



## GRAMMAR GUIDE

## Past simple

1a Look at these sentences. Which sentences are in the present simple and which are in the past simple?

- a Four young people attacked him.
- b What did he do?
- c They give you your meals.
- d He was outside the prison.
- e He had money in his pockets.
- f My mother doesn't do that.
- g He didn't think about it.
- h The objects weren't there.

1b When do we use the past simple?

1c In 1a find a sentence with ...

- 1 a form of *be* in the past simple affirmative d
- 2 a form of *be* in the past simple negative .....
- 3 a regular verb in the past simple affirmative .....
- 4 an irregular verb in the past simple affirmative .....
- 5 a past simple question .....
- 6 a verb in the past simple negative .....

1d Complete the sentences with the correct past simple forms of *be*, *walk* and *go*.

Affirmative: He ..... was/walked/went ..... there yesterday.

Negative: He ..... there yesterday.

Question: ..... he ..... there yesterday?

GRAMMAR REFERENCE ▶ page 28

2a PRONUNCIATION Look at the three lists. How do we pronounce the *-ed* ending in each list?

- |         |          |         |            |         |
|---------|----------|---------|------------|---------|
| List A: | finished | watched | liked      | passed  |
| List B: | wanted   | needed  | painted    | started |
| List C: | stayed   | arrived | discovered | planned |

2b 1.11 Listen, check and repeat.

2c In which list is the *-ed* ending pronounced /ɪd/? Which letters come just before *-ed* in the words in this list?

3 Work with a partner. Write an A to Z of irregular past simple forms. How many can you think of in five minutes?

*A – ate, B – bought, C – ...*

4 Complete the text with the past simple form of the verbs.

One night a girl and her boyfriend (a) ..... were ..... (*be*) in the middle of a long phone conversation about their future. Suddenly the boyfriend (b) ..... (*stop*) talking. The girl (c) ..... (*become*) very worried. She (d) ..... (*begin*) to shout but he (e) ..... (*not reply*). She (f) ..... (*think*) that her boyfriend (g) ..... (*be*) in some kind of danger. At first, the girl (h) ..... (*not know*) what to do. But then she (i) ..... (*make*) a decision and (j) ..... (*call*) the police. Officers (k) ..... (*run*) to her boyfriend's house in Nuremberg, Germany. They (l) ..... (*expect*) to find a murderer or a burglar, but they (m) ..... (*not find*) any criminals. They just (n) ..... (*find*) the boyfriend sleeping next to the phone!



5 Complete these questions about the text in 4 with the past simple form of the verbs.

- 1 What ..... were ..... (*be*) the boy and girl in the middle of?
- 2 What ..... the boy ..... (*do*)?
- 3 Why ..... the girl ..... (*start*) shouting?
- 4 What ..... she ..... (*think*)?
- 5 What ..... she ..... (*decide*) to do?
- 6 What action ..... the police ..... (*take*)?
- 7 ..... they ..... (*find*) any criminals?

6 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 5.

7a SPEAKING Work in pairs. Student A: look at the information below. Student B: turn to page 159. Prepare questions to ask your partner to find the missing information.

1 When was Bonnie Parker born?

7b Interview your partner.

## Student A

Bonnie and Clyde were a pair of notorious criminals. Bonnie Parker was born in (a) ..... in Rowena, Texas. She was very intelligent.

Clyde's full name was (b) ..... He was born in 1909 in Ellis County, Texas.

Bonnie (c) ..... in 1930. They committed many crimes in the next four years. They robbed (d) ..... banks, although generally they preferred small shops and petrol stations. They often stole cars too. Once Clyde sent a letter to Henry Ford, to thank him. He told him that (e) ..... !

But Clyde also had a violent side. He probably killed ten or eleven people.

In January 1934 (f) ..... helped some friends to escape from a Texas prison. But the Texas police decided that it was time to stop Bonnie and Clyde. (g) ..... killed the pair of criminals when they were in their car.

Bonnie and Clyde were so famous that many people went to see the car and tried to steal their clothes!



