

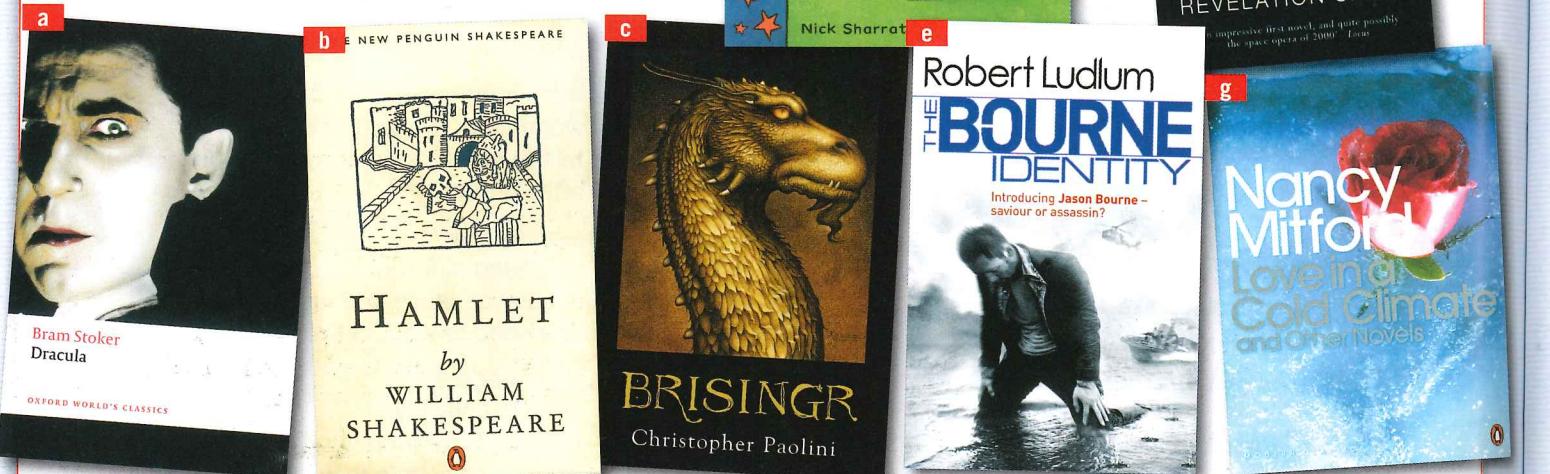
9 Read on

► Vocabulary

Fiction

- 1 Work with a partner and match seven of these words with the book covers.

comic crime novel fairy tale fantasy
graphic novel historical fiction horror
play romance science fiction thriller



- 2 2.28/29 Listen, check and repeat.

- 3 SPEAKING Work with a partner. Ask and answer these questions.

- 1 Do you like reading fiction?
- 2 How often do you read fiction?
- 3 Which types of fiction do you enjoy reading the most? Why?
- 4 Which types of fiction do you dislike? Why?

Non-fiction

- 4 Match these words with the book titles in 1–10.

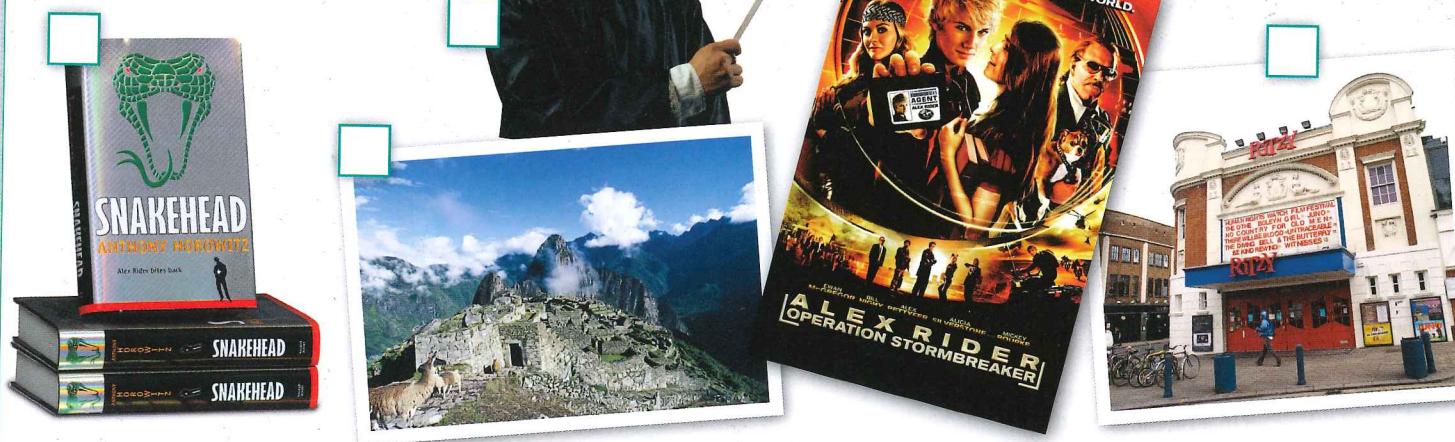
atlas autobiography biography cookbook
dictionary encyclopedia guidebook manual
newspaper textbook

- 1 Discover Venice guidebook
- 2 How to Get the Most From Your Digital Camera
- 3 My Life by Bill Clinton
- 4 Shakespeare by Bill Bryson
- 5 My Grandmother's Chinese Kitchen: 100 Family Recipes
- 6 Europe (World in Maps)
- 7 The Times
- 8 Gateway
- 9 English-French, French-English
- 10 Britannica

- | | |
|------------|---|
| Grammar | ► Reported speech – statements and questions |
| Vocabulary | ► Fiction ► Non-fiction
► Phrasal verbs connected with reading and writing |
| Speaking | ► Making offers |
| Writing | ► A questionnaire |

► Reading

- 1 Look at these photos then read the article. Number the photos in the order that they appear in the text.



