American English File

Student Book 4

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Paul Seligson and Clive Oxenden are the original co-authors of English File 1 (pub. 1996) and English File 2 (pub. 1997).
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Look out for **Study Link**

This shows you where to find extra material for more practice and review.
1 GRAMMAR  review: question formation

a Complete the following questions with one or two question words or an auxiliary verb.

1 How much do you earn?  
2 Are you married?  
3 Have you been studying English?  
4 Do you prefer, small towns or big cities?  
5 Do you go to the theater in a year?  
6 How tall are you?  
7 Religion are you?  
8 Do you want to have children?  
9 Of music do you listen to?  
10 Advice do you listen to most?  
11 Did you ever said “I love you” and not meant it?  
12 Did you vote for in the last election?

b Put an X next to the questions above that you wouldn’t ask a person you don’t know very well. Are there any questions that you would not even ask a good friend? Which questions would you expect to find in a magazine interview with a famous person?

c Read the two interviews. Which question is …?

the most personal the most boring the most original

d Read the interviews again and write N (Norah) or L (Lionel).

Who …?
1 never has enough time for what he / she wants to do ___ 
2 has happy childhood memories ___ 
3 avoids answering one of the questions ___ 
4 feels guilty about something ___ 
5 probably doesn’t like waking up early ___ 
6 is very proud of something ___ 
7 says he / she is an insecure person ___ 
8 needs help in his / her daily life ___ 

In pairs, look at questions 8–12 in the Lionel Richie interview. Find an example of …

1 a question where an auxiliary verb has been added to make the question.  
2 a question where there is no auxiliary verb.  
3 a question that ends with a preposition.  
4 a negative question.  
5 a question where the usual subject + auxiliary verb order has been inverted to make the question.

f p.132 Grammar Bank 1A. Read the rules and do the exercises.
Q&A Lionel Richie

Lionel Richie was born in Alabama, US. He became famous in the 1970s as lead singer with The Commodores and then in the 1980s as a solo singer. He is best remembered for songs like Three Times a Lady, All Night Long, and Say You (Say Me), for which he won an Oscar.

1 What’s your idea of perfect happiness?
Sunday by the pool, no phone calls.

2 What’s your earliest memory?
My first day at preschool. I was terrified. I’d never seen that many children in my whole life.

3 What’s your most treasured possession?
My Oscar.

4 If you could edit your past, what would you change?
The Commodores never did a farewell tour. We just broke up and disappeared.

5 What has been your most embarrassing moment?
Fur gelling the lyric to my new single on a TV show.

6 What words or phrases do you most overuse?
“i’ll call you back” or “i’ll see you soon.”

7 What’s the most important lesson life has taught you?
Don’t trust the smile, trust the actions.

8 What don’t you like about your personality?
I’m an egotistical maniac with an inferiority complex.

9 What makes you depressed?
That there are 24 hours in a day and I need 36.

10 When did you last cry and why?
At the funeral of Milan Williams of The Commodores.

11 Who would you most like to say “I’m sorry” to?
To my kids for not being there more.

12 What song would you like to be played at your funeral?
All Night Long and Stevie Wonder’s I Just Called to Say I Love You.

2 PRONUNCIATION intonation, stress, and rhythm in questions

Using the right intonation or tone helps you sound friendly and interested when you speak English. Stressing the right words in a sentence helps you speak with a good rhythm. Intonation + stress = the music and rhythm of English.

a Listen to questions 1-8. In which one does the speaker sound more friendly and interested? Write a or b.

b Listen and underline the stressed words in these questions.

1 What’s your favorite kind of music?
2 Have you ever been to a health club?
3 How often do you go away on weekends?
4 Do you know what’s on TV tonight?

5 How long have you been living here?
6 What are you thinking about?
7 Are you a vegetarian?
8 What do you do to relax?

3 SPEAKING

a Look at the answers other celebrities gave to some of the questions in The Guardian interview series. In pairs, match the answers below to some of the questions in the questionnaires on pages 4 and 5.

b Now choose six questions from the interviews to ask a partner. Ask only questions that you would be comfortable answering yourself.
Three minutes to get to know the love of your life

4 READING & VOCABULARY

a Do you know what “speed dating” is? Read the first half of the article to check, or to find out how speed dating works.

Guessing meaning from context
When you are reading and you find a word or phrase you don’t know, try to guess the meaning from the context (the other words around it). Think also about what part of speech the unknown word is (e.g., a verb, an adjective, etc.), whether it is similar to another English word you know, or whether it is similar to a word in your language. If you still can’t figure out what the word or phrase means, either ignore it and continue reading or use a good dictionary (or glossary if there is one) to help you.

b Read the first half of the article again carefully. With a partner, say or guess what the highlighted words and phrases mean. Then check with Glossary 1.

c Using your own words, answer questions 1–4 with a partner.
1 According to the writer, how did people use to get to know a prospective partner?
2 What kind of people is speed dating designed for?
3 Why does Adele Testani think three minutes is enough?
4 Why do you think the journalist pretended to be a lawyer?

d Now read the second half of the article on page 7 and find out...
1 the advantages of speed dating (according to the participants).
2 if the journalist thinks speed dating is a good idea.

e Read the second half of the article again more carefully. With a partner, say or guess what the highlighted words and phrases mean.

In recent years speed dating has become popular all around the world. Journalist Anushka Asthana tried it out.

Finding a partner has always been a complicated process. It is a ritual that has evolved over the centuries, from a man taking food to a prospective partner in the Stone Age to young couples having tea together in Victorian times (under the watchful eye of an unmarried aunt) to dancing in a club with deafening music in the 21st century.

But now busy men and women who don’t have the time for a slow, gentle courtship have a quicker way to find a partner: speed dating, where single people have exactly three minutes to decide if the person they are talking to could be Mr. or Ms. Right. The idea involves bringing people together for an evening of frenzied, “quick-fire” dating. This is how it works.

Small tables are placed in a line and the women sit down at the one assigned to them. They stay at their table all night. The men take turns sitting next to each woman and having a very quick conversation. After three minutes a bell rings and, even if you are in mid-sentence, it is time for the man to move to the next table. If you like the person you have just spoken to, you put a check in the “yes” box on a scorecard. If the other person chooses you too, this is called a “match,” and the organizers will send you the other person’s e-mail address a couple of days later, and they will be sent yours, too.

“Three minutes is enough time to talk to someone,” says Adele Testani, who runs a speed dating company, “because you can get an idea of what a person is like in that time, and you can eliminate them if you see right away that they’re not your type.”

One of the largest-ever speed dating evenings took place this week at the Hydro Bar, so I decided to go along and see what it was all about. I pretended to be a single 24-year-old lawyer...
WHEN I ARRIVED at the Hydro Bar, the women, who were wearing fashionable dresses and stylish suits, were giggling nervously as they each put on a tag with a number on it. “Maybe my jeans are a bad idea,” I thought. While we waited, people I spoke to said they had doubled the number of dates they had in a year with just one night of speed dating. The men included a chef, a banker, a photographer, an engineer, a management consultant, and a novelist. They were just pleased they could stop having to try to make small talk with strangers in bars.

“IT’S SO HARD TO MEET WOMEN. WITH SPEED DATING YOU MEET 20 OR 30 SINGLE WOMEN IN ONE NIGHT,” said one man. “YOU CAN’T TALK TO WOMEN IN SALSA CLASSES,” said another. Matt, 28, said, “AFTER DOING THIS ONCE I GOT SEVERAL DATES. THERE’S A GOOD ATMOSPHERE; IT’S SAFE AND IT’S REALLY GOOD. IT’S LIKE BEING AT A PARTY WITH LOTS OF SINGLE WOMEN.”

Then it started. I made eye contact with the woman next to me so we could compare our opinions of the men; we raised our eyebrows for a possibility, exchanged a smile if the man was good-looking, and made a grimace if he made three minutes feel like three hours.

I thought it was boring just to ask questions like “What do you do?” or “WHERE ARE YOU FROM?” so I tried to think of more interesting and imaginative questions to ask, like “IF YOU COULD BE AN ANIMAL, WHAT ANIMAL WOULD YOU BE AND WHY?”

In the end I checked six boxes. A couple of days later, I was told that four of the men had checked me, too. Four new dates. Pretty good for 66 minutes.

Glossary 2
1. ___________ a small piece of paper, metal, plastic, or cloth with a name or some identification on it
2. ___________ an expression on your face that shows you are in pain
3. ___________ laugh in a silly way because you are amused or nervous
4. ___________ move the line of hair above your eyebrow upwards
5. ___________ polite conversation about unimportant things
6. ___________ talk in a friendly, informal way

f Complete Glossary 2 with the correct highlighted word or phrase. Use the base form of the verbs.

g Using your own words, answer questions 1–4 with a partner.
1. Why did the journalist feel a little uncomfortable at first?
2. What kind of men went to this speed dating evening?
3. What kind of signs did she make to the woman next to her?
4. What for?
5. What kind of questions did she think worked best?

h Do you think speed dating is a good way of meeting people? If you were looking for a partner, would you try it? What questions would you ask?

5 LISTENING

a Listen to a radio program about speed dating.
A man and a woman who have both tried it talk about their experiences. How successful was it for them?

b Listen again. Then answer the questions with E (Emily), A (Alex), or B (both).
Who …?
1. preferred to ask usual questions
2. was asked an unusual question
3. was asked the same question over and over
4. got fewer matches
5. had a disastrous date because he / she wasn’t feeling well
6. was invited on a date that never took place
7. had a good date in spite of hearing bad news that day
8. realized on a date that his / her first impression was wrong
9. says he / she isn’t planning to go speed dating again

c Does hearing about Emily and Alex’s experiences make you feel more or less positive about speed dating?

6 SPEAKING

GET IT RIGHT reacting and asking for more information

When you ask someone a question and they answer, it is usual to show interest by saying expressions like Really?, Is that right?, Yes, me too, Me neither, I know what you mean, or by asking for more information, either with another question, e.g., And what happened then? or simply with a question word, e.g., Why? When?, etc.

a You are going to do “speed questioning” with other people in the class. Before you start, think of five questions to ask.
b When your teacher says “Start,” you have three minutes to talk to the person next to you. Ask and answer each other’s questions and ask for more information. When the teacher says “Change,” stop and go and talk to another student.
c Which questions were the best for finding out about other students?
1 READING & SPEAKING

a. Look at the signatures. Can you identify any of the people?

b. Read the first paragraph of an extract from a book about graphology. On a piece of paper, write the sentence

I look forward to hearing from you,

and then sign your name under the sentence.

c. Now read the rest of the extract and answer the questions. According to the extract, which of the people A–F ...

1 has / had no separation between their public and private self, and is / was not very assertive
2 is / was more identified with their public self, optimistic, and ambitious
3 is / was more identified with their private self, and without much self-confidence
4 is / was probably rather arrogant
5 keeps / kept their public and private life separate, is / was ambitious, and has / had positive feelings about their childhood
6 is / was secretive about their private life, and keeps / kept it very separate from their public life

d. Try to guess the meaning of the highlighted words and phrases from the context. Check with your dictionary or the teacher.

e. Now look at your partner’s piece of paper with his / her signature, and explain what it means.

f. Did you agree with your partner’s interpretation? Do you think graphology is a serious science? Why (not)?
2 VOCABULARY  personality
a Without looking at the text, how many of the ten highlighted adjectives / phrases can you remember?
b p.146 Vocabulary Bank Personality.
c Add either a suffix (e.g., -able or -ful) or a prefix (e.g., un- or dis-) or both to the bold words to make an adjective that fits the sentence.
1 You can invite him to the party, but he won't go. He's totally unsociable. social
2 You'll have a lively evening if Jane comes because she's very talkable. talk
3 You can't trust John to help. He's completely unreliable. rely
4 You look very cheerful. Have you had some good news? cheer
5 He's kind of irritable. He said he liked my sister, but he obviously doesn't. sincere
6 She's not very imaginative. She never has any good ideas. imagine
7 People say he's possessive. You can't trust him with money. honest
8 She's so immature! She never calls when she's going to be late. consider

3 PRONUNCIATION  using a dictionary to check word stress
In a dictionary, word stress is shown by this mark (') before the stressed syllable, e.g., begin /'bɪɡɪn/. Some words, especially compound words, have a primary (or main stress) and a secondary stress, e.g., good-looking /ˌgʊdˈlʊkɪŋ/. Secondary stress is shown by a low stress mark (,). It is not as strong as primary stress.

4 SPEAKING
GET IT RIGHT  paraphrasing
If you don't know the exact adjective you need, use a phrase like She's the kind of person who..., He tends to...
A Remember the third person s.
Talk in small groups. Where you can, give examples of people you know or have known.

MINI GRAMMAR  the... the... + comparatives
The more illegible your signature is, the less assertive you are as a person.
Use the + comparative adjective or adverb to show that one thing depends on another, for example:
The sooner you do it, the easier it'll be. = How easy it will be depends on when you do it.
The colder it is, the more clothes you need to wear.
Rewrite the sentences using the... the... + a comparative adjective or adverb.
1 If you study more, you learn more. The ________ study, the ________ learn.
2 If we leave soon, we'll get there earlier. The ________ leave, the ________ get.
3 If you are sociable, you have more friends. The ________ sociable, the ________ have.
4 If you are happy, you are nicer to other people. The ________ happy, the ________ nice.

5 SONG  You gotta be
LISTENING & READING

a Read the beginning of a magazine article. Do you know what a psychic is? Do you believe psychics have special powers or are you skeptical?

b You’re now going to listen to Jane describing her visit to a psychic, Sally. After each part, discuss the questions with a partner.

Part 1
Answer the questions.
1 What was Jane’s first impression of the room and of Sally?
2 What are the first questions Sally asked her?
3 Why is Jane surprised by two things Sally mentions?

Part 2
True or False?
1 Jane lived in Ireland when she was a child.
2 The psychic says Jane will meet someone new.
3 Jane is above average height.
4 Sally thinks Jane will be attracted to the man by his looks.
5 Jane thinks she knows who the man is.

Part 3
Choose a, b, or c.
1 Sally says that, in the future, Jane _____
   a will have the same health problems as her mother
   b will live longer than her mother
   c should have plastic surgery
2 According to Sally, _____ is good at reading and writing.
   a neither Jane’s son nor her daughter
   b neither Jane’s ex-husband nor her daughter
   c neither Jane’s ex-husband nor her son
3 What Sally says about Jane’s children makes Jane feel _____.
   a convinced that Sally is a genuine psychic
   b less skeptical about Sally being a psychic
   c sure that Sally is not a genuine psychic

c Read about some typical techniques used by psychics. Match the titles with the paragraphs.

A Getting information from the client
B Using a name
C The flattering statement
D Identifying common medical problems

d Listen to Jane talking about her visit again. Which techniques did Sally use?

e Now listen to Jane talking a few weeks later. What was her final opinion about Sally’s psychic abilities? What has happened since she went to see Sally?

f Do you know anyone who has ever been to a psychic? What happened?
7 GRAMMAR auxiliary verbs

a Look at some extracts from the listening. Circle the correct auxiliary verb.

"Australia is very important in your life."
"It isn't / was? I've never been to Australia."
"Another place that is very important in your life is Ireland."
"Yes, that's true. Ireland does / has play a big role in my life."
"Let's see... Your mother suffers from headaches, doesn't / isn't / does she?"
"Yes, she is / does / has, as a matter of fact."
"Well, you'll need to watch out for headaches, and so does / will / will your mother."

b Listen and check. Underline the auxiliaries that are stressed.

c In pairs, decide which auxiliary is used ...
A as a short answer. [ ]
B to add emphasis. [ ]
C to check information. [ ]
D to show surprise. [ ]
E to avoid repeating a verb or phrase. [ ]

d p.132 Grammar Bank 1B. Read the rules and do the exercises.

8 PRONUNCIATION intonation and sentence rhythm

a Listen to the conversation and circle the auxiliary verbs that are stressed.
A What's your sister like?
B Well, she's kind of shy and quiet.
A She is? So is my brother!
B Isn't your brother a doctor?
A That's right. And your sister works in a bank, doesn't she?
B No, she doesn't. She's a journalist.
A Oh, that's right, you did tell me, but I forgot. I think they'd probably get along well.
B You do? But if my sister doesn't talk much and neither does your brother...
A Yeah, I see what you mean. We probably shouldn't introduce them.

b Listen and repeat the conversation, copying the intonation and rhythm. Then practice it in pairs.

c Listen and respond to the sentences you hear with an echo question, for example, You are? You didn't?, etc. Use a rising intonation.

d Complete the sentences on the left so that they are true for you. Then read them to your partner, who will respond with an echo question and then say whether he / she is the same as you or different.

| I'm not very good at _________. (activity) | You aren't? | Neither am I / I am. |
| I'm very _________. (adjective) | You are? | So am I / I'm not. |
| I hate _________. (a food) | You do? | So do I / I don't. I like it. |
| I don't ________ very often. (verb) | Don't you? | _________. |
| I've been to _________. (town / country) | ________? | So am I / I'm not. |
| My favorite season is _________. | ________? | _________. |

e Communication You're psychic, aren't you? A p.116 B p.119. Make guesses about your partner and then check if they are true.
1 SPEAKING & VOCABULARY  illness and treatment

You're at home with some friends watching a game on TV.
In the excitement, one of your friends suddenly starts having a nosebleed.

DO YOU ...?

a get some ice from the freezer and put it on his nose
b get some toilet paper, tell him to put it in his nose, and suggest that he go to the doctor to check his blood pressure
c tell him to pinch the soft part of his nose for five minutes

You're having a barbecue with some friends on the beach.
One of your friends accidentally picks up a very hot piece of wood and burns her hand. It hurts a lot, and she has blisters on her skin.

DO YOU ...?

a pour cold water on the hand and then cover it with a plastic bag
b cover the burn with sunscreen
c break the blisters and put on antiseptic cream

2 PRONUNCIATION  consonant and vowel sounds

The phonetic symbols in a dictionary help you check the pronunciation of words that have an irregular sound-spelling relationship.

a 1.15 Use the phonetic symbols to help you pronounce these words. Then listen and check.
1 cough /kɒf/ 4 bruise /bruːz/
2 heart /hɑːrt/ 5 blood /blʌd/
3 asthma /æzma/ 6 diarrhea /daɪərɪə/

b How do you pronounce the sounds below? Write the words from the list in the correct column.
ache allergy ankle bandage checkup choking GP infection injection pressure rash specialist stomach temperature unconscious

You're the doctor! p.116. Check your answers.
3 READING & LISTENING

a You are going to read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

Help! My friend is choking!

Mrs. Johnson, a library assistant, was having dinner with friends in a restaurant. They were all having steak, and Mrs. Johnson had just swallowed a piece of meat when she suddenly found that she couldn’t breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately, “Excuse me, can anyone help my friend? She’s choking.” At another table in the restaurant, a famous TV talk show presenter saw what was happening and rushed over to try to help. She stood behind Mrs. Johnson and put her arms around her waist, and then pulled hard inward and upward three times...

The day my little boy swallowed a tomato

“Look at me, Mom,” giggled my three-year-old son. I could hardly understand him because his mouth was full of cherry tomatoes. He had taken them out of the refrigerator while I was making lunch. “Oh, Peter, don’t be silly,” I laughed. That was a big mistake. Peter tried to laugh too, and as he did, one of the tomatoes got stuck in his throat. He tried to cough, but nothing happened. He was choking. I hit Peter on the back, but the tomato didn’t move. Peter began to turn blue. I ran outside, screaming for help, but the street was completely deserted. I was desperate. I put my whole hand in his mouth and pushed my fingers as far as I could down his throat...

b Take turns telling each other your story. Explain...
1 what the situation was.
2 what the person who was giving first aid did.

c Discuss whether you think they did the right thing or not.

d Now listen to what happened next and answer the questions.
1 What happened to Mrs. Johnson in the end? Did the presenter do the right thing?
2 What happened to Peter in the end? Did his mother do the right thing?

4 SPEAKING

GET IT RIGHT keep going!
Even when you know a lot of vocabulary connected with a topic, you may find that you don’t know the exact word or phrase for what you want to say. If this happens, don’t freeze! Paraphrase (use other words to say what you mean) and keep going!

Useful language
What I mean is...
I can’t remember / I don’t know the word, but it’s...
She had a sort of / kind of...

Talk to a partner.

Have you ever had to give first aid?

YES

To who? Why?

No

Has anyone ever had to give you first aid?

YES

What happened?

NO

How much do you know about first aid?

YES

Where did you learn it?

NO

What do you think you should do if...

a someone is stung by a bee
b someone loses consciousness
c someone accidentally takes too many painkillers
5 GRAMMAR present perfect (simple and continuous)

a Check what you know: present perfect / simple past. Right (√) or wrong (X)? Correct the wrong highlighted phrases.

1 A Have you ever had an operation?
   B Yes, I've broken my leg two years ago.

2 A How long was your uncle in the hospital?
   B Since last Tuesday. He's coming home tomorrow.

3 You haven't taken your medicine yet.

Any problems? Workbook p.11

b New grammar. Read the jokes and use your instinct to cross out the wrong form (present perfect simple or continuous). Listen and check.

Patient Doctor, my son has swallowed / has been swallowing my pen.
   What should I do?
   Doctor Use a pencil until I get there.

Patient Doctor You look exhausted!
   Doctor Yes. I've run / I've been running after a cat.
   Patient After a cat?
   Doctor I see. How long has this gone on / has this been going on?
   Patient Since I was a little puppy.
   Doctor OK. Just lie down here on the couch, and we'll talk about it.
   Patient I can't!
   Doctor Why not?
   Patient I'm not allowed on the furniture.

Patient Have they sent / Have they been sending you the results of my tests yet?
   Doctor Yes. The news isn't good, I'm afraid.
   Patient How long do I have to live, doctor?
   Doctor Ten...
   Patient Ten WHAT? Months? Weeks?
   Doctor Nine, eight, seven, six...

c Grammar Bank 1C. Read the rules and do the exercises.

d In pairs, use the prompts to ask and answer the questions. Is there anything you could do to improve your health?

1 / drink enough water? How many glasses / drink today?
2 / get any physical exercise? What kind? How long / do it?
3 / eat a lot of fruits and vegetables? How many servings / have today?
4 / walk to school/work? How far / walk today?
5 / smoke? How long / smoke? How many cigarettes / have today?
6 / take any vitamins right now? How long / take them?
7 How many hours / sleep a night? / sleep well recently?
8 / allergic anything? / ever have a serious allergic reaction?
6 READING

a What symptoms do people have when they feel stressed?

b Which three of these things do you think are the most stressful? Number them 1–3 (1 = the most stressful) and compare with a partner.

☐ Packing for a trip at the last minute.
☐ Being stuck in a traffic jam when you have an appointment.
☐ Writing a report for your boss when you don't have much time to finish it.
☐ Running for a bus or train.
☐ Taking care of a family member who has a chronic illness.
☐ Shopping on your lunch break.
☐ Programing a DVD player using the instruction manual.

c Read the article once quickly. Then put a check (✓) next to the activities above that are bad for your health. What does the article say about the others?

d Read the article again more slowly. Circle the correct main idea for each paragraph.

1 a Being in traffic jams is bad for our health.
   b Some people think that not all kinds of stress are bad for us.
   c Doctors don't agree on how we can reduce our levels of stress.

2 a Young people suffer more from stress than older people.
   b Alzheimer's is one of the illnesses many old people suffer from.
   c Good stress can stop us from getting sick.

3 a Situations that produce good stress are always short-term.
   b Some stress can make our cells stronger.
   c Too much protein can make us sick.

4 a We need some stress to exercise our cells' self-repair mechanism.
   b Getting physical exercise makes us feel less stressed.
   c Packing your suitcase in a hurry is an example of good stress.

e Complete the sentences using words from the article.

1 When we try to do less of something, we try to c _______. (paragraph 1)
   d _______. (paragraph 1)

2 An illness that you have for a very long time is called a c _______. illness. (1)

3 Something that is good for us is b _______. (2)
4 The verb to make something stronger is s _______. (2)
5 Our bodies are made up of millions of c _______. (2)
6 When we treat our bodies badly, we d _______. them. (3)
7 Another word for illness is d _______. (3)
8 Something that is bad for us is h _______. (3)
9 Exercising helps make our m _______. bigger and stronger. (4)

f Use your dictionary to check the pronunciation of the words in e.

g Discuss these questions with a partner.

1 Do you agree with what you have read in this article? Why (not)?
2 What kinds of “good stress” do you have in your life?
3 What other health stories have you heard about recently?
   Do you pay much attention to them? Do you believe them?

p.157 Phrasal verbs in context File 1.
THE INTERVIEW

a You are going to listen to an interview with Joyce Levine, an astrologer. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

Glossary

body of knowledge /ˈbɒdi ov ˈnɑlɪdʒ/ a large collection of information
rapproport /ˈrɑpəpɔrt/ a friendly relationship between people
counseling /ˈkʌnsəlɪŋ/ professional advice given to people with problems
birth chart /ˈbɜrt ˈʃɑrt/ a diagram that shows the position of the planets when a person was born
temperament /ˈtɛmprəmənt/ the emotional side of a person’s character
range /ˈreɪndʒ/ the limits within which things can vary
fate /feɪt/ the power that is believed to control everything that happens
free will /ˈfri ˈwɪl/ the power to make your own choices

b 1.18 Listen to part 1. Answer the questions with a partner.
1 What does an astrologer need to know about the planets?
2 What are some of the skills an astrologer should have?
3 What does Joyce do when someone comes to see her?
4 What kinds of things does an astrologer learn about people from their birth charts?
5 How much can a person’s birth chart tell about their future?

c 1.19 Listen to part 2. Answer the questions with a partner.
What does she say about …?
1 why people come to see her
2 the kinds of people who go to see her
3 the questions businesses want answered
4 how she warns people about bad news
5 predicting her own future

ON THE STREET

a 1.21 Listen to five people talking about horoscopes. Write the number of the speakers next to their star sign. Who believes that star signs can definitely influence someone’s personality?

1 Duey
2 Dennis
3 Fern
4 Curt
5 Tiffany

Sagittarius /ˈsædɪtəriəs/ Leo /ˈlɛo/
Capricorn /ˈkæprɪkɔrn/ Virgo /ˈvɜrɡoʊ/
Aquarius /ˈækwəriəs/ Libra /ˈlɪbroʊ/
Pisces /ˈpaɪsɪs/

b Listen again and write the name of the person. Who …?
1 doesn’t like to admit they really believe in astrology
2 learned something about astrology while studying another subject

3 reads their own horoscope almost every day
4 thinks star signs influence people only when they read about them too often
5 thinks that people and places have more influence than star signs

c 1.22 Listen and complete the phrases with one word. What do you think they mean?

COMMON PHRASES

1 I think it’s what you _____ into it. pv
2 I do every once in a _____ ...
3 … probably where you grow up and the people you talk to have a bigger influence on how you _____ out. pv
4 … I don’t go out of my _____ every day to find my horoscope and read it …
5 However, they might apply to several other people as _____.

d Listen to the interviews again with the audioscript on page 122. Then answer the same questions with a partner.
If you are writing an informal e-mail, it is usual to start with Hi. If you are writing an informal letter, you should start with Dear.

Read the e-mail from Chris. It has 12 mistakes: four grammar, four punctuation, and four spelling mistakes. With a partner, correct the mistakes.

Read Chris's e-mail again and find phrases that mean...
I haven't written or called.
I've been reading and replying to my e-mails.
Say hello to your family from me.

---

**New Message**

**From:** Chris
**To:** Eva
**Subject:** News

Hi Eva,

Sorry that I haven't been in touch for a while but I've been sick. I got the flu last week and I had a temperature of 102°F, so I've been in bed since four days. I'm feeling a little better today, so I've been catching up on my e-mails. Luckily my classes at the university don't start until next week.

How are you? What have you been doing? Anything exciting. Here everyone are fine – except for me and my flu! My brother Ian just started his new job with a music company – I think I told you about it when I last wrote – anyway, he's really enjoying it. How is your family? I hope they're well.

I have a good news – I'm going to a conference in your town in May, from the 16th to the 20th. Could you recommend a hotel where I could stay downtown? It needs to be somewhere not too expensive because the university is paying. I'll have a half day free for siteseeing. Do you think you'll can show me around? That would be great.

Well, that's all for now. Please give my regards to your family.
I hope to hear from you soon.

Take care,
Chris

---

You're going to answer Chris's e-mail. Look at the Useful language expressions and try to complete them.

**Useful language**

**Opening expressions**
Thanks for your e-mail / letter.
It was great to hear from you.
Sorry for writing earlier / that I haven't been in touch for a while.
I hope you and your family are well.

**Responding to news**
Sorry to hear about your exam results.
Glad to hear that you're all well.
Good luck with the new job.
Hope you feel better soon.

**Closing expressions**
Anyway / Well, that's all now.
Hope to hear from you soon. / Looking forward to hearing from you soon.
My regards (love) to...
Take wishes / Regards / (Lots of) love from...
H (= something you forgot and want to add after your signature) Please send me the photos you promised.

---

**PLAN the content.**
1 Underline the questions in the e-mail that Chris wants you to answer.
2 Underline other parts of the e-mail that you think you need to respond to, e.g., I've been sick.
3 Think about how to respond to each of the things you underlined.

**WRITE 120–180 words, in two or three paragraphs. Use informal language (contractions, conversational expressions, etc.), and expressions from Useful language.**

**CHECK your e-mail for mistakes (grammar, punctuation, and spelling).**
**What do you remember?**

**GRAMMAR**

a Complete the sentences with one word.

1. What were you and Sarah talking ______?
2. You didn’t like the movie, ______ you?
3. My father loves opera, and so ______ my mother.
4. A I’ve been to Peru twice.
   B You ______? I’d love to go.
5. What have you ______ doing since I last saw you?

b Circle the right answer, a, b, or c.

1. Could you tell me what time ______?
   a. the bus leaves
   b. leaves the bus
   c. does the bus leave
2. How many people usually ______ to this class?
   a. do come
   b. come
   c. did come
3. ______ at least three books so far this month.
   a. I’ve been reading
   b. I’m reading
   c. I’ve read
4. That was the best movie ______!
   a. I’ve ever seen
   b. never seen
   c. I’ve ever been seeing
5. The sooner you start, ______ you’ll finish.
   a. sooner
   b. the sooner
   c. the sooner than

**VOCABULARY**

a Word groups. Underline the word that is different. Say why.

1. vain ______ stubborn possessive wise
2. cheerful ______ loyal insincere conscientious
3. flu ______ blister cold asthma
4. GP ______ ER specialist doctor

b Complete the sentences with a preposition.

1. Who were you talking ______ on the phone?
2. She’s very good ______ listening to people.
3. Sam is a real pain ______ the neck.
4. She’s allergic ______ milk.
5. What are you waiting ______?

C Complete the sentences with an adjective made from the word in bold.

1. Daniel is very ______. He never remembers our anniversary.
2. I’m ______ – I want to go far in my profession.
3. My sister is very ______. I can always depend on her for anything.
4. Luke is very ______ – happy one moment and sad the next.
5. Michi is very ______. It’s very easy to hurt her feelings.

D Write words for the definitions.

1. b ______ (verb) when blood comes out of, for example, your finger
2. s ______ (adj) bigger than normal, especially because of an injury or infection
3. b ______ (noun) a piece of cloth used to tie around a part of the body that has been hurt
4. i ______ (adj) (a person who) gets angry easily
5. b ______ (adj) (a person who is) always telling other people what to do
6. a ______ (adj) (a person who) thinks he / she is superior to other people

**PRONUNCIATION**

a Underline the word with a different sound.

b Underline the stressed syllable.
What can you do?

CAN YOU UNDERSTAND THIS TEXT?
a Read the article and choose a, b, or c.
1. The survey was paid for by _______.
   a. Dr. Petrie  b. City University  c. CentralNic
2. If your password is “family oriented,” you _______.
   a. probably have a large family
   b. probably don’t use a computer very often
   c. are likely to be an animal lover
3. If your password is “Brad Pitt,” you probably _______.
   a. want to identify yourself with a famous person
   b. watch a lot of TV
   c. go to the movies very often
4. People who belong to the “cryptic” group probably _______.
   a. worry about other people reading their e-mails
   b. don’t spend much time trying to invent a password
   c. can’t think of an interesting password
5. Passwords say something about our personalities because _______.
   a. we think for a long time before choosing one
   b. we choose words that we will remember easily
   c. we choose something without thinking about it consciously

b Look at the highlighted words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?
a. 1-23 Listen and circle the correct answer, a, b, or c.
1. How did the woman meet her current partner?
   a. By speed dating.
   b. Through a friend.
   c. On an Internet dating site.
2. How does the man describe the woman he met?
   a. shy
   b. outgoing
   c. hardworking
3. How will the man be traveling?
   a. By train and taxi.
   b. By bus and taxi.
   c. By train and bus.
4. What does the doctor tell Mr. Strong to do?
   a. Take antibiotics.
   b. Drink a lot.
   c. Stay in bed.
5. What do the two sports commentators agree about?
   a. That the player won’t be playing in the game next Sunday.
   b. That the player twisted his ankle.
   c. That the player won’t be able to play again for two months.

b. 1-24 You will hear two women who visited psychics talking to a man from the Psychic Association about their experiences. Answer the questions.
1. Why did Mara go to a psychic?
2. What did the psychic tell her?
3. Was it good advice?
4. What is the man’s opinion of the psychic Mara saw?
5. Why doesn’t Alice agree with Mara?
6. What did the psychic tell Alice?
7. How did the psychic’s advice help Alice?
8. What advice does the man give Alice?

CAN YOU SAY THIS IN ENGLISH?
Can you…?
- ask questions with or without auxiliaries and with prepositions
- describe your personality and your friends’/family’s personalities
- talk about health problems and describe symptoms to a doctor
National stereotypes: truth or myth?

1 LISTENING & SPEAKING

a You're going to listen to four people talking about the typical characteristics of people from their country (Canada, Australia, England, and the US). Before you listen, work with a partner and try to predict what positive and negative characteristics the speakers might mention.

b Listen and try to match the speakers 1-4 with their nationality. Use their accent and what they say about people from their country to help you.
Canadian □ English □
Australian □ American □

c Listen again. Write down at least one negative and two positive characteristics about each nationality. Does each person think he / she is typical or not? Why (not)?

d Now listen to two extracts from each speaker. Try to write in the missing words. What do you think they mean?

1 a I'd say we're a down-to-earth people, friendly and _______.
   b We believe in working hard, but we really enjoy our _____ time.

2 a We think that if we work hard, we can _____ anything.
   b I think I've _____ the typical optimism and drive.

3 a It's difficult to generalize about us as a people, especially as our big cities now have such a ______ population.
   b Just think of our inability, or our _____, to learn foreign languages!

4 a We try to accept everyone's culture and welcome their _____, their food, their traditions.
   b We're physically reserved, compared to other cultures that might have more touching or ______ or kissing.

e In pairs or small groups, discuss the questions.
1 What do you think are the strengths of your nationality?
2 What are the weaknesses?
3 In what way would you say you are typical?

2 GRAMMAR adjectives as nouns

a In many parts of the world there is a joke based on national stereotypes. With a partner, complete The best place in the world with five different nationalities. Then do the same for The worst place in the world. Compare your version of the joke with another pair.

The best place in the world is where ...
the police are _____, the cooks are _____, the mechanics are _____, and everything is organized by the _____.

The worst place in the world is where ...
the police are _____, the cooks are _____, the mechanics are _____, and everything is organized by the _____.

b Read the article Do we see ourselves as we really are? and answer the questions.
1 How was the research done?
2 What does it tell us about national stereotypes?

c Read the article again. Which nationality / nationalities ...?
1 were friendlier than they thought
2 were less outgoing than they thought
3 were more hardworking than they thought
4 knew themselves the best
5 knew themselves the least
6 thought they were calm and reasonable, but they weren't

d After reading the article, do you think any of the strengths and weaknesses of your nationality you mentioned before (in 1e) may not be completely true?
Do we see ourselves as we really are?
A worldwide survey casts doubt on national stereotypes

The English are cold and reserved, Brazilians are lively and fun-loving, and the Japanese are shy and hardworking – these are examples of national stereotypes that are widely believed, not only by other nationalities but also by many people among the nationality themselves. But how much truth is there in such stereotypes? Two psychologists, Robert McCrae and Antonio Terracciano, have investigated the subject, and the results of their research are surprising. They found that people from a particular country do share some general characteristics, but that these characteristics are often very different from the stereotype.

In the largest survey of its kind, a team of psychologists used personality tests to establish shared characteristics among 49 different nationalities around the world. They then interviewed thousands of people from these same groups and asked them to describe typical members of their own nationality. In most cases the stereotype (how nationalities saw themselves) was very different from the results of the personality tests (the reality).

For example, Italians and Russians thought of themselves as outgoing and sociable, but the personality tests showed them to be much more shy than they imagined. The Spanish saw themselves as very outgoing, but also as rather lazy. In fact, the research showed them to be only moderately outgoing and much more conscientious than they thought. Brazilians were rather anxious – the opposite of their own view of themselves. The Czechs and the Argentinians thought of themselves as irritable and unfriendly, but they turned out to be among the friendliest of all nationalities. The English were the nationality whose own stereotype was the furthest from reality. While they saw themselves as reserved and closed, Dr. McCrae’s research showed them to be among the most outgoing and open-minded of the groups studied.

The only nationality group in the whole study where people saw themselves as they really are was the Poles – not especially outgoing, and slightly anxious.

Dr. McCrae and Dr. Terracciano hope that their research will show that national stereotypes are inaccurate and unproductive and that this might improve international understanding – we’re all much more alike than we think we are!

e Right (✓) or wrong (✗)? Correct the sentences that are grammatically wrong.
1 English talk about the weather a lot. ✗ The English
2 English people often travel abroad.
3 The Spanishs enjoy eating out.
4 Chinese and Japanese have different cuisines.
5 I know an Italian who doesn’t like spaghetti.
6 My sister married a Polish.

f ☐ p.134 Grammar Bank 2A. Read the rules for adjectives as nouns, and do exercise a.

g In pairs, say if you agree or disagree with the sentences below.

The British are usually less friendly than the Americans.
The Italians dress better than any other nationality.
The rich are always stingier than the poor.
The elderly are best taken care of in nursing homes.
The unemployed should not receive government benefits.
Small towns are better places to live than big ones.
It’s better to buy expensive clothes if you can afford to because they last longer than cheap ones.
3 READING

a Look at the photos on page 23. Do you think the people are typically English in the way they dress? Who do you think is dressed in the most eccentric way?

b You are going to read an article about how the English dress. Before you read the first part, discuss with a partner whether you think the following statements are true or false. Write T or F in the box.
1 The English dress badly.
2 The English wear very good suits.
3 English people need rules to dress well.
4 Punks and Goths wear a kind of uniform.
5 The English person with the best fashion sense is the queen.
6 Young people around the world copy “street fashion” invented by the English.
7 The English don’t like people who dress “differently.”

c Now read the first part of the text and find out if the writer agrees with your answers.

d Look at the photo below. What “tribe” of young people does he belong to? Read the second part of the text and find out why the anthropologist spoke to this person and what she discovered.

e Look at the highlighted adjectives and try to figure out the meaning from the context. Check with your dictionary or the teacher.

f Choose the best summary of the article. From what you know about English people, do you think it is true?
A The English often dress badly because they are insecure about what to wear. However, they often have a sense of humor about it.
B The English are a nation of individuals, who each dress in a rather eccentric way. The queen and the Goths are good examples of this.
C The English love wearing uniforms, and the more outrageous they are, the better.

4 VOCABULARY clothes and fashion

a Look at the photos on page 23 again. What are the people wearing?

b ☞ p.148 Vocabulary Bank Clothes and fashion.

5 PRONUNCIATION  vowel sounds

Some English vowel sounds are fairly similar and might be confusing. Practice distinguishing them.

a Look at the pairs of sound pictures below. Put two words from the list in each column. Listen and check.

<table>
<thead>
<tr>
<th>awful</th>
<th>checked</th>
<th>cotton</th>
<th>high-heeled</th>
<th>hooded</th>
<th>leather</th>
<th>linen</th>
<th>long</th>
</tr>
</thead>
<tbody>
<tr>
<td>loose</td>
<td>patterned</td>
<td>sandals</td>
<td>sleeveless</td>
<td>slippers</td>
<td>polka-dot</td>
<td>suit</td>
<td>wool</td>
</tr>
</tbody>
</table>

b Practice saying the phrases.

- a loose wool suit
- red leather sandals
- a polka-dot cotton top
- pink silk slippers
- green high-heeled shoes
- a long hooded sweater

c  p.159 Sound Bank. Look at the typical spellings for these sounds.

6 SPEAKING

GET IT RIGHT  wear and dress

Circle the right word.
1 The English don't wear / dress very stylishly.
2 The Goths wear / dress a lot of black clothes.

Talk in small groups.

How your nationality dresses
Do people in your country have a reputation for dressing well or badly?
Do you think women pay more attention to their appearance than men, or vice versa?
Are people generally very fashion conscious?
What is in fashion right now for men and women?
What are the current "tribes" of young people? What do they wear?
Do you like the way they dress?
Are there any celebrities in your country who dress in a very eccentric way?
What do you think of them?
Do people tend to judge others by the way they dress?
Do you think you dress like a typical person from your country? Why (not)?

7 GRAMMAR  adjective order

a Use your instinct. Complete each sentence with the bold words in the right order.
1 The Goth in the photo has _______________.
2 For the wedding I'm wearing a _______________.
3 I want to buy a _______________.
4 I'm looking for some _______________.

- hair black spiky
- suit linen beige
- bag black big leather
- shorts running nylon white

b  p.134 Grammar Bank 2A. Read the rules for adjective order and do exercise b.

c Imagine you were given two items of clothing for your birthday that you don't like. You have decided to sell them on eBay™, the auction website. Write a detailed description, making them sound as attractive as possible.

d Now tell other students about your two items. Try to find someone who wants to buy them and agree on a price.

8  SONG  Englishman in New York
Air travel: the inside story

1 READING

a Read the back cover of a book about air travel. Can you guess the answers to any of the questions?

Air Babylon is a best-selling book, cowritten by Imogen Edwards-Jones and anonymous airline employees whose identities must remain secret. It tells the "inside story" about flying and answers all these questions and many more...

What are the check-in agents really doing when they type at their computers?

Why is the heat often suddenly turned up halfway through a flight?

Out of 1,000 passengers, how many will probably lose their luggage?

Why do airport employees sometimes have a problem with wheelchairs?

Why can you sometimes smell roast chicken in a plane when they are serving you fish?

b Now quickly read the extract from Air Babylon. Did you guess correctly?

c Now read the extract again. Complete each paragraph with one of the sentences below. Be careful: there is one sentence you do not need to use.

A Wheelchairs are a big problem for us.

B It flies into the engine, totally destroying itself and the machinery.

C I’ll never forget the last time it happened to me.

D So you can see, it really does pay to be nice to the person at the counter.

E This is mainly because the transport times between the terminals are so tight.

F And, as every flight attendant knows, a snoring plane is a happy plane.

d Do you believe everything you read in the extract?
2 VOCABULARY  air travel

a Complete the column on the right with a word or phrase. (All the words come from the Air Babylon extract).

At the airport

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most big airports have several different buildings called <strong>terminals</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Passengers leave from Departures and arrive at <strong>terminals</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>Two general words for bags and suitcases are <strong>luggage</strong> and <strong>baggage</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>When you arrive at the airport, you go to <strong>baggage claim</strong> to get your boarding pass.</td>
</tr>
<tr>
<td>5</td>
<td>Before you take an international flight, you have to show identification at <strong>security</strong> and go through security.</td>
</tr>
<tr>
<td>6</td>
<td>After you arrive, you go to baggage claim to <strong>claim</strong> your luggage.</td>
</tr>
<tr>
<td>7</td>
<td>When you go through <strong>customs</strong>, you may be asked, &quot;Do you have anything to declare?&quot;</td>
</tr>
<tr>
<td>8</td>
<td>A person whose job is to carry your bags for you is called a <strong>baggage handler</strong>.</td>
</tr>
<tr>
<td>9</td>
<td>JetBlue and easyJet are two discount <strong>airlines</strong>.</td>
</tr>
</tbody>
</table>

On the plane

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The people who work on the plane are the <strong>cabin crew</strong>.</td>
</tr>
<tr>
<td>11</td>
<td>The people who pay to travel on a plane are <strong>passengers</strong>.</td>
</tr>
<tr>
<td>12</td>
<td>The person who serves you during a flight is the <strong>stewardess</strong>.</td>
</tr>
<tr>
<td>13</td>
<td>You can usually ask for a window or <strong>aisle seat</strong>.</td>
</tr>
<tr>
<td>14</td>
<td>The noun from the verb <strong>fly</strong> is <strong>flight</strong>.</td>
</tr>
<tr>
<td>15</td>
<td>When a plane is going up into the sky, it is <strong>climbing</strong>.</td>
</tr>
<tr>
<td>16</td>
<td>When a plane is coming down from the air, it is <strong>descending</strong>.</td>
</tr>
</tbody>
</table>

b Which of the words in a can also be used if you are traveling by bus or train?

c Cover the words on the right and read the definitions again.
Can you remember all the words and pronounce them correctly?

MINI GRAMMAR  so / such ... that

The passenger is usually so embarrassed that he disappears as quickly as possible. When this happens, there is often such a strong smell of roast bird that passengers on the plane think that chicken is being cooked. We often use so / such ... (that) to express a consequence.

Use so / such ... (that) to express a consequence.

| The movie was so good (that) we went to see it again. |
| He drives so dangerously (that) nobody wants to go with him. |
| There was so much traffic (that) we nearly missed our flight. |
| It was such a good movie (that) we went to see it again. |
| They played such awful music (that) nobody wanted to dance. |
| They were such beautiful shoes (that) I bought them. |

Complete the sentences with so, such, or such a.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The flight was _______ long that I got really bored.</td>
<td></td>
</tr>
<tr>
<td>2. I had _______ noisy child sitting beside me that I couldn't sleep at all.</td>
<td></td>
</tr>
<tr>
<td>3. There was _______ long delay because of fog that we had to sleep at the airport.</td>
<td></td>
</tr>
<tr>
<td>4. My suitcase was _______ heavy that I had to pay for excess baggage.</td>
<td></td>
</tr>
<tr>
<td>5. I slept _______ badly on the plane that it took me two days to recover.</td>
<td></td>
</tr>
<tr>
<td>6. We were served _______ terrible food that I couldn't eat a thing.</td>
<td></td>
</tr>
<tr>
<td>7. There were _______ many people at check-in that we had to stand in line for an hour.</td>
<td></td>
</tr>
<tr>
<td>8. We had _______ heavy suitcases that we had to ask for a porter.</td>
<td></td>
</tr>
</tbody>
</table>
a Read a newspaper story about an incident during a recent flight. What happened? Do you think the flight attendant should lose her job?

b Copy the highlighted verbs into the chart.

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Simple Past: Regular</th>
<th>Simple Past: Irregular</th>
<th>Past Continuous</th>
<th>Past Perfect</th>
<th>Past Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>screamed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>relaxed</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>finished</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>flown</td>
<td></td>
<td></td>
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</tbody>
</table>

c In pairs, look at the sentences and circle the more logical verb form. Be ready to say why.

When the plane hit turbulence ...

1 the passengers screamed / were screaming.
2 the passengers relaxed / were relaxing.
3 they finished / had finished lunch.
4 they had flown / had been flying for two hours.

d ☞ p.134 Grammar Bank 2B. Read the rules and do the exercises.

e In pairs or groups, try to complete each of the two sentences in four different ways using the four narrative tenses.

1 The police stopped the driver because he ...
2 I couldn’t sleep last night because ...
5 LISTENING

You are going to listen to an interview with two pilots. Before you listen, discuss questions 1–6 with a partner and guess how the pilots will answer them.

1. What weather conditions are the most dangerous when flying a plane?
2. Which is more dangerous, taking off or landing?
3. Is it really worthwhile for passengers to wear seat belts?
4. Is it worth listening to the safety instructions?
5. Are some airports more dangerous than others?
6. How important is it for pilots to speak English well?

b 2.6 Listen to the first part of the interview. How many of the questions did you answer correctly?

c Listen again for more detail. Then, with a partner, try to remember as much as possible about the pilots’ answers.

d 2.7 Now listen to the second part. What three questions do they answer?

e Listen again and try to remember the anecdotes.

f Do you think you would like to work as a pilot? What are the main advantages and disadvantages?

6 SPEAKING

GET IT RIGHT active listening

When someone tells us a story or anecdote, we normally interact with the person who is telling the story.

Useful language

<table>
<thead>
<tr>
<th>ASKING FOR MORE INFORMATION</th>
<th>SHOWING SURPRISE</th>
<th>SHOWING APPROVAL</th>
<th>SHOWING SYMPATHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened next?</td>
<td>Really?</td>
<td>Wow!</td>
<td>Oh no!</td>
</tr>
<tr>
<td>Then what happened?</td>
<td>You’re joking!</td>
<td>That’s great / fantastic!</td>
<td>That’s awful!</td>
</tr>
<tr>
<td>How did you feel?</td>
<td>Not! I don’t believe it.</td>
<td></td>
<td>What a shame!</td>
</tr>
<tr>
<td>What was it like?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Communication Flight stories A p.116 B p.119. Read a newspaper story to retell to your partner.

b You are going to tell an anecdote. The story can either be true or invented. If it is invented, try to tell it in such a convincing way that your partner thinks it’s true.

Choose one of the topics below and plan what you are going to say. Look at the Story plan below, and ask your teacher for any words you need.

Talk about a time when you (or someone you know)...

- had a frightening / funny / unusual experience when traveling by plane / bus / train.
- got sick or had an accident while traveling.
- missed a bus / train / flight, which caused serious complications.
- arrived home from a trip and had a surprise.

Story plan

Setting the scene

This happened to me when I was ...
I was ___-ing when ...
I ... because I had / hadn’t ...

The main events

I decided to ... because ...
So then I ...
Suddenly / At that moment ...

What happened in the end?

In the end ... / Eventually ...
I felt ...

c In pairs, A tell B your story. B ask A for more details and decide whether the story is true or not. Then change roles.
Mini sagas
A mini saga is a story that is told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss.

She recognized the writing on the envelope immediately. The Gypsy had warned her that she had no future with this man, yet here he was—five lonely years after their last meeting, begging her to join him in New York. She felt unbelievably happy as she stepped on board the Titanic.

He was worried. Unfortunately, since his wife's death, his teenage daughter had become increasingly difficult. They had agreed 2:00 a.m. as the latest return time from nightclubs. It was now 3:30.
He prepared himself for confrontation as the door opened.
“Dad!” she shouted angrily. “I’ve been frantic. You’re late again.”

“Every evening has dinner at six,” she told the maid. “No beef. He has dessert in the garden. Fill the bath at eight—he goes to bed early.”

“When will I meet the master?” the maid asked, as she tripped over a sleeping poodle.
“You already have,” laughed the housekeeper.

My house looks as if it’s been hit by a bomb. Since I’m terrible at organizing, I bought a new book, Key to Organizing Your Life. I felt so proud.
I started cleaning the bookcase. Five minutes later I couldn’t believe my eyes.
I’d bought the same book last year.

Glossary
beg ask sb very strongly or anxiously for sth
confrontation a situation where there is angry disagreement
frantic very worried
maid female servant
master man who has people working in his house as servants
poodle a small dog with very curly hair
housekeeper woman employee in charge of a house and its servants

1 GRAMMAR  adverbs and adverbial phrases

a Read the four mini sagas and match them with the titles below. You don’t need to use one of the titles.
Generation gap The last laugh Good intentions In the cards Meeting the boss

b Read the mini sagas again. Some of them are fairly cryptic, and the story is not immediately obvious. In pairs, explain each story in your own words. Which story do you like most / least?

c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and notice their position in the sentence. Write them in the correct place in the chart.

