

<b>Vocabulary</b>	Style adjectives; phrasal verbs: clothes
<b>Grammar</b>	Relative clauses; <i>some / any / no</i> compounds; the future
<b>Speaking</b>	Complimenting people; giving and responding to compliments
<b>Writing</b>	A comparison; linkers of contrast

## Vocabulary

### Style adjectives

1

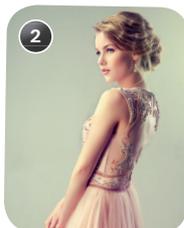


1.32

Listen and repeat the adjectives. Use them to describe the clothes in pictures 1–10.

casual • colourful • comfortable • conventional • fashionable • formal • glamorous • impractical • loose • old-fashioned • sporty • tight • trendy

*The trainers in 4 picture are very sporty.*



2

Write the correct words in your notebook.

My aunt loves shoes. She has lots of trainers which are all very <sup>(1)</sup> **sporty** / **old-fashioned**. They're also very <sup>(2)</sup> **trendy** / **conventional** because she always buys the latest styles. Her favourite shoes are the high heels she wears on Saturday nights – they're really <sup>(3)</sup> **casual** / **glamorous**, but so <sup>(4)</sup> **sporty** / **impractical**. I tried them on and I couldn't walk! She's a business person, so she also has a lot of very <sup>(5)</sup> **formal** / **casual** shoes. She has to stand up a lot, so her work shoes are all very <sup>(6)</sup> **comfortable** / **uncomfortable** – they can't be too <sup>(7)</sup> **conventional** / **tight**. What is her business? She has a shoe shop, of course!

3

In your notebook, complete the sentences with the correct words from exercise 1.

- I don't like wearing boring black and grey clothes – I prefer designs.
- Those plain leather shoes are very – I prefer more unusual designs.
- My dad isn't allowed to wear clothes at work. His office is formal, so he wears a suit.
- My sister is always very trendy. She never wears anything .
- This skirt is too – I need a smaller size.

4



1.33

Listen to Adam and Beth. What style of shoes does Beth have? Why does she like them?

5



In pairs, ask and answer questions about your favourite clothes and accessories.

What are your favourite shoes?

I love my red trainers – they are so comfortable!

sole – podeszwa  
 heel – obcas  
 upper – cholewka

### A fashion magazine

1 Read the text quickly and choose the best title.

High heels are bad for you

FASHIONABLE FEET

A SHORT HISTORY OF SHOES

Look at the people around you. Now look at their feet. What type of shoes are they wearing? What do the shoes have in common? Are they the same colour? Are they the same material? Do they have the same design?

The basic design of shoes has not changed much since they were invented. Most shoes have a **sole**, a **heel** and an **upper** (the part that covers the foot). However, creative designers have always found ways to make shoes look different.

Let's start with heels. Italy is where designers created the famous stiletto in the 1950s, which has a thin, pointed heel. It is still a popular design. But heels don't have to be thin to look different: an American designer once created huge heels filled with water and toy goldfish!



Designers do creative things with soles and uppers, too. For example, hiking boots with soles that have compartments that contain equipment for making fires – very practical for survival situations! A Czech designer made a pair of rectangular shoes in 2013 when she was a student. They have big platform soles and tight uppers. The uppers are made from soft leather, so the shoes are very comfortable.

Perhaps you are looking for something sporty. How about some five-toe trainers? They look just like feet!

So, what shoe designs might be fashionable in a few years? Here are a few trends. Designers will use 3-D printers more and more to create and print 3-D shoes. They can be very flexible, so you can fold them and put them in your pocket.



Another company has made shoes that generate electricity while you walk. Soon, you might plug your phone into your shoe! Others are experimenting with social media and have designed trainers with a small screen and Wi-Fi internet so you will be able to tweet from your trainers!



### i All Clear Facts

Stuart Weitzman, a shoe designer, once made a pair of crystal slippers inspired by Cinderella. They were sold for 1.6 million dollars.

2  1.34 Read and listen. Correct the false sentences in your notebook.

- 1 The basic design of shoes has changed a lot.
- 2 Stilettos aren't very popular today.
- 3 You can put survival equipment in the heels of hiking boots.
- 4 The rectangular platform shoes have loose uppers.
- 5 The five-toe trainers look like human hands.

3 What do you think about the shoes in the text? Answer the questions with your opinions in your notebook.

- 1 Which shoes are the most impractical / practical?
- 2 Which are the most glamorous?
- 3 Which look the most comfortable?
- 4 Which would you like to have?

## Relative clauses

<b>People</b>	The woman <b>who / that</b> lives in that house owns a shop.
<b>Things</b>	He wears trainers <b>which / that</b> look like human feet.
<b>Time</b>	She designed these platform shoes in 2013 <b>when</b> she was a design student.
<b>Place</b>	Italy is a country <b>where</b> they design clothes.

Grammar Practice p113 >>>

### 1 Write the correct words in your notebook.

- Noritake Tatehana is the man **who / which** designs shoes for Lady Gaga.
- The 1950s are **that / when** stiletto shoes became fashionable.
- The trainers **which / when** my brother bought were really expensive.
- She's the girl **that / which** I met at the party.
- London is **that / where** my cousin lives.

### 2 In your notebook, match 1–5 with a–e to make sentences.

- |                     |                         |
|---------------------|-------------------------|
| 1 That's the shop   | a) that cost you €100?  |
| 2 I'm the person    | b) where I bought my    |
| 3 Last week was     | suit.                   |
| 4 Is that the dress | c) that emailed me      |
| 5 He's the man      | last week.              |
|                     | d) who phoned you       |
|                     | yesterday.              |
|                     | e) when I last saw him. |

### 3 In your notebook, complete the sentences with *who, which, where* or *when*.

You've probably bought clothes from H&M, but how much do you know about the popular clothes shop? Read on to find out more. Erling Persson is the man <sup>(1)</sup> *who* started the company. Västerås, in Sweden, is <sup>(2)</sup> *where* he opened the first shop. 1947 is <sup>(3)</sup> *when* Persson opened his first shop. There are now about 100,000 employees <sup>(4)</sup> *who* work for the company. H&M employs many designers <sup>(5)</sup> *who* work on the clothes. The things <sup>(6)</sup> *that* the company sells include clothes, shoes and cosmetics.

### 4 In your notebook, complete the sentences with your own ideas.

- ...* is a person who inspires me to be trendy because *...*
- ...* is a place where I like to relax. I enjoy *...* there.
- ...* are clothes that I would never wear because *...*
- ...* is a time when people feel happy because *...*

## some / any / no compounds

<b>Things</b>	I want to buy <b>something</b> really nice.
<b>Places</b>	I can't go <b>anywhere</b> without my bag.
<b>People</b>	<b>No one</b> has a better shoe collection than my brother.

Grammar Practice p113 >>>

### i All Clear Rules

We use **some** and **no** compounds with affirmative verbs. We use **any** compounds with negative verbs and in questions.

### 5 Write the correct words in your notebook.

- My uncle is in the USA. He's staying **somewhere / someone** near New York.
- No one / Nothing** liked my new trainers. I was really upset.
- I haven't bought **anything / anyone** for my mum's birthday.
- Do you know **anything / anywhere** that sells English magazines?
- Something / Someone** phoned you while you were in the bath.
- I've had **nothing / nowhere** to eat today. I'm so hungry.

### 6 In your notebook, complete the sentences so they are true for you. Use *some, any* or *no* compounds.

My best friend is *someone who lives on my street*.

- I grew up *...* in *...*
- If I could meet *...* in the world, I would love to meet *...*
- ...* that I love to eat is *...*
- If I could travel *...* in the USA, I would choose *...*

## The future

### Present continuous

We're going hiking next weekend.

### be going to

I'm going to wear my new hiking boots.

It has snowed all week, so it's going to be very cold.

### will and might

We'll have a great time. We might need extra clothes.

Grammar Practice p113

**7** Look at the sentences in the table and in your notebook match them with uses 1–5.

- 1 a future prediction
- 2 a future event based on present evidence
- 3 a definite arrangement
- 4 a future intention
- 5 a future possibility

**8** Write the correct words in your notebook.

- Jill** Come on, Carla, which dress  
(1) **will you / are you going to buy?**
- Carla** Oh, I don't know. I (2) **might / will** buy the pink one, but I'm not sure.
- Jill** Come on! We have to go, we  
(3) **will meet / 're meeting** Ed at 6 pm.
- Carla** OK. (4) **I'll get / I'm getting** the green one. Wait, no – the pink one.
- Jill** Look, the shop (5) **will / is going to** close in a minute. We need to go!
- Carla** OK. Let's go. (6) **I'm coming / I might come** back tomorrow with my sister, I can decide then. We've arranged to go shopping.



**9** In your notebook, complete sentences 1–5 with *will / won't* and sentences a–e with *might / mightn't*. Then match 1–5 with a–e.

- 1 I'll bring (bring) my swimsuit. **e**
  - 2 I ... (call) you from the bus.
  - 3 I ... (not forget) my sun cream.
  - 4 I ... (not wear) my white trousers.
  - 5 I ... (take) a sweater.
- a) It ... (be) cold in the evening.
  - b) The sun ... (still / be) strong at 5 pm.
  - c) There ... (not be) a phone signal at the beach.
  - d) They ... (get) dirty on the beach.
  - e) We **might have** (have) a swim after the barbecue.

**10** In your notebook, complete the sentences with the correct future form of the verbs in brackets.

- 1 What ... you ... (do) tonight?  
I ... (meet) Norma at the cinema.
- 2 Look at the clouds. It ... (rain).
- 3 I think Mike ... (be) a millionaire before he's 30.
- 4 I don't think I ... (pass) my driving test.

**11** In pairs, ask and answer the questions.

- 1 Where do you think you'll live when you're older?
- 2 What are you going to do when you leave school?
- 3 Who are you going to see this weekend?
- 4 Are you doing anything special this evening?
- 5 Who do you think will win the next Champions League?
- 6 Where might you go on holiday next year?