Top Teen Author: Anthony Horowitz

1 But, like J. K. Rowling and her 'Harry Potter' novels, his books are so good that people of all ages read them. Telling stories has always been Horowitz's passion. He once told an interviewer that he had wanted to be an author since the age of eight. 2

3 He hated living and studying there. Once the headmaster told him to stand up in front of all the other students. The headmaster said: 'This boy is so stupid he will not be coming to the Christmas games tomorrow.' 'I have never totally recovered,' says Horowitz. To escape from these experiences, Horowitz started making up his own stories.

4 Since then, he has written more than 30 novels, including horror stories, fantasies, detective stories and thrillers. His most famous books are almost certainly the Alex Rider series with titles such as *Snakehead* and *Scorpia*. Alex Rider is a teenage super-spy, like a young James Bond. Rider was the star of the popular film, *Stormbreaker*, based on the first novel in the series. The Alex Rider books have made English teachers very happy because they have helped to get a whole generation of teenage boys reading, instead of playing computer games.

5 He has walked over part of the Andes, been scuba-diving and climbed a 150-metre tower in London, all just to be able to write his novels in sufficient detail.

6 And another place where he gets inspiration for his stories is the cinema. He goes to see films three or four times a week. His favourite films are thrillers. Perhaps that explains why his own thrillers are so good!

► EXAM SUCCESS

You are going to do a missing sentences activity with this reading text. In this type of activity you have to find the best place to put various sentences taken from a text. How can you check this activity when you finish?

EXAM SUCCESS ► page 152

- 2 Read the article again and put these sentences into gaps 1–6 in the text.

- Anthony's first novel was published in 1979.
- He's also worked as a cowboy in Australia, but that was just for fun!
- Anthony Horowitz is a best-selling author of books for teenagers.
- Horowitz is very serious about investigation for his novels.
- For birthdays, he always asked for just notebooks and pens.
- Perhaps Horowitz wanted to start writing at the age of eight because that was when his parents sent him to a boarding school.

- 3 Look at the photos in 1 again. Explain why each one is significant for Anthony Horowitz.

The Alex Rider books are Horowitz's most famous books. They're about a young spy.

- 4 Match the underlined words in the text with their definitions.

- 1 inventing making up
- 2 in the place of instead of
- 3 enough sufficient
- 4 very popular whole
- 5 complete complete
- 6 new ideas that help you to create something inspiration

- 5 SPEAKING What about you?

- 1 Who is your favourite author?
- 2 Would you like to read a book by Anthony Horowitz? Why/Why not?

GRAMMAR GUIDE

Reported speech – statements

1a Look at what Anthony Horowitz said to a journalist.

- 1 My favourite films **are** thrillers.
- 2 I **go** to see films three or four times a week.
- 3 I **hated** living and studying there.
- 4 I've **written** more than 30 novels.

Now look at what the journalist wrote.

- a Horowitz said **his** favourite films **were** thrillers.
- b He told an interviewer **he went** to see films three or four times a week.
- c He said that **he had hated** living and studying there.
- d He told them that **he had written** more than 30 novels.

1b Answer the questions.

- 1 What happens to the verbs when they go into reported speech?
- 2 What happens to most pronouns and possessive adjectives when they go into reported speech?
- 3 What is the difference between **say** and **tell**?
- 4 After **say** and **tell** do we always need to use **that**?

GRAMMAR REFERENCE ► page 120

2 Match these sentences in direct and reported speech. One of the reported speech sentences can go with more than one of the sentences in direct speech.

- 1 I write novels. **d**
 - 2 I'm writing a novel.
 - 3 I wrote a novel.
 - 4 I've written a novel.
 - 5 I'll write a novel.
 - 6 I can write novels.
 - 7 I may write a novel.
 - 8 I have to write a novel.
- a He said he'd write a novel.
b He said he might write a novel.
c He said he was writing a novel.
d He said he wrote novels.
e He said he had written a novel.
f He said he could write novels.
g He said he had to write a novel.

3 Look at the examples in 2 and put the tenses and verbs in the correct places in the table.

could had to might past continuous
past perfect past perfect past simple would

Direct speech	Reported speech
1 present simple →	past simple
2 present continuous →	
3 past simple →	
4 present perfect →	
5 will →	
6 can →	
7 may →	
8 must/have to →	

4 There are other words which we often change when we put statements into reported speech. Look at this example.

I read this book last week.

She said she had read that book the previous week.

