

## Part 1

Speaking

Ghostwriting

Listening

An interview with a ghostwriter

Grammar

Past simple &amp; past continuous

Vocabulary &amp; Pronunciation

-ing and -ed adjectives, word stress

Writing

Ghostwriting a partner's experience

## Speaking

**1** **1.12** What do you think a ghostwriter is? Choose a definition. Then listen to the first part of an interview with Andrew Crofts, a ghostwriter, and check your answer.

- Someone who writes novels under a 'pen name' instead of their real name.
- Someone who writes frightening stories.
- Someone who writes a story for someone else in the other person's voice.

**2** Work in pairs and discuss the questions.

- What sorts of people use a ghostwriter? Why?
- What do you think the advantages and disadvantages are of being a ghostwriter, compared to being an author of novels or a journalist?

**3** Look at some of the books that Andrew Crofts has 'ghosted'. Which one looks the most interesting?

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*I wanted to find out about lives that I knew nothing about.*

Andrew Crofts

## Listening

**1** **1.13** Listen to how Andrew Crofts became a ghostwriter. Choose the correct explanation.

- An important businessman needed to write some books but his English wasn't very good, so he asked Andrew to help him.
- An important businessman needed to write some books but he was too busy, so he asked Andrew to write the books.

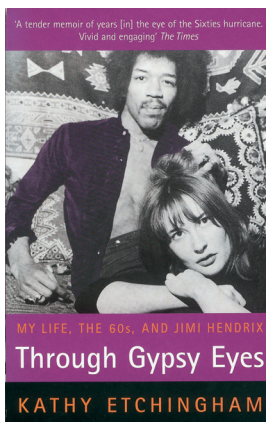
**2** You are going to listen to the rest of the interview with Andrew Crofts. First check the meaning of the words and phrases in the box in a dictionary.

be a sucker for something   journalism  
resist   skin

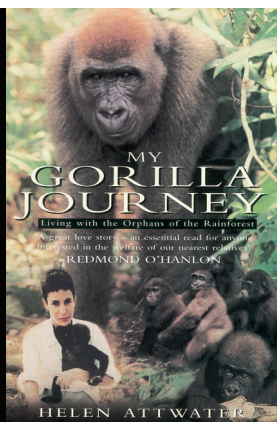
**3** **1.14** Listen to the rest of the interview. Tick the reasons why Andrew enjoys being a ghostwriter.

- He finds other people's lives and stories interesting.
- He gets out of the house and meets lots of different people.
- He likes writing about film stars.
- He likes living somebody else's life for a few months.

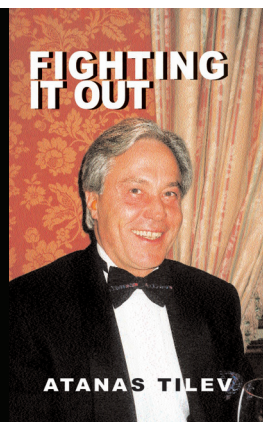
**4** Work in pairs. Do you think being a ghostwriter is an interesting job? Why / Why not?



Jimi Hendrix was just starting to become famous when Kathy Etchingham became his girlfriend. This is Kathy's fascinating story of life with Hendrix in the rock 'n' roll sixties.



Helen and Mark Attwater experienced war and disease while they were looking after baby gorillas in the Congo. This is their inspiring story.



This is the amazing story of Atanas Tilev, a Bulgarian businessman. He discovered a group of people were planning to steal all the money in his country's banks - and decided to stop them.

## Grammar

1 Look at the sentences. Mark completed actions in the past with • and actions in progress in the past with →. Then complete the rules.

*Jimmi Hendrix **was just** → **starting** to become famous when Kathy Etchingham **became** • his girlfriend.*

*He **discovered** • a group of people **were planning** → to steal all the money in his country's banks.*

*What **were you doing** → before you **became** • a ghostwriter?*

- we use the past simple for \_\_\_\_\_ in the past
- we use the past continuous for \_\_\_\_\_ in the past

2 Complete this summary of *Nowhere to Hide*, another book ghosted by Andrew Crofts. Use the past simple or the past continuous form of the verbs in brackets.