# Vocabulary

## Phrasal verbs: clothes

1  Listen and repeat the phrasal verbs.

**Separable:** give away • pick out • pick up • put away • put on • take off • throw away • try on • wear out

**Inseparable:** get into • go with • look for

2 In your notebook, complete the sentences with phrasal verbs from exercise 1.

1 I don't know what to wear. Can you  something  for me?

2 When my room's untidy, my mum tells me to  my clothes .

3 It's so hot in here. I'm going to  my jacket .

3 Rewrite the sentences in your notebook using five of the verbs in exercise 1. Replace the words in bold.

I love the sales. I always **find good bargains** in the shops.

*I love the sales. I always pick good bargains up in the shops.*

1 This T-shirt is so old – I'm going to **put it in the bin**.

2 I like this jumper. I'm going to **find out if it fits**.

3 This jumper's too small! I can't **fit into it**.

4 Does this jacket **look good with** these trousers or with those ones? They're both black.

5 I'm not going to wear these shoes so often. I don't want them to **deteriorate**.

4 In your notebook, write a short dialogue using one of the sentences below.

- Put it on.
- Look for it.
- Throw it away.

*A: I don't know if this top will fit me.*

*B: Try it on!*

## All Clear Tips

**Separable:** the verb and the preposition in phrasal verbs can be separated. The object can go in the middle, eg: *I'd like to try this skirt on.*

**Inseparable:** the verb and preposition must stay together, eg: *I'm looking for my keys.*

4 Do you want this belt? I want to  it .

5 It's cold outside.  your coat .

6 I can't find any trainers I like! Can you help me to  some?



## Listening

5  Read the invitation and listen to Anna and Lucy. Which of these things do they talk about?

their clothes   Jerry's birthday present  
transport   Jerry's friend   Atlantis

6 Listen again and answer true or false in your notebook.

- 1 The party is tomorrow night.
- 2 Anna and Lucy are both going to wear dresses.
- 3 Anna and Lucy have been to Atlantis before.
- 4 Atlantis has two dance floors.
- 5 Anna and Lucy are going to take the bus to Atlantis.

## JERRY'S 16<sup>TH</sup> BIRTHDAY PARTY!

Come and celebrate with him at the best party ever!

- **WHEN:** Saturday at 8 pm
- **DRESS:** cool
- **WHERE:** Atlantis
- **MUSIC:** dance



# Speaking

## Complimenting people / Giving and responding to compliments

1  1.37 Listen to the dialogue. What is Phil wearing?

### Model Dialogue



**Phil**

Hi, Abi.

Don't worry. You look great.

What a fantastic **jacket**. That style really suits you.

Yeah, **it's** really cool.

Oh thanks. I wasn't sure about the style at first but now I like **them**.

Thanks, I'm glad you like **them**.

**Abigail**



Hi, Phil. Sorry I'm late!

Oh, thank you! So do you.

Do you think so?

Thanks. I'm really pleased with **it**. I love your **new boots**, by the way.

I think **they're** really trendy.

You've got good taste!

2 Listen again and repeat the dialogue.

### Speaking Task

#### 1 Give and respond to compliments on your clothes

Choose a piece of clothing to compliment on or use your own ideas.



#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

What a fantastic hat! That **style** really suits you.

Do you think **so**?

### Useful Language Giving and responding to compliments

#### Giving

You look **great**.

What (a) fantastic **boots** (jacket)!

I **love** your jeans.

It / They **really suit(s)** you.

#### Responding

Oh, thank you!

Thanks. I'm **really pleased** with it / them.

Do you think **so**?

I'm glad **you** like it / them.

## A comparison

1



Read the Model Text and listen. Answer the questions in your notebook.

- 1 Who wrote the comparison?
- 2 Who did she write about?
- 3 What is Sarah like?
- 4 How are Sarah and Imogen different?

### Model Text



#### Brothers & Sisters

Sarah's my older sister. She's kind and funny, but she's also quite adventurous.

During the week, Sarah works in an office. She's a typical accountant who wears suits to work. She always looks professional and conventional.

But at the weekend, she's a different person. She loves fashion and enjoys picking out clothes at markets where they sell old-fashioned styles. She's very creative and makes her own clothes from anything she finds at the market!

Our styles are completely different. While Sarah likes really colourful clothes which are pretty unusual, my style is casual and sporty. I prefer to do sport at the weekend, whereas Sarah loves looking for clothes with friends.

Although we're very different, we'll always be great friends and I love her style.

By Imogen



2

Look at the All Clear Tips and translate the words in bold into your language. Then find examples in the Model Text.

### **i** All Clear Tips

#### Linkers of contrast

*She's kind and funny, but she's **also** quite adventurous!*

***Although** we're very different, we'll always be great friends.*

***While** Sarah likes really colourful clothes, my style is casual and sporty.*

*I prefer to do sport, **whereas** Sarah loves looking for clothes.*

3

In your notebook, complete the sentences with linkers from the All Clear Tips.

- 1 I enjoy going to the theatre, my boyfriend prefers the cinema.
- 2 John is funny, he's also quite shy.
- 3 I live in England, I really don't like cold weather!
- 4 Joanna likes rock music, her sister listens to classical music.

### Writing Task



#### 1 Plan

Make notes about a comparison of a friend or a family member with you and include:

**Introduction:** *name, your relationship (friend / sister / brother, etc.)*

**During the week:** *occupation, appearance, style*

**At the weekend:** *free time activities, appearance, style*

**Comparison with you:** *your differences and similarities*

**Conclusion:** *summarise your relationship*

#### 2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: During the week

Paragraph 3: At the weekend

Paragraph 4: Comparison with you

Paragraph 5: Conclusion

#### 3 Check

- relative clauses, *some / any / no compounds, the future*
- style adjectives, phrasal verbs: clothes
- linkers of contrast



**Stella McCartney** is one of the most successful British designers of the last twenty years. She has designed clothes for pop singers and film stars. Her father is the musician, Sir Paul McCartney, who was in The Beatles.

Although she had a rich and famous dad, her parents wanted their children to have a normal childhood. Stella grew up on a small farm with her sisters and brother and they all went to the local school.

## FASHION BEGINNINGS

Stella became interested in fashion when she was a teenager. She started designing and making clothes at home and, after leaving school, she

studied fashion in London. At her first fashion show her friends, including Naomi Campbell and Kate Moss, modelled her clothes. After the show, all her designs were bought by a shop in London. In 2001, she started her own business and today she has shops all over the world.

## STAR DESIGNS

Her designs are very varied. Some are glamorous, some are traditional and others are sporty. She also launched a children's collection with Disney for the film *Maleficent* in 2014. But there is one thing the designs have in common: Stella is a strict vegetarian and none of her designs use leather or fur.

## My Culture

1



1.39

**Read and listen.**  
Then answer the questions in your notebook.

- 1 Who is Stella McCartney?
- 2 Where did Stella McCartney grow up?
- 3 When did she become interested in fashion?
- 4 Who modelled her clothes at her first show?
- 5 Why doesn't she use leather or fur in her designs?

2

**Work in pairs and answer the questions.**

- 1 What influences you most when you are choosing clothes? (eg the latest trends, comfort, popularity with friends)
- 2 Do you read any fashion blogs? Why / Why not? What are they?
- 3 What advice would you give to a friend on what to wear on his/her first date?
- 4 Which two of these celebrities have worn a dress designed by the Polish designer Gosia Baczyńska?

Catherine, Duchess of Cambridge (Kate Middleton)  
Halle Berry   Lady Gaga   Jennifer Lawrence

3

**Work in groups. In your notebook, make a list of famous Polish fashion designers. Which of them do you like? Why?**

# Unit 4 Grammar Reference

## Relative pronouns

- Zaimków względných używamy, aby podać istotne informacje na temat osoby, rzeczy lub miejsca, o których mówimy. Zaimki te łączą dwa zdania pojedyncze.

*That's the man. He lives on my street.*

*That's the man **who** lives on my street.*

- Zaimka *who* używamy w odniesieniu do osób, *which* – rzeczy, *when* – czasu, a *where* – miejsca.
- Zamiast *who* lub *which* możemy również użyć słówka *that*.

People
The man <b>who</b> / <b>that</b> lives in that house is from Manchester.
Things
She designs clothes <b>which</b> / <b>that</b> are fashionable.
Time
It was eleven o'clock <b>when</b> they finally arrived.
Place
That's the shop <b>where</b> I bought these shoes.

## some / any / no compounds

people	things	places
someone	something	somewhere
anyone	anything	anywhere
no one	nothing	nowhere

- Some* używamy z rzeczownikami policzalnymi i niepoliczalnymi w zdaniach twierdzących.  
*I want to go **somewhere** hot on holiday!*
- Any* używamy z rzeczownikami policzalnymi i niepoliczalnymi w zdaniach przeczących i pytaniach.  
*I haven't bought **anything** all week.*  
*Has **anyone** seen that new film yet?*
- No* używamy tylko w zdaniach przeczących.  
*There's **nothing** interesting on television tonight.*
- Do wyrazów *some / any / no* dodajemy *-one*, mówiąc o osobach; *-thing*, mówiąc o rzeczach; i *-where*, mówiąc o miejscach.
- Zamiast *-one* możemy również użyć formy *-body*: *somebody, anybody, nobody*.

## Future forms: will

- Formy *will / won't* + czasownik główny w formie podstawowej (bez *to*) używamy, gdy mówimy o naszych przewidywaniach dotyczących przyszłości.  
*He'll win the competition.*  
*They **won't** be late.*  
*Will you go on holiday next year? No, I **won't**.*

- Formy *will / won't* + czasownik używamy również, aby wyrazić spontanicznie podjętą decyzję lub uprzejmie poprosić kogoś, aby coś zrobił.