Use these words to complete the table.

a (week/month/year) ago	here
last (week/month/year)	next (week/month/year)
this	today
tomorrow	tonight
tonight	yesterday

Direct speech	Reported speech
1 this	that
2	there
3	that day
4	the day before
5	the next/following day
6	that night
7	the following (week/month/year)
8	the previous (week/month/year)
9	a (week/month/year) before

5 Complete the sentences with **said** or **told**. Which fictional character is 'he'?

- 1 He me he wasn't very tall.
- 2 He he had a friend called Sam.
- 3 He us that he had a ring.
- 4 He that he and Sam had travelled a long way.
- 5 He and Sam they needed to destroy the ring.
- 6 He that Gollum wasn't his friend.
- 7 He that he was from Middle Earth.
- 8 He me that he was a hobbit.

6 Rewrite the sentences in 5 as direct speech.

- 1 *'I'm not very tall.'*

7 Report what this writer said in an interview. Use **say** and **tell**.

She said that her name was Emma Maree Urquhart.

1 My name is Emma Maree Urquhart.

2 I'm thirteen years old.

3 I've already written two novels.

4 I sold more than 100,000 copies of my first novel.

5 I'm not writing anything at the moment.

6 I'll write another book one day.

7 I've got a sister but she doesn't write.

8 My first novels were about a virtual world.

9 My books are for young readers, but adults have read them too.

8a Write a true sentence about yourself and the summer. It can be about last summer, next summer, or the summer in general.

I went to Brighton in England last summer.

I usually go to the beach in the summer.

8b Read out your sentences to the other people in your class or group.

8c When everybody has read out their sentence, write down what different people said. Can you remember everyone's sentence?

Mia said that she had gone to Brighton the previous summer.

Jack told us that he usually went to the beach in the summer.

9a SPEAKING Prepare five personal statements to tell your partner. Make three of your statements true. Make the other two false.

9b Tell your partner your statements.

9c Report back to your partner and tell him/her which statements you think are false.

You said you'd read a novel in French, but I don't believe you!

9d Tell the class your partner's false statements.

Andrei told me he'd read a novel in French, but it wasn't true.

Phrasal verbs connected with reading and writing

1 Read these sentences. Can you guess the meaning of the phrasal verbs in *italics*?

- 1 I don't want to stop now. I want to **read on** to the end.
- 2 Can you **read out** your answer to the next question so that we can all hear it?
- 3 I don't understand some of these words. I'm going to **look them up** in my dictionary.
- 4 I want you all to **turn over** the page and continue reading.
- 5 Read the sentences and then **fill in** the gaps.
- 6 He **flicked through** the book quickly to see if he liked it before he bought it.
- 7 It doesn't look good when you make lots of mistakes and then you **cross them out**.

2 Match the phrasal verbs in 1 with these definitions.

- a Read so that other people can hear you.
- b Draw an X or a line through some writing to show that it's not correct.
- c Write information in empty spaces.
- d Try to find a particular piece of information in a book.
- e Continue reading.
- f Turn a page or piece of paper to see the other side.
- g Turn the pages of a book quickly, not looking carefully.

3 Complete the text with these words.

cross flick look on out over

The other day I was in a bookshop. I picked up a novel by a new writer and began to (a) through it. I didn't really read any of it, but I decided to buy it and take it home. When I started to read it carefully I didn't like the start much. But I decided to read (b) There were lots of unusual words that I had to (c) up in the dictionary. I turned (d) another page and then another but I still didn't like it. I told my friend and he asked me to read (e) a section so that he could hear. He said that the writer was using too many words to say something simple and that it was repetitive. He could (f) out half the words because they were unnecessary. In the end I stopped reading the book!





Reading for pleasure

Literature

Maximum Ride: The Angel Experiment by James Patterson

1 Read the prologue to the novel and answer the questions.

- 1 What type of novel is it – historical fiction, crime, fantasy/science fiction or romance?
- 2 What does the prologue tell us about the 'angel experiment'?

2 Read the text again and make notes about these characters.

- 1 Max
14 years old, ...
- 2 Max's family'
- 3 the 'Erasers'

3 The author of this novel, James Patterson, is an expert at making people want to read on to find out what happens next in the story. He does this in different ways. Find a sentence from the text for each of these techniques.

- 1 The character talks directly to you, the reader.
Yes, you standing there, flicking through these pages.
- 2 Generally, the sentences are short and direct.
- 3 Reading the text is like a dangerous adventure.
- 4 The reader is part of the adventure.
- 5 The writer introduces the characters in the story quickly and dramatically.
- 6 The language is informal and natural, like listening to a person talking.
- 7 There is intrigue – you want to know more information.

4 What about you?

Would you like to continue reading the book? Why/Why not?

I'd like to read on because I want to know why Max and her friends are special.

i INSIDE INFORMATION

- Maximum Ride: The Angel Experiment is a novel by American writer James Patterson.
- This text is the prologue to the novel and starts to explain what the story is about.

PROLOGUE

Congratulations. The fact that you're reading this means you've taken one giant step to surviving till your next birthday. Yes – you standing there, flicking through these pages. Do not put this book down. I'm really serious – your life could depend on it.

This is my story, the story of my family, but it could easily be your story too. We're all in this together, believe me.

I've never done anything like this, so I'm just going to jump in, and you try to keep up.