Susan Francis \_\_\_\_\_ (study) to be a nurse in England when she \_\_\_\_\_ (meet) and \_\_\_\_\_ (marry) a young Iraqi civil engineer. She \_\_\_\_\_ (return) with him to Iraq. While they \_\_\_\_\_ (live) in Baghdad, the Gulf War \_\_\_\_\_ (start). This is Susan's story of what she and her family \_\_\_\_\_ (experience) while American and British forces \_\_\_\_\_ (attack) Baghdad.

3 Work in pairs and complete these sentences. Imagine they are the opening lines of a book and make them as interesting as you can. Then think of two more sentences.

- 1 She was sleeping peacefully in her bed when suddenly ...
- 2 We were watching a rather boring film at the cinema when ...
- 3 They were sitting on the plane on their way to Tokyo when ...

**G Grammar focus** – explanation & more practice of past simple & past continuous on page 134

## Vocabulary and Pronunciation

1 Write the missing adjectives.

**People and things**

fascinating \_\_\_\_\_

inspiring \_\_\_\_\_


embarrassing \_\_\_\_\_

**Feelings**

confused \_\_\_\_\_

shocked \_\_\_\_\_

disappointed \_\_\_\_\_

2  1.15 Listen to the words. Underline the stressed syllable in each pair. Then listen again and repeat.

3 Write six sentences about your life using the adjectives in exercise 1.

*I had an extremely embarrassing experience when I started my first job.*

**Writing**  
1 Work in pairs with a partner you don't know very well. A: Tell your partner more about an experience you wrote about in vocabulary exercise 3. It doesn't all have to be true! B: take notes. Then swap roles.

2 'Ghost' your partner's experience using your notes. Write a paragraph that starts with *I was ... when ...*

*I was talking to a friend at a party when ...*

3 Read your partner's paragraph. Are all the facts correct? Is it easy and interesting to read?





# UNIT 2 Lives & Legends

## Part 2

### Vocabulary

#### Relationships

### Reading

#### White Teeth

### Grammar

#### Past perfect & past simple

### Pronunciation

#### Weak forms



## Vocabulary

1 Work in pairs. Explain the difference between ...

- a grandfather and a great-grandfather.
- a friend and an acquaintance.
- a colleague and a boss.
- a fiancée and an ex-wife.
- a stepbrother and a half-brother.

2 Match the sentence beginnings 1–6 to the endings a–f.

- 1 My brother and I *have a lot* —
- 2 We sometimes argue, but we usually *get on* —
- 3 He *puts* —
- 4 We've argued but we've never really *fallen* —
- 5 We live in different cities but we *keep* —
- 6 I hope I don't *lose* —
- a *in touch* by email.
- b *out with* each other.
- c *quite well*.
- d *touch with* him.
- e *in common*.
- f *up with* my bad temper.

3 Use the phrases in exercise 2 to make sentences about a person in your family or a person you know well.

*I have a lot in common with my mother.*

*I can't put up with my flatmate's mess.*

4 Work in pairs and compare your sentences.

## Reading

1 What are some common reasons for family disputes? Think of one or two and tell a partner.

2 1.16–1.17 Read and listen to the summary and extract from *White Teeth*. Summarise what the extract is about in one sentence. Compare your sentence with other students.

3 Read the texts again and decide if the sentences are true (T), false (F), or if the text doesn't say (D).

- 1 Alsana wants her son to stay in England.
- 2 Samad wants his son to have a Bangladeshi education.
- 3 The son doesn't want to go to Bangladesh.
- 4 Alsana doesn't speak to her husband for eight years.
- 5 Alsana's punishment has no effect on Samad.

4 Work in pairs. Choose **one** of the tasks

**A** Read the questions and answers between Samad and Alsana in the extract. Then invent three other questions that Samad asks Alsana and write her answers.

**B** What do you imagine Samad and Alsana are like? Write a description. Include physical characteristics and personality.

**C** Was Samad wrong to send his son to Bangladesh? Was Alsana right to punish her husband? Think of reasons for and against each decision.



# UNIT 2 Lives & Legends

## Part 3

Speaking & Listening

A fairy tale

Grammar

Modifiers

Vocabulary &  
Pronunciation

Extreme adjectives,  
word stress

Reading & Speaking

Grimms' fairy tales

## Speaking and Listening

1 Look at the picture on the left from the fairy tale *Hansel and Gretel*. Do you know this story?

2 Work in pairs. Describe the picture.

- Who can you see?
- Where are they?
- What is happening?