Types of adverbs
Time (when things happen, e.g., now) immediately
Manner (how you do something, e.g., slowly)
Frequency (how often sth happens, e.g., sometimes)
Degree (describing / modifying an adjective, e.g., very)
Comment (giving an opinion about a phrase, e.g., luckily)
d Use your instinct. Where should the adverb go in these sentences?
1 He speaks three languages. fluently
2 I have breakfast during the week. hardly ever
3 My brother was in a car crash, but he wasn't hurt. fortunately
4 It's often hot in New York in July and August. extremely
5 When I know the date, I'll call you. right away

e P.134 Grammar Bank 2C. Read the rules and do the exercises.

f Listen to some sound effects or short dialogues. Then use the adverb in bold to complete the sentence.
1 When he got to the bus stop, the bus had just left.
2 They were having a party when... suddenly
3 He thought he had lost his boarding pass, but... luckily
4 The woman thought Andrea and Tom were friends, but, in fact, ...
5 The driver couldn't see where he was going because...
6 The Chinese man couldn't understand the other man because...

2 VOCABULARY confusing adverbs and adverbial phrases
a Match each pair of adverbs with a pair of sentences.

right now / actually 
especially / specially 
ever / even 
hard / hardly

Adverb
1 a Her Spanish isn't very good. She can ___ say anything.
   b He works very ___ - at least ten hours a day.
2 a My boss always arrives ___ for meetings.
   b We haven't seen Mary ___ . She's been very busy.
3 a ___ of the concert, everybody applauded.
   b I didn't want to go, but ___ they persuaded me.
4 a I love all sports, but ___ basketball.
   b All her clothes are ___ made for her in Paris.
5 a She looks younger than me, but ___ she's two years older.
   b He's unemployed ___ , but he's looking for a job.
6 a It's ___ stopped raining. We'll be able to leave soon.
   b Does your boyfriend live ___ here?
7 a Have you found an apartment ___ ?
   b No, we're ___ looking.
8 a Have you ___ been to Texas?
   b I've been all over the US - I've ___ been to Alaska!

b Now decide which adverb goes where and write it in the adverb column. Compare with a partner, and say what you think the difference is between the two adverbs.
c Cover the adverb column and look only at sentences 1-8. Try to remember the adverbs.

3 PRONUNCIATION word and sentence stress
a Underline the main stressed syllable in these adverbs.

absolutely 
actually 
almost 
apparently 
definitely 
especially 
even 
extrmely 
fortunately 
ideally 
icrably 
likely 
unfortunately

b Listen and check.

Remember: adverbs, like other "information" words, are usually stressed in a sentence.

c Now underline the stressed words in each sentence. Listen and check. Practice saying the sentences.

1. There was a lot of traffic, and unfortunately we arrived extremely late.
2. We definitely want to go abroad this summer, ideally somewhere hot.
3. It's incredibly easy - even a child could do it!
4. I thought he was Portuguese, but actually he’s Brazilian.
5. You said they'd already gone, but apparently they're still here.
6. I absolutely love Italian food, especially pizza.

4 WRITING
a You are going to write a mini saga.

Your story must be exactly 50 words (not including the title) and you must include at least two adverbs. Contracted forms (e.g., I'd) count as one word. First, choose one of the titles below.

A summer romance  Revenge is sweet
The lie  Never again

b Think of a plot. Then write a first draft without worrying about the number of words.
c Now count the words and then try to cut or add words until the story is the right length. Write your final version.
d Read two other students' stories. Which do you like best?
Little Brother™

by Bruce Holland Rogers

Peter had wanted a Little Brother™ for three Christmases in a row. His favorite TV commercials were the ones that showed just how much fun he would have teaching Little Brother™ to do all the things that he could already do himself. But every year, Mommy had said that Peter wasn’t ready for a Little Brother™. Until this year.

This year when Peter ran into the living room, there sat Little Brother™ among all the wrapped presents, babbling baby talk, smiling his happy smile, and patting one of the packages with his fat little hand. Peter was so excited that he ran up and gave Little Brother™ a big hug around the neck. That was how he found out about the button.

Peter’s hand pushed against something cold on Little Brother’s neck, and suddenly Little Brother™ wasn’t babbling anymore, or even sitting up. Suddenly, Little Brother™ was limp on the floor, as lifeless as any ordinary doll.

Mommy picked up Little Brother™, sat him in her lap, and pressed the black button at the back of his neck. Little Brother™’s face came alive, and it wrinkled up as if he were about to cry, but Mommy bounced him on her knee and told him what a good boy he was. He didn’t cry after all.

“Little Brother™ isn’t like your other toys, Peter,” Mommy said. “You have to be extra careful with him, as if he were a real baby.”

She put Little Brother™ down on the floor, and he took tottering baby steps toward Peter. “Why don’t you let him help open your other presents?”

So that’s what Peter did. He showed Little Brother™ how to tear the paper and open the boxes. The other toys were a fire engine, some talking books, a wagon, and lots and lots of wooden blocks. The fire engine was the second-best present. It had lights, a siren, and hoses just like the real thing. There weren’t as many presents as last year, Mommy explained, because Little Brother™ was expensive. That was okay. Little Brother™ was the best present ever! Well, that’s what Peter thought at first.
At first, everything that Little Brother™ did was funny and wonderful. Peter put all the torn wrapping paper in the wagon, and Little Brother™ took it out again and threw it on the floor. Peter started to read a talking book, and Little Brother™ came and turned the pages too fast for the book to keep up.

But then, while Mommy went to the kitchen to cook breakfast, Peter tried to show Little Brother™ how to build a very tall tower out of blocks. Little Brother™ wasn’t interested in seeing a really tall tower. Every time Peter had a few blocks stacked up, Little Brother™ swatted the tower with his hand and laughed. Peter laughed, too, for the first time, and the second. But then he said, “Now watch this time. I’m going to make it really big.”

But Little Brother™ didn’t watch. The tower was only a few blocks tall when he knocked it down.

“No!” Peter said. He grabbed hold of Little Brother™’s arm. “Don’t!”
Little Brother™’s face wrinkled. He was getting ready to cry.
Peter looked toward the kitchen and let go. “Don’t cry,” he said. “Look, I’m building another one! Watch me build it!”
Little Brother™ watched. Then he knocked the tower down.

Peter had an idea.

When Mommy came into the living room again, Peter had built a tower that was taller than he was, the best tower he had ever made. “Look!” he said.
But Mommy didn’t even look at the tower. “Peter!” She picked up Little Brother™, put him on her lap, and pressed the button to turn him back on. As soon as he was on, Little Brother™ started to scream. His face turned red.

“I didn’t mean to!”

“Peter, I told you! He’s not like your other toys. When you turn him off, he can’t move, but he can still see and hear. He can still feel. And it scares him.”

“Tt was knocking down my blocks.”
“Babies do things like that,” Mommy said. “That’s what it’s like to have a baby brother.”
Little Brother™ howled.

“He’s mine,” Peter said too quietly for Mommy to hear. But when Little Brother™ had calmed down, Mommy put him back on the floor, and Peter let him toddle over and knock down the tower.
Mommy told Peter to clean up the wrapping paper, and she went back into the kitchen. Peter had already picked up the wrapping paper once, and she hadn’t said thank you. She hadn’t even noticed.
Peter wadded the paper into angry balls and threw them one at a time into the wagon until it was almost full. That’s when Little Brother™ broke the fire engine.
Peter turned just in time to see him lift the engine up over his head and let it drop.

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Peter turned just in time to see him lift the engine up over his head and let it drop.

Listen to the end of the story. In pairs, discuss what you think happened.
1. What did Peter do to Little Brother™ after he broke the fire engine?
2. How did his mother react?
3. What did Peter threaten to do?
4. How did Peter’s mother punish him for his behavior?

Listen again with the audioscript on page 123. Were you right?

Do you think Little Brother™ or Little Sister™ may exist in the future? Why do you think people might want to have them?

Phrasal verbs in context File 2.
THE INTERVIEW

a You are going to listen to an interview with Heidi Evans, a flight attendant with JetBlue Airways. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

Glossary
safety drill /'sefti dril/ practice for an emergency
CPR / sə'prə/ cardiopulmonary resuscitation, a procedure used to rescue an unconscious person by breathing air into the mouth and pressing on the chest
defibrillator /dɪfɪb'rɪleɪtər/ a device that gives electric shocks to someone's heart to make it beat again after a heart attack
cranky /'kræŋki/ bad-tempered
go the extra mile to make a special effort to achieve something after you have already made a great effort
take a toll to have a very bad effect
red-eye flight /'redat flait/ late night or overnight flight
sleep in /slɪp m/ to sleep late in the morning
clenching their fists squeezing their closed hands tightly

b 2.16 Listen to part 1. Answer the questions with a partner.
1 Why did Heidi apply for a job as a flight attendant?
2 What are some of the things she learned during training?
3 What kind of person makes a good flight attendant?
4 What are the good sides of being a flight attendant?
5 What are the bad sides?

c 2.17 Listen to part 2. Answer the questions with a partner.
What does she say about...?
1 what to do before you go on a long flight
2 what to do during a long flight
3 how she deals with passengers who are afraid of flying
4 how to identify passengers who are scared
5 a time when she smelled smoke in the cabin

ON THE STREET

a 2.19 Listen to four people talking about air travel.
Match the speakers to what they most dislike about air travel. Which speakers are afraid of flying?

Shelly Sophie Tiffany Juan

landing □
turbulence □
waiting in long lines □
feeling bored □

b Listen again. Who ...?
1 sometimes feels sick on a plane
2 was once terrified during a flight
3 thinks it's exciting to fly
4 experienced an overnight delay

c 2.20 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES
1 We learn how to _____ with many different situations ...
2 ... someone who is _____ to work with other people.
3 You _____ travel for free ...
4 It takes a toll on your body, so you _____ sleep the rest of the day when you get home.
5 And at _____ he got on the phone with the ground people to make an emergency landing.
6 Everyone worked together, nobody got hurt, thankfully, and that _____.

d 2.18 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES
1 Taking off and landing is sometimes a little nerve-wracking, but _____, fine.
2 ... off the top of my _____ that's pretty hard. I don't know.
3 I can't think of anything _____ ...
4 And here I am, the big guy, the oldest in the family, crying my _____ out.

d Listen to the interviews again with the audioscript on page 123.
Then answer the same questions with a partner.
It was only a small mistake, but it changed my life.

I had been working at JB Simpson’s for ten years. It was a small company that exported garden furniture. I was happy with my job – I got along with the owner, Arthur Simpson, but not with his wife, Linda. She was a loud woman, who used to turn up at the office and start criticizing us for no reason. Everyone disliked her.

One afternoon Mrs. Simpson came in while I was finishing writing a report. She looked at me and said, “If I were you, I wouldn’t wear that color. It doesn’t look good on you at all.” I was wearing a pink shirt that I was fond of, and her comment really annoyed me. I typed an e-mail to Alan Simmonds in Sales. “Watch out! The old witch is on the warpath!” and pressed “send.”

A couple of minutes later I was surprised to receive an e-mail from Mr. Simpson asking me to come to his office. When I opened the door, I saw his wife glaring at the computer screen, and I realized, to my horror, what I had done. I had clicked on Simpson instead of Simmonds.

I was packing my things. I had been fired!

---

a Read the story. What was the “small mistake”? What happened?

b Using adverbs and adjectives helps make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the list below.

aggressive an hour later extremely family-run frequently immediately new fairly quick well

c You may want to write some dialogue as part of your story. Rewrite the following with the correct punctuation. Use the dialogue in the story to help you.

sit down mr. simpson said coldly i want to talk to you about an e-mail you sent

“Sit

---

d You are going to write a story beginning with the sentence It was three o’clock in the morning when the phone rang. Look at the underlined time expressions in Useful language and correct one word in each.

Useful language

Time expressions
1 In that moment, the door opened.
2 As soon than I saw him, I knew something was wrong.
3 Ten minutes after, I went back to sleep.
4 A morning in September, I got to work early.

We got to the station just on time to catch the train.

---

PLAN the content.
1 Invent a plot and write what happened simply, in about 50 words.
2 Then think about how you could improve your story by adding more details, e.g., with adjectives and adverbs.
3 Think about what tenses you need for each part of the story, e.g., how to set the scene, what significant events happened before the story starts.

WRITE 120–180 words, organized in two or three paragraphs. Use a variety of narrative tenses and adverbs and adjectives to make your story more vivid.

CHECK your short story for mistakes (grammar, punctuation, and spelling).
What do you remember?

**GRAMMAR**

Circle the right answer, a, b, or c.

1. Some people think that ______ don’t pay enough in taxes.
   a. the rich
   b. the rich people
   c. rich

2. A. Which shoes do you like best?
   B. I like ______.
   a. the reds
   b. the red
   c. the red ones

3. I got a ______ bag for my birthday.
   a. beautiful leather Italian
   b. Italian leather beautiful
   c. beautiful Italian leather

4. We ______ for about five hours when we decided to stop and rest.
   a. were driving
   b. had been driving
   c. have driven

5. When we got to Terminal 2, the flight from Santiago ______.
   a. had already landed
   b. had already been landing
   c. has already landed

6. As soon as we arrived at the airport, we ______.
   a. had checked in
   b. were checking in
   c. checked in

7. Her father ______.
   a. speaks very fluently English
   b. speaks English very fluently
   c. speaks English very fluent

8. I just need another five minutes. ______
   a. I’m nearly finished
   b. Nearly I’m finished
   c. I’m finished nearly

9. The driver ______ in the accident.
   a. seriously was injured
   b. was injured seriously
   c. was seriously injured

10. It was ______ boring movie that we left in the middle.
    a. so
    b. such a
    c. a such

**VOCABULARY**

a. Word groups. Underline the word that is different. Say why.
   1. striped    checked    hooded    patterned
   2. silk      cotton     fur      stylish
   3. station    flight     terminal   pilot
   4. backpack   scarf      undershirt cardigan
   5. get dressed    match    get undressed    change clothes
   6. lately    slowly    nearly    friendly

b. Complete the sentences with one word.
   1. The plane took ____ at 7:15.
   2. I just found ___ that my boss is going to work for another company.
   3. You’d better walk a little faster if you don’t want to get left ____.
   4. People here get dressed ___ a lot for weddings – long dresses and suits.
   5. We checked ___ as soon as we got to the airport.
   6. My new jeans fit ___ a glove – they’re so comfortable.
   7. I live near here, ___ the end of this street.

c. Circle the right word.
   1. We haven’t seen each other much ___ / lately.
   2. The skirt doesn’t ___ / match me. It’s a little too big.
   3. The car is small. There isn’t ___ / ever a back seat!
   4. I’ve been working ___ hard / hardly that I think I need a vacation.
   5. How much ___ / luggage do you have?
   6. I love all pasta, especially / specially lasagna.

**PRONUNCIATION**

a. Underline the word with a different sound.

<table>
<thead>
<tr>
<th></th>
<th>aisle</th>
<th>flight</th>
<th>linen</th>
<th>striped</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>hear</td>
<td>fur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>crew</td>
<td>loose</td>
<td>suit</td>
<td>took</td>
</tr>
<tr>
<td>5</td>
<td>crashed</td>
<td>missed</td>
<td>changed</td>
<td>dressed</td>
</tr>
</tbody>
</table>

b. Underline the stressed syllable.

<table>
<thead>
<tr>
<th></th>
<th>stylish</th>
<th>undressed</th>
<th>arrivals</th>
<th>passenger</th>
<th>actually</th>
</tr>
</thead>
</table>
What can you do?

**CAN YOU UNDERSTAND THIS TEXT?**

a  Read the article and fill in the blanks with a sentence A–E.

A “You see how safe it is,” he smiled.
B Apparently, they thought that was what would work best for me.
C It was an experience I would rather not go through again.
D Like many fearful fliers, I often experienced a heightened sense of hearing, noticing small changes in noises and amplifying them dramatically in my mind.
E Which is unfortunate because as a foreign journalist, I can't exactly stay at home.

b  Look at the highlighted words and phrases. Can you guess what they mean?

**CAN YOU UNDERSTAND THESE PEOPLE?**

a  221 Listen and circle the correct answer, a, b, or c.

1 What did the woman buy at the sale?
   a A black sweater.
   b A blue jacket.
   c A black jacket.

2 How did the man feel?
   a angry
   b offended
   c confused

3 What is the man's criticism of the book?
   a It's too long.
   b It's boring.
   c It's complicated.

4 The flight to Taipei will leave from _____.
   a Gate B 50
   b Gate P 50
   c Gate B 15

5 The man is stressed because _____.
   a his friends have a problem with their luggage
   b his friends may think he isn't there
   c his friends' flight was late

b  222 Listen to a Swede talking about people from his country. Answer the questions.

1 What does he think is the stereotype of the Swedes?
2 How much of the stereotype does he think is true?
3 Why does he mention the Swedish army?
4 What three other aspects of the Swedes does he mention?
5 What does he say about Swedish men?

**CAN YOU SAY THIS IN ENGLISH?**

Can you ...?

- describe the strengths and weaknesses of people from your country
- describe what someone in the room is wearing
- describe a trip you have taken by train or plane

---

How I conquered my fear of flying

Journalist and documentary maker Sean Langan talks about his irrational phobia of flying.

My fear of flying is not just a mild case, but a real, oh-no-I'm-going-to-die-any-second kind of fear. My job has taken me to dangerous places such as Afghanistan and Iraq, but I'm far more worried about flying planes than flying bullets. After an awful flight earlier this year on a small plane, I decided I would either have to stop flying altogether or I could try to overcome my fears. Which is why, a few weeks later, I agreed to take the flight to end all fears.

The plane was going almost vertically upward before moving sharply to the left. To make matters worse, my seat was shaking violently because of severe turbulence. My stomach was turning. The captain, sensing my fear, took his hands off the controls and turned to face me. In fact, Captain Keith Godfrey had designed the flight, or rather the terrifyingly realistic flight simulator, to my needs.

In the two years Virtual Aviation has been offering the course at the airport, they had never put the plane through such extreme flying before. And they were right. By showing me just how far you can push a plane and still keep it safely within its limits, they allayed my fears. I had to experience things for myself before I was able to convince myself of the truth. That planes, generally speaking, do not fall out of the sky like rotten apples.

In their careful preflight questioning with a therapist named Susie, they focused on what lay beneath my fear. Something moving in an overhead compartment could sound to me like an engine about to fall off. But Susie focused on my heightened sense of movement as my main problem, which is why during the flight the captain flipped the plane over like a pancake.

But by facing my worst fear, I'd overcome it. And fellow sufferers will be glad to know that I got through my next real flight safe and sound.
The one place a burglar won’t look

1 SPEAKING & LISTENING

GET IT RIGHT agreeing and disagreeing
Use a variety of expressions for agreeing and disagreeing:
I think it must be ... That's what I was thinking.
Do you agree with that? Exactly!
Don't you think ...? I don't think that's true.

a Take the quiz in pairs. Give reasons for your answers.

BEAT THE BURGLARS!

1 How long do you think a burglar usually takes to search someone's house?
   a 10 minutes
   b 20 minutes
   c 30 minutes

2 Which of these are the most common things burglars steal?
   a TVs, digital cameras, etc.
   b paintings and antiques
   c money and jewelry

3 Which of these is more likely to stop a burglar from coming into your house?
   a a dog
   b a burglar alarm

4 Which three of these would most influence a burglar to choose a particular house or apartment?
   a It looks expensive.
   b There is no one at home.
   c There aren't many other neighbors nearby.
   d There are good places to hide around the house.
   e They have burglarized the home before.

5 How are burglars more likely to get into a house?
   a through an open door or window
   b by breaking a door or window

6 What is the best place to hide your valuables? Number these rooms in the order that burglars usually search them.
   □ the living room □ the main bedroom
   □ the kitchen □ a child's bedroom
   □ the dining room □ the office

b Communication There's only one place burglars won't look... p.117. Read the answers to the quiz – provided by ex-burglars themselves!
Listen to a radio interview with an ex-magician who worked as the "pickpocket consultant" for an Oliver Twist movie. Answer the questions.

1. What is the main trick pickpockets use when they steal from someone?
2. Why are tourists particularly at risk from pickpockets?

Listen again for more detail. Then answer with a partner.

What does he say about...
1. training boys
2. Prague
3. the director's watch
4. Fagin
5. "misdirection"
6. some keys
7. the journalist's wallet and pen
8. a map
9. subway stations and tall buildings
10. "Watch out for pickpockets!" posters

What have you learned to do or not to do...
a. to protect your home
b. if you are on vacation in a big city

2 VOCABULARY  crime and punishment

a. Match the words for people who steal with the definitions in the list.

<table>
<thead>
<tr>
<th>pickpocket</th>
<th>mugger</th>
<th>burglar</th>
<th>robber</th>
<th>shoplifter</th>
<th>thief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A _______ is someone who breaks in and steals from a private home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A _______ is someone who breaks in and steals from, e.g., a bank or business.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 A _______ is someone who steals something when he / she is in a store.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 A _______ is someone who steals from you on the street, often without you noticing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 A _______ is someone who uses violence to steal from you on the street.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 A _______ is the general word for someone who steals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Listen and check. Underline the stressed syllable.

3 PRONUNCIATION  the letter u

a. Look at the words in the list, which all have the letter u in them. Put them in the correct column below according to how the vowel sound is pronounced.

<table>
<thead>
<tr>
<th>accuse</th>
<th>burglar</th>
<th>caught</th>
<th>community</th>
<th>drugs</th>
<th>fraud</th>
<th>guilty</th>
</tr>
</thead>
<tbody>
<tr>
<td>judge</td>
<td>jury</td>
<td>manslaughter</td>
<td>mugger</td>
<td>murderer</td>
<td>punishment</td>
<td>smuggling</td>
</tr>
</tbody>
</table>

b. Listen and check. What happens to the pronunciation of u in guilty?

c. Practice saying the sentences.

1. He was accused of smuggling drugs.
2. "Murderers must be punished," said the judge.
3. The burglar is doing community service.
4. It wasn't murder; it was manslaughter.
5. The jury said he was guilty of fraud.
6. The mugger was caught by the police.

d. Talk to a partner. Find out as much information as possible.

What are the most common crimes in your town or city?
What crimes have been in the news recently?
Do you have trial by jury in your country? Do you think it's a good system?
Do you know anyone...
- whose home has been burglarized
- who has been mugged
- whose car has been stolen
- who has been unfairly accused of shoplifting
- who has been stopped by the police while driving
- who has been robbed while on vacation
- who has been offered a bribe
- who has been kidnapped
4 GRAMMAR passive (all forms), it is said that ..., he is thought to ..., etc.

a Check what you know. You are going to read two true crime stories. In World Cup thief's own goal, complete the article with the verb in parentheses in the simple past, active or passive. Then in Parrot held in prison, circle the correct form.

Any problems? Workbook p.25

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**World Cup thief's own goal**

A thief who 1. **steal** a World Cup ticket from a woman's handbag 2. **catch** after he sat down to watch the game next to the victim's husband.

Eva Standmann, 42, 3. **mug** as she was going to the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, 4. **discover** the ticket in her bag and decided to use it.

But when he 5. **take** the woman's seat in the stadium, he 6. **meet** by her husband, Berndt, 43, who immediately called the police on his cell phone.

A Munich police spokesperson said, "The thief 7. **find** the ticket in the bag and decided to watch the game. When he sat down next to his victim's husband, officers on duty at the stadium 8. **inform** of the situation and the thief 9. **arrest.**"

---

**Parrot held in prison**

A parrot has spent five days 1. **interrogating / being interrogated** by the police in a prison in Argentina.

A judge 2. **order / was ordered** the parrot, which 3. **call / is called** Pepo, 4. **hold / to be hold** in custody until he told the police who his real owner was. Two neighbors, Jorge Machado and Rafael Vega, were disputing who the bird 5. **belong / was belonged** to.

Judge Osvaldo Carlos decided the parrot should 6. **send / be send** to prison until he said the name of his owner. After five days, Pepo said Jorge's name and also sang the anthem of his favorite soccer team, San Lorenzo. Mr. Machado said, "I knew he wasn't going to let me down. He is a real friend, and we 7. **support / are supported** the same soccer team."

---

b New grammar. Read another true story. How does the hypnotist rob banks?

---

**Hypnotic bank robber**

Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia.

He is said to put cashiers into a trance before making them hand over tens of thousands of dollars' worth of bills.

It is thought that the criminal begins talking to bank tellers and gradually hypnotizes them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

---

c Look at the highlighted phrases in b. Do people know this information for sure about the robber or do they only suspect it? How is the structure different after he and after it?

d p.136 Grammar Bank 3A. Read the rules and do the exercises.

e Complete the newspaper crime story using the words in parentheses.

The world's most polite armed robber

Police are looking for a man who 1. **believe / be** the world's most polite armed robber.

The robber, who always says "please" and "thank you" when he orders store employees to give him the money in the cash register, 2. **say / be** a tall man in his early forties.

He wears a mask and rubber gloves during robberies. It 3. **think / he / rob** at least four stores in recent weeks.

A police officer said, "He 4. **report / be** polite to his victims, but there is nothing polite about armed robbery. Last week this man used a knife to threaten employees in a store. They were terrified. Saying 'please' and 'thank you' cannot change that."
Making the punishment fit the crime

-Mike Cicconetti, a judge with a difference

1 When Michelle Murray was arrested for abandoning 35 kittens in a forest, she expected to get a fine or a short prison sentence. Instead, she was sentenced to spend the night in the same cold, dark forest. In the end, it was so cold that she only had to spend three hours in the woods, but Judge Mike Cicconetti had made his point. He wanted the 26-year-old Ohio housewife to feel the same pain and suffering as the animals she had abandoned, many of which later died.

2 Judge Cicconetti's unusual ruling was just the latest example of his unique brand of "creative justice," which has won him national acclaim. He was elected unopposed to serve another six years in Lake County, Ohio, last month, and this year he won the presidency of the American Judges Association.

3 Cicconetti allows offenders to choose between jail and an alternative, "creative" sentence. For example, people accused of speeding are offered a choice between having their license suspended for 90 days or having it suspended for a shorter period and spending one day working as a school crossing guard. The judge says that offenders who spend a day helping school children cross the street never appear in his courtroom for speeding again.

4 The judge also sent a man who was caught with a loaded gun to the morgue to view dead bodies and ordered teenagers who let the air out of tires on school buses to organize a picnic for elementary school children. He has ordered noisy neighbors to spend a day of silence in the woods or to listen to classical music instead of rock.

5 Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting garbage to pay his way through college. He studied law at night school. "I didn't go to a prestigious law firm," he says, "I had to get to where I am the hard way. It makes you understand what the working man has to go through and why some of them commit crimes. I want to give people a positive lesson, not a negative one."

6 A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. "Some people will say that my punishments are cruel or unusual," the judge said. "OK, it's a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and the victims and the community. And above all, I can remember only two people who have been sentenced to alternative punishments and who have reoffended."
1 READING

a Look at the three photos and read extracts from three blogs. In pairs, guess which country / city the people are writing from.

b Read the blogs again and check (✔) the correct box(es). In which blog(s) does someone ...

1 go out in spite of a severe weather warning □ □ □
2 seem to be a foreigner living abroad □ □ □
3 have fun in spite of the weather □ □ □
4 complain about how the weather makes him / her feel □ □ □
5 talk about problems with transportation □ □ □
6 describe how surprised people are by the weather □ □ □
7 criticize some people for doing something □ □ □
8 talk about the damage caused by the weather □ □ □
9 complain that people are not well prepared to cope with the weather □ □ □

c Look at the highlighted words in the blogs and discuss what they mean with a partner.

d Would any of these three types of weather be surprising where you live? Have you had any surprising weather where you live recently?

1

Posted: Tuesday September 4th
Yesterday was unbelievable. Though we were warned there was going to be a terrible storm, no one really expected or could possibly have visualized hurricane-force winds destroying bus stops and ripping trees out of the wet soil. They told us not to cycle anywhere and to stay indoors, but I had a job interview downtown, so I had to go out.

Thank goodness I did manage to get there, but I had to grab hold of traffic lights so I wouldn't be blown into the street. I saw some crazy people on bikes – some of them got blown over, and one even seemed to be going backward. The canals were full of trash cans that had gotten blown in, and there were piles of bikes in the streets and broken umbrellas everywhere, which people had obviously thought they would be able to use and then couldn't. What a mess!

Comments 3

2

Posted: Sunday July 22nd
Yet another scorching, sunny day...

I never knew this kind of heat was possible here. Last Wednesday was the hottest day ever in this country. The roads were melting in some areas, and the underground was a total nightmare – it was like being slowly cooked in an oven.

The main problem is that people here don’t seem to understand the need for air-conditioning during the summer. There is no escaping the heat, and if you actually want to go anywhere, you have to be willing to sweat and learn to enjoy your task sweating. Please tell me, how do you shop? Try on clothes? No, thank you. Even going for an ice-cold drink can be uncomfortable if the pub isn't at least equipped with a large fan.

So I sit here sweating in my living room. The French windows are open, but the coolest room in the apartment is the bathroom, and sadly, there is no Internet connection, so I can’t work there!

Comments 22

3

Posted: Thursday November 8th

I got woken up today by my daughter screaming, “Dad... it’s snowing... it’s snowing!” She just couldn’t believe it - not surprising as they said on the news that it hasn’t snowed here for nearly 50 years! We decided not to send her to school, and we had a great time - we even made a snowman in the backyard. We used dried cranberries for the eyes and a baby carrot for the nose because it was a baby snowman. People are so amazed by the “totally awesome” weather that I’ve seen some people just standing there staring as if they were in a trance. You kind of feel it’s the work of a skilful set decorator for a high-budget movie.

It was chaos, though, for people going to work – Interstate 5 was closed in some parts, and a whole load of trucks were stuck in the snow. And it’s been very bad news for the citrus trees – they’re all frozen. Even if it thaws tomorrow, the damage is already done. So I’m afraid we won’t be eating any local oranges this year!
2 VOCABULARY  weather

a p.150 Vocabulary Bank  Weather.

b Talk to a partner.

1 What kind of weather do you think is good or bad for ...?
   a camping
   b going for a walk in the mountains
   c running a marathon
   d sailing
   e sightseeing

2 What cities or countries do you associate with ...?
   a typhoons
   b smog
   c heavy snow
   d floods
   e hurricanes

3 PRONUNCIATION  vowel sounds

Most vowels, or combinations of vowels, can be pronounced in more than one way. If you are unsure what the vowel sound is in a new word, check with your dictionary.

a Look at the groups of words below. Circle the word with a different sound.

1 blow snow showers below
2 weather sweat heavy heat
3 drizzle blizzard chilly mild
4 hard warm yard farm
5 flood cool monsoon loose
6 fought ought drought brought
7 thunder sunny uncomfortable humid
8 scorching force world storm

b Listen and check.

c Dictation. Listen and write down five sentences. Then practice saying them.

4 LISTENING

a You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

1 He wasn't at risk at his office, but he was at risk at his apartment.
2 He took his wife and child to his parents' house.
3 He went back to the apartment because he was excited by the situation.
4 Martin went to a place near his apartment to watch the water level rising.
5 He looked out the window and saw that his parking lot was starting to flood.
6 He was the last person to leave his apartment building.
7 All of the roads he tried were flooded now.
8 He decided to follow another car through the water.
9 Martin's car broke down as he drove through the water.
10 All the apartments in his building were seriously damaged.

b Listen again. Then in pairs, correct the false sentences.

c What do you think you would have done in Martin's situation?

5 SPEAKING & WRITING

GET IT RIGHT  modifiers

Cross out the wrong form. Put a check (✓) next to the sentences if both are correct.

1 It's very cold! / It's very freezing!
2 It's really windy! / It's incredibly windy!
3 It's really boiling today! / It's incredibly boiling today!
4 I was absolutely frightened! / I was absolutely terrified!

a In small groups, talk about a time when you were somewhere and ...

- there was a flood.
- it was very foggy or there was a lot of smog.
- it was unbearably cold.
- it was pouring rain for days on end.
- there was a gale or hurricane.
- there was a terrible heat wave.
- you were caught outside in a thunderstorm.

What were you doing at the time?
What did you do to protect yourself from the weather?
Did you ever feel scared or in danger?

b Write a short blog (like the ones in 1 on page 40) describing what the weather has been like recently. Write about how it has made you feel and how it has affected what you have been doing.

6 SONG  It's raining men
7 GRAMMAR  future perfect and future continuous

a Check what you know. Put the verb in parentheses in the correct future form (will + base form, going to, or present continuous). Sometimes more than one form is possible.

Future forms
1 A It's freezing in here!
   B OK, OK. I ______ the window. (close)
2 The sky is really clear! I'm sure it ______ a beautiful day tomorrow. (be)
3 A Do you think ______ while we're in Seoul? (rain)
   B I don't know, but I ______ my umbrella just in case. I've already put it in my suitcase. (take)
4 A Let's have lunch on the patio.
   B ______ it ______ warm enough? (be)
   A I think it ______ fine. I ______ the table outside. (be, set)
5 A What time ______ you ______? (leave)
   B Soon, in about ten minutes. It's very foggy, but don't worry. I ______ really slowly, I promise. And I'm sure there ______ too much traffic. (drive, not be)

Any problems?  Workbook p.28

b New grammar. Read some of the predictions scientists are making about climate change and complete them with a word from the list below.

become  closed down  doubled  having (x2)  melted  risen (x3)  suffering

c Read the predictions again. Which ones worry you most? Have you noticed the effects of climate change in your country?

Storm clouds on the horizon

Climate change is now something that we cannot close our eyes to, and governments all over the world have finally realized that they have to sit up and take notice. These are some of the things that many scientists predict will happen if we keep on polluting the atmosphere with CO₂ emissions.

Short term: by the year 2050
• More than a third of the world's plant and animal species will have ______ extinct.
• The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears. Many glaciers, for example, on Mount Kilimanjaro, will have ______ completely.
• Fifty percent of the world's ski resorts will have ______ due to lack of snow.

Mid term: by the year 2100
• Sea levels will have ______ by 6–27 inches (16–69 centimeters). This means that low-lying islands like the Maldives will no longer be habitable.
• The number of serious coastal storms and tsunamis will have ______.
• Northern European cities, e.g., Paris and London, will be ______ 50 days a year of heat waves when temperatures are over 86°F (30°C) (there are currently 6–9 days).

Long term: by the year 3000
• Temperatures will have ______ by about 59°F (15°C).
• Sea levels will have ______ by more than 36 feet (11 meters), flooding large areas of Bangladesh, and many low-lying cities, such as New York. Hundreds of millions of people will be displaced.
• One third of the world will be ______ from extreme droughts, and half the world will be ______ moderate droughts. Tens of millions of Africans will have to emigrate.
d Match the sentences A–C with pictures 1–3.
A At this time tomorrow it will be snowing.
B By tomorrow evening it will have snowed.
C It will snow tomorrow.

©  p.136 Grammar Bank 3B. Read the rules and do the exercises.

f What do you think? Explain why (not). What are the alternatives? Talk to a partner.

In 20 years …
we’ll all be using solar power to heat our homes.
discount airlines will have disappeared, and tickets will be extremely expensive.
private swimming pools and golf courses will have been banned.
everyone will be using public transportation to get to work.
we’ll have stopped using gas, and we will be using electric cars.
people won’t be going on skiing vacations anymore.

8 LISTENING & SPEAKING

a 3.8 Listen to the first part of a news story about a woman named Barbara Haddrill. What did she do? Why?

b Listen to the first part again and answer the questions.
1 What was Barbara’s dilemma? Why?
2 What changes has she made to her lifestyle over the last six years? Why?
3 How did Barbara travel? Through which countries?
4 How was she able to take such a long vacation?

c 3.9 Listen to the second part and complete the information in the chart.

<table>
<thead>
<tr>
<th>UK TO AUSTRALIA ONE-WAY</th>
<th>Cost</th>
<th>Distance</th>
<th>Time</th>
<th>CO₂ emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara plane</td>
<td>$____</td>
<td>______ miles</td>
<td>_____ days</td>
<td>_____ metric tons</td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td>______ miles</td>
<td>_____ hours</td>
<td>_____ metric tons</td>
</tr>
</tbody>
</table>

d What do you think of Barbara’s trip?

e Read What can you do to help? about what you can do to help prevent climate change. Talk to a partner or in small groups.

Which of the tips below …?  a do you already do  b are you willing to try to do  c are you not willing to try

What can YOU do to help? The top tips

1 Fly less. Use buses or trains instead where possible. If you have to fly, give money to an organization like Carbon Footprints to compensate for the CO₂ emissions of your flight.
2 Drive as little as possible. Use bikes or public transportation. And if you need to drive, buy a hybrid, a car with an extra electric motor that charges up when you stop. You could also carpool with a friend.
3 Use only energy-saving lightbulbs.
4 Plant trees. Two or three dozen trees can absorb a whole household’s emissions of CO₂.
5 Unplug electrical appliances when they’re not in use; they use electricity even in “standby” mode.
6 Use the cold water wash on your washing machine, and use a short-wash cycle on your dishwasher, which uses less energy and water than handwashing dishes.
7 If possible, try to buy organic food that has been grown locally. Take your own bags when you go to supermarkets.
8 Turn your heat down and wear a sweater if you’re cold. If you use air-conditioning, don’t set it lower than 78°F (26°C).
9 Take showers, not baths.
10 Support an environmental organization, for example, Friends of the Earth or Greenpeace.
11 Regularly recycle paper, glass, plastic, and household waste.
12 Call or write to government officials to let them know your opinion on combating climate change.
1 READING

a Which of these things scares you more?
   - being shot or drowning?
   - mad cow disease or bacteria in the kitchen?
   - flying or driving?
   - terrorist attacks or heart disease?

b Read the article once fairly quickly and find out which of the things in a is riskier.

c Read the article again and answer the questions.

1 Molly's parents ...
   a worry too much about their daughter.
   b are scared of the wrong thing.
   c don't take danger seriously.

2 Having bacteria in our kitchen doesn't worry us because ...
   a it isn't really dangerous.
   b we can keep our kitchen clean.
   c we are too worried about mad cow disease.

3 People are more afraid of flying than driving because ...
   a on a plane, they are in a situation where they can't do anything.
   b more people die in plane crashes than car crashes.
   c flying is more dangerous.

4 People ...
   a believe that terrorism is more of a threat than heart disease.
   b shouldn't worry so much about heart disease.
   c are less worried about dangers in the near future.

5 People tend ...
   a to worry too much about danger.
   b to confuse terror with danger.
   c not to do enough to stop accidents.

The risk factor

Our daily lives are full of dangers, from driving our cars to eating cholesterol in our food. But how good are we really at assessing these risks?

Not very good at all, according to Steven Levitt and Stephen Dubner in their best-selling book Freakonomics. Parents, they say, take danger very seriously, but they often worry about completely the wrong things. The authors give as an example the fictitious case of a little girl they call "Molly." Her parents know that the parents of one of her friends keep a gun in their house, so Molly's parents decide that she is not allowed to play there. Instead, they feel that Molly would be much safer spending time at another friend's house, where there are no guns, but there is a swimming pool. You may think this is the right choice, but according to the statistics, you would be wrong. Every year, one child per 11,000 private swimming pools is drowned in the United States. However, only one child is killed by a gun for every million guns. This means that a child is 100 times more likely to die in a swimming accident than because of playing with a gun.

Molly's parents are not unique. Generally, people are just not very good at assessing risk. Peter Sandman, a risk consultant in Princeton, New Jersey, says, "The risks that scare people and the risks that kill people are very different things." He compares the dangerous bacteria in our kitchen and diseases such as mad cow disease: the first is very common, but for some reason not very frightening; the second is extremely rare, but it terrifies us. "Risks that you can control are much less worrisome than risks you can't control," says Sandman. "We can't tell if our meat is infected, whereas we can control how clean our kitchen is."

This "control factor" probably explains why flying tends to scare people more than driving. Levitt argues, "Their thinking goes like this: since I control the car, I am the one keeping myself safe; since I have no control of the airplane, I am at the mercy of external factors." Actually, the question of which is more dangerous is not as simple as many people think. Statistics for the United States show that although many more people die each year in car accidents than in plane crashes, driving isn't necessarily more dangerous. This is because, generally, people spend far less time flying than driving. In fact, statistically, the number of deaths for each hour of driving compared with each hour of flying is about the same. So flying and driving carry a very similar risk. It is just our lack of control when we are flying that makes it seem more scary.

Levitt also says that people tend to be much more scared of short-term dangers than long-term ones. The probability of someone being killed in a terrorist attack is infinitely smaller than the probability that this same person will eat too much fatty food and die of heart disease. "But a terrorist attack happens now," says Levitt. "Death from heart disease is a distant, quiet catastrophe. Terrorist acts lie beyond our control - French fries do not."

Finally, there is what Peter Sandman calls "the dread factor," that is, how horrific we consider something to be. We are horrified by the thought of being killed in a terrorist attack, but for some reason we are not horrified by the thought of death from heart disease. Sandman uses the following equation: for most people risk = hazard (or danger) + outrage (or horror). "When the hazard is high but the terror is low, people underreact. When the hazard is low and the outrage is high, people overreact." Which is why so many parents will do more to protect their children from a gun accident than from a swimming pool accident. A gun horrifies us, but a swimming pool does not.
d Look at the highlighted words and phrases in the article and use them to complete these sentences.

1 Motorcycles are much cheaper than cars, ______, they are more dangerous.
2 ______ doctors it isn't a good idea to go swimming right after lunch.
3 The open-air concert was a success, ______ it rained a little bit.
4 People worry about terrorists, but, ______, the risk of an attack is rather small.
5 John loves meat, ______ his wife is a strict vegetarian.
6 ______ the weather forecast is awful, I think we should cancel the trip.
7 There was nothing good playing at the movies, so we went out for a meal ______

e Is there anything you are scared of? Do you think this is a real risk to you?

2 LISTENING

a You are going to listen to a risk expert talking about the risks of driving in the US. Before you listen, in pairs, predict which option you think is correct.

1 The most dangerous thing to be on the road is ______
   a a pedestrian
   b a driver
   c a motorcyclist
2 Most accidents happen because drivers ______
   a fall asleep at the wheel
   b are drunk
   c drive too fast
3 Driving at night is ______ as dangerous as driving during the day.
   a three times
   b four times
   c ten times
4 You're most likely to have a nonfatal accident on a ______
   a Tuesday morning
   b Friday afternoon
   c Saturday night
5 Most fatal accidents happen on ______
   a highways
   b freeways
   c country roads
6 Mile for mile, women have more ______ than men.
   a minor accidents
   b serious accidents
   c fatal accidents
7 The age at which a driver is most at risk is ______
   a over 65
   b between 25 and 34
   c under 25

b In pairs, take turns asking and answering the questions. Ask for more information.

MINI GRAMMAR likely and probably

A child is 100 times more likely to die in a swimming accident than because of playing with a gun.

This "control factor" probably explains why flying tends to scare people more than driving.

Likely and probably are very similar in meaning, but likely is more frequently used as an adjective whereas probably is always an adverb.

Use be + likely + infinitive, e.g., She's likely to be off work for a long time.

Use probably before the main verb in an [+] sentence, e.g., She'll probably be off work for a long time, but before the auxiliary verb in a [-] sentence, e.g., He probably won't come.

Complete the sentences with likely or probably.

1 I don't think the boss is very ______ to agree.
2 They ______ won't be here before 6:00.
3 That isn't ______ to happen in the near future.
4 I'll ______ be home late tonight.
4 GRAMMAR  conditionals and future time clauses

a Check what you know. Circle the correct verb form.
1 If I like / I'll like the car when I see it, I'll buy it.
2 I don't go / won't go to work tomorrow unless I feel better.
3 We'll keep on playing until it gets / will get dark.
4 If it rains tonight, we won't have to / don't have to water the lawn tomorrow.
5 I won't make a decision until I have / I'll have all the information.
6 I'll tell you when I hear / I'll hear from him.

Any problems? Workbook p.31

b New grammar. Match the sentence halves.

Main clause Other clause
1 Don't throw your notes away □ A in case it's raining when you finish work.
2 You are more likely to have an accident □ B if you don't hurry up.
3 They'll call us □ C if you're having dinner now.
4 You're going to be late □ D if you're finished cooking.
5 I'll probably be driving □ E if you arrive at two.
6 I'll call back later □ F in case you need them later.
7 Take your umbrella □ G when you call me, so leave a message.
8 Please put everything away □ H until everybody puts their seat belt on.
9 I'll have already had lunch □ I as soon as they've landed.
10 I'm not starting the car □ J if you drive too fast.

c Answer the questions with a partner.
1 Which sentence is a zero conditional and refers to something that always happens, not a future possibility?
2 In the other sentences, what tenses can be used in the main clause? What tenses can be used in the other clause after if, in case, when, etc.?
3 What does in case mean in sentences 1 and 7?

d p.136 Grammar Bank 3C. Read the rules and do the exercises.

e In pairs, complete each sentence to make some useful safety tips.
1 Don't let children play near a swimming pool unless ... 5 Always unplug electrical appliances (e.g., a hairdryer) as soon as ...
2 Never leave a dog locked up in a car if ... 6 Always keep medicine in a safe place in case ...
3 Keep a first aid kit in your house in case ... 7 Don't allow strangers into your house unless ...
4 You shouldn't leave children alone in the house until ... 8 If you are frying something and the oil catches fire, ...

5 PRONUNCIATION  sentence stress and rhythm

a (3.11) Dictation. Listen and write six future sentences to complete the dialogues.

1 A If we rent a summer house in June, will you come and stay? 4 A What time did Mandy say she was coming?
   B I'll tell you □ B At 8.00. But □
2 A Do you think you'll be able to repair them soon? 5 A What do you have in that bag?
   B □ B □
3 A How will I know where to find you? 6 A Will it be a problem if they stay for lunch?
   B □ B □

b Listen again and underline the stressed words.

c In pairs, practice the dialogues. Try to say the sentences as fast as possible with the correct rhythm.
6 LISTENING
a Look at the photo and read an extract from an article about a children's playground in Japan. What are the main safety measures? What do you think of them?

b Now listen to an interview with Sue Palmer, director of a preschool in England. How is her attitude different from that of Mr. and Mrs. Suzuki?

c Listen again and complete the information about the school with a word or phrase.

1 The preschool is in a _________ in southern England.
2 Children spend most of their time _________, even in the _________.
3 They learn about the world by _________.
4 Sue thinks children today don't have enough _________.
5 They need to be allowed to _________ when they play.
6 She thinks that schools are obsessed with eliminating risk because if children _________, their parents will sue the school.
7 Parents at her school are _________ about what the school is doing.

d Do you agree with Sue Palmer's philosophy about young children and risk?

7 SPEAKING
Talk in small groups.

GET IT RIGHT comparing past and present
Cross out the wrong form. Check (✓) the sentences if both are correct.

1 I must / had to walk to school by myself when I was little.
2 I was allowed to / could play in the street.
3 I used to / use to go to the park alone when I was a child / young.
4 Nowadays / Today parents think this is too risky.
5 They don't let children go / to go on the bus by themselves.

Did you use to do the following things when you were younger?

- play in the street
- walk to school
- go to a nearby park or playground alone or with friends
- use public transportation by yourself or with friends
- stay at home alone
- go swimming without an adult supervising
- use the Internet
- choose whatever TV programs you wanted to watch
- travel in a car without a seat belt

Do you think it was safe?
Do you think it is safe for children to do them today?
Are there any other things you used to do as a child that you think would be risky today?

p.157 Phrasal verbs in context File 3.
**THE INTERVIEW**

a You are going to listen to an interview with EZ, a “free runner” who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement by running, jumping, and climbing. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

### Glossary

- **the South Bank** /saoB bək/ the area of London on the south side of the River Thames
- **lamppost** /'læmppɔst/ a tall post with a lamp on top used to illuminate the street
- **scheme** /ˈskem/ (British English) a program or plan for organizing sth
- **PE** physical education, especially as a school subject
- **skateboard** /ˈskeɪtboəd/ a short narrow board with small wheels at each end, which you stand on and ride as a sport
- **BMX** a kind of mountain bike
- **calluses** /ˈkæləsiz/ areas of thick hard skin on a hand or foot
- **straight away** /strıt əˈweɪ/ (British English) immediately, right away

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**ON THE STREET**

a Look at this list of high-risk sports. Do you know what they all are?

- bungee jumping
- jet skiing
- parachuting
- race car driving
- rock climbing
- scuba diving
- skydiving
- white-water rafting

---

b 3.16 Listen to four people talking about high-risk sports. Write the number of each speaker next to the sport(s) they have tried. Which sports haven’t any of the speakers tried yet?

- 1
- 2
- 3
- 4

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**COMMON PHRASES**

1 ... and I never ____ up on it with them.
2 I cannot ____ myself doing any high-risk sports.
3 ... and jumping out of a plane ____ for me.
4 ... so I would definitely love to ____ into white-water rafting.
Expressing your opinion

Writing

a Read the title of the composition. Do you agree or disagree? Then quickly read the composition and see if the writer's opinion is the same as yours.

b Complete the composition with a word or phrase from the list below. Use capital letters where necessary.

finally first in addition in conclusion
in most cases nowadays second so whereas

c You're going to write a composition titled There is nothing that we as individuals can do to prevent climate change. Look at the Useful language expressions and make sure you know how to use them.

Useful language
Ways of giving your opinion
(Personally) I think / I believe ... 
In my opinion ...

Ways of giving examples
There are several things we can do, for example / for instance / such as ...
Another thing we can do is ...
We can also ...

PLAN the content.

1 Think about the introduction. This should state what the current situation is and why it is important. Decide what the effects of climate change are now in the world and in your country.

2 Decide whether you agree or disagree with the title. Try to think of at least two or three good reasons to support your opinion, including examples of why you think the alternative point of view is wrong.

3 Think of how to express your conclusion (a summary of your opinion). This should follow logically from the examples you have given.

WRITE 120–180 words, organized in four or five paragraphs (introduction, reasons, and conclusion). Use a formal style (avoid contractions or informal expressions). Use the phrases in b and in Useful Language.

CHECK your composition for mistakes (grammar, punctuation, and spelling).

Community service is the best punishment for young people who commit a minor offense.

Nowadays, when a young person commits a minor offense, he or she is usually sentenced to prison, a fine, or community service. I believe that community service is the best option.

Community service often persuades a young person not to reoffend. Working with sick children or old people makes young offenders realize that there are people who have more difficult lives than they do. So community service can be an educational experience, going to prison or paying a fine is not.

Spending time in prison results in young people meeting other criminals and learning more about the criminal world, which may tempt them to commit more crimes. In prisons many of the inmates take drugs, and this is a terrible example for young offenders.

I do not think that a fine is an appropriate punishment for young people. They do not usually have much money themselves, it is often their parents who pay the fine for them.

I believe that community service has important advantages both for minor offenders and for the community.
**GRAMMAR**
a Complete the second sentence so that it means the same as the first.
1. The accident happened when they were repairing the road.
   The accident happened when the road __________________ repaired.
2. They'll probably never find the murderer.
   The murderer will _________________ found.
3. People think the burglar is a teenager.
   The burglar is thought ___________________ teenager.
4. They say that crime doesn't pay.
   It is ____________________ crime doesn't pay.
5. He isn't likely to come.
   He probably _____________________.
b Complete the sentence with the correct form of the verb in bold.
1. Imagine! At this time tomorrow we ________ on the beach. lie
2. The game starts at 7:00. By the time I get home, it ________ already __________.
3. You can't use your cell phone until the plane _________. land
4. Many people have problems sleeping if they _________ coffee in the afternoon.
   drink
5. I want to spend a year traveling when I ________ college. finish

**VOCABULARY**
a Word groups. Underline the word that is different. Say why.
1. robber burglar pickpocket kidnapper
2. fraud smuggler theft terrorism
3. evidence judge jury witness
drug
4. chilly cool scorching freezing
5. hurricane mist blizzard flood

b Complete the sentences with a verb in the simple past.
1. They c ______ a terrible crime.
2. The police c ______ the burglar at the scene of the crime.
3. The judge s _______ her to five years in jail.
4. They k _______ the politician's son and asked for a million dollars ransom.
5. Jack the Ripper m ______ seven women in London in the 19th century.
6. The wind b _______ so hard that two trees fell down.
7. I sw _______ so much at the gym that my T-shirt was soaking wet.
8. It p _______ rain last night and we got soaked coming home.
9. We had nearly three inches of snow when I woke up, but it m _______ during the morning.
10. We t _______ advantage of the good weather and spent the day at the beach.

b Complete the sentences with one word.
1. The woman was charged ___ drug dealing.
2. Are you planning to take ___ a new sport when you go to college?
3. Who do you take ___ most, your mother or your father?
4. Watch ___! You nearly hit that cyclist.
5. It's very hot here. Let's move and sit ___ the shade.