Okay, I'm Max, I'm fourteen. I live with my family, who are five kids not related to me by blood, but still totally my family.

We're – well, we're kind of amazing. We're like nothing you've seen before.

Basically, we're pretty cool, nice, smart – and very special. The six of us – me, Fang, Iggy, Nudge, the Gasman, and Angel – were made by the worst, most horrible 'scientists' you could possibly imagine. They created us as an experiment. An experiment where we ended up only 98% human. That other 2% has had a big impact, let me tell you.

We grew up in a science laboratory/prison called the School. There was one other School experiment that survived. Part human, part wolf – all predator: they're called Erasers. They're tough, smart and hard to control. They look human, but when they want to, they can change into wolf men. The School uses them as guards, police – and murderers.

This story could be about you – or your children. If not today, then soon. So please, please, take this seriously. I'm risking everything that matters by telling you – but you need to know.

Keep reading – don't let anyone stop you.

Max

WORD BOOSTER

Match the words and definitions.

- | | |
|--------------------|-----------------------------------|
| 1 jump in | a part of the same genetic family |
| 2 keep up | b finally became |
| 3 related by blood | c go as quickly as another person |
| 4 smart | d putting in danger |
| 5 ended up | e strong |
| 6 tough | f intelligent |
| 7 risking | g start quickly |

5 You are going to listen to a radio programme about books. They are talking about best-selling author James Patterson. Before you listen, work with a partner and answer these questions.

- 1 Do you think authors who write best-sellers usually write slowly or quickly?
- 2 Do you think they usually write only a few novels or a lot of novels?
- 3 Do you think they usually write serious works or not very serious works?
- 4 Do you think they write alone or do they sometimes write with other people?

6 2.32 Listen to the programme and choose the correct alternative.

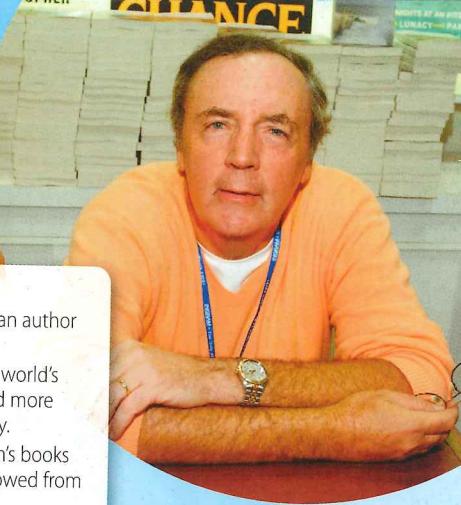
- 1 James Patterson *has/hasn't* written more than 60 books.
- 2 James Patterson *thinks/doesn't think* he writes very serious literature.
- 3 When Patterson works with another writer, he writes *a complete plan/the first version* of the story.
- 4 Patterson *has/hasn't* written love stories.
- 5 Patterson has *created/won* a prize called the Page Turner Prize.
- 6 The Maximum Ride series is really for *young people only/young people and adults*.

7 Listen again and complete the sentences.

- 1 Patterson has written approximately novels.
- 2 He has ideas for stories.
- 3 Often his books have his name and on the cover.
- 4 Some of his crime novels and thrillers have become
- 5 In his books are almost as popular as Harry Potter.
- 6 Patterson has spent on ideas to get people to read more.

i INSIDE INFORMATION

- James Patterson is the American author of *Maximum Ride*.
- In 2007 people called him the world's best-selling author. He has sold more than 150 million books globally.
- In 2006 two of James Patterson's books were in the Top 10 books borrowed from British Libraries.
- Patterson is so famous in the USA that he once appeared in an episode of *The Simpsons*.



Literature

The Ides of March by Valerio Massimo Manfredi

8 Look at this book cover, read the website review and answer the questions.

- 1 What type of book is *The Ides of March*?
- 2 What is the book about?
- 3 If you saw this book in a book shop, would you pick it up and buy it? Why/Why not?

► STUDY SKILLS

'Reading for pleasure' is when you read without any questions, exercises or tasks. The only objective is to enjoy yourself. What do you think is the best thing to do with new words when you read for pleasure?

STUDY SKILLS ▶ page 148

9 What about you?

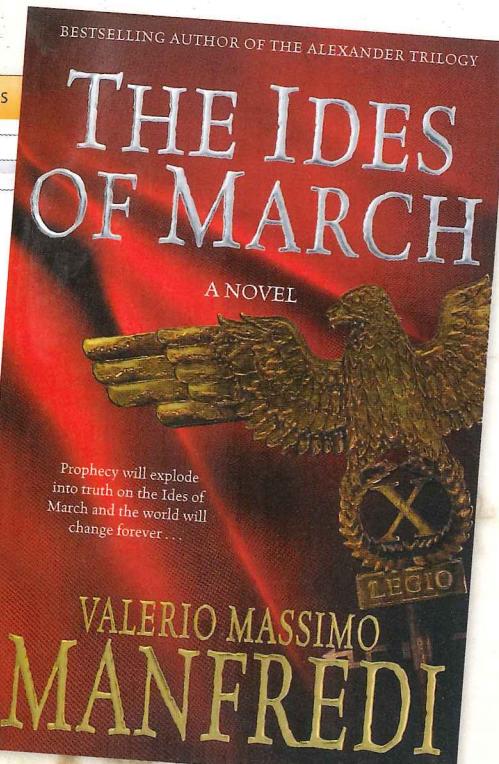
- 1 Do you ever read best-sellers?
- 2 What are the best-sellers in your country?