## Useful phrases

- There's a forest / cottage / witch.
- The picture shows ...
- In the foreground / background ...
- It/He/She looks ...

3 Read the questions. Do you know the correct answers?

- Why were the children alone in the forest?
  - Their parents took them into the forest and left them there.
  - They went for a walk and got lost.
- What happened at the witch's cottage?
  - The witch killed Hansel but Gretel escaped.
  - Gretel killed the witch.

4 1.20 Listen to the story of *Hansel and Gretel* and check your answers to exercise 3.

5 Listen again. Think of at least one adjective to describe each of the characters in the box. Then work in pairs and compare your answers.

Gretel   Hansel   the stepmother  
the witch   the woodcutter

## Grammar

*The children were **quite** tired.*  
*The woodcutter was **terribly** sad.*  
*They lived **very** happily together.*

- use words like *quite*, *very* and *terribly* to make adjectives and adverbs stronger or weaker
- the modifiers *a bit* and *really* are mostly used in spoken language

1 Put the modifiers in the box into the correct column.

a bit	extremely	fairly	quite	rather
really	terribly	very		

to make words  
stronger (+)

to make words  
weaker (-)

a bit

2 Complete the fairy tale. Use modifiers to make the words stronger (+) or weaker (-). Then work in pairs and read your stories to each other.

## Little Red Riding Hood

One day Little Red Riding Hood went to visit her grandmother who was \_\_\_\_\_ (+) ill. In the forest she met a wolf who asked her where she was going. Red Riding Hood was \_\_\_\_\_ (-) frightened but she told him. The wolf ran to the grandmother's house, ate her and put on her clothes. When Red Riding Hood arrived she thought her grandmother looked \_\_\_\_\_ (-) different. 'What \_\_\_\_\_ (+) big ears, you have, Grandmother,' Red Riding Hood said. 'What \_\_\_\_\_ (+) big eyes you have, Grandmother ... and what \_\_\_\_\_ (+) big teeth you have ...'. Suddenly the wolf ate Red Riding Hood. Then he felt \_\_\_\_\_ (-) tired and fell asleep. After a while a woodcutter came by and cut open the wolf, and out came Red Riding Hood and her grandmother.

**Grammar focus** – explanation & more practice of modifiers on page 134



A fairy tale is a traditional, fictional story. Fairy tales have a long history and exist in all cultures. Early fairy tales were stories for both adults and children.





If you want  
your children to be  
intelligent, read them  
fairy tales. If you want them  
to be more intelligent, read  
them more fairy tales.  
Albert Einstein

# Grimms' fairy tales

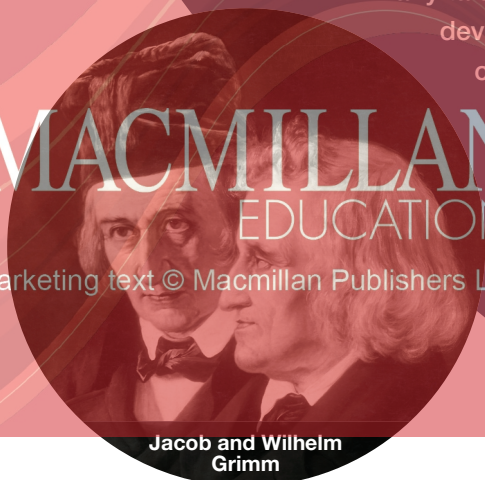
**Hansel and Gretel** and **Little Red Riding Hood** are two examples of ancient stories which were collected by Jacob and Wilhelm Grimm. The first edition of their collection of stories *Children's and Household Tales* appeared in 1812 in Germany but many of the stories come from other parts of Europe, the Middle East or Asia. *Children's and Household Tales* has been translated into more than 160 languages. The Grimm tales usually have a social or a moral message. The message of *Hansel and Gretel* and *Little Red Riding Hood*, for example, is 'Don't trust strangers'.

The original Grimm tales were extremely violent and frightening. The Grimms themselves, as well as other storytellers and publishers, changed many of the stories over the years, so that the tales have become less scary. But are fairy tales really too frightening for children?

The psychologist Bruno Bettelheim argued that fairy tales are important for child development; reading fairy tales can help children learn about life, deal with their fears and achieve their dreams. In many fairy tales a young person experiences terrible problems with an adult – but the young person wins. There is often a happy ending.