*OK, I'll take the pink sandals.*

*Please **will** you **make** me a cake?*

## Future forms: be going to

- Konstrukcji *be going to* używamy, gdy mówimy o naszych zamiarach i planach dotyczących przyszłości.  
*I'm going to visit my grandparents on Sunday.*  
*We **aren't** going to watch television tonight.*  
*Is he going to visit the zoo tomorrow? Yes, he is.*
- Be going to* stosujemy również, gdy wiemy na pewno, że coś się wydarzy w najbliższej przyszłości.  
*Look at Monica! She is going to fall off the chair in a minute!*

## Future forms: present continuous

- Czasu *present continuous* używamy, gdy mówimy o potwierdzonych ustaleniach i planach dotyczących przyszłości.  
*I'm playing football on Saturday.*  
*They **aren't** painting the house this summer.*  
*Is he coming to the party on Friday? Yes, he is.*

## Future forms: might

- Czasownika *might / might not* używamy, aby wyrazić przypuszczenie dotyczące danej sytuacji w przyszłości.  
*We **might** go there together.*  
*She **might not** be interested in this film.*

### Affirmative

I / You / He / She / It / We / They	<b>might</b> have a birthday party.
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### Negative

I / You / He / She / It / We / They	<b>might not</b> have a birthday party.
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### Interrogative

**Might** they have a birthday party?

### Short answers (+ / -)

Yes, they **might**.

## Unit 4 Progress Check

### Vocabulary Style adjectives

- 1 In your notebook, complete the sentences with style adjectives.
- 1 I love Marilyn Monroe. She was so **glamorous**.
  - 2 I hate going to weddings because I have to wear **fancy** clothes.
  - 3 My old trainers are too **tired**. I'll have to buy a bigger pair.
  - 4 My dad's very **casual**. He even wears a suit at the weekend.
  - 5 My sister isn't very **trendy**. She's not interested in fashion.

### Phrasal verbs: clothes

- 2 In your notebook, match 1–5 with a–e to make sentences.
- 1 Can I try
  - 2 I can't get
  - 3 Why don't you take
  - 4 I'm giving this T-shirt
  - 5 Pick
- a) away. Do you want it?  
b) up your clothes and put them in the wardrobe!  
c) on these shoes, please?  
d) into these shoes. They're too small.  
e) off your jacket? You look very hot!

### Grammar Relative clauses

- 3 In your notebook, complete the sentences with the correct relative pronouns.
- 1 This is the house **where** my father was born.
  - 2 She's the woman **who** made my sister's dress.
  - 3 We met in 1998 **when** we were 7 years old.
  - 4 She's the girl **who** has joined our class.

### some / any / no compounds

- 4 In your notebook, complete the sentences with the correct compounds.
- 1 Where are my glasses? I can't find them **anywhere**.
  - 2 I want to go **somewhere** hot this summer.
  - 3 Did you get **anything** nice for your birthday?
  - 4 I didn't know you were ill. **Someone** told me.
  - 5 The shop is far. It's **nowhere** near here.

### The future

- 5 Write the correct words in your notebook.
- 1 Be careful with that football. You **will / are going to** break a window.
  - 2 Who **will win / is winning** the next Champions League, do you think?
  - 3 When **are you going to / may you** take me out to dinner?
  - 4 What time are we **meeting / going to meet** tonight?
  - 5 We **might / will** go out tonight. We'll decide later.

- 6 Write the correct words in your notebook.

**Karen** Hi, Jamie. Cool jeans! Where <sup>(1)</sup> **did you get / do you get** them from?

**Jamie** Thanks! They were a present.

**Karen** Really? Who <sup>(2)</sup> **did give / gave** them to you?

**Jamie** My grandma gave me the money and I <sup>(3)</sup> **'ve bought / bought** them.

**Karen** Your grandma is really generous.

**Jamie** Yeah, she <sup>(4)</sup> **used to give / 's given** me a present for my birthday, but now she gives me money.

**Karen** <sup>(5)</sup> **Did you have / Are you having** a birthday party?

**Jamie** No, I haven't had it <sup>(6)</sup> **already / yet**. Don't worry. I <sup>(7)</sup> **'m going to / won't** invite you.

All Clear  
Grammar ✓

1 2 3 4 5 6 7 8 9



- 7  Listen and check your answers. 1.40

# 5

# On the job

## Objectives

- Vocabulary** The world of work; work verbs
- Grammar** The first and second conditional; gerunds and infinitives
- Speaking** Talking about a job; evaluating a situation
- Writing** A cover letter email; job application letters

## Vocabulary

### The world of work

- 1**  2.01 Listen and repeat the words. Which of the words can you identify in pictures 1–6?  
 allowance • application form • apprenticeship • benefits • bonus • conditions • contract • expenses • job advertisement • pay rise • pension • promotion • salary • work experience



- 2** Write the correct words in your notebook.

Guess what? I've got a part-time job as a shop assistant. I saw the <sup>(1)</sup> pension / job advertisement and I filled in <sup>(2)</sup> a contract / an application form. I had an interview yesterday and I signed the <sup>(3)</sup> contract / promotion this morning. The <sup>(4)</sup> expenses / conditions are great (I get a free lunch!) and the <sup>(5)</sup> salary / promotion is OK. And if I sell a lot of things, I'll get a <sup>(6)</sup> salary / bonus too!

- 3** In your notebook, complete the sentences with the correct words from exercise 1.

- 1 My dad travels a lot and his company pays his ..., likes flights and hotels.
- 2 My parents give me a monthly ... to buy clothes and pay for my mobile phone.
- 3 My sister has been given a ... at work. She's going to be a boss now.
- 4 I get great ... at my new job, including a company car.
- 5 My brother's doing an ... . He's training to be an electrician.

- 4**  2.02 Listen to Zach and Demi. What does Demi spend her allowance on?

- 5**  In pairs, ask and answer the questions.

Do you get an allowance?

No, but I have a job.

What do you spend your salary on?

I usually buy video games.

## Reading

### A wiki entry

1 Read the text quickly. Who is Ben Southall?

2



2.03

Read and listen. Then check your answers to exercise 1.

### Word Check

**underachiever** – osoba niewykorzystująca w pełni swoich możliwości

**caretaker** – osoba opiekująca się miejscem pod nieobecność właściciela



## BEN SOUTHALL

**Ben Southall** (born in 1975) is a British adventure advocate.



### A The BEST LIFE in the world

If you work hard at something, the chances are you will become good at it. And if you have talent but don't practise, you will never become the best. Ben Southall's philosophy is 'the harder you work, the luckier you get' and if he didn't show so much determination in everything he does, he would not be able to live such a fascinating life.

### B Early life

Ben's sister, Becky, always got excellent grades at school, while he had to work hard just to pass. As a result, he felt he was an **underachiever** and even contemplated dropping out. In the end, Ben studied Automotive Systems at [Kingston University](#) and obtained his degree with the determination which characterises his professional life.

### C Professional life

Ben's ex-girlfriend arranged an interview to apply to be a summer Events Organizer. Ben was hired with an attractive salary and was soon promoted to Manager in South Africa. This was a good working experience and in some ways served as an apprenticeship for Ben's later solo adventures. In 2008 he embarked on [Afrutex](#), a 65,000 km circumnavigation of Africa which included completing five marathons and climbing five mountain peaks.



D Back home, with no money or job in sight, Ben saw an advertisement for [The best job in the world](#), as **caretaker** of a tropical island paradise. He applied and was chosen from 34,685 hopeful applicants. How did he do it? The answer was a video application and a three-month marketing campaign with TV interviews, media events and even jumping into the freezing cold River Thames.

E 'Taking a dream and turning it into reality was something I'd become used to doing.' Ben says, and he hasn't stopped. First, [The best expedition in the world](#), then a four-month 1,600 km kayak trip along the Great Barrier Reef and now [The big adventure](#) – a Land Rover expedition from Singapore to London which started in 2015.

### **i** All Clear Facts

Ben holds the unofficial world record for most interviews in 24 hours: 124!

3 Read and listen. Match paragraph descriptions 1–5 with paragraphs A–E. Write them in your notebook.

- 1 Ben's recent adventures.
- 2 Gaining experience.
- 3 Ben's education.
- 4 A life philosophy.
- 5 Applying for a great opportunity.

4 Read the text again. Write true or false in your notebook. Copy the text that shows your answers.

- 1 Ben thinks that if you try your hardest, you'll get lucky.
- 2 Ben lives a very boring life.
- 3 Ben's sister was a good student at school.
- 4 He nearly didn't finish school.
- 5 He didn't achieve many things in Africa.
- 6 There were lots of applicants for the Best Job in the World.

## The first and second conditional

### First conditional

If Ben <b>has</b> time,	he'll <b>write</b> a book.
Ben'll <b>write</b> a book	if he <b>has</b> time.

### Second conditional

If he <b>practised</b> ,	Joe <b>would be</b> a good musician.
Joe <b>would be</b> a good musician	if he <b>practised</b> .

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## i All Clear Rules

First conditional sentences talk about possible situations and possible outcomes.  
Second conditional sentences talk about hypothetical, imaginary or unlikely future situations.

**1** In your notebook, complete the first conditional sentences with the correct form of the verbs in brackets.

- If I ... (work) hard, I'll get promoted.
- I ... (not get) paid if I'm late for work.
- If he ... (not lend) you the money, I will.
- I ... (improve) my French if I move to France.
- If you ... (need) a job, I'll ask my boss.

**2** In your notebook, complete the second conditional sentences with the correct form of the verbs in brackets.

- If I ... (be) younger, I'd go to bed earlier.
- If I had a better job, I ... (earn) more.
- If I ... (like) my job, I'd work harder.
- I ... (get) a promotion if I worked harder.
- I'd have more money if I ... (buy) less.

