NEW Total English
INTERMEDIATE

Students’ Book with ActiveBook
plus Vocabulary Trainer

Rachael Roberts, Antonia Clare and JJ Wilson
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1 a Do you know these tenses? Match the sentences (1-5) with the tenses (a-g).
1 I’ve lived here since I was a child.
2 She’s studying French at the Sorbonne.
3 We left the office at about 7:00 p.m.
4 I’d already eaten lunch so I wasn’t hungry.
5 He was playing his guitar when the string broke.
6 I’m leaving the company in July.
7 I write about fifteen emails a day.

a Present Simple
b Present Continuous (for ongoing actions)
c Present Continuous (for future actions)
d Present Perfect
e Past Simple
f Past Continuous
g Past Perfect

b Complete the sentences with the tenses (a-g) from exercise 1a.
1 We use the _____ to describe something that started and finished in the past.
2 We use the _____ to describe a future plan.
3 We use the _____ to describe something that started in the past and continues in the present.
4 We use the _____ to describe something that is a state, habit or general truth.
5 We use the _____ to describe a temporary situation that is happening around now.
6 We use the _____ to describe something that happened before another event in the past.
7 We use the _____ to describe something temporary that was in progress at a time in the past.

Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

Idiom (x2)  phrasal verb (x2)  prefix (x2)  suffix (x2)

1 The story was unbelievable!
2 Can you give me a hand with this?
3 She grew up in Ecuador.
4 I’ve given up eating chocolate!
5 This meat is overcooked.
6 Happiness is the most important thing.
7 This is the poem that I learned by heart.
8 I was always useless at Maths.

2 a Complete the mind maps with words from the box.

beach coffee colleague daughter
doorbell hall husband island potato
roof sightseeing stepmother tourist
vacuum cleaner vegetable yoghurt

t ravel

b Underline any /a/ sounds in the words in exercise 2a.

c Add some more words to each mind map.

3 a Complete the table with the correct verbs, nouns and adjectives.

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<th>adjective</th>
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<td>(s)</td>
<td>educated</td>
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<td>(s)</td>
<td>improvement</td>
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<td>televoir</td>
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<td>x</td>
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<td>(s)</td>
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<td>x</td>
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<td>(s)</td>
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<td>attraction</td>
<td>(s)</td>
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<tr>
<td>x</td>
<td>application</td>
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b Mark the main stress in the words in the table in exercise 2a. How many syllables are there in each word?

4 Lead-in

1 Work in pairs and look at the photos. What relationship do you think the people in each photo might have?

2 Put the words in the box under these headings:

(a) work/school, (b) family, (c) friends, (d) other. Can you add
any more words under each heading?

acquaintance best friend boss classmate close friend colleague ex-girlfriend father-in-law friend of a friend stranger old friend team-mate

3 Match the phrases in bold from A with the correct definition from B.

**A**
1 I’m sorry you’re leaving. Let’s keep in touch.
2 We have the same sense of humour and like the same jokes.
3 We’re both sporty. In fact, we have a lot in common.
4 I hope we don’t lose touch when you move away.
5 He’s really nice when you get to know him.
6 I really enjoy her company.
7 They fell out over money and didn’t speak to each other for years.
8 We’re really on the same wavelength.

**B**

a not stay in contact
b like to be with him/her
c know him/her better
d find the same things funny
e like/enjoy the same things
f stop being friends
g understand each other well
h stay in contact

4 Look at the words from the box in exercise 2 and think of four people you know. Work in pairs and describe your relationship with the people you chose.
1.1 A lot in common?

Grammar | auxiliary verbs (do, be, have)

Can do | encourage further conversation by expressing interest in what is said

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Speaking and listening

1. Work in pairs. Match the hobbies (1–8) with the photos (A–E).
   1. snowkiting
   2. t'ai chi
   3. juggling
   4. sudoku
   5. aerobatics
   6. tennis
   7. hiking
   8. hiking

2. Complete the phrases in bold with the prepositions from the box.
   - about (x3) at for on (x2) in (x2) to
   1. What subjects do you like reading _____?
   2. What do you use the Internet ______?
   3. What activities and hobbies are you good ______?
   4. What do you spend too much time ______?
   5. What do you worry ________?
   6. What types of exercise are you keen ________?
   7. What do you usually talk ________ with friends?
   8. What cultures are you interested ________?
   9. What clubs do you belong ________?
   10. How many languages are you fluent ________?

3. Work in pairs. Choose five questions from exercise 2a and write down what you think your partner’s answers will be.

4. Ask your partner your questions. Were your ideas correct?

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Grammar | auxiliary verbs (do, be, have)

5. a. Look at the Active grammar box. Complete the example sentences with an auxiliary verb. Make sure you use the correct tense.
   b. Listen and check your answers.

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Pronunciation | intonation in echo questions

6. a. Write echo questions for these sentences:
   - I grew up in Peru.
   - Did you?
   - I live in a seven-bedroom house.
   - My boyfriend has travelled round South America.
   - Next year I’m going to university.
   - Last year I won a medal for swimming.
   - I’m learning to drive at the moment.
   - We both hate spaghetti.
   - They’ve just moved to Egypt.
   - He eats six eggs a day.

   b. Listen and check your answers.

7. a. Listen again, and notice if the person asking the echo questions sounds interested or not. What happens to the intonation when he sounds interested?
   b. Work in pairs. Practise the dialogues in exercise 7a. Try to show that you are interested and encourage your partner to say more.

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Speaking

8. a. You are going to try to find something in common in the class you don’t know very well. First, complete the following sentence in different ways.
   I’d like to find someone who...
   - writes poetry.
   - is a really good cook.

   b. Ask your classmates questions to try and find someone for each of your sentences. Show your interest through echo questions.
   - Do you write poetry?
   - No, I don’t, but I do write novels.
   - Do you? Have you had anything published?
1.2 How many friends?
Grammar: Present Simple and Present Continuous
Can do: start a conversation with a stranger

Listening
1. Work in pairs and discuss the questions.
   a. Who do you consider to be your best friend?
   b. Where and when did you meet them?
   c. What do you like about them?
   d. How are they different from you?
2. Listen to Pete answering the same questions about his best friend, and note down his answers.

Vocabulary | personality
3. Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

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<th>encouraging</th>
<th>generous</th>
<th>jealous</th>
<th>kind-hearted</th>
<th>mean</th>
<th>pleasant</th>
<th>upbeat</th>
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A/An _______ person ...
1. is friendly and well-behaved.
2. cares about you and wants to help you.
3. always does what you need them to.
4. is unhappy if you have something they'd like themselves.
5. happily gives you whatever you need.
6. has a positive, optimistic attitude.
7. tries to give you the confidence to succeed.
8. is angry and unhappy for long periods.
9. thinks of themselves first.
10. doesn't like giving anything away.

b. Choose three adjectives in exercise 3a which you think are most important in a good friend. Explain why.

c. Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.

Speaking
1. Work in pairs and discuss the questions.
   a. When was the last time you made a new friend?
   b. How did you meet?
2. Complete the How to... box with the headings below.
   • at a bus stop • at a party • on public transport
   A _______ : Cold today, isn’t it?
   B _______ : Excuse me, could you tell me the time?
   C _______ : Excuse me, is anyone sitting here?
   D _______ : So how do you know Jason? (the host)

3. How to... start a conversation with a stranger

4. a. Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.
   b. Choose three adjectives in exercise 3a which you think are most important in a good friend. Explain why.
   c. Respond to each conversation starter in the table in exercise 4b.
   d. Work in pairs. Choose a conversation starter and write a short conversation.

Reading and speaking
9. Work in pairs and discuss the questions.
   1. Look at the photos. What aspects of culture do they represent?
   2. What are some typical features of your culture?
   3. How is your culture different from other cultures you know about? How is it similar?

10. Work in pairs. You are each going to read about a cultural misunderstanding.
    Student A: read the text on this page and answer the questions below.
    1. What did Kyle’s father-in-law do?
    2. How did he usually react?
    3. What happened when she got angry?
    4. What did her husband explain?
    Student B: read the text and answer the questions on page 147.

b. Tell your partner about the story you read and listen to your partner’s story. Ask questions about anything you don’t understand.

c. Have you ever had a cultural misunderstanding? Tell your partner what happened.

Not in my culture...

‘Ah, Kyle, gordita, como estas?’ (translation: ‘Ah, Kyle, fatty, how are you?’)

This is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband’s parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I’d had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked ‘even fatter than normal’, I lost my temper. Well, you look older and more wrinkly than normal! Silence. I turned bright red as I realised I’d just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. ‘Why in the world would you insult my dad like that?’ he asked. I told him, ‘I’d had enough of the weight comments, tell him to stop insulting me.’ And then my husband told me that in Chile, ‘gordita’ is a term of endearment and is only used lovingly. He also explained that it’s not at all impolite to bring up other people’s weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fattier/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.
How many friends should you have?

People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better.

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: ‘I have loads of friends, but I’m studying as well as working at the moment, so I only see a few friends once a week or so.’

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paul, a graphic designer, thinks he is fairly typical of his generation: ‘I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as on one round the corner.’ However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same – about five.

It appears that whatever technology may make possible, human beings can only manage a small number of ‘true’ friends.

Grammar | Present Simple and Present Continuous

a | Look at the Active grammar box. Match the example sentences (1–5) with the rules (A–E).

b | Complete the table in the Active grammar box with the verbs in the box.

Active grammar

1. People with better social skills do better in the workplace.
2. I have more than 700 Facebook friends.
3. I’m studying as well as working.
4. I see them once a week.
5. I’m reading this at work.

We use the Present Simple for ...

A habits, routines, e.g. sentence
B things that are always true/permanent, e.g. sentence
C describing a state, e.g. sentence

We use the Present Continuous for ...

D things that are happening now at this precise moment, e.g. sentence
E temporary situations that are happening around now, e.g. sentence

You believe you eat go have like live need play think understand want

Action verbs State verbs Both

go, ...
believe, ...
live, ...

We do not usually use state verbs in continuous tenses.
1.3 Brotherly love?

Grammar

Present Perfect Simple and Past Simple

can do

retell a simple narrative in your own words

Reading

4. a. You are going to read a true story about two brothers. Look at the photos on page 15. How could the items in the box be significant?

- an argument
- a business
- a nickname
- a shoemaker
- a wild cat
- the 1932 Olympic Games

b. Now read the article on page 15 and check your ideas.

5. Read the article again. Write true (T) or false (F).

1. The Dasslers’ father was a sportsman.
2. The brothers first made sports shoes at home.
3. They argued about the shoes.
4. They decided to start their own companies.
5. Puma sells more shoes than Adidas.
6. People in the town have now forgotten the argument.

Listening and speaking

1. a. Listen to three people talking about someone who they fell out with. Match the speakers (A–C) with the photos (A–C).

b. Listen again and complete the notes in the table.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do they talk about?</td>
<td>Romain – best friend</td>
<td></td>
</tr>
<tr>
<td>How long have they known/did they know each other?</td>
<td>one year</td>
<td></td>
</tr>
<tr>
<td>Why/When did they fall out?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is their relationship now?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Work in pairs and check your answers.

Vocabulary | arguing

2. Listen to the three people in exercise 1a again and complete the table with phrases which have a similar meaning.

- get angry
- lose your
- have an argument

<table>
<thead>
<tr>
<th>do you ever have arguments with your friends?</th>
</tr>
</thead>
<tbody>
<tr>
<td>have you ever fallen out with a close friend?</td>
</tr>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>What do friends/family usually argue about?</td>
</tr>
</tbody>
</table>

Work in pairs and discuss the questions.

- Do you ever have arguments with your friends?
- Have you ever fallen out with a close friend? What happened?
- What do friends/family usually argue about?

Guessing from context

When you are reading, it is often better to try to guess the meaning of a new word rather than stopping to use a dictionary. It will help you to read more fluently.

Lifelong learning

Adidas® and Puma® have been two of the biggest names in sports shoe manufacturing for over half a century.

Since 1929 they have supplied shoes for Olympic and World Cup-winning football heroes, Muhammad Ali, hip hop stars and rock musicians famous all over the world. But the story of these two companies begins in one house in the town of Herzogenaurach, Germany.

Adolph and Rudolph Dassler were the sons of a shoemaker. They loved sport but complained that they could never find comfortable shoes to play in. Rudolph always said, “You can’t play sports wearing shoes that you’d walk around town with.” So they started making their own. In 1929 Adolph made the first pair of athletics shoes with spikes, produced on the Dasslers’ kitchen table.

On 1 July 1924 they formed a shoe company, Dassler Brothers Ltd and they worked together for many years. The company became successful and it provided the shoes for Germany’s athletes at the 1928 and 1932 Olympic Games.

But in 1948 the brothers argued. No one knows exactly what happened, but family members have suggested that the argument was about money or women. The result was that Adolph left the company. His nickname was Adi, and using this and the first three letters of the family name, Dassler, he founded Adidas.

Rudolph relocated across the River Aurach and founded his own company too. At first he wanted to call it Ruda, but eventually he called it Puma, after the wild cat. The famous Puma logo of the jumping cat has hardly changed since.

After the big split of 1948 Adolph and Rudolph never spoke to each other again and their companies have now been in competition for over sixty years. Both companies were for many years the market leaders, though Adidas has always been more successful than Puma. A hip hop group, Run DMC, has even written a song called My Adidas and in 2005 Adidas bought Reebok®, another big sports shoe company.

The terrible family argument should really be forgotten, but ever since it happened, over sixty years ago, the town has been split into two. Even now, some Adidas employees and Puma employees don’t talk to each other.
8 a Work in pairs. Look at the extracts (a–b) from the story on page 15. Does each one use the Present Perfect Simple or the Past Simple?

1 Since 1928 they have supplied shoes for Olympic athletes.
2 Adidas has always been more successful than Puma.
3 On 21 July 1984 they formed a shoe company, Dassler Brothers Ltd.
4 Run DMC has even written a song called My Adidas.
5 They worked together for many years.
6 The family argument happened ... over sixty years ago.
7 The companies have now been in competition for over sixty years.
8 Ever since it happened ... the town has been split into two.

b Read the Active grammar box and choose the correct underlined words to complete the rules. Use the sentences from exercise 8a and the examples to help you.

Active grammar

1 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a finished period of time in the past. There is no connection to now.
2 We use ago/or for with the Past Simple to say when something happened and ago/or for to talk about the period when something happened.
3 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a period of time that is connected to now.
4 We often use for and since with the Present Perfect. We use for + a point/period of time and since + a point/period of time.
5 We use just with the Present Perfect Simple to show that an action is very recent. I’ve just bought some new shoes.
6 We use not yet/ already with the Present Perfect Simple to emphasise that a situation has not started. We use not yet/ already to emphasise that a situation has started or an action has finished.

I haven’t done the shopping yet.
I’ve already finished cooking.

9 Read the texts below about other famous brothers and sisters and choose the correct words in Italic.

Venus and Serena Williams are both famous tennis stars. They (1) have played/or played each other professionally more than twenty times.

In 2001, the actors Jake and Maggie Gymenhal (2) starred/or have starred together in the film Donnie Darko, where they (3) played/or have played brother and sister.

Penelope Cruz is a world famous actor, but her siblings, Eduardo and Monica are also quite famous. Eduardo (4) has/had has several international hits and Monica is a well-known Spanish actor. She would like to star internationally but she (5) didn’t learn/hasn’t learnt English yet.

10 Complete the sentences with the time expressions from the box.

ago already for just since yet

1 Kylie and Dannii Minogue have been professional performers ... they were children.
2 Kylie’s first performance on television took place over thirty years ....
3 Kylie has ... achieved a lot in her career, but she still seems to have plenty more to offer.
4 Kylie hasn’t ... had as much success in America.
5 Dannii has been a judge on a TV talent show ... a few years now.
6 Dannii has ... started a family. She had her first baby last year.

11 Work in pairs. Do you think it’s a good idea to go into business with your friends and family? Why/Why not?
1 Communication

Can do
describe a friend

a Which of the following are the best ways to meet a new partner? Why?
• through friends
• at a party
• at the gym
• on holiday
• while studying
• on an Internet dating site

b Listen to a short talk about Internet dating and answer the questions.
1 How many people used an Internet dating site in the UK last year?
2 What specialist dating websites does the speaker mention?
3 How is the website CanIntroduceYou.com different from the others?

2 Read the profiles of Nadia and Sam, which were written by their friends. Answer the questions below for each profile.
1 How did they meet?
2 What does each friend say about their friend’s personality?
3 What does each friend say about their friend’s interests?

3 Work in pairs and look at the qualities below. Which five qualities do you think are most attractive in a partner?
• gets on with everyone
• has a great sense of humour
• has an opinion on everything
• is a really good listener
• is genuine, loyal and honest
• is great fun to be around
• is one of the funniest people I know
• is really thoughtful and caring
• is the life and soul of the party
• would do anything for his/her friends
• you will never have a dull moment in his/her company

4 Write a similar profile about a friend of yours. Include the following paragraphs:
1 How you met
2 Personality
3 Interests
4 Conclusion

Key facts:
Name: Nadia Rees
Age: 25
Occupation: Teacher
Location: Bath

Nadia

Key facts:
Name: Sam Walker
Age: 26
Occupation: Engineer
Location: Liverpool

Sam and I have been friends since we shared a house together at university. We have kept in touch ever since as we were always on the same wavelength.

Auxiliary verbs: do, be, have

Questions
Invent the subject and the auxiliary verb. If there is no auxiliary verb, use do/does or did.
Yes/No questions
Are you Polish?
Wh- questions
Where are you going? How did you learn to do that?
Echo questions
He/She/It lives in the country. “Does he/she/it?”
Negatives
We use not or add n’t to the auxiliary. If there is no auxiliary verb use doesn’t, don’t, didn’t.
I’m not afraid.
Short answers
Repeat the auxiliary verb used in the question.
‘Have you finished yet?’ “Yes, I have.”