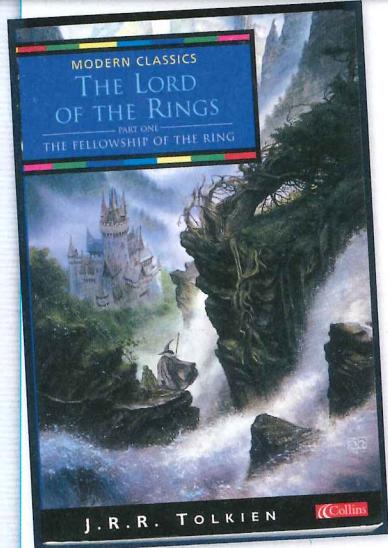
The Ides of March, Valerio Massimo Manfredi – Reviews

72 of 102 people found the following review helpful:

Loved this book! 14 February 2011
By J. Smith (UK) – [See all my reviews](#)
TOP 500 REVIEWER

The new international best-seller from the great Italian writer The Ides of March is an incredible book. I really enjoyed it! It combines the best elements of historical fiction with the most exciting features of a political thriller. The story starts in Rome in 44 BC. Julius Caesar is 56 years old and is the most powerful man in the Roman World. But he has enemies and they are working against him. Something happens that will change Rome, and the whole world, forever. The author manages to make the story really gripping from beginning to end and you learn a lot about Roman history along the way. All in all, a very good read!





1 **SPEAKING** Look at these questions and make notes. Then work with a partner and compare your ideas.

- 1 Can you think of any books that have become films, like *The Lord of the Rings*?
- 2 What are the good things about books?
- 3 What are the good things about films?

▶ EXAM SUCCESS

In the next activity you will listen to and complete gaps in notes or a text with the word(s) you hear. Is it possible to predict the type of words that are missing? How?

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2 **LISTENING** 2.33 You are going to hear a woman being interviewed for a magazine survey on reading, watching films and film adaptations of books. Listen and complete the notes.

Culture Vulture Magazine

Book vs. Film Survey

Male Female

Comments

Reads one or two books a (a)
 At the moment reading a (b) book.
 Goes to cinema two or three times a (c)
 (d) goes to see film adaptations of books.
 Thinks that with books you know what the characters (e) The characters are almost like (f) Sometimes gets a shock watching films because characters (g) to the way she imagined.

3 **LISTENING** Are these statements true (T) or false (F)? Listen again if necessary.

- 1 He asked her how often she bought books. T/F
- 2 He wanted to know how often she read historical fiction. T/F
- 3 He asked her what she was reading at that moment. T/F
- 4 The man asked the woman how often she went to the cinema. T/E
- 5 He asked her if she had seen *The Lord of the Rings* films. T/E
- 6 He asked her whether she preferred reading books or watching TV. T/E

GRAMMAR GUIDE

Reported speech – questions

1a Look at these questions and statements. Which are direct questions (DQ) and which are reported questions (RQ)?

- 1 He asked her what she was reading at that moment.
- 2 He wanted to know if she had seen *The Lord of the Rings* films.
- 3 How often do you go to the cinema?
- 4 Have you seen *The Lord of the Rings* films?
- 5 He asked her how often she went to the cinema.
- 6 What are you reading at the moment?
- 7 Do you prefer reading books or watching TV?
- 8 He asked her whether she preferred reading books or watching TV.

1b Choose the correct alternative.

- 1 We change/don't change tenses, pronouns and words like *this* and *here* in the same way in reported statements and reported questions.
- 2 We use/don't use question marks in reported questions.
- 3 We use/don't use the auxiliary verb *do* in reported questions.
- 4 We put/don't put the verb before the subject in reported questions.
- 5 We use/don't use *if* or *whether* in reported questions when there is no question word (who, what, why, etc.) in the original question.

GRAMMAR REFERENCE ▶ page 120

2 Complete the sentences with a question word or *if/whether*.

- 1 They asked the novelist her favourite writer was. She said Kafka.
- 2 Greg asked Jenny she wanted to do.
- 3 Paul wanted to know I had come by bus or by car.
- 4 Hannah asked me I wanted a coffee and I said yes.
- 5 They asked me I had brothers or sisters and I said no.
- 6 My teacher asked me I hadn't been at school the day before.
- 7 Karen's mum asked her she had had a good time.

3 Write what the people actually said in each situation.

- 1 The journalist asked the film director if he was making a film at that moment. He said that he wasn't but that he was going to start a new one soon.



Journalist:

Film Director:

- 2 The writer asked the man if he had enjoyed her book. He said that he thought it was the most beautiful thing he'd ever read.



