentence is **by** used:

- to say how something is done?
  - to say where something is?
  - to say when something is done?
  - to say who does something?
- a There's no traffic today, so I think we'll get there **by** ten o'clock.  
 b I bought these shoes at that new shop **by** the supermarket.  
 c This photo was taken **by** my grandmother.  
 d I bought my new computer **by** saving money for six months!

### 6 Complete the sentences with the phrases in the list.

by working | by a friend | by ten o'clock  
 by my bedroom door | by Monday | by practising

- This book was written \_\_\_\_\_ of my parents.
- We've got three days to do the homework – the teacher said he wants it \_\_\_\_\_.
- I learned to play the guitar \_\_\_\_\_ two hours every day.
- Jack made some money \_\_\_\_\_ in a café at the weekends.
- Our cat always sleeps \_\_\_\_\_.
- The film starts at 8 pm, so I'm sure it will have finished \_\_\_\_\_.

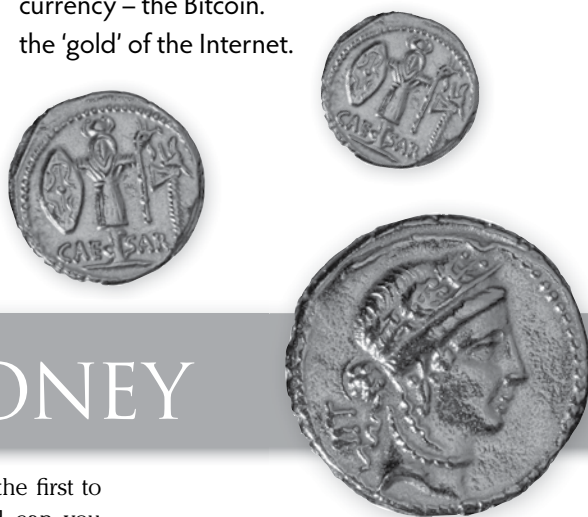
## READING

**1** **REMEMBER AND CHECK** Match the sentence halves. Then check your answers in the article on page 93 of the Student's Book.

- |  |  |
|--|--|
| <p>1 In a few decades time,<br/>                 2 Some people have already called the Bitcoin<br/>                 3 'Mining' is a way of earning Bitcoins<br/>                 4 An IT expert, James Howell, lost his Bitcoin fortune<br/>                 5 The recycling centre told James that if he wanted to find his hard disk<br/>                 6 James has offered a reward</p> | <p>a by solving very complicated mathematical problems.<br/>                 b when he threw away an old hard disk on which he had stored them.<br/>                 c he would have to search through an area one metre deep and as big as a football pitch.<br/>                 d to anyone who can find his hard disk.<br/>                 e we will all be paying with the same currency – the Bitcoin.<br/>                 f the 'gold' of the Internet.</p> |
|--|--|

**2** Read the article quickly and answer the questions.

- 1 Who was the first person to have his portrait on a coin?  
 \_\_\_\_\_
- 2 Which phrase has its origins in Viking times?  
 \_\_\_\_\_



## WORDS ABOUT MONEY

Money has been around for 12,000 years. The oldest money ever found were some coins made of obsidian, which is a dark glass-like volcanic rock. The obsidian coins were found in what is now modern day Turkey. Paper money has been around since the 9th Century AD. It was invented in China and it was called 'flying money' because it would blow away in the wind.

So money has been around for centuries, but have you ever wondered why we call it money? The answer is that the Romans made their coins in the temple of Juno Moneta, who was the goddess of marriage and women. The word 'money' comes from the name 'Moneta'. Did you know the word in English for 'to manufacture coins' is 'mint' and that also comes from 'Moneta'?

In fact, the Romans were the first to stamp a face on a coin. And can you guess who that famous Roman was? Yes, it was the great Roman Emperor, Julius Caesar. He had just won a war, and he decided that he would reward himself by putting his portrait on the coins.

'Cash' is another term we use for money. It comes from the ancient Chinese word for a bundle of coins. The Chinese used to carry their coins on strings. One hundred coins on a string was called one 'cash'. The Chinese may have got the word from the Portuguese who called their coins 'caixa', which is pronounced 'cash-a'.