Present Simple and Present Continuous

We use the Present Simple for habits/routines, things that are always true/permanent and describing a state.
Seung-Ah starts work at eight o’clock.
Spain is a hot country.
Dimitri is really happy about his new job.

We use the Present Continuous for things that are happening now, at this moment and temporary situations that are happening around now (but not at this exact moment).
Jade’s having a shower. I’m learning Spanish for my job.
Main verbs can describe actions or states.
Some verbs have an action meaning as well as a state meaning, so can be used in continuous tenses.
We’re having a wonderful holiday. (have = action/ experience – can be used in the continuous)
We have a lovely room by the sea. (have = possess – can’t be used in the continuous)

I’ve eaten out twice this week. (this week is not yet finished)
I’ve been to Disneyland. (some time in my life up to now)
We often use for and since with the Present Perfect.
We use for + a period of time and since + a point in time.
I’ve known her for two months / since April.
We use just with the Present Perfect Simple to show that an action is very recent.
I’ve just bought some new trainers.
We use not yet with the Present Perfect Simple to emphasise that a situation has not started, and already to emphasise that a situation has started or an action has finished.
I haven’t done the shopping yet.
I’ve already finished cooking.

Phrasal verbs
Form: verb + one or two prepositions (or adverb)
He grew up in France. I got on well with her.
One phrasal verb can have more than one meaning.
Take off: The plane took off at 6:00. I took off my coat.
The meaning often has no connection with the verb.
We ran out of money. (= there is none left)
Phrasal verbs are often informal/spoken English. Often there is a more formal word which means the same.
She looks up to him. (= she respects him)

Key vocabulary
Relationships and arguing
acquaintance be on the same wavelength boss classmate close/old/best friend colleague enjoy his/her company ex-girlfriend fall out (about/over sth) father-in-law friend of a friend get angry get on well get to know him/her have a lot in common have an argument/row have the same sense of humour husband keep in touch lose touch lose your temper see red stepmother stranger team-mate

Verbs/Adjectives + prepositions
belong to fling about good in that keen on read about spend money on talk about interested in use (something) for worry about

Personality
dependable encouraging generous kind-hearted jealous mean pleasant selfish sly unproductive

Phrasal verbs
bring up carry on get on with grow up look after look up to take after tell off

Listen to the explanations and vocabulary.

see Writing page 153
**1 Review and practice**

**Choose the correct words in italics.**
1 Mary is/has taking a shower.
2 Does/Has the postman delivered the post yet?
3 They are/do writing in their journals now.
4 Had/Have your friends spoken to you today?
5 I don’t/haven’t understand this question.
6 Do/Are we going to the theatre tonight?
7 She has/is never been to Hawaii before.
8 Doesn’t/Don’t his mother live here?
9 Haven’t/Didn’t we seen this film already?

**Complete the dialogues with auxiliary verbs.**
1 A: Hi. ______ you know many people here?
   B: Yes, a few. Some of us ______ doing an English course together.
2 A: ______ you live near here?
   B: No, we ______ . We live in Italy.
3 A: ______ you staying in a nice hotel?
   B: Actually, we ______ like it very much.
4 A: ______ you know this area well?
   B: No, we ______ . We ______ never been here before.
5 A: ______ you like the city?
   B: Yes, we ______ enjoying our stay here.
6 A: ______ you worked here long?
   B: No, I ______ . Only one year.
7 A: Liz! What ______ you doing here in Rio?!
   B: I ______ travelling around South America!
8 A: ______ we met before?
   B: Yes, we ______ . We met in Jakarta.

**Complete the telephone conversation with the Present Simple or Present Continuous form of the verbs in brackets.**
Sara: Hi, it’s me. I’m just ringing for a chat. How are you?
Lucy: Oh, fine, you know. How are things?
Sara: Well, I (1) ______ (not/feel) very well, actually.
Lucy: Oh no, what’s the matter?
Sara: I (2) ______ (not/ know) exactly. Probably just a cold. What about you?
Lucy: Well, I (3) ______ (work) in a different office this week.
Sara: Why’s that?
Lucy: I (4) ______ (help out) at another branch because there are a lot of people away. Actually, I (5) ______ (enjoy) the change this week. I (6) ______ (like) meeting new people.
Sara: (7) ______ (do) the same job?
Lucy: More or less, but I (8) ______ (deal) with clients more here. I (9) ______ (think) I might try and do more of that when I go back to my own office.
Sara: Well, it sounds great.
Lucy: Yes, mmm. I’m a bit tired though. I usually (10) ______ (get up) at about 7:30, but this week I (11) ______ (get up) at about six! You know I (12) ______ (hate) getting up that early.

**Complete the email with the Past Simple or Present Perfect Simple form of the verbs in brackets.**
Hi Mateus,
It’s amazing to get in touch with you again on Facebook. You asked for my news. Well, since I (1) ______ (leave) university three years ago, I (2) ______ (do) a Master’s degree in Portuguese literature. I’m now teaching at London University – I (3) ______ (be) here for nearly a year now. It’s hard work, but the students are great! Last year I (4) ______ (get) married – to Sheila, remember her? She (5) ______ (work) in Portugal for a year, but (6) ______ (come) back to the UK last year so we could be together. What else? We (7) ______ (buy) a house and we (8) ______ (be) very busy re-decorating it. It’s nearly finished now. Why don’t you come and stay?
Hope to hear from you again soon,
Chris

**Complete the sentences with a word or phrase which means the same as the words or phrases in brackets.**
Let me introduce you to my colleague
Gustav. (someone you work with)
1 He was a complete ______ . (someone you don’t know)
2 We get on well because we have a lot ______ . (share similar interests)
3 Barbara is ______ Spanish. (speaks very well)
4 When she told me what she’d done, I really ______ . (lost my temper)
5 Are you sure? That’s very ______ of you! (happily give you whatever you need)
6 I told my boss I was having problems at work, but he wasn’t very ______ . (positive towards me)
7 Sophie really ______ her big brother. (admires and tries to be like)
8 Mike ______ smoking even when he felt ill. (continue)
9 I’m not very ______ watching TV. (like/interested in)
10 When we left school, I ______ with him. (stopped being in contact)
Lead-in

1 Work in pairs and discuss the questions.
   1. Which of the different forms of media shown in the photos do you use most?
   2. Has this changed in recent years? Why?

2 Read the article. Are your habits similar to those described?
   Work in pairs and compare your habits with your partner’s.

Recent research has shown that young people now spend more time on the Internet than watching TV. This is partly explained by the fact that the average person surveyed does five other things at the same time as watching TV, including going online to look at websites or to IM (instant message) their friends.

Television remains popular, however, particularly reality shows and soaps. Young people are less likely to watch documentaries or chat shows and tend to get their news online. If they do read a newspaper, their favourite sections are the sports pages, gossip and human interest stories, rather than current affairs or the business section.

Film is also still very popular, particularly comedies and horror films. In recent years, the docu-drama, such as Morgan Spurlock’s Super-size Me, about McDonald’s, has also become fashionable.

3 a What vocabulary can you find in the article in exercise 2 connected with different media? Complete the table.

<table>
<thead>
<tr>
<th>Computers</th>
<th>Television</th>
<th>Film</th>
<th>Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Add any other words you know to each category in exercise 3a. Then work in pairs and compare your ideas.
2.1 Silver screen

**Grammar**
defining relative clauses

can do
give opinions and agree/disagree

**Speaking and reading**

1 Work in pairs. Look at the photos from the film *Man on Wire*. What do you think the film is about?

2 a Read the film review and answer the questions.
1 What type of film is it?
2 What is the film about?
3 Did the critic like the film? Why/Why not?
4 Do you think you would enjoy it? Why/Why not?

b Read the review again and write true (T) or false (F).
1 The World Trade Center had just been completed when Petit decided to do his high wire walk. **T**
2 He finally made his walk between the twin towers six years later. **T**
3 He was already an experienced high wire walker when he made the crossing at the twin towers. **T**
4 Petit and his team managed to get permission to walk between the towers. **T**
5 They used a bow and arrow to get the wire across from one tower to the other. **F**
6 Petit’s team filmed him as he crossed the wire. **T**
7 As soon as he saw the policemen waiting he came off the wire and let them arrest him. **T**

**MAN ON WIRE**

A film to make you feel alive ...

In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper which would change his life. He was sitting in a dentist’s waiting room when he saw an artist’s impression of the soon-to-be-built World Trade Center and decided that one day he would walk on a high wire between the twin towers.

*Man on Wire* is the gripping story of a man who made his dream happen. The film starts on Tuesday August 7th, 1974, the day when Petit finally achieved his goal. We see him heading for the twin towers and then, through interviews and flashbacks, we see everything that led up to that day.

The film first shows us how Petit made his earlier high wire walks at Notre Dame and Sydeny Harbour Bridge, using film and photos taken from the time.

Then the film almost becomes a crime thriller as we see how Petit and his team forged documents, got past security guards and somehow managed to set up the wire between the towers without anyone seeing them or hearing anything.

There were hundreds of unforeseen difficulties; not least how to get the wire from the tower where they stood across to the other tower. They finally solved this by shooting it across with a bow and arrow!

Finally Petit makes his great walk between the towers. There is no film of the original walk, so the whole thing is shown using photos that were taken at the time, a poignant reminder of how the towers used to look. He stayed 1,350 feet above the ground, apparently quite relaxed, for 45 minutes. The policemen whose job it was to arrest Petit, could only stand and watch while he smiled and laughed at them.

What Petit did was, of course, actually a crime, but that doesn’t seem as important as the fact that it was a fascinating and inspiring adventure. A film to make you feel alive.

**Grammar**
defining relative clauses

3 a Complete the extracts from the review with the words in the box.

that when where which who whose

1 In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper _______ would change his life.
2 *Man on Wire* is the gripping story of a man _______ made his dream happen.
3 The film starts on Tuesday August 7th 1974, the day _______ Petit finally achieved his goal.
4 There were hundreds of unforeseen difficulties; not least how to get the wire from the tower _______ they stood, across to the other tower.
5 The whole thing is shown using photos _______ were taken at the time.
6 The policemen _______ job it was to arrest Petit, could only stand and watch while he smiled and laughed.

b Complete the Active grammar box with the relative pronouns in the box in exercise 3a.

**Active grammar**

*Man on Wire* is the gripping story of a man who made his dream happen.

‘who made his dream happen’ is an example of a defining relative clause; it defines exactly who or what we are talking about. This is essential information about a person, a place or a thing.

We use *that* or *which* for people.
We use *that* or *which* for things or animals.
We use *which* for places.
We use *that* for possessions.
We use *when* for time.

In spoken English we often use *that* instead of *who* or *which*.

The actress that stars in that film has beautiful eyes ...

We can leave out the pronouns *who, which or that* if they are the object of the relative clause.

The director was able to use film (which) Petit took in the 70s.

see Reference page 33

4 Add who, which or where to each sentence.
1 That’s the studio the last Bond film was made.
2 Goldeneye is the name of the house Ian Fleming wrote the original stories.
3 Or no is the first Bond book was made into a film.
4 George Lazenby is the man only played Bond once.
5 Daniel Craig is another actor took the role.
6 Derby County is the football team Bond actor Timothy Dalton supports.

5 Rewrite the sentences using a relative pronoun. Make any necessary changes.
Daniel Radcliffe stars in the Harry Potter films.

**Daniel Radcliffe is the actor who stars in the Harry Potter films.**

1 The first Harry Potter film was made in 2001. 2001 is the year ...
2 Joanne Rowling’s books were turned into the Harry Potter films. Joanne Rowling is the author …
3 Most of the outdoor scenes were filmed in Scotland. Scotland is the country ...
4 Warner Brothers produced the films. Warner Brothers is the company ...
5 Richard Harris and Michael Gambon have taken the role of Dumbledore. Richard Harris and Michael Gambon are the actors ...
6 The first three films made $1.3 billion. $1.3 billion is the amount of money ...

**Speaking**

6 Work in pairs. Tell your partner about a film you have seen. Describe …
• the type of film.
• the main characters.
• what happens in the film.
• some scenes you remember.
Complete the How to... box by putting the headings in the box in the correct places (A–E).

Agreeing
- Asking for an opinion
- Giving an opinion
- Saying it may change (according to what happens)

Disagreeing
- I don't think...
- I disagree...
- That’s not true...
- I don’t agree...
- It may not change...

How to... give opinions and agree/disagree

A _______ I think...
   - I guess...
B _______ What do you think?
   - What's your opinion?
C _______ I agree actually.
   - That makes sense.
D _______ That's true, but...
   - I'm not sure about that.
E _______ Well, maybe it just depends (on/who/when)...

Listen to five statements. Decide if you agree or disagree with them.

a Work in pairs. When you watch a foreign language film, do you prefer dubbing or subtitling? Why?

b Listen to three people discussing the same question and compare their ideas to yours.

c Listen again and answer the questions. Write Sue, Kate or Ben.

Who doesn’t like the original actors’ voices being replaced?
Who thinks subtitles are too short to carry all the meaning of the original?
Who thinks that subtitles can be quite inaccurately translated?
Who thinks it’s difficult to concentrate on watching and reading subtitles?
Who thinks it may be confusing to have one voice translating the lines of every character?
Who thinks that it depends on what you’re used to?

Read the Lifelong learning box and follow the instructions.

Using the media!

1. A great way to improve your English is to interact with the language outside the classroom. Make a list of...
   - the magazines that you read in English.
   - the books that you have read and enjoyed in English.
   - the websites that you read in English.
   - the TV programmes that you watch in English.
2. Work in pairs and exchange lists. Ask your partner about their list.
   A: What’s Australianderwork.com?
   B: It’s a website where you can download short videos in English.
   A: What’s this book about?
   B: It’s about a man who...

Listen again and make a list of the good and bad points of each gadget (A–D). Work in pairs and compare your lists.

Work in pairs. Decide which gadget you would most like/least like to have. Explain why.

Complete the How to... box with the prepositions of, for, by and to.

How to... describe an object

Comparing it to something else:
- It’s a kind of music player.
- It’s similar to an mp3.
- It looks like an mp3 player.
Describing its function:
- It’s used for playing music.
- It’s used as a joggers.
- It’s a thing for playing music.
Describing its features:
- It’s made of plastic.
- It’s rectangular/square/circular etc.

Think of a gadget you or someone you know owns. Think about how to describe it using the language in the How to... box in exercise 4.

Work in pairs and tell your partner about the gadget.
**Vocabulary | television**

6 In pairs. The words in the box collocate with television. Does each word go before or after television?

- Channel commercials digital live on the presenter produce programme satellite screen set viewers

- Put the word in brackets in the correct place. Then complete the sentences with your own ideas.

  1. The best ___ television ___ (channel) is ___.
  2. My favourite ___ television ___ (presenter) is ___.
  3. ... is the worst thing ___ television ___ (on).
  4. ___ television ___ (digital) is better because ...
  5. ... is the most exciting ___ television ___ (programme) I’ve ever seen.

- Divide the adjectives in the box below into positive and negative.

- Annoying boring entertaining exciting gripping incredible inspiring nauseating nonsensical unrealistic unwatchable

**Pronunciation | /n/ and /ŋ/**

7a Look at the word entertaining.

How many letter ‘n’s are there? Listen to the word being pronounced. How is the last ‘n’ pronounced?

- Underline the ‘n’s in all the words in exercise 6c. Which ones are pronounced /n/ and which /ŋ/?

- Listen and check your answers. Repeat the words.

- Work in pairs. Think of programmes you have seen which you could describe using the adjectives in exercise 6c.

  I thought it was ... I found it ...

**Reading**

8 Work in pairs. Look at the photos of televisions and discuss the questions.

  1. When do you think they were made?
  2. How are they similar or different from televisions today?

9 Read the article. What do the numbers in the box refer to?

| 1948 | 3,000 | 1936 | 11,000 | 12 |

**Grammar | the passive**

11 Look at the Active grammar box. Complete the example sentences using the article on page 26 to help you. Then match the rules (A–C) with the sentences (1–3).

**Active grammar**

| Present Simple | It _____ thought to be Britain’s oldest working set.
| Past Simple | It _____ made over seven decades ago.
| Present Perfect Simple | The set _____ converted from analogue to digital.
| Modal verbs | It can _____ used for many years to come.

A We use the active to describe what someone/something does.
B We use the passive to describe what happens to someone or something.
C We often use the passive to describe processes: The glass is heated ...
   and in more formal or written contexts: It is thought to be ...
   and to avoid saying who is responsible: The washing-up hasn’t been done yet!

**Reading**

10 Read the article again and write true (T), false (F) or not given (NG).

  1. The television is in excellent working order.
  2. It was removed from London during the Second World War.
  3. It is possible to use the television to watch digital TV.
  4. Jeffrey Borinsky has owned the television since it was made.
  5. Jeffrey particularly likes watching old programmes on the set.
  6. Iain Logie Baird is an inventor.
  7. The majority of pre-War TVs were destroyed during the War.
  8. The television will now go to a museum.

12 Complete the second sentence so it means the same as the first.

  1. In 1939 people could only receive one channel – the BBC.
  2. In 1939 only one channel _____ _ the BBC.
  3. In the 1930s a television was owned for ten to fifteen years.
  4. In the 1930s people _____ a television for ten to fifteen years.
  5. Nowadays people replace their television every two to three years.
  6. Nowadays a television _____ every two to three years.
  7. All pre-War televisions were made in Britain. The British _____ all pre-War televisions.
  8. The Chinese make ninety percent of televisions now. Ninety percent of televisions _____ the Chinese now.
  9. In 1936 people could watch the BBC for just two hours a day.
  10. In 1936 the BBC _____ for just two hours a day.

13a Add one missing word to each sentence.