Writer:

Man:

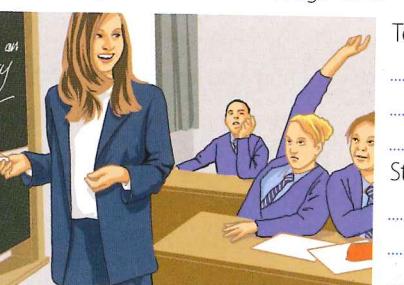
- 3 The reporter asked the singer why she wouldn't answer any of his questions. She told him that she only wanted to talk about her new CD and that she wasn't going to talk about anything else.



Reporter:

Singer:

- 4 The teacher asked the class whether they could write an essay for the next day, but they replied that they couldn't because they had to study for an exam and they wouldn't have enough time.



Teacher:

Students:

- 5 Julie wanted to know what my favourite book was. I said it was 1984 by George Orwell. She asked me how many times I'd read it and I told her that I'd read it three times.



Julie:

Me:

4a **PRONUNCIATION** Match the diagrams with the questions. In which type of questions, *Wh-* or *Yes/No*, does the intonation usually go up?

Diagram A

- 1 How often do you read?
- 2 Do you like reading?

Diagram B

4b Do you think the intonation will go up or down in reported questions?

4c 2.34 Listen to these reported questions. Check your answer to 4b and repeat the sentences.

- 1 She asked me what my name was.
- 2 She wanted to know where I was from.
- 3 They asked me why I'd come.
- 4 I asked her where she'd been.

5 Write this conversation in reported speech. Practise reading it aloud with the correct intonation.

KEIRA: What did you do last night?

MATTHEW: I didn't do much. I just watched TV with my parents.

KEIRA: Did you study for the literature exam?

MATTHEW: When do we have the exam?

KEIRA: We're doing it today.

MATTHEW: Why didn't you remind me?

KEIRA: I told you but you weren't listening. Why do you never pay attention to me?

6a **SPEAKING** Try to remember questions that people have asked you so far today. Write down five reported questions.

- 1 *My mum asked me what time I would come home.*
- 2 *My teacher asked me if I had done my homework.*

6b Compare your sentences with a partner. Are they similar?

7a **SPEAKING** As a class, choose a famous person who you would like to interview. It can be an actor, politician, sports personality or singer.

7b Imagine that this famous person is coming to your school. With your partner, prepare five questions to ask them.

7c Choose a student to be the famous person. Interview them and make a note of their answers.

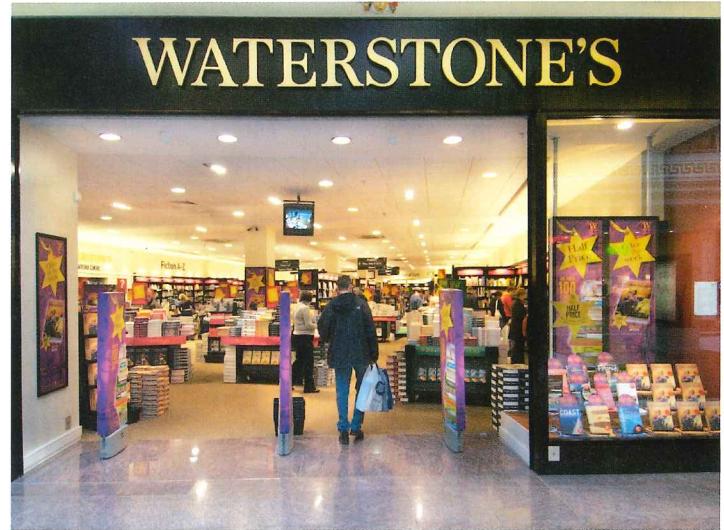
7d Now take it in turns to report the interview.

First we asked him why he had decided to come to our school. He said that he'd been a student here.

1a SPEAKING Work with a partner.

- 1 How often do you go to bookshops?
- 2 What type of books or other things do you buy there?

1b Look at the photo. Talk about what you can see.



2 LISTENING 2.35 Listen to a customer in a bookshop speaking to a shop assistant and answer these questions.

- 1 What type of book does the customer want to buy?
- 2 Which section should the book be in?
- 3 Where should she go to find this section?

3 LISTENING 2.36 Listen to the same customer speaking to another shop assistant.

- 1 In the end, does the customer find the book she wanted?
- 2 Does she order any books?
- 3 How much does she spend in the bookshop?

4 2.37 Complete this dialogue with the correct information in 3. Listen again if necessary.

CUSTOMER: Excuse me. I'm looking for a book called (a) It's a (b) book. The lady told me that it would be in the (c) section.

SHOP ASSISTANT: Right. Have you looked there?

CUSTOMER: Yes, I have, but I can't see it.

SHOP ASSISTANT: OK, I'll just check on the computer. Do you know the name of the author?

CUSTOMER: Yes, it's (d)

SHOP ASSISTANT: OK, let's see. Ah, no, I'm sorry, it isn't in stock at the moment. Would you like me to order it for you?

CUSTOMER: How long will it take?

SHOP ASSISTANT: It should be here in (e)

CUSTOMER: That's (f) I'll take these two books then.

SHOP ASSISTANT: Certainly. That's (g) please.

CUSTOMER: Can I pay by credit card?

SHOP ASSISTANT: Of course.