**3** In your notebook, match 1–5 with a–e to make sentences using the first or second conditional.

- |                       |                          |
|-----------------------|--------------------------|
| 1 If I get a new job, | a) if I save enough      |
| 2 I'd go to China     | money.                   |
| 3 I'll go to China    | b) if I had enough       |
| 4 If you lent me      | money.                   |
| €100,                 | c) I'd buy a motorbike.  |
| 5 I'll pay you back   | d) if you lend me €100.  |
| next week             | e) I'll buy a motorbike. |

**4** Write the correct words in your notebook.

I've always dreamt about being a vet, but I'm going to have to study hard. If I pass my exams this summer, I <sup>(1)</sup> 'll / 'd study sciences for the next two years. If I had time, I <sup>(2)</sup> 'd / 'll study English too, but I don't think it's possible. If I <sup>(3)</sup> want / wanted to go to university, I <sup>(4)</sup> 'll / 'd need to get good marks, so I need to work hard. There won't be time for English, but that's OK. I <sup>(5)</sup> 'll / 'd read lots of novels this summer if I have any free time. If I <sup>(6)</sup> have / had enough money, I'd go to Africa to see wild lions. If I <sup>(7)</sup> save / saved my allowance, I'd be able to afford it.



**5** Write the correct words in your notebook.

- What **will** / **would** you study if you go to university?
- What **will** / **would** you say if you met the President of the USA?
- Where will you go if you **go** / **went** on holiday this summer?
- If you **find** / **found** €50 in the street, what would you do?
- If it's sunny this weekend, what **will** / **would** you do?

**6** Order the words to make questions in your notebook. Then ask and answer the questions in pairs.

- didn't / would / your town / you / live / Where / if / you / live / in / ?
- you / What / will / study / you / go to / if / university / ?
- will / you / go out / see / this weekend / if / you / Who / ?
- choose / What / job / would / you / if / you / tomorrow / started / work / ?
- What / million / you / if / would / you / had / do / one / euros / ?

**7** In your notebook, complete the sentences so that they are true for you.

- 1 If I had a salary, ...
- 2 If I don't have enough money for my holidays, ...
- 3 If I won 50,000 zloty, ...
- 4 My parents will be happy if ...
- 5 If I had a job interview tomorrow, ...
- 6 I will get married before I'm 25 if ...

## Gerunds and infinitives

Gerunds	
subject of a sentence	Finding a job can be difficult.
after verbs	Do you enjoy working with animals?
after prepositions	Before applying for jobs, do some work experience.

Infinitives	
after verbs	Did you learn to speak Italian at school?
after adjectives	He's happy to meet you at ten o'clock.

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**8** In your notebook, complete the sentences with the gerund or the infinitive form of the verbs in the box.

see live travel work be

- 1 ... rich doesn't make you happy.
- 2 I want ... that film.
- 3 ... long hours makes me feel tired.
- 4 ... in a house in London is very expensive.
- 5 He'd like ... to Asia.

**9** In your notebook, write the words in the box in the correct group.

want enjoy need decide arrange  
would like can't afford look forward to

Followed by a gerund: ...

Followed by an infinitive: ...

**10** Match 1–7 with a–g to make sentences. Then complete the sentences with the correct form of the verbs in brackets in your notebook.

- 1 I am looking forward to e
- 2 We've arranged
- 3 I can't afford
- 4 I'm always hungry and I enjoy
- 5 My sister spends a lot of time
- 6 At the moment we're learning
- 7 I haven't finished

- a ... (eat) more than cooking.
- b ... (look) in her mirror.
- c ... (read) this wonderful book yet.
- d ... (buy) a new laptop.
- e *starting* (start) my new job next week.
- f ... (meet) at 5 pm.
- g ... (speak) German.

**11** In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 My dad really enjoys ... (play) golf.
- 2 I wanted ... (watch) the film, but it was too frightening.
- 3 I would really like ... (go) out tonight.
- 4 I can't afford ... (buy) a new pair of shoes.
- 5 I'm really looking forward to ... (see) you.

**12** Write the correct words in your notebook.

**Sara** Mum, can you help me? I don't know what to wear for my job interview.

What about <sup>(1)</sup> **to wear** / **wearing** my new jeans?

**Mum** I think you need <sup>(2)</sup> **to wear** / **wearing** something more formal. <sup>(3)</sup> **To look** / **Looking** smart is important.

**Sara** OK. I'll wear my blue skirt.

**Mum** <sup>(4)</sup> **To be** / **Being** on time for the interview is also important.

**Sara** Oh no! Is that the time? I'm a bit late.

**Mum** It is difficult <sup>(5)</sup> **seeing** / **to see** how you will get there on time. Come on, I'll take you in the car!

# Vocabulary

## Work verbs

1



Listen and repeat the words. How do you say them in your language?

apply for a job • be unemployed • claim expenses • earn a salary • fill in an application form • get a job • get a pension • have a full-time job • have an interview • lose a job • sign a contract • work part-time



2

In your notebook, complete the questions with the verbs in the box. Then ask and answer the questions in pairs.

works get earn applied get

- 1 Do you know anyone who part-time?
- 2 Do you want to a high salary?
- 3 Have you ever for a job?
- 4 Is it difficult to a job where you live?
- 5 Is it better to a full-time or a part-time job?

3

In your notebook, complete the text with the correct form of the phrases from exercise 1.

My brother <sup>(1)</sup> in an ice cream factory, but the factory closed and he <sup>(2)</sup> . For a while, he was <sup>(3)</sup> . He <sup>(4)</sup> , but he wasn't successful. Then, two months ago, he saw a job advertisement for a job in a mobile phone shop. My brother loves gadgets. It was perfect, so he <sup>(5)</sup> . My brother <sup>(6)</sup> that same week and he got the job. Now he's <sup>(7)</sup> and saving for a car. He loves his new job!

## Listening

4



Listen to the radio programme about Germany's dual education system and answer the questions in your notebook. Then check your answers.

- 1 What are the two aspects of the dual education system?
- 2 What does Sophie want to be?
- 3 What does Max want to be?

5

Listen again and answer true or false in your notebook.

- 1 Students in the dual education system aren't paid.
- 2 Students are responsible for finding their work experience positions.
- 3 Sophie and Max spend the same amount of time at work and school.
- 4 Their school subjects are directly related to their work experience.
- 5 Students have formal and practical exams.



# Speaking

## Talking about a job / Evaluating a situation

1



Listen to the dialogue. Which parts of the job does Leo like?

### Model Dialogue



**Amy**

Hi, Leo!

Great. How was your first day as a **waiter**? Is it a good **restaurant**?

And what about the job?

What do you mean?

That's good. What else do you like about it?

So, what's the downside?

**Leo**



Hi, Amy. How are things?

It was OK. What I like about it are the **pizzas** – **they're delicious!**

Well, it's got good and bad aspects, really.

On the upside, **my colleagues are really friendly.**

Well, the best thing is **the food.**

I don't like **working long hours.** But the worst thing is – being a **waiter** is **very tiring.**

2

Listen again and repeat the dialogue.

### Speaking Task



#### 1 Talk about a job

Choose one of the jobs below or use your own ideas.

**Job:** shop assistant

**Where:** in a clothes shop (the clothes are really cool)

**Likes:** salary – it's well paid

**Best thing:** discount on clothes

**Dislikes:** long hours – very tiring

**Worst thing:** the customers – sometimes rude

**Job:** sports coach

**Where:** at a summer camp – the people are very friendly

**Likes:** playing sport all day – it's great fun!

**Best thing:** being outside

**Dislikes:** coaching young children – it can be difficult

**Worst thing:** earning €4.50 an hour. The salary's terrible.

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

How was your first day as a shop assistant?

It was OK.

### Useful Language

#### Evaluating a situation

What I like / don't like about it is / are the food (pizzas).

The best / worst thing is / are the food (pizzas).

On the upside / downside, my colleagues are friendly / unfriendly.

So, what's the downside / upside?

What's the best / worst thing?

## A cover letter email

1



Read the Model Text and listen. Answer the questions in your notebook.

- 1 Why is Grace writing to Universal Computers?
- 2 What does Grace want to do in the future?
- 3 What relevant skill does Grace have?
- 4 What personal qualities does she have?
- 5 What is she attaching to her email?

### Model Text



Dear Sir/Madam,

I am writing to apply for a work experience position at Universal Computers.

I am 16 years old and currently in Year 11 at Highfields School in Lincoln. If I get good grades in my GCSE exams, I will continue studying next year. In the future, I would like to study Computer Science at university.

My favourite school subject is ICT and I enjoy writing computer code. I am hard-working and responsible, and I am sure that I would learn a lot from working with your company.

I would be very grateful if you could send me more information about the work experience position. I am attaching my CV and a reference from my ICT teacher. I am available for an interview.

I look forward to hearing from you.

Yours faithfully,

Grace King



2

Look at the All Clear Tips and translate the phrases into your language. Then find examples in the Model Text.

### i All Clear Tips

#### Job application letters

Dear Sir/Madam,  
I am writing to apply for ...  
I would be very grateful if ...  
I am attaching ...  
I look forward to hearing from you.  
Yours faithfully,

3

Order the words to make sentences in your notebook.

- 1 look / I / hearing / to / you / forward / from / .
- 2 for / I / am / to / your café / apply / a job / writing / in / .
- 3 some information / I / very grateful / if / would / be / you could / send me / .
- 4 I / my / am / CV / attaching / .
- 5 available / am / I / attend / an interview / to / .

### Writing Task



#### 1 Plan

Make notes for a cover letter email to apply for a job at a local company and include:

**Introduction:** *name of the company, reason for writing*

**Personal information:** *age, school studies, future plans*

**Qualifications:** *favourite school subjects, relevant skills, personal qualities*

**Additional information:** *extra information you want to include*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1:** Introduction

**Paragraph 2:** Personal information

**Paragraph 3:** Qualifications

**Paragraph 4:** Additional information

#### 3 Check

- the first and second conditional, gerunds and infinitives
- the world of work, work verbs
- expressions for job application cover emails / letters

## FAMOUS FINANCIAL INSTITUTIONS



### THE CITY OF LONDON

The City of London is London's financial district. If you visit the area, you'll find all of the most important financial institutions, banks and large companies. It is also the oldest part of London and this is why it became the financial centre of the UK.