## Phrasal verbs connected with investigating and finding

1 Find the phrasal verbs in the stories on page 19 and match them to the definitions below.

come across find out look for  
look into turn up work out

- 1 investigate ..... look into .....
- 2 find by accident ..... .....
- 3 solve a problem by considering the facts ..... .....
- 4 try to find ..... .....
- 5 discover ..... .....
- 6 arrive or appear unexpectedly .....



2 Rewrite these sentences using the correct form of the phrasal verbs in 1.

- 1 Detectives are trying to find the murderer. Detectives ..... are looking for the murderer .....
- 2 The CIA began to investigate the case. The CIA ..... .....
- 3 They found the knife by accident in the garden. They ..... .....
- 4 The knife appeared unexpectedly in the garden. The knife ..... .....
- 5 Sherlock Holmes used logic to solve crimes. Sherlock Holmes ..... .....
- 6 After their investigation, they soon discovered where the thief was. After their investigation, they ..... .....

3 How many sentences can you make with the words in the table? Your sentences must include the phrasal verbs in 1.

*I looked for the key.*

I	looked found came worked	out for across	the key. the answer. the identity of the criminal.
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# The police and the SIS

## Cross-curricular – History

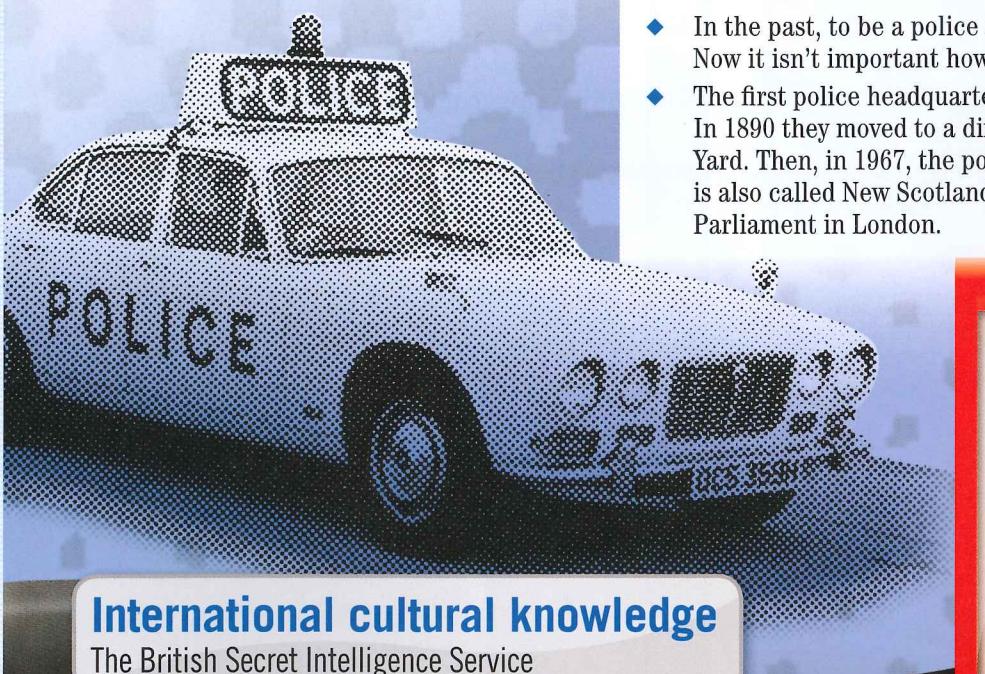
The origins of the British Police

- 1 You are going to read some facts about the British Police. Before you read, why do you think these words or numbers appear in the text? Guess.

1 1827	5 panda cars
2 Bobbies	6 999
3 green	7 1 metre 78
4 1915	8 Scotland Yard

I think 1827 is when the British Police began.

- 2 Read the text and check your answers.



## International cultural knowledge

The British Secret Intelligence Service

- 3 Work with a partner and do the Secret Intelligence Service quiz.

- 4 1.12 Listen. Did you choose the correct answers in the quiz?

5 What about you?

- 1 Do you think real secret agents have exciting lives? Why/Why not?  
2 Would you like to be a secret agent or a police officer? Why/Why not?

I think they probably have exciting lives because they travel a lot.