  1. A father and son who made millions of pounds from fake DVDs have jailed for six years.
  2. Hundreds of thousands of DVDs were produced workers hired by the gang.
  3. The DVDs sold cheaply in pubs and markets.
  4. It is estimated the police that the criminals made around £3,500 a day from the operation.
  5. The gang members lived a life of luxury until they caught.
  6. However, police believe that most of the money the gang made been taken out of the country.
  7. It is estimated that criminal gangs in the UK make about £300 million a year from fake DVDs.
  8. Police dogs have now trained to find hidden DVDs.

b Listen and check your answers to exercise 13a.

see Reference page 33
2.3 Stories in the news

Grammar
Past Simple and Past Continuous

Can do
describe an important event from your life

Speaking and listening

1 a Work in pairs and discuss the questions.
  1 a Do you believe everything you read in the news? Why/Why not?
  2 Read the opinions below. Do you agree with them?

Different newspapers report the same story in different ways.

Newspapers often try to make news stories sound worse than they are.

Newspapers have to make stories sound exciting in order to sell.

b Ask Listen to Eben and Rachel discussing question 1 in exercise 1a. Look at the opinions in exercise 1a and note down who agrees with them – Eben, Rachel or both.

2 a Complete the newspaper headlines (1–6) with the words in the box.

delivers escapes inherits saves survives takes

1 Traffic police officer in Bangkok _______ baby in car
2 Lost driver _______ a wrong turn for 5,000 miles
3 Circus monkey _______ and destroys a restaurant
4 Top chef _______ giant lobster from cooking pot
5 Sailor _______ four months at sea
6 Cat _______ £350,000 house and £100,000 from owner

b Match the headlines (1–6) in exercise 2a with the pictures (A–F). Then work in pairs and describe what you think happened in each situation.

Reading

8 a Read the news stories (A–F) quickly.

b Write the letter(s) of the news story/stories next to the topics (1–7) below.

1 restaurants: B, D
2 travel
3 animals
4 people getting lost
5 food or drink
6 babies or pets
7 survival

A nervous driver who went on a day-trip to Calais ended up in Gibraltar after a five-day mystery tour. Mrs Bright, a recent divorcée, was planning to go to France to buy some wine for a party to celebrate her divorce. However, as she was driving around Calais looking for the supermarket, she took a wrong turn and lost her way. Without a map and unable to speak French, she was too embarrassed to ask for directions and eventually found herself in Gibraltar.

B A giant lobster, saved from the cooking pot by a top chef, has been returned to the sea. Chef Anton Greckly said he was planning to serve the lobster at his expensive restaurant, but decided he couldn’t boil such a fine creature. An employee from the Aquarium Restaurant in Victoria, Australia, took the lobster, named Billy, to the coast to free him. Greckly said: “He has been on this Earth much longer than I have.”

C Pooper, a grey and white cat, has become Britain’s most famous pet. The eight-year-old cat inherited Mrs Rafaela Barrose, died, Mrs Barrose’s neighbours cat. The rich and famous always seem to make new friends easily. After just one day, two local cats were trying to move in with Pooper.

D A monkey who escaped from a local circus, caused £100,000 of damage to a pizzeria after the owner of the restaurant tried to feed it bread and salad. The monkey, named Lala, was sitting in the restaurant bathroom when the owner found her. The escapee dropped a vase, then started throwing paper towels around, and finally turned on the water tap to flood the restaurant in Leine, Germany.

E “He was eating a seagull when we found him,” said a member of the South African navy team that rescued Vietnamese refugee, Parn Hung Kuk from the Atlantic Ocean. Kuk took a day-trip from Cape Town in his boat. After getting lost in a storm, he was rescued four months later. “He was living on seagulls, a turtle and rain water. It’s a miracle he’s still alive,” said the rescue ship’s captain.

F Bangkok traffic police helped to deliver another baby yesterday. Sergeant Sakchai Kodayan is one of 130 members of the city traffic police whose special skills include giving first aid to motorists and helping mothers as they give birth. “I was drinking a coffee and having a cigarette in a café by the road when a taxi driver shouted for help,” said Sakchai. “His passenger was having a baby. It was a boy. The woman said she would call it Sakchai as a way to say thank you.” Sakchai has so far assisted with the birth of twenty-eight babies in his career.

4 Read the news stories again. Answer the questions.

1 a Where did Mrs Bright want to go? b Why didn’t she ask for directions?
2 a Why didn’t the chef cook the lobster? b What did the chef do with the lobster?
3 Who will look after Pooper the cat now? 4 What damage did Lala the monkey do?
5 What did Parn Hung Kuk eat for four months? 6 a What special skills does Sergeant Sakchai Kodayan have? b Why did the taxi driver ask for help?

5 a Look at the table. Complete the collocations (1–7) from the news stories with the words in the box. Then match them to the correct definitions (a–g).

<table>
<thead>
<tr>
<th>Collocation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _______ a wrong turn (story A)</td>
<td>a stop working for a short time</td>
</tr>
<tr>
<td>2 _______ lost (story E)</td>
<td>b go to live in the same house</td>
</tr>
<tr>
<td>3 _______ in with someone (story C)</td>
<td>c go/give back to</td>
</tr>
<tr>
<td>4 _______ damage (story D)</td>
<td>d help someone when they have an injury</td>
</tr>
<tr>
<td>5 _______ to the sea (story B)</td>
<td>e not know where you are</td>
</tr>
<tr>
<td>6 _______ first aid (story F)</td>
<td>f drive in the wrong direction</td>
</tr>
<tr>
<td>7 _______ a break (story F)</td>
<td>g break something by physically attacking it</td>
</tr>
</tbody>
</table>

b Work in pairs. Use the phrases (1–7) in the table in exercise 5b to retell the stories.

c Work in pairs and discuss the questions.

1 Which stories did you find most interesting/?believable/funny?
2 What interesting stories have you heard/seen/read about recently?

Pronunciation

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Vowel</th>
<th>Consonant</th>
<th>Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ee</td>
<td></td>
<td>-eer</td>
<td></td>
</tr>
<tr>
<td>-ese</td>
<td></td>
<td>-ette</td>
<td></td>
</tr>
</tbody>
</table>

A Listen to the words from exercise 6a. What do you notice about the stress pattern? Is there one exception – what is it?

b Can you add any other words to the columns in exercise 6a?

see Pronunciation bank page 163
2.3 Grammar | Past Simple and Past Continuous

7 a Read the Active grammar box and answer question 1.
   b Read rules A and B and find more examples of the Past Continuous in the news stories on pages 28–29. Then answer question 2.

Active grammar

Mrs Bright was planning to go to France .... She was driving around Calais ...

1 Do the underlined verbs describe something complete or something temporary and in progress?
   A We use the Past Continuous and Past Simple together to say that something happened in the middle of a longer action.
   i was taking a break in a café by the road when a taxi driver shouted for help.
   B The Past Continuous is often used to set the scene at the beginning of an article or story.
   This happened about eight years ago when I was studying for my degree. I was feeling a bit tired and ...
   2 Which verbs are not normally used in the continuous form?

Speaking and writing

10 Look at the stages for organising a story below. Then identify the four stages in the story in exercise 9.
   1 Setting the scene: who? when? what? where?
   2 The main sequence of events: what happened?
   3 The big event: something unexpected.
   4 Result: what happened in the end.

11 a Choose one of the events below. Make notes on what you were doing, where you were living and what you were hoping for at the time.
   i someone was born
   ii you received some good news
   iii you received your exam results
   iv a big event: something unexpected.
   v an interesting/important event in your life

b Plan the sequence of your story using the four stages in exercise 10.

12 a Find the odd one out in these phrases.
   go on (a) strike ✓ (b) holiday ✓ (c) work ✓
   You can go to work, but not go on work.
   i make (a) a job (b) a discovery (c) a profit
   ii come into (a) fashion (b) money (c) movement
   iii win (a) a team (b) a race (c) a match
   iv commit (a) a crime (b) business (c) suicide
   v develop (a) news (b) an idea (c) a product
   vi have (a) a baby (b) death (c) a play
   viii perform (a) a match (b) a song (c) a play
   ix cause (a) trouble (b) an accident (c) a time
   x break (a) a price (b) a record (c) up with someone

b Which collocations from exercise 10 can you use to describe the photos (A–D)?

Which collocations use ‘a’ and which use no article? Make two lists.

13 On which newspaper pages might you find the collocations from exercise 11? Choose from the words and phrases in the box.
   go on strike, go on holiday = from news and current affairs
   arts section, business section, current affairs, news and gossip
   science section, sports pages

4 Complete the sentences with expressions from exercise 1. Use the correct tense.
   1 Yesterday The Rolling Stones ____ that did the most to make them famous: I Can’t Get No Satisfaction.
   2 When his father died, Paul Getty ____ billions of dollars.
   3 Marie Curie ____ that changed the world: she found radium.
   4 When a food or drinks company ____ for the international market, it takes years to test it.
   5 Many ageing celebrities ____ in order to look young, but it doesn’t guarantee everlasting beauty!
   6 In the UK there is a 45 percent possibility that criminals will ____ after their release from prison.
   7 Ice on the roads ____ yesterday, but luckily no one was hurt.

5 a Write the name of a famous person who ...
   i has had plastic surgery.
   ii won a race recently.
   iii performs songs on TV.
   iv committed a crime.
   v causes trouble regularly.
   vi has broken a record.

b Work in pairs and compare your answers.

6 a Work in pairs. Do you enjoy reading or hearing gossip about famous people? Why/Why not?
   b Work in groups. Take it in turns to tell your group a piece of gossip about a famous person (you can make it up if you like). End by giving your opinion on their behaviour. I can’t believe anyone could do that!
   Thaat’s a terrible way to behave, don’t you think?
   I feel quite sorry for her...
   c Take it in turns to give your opinion about each piece of gossip. Look at the How to... box on page 24 to help you.

---

9 Complete the story by putting the verbs/verb phrases from the box in the correct place.

didn’t know fell hoping visited was was expecting was having was-staying

I remember when my little sister was born. I was ten years old, and I was staying in London with my parents. I knew my mother a baby, but I how soon it would arrive. I was really for a girl. It happened when I at a friend’s house. It’s her birthday and so she a party. My grandmother came to collect me, but when she told me the news I was so excited that I ran down the stairs, and I broke my arm. I my mother and sister in hospital, and I had to spend the night there with my arm in plaster too.

---

8 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

They were watching (watch) a film in the cinema so they didn’t realise (not/realise) it was snowing (snow) outside.

1 I ____ (work) in a school in Prague when I ____ (meet) my boyfriend.
   2 When I ____ (be) a child, I ____ (like) swimming.
   3 My sister ____ (arrive) just as I ____ (cook) some lunch.
   4 I ____ (know) I wanted to marry him the first time I ____ (meet) him.
   5 He ____ (not/break) his arm while he ____ (play) rugby. He ____ (fall) down the stairs.
   6 I ____ (check) on the children and both of them ____ (sleep).
   7 The phone rang while I ____ (listen) to my mp3 player and I ____ (not/hear) it.
   8 I think I ____ (see) you yesterday in the station. I ____ (wear) a blue shirt?
Work in pairs and discuss the questions.

1. Which of the following makes you want to go and see a film?
   - advertising
   - what your friends say about it
   - reviews
   - who is starring in it
2. Look at the film posters (A–C). Which film would you prefer to see? Why?

Listen to a description of a film. Which film (A–C) is it about?

Listen again and complete the notes.

Type of film
It’s a ______ film.

Summary of plot
It’s about ______, who buys the house where ______ as a child. Her son starts to see ______ in the house and then he suddenly ______.

Characters
The main characters are ______. There is also a rather spooky ______.

Listen to more information about the film in exercise 2 and make notes. Work in pairs and compare.

Work in pairs. Choose a well-known film you have both seen and prepare to describe it. Make notes using the headings in exercise 2b.

Work with another pair and tell them about your film. Can they guess which film you are describing?

Defining relative clauses
A ‘clause’ is part of a sentence. A defining relative clause makes it clear who or what we are talking about in a sentence. It gives essential information.

The man who lives next door had an accident.

Relative clauses begin with relative pronouns: who for people; which for things and animals, and whose for possessions.

After place, area, room, etc. we use where.

After time, day, year, etc. we use when.

We don’t use who as a relative pronoun.

The vase that I broke was very expensive. (NOT: The vase what I broke was very expensive.)

In less formal and spoken English we often use that instead of who or which.

The police caught the man that robbed the bank.

We can leave out the pronouns who, which or that if they are the object of the relative clause.

The film which I saw was called Heroes.

The boy who she met was nice.

The boy she met was nice.

The passive
We make the passive with the verb to be + past participle.

James is paid a lot of money.

Are you being followed?

We were given a new car to drive.

She has been told this before.

In active sentences, the person (or thing) who does the action comes first.

The man kissed the baby.

In passive sentences, the person (or thing) affected by the action comes first and is the main focus.

The baby was kissed by the man.

The person (or thing) who did the action is often not known or not the main focus.

The programme has been shown since 1959. (The focus is on the programme, not who has shown it.)

We use by to include the person (or thing) who did the action in a passive sentence.

The book was written by Faulk.

The passive often sounds ‘impersonal’. It is used in formal English and often in the news.

The President was asked to resign. (It isn’t important who asked him to resign.)

Past Simple and Past Continuous
The Past Continuous form: was/were + -ing

We use the Past Continuous to talk about what was happening at a particular moment in the past.

What were you doing at 10 o’clock last night?

We use the Past Simple for complete, finished actions in the past.

When the Past Simple and Past Continuous are used together, the Past Continuous refers to the longer, background action or situation. The Past Simple refers to the shorter action or main event that happened to interrupt it.

I was walking through the park when the storm began.

We use the Past Continuous for temporary actions and situations.

I was living in Barcelona last summer.

We use the Past Simple for longer or permanent situations.

I lived in Berlin for ten years when I was a child.

We do not usually use the continuous form with ‘state’ verbs such as like, want, know and understand.

Key vocabulary
Internet
- IM (instant messaging)
- online
- website
Film
- comedy
- docu-drama
- horror
- film
- romantic
- film
- thriller
Television
- channel
- commercial
digital
- documentary
- reality/chill show
- live
- presenter
- producer
- programme
- satellite
- screen
- soap (television)
- set
- viewers
Describing films and TV
- annoying
- boring
- entertaining
- exciting
- gripping
- incredible
- inspiring
- moving
- nauseating
- nonsense
- unrealistic
- unwatchable
Newspapers
- arts/business section
- current affairs
- gossip
- human interest story
- sports
Pages
- News
- collocations
- go on strike
- an holiday
- make a discovery
- a profit
- come into fashion
- into money
- win a race
- a competition
- commit a crime
- suicide
- develop an idea
- a product
- have a duty
- plastic surgery
- cause trouble
- an accident
- perform a song
- a play
- break a record
- a promise

Listen to the explanations and vocabulary.

see Writing bank page 354
1. Complete the news stories with the active or passive form of the verbs from the box. Change the tense as necessary. You may use some verbs more than once.

| announce | call | discover | find | kill | sell | start |

A new service which will **find** anyone’s mobile phone number **has been announced**.

One thousand people **were killed** by a freak storm in South Africa. The storm **started** in the early hours of the morning.

Zac Efron **is announced** as the star of a new film, the most expensive ever made.

A cure for cancer **will be announced**. Scientists **will announce** the breakthrough at a conference yesterday.

The film director Richard Attenborough **is announced** much of his art collection after claiming that there was no more room on his walls.

Yesterday a three-year-old boy successfully **called** an ambulance after he **announced** that his mother had fallen down the stairs.

A ring which once belonged to the opera singer Maria Callas **is lost** in an attic. The new owner **is announced** it online, with a reserve price of nearly £100,000.

2. Complete the television guide with the relative pronouns from the box. In which sentences can you use *that*?

| when | where | which | who | whose |

7.30 **Brothers in Arms**: Marlon is a lawyer. **He** is working with ex-criminals. Now he wants Marlon to help him. Has Marlon reached a time in his career when he can take a risk?

8.00 **Home Questions**: the quiz show **who** asks contestants questions about the place **where** they were born.

8.30 **The Year** (5) **I Made History**: Roy Johns speaks to the people **who** have been in the news this year. Guests include Milly Chez, a doctor **who** anti-cancer treatment is being tested in Australia, and Moses Kenui, an athlete **who** shocked the world when he broke four athletics records in one year.

9.30 **News**

10.00 **Restaurant**: follows the progress of two restaurants **where** famous chefs have visited. They both opened last year—one in Clydehead, a town **where** there is 60 percent unemployment, and one in Tindell, a city **where** the rich are happy to pay €350 for dinner.

11.00 **Fright Kids**: comedy horror film about a woman **who** has twins.

3. Choose the correct words in *italics*.

1. I was/was being at school when I started/was starting learning French.

2. We watched/were watching TV when we heard/were hearing about the accident.

3. A: What did you do/were you doing this time yesterday?  
   B: I read/was reading a novel.

4. When I last saw/was seeing my sister, she looked/was looking for a flat in Madrid.

5. I crashed/was crashing into the car because I wasn’t looking where I went/was going.

6. A: Did they win/Were they winning when you left the match?  
   B: No. They lost/were losing 2–1, but there were still twenty minutes left.

7. While I studied/was studying yesterday I found/was finding this great website.

8. A: Did you see/Were you seeing our new boss at the conference?  
   B: Yes. He wore/was wearing a white suit.  
   Didn’t you notice/Weren’t you noticing him?

9. A: What did you do/were you doing under the table?  
   B: I just looked/was just looking for something I dropped.

10. I’m quite good at acting because I studied/was studying drama at university.

4. Complete the sentences with suitable words or phrases from the unit.

1. Did you read about the play? It was in the _____ section of the paper.

2. I saw an interesting _____ about Ancient Egypt on TV yesterday.

3. I’m sure that actor’s had _____ . He looks twenty years younger!

4. Which _____ of the paper do you read? I like the sports pages.

5. The company made a _____ of €50,000 this year.

6. Speeding drivers cause a lot of _____ .

7. Asafa Powell broke the _____ for the 100 metres. He ran it in 9.77 seconds.

8. There’s an _____ about immigration in the newspaper today.

9. Platform shoes are back! The shoes from the 70s have _____ fashion once again.

10. American actor Anne Hathaway is going to _____ on the London stage in a new play by John Miller.

11. My husband threw his shoe at the television and broke the _____ into a thousand pieces.

12. The _____ announced the winner of the game show.
Lead-in

1. a. What does home mean to you? Write notes about your favourite rooms, smells, views, special objects and your feelings about home.
   b. Work in groups and compare your answers.