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Jacob and Wilhelm Grimm

## Vocabulary and Pronunciation

1 Look at the sentences from the Listening. Complete the meanings of the words in bold.

- The forest was **enormous** (very \_\_\_\_\_) and they couldn't find the way home.
- Their father was **delighted** (very \_\_\_\_\_) to see them.
- He had been **miserable** (very \_\_\_\_\_) since he had left the children in the forest.

2 Match adjectives 1–6 to definitions a–f.

- |              |                  |
|--------------|------------------|
| 1 ancient    | a very angry     |
| 2 filthy     | b very bad       |
| 3 astonished | c very old       |
| 4 exhausted  | d very surprised |
| 5 furious    | e very dirty     |
| 6 terrible   | f very tired     |

3 1.21 Listen and repeat the sentences. Which words are stressed?

- His house wasn't just big, it was enormous.
- I wasn't just pleased, I was delighted.
- She wasn't just sad, she was miserable.

4 Work in pairs. Make similar sentences using the words in exercise 2. Practise saying them, paying attention to your intonation.

5 Complete the sentences so they are true for you.

- I get furious when ...
- I'm always astonished when I ...
- I get exhausted when ...
- I'm always delighted when ...
- I sometimes feel miserable when ...

6 Work in pairs. Read three of your sentences from exercise 4 to each other. Tell your partner if you feel the same.

A: *I get furious when people eat on the bus or train. It's bad manners!*

B: *Me too. I hate that. / Really? That doesn't bother me.*

## Reading and Speaking

1 What problems do children have to deal with today? Do you think fairy tales can help children to deal with real-life situations?

2 1.22 Read and listen to the text. Choose the best subtitle.

- Escape from reality
- Learning for life
- For adults only

3 Work in pairs and discuss the questions.

- Are fairy tales frightening?
- Are children too protected today?
- Do fairy tales still have an important place in your culture?



# UNIT 2 Lives & Legends

## Part 4

### Vocabulary

#### Prepositions

### Reading

#### Legendary places

### Grammar

#### used to & would

### Writing

#### A mini saga

## Vocabulary

1 Look at the picture and complete the description with the prepositions in the box.

above against beside around  
beneath beyond within

There is a tall, dark tower. In front of the tower is a horse. \_\_\_\_\_ the horse there is a man. There is a princess \_\_\_\_\_ the tower. \_\_\_\_\_ the tower there is a secret tunnel. \_\_\_\_\_ the tower wall there is a ladder. \_\_\_\_\_ the tower there is a circle of trees. \_\_\_\_\_ the trees there are some mountains. \_\_\_\_\_ the tower there is a dragon.

**Language note:** the prepositions *beneath* and *within* are more common in literary or formal texts

2 1.23 Listen and check your answers.

3 Choose the correct word to complete the sentences.

- The secret garden was deep *within* / *above* the forest.
- We couldn't see the tower, it was *behind* / *in front of* the mountains.
- At the top of the hill, far *above* / *within* the village, there was a single house.
- The travellers saw a group of trees and *beyond* / *beneath* them, some red hills.
- The legendary city of Atlantis was *beneath* / *around* the sea.

## Reading

1 Look at the names of three legendary places in the box. What do you know about these places?

Atlantis El Dorado Shangri-La

2 Work in three groups.

Group A: read about Shangri-La on page 25.

Group B: read about Atlantis on page 126.

Group C: read about El Dorado on page 128.

Answer the questions for your text.

- Where is the place?
- Where does the legend come from?
- What does the legend mean today?

3 Work in groups of three, with one student from group A, B and C. Tell your group about your place.

4 Work with your group and answer the questions.

Which place ...  
suffered a natural disaster?

- was written about first in a book?
- represents a place where you can get rich?
- is a place of great natural beauty?
- was based on the story of a king?
- was ruled by dishonest people?

## Extend your vocabulary – ways of talking about meaning

When you want to talk about meaning, you can use the following verbs.

**mean:** *It means 'Golden One' in Spanish.*

**represent:** *This colour represents good things, happiness.*

**symbolise:** *The marks on the wall symbolise protection.*

Do these things mean anything special in your culture? Use the verbs above to talk about their meaning.

- the colour green
- the number 13
- a red rose
- a snake





# Legendary places

## – modern meanings

### Grammar

Conway **used to be** a British diplomat.  
The Ancient Greeks **used to talk about** Atlantis.  
The king **would cover** his body in gold.