**PRONUNCIATION**
a Underline the word with a different sound.
1. thaw weather theft thunder
2. burned jury murder burglar
3. jail charge guilty changeable
4. mild slip icy hijack
5. steal dealer sweat heat

b Underline the stressed syllable.
accuse blackmail community typhoon seriously
CAN YOU UNDERSTAND THIS TEXT?

Read the article and choose a, b, or c.

1. Mr. Green did not fight the burglar because ______.
   a. he was wearing his best clothes
   b. he knew he would lose
   c. the burglar was too quick

2. “Flat” (line 6) means ______.
   a. broken
   b. not round
   c. without air

3. Mr. Green used to be ______.
   a. an artist
   b. a soccer player
   c. a journalist

4. “Cruised” (line 15) means ______.
   a. drove around slowly
   b. looked everywhere
   c. went at top speed

5. According to the police, ______.
   a. crime victims should take photos
   b. a drawing can be better than a photo
   c. cell phone photos cannot be used in court

6. “Assault” (line 23) means ______.
   a. attacking someone
   b. stealing property
   c. breaking into someone’s house

CAN YOU UNDERSTAND THESE PEOPLE?

a. You will hear five people talking about teenage crime. Match each speaker with the people A–F. There is one person you don’t need.

A. a journalist
B. a lawyer
C. a parent
D. a police officer
E. a teacher
F. a victim of teenage crime

b. You will hear part of an interview with two mountain climbers. Write D next to what Dan says, M next to what Marion says, and N next to what neither of them says.

1. Climbing is safer than driving.
2. I try to control the element of risk when I climb.
3. Avalanches are a climber’s worst enemy.
4. Climbing helps me do my job better.
5. My job is pretty boring.
6. My spouse is not happy that I go climbing.
7. People with young children shouldn’t go climbing.
8. Accidents are usually a climber’s own fault.

CAN YOU SAY THIS IN ENGLISH?

Can you …?

☐ talk about appropriate punishments for different crimes
☐ describe things we can do to reduce the effects of climate change
☐ talk about whether life is riskier today than it was in the past
1 SPEAKING & READING

a) Answer the questions with a partner.

1. How do you think most people react in a life-or-death disaster situation?
   a) Most people panic and become hysterical.
   b) Most people act coolly and calmly.
   c) Most people “freeze” and can’t do anything.

2. What do you do when you are on a plane and the flight attendant starts to explain the safety procedures?
   a) I don’t listen. I’ve heard it so many times!
   b) I listen, but I don’t take it very seriously.
   c) I pay attention and also read the safety information in the seat pocket.

3. What would you do if you were in a hotel on the fifth floor and the fire alarm went off in the middle of the night?
   a) I would pick up essential things like my wallet and phone and find the quickest way down to the lobby.
   b) I would follow the emergency instructions on the back of the door, which I had read when I arrived.
   c) I wouldn’t pay any attention. I would think it was probably a fire drill.

b) Read How humans behave when the worst thing happens and check your answer to question 1 above. Then answer the questions below with a partner.

1. What two reasons are given to explain why a lot of people freeze in a crisis?
2. Is it possible to predict how people will react in a crisis?
3. What do you think you would do?

Work in pairs. A read about a survivor of the World Trade Center, and B read about a survivor from the Tenerife air crash. Then use the questions below to tell each other about what you read.

A 1. Where was Elia on September 11, 2001?
   2. How did she react when the plane hit the World Trade Center?
   3. What saved her life?
   4. How quickly did she leave?
   5. According to experts, how could more lives have been saved?

B 1. Where was Paul Heck on March 27, 1977?
   2. How did the accident happen?
   3. According to experts, how could more passengers have survived?
   4. Why did Paul Heck survive?
   5. What previous experience influenced Paul?

d) Read the whole article and, in pairs, mark the sentences T (true) or F (false).
   1. Elia Zedeño’s first instinct was to run.
   2. If her coworker hadn’t shouted, she might not have reacted as she did.
   3. She took her time leaving because she didn’t know where the exit was.
   4. Experts say that some people who died in the World Trade Center could have survived.
   5. The 1977 Tenerife air crash happened in bad weather conditions.
   6. The Pan Am passengers had plenty of time to escape.
   7. Heck had always worried about how he would be able to escape from places.
   8. People don’t read safety information because they aren’t worried about crashing.

e) Look at the highlighted words related to disasters. In pairs, try to figure out the meaning of the ones you didn’t know from the context.

f) What survival tips have you learned from this article? Which were the best options in questions 2 and 3 in exercise a above?
A

WHEN THE PLANE hit the World Trade Center on September 11, 2001, Elia Zedeno was working on the 73rd floor. She heard an explosion and felt the building actually move, as if it might fall down. Zedeno first shouted out, "What's happening?" You might expect that her next instinct was to run. But she had the opposite reaction. "What I really wanted was for someone to scream back, 'Everything is OK! Don't worry.'"

Luckily, at least one of Zedeno’s coworkers responded differently. He screamed, "Get out of the building!" she remembers now. Years later, she still thinks about that command. "My question is what would I have done if that person had said nothing?"

Even then Zedeno still did not immediately run. First she reached for her bag, and then she started walking in circles. "I was looking for something to take with me. I remember I took my book. Then I kept looking around for other stuff to take. I felt as if I were in a trance." When she finally left, she went slowly. "It's strange because the sound of the explosion and the way the building shook should have made me go faster." But Zedeno made it to safety. Experts have estimated that at least another 130 people would have gotten out of the World Trade Center alive if they had tried to leave the building sooner.

B

ON MARCH 27, 1977 a Pan Am 747, which was waiting to take off from Tenerife airport, collided with a Dutch KLM 747 that was taking off in the fog. It was the worst air crash in history. Everyone on the KLM plane was killed, but 62 passengers on the Pan Am plane survived. Experts say that many more would have survived if they had gotten off the plane immediately.

One of the survivors was 65-year-old Paul Heck. He led his wife Floy toward the exit, and they got out just before the plane caught fire, just 60 seconds after the collision. Why Paul Heck and not others? In the hours just before the crash, Paul did something highly unusual. While he was waiting for the plane to take off, he studied the 747's safety diagram. He looked for the nearest exit and pointed it out to his wife. He had been in a theater fire as a boy, and ever since then, he always checked for the exits when he was in an unfamiliar environment. When the planes collided, Heck's brain had the data it needed. He could work "on automatic pilot," whereas other passengers froze, their minds paralyzed by a storm of new information. Why don't more people read safety information on airplanes and fire escape information in hotels? The answer, according to research, is that people think it's not "cool" to do so. So next time you fly or stay in a hotel or find yourself in any new environment, forget about "being cool" and take a few seconds to find out where the nearest emergency exit is. It may just save your life.

2 VOCABULARY feelings

a Look at How humans behave when the worst thing happens on page 52 and find adjectives that mean ...

1 unable to think clearly or understand what's happening. ______
2 not excited or nervous. ______
3 very surprised by something unpleasant. ______
4 so surprised that you can't move or react. ______

b p.151 Vocabulary Bank Feelings.

c Look at the pictures. Try to remember an adjective and an idiom to describe how each person feels.

1 ______
2 ______
3 ______
4 ______
5 ______
6 ______

2 Choose two adjectives from below and tell your partner why you felt like that.
Can you remember a time when you felt ...?

- amazed
- grateful
- delighted
- homesick
- exhausted
- terrified
- furious
- really fed up
3 Grammar unreal conditionals

1 What would you do if your school caught fire?
2 What would you have done if you had been on
  the Pan Am plane in Tenerife?

a Look at questions 1 and 2 above. Which one refers to
  a hypothetical situation in the past? Which one refers
  to a hypothetical situation in the present or future?
b Underline the verb forms in the box above. Which
  forms are they?
c Without looking back at pages 52 and 53, try to
  complete 1-4 below.

1 What would you do if you __________ (be) in a hotel
  and the fire alarm went off in the middle of the night?
2 Another 130 people __________ (get out) of the
  World Trade Center alive if they had tried to leave
  the building sooner.
3 Many more people would have survived if they
  __________ (get off) the plane immediately.
4 If a fire alarm went off at work, I ___________
   (not pay) any attention.

d © pl38 Grammar Bank 4A. Read the rules and do
  the exercises.

4 Pronunciation sentence rhythm

a 4.1 Listen and write down the beginning of
  six sentences. Then match them with the sentence
  endings A–F.

A I would have died.
B if my husband weren’t afraid of flying.
C if I were you.
D I wouldn’t have acted so quickly.
E if I’d been in that situation.
F you wouldn’t believe me.

b 4.2 Listen and check.
c Listen to sentences 1–6 again and underline the
  stressed words. Practice saying the sentences.
d Write conditional chains. For each chain, write two
  sentences in the third conditional.

If I hadn’t read the safety information, I wouldn’t
  have known where the emergency exit was.
If I hadn’t known where the emergency exit was,
  I wouldn’t have survived the crash.
  1 If I hadn’t accepted the invitation, ...
  2 If I hadn’t gotten up so late, ...
  3 If I had remembered to turn my cell phone on, ...
  4 If I had known we had a test, ...

5 Reading & listening

a If you were going to go backpacking in the Amazon rainforest,
  what do you think would be the biggest dangers?
b Read the beginning of a true survival story and then answer
  the questions below.

1 What was the three friends’ original plan? How did this change?
2 What caused tensions between …?
   a the three men and the guide
   b Kevin and Marcus
3 Why did they finally separate?
4 Which pair would you have chosen to go with? Why?
5 How would you have felt if you’d been in Marcus’s situation?

THE AMAZONIAN RAINFOREST is roughly the size of Europe or Australia.
It is the home of more than half the plant and animal species known to man,
many of which are lethal.

In 1981 three friends went backpacking in a remote area of Bolivia: Yossi,
22, and his friends Kevin, 29, and Marcus, 29. They hired an experienced
guide, an Austrian named Karl, who promised that he could take them
deeper into the rainforest to an undiscovered indigenous village. Then they
would raft nearly 200 kilometers down river before flying to the capital,
La Paz. Karl said that the journey to the village would take them seven
or eight days. Before they entered the jungle, the three friends made a
promise that they would “go in together and come out together.”

The four men set out on their trip from the town of Apolo and soon they
had left civilization far behind. But after walking for more than a week,
they saw no sign of the village, and tensions began to appear. The three
friends began to suspect that Karl, the guide, didn’t really know where
the indigenous village was. Yossi and Kevin began to get fed up with their
friend Marcus because he was complaining about everything, especially
his feet, which had become infected and were hurting.

Eventually they decided to abandon the search for the village and just to
hike back to Apolo, the way they had come. But Kevin was furious because
he thought that it was Marcus’s fault that they had had to cut short their
adventure. So Kevin decided that he would raft down the river, and he
asked Yossi to join him—he didn’t want Marcus to come with them. Karl
and Marcus agreed to go back to Apolo on foot. The three friends agreed
to meet in a hotel in La Paz one week later.

Early next morning the two pairs of travelers said good-bye and set out
on their different journeys...
c Now listen to the documentary. When the recording stops, answer the questions with a partner.

4.3
1 What happened to Kevin and Yossi on the raft?
2 Why was Yossi really lucky?
   Whose situation would you rather have been in?

4.4
3 How were Kevin and Yossi feeling?
4 What happened to Yossi on his first night alone in the jungle?
   What would you have done if you had been in his situation?

4.5
5 Why did Yossi's spirits change from desperate, to optimistic, and then to desperate again?
   Do you think you would have given up at this point?
   What do you think had happened to Kevin?

4.6
6 What had Kevin been doing all this time?
7 Why was he incredibly lucky?
   If you had been Kevin, would you have continued to try to look for your friend?

4.7
8 How did Kevin first try to get help?
9 Why was it unsuccessful?
10 What was his last attempt to find his friend?
   What do you think had happened to Yossi?

4.8
11 How long had Yossi been alone in the jungle?
12 What did he think the buzzing noise was? What was it?
   What do you think might have happened to Marcus and Karl?

d Listen again with the audioscript on page 125. Underline any words that were new for you, or words you knew but didn't recognize.

e Do you think you would have survived if you had been in Kevin or Yossi's situation? Would you have done anything differently?

6 4.9 SONG 🎵 I will survive
How I trained my husband

1 GRAMMAR past modals

a Check what you know. Look at the photo and then answer the questions using must be, might be, or can't be.
1 What time do you think it is?
   a 2:00 p.m.  b 8:00 a.m.  c 6:00 a.m.
2 What day of the week do you think it is?
   a Friday  b Saturday  c Sunday
3 What do you think she is drinking?
   a tea  b coffee  c soda
4 What do you think the man is looking for?
   a his glasses  b his car keys  c his briefcase

Any problems? Workbook p.37

b 4.10 Listen to the extracts from the dialogues in 1d again. Underline the stressed words. How is have pronounced?

c 4.11 Now listen to two more conversations. What are they arguing about?

d New grammar. Listen again to all three conversations and complete the extracts with must have, may / might have, couldn't have, or should have.

Conversation 1
1 You ________ left them in your jacket pocket.
   a left  b put  c made
2 I ________ put them there — I wasn’t wearing a jacket.
   a left  b put  c made
3 Someone ________ moved them.
   a left  b put  c made

Conversation 2
4 We ________ taken a wrong turn again.
   a left  b turned  c made
5 We ________ turned left at the last traffic light.
   a left  b turned  c made
6 OK, I ________ said “right.”
   a left  b turned  c made

Conversation 3
7 Yes, but I think you ________ used less sugar.
   a left  b poured  c added
8 You ________ read it correctly.
   a left  b poured  c added

Any problems? Workbook p.37

2 PRONUNCIATION reduced form of have

a 4.12 Listen to the extracts from the dialogues in 1d again. Underline the stressed words. How is have pronounced?

b 4.13 Dictation. Listen and write down six sentences.

c In pairs, complete B’s responses with your own ideas. Then practice the dialogues.

1 A It was my birthday yesterday!
   B You should have told me.
2 A I can’t find my glasses anywhere.
   B You couldn’t have
3 A I gave Peter a map, but he hasn’t arrived yet.
   B He may have
4 A I have a terrible stomachache.
   B You shouldn’t have
5 A I thought the meeting was this morning, but no one came.
   B
6 A I failed my math test.
   B
7 A I was in a restaurant with Jane and she suddenly walked out.
   B
8 A Mary didn’t come to the party last night.
   B
9 A We’re going to be late. There’s so much traffic.
   B
3 READING

a You’re going to read an article by Amy Sutherland, a writer who wanted to cure her husband of some irritating habits. What do you think they might have been?

b Read the article paragraph by paragraph, using the glossary to help you. After each paragraph, stop and answer the questions with a partner.

1 What did Amy use to do when her husband couldn’t find his keys? What does she do now?
2 Why and how did she learn about animal training? What idea occurred to her? What is the main principle of animal training?
3 What is the technique called “approximations”? How did she apply it to her husband?
4 What behavior did the bird trainer want to stop? How did he do it? How did she apply this technique to her husband?
5 What did she learn from the dolphin trainer? How did she apply this to her husband?
6 What sometimes happens when animals learn a technique? What technique did her husband use on her, and how?

c What do you think of the author’s approach to changing her husband’s behavior and improving their relationship? Is there anyone you would like to “train”? What technique do you think would work best?

Glossary

| (1) snarl | make an angry noise, like an animal does |
| (1) faucet | the thing you turn to let water come out |
| (1) join the hunt | take part in looking for sth (i.e., her husband’s keys) |
| (1) rapt | so interested that you don’t pay attention to anything else |
| (2) reward | give sth to sb because they have done sth well, e.g., worked hard |
| (2) nag | talk to sb continuously in a complaining or critical way |
| (3) hamper | basket for dirty clothes |
| (3) praise | say sth positive about sb |
| (4) African crested cranes | tall thin birds with very long legs |
| (4) parsley | a herb commonly used in cooking |
| (5) fuel | increase sth, make sth stronger |
| (5) mackerel | a kind of oily fish |
| (6) be up to sth | pv be doing sth, often secretly |
| (6) braces | metal wires worn on the teeth to correct dental problems |
| (6) excruciating | very painful |
| (6) tirade | a long angry speech |
| (6) acknowledge my rant | show that he heard my angry words |
| (6) do the trick | succeed |

Adapted from a newspaper

1 As I wash dishes at the kitchen sink, my husband, Scott, paces behind me; irritated. “Have you seen my keys?” he snarls and stomps from the room with our dog, Dixie, at his heels. In the past, I would have turned off the faucet and joined the hunt while trying to soothe my husband. But that only made him angrier, and a simple case of missing keys soon would become a full-blown drama starring the two of us and our poor nervous dog. Now, I focus on the wet dish in my hands. I don’t turn around. I don’t say a word. I’m using a technique I learned from a dolphin trainer.

2 For a book I was writing about a school for exotic animal trainers, I started spending my days watching students do the seemingly impossible: teaching hyenas to pirouette on command and chimps to skateboard. I listened, rapt, as professional trainers explained how they taught dolphins to flip and elephants to paint. Eventually it hit me that the same techniques might work on that stubborn but lovable species, the American husband. The central lesson I learned is that I should reward behavior I like and ignore behavior I don’t. After all, you don’t get a sea lion to balance a ball on the end of its nose by nagging. The same goes for the American husband.

3 I began thanking Scott if he threw one dirty shirt into the hamper. If he threw in two, I’d kiss him. I was using what trainers call “approximations,” rewarding the small steps toward learning a whole new behavior. You can’t expect a baboon to learn to flip on command in one session, just as you can’t expect an American husband to begin regularly picking up his dirty socks by praising him once for picking up a single sock. With the baboon you first reward a hop, then a bigger hop, then an even bigger hop. With Scott the husband, I began to praise every small act every time: if he drove just a mile an hour slower, tossed one pair of shorts into the hamper, or was on time for anything.

4 On a field trip with the students, I listened to a professional trainer describe how he had taught African crested cranes to stop landing on his head and shoulders. He did this by training the leggy birds to land on mats on the ground. This, he explained, is what is called an “incompatible behavior,” a simple but brilliant concept. Rather than teach the cranes to stop landing on him, the trainer taught the birds something else, a behavior that would make the undesirable behavior impossible. The birds couldn’t alight on the mats and his head simultaneously. At home, I came up with incompatible behaviors for Scott to keep him from crowding me while I cooked. I piled up parsley for him to chop or cheese for him to grate at the other end of the kitchen island. Soon I’d done it: no more Scott hovering around me while I cooked.

5 I followed the students to SeaWorld San Diego, where a dolphin trainer introduced me to “least reinforcing scenario” (L. R. S.). When a dolphin does something wrong, the trainer doesn’t respond in any way. He stands still for a few beats, careful not to look at the dolphin, and then returns to work. The idea is that any response, positive or negative, fuels a behavior. If a behavior provokes no response, it typically dies away. It was only a matter of time before Scott was again searching for his keys, at which point I said nothing and kept at what I was doing. It took a lot of discipline to maintain my calm, but results were immediate. I felt as if I should throw him a mackerel.

6 Professionals talk of animals that understand training so well they eventually use it back on the trainer. My “animal” did the same. When the training techniques worked so beautifully, I couldn’t resist telling my husband what I was up to. He wasn’t offended, just amused. Then last fall, firmly in middle age, I learned that I needed braces on my teeth. They were not only humiliating, but also excruciating. One morning, as I launched into yet another tirade about how uncomfortable I was, Scott just looked at me blankly. He didn’t say a word or acknowledge my rant in any way, not even with a nod. I started to walk away, then I realized what was happening, and I turned and asked, “Are you giving me an L. R. S.?” Silence. “You are, aren’t you?” He finally smiled, but his L. R. S. had already done the trick. He’d begun to train me, the American wife.
4 LISTENING

a  (4.16) What's the difference between a discussion and an argument? You're going to listen to a psychologist giving some tips to help people when they disagree with somebody about something. Listen once and put a check (✔) next to the six things she suggests.

1 Think carefully about what to say when you begin a discussion.
2 Try to "win" the argument as quickly as you can.
3 Say you're sorry if something really is your fault.
4 Never avoid an argument by refusing to talk.
5 Don't say things that aren't completely true.
6 Don't shout.
7 Don't talk about things that aren't relevant to the argument.
8 Use another person to mediate.
9 Postpone the argument until later, when you have both calmed down.
10 It's a bad thing for a couple to argue.

b Listen again and, with a partner, try to add more detail to the tips you selected in a.

c With a partner, decide which two of the psychologist's tips you think are the most useful.

d Look at these sentences and try to figure out what the missing words are.

1 But of course this is easier said ________.
2 If you're the person who is ________ wrong, just admit it!
3 It is important to ________ things ________ control.
4 Raising your voice will just make the other person ________ their temper, too.
5 Stop for a moment and ________ a deep breath.
6 It is also very important to ________ the point.
7 There is much more chance that you will be able to ________ an agreement.
8 ________ conflict is an important part of any relationship.

e  (4.15) Listen and check.

5 SPEAKING

a ☞ Communication Argument! A p.117 B p.120. Role-play two arguments with a partner.

b Did you follow any of the psychologist's tips about how to argue? Was there anything you should / shouldn't have done?
6 VOCABULARY verbs often confused

a Circle the correct verb in each pair of sentences.

1 a When I saw my wife's face, I noticed / realized that I had bought the wrong size.
   b My husband never notices / realizes when I've been to the hairstylist.

2 a The water level in the river is raising / rising.
   b Don't raise / rise your voice when you are having an argument.

3 a I think we need to argue / discuss our new marketing plan.
   b Teenagers often argue / discuss with their parents.

4 a There is a new road safety campaign to avoid / prevent accidents.
   b We took the freeway to avoid / prevent getting stuck in downtown traffic.

5 a Please remember / remind to lock the door before you go out.
   b Remember / Remind me to call my mother later – it's her birthday.

6 a I expect / hope she'll come to the party. I'd really like to see her.
   b My driving test is next week, but I'm not expecting / hoping to pass – I've only had a few lessons.

7 a Mandy didn't invite me to her party, but I don't mind / matter.
   b It doesn't mind / matter if we're a little late.

8 a Oh no! Somebody stole / robbed my bike!
   b A 40-year-old man has been charged with robbing / stealing a bank on Main Street.

9 a I woke up during the night because I heard / listened to a noise.
   b If you had heard / listened to what I was saying, you'd know what the problem was.

10 a Your brother seems / looks exactly like your father – he has the same eyes.
   b When I spoke to him on the phone, I thought he seemed / looked very friendly.

b Compare your answers with a partner, and try to explain what the difference is between the verbs in each pair.

1 a When I saw my wife's face, I noticed / realized that I had bought the wrong size.
2 a The water level in the river is raising / rising.
3 a I think we need to argue / discuss our new marketing plan.
4 a There is a new road safety campaign to avoid / prevent accidents.
5 a Please remember / remind to lock the door before you go out.
6 a I expect / hope she'll come to the party. I'd really like to see her.
7 a Mandy didn't invite me to her party, but I don't mind / matter.
8 a Oh no! Somebody stole / robbed my bike!
9 a I woke up during the night because I heard / listened to a noise.
10 a Your brother seems / looks exactly like your father – he has the same eyes.

b Complete the questions with the correct form of one of the verbs from the corresponding pair in a. Then ask and answer with a partner.

1 Do you usually ______ what color eyes people have?
2 What would your boss do if you asked him / her to ______ your salary?
3 Do you often ______ with people in your family? With who? About what?
4 Do you usually ______ going shopping when the stores are crowded?
5 Are you good at ______ people's birthdays?
6 Are you ______ to pass or fail your next English exam?
7 Do you think it ______ if a wife earns more than her husband?
8 Has your car or bike ever been ______?
9 Are women really better at ______ than men?
10 Who do you ______ like in your family?

MINI GRAMMAR would rather, had better

a Look at two sentences from the listening. Which of the highlighted phrases means should? Which means would prefer to? Do you know what a refers to in each case?

I'd rather talk about this tomorrow after we've both calmed down.
I think we'd better take another look at how we divide up the housework.

b Now read the rules for using had better and would rather.

- Use had better with the base form, e.g.,
  You'd better hurry up. Your train leaves in ten minutes.
  You'd better not tell your parents – they'll be furious.
  NOT You had better tell ....

A had better is stronger and more immediate than should and is often used as a warning.

- Use would rather with the base form, e.g.,
  I'd rather go on vacation in July this year, not August.
  Would you rather stay in or go out tonight?
  I'd rather not come to the meeting this afternoon. I'm really busy. NOT I'd not rather.

1 I think I should go now. It's very late.
2 I'd prefer to go out on Friday instead of Saturday.
3 You shouldn't walk home. It's kind of dangerous here at night.
4 Ana said she'd prefer to meet on Thursday afternoon.
5 Jaime should be careful. If the boss finds out, he'll fire him.
6 Would you prefer not to go to the party if David is going to be there?
7 You shouldn't leave your bag there – someone will steal it.
8 My wife would prefer not to fly. She had a bad experience once.

Rewrite the bold phrases using had better (not) or would rather (not).

1 I think I should go now. It's very late.
2 I'd prefer to go out on Friday instead of Saturday.
3 You shouldn't walk home. It's kind of dangerous here at night.
4 Ana said she'd prefer to meet on Thursday afternoon.
5 Jaime should be careful. If the boss finds out, he'll fire him.
6 Would you prefer not to go to the party if David is going to be there?
7 You shouldn't leave your bag there – someone will steal it.
8 My wife would prefer not to fly. She had a bad experience once.
Let your body do the talking

1 GRAMMAR verbs of the senses

a Look at the photo. In pairs, choose the best description of the man.
1 He looks ...
   a angry. b pained. c depressed.
2 He looks like ...
   a a teacher. b a bank manager. c a chef.
3 He looks as if ...
   a he just ate something horrible.
   b he just heard some bad news.
   c he is listening to something that sounds awful.

b Now read about a book called In Character: Actors acting and check your answers.

1 Who is the man in the photo? 2 What's he doing?

In character: actors acting

The photographer Howard Schatz had a very unusual idea for a book. He invited actors into his studio and asked them to “be” certain characters in certain situations, and he then photographed them. For example, he told the actor Christopher Lloyd to be “a violin teacher who is listening to his student massacre a Mozart piece.”

c p.138 Grammar Bank 4C. Read the rules and do the exercises.

d Look at the photos of Alan Cumming and Michael Cumpsty from the book and describe the actors. Use looks, looks like, and looks as if.

e Match the faces A–D with situations 1–4, and the faces E–H with situations 5–8.

1 You realize you have been betrayed by your best friend.
2 You are a four-year-old child letting the family’s pet parrot out of its cage.
3 You are a young man begging your girlfriend to come with you to visit your parents.
4 You are a young child trying not to listen as your mother tells you off.
5 You are a young driver telling a police officer that you haven’t had anything to drink.
6 You are a police officer leaning on the car door waiting for a driver to show his license.
7 You are a young driver admitting that you’ve had maybe a small drink.
8 You are a police officer looking into a car filled with teenagers.
Listen to these sounds. What do you think is happening? Use It sounds as if ... or It sounds like ...

Make pairs of opposites from the adjectives in the list. Do they usually describe how something feels or how something tastes / smells?

<table>
<thead>
<tr>
<th>hard</th>
<th>loose</th>
<th>rough /rʌf/</th>
<th>smooth /smuːð/</th>
<th>soft</th>
<th>sour / bitter</th>
<th>strong</th>
<th>sweet</th>
<th>tight</th>
<th>weak</th>
</tr>
</thead>
</table>

Use feels, smells, or tastes + an adjective or + like + noun, etc. to describe one of the objects below for your partner to guess. Then change roles.

- hair that has just been washed
- roses
- overcooked steak
- cabbage being cooked
- a full ashtray
- a marble statue
- a silk scarf
- a lemon
- a baby after its bath
- a cat’s tongue
- espresso coffee without sugar
- a two-day beard
- Mexican food
- jeans that are too small for you

You are going to listen to a radio quiz show called Use Your Senses, where contestants have to identify a mystery food, a mystery drink, a mystery object, and a mystery sound. Listen once and write what you think the answers are.

Mystery drink
It smells __________________
It smells a little __________________

Mystery food
It tastes a little bit __________________
It tastes fairly __________________

Mystery object
It feels like __________________
It definitely feels __________________

Mystery sound
It sounds like __________________
It sounds __________________

Discuss your answers to a with a partner.

Now listen to the answers. Were you right?
3 VOCABULARY  the body

[Image of a woman's face with numbers 1 to 8 indicating different body parts]

a Look at a photograph of the actress Judi Dench. Match the words in the list with 1–8 in the photo.

- cheek
- chin
- eyebrow
- eyelashes
- forehead
- lips
- neck
- wrinkles

b p.152 Vocabulary Bank The body.

c Take the Body quiz with a partner.

4 PRONUNCIATION  silent letters

a Cross out the “silent consonant” in these words.

- calf
- wrist
- palms
- wrinkles
- comb
- kneel
- thumb

b 4.20 Listen and check.

c Look at some more common words with silent consonants. In pairs, decide which they are and cross them out. Use the phonetic transcriptions to help you.

- asthma /əˈzma:/
- castle /ˈkæzl/
- doubt /daʊt/
- half /hafl/
- honest /ˈɒnəst/
- island /ˈaɪlənd/
- knock /nɔk/
- psychologist /saɪˈkɒlədʒɪst/
- receipt /rɪˈsɪpt/
- sign /saɪn/
- whole /həʊl/
- would /wʊd/

d 4.21 Listen and check.

e 4.22 Dictation. Listen and write down six sentences.

5 READING

a What do you understand by the phrase “body language”?

b In pairs, look at the pictures below and try to match the body language with the feelings.

A saying something important
B feeling attracted to someone
C feeling defensive
D feeling nervous
E feeling superior
F being honest
G lying
H thinking hard

Bodily quiz with a partner.

- A saying something important
- B feeling attracted to someone
- C feeling defensive
- D feeling nervous
- E feeling superior
- F being honest
- G lying
- H thinking hard

d 4.19 Listen and mime the action.

c Read Let your body do the talking and check your answers.
Let your body do the talking

The parts of our body that convey most about how we feel are our hands and arms – and the way we move them. Hand and arm gestures are sometimes deliberate, but most often they occur unconsciously and naturally.

Saying something important  Open hands and arms, especially extended and with palms up in front of the body at chest height, indicate that what you are saying is important, and, especially when people are speaking in public, a pointing finger or a hand waving above the shoulders emphasizes an individual point. However, research shows that people often find speakers who point their fingers a lot rather annoying.

Openness or honesty  When people want to be open or honest, they will often hold one or both of their palms out to the other person. Soccer players who have just committed a foul often use this gesture to try to convince the referee that they didn’t do it.

Nervousness  If you put your hand to your mouth, this either indicates that you are hiding something, or that you are nervous. Fidgeting with your hands, for example, tapping the table with your fingers, also shows nervousness, and so does holding a bag or briefcase very tightly in front of the body.

Superiority  People who feel superior to you often appear relaxed, with their hands clasped behind their heads. The chin and head is often held high. This gesture is typical of lawyers, accountants, and other professionals who feel they know more than you do. Another gesture of superiority is to put your hands in your pockets with the thumbs protruding.

Feeling defensive  Arms folded tightly over the chest is a classic gesture of defensiveness and indicates that you are protecting yourself. It is often seen among strangers standing in lines or in elevators or anywhere where people feel slightly insecure. People also sometimes use this gesture when they are listening to someone, to show that they disagree with what is being said. However, this gesture can simply mean that the person is cold!

Thinking hard  A hand-to-cheek gesture, where you bring a hand to your face and extend your index finger along your cheek, with the remaining fingers positioned below the mouth, often shows that you are thinking deeply. When you stroke your chin, you are probably thinking about something important or making a decision.

Attraction  If men are attracted to someone, they sometimes play with one of their ear lobes, whereas women will play with a lock of hair or continually tuck their hair behind their ears.

Lying  There are many gestures that indicate that someone is lying, and in order to be sure, you would expect a person to show more than one. Gestures include putting your hand in front of your mouth, touching your nose, rubbing your eyes, touching your ear, scratching your neck, pulling at your collar, or putting your finger or fingers in your mouth.

d  Focus on the highlighted words, which describe more parts of the body or gestures. In pairs, try to figure out what they mean.

e  In pairs, read the article again, paragraph by paragraph, and try to do each of the gestures described. Do you use any of these gestures a lot?

6 SPEAKING

GET IT RIGHT  describing pictures

When you are describing the pictures, use these expressions to explain precisely what / who you are referring to:
The woman … on the right / left / in the center of the picture; … in the background / foreground …
Remember you can also use might be / may be / could be for speculating, as well as looks, looks as if, etc.

a  In pairs, look at the painting. Talk about where the woman is, how she is feeling, and what is happening or has happened. Use her body language to help you.

b  Communication  Two paintings A p.118 B p.120. Describe your painting for your partner to visualize.

THE INTERVIEW

You are going to listen to an interview with Trevor White, a Canadian actor. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

Glossary
voice-over /vaʊ,əʊvər/ information or comments in a movie or TV program given by a person who you do not see on the screen
fringe theater /frendʒ ˈθɪətər/ plays, often by new writers, that are unusual and question the way people think
props /prɒps/ objects used by actors during the performance of a play or movie
rehearsal /riˈhɑːrsl/ time that is spent practicing a play or piece of music
Dictaphone /ˈdɪkəfeɪn/ a small machine used to record people speaking
oftentimes /ˈɔftətniːz/ often
Royal Shakespeare Company A British drama company that specializes in Shakespeare's plays
Coriolanus /kaɪəˈleɪnəs/ one of Shakespeare's lesser known plays set in Roman times
feature film /ˈfiːtʃər fɪlm/ a full-length movie with a story, i.e., not a documentary
sword /sɔːrd/ a weapon with a long metal blade
ax /æks/ a weapon with a wooden handle and a heavy metal blade; also a tool for chopping wood
parry /ˈpərri/ to defend yourself by stopping sb from hitting you, e.g., with your arm or with a weapon

b 4.23 Listen to part 1. Answer the questions with a partner.
1 What kinds of acting does he do?
2 How did he become an actor?
3 What does he find most difficult about preparing for a part?
4 How does he learn his lines?
5 What kind of lines are difficult to memorize?

c 4.24 Listen to part 2. Answer the questions with a partner.
What does he say about ...?
1 Coriolanus
2 a sword and ax fight
3 the difference between theater acting and film acting
4 the good and bad side about TV and film work
5 being on a red carpet

ON THE STREET

a 4.26 Listen to five people talking about acting. Write the number of the speaker next to what they appeared in. How many of them mention feeling nervous?

Rachel Josh Kerrie Shelly Juan

Rachel: commercials
Josh: movies
Kerrie: musicals
Shelly: school / college plays
Juan: movies

b Listen again. Who ...?
1 names a musical they have been in
2 found that acting helped them later on
3 did a lot of dancing as well as acting
4 enjoys pretending to be someone else
5 found it difficult to remember the lines

c 4.27 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES
1 There isn't much I don't do, I guess, _______ as acting goes.
2 You just _______ and you're expected to know all your lines. pv
3 You do it a few times and _______.
4 It's amazing the _______ when the writing is good.
5 I gave the other guy three stitches on his fingers _______ point when he parried in the wrong place.
6 You get to do it _______ and _______ again.

d 4.28 Listen to the interview again with the audioscript on page 126. Does Trevor make acting sound like an attractive job?
An article

Make your home a safer place!
You probably think that your home is the one place where you are safe. That's what I thought until last week. Now I know our apartment is full of accidents waiting to happen. Next month we're taking care of my niece and nephew while their parents go away for a short break. We asked them to come over and make sure everything was OK. We got a few surprises. We started in the spare bedroom, where the children will sleep. Everybody knows you shouldn't put children's beds under a window in case a child tries to climb out. Everybody except us! Next was the bathroom. We keep our medicines on a shelf above the sink. A terrible idea, as my sister explained. Never leave medicines somewhere children can find them. They might think they are candy. Finally, the kitchen. This is the most dangerous room in the house. Knives should be kept in drawers that children can't reach, and all cleaning liquids in high cabinets. So we have three weeks to make our house safe. It's not difficult... once you know how.

a Look at the three pictures. What do you think the child's parents should / shouldn't have done? Read the article and check.

b This article was originally written in six short paragraphs. Mark (/) where each new paragraph should begin.

c You're going to write an article for a school magazine about how to be safe if you go walking in the country or the mountains. Look at the Useful language expressions and make sure you know how to use them.

Useful language
Giving advice
Don't forget to ... / Remember to ...
Make sure you ...
You should ...
Never ...

Reasons
... in case
... so (that)
... because it might ...

PLAN the content in pairs or small groups.
1 Think of a good title and one or two introductory sentences.
2 Write down a few tips, e.g., what to take with you (see picture below for ideas). Then divide the tips into two or three groups and put them into a logical order.

WRITE 120–180 words. Use a neutral or informal style.

CHECK your article for mistakes (grammar, punctuation, and spelling).
What do you remember?

**GRAMMAR**

a Complete the second sentence so that it means the same as the first.

1. They escaped from the jungle because they found the river.
   They wouldn't have escaped from the jungle if they ___ ___ the river.
2. I'm sure you left your glasses in the restaurant.
   You ___ ___ left your glasses in the restaurant.
3. Why didn't you tell me it was your birthday?
   You ___ ___ ___ me it was your birthday!
4. I don't have much time, so I can't go to dance classes.
   I would be able to go to dance classes if I ___ more time.
5. I'm sure the backpackers haven't gotten lost.
   They know the area well.
   The backpackers ___ ___ lost. They know the area well.

b Choose a, b, or c.

1. The sky is very dark. It ___ there's going to be a storm.
   a looks
   b looks like if
   c looks as if
2. What ___ do tonight, eat out or stay in?
   a would you rather
   b had you rather
   c do you rather
3. If I hadn't really liked the jacket, I ___ it.
   a wouldn't buy
   b hadn't bought
   c wouldn't have bought
4. What gorgeous material! It ___ silk.
   a feels
   b feels like
   c feels as if
5. Mark is very late. Do you think he ___ forgotten about the dinner?
   a couldn't have
   b could
   c might have

**VOCABULARY**

a Word groups. Underline the word that is different. Say why.

1. upset disappointed relieved offended
2. amazed astonished surprised anxious
3. palm calf wrist nail
4. kidney heart liver hip
5. nod wave clap point

b Circle the right verb.

1. Please ___ / remember the children to do their homework.
   A I'm very sorry.
   B Don't worry. It doesn't mind / matter.
   C The robbers stole / robbed $50,000 from the bank.
2. If you know the answer, raise / rise your hand; don't shout.
   A I really put my foot ___ my mouth when I mentioned his ex-wife.
   B Please calm ___ . Shouting only makes things worse.
   C My car broke ___ on the highway.

**PRONUNCIATION**

a Underline the word with a different sound.

b Underline the stressed syllable.
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

a Complete the article with a sentence A–F. There is one sentence you don’t need.

A The photographs are then put in a drawer and forgotten.
B At the flick of a switch, the manufacturers claim, a woman can lose as much as a dress size.
C “But it did just enough to hide some of the evidence of a few too many good restaurant meals.”
D The only victim will be the truth.
E They don’t seem to notice that the lost weight seems to have mysteriously returned since the vacation.
F “It worked better than a four-week diet of raw vegetables.”

b Look at the highlighted words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

a 4.28 Listen and circle the correct answer, a, b, or c.

1 What does the speaker think is the most important piece of advice to avoid being bitten by a snake?
   a What you wear.
   b Where you camp.
   c Where you walk.

2 What is the main reason why the captain is talking?
   a To introduce himself.
   b To explain the safety procedures.
   c To talk about what will happen during the flight.

3 What does the man think happened to John?
   a He might have had an accident.
   b He forgot.
   c He’ll arrive later.

4 What doesn’t the man want the woman to do?
   a Spend a lot of money on a dress.
   b Spend more time shopping today.
   c Go shopping again the next day.

5 Who are the people in the painting?
   a A beautiful girl with a sick old man.
   b An ugly child with his grandfather.
   c A young boy with an old man.

b 4.29 You will hear an interview with two young people. Write C next to what Caroline says, B next to what Ben says, and N next to what neither of them says.

1 I didn’t think people’s English would be so good. □
2 I had my credit card stolen. □
3 I enjoyed the freedom of choosing my route. □
4 My friends and I didn’t always agree about what to do. □
5 I slept in a tent. □

CAN YOU SAY THIS IN ENGLISH?

Can you …?

□ talk about what you would do and what you would have done in certain situations
□ speculate about someone’s past actions using may / must / couldn’t have, and criticize how someone acted in the past using should have / shouldn’t have
□ talk about why body language is important and explain what certain gestures indicate
The psychology of music

1 LISTENING & SPEAKING

a 5.1 Listen to some short pieces of music. How do they make you feel? Would you like to keep on listening?

Taking notes
We often need to take notes when we are listening, for example, to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won't have time to write complete sentences. After the lecture, you may want to expand your notes into full sentences.

b 5.2 Listen to John Sloboda, a British music psychologist, talking about why we listen to music. Try to complete the notes below by writing key words or phrases. Then with a partner, try to remember as much as you can of what he said.

Why do we listen to music?
1 to make us...
   e.g.: 
2 to help us...
   e.g.: 
3 to intensify...
   e.g.: 

c 5.3 Now listen to John explaining how music can affect the way we feel. Complete the notes below. Then compare with a partner and try to remember what he said.

How does music affect our emotions?
Three important human emotions:
1 happiness
2
3

How we feel affects the way we speak, e.g.:
1 happy - speak faster / higher
2
3

Music copies this, e.g.:
1 fast / high music sounds happy
2
3

Examples:
Music that sounds
1 happy, e.g.:
2 angry, e.g.:
3 sad, e.g.:
This is especially exploited in...
   e.g.:
Talk to a partner.

1 On a typical day, when and where do you listen to music?
2 Do you listen to different kinds of music at different times of day?
3 What music would you play ...
   if you were feeling sad and you wanted to feel more cheerful
   if you were feeling depressed and you wanted to feel even worse
   if you were feeling furious about something (and you wanted to feel even angrier)
   if you were feeling nervous or stressed and wanted to calm down
   if you wanted to create a romantic atmosphere for a special dinner

2 GRAMMAR gerunds and infinitives

a Check what you know. Put the verbs in parentheses in the infinitive or the gerund (-ing form).

1 ______ to music can change how we feel. (listen)
2 We play sad music when we want ______ even sadder. (feel)
3 Movie score writers are experts at ______ music ______ an atmosphere. (use, create)
4 Most people enjoy ______ music in the car. (play)
5 It's difficult ______ when there's loud music playing on the radio. (concentrate)

Any problems? Workbook p.44

b New grammar. Now look at the pairs of sentences. Use your instinct to circle the correct form.

1 I remember to hear / hearing that song the first time we met.
   Please remember to buy / buying me those concert tickets.
2 Don't forget to listen / listening to that song. You'll love it!
   I'll never forget to go / going to my first live concert.
3 I need to exchange / exchanging the CD I bought Mark. He already has it.
   This remote control doesn't work. I think the batteries need to change / changing.
4 A These headphones don't work.
   B Try to plug / plugging them in!
   I tried to hear / hearing all the words in the song, but I couldn't.

Grammar Bank 5A. Read the rules and do the exercises.

Tell your partner about something that ...

you'll never forget seeing for the first time.
you often forget to do before you go out.
you remember doing when you were less than five years old.
you have to remember to do before you go to bed.
needs doing in your house / apartment.
you need to do this evening.
you tried to learn but couldn't.
you usually try doing when you can't sleep at night.
3 VOCABULARY music

a 5.4 Listen and say what instruments you can hear.
b 5.5 p.153 Vocabulary Bank Music.
c 5.5 Listen and say what you can hear, e.g., a choir singing.
d With a partner, think of...
• a song with a catchy chorus.
• a kind of music that has a very strong beat.
• a choir singing.
• a song or piece of music you find very moving.
• a famous singer-songwriter.
• the lead singer of a well-known band.
• a world-famous tenor.
• a song that has incomprehensible lyrics.

4 PRONUNCIATION ch and y

a Use your instinct to put these words in the correct columns:
character, chef, research.

b Read the rules below and check your answers.

The letters ch
• are usually pronounced /tʃ/, e.g., check.
• are sometimes pronounced /k/, especially in words of Greek origin, e.g., chemistry, technology.
• are very occasionally pronounced /ʃ/, especially in words of French origin, e.g., chauffeur, chef.

c Use the rules to put some more words in each column.
change cheerful choir choose chorus
machine mustache orchestra psychologist

d 5.6 Listen and check.

e Now read the rules for the letter y. Then use them to put the words in the correct columns.

The letter y
1 in the middle of a word ...
• is usually pronounced /ai/ when it is between consonants, e.g., symptoms, physics.
• is pronounced /ei/ when y is followed by a consonant + e, e.g., byte, or in the prefix psycho-, e.g., psychoanalyst.
2 at the end of a word ...
• is pronounced /ai/ in words ending -ify, e.g., terrify, and words where the stress is on the last syllable, e.g., deny, and in one-syllable words, e.g., fly.
• is pronounced /i/ in all other words ending in y, e.g., melody, windy, etc.

f 5.7 Listen and check.

5 SPEAKING

GET IT RIGHT the
Don't use the when you are talking in general about kinds of music, e.g., I love classical music NOT the-classical music. Use the when you are talking about instruments, e.g., I play the violin, the guitar, etc.

Answer the questions with a partner.

What kind of music do you like?

Do you have a favorite ...?
• band
• solo artist
• song
• piece of music (symphony, sonata, etc.)
• composer
• soloist
• conductor

Do you play a musical instrument?

YES
• Have you ever had lessons?
• Can you read music?
• Have you ever played in a band/ orchestra?

NO
• Have you ever tried to learn to play an instrument?
• Is there an instrument you would like to learn to play?

What do you think of ...?
• alternative music
• classical music
• country music
• dance music
• electronic music
• folk music
• funk
• gansta rap
• heavy metal
• hip-hop
• jazz
• opera
• pop music
• reggae
• rock music
• salsa
• soul music
• reggae

Have you ever ...?
• sung in a choir
• been in a talent contest
• performed in front of a lot of people

What's the best live concert you've ever been to?
What’s your soundtrack?

Your taste in music can reveal a lot about you...

The question “What kind of music do you like?” is very revealing. It is the number one topic of conversation among young adults who are getting to know each other, according to psychologists from the universities of Texas and Cambridge. Their research has shown that knowing another person’s musical tastes can provide remarkably accurate personality predictions. For most people, music is a very important part of their lives, and psychologists believe that their preferences reveal information about their character and their lifestyle. They think that personality clues are conveyed in the music’s tempo, rhythm, and lyrics.

A Upbeat and simple music
Fans of “Top 40” pop, country, and soundtrack music tend to be more conventional and conservative compared with fans of other genres; family and discipline are important life values. They are also typically cheerful, outgoing, and sociable kinds of people who enjoy helping others. In their free time they often enjoy playing or watching sports. They also enjoy watching major Hollywood movies, especially comedies. According to the psychologists, “People who like country and pop try to avoid making their lives unnecessarily complex.”

B Energetic and rhythmic music
Hip-hop, funk, rap, soul, dance, and electronic music attracts people who are talkative, outgoing, and romantic and who tend to express their thoughts impulsively. They are the kind of people who love going to parties and for whom friendship and social recognition is very important. They tend to see themselves as physically attractive. When they go to the movies, they typically enjoy watching action movies, science fiction, gangster movies, or comedies.

C Complex and reflective music
Fans of classical, jazz, and other “complex” music typically have above-average intelligence. They tend to be creative and open to new experiences and lovers of classic or foreign films. Regarding lifestyle, fans of this kind of music tend to be politically liberal, are usually rather sophisticated, and often don’t like sports. However, compared with other music fans, opera lovers are three times more likely to commit suicide, psychologists say. But don’t blame Madame Butterfly – people with dramatic personalities, whose moods go up and down a lot, are attracted to opera, not influenced by it.

D Intense and rebellious music
Fans of alternative, heavy metal, rock music, and gangsta rap tend to be people who enjoy taking risks and having thrilling experiences. They are usually physically active. They are typically independent, curious about the world, and rebellious. They’re the kind of people who are likely to enjoy watching action, fantasy, war, and horror movies. Parents often worry that this kind of music promotes aggressive behavior in teenagers, but research has found no direct link. In fact, younger fans of gangsta rap or heavy metal are often quieter and shyer than other young people.

d According to the article, what kind of music would these people like best? Write A, B, C, or D.
1 Someone who is fairly vain. □
2 Somebody who enjoys dangerous sports. □
3 A person who speaks their mind without thinking. □
4 Someone who watches subtitled movies. □
5 A person who does voluntary work in the community. □
6 Somebody who enjoys the simple things in life. □
7 A person who might have been quiet as a child. □
8 Someone who is intellectual. □

e Read the article again and underline five new words or phrases that you would like to learn, and compare with a partner.

f Think about people you know who like each kind of music. Do you agree with what the article says about their personalities?
Counting sheep

1 GRAMMAR  used to, be used to, get used to
a  Take turns interviewing each other with the questionnaire
   Are you sleep deprived? Ask for and give as much
   information as you can. Circle the answer that best
   describes your partner.

b  Communication  Sleep p.118. Read the results of
   the questionnaire and calculate your score. Are you
   sleep deprived?

c  Match the sentence beginnings 1–4 with endings A–D.

   1  I usually sleep 6 hours a night □
   2  I used to sleep 7 hours a night. □
   3  I'm not used to sleeping only 4 or 5 hours a night. □
   4  I'm getting used to sleeping only 4 or 5 hours a night. □

   A but now I sleep less.
   B so it's new and strange for me.
   C so it's becoming less of a problem.
   D or more if I can.

d  p.140 Grammar Bank 5B. Read the rules and
   do the exercises.

2 PRONUNCIATION  linking words
a  Dictation. Listen and write down six sentences.
   Try to separate the words in your head before you write.

b  Practice saying the sentences quickly, trying to link the words.

c  Ask and answer the questions with a partner.

   When you were a child, did you use to be frightened
   of the dark?
   Did you use to share a room with a brother or sister?
   Do you find it difficult to sleep when you're in a bed
   that you're not used to, for example, in a hotel?
   Do you think you could get used to working at night
   and sleeping during the day?
   What do you usually do as soon as you wake up in
   the morning?
   What's the last thing you usually do before
   going to bed?

Tiredness can kill
Take a break
3 READING & SPEAKING

a Read the introduction of the article. What exactly is the test and what does it show? What does the last sentence mean?

b Work in pairs. A read So much to do, so little time and Going against nature. B read Sleepy people and SLEEP TIPS. Then check (✓) the questions that are answered in your paragraphs.

1. How did the invention of the electric light change our sleep habits?
2. Why is it probably better to have an operation during the day than at night?
3. Are naps really useful?
4. How much does the average person sleep? Does it vary according to profession?
5. Why should politicians sleep more?
6. What is our “sleep debt”?
7. What is the world’s most popular drug?
8. What’s the difference between driving when you are drunk and when you are very tired?
9. Do people sleep more or less than they used to? Why?
10. What should your bedroom not be if you want to sleep well?
11. How did lack of sleep cause the Chernobyl nuclear disaster?
12. How much sleep does the average person need?

c Read your two paragraphs again so you can answer the questions in b.

d In pairs, explain your answers, giving as much information as you can.

e Now read the parts of the article that you didn’t read, to see if your partner left anything out.

f In pairs or small groups, discuss these questions.
1. Do you agree with Paul Martin that we live in a sleep-deprived society?
2. Do you think it’s wrong that doctors who are on “night call” sleep so little?
3. Do you think it should be illegal to drive when you are too tired?
4. What do you think are the best three SLEEP TIPS?

Sleepy people – the dangers of sleep deprivation

Take this test tonight when you go to bed. Put a plate on the floor next to your bed. Lie down with one hand hanging over the bed and holding a spoon above the plate. When you fall asleep, the spoon will fall on the plate and should wake you up. If you don’t wake up until the next day, it probably means you are “sleep deprived.”