### THE BANK OF ENGLAND

The Bank of England opened in 1694, and it is one of the oldest banks in the world. Since 1734 the bank's address has been Threadneedle Street – it doesn't have a number, it's too famous. The main responsibility of the bank is to issue new coins and notes. It also guards the UK's gold reserves. No one has ever robbed The Bank of England in real life, although it was robbed in a famous novel called *Around the World in 80 Days*!



### THE ROYAL MINT

The Bank of England does not make new coins and notes; this is the job of the Royal Mint. The first London Mint was started in 886 by King Alfred the Great. For many years the Mint was situated in the Tower of London and it became the Royal Mint in the 16th century. However, the Royal Mint is now in Wales, after moving from London in 1968. As well as manufacturing currency for the UK, the Royal Mint makes money for over 60 other countries.

## My Culture

1



2.08

Read and listen. Then answer the questions in your notebook.

- 1 Why did the City become a financial centre?
- 2 Where is the Bank of England?
- 3 Has the bank ever been robbed?
- 4 What does the Royal Mint do?
- 5 Where is the Royal Mint today?

2

Work in pairs. In your notebook, write the missing information.

- Name of Polish currency: Polish 🗒️
- NBP stands for: N... B... P... 🗒️
- Notes in circulation: ... , 20, ... , ... , ... , 500 🗒️
- Which Polish king is illustrated on the 500 banknote?: Jan ... 🗒️

3

Work in pairs and answer the question: Do you usually save money or spend it as soon as you get it?

# Unit 5 Grammar Reference

## The first conditional

- Pierwszego trybu warunkowego używamy, gdy mówimy o sytuacjach, które prawdopodobnie wydarzą się w przyszłości oraz o ich następstwach.
- Pierwszy tryb warunkowy tworzymy w następujący sposób: **if + present simple + will / won't + bezokolicznik bez to.**

*If we go to Madrid, we'll stay in a hotel.*

*If he arrives late, he won't get a seat.*

- W pierwszej części zdania warunkowego możemy opisać sytuację, a w drugiej jej następstwa – lub też odwrotnie. Jeżeli w pierwszej części zdania pojawia się opis sytuacji, która prawdopodobnie wystąpi w przyszłości, to w zdaniu stawiamy przecinek.

*If you go out in the rain, you'll get wet.*

- Przecinka nie stosujemy, jeśli zdanie zaczyna się opisem następstw sytuacji (*if* występuje w drugiej części zdania złożonego).

*You'll get wet if you go out in the rain.*

Situation	Consequence
If you <b>are</b> a great singer,	you <b>will get</b> a recording contract.
If I <b>am</b> a great singer,	<b>will I get</b> a recording contract?

Consequence	Situation
You <b>will get</b> a recording contract	if you <b>are</b> a great singer.
<b>Will I get</b> a recording contract	if I <b>am</b> a great singer?

## The second conditional

- Drugiego trybu warunkowego używamy, gdy mówimy o mało prawdopodobnych wydarzeniach i sytuacjach w teraźniejszości i przyszłości oraz o ich hipotetycznych skutkach.
- Drugi tryb warunkowy tworzymy w następujący sposób: **if + past simple + would / wouldn't + bezokolicznik bez to.**

*If I sold my car, I'd buy a motorbike.*

- Jeśli w pierwszej części zdania pojawia się opis sytuacji, to w zdaniu stawiamy przecinek.

*If they did more exercise, they wouldn't be so unfit.*

- Przecinka nie stosujemy, jeśli zdanie zaczyna się opisem następstw sytuacji.

*They wouldn't be so unfit if they did more exercise.*

Situation	Consequence
If I <b>had</b> more money,	I <b>would buy</b> that dress.
If you <b>had</b> more money,	<b>would you buy</b> that dress?

Consequence	Situation
I <b>would buy</b> that dress	if I <b>had</b> more money.
<b>Would you buy</b> that dress	if you <b>had</b> more money?

## Gerunds

	Gerunds
Subject of a sentence	<b>Making</b> cakes is easy if you have a good recipe.
After verbs	I like <b>singing</b> in the shower.
After prepositions	After <b>watching</b> the film, they had an ice cream.

- Formy czasownika z końcówką *-ing* (*gerund*) stosujemy w poniższych sytuacjach:

- jako podmiot w zdaniu;

*Finding a job can be difficult.*

- po niektórych czasownikach;

*I enjoy playing the trumpet.*

*I don't mind working until 7 pm.*

*Have you finished eating?*

- po przyimkach.

*I'm dreaming about going on holiday.*

*I'm interested in working on this project.*

## Infinitives

	Infinitives
After verbs	Do you know how <b>to play</b> the piano?
After adjectives	She wasn't pleased <b>to see</b> the dog in the garden.

- Czasownika w formie bezokolicznika używamy:

- po niektórych czasownikach;

*I don't want to talk to you.*

*We expect to arrive at ten o'clock.*

*Did Sue help you to do the exercise?*

- po większości przymiotników.

*It is nice to meet you.*

*We were not happy to be there.*

# Unit 5 Progress Check

## Vocabulary The world of work

- 1 Write the correct words in your notebook.
- 1 My **salary / apprenticeship** is £25,000 a year.
  - 2 My parents give me **a bonus / an allowance** if I help with the housework.
  - 3 My grandparents get their **pension / pay rise** every two weeks.
  - 4 I'm looking for a job with good **conditions / expenses**.
  - 5 They offer a lot of **benefits / promotions** for the employees, including free lunch and cinema tickets.

## Work verbs

- 2 In your notebook, complete the sentences with the words in the box.

lost signed filled  
claimed has worked



- 1 My mother **signed** a full-time job and looks after five children.
- 2 David has **signed** a contract to play football for Chelsea.
- 3 I **lost** my job because I was late for work so often.
- 4 My grandad **worked** part-time in the library after he retired.
- 5 I **filled** in an application form yesterday – I hope I get an interview!

## Grammar The first and second conditional

- 3 In your notebook, complete the sentences using the correct form of the verbs in brackets.
- 1 If I **become** (become) a doctor, I'll earn a lot of money.
  - 2 If he saved his money, he **will be** (be) able to go on holiday.
  - 3 If you **don't apologise** (not apologise), she won't talk to you.
  - 4 What **will you do** (do) if you had €1 million?
  - 5 I **will lend** (lend) you €25 if you promise to pay me back.

## Gerunds and infinitives

- 4 Write the correct words in your notebook.
- 1 He hopes **to arrive / arriving** before 9 pm.
  - 2 I love **to play / playing** the piano.
  - 3 My mum avoids **to eat / eating** cheese.
  - 4 Tim was happy **to hear / hearing** the good news.
  - 5 Are you interested in **to come / coming** to the cinema tonight?
  - 6 I've arranged **to meet / meeting** Monika at 8.30 pm.
  - 7 **To apply / Applying** for jobs is hard work.

- 5 Write the correct words in your notebook.

- Harry** Where <sup>(1)</sup> are you going / do you go?  
**Uma** My grandma <sup>(2)</sup> will have / 's having a retirement party. She's a cook. She <sup>(3)</sup> 'd worked / 's worked in the same restaurant for 33 years. Today's her last day.  
**Harry** Is she sad about retiring?  
**Uma** No, she's got lots of plans. She <sup>(4)</sup> 's going to / will travel and learn Italian.  
**Harry** Where's the party?  
**Uma** In the restaurant where she <sup>(5)</sup> works / had worked.  
**Harry** Who <sup>(6)</sup> has organised / does organise the party?  
**Uma** Her boss. He's giving her a present too. But if he <sup>(7)</sup> gave / gives her a cookery book, she'll be a bit annoyed!  
**Harry** Why?  
**Uma** Because she <sup>(8)</sup> isn't going to / won't cook anymore. It's one of her plans.

## All Clear Grammar

1 2 3 4 5 6 7 8 9



- 6  2.09 Listen and check your answers.

<b>Vocabulary</b>	Crime verbs; crimes and criminals
<b>Grammar</b>	Modals of deduction and possibility; the third conditional
<b>Speaking</b>	Describing a crime; showing interest
<b>Writing</b>	A narrative; using adjectives

## Vocabulary

## Crime verbs

1



2.10

Listen and repeat the words. Use them to describe what is happening in pictures 1–10. Which actions do criminals do and which do the police do?

arrest a suspect • be guilty • be innocent • catch a thief • commit a crime • do community service • go on trial • go to prison • investigate a crime • look for clues • pay a fine • question a suspect • solve a crime • suspect someone



2

Write the correct words in your notebook.

Perhaps the most mysterious crimes in British history were the Jack the Ripper murders in London in 1888. The police <sup>(1)</sup> **suspected** / **questioned** many suspects, but they never <sup>(2)</sup> **committed** / **solved** the crimes. The detective who <sup>(3)</sup> **committed** / **investigated** the murders never <sup>(4)</sup> **suspected** / **caught** the murderer – he never even <sup>(5)</sup> **solved** / **arrested** anyone. Today we have no idea who was <sup>(6)</sup> **innocent** / **guilty** of these terrible crimes. No one ever <sup>(7)</sup> **paid** a fine / **went to prison** for the murders.

3

In your notebook, complete the sentences with the words and phrases from exercise 1.

- If you rob a bank, you ...
- For a serious crime like murder, the guilty person usually has to ...
- For parking your car in the wrong place, you usually have to ...
- When detectives arrive at a crime scene, they ...
- When you haven't committed a crime you are ...
- Sometimes, the police can't ... and never find out who committed it.