2. a. Decide in which section of the table (A, B, C or D) the words and phrases in the box belong.

   an apartment  a cellar  a commercial district  a fireplace  a garden
   a garage  a gate  a park and a playground  a studio flat  the suburbs

   House | Area/neighbourhood
  -------|------------------
   A     | I live in ...
   a (semi) detached/terraced house | a residential area
   a block of flats | the centre/outskirts of town
   B     | It's got ...
   a lift | lots of green spaces
   an attic | shops and restaurants
   a balcony | cinemas and theatres
   a good view | a drive
   high ceilings | wooden floors
   a park | stairs

   b. Make a list of any other words you know for each section of the table.

3. a. Work in pairs. Take it in turns to describe the houses in the photos using the expressions from exercise 2a.
   b. Describe the place where you live.

   *I live in a block of flats. It's quite modern. It has a ...*
3.1 Your place or mine?

Grammar  | future plans
---|---
Can do  | make a complaint

Reading and speaking
1. Look at the photos. Try to match the outside of the properties (A–B) to the insides (1–2). How are they similar to, or different from where you live?

2. Read the texts below and match the property descriptions with the photos. Were your answers to exercise 1 correct?

Your home – My home

**Property 1**
Bright and comfortable apartment in the centre of Seville. It's in a quiet street with no heavy traffic around; in fact, the only noise you can hear during the day is the bells of the cathedral nearby.

The apartment is decorated in a very traditional Sevillian style, with plenty of plants and sunlight. The property is on the third floor (there is a lift and covers an area of 60 square meters. There are two bedrooms, one with a single bed and one with a double bed.

The apartment has recently been completely refurbished and opens onto the balcony with a beautiful view of the cathedral.

**The area**
The property is in the historical centre of Seville. It is a very beautiful area, with narrow bustling streets and little gardens behind iron gates. There are plenty of local bars and restaurants serving "tapas" (typical Spanish dishes).

Your home – My home

**Property 2**
Ideal for a family holiday, this is a beautiful four-bedroomed Victorian house, situated on a quiet residential road. This charming property has a large living area and a separate dining room and well-equipped kitchen. Upstairs there are four bedrooms, all doubles, and two ensuite bathrooms, one with a shower and one with a bath. There is a large garden, afternoon tea!

**The area**
The property is located close to Wimbeldon Park, with a children's playground. The nearest tube station, just five minutes walk away, will take you straight into central London, where you will find all the museums, shops, theatres and restaurants you could wish for!

Listening

Sarah and Jeremy
I (do) ______ a new job in June and it’s in Oxford, so we (do) ______ need to move house. We’d like to buy somewhere in the countryside, so we (are) ______ to look at some of the small villages outside the city. Jeremy says he (is) ______ taking a day off next week to go and look.

Miriam and Carlos
My mother (is) ______ in with us next year, because she’s old and doesn’t want to stay on her own. She (is) ______ to sell her house. Carlos isn’t too happy about this plan, but he says he (will) ______ put up with it to please me. It (will) ______ be great because I’ll have some help looking after the baby.

4. a. Read the property descriptions again and write property 1 or property 2 next to each question.
   Which property...
   1. is near the centre of the city?
   2. has outside space?
   3. has more than one bathroom?
   4. is near public transport?
   5. is near places where children can play?
   6. has a balcony?
   7. has been redecorated?
   b. Work in pairs. Which of the two properties would you prefer to live in for a month? Why?

Grammar  | future plans
---|---
We can use the Present Continuous, be going to or will to talk about future plans.

A. We use be going to to talk about something you’ve decided to do.
   e.g. sentences ______

B. We use will for a decision made at the time of speaking, or an offer.
   e.g. sentences ______

C. We use the Present Continuous to talk about arrangements (plans that you have already organised, i.e. you have arranged the dates).
   e.g. sentence ______

6. Match the sentences (1–6) in exercise 4b with the rules (A–C) in the Active grammar box.

   1. is going to (x2)  're going to (x2) 'll (x2) "moving 'm starting

   a. __________ a new job in June and it’s in Oxford, so we __________ need to move house. We’d like to buy somewhere in the countryside, so we __________ to look at some of the small villages outside the city. Jeremy says he __________ taking a day off next week to go and look.

   b. My mother __________ in with us next year, because she’s old and doesn’t want to stay on her own. She __________ to sell her house. Carlos isn’t too happy about this plan, but he says he __________ put up with it to please me. It __________ be great because I’ll have some help looking after the baby.
Speaking

7 a Imagine you are going to live abroad for a month. Decide on ten things you will need to do before you go.
   a. Get a passport, buy some sun tan lotion
   b. Work in pairs. Try to guess what is on your partner’s list.
      A: Are you going to get a passport?
      B: No, I’ve already got one.
      c. When you have guessed all you can, look at your partner’s list and offer to help them.
         I’ll get you some suntan lotion, I’m going into town later.

8 a Write three or four questions to ask other students about their plans for ...
   • their education/career.
   • their next holiday.
   • their family’s future.
   • their home.
   • this evening.
   • this weekend.
   b. In groups, ask and answer the questions about your future plans.
      A: Katia, what are you planning for the weekend?
      B: I’m going to visit my aunt. She’s having a party to celebrate her ...

Listening

9 Work in pairs. Look at the pictures of the Armitage and Dos Santos families during their home exchange. What do you think the problems were?

Reading

1 a Read to some sounds. Are you in the city or the country? Tick (√) the sounds in the box you hear.
   bees buzzing
car horn
engines
people talking
sirens
waves crashing

2 Think about where you live. What sounds can you hear ...
   • in the morning?
   • in the evening?
   • in the afternoon?
   • at night?
   c. Do you enjoy these sounds? Work in pairs and compare your answers.

3 a Read the poem. Match the photos (A–D) with the verses (1–4).
   b. What can the poet hear and see in each verse? Does he enjoy the sounds and sights of the city?

4 a What examples can you find in the poem of words which rhyme?
   sputters – gutters
   b. Some words, such as bang, crash, pop, click sound like the sound they describe. What examples of words like this can you find in the poem?
   swish
   c. What examples can you find of words close together which begin with the same sound?
   swish – swash
   d. Work in pairs. Do you enjoy city life, or do you prefer a smaller town or the country? Why?

Glossary

swish (noun): the sound of something moving quickly and quietly through the air
swash (noun): the sound of water hitting a surface
sputter (noun): a noise like a small explosion
swoosh (verb): making the sound of air or water moving quickly
scurrying (verb): moving quickly with short steps
pacing (verb): walking with regular steps
shimmer (verb): to shine with a soft light
lull (verb): to make someone feel calm and ready to sleep
Vocabulary | adjectives describing places

5a Look at the adjectives in the box. Find pairs of words that mean the opposite.

bustling clean dull enormous friendly likely modern picturesque polluted quiet tiny touristy traditional ugly unspoilt unwelcoming

unspoilt – touristy

b Think of a town or city for each adjective. Tokyo is enormous.

Listening

6a 1.35 Listen to Heather talking about Kyoto in Japan. Which of the adjectives in exercise 5a does she use?

b Listen again. Which of these things did she like or not like about Kyoto?

- old buildings
- shops
- temples
- people
- restaurants
- nightlife
- climate

7a Write a list of what you think makes a city good or bad to live in.

Good: beautiful views Bad: dirty

b Work in pairs and compare your lists. Which cities do you think are good to live in?

Reading

8 Read the article on page 41. Does it mention any of the cities you thought of in exercise 7?

9 Read the article again and find which city or cities...

1. has/have a very old university.
2. is/are good for skiing.
3. has/have a very good subway system.
4. has/have thirty-seven beaches.
5. is/are quite polluted.
6. has/have a series of gardens round the old city.
7. has/have beaches within easy reach.

10 Work in pairs. Would you ever move to these cities? Why/Why not?

Grammar | comparatives and superlatives

11 Match the rules (A–I) in the Active grammar box with the underlined examples in the article.

<table>
<thead>
<tr>
<th>Active grammar</th>
<th>Comparatives</th>
<th>Superlatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-syllable adjectives</td>
<td>A + er than</td>
<td>F + the -est</td>
</tr>
<tr>
<td>Two (or more) syllable adjectives</td>
<td>B more + adjective + than</td>
<td>G the most + adjective</td>
</tr>
<tr>
<td>Two-syllable adjectives ending in -y</td>
<td>C remove -y and add -ier than</td>
<td>H the -est</td>
</tr>
<tr>
<td>Irregular adjectives: e.g. bad</td>
<td>D worse than</td>
<td>I the worst</td>
</tr>
<tr>
<td>For negative comparatives</td>
<td>E not as + adjective + as</td>
<td></td>
</tr>
</tbody>
</table>

see Reference page 47

13a Complete the text with the comparative or superlative forms of the adjectives in brackets. Add where necessary.

b Just finished my tour of Russia, which is (1) bigger country in the world and one of (2) (interesting) too. My flight was (3) (comfortable) this time – big seats! Also, the service was (4) (good) last time – free food and drink. When I arrived in Warsaw, the people at Customs were (5) (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn’t (6) (cold) Moscow, which was freezing! This afternoon I had (7) (delicious) lunch of my trip so far: a Polish speciality called bigos in a great restaurant in (8) (old) part of the city.

Speaking

14a Work in groups. Decide together on the three best places to live in your country (or the country where you are studying).

b Tell the other groups which places you chose and explain why.
3.3 Eco-homes

Grammar

Can do

take notes while listening

Reading

eco-friendly /ɪkəʊˈfrendli/ adj not harmful to the environment

1 Work in pairs. Look at the definition above and discuss the questions.
   1 Have you made any changes to the way you live in order to be more eco-friendly?
   2 If so, explain what you have done and why.

2 a Read the title and introduction to the article below and look at the words in the box. How do you think each word is significant in the article?

   adaptable climate flooding fuel household waste insulated recycling self-sufficient sound waves

   b Read the article and check your predictions.

Listening

4 a List to Tracy and Stig discussing the predictions in the article. Tick (√) the predictions they think are likely and cross (×) those they think are unlikely.

   Tracy Stig
   1 Homes will be smaller.
   2 People will stop using cars.
   3 People will keep fish to eat.
   4 Fridges will be intelligent.
   5 Robots will be more common.

Grammar | future possibility

5 Complete the Active grammar box using the underlined words and phrases from the article. Then answer the questions.

   Active grammar
   - Certain
     1 Our houses certainly have to become much better insulated.
     2 We definitely won’t waste so much.
   - Probable
     3 Fuel becomes much more expensive.
     4 Homes are as big.
   - Possible
     5 The climate might change significantly.
     6 We may all have cars.

   1 How does the position of the adverb (probably, definitely, certainly) change in positive and negative sentences?
   2 Which modal verb can’t be used in the negative to talk about possibility?

What does the future hold?

We spoke to Professor John Williams, futurologist, for his expert predictions on life in the next few decades.

Well, the first thing to say is that I don’t believe we’re all going to be living in treehouses and walking or cycling everywhere. We are going to have to make changes though. Unfortunately, it looks quite likely that the climate may change significantly, with hotter summers, colder winters and more flooding. At the same time, fuel for heating or air conditioning will probably become much more expensive. For these reasons, our houses will definitely have to become much better insulated. People are already building so-called ‘passive houses’, which have little or no central heating at all, relying on the body heat of the people who live there.

Homes probably won’t be as big, and so we will need more adaptable furniture, such as sofa-beds, and when we are not using our furniture we will be able to fold it away into wall cabinets. Houses could have moveable walls so that the same space can be arranged in different ways. Tabletops may double as computer screens or DVD players.

New technology will make us more self-sufficient. Kitchens may have fish tanks which, as well as providing fish to eat, also produce fresh vegetables (see photo). The plants will provide oxygen for the fish. These tanks will be powered by household waste and create energy, which can then be used to run the family car – though we might not all have cars!

Water will definitely be more expensive and the home of the future will probably be designed to use less. Washing machines and dishwashers might use sound waves to shake dirt off. We may even take showers using sound waves. What water we do use will be recycled and used again round the house and private swimming pools will become a thing of the past.

We will also certainly have more robots in our houses, though they won’t look like the ones in films. There will probably be small robots designed to clean the fridge or open the curtains. Clever fridges will tell us when food is about to go out of date and even suggest recipes, and we will be able to communicate with our homes by mobile phone wherever we are.

6 Choose the correct words in italics.
   1 Technology probably will/will probably become less expensive.
   2 We definitely will/will definitely be able to do more and more online.
   3 We probably won’t/won’t probably use so much water.
   4 We might not/couldn’t all have our own cars.

7 Look at the sentences about twenty-five years ago and change them to make predictions about the next twenty-five years.

   Twenty-five years ago...
   most people had cars.
   In the next twenty-five years there will probably be fewer cars because of the price of fuel.
   1 People wrote more letters.
   2 Most people didn’t have the Internet.
   3 People watched videos rather than DVDs.
   4 People didn’t worry about wasting water.
   5 Most people didn’t have mobile phones.
   6 People didn’t buy organic food.

8 a Write seven predictions for people in your class. Don’t write their names.
   She’ll probably move to the USA.
   He might become a famous musician.
   1
   2
   3
   4
   5
   6
   7

b Exchange your predictions with other students. Guess who the predictions are about.
Vocabulary | compound nouns

Read the descriptions (1–4) of different types of home and match them to the photos (A–D). What would it be like to live in each of them?

1. This treehouse has two floors, with a beautiful wooden staircase, a full kitchen, bedroom, bathroom and even a fireplace.

2. A motorhome with a difference - instead of being pulled by a car, it's powered by a bike. Inside there is a bed, shelves and even pictures on the walls.

3. Dug into the hillside, a skylight in the roof provides natural light and solar panels provide electricity.

4. This yurt, a kind of tent, is compact but well-equipped. To save space there are bunk-beds on the left and a sofa-bed on the right.

Motorhome is a compound noun (a noun made from two smaller words put together). Can you find other compound nouns in the descriptions in exercise 9?

Match words in box A with words in box B to make compound nouns.

A
- washing
data central
- sofa wall
- computer DVD
- mobile air

B
- heating cabinets
- conditioning phone machine
- pool player
- screen bed tank

Pronunciation | word stress in compound nouns

Look at your answers to exercise 10 and which adjective + noun?

Listen to the compound nouns from exercise 10 and mark which word is stressed.

What type of compound noun has the stress on the second word - noun + noun or adjective + noun?

See Pronunciation bank page 163

Speaking

Work in pairs and discuss the questions.

1. Which of the items from exercise 10 have you got?

2. Would life be easier with/without any of these items? Why?

3. Which are the most important to you? Why?

Word building

When you learn a new word, find out if it uses prefixes and suffixes, and if it has other forms (for example, the noun can change to a verb). This will help you to increase your vocabulary.

Flatmate wanted

Very ___ flatmate is wanted to share home full of care expenses.

No ___ people, please.

Call Miss Crabbins – 393 3321
Communication
Can do describe hopes, dreams and ambitions

3 Communication

1 Read the advertisement looking for people to be on a TV programme. What happens in the programme? How can you apply to appear on it?

Country or City?
Ian Brown and Chiara Woods help people find their dream home, whether they want to move from the city to the country, or vice versa.

In each programme we find out where the person lives, why they want to move and what exactly they're looking for. Then we take them to the area they've chosen and show them around some dream properties. We also let them try out their new lifestyle, be it raising animals or clubbing all night!

If you want to change your lifestyle for the one you've always dreamed of, then please apply.

Prepare a short speech explaining why you want to move to the country or city, what you plan to do when you move. Interviews will be held in London.

2 a 1.8 Listen to two people giving their speeches to the TV production team and complete the notes in the table.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live now?</td>
<td>In the suburbs of the city.</td>
</tr>
<tr>
<td>What type of lifestyle do you have?</td>
<td>It's very noisy.</td>
</tr>
<tr>
<td>Why do you want to move?</td>
<td>I hope it will be quieter.</td>
</tr>
<tr>
<td>What are your plans for your new home?</td>
<td>I'm going to buy a house.</td>
</tr>
</tbody>
</table>

b Listen again and check.

Work in groups. Should Speaker 1 or Speaker 2 be chosen for the programme? Why?

3 Complete the sentences in the How to... box so they are true for you.

How to... talk about hopes, dreams and ambitions

I hope to...
My hope is to...
I dream of...
My dream is to...
I have a lifelong dream of...
My ambition is to...

4 a You are going to apply to be on Country or City? Make notes answering the questions in exercise 2a. Use the Reference page to help you with grammar and vocabulary.

b Work in groups of four: two speakers and two judges. Speakers: take it in turns to make your speeches. Judges: ask questions to find out more information.

c Change roles and repeat. Then decide who should be chosen for the programme. Tell the class and explain why.

3 Reference

Future plans
We use be going to to talk about plans for the future or intentions (things you have already decided to do).

I'm going to take a holiday in March.
Sue isn't going to buy that car.

With the verbs go and come we often use the Present Continuous. We use the Present Continuous to talk about fixed future arrangements (usually involving another person).

I'm meeting Sam at 2 p.m. (I called him this morning to arrange it)
Are you coming to the party this evening? (You have been invited)

In many cases you can use either be going to or the Present Continuous.

I am going to play rugby tomorrow.
I am going to play rugby.

We use will for unplanned decisions (made at the time of speaking), offers or promises.

I'll probably stay. (Quite certain)
I probably won't stay. (Quite certain)

For general predictions you can use will or be going to.
I think Brazil will be going to win the next World Cup.

Future possibility
We use will/won't + adverb to say how likely something is in the future. Will comes before the adverb in affirmative sentences and after the adverb in negative sentences.

I'll definitely go. (You are certain)
I'm certain I won't go. (You are certain)
I'll probably stay. (Quite certain)
I probably won't stay. (Quite certain)

We use may/might/could when you are not certain.