When someone loses all their money they become 'bankrupt', and the origin of that word is the Italian phrase 'banca rotta', which means 'broken bench'. In

the years of early banking, people who exchanged and lent money did their business in the marketplace at a bench. If the man at the bench, or the 'banker', ran out of money or was unfair, his bench would be broken.

Another term we use when talking about money is 'to pay through the nose'. If we say 'he paid through the nose' we mean that he paid a high price for something. That phrase has its origins in Viking times. The Vikings asked for a reward for not raiding a town. If the king refused to pay the reward, his nose was cut off. In other words, the king paid through the nose. Money has been around for centuries and the words we use have been around for centuries too.

**3** Read the article again and answer the questions.

- |  |       |
|--|-------|
| 1 Where was the oldest money found?                            | _____ |
| 2 Which word originates from the name of a Roman goddess?      | _____ |
| 3 How many Chinese coins made one 'cash'?                      | _____ |
| 4 Which language does the word 'cash' probably originate from? | _____ |
| 5 When would the Italians break the 'banker's' bench?          | _____ |
| 6 What does 'to pay through the nose' mean?                    | _____ |

**4** Do some research on the Internet to find the origins of the word 'salary'. Then write a short paragraph about it.

**DEVELOPING WRITING**

**An essay about the importance of money**

**1 Read Matt’s essay for the title ‘Money is not the most important thing in the world’ and answer the questions.**

- 1 Is the style formal or informal? \_\_\_\_\_
- 2 Is it a balanced argument, i.e. are there arguments for and against the statement? \_\_\_\_\_

*My dad earned a huge salary and he had a very successful career, but we never saw him. For me, money is not the most important thing in the world.*

*Firstly, some people earn a lot of money but they don’t have time to spend it because they are working so hard. <sup>1</sup>Secondly, they spend long hours in an office, so they don’t have time to see family or friends.*

*<sup>2</sup>Without doubt, there is a feeling of safety in being wealthy. You will never be homeless or hungry. You will be able to buy your children everything they want. In addition, you will probably have reached the top of your career and you will have achieved success as well as wealth, but will you be happy? Furthermore, will your family be happy?*

*On the one hand, money makes you rich, but on the other hand, it makes you poor. You are able to buy your children everything they want. <sup>3</sup>However, you can’t give them all the time and love they want. <sup>4</sup>For this reason, I conclude that money is definitely not the most important thing in the world.*

**2 Match the underlined words and phrases with the similar phrases below. Then find two other examples in the essay of ways to link ideas.**

but  furthermore  therefore  without question  \_\_\_\_\_

**3 Number the statements in the correct order for an essay plan:**

Matt’s plan for his essay

- Present my first argument against the statement.
- State whether I am ‘for’ or ‘against’ the argument in the introductory paragraph.
- Present my first argument for the statement.
- Conclude the essay.
- Present my second argument against the statement.
- Present my second argument for the statement.

**4 Now plan your essay. Write two statements to support your argument, two statements against and a conclusion.**

Paragraph plan	Money is important	Money isn’t important
First		
Second		
Conclusion		

**5 Now write your essay. Write between 200–250 words.**

- Look at the vocabulary in the unit to see what words you could use.
- Check with your paragraph plan, and make sure you give arguments for and against.
- Make sure you mention your opinion, and use the last lines to sum up and state your conclusion.

**CHECKLIST** ✓

- Money and work vocabulary
- Arguments for  My opinion
- Arguments against  Conclusion

## LISTENING

1 39 Listen to the conversation. What do Melissa and Matt think they'll be doing in ten years' time?

2 39 Listen again. Mark the sentences T (true) or F (false).

- 1 Melissa and Matt start talking about the past.
- 2 Melissa wants to work in healthcare.
- 3 Melissa doesn't think she's clever enough to become a lawyer.
- 4 Money isn't important to Matt.
- 5 Matt doesn't want to work in finance because it isn't creative enough.
- 6 Melissa pays for the coffee and cakes.

## DIALOGUE

1 39 Listen again and complete these parts of the conversation.