4



2.11

Listen to Ben and Emily. What crime are they talking about?

5



In pairs, ask and answer the question.

Have you ever seen someone commit a crime?

Yes, I have. I saw a man stealing a car.

## Reading

### Word Check

smuggler – przemytnik  
customs officer – celnik  
punishments – kary

## A crime poster and news reports

1 Look at the poster. What do you know about animal smuggling? What sort of animals do people smuggle?

2  2.12 Read and listen. Check your answers to exercise 1.

# ANIMAL SMUGGLERS

Imagine this: You're at the airport waiting for your suitcase. A man picks up a large suitcase from the baggage carousel. It moves.

1 What do you think?

- There must be something alive inside!
- It isn't my business.

The suitcase moves again.

2 What could it be?

- It can't be a person. It might be an animal.
- I don't care.

The man looks nervous.

3 Who is he?

- He might be an animal **smuggler**.
- No idea.

It moves again.

4 What do you think now?

- He must be an animal smuggler. I'm going to tell a **customs officer**.
- I could be imagining things. Anyway, I don't want any problems.



THE CORRECT ANSWER TO ALL THESE QUESTIONS IS 'A'.

- Animal smuggling is cruel. A large number of the animals that people smuggle die during the journey. Many are endangered species.
- Animal smuggling is a crime. Buying smuggled animals is illegal. **Punishments** include big fines and going to prison.
- Animal smuggling is increasing because it's the second most profitable illegal activity in the world after drug smuggling.
- We need YOUR help to stop animal smuggling. If you see something suspicious, **REPORT IT!**

3 Are the sentences true or false? Correct the false sentences in your notebook.

- Many smuggled animals are in danger of extinction.
- The journey kills many animals.
- Animal smuggling is more profitable than drug smuggling.
- The woman was smuggling two tigers into Thailand.
- Customs officials arrested the snake smuggler in Spain.

### yournews

**Tiger smuggling**  
Police caught a 31-year-old woman trying to smuggle a baby tiger into Thailand. The tiger cub was inside a suitcase with a toy tiger. Although the woman had drugged the animal, airport officials noticed that one of the two tigers was moving when they scanned her suitcase. The smuggler went to prison for six years.



[read more >](#)

### Snakes and other reptiles

Customs officers in Argentina arrested a 51-year-old man trying to transport hundreds of snakes to Spain. X-ray technicians became suspicious when they saw his suitcase moving. When they opened it, they found 247 snakes, lizards, spiders and insects in plastic bags. If they hadn't caught the smuggler, many of the animals would have died.

[read more >](#)

### All Clear Facts

The most frequently smuggled animals in the world are exotic birds.

4 Read the text again. Answer the questions in your notebook.

- What are the punishments for animal smuggling?
- Why is animal smuggling increasing?
- What should you do if you see something suspicious at an airport?

## Modals of deduction and possibility

### Modals of possibility

She **might / may / could** be an animal smuggler.

### Modals of certainty

There **must** be something alive inside his bag.

### Modals of impossibility

It **can't** be a person.

## i All Clear Rules

We use **might / may / could** when something is possible.

We use **must** for deductions and obligation.

We use **can't** when we believe something is impossible.

Grammar Practice p115

**1** Look at the sentences in the table and the All Clear Rules. In your notebook, match deductions 1–3 to meanings a–c.

- 1 He must be a police officer.
  - 2 He might be a police officer.
  - 3 He can't be a police officer.
- a) I'm almost certain he's not a police officer.  
b) I think it's possible he's a police officer.  
c) I'm almost certain he's a police officer.

**2** In your notebook, match sentences 1–6 with deductions a–f.

- 1 She speaks French and has a French passport.
  - 2 She used to live in Paris.
  - 3 Joanne hasn't got a dog. In fact, she hates dogs!
  - 4 I think Sheila's got a dog, but I'm not sure.
  - 5 I think I recognise him from that film we saw last week.
  - 6 He was in that new film we saw last week!
- a) That can't be Joanne's dog.  
b) He must be an actor.  
c) She may be French.  
d) He might be an actor.  
e) She must be French.  
f) That could be Sheila's dog.

**3** Write the correct words in your notebook.

- 1 He **must / can't** be guilty. He wasn't in the country when the robbery happened.
- 2 There **could / must** be a dog in the bag. It's barking.
- 3 He **might / can't** be from the USA. He speaks English with an American accent.
- 4 Ask John. If you're lucky, he **must / might** know the answer.
- 5 You liked the film? You **might / can't** be serious – it was terrible!

**4** Look at the picture. Then in your notebook complete the sentences with the correct modal verb.



- 1 The smartphone ... be Jane's. Hers is red.
- 2 The sunglasses ... be Pete's. Jane never wears them.
- 3 The money ... be Jane's, but it ... be Pete's too.
- 4 The camera ... be Pete's. He hasn't got one.
- 5 The tablet ... be Pete's or it ... be Jane's. They've both got one.
- 6 The necklace ... be Jane's. It's identical!

**5** Write the correct words in your notebook.

- Jack** Look! That's Vince Vogue, the actor from *Crime Squad* on TV.
- Cath** No, it <sup>(1)</sup> **can't / must** be him!
- Jack** Why not? He <sup>(2)</sup> **might / can** live near here.
- Cath** No way! Vince Vogue lives in California.
- Jack** Well, he <sup>(3)</sup> **must / could** be here, filming.
- Cath** He <sup>(4)</sup> **can't / may** be Vince! He's wearing glasses.
- Jack** He <sup>(5)</sup> **must / might** wear glasses in real life. Hey, look, he's coming this way. Hey! Are you Vince Vogue, the actor?
- Vince** Yes, I am. You <sup>(6)</sup> **must / can** watch *Crime Squad*.

- 6 Work in pairs. Think of some members of your family. What are they doing now? In your notebook, write sentences using modal verbs.

*My dad must be in his office because he usually starts work at 8.00 and it's 9.15.*

## The third conditional

if clause (situation)	Consequence
If the smuggler had escaped,	he would have sold the animals.
If they hadn't caught the smuggler,	many of the animals would have died.
If you'd seen the smuggler's suitcase,	what would you have done?

Consequence	if clause (situation)
What would you have done	if you had seen the smuggler's suitcase?
I'd have told the airport officials	if I had seen the smuggler's suitcase.

### Grammar Practice p115

- 7 Look at the sentences in the table. In your notebook, complete sentences 1–3 with the words in the box.

wouldn't   have   done   had   would

- If they had been more careful, the police wouldn't arrested them.
- If he been innocent, he have gone to prison.
- What the police have if they hadn't caught her?

- 8 Order the words to make third conditional sentences in your notebook.

- If / wouldn't / been / careful, / broken / he / have / the window / he'd / .
- If / wouldn't / you / studied, / passed / you / hadn't / have / .
- What / you / have / you / done / hadn't / if / been / ill / would / ?

- 9 In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the third conditional.

- If he (work) harder, he (do) much better.
- If I (not be) so busy, I (go) out last night.
- You (have) more money if you (not buy) so many clothes.
- She (not go) to prison if she (not steal) the car.
- Who (meet) they (go) to the party?

- 10 In your notebook, complete the sentences with your own ideas.

- If Fiona had studied harder, ...
- ..., I would have passed the exam.
- If you had told me about your birthday, I ...
- ..., he would have finished his homework.

- 11 In your notebook, complete the text with the correct form of the verbs in brackets.

Agatha Christie wrote dozens of detective novels. But where did she get the ideas for her books? During World Wars I and II she worked in a hospital



pharmacy. If she <sup>(1)</sup> (not work) there, she <sup>(2)</sup> (not learn) so much about poisons. She used her knowledge in her books. Her second husband was an archaeologist and she travelled with him. If she <sup>(3)</sup> (not visit) countries like Egypt, she <sup>(4)</sup> (not be able) to describe them so well in her novels. Her most famous detective is Hercule Poirot, the Belgian policeman. But why was he Belgian? Because Belgium fought with Britain in the First World War. If it <sup>(5)</sup> (not fight) with Britain, Poirot <sup>(6)</sup> (be) another nationality.

# Vocabulary

## Crimes and criminals

**1**  2.13 Listen and repeat the words. How do you say them in your language?

kidnapper • kidnapping • murder • murderer • pickpocket • pickpocketing • robber • robbery • theft • thief • vandal • vandalism



**2** Copy and complete the table using the words in exercise 1.

Crime	Criminal
theft	thief

**3** In your notebook, match the definitions with the words from this lesson.

- a person who steals things from people's pockets, especially in a crowd ...
- the crime of stealing ...

- a person who takes someone somewhere illegally by force, often in order to get money for returning them ...
- the crime of deliberately damaging things, especially public property ...

**4** In your notebook, complete the sentences with words from the table in exercise 1.

- A ... took my bicycle from outside school.
- The ... released the victim after the family had paid them \$500,000.
- In my opinion, graffiti isn't ... . It's art.
- The three ... escaped with £10,000 that they had stolen from the bank.
- Last night some ... broke all the windows at the sports centre.
- Be careful with your wallet on the bus. ... is a real problem.

**5**  In pairs, ask and answer the question.

Which crimes are a problem where you live?

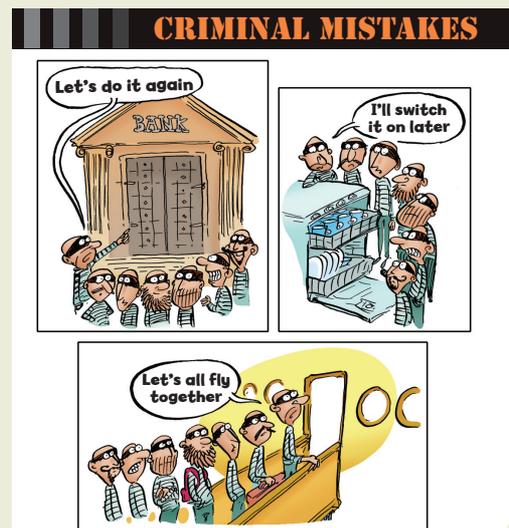
Vandalism and pickpocketing. Especially in the shopping centre.