Do not use could in the negative to talk about possibility.
Alice may meet us later for a drink.
The shop might not be open.

With modal verbs (will, may, might, could) we use the infinitive without to.

Comparatives and superlatives
One-syllable adjectives, or two-syllable adjectives ending in -y

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older (than)</td>
<td>the oldest</td>
<td>Add -er, -est</td>
</tr>
<tr>
<td>big</td>
<td>bigger (than)</td>
<td>the biggest</td>
<td>With short vowels (/ɪ/, /ɜ/, /ə/, /ə/), double the consonant.</td>
</tr>
<tr>
<td>friendly</td>
<td>friendlier (than)</td>
<td>the friendliest</td>
<td>If the adjective ends in -y, change it to -i, and add -er, est.</td>
</tr>
</tbody>
</table>

Two-syllable, and longer adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>useful</td>
<td>more/less useful (than)</td>
<td>the most/least useful</td>
<td>Add more (+), or less (-),</td>
</tr>
<tr>
<td>dangerous</td>
<td>more/less dangerous (than)</td>
<td>the most/least dangerous</td>
<td></td>
</tr>
</tbody>
</table>

Irregular adjectives

good – better (than) – (the) best
bad – worse (than) – (the) worst

for – further (than) – (the) furthest or far – farther (than) – (the) furthest

not as + adjective + as
The train is as expensive as flying. (the same)
It's not as warm as last week. (different)

Key vocabulary

Home: apartment attic balcony block of flats ceiling celler centre of town commercial district cottage (semi-) detached house drive fireplace floor gate green spaces lift neighbourhood outskirts of town residential area park playground stairs studio flat suburbs terraced house view

Adjectives describing places: bustling clean dull enormous friendly lively modern picturesque polluted quiet tiny touristic traditional ugly unspoil unwelcoming

Compound nouns: air conditioning bunk bed(s) central heating computer screen DVD player mobile phone sofa bed swimming pool wall cabinets washing machine

Environment: adaptable climate flooding fuel household waste insulated self-sufficient soundwaves

Listen to the explanations and vocabulary.

see Writing page 155
3 Review and practice

1 Choose the correct words in italics.
1 I’m thinking/will think of moving house soon.
2 Will you go/Are you going out tonight?
3 We would love to come and see you at the weekend, but Lorenzo is working/will work.
4 A: Who is that at the door?
   B: I’ll go/I’m going to go and see.
5 What will/are you going to wear to the theatre tonight?
6 I can’t see you on Sunday because I’m playing/will play football with some friends.
7 I am too tired to finish the washing up now. I think I’ll do/I’m doing it in the morning.
8 What are you doing/will you do after class?

2 Rewrite the sentences using the phrases in brackets so that the meaning stays the same.
I don’t know if I’ll find a flat I like.
(might not) I might not find a flat I like.
1 I think I’ll go and look at flats tomorrow.
   (probably) ________________
2 I don’t think I will be able to afford one right in the centre.
   (probably won’t) ________________
3 But I have a good chance of finding one in the outskirts of town.
   (might) ________________
4 I don’t have a lot of time, so it’s possible that I won’t be able to see very many flats tomorrow.
   (might not) ________________
5 But I’m almost certain I’ll find one if I keep looking.
   (probably) ________________
6 Maybe I’ll find a flatmate to help with the bills.
   (could) ________________

3 Complete the second sentence so it has the same meaning as the first.
The blue sofa and the green sofa both cost €200.
The blue sofa is as cheap as the green sofa.
1 The white cabinet is 96 cm tall, the blue one is 78 cm tall.
   The white cabinet is _________ the blue one.
2 No rooms in the house are bigger than the sitting room.
   The sitting room is _________ in the house.
3 I thought the curtains were very beautiful, but not the rug.
   The curtains were _________ the rug.
4 The sofa was more comfortable when it was new.
   The sofa is not _________ it was when it was new.
5 The bedroom and the bathroom are the warmest rooms in the house.
   The bedroom is one _________ rooms in the house.

4 Complete the sentences with comparative forms of the words in the box. Use than if necessary.
cold crowded easy far old-fashioned picturesque polluted quick quiet

It takes such a long time to drive to Scotland. We usually fly because it’s quicker.
1 Bangkok is such a noisy city. I’d prefer to live somewhere _________.
2 There were so many people on the train. It was _________.
3 We saw them a lot when they lived in Paris, but now they have moved _________.
4 Our old apartment was much _______ our new one, which is really modern.
5 Look at all the snow! It’s much _______ today _______ it was yesterday.
6 Cities are so ugly. I prefer living in the countryside where the views are _______.
7 Some parts of the city are _______ others because of all the traffic.
8 It’s _______ to find your way around New York streets _______ in London because in New York the streets have numbers.

5 Rewrite the letter using the opposite of the underlined words.

Dear Juliana,

I’m here in El Paso for six months. I’m staying in a house in the modern (historical) part of town. The part of town where I’m staying is really (1) clean, (2) picturesque and (3) unspoilt. The house is (4) enormous. During the day it’s very (5) noisy. The city centre is very (6) lively at night and I go for a walk with friends most evenings. My landlady is quite (7) welcoming.

Speak to you soon.

Clara
Lead-in

1. a. Work in pairs. If you won a lot of money, would you...
   1. spend it on yourself?
   2. spend it on family and friends?
   3. give it away to a good cause?
   4. put it in a bank and not tell anyone about it?
   b. Is it possible to have too much money? Why/Why not?

2. a. Complete the table with the verbs and phrases from the box.

   earn  good value for  have got ... to spare  inherit  invest ...
in  it's not worth the  lend  make not have enough  run out of  save
   spend  steal  use your ... wisely  waste

<table>
<thead>
<tr>
<th>Money</th>
<th>Money and time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spend</td>
</tr>
</tbody>
</table>

   b. Can you add any more words or phrases to the table in exercise 2a?

3. a. Write down one thing that ...
   1. is a waste of money/good value for money.
   2. you'd like to do but you don't have enough time to do.
   3. you do to use your time wisely.
   4. you spend a lot of money on.
   5. you would do today if you had lots of money to spare.
   6. you'd like to invest money or time in.

   b. Work in groups and compare your ideas.
4.1 Catch me if you can

Reading and listening

1. a Look at the photos and film poster. How do you think they are connected?
b Work in pairs. Look at the words in the box from the article below. What do you think the article is about?

c Charm cheated consultant egotistical good-looking illegally mystery pretended prison $3 million trickster

2. e Read the article. Match the headings (1–5) to the paragraphs (A–E).
   1 Childhood and tricks
   2 Frank today
   3 Wanted all over the world
   4 The FBI’s opinion of Frank
   5 Three top jobs and five happy years

3. a Read the article again and answer the questions.
   1 How old was Frank when he left home?
   2 What did he look like?
   3 How did he get his first $40,000?
   4 How did he get a pilot’s uniform?
   5 Who was Joseph Shea? What type of person do you think he was?
   6 What does Frank do now?
   7 How does Frank feel about his past?

   b Close your books and listen to a summary of Frank’s story. Write down seven mistakes in the summary and correct them.

   Frank Abagnale wasn’t English. He was American.

4. Work in pairs and discuss the questions.
   1 Joseph Shea said, “I think he’s a good man and a moral character.” What do you think of Frank?
   2 Frank says, “I thought it would be great to have a movie about my life. Would you like a movie about your life? Why? Why not? Which actor would you choose to act as you?”

Vocabulary

4. phrasal verbs

a learn without formal study
b invent (a story, a song, a joke)
c become an adult

b have none left, (It’s finished)
c stop going to school without finishing your studies

d reach someone after a period of following/chasing

5. One of the sentence endings is not possible. Which one?
   He dropped out of (a) his exams (b) school (c) university.
   You can drop out of school and university but not exams.
   1 I broke up with (a) my girlfriend (b) my relationship (c) my husband.
   2 They made up (a) stories (b) an excuse (c) acting.
   3 We worked out (a) what the problem was (b) the answer (c) wrong.
   4 She picked up (a) Spanish very quickly (b) some information (c) a new haircut.
   5 We ran out of (a) enough milk (b) money (c) things to do.
   6 I caught up with (a) my studies (b) myself (c) you easily.
   7 She ended up (a) living with me (b) work as a doctor (c) in Warsaw.

Speaking

6. Work in pairs and retell Abagnale’s story using the phrases below.
   His mother broke up with ...
   He dropped out of ...
   He made $40,000 ... the banks worked out what he was doing ...
   He pretended to be ... he picked up the skills by reading medical books ...
   He ran out of luck in France ...
   The FBI finally caught up with him ...
   He ended up working for ...
4.1 Listening and speaking

7 a Read the text about the Ghost test below and answer the questions.
1 What is the purpose of the Ghost test?
2 Who or what was it named after?
3 Does it always work? Why/Why not?

The Ghost test, named after a famous law case, is a way of judging what are the ‘ordinary standards of most reasonable and honest people’. It is used in courts to help the jury decide if the person on trial knew they were being dishonest or not. A recent survey of 15,000 people in Britain, however, has shown that people do not always agree about what is wrong, and, as a result, the Ghost test may have to be changed.

b Work in small groups. Look at the situations from the Ghost test survey and try to order them from most (1) to least (6) dishonest.

- Taking stationery (pens, paperclips, etc.) home from work.
- Buying a dress for a special occasion, wearing it, and then returning it to the shop.
- Lying about your age on an Internet dating site.
- Switching price labels in a shop so you pay less.
- Copying a CD from a friend.
- Copying a piece of written work from the Internet.

e Listen to two friends doing the same task. Do they agree with you?

Grammar | question tags

8 a Look at these extracts from the listening in exercise 7c. Some words have been removed. Listen and add the missing words.
A: OK, so which of these do you think is the most dishonest thing to do?
B: Right, well, I think it would have to be copying work from the Internet.
A: I guess so. What about copying a CD from a friend? I do that a lot.
B: Eh, yes, I suppose I shouldn’t really. What about taking stationery home from work?
A: I think that depends what it is. I don’t think the odd pen is a problem.

b Does the conversation sound more natural with or without the missing words?

c Now listen to some other extracts (s–7) and decide if the person is really asking a question, or expecting agreement. How do you know?

9 Read the Active grammar box and choose the correct underlined words to complete the rules.

Active grammar
To make question tags, repeat the main verb/auxiliary verb. *If the question is positive, the question tag is negative/positive.
If the question is negative, the question tag is positive/negative.
If there is no auxiliary verb, the question tag uses the main verb/does, does or did.*
*The verb to be acts as an auxiliary verb in question tags.

see Reference page 65

10 Complete the questions with the correct question tags.
1 Stealing is wrong, ?
2 You didn’t cheat, ?
3 It’s illegal, ?
4 You have never stolen anything, ?
5 You don’t do that, ?
6 You’re copying my answers, ?
7 You will tell me the truth, ?
8 I wouldn’t lie to you, ?

Pronunciation | intonation in question tags

11 a Listen again to the extracts (s–7) from exercise 8c and choose the correct options.
1 To ask a real question the intonation of the question tag is:
   a b
2 When we expect the other person to agree with us, the intonation of the question tag is:
   a b
b Work in pairs and practice asking the questions in exercise so. Decide if your partner is asking a real question, or expecting agreement.

see Pronunciation bank page 164

12 Work in pairs and discuss how you feel about the following things. Use question tags.
- Telling white lies.
- Keeping money you find in the street.
- Copying someone’s homework.
- Pretending you haven’t got any change when someone asks you for money.
- Telling someone else’s secret.

4.2 Getting rich quick

Can do
carry out a survey and present results

Grammar | modal verbs of obligation and prohibition

1 a Work in pairs. Think of as many ways as possible to get rich quickly. Make a list and compare your ideas with another pair.

b Think of some famous multimillionaires. What type of reputation do they have? Do people like or admire them?

Vocabulary | personal qualities (1)

2 a Work in pairs. Check you understand the expressions in the box. Check any words you don’t know with another pair.

be ambitious be charming be confident be determined be egoistical be extravagant be flexible be generous be good with figures be good with people be mean be tolerant have a sense of humour know your strengths and weaknesses work long hours

3 a Read the article about a British entrepreneur. Which of the qualities in exercise 2a do you think he has?

Duncan Barnettye is a successful businessman with a chain of health clubs and hotels. He also appears on the BBC series Dragons’ Den, where he judges new entrepreneurial ideas.

“ The only thing I enjoyed at school was maths. I had the ability to add up, but my maths teacher didn’t have much time for me because I couldn’t write down how I got the answers. I hated things like English—I was slightly dyslexic. I was hopeless at sport, too, having no coordination. I could see that the kids who went to high school had better toys than me so I made it my mission to do as well as I could, so that I could pass the exam and get into the best school. I worked hard, and when I passed—I was the only one in the family who did—my parents were so proud of me.

I started delivering newspapers when my mother said I couldn’t have an ice cream because we were too poor. When I went to the newsagent’s, he told me that there was no need for a delivery boy. I said my mother would like her paper delivered, but he told me, ‘That’s one person; I need 100.’ I knocked on 150 doors. When the ice cream van came around again, I had enough money to buy ice creams for my whole family.

When I left school, I didn’t use my entrepreneurial skills for fifteen years. I was in the Navy and then worked as a garage mechanic. It was always at the back of my mind, though. When I was twenty-nine, I was on a beach in the Channel Islands with my girlfriend and we decided to go back to the mainland and make money. Believe it or not, my first entrepreneurial venture was Duncan’s Super Ice, which expanded from a single ice cream van to a small fleet.”

Adapted from The Independent

b Read the article again and write true (T) or false (F).
1 Barnettye’s favourite school subject was English.
2 He wasn’t very good at sports.
3 He wanted to go to high school to make his parents proud.
4 When he left school he worked as a mechanic before joining the navy.
5 He was nearly thirty when he set up his first business.

c Do you think Duncan Barnettye has the qualities and habits of a typical entrepreneur? Why/Why not?
Listening

4 a 132 Listen to the first part of a seminar and answer the questions. Who is it for? What is the topic?

b 133 Listen to the rest of the seminar. What entrepreneurial qualities does the speaker mention?

c Listen again and complete the notes below.

How to be an entrepreneur

Be mean. You shouldn’t (1) _______ your money. Bill Gates doesn’t care about looking good because he doesn’t have to (2) _______. Be confident. You must (3) _______ in yourself. You have to work (4) _______. Be ambitious.

Grammar | modals of obligation and prohibition

5 Match the modal verbs in bold in exercise 4c with the correct meaning (A–E) in the Active grammar box. Then answer the question.

Active grammar

A I strongly advise you to do it.  B It’s the right thing to do, in my opinion.
C It’s not necessary but you can do it.  D If you want to.
E I think it’s a good idea to have a plan. You _______ have a plan.

6 I strongly suggest you get an accountant.

b Decide whether each sentence in exercise 7a is giving advice (A) or talking about obligation or prohibition (B).

7 a Complete the second sentence so it means the same as the first, using a suitable modal verb. More than one answer may be possible.

1 If you must stay for dinner, you should _______ give up.
2 It is not necessary to work twenty-four hours a day. You _______ work twenty-four hours a day.
3 He can’t go home until he has decided not to smoke. He _______ switch off the lights before he goes home.
4 Smoking is forbidden here. You _______ smoke here.
5 I think it’s a good idea to have a plan. You _______ have a plan.
6 I strongly suggest you get an accountant.

Pronunciation | connected speech

8 a 135 Listen to these extracts from the seminar. What happens to the sounds in brackets?

b Choose the correct rule.

1 /t/ and /d/ are often not sounded after a vowel sound.
2 /t/ and /d/ are often not sounded when they come before a consonant sound.
3 /t/ and /d/ are often not sounded when they are between two other consonants.

c Listen again and repeat.

See Pronunciation bank page 164

Reading

9 a Work in pairs. What advice would you give someone who wanted to be rich?

b Read the article. Does it mention any of your ideas?

10 a Read the article again and complete the following sentences, according to what the article says.

b Do you think the advice in the article is useful? Why/Why not?

Vocabulary | shopping

11 a Look at the article again and find words and phrases connected with shopping. Put them in the table below.

Verbs: spend, money, Adjectives: cheap(er)

b Check your ideas on page 147.

Impulse buys

An impulse buy is when we buy something that we hadn’t originally planned to. Often this is because we see something reducet in the sales. ‘Oh look,’ we think, ‘what a bargain. I can save £50 buying this. But if it isn’t saving £50, it’s spending £100 on something you don’t actually need. If you are about to buy something like this, put it down and wait a day. It gives you time to decide if you really do need it.

Food shopping

Very often we end up throwing away part of what we’ve bought, or ending up with a lot more at the checkout than we planned. Don’t go food shopping when you’re hungry – you’ll end up with a trolley full of junk food. And make a shopping list and stick to it.

Clothes shopping

Fashion is a way for businesses to make lots of money selling us things we don’t need. A high fashion item can only be worn a few times before it’s out of fashion. Can you really afford to pay hundreds of pounds for something you’ll only wear a few times? If you want to follow fashion, make sure you buy it really cheaply.

Shop around

Never buy any big ticket item without shopping around to see where you can get it most cheaply. The Internet can really help here, with lots of price comparison websites to make sure you’re getting the best deal. Take a look at the reviews as well, to make sure you’re not making an expensive mistake. Always keep the receipt in case you need a refund.
4.3 Spend more!

Grammar
Zero and First Conditionals with if/when/unless/as soon as

Can do
ask for and give clarification

Reading and speaking

Work in pairs. Look at the photos and discuss the questions.

1. How do supermarkets/salespeople/advertisements persuade people to spend money?
2. Have you ever bought something because you saw an advert, or bought something from a supermarket you didn’t plan to buy? Why?

Decide what information could complete the sentences.