1  
 MATT So what are you going to have?  
 MELISSA 1 \_\_\_\_\_ . Coffee and a slice of cheesecake.  
 MATT Two coffees, a slice of cheesecake and a slice of 2 \_\_\_\_\_ , please.  
 WAITER No problem.

2  
 MATT So, Melissa, what do you think you'll be doing in ten years' time? No don't answer. Let me guess. I think you 3 \_\_\_\_\_ in healthcare. You'll be a nurse or maybe even a surgeon.  
 MELISSA No way! I feel sick when I see blood.  
 MATT 4 \_\_\_\_\_ ! You'd make a brilliant nurse.

3  
 MELISSA 5 \_\_\_\_\_ . What about you? Money's important to you, isn't it? You'll probably be 6 \_\_\_\_\_ finance.  
 MATT No – too boring. I want to do something a bit creative.

4  
 MATT 7 \_\_\_\_\_ , Melissa. I haven't got any money as usual.  
 MELISSA Never mind. 8 \_\_\_\_\_ .  
 MATT But you paid last time.  
 MELISSA It doesn't matter. I can pay next time too.  
 MATT 9 \_\_\_\_\_ , I'll be paying for all the coffees. You'll see!

## PHRASES FOR FLUENCY SB page 99

1 Fill in the missing vowels to complete the phrases. Then match them to the expressions which are similar.

- |                          |                          |
|--------------------------|--------------------------|
| 1 Th _t's _ sh_m_ .      | <input type="checkbox"/> |
| 2 N_v_r m_nd.            | <input type="checkbox"/> |
| 3 H_w _ w f_l.           | <input type="checkbox"/> |
| 4 _'m r _ _ lly s _ rry. | <input type="checkbox"/> |
| 5 _t's _n m_ .           | <input type="checkbox"/> |
| 6 H_ , y_ _ l_ t.        | <input type="checkbox"/> |
| 7 _t's n_t my f_ _ l t.  | <input type="checkbox"/> |
- |                    |                     |
|--------------------|---------------------|
| a I apologise.     | e Hello, everybody. |
| b Don't worry.     | f Don't look at me. |
| c What a pity!     | g I'll pay for it.  |
| d That's terrible. |                     |

2 Now complete the conversations with some of the phrases in Exercise 1.

CONVERSATION 1  
 A Hi, Amy. 1 \_\_\_\_\_ but I can't come tonight.  
 B 2 \_\_\_\_\_ You'd really enjoy it. It's your kind of music.  
 A I know. I really want to come but I've got so much work to do for school.

CONVERSATION 2  
 A 3 \_\_\_\_\_ Are you coming for an ice cream?  
 B I can't. I haven't got any money.  
 A What about you two?  
 C We haven't got any money either.  
 A Don't worry. 4 \_\_\_\_\_ The newsagent gave me ten pounds for catching a shoplifter.  
 B That's great.

CONVERSATION 3  
 A I'm sorry I'm late.  
 B 5 \_\_\_\_\_ You're here now. How are things?  
 A Not good. My mum lost her purse yesterday. We were in a café and she was about to pay for lunch. She looked in her bag and her purse wasn't there.  
 B Oh, no. 6 \_\_\_\_\_  
 A Mum thinks somebody stole the purse. All her credit cards were in it. She was really upset.

### Pronunciation

Short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ – /əʊ/

Go to page 121.



# CAMBRIDGE ENGLISH: TOWARDS First

## Writing part 1

**1** In Justin's English class, they have been discussing education. Their teacher has asked them to write an essay for homework: **Secondary schools should offer vocational courses – courses that train you for a job.**

Read Justin's notes for his essay. Is each point *for* or *against* the idea of vocational courses? Write F (for) or A (against) next to each statement.