5 SPEAKING Practise the dialogue in 4 with a partner. Include the correct information.

6 Tick the expressions in the Speaking Bank that appear in the dialogue. Which are more formal ways of offering help?

► Speaking Bank

Useful expressions for making offers

- Can I help you?
- Do you want me to ... ?
- Would you like me to ... ?
- Shall I ... for you?
- How about if I ... for you?

Practice makes perfect

7a SPEAKING Student A: Work with a partner. Do the role-play, using the Conversation Guide to help you.

Student A: you are the shop assistant.

Student B: you are the customer.

Conversation Guide

SHOP ASSISTANT: Say hello to the customer and offer to help.

CUSTOMER: Tell the shop assistant what book you are looking for.

SHOP ASSISTANT: Ask the customer what type of book it is.

CUSTOMER: Tell the shop assistant what type of book it is.

SHOP ASSISTANT: Tell the customer which section to look in.

CUSTOMER: Tell the shop assistant that you've looked there but can't find it.

SHOP ASSISTANT: Tell the customer you'll check on the computer if it is in stock. Ask for the name of the author.

CUSTOMER: Tell the shop assistant the name of the author. Spell it if necessary.

SHOP ASSISTANT: Tell the customer that you don't have the book but offer to order it.

CUSTOMER: Ask how long it will take and the price.

SHOP ASSISTANT: Tell the customer how long it will take and the price of the book.

CUSTOMER: Agree to order the book.

SHOP ASSISTANT: Ask for the customer's name and address.

CUSTOMER: Tell the shop assistant your name and address. Then tell the shop assistant that you want to buy the three books in your hand.

SHOP ASSISTANT: Tell the customer how much the three books cost.

CUSTOMER: Ask if you can pay by credit card.

SHOP ASSISTANT: Say yes.

7b Now change roles. Cover the Conversation Guide.

1 Look at the magazine covers. What type of magazines are they? Use these words to help you. Which covers are not shown?

car celebrities computer film games
music nature science sports



2 Complete the questions about magazines with these question words.

how much how often when
where which who why

1 do you read magazines?
often/sometimes/never

2 magazine(s) do you read?

3 buys the magazines you read?
you/your parents/your brother(s) or sister(s)/other

4 do you spend on magazines a month?

5 do you read magazines?
at home/on the bus or train/in waiting rooms/other

6 do you read magazines?
to relax/to learn new things/other

7 do you usually read magazines?
from Monday to Friday/at the weekend/any day

3 Put the words in order to make more questions about magazines.

- 1 favourite/is/your/which/magazine/?
- 2 magazines/you/like/what/do/about/?
- 3 reading/long/spend/you/do/how/magazines/day/each/?
- 4 buy/magazines/you/where/do/?
- 5 read/you/online/do/magazines/?

4 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 2 and 3.

5 Look at these questions and match each one with one of the rules in the Writing Bank.

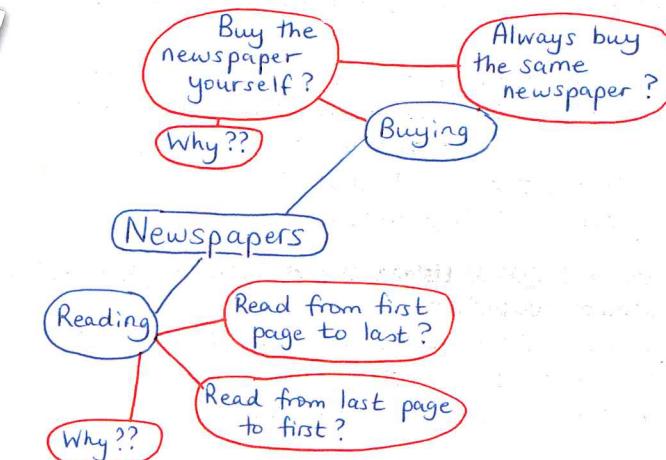
- 1 What are you reading at the moment?
- 2 Who gives you money to buy magazines?
- 3 What type of magazines do you like?

► Writing Bank

Writing questions

- In **subject questions**, the question word (who, what, etc) is the subject of the verb. The auxiliary verb (do, does, did) is not necessary.
- In **object questions**, the question word (who, what, etc) is the object of the verb. The auxiliary verb (do, does, did) is necessary.
- When we have to be or a modal verb (can, will, should), we do not need the auxiliary verb do to make questions.

6 You are going to write a questionnaire about newspapers. Work with a partner and write down any ideas for things that you could ask. Look at this example:



► STUDY SKILLS

The activity in 6 is called brainstorming. The idea is to come up with as many ideas as possible, without stopping to analyse them. Why is this a good thing to do before writing?

STUDY SKILLS ► page 148

Practice makes perfect

7a Look at the task.

- Prepare a questionnaire about newspapers with 6–8 questions.
- Use the questions in 2 and 3 as a model and include the ideas that you brainstormed in 6.
- Ask different students the questions in your questionnaire.

7b Write a report about what you discovered from your questionnaire.

Most people said they bought newspapers but Leo told me that he only read the sports section of the newspaper. Ava told me she never bought newspapers – she always read other people's.

Language reference and revision

► Grammar reference

Reported speech – statements

Form

When the reporting verb (*say, tell*) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.