I don't agree.

## The origins of the British Police

- The British Police force was the first modern police force in the world. It began in 1827.
- People sometimes call police officers 'Bobbies'. This is because the person who started the police force was Sir Robert (Bobby) Peel.
- Sir Robert Peel didn't want the police to wear green. Green was the colour of the army uniform and the army wasn't very popular at the time. So Peel decided to make police uniforms blue. This was the colour of the navy. The navy was popular.
- The first police woman started work in 1915. Women became a regular part of the police force at this time because many men were away fighting in the First World War.
- The emergency number to call the police in Britain is 999. They chose this number because on old telephones it was very difficult to ring the number by accident.
- People called the first police cars 'panda cars' because they had panels of different colours, sometimes black and white, or often blue and white.
- In the past, to be a police officer you needed to be 1 metre 78 or more. Now it isn't important how tall or short you are.
- The first police headquarters were in a place called Great Scotland Yard. In 1890 they moved to a different place. People called this New Scotland Yard. Then, in 1967, the police built a new, modern headquarters which is also called New Scotland Yard! It is just 450 metres from the Houses of Parliament in London.



### WORD BOOSTER

#### Match the words and definitions.

- |                |  |
|----------------|--|
| 1 army         | a special clothes that you wear for work or school |
| 2 uniform      | b a large group of soldiers who fight on land      |
| 3 popular      | c central offices                                  |
| 4 navy         | d a large group of soldiers who fight at sea       |
| 5 by accident  | e something that many people like                  |
| 6 headquarters | f not wanting to, by mistake                       |

## Are you the James Bond of the future?

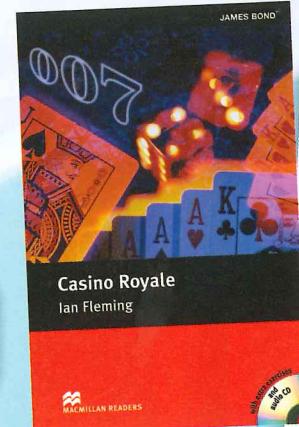
Do you have the intelligence to work for the Secret Intelligence Service (SIS)? Prove it by choosing the correct answers. If you don't know, guess!

- The popular name for the SIS is MI5/MI6.
- The SIS generally works in Britain/outside Britain.
- The director of the SIS is M/C.
- In real life, the SIS has/doesn't have a director of technology, like the character Q in the James Bond films.
- The headquarters of the SIS in London has a secret nuclear bunker/a secret tunnel under the River Thames.



## Literature

Casino Royale by Ian Fleming



### INSIDE INFORMATION

- The author of the James Bond novels was English. His name was Ian Fleming. During the Second World War, Fleming worked with spies in the Intelligence department of the British Navy.
- Casino Royale* was the first James Bond novel. It appeared in 1953. They made a film of *Casino Royale* in 2006, with Daniel Craig as Bond.
- In *Casino Royale* Bond's mission is to destroy Le Chiffre, an important Russian agent. Le Chiffre loses all his money when he plays cards with Bond. But Le Chiffre and his men kidnap Vesper, the woman who is working with Bond. Mathis is another local agent working with Bond. The text here describes what happens when Bond follows Le Chiffre and Vesper in his car.

- 6 1.13 Read and listen to the text. What do you think is going to happen just after this scene?

- 7 Read the text again. Decide if the sentences are true (T) or false (F).

- The weather was good that night.
- Bond decided to give Le Chiffre the cheque.
- Bond was driving the Bentley and Le Chiffre was driving the Citroën.
- There were five people in the Citroën.
- Vesper was sitting in the back seat of the car.
- Le Chiffre drove very fast to escape from Bond.
- Le Chiffre and his men are planning a surprise attack on Bond.

- 8 Correct the false sentences in 7.

T/F  
T/F  
T/F  
T/F  
T/F  
T/F  
T/F



## The Crash

Soon Bond was speeding along the coast road. There was no wind, and the night was clear.