## Listening

**6**  2.14 Look at the title and the pictures. What do you think the story is about? Listen and check your answers.

**7** Listen again and answer the questions.

- What do all criminals make?
- How much did they rob from the first bank?
- What was their first mistake?
- Where did the police find the robbers' fingerprints?
- How did the police know that the men were friends?
- What is the speaker doing?
  - explaining how to commit a perfect crime
  - warning people against criminals
  - describing how the police investigate crimes



# Speaking

## Describing a crime / Showing interest

1



Listen to the dialogue. Where was the bike stolen from?

### Model Dialogue



**Ethan**

Hi Jasmine, guess what ... someone has **stolen my bike!**

It happened **last night.**

Well, they **stole it from outside my house.**

I know! I heard a noise and when **I looked out of my window, my bike wasn't there.**

Well, **I reported it to the police.**

I agree. I hope the police find my bike.

**Jasmine**



You're joking! When did that happen?

Really? Tell me what happened.

That sounds awful!

That's absolutely incredible. I can't believe someone would do that. What did you do?

Good for you – it's really important to report crimes.

2

Listen again and repeat the dialogue.

### Speaking Task



#### 1 Talk about a crime that happened to you

Choose a crime from the fact files or use your own ideas to describe what happened.

**CRIME:** steal / phone

**WHEN:** yesterday

**WHAT**

**HAPPENED:** stolen from bag, on the metro, needed to send a text, phone not there

**ACTION:** told a security guard

**CRIME:** vandalise / school

**WHEN:** last weekend

**WHAT**

**HAPPENED:** vandals broke the windows

**ACTION:** head teacher reported it to the police

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

My phone was stolen.

Really? When did that happen?

### Useful Language

#### Showing interest

I can't believe it.

Really?

You're joking!

That sounds awful!

Tell me what happened.

That's **absolutely incredible.**

## A narrative

1



Read the Model Text and listen. Then answer the questions in your notebook.

- 1 Who was Jake with?
- 2 What happened when they were walking down the street?
- 3 What did the man look like?
- 4 Why couldn't they see the man very well?
- 5 Why did they call the police?

### Model Text



Jake's blog   Home | About me | Photos | Archives

I have to tell you about what happened last Saturday night. I was walking home from a party with Anton. We were going down a dark street when we heard an alarm. Suddenly, we saw a shadowy figure climbing over a wall behind a supermarket.

The figure jumped down from the wall and ran towards us. It was a foggy night, but we could see that it was a man, probably in his thirties. He was quite small and he was wearing black clothes and carrying a big bag. If it hadn't been so foggy, we would have seen him more clearly. He ran past us and disappeared into the night.

We thought he might be a thief, so I pulled out my phone and called the police to describe what we had seen. We suspect the man had committed a robbery in the supermarket.

Continue reading →

Posted 15:23



## i All Clear Tips

### Using adjectives

We can use adjectives to make a narrative more interesting.

For example, in Jake's story he uses different words to show that there wasn't much light:

- a **dark** street
- a **shadowy** figure
- a **foggy** night

2

Read the All Clear Tips. Use the adjectives in the box to replace *nice* in the text.

friendly   kind   lovely   pretty   tastiest

Mrs Franks is a really <sup>(1)</sup> nice woman. She lives in a <sup>(2)</sup> nice cottage with a really <sup>(3)</sup> nice dog called Spot. Mrs Franks makes the <sup>(4)</sup> nicest cakes I've ever eaten. She always gives me some, which is really <sup>(5)</sup> nice of her.

### Writing Task



#### 1 Plan

Make notes for a narrative describing a crime you witnessed and include:

**The context:** *when it happened, who you were with, what you were doing*

**The crime:** *describe what happened and what you saw*

**Action:** *say what happened next and what you did*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1:** The context

**Paragraph 2:** The crime

**Paragraph 3:** Action

#### 3 Check

- modal verbs, the third conditional
- crime verbs, crimes and criminals
- adjectives to make your narrative more interesting

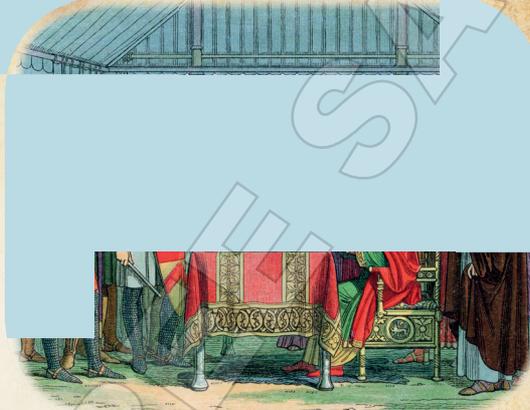
## Famous laws and lawmakers

### MAGNA CARTA

King John ruled England from 1199 to 1216. He was an unpopular and incompetent king who demanded more and more taxes, imprisoned innocent people and took their land and money. The noblemen became very angry about the king's behaviour and they wanted to limit his power and protect the rights and liberties of his subjects. Many people agreed with them, so they formed an army and forced the king to negotiate with them.

The result was Magna Carta, which was a list of laws that everyone had to obey, including the king. John signed it in 1215. He was furious, but if he had been a better king, the noblemen wouldn't have become so strong. And if the noblemen hadn't become so strong, John wouldn't have had to agree to their demands.

Magna Carta became the basis of many laws in the following centuries. It reminded people that the king had to obey the law just like everyone else and that he had to rule with the agreement of his noblemen. King John died a year after signing Magna Carta but it was reissued and signed by other kings. It has influenced laws and lawmakers in both Britain and the USA.



### My Culture

1



2.17

Read and listen. Then answer the questions in your notebook.

- 1 Why was King John unpopular?
- 2 What did the noblemen want to do?
- 3 What was Magna Carta?
- 4 When did John sign Magna Carta?
- 5 What happened to King John a year after he signed it?

2

Work in pairs and do the following quiz about a famous Polish constitution.

- 1 The Constitution of May 3 was ratified in:  
a) 1691 b) 1791
- 2 It was a) the first b) the second modern constitution in the world.
- 3 At the time the Polish king was: a) Stanisław August Poniatowski b) Stanisław Leszczyński
- 4 What form of government did it introduce?  
a) a republic b) a constitutional monarchy
- 5 It a) introduced b) abolished a form of voting known as liberum veto.
- 6 Constitution Day has been celebrated in Poland since a) 1990 b) 2000.

3

If you could change one law in Poland, what would it be? Why would you like to change it?

# Unit 6 Grammar Reference

## Modals of deduction

Modals of deduction	
certainty	You <b>must</b> be tired after your journey.
impossibility	He <b>can't</b> be guilty – he's the most honest person I know.

- Aby wyrazić pewność co do danej sytuacji, używamy czasowników modalnych *must* i *can't*.
- Czasownika modalnego *must* używamy, kiedy jesteśmy czegoś pewni, ponieważ istnieje logiczne uzasadnienie danej sytuacji.

*John has walked 20 kilometres today. He **must** be tired.*

- Czasownika modalnego *can't* używamy, kiedy jesteśmy pewni, że dana sytuacja jest niemożliwa lub nieprawdopodobna.

*You **can't** be hungry now – you had a pizza and a cake for dinner!*

## Modals of possibility

Modals of possibility	
He <b>might</b> be Jessica's brother.	
It <b>may</b> be sunny tomorrow.	
She <b>could</b> be at the gym.	

- Aby wyrazić przypuszczenie dotyczące danej sytuacji – kiedy nie jesteśmy czegoś pewni, ale wydaje się nam to możliwe – używamy czasowników modalnych *might*, *may* i *could*.

*My purse isn't in my bag – it **may** be in the car.*

*Joanne is not answering the phone. She **might** be asleep.*

*The door is open. They **could** be in the house.*

## The third conditional

- Trzeciego trybu warunkowego używamy, gdy mówimy o nierealnych wydarzeniach i sytuacjach z przeszłości oraz o ich hipotetycznych skutkach w przeszłości.
- Trzeci tryb warunkowy tworzymy w następujący sposób: **if + past perfect (had + III forma) + would / wouldn't have + III forma**.

*Mark **would have passed** the maths test if he **had studied** more.*

- Jeśli w pierwszej części zdania pojawia się opis hipotetycznej sytuacji, to w zdaniu stawiamy przecinek.

*If you **had told** me, I **would have brought** some food.*

- Przecinka nie używamy, jeśli w zdaniu jako pierwszy pojawia się opis skutków hipotetycznej sytuacji.

*I **would have brought** some food if you **had told** me.*

- W obu częściach zdania możemy używać form skróconych.

*If she'd **locked** the door, the thieves **wouldn't have stolen** the television.*

if clause (situation)	Consequence
If the thieves <b>had switched on</b> the dishwasher,	the plates <b>would have been</b> clean.
If they <b>hadn't flown</b> together,	the police <b>wouldn't have had</b> proof.
If you'd <b>known</b> about the robbery,	what <b>would you have done</b> ?
Consequence	if clause (situation)
What <b>would you have done</b>	if you'd <b>known</b> about the robbery?
I'd <b>have told</b> the police	if I <b>had known</b> about the robbery.

# Unit 6 Progress Check

## Vocabulary Crime verbs

1 In your notebook, match 1–5 with a–e to make sentences.

- 1 The man who stole the painting is going
- 2 The vandals have to do
- 3 I had to pay
- 4 Interpol have arrested
- 5 A security guard caught

- a) five men for drug smuggling.
- b) a woman stealing DVDs.
- c) community service for six months.
- d) to prison for ten years.
- e) a £100 fine because I parked my car illegally.