1	<i>Students can learn about different careers on vocational courses such as computer technology.</i>	<input type="checkbox"/>
2	<i>On a vocational course, they learn a useful skill that they can use in the future.</i>	<input type="checkbox"/>
3	<i>Students enjoy vocational courses.</i>	<input type="checkbox"/>
4	<i>Vocational courses cost too much money for some schools.</i>	<input type="checkbox"/>
5	<i>They are good for students who find it hard to sit quietly in class.</i>	<input type="checkbox"/>
6	<i>Most parents think getting a degree is better than taking a vocational course.</i>	<input type="checkbox"/>

**2** Now read his essay and answer the questions.

- 1 What do vocational courses prepare students for?  
\_\_\_\_\_
- 2 Why are parents negative towards vocational courses?  
\_\_\_\_\_
- 3 What do vocational courses give students the option to do?  
\_\_\_\_\_

**3** Read the task and then plan and write your essay.

Some parents choose not to send their children to school. They choose to teach them at home instead. This is called 'home schooling'. The topic for your essay is: Home schooling is a good idea.

**Your essay must be 140–190 words.**

Include 4 paragraphs:

- |                   |                     |
|-------------------|---------------------|
| 1 an introduction | 3 arguments against |
| 2 arguments for   | 4 a conclusion      |

### Exam guide: writing an essay

Look back at page 95 to help you write an essay.

- First, think about the statement. Do you agree with it or not?
- Research and plan your argument. List 2 or 3 points *for* and 2 or 3 points *against*.
- Make your opinion clear in the introductory paragraph.
- Remember to use phrases such as: *in my opinion*, *however*, etc.
- Sum up your argument with a good concluding sentence.

### Secondary schools should offer vocational courses

Academic courses prepare students for university but they don't prepare them for a job. Some students want to work when they leave school, and vocational courses prepare them for this. Therefore, I think that we have to include vocational courses in the school curriculum.

Firstly, a vocational course gives students a skill that they can use in everyday life or for work. In addition to getting a skill, students enjoy these courses, and they become more motivated at school. Most importantly, however, they are good for students who find it hard to sit quietly in class.

On the negative side, however, some parents believe that vocational courses encourage students to choose a career such as hairdressing rather than to try for university. Parents believe that a university degree leads to a better job and eventually a higher salary. Furthermore, vocational courses can cost schools a lot of money to provide.

But university isn't for everybody. There are other very interesting careers that don't require a university degree. In my opinion, vocational courses give students the option to discover other jobs and careers that may be more suitable for them.

**4** Ask a friend to read your essay and complete the sentences about it.

You have organised / haven't organised your essay

You have used / haven't used phrases such as

You have completed / haven't completed the task

You could improve it by



# CONSOLIDATION

## LISTENING

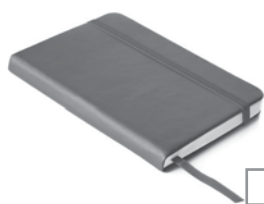
1 42 Listen to the dialogue between Rob and Sue. Write in the prices of these items and tick the ones that he bought.




1 £ \_\_\_\_\_




2 £ \_\_\_\_\_




3 £ \_\_\_\_\_




4 £ \_\_\_\_\_

2 42 Listen again and mark the sentences T (true) or F (false).

- 1 Rob thinks he's missing £18.
- 2 The CD normally costs £10.
- 3 Rob stopped at the sweetshop after the bookshop.
- 4 Sue suggests that someone could have taken his money.
- 5 Rob asks Sue to buy him a cinema ticket.
- 6 Matt lends Rob £5.

## GRAMMAR

3 **Circle** the correct options.

- 1 You shouldn't *say / have said* that. She's really upset now.
- 2 She drives a Ferrari. She must *be / have been* rich.
- 3 This time next week I'll *be lying / have been lying* on a beach in Malta.
- 4 They'll *be / have been* married for 20 years in December.
- 5 You spent too much. You should *be / have been* more careful with money.
- 6 No one passed the test. It can't *be / have been* very easy.
- 7 If it carries on raining like this, we won't *have played / be playing* tennis at three o'clock.
- 8 This time next year I will *be studying / have studied* English for four years.

4 Complete the sentences with two words.

- 1 By the time he comes back home, my brother \_\_\_\_\_ visited twenty countries.
- 2 This time next week, I'll \_\_\_\_\_ breakfast in a hotel in Spain.
- 3 They look very tired. They \_\_\_\_\_ worked very hard today.
- 4 You're late! You \_\_\_\_\_ arrived thirty minutes ago!
- 5 Someone told me they lost 7-1! They \_\_\_\_\_ played very well.