Bond drove faster and faster. He was angry. Why had M sent Vesper – a woman – on this job? He knew that Le Chiffre's men would give him the girl if he gave them the cheque. Well, he wouldn't do it! This job was more important than Vesper. All right, he would try and catch the Citroën. But if he didn't catch them, he would go back to his hotel. He would say nothing to Mathis about the Citroën. He would not pay Le Chiffre's men the forty million francs. Tomorrow he would show Mathis the note. He would ask Mathis what had happened to Vesper.

Bond's Bentley was travelling at 160 kilometres an hour. The Citroën was only a kilometre or two ahead. Bond took a gun from under the driver's seat. He put it on the seat beside him.

There were three men and the girl in the Citroën. Le Chiffre was driving. The man who had carried the walking-stick gun was beside him. There was a thick handle next to the man's left hand. The handle came from the floor of the car.

The tall, thin gunman was sitting in the back seat. Vesper was next to him. She had a sack over her head. It was tied around her neck with a piece of rope.

Le Chiffre watched Bond's car in his driving mirror. The Bentley was only a kilometre behind. When he went round the corner, Le Chiffre slowed to fifty kilometres an hour. He could see a crossroads ahead.

'Get ready,' he said to the man beside him.

The man put his fingers round the handle. At that moment, the Bentley's headlights came round the corner.

'Now!' said Le Chiffre.

He stopped the car and all three men jumped out. They ran back to the crossroads. Each man carried a gun.

The Bentley was speeding towards them.

### WORD BOOSTER

#### Match the words and pictures.

- |                  |  |   |  |   |  |
|------------------|--|---|--|---|--|
| 1 cheque         |  | a |  | b |  |
| 2 sack           |  | c |  | d |  |
| 3 driving mirror |  | e |  |   |  |
| 4 crossroads     |  |   |  |   |  |
| 5 headlights     |  |   |  |   |  |

### PROJECT

- 9a Work in groups. Do you know anything about the fictional British detective Sherlock Holmes? Make notes on these topics:

- personality and appearance
- the author who created Sherlock Holmes
- famous stories and films
- British life at the time

- 9b Each person in the group should choose one of the topics, find out more information and look for illustrations.

- 9c In your group, decide how to present your information to the rest of the class. Prepare it and present it.



**1 SPEAKING** Work with a partner and discuss these questions.

- 1 What can you see in the photo?
- 2 What type of objects do people steal from shops?

▶ EXAM SUCCESS

You are going to do a 'true/false/not mentioned' listening activity. What do you think is the first thing to do in this type of activity?

**EXAM SUCCESS** ▶ page 150

**2 LISTENING** 1.14 You are going to hear two teenagers talking about a shoplifting incident. Listen and decide if each statement is true (T), false (F) or if the information is not mentioned (NM).

- |  |        |
|--|--------|
| 1 The boy stole a pair of sunglasses when he was five.               | T/F/NM |
| 2 The boy was staying with his uncle at the time.                    | T/F/NM |
| 3 The boy's mum was looking for a pair of sunglasses too.            | T/F/NM |
| 4 The sunglasses were red.   | T/F/NM |
| 5 An old man saw the boy when he was stealing the sunglasses.        | T/F/NM |
| 6 A policeman arrested the boy while he was leaving the supermarket. | T/F/NM |
| 7 The boy doesn't like wearing sunglasses now.                       | T/F/NM |

3 Compare your answers with your partner.

4 Listen again and check your answers. What did the boy decide to do after this crime?

**GRAMMAR GUIDE**

*Past continuous*

**1a** Look at sentences 1–4 and match them to the explanation of their uses in a–d.

- 1 My mum was looking for something. c.....
- 2 While I was waiting for my mum I saw some sunglasses. ....
- 3 I just put the sunglasses in my pocket. ....
- 4 She took me back to the supermarket and I gave the sunglasses back. ....