## Crimes and criminals

2 Which criminals do these crimes?

- 1 theft
- 2 vandalism
- 3 kidnapping
- 4 murder
- 5 pickpocketing



## Grammar Modals of deduction and possibility

3 Write the correct words in your notebook.

- 1 What's that noise? I'm not sure – it **might / must** be the dog.
- 2 It **can't / mustn't** be 11 pm. It's still light outside.

6 Write the correct words in your notebook.

The police <sup>(1)</sup> **investigate / are investigating** a recent increase in pickpocketing on buses in Birmingham. In February, 57 people had their wallets <sup>(2)</sup> **stolen / stole** on buses, and 20 more <sup>(3)</sup> **report / reported** their smartphones stolen. Last week, Edna Thomas witnessed a pickpocket in action. 'One man <sup>(4)</sup> **got / has got** on the bus at the same time as me. He looked ordinary – he <sup>(5)</sup> **wore / was wearing** a pair of jeans and a T-shirt. He <sup>(6)</sup> **is standing / stood** because the bus was full. Suddenly, I saw him move his hand slightly. I didn't realise what <sup>(7)</sup> **is happening / had happened**, but when he got off at the next stop, the woman next to him <sup>(8)</sup> **realised / was realising** that her purse was missing.'

7  Listen and check your answers.

- 3 You haven't eaten all day. You **must / could** be hungry.
- 4 He **can't / may** like football. I can't remember.
- 5 Our teacher is taking an aspirin. She **must / can't** have a headache.

4 In your notebook, complete the sentences with modal verbs.

- 1 He  be Australian. He doesn't speak English.
- 2 She  be Ann's sister. They look a little bit similar.
- 3 It  be Tom's book. It's got his name in it.
- 4 He  be the robber. He's much too tall.
- 5 You  be thirsty. It's very hot outside.

## The third conditional

5 In your notebook, complete the third conditional sentences with the correct form of the verbs in brackets.

- 1 If I  (study) more, I  (pass) the exam.
- 2 He  (not meet) Sue if he  (not go) to the concert.
- 3 If you  (not walk) past the shop, you  (not see) the robbers.
- 4 If she  (read) the book,  she  (know) the answer?
- 5  you  (learn) Japanese if you  (not live) in Tokyo?

## All Clear Grammar



# Revision Units 4-6

## Vocabulary

- Style adjectives
- Phrasal verbs: clothes
- The world of work

- Work verbs
- Crime verbs
- Crimes and criminals

Work with a partner. Read the clues and write the words in your notebooks. Who finishes first?

START



What adjective describes the person in the photo?  
G... (9)

What do you call someone who destroys public property?  
A v... (6)



What adjective describes the clothes in the photo?  
F... (6)



What do you fill in when you apply for a job?  
An a... (11) f... (4)

What is the crime in the picture?  
P... (13)



What do detectives do when they are investigating a crime?  
They l... (4) f... (3) c... (5)



What do you do to find out if a T-shirt fits?  
You t... (3) it o... (2)

What do you call the money that someone receives after they retire?  
A p... (7)



If people commit serious crimes, where do they go?  
They g... (2) t... (2) p... (6)



What means 'to receive money every month for a job'?  
To e... (4) a s... (6)

FINISH

## Grammar

- Relative clauses
- *some / any / no* compounds
- The future
- The first and second conditional
- Gerunds and infinitives
- Modals of deduction and possibility
- The third conditional

1 Write the correct words in your notebook.

## The coolhunters

Coolhunters are people <sup>(1)</sup> **who / which** identify and predict new trends in youth culture. They work <sup>(2)</sup> **anywhere / anything** – on the streets, at music festivals, in cafés. They look for <sup>(3)</sup> **anything / something** that is 'cool' now, or that <sup>(4)</sup> **will be / is** cool in the future.

This information is very valuable for companies <sup>(5)</sup> **who / that** make products for young people. Before <sup>(6)</sup> **to design / designing** a new collection of trainers, for example, a shoe company often consults a coolhunter. Why? Because if they didn't, they <sup>(7)</sup> **wouldn't / won't** know what styles were cool, and their design <sup>(8)</sup> **could / must** be unpopular.

If you want to be a coolhunter, you <sup>(9)</sup> **'ll / 'd** need to be creative because coolhunters get their inspiration from <sup>(10)</sup> **anything / something**. You'll also need to be enthusiastic.

Josh has always loved fashion. When he finished school, he worked in a clothes shop. He also wrote a popular blog about fashion. <sup>(11)</sup> **Someone / Anyone** in a jeans company read his blog and offered him a job as a coolhunter. Now he goes all over the world collecting ideas for new styles. This week he's in Berlin and next week <sup>(12)</sup> **he's travelling / he will travel** to China. He loves his job and works hard. He also has lots of plans for the future. For example, next year he <sup>(13)</sup> **will study / is going to study** fashion design in London.

However, Josh wouldn't have become a coolhunter if he <sup>(14)</sup> **didn't write / hadn't written** his blog. So follow your passions because you never know – they <sup>(15)</sup> **might / must** lead to a new career!



2 Copy and complete the sentences with the correct form of the verbs in brackets.

- 1 If my dad earned more money, he ... (buy) me a motorbike.
- 2 I ... (go) to France on holiday next year if I can afford it.
- 3 I'm not going to Amy's party because I ... (visit) Tom this weekend.
- 4 If I ... (get) the job, I'll lend you the money.
- 5 If I had tried those shoes on first, I ... (not buy) them.
- 6 If they ... (not break) the law, they wouldn't have gone to prison.

3 Order the words to make questions in your notebook.

- 1 are / What / do / planning / to / you / this weekend / ?
- 2 saw / What / you / a bank robbery / do / if / would / you / ?
- 3 enough money / Will / lend / me / 10 euros / if you / you / have / ?
- 4 What / tomorrow / the weather / be / will / like / ?
- 5 for a meal / Do / you / going out / tonight / fancy / ?
- 6 What / you / he'd / have / done / if / stolen / your mobile phone / would / ?

# Cultural Awareness: Animals



1 How much do you know about animals in Britain? Do the quiz.

- 1 What percentage of British homes have a pet?  
a) over 50%      b) over 75%      c) about 30%
- 2 What is the most popular breed of dog in the UK?  
a) German Shepherd    b) Cocker Spaniel    c) Labrador Retriever
- 3 What is Crufts?  
a) an animal charity    b) a dog show      c) a horse show
- 4 What is the RSPCA?  
a) a home for cats      b) an animal charity    c) a cat show
- 5 How many people regularly ride horses in the UK?  
a) over half a million    b) over 2.4 million    c) over a million
- 6 How many kilometres of bridleways (tracks for horse riders) are there in the UK?  
a) 32,000      b) 3,200      c) 320,000



## ▶ WATCH

2 Watch the documentary about animals and answer the questions.

- 1 What examples of unusual pets are mentioned in the documentary?
- 2 What does the Battersea Dogs and Cats Home do?
- 3 What do the police use horses for?

3 PROJECT Work in small groups and do the project task.

Przygotujcie prezentację promującą organizację zajmującą się opieką nad zwierzętami w Polsce.

- Wybierzcie w waszej okolicy organizację, która zajmuje się opieką nad zwierzętami.
- Odszukajcie w Internecie informacje na temat tej organizacji, np. w jaki sposób pomaga zwierzętom, gdzie ma siedzibę, jak długo działa.
- Jeśli to możliwe, przeprowadźcie krótki wywiad z pracownikiem organizacji, aby dowiedzieć się o jej sukcesach i porażkach.
- Opracujcie prezentację multimedialną lub plakat promujący tę organizację. Dodajcie zdjęcia wyszukane w Internecie lub rysunki.
- Gotową prezentację lub gotowy plakat pokażcie pozostałym uczniom. Zachęćcie kolegów i koleżanki do działania na rzecz tej organizacji.



# Digital Competence: CV generators



Look at the online CV. How many GCSEs does Ben have?

- 1 In your notebook, match the information in 1–5 below to the correct place in the CV (a–e).
- 1 English
- 2 Experience of giving class presentations
- 3 Design assistant
- 4 Designed T-shirts and logo for charity concert
- 5 Proficient user: Microsoft Office

### Curriculum Vitae

**PERSONAL INFORMATION** Ben Macmillan  
 10, Benson Street, United Kingdom  
 bmacmillan53@mcmillan.com + (44) 536 297 198

**JOB APPLIED FOR** (a) ...

**WORK EXPERIENCE** May, 2014 (b) ...

**EDUCATION AND TRAINING** General Certificate of Secondary Education (GCSE)

English Language – Grade A	ICT – Grade B
English Literature – Grade A	Drama and media arts – Grade A
Mathematics – Grade B	Design and technology – Grade A
Biology – Grade A	Geography – Grade A
Chemistry – Grade B	History – Grade B
Physics – Grade B	Spanish – Grade B

**PERSONAL SKILLS**

Mother tongue(s) (c) ...  
 Other language(s) Spanish

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
B1	B1	A2	A2	B1

GCSE Spanish

Levels: A1/A2: Basic user – B1/B2: Independent user – C1/C2: Proficient user  
 Common European Framework of Reference for Languages

Communication skills (d) ... Good oral and written skills

Computer skills (e) ... Basic user: Adobe Illustrator, Adobe InDesign

**ADDITIONAL INFORMATION**  
 Won second prize in school poster design competition

**TASK** Create your CV online with a CV generator. Follow the steps below.

**Step 1**  
 Choose which CV generator to use. Go to the website, read the instructions and look at any examples available.

**Step 2**  
 Decide on a job you would like to apply for in the future. Think about the skills, experience and qualifications you would need. Think about any relevant experience you have. Discuss your ideas in pairs.

**Step 3**  
 Complete your CV. Check and edit it for mistakes. Save it or download it.

**Step 4**  
 Show your CV to your classmates and ask for feedback. Is it clear and easy to understand? Is there anything missing?

**Step 5**  
 Edit and finish your CV.