1. Good salespeople can sell ________, to __________, at __________.
2. Most salespeople will get to know their client by asking questions about ________, and ________.
3. Salespeople may try to ‘mirror’ the ________ of a buyer.
4. People in the UK buy ________ percent of their food in supermarkets.
5. Supermarkets often ________ to help us relax.
6. Supermarkets became very successful after introducing ________ in the 1950s.
7. Advertisements which use ________ are ten percent more effective.
8. Advertisements are more memorable if they are ________.
9. Chocolate adverts should make your ________.

Work in groups of three.

Student A: read about salespeople on this page.
Student B: read about supermarkets on page 147.
Student C: read about advertising on page 151.

Which sentences from exercise 2 are in your article?

Work in your groups and check your answers to exercise 2. Does any of the information surprise you?

Work in your groups and discuss the questions.

1. What are your favourite/favourite advertisements? Why?
2. Do you prefer shopping at supermarkets or small, specialised shops? Why?
3. Have you ever bought something that you didn’t really want because of a good salesperson? What happened?

Grammar
Zero and First Conditionals with if/when/unless/as soon as

6a. Read the example sentences (6–9) in the Active grammar box. Use the rules A and B to decide if they are Zero Conditionals or First Conditionals.

6b. Look at the sentences (6–9) in the Active grammar box again. Then complete the rules in C with the words in the box below.

c. Underline six more examples of the First Conditional in the three articles on pages 56, 147 and 151.

Active grammar

1. If customers think of the salesperson as a friend, they will probably keep coming back to the same man or woman.
2. If I buy lots now, I won’t have to come back later.
3. If the advertisement makes us feel good, then we start to associate good feelings with the product.
4. Supermarkets usually offer these when a fruit and vegetable is in season.
5. As soon as you walk into the shop, you can smell bread and coffee.
6. Unless you buy this (face cream), you will look old.

Zero and First Conditionals

A. Zero Conditional sentences describe real or possible situations that are always true.
We use if + present tense + present tense or a modal verb.

B. First Conditional sentences describe situations in the future which we see as a real possibility.
We use if + present tense + will or a modal verb.

The order of the clauses can be reversed.

C. when unless as soon as

For Zero Conditionals, if and (1) ______ have the same meaning.

For First Conditionals, we use (2) ______ rather than if to show that something is 100 percent certain to happen.

We use (3) ______ instead of if to emphasise that an event happens immediately.

(4) ______ + positive verb means the same as if ... not.

Match the beginnings of the sentences in A with the endings in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I will miss everyone</td>
<td>a we might make fewer mistakes,</td>
</tr>
<tr>
<td>2 I will be home by six</td>
<td>b unless it rains,</td>
</tr>
<tr>
<td>3 If we study hard,</td>
<td>c when I leave my job,</td>
</tr>
<tr>
<td>4 I will show my friends around the city</td>
<td>d unless they arrive,</td>
</tr>
<tr>
<td>5 I will buy a new suit</td>
<td>e as soon as I get paid,</td>
</tr>
<tr>
<td>6 I am going to have a barbecue</td>
<td>f unless the train is delayed.</td>
</tr>
</tbody>
</table>

Rewrite the sentences below three times using the words a–c. How does the meaning change?

1. If they offer me the job, I will take it.
   a when
   b might
   c as soon as
   When I see Tom, I’ll tell him.
   a as soon as
   b if
   c can

Rewrite the sentences below using unless. Make any other necessary changes.

1. If you don’t pay the bill on time, you’ll get a fine.
2. If there isn’t something urgent to discuss, he won’t phone us.
3. I will help you if you help me.
4. If Sandro doesn’t find an apartment soon, he’ll have to stay at home.
5. If you work hard, you’ll do well in your exams.
6. It will be a great day out if it doesn’t rain.

Speaking

9a. Complete the sentences so they are true for you.

I’ll study tonight if I have time.
1. I’ll buy a new ... as soon as ...
2. I’ll ... next weekend if ...
3. If there is enough time ..., I’ll ...
4. I’ll go on holiday ... unless ...
5. I’ll change my ... when ...

9b. Work in pairs and discuss your sentences.
10 Work in pairs. Look at the advertisements and discuss the questions.

What are these advertisements for? Do you think they work?

1. Why/Why not?
2. Do you like watching advertisements on TV? Why/Why not?
3. Are there any advertisements which you particularly like/dislike? Describe them to your partner and explain why.

11a 3.96 What do you think ‘behavioural advertising’ might be?

a. Listen to a radio programme and check your ideas.
b. Look at the statements below. Then listen again and write true (T) or false (F) according to the speakers.
1. It is easier to avoid watching ads on TV nowadays. 
2. Companies who use behavioural advertising know what websites you have visited.
3. Companies who use behavioural advertising know where you live and work.
4. Ninety-five percent of people in a recent poll liked the idea of behavioural advertising.
5. Sixty percent of people in the same poll would rather have adverts than pay for online content.

c. Work in pairs and discuss the questions.
1. How do you feel about behavioural advertising?
2. Would you rather have adverts or pay for online content? Why?

12 Read the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... ask for clarification

Asking for clarification:
1. I'm sorry, I didn't quite get that...
2. Could you explain that again?
3. Sorry, I'm not with you.

Checking that you have understood:
1. Are you saying that...
2. What are you saying is that...
3. Do you mean...

1 Work in pairs. Discuss the difference in meaning between each pair of words.
1. debit card/credit card
2. receipt/bill
3. coin/note
4. fare/fee
5. price/fee
6. reduction/refund
7. change/cash

2 Choose the correct word in italics.
1. a. Hurry up. We're going to lose/miss the bus.
   b. I have lost/misplaced my wallet. I can't find it anywhere.
2. a. Did you have a good travel/trip?
   b. My job involves a lot of travel/trip.
3. a. Yes, I enjoyed the picnic. It was good fun/funny.
   b. Charlie Chaplin films are so fun/funny that I laugh out loud.
4. a. He said/told me to come at 11.00.
   b. He said/told the train was late.
5. a. She found a good work/job in a bank.
   b. She is lazy and doesn't like work/job.
6. a. She is going to lend/borrow me another book.
   b. Can I borrow/lend your pen?
7. a. Can you remember/remind me to call Giovanni tomorrow?
   b. I can never remember/remind his name!
8. a. The National Bank was robbed/stolen last week.
   b. $200 million was robbed/stolen.

3 Read the Lifelong learning box. Then write similar notes for the other words in italics in exercise 2.

Personalising vocabulary

Write notes to help you remember how to use new vocabulary. A good dictionary will help you.

For example:
rob/steal
You steal something from someone/somewhere but you rob a place, e.g. a bank.

travel/trip
Travel is a general word for talking about moving from one place to another. Trip refers to a specific journey and the time you spend there, e.g. business trip.

funny/joke
Use funny to talk about activities you enjoy doing. Joke describes something that makes you laugh.

say/tell
You say something (to someone) but you tell someone something, or tell someone to do something.

4 Complete the sentences with words from exercises 1 and 2.
1. Am I too early? You ___ me the shop opens at 8:00 a.m.
   a. can... tell... tell... tell... tell...
2. I can ___ you £10. Can you pay me back soon?
   a. can... pay... pay... pay... pay... pay...
3. “Waiter! Could we have the ___ , please?”
   a. can... can... can... can... can... can... can... can...
4. I have come to report a crime. My bag was ___ last night.
   a. can... can... can... can... can... can... can... can... can...
5. Do you have any ___ for the bus? I only have a £5 note and I need the exact money.
   a. can... can... can... can... can... can... can... can... can...
6. On my last holiday I went on a ___ to India.
   a. can... can... can... can... can... can... can... can... can...
7. I parked my car in a no-parking area and had to pay a ___.
   a. can... can... can... can... can... can... can... can... can...
8. That’s great! Jenny got the new ___ she applied for.
   a. can... can... can... can... can... can... can... can... can...
9. Do you think the Mr Bean films are ___ ? I always laugh when I watch them.
   a. can... can... can... can... can... can... can... can... can...
10. I’m sorry I’m late. I ___ the train.
    a. can... can... can... can... can... can... can... can... can...
11. I prefer to use a ___ card so I can pay later.
    a. can... can... can... can... can... can... can... can... can...
12. I’m sorry but this jumper doesn’t fit. Can I have a ___ , please?
    a. can... can... can... can... can... can... can... can... can...
13. The museum charges an entrance ___.
    a. can... can... can... can... can... can... can... can... can...

5 Choose ten words on this page that you find particularly difficult to remember. Write sentences which are true for you using these words.

When I buy something I always put the receipt in my bag.
Communication

give reasons for opinions

1. Work in pairs and look at the photos. What does each one show? How much money do you think was spent on each thing? Match the numbers (1–3) to the photos (A–C).
   - $6.6 billion
   - $1.4 million
   - $85.00

2. Read the article to check your answers.

   a. Listen to Polly and Jonathan discussing the article. Which thing(s)...
      - does only Jonathan think is a waste of money?
      - do they both think is a good use of money?
      - do they both think is a waste of money?

   b. Listen again. What reasons do they give for their opinions?

3. Work in two groups.
   - Group A: Choose three facts from the article. Think of reasons why they are/were a waste of money. Use as, if, and because.
   - Group B: Choose three facts from the article. Think of reasons why they are/were a good use of money. Use as, if, and because.

   Spending $12.4 million on an advert is a complete waste of money because, as most people don’t watch them anyway.

   If you’ve got money to spare, why spend it on a sandwich? You could have a great meal for that!

4. a. Work in pairs and choose one of the statements below that you both agree or disagree with. Think of three good reasons for your opinions.
   - Taxes should be quite high to make society a better place.
   - All money should be lent interest-free.
   - Lottery prizes should be no higher than $1 million.
   - People should not be allowed to leave their money to their children.
   - No one should be starving when there is enough money in the world to go round.

   b. Find new partners and discuss your statements, giving reasons for your opinions.

Reference

Question tags
Affirmative statements use a negative tag.
- They are French, aren’t they?
- We use this structure when you think the answer is yes.

Negative statements use an affirmative tag.
- I won’t be needed, will I?
- We use this structure when we think the answer is no.

If there is no auxiliary verb, use do, does, or did, or their negatives.
- She went home, didn’t she?
- For short answers, we also use the auxiliary verb.
- She doesn’t eat meat, does she?
- No, she doesn’t.

To ask a ‘real’ question, where we want to check information, the intonation of the question tag goes down, then up.

When we expect the other person to agree with us, the intonation of the question tag goes up, then down.

Modals of obligation and prohibition

Obligation

Have to is often used for rules/regulations.
- You have to show your passport at Customs. (It’s a law.)

Must is often used when the obligation comes from the speaker. Must is never followed by to.
- I must stop smoking. (I think this.)

Both have to and must can also be used to advise someone strongly to do something.
- You must start looking after yourself better!

Prohibition

Mustn’t means it is prohibited/not allowed.
- You mustn’t eat in the classroom.

No obligation

Don’t have to means you have a choice.
- You don’t have to wear a suit to work. (It’s not necessary but you can if you want to.)

Recommendation

You should go. (It’s a good idea.)
- You shouldn’t smoke. (It isn’t a good idea.)

Key vocabulary

Time and money verbs

- earn
- good value for have got to
- spare
- inherit
- invest
- it’s not worth the lend
- make not have enough
- run out
- of
- steal
- use your __ wisely

Phrasal verbs

- break up with
catch up with
drop out of
drop out of
end up
grow up
make up
pick up
run out of
work out

Personal qualities

- ambitious
- charming
- confident
- determined
egotiastical
- extravagant
- flexible
- generous
- good
- with
- figures
- good with people
- have a sense of humour
- know your strengths
- weaknesses
- mean
tolerant
- work long hours

Shopping

- afford
- bargain
- big ticket item
- cash
- cheap
- checkout
- credit card
- debit card
- expensive
- impulse
- buy
- price
- comparison
- websites
- purchase receipt
- reduced refund
- save
- spend
- shop around
- the sales

Easily confused words

- coin
- note
- fare
- fine
- funny
- lend
- borrow
- miss
- lose
- receipt
- bill
- change
- cash
- remember
- remind
- rob
- steal
- say
- tell
- travel
- trip
- work
- job

Listen to the explanations and vocabulary.

see Writing bank page 156

ACTIVITYBOOK
4 Review and practice

1. Complete the questions with the correct question tags.

1. I can't park here, ________?
2. I need to phone him, ________?
3. The guests will be here soon, ________?
4. She had a headache, ________?
5. This match is boring, ________?
6. I'm a genius, ________?
7. We're going out later, ________?
8. They haven't called yet, ________?
9. I shouldn't give her the money, ________?
10. You woke up early this morning, ________?

2. Match the questions (1–10) in exercise 1 with the answers (a–j).

   a. No, they haven't.
   b. Yes, we are.
   c. No, you can't.
   d. No, you shouldn't.
   e. Yes, it is.
   f. No, you're not.
   g. Yes, you do.
   h. Yes, I did.
   i. Yes, they will.
   j. Yes, she did.

3. Read the text. Some lines have one extra, incorrect word. Write the extra word in the space or tick (√) if there is no extra word.

Memo to: all staff From: management

At the meeting we agreed on some rules. __________
All staff should look smart to
at all times but workers don't have to
wear a suit unless requested. Staff
must to go outside to smoke and should
try not to blow smoke in through the
windows. Workers mustn't not leave dirty
cups in the workspaces and food must not
to be consumed in the office. Staff do
not have to be in the canteen, but
lunch breaks must not have exceed one hour. __________

4. Choose the correct words in italics.

1. People under eighteen don't have to/mustn't smoke in England. It's illegal.
2. You don't have to/mustn't eat if you don't want to. It's your choice.
3. You don't have to/mustn't be late for work.
4. Ken's so rich he doesn't have to/mustn't work.
5. We don't have to/mustn't miss the last bus.
6. Markus doesn't have to/mustn't work on Sundays, but he often goes into the office.

5. Complete the sentences with if, when or unless.

1. ________ you want to make a lot of money, you'll have to work hard.
2. You won't be successful ________ you're very determined.
3. ________ you are good with figures, don't do your own business accounts.
4. You should leave your desk tidy ________ you finish work each day.
5. No one else will believe in you ________ you don't believe in yourself.
6. ________ you have a good business idea you could make a lot of money.

6. Correct the mistake in each sentence.

1. If I will see you tomorrow, I will give you the book.
2. She won't act in the film unless that she receives her normal salary.
3. We'll go as soon the taxi arrives.
4. If I drink another cup of coffee, I will be not able to sleep tonight.
5. I can't hear you unless you don't shout.
6. When I next go shopping, I'll to buy some milk.
7. Unless you drive carefully, you won't crash.
8. As soon as you will see him, call me.

7. Complete the sentences with the words in the box.

advert around figures lend picked refund run trip up value

1. I can't even buy you a coffee because I've ________ out of money.
2. This computer only cost me $400. Do you think that is good ________ for money?
3. A: What's wrong with Joe?
   B: He's just broken ________ with his girlfriend.
4. A: I didn't know you could speak Russian.
   B: Yes, I ________ it up when I was living there.
5. My wife deals with the money for the business, because I'm not very good with ________.
6. Before I buy anything big, I always shop ________ to try and get the best price.
7. We need to find a new flatmate, so we're putting an ________ in the local paper.
8. A: I'm flying to Paris in the morning.
   B: Have a good ________!
9. The MP3 player I bought didn't work, so I took it back for a ________.
10. Can you ________ me some money until the end of the month?
Lead-in

1. Work in pairs and look at the photos. Do you do any of the activities in your free time? What kind of person likes these activities?

2. a. Put the activities/equipment in the box into the correct columns.

   aerobics  a musical instrument  athletics  cards  climbing  computer games  cooking  cycling  dancing  drawing  exercise  football  horse riding  jogging  karate  painting  photography  reading  sailing  skiing  snowboarding  socialising  squash  surfing  swimming  volleyball

<table>
<thead>
<tr>
<th>Play</th>
<th>Go</th>
<th>Do</th>
<th>No verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>aerobics</td>
<td></td>
</tr>
</tbody>
</table>

b. Listen and check your answers. Mark the word stress.

3. Think of three activities you enjoy. What equipment do you need for them? Use the words in the box to help you.

   belt  board  boots  brush  canvas  costume  goggles  helmet  net  poles  racquet  rope  saddle  trainers

4. Work in pairs and discuss the questions.
   1. Which activities do you do now/did you do when you were younger?
   2. Which activities are/were you good at/hopeless at?
   3. When/Why did you start (or stop) doing these activities?
5.1 Are you creative?

Grammar
Present Perfect Continuous and Present Perfect Simple

Can do
describe your response to a picture

Speaking and listening
1 Work in pairs and look at the paintings. Which do you like/dislike? Why?

2 a Listen to three people talking about the paintings at an exhibition. Number the pictures in the order they talk about them.

b Look at the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... describe your response to a picture

It makes me feel...
It reminds me of...
I think it’s meant to show...
I like the way...
It looks (as if)...

c Look at the adjectives in the box. Which adjectives do the speakers use to describe each poster? Listen again and check.

colourful depressing disturbing intriguing odd sad striking unusual vivid

3 Work in pairs. Choose one of the paintings on this page or another painting you know and describe it using the phrases in the How to... box.

4 a Work in pairs. Which of these activities do you think is creative? Why/Why not?

- painting
- learning a language
- writing poems or stories
- housework

b Which of these definitions of creativity do you agree with?
- discovering a new scientific theory
- cooking
- solving a problem at work

Being creative is about creating works of art: painting; music; poems and so on.

Being creative is about using your imagination to do anything. Everyone is creative in different ways.

To be truly creative you have to be original; to do something in a completely new way.

5 a (line 1) Listen to Mike, Tom and Ruth talking about creativity and answer the questions.

What do each speaker agree with?
What does each speaker do that is creative?
Who says these phrases? Write Mike, Tom or Ruth.
1 I’ve been trying to open my own restaurant for ages...
2 I’ve given some away as birthday presents...
3 I’ve been playing with my three children this morning and the room is a complete mess...
4 I’ve made up lots of my own recipes.
5 I’ve been taking classes... for three months.

c Work in pairs. What do you do that is creative? Tell your partner.