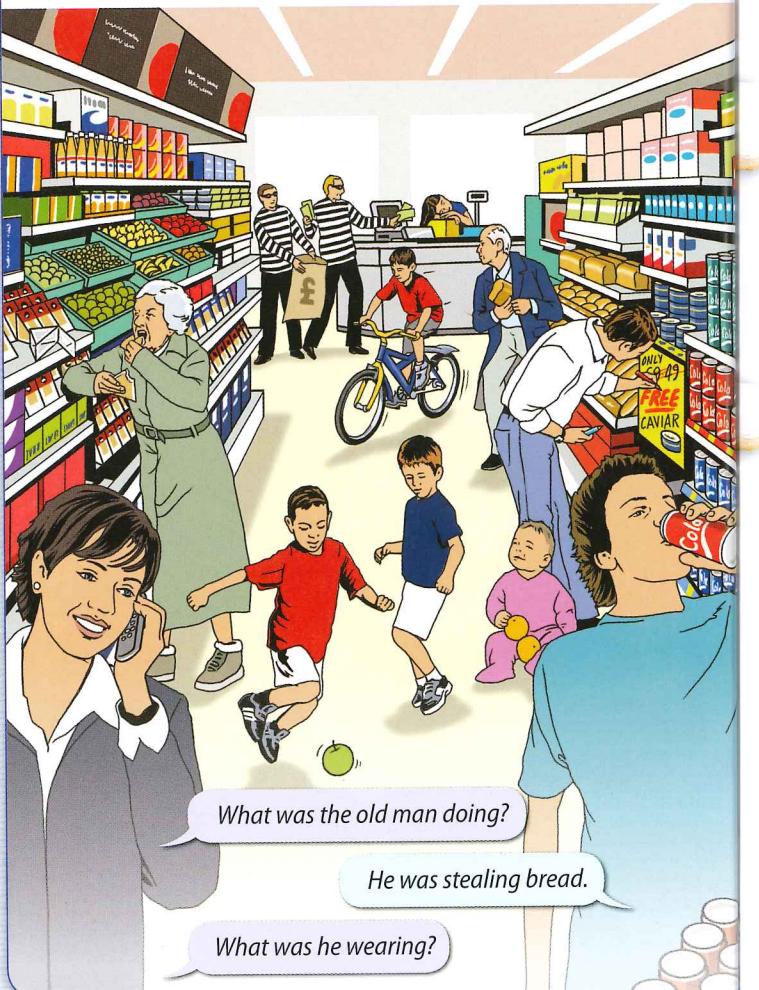
- A completed action in the past.
- Two completed actions in the past that happened one after the other.
- An activity in progress in the past.
- An activity in progress in the past interrupted by a sudden action.

**1b** Complete the rule.

We make the past continuous with the past simple of ..... + verb *-ing*.

**GRAMMAR REFERENCE** ▶ page 28

**2 SPEAKING** This supermarket needs a new security officer. Have you got good powers of observation and memory? Look at the scene for two minutes. Then work with a partner. Take it in turns. One of you closes the book and the other asks questions.



**3** Work individually. Write complete sentences to answer the questions about the story.



One afternoon a young girl was sitting in a café drinking tea.

- 1 What else was she doing? *She was talking on her mobile phone.*

Suddenly a man ran into the café and shouted her name.

- 2 What was the girl's name? ....

.....

- 3 What was the man wearing? ....

.....

- 4 What was the man carrying? ....

.....

The young girl didn't appear to be very happy to see the man. She immediately started to look inside her bag.

- 5 What was she looking for? ....

.....

- 6 What did she take out of her bag? ....

.....

The man ran quickly towards the girl.

- 7 Then what did he do? ....

.....

- 8 What did the girl do and why? ....

.....

- 9 How did the story end? ....

.....

- 4 Read your complete story to your partner. Are your stories similar or different? Which story do you prefer?

*One afternoon a young girl was sitting in a café drinking tea. She was talking on her mobile phone. Her name was ...*

**5** Complete the dialogue by putting the verbs in the correct form of the past continuous or past simple.



**POLICE OFFICER:** So, can you tell us, sir? What (a) ..... you ..... (do) at 10pm last night?

**ROBIN BANKS:** Let's see. I think I (b) ..... (help) my mum with the shopping at 10pm.

**POLICE OFFICER:** Really? When we (c) ..... (ring) your mum last night at 10pm she (d) ..... (not do) the shopping. She (e) ..... (watch) TV at home.

**ROBIN BANKS:** Ah, now I remember. I (f) ..... (run) at that time. (g) ..... anybody (h) ..... (see) you while you (i) ..... (run)?