- use **used to** to talk about habitual states or actions in the past
- use **would** to talk about habitual actions in the past. We don't use **would** to talk about states
- the negative of **used to** is **didn't use to**
- the question form of **used to** is **Did ... use to?** We don't usually use **would** in questions about the past

**1** Complete the sentences with **used to** or **would**. Sometimes more than one answer is possible.

- One of the most famous legendary places in Britain is Camelot. According to the legend, King Arthur \_\_\_\_\_ live there.
- He \_\_\_\_\_ meet his knights at the Round Table.
- They \_\_\_\_\_ sit around the table and share stories.
- Historians \_\_\_\_\_ believe that the Round Table really existed, but they now say it is probably just a legend.

**2** Choose three topics and write down the information.

- a place you used to live in / work at
- a place you would visit with family when you were younger
- an activity you would do when you were younger
- an activity you didn't use to do, but you do now
- a person you used to be afraid of
- something you used to believe was true, but you don't now

**3** Work in pairs. Tell each other about the things you wrote in exercise 2. Ask your partner questions.

**G Grammar focus** – explanation & more practice of **used to** & **would** on page 134

The mountain paradise **Shangri-La** is an imaginary valley deep within the Himalayas. It was described in the 1933 novel *Lost Horizon* by British author James Hilton. The main character of *Lost Horizon* is a European called Hugh Conway. Conway used to be a British diplomat but disappeared after a mysterious plane crash over the mountains of Tibet. After the crash Conway, another diplomat, Mallinson, and two other companions discover the inspiring and mystical world of Shangri-La. Mallinson feels it is a prison but Conway sees it as a paradise.

The legend of Shangri-La has different meanings. It represents a perfect place that is hidden from modern society. It also symbolises a person's life-long quest for happiness and love.

### Glossary

**paradise** (noun) – a perfect place

**quest** (noun) – a long difficult search

A mini saga is a story in exactly 56 words. The idea was popularised by a competition in the British newspaper *The Daily Telegraph*. It is now possible to find many mini sagas on the internet.

### Writing

**1** Read the definition of a mini saga.

**2** You are going to write a mini saga about a legendary place. You can write about a place you know, or you can invent one. Make notes for your story. Use the ideas in the table to help you.

Places	People	Phrases
a tower	a very poor woman	Once upon a time ...
a mysterious city	and her father	There used to be ...
a cemetery	a cruel king	People used to say ...
a castle	a lonely millionaire	Nobody knew where ...
an old house	two twin brothers	It was a mystery / a legend ...
	a lonely actor	

**3** Write your mini saga. Then work in groups. Read out your sagas and decide which is the best.



a



b

## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.

- Who are the people in the photos? Describe them.
- Where are they? What do you think they are listening to?
- How would you describe their mood?

2 Write down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

## Listening

1 1.24 Listen. What is the situation? Who is speaking?

2 What is the speaker talking about? Choose one of the topics in the box.

company news   economics   maths   philosophy  
sales techniques   time management

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Confucius thought duties were very important.
- 2 Most of Confucius's followers were educated men.
- 3 His followers had no problems living the way Confucius expected.
- 4 He expected his followers to be unselfish.
- 5 His favourite student was the son of a rich man.

## Language focus

1 Match the general statements 1–3 from the listening to the examples a–c. Then listen again and check.

- 1 Generally speaking he believed that people have obligations rather than rights,
- 2 On the whole, Confucius's students were young men from good families,
- 3 Most of the time, however, these students found it difficult to live in the way that Confucius expected;

- a such as the sons of bankers or officials.
- b for instance, Confucius thought people should always think of the interests of other people.
- c for example to one's family and one's elders.

2 Underline the phrases used to make general statements and the phrases used to give examples in the sentences in exercise 1.

## Speaking

1 Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Tell your partner about ...

- something you generally like and give examples.
- something you don't generally enjoy and give examples.


**B** Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.



## Warm up

- 1 Work in pairs and discuss these questions.
  - How much influence do parents and older family members have in your culture?
  - Are famous people important role models in your country? Do you think they influence people's lives?

## Listening

- 1  1.25–1.28 Listen to four people talk about people who have had an important influence on their lives. Who influenced them?