Grammar | Present Perfect Continuous and Present Perfect Simple

6 a Look at the sentences in exercise 5b. Which use the Present Perfect Simple and which use the Present Perfect Continuous?

b Read the Active grammar box. Then match the example sentences (1–5) with the rules (A–C).

1 I’ve been trying to phone you.
2 I’ve been studying Chinese since last year.
3 I’ve been trying to lose weight for the summer.

A to emphasise how long something has taken.
I’ve been trying to start my own business for ages.

B to indicate that an activity or a situation is temporary or incomplete.
I’ve been studying Chinese since last year.

C to emphasise the repetition of an activity.
I’ve been trying to lose weight for the summer.

Active grammar

We use both the Present Perfect Simple and Continuous to talk about actions/states or activities which have some connection to now. We use the Present Perfect Continuous (have/has + been + ing)...

- A to emphasise how long something has taken.
  I’ve been trying to start my own business for ages.
  e.g. sentence___

- B to indicate that an activity or a situation is temporary or incomplete.
  I’ve been studying Chinese since last year.
  e.g. sentence___

- C to emphasise the repetition of an activity.
  I’ve been trying to lose weight for the summer.
  e.g. sentence___

7 The sentences below use the wrong verb tenses. Work in pairs and say why the underlined tenses are wrong.

1 A: How long have you waited?
   B: Hours!
2 I’ve cleaned this morning. I’ve almost finished.
3 I’ve been giving up smoking!
4 That’s great. Do you feel healthier?
5 I’ve been seeing you every weekend.

6 a (line 1) Listen to the following sentences. What happens to the pronunciation of have and been?

b Listen again and repeat.

see Pronunciation bank page 164

9 a Read the blog and complete it with the Present Perfect Simple or Present Perfect Continuous form of the verb in brackets. Sometimes both may be possible.

What I’ve been doing lately...

This morning is the first time for a while I have been able to (be able to) to write my blog. The last few weeks (2) ____ (be) very busy. I (3) ____ (work) hard on a new painting. When it’s finished, it’s going to be part of an exhibition at Newport Gallery. I (4) ____ (never/exhibit) there before but it is a lovely space.

Jon (5) ____ (start) his new job. He seems to be enjoying it and he (6) ____ (make) a lot of new friends.

And we (7) ____ (look) at houses. We (8) ____ (stay) with my parents while we try to find the perfect place. It isn’t that easy. I (9) ____ (see) one I liked but Jon wasn’t very keen.

b Write your own blog about what you have been doing lately.

c Work in pairs. Show your partner your blog and answer their questions about it.
Reading

10 Work in pairs and discuss the questions.
1. Is everyone imaginative?
2. Which is more important for artists: hard work or inspiration?
3. Are there any techniques which can help us to develop our imagination?
4. Are children more creative than adults?

11 a. Read the first paragraph of the article. Which of the questions in exercise 10 does it discuss?
b. Read the rest of the article and put the paragraph headings (a-c) in the correct places 1-3.
a. No limits!
b. Be someone else!
c. Making connections

12 Read the article again and answer the questions.
1. Which statement is true?
a. Most people aren’t imaginative.
b. Only children are imaginative.
c. We are all imaginative.
2. How does the first technique work?
a. You link your problem with an image or word.
b. You link your problem with the word ‘match’.
c. You have to think of a present for a friend.
3. In the second technique, what must you imagine?
a. That you are rich.
b. That you aren’t limited in any way.
c. That you can ski.
4. What do you do in the third technique?
a. Imagine you are a negotiator.
b. Imagine you are a different person.
c. Imagine you are a fiction writer.
5. In the third technique, what type of questions should you ask?
a. Questions about other people’s shoes.
b. Questions about business techniques.
c. Questions about motivation and making connections.

Speaking

13 a. Work in groups. Look at the problems on page 147 and discuss how to solve them.
b. Tell another group what you discussed, what creativity techniques you used, and what solutions you found.
c. Read the solutions to the problems on page 148. Are they similar to your ideas?

Listening

1. Look at the activities in the box. How much time do you think you spend doing these things each day?

- Playing computer games
- Reading
- Watching TV
- Working out
- Going out with friends
- Doing homework
- Watching DVDs
- Eating
- Sleeping
- Doing anything else

2. Work in pairs and compare your answers.

3. a. Listen again and complete the notes.

Hannah says:
I didn’t expect to see such big results.
I can’t stand (1) ______. I don’t mind (2) ______ the housework, but it’s not very interesting.
I’d (3) ______ of all kinds of thing.
I enjoy reading...
I always look forward to (4) ______ a new book.
I love cooking ...
I find (5) ______ a very nice meal at least four nights a week.
I often invite (6) ______ to have dinner ...
I never manage (7) ______ much exercise.
I never seem to find the time.
That’s one thing I’d like (8) ______.

Grammar - -ing and infinitive

4. a. Read the Active grammar box and put the words in bold from exercise 3 under the correct headings (A-D).
b. Now put the verbs in the box under the headings (A-D).

- Adore
- Advise
- Agree
- Allow
- Decide
- Hate
- Refuse
- Remember
- Stop

Active grammar

When one verb follows another, the second verb is often an -ing form (e.g. going) or an infinitive (e.g. to go).

A. Verbs followed by an -ing form
- Can’t stand, mind, ...

B. Verbs followed by the infinitive
- Expect, prefer, ...

C. Verbs followed by object + infinitive
- Tell, tell, invite, ...

D. Verbs followed by -ing or infinitive
- Usually with a change in meaning

I tried to call him but he was out.

Choose the correct words in italics.
1. What hobbies do you enjoy?/do you enjoy doing?/to do in a big group/alone?
2. What do you expect doing/to do in your free time when you are old?
3. Is there any housework that you can’t stand doing/to do?
4. What should you stop doing/to do if you want to be healthier?
5. Is there anything you stop to do/do on your way home from class?
6. Who would you most like to invite to go/going out for dinner?

Speaking

6. Work in groups. Ask and answer the questions in exercise 5. Tell other students what you found out.
Theatre

War Horse

War Horse, adapted from the book by Michael Morpurgo, tells the story of a horse in the First World War. Before seeing the play I couldn’t imagine how this story could work on stage – but it does. Joey and the other horses in the play are astonishingly life-like puppets and they steal the show. Very quickly, you come to completely believe in them and the unfolding story. In fact they are so good that the human characters seem less well-rounded in comparison. The sound effects are also incredible and with the dramatic lighting create the terrifying sensation of being right in the middle of battle. Although War Horse is not a musical, the musical score is a highlight, with simple but beautiful melodies and lyrics. The play is altogether an amazing spectacle and I was unsurprised when the applause from the audience lasted for more than five minutes at the end. Now I can’t wait to see Spielberg’s film version!

Books

The Shadow of the Wind

A worldwide best-seller from the Spanish author, Carlos Ruiz Zafón, The Shadow of the Wind is an unusual and moving book which will undoubtedly become a modern classic. The book is set in Barcelona where there is an old bookshop, called the Cemetery of Forgotten Books, right in the centre of the old city. As its name suggests, the bookshop sells only forgotten and out of print books. The main character, Daniel, visits the bookshop as a child and is allowed to choose a book to keep and look after. The book he chooses is called The Shadow of the Wind. As he grows up several people seem very interested in this book, which is the only copy left in the world. Gradually, he discovers that he is in great danger from a mysterious man who has the same name as one of the characters in the book. The Shadow of the Wind is full of atmosphere and is part thriller, part love story. Both the descriptions and dialogue are beautifully written and the plot is a real page-turner. The first chapter in particular took my breath away. If I have one complaint, it is that the ending feels rather sudden, but perhaps that’s just because I couldn’t put it down.

Film

The Twilight Saga: New Moon

The Twilight Saga, based on the books by Stephenie Meyer, tells the story of a young girl whose boyfriend is a vampire. Robert Pattinson plays the role of the vampire, Edward Cullen, and Kristen Stewart stars as the heroine Bella. In this sequel to the first film, Twilight, Bella is abandoned by Edward and starts a relationship with Jacob, a werewolf. Robert Pattinson is a well-established heart throb, and the film seems to be aimed very much at teenage girls, with plenty of romantic scenes. Fans of the books will love it, of course, but in my opinion the performances are rather dull, and the film failed to make me care about any of the leading characters. Some people have compared elements of the story to Shakespeare’s play Romeo and Juliet, suggesting that the vampires and werewolves in the film are like the rival families the Montagues and the Capulets in the play. However, I don’t think Shakespeare would approve of the plot – it’s completely absurd. In fact the only thing I would recommend about the film is the soundtrack, which includes songs from The Killers and Editors, and makes a great album.
5.3 Memorable meals

Grammar

countable and uncountable nouns

Can do

describe a restaurant

Vocabulary | food

1. a. Do you know anything about food in Argentina? If not, what do you think the food is like?
   b. [True] Listen to Julia talking about some typical Argentinian dishes. Complete the notes.
   c. [True] Read the text about food in Iran. It is a part of the restaurant.

Reading

2. a. You are going to read about a strange restaurant experience. First, try to match these words from the story.
   1. long
   2. roadside
   3. delicious
   4. hungry
   5. never
   6. wonderful
   b. Work in pairs. What do you think happens in the story? Use the phrases in exercise 2a to describe some typical dishes from your country.

Grammar | countable and uncountable nouns

5. a. Read the Active grammar box. Then complete part A with the words in the box.

   and countable counted restaurant rice uncountable

   b. Complete part B of the Active grammar box using the underlined examples in the story on page 70.

Active grammar

A different ways which we can count are usually (1) ______ nouns. (2) ______ nouns are often liquids, substances or abstract qualities, but some just need to be learnt.

Examples:

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>village café</td>
<td>sugar water money</td>
</tr>
<tr>
<td>food</td>
<td>soap luggage</td>
</tr>
<tr>
<td>meal</td>
<td>travel information</td>
</tr>
<tr>
<td>ice cream (in a bowl)</td>
<td>advice furniture</td>
</tr>
<tr>
<td></td>
<td>weather hair</td>
</tr>
<tr>
<td></td>
<td>bread</td>
</tr>
</tbody>
</table>

Some nouns can be countable (3) ______ uncountable. This is either because we understand how much someone is talking about: Can I have a (cup of) coffee please? Sure. Do you take one (spoonful of) sugar or two?

Or it might be because we can look at the noun both as something that can be (4) ______ and as a substance. chocolate (a bar) a chocolate (in a box)

B Quantifiers

<table>
<thead>
<tr>
<th>None</th>
<th>A small amount</th>
<th>A large amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable</td>
<td>A ______ months; later; Outside one of the ______</td>
<td>Huts ______</td>
</tr>
<tr>
<td>Uncountable</td>
<td>We didn't have ______</td>
<td>a ______ sugar</td>
</tr>
<tr>
<td>Countable and uncountable</td>
<td>We do not ______ weak; get ______ tea; I told ______ friends about the meal;</td>
<td></td>
</tr>
</tbody>
</table>

Note that any, much and many are usually used in negatives and questions.

see Reference page 75

Speaking

8. Work in pairs and discuss the questions in exercise 7.

   a. How many money do you have?
   b. We need to buy a new furniture.
   c. Sam ate almost all the chocolates in the box.
   d. She has a beautiful long blonde hair.
   e. I don't have some luggage.
   f. Would you like some rice with that?
5 Vocabulary | explaining what you mean

1. Think of situations in which you need to explain something ...
   a. to visitors.
   b. to family/friends.
   c. to colleagues.
   d. to other students.
2. Work in pairs and compare your ideas.
   In a restaurant, I sometimes have to explain the local dishes to
   visitors to my country.

3. Listen to five descriptions and guess what the speakers are
describing. Then check your answers on page 148.
4. Read the Lifelong learning box. Then listen to the descriptions
again and complete the sentences (1–5).

Paraphrasing
You will not always know the words you need in English. But
you can communicate your meaning by using alternative words
to explain what you mean.
1. It’s a type of ...
2. It’s a kind of ...
3. It’s the stuff you ...
4. It’s something you use for ...
5. They’re usually made of .../They’re a useful thing to ...

How to... describe a restaurant

<table>
<thead>
<tr>
<th>Location</th>
<th>It’s on the river/on the main square/on a small street/in the centre of ... it’s near ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere</td>
<td>Very lively/busy/noisy/romantic/peaceful/relaxing ... It has a bar/live music ...</td>
</tr>
<tr>
<td>Menu</td>
<td>It specialises in ... It’s famous for ... The menu is varied/traditional. The (food) is fresh/good-quality/beautifully-prepared.</td>
</tr>
<tr>
<td>Service</td>
<td>The service is quite slow. The waiters are very friendly/efficient.</td>
</tr>
<tr>
<td>Prices</td>
<td>The prices are reasonable. It’s quite expensive.</td>
</tr>
</tbody>
</table>

5. Put the words in the correct order. Then match the descriptions (1–6) to the pictures (A–F).
1. in/windows/something/kind/of/you/heat/it’s.
2. you/a/pasta/its/type/cheese/which/on/of/put.
3. you/opening/wine/use/bottles/its/’something/for.
4. Spain/its/kind/a/dish/of/from/rice.
5. your/for/use/stuff/you/hair/it’s/washing/the.
6. large/made/stone/figure/its/of/a.

Lifelong learning

SHAPE – draw something that’s ...
rectangular
oval
round
square
WEIGHT – name an animal that’s ...
heavy
light
SIZE – name something that’s ...
enormous/huge – The Grand Canyon,
tiny
wide
narrow
TEXTURE – name a type of material or a thing that’s ...
smooth – soap
rough
sticky
soft
hard

b. Work in groups. Complete the notes below. Which group can finish first?

4a. Work in groups. Complete the notes below. Which group can finish first?

b. Work in groups. Complete the notes below. Which group can finish first?

4a. Work in groups. Complete the notes below. Which group can finish first?

b. Work in groups. Complete the notes below. Which group can finish first?

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b. Work in groups. Complete the notes below. Which group can finish first?

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b. Work in groups. Complete the notes below. Which group can finish first?

4a. Work in groups. Complete the notes below. Which group can finish first?
Present Perfect Continuous and Present Perfect Simple

We use both the Present Perfect Simple and Present Perfect Continuous to talk about actions, states or activities which happened in an unfinished period of time and have some connection to now.

I've been to Paris. (some time before now)
I've lost my keys. (it happened some time before now and they are still lost)
I've been waiting for him. (I started in the past and I'm still waiting)

We use the Present Perfect Continuous ...

1. to emphasise how long something has taken.
   I've been waiting for ages.
2. to indicate that an activity or situation is temporary.
   I've been living here for a few months now.
3. to express with emotions.
   I've lived here all my life.
4. to emphasise the repetition of an activity.
   I've been ringing and ringing you!

Verb patterns with -ing and infinitive

1. Verbs followed by -ing: verbs of feeling, e.g. can't stand, like, love, enjoy, don't mind, hate, adore
2. Verbs followed by the infinitive: verbs about future plans, e.g. agree, promise, want, choose, decide, hope, expect, plan, would like, refuse, prefer
3. Many verbs can use the pattern: verb + somebody + to + infinitive, e.g. allow, help, want, remind, would like, advise, invite, tell
4. Some verbs can be followed by both forms but the meaning may change.

Countable and uncountable nouns

Countable
A countable noun can be singular or plural. We can count countable nouns (one apple, two apples, etc.).
She eats an apple a day. I love eating apples.

Uncountable
Uncountable nouns have only one form, no singular or plural. We cannot count uncountable nouns.
In Asia, people eat rice with every meal.
We cannot say a rice, so we specify a ... of ...

a bowl of rice, a bottle of water ...

Uncountable nouns are generally not used in the plural, e.g. information, advice, furniture, equipment, travel.
Can I have some information? NOT: informations

Some uncountable nouns are used only in plural form, e.g. scissors, jeans, news.
I bought some jeans/a pair of jeans. NOT: a-jeans
Some uncountable nouns can be used as both countable and uncountable. Sometimes this is because we understand a certain quantity is meant.
Can I have a (cup of) coffee?
Sometimes the meaning changes, e.g. chocolate, ice cream, hair, noise, room, time, chicken, lamb, potato.

Quantifiers
Before countable nouns, we use a few, a couple, some, a lot of and many in positive sentences.
Before uncountable nouns, we use a little, some and a lot of in positive sentences.
Any, much and many are usually used in negative sentences and questions.

Key vocabulary
Leisure activities
aerobics a musical instrument athletics camping
cards climbing computer games dancing
drawing exercise jogging karate painting
photography sailing skiing snowboarding
socialising squash surfing volleyball
Equipment
belt board boots brush canvas costume goggles
helmet net poles racquet rope saddle trainers
Responding to a picture
colourful depressing disturbing intriguing odd
sad striking unusual vivid
Describing pastimes
Theatre: adapted from amazing spectacle applause
audience lighting lyrics melody on stage
puppet score sound effect steal the show
tell the story of well-rounded
Books: a classic atmosphere author
beautifully written best-seller chapter character
couldn't put it down description dialogue is set in
out of print page turner plot take your breath away
Film: album fan heart throat leading character
performance play the role of plot sequel
soundtrack star as
Describing food
It's ... grilled/baked/boiled/fried/made with .../made by
+ verb + -ing/stuffed with .../served with .../hot/cold.

Listen to the explanations and vocabulary.
see Writing bank page 157
1. Choose the correct words in italics.
   1. I haven’t bought your present yet because I’ve worked/been working all morning.
   2. How long have you known/been knowing Sally?
   3. A: Why are you looking so happy!
      B: I’ve danced/been dancing.
   4. Hi, I don’t think we’ve met/been meeting. I’m Tim.
   5. Have you finished/been finishing the report yet?
   6. How long have you learned/been learning to play golf?
   7. How many matches have you played/been playing this season?
   8. Molly hasn’t done her homework. She’s watched/been watching TV all afternoon.