**ROBIN BANKS:** Erm. Yes, my friend Jack Door saw me.

**POLICE OFFICER:** Jack Door? Impossible. Didn't you know? He's in prison.

**ROBIN BANKS:** Oops! Anyway, why are you asking me all these questions?

**POLICE OFFICER:** Well, Mr Banks, our cameras (j) ..... (catch) you running last night. You (k) ..... (run) out of the National Bank and you (l) ..... (carry) a bag with ten thousand pounds in it.

**6a SPEAKING** What you were doing at these times? Think of three things that are true and three that are false. You need to make your partner think that your false stories are true.

1 at 8am last Saturday

4 at 7pm yesterday

2 at 10pm last Saturday

5 at midnight last night

3 at 9am on Sunday

6 at 7.30am this morning

**6b** Interview your partner. Which information do you think is false? Look at this example.

*What were you doing at 8am last Saturday?*

*I was revising English.*

*Why were you revising English at 8am?*

*Because I had an exam last week and I didn't have any other time to study.*

*Because at ten o'clock I went away with my friends for the weekend.*

*I think it's false!*

1 SPEAKING Work with a partner. Say what you can see in each picture.



2 LISTENING 1.15 Listen to two teenagers talking about last weekend. Which pictures from 1 appear in the story?

3 Work in pairs. Student A: complete the gaps in Sophie's dialogue. Student B: complete the gaps in Jake's dialogue.

SOPHIE: Hi there. How are you? Did you have a good (a) \_\_\_\_\_?

JAKE: No, not really.

SOPHIE: Why not? What was the (b) \_\_\_\_\_?

JAKE: Well, I went out with my friends on Saturday night and something terrible (1) \_\_\_\_\_.

SOPHIE: (c) \_\_\_\_\_?

JAKE: We were in the town centre. We went to that new (2) \_\_\_\_\_, Gino's. We had a great time but when we were leaving a boy and a girl suddenly came up to me and asked me the time. I told them and then we left. A few minutes later, when we were going home on the bus, I wanted to call my parents. I looked for my (3) \_\_\_\_\_ everywhere but I couldn't find it.

SOPHIE: (d) \_\_\_\_\_ what did you do next?

JAKE: We went back to look for it but it wasn't there. I think the boy and girl (4) \_\_\_\_\_ it when they were asking me the time.