Direct speech – tenses	Reported speech – tenses
'I work at home.' <i>Present simple</i>	She said she worked at home. <i>Past simple</i>
'I'm working.' <i>Present continuous</i>	She said she was working . <i>Past continuous</i>
'I have worked.' <i>Present perfect</i>	She said she had worked . <i>Past perfect</i>
'I worked.' <i>Past simple</i>	She said she had worked . <i>Past perfect</i>
'I had worked.' <i>Past perfect</i>	She said she had worked . <i>Past perfect</i>
'I will work.' <i>will</i>	She said she would work. <i>would</i>
'I can work.' <i>can</i>	She said she could work. <i>could</i>
'I may work.' <i>may</i>	She said she might work. <i>might</i>
'I must/have to work.' <i>must/have to</i>	She said she had to work. <i>had to</i>

Could, would, should and might do not change from direct to reported speech.

When the reporting verb is in the present simple, the tense of the verb in reported speech usually stays the same.

'I love cycling.' → *She says she loves cycling.*

When the reporting verb is in the past but the statement is something which is still true, or is and will always be true, the tense of the verb in reported speech usually stays the same.

'I'm from Poland.' → *Monika said she's from Poland.*

Reported speech – say and tell

Use

With **say** you do not need to use a personal object to say who you are saying something to.

He said (...) he wanted to go.

Reported speech – questions

Form

The same changes occur with tenses, pronouns and other words as with reported statements. We do not use the auxiliary verb **do** in reported questions.

'Do you like this newspaper?' → *He asked me if I liked that newspaper.*

There is no inversion of subject and verb in reported questions.

'Where is he?' → *They asked me where he was.*

In reported speech, pronouns and possessive adjectives also change.

'I like your jacket.' → *Mary said she liked my jacket.*

Here are some other words which change from direct to reported speech.

Direct speech	Reported speech
this/these	these/those
here	there
today	that day
yesterday	the day before
tomorrow	the next/following day
last night	that night
next (week/month/year)	the following (week/month/year)
last (week/month/year)	the previous (week/month/year)
a (week/month/year) ago	a (week/month/year) before

Use

We use reported speech to report the words spoken by another person.

'I came, I saw, I conquered,' *said Julius Caesar.* → *Julius Caesar said that he'd come, he'd seen and he'd conquered.*

With **tell** you *must* use a personal object to say who you are saying something to.

He told John he wanted to go.

Reported questions are not real questions so they do not need question marks.

When there is no question word (*who, what, how, why, etc.*), we use **if** or **whether**.

'Will you go to the party?' → *They asked me if I would go to the party.*

► Vocabulary

1 Fiction

comic graphic novel
crime novel fairy tale
fantasy historical fiction
horror play romance
science fiction thriller

2 Non-fiction

atlas autobiography
biography cookbook
dictionary encyclopedia
guidebook magazine
manual newspaper
textbook

3 Phrasal verbs connected with reading and writing

cross out fill in flick through look up
read on read out turn over

4 Other words and phrases

► page 144–5

► Grammar revision

Reported speech – statements

1 Write these sentences in reported speech.

- 'I'm going to a conference next week,' my sister said.
- 'I'll be late tomorrow,' Daniel told the teacher.
- 'This is my book,' said Holly.
- 'I've always wanted to write stories,' said the novelist.

WORKBOOK ► page 76

/8 points

Reported speech – questions

2 Write these questions in reported speech.

- 'Are you from Manchester?' she asked me.
- 'What time are you going to leave?' Joe asked Jessica.
- 'Why were you crying?' I asked Katie.
- 'Have you read this book?' the teacher asked the students.

WORKBOOK ► page 79

/8 points

► Vocabulary revision

Fiction

1 Complete the sentences with the correct words.

- A **_____** story is often about elves, dragons, trolls or other imaginary creatures.
- A **_____** is an exciting story about spies, murders and assassinations.
- You can either read a **_____** or see it at a theatre.
- A **_____** is a story about people who fall in love.
- A **_____** is usually about a prince, a princess or a witch.
- In **_____** fiction, the story takes place at a particular moment in the past.
- A **_____** is a type of book which combines writing and art, like 'manga' for example.
- A **_____** story should be frightening.

WORKBOOK ► page 74

/8 points

Non-fiction

2 Which type of book or publication is best in these situations?

- You want to find the meaning of a word.
- You want to find out about the geography of a country.
- You want to read about the life of a person, in his/her own words.
- You want to find new ideas for dinner.
- You want to learn how to use your computer well.
- You're going to Prague and want to know what to visit.
- You want to know what's happening in the world at the moment.
- You want to revise maths for an exam.
- You want to find out information about lots of different topics to write a quiz.

WORKBOOK ► page 74

/9 points

Phrasal verbs connected with reading and writing

3 Match the sentence halves.

- I love this book, I want to read **a** them out to me in a loud voice.
- When you finish that page, turn **b** it out with a big X.
- You have to fill **c** over and read the next one.
- Because the text was difficult, I had to flick **d** through it looking at the pictures.
- I can't read what he wrote because he crossed **e** up lots of words.
- I looked at the magazine quickly. I flicked **f** in the answers on your sheet.
- I want to hear your answers so please read **g** on tonight until I get to the end of it.

WORKBOOK ► page 77

/7 points

Total

/40 points