We live in a world of tired, sleep-deprived people. This is the theory of behavioral biologist Paul Martin. In his book Counting Sheep, he describes a society that is just too busy to sleep and does not give sleeping the importance it deserves. We all know the value of having a healthy diet and exercising, but we don’t worry enough about sleeping the hours we need. Paul Martin says: “We might live longer and happier lives if we took our beds as seriously as our running shoes.”

So much to do, so little time

Modern society has invented reasons not to sleep. We are now a 24 / 7 society where stores and services must be available at all hours. We spend more time at work than we used to and longer getting to work. Cell phones and e-mail allow us to stay in touch around the clock, and late-night TV and the Internet tempt us away from our beds. When we need more time for work or pleasure, the easy solution is to sleep less.

The average adult sleeps only 6.2 hours a night during the week, whereas research shows that most people need eight or even eight and a half hours’ sleep to feel their best. Nowadays many people have gotten used to sleeping less than they need and live in an almost permanent state of “sleep debt,” owing their bodies perhaps 25-30 hours of sleep.

Going against nature

Until the invention of electric light in 1879, our daily cycle of sleep used to depend on the hours of daylight. People would get up with the sun and go to bed at sundown. That is the same routine we admire people who function on very little sleep instead of criticizing them for being irresponsible. Our world would be a much safer, happier place if everyone, whatever their job, slept eight hours a night.

Sleepy people

What does a chronic lack of sleep do to us? As well as making us irritable and unhappy, it also reduces our motivation and ability to work. This effect has serious implications for society in general. Doctors, for example, are often chronically sleep deprived, especially when they are on “night call” and may get less than three hours’ sleep. Lack of sleep can seriously impair their mood, judgment, and ability to make decisions. Politicians are often “jet-lagged” after crossing time zones. World summit meetings called to deal with a crisis often result in decisions being made after marathon sessions when everyone is severely sleep deprived. Human error caused by tiredness contributed to the worst nuclear accident in history in Chernobyl in 1986, when tired engineers, in the early hours of the morning, made a series of mistakes with catastrophic results. On our streets and highways, lack of sleep kills thousands of people every year. Tests show that a tired driver can be just as dangerous as a drunk driver. However, driving when drunk is illegal, but driving when exhausted isn’t. As Paul Martin says, it is ironic that we admire people who function on very little sleep instead of criticizing them for being irresponsible.

SLEEP TIPS

1. Give sleep a high priority in your life.
2. Listen to your body. If you feel tired, you probably need more sleep.
3. Pay off your “sleep debt” by going to bed half an hour earlier for a few weeks.
4. Have a regular routine – try to go to bed at roughly the same time every day.
5. Take a nap during the day (ideally after lunch). Research has shown that short naps are very effective in restoring our energy levels and mood.
6. Make sure your bedroom isn’t too hot.
7. Don’t use your bedroom as an office or for watching TV.
a Vocabulary race. In pairs, write the correct word in the column on the right.

1. Most people start feeling _sleepy_ around 11:00 at night.
2. They often open their mouth and _yawn_.
3. They go to bed and _set_ their _alarm_ clock.
4. They get into bed and put their head on the _pillow_.
5. They cover themselves up with a _blanket_ or with _sheets_ and _pillows_.
6. Soon they _fall_ asleep.
7. Some people make a loud noise when they breathe. They _snore_.
8. During the night people have _nightmares_ or _dreams_.
9. If you don’t hear your alarm clock in the morning, you might _oversleep_.
10. If you drink coffee in the evening, it might _keep you awake_.
11. Some people can’t sleep because they suffer from _insomnia_.
12. These people often have to take _sleeping pills_.
13. Some people take a _siesta_ or _nap_ after lunch.
14. A person who sleeps well “sleeps like a _log_.”
15. Someone who is tired after flying to another time zone is _jet lagged_.

b Listen to the sentences and check.

c Cover the column of words and test yourself.

5 SPEAKING

Answer the questions in pairs. Ask for more information.

- Have you ever overslept and missed something important?
- Do you sometimes have problems getting to sleep? What do you do?
- Is there any food or drink that keeps you awake or that keeps you from sleeping well?
- Have you ever overslept and missed something important?
- Are you a light sleeper or do you sleep like a _log_?
- Have you ever been jet-lagged? Where were you going? How long did it take you to recover?
- Have you ever fallen asleep at an embarrassing moment, for example, during a class?
- Have you ever sleepwalked or do you know anyone who sleepwalks?
- Do you usually have nightmares or recurring dreams?
- Do you sleep with a _comforter_ or blankets? How many pillows do you like to have?
- Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?
- Do you remember a time or place where you slept very badly? Why?
6 LISTENING

a Look at the photo and the headline. Why do you think the girl was asleep on the crane? How did she get there?

b 5 Listen to the first part of a radio news program and check your answers. What happened next?

c Read a newspaper article about the same incident. The article got eight details wrong. Listen to the news program again and correct the mistakes.

15-year-old girl found asleep on crane

Yesterday a 15-year-old girl was discovered lying on top of a 30-foot-high crane. A passerby saw her in the early evening when he was walking past a construction site in the city and immediately called the fire department. Police and firefighters arrived at 1:30 in the morning. At first, they thought the girl was suicidal, but when a firefighter climbed up the crane, he realized she was drunk. The firefighter crawled along the arm of the crane and carefully put a safety harness on the girl. Then the girl used her cell phone to call her parents, who came quickly to the construction site. The rescue took two hours, and the girl was brought safely down from the crane on a ladder.

After talking to her parents, the police discovered that the girl had been sleepwalking. She had left her house during the night and had been able to get into the construction site because the security guard was asleep. Her parents said that it wasn’t the first time that she had sleepwalked and that she had left the house on several other occasions.

d You are going to listen to the second half of the program. Before you listen, work with a partner and discuss whether you think the information in sentences 1–10 is T (true) or F (false).

1 A sleepwalker can drive a car while asleep.
2 It is easy to know if someone is sleepwalking or not.
3 Sleepwalking is not very common.
4 Sleepwalking is most common among young boys.
5 Stress can cause people to sleepwalk.
6 You should never wake up a sleepwalker.
7 Sleepwalkers cannot hurt themselves.
8 People usually sleepwalk for a short time.
9 Sleepwalkers usually don’t remember anything afterward.
10 Sleepwalking is no excuse if you commit a crime.

e 5 Listen once to check your answers. Then listen again and correct the false statements.

7 5 SONG I don’t want to miss a thing
I GRAMMAR reporting verbs  

a Read the headline of this news story. What do you think it's about? Then read the story. What do you think of Mr. Ivanov?

**Man leaves wife at gas station**

A Macedonian man drove six hours at the start of his vacation before he noticed that he had forgotten something - his wife. Ljubomir Ivanov left her at a gas station in Italy when he stopped to fill up with gas and didn't realize his mistake until he got a call from the police on his cell phone.

"Are you Ljubomir Ivanov?" they asked.
"Yes, I am," he said. "What's the matter?"
"Where are you?"
"I'm in Germany."
"Well, your wife is waiting for you at a gas station near Pesaro in central Italy."
"I was very tired and not thinking," Ivanov told reporters later. "She usually sits in the back seat, so I didn't notice that she wasn't there."
Mr. Ivanov immediately drove back to Pesaro to pick up his wife so that they could continue their vacation. "I'll have to apologize a lot when I see her," he said.

b Check what you know. Read the conversation between the police officer and Ivanov again. Then complete the sentences in reported speech.

1. The police asked the man _______ if _______              Ljubomir Ivanov, and he said that _______ _______.
2. Then they asked him _______ _______ _______. and he told _______ that _______ in Germany.
3. He later told the police that he _______ _______ _______. his wife wasn't there because she usually sat in the back seat.
4. He said that he _______ _______ to apologize a lot when he saw her.

Any problems? Workbook p.50

c New grammar. Read four more news stories. Three of them are based on true stories, but one has been invented. Which do you think is the invented one?

**No, you can't have your ball back!**

A British soccer team has threatened to sue a neighbor because he refused to give back their balls. The team has kicked 18 balls over Paul Vose's backyard fence, and the balls are now all locked inside his shed. Gary Ford, the coach of the team, says: "His garden is eight meters from the back of the goal. Some balls are bound to go over the wall." But Vose says, "They should learn to shoot better."

**Locked out of her life**

When Andy Barker, from New Jersey, forgot his wife's birthday for the third year in a row, she decided she had had enough and locked him out of the house. Sue Barker had reminded her husband several times to make reservations for a romantic dinner, and she was hoping for a nice present, too. Andy promised not to forget, but when the day came, it went right out of his head. He was working late and when he got home, the door was locked and a suitcase with his things in it was on the doorstep. Since then Andy has been living in a tent in the backyard. He says, "I'm hoping that if I stay here for a few days, she will forgive me."
A German construction worker is expecting a big bill after emergency services mistook him for a potential suicide jumper. When the police saw the man on the roof of a five-story building, they closed off a busy street and called the fire department. They then asked negotiators to talk to the man. The negotiators tried to convince him not to jump by shouting to him. But the worker was so busy talking on the phone to his girlfriend that he didn't realize what was happening below, until she asked what the sirens were for. A police spokesperson said that the worker would be given a bill for wasting police time.

A Mexican boy glued his hand to his bed so he wouldn't have to return to school after his winter break. "The holidays were such fun," the ten-year-old boy said. His mother found him watching TV in bed with his hand glued to the headboard. After spending two hours trying to unglue him with nail polish remover, she finally gave up. She then called the police and persuaded them to come right over. While paramedics used a spray to try to dissolve the glue, the boy happily watched TV. Eventually, they managed to free him and he got to school only a few hours late. Some people say he was warned by his teacher not to try a trick like that again!

The police spokesperson said that the worker would be given a bill for wasting police time.

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d Read the stories again and match sentences A–I with the people who said them. Then underline the words in the text where these ideas are reported.

1 The soccer team
2 The angry neighbor
3 Sue Barker
4 Andy Barker
5 The mother
6 The teacher
7 The police
8 The negotiators
9 A "Don't jump! It's not worth it."
10 B "I'm not going to give them back."
11 C "Please talk to this man."
12 D "Please come right away. It's urgent!"
13 E "Don't forget to call the restaurant."
14 F "We're going to take you to court!"
15 G "You'd better not do anything like that again."
16 H "I'll remember this time. I really will."

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e p.140 Grammar Bank 5C. Read the rules and do the exercises.

2 PRONUNCIATION word stress

a Look at all the two-syllable reporting verbs in the list. All except three are stressed on the second syllable. Circle the three exceptions.

accuse admit advise agree convince deny insist invite offer persuade promise refuse regret remind suggest threaten

b If a two-syllable verb ends in consonant–vowel–consonant, and is stressed on the second syllable, the final consonant is doubled before an -ed ending, e.g., regret > regretted, admit > admitted.

c Complete the sentences below with the correct reporting verb in the simple past. Practice saying the reported sentences.

1 "You sit down. I'll do it." He offered to do it.
2 "No, I won't do it." He refused to do it.
3 "OK, I'll do it." He agreed to do it.
4 "I'll do it, believe me." He promised to do it.
5 "Don't forget to do it!" He reminded me to do it.
6 "I think you should do it." He suggested me to do it.
7 "Would you like to do it?" He asked me to do it.
8 "I didn't do it!" He denied doing it.
9 "Yes, it was me. I did it." He admitted doing it.
10 "I wish I hadn't done it." He regretted doing it.
11 "Let's do it." He proposed doing it.
12 "You did it!" He accused him of doing it.

d Now listen to the sentences in a different order. Respond with the reported sentence.
3 VOCABULARY  the media

news noun [u].
1 new information about anything, information previously unknown
2 reports of recent happenings, especially those broadcast, printed in the newspaper, etc.
3 the news a regular television or radio broadcast of the latest news

a Look at the dictionary extract for the word news above. Then correct the mistakes in sentences 1–3.
1 The news on TV are always depressing.
2 I have a really exciting news for you!
3 It’s 9:00. Let’s watch news.

b p.154 Vocabulary Bank The media.
c Talk in small groups about the following.

The media and you

What kind of news stories do you find most / least interesting? Write 1–6 (1 = most interesting).
• celebrity gossip
• politics
• sports
• science/technology
• business
• health

What stories are in the news right now?
How do you usually find out …?
• what the weather’s going to be like
• the sports results
• what’s playing at the movies
• the news headlines

Do you ever …? Where?
• read your horoscope
• do crosswords, sudoku, or other games
• look at cartoons
• read advertisements, e.g., jobs, apartments

Do you have a favorite …?
• news anchor
• movie critic
• journalist
• sportswriter or sports commentator

Which newspapers / TV channels / radio stations in your country do you think are …?
• biased
• reliable
• sensational

4 READING & LISTENING

a With a partner discuss what you think would be the good side and bad side of being a theater critic and a sportswriter.

b Now read the articles by two journalists who write for a newspaper and see if your ideas are included.

Irving Wardle, theater critic
The positive side of the job is getting to see a lot of plays and shows, which I love. But the really great thing about being a theater critic is that, as theater is an ongoing thing, something that’s going to be repeated night after night for some time, there’s also the feeling that you may have an impact on the work. If the producer or the actors read what you’ve written and agree with you, they might actually change something and improve the performance. That’s not something that movie or book critics can do. Some critics also like making friends with the stars and all that – but personally I don’t.

For me the worst part of the job is all the traveling. Getting there on time, parking, getting back to the office to write for a nightly deadline. That all gets really stressful. Another awful thing is that editors little pieces from your review without you knowing. You learn as a critic that if you have anything worth saying, say it right from the start because otherwise it might not get printed. I once wrote a review of a play called Another Country. I didn’t like it much, but there was a new young actor who I thought was great and who later became a star. That was in the last paragraph and it got cut, so it looked as if I’d never this great new talent.

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c Read the two articles again. Choose the best option, a, b, or c, to complete the sentences.

1 a apparently  
2 a positive  
3 a change  
4 a to complain about  
5 a noticed  
6 a permission  
7 a more exciting  
8 a vacations  
9 a drop  
10 a monotonous
b gradually
b harmful
b add
b that isn’t important
b spoken to
b opportunity
b harder
b routine
b throw
b exciting

c obviously
c negative
c cut
c worth saying
c criticized
c wish
c easier
c unpredictability
c lose
c frightening
The plus sides – I must have seen some of the most spectacular moments in soccer and other sports over the years. I’ve also had the chance to travel to places I wouldn’t have seen otherwise, like Australia, South Africa, and the Caribbean. There are much better ways to make a living, and it’s great to get away from home as much as you can during the winter.

One of the main downsides is the lack of regular hours. You don’t work regular hours – you can spend a couple of days not working, but you never relax because you’re waiting for the phone to ring. And then, when a story breaks – it might be on your day off, it might be in the middle of the night – you just have to everything and go. And you never know what time you’re going to be home. Another thing is the constant traveling. It’s been fantastic visiting the Taj Mahal in India or spending Christmas Day on the beach in Australia, but it does get lonely and it can also be very tiring. I’ve spent a large proportion of the last 40 years driving up and down highways, which I can assure you isn’t much fun.

You’re going to listen to Alice, a freelance restaurant critic, and Tim, a war reporter, talking about the good and bad sides of their jobs. Before you listen, predict some of the things they might say.

The restaurant critic
1. She sometimes reviews restaurants in other countries.
2. She never orders the most expensive things on the menu.
3. She often misses having company when she’s eating out.
4. She used to be slimmer than she is now.
5. She usually goes back to restaurants she has criticized.
6. She never feels like eating out on weekends.

The war reporter
1. Most war reporters would prefer regular hours.
2. They choose the job partly because it’s dangerous.
3. The job can be rather lonely.
4. He has problems getting used to normal life when he comes home.
5. Being a war reporter is more dangerous than it used to be.
6. One of his best friends was kidnapped last year.

From what you’ve read and heard, which person’s job would you most like to have? Which one would you least like to have?

Celebrities have to accept that the media publish stories about their private lives. That is the price they pay for being rich and famous.

- Divide into groups of four, two As and two Bs.
- The As are going to defend the right of newspapers to publish stories about famous people’s private lives.
- The Bs are going to defend the celebrities’ right to keep their private lives private.
- Prepare at least four arguments, and give examples.

Hold the debate. The As begin, each making two of their points. The Bs take notes. Then the Bs speak and the As take notes.

Now, each side tries to argue against the points made by the other side.

We can use as in many different ways:
1. to compare people or things: She’s as tall as I am.
2. to describe somebody’s job or something’s function: She works as a nurse. We had to use a handkerchief as a bandage.
3. to say that something happened while something else was happening: As they were leaving, the mail carrier arrived. (as = when)
4. to give a reason: We didn’t go out as it was raining. (as = because)

Decide how as is used in each sentence and write 1–4 in the box.
A. The review in The Times wasn’t as good as the one in the Post. □
B. You can use that glass as a vase for the flowers. □
C. I got to the airport really quickly as there was hardly any traffic. □
D. As he was driving home, it started to rain. □
E. My son’s hair got darker as he got older. □
F. He got a job with a TV network as a program researcher. □
Music festivals

THE INTERVIEW

a You are going to listen to an interview with Sir Nicholas Kenyon, who was the director of a British music festival called the Proms for 12 years. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

Glossary

imprésario /impresəˈriəʊ/ a person who arranges plays or concerts
the Queen’s Hall /ˈkwiːnz ʰɔːl/ a concert hall in London where the Proms were first held. The Proms were later moved to the Royal Albert Hall.
season tickets /ˈsiːzn ˈtɪkəts/ tickets that are for many concerts and are cheaper than buying individual tickets
queue /kyu/ (British English) to stand in line
Faure (1845–1924) a famous French composer
requiem /ˈrekwiːm/ a piece of music composed for a person who has recently died
Sir Georg Solti (1912–1997) a famous Hungarian conductor
Verdi (1813–1901) a famous Italian composer
fanfare /ˈfænfər/ a short loud piece of music played to celebrate sb / sth important arriving
mobile phone /ˈməʊbl ˈfəʊn/ (British English) a cell phone
The Rite of Spring a famous piece by the Russian composer Stravinsky
bassoon /ˈbæsən/ a wind instrument
Simon Rattle a famous British conductor
the stalls /stəlz/ (British English) the seats in a theater on the ground floor
Radio 4 one of the BBC radio channels in the UK

b 5.17 Listen to part 1. Answer the questions with a partner.
1 What did an impresario want to do in 1895?
2 What was his brilliant idea?
3 Why are the concerts called the Proms?
4 How long do the Proms last?
5 What do people have to do to get the best places on the floor of the hall?
6 What is special about the Proms’s audience?

c 5.18 Listen to part 2. Answer the questions with a partner.
What does he say about …?
1 Princess Diana’s funeral
2 Sir Georg Solti and the Verdi requiem
3 Colin Davies
4 Short Ride in a Fast Machine
5 Simon Rattle and The Rite of Spring
6 a radio interview

ON THE STREET

a 5.20 Listen to four people talking about music festivals. Write the speaker’s number next to the festival(s) they have been to.

Savanna Tim Christina Curt
Austin City Limits □
EarthFest □
Kerrville Folk Festival □
Lollapalooza □
Sounds of the Underground □

b Listen again. Who …?
1 felt old compared to the other people there
2 attended a festival by the water
3 went to some festivals a long time ago
4 mentions the weather

c 5.21 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES
1 The Kerrville Folk Festival is a little bit more □□□□□□.
2 It was a lot of □□□□□□.
3 And then just □□□□ out there for the rest of the day. pv
4 … and used to go to a □□□□ of shows …

d Listen to the interviews again with the audioscript on page 128. Then answer the same questions with a partner.
A formal letter

270 Dolphin Circle
Orlando, FL 32807
January 9, 2009

Cafe Royale Guest Relations Department
5000 Lake Drive
Orlando, FL 32808

Dear Guest Relations Representative:

I am writing to complain about a meal my family and I had at the Cafe Royale restaurant on Lake Drive last Saturday night.

We have eaten at this restaurant on many occasions, and the background music has always been very soft and pleasant. However, on this particular evening when we were there this time the music was terribly loud, almost deafening. When the waiter took our order, I asked him politely if he could turn the music down, which he did.

However, while we were eating our main course, the music was turned up again and we could hardly hear ourselves speak. This time I asked to see the manager. She spoke to us in an extremely rude and unfriendly manner. She told us that we were the only customers who had ever complained about the music and refused to turn it down. We were so angry we decided to leave without having dessert or coffee.

I have eaten at other locations of Cafe Royale all over the country, but I will not do so again unless I receive an explanation and apology for the awful treatment we received.

Best wishes,

Joseph Clements

a Read the letter and answer the questions.
1 Who is the letter to?
2 Why is Joseph writing?
3 What does he hope to achieve?

b Complete the letter with the more formal of the two phrases.
1 I am writing / I am writing
2 lots of times / on many occasions
3 pleasant / nice
4 on this particular evening / when we were there this time
5 a really rude / an extremely rude
6 said she wouldn’t / refused to
7 will not do so again / won’t go there again
8 unacceptable treatment / awful treatment
9 Best wishes / Sincerely

c Last week you had a bad experience at an expensive hotel. When you get home, you decide to write a letter or e-mail to complain. Look at the Useful language expressions and make sure you know how to use them.

Useful language

Typical openings
Dear Customer Service Manager:
Dear Ms. Wong:
I am writing to complain about...
I am writing to express my dissatisfaction with...

Typical endings
I look forward to hearing from you.
Sincerely,

PLAN the content.
1 Decide where you were staying and imagine what problems there might have been. What kind of problem would make you complain?
2 Decide what you would like the hotel to do.

WRITE 120–180 words, organized in three or four paragraphs (reason for writing, details of the problems, conclusion / request for action). Use a formal style (avoid contractions or informal expressions). Use the phrases in b and in Useful language.

CHECK your letter for mistakes (grammar, punctuation, and spelling).
**GRAMMAR**

a. Complete the second sentence so that it means the same as the first.

1. After being in Australia for a year, I still find driving on the left difficult.  
   After being in Australia for a year, I still can't get ___________________ on the left.

b. Put the bold verb in the gerund or infinitive.

1. I don't remember ______ you before.  meet
2. The car needs ______. Should I take it to the car wash?  wash
3. He managed ______ to the airport on time.  get
4. Please try not ______ late again.  be

**VOCABULARY**

a. Make nouns for people from the following words. Underline the stressed syllable.

1. conduct
2. violin
3. drums
4. edit
5. compose
6. journal
7. solo
8. report
9. photograph
10. rap

b. Complete the missing words.

1. Did you hear the w____ f____? It's going to rain.
2. Let's not see that movie. It had an awful r____ in the paper.
3. This newspaper always supports the government. It's very b____.
4. His latest song is really c____. Everybody's singing it.
5. I can remember the lyrics, but I can't remember the t____.
6. The report was c____. He wasn't allowed to say what he wanted to say.
7. Could I have an extra p____ for my bed, please?
8. My husband says I s____ really loudly when I'm asleep.
9. I didn't get much sleep last night, so I'm going to take a n____ this afternoon.
10. He has terrible i____. It takes him ages to get to sleep.

**PRONUNCIATION**

a. Underline the word with a different sound.

<table>
<thead>
<tr>
<th>1</th>
<th>whisper</th>
<th>whistle</th>
<th>whole</th>
<th>awake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>choir</td>
<td>conductor</td>
<td>click</td>
<td>convince</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-----------</td>
<td>-------</td>
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</tr>
<tr>
<td>3</td>
<td>crossword</td>
<td>reporter</td>
<td>snore</td>
<td>keyboard</td>
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<tr>
<td>4</td>
<td>accurate</td>
<td>advise</td>
<td>admit</td>
<td>agree</td>
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<tr>
<td>/yu/</td>
<td>refuse</td>
<td>review</td>
<td>accuse</td>
<td>cartoon</td>
</tr>
</tbody>
</table>

b. Underline the stressed syllable.

guitarist orchestra biased sensational critic
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

Read the article and choose a, b, or c to fill in the blanks.

1. a) night  
   b) dawn  
   c) noon

2. a) nothing  
   b) medicine  
   c) an injection

3. a) asleep  
   b) sick  
   c) well

4. a) Because of  
   b) According to  
   c) Thanks to

5. a) cooking  
   b) buying  
   c) taking care of

6. a) so that  
   b) however  
   c) because

7. a) appetite  
   b) sleep  
   c) sleeping pills

8. a) so  
   b) even  
   c) although

CAN YOU UNDERSTAND THESE PEOPLE?

a) 5.22 You will hear five extracts from a news broadcast.

Match each extract with what it is about (A–G). There are two topics you don’t need.

A business  E sports
B crime  F travel
C show business  G weather
D health

b) 5.23 Listen to a music expert talking and answer a, b, or c.

1. Music can sound like noise to you if ______.
   a) it is the first time you hear it
   b) it is sung in a foreign language
   c) you don’t understand the rules

2. Modern classical music ______.
   a) does not have rules
   b) can sound like noise
   c) is only experimental

3. A lot of young people ______.
   a) have negative feelings about some kinds of music
   b) only like noisy music
   c) never go to classical concerts

4. They changed the music in the shopping mall because ______.
   a) the young people complained
   b) they knew teenagers wouldn’t like it
   c) they wanted to attract more customers

5. A lot of older people ______.
   a) never listen to pop music
   b) associate pop music with crime
   c) don’t like music with a strong beat

CAN YOU SAY THIS IN ENGLISH?

Can you …?

- describe the kind of music you listen to and how it makes you feel
- describe your sleep habits and any problems with sleeping you have
- talk about things you used to do and things you have gotten used to doing
- talk about where you get your news from and compare the different kinds of media in your country

Still awake…

after 33 years.

The man who has become the village “alarm clock”

As birds awaken the early risers at 1 ______ on the farm, one person is already up; in fact, he hasn’t even been to bed. Sixty-four-year-old Thai Ngoc, from central Quang Nam province in Vietnam, claims that he has not slept for 33 years!

“My insomnia started many years ago after I got a fever. I have tried sleeping pills and Vietnamese traditional medicine, but 2 ______ helps, not even to get me to sleep for a few minutes,” said Ngoc. But amazingly, despite 11,700 consecutives sleepless nights since then, he has never once been 3 ______. “Fortunately, the insomnia doesn’t seem to have had a negative impact on my health. I still feel healthy and can farm like other men. I even carry two 50-kilogram bags of fertilizer for four kilometers every day.” 4 ______ his wife, when Ngoc went for a medical checkup recently, his doctor said he was in perfect health except for a minor decline in liver function.

Ngoc lives with his six children on his farm at the foot of a mountain. He spends the day farming and 5 ______ his pigs and chickens, and at night he often does extra farm work or guards his farm to prevent theft. His neighbor Vu said that Ngoc volunteered to help beat a drum during the night and guard the house for the relatives of the dead during funeral ceremonies 6 ______ they could take a nap. Vu also said that when the villagers were planting sugar cane, several people asked Ngoc to be their “alarm clock” and wake them up early in the morning to go to work as he was up anyway.

Phan Ngoc Ha, director of the Hoa Khanh Mental Hospital in Danang, said that a chronic lack of 7 ______ often causes anorexia, lethargy, and irritability. But, in special cases, some extreme insomniacs can still live and work normally, 8 ______ this is a very small minority. Thai Ngoc is obviously one of them.
Speaking to the world

One small word, one big difference in meaning

1 READING

a What do you know about the first moon landing? Answer the questions with a partner.
1 Who was the first man to set foot on the moon?
   a Yuri Gagarin  b Buzz Aldrin  c Neil Armstrong
2 When did he land on the moon?
   a In 1959  b In 1969  c In 1979
3 What was the first thing he said when he landed?
   a "Wow! It's so big!"
   b "I'm floating in a most peculiar way."
   c "That's one small step for man, one giant leap for mankind."

b Read the article and check. What controversy has there been since then about what Neil Armstrong actually said? Why is the missing "a" so important?

c Read the article again. Then, in pairs, say why the following names and numbers are mentioned.
   July 20, 1969  First Man  6 hours and 40 minutes  James Hansen  500 million  Peter Shann Ford  Buzz Aldrin

d Cover the article and try to complete the sentences, making words from the words in bold. What do they mean?
   1 Armstrong made the first human footprint on the lunar surface. footprint
   2 His first words were "That's one small step for man, one giant leap for ________" man
   3 It was the perfect quote for such a ________ occasion. moment
   4 "One small step for a man" would have made it a more ________ sentence. mean
   5 They were possibly the most ________ words in history. memory
   6 Armstrong said the "a" so quickly that it was ________ on the recording. audio

e Listen to the original recording of Armstrong speaking. Can you hear the "a"?

As Neil Armstrong became the first man to walk on the moon, a global audience of 500 million people were watching and listening.
"That's one small step for man, one giant leap for mankind," they heard him say as he dropped from the ladder of his spacecraft to make the first human footprint on the lunar surface. It was the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether the NASA astronaut got his lines wrong.

Armstrong and Buzz Aldrin, who stepped outside a few seconds after him, landed the Apollo 11 spacecraft on the moon on July 20, 1969. In the tense six hours and forty minutes between landing on the moon and stepping out of the capsule, Armstrong wrote what he knew would become some of the most memorable words in history.

Armstrong has always insisted that he wrote "one small step for man, one giant leap for mankind," which would have been a more meaningful and grammatically correct sentence. Without the missing "a," the intended meaning of the sentence is lost. In effect, the line means, "That's one small step for mankind (i.e., humanity), one giant leap for mankind."

But did he really say the sentence incorrectly? Until now Armstrong himself had never been sure if he actually said what he wrote. In his biography First Man he told the author James Hansen, "I must admit that it doesn't sound like the word 'a' is there. On the other hand, certainly the 'a' was intended, because that's the only way it makes sense."

But now, after almost four decades, the space explorer has been vindicated. Using high-tech sound analysis techniques, Peter Shann Ford, an Australian computer expert, has discovered that the "a" was spoken by Armstrong, but he said it so quickly that it was inaudible on the recording that was broadcast to the world.

Mr. Ford's findings have been presented to a relieved Mr. Armstrong. James Hansen said, "Neil is a modest guy, but I think it means a lot to him to know that he didn't make a mistake."
2 GRAMMAR articles

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

1 Neil Armstrong was born in the US.
2 He was a shy boy, who loved the books and the music.
3 He studied aeronautical engineering in the college.
4 He was the first man who set foot on the moon.
5 His famous words were heard by people all over the world.
6 Before becoming a astronaut, he worked for the US navy.
7 Since 1994, he has refused to give the autographs.
8 In 2005, he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong’s hair.

b p.142 Grammar Bank 6A. Read the rules and do the exercises.

c Read three extracts from speeches made by famous people. Use the glossary to help you. Complete the speeches with a, an, the, or (–).

Winston Churchill (1874–1965) was the British Prime Minister during World War II. In this extract from a speech given in 1946, the year after the war ended, Churchill first used the phrase “iron curtain” to describe the boundary that ideologically and physically divided the East and the West. This speech marked the beginning of the “Cold War.”

We, __ human species, are confronting __ planetary emergency, __ threat to __ survival of our civilization that is gathering ominous and destructive potential even as we gather here. But there is __ hopeful news as well: we have __ ability to solve this crisis and avoid __ worst — though not all — of its consequences if we act boldly, decisively, and quickly.

We have __ dream that __ my four little children will one day live in __ nation where they will not be judged by __ color of their skin but by __ content of their character.

Al Gore (1948–) was Vice President of the United States from 1993 to 2001. Since 2001, Gore has dedicated himself to a campaign against global warming. His 2006 documentary, An Inconvenient Truth, which warns against climate change, won him an Oscar and a Nobel Peace Prize. The following is an extract from his Nobel Prize acceptance speech, in which he describes “a planetary emergency.”

AI Core (1948–) was Vice President of the United States from 1995 to 2001. Since 2001, Core has dedicated himself to a campaign against global warming. His 2006 documentary, An Inconvenient Truth, which warns against climate change, won him an Oscar and a Nobel Peace Prize. The following is an extract from his Nobel Prize acceptance speech, in which he describes “a planetary emergency.”

d 6.2 Now listen to the extracts spoken by the people themselves. Check your answers. Which of the three extracts do you think is the most dramatic?

3 PRONUNCIATION sentence stress

a 6.3 Dictation. Listen and write down six sentences.

b Listen again and underline the stressed words. What is the vowel sound in a, an, and the in 1–5? Why is the pronounced differently in number 6?

c Practice saying the sentences from a. Try to pronounce the reduced forms correctly.

4 6.4 SONG 🎶 Space oddity
5 LISTENING

a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?

b Read part of an article about presentation disasters. Which tip from Top ten tips below should the speaker have remembered?

c You’re going to hear five other people talking about a disastrous presentation. Before you listen, look at pictures A–E. What do you think the problem was?

PRESENTATION DISASTERS!

However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn’t as bad as these true stories...

A FEW YEARS AGO I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the “typical American” presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise, so I didn’t say anything beforehand. After speaking in French for 45 minutes, I was halfway through my presentation and we had a break for coffee. At this point, the manager of the company came up to me and asked if I would change to speaking in English. “Is my French that bad?” I said. “No,” he replied, “it’s just that we are all from the Dutch-speaking part of Belgium.”

Top ten tips for speaking in public
1 Don’t make your presentation too long.
2 Don’t have more than four or five main points.
3 Even if something distracting happens, try not to lose your concentration.
4 Be careful about telling jokes – they may not be appropriate.
5 Always be punctual: start on time and try to finish on time.
6 Get to know as much as possible about your audience beforehand.
7 Try not to repeat yourself too much.
8 Be careful not to speak too fast.
9 Practice your presentation beforehand.
10 Make sure the equipment you need is in working order before you start.

Listen and number the pictures in the correct order. Did you guess correctly?

Listen again and write 1–5 in the boxes. Which speaker ...?

A ☐ couldn’t understand why nobody found his / her talk interesting
B ☐ felt very relaxed before his / her presentation
C ☐ gave the last part of his / her talk very quickly
D ☐ made the problem he / she had even worse
E ☐ didn’t find out he / she had a problem until the end of the talk

Talk to a partner.
1 Would any of the “top ten tips” have helped some of the speakers? Which ones?
2 Which speaker do you think was the most embarrassed?
3 Have you ever been to a talk or presentation where something went terribly wrong?
6 VOCABULARY  collocation: word pairs

Some pairs of words in English that go together always come in a certain order, for example, we always say “Ladies and Gentlemen” and “right or wrong,” NOT Gentlemen-and-Ladies, or wrong-right.

a) Read the information in the box. How do you say “Ladies and Gentlemen” and “right or wrong” in your language? Is the order the same?

b) Take one word from A and match it with another from B. Then decide which word comes first. They are all joined with and.

A
- loud
- butter
- thunder
- black
- breakfast

B
- fork
- white
- clear
- bed
- pepper
- bread
- lightning

[c) Look at some common word pairs joined with or. What is the second word?

- right or ______
- now or ______
- more or ______
- sooner or ______
- all or ______
- once or ______

b) Listen again and underline the stressed words. Practice reading the extract.

d) You are going to give a short presentation to other students. You can choose what to talk about, for example:

- a hobby you have or a sport you play
- something you really love doing
- an interesting person in your family
- a famous person you admire
- the good and bad side of your job

Decide what you are going to talk about and make a plan of what you want to say.

GET IT RIGHT making a presentation

Read through the tips in Presentation disasters! again to help you prepare your presentation and give it successfully. When you give your presentation, don’t speak too quickly. Remember to pause and take a breath from time to time. This will help the audience follow what you are saying.

d) In groups, take turns giving your presentation. While they are listening, the other students should write down at least one question to ask the speaker after the presentation is over. Then have a short question-and-answer session.
1 READING & SPEAKING

a. Look at the photos and read the quote. Do you know who the Amish are? What do you think happens in the television program?

b. Read a preview of the TV series and find out. Then discuss the questions with a partner.
1. What is Rumspringa? Do you think it is a good idea?
2. What do you think will be the biggest culture shock for the Amish when they go to Los Angeles?
3. What do you think the majority of the five young Amish will choose to do?

Los Angeles, home to many of the world's most famous movie stars, is known as the entertainment capital of the world, but it is completely unknown to one group of people: the Amish. For 300 years this fascinating group has lived in isolation, working together to grow their own food, make their own clothes, and build their own communities. They reject conveniences like electricity, telephones, and cars, and focus on hard work, religious worship, and family.

However, once Amish people reach their late teens, they are allowed to explore modern society and are given the chance to experience the outside world for the first time. This period is known as "Rumspringa," a time when Amish young people must decide whether to commit to the strict rules of their faith or leave behind the Amish lifestyle and their family forever. Amish teenagers can spend their Rumspringa anywhere, but most of them choose to stay near their homes, venturing only a few miles from their small communities.

But now five of them have chosen to spend their Rumspringa in a way no one has before—living in Los Angeles with six city kids who have no idea that they will be sharing a house with the Amish. For ten weeks they will explore everything the modern world has to offer, with one thing in mind: will they return to the simple life they've always lived, or will they choose to remain "Amish in the City"?

c. Now read a review of the program on page 89. Then, without looking back at the text, mark the sentences below T (true) or F (false), and say why the F ones are false.
1. The Amish kids aren't used to seeing such tall buildings.
2. They thought the parking meters were pretty funny.
3. The Amish are very good at painting.
4. Mose thinks that "Reggae" is the name of a singer.
5. The reviewer thinks that the Amish learned a lot from the city kids.
6. Nick felt sorry for the beggar.
7. Most adolescents leave the Amish community after Rumspringa.
8. Mose is not quite sure what he's going to do next.
9. Miriam is planning to travel.
10. The reviewer thinks the program didn't end in a very positive way.

d. Answer the questions.
1. Do you think that this kind of television program is a good idea? Why (not)?
2. Do you think Rumspringa really gives Amish teenagers freedom of choice? Why (not)?
3. Do you think that the fact that only one of the Amish went back is a happy ending or a sad ending?
In the first episode, the five young Amish, three boys (Mose, Jonas, and Randy) and two girls (Miriam and Ruth) are amazed by the height of the skyscrapers, the noise of the traffic in Los Angeles, and the number of cars on the five-lane freeways. They are amused by parking meters — a totally new concept for them — and they love riding in elevators. Even a trip to a grocery store is an adventure. Mose says, “I’m a farmer, but there are so many vegetables here that I’ve never seen before.”

Ruth is entranced by a visit to an art gallery as she has never seen art before. “I didn’t know you could make something from boards with paint on them that would look so nice,” she explains. “The Amish don’t take art in school because they feel it isn’t important.” Ruth is also as excited as a little child when, for the first time in her life, she sees the ocean.

The Amish are not allowed to use CD players or iPods, and the city kids introduce them to pop music. City girl Megan asks if any of the Amish have heard any reggae at all. “Reggae?” replies Amish boy Mose, “I’ve never heard of him.” As the city kids burst out laughing, he adds, “But he sounds interesting.”

But as the program progresses, slowly but surely you feel that the people who are really learning something are the city kids. One evening when they are eating at a sidewalk cafe in a rather run-down neighborhood, a beggar approaches them and asks them for money. City boy Nick ignores him, but Amish girl Miriam offers him a piece of her chicken. “The Amish wouldn’t let anyone be homeless,” she says. “It just wouldn’t happen.”

Of course the big question is what happens at the end — what do the young Amish decide to do? Usually, after Rumspringa the vast majority of adolescents choose to stay in the Amish community. However, in the case of Amish in the City, the majority decide, at least temporarily, not to go back. Mose decides that big city life is not for him but that he probably won’t go back to the Amish either. Jonas and Randy both want to go to college, and Miriam wants to see more of the world. Of the five of them, only Ruth decides to go back to the Amish lifestyle. A sad ending or a happy ending? It depends on your point of view.

2 VOCABULARY cities and towns
a Look at the highlighted words and phrases in the review. Explain in your own words what they mean. Do you have them where you live?

b p.155 Vocabulary Bank Cities and towns.

Make nouns from the bold words to complete the sentences.

Typical endings for making a noun from a verb are:
-ment, e.g., government. -ion, e.g., congestion, and -ation e.g., information.

Typical endings for making a noun from an adjective are:
-ity, e.g., reality, -ness, e.g., darkness, and -ence / -ance, e.g., convenience, entrance.

Some nouns from verbs / adjectives are irregular, e.g., poor>poverty, lose>loss, choose>choice

1 Los Angeles is well known for its variety of _______. entertain
2 ________ is a big problem in many large cities. homeless
3 Tourist ________ in Tokyo are often very expensive. accommodate
4 There is a large Italian ________ in Buenos Aires. commune
5 Vandalism and ________ are often problems in some inner city areas. violent
6 The best way to see the ________ of Manhattan is from a ferry around the island. see
7 Some museums have free ________ once a week. admit
8 The ________ of a typical skyscraper in New York is 500 feet or more. high
9 A world-famous violinist is giving a ________ tonight at the Sydney Opera House. perform
10 I saw a wonderful ________ at the National Museum of Korea last month. exhibit

3 PRONUNCIATION word stress in multisyllable words
a Underline the stressed syllable in these multisyllable words.

accommodations cathedral community cosmopolitan entertainment exhibition gallery historic homelessness industrial neighborhood overcrowding pedestrian performance pollution poverty provincial skyscraper synagogue violence

b 6A Listen and check. Then practice saying the words.

4 GRAMMAR uncountable, plural, and collective nouns
a Circle the correct form.

1 Amish men can’t have long hair / a long hair.
2 During Rumspringa the Amish tolerate bad behavior / behaviors.
3 There is often terrible traffic / a terrible traffic in Los Angeles.
4 A good guidebook will give you advice / advices about what to see.
5 We usually have some bad weather / a bad weather in April.
6 Walking around cities in the summer can be hard work / a hard work.
7 It’s best not to take too much luggage / too many luggages.
8 I just heard an interesting news / some interesting news.

b p.142 Grammar Bank 6B. Read the rules and do the exercises.

c Play Just a minute. In small groups, try to talk for a minute about:

modern furniture the most beautiful scenery you’ve seen
good advice you’ve been given politics
what’s in the news chocolate
the traffic in your city / town your family
the weather you like most clothes you love wearing
5 LISTENING

a You are going to listen to an interview with a travel writer talking about Chicago. Listen and match the questions with the photos.

1. What advice would you give to someone visiting Chicago for the first time?
2. What's the one thing that someone visiting Chicago should do or see?
3. What's the best place to have your photo taken?
4. What's your favorite landmark?
5. What's the best place to watch the sunset?
6. What would be a good place to go on a scorching hot day?
7. What's your favorite sports venue?
8. What's a good thing to do that is absolutely free?
9. What do you think is the most romantic thing to do in Chicago?

b Listen again and answer the questions.

1. Why does the travel writer suggest taking a boat?
2. What is her suggestion for an indoor activity that visitors to Chicago should do?
3. What is special about the surface of the Cloud Gate sculpture?
4. What does she like about the John Hancock Building?
5. Where should you go to watch the sunset besides the Ferris Wheel?
6. Why does Lake Michigan make Chicago special?
7. Why are most of the Chicago Cubs games sold out?
8. What was a particular carriage ride memorable for the writer?

b Now listen again to five extracts from the interview. Try to fill in the missing words.

1. You can get a great view of the famous buildings and bridges while you're enjoying a __________ down the river.
2. Its surface is like a mirror that reflects the city skyline, and it's __________ on a clear day, a perfect background for a photo.
3. But I am __________ to say I have never been on it.
4. Chicago is __________ in that it's the only big city in the US with a beach right in the heart of the city.
5. In fact, my husband __________ to me on one of those carriage rides!

c Which of the places she mentions would you most like to see? How would you answer the questions in a about a city or town that you know well?
6 SPEAKING & WRITING

a Read the questions in Help me, I'm a tourist! and decide how you would answer them about your city / town if you were asked by a tourist.

b Work in pairs. A is a tourist and B is a local person. A asks B the questions from sections 1-3. B tries to answer A's questions as fully as possible. A should ask for as much information as possible. Change roles for sections 4-6.

c Now go through the questions again together. Was there anything your partner said that you disagree with?

d Imagine that your school is going to produce a new website giving information about your country for tourists. Write a short description of your city / town for the website. You could use some of the tips you talked about in b.

MINI GRAMMAR have something done

Where's the best place to have your photo taken?

Use have (something) done when you ask or pay another person to do something for you.

Compare:
I took a photo of the Great Wall of China. = I took the photo myself.
I had my photo taken on the Great Wall of China. = I asked someone to take my photo.

Have is the main verb in these sentences, so it changes according to the tense.

I'm going to have my hair cut tomorrow.
I had my car repaired after the accident.

You can also use get instead of have.

I'm going to get my hair cut tomorrow.

Complete the sentences with the correct form of have and the past participle of a verb from the list.
clean cut paint renew repair service

1 We _____________ the walls _____________ a new color next week.
2 A Your hair looks fantastic!  
   B Thanks. I _____________ it yesterday.
3 My coat is really dirty. I need to _____________ it _____________.
4 You should _____________ your car _____________ every 7,500 miles.
5 A Our refrigerator is broken.  
   B Are you going to buy a new one or _____________ it _____________?
6 I'll need to _____________ my passport _____________ before my next trip abroad.
LISTENING & SPEAKING

Read the first paragraph of an article about creative thinking. Do the experiment with a partner.

Eureka! Thinking outside the bath...

Master magician Harry Houdini once amazed the world by making an elephant vanish. You are now going to do the same thing.

Look at the pictures of Houdini's head and an elephant. Now close your left eye and hold the book up at arm's length. Now slowly bring the book toward your face, but make sure that you keep looking at Houdini's head with your right eye. At some point, usually when the book is about eight inches from your face, the elephant will suddenly disappear. This simple illusion works because each of our eyes has a "blind spot," a small area inside the eye that cannot see.

According to Dr. Richard Wiseman, a professor of psychology, most people have psychological "blind spots" that cause us to miss seeing the obvious, simple solution to a problem. The few people who do not have these psychological blind spots are people like the Greek mathematician Archimedes, who was taking a bath when he suddenly realized that the volume of an object could be calculated by the amount of water it displaced and cried "Eureka" ("I have found it"), or the English scientist Isaac Newton, who developed the notion of gravity after seeing an apple fall. Dr. Wiseman has studied people who frequently experience this kind of "eureka moment" and thinks that the difference between them and ordinary people is that they think in a different way, which he calls "creative thinking."

Now look at the title of the lesson. Who said it and why? Read the second paragraph and check your answer. What kind of people have "eureka moments"? Why don't most people have them?

You are going to listen to a radio program about creative thinking. First, look at the photo. What do you think is happening? Then listen to the first part of the program and answer the questions.

1. Why don't most people think creatively?
2. What was the gorilla experiment?
3. What happened when Dr. Wiseman tried the experiment on a group of top scientists?

Before you listen to the rest of the program, look at the photos below. In what way do you think these three things were innovative? Then listen and answer the questions.

1. What does the gorilla experiment demonstrate?
2. Why are the three things in the photos examples of creative thinking?
3. What did Dr. Wiseman recommend to the journalists? Why?
4. What was Dr. Wiseman's creative idea?
Take the quiz below to find out if you are a creative thinker.

**Are you a creative thinker?**

1. Circle true or false.
   a. I don’t consider myself an especially lucky person.  
      **true**  **false**
   b. If I’m working on a problem and I’m not making progress, I usually stop for a while and wait for a solution to present itself.  
      **true**  **false**
   c. I like dealing with problems that have clear answers.  
      **true**  **false**
   d. I don’t like breaking rules.  
      **true**  **false**
   e. The best part of working on a problem is solving it.  
      **true**  **false**

2. Think of a number between 1 and 50 that contains two odd digits but not the same digits.

3. In three minutes, add lines to these boxes to make each one into a different object.

   ![Picture of boxes to be transformed](image)

4. Look at this clock and fill in the missing numbers.

   ![Image of a clock](image)

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**2 Grammar** quantifiers: all / every, etc.

a. Read these scientific facts. Use your instinct to circle the correct word or phrase.
   1. Deciduous trees lose their leaves *every year / all years*.
   2. All living things / All the living things have cells.
   3. Both / Both of insects and spiders are invertebrates.
   4. If something absorbs *all / every* the colors of the spectrum, it appears black.
   5. *All / Everything* is made up of atoms.
   6. Without oxygen, neither humans *or / nor* animals can survive.

b. p.142 Grammar Bank 6C. Read the rules and do the exercises.

c. Take the science quiz below with a partner.

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**How much do you know about science?**

Take our quiz and find out.

1. How much of human DNA is the same as chimpanzee DNA?
   a. Hardly any.
   b. Some of it.
   c. Most of it.

2. The air we breathe contains ...
   a. both nitrogen and carbon dioxide.
   b. neither nitrogen nor carbon dioxide.
   c. only carbon dioxide.

3. When we breathe out, how much of that air is oxygen?
   a. None of it.
   b. All of it.
   c. Some of it.

4. While you are asleep, you are in REM sleep (or dreaming sleep) for ...
   a. all of the night.
   b. some of the night.
   c. most of the night.

5. When does a lemon tree produce fruit?
   a. Nearly all year.
   b. Nearly every year.
   c. Some years.

6. If blue-eyed parents have one son and one daughter, who will also have blue eyes?
   a. Both of them.
   b. Neither of them.
   c. One of them.

---

Check the answers.
You are going to find out about how scientists throughout history have suffered while making their discoveries. Read the descriptions and label the illustrations A–D.

How many of the scientists actually died as a result of their research?

A Isaac Newton, the seventeenth-century scientist was a genius, but that didn't stop him from doing some pretty stupid things. In his laboratory in Cambridge, he often did the most bizarre experiments. Once, while investigating how lenses transmit light, he inserted a long needle into his eye, pushed it to the back, and then moved it around just to see what would happen. Miraculously, nothing long-lasting did. On another occasion he stared at the sun as long as he could bear, to discover what effect this would have on his vision. Again he escaped suffering permanent damage, though he had to spend some days in a darkened room before his eyes recovered.

B In the 1750s the chemist Karl Scheele was the first person to find a way to manufacture phosphorus. In fact, he discovered eight more elements, including chlorine, though he didn't get the credit for any of them. He was a brilliant scientist, but his one failing was a curious insistence on tasting a little of every substance he worked with, including mercury and cyanide. This risky practice finally caught up with him, and in 1786 he was found dead in his laboratory surrounded by a large number of toxic chemicals, any of which might have been responsible for his death.

C In the early 1900s Pierre and Marie Curie discovered the element radium, leading to their investigation of radioactivity. At the time, nobody realized what a dangerous and deadly phenomenon it was — in fact, most people thought that it was beneficial. There was even a hotel in New York which, in the 1920s, advertised "the therapeutic effect of its radioactive waters." Both Pierre and Marie Curie experienced radiation sickness, and Marie Curie died of leukemia in 1934. Even now, all her papers from the 1890s are too dangerous to touch. Her laboratory books are kept in special lead boxes, and those who view them have to wear protective clothing. Marie's husband, Pierre, however, did not die from radiation — he was run over by a carriage while crossing the street.

D Eugene Shoemaker was a respected geologist. He spent a large part of his life investigating craters on the moon, and how they were formed, and later did research into the comets of the planet Jupiter. In 1997 he and his wife were in the Australian desert where they went every year to search for places where comets might have hit the earth. While driving in the Tanami desert, normally one of the emptiest places in the world, another vehicle crashed into them and Shoemaker was killed instantly. Some of his ashes were sent to the moon aboard the Lunar Prospector spacecraft and scattered there — he is the only person who has had this honor.

b Read the descriptions again and answer the questions. Write A–D in the right box.

Which scientist ...?

1. had a very dangerous way of working with chemicals
2. was injured twice while he / she was doing experiments
3. discovered something that slowly killed him / her
4. was very unlucky to die doing his / her job

5. needed some time to recover from an experiment
6. was granted a special honor after his / her death
7. wasn't recognized for everything he / she discovered
8. left something behind that is still dangerous today

c Listen to the highlighted words, which are all related to science. What do they mean? Are they similar in your language? How do you think they are pronounced? Listen and check.
4 VOCABULARY & PRONUNCIATION
science; changing stress in word families

a Match the different kinds of scientists with what they study.