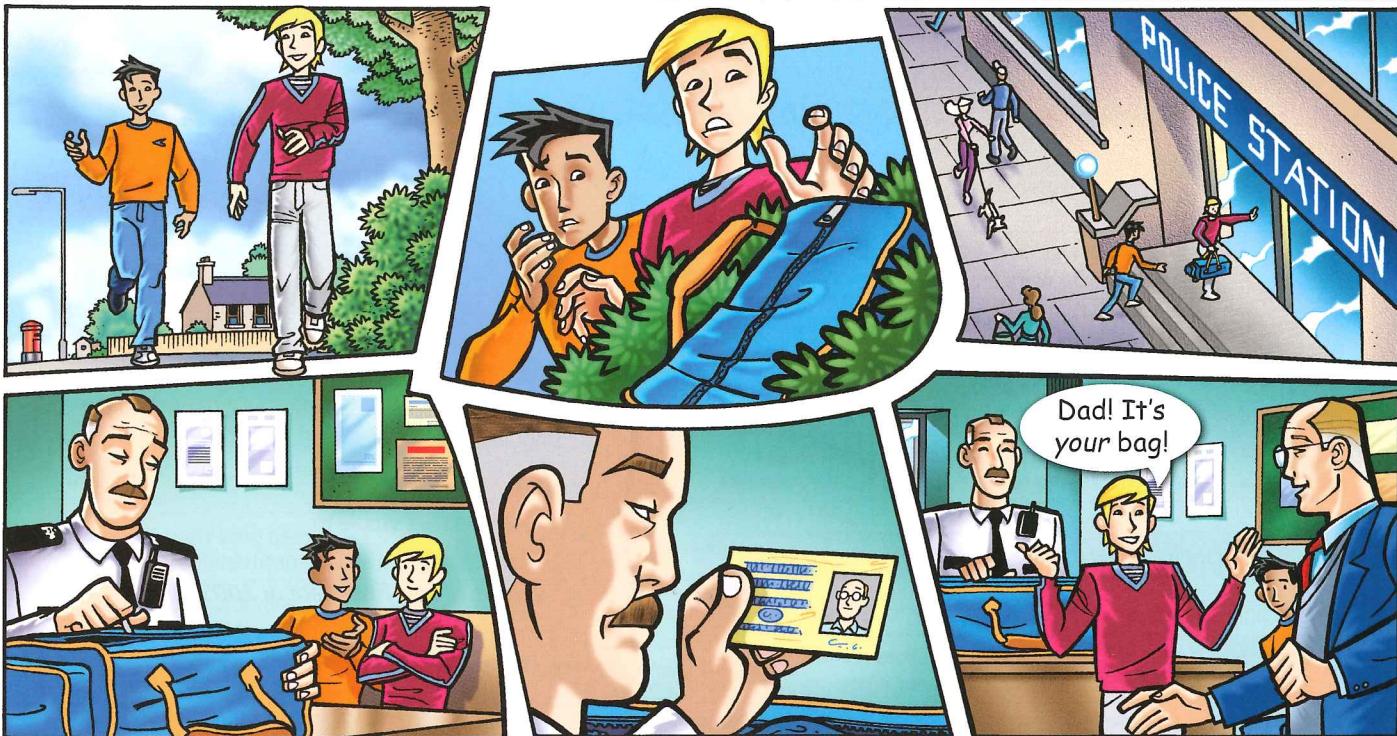
SOPHIE: Oh no! So what happened (e) \_\_\_\_\_?

JAKE: After that, I called the (5) \_\_\_\_\_ to block the number. But now I haven't got a (6) \_\_\_\_\_.

SOPHIE: That's (f) \_\_\_\_\_!

4 Listen again and check your answers.

5 SPEAKING Work in pairs. Practise reading the dialogue aloud.



1 Read the letter and look at the picture story. What differences can you find between the letter and the pictures?

*There are two friends in the letter, but only one in the picture story.*

2 Look again at the letter in 1 and complete the information in the Writing Bank.

#### ► Writing Bank

##### Useful expressions and conventions in informal letters

- In informal letters, we write our address and \_\_\_\_\_ in the top right corner.
- Then we write Dear or \_\_\_\_\_ and the name of the person.
- We often begin with Thanks for your \_\_\_\_\_ or I'm writing to tell you about ...
- To end an informal letter we can use Write back soon and \_\_\_\_\_.

3 Imagine that you found something unusual last week. Make notes to answer the questions.

- When did you find it?
- Where were you?
- Who were you with?
- What did you find?
- Why was it unusual?
- What did you do with the object?
- What happened in the end?

#### Practice makes perfect

4 Look at the task and write the letter. Use your notes from 3 and the Speaking and Writing Banks to help you.

Last week you found something unusual. Write a letter to a friend telling them about what you found. Tell them:

- what you found and where
- why the object was unusual
- what you did next and what happened in the end.

#### ► EXAM SUCCESS

What are the criteria for getting a good mark in your English writing exams?

**EXAM SUCCESS** ► page 150

# Language reference and revision

## ► Grammar reference

### Past simple of be

#### Form

Affirmative	I/He/She/It <b>was</b> there. You/We/They <b>were</b> there.
Negative	I/He/She/It <b>wasn't</b> ( <b>was not</b> ) there. You/We/They <b>weren't</b> ( <b>were not</b> ) there.
Question	<b>Was</b> I/he/she/it there? <b>Were</b> you/we/they there?
Short answers	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

### Past simple of regular and irregular verbs

#### Form

Affirmative	I/You/He/She/It/We/They <b>walked</b> home. I/You/He/She/It/We/They <b>went</b> home.
Negative	I/You/He/She/It/We/They <b>didn't</b> ( <b>did not</b> ) <b>walk</b> home. I/You/He/She/It/We/They <b>didn't</b> ( <b>did not</b> ) <b>go</b> home.
Question	<b>Did</b> I/you/he/she/it/we/they <b>walk</b> home? <b>Did</b> I/you/he/she/it/we/they <b>go</b> home?
Short answers	Yes, I/he/she/it <b>did</b> . No, I/he/she/it/we/they <b>didn't</b> .