- 1 Martin, Czech Republic \_\_\_\_\_
- 2 Eva Maria, Switzerland \_\_\_\_\_
- 3 Abdul, Saudia Arabia \_\_\_\_\_
- 4 Erica, Italy \_\_\_\_\_

- 2 Listen again. How did these people influence the speakers? Read the sentences and correct the two that are false.

- 1 Martin: They encouraged him and helped him in his career.
- 2 Eva Maria: She talked to her about art.
- 3 Abdul: He encouraged him to learn more about the theoretical side of computer science.
- 4 Erica: She taught her how to study at university.

## Language focus: *stuff*

- 1 Look at the word *stuff* in these sentences from the listening. Then work in pairs and answer the questions.

- My parents really influenced me a lot in my career, in my goals for all this *stuff*.
- They helped me if I had some problems or *stuff*.
- We spent a lot of time together, just going out and see exhibitions and just *stuff* like that.

- 1 What does *stuff* mean?
- 2 Is it a formal or informal word?
- 3 Do you think it's a countable or uncountable noun?

- 2 Rewrite these sentences using the word *stuff*.

- 1 Put all your bags and coats in the back of the car.
- 2 Most people have too many belongings.
- 3 Our supermarket sells all sorts of products.
- 4 I gave all my baby equipment to my sister.
- 5 Who put all these things on my desk?
- 6 There are a lot of good articles and tips on her website.

## Speaking

- 1 Think about someone who has had an important influence on your life. Think about these questions and make some notes.

- What are they like?
- How did you meet them?
- How have they influenced you?

- 2 Work in pairs. Tell your partner about the person. Use your notes and the useful phrases to help you.

## Useful phrases

- He/She has a very ... personality.
- He/She has always encouraged me to ...
- He/She was a big influence on my life because ...
- He/She taught me lots of stuff about ...
- He/She helped me with ...
- We used to ... and stuff like that.

## Reading

1 Read Jiwon's version of a traditional Korean folk tale. Choose the best title.

- a The injured bird
- b A tale of two brothers
- c The magic gourd

Long ago, there was a rich man who had two sons. The older brother, who was called Nolbu, was greedy and lazy. By contrast, his younger brother Hungbu was hard-working and kind-hearted. When their father died, Nolbu inherited his house and land, but Hungbu received nothing.

One day when Hungbu was working in the fields, he found a bird which had broken its leg. He took the bird home and looked after it carefully. The bird gradually became stronger, and when summer came, it flew away to a warm place. A year later the bird flew back and gave Hungbu a seed. Hungbu sowed the seed and it soon grew into a plant which produced many gourds. When Hungbu opened one of the gourds, he was amazed to see that it was full of treasure. The next day he bought an enormous house and moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous and decided to do the same as his brother. He also found a bird with a broken leg and looked after it until it became strong. The bird also gave him a seed, which produced several gourds. However, when Nolbu opened one of the gourds, goblins immediately came out of it and stole all his money. After that Nolbu felt ashamed so he went to his brother to ask for help. Hungbu was sorry for him and so he invited him to share his house. Both brothers and their families lived happily ever after.

2 Read the story again. Are these sentences true for Hungbu (H), Nolbu (N), or both?

- 1 He became rich.
- 2 He did not work hard.
- 3 He found an injured bird.
- 4 He broke a bird's leg.
- 5 He received a seed from a bird.
- 6 He found treasure inside a gourd.
- 7 All his money was stolen.
- 8 He felt sorry because he had behaved badly.
- 9 He was kind to his brother.

3 Do you think the story teaches a lesson? If so, what is it?

## Writing skills: complex sentences

A clause is a sentence which has a subject and a verb.

*Their father died. Nolbu inherited his house and land.*

Use *and*, *but*, *so* and *when* to join clauses together to make a complex sentence. With *but*, *so* and *when*, we often use commas to separate the clauses.

**When** *their father died, Nolbu inherited his house and land, but Hungbu received nothing.*

After *and*, it is not necessary to repeat the subject if it is the same in each clause.

*He took the bird home and looked after it carefully.*

1 Underline other places in the story where Jiwon has used *and*, *but*, *so* and *when* to join clauses.

2 Join the clauses with the words in brackets to make complex sentences.

- 1 Hungbu sold the treasure. He bought an enormous house. (*and*)
- 2 Hungbu opened the door. The bird flew away. (*when*)
- 3 Hungbu found the bird. He felt sorry for it. He took it home. (*when, so*)
- 4 Hungbu worked hard. He gave money to his family. His brother was lazy. He never gave money to anyone. (*and, but, and*)

## Preparing to write

Think of a traditional folk tale from your country or story you knew when you were a child. Make notes about the story. Then work in pairs and tell your partner the story.