<table>
<thead>
<tr>
<th>a biologist</th>
<th>a chemist</th>
<th>a geneticist</th>
<th>a geologist</th>
<th>a physicist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
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</tbody>
</table>

natural forces, e.g., light, sound, heat, etc.
living things, e.g., animals and plants
the structure of substances; what happens in different situations or when they are mixed with each other
the parts of cells in living things (genes) that control what a person, animal, or plant is like
the parts of rocks and how they are formed

b In pairs, complete the table.

<table>
<thead>
<tr>
<th>person</th>
<th>adjective</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 scientist</td>
<td>scientific</td>
<td>science</td>
</tr>
<tr>
<td>2 chemist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 biologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 physicist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 geneticist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 geologist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In some “word families” the stressed syllable changes in the different parts of speech, e.g., photograph, photographer, photographic.

c Look at the words in the chart in b above and underline the stressed syllable. Listen and check. In which groups does the stress change?

d Practice saying the word families.

e Complete the sentences with the correct form of a verb from the list. Underline the stress in the verbs and also in the bold words.

<table>
<thead>
<tr>
<th>develop</th>
<th>discover</th>
<th>do (x3)</th>
<th>invent</th>
<th>make</th>
<th>prove</th>
<th>volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pierre and Marie Curie _______ radium in the early 1900s.</td>
<td></td>
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</tr>
<tr>
<td>2 Scientists usually _______ experiments in a laboratory.</td>
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<tr>
<td>3 Archimedes _______ an important discovery in his bath.</td>
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<tr>
<td>4 Isaac Newton’s experiments _______ his theory that gravity existed.</td>
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<tr>
<td>5 The telephone was _______ in the 1870s.</td>
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</tr>
<tr>
<td>6 Pharmaceutical companies try to _______ new drugs to cure illnesses and diseases.</td>
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</tr>
<tr>
<td>7 Scientists have to _______ a lot of research into the possible side effects of new drugs.</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>8 Before a company can sell a new drug, they have to _______ tests and trials to make sure it is safe.</td>
<td></td>
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</tr>
<tr>
<td>9 People can _______ to be guinea pigs in clinical trials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

f Listen and check. Practice saying the sentences.

5 SPEAKING
Answer the questions with a partner.

Talk about science

Which scientific subjects do / did you study in school? Which did you enjoy the most / least?

Is there a scientist (living or dead) who you admire? Who?

What do you think is the most important scientific discovery of recent years?

Are there any scientific discoveries that you wish hadn’t been made?

Would you ever agree to be a volunteer in a clinical trial of a new drug?

If you were sick, would you agree to be a guinea pig for a new kind of treatment?

What scientific stories are in the news right now?

Are you worried about any of the things scientists are currently experimenting with?

What would you most like scientists to discover in the near future?

THE INTERVIEW

a You are going to listen to an interview with Graham Bull, a “conDUCKtor” – or a tour guide – for Boston Duck Tours. This company uses “Ducks”; renovated World War II vehicles that are amphibious, i.e., they can travel on land and water. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Pronunciation</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>levity</td>
<td>/'leviti/</td>
<td>humor, fun</td>
</tr>
<tr>
<td>Beacon Hill</td>
<td>/'biiken hil/</td>
<td>a historic, upper-class Boston neighborhood</td>
</tr>
<tr>
<td>Boston Brahman</td>
<td>/'bostsn 'bruman/</td>
<td>a person of high social status in Boston</td>
</tr>
<tr>
<td>Faneuil Hall</td>
<td>/'tknyal hoi/</td>
<td>a meeting hall and marketplace in Boston since 1742</td>
</tr>
<tr>
<td>Sam Adams</td>
<td>/'sm 'edomz/</td>
<td>(1722-1803) a leader in the American Revolution from Massachusetts</td>
</tr>
<tr>
<td>roller coaster</td>
<td>/'roolar .koustar/</td>
<td>a train track at amusement parks that goes up and down very steep slopes</td>
</tr>
<tr>
<td>glee</td>
<td>/gli/</td>
<td>joy, delight</td>
</tr>
<tr>
<td>shriek</td>
<td>/Jrik/</td>
<td>to give a sudden scream in a high voice</td>
</tr>
<tr>
<td>freak out</td>
<td>/frik aut/ (informal)</td>
<td>to have a strong reaction, e.g., fear</td>
</tr>
<tr>
<td>Celts</td>
<td>/'seltiks/</td>
<td>a professional basketball team based in Boston</td>
</tr>
<tr>
<td>the remains of</td>
<td>/n'meinz/</td>
<td>the dead body of</td>
</tr>
<tr>
<td>rafter</td>
<td>/'neftor/</td>
<td>a long piece of wood that supports a roof</td>
</tr>
</tbody>
</table>

b 6.16 Listen to part 1. Answer the questions with a partner.
1 What two things make the Duck Tours special?
2 What are the most popular sights on the tour?
3 What is the best thing about Boston for a tourist?
4 What is the worst thing?

c 6.17 Listen to part 2. Answer the questions with a partner.
1 What does he say about …?
   1 something people are occasionally not aware of during the tour
   2 a birthday surprise
   3 how the woman felt when the Duck went down the ramp
   4 where the new Boston Garden was built
   5 some trash found by the janitors
   6 what they found when the old building was torn down

ON THE STREET

a 6.19 Listen to five people talking about their favorite cities and a city they would like to visit. Write the number of each speaker next to the two cities they mention.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>City 1</th>
<th>City 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Athens</td>
<td>Miami</td>
</tr>
<tr>
<td>2</td>
<td>Prague</td>
<td>Tokyo</td>
</tr>
<tr>
<td>3</td>
<td>Rio</td>
<td>Paris</td>
</tr>
<tr>
<td>4</td>
<td>New York</td>
<td>Rome</td>
</tr>
<tr>
<td>5</td>
<td>Cambridge (US)</td>
<td>Tokyo</td>
</tr>
</tbody>
</table>

b Listen again. Who …?
1 went to college in their favorite city
2 didn’t like the weather in their favorite city
3 wants to return to a city they visited before
4 has family members in their favorite city
5 thinks their favorite city isn’t too big or too small

c 6.20 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES
1 … the weather could have been better because it rains all the ___ ...
2 My favorite city in the world would ___ to be Miami.
3 … that was ___ , I really enjoyed that.
4 I ___ there for a day, but didn’t ___ a ___ ...
5 I haven’t been to South America at ___
Eating out in Chicago

This report describes various options for students who want to eat out while staying in Chicago.

1. **Fast food** – The majority of fast-food restaurants are clean and the service is fast, but they are often noisy and crowded, and of course the food is the same all over the world.

2. **Outdoor hot dog stands** – You can try a delicious Chicago-style hot dog with all the condiments. Not much atmosphere, but the food is relatively inexpensive.

3. **Ethnic restaurants** – Chicago has dozens of ethnic neighborhoods from Greektown to Little Italy to Chinatown and more, all packed with restaurants. Generally speaking, these ethnic restaurants are reasonably priced. Enjoy a festive meal at a Mexican restaurant or try a Chicago-style deep-dish pizza at an Italian restaurant or pizzeria. Portions tend to be large, so come hungry.

4. **Sports pubs** – At Chicago's lively sports pubs, the main attraction is the people – mostly sports fans – and the vibrant atmosphere. Moderately priced dishes include burgers and sandwiches.

---

**a** Read the report on restaurants and think of an appropriate heading for parts 1, 3, and 4.

**b** Find synonyms in the report for the expressions in bold.

**Useful language**

**Talking in general**

- Most / ________ restaurants in my town ... (part 1)
- In general / ________ (part 2)
- Cafes are likely to be / ________ fairly cheap. (part 2)
- Almost always / ________ (part 3)
- Usually / ________ (part 4)

**c** You have been asked to write a report on either entertainment or sports facilities in your city / town for an English language magazine. With a partner, decide what kind of information would be most useful for visitors to your city / town.

**PLAN** the content.

1. Decide which report you are going to write.
2. Decide what headings you can use to divide up your report.
3. Decide what information to include under each heading.

**WRITE** 120–180 words, organized in three or four sections, each with a heading. Use a neutral style (avoid contractions and informal expressions).

**CHECK** your report for mistakes (grammar, punctuation, and spelling).

- Even if you have a limited budget, take advantage of the different restaurants Chicago has to offer.
- Don’t make your meal cost more by ordering expensive drinks.
- If you really want to go to a particular restaurant, be sure to make reservations, especially on weekends and holidays.
- Consider having your main meal at lunchtime, when prices are commonly lower than at dinner.
What do you remember?

**GRAMMAR**

Choose a, b, or c.

1. After the robbery, he was in ___ prison for ten years.
   a. the  
   b. -  
   c. a  

2. I now live next door to ___ school I used to go to.
   a. the  
   b. -  
   c. a  

3. ___ Lake Michigan is one of the largest freshwater lakes in the world.
   a. The  
   b. -  
   c. A  

4. He wants to buy ___ inexpensive clothes.
   a. a piece of  
   b. some  
   c. an  

5. Let me give you ___ – don’t marry him!
   a. some advice  
   b. an advice  
   c. some advices  

6. I need to buy a new ___.
   a. pant  
   b. pants  
   c. pair of pants  

7. I’m going to the optician. I need to ___.
   a. have tested my eyes  
   b. test my eyes  
   c. have my eyes tested  

8. There’s ___ milk. I’ll have to buy some.
   a. no  
   b. any  
   c. none  

9. I didn’t buy my jeans in that store because ___ were so expensive.
   a. everything  
   b. all  
   c. all of them  

10. They shouldn’t go in the boat alone because ___ of them can swim.
    a. both  
    b. either  
    c. neither

**VOCABULARY**

a. Complete the sentences with the right form of the bold word.

1. Gyeongju is a ___ city in Korea.  
   2. One of the biggest problems in big cities is ___.  
   3. The ___ has to do more to protect the environment.  
   4. A lot of research is being done into human ___.  
   5. Many important ___ discoveries were made in the 19th century.

b. Complete the phrases.

1. Please turn the TV down. I need some peace and q_____.  
2. He arrived back from his adventure safe and s_____.  
3. Why have you taken only black and w_____. photos?  
4. I don’t know him very well. I’ve only met him once or t_____.  
5. We’ve moved almost everything to the new office. There are just a few odds and e_____. left.

c. Circle the correct verb.

1. Scientists usually do / make experiments in a laboratory.  
2. Archimedes did / made an important discovery in his bath.  
3. Drug companies have to make / do a lot of research into possible side effects.  
4. These pills are made / done in Puerto Rico.  
5. Before a company can sell a new medicine, it has to make / do tests and trials using volunteers.

**PRONUNCIATION**

a. Underline the word with a different sound.

1. Height  
2. Vibrant  
3. Science  
4. Neighborhood  

b. Underline the stressed syllable.

1. Biological  
2. Physicist  
3. Cosmopolitan  
4. Outskirts  
5. Industrial
CAN YOU UNDERSTAND THIS TEXT?

a Complete the article with a sentence A–F.
A For most of us the idea of having the weaknesses of our speech exposed is scary.
B I talk for two minutes on four topics: a happy memory, a sad memory, something that makes me angry, and a neutral work-related topic.
C The idea is that when you are tempted to say “um,” you simply remain silent.
D Mr. Grant receives a report on the results and, armed with that information, he and his associates coach me to use my voice more effectively.
E On the other hand, I do not vary my pitch much, which means I have a monotonous voice.
F Voice coaching, once only for actors, is now commonly used by politicians and business people.

b Look at the highlighted words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

a 6.21 Listen and circle the correct answer, a, b, or c.
1 What does the woman offer to do?
   a Get a technician.
   b Fix the projector.
   c Make the room darker.
2 Which of these problems doesn't the man mention?
   a Too many people.
   b A lot of crime.
   c Too much traffic.
3 What does the tour guide recommend the tourists do?
   a Visit the Roman room.
   b Plan their own tour of the museum.
   c Buy postcards in the gift shop.
4 What is the teacher going to show the children?
   a How to use a microscope.
   b How to look at something closely without a microscope.
   c How to know which tree a leaf comes from.
5 Which of the following is true about Newton?
   a He was not a very healthy baby.
   b He was brought up by his father's mother.
   c His father was a poor farmer.

b 6.22 You will hear an interview with a woman who moved from the city to the country. Mark the sentences T (true) or F (false).
1 Her friends thought she would miss her job.
2 She sees friends more often than before.
3 She gets along well with the people in the village.
4 She often gets takeout for dinner.
5 The bus service is good.

CAN YOU UNDERSTAND THE message sent by your voice
I am sitting in an office having my voice recorded. □ The reason?
I am about to have my voice analyzed, and expressing these feelings provides a balanced view of the voice’s emotional content.
□ A badly delivered speech can have a devastating impact on the public image of a politician. For chief executives, an unconvincing speech can damage the company’s standing with employees, customers, or investors.

When I am finished, the man who has been listening to me, Alastair Grant of presentation analysts Grant Pearson Brown, sends the recording to Branka Zei, a Swiss psychologist who specializes in linguistics. Using software, Ms. Zei measures the recording against an “ideal” voice, whose pitch, articulation, and fluency, among other things, are derived by analyzing the voices of hundreds of good speakers. □

So, what does my analysis show? The good news is that my median pitch is 158.25Hz compared with the standard reference for a woman of 200Hz – another way of saying that my voice is fairly deep. “Deeper voices carry more authority than high-pitched voices,” says Mr. Grant.

My loudness level and range are perfect. □ Also my articulation is not clear enough because I sometimes have difficulty pronouncing the letter “r.” Last, I use “disfluencies,” which means that I overuse terms such as “um” and “uh.” The best news, however, is that my “vocal indicators” point to a balanced personality, with no clear tendency toward introversion or extroversion.

If Mr. Grant were to work with me further, he would get me to read from a script and pause after each phrase. □ If people are comfortable with silence, then they don’t have to put in those filler words.” To counteract my problem of sounding monotonous, he would ask me to imagine myself telling a story to a child, as this very naturally makes people vary their pitch.

□ But for those brave enough to try it, voice analysis offers the chance of really improving the way we speak in everyday life and when we are on the podium.

CAN YOU SAY THIS IN ENGLISH?

Can you …?
□ give a short presentation on a subject you know about
□ give advice about how to speak in public successfully
□ describe a big city you know well and its attractions or problems
□ talk about famous scientists and their discoveries
1 SPEAKING

GET IT RIGHT expressing annoyance
When you talk about things that annoy you, you can use these expressions:
- It really annoys me when ...
- It drives me crazy / nuts when ...
- It drives me up the wall when ...
- It really gets on my nerves when ...
- People who shout into cell phones ...

a Read through the list of annoying things (A–O) in the magazine article. With a partner, say which of these things annoy you, too. Choose your top three "pet peeves."

b Think of three other things that annoy you. Then compare your three things with other students.

2 GRAMMAR wish + simple past and would / could

a 71 Listen to four conversations. Which of the irritating things (A–O) in the magazine article do they refer to?

b Listen again and complete the sentences.
1 I wish _________ that!
2 I wish _______ a dollar for every time I picked the one broken one.
3 I wish ________, but it depends on the traffic.
4 I wish _______ in the street.

c Which speakers would like somebody else to change their behavior?

d p.144 Grammar Bank 7A. Read the rules for wish + simple past and wish + would / could. Do exercise a.

e Complete the sentences so that they are true for you. Compare with a partner.

About me
1 wish I could _________ (ability)
2 wish I were more _________ (adjective of personality)
3 wish I weren't so _________ (adjective of personality)
4 wish I had _________ (personal possession)
5 wish _________

Things people do that annoy me
1 wish my _________ wouldn't _________ (brother, sister, friend)
2 wish _______ would / wouldn't _________ (drivers / cyclists)
3 wish young people today would / wouldn't _________
4 wish there were a law against people who _________

Things that really annoy us — we asked people around the world ...

A Dentists who try to chat with you when your mouth is full of equipment. (Yet strangely they always seem to understand you!)

B People who criticize politicians and the government but then don't vote in the elections.

C I get into the shower, and then either the water goes cold or there's no shower gel left.

D Cyclists who ride on the sidewalk and nearly knock you down.

E When I'm traveling on a plane or train, and a child sitting behind me keeps kicking my seat.
3 VOCABULARY -ed / -ing adjectives and related verbs

We often talk about feelings in three different ways, either by using a verb (e.g., annoy) or by using the -ed or -ing adjective (e.g., annoying, annoyed).

It really annoys me. (verb)
That noise is really annoying. / Jane is so annoying. (-ing adjectives describe the thing or person that produces a feeling)
I’m really annoyed about last night. (-ed adjectives describe how a person feels)

a Complete the sentences with the correct form of the word in bold.

1. I get very _______ when I speak Spanish and people don’t understand me. frustrate
2. It’s _______ when you can’t remember someone’s name. embarrass
3. It really _______ me when people are late. irritate
4. I wish the sun would come out. I find these gray days so _______. depress
5. We were _______ when the plane suddenly began to lose height. terrify
6. The trip had been very _______, so she decided to go to bed early. tire
7. I wish he’d come home! It _______ me when he’s out late at night. worry
8. Jack wasn’t very _______ when we made fun of his new tie. amuse
9. The end of the movie really _______ me. It was totally unbelievable. disappoint
10. It was a _______ game! Our team won 3-2 with a goal in the last minute. thrill
11. She really _______ her parents when she told them she was getting divorced. shock
12. What an _______ day! I need to relax and put my feet up. exhaust

b A few “feeling” verbs have an -ed adjective, but not the -ing form. Complete the adjectives in the sentences below.

1. I was delighted to meet her. She was a _______ person.
2. I was scared during the movie. The movie was very _______.
3. We were extremely impressed by your résumé. Your résumé was extremely _______.
4. I’m very stressed by my job. My job is very _______.
5. I was really offended by what you said. What you said was really _______.

In pairs, talk about some of these:
• something in the news recently that shocked you
• a movie you found really disappointing
• something that frustrates you about learning English
• the kind of weather that makes you feel depressed
• an embarrassing mistake you once made
• an area of your town / city that is scary at night
4 READING

a Look at the photos of actress Paula Wilcox as she is today and in the TV series that made her famous, *Man About the House*. How old do you think she is in each photo? How has she changed?

b Read a magazine article where Paula talks about things she regrets. In which paragraph does she talk about...

A □ a time when she misjudged other people
B □ a time when she didn't want to seem different from other people
C □ her insecurity about her appearance
D □ how she regrets not taking more risks
E □ situations when she shouldn't have talked so much
F □ advice she should have listened to

c Read the article again carefully. Find words or phrases that mean:

1 ________ it makes me remember (1)
2 ________ very beautiful (1)
3 ________ a missed opportunity (1)
4 ________ having a leading role (2)
5 ________ amusing and intelligent (3)
6 ________ the most amusing and interesting person (3)
7 ________ kind, soft (4)
8 ________ things that are new or difficult, but stimulating (6)

d Use your own words to summarize the advice she gives in each paragraph to younger people. What do you think of her advice?

5 GRAMMAR wish + past perfect

a Underline the seven sentences in the article with *wish*. What tense is the verb after *wish*? Are they wishes about the present, the past, or the future?

b ☞ p.144 Grammar Bank 7A. Read the rules for *wish* + past perfect. Do exercise b.

c What regrets do you think these people might have? Make sentences with *I wish* ... + past perfect.

1 John has always been extravagant and never has much money in the bank. Now he really wants to buy an expensive car, but he can't afford it.
2 Annie has just been to the hairstylist. She isn't very happy with her new look.
3 Claudia was offered a job in San Francisco but didn't take it because she didn't think her English was good enough.
4 Mark got really angry with his girlfriend last night. They had an argument and she left him.

I wish I'd saved part of my salary. I wish I hadn't spent so much money on that vacation...

Regrets, I've had a few...

Actress Paula Wilcox, now in her fifties, was best known for her role in the TV series *Man About the House*, which she starred in when she was only 19. Here she talks about things she wishes she had known then...

Now when I look in the mirror and think, “Oh boy, I’m getting older,” it reminds me that I used to do the same thing when I was 19 and 20. I used to look at myself and think I looked awful. I wish I’d known what I was going to look like 30 years later, because then I might have realized how gorgeous I was then. I looked great but I didn’t appreciate it – what a waste!

I now understand that it’s OK to be successful. When I was 19, I was starring on TV and making lots of money, but most of my friends were college students. I felt embarrassed and used to walk around with my hands in front of my face so as not to be recognized. I wish I’d known that it’s possible to enjoy the good things about fame and that you can keep your friendships in spite of it.

I wish I had learned sooner how to listen to people better. I used to think I had to be intelligent and witty in social situations. If I’d known how much people appreciate being listened to, I wouldn’t have tried so hard to be the life and soul of the party.

Life has taught me that sometimes when people behave badly with you, it is because of some unhappiness that they are carrying around with them, a problem that has nothing to do with you. I wish I had been more gentle with people in that situation and not reacted so angrily. Once you find out what’s really going on, the whole relationship can change.

My dad always used to say, “Learn what you can while you are young and in school because when you are older, you either won’t have enough time or won’t have enough money to pay for lessons.” That was good advice, and I wish I’d spent more time on my piano lessons.

Finally, I wish I had always said yes to challenges. I’d say to young people today, if you are offered the opportunity to do something you have never done before, go for it. You might feel a little nervous, but say yes anyway.
6 PRONUNCIATION sentence rhythm

a 7.2 Dictation. Listen and write down six sentences with *wish*.

b Listen again and underline the stressed words.

c Match each sentence from the dictation with a sentence below.

In pairs, practice the dialogues.

A  Do you want me to call and make an excuse?
B  I thought you said we were in a hurry!
C  So do I. I didn't bring an umbrella today.
D  Well, it's not *my* fault. You have no self-control!
E  Why don't you go back to the store and see if they still have it?
F  I'm sorry, but it is. And I'm getting hungry.

7 LISTENING & SPEAKING

a 7.3 Listen to five people and match the speakers with the regrets.

Who ...?

A wasted time when he / she could have been doing something else □
B  wishes he / she had said something to someone □
C  missed an opportunity because he / she wasn't independent □
D  wasn't old enough to take advantage of a situation □
E  regretted trying to change his / her appearance □

b Listen again. Why do the speakers mention or say the following?

1 “Mercedes” and “Bosch” “It would have opened doors for me.”
2 “The top and skirt I wore were really skimpy.”
3 “The Russian revolution.” “Old letters.”
4 “I really liked him.” “Now it’s too late.”
5 “I just did the bare minimum.” “This was a unique opportunity.”

c Read about the research below. Do you identify with any of the regrets?

Psychologists have researched things that people regret about their lives. Here are some of the things people wrote:

**Family**
- I regret arguing with my parents yesterday.
- I wish I’d listened to my sister when she had problems.
- I regret not visiting my grandfather more when he was in the hospital.

**Lifestyle**
- I wish I hadn’t eaten so much last night.
- I wish I hadn’t had my hair cut short last month.
- I regret not buying some really cheap shoes when I first saw them on sale - when I came back an hour later, they were gone.
- I wish I had been brave enough to go up to the top floor of the Eiffel Tower when I was in Paris.

**Education, work, etc.**
- I wish I’d studied more for my final exams last year.
- I wish I’d saved more money when I was earning a good salary.
- I regret not learning to play the guitar when I was younger.

d Think of three regrets (big or small) that you would add to the lists.

8 VOCABULARY expressions with *go*

Once you find out what’s really going on, the whole relationship can change.

If you are offered the opportunity to do something you have never done before, *go* for it.

a Look at the *highlighted* phrasal verbs with *go* from the article about Paula Wilcox on page 102. What do you think they mean?

b Complete the questions with the correct word.

<table>
<thead>
<tr>
<th>back on</th>
<th>far off</th>
<th>for</th>
<th>off</th>
<th>over</th>
</tr>
</thead>
</table>
| 1 Do you usually *go* your notes after class?
| 2 What do you usually do when something *goes* with your computer?
| 3 Have you ever promised someone something important and then *gone* your word?
| 4 Do you think you could *go* food for 24 hours?
| 5 Do you usually choose shoes that *go* the clothes you're wearing?
| 6 How long does it usually take you to *go* to bed at night?
| 7 Do you think that speaking English will help you *go* professionally?
| 8 I woke up immediately when my alarm clock *went* this morning.
| 9 If you were offered a job abroad, would you *go* it?
| 10 What's *going* in the celebrity world in your country these days?

c Now ask and answer the questions in pairs.
A test of honesty

1 READING & LISTENING

a. Look at the title of the article below and the photos. Try to guess what the article is about.

b. Read Honest workers or thieves? and check. Then, in pairs, cover the article and say what you can remember about...
   1. Paul Feldman’s original job.
   2. the incident that made him decide to change his job.
   3. how the “bagel habit” started, and what it involved.
   4. why he started asking for money, and the proportion of people who paid.
   5. his friends’ and family’s reaction to his change of job.
   6. how his business progressed.
   7. the economic experiment he (unintentionally) designed.

c. You are going to hear an economist talking about Paul Feldman’s experiment. Before you listen, in pairs, predict the answers to the questions.
   1. What do you think the average payment rate was?
      a. 70-80%
      b. 80-90%
      c. 90-100%
   2. Were smaller offices more or less honest than big ones?
   3. How often has the cash basket been stolen?
   4. Did people “cheat” more during good or bad weather?
   5. Did people “cheat” more or less before Christmas? Why?
   6. Who “cheated” more, executives or lower-level employees?

d. 7.5 Listen and check your answers to c.

e. Listen again and choose a, b, or c.
   1. More people paid in Feldman’s own office …
      a. after he caught somebody stealing.
      b. because he asked them personally for the money.
      c. because the people were his coworkers.
   2. Feldman eventually stopped selling bagels to …
      a. a company where less than 80% paid for their bagels.
      b. a company where the money basket got stolen.
      c. a company where less than 90% paid for their bagels.
   3. People are more honest in smaller companies because …
      a. they are more likely to get caught.
      b. they would be more embarrassed about being caught.
      c. there is more control from the management.
   4. People “cheat” more …
      a. after a day off.
      b. before all public holidays.
      c. before some public holidays.
   5. Which of these people is most likely to pay?
      a. An employee who doesn’t like the boss.
      b. An executive who is very popular with the staff.
      c. An employee who likes the company where he/she works.

Honest workers or thieves? Take the bagel test.

Once upon a time, Paul Feldman dreamed big dreams. Trained as an agricultural economist, he wanted to tackle world hunger. Instead, he took a job in Washington, analyzing weapons expenditures for the US Navy. He held senior-level jobs and earned good money, but he wasn’t always recognized for his best work. At the office Christmas party, colleagues would introduce him to their wives not as “the head of the public research group” (which he was) but as “the guy who brings in the bagels.”

The bagels had begun as a casual gesture: a boss treating his employees whenever they won a research contract. Then he made it a habit. Every Friday, he would bring in some bagels, a serrated knife, and cream cheese. When employees from neighboring floors heard about the bagels, they wanted some too. Eventually he was bringing in 15 dozen bagels a week. In order to recoup his costs, he set out a cash basket and a sign with the suggested price. His collection rate was about 95 percent; he attributed the underpayment to oversight, not fraud.

When his research institute fell under new management, Feldman decided to quit his job and sell bagels. His economist friends thought he had lost his mind, but his wife supported him.

Driving around the office parks that encircle Washington, he solicited customers with a simple pitch: early in the morning, he would deliver some bagels and a cash basket to a company’s snack room; he would return before lunch to pick up the money and the leftovers. Within a few years, Feldman was delivering 8,400 bagels a week to 140 companies and earning as much as he had ever made as a research analyst.

He had also, quite without meaning to, designed a beautiful economic experiment. By measuring the money collected against the bagels taken, he found it possible to tell, down to the penny, just how honest his customers were. Did they steal from him? If so, what were the characteristics of a company that stole versus a company that did not? Under what circumstances did people tend to steal more, or less?
3 PRONUNCIATION  changing stress in nouns and verbs

Some words change their stress depending on whether they are nouns or verbs. As nouns, they are usually stressed on the first syllable, e.g., *a project*, *a record*. As verbs, they are often stressed on the second syllable, e.g., *to project*, *to record*. Words like this include: *convert*, *object*, *present*, *produce*, *progress*, *reject*. Sometimes the vowel sounds change, too.

a  Read the information in the box and practice saying each word both ways: as a noun with the stress on the first syllable, and as a verb with the stress on the second syllable.

b  Underline the stressed syllable on the highlighted word.

1  We're making good progress with the report.
2  The new building is progressing well.
3  Home sales are recorded at the courthouse.
4  Sales of hybrid cars have reached a new record.
5  Half the applicants for the job were rejected.
6  Repects are sold at a reduced price.
7  The demand for organic produce is growing.
8  Most toys are produced in China nowadays.
9  My boss objects to people dressing casually at work.
10 Making a profit is the company's main object.

c  Listen and check. Practice saying the sentences.

MINI GRAMMAR

whatever, whenever, etc.

The bagels had begun as a “thank you” to his employees whenever they won a research project.

We use *whenever* to mean “at any time” or “it doesn’t matter when,” e.g., *Come and see me whenever you like*.

We can also use:

- *whatever* (= any thing),
- *whichever* (= any thing, from a limited number),
- *whoever* (= any person),
- *however* (= it doesn’t matter how),
- *wherever* (= any place).

They also have the meaning *it doesn’t matter what / which / who / how / where*, etc.

Complete the sentences with *whatever, whichever, whoever, whenever, however, or wherever*.

1  Please sit ________ you like.
2  There is a prize for ________ can answer the question first.
3  ________ she opens her mouth, she says something stupid.
4  I’m going to buy it, ________ expensive it is!
5  ________ I give him, it’s always the wrong thing.
6  I’ll go by bus or train, ________ is cheaper.
4 GRAMMAR  clauses of contrast and purpose

a  Read the ad below. Would you try Pumavite? Why (not)?

b  Read the magazine article. Put a check (✓) next to the “tricks” that the Pumavite ad uses.

How advertisers win our hearts and minds... and get our money

There’s no such thing as a free lunch

“Get a free camera when you subscribe to our magazine for two years.” There’s something about the word “free” that immediately attracts us – something for nothing – I want it! The idea makes us feel clever, as if we got the better of the company. But that camera (which will probably break as soon as you get it out of the box) wasn’t a gift at all. In spite of __________, its price was really included in the magazine subscription.

Buy now while supplies last!

“There are only a few left! And after they’re sold, there won’t be any more available.” What happens when we read or hear these words? Even though __________, maybe don’t even like them, we immediately want to be among the lucky few who have them. But no manufactured products are ever scarce. Do you really think the manufacturers of that “limited edition” DVD couldn’t produce a few more if they thought they could sell them?

Just sign your name here – and give us your address

“Just fill out this form for __________.” Do you think companies really want to spend their money on sending you a free brochure? It costs them to produce it and to mail it. In fact, these kinds of ads are really produced so as to __________. From then on, they will bombard you with more direct advertising and probably pass on your name and address to other companies, too.

c  Read the article again with the glossary on page 107 and complete it with the phrases below.
A  free information
B  the actress is holding the product in the photo
C  get us to believe it
D  get your personal information
E  we can’t fail to get the message
F  demonstrate the amazing effects of their product
G  we don’t really need the products
H  the ad saying it was free

d  Look at the eight phrases again, and the highlighted word(s) immediately before them. Which ones express a contrast? Which ones express a purpose?

e  ☐ p.144 Grammar Bank 7B. Read the rules and do the exercises.
Everybody’s doing it
And everybody can’t be wrong, so the product must be fantastic. In order to 5 ___________, they use expressions like “It’s the new sensation sweeping the country,” “People just can’t get enough of them,” “Record sales,” “Unbelievable response!” and combine this with a photograph of a large group of people, so that 6 ___________. But don’t be fooled. Even if everybody is doing it (and they may not be), everybody can be wrong.

The camera never lies, or does it?
Ads frequently use “real people” to 7 ___________ on our health or fitness. But of course the person in the ad or TV commercial is a gym-toned model!

Trust me, I’m a doctor (or a celebrity)
If a celebrity is using the product, it must be fantastic. If a doctor recommends it, it must work. The bigger the authority, the more powerful the advertising message is. But be careful. Although 8 ___________, do you really think she colors her hair with it at home? Do the authorities mentioned really exist? “My dog biscuits are recommended by the International Association of Dog Nutritionists” (an organization I started last week). “A recent study found that my lemonade tastes better than any other brand” (my mother liked it better).

Glossary
subscribe  pay money regularly in order to receive sth
get the better of  to defeat sb / sth or gain an advantage
available  that you can buy or get
be scarce  there is not much of it
bombard  “attack” sb with, e.g., too many questions, too much information
be fooled  be tricked

f Sentence race. Try to complete all the sentences in two minutes.

1. The customer took the shoes back to the store to ...
2. Even though I was really late, my boss ...
3. She applied for a job with a company in Miami so that ...
4. He got promoted to branch manager despite ...
5. Most of the employees don’t like the new CEO, although ...
6. He left the company he used to work for in order to ...
7. Although John was the hardest worker in the company, ...
8. In spite of a huge marketing campaign, ...
9. I went to our headquarters in New York for ...
10. I think the advertising of cigarettes and alcohol should be banned so as not to ...

5 SPEAKING
GET IT RIGHT stress in word families
- Underline the stressed syllable in this word family. Be careful – the stress is different on one of the words:
  product  production  producer

Talk in small groups.
1. Are there any products that you have bought recently ...
   a. because of the ads?
   b. in spite of the ads?
2. Have you bought something recently that wasn’t as good as the advertisement made you think?
3. Are there any ads that make you not want to ever buy the product? Why do they have this effect on you?
4. Do you think people should be allowed to advertise the following? Why (not)?
   • alcoholic drinks
   • expensive children’s toys
   • junk food
   • political parties
5. How successful do you think the following forms of marketing are?
   • cold-calling
   • leaflets / brochures in your mailbox
   • junk e-mails
   • website pop-ups
   • sports sponsorships
6. Think of ads and commercials that use the following to sell a product:
   • a celebrity
   • an authority (e.g., a doctor)
   • a catchy song
   • something free
   • humor
   • a good slogan
   • a story
   • animals or nature
7. Which of the above marketing techniques might influence you to buy the product?
1 GRAMMAR  relative clauses

a English has borrowed many words and phrases from other languages. In pairs, try to match the words with the languages they come from. Do you use any of these words (or very similar ones) in your language?

<table>
<thead>
<tr>
<th>English word</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>robot /'roobat/</td>
<td>A Arabic</td>
</tr>
<tr>
<td>igloo /'iglu/</td>
<td>B Chinese</td>
</tr>
<tr>
<td>chauffeur /'ʃoʊfar/</td>
<td>C Czech</td>
</tr>
<tr>
<td>shampoo /'ʃæmpu/</td>
<td>D French</td>
</tr>
<tr>
<td>algebra /ælˌdʒəbra/</td>
<td>E Hindi</td>
</tr>
<tr>
<td>tea /ti/</td>
<td>F Inuit</td>
</tr>
<tr>
<td>macho /'matfəʊ/</td>
<td>G Italian</td>
</tr>
<tr>
<td>tycoon /taɪ'kun/</td>
<td>H Japanese</td>
</tr>
<tr>
<td>graffiti /ˈɡraɪfɪti/</td>
<td>I Spanish</td>
</tr>
<tr>
<td>yogurt /'jʊəɡɔːrt/</td>
<td>J Turkish</td>
</tr>
</tbody>
</table>

b Check what you know. Complete definitions 1–6 with that, who, or whose and write the correct word from a.

1 a drink that is made by pouring hot water over dried leaves
2 a house whose walls and ceilings are made of hard snow
3 a machine that can perform a complicated series of tasks automatically
4 a person whose job is to drive a car, especially for somebody rich or important
5 writing or drawings that people make on a public wall or building

What word could you use instead of who? Instead of that? How would you define the other four words in a?

Any problems? Workbook p.70

e New grammar. Read about the book THE MEANING OF TINGO on page 109. Do you have words for any of these concepts in your language?

f Now complete the definitions with who (x6), that (x4), whose (x2), which (x1), or whom (x1).

g Look at the completed definitions on page 109. Answer the questions below with a partner.

1 Which two sentences contain non-defining relative clauses (ones that add extra information to a sentence)?
2 In which sentences could you change a word to that?
3 In which sentences can you leave out the relative pronoun altogether?
4 Look at the definitions for puntare and rujuk. How does the position of the preposition affect the relative pronoun?

h p.144 Grammar Bank 7C. Read the rules and do the exercises.

i Communication What's the word? A p.118 B p.120. Define more foreign words that English has borrowed, and ask your partner to guess what they are.
In this book, Adam Jacot de Boinod, works as a researcher for TV quiz shows, has collected words from all over the world that do not exist in English, but that he thinks perhaps English ought to incorporate into the language. The title of the book comes from one of his favorites. "Tingo," is a word from the language spoken on Easter Island in the Pacific Ocean, means to borrow things from a neighbor’s house one by one until there is nothing left!

**Bakkushan** (Japanese) A woman you think is pretty when you see her from behind but is not when you see her from the front.

**Drachenfutter** (German) The presents guilty husbands give their wives (literally “dragon’s food”).

**Fucha** (Polish) A job you do in your free time without paying any tax.

**Lampadato** (Italian) An adjective to describe a person skin has been tanned too much by a sun lamp.

**Neko neko** (Indonesian) To have a creative idea only makes thing worse.

**Puntare** (Italian) To stare intensely at a person you are attracted to.

**Rujuk** (Indonesian) To remarry a woman to you had been married before.

**Seigneur-terrasse** (French) A person spends a lot of time but very little money in a cafe.

**Fshes** (Albanian) A long mustache looks like a broom.

**Aviador** (Spanish) A government employee only shows up on payday.

**Zechpreller** (German) Someone leaves without paying the bill.

**Zhengron** (Chinese) A person looks have been improved by plastic surgery.
The story behind the words

1. Comes from two Old Norse words (the language spoken by the Vikings) that mean “house” and “owner.” The word originally had nothing to do with marital status, except for the fact that home ownership made these men extremely desirable marriage partners.

2. From “cabioler,” a French word that means “jump like a goat.” The first carriages for public rental bounced up and down so much that they reminded people of goats jumping on a hillside.

3. From the Italian “To arms!”- which was what soldiers shouted when they saw that the enemy was attacking.

4. Genoa, called “Gene” by sixteenth-century Europeans, was the first city to make denim cloth. The pants were named after the city.

5. In Latin, this means “without your cape.” The ancient Romans would often avoid capture by throwing off their capes when fleeing so that they could run more quickly.

6. It is believed that this term originated from a man’s last name. The man, whose first name was Patrick, terrorized a section of London with his family in the 1890s.

7. Many banks in post-Renaissance Europe issued small, porcelain “borrower’s tiles” to their customers. Like credit cards, these tiles were imprinted with the owner’s name and credit limit, and the name of the bank. In order to borrow money, the customer had to present the tile to the bank teller, who would compare the imprinted credit limit with how much the customer had already borrowed. If the borrower was over the limit, the teller broke the tile on the spot.

8. From the Latin, originally meant “placed on the knees.” In Ancient Rome, a father legally claimed his newborn child by sitting in front of his family and placing the child on his knee.

9. The popular explanation of the origin of this word is that it is an acronym meaning “To Insure Promptness,” that is, to make sure the service in, e.g., a restaurant, is fast. This is incorrect. The word was underworld slang from the early 1600s, meaning “to pass on a small sum of money.”

10. This was the Latin name for a slave given to Roman soldiers to reward them for performance in battle. Eventually, this term was applied to anyone who was a slave to anything, e.g., a drug.

b Now complete 1-10 with the words below. Did you guess any of them?

- addict
- alarm
- broke (adj = having no money)
- cab (= taxi)
- escape
- genuine
- jeans
- hooligan
- husband
- tip

c Read the article again carefully. Underline any words you don’t know and try to guess their meaning from the context. Check with your teacher or a dictionary.

d Now cover the article and focus on the words in the list in b. In pairs, try to remember the origin of each word.
You’re going to listen to a language expert talking on the radio about the origins of the words below.

• ketchup • orange • tennis

1 Which word’s origin is related to a legend?
2 Which word changed its form because the original word was hard for the English to say?
3 Which word originated from the way the English pronounced a foreign word?

Listen again and complete the summaries with one or more words.

Ketchup
The original sauce was invented by 1__________. It was made from 2__________. British explorers first tried it in the 3__________ century and really liked it. Later, some 4__________ mixed 5__________ into it, and it became the sauce it is today.

Orange
This word, and also the word for orange in 6__________ and 7__________, doesn’t come from 8__________; it comes from ancient Sanskrit. The Sanskrit word, “narangah,” may come from “naga ranga,” which means 9__________. The story is that an 10__________ once ate so many that he 11__________, and some orange trees grew from his 12__________.

Tennis
The sport started in 13__________. It was 14__________ called “tenez,” which means 15__________. The sport lost 16__________ there and became popular in 17__________. But the “tenez” sounded more like “tennis” when it was said with an 18__________.

4 VOCABULARY & PRONUNCIATION
prefixes and word stress

One way of making new words is by adding a prefix at the beginning of a word, e.g., over-, under-, mis-, etc. These prefixes change the meaning of a word. They are usually used without a hyphen but sometimes need one.

a Look at the words in the list. Then match the bold prefixes with their meanings.

antisocial autograph biannual ex-husband microscopic misspell monosyllable multinational overworked postgraduate preconceived rewind semifinals underpaid

1 after 8 many
2 again or back 9 not enough
3 against 10 of or by oneself
4 badly / wrongly 11 one
5 before 12 small
6 former 13 too much
7 half 14 twice

Unlike suffixes (which aren’t stressed), prefixes are often stressed, so a word with a prefix may have two stressed syllables, the main stress on the base word and the secondary stress on the prefix, e.g., antisocial.

b Listen and underline two stressed syllables in each word in a.

c Which prefix(es) could you add to the words below to describe …?

biography circle cooked impressionists sleep understand

1 food that tastes a little bit raw in places
2 when you wake up later than you had planned to
3 the story of someone’s life, written by that person
4 the artists who came after Monet, Van Gogh, etc.
5 what happens if you don’t understand something correctly
6 the shape of a half moon

d Ask and answer the questions with a partner. Ask for more information.

• Are there any professions that you think are overpaid?
• How often do you take antibiotics?
• Have you ever asked a celebrity for an autograph?
• Do you know any ex-smokers?
• Do you know any people who are bilingual?
• Are there any English words you sometimes mispronounce?
• Who do you think is better at multitasking, men or women?
• How often do you buy precooked meals?
• When was the last time you redecorated your room or apartment?

THE INTERVIEW

a You are going to listen to an interview with Jesse Sheidlower, a lexicographer and one of the main editors of the Oxford English Dictionary. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

Glossary

coin v (a word or phrase) /kən/ to invent (a new word or phrase)
podcasting /ˈpəʊdkeɪstɪŋ/ broadcasting a program for downloading over the Internet
ubiquitous /juˈbɪkwɪtəs/ being everywhere at the same time
shift v /ʃɪft/ to move or change
on behalf of as another person’s representative
appendectomy /ˈapendɛktəmi/ to have the appendix removed surgically
appendicitis /ˌapendɪˈsɪtɪs/ a swelling of the appendix (a small organ attached to the intestines inside the body)
coronation /ˌkɒrəˈneɪʃn/ a formal ceremony when a crown is first placed on the head of a new king or queen
King Edward VII (1841–1910) King of Great Britain and Ireland from 1901 to 1910

b 7.9 Listen to part 1. Answer the questions with a partner.

1 How many new words go into the Oxford English Dictionary each year?
2 Why do some terms go into the dictionary faster than others?
3 Why did podcasting enter the dictionary very quickly?
4 What other example does he give of a word that came into the language quickly?

c 7.10 Listen to part 2. Answer the questions with a partner.

What does she say about ...?
1 hang time and time-shift
2 hawala and ki
3 appendectomy and appendicitis

don the street

a 7.12 Listen to four speakers talking about English words used in their language. Who is the most positive about using English words? Who is the most negative?

1 Mateusz
2 Victoria
3 Matandra
4 Volke

b Listen again. Who ...?
1 says that their own language is dominant in one particular field
2 mentions a language that doesn’t use English words for many modern inventions
3 talks about an “English word” that isn’t really English
4 mentions two words connected with food

c 7.13 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES

1 It is used, I think, ______.
2 ... which actually doesn’t ______ sense in English.
3 ... everything to ______ with technology ... pv
4 Most people just ______ with downloadare. pv
5 And if there are new inventions or ______ like that, we don’t invent new words.

d Listen to the interview again with the audioscript on page 131. Then answer the same questions with a partner.
Which is better, working for someone else or being your own boss?

More and more people are choosing to give up their jobs and follow their dream of setting up their own company.

Being your own boss has many obvious advantages. 
1. is that you are in charge. You have the opportunity to do something you really believe in, 2. offering a new product or providing a new service. 3. is that you do not have a boss watching over you, which gives you more freedom to do things your way. Finally, the greatest advantage of all for some people, you could 4. become extremely rich if your company becomes successful.

This all seems very tempting, but 5. there are a number of disadvantages. You have to make a lot of big decisions, 6. whether to expand, or whether to employ new staff. This is often very stressful. 7. you are the boss and in theory can decide what time you finish work, you might find that instead of finishing early, you have to work all night 8. an important deadline. Finally, there is an element of risk. If the company fails, you could lose not only your job, but also your home and your life savings.

9. owning a business has both advantages and disadvantages. Whether it would be the right move for you or not depends on your skills, your personality, and your family circumstances.

a Complete the composition with linking expressions from the list. Use capital letters where necessary.

also although another advantage because of for example on the other hand such as the main advantage to sum up

b Put the linking expressions in the correct spaces below.

Useful language
To list advantages / disadvantages

To add more points to the same argument
In addition, ...
Furthermore, ...

To introduce an example
For instance, ...

To make contrasting points
However, ...
In spite of (the fact that) ...

To give a reason
Because (+ clause) ...
(+ noun) ...

To introduce the conclusion
In conclusion, ...

c You are going to write a composition titled What are the advantages and disadvantages of being famous?

PLAN the content.

1. Decide what you could say about how people today are interested in famous people or want to be famous themselves. This will give you material for the introduction.
2. List two or three advantages and disadvantages, and number them in order of importance.
3. Decide if you think on balance there are more advantages than disadvantages.

WRITE 120-180 words, organized in four paragraphs: introduction, advantages, disadvantages (or disadvantages and then advantages), and conclusion. Use a formal style (avoid contractions and informal expressions). Use the linking expressions in Useful language.

CHECK your report for mistakes (grammar, punctuation, and spelling).
What do you remember?

**GRAMMAR**

a Complete the second sentence so that it means the same as the first.

1. I don't have a car, but I would like one.
   I wish _______ _______ a car.

2. Please stop whistling. I'm trying to concentrate.
   I wish _______ _______ stop whistling. I'm trying to concentrate.

3. I regret not speaking to her before she left.
   I wish I _______ _______ to her before she left.

4. He got a good job, although he didn't have the right skills.
   He got a good job, despite _______ _______.

5. That's the man for whom I used to work.
   That's the man I used to _______ _______.

b Choose a, b, or c.

1. I opened the door quietly _______ my father up.
   a to not wake
   b so that I don't wake
   c so as not to wake

2. He still works _______ he won ten million dollars in the lottery last year.
   a in spite of
   b despite
   c even though

3. That's the house in _______ Shakespeare was born.
   a which
   b that
   c where

4. My aunt Amy, _______ was the CEO of an important company, just retired.
   a that
   b who
   c which

5. That dog follows me _______ I go.
   a wherever
   b however
   c whatever

**VOCABULARY**

a Circle the right word.

1. That walk was exhausted / exhausting. I need a good rest now.

2. I was really shocked / shocking when I read the e-mail.

3. This company has 40 employees / employers.

4. Do you do / make business with many foreign companies?

5. That lawyer must be very successful - he has so many customers / clients.

b Complete the missing words.

1. Will the company make a p _______ this year?
2. The s _______ for their new advertising campaign is "You'll never find a better one."
3. He works for a m _______ company with offices in Asia and Europe.
4. We are planning to l _______ our new product in September.
5. The bank has br _______ all over the country.

b Complete the sentences with one word.

1. He set _______ a new company that makes software.
2. Our local grocery store was taken _______ by a big supermarket chain.
3. They missed the last bus, so I ended _______ driving them home.
4. There are many different kinds of pasta, such _______ fettucine.
5. Many English words come from French, _______ example, royal.

b Complete the sentences using the bold word and a prefix.

1. This word is very difficult to say. I always _______ it. pronounce
2. After I graduate from college, I want to get a _______ degree.
3. The city was completely _______ after the war.
4. We are really _______. We can hardly survive on our salary.
5. The actress wrote her _______ after she retired.

**PRONUNCIATION**

a Underline the word with a different sound.

1. amusing business whose misunderstand

2. cart alarm scary market

3. profit logo though owner

4. client biannual irritate tiring

5. company shocked money become

b Underline the stressed syllable.

| Disappointed | record (verb) | produce (noun) | expand | manufacture |
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

a Read the article and choose a, b, or c.

1 Over the centuries the Pirahã tribe has ______.
   a not decreased in numbers
   b kept its customs
   c communicated without words

2 Their language is unusual because ______.
   a some concepts don’t exist
   b men and women use different vocabulary
   c there is no grammar

3 When the Pirahã women speak together, they ______.
   a can’t be understood by men
   b usually whistle to each other
   c sound as if they are just making noises

4 When Everett tried to teach them arithmetic, ______.
   a he quickly gave up
   b he eventually realized it was impossible
   c they didn’t want to learn

5 Chomsky’s Theory of Universal Grammar maintains that ______.
   a children can learn a language quickly
   b all languages have some rules in common
   c all languages count in the same way

b Look at the highlighted words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

a 7.14 Listen and circle the correct answer, a, b, or c.

1 What does the woman find irritating?
   a The man never does the dishes.
   b The man leaves dirty dishes on the table.
   c The man eats so slowly.

2 Why does the man regret not going to college?
   a He would have been able to get a more interesting job.
   b He would be earning much more money.
   c He would have enjoyed the experience.

3 Everybody who buys the fitness program ______.
   a can work out with a personal trainer
   b gets a free set of weights
   c can consult a trainer if necessary

4 How much profit did the company make this year?
   a 132 billion dollars.
   b 43 billion yen.
   c 1.2 billion dollars.

5 What is the woman’s new boss like?
   a She’s rather arrogant.
   b She’s very friendly.
   c She makes people feel inferior.

b 7.15 You will hear part of a radio program about a book called The Professor and the Madman. Listen and answer the questions.

   1 What is the book’s subtitle?
   2 Who was W. C. Minor?
   3 What did he help create?
   4 What happened when Murray, the editor, went to meet him?
   5 What crime had Minor committed?

CAN YOU SAY THIS IN ENGLISH?

Can you …?

☐ describe things that irritate you and that you would like people to stop doing, using I wish

☐ talk about things you regret in life

☐ talk about advertisements you like or dislike and explain whether they make you want to buy the products

☐ talk about foreign words that are used in your language and how you feel about them
### 1B You’re psychic, aren’t you? Student A

**a** Imagine you’re a psychic. Make guesses and complete the sentences below about B.

1. Your favorite color is ________, ...?
2. You really like ________, (a sport or hobby) ...?
3. You went to _________ last weekend, ...?
4. You haven’t been to _________ (a country), ...?
5. You were born in _________ (place), ...?
6. You’d like to be able to ________, ...?
7. You can’t ________ very well, ...?
8. You’re very good at ________, ...?

**b** Check if your guesses are true, by saying the sentences to B and checking with a tag question, e.g., Your favorite color is pink, isn’t it? Try to use a falling intonation.

**c** Now B will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell B the real answer.

**d** Count your correct guesses. Who was the better psychic?

### 1C You’re the doc! Students A + B

Check your answers.

1. **c** The correct treatment is to pinch the soft part of the nose. This will usually stop a nosebleed if you do it for five minutes. If not, repeat for ten minutes, and if that still doesn’t work, go to your nearest hospital.