### Past continuous

#### Form

Affirmative	I/He/She/It <b>was</b> watching. You/We/They <b>were</b> watching.
Negative	I/He/She/It <b>wasn't</b> ( <b>was not</b> ) watching. You/We/They <b>weren't</b> ( <b>were not</b> ) watching.
Question	<b>Was</b> I/he/she/it watching? <b>Were</b> you/we/they watching?
Short answers	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

### Spelling

See page 149 for rules about spelling the third person singular form.

### Use

We use the past simple to:

1 describe finished actions or situations in the past.  
*I went to San Francisco in 2005.*

2 to say that one thing happened after another.  
*When the letter arrived, he opened it and read it.*

## ► Grammar revision

### Past simple

#### 1 Change these sentences from present simple to past simple.

1 Richard and I are students at this school.

2 What's the problem?

3 We leave school at 5 o'clock.

4 She catches the bus at that stop.

5 What time do you finish work?

6 She doesn't teach English.

7 Running makes me tired.

8 They've got a problem.

WORKBOOK ► page 12

/8 points

### Past continuous

#### 2 Complete the sentences with the past continuous form of these verbs.

cry listen read ride sit sleep wait write

1 At nine o'clock last night I ..... a detective novel.

2 Which CD ..... you ..... to?

3 He ..... a letter, it was an email.

4 ..... the baby ..... at 2am?

5 I ..... my bike this morning.

6 They ..... for the bus, it was a taxi.

7 Which chair ..... you ..... in?

8 My grandmother ..... because she was very sad.

WORKBOOK ► page 15

/8 points

### Past continuous and past simple

#### 3 Choose the correct alternative.

1 While I travelled/was travelling to work, my phone suddenly rang/was ringing.

2 The boy stole/was stealing the apple while nobody looked/was looking.

3 Craig drove/was driving home when he remembered/was remembering it was his mum's birthday.

4 Sam broke/was breaking the window and then he ran/was running away.

WORKBOOK ► page 15

/8 points

## ► Vocabulary revision

### Crimes

#### 1 Complete the sentences with these words. There are more words than sentences.

burglary burgle kill mug mugger murderer piracy  
pirate rob shoplifter shoplifting steal thief vandal

1 When you ..... someone, you attack them to steal from them.

2 When you ..... from a person or a place, you take money or objects illegally.

3 ..... is the crime of entering a house or building illegally to take things.

4 When you ..... someone, you take their life.

5 A ..... is when you take something illegally.

WORKBOOK ► page 10

/5 points

### Criminals

#### 2 Complete the sentences with words from 1.

1 A ..... is someone who makes and sells illegal copies of software, for example.

2 A ..... is someone who steals from a shop.

3 A ..... is someone who damages and destroys things for no reason.

4 A ..... is someone who takes another person's life.

5 A ..... is somebody who steals things in general.

WORKBOOK ► page 10

/5 points

### Phrasal verbs connected with investigating and finding

#### 3 Complete the sentences with these prepositions.

across for into out out up

1 I was looking (a) ..... my keys yesterday but I couldn't find them anywhere. I hope they turn (b) ..... soon. If you come (c) ..... them, could you tell me?

2 They can't find the murderer, so a new detective is going to look (d) ..... the case. If they use logic, they can probably work (e) ..... who the criminal is. It's urgent to find (f) ..... who did it.

WORKBOOK ► page 13

/6 points

## ► Vocabulary

### 1 Crimes

**nouns:** burglary mugging murder  
piracy robbery shoplifting  
theft vandalism

**verbs:** burgle kill mug pirate  
rob steal vandalise

### 2 Criminals

burglar mugger murderer  
pirate robber shoplifter  
thief vandal

### 3 Phrasal verbs connected with investigating and finding

come across find out look for  
look into turn up work out

4 Other words and phrases ► page 137-8