### Storytelling expressions

- Long ago ...
- Once upon a time ...
- They lived happily ever after.

## Writing

Write your story. Use your notes and the useful phrases to help you. Use complex sentences and time expressions.



## Grammar

**1** Delete the verb forms which are not possible. Sometimes more than one verb form is correct.

As a child, I (1) *used to love / would love / loved* fairy tales, and my mother (2) *often told / would often tell / often used to tell* me the story of Jack and the Beanstalk. Jack and his mother (3) *were / would be / used to be* very poor.

One day, Jack (4) *used to exchange / exchanged / was exchanging* the family cow for a magic bean. That night, he (5) *planted / had planted / was planting* the bean and the next morning he was astonished to see that it (6) *grew / had grown / used to grow* into an enormous beanstalk as high as the sky. Immediately, Jack (7) *was climbing / climbed / had climbed* up the beanstalk, and soon he (8) *came / was coming / had come* to a giant's house. While the giant (9) *would sleep / was sleeping / had slept*, Jack (10) *stole / was stealing / had stolen* the giant's treasure. But suddenly the giant (11) *woke up / was waking up / had woken up*. He (12) *used to be / had been / was* furious that his treasure (13) *disappeared / had disappeared / would disappear*. But while the giant (14) *followed / was following / had followed* Jack down the beanstalk, Jack (15) *had cut / cut / would cut* it down.

The giant (16) *died / had died / was dying* and Jack and his mother (17) *lived / were living / had lived* happily for the rest of their lives.

**2** Complete the modifiers.

Strong: e \_\_\_\_\_ ly, r \_\_\_\_\_ ly, t \_\_\_\_\_ ly, v \_\_\_\_\_ y

Weak: qu \_\_\_\_\_ e, f \_\_\_\_\_ ly, r \_\_\_\_\_ r, a b \_\_\_\_\_

## Vocabulary

Which word or phrase is different in each group? Why?

- 1 colleague acquaintance fiancée great-grandfather
- 2 ancient furious dirty astonished
- 3 inspiring disappointing shocking embarrassing
- 4 while within against beyond
- 5 disappointed confused exhausted shocking
- 6 mean protect symbolise represent
- 7 fall out have a lot in common get on keep in touch
- 8 grandfather fiancée stepbrother ex-wife

## Speaking and Writing

**1** Write four sentences about when you were a child, using *used to* or *would*. Write one false sentence.

**2** Work in small groups and read your sentences. Your group ask questions about the sentences and guess which sentence is false.

## Improving your reading skills

**1** Work in pairs and discuss these questions.

- Do you enjoy reading? What have you read recently in your own language?
- Which of these have you read in English? Give details.

newspapers	magazines
websites	novels or graded readers
letters	instruction manuals
emails	internet chat sites
brochures	blogs
text messages	menus

There are different ways of reading a text:

- ★ **Intensive reading:** reading a text carefully in order to understand everything in detail
- ★ **Skimming:** reading a text quite quickly to understand the main ideas
- ★ **Scanning:** looking through a text in order to find a particular piece of information

**2** Match the types of text with a way of reading. What would the way of reading depend on? Then work in pairs and compare your ideas.

- |                  |                             |
|------------------|-----------------------------|
| • a poem _____   | • a newspaper article _____ |
| • a recipe _____ | • a grammar page _____      |
| • a bill _____   | • a holiday brochure _____  |
| • a blog _____   | • a love letter _____       |

- 1 Read it intensively, perhaps more than once.
- 2 Skim it then read it intensively.
- 3 Skim it then move on.
- 4 Scan it then read part of it intensively.
- 5 Scan it then move on.
- 6 Read it aloud.

**3** Work in pairs and discuss these questions about the ways of reading in exercise 2.

- For which way(s) of reading do you need to understand every word?
- In which way(s) of reading do you look for key words (the most important words, often repeated)?
- How do you use a dictionary for each way of reading?
- In which ways did you read the texts in this unit?

**4** How can you improve your reading skills in the future? Try to think of two ideas. Then work in pairs and compare.

*I'm going to ...*