2. **a** The correct treatment is first to pour cold water on the burn for at least ten minutes and then to cover it with a loose bandage. If you don’t have a bandage, you can use a clean plastic bag or plastic wrap. Do not break blisters and don’t put any sunscreen or other cream on the burn.

### 2A Clothes quiz Student A

**a** Ask B the questions (the answers are in italics).

1. What’s the opposite of ...?
   - These pants are too tight. *(These pants are too loose.)*
   - trendy clothes *(old-fashioned clothes)*
   - get dressed *(get undressed)*
2. What material are the following usually made of?
   - a sweater *(wool)*
   - cycling shorts *(spandex)*
   - a tie *(silk)*
3. What does it mean if you say “These shoes don’t fit me”?
   *(They’re too big or too small.)*
4. When do people usually ...?
   - try clothes on *(in a store before they buy them)*
   - get dressed up *(for a party, a wedding, etc.)*
5. What does it mean if you say “Paula’s dressed to kill tonight”?
   *(People will admire her because of her clothes.)*

**b** Answer B’s questions.

### 2B Flight stories Student A

**a** You’re going to read a newspaper article and then tell your partner about it. Read the article and write down ten words that will help you remember the story.

#### Lovesick violinist grounds plane

Nuala Ni Chanainn, an Irish violinist, had been traveling around San Francisco as part of a theater group. When the tour was over, she went to the airport and boarded the plane that would take her back home to Ireland. She was in her seat, waiting for the plane to take off, when she suddenly decided not to go after all. She rushed off the plane at the last minute, leaving airline officials thinking that perhaps she had planted a bomb on the plane and escaped. The plane and all the luggage were thoroughly searched by a bomb-sniffing dog. Meanwhile, the airport authorities stopped Nuala and took her away to be questioned. However, after extensive questioning, she managed to convince them that she hadn’t planted a bomb: she simply couldn’t bear to leave her new boyfriend! The plane was allowed to depart nearly four hours later, minus the love-struck violinist, who then spent another two weeks in the US with the boyfriend.

**b** Close your book and tell B your story in your own words, e.g., There was a woman named Nuala who was a violinist from Ireland ...

**c** Now listen to B’s story, and ask your partner to clarify or rephrase if there’s anything you don’t understand.
2C Reading habits  Students A + B

a Answer the questions in the reading questionnaire below with a partner.

b How similar are your reading habits?

The press
national newspapers
local papers
sports publications
magazines
comics
academic journals

Books
novels
classics
short stories
nonfiction, e.g., biographies, history
textbooks
manuals

Online
web pages
blogs
chat rooms and forums
academic / work-related texts
news websites
song lyrics

3A There's only one place burglars won't look...  Students A + B

Read and check your answers.

Fifty professional burglars described their working methods to researchers who visited them in jail. Their research revealed:

1 b An experienced burglar searches a house in 20 minutes and usually takes $3,000 worth of goods.

2 a Favorite items to steal are expensive goods that are fairly easy to transport, including digital cameras and flat screen TVs.

3 a The criminals unanimously considered a barking dog more of a deterrent than a burglar alarm.

4 a, b, d However, ten of the fifty burglars said they actually preferred homes to be occupied, as there was less risk of being disturbed by returning residents.

5 b The burglars' favorite method was dismantling windows or patio doors.

6 Burglars search rooms in this order: 1 the main bedroom, 2 the living room, 3 the dining room, 4 the office, 5 the kitchen, 6 a child's bedroom.

So if you want a tip from the professionals, hide your jewelry in the children's bedroom and leave the dog at home when you go out!

4B Argument!  Student A

Read the situations and role-play the arguments.

1 It's your birthday today. Your spouse (B) had promised to come home early so that you could go out for dinner. You have been dropping hints for the past month about what you really want for your birthday as your spouse is usually very unimaginative about choosing presents. Last year for your birthday, your spouse bought you some DVDs, which you didn't particularly like. He / She arrives home late, and produces a box of chocolates (you're on a diet, and he / she knows this), which looks as if it came from a drugstore.

You start. B has just given you the chocolates.

2 You're in your first year of college, studying engineering. You haven't enjoyed it at all and have just failed all your final exams. In fact, you never really wanted to study engineering, but your parents are both engineers, and you feel they pushed you into it. You would like to change your major and study journalism, which you think would be a better fit. You want to try to convince your mother / father, although you know they're not very pleased with your final exam results.

B will start.
Communication

4C Two paintings Student A

Are you a creative thinker? Students A + B

Check your answers to the test.

Are you a creative thinker?

1. The more times you circled false, the more creative you are and the higher your “eureka potential”.

2. The vast majority of people choose either 35 or 37. However, truly creative people usually come up with a different number, e.g., 17 or 31.

3. The more boxes you were able to fill, the more creative you are. The following are some of the more creative ideas that people have come up with:

   - a mug of coffee
   - a mousehole
   - a playing card
   - a tent
   - a man in prison
   - a wall
   - a tray
   - a tea bag
   - an envelope
   - a pyramid seen from above
   - a flag
   - a vote

4. The important question concerns how you represented the number 4. In Roman numerals the number 4 is always represented as “IV.” However, on almost all clocks and watches with Roman numerals, except for Big Ben in London, the number is represented as “III.” If you filled it in as “IV,” that means that, although you have probably seen clocks and watches with Roman numerals hundreds of times, you have not really seen or remembered what is right in front of your eyes.

5B Sleep Students A + B

Read the results of the questionnaire and calculate your score. The higher your score, the more sleep deprived you are. The maximum is 14.

1 a 0 b 1
2 a 1 b 0 c 0
3 a 1 b 0 c 0
4 a 0 b 1 c 2
5 a 0 b 1 c 2 d 2
6 a 0 b 1 c 2
7 a 0 b 1 c 0 d 1
8 1 point for each one you circle

6C How much do you know about science? Students A + B

Check your answers to the quiz.

1 c 4 b
2 a 5 a
3 c 6 a

a. Look carefully at your painting. Then describe it in detail to B, focusing especially on the people and their body language. Say who you think they are and what you think they’re doing.

b. Show your picture to B and see if he/she agrees with you.

c. Listen to B describe another painting. Try to visualize it.

d. B will now show you the picture to see if you agree with his/her description and interpretation.

6C Are you a creative thinker? Students A + B

Check your answers to the test.

a. Are you a creative thinker?

   The more times you circled false, the more creative you are and the higher your “eureka potential”.

   The vast majority of people choose either 35 or 37. However, truly creative people usually come up with a different number, e.g., 17 or 31.

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   - a tea bag
   - an envelope
   - a pyramid seen from above
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4. The important question concerns how you represented the number 4. In Roman numerals the number 4 is always represented as “IV.” However, on almost all clocks and watches with Roman numerals, except for Big Ben in London, the number is represented as “III.” If you filled it in as “IV,” that means that, although you have probably seen clocks and watches with Roman numerals hundreds of times, you have not really seen or remembered what is right in front of your eyes.

7C What’s the word? Student A

Check that you know what your list of words below mean.

Then define them to B, saying which language they come from.

1. caravan /'ka:rvæn/ (Persian)
2. blanket /'bleŋkt/ (French)
3. embarrassed /im'bærast/ (French)
4. tsunami /tsu'naomi/ (Japanese)
5. soprano /so'prənə/ (Italian)
6. massage /mæ'sæʒ/ (Arabic)
7. mosquito /ma'skitəʊ/ (Spanish)
8. fog /fɔɡ/ (Danish)

b. Listen to B’s definitions and say what the word is.

c. Has your language “borrowed” any of these words?
1B You’re psychic, aren’t you? Student B

a Imagine you’re a psychic. Make guesses and complete the sentences below about A.
1 You’re going to _______ tonight, ...?
2 You don’t like _______, (a kind of music) ...?
3 You’ve seen _______ (a movie), ...?
4 You didn’t _______ last night, ...?
5 You were born in _______ (month), ...?
6 You wouldn’t like to be a / an _______ (a job), ...?
7 Your favorite season is _______ ...?
8 You can speak _______ , ...?

b A is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell A the real answer.

c Now check if your guesses about A are true by saying the sentences and checking with a tag question, e.g., You’re going to see a movie tonight, aren’t you? Try to use a falling intonation.

d Count your correct guesses. Who was the better psychic?

2A Clothes quiz Student B

a Answer A’s questions.

b Ask B the questions (the answers are in italics).
1 What’s the opposite of ...?
   • He looks stylish. (He looks scruffy.)
   • a short-sleeved T-shirt (a long-sleeved T-shirt)
   • put your shoes on (take your shoes off)
2 What material are the following usually made of?
   • stockings (nylon)
   • shoes (leather)
   • jeans (denim)
3 What does it mean if you say “Those shorts aren’t very flattering on you”? (They don’t look good on you.)
4 When do people usually ...?
   • hang clothes up (after they iron them or after they take them off, e.g., in the evening)
   • change clothes (to go to the gym, when they get home from work)
5 What does it mean if you say “Please keep our conversation under your hat”? (Don’t tell anyone about our conversation.)

2B Flight stories Student B

a You’re going to read a newspaper article and then tell your partner about it. Read the article and write down ten words that will help you remember the story.

Tourist stranded at airport for five months

When student Sheridan Gregorio arrived at Fortaleza airport in Brazil, he was planning to fly home to Holland. He had
had a great vacation, but unfortunately he had spent all his
money. All he had was his airline ticket back to Amsterdam.
But when he checked in, the airline employees at the airport
told him that he would have to pay airport tax before he
could leave the country. Even though Sheridan explained
that he was completely broke, he wasn’t allowed to fly, so he
missed his flight home. His ticket was nonrefundable, so now
he needed to buy a new ticket and pay the airport tax.

Since he had no money, Sheridan’s only option was to
sleep in the airport and work in restaurants in exchange
for food and some money. After working for five months,
he had saved enough for the airport tax, and the Brazilian
police persuaded the airline to let him use his old ticket to
go home. Sheridan told a reporter from the Brazilian news
program Jornal da Globo, “The Brazilian people were really
two me, they treated me very well.” Sheridan finally
arrived home safe and sound last week.

b Listen to A’s story, and ask your partner to clarify or rephrase if there’s anything you don’t understand.

c Close your book and tell A your story in your own words, e.g., There was a Dutch tourist who was on vacation in Brazil ...
4B Argument! **Student B**

Read the situations and role-play the arguments.

1. It's your spouse's birthday today. You know that he/she wants a specific present, but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early and go shopping today, but you couldn't, so you stopped at a drugstore on the way home and bought some chocolates that you know he/she usually likes.

A is your partner. He/She will start.

2. Your son/daughter is in his/her first year of college studying engineering. You yourself are an engineer, and you really encouraged your child to follow in your footsteps. He/She was very good at math in school, and you think he/she would make an excellent engineer. He/She was interested in studying journalism, but you think that this is a "lazy option" and that it's very difficult to get a good job in journalism nowadays. So you were very relieved when he/she agreed to study engineering. Although he/she worked hard in high school, this year in college he/she seems to go out with friends all the time and spends a lot less time studying than you did at the same age. You have just discovered that he/she failed all the final exams.

You start.

4C Two paintings **Student B**

a. Look carefully at your painting, which you're going to describe to A.

b. Listen to A describe another painting. Try to visualize it. A will now show you the picture to see if you agree with his/her description and interpretation.

c. Now describe your painting to A. Focus especially on the people and their body language. Say who you think they are and what you think they're doing.

d. Show your picture to A and see if he/she agrees with you.

7C What's the word? **Student B**

a. Check that you know what your list of words below mean. You're going to define them to A.

1. **bungalow** /ˈbæŋɡəlu/ (Hindi)
2. **monsoon** /ˌmɔnˈsʊn/ (Arabic)
3. **lottery** /ˈlɔtəri/ (Dutch)
4. **poodle** /ˈpʊdəl/ (German)
5. **bonsai** /ˈbɒnsaɪ/ (Japanese)
6. **parasol** /ˈpærəsəl/ (Italian)
7. **kidnap** /ˈkaɪdənæp/ (Danish)
8. **iceberg** /ˈaɪsbaːrg/ (Dutch)

b. Listen to A's definitions and say what each word is.

c. Now define your words to A, saying which language they come from.

d. Has your language “borrowed” any of these words?
Emily: Well, the organizers of the event suggested
Alex: Not really! The most common question was
Interviewer: Did other people ask you interesting
Emily: Some were pretty interesting. The ones
Emily: I said I'd go to work and play tricks on my
Interviewer: Did you go out with any of the people?
Emily: No, I went on one date with a guy who teaches
Interviewer: What about the other three matches?
Emily: After spending a few minutes with her at the cafe,
Emily: She says that she inherited from her
Sally: That's true. Ireland does play a big role in my
Sally: Ireland is a place where you will find answers
Jane: That's good - I'm five-foot-ten myself.
Sally: Your son, Conor, is a lot like you. He's
touch the tomato with two of my fingers and I was
Sally: Your son, Conor, is a lot like you. He's
touch the tomato with two of my fingers and I was
Sally: I left Sally's office feeling very positive.
Joyce: Within a range, yes. Life is cycles, and those
Interviewer: What can a birth chart or horoscope tell
Joyce: What do you do when somebody comes
Interviewer: Joyce Levine is an astrologer
Joyce: What does an astrologer need to have?
Joyce: There's really a wide body of knowledge
Interviewer: Joyce, you have to be good with people.
Joyce: When a person walks in my door, I've never seen
Interviewer: Joyce, you have to be good with people.
Joyce: It's like words and writing, and last
Interviewer: Joyce, you have to be good with people.
Joyce: It's a tough one, because sometimes people
Interviewer: Joyce, you have to be good with people.
Joyce: Joyce, you have to be good with people.
Interviewer: Joyce, you have to be good with people.
Joyce Typically, the first time someone comes in they've hit some kind of obstacle. People don't usually come in the first time because they're happy or they're curious. They've either lost a job or they want to make a change and they're not sure what to do. Or they're having some kind of relationship difficulty and they want to understand their life, how they got there and basically what they can do about it.

Interviewer What kind of people come to see you?
Joyce The clients I have really are a wide range of people. I work with individuals, I work with couples. I work with families, and I work with businesses. And so a mother might call me because a baby was just born and she wants to have the baby's chart done. For relationship consultations, a couple might come in and say, you know, "We're having difficulties." And I can work with businesses, you know. Are you more likely to make money this year? Are there going to be... Will you have problems with employees? When's a good time for hiring?...

Interviewer If you saw on someone's chart something bad about their health, would you tell them?
Joyce If I saw something that could be a serious problem, I would tell someone, but I would tell them in such a way, ideally, that is not going to particularly frighten them. So I would say, "You know, "Maybe, given your cycles, this is probably a good time for a checkup." You know you want to make sure that your health is OK." Or... "There could be some health problems in the family, you know. You might want to spend more time with your mother," or something like that. Ideally, I wouldn't scare them, but they'd get the message.

Interviewer Do you ever look at your own future?
Joyce Of course, you can't help it! It's... I mean, I personally think, again, it's more of a generalized sort of thing.

2.1

1. I'd say we're a down-to-earth people, friendly and hospitable. We believe in working hard, but we really enjoy our leisure time, when we usually socialize around a barbeque, that is - or sport, and this is where we make our friends. Men talk about having a mate, like a buddy or friend, and you stand by your mates no matter what. We're also known for being extremely outgoing and having a good sense of humor. We treat others as equals, irrespective of their profession or standing in society. On the other hand, we tend to "knock down tall poppies." That means we criticize people who try to stand out from the crowd, by distinguishing themselves through money, intellect, or social status. There is a stronger current influence on their personality.

Interviewer Do you ever read your horoscope?
Joyce Sure, I've read a lot of times you can find things that, you know, relate to people's, like, personality characteristics that relate to their sign. However, I personally think, again, it's more of a generalized sort of thing.

2.1

2. I think overall we're strong individualists. We like making our own decisions and dislike being controlled by someone else, whether it's the government or a boss. I think individualism is a good quality because it encourages self-expression and often leads to success in life. We're also very hardworking. People here want to provide for their families, but work is also valued for its own sake, even the rich. We're also very optimistic; we think that if we work hard, we can achieve anything. On the negative side, we think we're a little bit too materialistic. Some of us are overly concerned with having things - possessions, money. Personally, I think I've inherited the typical optimism and drive, and I'm also an individualist because I don't always follow the crowd, so I think I'm probably fairly typical, but I hope I'm not as materialistic as some of my countrymen seem to be.

Interviewer Do you ever read your horoscope?
Joyce I do, actually. I start most of my mornings with my horoscope surprisingly.

Interviewer Do you think someone's star sign has an influence on their personality?
Joyce I think it's what you read into it. I mean, it's fun stuff, so it's entertaining. I don't think you should take it too seriously.

Interviewer What's your star sign?
Joyce My what?

Interviewer Your star sign.
Joyce Leo.

Interviewer Do you ever read your horoscope?
Joyce I do every once in a while, but I don't really like to listen to what it says. I usually ignore it. What do you think about your horoscope?

Interviewer Do you think someone's star sign has an influence on their future?
Joyce Um, maybe. If that's something they grow up reading, I might agree. I think it might be just a way of perceiving the way you dress, and also we drink too much. I don't think I'm very typical, though I do definitely have one of the weaknesses - but I'm not going to say which!

4. People in this country are thought of as very polite, and they are. Sometimes we're a little bit too polite, especially when it comes to things that we believe in - when we have to. Also, we're extremely tolerant people. It's a very multicultural society here, so we try to accept everyone's culture and welcome their customs, their food, their traditions. And, of course, we're a great hockey-loving nation! On the negative side, maybe we're a little too reserved. Even though we're thought of as polite, and friendly, we're physically reserved, compared to other cultures that might have more touching or hugging or kissing. We don't have that for people, we're close up. We keep a big space around ourselves and don't touch people unless we know them very well, and that can be a little strange. It's also my belief, and yes, a little more reserved. But I can't say that I'm a hockey lover.
Steven It's the official language of the air, so obviously it's crucial for pilots and air-traffic controllers to speak good English. To be honest, it doesn't always happen.

Richard And besides people's English not being good, some countries don't expect the convention and don't force their pilots to speak in English. But most of them do, fortunately.

2.7 Interviewer Have you ever had a problem with a famous person as a passenger?

Richard I've carried a lot of famous people, and they're usually very well behaved. But I remember once I had the actor Steven Seagal as a passenger – and the cabin crew told me that he had just gotten on board, and he was carrying an enormous samurai sword. Weapons aren't allowed on board, of course, so I had to go and talk to him. He looked very imposing standing in the cabin. He was about six and a half feet tall, dressed completely in black, carrying a sword, and he is – as you probably know – a martial arts expert. But, in fact, he was perfectly willing to give us the sword, which was gold and had been given to him as a present in Bali.

Interviewer What's your most frightening experience as a pilot?

Richard Once I was flying from Hong Kong to Toronto, that's a 15-hour flight, and I got food poisoning after six hours. I felt terrible – incapable of doing anything at all for the rest of the flight. Luckily, though, there was a flight attendant on board, and she was fine, because on all flights the flight crew members are given different meals, just in case. So, because my copilots and I had eaten a different meal and felt fine, the flight was able to continue safely.

2.15 "No!" Peter shouted.

The windshield cracked and popped out as the fire engine hit the floor... broken. Peter hadn't even played with it once, and his second-best Christmas present was broken.

Later, when Mommy came into the living room, she didn't thank Peter for picking up all the wrapping paper. Instead, she scooped up little Brother and turned him on again.

He trembled and screeched louder than ever.

"My God! How long has he been off?" Peter's mother demanded.

"I don't like him!"

"Peter, it scares him! Listen to him!

"I hate him! Take him back!"

"You are not to take him off again! Ever!"

"He's mine!" Peter shouted. "He's mine and I can do what I want with him! He broke my fire engine!"

"He's a baby!"

"He's stupid! I hate him! Take him back!"

"You are going to learn to be nice with him."

"I'll turn him off if you don't take him back. I'll turn him off and hide him somewhere where you can't find him!"

"Peter?" Mommy said, and she was angry. She was angrier than ever before. She put Little Brother down and took a step toward Peter. She would punish him. Peter didn't care. He was angry, too.

"I'll do it!" he yelled. "I'll turn him off and hide him somewhere!"

"You'll do no such thing!" Mommy said. She grabbed his arm and spun him around. The spanking would come next.

But it didn't. Instead, he felt her fingers searching for something at the back of his neck.

2.16 Interviewer Heidi Evans is a flight attendant for JetBlue, a discount airline. What made you want to be a flight attendant?

Heidi I actually saw a movie about a flight attendant, and it looked like something I could do. It looked very exciting, traveling around the world, meeting new people, going to different destinations.

Interviewer What kind of training did you have?

Heidi We had an extensive training, four weeks down in Orlando. We did a lot of work on the cabin simulators, we did a lot of emergency situations, a lot of safety drills to make sure we were prepared if something ever would occur that we would need to use our emergency situation skills for. We learn how to deal with many different situations... safety related, we learn CPR, we learn how to use a defibrillator. We learn how to deal with situations where people are afraid to fly, where people don't want to be on the airplane anymore, or they are sick.

Interviewer What's your worst experience when you think the airlines are looking for?

Heidi Someone who is happy, energetic, loves to fly, loves to be at their job. They don't really want to hire somebody that's going to be cranky and doesn't want to be there. They're looking for someone with good customer service skills. They're looking for someone who is patient, someone who is willing to go the extra mile, someone who is willing to work with other people.

Interviewer What are the good sides of being a flight attendant?

Heidi There are a lot of good perks being a flight attendant! You get to travel for free, you get to go to the country of the airline, which I take advantage of, of many times. There's no office! There is an office – it's the plane! – but it changes every day. My destinations change, the people on the plane change, which is exciting because I get to meet a whole slew of people that are new, that's different! – and it's great! That's the great perk for me.

Interviewer And what are the bad sides?

Heidi: There aren't that many bad sides. The few you could think of probably would be the delays, the sitting, waiting. But that doesn't happen as much as people think. There's also red-eye flights, which is flying throughout the night, through the whole night, and you're up all night and you have to get in and you get very exhausted. It takes a toll on your body, so you pretty much sleep the rest of the day when you get home.

2.17 Interviewer What tips do you have for someone going on a long flight?

Heidi Before you go, do a red-eye flight through the night. I suggest you sleep in the morning before, make sure you get plenty of rest, drink lots of water. Always a good thing to do exercise before and, actually, while you're on the flight, take walks through the cabin, stretch your calves, drink plenty, plenty, plenty of water.

Interviewer You must come into contact with a lot of passengers who are afraid of flying. How do you deal with this?

Heidi We just ask, "Are you okay? Do you have a question? Do you need something?" And usually it's, "What's that noise? What's that bump? What's going on?" And we calm them down, talk to them, and they usually... once they get their questions answered, they're usually pretty good.

Interviewer How can someone be scared?

Heidi You can see it in their face. You can see them clutching their fists onto the arm rests, their eyes are shut tightly, they're making a scared face.

Interviewer Have you ever been in a dangerous situation?

Heidi Yes, I have. We were taking off out of New York, and as we were taking off, we started to smell smoke. We looked around, and you could actually see little bits of smoke coming through the cabin, and at that moment we called the captain, we told him, "We smell smoke in the cabin."

And at that point he got on the phone with the ground people to make an emergency landing. The flight attendants got up. We walked through the cabin, we looked, calmed the people down, we told them, "Everything is going to be fine." We got back in our seats, we landed the plane, got the people off the plane safely. Everyone worked together, nobody got hurt, thankfully, and that was that. We ended up getting in another plane, taking off, and landing at our destination just fine.

1.9 Interviewer How do you feel when you fly?

Shelly I feel pretty good once I'm in the air. Taking off and landing is sometimes a little nerve-wracking, but otherwise, fine.

Interviewer What do you least like about flying?

Shelly Uh... probably my least favorite part about flying is waiting in long lines, whether it's for the bathroom, or check-in, or luggage.

Interviewer Have you ever had a frustrating experience when you were flying?

Shelly Yes. Certainly. And I think we all have. There was a time in Chicago when I had to wait on the runway for about four hours, and then they kept telling us that we'd be taking off any moment and that never happened and finally we got sent to a hotel and didn't get out until the next day.

Interviewer How do you feel when you fly?

Sophie Uh? I love it. I think it's so exciting.

Interviewer What do you least like about flying?

Sophie Um, oh geez, off the top of my head that's pretty hard. I don't know.

Interviewer How do you feel when you fly?

Tiffany Uh, I'm not the easiest flyer. I feel a little bit nervous, especially before takeoff and landing.

Interviewer What do you least like about flying?

Tiffany Landing. I tend to feel a little bit sick when I land – so, you know, nausea and kind of being uncomfortable and wanting to get off the plane right away.

Interviewer Have you ever had a frustrating experience when you were flying?

Tiffany Flying? Hmm... I can't think of anything offhand, but there's been a time... there have been times before where we've been stuck waiting to get off the plane for over an hour and a half without being able to get off, so... That was pretty frustrating, but aside from that, no.

Interviewer How do you feel when you fly?

Juan I get kind of nervous when I'm flying on planes. It's one of my fears.

Interviewer But do you least like about flying?

Juan Flying?... Uh... the turbulence, it's one of the scariest things. And just the stuff you see on the news, planes crashing, it's not something you want to do.

Interviewer Have you ever had a frustrating experience when you were flying?

Juan Uh... I had one bad experience when I was flying. We were going to Puerto Rico, I was about 12 years old, um, the weather was terrible, the turbulence was awful, the plane dropped about 60 feet at a time... I just started bawling my eyes out. I had my younger brother right next to me, about four years old and telling me, "It's going to be all right." And here I am, the big guy, the oldest in the family, uh, crying my eyes out.

3.1 Interviewer How did you become the pickpocket consultant for Oliver Twist?

Consultant Well, I'm the author of a company that supplies magicians for live events and for TV and movies. The director of the movie was looking for someone to train the actors – the young boys – to teach them to be pickpockets. He wanted them to be able to pick pockets so fast and so skillfully that it would look like they'd been doing it for years, so that they would look like professional pickpockets. So, anyway, the movie company got in touch with my company, and then I flew to Prague, where they were shooting the movie, to meet the director.
Consultant Well, he didn't give me an ordinary interview.
Interviewer What happened when you met him?
Consultant That's right. If you know where people are looking, you also know where they're not looking. So, for example, if someone comes up to you on the street with a map and asks you where something is, they make you look at the map, and maybe while you're doing that, they're stealing your wallet or your phone from your back pocket.
Interviewer That's incredibly. I mean, I was expecting it – I knew you were going to try to steal from me. And I still didn't see you. So, if someone weren't expecting it, it would be even easier!
Consultant That's right. If you know where people are looking, you also know where they're not looking. So, for example, if someone comes up to you on the street with a map and asks you where something is, they make you look at the map, and maybe while you're doing that, they're stealing your wallet or your phone from your back pocket.
Interviewer Uh-huh… Tourists are especially at risk from pickpockets, aren't they?
Consultant Yes, and that's because pickpockets know exactly what they're going to look at, which is usually a building or a monument. For example, take tourists in New York. When they come out of a subway station in the city, the first thing people do is look up at the tall buildings. And when they look up, it's easy for pickpockets to do their work. And of course, the tourists in the subway who warn people to be careful with their belongings – you know, the ones that say things like “Watch out for pickpockets!” As soon as men read that, they immediately put their hand on the pocket that they're wearing.
Interviewer Well, I'm sure that information will be very helpful to everyone, and especially to tourists. Thank you very much for talking to us this afternoon.
Consultant Sure. You're welcome.

The average driver spends nearly an hour and a half a day in the car, so obviously the risks involved in driving are something we should take very seriously.

Driving gets a lot of bad publicity, and there are a lot of myths about how dangerous it is – but the fact is, the most dangerous part of the journey is getting into the car and driving away. All evening, and from time to time I looked out at our parking lot, and I could see that it was almost empty.

At about three in the morning, my car was the only one left in the parking lot, and my nerves gave out – or maybe I just came to my senses, because I finally decided to get into the car and escape. The roads toward Prague were flooded, so I decided to try to get to a relative's house, which was a few miles away in the opposite direction, away from the river. I tried various escape routes, but even those roads were impassable now. I was almost about to give up – I thought I'd waited too long. On my last attempt, I drove until I met another car, which was blocking the road. The road ahead was flooded, but the driver of the other car was wading into the water to see how deep it was. He said he thought he could make it, so I decided to follow him. And perhaps it was really, really slowly through the water, and I felt kind of impatient. Anyway, he managed to get through the water safely. I followed him, and I went much more quickly. Water was coming into the car under the door, and the engine made a funny noise like a cough, a couple of times, but I got through and finally arrived safely at my relative's house.

I was one of the lucky ones. My office escaped the flood, and my apartment wasn't damaged at all as it's on the third floor. But the poor people who lived on the first floor – their apartments were very badly damaged. They had been completely under water.

More and more of us are trying to do our part for the environment. But would you go as far as Barbara Hadrill did?

Six years ago, Barbara, who comes from Britain, decided to make big changes to her lifestyle because she was worried about climate change, especially about the amount of carbon dioxide emissions that she was producing. So she stopped driving, and she started buying organic food from local stores and using a wood fire to heat her home. Then Barbara was invited to be a bridesmaid at her friend's wedding in Australia. The flight to Australia takes 24 hours and produces a huge amount of carbon dioxide emissions. But she really wanted to go to the wedding. So she had a terrible dilemma. To fly or not to fly?

Instead of flying, Barbara decided to travel to Australia over land and sea! She traveled by train and bus through Russia, China, Vietnam, Thailand, then by boat to Singapore, and finally to Australia. The epic journey took her nearly two months. Fortunately, Barbara works part-time at the Center for Alternative Technology, and they were willing to give her such a long vacation.

But… how much has Barbara really done to help the planet? Let's compare the two trips. Barbara's trip cost her about $4,000. She traveled 14,004 miles, and it took her 51 days. The total amount of CO2 emissions from her trip produced was 9.5 metric tons. If she traveled by plane, she would have spent a quarter of the price, only $900. She would have traveled 10,273 miles, and it would have taken her just 25 hours. But the CO2 emissions would have been nearly 2.7 metric tons.

So, Barbara's journey overland and by sea did produce less carbon dioxide. On the other hand, of course, if she hadn't gone at all, she wouldn't have produced any emissions. So, what do you think of Barbara's trip? We would be very interested in hearing your comments. You can e-mail us at...
Interviewer: And don’t you think this is a little bit dangerous for young children? They might easily fall down, have accidents.
EZ: Oh, no, no, not at all. I think that today’s children are totally overprotected; they don’t have enough freedom. People have forgotten just how important it is to give our children some freedom. They need to be allowed to take risks during play. Our children know which plants can hurt them. And they know that fire is dangerous. But nowadays schools do all they can to avoid adventure and risk.

Interviewer: Why do you think schools have become so obsessed with eliminating risk?
EZ: I think it’s because schools and teachers are so worried nowadays that if a child has an accident of any kind, however small, that the child’s parents will sue the school for huge amounts of money and maybe even put them out of business.

Interviewer: Have you ever had any problem with parents?
EZ: Oh, on the contrary. They are extremely positive about the school and our teaching methods and philosophy. I’ve heard parents say that children who come to our school are healthier and stronger than other children — and that’s in spite of being in the rain — or maybe it’s because of it. I think, and the parents agree with me, that the way we are teaching is the way that childhood should be.

Interviewer: Well, thank you very much. Sue.

3.13 Interviewer: EZ is a free runner who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement, by running, jumping, and climbing. Can you do free running anywhere, however, small, that the child’s parents will sue the school for huge amounts of money and maybe even put them out of business.

Interviewer: Where do you most enjoy doing free running?
EZ: The most rewarding for me would be running in London, here, I mean, around the South Bank. And we’d do it in a team of maybe ten of us, and just, you know, like someone leading the way and the rest following, and just using basic obstacles, like lampposts and walls and just moving.

Interviewer: How did you first get into free running?
EZ: Well, my background is in boxing, which I did for about 20 years, and I boxed at international level. And I got married and had a kid and I had to just change my life around and become sensible all of a sudden. So I gave up the boxing and there was a huge void in my life, so I drifted into martial arts, which didn’t really do it for me. And I was looking for the next thing to do and I saw this on TV one day, and I remember sitting in bed watching it and I said, “That’s what I’m looking for.”

Interviewer: Tell us about the organization Urban Freeflow.
EZ: Well, Urban Freeflow started out as a website, but we designed a whole team, a team of 200 athletes in the team now, which are very, very high-profile, we’re sponsored by Adidas now. We take care of all of the sports and movies in that sense. We teach in schools, we teach in army, the police.

Interviewer: How do you help the police?
EZ: The police use these schemes for youth offenders, and they’re trying to get them out of, you know, doing bad things. So it’s seen as a positive thing to do, and I think that for the youths it’s very engaging, so that’s what we do for them.

Interviewer: And how does it help schools?
EZ: In terms of schools, same again. There’s a big problem in obesity, and kids just aren’t practicing anything. They’re not doing any PE, they’re not doing any kind of sports, whereas what we do is perceived as being very cool, and unwittingly they’re taking part and exercising, so that seems to be a very positive thing.
As soon as Kevin felt well enough, he went to a Bolivian Army base and asked them to look for Yossi. The army soldiers were sure that Yossi must be to a Bolivian Army base and asked them to look for Yossi. The plane had to fly too high and the forest was too dense. When he opened his eyes, he saw that the buzzing noise wasn’t a bee... it was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance, but Yossi was saved.

When Yossi had recovered, he and Kevin flew to the city of La Paz and went directly to the hotel where they had agreed to meet Marcus and Karl. But Marcus and Karl were not there. The two men had never arrived back in the town of Apolo. The Bolivian army conducted a search of the rainforest, but Marcus and Karl were never seen again.

In life we sometimes have disagreements with other people. It could be with your spouse, with your boss, with your parents, or with a friend. When this happens, the important thing is to not let a calm discussion turn into a heated argument. But of course this is easier said than done.

The first thing I would say is that the way you begin the conversation is very important. Imagine you are a student and you share an apartment with another student who you think isn’t doing their share of the housework. If you say, “Look, you never do your share of the housework. What are we doing to go about it?”, the discussion will very soon turn into an argument. It’s much more constructive to say something like, “I think we’d better take a look at how we divide up the housework. Maybe there’s a better way of doing it.”

My second piece of advice is simple. If you’re the person who is in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize to your parents, or your spouse, and move on. The other person will have much more respect for you in the future if you do that.

The next tip is, don’t exaggerate. Try not to say things like “You always come home late when my mother comes to dinner!” when that might have only happened twice, or “You never remember to buy toothpaste.” This will just make the other person think you’re being unreasonable and will probably make twice or her stop listening to what you are saying.

Sometimes we just can’t avoid a discussion turning into an argument. But you can try to start arguing with someone, it is important to keep things under control, and there are ways to do this.

The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say “I’m sorry I shouted, but this is very important to me,” and continue calmly. If you can talk calmly and quietly, you’ll find the other person will be more willing to think about what you are saying.

It is also very important to stick to the point. Try to keep to the topic you are talking about. Don’t bring up old arguments or try to bring in other issues. Just concentrate on solving the one problem you are having, and leave the other things for another time. So, for example, if you are arguing about the housework, don’t start talking about cell phone bills, too.
Trevor: I think theater is the most satisfying work in acting or film, because you get to do over and over again in front of a live audience, and it doesn't seem like a job. In film, it's also fun, but not as glamorous as people might think it is, I guess.

Interviewer: So being an actor isn't really glamorous?

Trevor: No, I don't think acting is a glamorous life, particularly in the theater, television, which is also fun, but not as glamorous as people might think it is, I guess.

Interviewer: Have you ever acted?

Rachel: When I was in high school, I had to act in some plays for a drama class that I was in. So we did performances for the student body.

Interviewer: How did it make you feel?

Rachel: It made me realize that I really wasn't meant to be an actor specifically. But it was a good experience and it was a start in public speaking - so that was valuable.

Interviewer: Have you ever acted?

Josh: I've done theater in college musicals for a drama class that I was in. So we did performances for the student body.

Interviewer: How did it make you feel?

Josh: It made me realize that I really wasn't meant to be an actor specifically. But it was a good experience and it was a start in public speaking - so that was valuable.

Interviewer: Have you ever acted?

Kerrie: Uh... yes, I used to act in college musicals for a drama class that I was in. So we did performances for the student body.

Interviewer: How did it make you feel?

Kerrie: It made me realize that I really wasn't meant to be an actor specifically. But it was a good experience and it was a start in public speaking - so that was valuable.

Professor: Let me give you some examples. For happy, for example, the first movement of Beethoven's Seventh Symphony. For angry, you might consider the music in Hitchcock's film Psycho. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

Presenter: How does it make you feel?

Kerrie: It made me realize that I really wasn't meant to be an actor specifically. But it was a good experience and it was a start in public speaking - so that was valuable.

Presenter: Have you ever acted?

Shelly: Well, I did some acting in high school. I did a couple of musicals in my junior and senior years - one of them was Fiddler on the Roof.

Interviewer: How did it make you feel?

Shelly: It was a lot of work, but it felt really great doing it as well as film and television, which is also fun, but not as glamorous as people might think it is, I guess.

Presenter: Have you ever acted?

Juan: Yes, I used to act in play while I was at college - which is a long time ago now.

Interviewer: How did it make you feel?

Juan: It was very nerve-wracking because you had to remember all your lines and you had an audience, which is something that I was always terrified of.

[5.2] It's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seem to be three main reasons. Firstly, we listen to music to make us remember important moments in the past, for example, when we met someone for the first time. Secondly, we listen to music in order to get away from the situation, for example, when we're feeling sad. Babies can tell when they're going to work or another kind that they're coming home. The same is true of people on buses and trains with their iPods.

Presenter: People always say that you should never wake up a sleepwalker when they're walking. Is that true?

Professor: No, it isn't. People used to think that it was dangerous to wake up a sleepwalker. But, in fact, this isn't the case. You can wake up a sleepwalker without any problem, although if you do, it is quite common for the sleepwalker to be confused, so he or she probably won't know where they are for a few moments.

Presenter: So if we see someone sleepwalking, should we wake them up?

Professor: Yes, you should remember that another of the myths about sleepwalkers is that they cannot injure themselves while they're sleeping. But this isn't true. If a sleepwalker is walking around the house, they can trip or fall over a chair or even fall down the stairs. The other day in a case of a nine-year-old girl who opened her bedroom window while sleepwalking and fell 30 feet to the ground. Luckily, she wasn't seriously injured. So, you see, it is definitely safer to wake a sleepwalker up.

Presenter: Hmm... How long does sleepwalking last?

Professor: It can be very brief, for example, a few minutes. The most typical cases are of people getting up and getting dressed, or going to the bathroom. But it can occasionally last much longer, maybe half an hour or even more.

Presenter: And what happens when sleepwalkers wake up? Do they remember the things they did while they were sleepwalking?

Professor: No, a sleepwalker usually doesn't remember anything after waking. So, for example, the girl who climbed up the wall will probably have no memory of the incident.

Presenter: So, is a sleepwalker responsible for his or her action?

Professor: A very good question, actually. A few years ago a man from Canada got up in the middle of the night and drove 12 miles from his home to his garage where his partner-in-law lived and, for no apparent reason, he killed his partner-in-law. The man was charged with murder, but he was found not guilty because he had been asleep at the time he committed the crime.

The other great side of the job is that I can take a friend with me, so it's a good way of catching up with old friends who I may not have seen for a while. And everyone loves a free meal in a fancy restaurant, so I rarely have to eat by myself.

The downside? Well, there are several. I frequently have to eat when I'm not really hungry. To do my job well, I have to try all the courses - you know, appetizer, main course, dessert, and sometimes I don't even feel like eating so much. I also have a problem with my weight now - it's easy to put on weight when you eat out several times a week. In fact, most restaurant critics have a weight problem. Another problem is that if I write a bad review of a restaurant, it's very difficult for me to go to that restaurant again, because the owner of the restaurant will probably recognize me. Another disadvantage of the job is that I do it so often, eating out has lost a lot of its attraction for me. When the weekend comes, I prefer to eat at home rather than go out for a meal.

[5.16] Nearly all the foreign correspondents and war reporters that I've met are people who were looking for adventure. They're not the kind of people who would be happy with a nine-to-five job. They are
people who go into the job precisely because it has very odd hours and involves going to difficult places. I mean, to some extent the things that are difficult and potentially dangerous about the job are also the things that made you want to do the job in the first place and the reason why the job is so exciting.

Something about the job is that I work as part of a team - you sit down and have dinner together at the end of the day and talk things over with other journalists and photographers, and you’re talking to people who have experienced the same things as you and seen the same things as you.

And that’s very much my kind of work.

One of the problems of the job is seeing a lot of horrific things and then going back home to normality. I remember a few years ago coming back from a war zone where I’d been for a long time, and I’d seen a lot of death and destruction, and then I went to a friend’s wedding in my hometown. It was a beautiful day, everyone was having fun and talking about unimportant things, and I wanted to say, “Hang on, can’t you see that there is something awful happening in the world?”

Another major worry about my job these days is the risk of being killed. Journalists used to get killed only by accident, but now there are more and more cases of journalists being killed simply because they are journalists, and they are also becoming the target of kidnappers.

Two of my colleagues have been kidnapped recently and a very good friend of mine of kidnappers. Two of my colleagues have been kidnapped recently and a very good friend of mine of kidnappers. Two of my colleagues have been kidnapped recently and a very good friend of mine of kidnappers. Two of my colleagues have been kidnapped recently and a very good friend of mine of kidnappers.

5.17 Interviewer Sir Nicholas Kenyon was the director of a music festival in London called the Proms for 12 years. How did the Proms start?

Nicholas The Promenade Concerts started way back in 1895 when a brilliant impresario wanted to use a newly-built concert hall in London, the Queen’s Hall, for a series of popular concerts that really brought classical music to the widest possible audience. There were important classical concerts during the year, but the summer season tended to go away, society life finished, and so he had the brilliant idea of taking away all the seats on the floor of the hall, where the expensive people usually sat, and letting people come in and stand there and walk around and have a very informal experience of concert-going. The name “Proms” is an abbreviation of “Promenade Concerts” and it basically means that people are able to walk around and stand during the music.

Interviewer How long do the Proms last?

Nicholas The Proms happen in the summer, from the middle of July to the middle of September, and during that period there’s one concert every day, two concerts on many days, three concerts on some days. So it’s a very, very intense period of music-making, and people buy season tickets in order to be able to attend all the concerts, whether they do or not - very few people attend actually all of them, except me - and they come and they queue during the day in order to get the best places in the floor of the hall, where they stand.

Interviewer What is it like to perform at the Proms for much lower fees than they usually receive. Why do you think that is?

Nicholas I think the Proms has an absolutely unique atmosphere... that’s what orchestras and conductors who come here say. And so people do want to perform. What you get at the Proms is a wonderful mixture of total informality and total concentration. So that although people don’t dress up to come to the Proms, they behave as if they want to, they actually absolutely listen to the music and sing along. So the conductors and orchestras really comment on - the level of concentration is absolutely amazing.

5.18 Interviewer There must have been many truly memorable concerts during your time as director of the Proms. Could you tell us about one of them?

Nicholas The death of Princess Diana was particularly difficult because, of course, she lived just across the road in Kensington Palace from where the Proms happen, in the Royal Albert Hall. We changed some programs to make them more appropriate. On the day of her funeral, we put in Verdi requiem to the program. Very oddly he had programmed two or three requiems in that last two weeks of the season and they fitted very, very well. We then lost another major figure of the musical world, the conductor Sir Georg Solti, who was to have conducted the Verdi requiem on the last day of the season, and he was... he had been a very good friend of Princess Diana and indeed had rung me up just after Diana’s death to say that he wanted to dedicate this Verdi requiem to her memory. As it turned out, he died just a week later and so another conductor, Colin Davies, took over that requiem and conducted it to finish of them, and it was a fantastically charged atmosphere in the hall. I can’t remember such an electric occasion as that.

Interviewer There was also another strange coincidence. At the very end of the season I think the Proms had programmed two or three requiems in the last week of Princess Diana’s death in 1997. Could you tell us about it?

Nicholas A wonderful American composer called John Adams had written an absolutely wonderful piece, which we were going to do on the last night of the Proms in 1997. Unfortunately... I mean, it could have been called absolutely anything this piece, it’s a whirling abstract piece of fusaric music. Unfortunately, he had called it Short Ride in a Fast Machine. And so it was perfectly obvious from the first moment that we had to take that piece out and change the program.

Interviewer Are there any embarrassing or amusing experiences you remember?

Nicholas One of the things that was a real challenge to the Proms was the arrival of the mobile phone, because in the beginning, people didn’t know how to use them, when they took them off, and the Albert Hall is a very big, very big space and mobile phones would go off in concerts and it could be very embarrassing. Usually, because they were in the middle of the music, conductors just ignored them and people got embarrassed and switched them off. But there was one occasion as that was just so awful because Stravinsky’s The Rite of Spring starts with a very, very exposed quiet bassoon solo, and Simon Rattle and the Berlin Philharmonic, making one of their first appearances together at the Proms, had just begun that piece when a mobile phone started going off in the stalls and Simon Rattle stopped the bassoonist and turned round and glared at this person in the stalls, and there was a round of applause and everything. So anyway, it restarted and the performance was a spectacular success and it was wonderful. But this was such an incident, that he had actually stopped it, that it became the subject of a lot of media attention and there were paragraphs in the papers, and I had to go and be interviewed the next day at home for a radio 4 program about mobile phones going off in concerts, and in the middle of this interview, my own phone went off and it’s a wonderfully classic little bit of tape, my embarrassment at the same thing happening to me.

Interviewer Have you ever been to a music festival?

Nicholas Yes, I’m from Austin, Texas, and so I’ve been to the Kerrville Folk Festival and the Austin City Limits Music Festival.

Interviewer What are they like?

Nicholas They’re very different. The Kerrville Festival is a little bit more laid-back. And it’s beautiful country, it’s out in the country, so it’s kind of a camping experience, a lot of fun, great food. And Austin City Limits, which is also called ACL, is usually very hot because it’s in September and it’s urban and a lot of great music acts. I just remember it always being very hot.

Interviewer Have you ever been to a music festival?

Tim Yes. The Lollapaloozas, way back - not to date myself, but it was a while ago.

Interviewer What was it like?

Tim Uh... it was a lot of fun. I mean, I was... I’ve been to probably a hundred shows and it was a fantastic one. And it was very, very hot. And you know, my favorite bands – Jane’s Addiction, uh, Soundgarden early on - so all those were of what I was listening to at the time, so it was perfect. It was great.

Interviewer Have you ever been to a music festival?

Curt Yeah, I’ve been to the Sounds of the Underground festival, which is a big national heavy metal festival. I took my young cousin - I think he was the oldest guy there. It was... it was pretty fun.

Interviewer What was it like?

Curt Uh, well, you know, I was... I was big into metal when I was young and his age, and used to go to a ton of shows, so I was like being in that environment, but not being just a little bit too old, and it made me really uncomfortable. But the new bands are great! And it was fun to watch the ones that have been around since I was into it, still up there rocking out.

6.5

1 I was giving a talk to about two hundred people in a large hotel room in Poland. About halfway through the talk, I realized that something was sounding around the room. At first, I just ignored it, since I thought it was probably a bird that had come in through the window, but after a while I noticed that the women in the audience were following its movements with their eyes and were not looking very happy. It was then that I realized that it was a large bat. The next moment, I could see from the audience eyes that it was really a bat, it was really frightened and very frightened, and it was just panicking. I tried to continue, but I couldn’t concentrate, and I kept forgetting what I was going to say. So I hurried through the last part of the talk, and then as soon as I finished, I rushed out, and it was the last time I had a bat in my audience.

2 I got invited to talk to teachers all around the world, and this time I was in Mexico giving a talk to some English teachers. I think I’m a good speaker, if I do say so myself, and usually the audiences enjoy my talks and are interested in what I’m saying. But after about ten minutes, I realized that something was wrong. The audience wasn’t laughing at my jokes, and some people were looking very unhappy. Then I saw several people get up and walk out of the hall. I just couldn’t figure out what was going on. I’d given a presentation there the year before, and the audience had been very happy. Finally, I just stopped and asked them, “Is anything the matter? You don’t seem to be enjoying this.” And one teacher said “Actually, the problem is that you gave exactly the same talk last year, so we’ve heard it all before.” I didn’t realize that at this point, I just apologized profusely and invited the people who had already heard the talk to leave, which, unfortunately, was almost everybody.

3 I was giving a talk to a rather serious audience...
I had to give a talk to some students at a university in Washington, D.C. It was in the science and technology program of the university. I didn't think there would be any problems with the equipment. I'd seen the auditorium before, and it was a nice room, good sound and screen, and so forth. But as soon as I began my talk, people started complaining that they couldn't see the slides -- there was something wrong with the projector and the screen was too dark. So I started touching keys on my laptop, and I don't know what I did, but I managed to delete the whole presentation. So there I was with no presentation notes at all, nothing, and I had to improvise from what I could remember. It was all very embarrassing.

I had to give a business presentation to a company in Montreal one time. I flew in from Chicago that morning, and after I'd gotten to my hotel and checked in, I thought I'd go for a walk since it was a beautiful day and I had plenty of time. My talk wasn't until one o'clock, and I was well prepared. I was strolling along by the river, enjoying the sunshine, when I noticed that several people at the cafes were already having lunch. I thought it was a little early for lunch and checked my watch -- it was ten to twelve. And then I suddenly realized that I'd forgotten to change my watch. Chicago is one hour behind Montreal, so that meant it was actually a quarter to one. My presentation was supposed to start in 15 minutes. I desperately looked for a taxi to take me back to my hotel and then to the company's offices where I was going to give the presentation. I finally arrived 20 minutes late and very stressed -- and the worst thing of all was that the title of the talk I was giving was "How to manage your time better?"

**6.11** **Presenter** And tonight on the program were reviewing a book called Did You Spot the Gorilla? by Dr. Steven Wiseman, which is about creative thinking. With us tonight to talk about this book is Steven Hutchinson, a freelance journalist. So, Steven, what exactly is Dr. Wiseman's main message?

**Steven** Well, Dr. Wiseman's theory is that most people don't think creatively because they concentrate so hard on the small, specific job that they are working on that they don't see the bigger picture. That's what the gorilla experiment proves.

**Presenter** What was the gorilla experiment?

**Steven** Well, a study was carried out by two researchers, Daniel Simons and Christopher Chabris, at Harvard University in 1999. They got volunteers to watch a 75-second film of people playing basketball. There were two teams. One team was wearing black T-shirts and the other team was wearing white ones. They gave the volunteers a postcard which was due to counting the number of passes made by one team. Afterward, they were asked how many passes had they counted, and most people got the answer right. Then they were asked if they had seen anything unusual, and at least half of them said no. And that's really amazing because, during the film, while the two teams were playing basketball, a woman dressed as a gorilla walked onto the court and beat her chest at the camera, and then slowly walked off the court. And half of the volunteers just didn't see it!

**Presenter** Why not?

**Steven** Because they were so busy counting the passes that they didn't notice the gorilla! Dr. Wiseman repeated this experiment many times, and the result was always the same. In fact, he actually tried it on a group of top scientists, and not one of them saw the gorilla.

**Presenter** That's amazing!

**6.12** **Steven** The gorilla experiment is a perfect demonstration of how we usually focus only on what we're looking for and don't see outside it. So, we sometimes miss the really important discov, so that are right in front of us because we just don't see them. That's why when something is invented, people often say, "Why didn't anybody think of that before?" Well, they didn't because they didn't think creatively.

**Presenter** Dr. Wiseman gives some examples of people who he says are creative thinkers, doesn't he?

**Steven** Yes, people like the man who invented Post-it glue. "Oh that's no good," he actually thought of a way to use the weak glue to make Post-it notes, notes that would stick to something, but not too much.

**6.16** **Interviewer** Graham Bull is a "conDUCKtor," or a tour guide, of Boston Duck Tours. The company uses vehicles, called "Ducks," that can travel on land or water. How did the Boston Duck Tours start?