## VOCABULARY

5 Match the sentence halves.

- 1 The crime remains unexplained,
- 2 Henry hasn't replied to my email,
- 3 We're nearly there.
- 4 Several people reported seeing a mysterious
- 5 It's not very valuable. It can't be
- 6 If you're not happy you can bring it
- 7 My pen's gone missing.
- 8 You've got to buy it. It's only on
- a Only one more kilometre to go.
- b back to the shop and get a refund.
- c Have you seen it?
- d offer for today.
- e and to this day, nobody knows what really happened.
- f worth more than £50.
- g man running from the crime scene.
- h which is really puzzling.

6 Complete each word.

- 1 That's o\_ \_ , I left my sandwich here five minutes ago and now it's gone.
- 2 I only paid £3 – it was a real b\_ \_ \_ \_ \_ .
- 3 There's a r\_ \_ \_ \_ of £20 for the missing cat.
- 4 I'll tell you but it's a s\_ \_ \_ \_ and I don't want you to tell anybody.
- 5 I'm not going to leave the waiter a t\_ \_ . The service was terrible.
- 6 Scientists believe the rock is e\_ \_ \_ \_ \_ and came from another planet.
- 7 This technology can't be from our planet. It must be a\_ \_ \_ \_ .
- 8 At only £200, it's really good v\_ \_ \_ \_ for money.

## DIALOGUE

## 7 Complete the conversation with the phrases in the list. There are two you won't use.

more than likely | you must be joking | a shame | never mind  
 same as usual | goes without saying | don't look at me | how awful

MARTIN I don't believe it. Someone's spilt coffee all over my project.

RUTH 1 \_\_\_\_\_, I had nothing to do with it.

SOPHIE It was John, 2 \_\_\_\_\_. He's really clumsy.

MARTIN Well it 3 \_\_\_\_\_ that I'm not at all happy about it. It's ruined. Look at it.

RUTH 4 \_\_\_\_\_. Can't you do it again?

MARTIN 5 \_\_\_\_\_. It took me three days and it's got to be handed in tomorrow.

SOPHIE That's 6 \_\_\_\_\_. You'll just have to tell the teacher what happened and ask for some more time.

MARTIN I only hope he'll agree. Just wait until I see John.



## HONEST TEENS IN CASH MACHINE SCANDAL

When Matthew Hewlett and Caleb Turon decided to try and hack into a cash machine they could hardly have imagined how easy it would be. The two 14 year-old Canadians had found a manual explaining how to operate the Bank of Montreal ATM online. In the manual there was a password. One day during their lunch break from school they decided to try out the password at the machine in their local supermarket. To their surprise the six digit password took them straight into the machine's computer where they were able to access all the data it contained.

The boys went straight to the closest branch of the Bank of Montreal where they told workers there what had happened. The bank staff refused to believe the boys, saying that they couldn't have hacked into the machine and that they had no evidence to support their story. So the boys asked if it would be all right if they got some proof. The bank workers agreed that they could but told them they would never be able to get anything out of the cash machine.

The boys returned to the machine and hacked in once again. This time they printed out information such as all the cash withdrawals that had been made that day and how much money was in the machine. They also changed the welcome message on the screen to 'Go away. This machine has been hacked.'

They returned to the bank with the evidence and this time they were taken seriously. The manager of the bank came to thank them personally. He even wrote them a note to show to their teachers explaining why they were so late back from their lunch break!

## READING

## 8 Read the article and answer the questions.

1 How did the boys find out how the machine worked?  
 \_\_\_\_\_

2 Why didn't anyone at the bank believe their story?  
 \_\_\_\_\_

3 What evidence did the boys take back to the bank?  
 \_\_\_\_\_

4 What else did they do to show they had hacked into the machine?  
 \_\_\_\_\_

5 Why did the bank manager write them a note?  
 \_\_\_\_\_

## WRITING

## 9 Write a paragraph of about 120 words on your thoughts of money. Include this information.

- how you get money
- what you spend it on
- anything you're saving up for
- ways you could get more money