**Graham** The company was founded by a fellow by the name of Andy Wilson, I believe 14 years ago. Uh... He was a fellow who was traveling about and he saw a Duck being used, uh, I believe on a tour, and he thought, "Oh, that would be great in Boston -- we've got the Charles River, we've got all the historical sights."

**Interviewer** In your opinion, what makes a Duck tour special?

**Graham** Boston Duck Tours is special for two reasons, actually. One is that we actually... it is an ambimous tour -- we go on the river, there is a wonderful view of Boston. But that and the fact that the activity in the tour is a good deal of humor involved, and it works out very well. It's a special, special occasion.

**Interviewer** What are the most popular sights on the tour?

**Graham** The most popular sights are difficult to determine because different people have different interests. I think there is a high degree of interest in the... uh... in Beacon Hill because people have heard of Beacon Hill, the home of the rich, rich Boston Brahmins. Uh... I think they are interested also in Faneuil Hall, which is where Sam Adams did his work in the pre-revolutionary days...

**Interviewer** What would you say is the best thing about Boston for a tourist?

**Graham** I think the best thing is really the friendliness of the city. It's a very friendly city. And it is also a safe city... to walk around downtown, you are safe at anytime in the night or day -- it's really not a dangerous spot. So those, I think, are the two best things about the city in general.

**Interviewer** And what is the worst thing?

**Graham** The worst thing about being a tourist in Boston is, without question, the matter of driving a car. Do not drive a car in Boston unless you live here and know your way around. It is an impossibility. The streets are almost all of them one way, sometimes you can run onto five, six, seven streets in a row -- they are all one way and the worst way. And people who don't know their way around can get badly, badly lost.
**6.17 Interviewer** Have you had any interesting or amusing incidents during the tour that you can tell us about?

**Graham** There’s one particularly funny, uh... funny instance that occurred. On rare occasions we will get a passenger on board who is not aware that the tour is amphibious, that the Ducks are intended to go into the river. And, uh... I think it was two or three years ago that such an incident happened and it was arranged as a surprise birthday for their mother. Now, she was not a youngster. I mean, I would’ve... I would’ve guessed she was probably in her seventies. And we did the tour and she was enjoying it and she was, you know, obviously enjoying this birthday present from her children. We went through the ramp that goes down at a rather steep angle into the river. And when you’re on the ramp there is that kind of roller-coaster sensation of “oh-we’re-going-down”. And at that point I turned around and I could see on her face this look of appeared to me to be excited glee. And it’s not uncommon for people to shriek with glee, especially the children. Well, she was shrieking her brains out! And when we got onto the water, it became clear that she didn’t know this tour was an amphibious tour and she was really freaking out.

**Interviewer** Do you tell any funny stories about the city, too?

**Graham** There is... There’s a funny story about Boston Garden — our magnificent premier downtown sports arena where the Celtics reign supreme. The Club Room was on the new Garden, but it was preceded by the old original Boston Garden right in the very same location. And, uh, they had a ghost. True story, they had a ghost in the old Boston Garden. The janitors came into work one morning and they found rubbish strewn all over the floor, where they cleaned up the night before after an athletic event. And they assumed that they had a vandal in the building, so they dismissed it, they weren’t at all concerned. But the following morning this rubbish shows up again and the following morning, the following morning. Well, to make a long story short: days turn into weeks, weeks turn into months and this rubbish keeps showing up, and these... these janitors are flummoxed by this. Months turn into years and this keeps going on and by this time they’ve convinced into their minds that they have a ghost in the old Boston Garden. And when they tore down the old building to replace it with the new Garden, what did they find? This is a true story. They found the remains of a monkey! Had escaped from the Ringling Brothers and Bailey Circus two years ago and had been living in the rafters of the Boston Garden for years undetected. And, I mean, if you’ve ever been to one of these sports arenas, you know, there are tens of thousands of sports spectators, television sweeping every inch of the arena and never once was that monkey ever detected. Can you imagine that??

**6.19 Interviewer** What’s your favorite city in the world?

**Christina** My favorite city in the world would have to be Dubai in Ireland. I was there two years ago with my friends and I had the most wonderful time. The people were awesome, the city was absolutely gorgeous, the weather could have been better because it rains all the time, but it was a lot of fun.

**Interviewer** What city would you most like to visit?

**Graham** My favorite city in the world would have to be Miami. Uh... The reason being that the weather’s beautiful, you can’t complain. Uh... My family... I have a lot of family that lives down there. The diversity down there, it’s a... it’s a fast-paced lifestyle... and... it’s just gorgeous.

**Interviewer** What city would you most like to visit?

**Tim** My favorite city in the world would have to be Rome. And, uh... I think it was for that is... it’s just gorgeous out there, it’s different. I mean, in Europe. Everybody wants to go out there, it’s beautiful.

**Interviewer** What’s your favorite city in the world?

**Sophie** My favorite city in the world would have to be Cambridge, Massachusetts, because I think it’s really cute, and everyone’s really nice, and it’s like a perfectly sized city.

**Interviewer** What city would you most like to visit?

**Sophie** I think I would like to visit Athens, Greece. I think it has a lot of historical, I don’t know, value and I think it would be very cool to see.

**Interviewer** What city would you most like to visit?

**Tim** Oh, favorite city in the world... Uh... Well, to be a little cliché... Paris. I went to when I was 17 or 18 and I always wanted to take someone special back there. And I was fortunate to be able to do that with my then girlfriend, now wife — back then fiancé, now wife and I got to go back there and spent about ten days and... So that was... that was pretty neat, I really enjoyed that.

**Interviewer** What city would you most like to visit?

**Tim** Uh... probably... probably Tokyo. I was there for a day but didn’t get a chance. I kind of felt like I had this opportunity to see it and wasn’t able to see it back there to see it or to see more of it would be great.

**Interviewer** What’s your favorite city in the world?

**Rachel** My favorite city in the world is New York City. The people are awesome, the city is beautiful, where it was where I spent a lot of my growing up.

**Interviewer** What city would you most like to visit?

**Rachel** I would really actually like to visit Rio, because now that I have friends there, it would be a... it would be a different experience of getting a sense of other cultures. I haven’t been to South America at all.

**73**

1 When I was a young man, about 17, I was working in Spain as an electrician for the German car company, which is really an interesting company, except that they paid relatively low wages. I realized that at least 95 percent of the people would have the feeling that they were being taken advantage of, either because they paid the electricians too much or they paid the electricians too little. And I discovered that she must have been a fascinating person and there are so many things I would love to have been able to talk to her about. She was Polish, but she was in Russia, in St. Petersburg, during the Revolution. And she knew all kinds of interesting people at the time: painters, writers, people like that. I was only a child, so I never asked her much about her own life. Now I’m discovering all about her through reading her old letters and papers, and I wish she had lived longer so I could have talked to her about those times face-to-face.

4 The only thing I really regret is not having had the courage to talk to a guy who I saw at a party last summer. I really liked him — he was very good-looking — but I just wasn’t brave enough to start a conversation. I wish I’d tried. I’m absolutely positive we would have gotten along well. And now it’s too late — he’s engaged to another woman!

5 My biggest regret is how I spent my time in college. I studied English literature, which was something I was interested in, but it certainly wasn’t the most important thing in my life. I played a lot of sports, I played in a band, and I listened to a lot of music, but I also spent most of my time either socializing or sleeping. And in terms of studying, I just didn’t put myself into it. I had to, but never anything more. I only went to the compulsory lectures, never the optional ones, and I left all my essays until the last minute and kept them as short as I could. OK, I passed my exams and got my degree, but I really regretted not taking more advantage of those four years. I wish I realized at the time that this was a unique opportunity to read novels, to learn about great writers, and to listen to people who really knew what they were talking about. Now I’m working and have small children, so I don’t have time to read anything.

**75**

When Paul Feldman started his business, he projected that at least 95 percent of the people would pay for their bagels. He made this forecast presumably because he had an engineer's rate that he got in his own office. But in fact, that rate wasn't representative at all. In his office, most people paid probably just because Feldman worked there himself, and they knew him personally and probably liked him.

So when Feldman began his project of selling bagels in other offices, he had to accept less. After a while, he considered that a company was "honest" if over 90 percent of the people paid. Between 80 and 90 percent was what he considered to be normal, or the average rate. He didn't like it, but he had to accept it. It was only if a company habitually paid less — which luckily not many did — that he would feel he had to do something. First, he would leave a note, sort of giving them a warning, and then, if things didn't improve, he would simply stop selling there.

Interestingly, since he started the business, the baskets he left behind in the workplace were always empty. He knew that his bagels were never stolen. Obviously, in the mind of an office worker, stealing a bagel isn't a crime — but stealing the money basket is.

So, what does the bagel data tell us about the kind of offices that were not honest, the ones that didn't pay what they should? First of all, these offices have fairly high turnover because they were more isolated and more isolated. They are more worried about being caught because they would feel worse if they were caught.

The bagel data also suggest that your mood, how you feel, affects how honest you are. For example, the weather is a really important factor. When the weather is unusually good, more people pay, but if it's unusually cold or rainy, fewer people pay. And people are more affected by public holidays, in different ways — it depends on which public holiday. Before Christmas and Thanksgiving, people are less honest, but just before the 4th of July and Labor Day, they are more honest. This is because holidays like the 4th of July are just a day off work, and people always look forward to them. But Christmas and Thanksgiving are holidays when people often feel very stressed or miserable. So their bad mood makes them less honest.

The other thing Feldman believes affects how honestly people behave is the morale in an office. When employees like their boss and like their job, then the office is more honest. He also thinks that the higher the position people are promoted to, the less honest they are. He reached this conclusion because over several years he discovered that three baskets of bagels to a company that was on three floors: the top floor was the executive floor, and the two lower floors were for people who worked in sales and service, and administration. Well, it turned out that the least honest floor was the executive floor. It makes
you wonder whether maybe these guys got to be executives because they were good at cheating!

But, in general, the story of Feldman's bagel business is really a positive one. It's true that some people do steal from him, but the vast majority of customers are honest, even though no one is watching them.

2.7 Presenter Now it's time for our regular Wednesday afternoon program about words and their origins. And I have with me, as usual, our English language expert, Sally Davies. So what are the three words you are going to tell us about today, Sally?

Sally Hello, John. My three words today are ketchup, orange - that's the fruit, the color came later - and tennis.

Presenter OK, well, let's start with ketchup.

Sally Well, the Chinese invented a sauce called "ke-tsiap," spelled K-E-hyphen-T-ST-A-P, in the 1690s. It was made from fish and spices, but no tomatoes.

By the early 18th century, its popularity had spread to Malaysia, and that is where British explorers first found it, and obviously, really liked it. By 1740 the sauce was part of the very fabric of British cuisine...

Presenter So, tell us about orange.

Sally Well, it's very interesting that neither orange in English nor naranja in Spanish or arancia in Italian come from the Latin word for orange, which was citrus aurentium. Instead, they all come from the ancient Sanskrit word náranagah. There is also an interesting story about where this word, náranah, comes from. It's said that it comes from nana ranga, which literally means "poison for elephants."

Presenter Poison for elephants?

Sally Yes, apparently, one day, an elephant was passing through the forest when he found a tree that he had never seen before. This tree was full of beautiful, tempting oranges. The elephant ate so many that he died. Many years later, a man came to the same spot and noticed the remains of the elephant with some oranges growing from what had been its stomach. The man then exclaimed, "These fruits are nára ranga," that is, "poison for elephants."

Presenter So is this true?

Sally Well, I don't know, but it's a nice story!

Presenter Yes. It is. And finally, our last word is tennis.

Sally This is my favorite story. It shows that English speakers have always had their own special way of pronouncing foreign languages.

Presenter What do you mean?

Sally Well, tennis is a sport that first developed in France. The name was originally tenuis, which is from the French verb meaning to "tense," which means, in this case, something like "Here you are." Players used to say "Tenez" when they hit the ball, meaning something like "There, try to get this one!"

But the sport lost popularity in France and gained popularity in England at the same time. So, English people were tense as they hit the ball, but they were saying it with the English accent, which sounded more like "tennis," and eventually it took on this new spelling. Then the sport gained popularity worldwide and was taken up by many, including the French, but they still have to say "il tennis" as it.

Presenter That's fascinating! Well, thank you very much for those three words, Sally, and we'll look forward to next week's program.

2.9 Interviewer Jesse Shepard is one of the main editors of the Oxford English Dictionary, also known as OED. Could you give us an estimate of how many new words come into the English language every year?

Jesse It's very hard to give an exact number for the number of new words that enter the language in a given year. There is just no way to figure out which are really new words, which are going to stick, and which will be gone in a year. It's a difficult question.

Interviewer And how long does it take for a new word to get into the dictionary?

Jesse There's no easy way to say exactly how long it will take for a new word to make it into the dictionary. In some cases it can be very fast. If you have a term that is very important and that is important and that's a term that describes the thing, it can go in very quickly.

Interviewer Can you give us an example of a word that entered the dictionary very quickly?

Jesse Typically, when you have a word that enters the dictionary very quickly, it's a technical term or something where you have a new invention and that becomes very popular very quickly, and you know then that as soon as there is a word coined for it, it's going to go in pretty quickly if the term is important enough. And I think the best recent example is "podcasting," where we think the first example we have is 2003, but it became ubiqitous, so quickly, and this was the term for it. There was no other term, there were no competing terms, there were no other descriptions, uh, this was it. And we wasted a very short amount of time before saying, "Well, you know, even though this is very, very recent, uh, we have clearly such a big thing that it has to go in right away."

Another good example of a new word that came into the language very quickly is "google" - uh, meaning to use the Google search engine to look for information on the Internet - uh, which happened to have been coined very soon after Google started in the late 1990s. But because of how prominent Google is and how many people use it, it is, it's all people use it now - it's the word for searching for things on the Internet. You know, if you want to find out what something is, you google it.

7.10 Interviewer How are new words formed?

Jesse There are a number of ways that words can be formed in English. One of the most common ways is "compounding," where you take two separate words and put them together in a particular way. For example, one of the recent entries in the OED is the word hang time, which refers to the amount of time that a ball kicked or thrown stays in the air or that a person jumping stays in the air - a relatively recent term in sports, which is formed from taking two words and using them together.

Another example is time-shift, which is typically used to refer to, uh, video recording or digitally recording, television shows that you can watch at a later time. So you're just shifting the time you're watching it.

Interviewer Are there also new words that come from other languages?

Jesse There are a number of words that enter the OED from foreign languages. For example, "appendectomy," a term from Arabic, which refers to an informel system of uh, a sort of informal banking system where people pay debts on behalf of other people in different places. KI, K-I, which is a Japanese term, uh, for a sort of, you know, a life force or a strong force of nature in China.

Interviewer Are there any interesting stories about new words entering the dictionary?

Jesse One of the famous stories in the history of the OED is that when the OED was first being... at the very earliest stages, when they were working the letter A, it was decided to keep the word appendectomy and appendicitis out of the dictionary because these were thought to be too technical. And the editor of the OED at the time actually wrote to a consultant, who was the professor of medicine at Oxford, asking about these words, and he said, "Oh, no, no, one will ever use these. These are too technical. You can keep them out." And then a few years later, when the coronation of King Edward had to be delayed because he had appendicitis and had to have an appendectomy, the OED said and said, "Well, you don't have these words in. What's wrong with you?" So it's very hard to predict what's going to become prominent and why. All you can do is use your best judgment for what's common enough to be put in.

7.12 Interviewer Are there any English words that are used in your language?

Jesse Yes, for example, "hamburger." It is used, I think, worldwide, but in Poland we say "kompot," there are plenty of words like that, plenty of words that are about cuisine, hot dog, dog in Polish. Really, plenty of words like that.

Interviewer Do you think it would be better to use your own words?

Jesse I don't think so, because they are used everywhere in this world and why not in Poland?

Interviewer Are there any English words that are used in your language?

Victoria Uh... yes. Well, no, there are not... I don't think there are a lot of English words, but there are a lot of French words that sound English, like parking, which actually doesn't make sense in English. It's a car park and we call it "parking" and it's not French at all. But we have a lot of things like that because English is cool, so we try to make our words sound English.

Interviewer Do you think it would be better to use your own words?

Victoria No, we should... I like the idea that there are words that you can understand in every country, it makes us... brings nations, people closer, you know.

Interviewer Are there any English words that are used in your language?

Matandra An English word that is used in the Italian language, well, everything to do with technology, everything to do with the Internet and Internet itself. Well, someone could argue that Internet is actually Latin but... Say, "download," we've given up saying the Italian version of downloading, which is "scaricare," so most people just go with "download," which sounds very odd to the Italian ear, but we... we're going with it.

Interviewer Do you think it would be better to use your own words?

Matandra I don't think it's necessary to... to set off on a crusade to defend language in so much, you know, there are specific areas which are just the domain of another language, Italian is the main domain in, say, music. No one complains around the world because you say "pianissimo" when you have to play softly.

Interviewer Are there any English words that are used in your language?

Volke Too many, too many, I must say. We forget a lot of German words and replace them by English words and they are pronounced in the same way. I miss that, because I like Spanish as well and they have so many, they have, like, words for computer or skateboard and things like that, which we don't have, and we take all the English words. And if there are new inventions and stuff like that, we don't invent new words - we just take them - and I think it's a pity not to do the opposite.

Interviewer Do you think it would be better to use your own words?

Volke It's part of culture. And I think we should maintain that. You can be open to other languages and cultures, but at the same time you should keep your own one, I think.
1A  question formation

1 Can you drive? Why are you crying?
2 Where do you live? Did you go out last night?
3 Why didn't you like the play? Isn't this a beautiful place?
4 What are they talking about? Where is she from?
5 Who lives in this house? How many people came to the party?
6 Could you tell me where this bus goes?
Do you know if he's coming?

1 To make questions with modal verbs and with tenses where there is an auxiliary verb (be, have, etc.), invert the subject and the modal / auxiliary verb.
2 With the simple present and simple past, add do / does or did before the subject.
3 We often use negative questions to show surprise or when we expect somebody to agree with us.

1B  auxiliary verbs

A Do you speak Chinese?
B Yes, I do. Fairly well.

1 A Do you speak Chinese? B Yes, I do. Fairly well.
2 I like dogs, but my husband doesn't. Jim's coming, but Anna isn't.
3 A I loved the movie. B So did I.
   A I haven't finished yet. B Neither have I.
4 A I went to a psychic yesterday. B You did?
   A I'll make the dinner. B You will? That's great!
5 A You didn't lock the door! B I did lock it, I promise.
   A Silvia isn't coming. B She is coming. I just spoke to her.
6 You won't forget, will you? Your wife can speak Portuguese, can't she?

Use auxiliary verbs (do, have, etc.) or modal verbs (can, must, etc.):
1 in short answers, instead of answering Yes / No.
2 to avoid repeating the main verb / verb phrase, e.g., I like dogs, but my husband doesn't (like dogs).
3 with so and neither to say that something is the same.
   Use so + auxiliary + subject to agree with an affirmative statement.
   Use neither (or nor) + auxiliary + subject to agree with a negative statement.

1C  present perfect (simple and continuous)

present perfect simple: have / has + past participle

1 I've been to Brazil.
   Have you ever broken your leg?
2 We haven't called the doctor yet.
   I've already finished my lunch.
3 It's the best book I've ever read.
   It's the first time we've done this.
4 All the guests have arrived.
5 I've known her since I was a child.
   She's had the job for six months.
6 How many of his books have you read?
   She's been out twice this week.

Use the present perfect simple:
1 to talk about past experiences when you don't say when something happened.
2 with already and yet.
3 with superlatives and the first, second, last time, etc.
4 for finished actions (no time is specified) that are connected in some way with the present.
5 with How long? and for / since with non-action verbs (= verbs not usually used in the continuous form, e.g., be, have, know, like, etc.) to say that something started in the past and is still true now.
6 when we say / ask how much / many we have done or how often we have done something up to now.

present perfect continuous: have / has + been + verb + -ing

1 How long have you been feeling like this?
   I've been working here for two months.
2 I haven't been sleeping well recently.
   It's been raining on and off all day.
3 I've been shopping all morning. I'm exhausted.
   A Take your shoes off. They're filthy.
   B Yes, I know. I've been working in the garden.

Use the present perfect continuous:
1 with How long? and for / since with action verbs to say that an action started in the past and is still happening now.
2 for repeated actions, especially with a time expression, e.g., all day, recently.
3 for continuous actions that have just finished (but that have present results).

present perfect simple or continuous?

1 We've lived / We've been living in this town since 1980.
   We've been living in an apartment for the last two months.
2 I've read that book. I've been reading that book.

1 With How long...? and for / since you can often use the present perfect simple or continuous. However, we often prefer the present perfect continuous for shorter, more temporary actions.
2 The present perfect simple emphasizes the completion of an action (= I've finished reading the book). The present perfect continuous emphasizes the continuation of an action (= I haven't finished reading the book).
1A

a Order the words to make questions.

friend known long best have How you your
How long have you known your best friend?
1 you messages send ever text Do
2 party was a time you to the When last went
3 if Could bank here a you me near tell is there
4 dinner usually Who the cooks
5 shopping do going Who like you with
6 on don’t weekends you What doing like
7 car to would What you kind like buy of
8 you time concert know ends Do what the

b Complete the questions.

Where did you go on vacation last year? (you / go)
1 How often ________ exercise? (you / do)
2 Who ________ Crime and Punishment? (write)
3 Could you tell me how much ________? (this book / cost)
4 What ________ at the end of the movie? (happen)
5 ________ your trip to Peru last summer? (you / enjoy)
6 What kind of music ________? (Tim / usually listen to)
7 Who ________ Mia's backpack? (steal)
8 Do you know when ________? (the swimming pool / open)
9 Where ________ your boyfriend tonight? (you / meet)
10 Can you remember where ________? (she / live)

1B

a Complete the dialogues with an auxiliary.

A You didn't remember to buy coffee. B I didn't. It's on the shelf.
1 A It's cold today, ________ it? B Yes, it's freezing.
2 A So you didn't go to the meeting?
   B I ________ go to the meeting, but I left early.
3 A What did you think of the movie?
   B Hiro liked it, but I _________. I thought it was awful.
4 A I wouldn't like to be famous.
   B Neither ________ I.
5 A Claudia doesn't like me.
   B She ________ like you. She thinks you're very nice.
6 A Sarah had a baby.
   B She ________? I didn't know she was pregnant!
7 A Will your boyfriend be at the party?
   B No, he _________. He's away this week.
8 A I can't come tonight.
   B You ________? Why not?

b Complete the conversation with auxiliary verbs.

A You're Marco's sister, aren't you?
B Yes, I _____.
A It's a great club, _______ it?
B Yes, it _______. But I don't like the music much.
A You _______? I love it!
B Really? _______ you been here before?
A No, I _______.
B Neither ______ I.
A So you _______ go out much, then?
B Well, I _______ go out, but I ______ go to clubs very often.
A Oh, I _______. I love clubbing.
B I'd like something to drink.
A So _______. Let's go to the bar.

1C

a Circle the correct form of the verb. Put a check (✓) next to the sentence if both forms are correct.

Have you ever tried / been trying caviar?
1 She's lived / She's been living here for years.
2 Your boss has called / has been calling three times this morning!
3 The kids are exhausted because they've played / they've been playing outside all day.
4 He hasn't seen / He hasn't been seeing the new James Bond movie yet.
5 I've never met / I've never been meeting his wife. Have you?
6 We've studied / We've been studying English all our lives.
7 I've cleaned up / I've been cleaning up the garage all afternoon.
   I'm nearly finished.
8 We've already had / We've already been having breakfast.
9 How long have you had / have you been having your car?
10 The train has left / has been leaving the station. The next one leaves in an hour.

b Complete the sentences with the present perfect simple or continuous.

I've bought _______ a new car. Do you like it? (buy)
1 We __________ Jack and Ann for years. (know)
2 You look hot. __________? (you / run)
3 Rose __________ her homework, so she can't go out. (not do)
4 Did you know that __________? They live in Boston now. (they / move)
5 How long __________ together? Five months? (Laura and Adam / go out)
6 I __________ time to cook dinner. Why don't we get a pizza? (not have)
7 We __________ for hours. I think we're lost. (drive)
8 __________ my cookies? There are only a few left! (you / eat)
1. The English are famous for drinking tea. The Dutch make wonderful cheeses. The Chinese invented paper.
2. The Argentinians invented the tango. The Greeks are very outgoing.
3. The Turks drink a lot of coffee. The Poles play a lot of basketball.

You can use the + nationality or adjective order:

- With any nationality, you can also use the adjective + people, e.g., Korean people.
- To talk about one person from a country, you can’t use a + adjective alone:
  1. a Japanese man / woman / person, an Englishman / Englishwoman / English person, NOT a-Japanese, an-English, etc.
  2. but: an Italian, a Greek, a Peruvian, etc. (These are nouns.)
  3. a Turk, a Pole, etc. (These are nouns.)

With any nationality, you can also use the adjective + people, e.g., Korean people.
Adjective order

They live in a charming old house near the lake. She has long black hair.

You bought a beautiful Italian leather belt.

You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g., NOT an old charming house.

Opinion adjectives, e.g., beautiful, nice, charming, usually go before fact adjectives, e.g., blue, old, round.

If there is more than one fact adjective, they go in this order:

- nationality
- material
- colour / pattern
- size
- shape / style

They are getting fatter and fatter. They are becoming more and more popular.

2B narrative tenses: simple past, past continuous, past perfect, past perfect continuous

1. We arrived at the airport and checked in.
2. We were having dinner when the plane hit some turbulence.
3. When we arrived at the airport, we suddenly realized that we had left one of the suitcases in the taxi.
4. We’d been flying for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.

1. Use the simple past to talk about consecutive actions in the past, i.e., for the main events in a story.
2. Use the past continuous (was / were + verb + -ing) to describe a longer continuous past action that was in progress when another action happened.
3. Use the past perfect (had + past participle) to talk about the “earlier past,” i.e., things that happened before the main event(s).
4. Use the past perfect continuous (had been + verb + -ing) to talk about a longer continuous action that was going on before the main events happened. Non-action verbs (e.g., know, like, have) are not generally used in the past continuous.

2C adverbs and adverbial phrases

1. I don’t understand you when you speak quickly. The driver was seriously injured.
2. I never have breakfast. He’s always late.
3. They’ll be here soon. It rained all day yesterday.
4. I’m nearly finished. We’re incredibly tired. He works a lot.
5. Unfortunately, we arrived half an hour late. Ideally, we should leave at 10:00.

- Adverbs can describe an action (He walked slowly) or modify adjectives or other adverbs (It’s incredibly expensive; He works very hard). They can either be one word (often) or a phrase (once a week).
- Adverbs of manner (how somebody does something) usually go after the verb or phrase. However, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).
- Adverbs of frequency generally go before the main verb but after the verb to be.
- Sometimes / usually / occasionally can go at the beginning of a sentence, too.
- Adverbs of time usually go at the end of a sentence or clause.

- Adverbs of degree (which describe how much something is done or modify an adjective).
  - extremely, incredibly, very, etc. are used with adjectives and adverbs and go before them.
  - much and a lot are often used with verbs and go after the verb or verb phrase.
  - a little / a little bit can be used with adjectives or verbs, e.g., I’m a little tired. She sleeps a little bit in the afternoon.
- Comment adverbs (which give the speaker’s opinion) usually go at the beginning of a sentence or clause. Other usual comment adjectives are luckily, clearly, obviously, apparently, etc.

Most other adverbs go in mid-position, e.g., She didn’t even say good-bye. You just have to talk to me.
2A

a Rewrite the underlined phrase using the + an adjective.

1 The people who live in Vietnam like to eat spicy food. **the Vietnamese**
2 The people from the Netherlands are very good at languages.
3 The people who had injuries were taken to the hospital.
4 **The people from China** have a fascinating history.
5 A nurse's job is to take care of the people who aren't well.
6 I think the people from Switzerland are very punctual.
7 The worst season for people without a home is winter.
8 There is a discount for students and people without a job.

b Write the adjectives in parentheses in the right place.

- a big parking lot (empty) → a big empty parking lot
- an attractive man (young)
- dirty shoes (old)
- a leather jacket (purple / stylish)
- a tall woman (thin)
- a sandy beach (long)
- a new floor (beautiful / wooden)
- a stylish suit (Italian)
- a romantic cafe (French / little)
- an old dog (black / friendly)

2B

a Put the verb in parentheses in the past perfect simple (**had done**) or past perfect continuous (**had been doing**). If you think both are possible, use the continuous form.

1 His English was very good. **had been studying** it for five years. (study)
2 My feet were aching. We **stood** in line for hours. (stand)
3 She went to the police because someone **stole** her bag. (steal)
4 The streets were wet. It **rained** all morning. (rain)
5 She got to work late because she **had an accident**. (have)
6 I almost didn't recognize him. He **changed** a lot since I last saw him. (change)
7 They were very red. They **sunbathed** all morning, but they **didn't put on** any sunscreen. (sunbathe, not put on)
8 Jess had a bandage on her arm. She **fell** off her bike the day before. (fall)

b Circle the correct verb form.

My British friends, Meg and Jack McGowan **got** / **were getting** a nasty surprise when they **had checked in / were checking in** at Heathrow Airport yesterday with their baby Sam. They **had won / were winning** three free plane tickets to Rome in a contest, and they **looked forward to / had been looking forward to** their trip for months. But, unfortunately, they **had been forgetting / had forgotten** to get a passport for their son, and so Sam couldn't fly. Luckily, they **had arrived / were arriving** very early for their flight so they still had time to do something about it. They **had run / ran** to the police station in the airport to apply for an emergency passport. Meg **was going / went** with Sam to the photo booth while Jack **filled out / was filling out** the forms. The passport was ready in an hour, so they **hurried / were hurrying** back to check-in and finally **caught / had caught** their flight.

2C

a Underline the adverb(s) or adverbial phrase(s) and correct the sentences that are wrong.

- We're going to be **unfortunately late.**
- We rarely go to bed **before** 11:30.
- She likes very much the theater.
- Dave was late for work yesterday.
- Immediately the ambulance arrived.
- They go usually jogging after work.
- I was extremely tired last night.
- They won easily the game because they played so well.
- I forgot your birthday almost.
- We luckilly had taken an umbrella.
- She always eats healthily.
- He's been apparently fired from his job.

b Put the adverbs in parentheses in the usual position in these sentences.

- **Sadly / very** I don't speak good English. (sadly, very)
- The building was damaged in the fire. (badly, last week)
- We need to do something. (obviously, quickly)
- Ben is at his friend's house. (often, in the evening)
- She walked out and didn't say good-bye. (just, even)
- He drives fast. (always, extremely)
- She danced at the ballet. (beautifully, last night)
- She wasn't injured when she fell. (luckily, seriously)
- He broke his leg when he was skiing. (apparently, nearly)
- My father sleeps in the afternoon. (usually, a little)
passive (all forms), it is said that ..., he is thought to ..., etc.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>Murderers are usually sentenced to life imprisonment.</td>
</tr>
<tr>
<td>present continuous</td>
<td>The trial is being held right now.</td>
</tr>
<tr>
<td>present perfect</td>
<td>My car has been stolen.</td>
</tr>
<tr>
<td>simple past</td>
<td>Jim was arrested last month.</td>
</tr>
<tr>
<td>past continuous</td>
<td>The theater was being rebuilt when it was set on fire.</td>
</tr>
<tr>
<td>past perfect</td>
<td>We saw that one of the windows had been broken.</td>
</tr>
<tr>
<td>future</td>
<td>The prisoner will be released next month.</td>
</tr>
<tr>
<td>infinitive</td>
<td>They hoped to be acquitted of murder.</td>
</tr>
<tr>
<td>base form</td>
<td>You can be fined for parking at a bus stop.</td>
</tr>
<tr>
<td>gerund</td>
<td>He paid a fine to avoid being sent to jail.</td>
</tr>
</tbody>
</table>

Use the passive when you want to talk about an action, but you are not so interested in saying who or what does / did the action. If you also want to mention the person or thing that did the action (the agent), use by, e.g., Prison sentences are decided by judges. However, in most passive sentences the agent is not mentioned.

- This formal structure is used especially in news reports and on TV with the verbs know, tell, understand, report, expect, say, and think. It makes the information sound more impersonal.

active

1 They say that the company may close. People think that prices will go up.
2 People say the man is in his forties. The police believe he has left the country. They think he robbed a bank.

passive

It is said that the company may close.
It is thought that prices will go up.
The man is said to be in his forties.
He is believed to have left the country.
He is thought to have robbed a bank.

• This formal structure is used especially in news reports and on TV with the verbs know, tell, understand, report, expect, say, and think. It makes the information sound more impersonal.

- You can use It is said, believed, etc. + that + clause.
- You can use He, The man, etc. (i.e., the subject of the clause) + is said, believed, etc. + infinitive (e.g., to be) or perfect infinitive (e.g., to have been).

future perfect and future continuous

future perfect: will have + past participle

I’ll have finished the article by Friday, so I’ll e-mail it to you then.
They’ll have built the new terminal in six months.

- Use the future perfect to say something will be finished or completed before a certain time in the future.
- This tense is frequently used with the time expressions by Saturday / March / 2030, etc. or in two weeks / months, etc.
- By + a time expression = at the latest.

future continuous: will be + verb + -ing

Don’t call between 7:00 and 8:00. We’ll be having dinner then.
At this time next week, I’ll be lying on the beach.

- Use the future continuous to say that an action will be in progress at a certain time in the future.

conditionals and future time clauses (with all present and future forms)

zero conditional

If you want to stay in shape, you have to exercise every day.
If your muscles ache every day, you are probably getting too much exercise.
If you haven’t been to Rio, you haven’t lived.

- To talk about something that is always true or always happens as a result of something else, use if + simple present, and the simple present in the other clause.
- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos are good, I’ll send them to you.
If you’re not going, I’m not going to go either.
If I haven’t called by 8:00, start dinner without me.
I’ll have finished in an hour if you don’t disturb me.

- You can use any present tense in the if clause (simple present, present continuous, or present perfect) and any future form (will, going to, future perfect, or future continuous) or an imperative in the other clause.

future time clauses

We’ll probably be watching the game when you arrive.
We’re not leaving until the rain stops.
I’m not going to work overtime unless I get paid.
Take your umbrella in case it rains.
I’ll be ready as soon as I’ve taken a shower.

- When you are talking about the future, use a present tense after time or condition expressions, e.g., as soon as, when, until, unless, before, after, and in case. Use any present tense, e.g., simple present, present continuous, or present perfect.
- We use in case when we do something in order to be ready for future situations / problems. Compare the use of if and in case:
I’ll take a jacket if it’s cold. = I won’t take one if it’s not cold.
I’ll take a jacket in case it’s cold. = I’ll take a jacket because it might be cold later on.
3A

Rewrite the sentences in the passive (without by ...).

Example: The police caught the burglar immediately.
The burglar was caught immediately.

1 The police closed off the street after the accident.
2 Somebody has stolen my handbag.
3 The painters are painting my house.
4 They'll hold a meeting tomorrow.
5 The conductor fined them for traveling without a ticket.
6 The police can arrest you for drunk driving.
7 Miranda thinks someone was following her last night.
8 They had sold the house five years earlier.

3B

Complete the sentences using the future perfect or future continuous.

Example: The movie starts at 7:00. I will arrive at the theater at 7:15.
When I arrive at the theater, the movie will have started (start).

1 The plane to Taipei takes off at 9:00 and lands at 10:30.
At 10:00 they will have landed in Taipei (fly).
2 I save $200 a month.
By the end of this year, I will have saved $2,400 (save).
3 I leave home at 7:30. It takes an hour to drive to work.
At 8:00 tomorrow I will have driven to work (drive).
4 Our meeting starts at 2:00 and finishes at 3:30.
You can't call me at 2:30 because we will be having a meeting (have).
5 Sam is still paying for his car. The last payment is in November.
By December he will have paid for his car (pay).
6 Their last exam is on May 31st.
By the end of May they will have finished their exams (finish).

3C

a Circle the correct form.

Don't worry. Rob _______ (will pass / has passed) the exam if he studies enough.

1 If I'm not feeling / I won't be feeling better tomorrow, I'm going to call the doctor.
2 Adam won't be going / doesn't go to work next week if his children are still sick.
3 Don't call Carla now. If it's eight o'clock, she'll give / she will be giving the baby a bath.
4 You can be fined if you aren't wearing / won't be wearing a seat belt in your car.
5 If we're lucky, we'll have sold / we've sold our house by the first of the year.
6 If plants aren't watered, they die / will have died.

b Complete the sentence with an expression from the list.

after as soon as before if in case (x2) unless until when

I'll call you _______ (as soon as / before / if in case (x2) unless until when) I get back from my trip.

1 He's going to pack his suitcase _______ he goes to bed.
2 They're leaving early _______ there's a lot of traffic.
3 Sophie will be leaving work early tomorrow _______ her boss needs her.
4 I'm meeting an old friend _______ I go to Caracas.
5 I'll call you _______ I find out my results.
6 _______ I'm late tomorrow, start the meeting without me.
7 Pat will have packed some sandwiches _______ we get hungry.
8 They'll be playing in the park _______ it gets dark.
4A unreal conditionals

second conditional sentences: if + simple past, would / wouldn't + base form

1. If there were a fire in this hotel, it would be very difficult to escape. I wouldn't live in the country if I didn't have a car.
2. If you weren't making so much noise, I could concentrate better.
3. If I were you, I'd make Jimmy wear a helmet when he's cycling.

Use second conditional sentences to talk about hypothetical or improbable situations in the present or future.
In the if clause you can also use the past continuous. In the other clause you can use could or might instead of would, e.g., If you weren't making so much noise, I could concentrate better.
With the verb be, use were for all persons in the if clause, e.g., If he were here, he would know what to do.
Conditionals beginning If I were you... are often used to give advice.

third conditional sentences: if + past perfect, would / wouldn't have + past participle

1. If you had studied more, you would have done better on the test. I wouldn't have been late if I hadn't overslept.
2. He would have died if he hadn't been wearing a helmet. If they had known you were coming, they might have stayed longer.

We use third conditional sentences to talk about a hypothetical past situation and its consequence.
You can also use the past perfect continuous in the if clause, e.g., if he hadn't been wearing a helmet. You can use could have or might have instead of would have in the other clause.

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4A

a Complete with an appropriate form of the verb in parentheses.

If he hadn't broken his leg, he would have played. (not break)
1 I ___________ you a present if I'd known it was your birthday. (buy)
2 If you ___________ to bed earlier, you wouldn't have been so tired. (go)
3 I ___________ you some money if I had any. (lend)
4 If I ___________ money on the street, I'd keep it. (find)
5 Joe wouldn't have crashed if he ___________ so fast. (not drive)
6 We would have a dog if we ___________ in the country. (live)
7 If you'd watered the plants, they ___________ (not die)
8 You ___________ the news if you'd been watching TV. (hear)
9 They wouldn't have bought the house if they ___________ what the neighbors were like. (know)
10 If she ___________ more sociable, she'd have more friends. (be)

4B

a Rewrite the bold sentence sentence with must / might (not) / couldn't + have + verb.

I'm sure I left my umbrella at home. I don't have it now. I must have left my umbrella at home.
1 I'm sure Ben got my e-mail. I sent it yesterday. Maybe he had an argument with his boyfriend.
3 I'm sure Sam and Ginny didn't get lost. They had a map.
4 You saw Ellie yesterday? That's impossible. She was in bed with the flu.
5 Maybe John didn't hear you. He's a little bit deaf.
6 I'm sure Lucy bought a new car. I saw her driving a Mercedes!
7 I'm sure Alex wasn't very sick. He was only off for one day.
8 They didn't come to our party. Maybe they didn't receive the invitation.

b Respond to the first sentence using should / shouldn't have + a verb in the list.

buy eat go (x2) invite learn write

1 A Sue is in bed with a stomachache.
   B She ___________ so much chocolate cake.
2 A We couldn't understand anybody in Seoul.
   B You ___________ some Korean before you went.
3 A Tom told me his phone number, but I forgot it.
   B You ___________ it down.
4 A Rob was late because there was so much traffic.
   B He ___________ by car. The train is much faster.
5 A Amanda was rude to everyone at my party.
   B You ___________ her. She's always like that.
6 A I don't have any money left after going shopping yesterday.
   B You ___________ so many shoes. Did you need three pairs?
7 A You look really tired.
   B I know. I ___________ to bed earlier.

4C

a Circle the correct form.

Your boyfriend looks / looks like a football player.
1 You're so pale! You look / look as if you've seen a ghost!
2 What's for dinner? It smells / smells like delicious!
3 I think John and Megan have arrived. That sounds / sounds like their car.
4 Have you ever tried frogs' legs? I've heard that they taste like / taste as if chicken.
5 Are you OK? You sound / sound as if you've got a cold.
6 Can you put the heat on? It feels / feels like really cold in here.
7 You look / look like really happy. Does that mean you got the job?
8 Your new bag feels / feels like real leather.
9 Let's throw this milk away. It tastes / tastes like a little strange.
10 Can you close the window, please? It smells / smells as if someone is having a barbecue.

b Match the two halves of the sentence.

1 That group sounds like A her mother.
   F the-Beatles.
2 Those boys look B completely out of tune.
   G too young to be driving
3 She looks like C very soft.
   H it's been overcooked.
4 That guitar sounds D someone has been smoking in here.
   I roses.
5 He looks as if E really sweet.
   J it's going to break down.
6 Your car sounds as if K he just ran a marathon.
   F the-Beatles.
7 Your new jacket feels G too young to be driving
   I roses.
8 This apple tastes H it's been overcooked.
   J it's going to break down.
9 Ugh! It smells as if I roses.
   K he just ran a marathon.
10 Your perfume smells like J it's going to break down.
   F the-Beatles.
11 This rice tastes as if K he just ran a marathon.
5A gerunds and infinitives

verbs followed by the gerund, the infinitive, or the base form

1. I enjoy listening to music. I couldn’t help laughing.
2. I want to speak to you. They can’t afford to buy a new car.
3. It might rain tonight. I would rather stay home than go out tonight.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + -ing), the infinitive, or the base form.
- Use the gerund after certain verbs and expressions, e.g., admit, avoid, can’t help, deny, enjoy, feel like, finish, give up, imagine, involve, keep on, mind, miss, postpone, practice, quit, risk, stop, suggest.
- Use the infinitive after certain verbs and expressions, e.g., agree, appear, be able, can’t afford, can’t wait, decide, expect, happen, learn, manage, offer, plan, pretend, promise, refuse, seem, teach, tend, threaten, want, would like.
- Use the base form after modal verbs and similar expressions, e.g., can, could, may, might, must, should, have to, ought to, had better, would rather, and after the verbs make and let.

- In the passive, make is followed by the infinitive. Compare: My boss makes us work hard. In school we were made to wear a uniform.
- Some verbs can be followed by either the gerund or the infinitive with very little difference in meaning, for example: Start / begin + gerund is slightly more common when we talk about a habitual activity, e.g., She started / began singing when she was five. Like / love / hate / continue / prefer + gerund gives a little more emphasis to the action of the verb, e.g., I like / love / hate / can’t stand playing the guitar.

5B used to, be used to, get used to

used to / didn’t use to + base form

I used to drink five cups of coffee a day, but now I only drink tea. When I lived in Mexico as a child, I used to have pan dulce for breakfast. I didn’t recognize him. He didn’t use to have a beard.

- Use used to / didn’t use to + base form to talk about past habits or repeated actions or situations / states that have changed.
- used to doesn’t exist in the present tense. For present habits, use usually + the simple present, e.g., I usually walk to work. NOT I use to walk to work.
- You can also use would to refer to repeated actions in the past: When I lived in Mexico as a child, I would always eat pan dulce for breakfast. But you can’t use would with non-action verbs:
  NOT I didn’t recognize him. He wouldn’t have a beard.

be used to / get used to + gerund

1. Carlos has lived in Hong Kong for years. He’s used to driving on the left.
2. I’m not used to sleeping with a comforter. I’ve always slept with blankets.

1. A I can’t get used to working at night. I feel tired all the time.
B Don’t worry. You’ll get used to it fast.

- Use be used to + gerund to talk about a new situation that is now familiar or less strange.
- Use get used to + gerund to talk about a new situation that is becoming familiar or less strange.
- You can’t use the base form after be used to / get used to. NOT He’s used to drive on the left.

5C reporting verbs

structures after reporting verbs

1. Hiro offered to drive me to the airport.
2. The doctor advised me to get some rest.
3. I persuaded my sister not to go out with Mike.
4. I apologized for being so late.

- To report what other people have said, you can use say or a specific verb, e.g., “I’ll drive you to the airport.”
- Hiro said he would drive me to the airport.
- Hiro offered to drive me to the airport.

- After specific reporting verbs, there are three different grammatical patterns.

<table>
<thead>
<tr>
<th>1 + infinitive</th>
<th>2 + person + infinitive</th>
<th>3 + -ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>advise</td>
<td>apologize for</td>
</tr>
<tr>
<td>offer</td>
<td>ask</td>
<td>accuse sb of</td>
</tr>
<tr>
<td>refuse</td>
<td>(not) to do something</td>
<td>blame sb for</td>
</tr>
<tr>
<td>promise</td>
<td>encourage</td>
<td>deny</td>
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<td>threaten</td>
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<td>tell</td>
<td>suggest</td>
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<td></td>
<td>warn</td>
<td></td>
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</tbody>
</table>

- In negative sentences, use the negative infinitive (not to be) or the negative gerund (not being), e.g., He reminded me not to be late. She regretted not going to the party.
5A

a) Complete with the gerund, infinitive, or base form of a verb below.

call not come do get go go out know see talk wear work

I suggested __________ a taxi so we wouldn't be late.
1 I'm exhausted! I don't feel like ___________ tonight.
2 If you keep on ___________, you'll have to leave the room.
3 We'd better ___________ some shopping if we want to cook tonight.
4 When I was abroad, I missed ___________ my family every day.
5 She tends ___________ angry when people disagree with her.
6 Our school used to make us ___________ a tie to school.
7 I'd rather ___________ tonight. I need to study.
8 I can't wait ___________!
9 I don't mind ___________ late tonight if I can leave early tomorrow.
10 Do you happen ___________ her phone number?

b) Circle the correct form.

Your hair needs (cutting) / to cut. It's really long!
1 I'll never forget to see / seeing the Grand Canyon for the first time.
2 He needs to call / calling the helpline. His computer crashed.
3 Have you tried to read / reading a book to help you sleep?
4 I must have my keys somewhere. I can remember to lock / locking the door this morning.
5 We ran home because we had forgotten to turn / turning the oven off.
6 Their house needed to paint / painting, so they called the painters.
7 Did you remember to send / sending your sister a card? It's her birthday today.
8 She tried to fix / fixing the TV, but she wasn't able to.

5B

a) Right (✓) or wrong (✗)? Correct the wrong phrases.

She isn't used to have a big dinner. X

1 Nowadays I use to go to bed early.
2 The first time we visited China, we couldn't get used to eat with chopsticks.
3 I'm not used to staying up so late. I'm usually in bed by midnight.
4 There used to be a theater in our town, but it closed down three years ago.
5 Paul used to having a beard when he was younger.
6 A I don't think I could work at night.
   B It's not so bad. I use to it now.
7 Did you used to wear a uniform to school?

b) Complete with used to, be used to, or get used to and the verb in parentheses.

He's from Japan, so he's used to driving on the left. (drive)
1 When Jin started his first job, he couldn't ___________ at 6:00 a.m. (get up)
2 If you want to lose weight, you'll have to ___________ less, (eat)
3 I don't like having dinner at 10:00 - I ____________ a meal so late, (not / have)
4 When we were children, we ___________ all day playing baseball in the park, (spend)
5 Jasmine has been a nurse all her life, so she ___________ nights, (work)
6 I've never worn glasses before, but I'll have to ___________ them, (wear)
7 I didn't recognize you! You ____________ long hair, didn't you? (have)
8 Amelia is an only child. She ____________ her things, (not / share)

5C

a) Complete with the gerund or infinitive form of the verb in parentheses.

They advised me __________ a new car. (buy)
1 Ted insisted on ___________ for the meal. (pay)
2 Lauren agreed ___________ with him on the weekend. (go out)
3 I warned Jane ___________ through the park at night. (not walk)
4 Jake admitted ___________ the woman's handbag. (steal)
5 The doctor advised Pedro ___________ coffee. (give up)
6 Our boss persuaded Reiko ___________ the company. (not leave)
7 Meg accused me of ___________ her pen. (take)
8 I apologized to Eva for ___________ her birthday. (not remember)

b) Complete with a reporting verb from the list and the verb in parentheses.

deny invite offer refuse remind suggest threaten

She said to me, "I'll take you to the station."
She ___________ me to the station. (take)
1 Bruno said, "Let's go for a walk. It's a beautiful day."
Bruno ___________ a walk. (go)
2 "I won't eat the vegetables," said my daughter.
My daughter ___________ the vegetables. (eat)
3 Sam's neighbor told him, "I'll call the police if you have any more parties."
Sam's neighbor ___________ the police if he had any more parties. (call)
4 The children said, "We did not write on the wall."
The children ___________ on the wall. (write)
5 Mi-soon said to me, "Would you like to have dinner with me on Friday night?"
Mi-soon ___________ dinner with her on Friday night. (have)
6 Molly said to Jack, "Don't forget to go to the dentist."
Molly ___________ to the dentist. (go)
6A  articles

basic rules: a / an / the, no article

1 My neighbor just bought a dog. The dog is an Alsatian.
   He got into the car and drove to the courthouse.
2 Men are taller than women on average. I don't like sports or classical music.
   I stayed at home last weekend.

1 Use a / an when you mention somebody / something for the first time or say who / what somebody / something is.
   Use the when it's clear who / what somebody / something is (e.g., it has been mentioned before or it's unique).
2 Don't use an article to speak in general with plural and uncountable nouns, or in phrases like at home / work, go home / to bed, next / last (week), etc.

6B  uncountable, plural, and collective nouns

uncountable nouns

1 The weather was terrible, but at least there wasn't much traffic.
   The scenery is beautiful here, but it's spoiled by all the trash people leave.
2 We bought some new furniture for the patio. That's a beautiful piece of furniture.
3 Iron is used for building bridges. I need to buy a new iron. My old one is broken.

1 The following nouns are always uncountable: behavior, traffic, weather, health, progress, scenery, trash, politics (and other words ending in -ics, e.g., athletics, economics).
   They always need a singular verb, they don't have plurals, and they can't be used with a / an.
2 These nouns are also uncountable: furniture, information, advice, homework, research, news, luck, bread, toast, luggage, equipment. Use a piece of to talk about an individual item.
3 Some nouns can be either countable or uncountable, but the meaning changes, e.g., iron = the metal, an iron = the thing used to press clothes. Other examples: glass, business, paper, light, time, space, work.

6C  quantifiers: all / every, etc.

all, every, most

1 All animals need food. All fruit contains sugar.
   All (of) the animals in this zoo look sad. The animals all looked sad. The animals are all sad.
2 Everybody is here. Everything is very expensive.
3 Most people live in cities.
   Most of the people in this class are women.
4 All of us work hard and most of us come to class every week.
5 Every room has a view. I work every Saturday.

1 Use all or all of (of) the + a plural or uncountable noun. All = in general, all (of) the = specific.
   All can be used before a main verb (and after be).
2 Use everything / everybody + singular verb, e.g., Everything is very expensive.
3 Use most to say the majority.
   Most = general; Most of the = specific.
4 We often use all / most of + an object pronoun, e.g., all of us, most of them, all of you, most of it.
5 Use every + singular countable noun to mean "all of a group."

A every and all + time expressions: Every day = Monday to Sunday. All day = from morning to night.

---

institutions (school, college, prison / jail, church, etc.)

My son is in high school. They are building a new high school in our town.

- With school, college, prison / jail, church, etc. don't use an article when you are talking about the institution and its usual purpose. To talk about the building, use a / an or the. (exception: She's in the hospital.)

geographical names

1 Korea is in East Asia.
2 Macy's is one of the most famous stores in the US.
3 Lake Maracaibo and Lake Titicaca are both in South America.
4 The Danube River flows into the Black Sea.
5 The Metropolitan Museum is located on Fifth Avenue in New York.

- We don't usually use the with:
   1 most countries, continents, regions ending with the name of a state / country / continent (e.g., North America, South Asia), individual islands, states, provinces, towns, cities (exceptions: the US / United States, the UK, the Philippines, the Czech Republic).
   2 streets, roads, parks, stores, restaurants (exceptions: highways and numbered roads, e.g., the Trans-Canada Highway, the 80).
   3 individual mountains and lakes.
   - We usually use the with:
     1 mountain ranges, oceans, seas, rivers, canals, deserts, island groups.
     2 the names of theaters, hotels, museums, galleries, buildings, monuments.

---

plural and collective nouns

1 Your clothes are dirty! Put a pair of / some clean pants on.
2 Our staff is very efficient.

1 Arms (=guns, etc.), belongings, clothes, manners, outskirts, scissors, pants / shorts are plural nouns with no singular. They need a plural verb and can't be used with a / an.
   - If a plural noun consists of two parts, e.g., scissors or pants, it can be used with a pair of or some.
2 Crew, staff, team, family, audience are singular collective nouns and refer to a group of people. They need a singular verb. (exception: police)

---

no, none, any

1 Is there any milk? Sorry, there is no milk. There isn't any (milk).
2 Is there any food? No, none. / There is none.
   But none of us is / are hungry.
3 Come any weekend! Anyone can come.

1 Use no + a noun with an [±] verb or any + noun with a [±] verb to refer to zero quantity. Any can also be used without a noun.
   - Use none in short answers or with an [±] verb to refer to zero quantity.
   - You can also use none + of + pronoun / noun.
3 Use any (and anything, anyone, etc.) and an [±] verb to mean "it doesn't matter when, who, etc."

both, neither, either

1 Both Pierre and Marie Curie were scientists. Neither Pierre nor Marie was aware of the dangers of radiation.
   Marie Curie wanted to study either physics or mathematics. In the end she studied both subjects at the Sorbonne in Paris.
2 She and her husband both won Nobel prizes.
3 Neither of them realized how dangerous radium was.

- Use both, either, and neither to talk about two people, things, actions, etc.: both = A and B; either = A or B; neither = not A and not B.
   - Use an [±] verb. The verb is plural with both, and either singular or plural with neither, depending on the second subject.
2 When both refers to the subject of a clause, it can also be used after the subject and before a main verb.
3 We often use both / either / neither + of + object pronoun, e.g., us, them, etc. or + of the + noun.
6A

a Circle the correct article.

Marcos bought [a] / the / (−) new suit last weekend.

1 The weather was awful, so we stayed at a / the / (−) home.
2 A / The / (−) dishwasher we bought last week has stopped working already.
3 I love reading a / the / (−) historical novels.
4 Liz had an exhausting day, so she went to a / the / (−) bed early.
5 My boyfriend drives a / the / (−) very cool sports car.
6 The teachers are on strike, so the children aren’t going to a / the / (−) school.
7 Turn left immediately after a / the / (−) school and go up the hill.
8 My neighbors in a / the / (−) prison because she wouldn't pay her taxes.
9 People are complaining because the city council refused to build a / the / (−) new hospital.
10 Claudia and Joe met in a / the / (−) college in 2003.

b Complete with the or (−).

1 They’re going to [the] US to visit family.
2 ______ Amazon River begins at a small stream in ______ Andes.
3 We didn’t have time to visit ______ National Gallery when we were in ______ Washington, D.C.
4 I think ______ Sicily is the largest island in ______ Mediterranean Sea.
5 ______ Mount Fuji is in ______ Japan.
6 Have you ever been to ______ Stanley Park in Vancouver.
7 ______ Galapagos Islands are situated off the cost of Ecuador.
8 ______ Romeo and Juliet is playing at ______ Globe Theater.
9 Manila is the capital of ______ Philippines.
10 ______ Southern California is famous for its beaches and great surfing.

6B

a Right (√) or wrong (✗)? Correct the wrong phrases.

In our language lab the equipment is all new. √
1 Gymnastics is / are awful during rush hour. X
2 The news are good. X
3 We had a beautiful weather when we were on vacation.
4 They have some beautiful furnitures in their house.
5 My brother gave me a useful piece of advice.
6 The team has won every game this season.
7 I need to buy a new pants for my interview tomorrow.
8 I checked two luggages on my flight.
9 Your glasses are really dirty. Can you see anything?
10 The homeworks were very difficult last week.

b Complete with the or (−).

1 The traffic [is] / are awful during rush hour.
2 Gymnastics [is] / are my favorite sport.
3 Marta’s clothes look / looks really expensive.
4 The flight crew [work] / works hard to make passengers comfortable.
5 I heard some / a piece of useful information at the meeting.
6 Is that vase made of a glass / glass?
7 I think I’ll have a / some time after lunch to help you with that report.
8 I have a / some good news for you about your job application.
9 We’ve made a lot of progresses / progress in the last two weeks.
10 My eyesight is getting worse. I need a new glasses / pair of glasses.

6C

a Circle the correct word(s).

We ate [all the] / all cake.

1 Most of / Most my close friends live near me.
2 I’m afraid there’s no / none room for you in the car.
3 All / Everything in the stores is expensive nowadays.
4 Most / Most of people enjoy the summer, but for some it’s too hot.
5 She goes dancing all / every Friday night.
6 We don’t have any / no onions for the soup.
7 Any / None of us can go out tonight. We’re all broke.
8 Nobody / Anybody can go to the festival. It’s free.

b Complete the second sentence so that it means the same as the first. Use the bold word.

I like meat. I like fish, too. I like both meat and fish. both
1 We could go to Hawaii. We could go to Thailand. ____________________________
2 You didn’t stay very long. I didn’t stay very long. ____________________________
3 I think her birthday is on May 6th - but maybe it’s May 7th. ____________________________
4 One of my children could read when he was four. So could the other one. ____________________________
5 My brothers don’t smoke. My sisters don’t smoke. ____________________________
### 7A structures after wish

**wish + simple past, wish + would / wouldn't or could**

1. I wish I were taller!
2. My brother wishes he could speak English better.
3. I wish the bus would come. I'm freezing.
4. I wish you wouldn't leave your shoes there. I almost tripped over them.

* After wish use were with I, he, she, and it, e.g., I wish I were taller.
* Use wish + simple past or could to talk about things you would like to be different in the present / future (but are impossible or unlikely).
* Use wish + person / thing + would to talk about things we want to happen, or stop happening, because they annoy us.

⚠️ You don’t usually use would for a wish about yourself, e.g., NOT I wish I would...

**wish + past perfect**

1. I wish you had told me the truth. I wish I hadn’t bought those shoes.

Use wish + past perfect to talk about things that happened or didn’t happen in the past and that you now regret.

⚠️ You can also use if only instead of I wish, e.g., If only the bus would come. If only I hadn’t bought those shoes.

### 7B clauses of contrast and purpose

**clauses of contrast**

1. Although the weather was terrible, we had a good time. I went to work, even though I felt sick. I like Ann, though she sometimes annoys me.
2. In spite of / Despite his age, he is still very active. Being 85, he is still very active.

* Use although, though, even though + a clause. They mean the same thing.
* Although, though, and even though can be used at the beginning or in the middle of a sentence.
* Though is more informal than although.
* After in spite of or despite, use a noun, a gerund, or the fact that + subject + verb.

⚠️ Don’t use of with despite. NOT Despite of the rain...

**clauses of purpose**

1. I went to the bank to talk to the bank manager. I went to the bank for a meeting with the bank manager.
2. I went to the bank so that I could take out some money.
3. I wrote it down so as not to forget it.

* Use to, in order to, so as, and so that to express purpose.
* After to, in order to, and so as to, use the base form.
* Use for + a noun, e.g., for a meeting.

⚠️ You can also use for + gerund to describe the exact purpose of a thing, e.g., This liquid is for cleaning metal.

4. So that is often followed by a subject + modal verb (can, could, would, etc.).

4. To express a negative purpose use so as not to or in order not to + base form NOT not to. You can also use so that + subject + won’t / wouldn’t / don’t, e.g., I’m writing it down so that I don’t / won’t forget.

### 7C relative clauses

**defining relative clauses**

1. She’s the woman who / that lives next door.
   That’s the book that / which won a prize.
2. That’s the neighbor whose dog never stops barking.
3. James is the man (who) I met at the party.
   That’s the store (that) I told you about.
4. My sister is the only person to whom I can talk.
   My sister is the only person (who) I can talk to.
5. That’s the drawer in which I keep my keys.
6. My brother wishes he could speak English better.
7. That’s the store (that) I told you about.
8. That’s the book that / which won a prize.

* Use who, that / which, whose, and whom to introduce a defining relative clause, i.e., a clause that gives essential information about somebody or something.
* You can use that instead of who. That is more common than which in defining clauses.
* Use whose to mean “of who” or “of which.”
* When who or that is the object of the verb in the relative clause, you can leave it out.
* After a preposition, use whom for a person and which for a thing.

In informal English, it is more common to leave out the relative pronoun and put the preposition after the verb.

**non-defining relative clauses**

1. My aunt, who doesn’t like cats, was given a kitten for her birthday.
   The palace, which was built in the 12th century, is visited by thousands of tourists.
2. Adriana hasn’t come to class for two weeks, which is worrisome.

1. A non-defining relative clause gives extra, non-essential information about a person or thing.
   * In written English, this kind of clause is separated by commas, or comes between a comma and a period.
   * You can’t use that instead of who / which in these clauses.
   * In these clauses, the relative pronoun (e.g., who, which) can’t be omitted.
2. Which can also be used to refer to the whole of the preceding clause.
7A

a Circle the correct form.

I wish I [were] / would be thinner! My clothes don’t fit me!
1 I wish I had / would have curly hair!
2 She wishes her parents lived / would live closer.
3 You’re driving too fast. I wish you would drive / drove more slowly.
4 I wish it stopped / would stop raining. I want to go out for a walk.
5 Ben’s been wearing the same clothes for years. I wish he bought / would buy some new clothes.
6 Chloe wishes she could / can play the guitar.
7 I’m hot. I wish my apartment had / would have air-conditioning.
8 Their TV is really loud. I wish they turned / would turn it down.

b Write a sentence with I wish + past perfect.

I spent all my money last night and now I’m broke.
I wish I hadn’t spent all my money last night.
1 I left my camera in the car, and someone stole it.
2 I didn’t set my alarm clock, so I was late for work.
3 I bought a house in the country, but I really miss the city.
4 I dropped my cell phone in the bathtub, and now it doesn’t work.
5 I didn’t study for the test, so I didn’t pass.
6 I didn’t take a vacation last year, and now I’m really stressed.

7B

a Complete the sentences with one word.

We’re happy in our new house, though there’s a lot to do.
1 We enjoyed our vacation, [though] the weather
2 Carl doesn’t like spending money, [though] he’s very rich.
3 They went to the airport [in order] to catch a plane.
4 Sandy wrote down his number so [as to] not to forget it.
5 My mother called the doctor’s office in order to make an appointment.
6 Bob passed the exam in [belief] of the fact that he hadn’t studied much.
7 Angela took a jacket so [as to] she wouldn’t get cold.
8 [Although] the service was poor, the meal was delicious.
9 I went home [in order] to take a shower before I went out.
10 [In order] being late, he stopped for a coffee.

b Rewrite the sentences.

Despite playing badly, they won the game.
Even though they played badly, they won the game.
1 We took a taxi so as not to arrive late.
   We took a taxi so that...
2 Despite earning a fortune, she drives a very old car.
   Although...
3 Everyone saw the movie, even though the reviews were terrible.
   Everyone saw the movie in spite of...
4 The plane managed to land despite the very thick fog.
   The plane managed to land, even though...
5 I told her I liked her jacket so that I wouldn’t offend her.
   I told her I liked her jacket so as...
6 The manager called a meeting so as to explain the new policy.
   The manager called a meeting in order...

7C

a Right (✓) or wrong (✗)? Correct the wrong sentences.

That’s the man I met on the bus. ✓
She’s the woman who her daughter works with me. ✗ whose daughter works
1 This is the quiz show I was telling you about.
2 Is this the train that it goes to the mountains?
3 She told her boss she’d overslept, that was absolutely true.
4 My son, that is very tall, enjoys playing basketball.
5 The employee to whom I spoke gave me some incorrect information.
6 My brother, which is a chef, always cooks the Thanksgiving dinner.
7 Easter Island, which is situated off the coast of Chile, is a popular tourist destination.
8 The woman whose suitcase disappeared is a friend of mine.
9 Do you know the woman whom is talking to him?
10 This is the book whose review I read in the paper today.

b Join the sentences with a relative pronoun. Be careful with the punctuation.

I just failed my driving test. It’s too bad.
I just failed my driving test, which is too bad.
1 His girlfriend is very intelligent. She’s an architect.
   His girlfriend …
2 They gave us a present. This was a complete surprise.
   They …
3 He was saying something. I didn’t understand it.
   He was saying …
4 A car crashed into mine. It was a convertible.
   The car …
5 I spoke to a police officer. She was working at the reception desk.
   The police officer …
6 We bought our computer two months ago. It keeps on crashing.
   Our computer …
7 I left some things on the table. They aren’t there anymore.
   The things …
8 It’s too hot in my room. This makes it impossible to sleep.
   It’s …
Personality

1 Adjectives and phrases to describe personality

Match the adjectives with phrases 1–20.

ambitious arrogant assertive calm /kæm/ cheerful conscientious /ˌkɒnsɪˈɛnʃes/ easygoing eccentric /ɪkˈsɛntrɪk/ funny immature impulsive insincere irresponsible loyal open-minded optimistic possessive reserved self-confident stubborn /ˈstʌbərn/ vain well-balanced wise

She’s the kind (sort) of person who ...

1 always looks at herself in every mirror she passes. _____________
2 takes care to do things carefully and correctly. _____________
3 is ready to accept new and different ideas. _____________
4 doesn’t say what she really thinks. _____________
5 other people often find different or unusual. _____________
6 is fairly relaxed about most things. _____________
7 is emotionally in control, not moody. _____________
8 never changes her opinion, even when she’s clearly wrong. _____________
9 expresses her ideas or opinions with confidence. _____________
10 is always in a good mood. _____________
11 feels sure of her ability to do things _____________
12 isn’t very sure of herself. _____________
13 is determined to be successful _____________
He’s good at ...
14 supporting his friends. _____________
15 giving people advice because of his knowledge and experience. _____________
16 not panicking in a crisis.
She’s not very good at ...
17 letting other people share her friends. _____________
18 showing her feelings or expressing her opinions. _____________
He tends to ...
19 behave like a child. _____________
20 act without thinking. _____________
21 get angry very easily. _____________
22 think he is better and more important than other people. _____________
23 expect good things to happen _____________
She has ...
24 a great sense of humor.

Can you remember the words on this page?
Test yourself or a partner.

○ p.9

2 Adjective suffixes

a Many adjectives are formed by adding a suffix to a noun or verb. Look at the typical suffixes in the chart.

-ible -able -ful -y
responsible sociable helpful bossy

-ive -ous -al -ic
assertive ambitious practical ironic

b Add one adjective to each column in a by adding a suffix to the nouns / verbs in the list below. You may need to make other small changes. (Be careful with sense, which can have two different endings and meanings.)

adventure critic forget mood pessimist rely sense

He has ...
25 a great sense of humor.

3 Idioms

a Look at the highlighted idioms and try to guess their meanings.

1 My boss is kind of a cold fish. I don’t even know if he likes me or not.
2 She has a heart of gold. She’ll always help anyone with anything.
3 She’s as hard as nails. She doesn’t care who she hurts.
4 I hope Jack doesn’t come tonight. He’s such a pain in the neck.

b Match the idioms with their meanings.

A annoying, difficult
B very kind, generous
C distant, unfriendly
D shows no sympathy or fear

Study Link MultiROM www.oup.com/elt/americanenglishfile/4
Illness and treatment

1 Symptoms

a Match the words and pictures.
   He has ...
   - a temperature /ˈtemprətʃər/.
   - a cough /ˈkɒf/.
   - a headache (earache, stomachache, etc.).
   - a rash.
   - a blister.
   - a pain (in his chest).
   He's throwing up.
   She's sneezing a lot.
   Her finger is bleeding.
   His ankle is swollen.
   Her back hurts / aches.

b Match the sentences.
1 She's unconscious /ənˈkɒnsər/. ■ A She's gone to the bathroom five times this morning.
2 She has a sore throat. ■ B She's breathing, but her eyes are closed and she can't hear or feel anything.
3 She has diarrhea /ˌdaɪərɪə/. ■ C She was overweight, a smoker, and very highly stressed.
4 She feels sick. ■ D It was so hot on the train that she lost consciousness.
5 She fainted. ■ E She feels that everything is spinning around.
6 She feels dizzy.

2 Illnesses and injuries

Match the illnesses / conditions with their causes or symptoms.

1 He has the flu. ■ A It's 150 over 100.
2 He caught a cold. ■ B He was overweight, a smoker, and very highly stressed.
3 He is allergic to cats. ■ C His right side is paralyzed, and he can't speak.
4 He has asthma /ˈæzma/. ■ D He ate some shrimp that weren't fresh.
5 He has high (low) blood pressure /ˈblʌd ˈpreʃər/. ■ E He's sneezing a lot and he has a cough.
6 He had a heart attack. ■ F He dropped a chair on it, and now it's black and blue.
7 He had a stroke. ■ G He has difficulty breathing.
8 He has food poisoning. ■ H He starts sneezing as soon as he's near one.
9 He twisted / sprained his ankle. ■ I He has a temperature, and his body aches.
10 He burned himself. ■ J He touched a hot iron.
11 He has a bruise on his toe. ■ K He fell down, and now it's swollen.

3 Treatment

Write the missing word in the treatment column.

bandage /ˈbændidʒ/ injection medicine operation rest specialist stitches X-ray

Go to the doctor's (GP = general practitioner). He / she may tell you to ...
1 take some e.g., antibiotics /entɪˌbaɪˈtɒtɪks/ or painkillers. treatment
2 stay at home and ________.
3 go to the hospital to see a ________.

Go to the hospital / to the ER (the Emergency Room). You may have to ...
4 have an ________ or scan to see if anything is broken.
5 have ________, if you have a very deep cut.
6 have an ________, when a drug is put into your body through a needle.
7 have a ________ put on to keep the wound /ˈwʌnd/ clean.
8 have an ________, when part of your body is cut open to remove or repair a damaged part.

Can you remember the words on this page? Test yourself or a partner. ☝ p.12

StudyLink MultiROM www.oup.com/elt/americanenglishfile/4
1 Describing clothes

a Match the adjectives and pictures.

Fit
- tight
- loose /lus/

Style
- sleeveless
- long- (short-) sleeved
- hooded /hudid/
- V-neck

Pattern
- polka-dot
- solid
- striped
- checked
- patterned

b Match the phrases and pictures

Materials
- a cotton undershirt
- a silk scarf
- leather sandals
- nylon /'nailon/ stockings
- a linen /'limn/ suit
- a spandex swimsuit / bathing suit
- suede /swed/ slippers
- a denim backpack
- a velvet bow /boo/
- a fur /far/ collar
- a wool cardigan / sweater

c Write the missing word in the Opinion column.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>flattering</td>
<td></td>
</tr>
<tr>
<td>old-fashioned</td>
<td></td>
</tr>
<tr>
<td>scruffy</td>
<td></td>
</tr>
<tr>
<td>stylish</td>
<td></td>
</tr>
<tr>
<td>trendy</td>
<td></td>
</tr>
</tbody>
</table>

1 She's very **flattering**. She always wears the latest fashions.
2 The Argentinians have a reputation for being very **stylish**—both men and women dress very well.
3 He looks really **old-fashioned**. His clothes are old and kind of dirty, and he hasn't shaved.
4 That outfit is very **trendy** on you—it makes you look slim.
5 That tie is very **scruffy**. People don't wear such wide ones anymore.

2 Verb phrases

a Match the sentences.
1 I'm going to **get dressed up** tonight.
2 Please **hang up** your coat.
3 These jeans don't **fit** me.
4 That suit **looks great** on you!
5 Your bag **matches** your shoes.
6 I need to **change clothes**.
7 Hurry up and **get undressed**.
8 Get up and **get dressed**.


3 Idioms

a Look at the highlighted idioms and try to guess their meanings.
1 What a gorgeous outfit! You're really dressed to kill tonight.
2 That suit fits her like a glove. Did she have it especially made for her?
3 Now that you know my secret, please keep it under your hat.
4 That sounds like a difficult situation. I wouldn't like to be in your shoes.

b Match the idioms to their meanings.
A don't tell anyone
B in your place
C wearing clothes that people will notice / admire
D is exactly the right size

Can you remember the words on this page? Test yourself or a partner.
1 Crimes and criminals

Match the examples to the crimes in the chart.

A A gang took a rich man's son and asked the family for money.
B She went to her ex-husband's house and shot him dead.
C A passenger on a flight made the pilot land in the desert.
D Someone copied my handwriting and signed my name to a check.
E We came home from vacation and found that our TV was gone.
F Someone tried to sell me some illegal pills at a concert.
G When the border police searched his car, it was full of cigarettes.
H Someone threw paint on the statue in the park.
I She said she'd send the photos to a newspaper if the actor didn't pay her a lot of money.
J An armed man walked into a bank and shouted, "Hands up!"
K A woman transferred company money into her own bank account.
L A builder offered the mayor a free apartment in return for a favor.
M Two men left a bomb in the supermarket parking lot.
N Somebody stole my car last night from outside my house.
O A man held up a knife and made me give him my wallet.

2 What happens to a criminal

Complete the sentences.
Write the words in the column.

The crime
1 Carl and Adam a crime. They murdered a man.  committed
2 The police the crime.
3 Carl and Adam were on the way to the airport.
4 They were and taken to a police station.
5 The police them for ten hours.
6 Finally they were with murder.

acquitted court evidence guilty judge jury not guilty proof punishment sentenced verdict witnesses

The trial
7 Two months later, Carl and Adam appeared in .
8 told the court what they had seen or knew.
9 The (of 12 people) looked at and heard all the .
10 After two days the jury reached their .
11 Carl was found . His fingerprints were on the gun.
12 The decided what Carl's should be.
13 He him to life in prison / jail.
14 Adam was found (they thought he was innocent).
15 There was no that he had committed the crime.
16 He was and allowed to go free.

Punishments
- community service (doing some work to help society, e.g., painting, cleaning, etc.)
- a ($600) fine
- six months in prison
- a life sentence
- capital punishment (the death penalty)

Can you remember the words on this page? Test yourself or a partner. ☒ p.37
Weather

1 What's the weather like?

a Put the words or phrases in the correct place in the chart.

<table>
<thead>
<tr>
<th>below zero</th>
<th>breeze</th>
<th>chilly</th>
<th>cool</th>
<th>damp</th>
<th>drizzling</th>
<th>freezing</th>
<th>gale-force</th>
<th>mild</th>
<th>pouring (rain)</th>
<th>scorching</th>
<th>showers</th>
<th>warm</th>
</tr>
</thead>
</table>

b Complete the text with fog, mist, and smog.

When the weather is foggy or misty, or there is smog, it is difficult to see. __________ is not usually very thick and often occurs in the mountains or near the ocean. __________ is thicker and can be found in towns and in the country. __________ is caused by pollution and usually occurs in big cities.

1 It's __________ (a little cold, not extremely cold or hot)
2 It's __________ (unpleasantly cold)
3 It's __________
4 The temperature is __________. (−10°)
5 It's __________ (pleasant, not hot or cold)
6 It's __________ (a pleasantly high temperature)
7 It's __________ / boiling (unpleasantly hot)
8 It's __________ (a little wet, but not raining)
9 It's __________ (raining lightly)
10 There are __________ (short periods of rain)
11 It's __________ (raining a lot)
12 There's a __________ (a light wind)

2 Extreme weather

Match the words and definitions.

blizzard  
drought /draut/  
flood /flʌd/  
hailstorm  
heat wave  
hurricane  
lightning  
monsoon  
thunder  
typhoon

1 __________ (n) a period of unusually hot weather
2 __________ (n) a long, usually hot, dry period when there is little or no rain
3 __________ (n) a storm with small balls of ice that fall like rain
4 __________ (n) a flash of very bright light in the sky caused by electricity
5 __________ (n and v) the loud noise that you hear during a storm
6 __________ (n) a snowstorm with very strong winds
7 __________ (v and n) when everything becomes filled and covered with water
8 __________ (n) a violent storm with very strong winds, especially in the western Atlantic Ocean
9 __________ (n) a violent tropical storm in the Pacific or Indian Ocean with very strong winds
10 __________ (n) the season when it rains a lot in southern Asia

3 Adjectives to describe weather

Complete the weather forecast with these adjectives:

bright  | changeable  | clear  | heavy  | icy  | stable  | strong  | sunny  | thick

In the north today it will be very cold, with __________ winds and __________ rain. There will also be __________ fog in the hills and near the coast, though it should clear by noon. Driving will be dangerous as the roads will be __________. However, the southern regions will have __________ skies and __________ sunshine, though the temperature will still be fairly low. Over the next few days, the weather will be __________, with some showers but occasional __________ periods. However, it should become more __________ over the weekend.

4 Adjectives and verbs connected with weather

Match the sentences. Can you guess the meaning of the words in bold?

1 You're shivering.
2 I'm sweating /ˈswetɪŋ/.
3 I got soaked this morning.
4 It's very humid /ˈhjuːməd/ today.
5 The snow is starting to melt.
6 Don't get sunburned!
7 Be careful! The sidewalk is very slippery.

A Come and sit in the shade.
B It will all be gone by tonight.
C You might fall down.
D It's hot and damp, and there's no air.
E Can we turn the heat off?
F Do you want to borrow my jacket?
G It was pouring, and I didn't have an umbrella.

Can you remember the words on this page? Test yourself or a partner. ©  p.41
1 Adjectives

a Match the adjectives with the situations.

<table>
<thead>
<tr>
<th>Confused</th>
<th>Disappointed</th>
<th>Glad</th>
<th>Grateful</th>
<th>Homesick</th>
<th>Lonely</th>
<th>Nervous</th>
<th>Offended</th>
<th>Relieved</th>
<th>Shocked</th>
</tr>
</thead>
</table>

How would you feel if ...?
1 two people gave you completely opposite advice
2 the police told you that your home had been burglarized
3 a friend helped you a lot with a problem
4 you thought you had lost your passport but then you found it
5 you didn't get a present you were hoping to get
6 you were studying abroad and missed your family
7 you moved to a new town and didn't have any friends
8 you were about to speak in public for the first time
9 your friend tells you she has just passed her driving test
10 a very good friend didn't invite you to his / her party

Some adjectives describe a mixture of feelings, e.g.:

fed up = bored or frustrated and unhappy (especially with a situation that has gone on too long)
I'm really fed up with my job. I think I'm going to look for something else.

upset = unhappy and worried / anxious
She was very upset when she heard that her cousin had had an accident.

b Match the strong adjectives with their definitions.

a astonished delighted desperate devastated exhausted /ɪksˈhɑːstid/ furious /ˈfyərɪəs/ miserable stunned terrified thrilled

1 very surprised and unable to move or react
2 extremely upset and shocked
3 very pleased
4 really tired
5 very excited
6 extremely scared
7 really angry
8 very surprised
9 with little hope, and ready to do anything to improve the situation
10 very unhappy

Some adjectives describe a mixture of feelings, e.g.:

fed up = bored or frustrated and unhappy (especially with a situation that has gone on too long)
I'm really fed up with my job. I think I'm going to look for something else.

2 Idioms

a Look at the highlighted idioms and try to guess their meaning.

1 I'm sick and tired of telling you to do your homework. Just do it!
2 When I saw the burglar I was scared to death.
3 He finally passed his driving test! He's jumping for joy!
4 I'm feeling down with all this rain. I can't seem to cheer up.
5 I'm completely worn out. I just want to sit down and put my feet up.
6 When I saw her, I couldn't believe my eyes. She looked ten years younger.

b Match the idioms in a above and the feelings below.

A exhausted
B (be) very surprised
C fed up
D terrified
E sad, depressed
F extremely happy

Remember you can't use very, extremely, etc. with strong adjectives. If you want to use an intensifier, use absolutely, e.g., absolutely astonished NOT very astonished.

Can you remember the words on this page?
Test yourself or a partner.

+p.53
The body

1 Parts of the body and organs

Match the words and pictures.

- ankle
- calf /kæf/ (pl calves)
- heel
- elbow /ˈelbou/
- wrist
- nails
- palm /pæm/
- brain
- heart /hart/
- kidneys
- liver
- lungs

2 Verbs and verb phrases

a Match the verbs with the parts of the body.

<table>
<thead>
<tr>
<th>arms /ˈaɪms/</th>
<th>eyebrows /ˈaɪbraʊz/</th>
<th>hair (x2)</th>
<th>hand (x2)</th>
<th>head (x2)</th>
<th>nails</th>
<th>nose</th>
<th>shoulders</th>
<th>teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 bite your nails</td>
<td>7 hold somebody's ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 blow your ___</td>
<td>8 nod your ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 brush your ___ / ___</td>
<td>9 shake your ___ (to say no)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 clap your ___ ___</td>
<td>10 raise your ___ (to show surprise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 comb your ___ ___</td>
<td>11 shake ___ ___ (with someone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 fold your ___ ___</td>
<td>12 shrug your ___ ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Read the sentences. Write the part of the body related to the bold verb.

1 He winked at me to show that he was only joking. ___
2 The steak was tough and difficult to chew. ___
3 When we met, we were so happy we hugged each other. ___
4 Don't scratch the mosquito bite. You'll only make it worse. ___
5 She sadly waved good-bye to her boyfriend as the train left the station. ___
6 Some women think a man should kneel down when he proposes marriage. ___
7 The teacher frowned /fraʊnd/ when she saw all the mistakes I had made. ___
8 The painting was so strange I stared /stɑːrd/ at it for a long time. ___
9 She got out of bed, yawned /ˈyɔnd/ , and stretched. ___ / ___
10 If you don't know the word for something, just point at what you want. ___

3 Idioms

Complete the sentences with a part of the body.

chest foot feet hand head heart (x2) leg stomach tongue /tʌŋ/  

1 Could you give me a with my homework? It's really difficult. ___
2 You really put your ___ in your mouth when you told Mark that Jane had been married before. ___
3 You can't be serious. You must be pulling my ___ ! ___
4 I can't remember her name, but it's on the tip of my ___ . ___
5 I'm not sure I want to go climbing anymore. I'm starting to get cold ___ . ___
6 The test is on Friday. I have butterflies in my ___ ! ___
7 When Miriam left David, she broke his ___ . ___
8 I can't get that song out of my ___ . I keep whistling it. ___
9 You need to learn the irregular past tenses by ___ . ___
10 I need to tell somebody about it and get it off my ___ . ___

Can you remember the words on this page? Test yourself or a partner. ☞ p.62
Music

1 Instruments and musicians
a Match the words and pictures.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>bass</td>
<td></td>
</tr>
<tr>
<td>guitar</td>
<td></td>
</tr>
<tr>
<td>cello</td>
<td></td>
</tr>
<tr>
<td>drums</td>
<td></td>
</tr>
<tr>
<td>keyboard</td>
<td></td>
</tr>
<tr>
<td>flute</td>
<td></td>
</tr>
<tr>
<td>piano</td>
<td></td>
</tr>
<tr>
<td>saxophone</td>
<td></td>
</tr>
<tr>
<td>trumpet</td>
<td></td>
</tr>
<tr>
<td>violin</td>
<td></td>
</tr>
</tbody>
</table>

b What do you call the musicians who play each of the instruments above? Write the word next to the name of the instrument. Underline the stressed syllable.

- bassist /ˈbeɪzɪst/}
- cellist /ˈsɪlst/}
- drummer /ˈdrʌmər/}
- pianist /ˈpɪənɪst/}
- saxophonist /ˌsæksəˈfonɪst/}
- trumpeter /ˈtrʌmptər/}
- violinist /ˈvaɪələnɪst/}

2 Adjectives and phrases to describe music
Match the sentences.

1 This song has incomprehensible lyrics.  A The rhythm makes you want to tap your feet.
2 It's a very catchy song.  B It almost puts me to sleep.
3 This music is so moving.  C The music sounds familiar.
4 It's a song with a very strong beat.  D I can't understand what it's about.
5 I think his voice is very monotonous.  E I've been humming it all day.
6 I don't know what it's called, but I recognize the tune /tun/.  F It almost makes me want to cry.

3 Idioms
Complete the sentences with the correct music idiom.

- tooting his own horn
- face the music
- good ear for music
- music to my ears
- out of tune

1 She has a good ear for music. She can sing a tune as soon as she hears it.
2 He's not singing at the same pitch as we are. He's completely out of tune!
3 He's always tooting his own horn. He tells everyone how wonderful he is.
4 The others ran away, leaving her to face the music. She got punished for what they had all done.
5 When I heard the news, it was music to my ears. It was exactly what I wanted to hear.

Can you remember the words on this page? Test yourself or a partner.  p.70
1 Journalists and people in the media

Match the words and definitions.

<table>
<thead>
<tr>
<th>critic</th>
<th>editor</th>
<th>freelance journalist</th>
<th>news anchor</th>
<th>paparazzi /'papa*ratsi/</th>
<th>press photographer</th>
<th>reporter</th>
<th>sports commentator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>photographers who follow famous people around to get photos of them to sell to a newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>a person who writes about the good / bad qualities of books, concerts, theater, movies, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>a person who describes a sports event while it's happening on TV or radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>a person who collects and reports news for newspapers, radio, or TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>a person in charge of a newspaper or magazine, or part of one, who decides what should be in it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>a person who announces the news</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>a person who writes articles for different newspapers and is not employed by a single newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>a person who takes photos for a newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Sections of a newspaper or news website

Match the words and pictures.

- advertisement
- cartoon
- crossword puzzle
- front page
- horoscope
- review /ri'veyu/
- classified ads
- weather forecast

3 Adjectives to describe the media

Match the sentences. Then look at the way the bold adjectives are used in context, and guess their meaning.

1 The reporting in the paper was very sensational.
2 The news on that TV channel is really biased /'baisid/.
3 This is the most objective of the Sunday papers.
4 The movie review was generally accurate /'ækju*rat/.
5 I think the report was censored.

A It said the plot was poor but the acting good, which I think was true.
B It bases its stories just on facts, not on feelings or beliefs.
C The newspaper wasn't allowed to publish all the details.
D It made the story more shocking than it really was.
E You can't believe anything you hear on it. It's obvious what political party they favor!

Can you remember the words on this page?
Test yourself or a partner.

O p.78

4 The language of headlines

Match the highlighted “headline phrases” with their meanings.

- Famous actress in restaurant bill spat
- President backs senator in latest scandal
- Team manager to quit after shock defeat
- Prince to wed 18-year-old TV soap star
- Probe finds chemicals in drinking water
- Thousands of jobs axed by US companies
- Police quiz witness in murder trial

A argument
B have been cut
C question, interrogate
D is going to leave (a job)
E is going to marry
F investigation
G has been badly affected
H supports

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## Cities and towns

### 1 Buildings, landmarks, and getting around

Write at least four words in each column.

<table>
<thead>
<tr>
<th>baseball stadium</th>
<th>bicycle lane</th>
<th>cable car</th>
<th>chapel</th>
<th>concert hall</th>
<th>courthouse</th>
<th>harbor</th>
<th>hill</th>
<th>mosque</th>
</tr>
</thead>
<tbody>
<tr>
<td>pedestrian mall</td>
<td>skyscraper</td>
<td>square</td>
<td>statue</td>
<td>synagogue</td>
<td>temple</td>
<td>tower</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>places of worship</th>
<th>other buildings</th>
<th>other landmarks and sights</th>
<th>getting around</th>
</tr>
</thead>
<tbody>
<tr>
<td>cathedral</td>
<td>town hall</td>
<td>bridge</td>
<td>subway</td>
</tr>
</tbody>
</table>

### 2 Where people live / work

**a** Match the words and definitions.

1. **downtown**
2. in a (friendly) neighborhood
3. in the suburbs /ˈsəbərbs/
4. on the outskirts
5. in the (financial) district
6. in (the) old town

**A** a part of a city / town and the people who live there
**B** the area outside the central part of a city
**C** the historic part of a city / town
**D** an area where, e.g., all the banks (or theaters, etc.) are
**E** the central part of a city / large town
**F** part of a city / town farthest from the center; on the edge of the city / town

**b** Describe where you live.

### 3 City problems

**a** Complete the Problems column with a word from the list.

<table>
<thead>
<tr>
<th>beggars</th>
<th>homeless people</th>
<th>overcrowding</th>
<th>pollution</th>
<th>poverty</th>
<th>slums</th>
<th>traffic jams</th>
<th>vandalism</th>
</tr>
</thead>
</table>

1. There are a lot of ___________ and congestion, especially during rush hour.
2. There are ___________ on the outskirts of the city, where the houses are in very bad condition.
3. There is a lot of ___________ and often pay phones are destroyed and don't work.
4. In some parts of the city there is a lot of ___________ with too many people living in one building.
5. There is too much ___________ caused by car fumes and factory emissions.
6. There are a lot of ___________ who sleep on the streets.
7. ___________ are poor people who stop you on the street and ask you for money.
8. There is a lot of ___________ in this country. Many people are earning less than a dollar a day.

**b** Which of these are problems in your country?

### 4 Adjectives to describe a city / town

Match the sentences.

1. Toronto is a very **cosmopolitan** city.
2. This area of the city is very **run-down**.
3. It's a very **industrial** city.
4. Cuzco is a very **historic** city.
5. I think my town is very **provincial**.
6. Seoul is a **vibrant** /ˈvɜːbrənt/ city.
7. This city is terribly **polluted**.

**A** It has many interesting old buildings and monuments.
**B** It's full of life and energy.
**C** It's full of people from different cultures.
**D** People here aren't interested in new ideas.
**E** The air is dirty and dangerous to breathe.
**F** The buildings are in bad condition.
**G** There are a lot factories in and around the city.

---

Can you remember the words on this page? Test yourself or a partner.

+ p.89

---

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1 Verbs and expressions

a Complete with verbs from the list.

<table>
<thead>
<tr>
<th>become</th>
<th>expand</th>
<th>export</th>
<th>import</th>
<th>launch</th>
<th>manufacture</th>
<th>market</th>
<th>merge</th>
<th>set up</th>
<th>take over</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a company (= start)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a product (= make in a factory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a product (= sell using advertising, packaging, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>materials (= buy from another country)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>your product (= sell to other countries)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>(= get bigger)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>the market leader (= be the most successful company)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>another company (= get control of)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>a new product, an advertising campaign (= show for the first time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>with another company (= combine to make one single company)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Do or make? Put the words or phrases in the correct column.

<table>
<thead>
<tr>
<th>business (with)</th>
<th>a deal</th>
<th>a decision</th>
<th>an investment</th>
<th>a job</th>
<th>market research</th>
<th>money</th>
<th>a profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>make</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can you remember the words on this page? Test yourself or a partner.

<< p.105

2 Organizations and people

a Organizations. Match the words and definitions.

- a branch
- a business / company / firm / farm /
- the headquarters
- a multinational (company)

1 ______ a group of stores, hotels, etc. owned by the same person or company
2 ______ an organization that produces or sells goods or provides a service
3 ______ a company that has offices or factories in many countries
4 ______ the main office of a company
5 ______ an office or store that is part of a larger organization

b People. Match the words and definitions.

- the chief executive officer (CEO)
- a client /'klaɪənt/
- a coworker
- a customer
- an employee
- an employer
- the head of the department
- a manager
- the owner
- the staff

1 ______ the group of people who work for an organization
2 ______ a person who works for somebody
3 ______ a person or company that employs other people
4 ______ someone who buys goods or services, e.g., from a store
5 ______ someone who receives a service from a professional person
6 ______ a person who works with you
7 ______ the leader of a large company or organization
8 ______ the person who owns a business
9 ______ a person who is in charge of a department in an organization
10 ______ a person in charge of part of an organization, e.g., a branch

3 Advertising

Match the words / phrases and pictures.

- advertisement / ad
- commercial
- logo /ˈlɔʊɡəʊ/
- slogan /ˈsloʊɡən/
- junk mail
- cold-calling

Can you remember the words on this page? Test yourself or a partner.

<< p.105
Phrasal verbs in context

FILE 1
Complete the phrasal verbs from File 1 with the correct particle.

back  down (x2)  up (x3)

1. My brother and his girlfriend broke _______ last month.
2. I can't talk now; I'm driving. I'll call you _______ in 15 minutes.
3. Scientists have come _______ with new ways to save energy.
4. The doctor said that I had to cut _______ on coffee.
5. Don't give _______. If you keep trying, you'll find a good job soon.
6. Slow _______! You're going to get a speeding ticket.

FILE 2
Complete the phrasal verbs from File 2 with a verb in the correct form.

break  burst  leave  put  turn

1. Everyone _______ out laughing when Jimmy arrived wearing a large, white hat.
2. Can you _______ the TV up? I can't hear it with the children shouting in the kitchen.
3. Don't _______ anything behind when you get off the plane.
4. Riots _______ out in the capital city, and the police were called in.
5. If you take any of my things, please _______ them back when you've finished with them.

FILE 3
Match the phrasal verbs from File 3 with a definition A–E.

1. Watch out. There are usually pickpockets at this station.  _______ A. continue
2. The company has been going through a bad period recently.  _______ B. leave
3. The police told us to get out because the building wasn't safe.  _______ C. stop operating
4. If we keep on polluting the planet, we're going to destroy it.  _______ D. be careful
5. The restaurant wasn't popular and it closed down last year.  _______ E. experience or suffer

FILE 4
Complete the phrasal verbs from File 4 with the correct particle.

down  off  on  out (x2)

1. If there is an emergency, all passengers must get _______ of the plane as fast as they can.
2. The tour guide pointed _______ some fascinating landmarks to us.
3. Jessica was getting really angry with Tom, so I told her to calm _______.
4. Hold _______ to me. It's very slippery and you might fall.
5. The teacher told me _______ because I hadn't done my homework.

FILE 5
Complete the phrasal verbs from File 5 with the correct verb.

catch  eat  fall  fill  lie  put

1. I'm exhausted. I'm going to _______ down for half an hour.
2. I'm not very good at ice skating. I always _______ down at least 20 times!
3. We stopped at a gas station to _______ up with gas.
4. I'm looking forward to the party. It'll be a good chance to _______ up with some old friends.
5. It's very easy to _______ on weight if you _______ out several times a week.

FILE 6
Match the phrasal verbs from File 6 with a definition A–E.

1. The teacher hurried _______ through the last part of the class.  _______ A. hit something, usually violently, while moving
2. I'll only call you if something interesting _______ up in the meeting.  _______ B. hit and knocked to the ground by a vehicle
3. James thought up _______ a brilliant new idea for our new product.  _______ C. produce or invent
4. An old man was run over _______ in the crosswalk.  _______ D. rush to complete something quickly
5. A truck crashed into _______ my car when it was parked outside my house.  _______ E. mentioned in a discussion

FILE 7
Complete the phrasal verbs from File 7 with the correct form of the verb.

dead  go  pick  take

1. I don't know what's _______ on. Can anyone tell me what's happening?
2. We got completely lost and we _______ up miles away from where we wanted to go.
3. I'll _______ you up at the station if you tell me what time your train arrives.
4. I've decided to _______ up a new hobby – I'm going to learn to dance salsa.
English sounds

vowels followed by /r/
diphthongs

1. tree /tri/
2. fish /fiʃ/
3. ear /ɪər/
4. cat /kæt/
5. egg /ɛɡ/
6. chair /tʃeər/
7. clock /klɒk/
8. saw /sɔ/
9. horse /hɔrs/
10. boot /bʌt/
11. bull /bʊl/
12. tourist /ˈtʊrɪst/
13. up /ʌp/
14. computer /kəmˈpjuːtər/
15. bird /bɜːrd/
16. owl /ˈaʊl/
17. phone /fəʊn/
18. car /kɑːr/
19. train /trɛin/
20. boy /bɔɪ/
21. bike /baɪk/
22. parrot /ˈpærət/
23. bag /bæg/
24. keys /kɪz/
25. girl /ɡɜːl/
26. flower /ˈflaʊər/
27. vase /veɪs/
28. tie /taɪ/
29. dog /dɒg/
30. snake /sneɪk/
31. zebra /ˈzebrə/
32. shower /ˈʃaʊər/
33. television /təˈleviʒn/
34. thumb /θʌm/
35. mother /ˈmʌðər/
36. chess /tʃes/
37. jazz /dʒæz/
38. leg /leg/
39. right /rɛt/
40. witch /wɪtʃ/
41. yacht /jətʃ/
42. monkey /ˈmʌŋki/
43. nose /nəʊz/
44. singer /ˈsɪŋər/
45. house /hɔʊs/
### Sounds and spelling – vowels

<table>
<thead>
<tr>
<th>usual spelling</th>
<th>but also</th>
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</thead>
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<tr>
<td>ee sneeze feel</td>
<td>believe key</td>
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<td>ea easy team</td>
<td>people ski</td>
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<td>e even recent</td>
<td>heavy police</td>
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<td>i twisted blister</td>
<td>reliable women</td>
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<td>silk fitness</td>
<td>bandage business</td>
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<td>sick slipper</td>
<td>build symptoms</td>
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<td>ere atmosphere</td>
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<td>e energy pessimist</td>
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<td>aw awful thaw</td>
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<td>augh manslaughter</td>
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<td>caught</td>
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<td>or boring forgery</td>
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<td>boot</td>
<td>routine juice</td>
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<td>oo loose moody</td>
<td>move soup</td>
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<td>u* confused flu</td>
<td>shoe beautiful</td>
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<td>ew chew news</td>
<td>through</td>
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* especially before consonant + e

### Usual spelling

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<td>oo bookcase</td>
<td>woman</td>
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<td>board</td>
<td>hooded stood</td>
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<td>stood</td>
<td>wool</td>
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<td>tourist</td>
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<td>u punish jungle</td>
<td>flood blood</td>
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<td>impulsive</td>
<td>rough enough</td>
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<td>scruffy</td>
<td>couple trouble</td>
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<td>trumpet stunned</td>
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<td>er or (unstressed)</td>
<td>become money</td>
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<td>up</td>
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<td>Many different spellings, always unstressed.</td>
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<td>terrified</td>
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<td>earth learn</td>
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<td>bird</td>
<td>world worse</td>
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<td>ir firm thirsty</td>
<td>journey blazing</td>
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<td>ur burn hurt</td>
<td>treasure</td>
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<tr>
<td>er or (unstressed)</td>
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<td>concert doctor</td>
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<td>ou ground council</td>
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<td>boy</td>
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<td>i* crime wise</td>
<td>eyebrow height</td>
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<td>y style nylon</td>
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<td>bike</td>
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### Sounds and spelling – consonants

<table>
<thead>
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<th>usual spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>p</strong> press plain</td>
<td><strong>th</strong> theory thrilled</td>
</tr>
<tr>
<td><strong>pp</strong> kidnapping disappear</td>
<td>healthy truth</td>
</tr>
<tr>
<td><strong>b</strong> burglar bribe</td>
<td><strong>th</strong> although breathe</td>
</tr>
<tr>
<td><strong>bb</strong> stubborn robbery</td>
<td>neither rhythm</td>
</tr>
<tr>
<td><strong>c</strong> calm ironic</td>
<td><strong>t</strong> (<strong>+ure</strong>) immature</td>
</tr>
<tr>
<td><strong>ck</strong> trick neck</td>
<td><strong>ti</strong> question suggestion (after <em>s</em>)</td>
</tr>
<tr>
<td><strong>g</strong> global guilty</td>
<td><strong>g</strong> jealous injury</td>
</tr>
<tr>
<td><strong>gg</strong> mugger beggar</td>
<td><strong>j</strong> generous original</td>
</tr>
<tr>
<td><strong>f</strong> fed up grateful</td>
<td><strong>-dge</strong> judge</td>
</tr>
<tr>
<td><strong>ff</strong> traffic offended</td>
<td>soldier</td>
</tr>
<tr>
<td><strong>v</strong> violin velvet</td>
<td><strong>jazz</strong></td>
</tr>
<tr>
<td><strong>ve</strong> sleeve wave</td>
<td><strong>leg</strong></td>
</tr>
<tr>
<td><strong>t</strong> trendy terrorist</td>
<td><strong>l</strong> launch employ</td>
</tr>
<tr>
<td><strong>tt</strong> settled patterned</td>
<td>deal blackmail</td>
</tr>
<tr>
<td><strong>d</strong> dream denim</td>
<td><strong>ll</strong> college chilly</td>
</tr>
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<td><strong>dd</strong> address middle</td>
<td><strong>r</strong> relieved reporter</td>
</tr>
<tr>
<td><strong>s</strong> strange responsible</td>
<td><strong>w</strong> wave waist</td>
</tr>
<tr>
<td><strong>ss</strong> depressing possessive</td>
<td>one once</td>
</tr>
<tr>
<td><strong>ce/se</strong> peace promise</td>
<td><strong>wh</strong> whatever wheel</td>
</tr>
<tr>
<td><strong>c</strong> celebrity city cyclist</td>
<td><strong>y</strong> yoga yawn</td>
</tr>
<tr>
<td>(before <em>e, i, y</em>)</td>
<td><strong>yacht</strong> yogurt yourself</td>
</tr>
<tr>
<td><strong>singer</strong></td>
<td><strong>u</strong> university music</td>
</tr>
<tr>
<td><strong>m</strong> medicine media</td>
<td><strong>view</strong></td>
</tr>
<tr>
<td><strong>mm</strong> commercial</td>
<td><strong>monkey</strong></td>
</tr>
<tr>
<td><strong>t</strong> (<strong>+ure</strong>) immature</td>
<td><strong>media</strong></td>
</tr>
<tr>
<td><strong>rr</strong> terrified hurricane</td>
<td><strong>d</strong> damp homeless</td>
</tr>
<tr>
<td><strong>rr</strong> terrified hurricane</td>
<td><strong>h</strong> historian</td>
</tr>
<tr>
<td><strong>t</strong> (<strong>+ure</strong>) immature</td>
<td><strong>design</strong></td>
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<td><strong>tt</strong> settled patterned</td>
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<td><strong>d</strong> dream denim</td>
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<td><strong>dd</strong> address middle</td>
<td><strong>comb</strong></td>
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<td><strong>s</strong> strange responsible</td>
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<td><strong>ss</strong> depressing possessive</td>
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<tr>
<td><strong>ce/se</strong> peace promise</td>
<td><strong>thumb</strong></td>
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<tr>
<td><strong>c</strong> celebrity city cyclist</td>
<td><strong>kneel</strong> knew</td>
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<tr>
<td>(before <em>e, i, y</em>)</td>
<td><strong>whole</strong></td>
</tr>
<tr>
<td><strong>n</strong> needle nervous</td>
<td><strong>design</strong> foreign</td>
</tr>
<tr>
<td><strong>nn</strong> tennis connection</td>
<td><strong>design</strong> foreign</td>
</tr>
<tr>
<td><strong>z</strong> zero freezing</td>
<td><strong>-ng</strong> lightning pouring</td>
</tr>
<tr>
<td><strong>zz</strong> dizzy blizzard drizzle</td>
<td>tongue scorching</td>
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<tr>
<td><strong>z</strong> zero freezing</td>
<td>before <em>k</em> wink ankle</td>
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<td><strong>z</strong> zero freezing</td>
<td><strong>ng</strong> lighting pouring</td>
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<td><strong>zz</strong> dizzy blizzard drizzle</td>
<td>tongue scorching</td>
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<tr>
<td><strong>z</strong> zero freezing</td>
<td>before <em>k</em> wink ankle</td>
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### An unusual sound.

- Decision confusion pleasure usually garage
- Traffic offended
- Worked passed
- Debt doubt
- Receipt

### but also

- Theory thrilled
- Healthy truth
- Although breathe
- Neither rhythm
- Immature
- Question suggestion (after *s*)
- Soldier
- Cello
- Wave waist
- One once
- Language quiet
- Thumb wrinkled
- Rhythm
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Get everyone talking

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A balance of skills, vocabulary, pronunciation, and grammar gets students speaking with confidence.

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- Full teaching notes and extra suggestions plus tips for mixed-ability classes
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Student Book 4

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