2. Complete the dialogues with the correct form of the verbs in brackets.
   1. A: You look exhausted. What _____ you _____ (do)?
      B: I _____ (play) squash.
   2. A: You’re late! I _____ (wait) for nearly an hour.
      B: I’m sorry. I _____ (work) late in the office.
   3. A: I’m really hungry. I _____ (not/eat) all day.
      B: Sit down. I _____ just (finish) making dinner.
   4. A: I haven’t seen you for hours. What _____ (do)?
      B: I _____ (play) with the dog.
   5. A: _____ you _____ (leave) any messages for him?
      B: Yes, I _____ (leave) four messages.
   6. A: There’s paint on your clothes! _____ you _____ (decorate)?
      B: Yes, I _____ (paint) the living room. It’s nearly finished.

3. Complete the email with the correct form of the verbs in brackets.
   Hi Virginia,
   I’d like to (1) _____ (check) a few things with you about next week. I am really looking forward to (2) _____ (see) you here in New York. The good news is that my flatmate, Matt, has agreed (3) _____ (give) you his room for the week. He said he would prefer (4) _____ (stay) at his girlfriend’s place because he can’t stand (5) _____ (listen) to us talking about university all night!
   The other thing is that on Thursday I have been invited (6) _____ (go) to dinner with a new colleague from work. I am sure you can manage (7) _____ (entertain) yourself for one night. There is a lot you can do around here if you don’t mind (8) _____ (go out) on your own. Remember (9) _____ (bring) your mobile phone, so you can contact me if you get lost. I forgot (10) _____ (ask) you what time your train arrives. Let me know and I’ll try (11) _____ (leave) work early so I can meet you.
   Speak soon,
   Love Felipa
   P.S. I need to warn you (12) _____ (bring) some warm clothes with you because it is freezing here!

4. Complete the following pairs of sentences using the countable and uncountable form of each noun. Add an article or plural ending if necessary.
   coffee
   I’m trying to give up chocolate, it isn’t good for me.
   He bought her a huge box of chocolates.
   1. _____ is produced in Kenya.
      Would you like _____?
   2. hair
      Waiter! There’s _____ in my soup!
      He has short spiky brown _____.
   3. noise
      I jumped when I heard _____ coming from the bathroom.
      There’s a lot of _____ in this street.
   4. room
      The hotel has 100 _____.
      Is there _____ for me at the table?
   5. chicken
      Susie keeps _____ in her garden.
      I had _____ for dinner.

5. Correct the mistake in each sentence. There may be more than one mistake and more than one way to correct it.
   We went to buy a furniture
   We went to buy some furniture.
   1. In the evening I love listening to a music.
   2. We went out to lovely restaurant.
   3. Hurry up! We don’t have many time.
   4. I don’t think I can come to the theatre, because I only have a few money.
   5. Would you like a milk in your coffee?
   6. I’ve got a bad news – the show has been cancelled.
   7. I’m going to the market to buy some breads.

6. Choose the correct words in italics.
   1. The first film was a great success, so they’re making the sequel/chapter/performer.
   2. To play volleyball you need a racquet/a net/goggles.
   4. I love going aerobics/cooking/climbing.
   5. I don’t understand this song because the melody/lyrics/album are in German.
   6. The dialogue/plat/description is really good – they say such funny things!
   7. Flour is the stuff/thing/type you use to make bread.
   8. Pierogi is made by/made with/served potato flour.
Lead-in

1. Work in pairs and look at the photos. What type of holidays do they show? Describe them using words and phrases from the box.

   adventure holiday  beach holiday  camping holiday
   (river) cruise  package holiday  safari  sailing holiday
   sightseeing tour

2. Which of these holidays are romantic/convenient/dangerous/expensive/relaxing?

3. Cross out one adjective which does not collocate with the noun.
   1. rocky/pebbly/snow-capped/scenic mountains
   2. dramatic/sandy/scenic waterfall
   3. snow-capped/green/lush/scenic valley
   4. unspoilt/scenic/pebbly/rocky coastline
   5. sandy/pebbly/tropical/rocky/lush beach
   6. tropical/snow-capped/desert island
   7. sandy/unspoilt/dramatic scenery

3. Work in pairs and discuss the questions.
   1. Could any of the places in the photos be in your country? What kind of places do tourists visit in your country?
   2. Have you ever been to any of the types of places in exercise 2?
   3. Do you prefer holidays somewhere remote, or in a busy city? Why?
6.1 Across Africa

Grammar | Past Perfect Simple
Can do | describe a memorable photo

TRAVELS ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera, I used words, I had already finished three notebooks and was into the fourth, a beautiful leather notebook I’d bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn’t seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn’t know how long they had been there next to us. I shouted to Dan: ‘Look!’ but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

‘Wild horses?’ he said. ‘Why didn’t you wake me up?’

‘I tried. But they were gone after a few seconds.’

‘Typical,’ he said. ‘The best photos are the ones we never take.’

We checked into a dusty hotel and slept the sleep of the dead.

Reading

1. a Complete the phrases with the words from the box.
   - phone
   - home
   - emails
   - photos
   - souvenirs

   diary emails home photos souvenirs

   1. keep a
   2. take a
   3. buy
   4. send postcards/letters/

   b Do you do any of the things in exercise 1a when you travel?

2. Work in pairs and discuss the questions.
   1. Have you been/Would you like to go to Africa?
   2. What you would expect to see/experience there?

Vocabulary | descriptive language

5. Look at the descriptive language from the extract. Choose the correct words in italics and answer the questions.

   We shot through the barren landscape (line 1)

   This means we moved very fast. Normally we use the word ‘shot’ when guns are involved – ‘He shot someone.’

   a drunk on sensations (line 9)

   This means that you have seen and heard so much that you feel incredible/bored.

   What normally makes people drunk?

   b roaring of the water (line 9)

   This means the water makes a loud noise/ is quiet.

   What animal normally roars?

   c quietness fell over us (lines 14–15)

   This means that as they drove they had a small accident/it became silent.

   Give some more everyday examples of things that fall.

   d caught my eye (line 16)

   This means that she had something in her eye/noticed something and looked at it.

   What else can you catch?

   e slept the sleep of the dead (lines 34–35)

   This means that they slept very well/very badly.

Grammar | Past Perfect Simple

6. a Look at the Active grammar box and answer the questions. Then choose the correct underlined words.

   a Find other examples of the Past Perfect Simple in the extract on page 78.

   We wanted to remember all we had seen ...

   Which action happened first?
   1. We saw things ...
   2. We wanted to remember ...

   b We use the Past Perfect/Past Simple to make it clear that one event happened before another one in the past.

   We make the Past Perfect Simple with had/hadn’t + past participle/infinitive.

Active grammar

(Past Simple) (Past Perfect Simple)

We wanted to remember all we had seen ...

Which action happened first?
1. We saw things ...
2. We wanted to remember ...

We use the Past Perfect/Past Simple to make it clear that one event happened before another one in the past.

We make the Past Perfect Simple with had/hadn’t + past participle/infinitive.

7. Read the text and put the verbs in brackets into the Past Simple or the Past Perfect.

I had been warned about the dangers in Peru, but no one (1) _______ (tell) me how incredibly beautiful it was. The mountains (2) _______ (be) all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) _______ (decide) to walk there rather than take the tourist train. The sun had only just come up and the air (4) _______ (smell) very fresh and sweet. Machu Picchu (5) _______ (be) built in around 1450 but archeologists think it (6) _______ (be) abandoned by the time the Spanish (7) _______ (arrive) in the area a hundred years later.

8. a Complete the sentences using the Past Perfect and your own ideas.

   1. I got lost in the city because ...
   2. My first evening on holiday went well because ...
   3. I missed the flight because ...
   4. I decided to travel overland because ...
   5. There was a traffic jam because ...

   b Have you ever been in any of the situations in exercise 8a? Work in pairs and discuss.
6.2 Down under

Grammar  Uses of like
Can do  get around a new place

Vocabulary  places in a city
a  Work in pairs. Discuss the differences in meaning between each pair of words.
1  a castle/a palace
2  a museum/an art gallery
3  a pub/a café
4  a park/a garden
5  a lake/a fountain
6  a bookshop/a library
7  a shop/a market
8  a square/a roundabout
9  a hostel/a hotel
10  a canal/a river

A palace is a large building where a king or queen lives (or lived), but a castle is an old building, built to defend people from attack.

b  Tell your partner your top three choices of things to do when you visit a new city.
Number one for me is visiting markets, because the atmosphere is usually very friendly. You can meet local people and buy presents too.

How to... get around a new place
Ask about places in a town
What time does the museum close? Is there a restaurant near here?
Can you recommend a good restaurant?

Ask for travel information
How much is a taxi to the city centre? How far is this bus to the airport?

Sound polite
Excuse me. Could you tell me what time the train arrives? Excuse me. Do you know where this is?

Ask/Give directions
Can you tell me the way to the museum? Just go straight on. It's on your right.

Listening and speaking

9  Work in pairs. Look at the photos and answer the questions.
1  What can you see in the photos?
2  Where do you think the photos might have been taken?
3  What do you think the people who took the photos had done earlier that day?
4  How do you think they are feeling?

Listening

2  Mark and Kate are travelling around Australia. Listen to their dialogues (1–5). Where do you think they are in each instance?
3  Listen again and answer the questions for each dialogue.
1  What do they want or need?
2  What is the problem?

How to... describe a memorable photo

Say when and where the photo was taken:
This photo shows ...
This is a photo I took in ...

Describe what you can see in the photo:
In the background/foreground, you can see ...
On the left-hand side/right you can see ...
I think this is ...

Give background information/talk about the people in the photo:
If I had been (there) for ...
I was staying ...
We suddenly stumbled upon ...
Afterwards, we ...
We had always wanted to see ...
We had a really amazing day.

11  Think of a favourite photo, or choose a photo from page 148. Work in pairs and describe the photo to your partner, using the phrases in the How to... box.

Pronunciation  intonation in questions

5  a  Listen to the questions (1–5) and match them with the intonation patterns (a–c).
1  Wh- question: What time does the museum close?
2  Indirect question: Could you tell me what time the train arrives?
3  Yes/No question: Is there a bank near here?

b  Which type (Wh-, Yes/No or Indirect) is each question in the How to... box? Practise asking the questions with the correct intonation.

see Pronunciation bank page 164

Speaking

6  Work in pairs.
Student A: turn to page 148.
Student B: turn to page 152.
Ask and answer questions to find out the information you/your partner needs. Try to use expressions from the How to... box in exercise 4.
Reading and speaking
7 a What country do you think is shown in the photo? Why?
b If you went to this country, which of these things would you like to do?
1 eat food from many different cultures
2 visit a rainforest
3 go to the beach
4 see wildlife
5 go deep-sea diving
6 visit a vineyard
c Read the article. Which of the things above did Dannii do on her trip?

8 Read the article again and answer the following questions.
1 Why does Dannii think Melbourne has become more cosmopolitan?
2 What does St Kilda well known for?
3 What does Dannii think is ‘a wonderful challenge’?
4 What does the Queen Victoria Market sell?
5 What can you see as you drive along the Great Ocean Road?
6 What area of Australia does Dannii still hope to visit?
7 Why is it quite difficult to visit some of the resort islands?
8 What is Dannii’s tip for making long flights to Australia more comfortable?

Dannii Minogue loves travelling the world as much as her sister Kylie, but after working away she says there’s no place like home…

“Melbourne is where I grow up so it obviously means a lot to me. It’s a city that is constantly evolving. Melbourne people, like all Australians, enjoy travelling and their increasing experience of other countries means local tastes have changed. The city has become much more cosmopolitan.”

One of the best places to visit is the Crown Casino, which features more than forty eating places all under one roof. Someone told me that in Melbourne you can sample the cuisine of seventy-five different countries. I haven’t managed to eat my way through them all, but it’s a wonderful challenge! And besides the top-class restaurants, you mustn’t miss Melbourne’s vibrant café culture, with wonderful beachside places at St Kilda.

If you enjoy your food, you will love exploring local produce markets. One I really like is the Queen Victoria Market on the corner of Queen and Elizabeth streets, which is open five days a week and sells a huge variety of fruit and vegetables.

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I’ve never been before. From Melbourne, we took the Great Ocean Road, a 150-mile highway that is a scenic delight. You pass through an area that includes the world-famous Twelve Apostles rock formations, the Otways rainforest and Bell’s Beach along with resort towns such as Torquay and Apollo Bay. We loved spending time on the beach, as well as visiting vineyards and taking in jazz music. It really was an amazing summer.

That said, we’ve still got a pretty extensive ‘to do’ list, including a trip to Queensland and the Barrier Reef. And although I’ve been to Hayman Island a couple of times, I’d like to get to know some of the more exclusive resort islands that can be reached only by private boat or helicopter.

The flight to Australia is a long one but perfectly comfortable if you follow a routine like mine. I get on board and immediately change into my flight pyjamas – one day I’m going to work out how to accessorise them with fashion items, but until then I look like someone wearing pyjamas!

I just love to travel. It’s an Aussie thing: as a people we are up for jumping on a plane and going off to explore. I can’t wait to see where I’ll go next.”

Grammar | uses of like
9 a Do these extracts from the article use like as a verb or as a preposition?
- Do you like it? (verb) | What’s it like? (preposition)
1 There’s no place like home.
2 Melbourne people, like all Australians …
3 One I really like is the Queen Victoria Market …
4 I’d like to get to know some of the more exclusive resort islands …
5 … if you follow a routine like mine.
6 … I just look like someone wearing pyjamas!

b Complete the Active grammar box with the example sentences (1-6) in exercise 9.

Active grammar

The word like can be used as a verb or a preposition.

As a verb
A To enjoy something or to think that something is nice, good or right.
  e.g. sentence ___
B To say what you want or to ask someone what they want.
  e.g. sentence ___
C To suggest or offer something.
  We could go to the art gallery if you like.

As a preposition
D Similar to something else or happening in the same way.
  e.g. sentence ___ and ___
E We often use look with this meaning.
  e.g. sentence ___
F We also use sound/unit/taste.
  What’s that noise? It sounds like an aeroplane.
  What does papaya taste like?
  It’s so warm, it feels like summer.
G Used to give an example of something, instead of using such as.
  e.g. sentence ___
H Used to ask someone to describe or give their opinion of something.
  What is it like? It’s very cosmopolitan.

see Reference page 89

Speaking and writing
11 a Work in pairs. Tell your partner about your home town or a place you know well. Answer the following questions.
1 What is it like?
2 What are the people like?
3 Why do you like/dislike it?
4 What do you like doing there?
5 What would you like to change about it?
6 Does it look like any other cities/places that you know?

b Write a short article about a city or place you know well, recommending things a visitor should do. Use expressions from the article on page 82.

One of the best places to visit is …
You mustn’t miss …
If you enjoy …, you will love …
One I really like is …

© Read other students’ articles. Which city/places would you like to visit? Why?
6.3 Travellers’ tales

Grammar
articles

Can do
talk about unexpected events

Vocabulary | travelling

1. Complete the texts with the adjectives in the box.

- barren
dependent
cultural
local
new
package
sandy
unforgettable
tropical

A. Tourists are not so interested in (1) ... experiences and sensations. When they go abroad, they either go sightseeing to see (2) ... landmarks like St. Mark’s Square in Venice, or to (3) ... beaches where they do nothing but sunbathe. Many tourists prefer (4) ... holidays, which include travel, accommodation, and sometimes even food. Tourists just want to have fun and relax.

B. Travellers ... go to the (5) ... capitals, just like tourists. However, travellers also explore (6) ... rainforests, (7) ... deserts and other places where tourists never go. Travellers try to experience the (8) ... culture and meet the people who live there. They prefer (9) ... travel to package tours and hope to experience an (10) ... journey.

Listening and vocabulary

3. Work in pairs. Look at the painting of Lady Mary Wortley Montagu and discuss the questions.

1. When do you think she lived?
2. Where do you think she lived?
3. What do you think she was like? Describe her using words from the box.

- adventurous
- aggressive
- arrogant
- beautiful
- brave
- clever
- confident
- intelligent
- open-minded
- well-off

Listen to a radio programme about Lady Mary and check your ideas.


b. Listen again and correct the following sentences.

1. Most women travellers went abroad to accompany their children.
2. Lady Mary didn’t enjoy living in Turkey.
3. She wore English clothes.
4. She caught smallpox as a child.
5. She had her son inoculated against smallpox and brought the idea back to England.

Pronunciation | sentence stress

5. a. (1) Listen to the answers to exercise 4b and write down which word is most stressed in each sentence.

Most women travellers went abroad to accompany their husbands.

b. Why are these words stressed? Practise saying the sentences in exercise 4b with this stress pattern.

6. a. Turn to page 149 and read about another traveller. Write four sentences about them. Include an incorrect fact in each sentence.

b. Work in pairs. Take it in turns to read your sentences. Try to correct your partner’s mistakes, paying attention to your intonation.

see Pronunciation bank page 164

Strange things happen when you travel ... ...

If you think that’s unbelievable, how about the story of Roger Lausier? Aged forty, he had wandered away from his mother on Salem beach, Massachusetts and was saved from drowning by a woman called Alice Blaise. Nine years later, the thirteen-year-old Roger was on the same beach when he saw a man fall overboard. Roger saved his life. The man turned out to be Alice Blaise’s husband.

Some of the most incredible travel stories, it seems, are about a pet. In August 1923 the Brazier family, holidaying in Indiana, lost their dog, Bobbie, and had to return home to Oregon, 3,000 miles away, without him. Unbelievably, Bobbie travelled across icy rivers, climbed the Rocky Mountains and, six months later, arrived back home in Oregon.

Or more recently, Charlie, a cat who decided to take a nap inside the engine of his neighbour’s car and ended up being driven 160 miles away. Luckily for him, he was completely unharmed.

Work in pairs. Retell the stories from the article using the key words below to help. Try to use some of the words and phrases in the box.

- amazingly...
- didn’t expect to...
- luckily...
- turned out...
- unbelievably...

- family/Australian coast/whale/boat
- Roger/drowning/saved/beach/Alice/beach/husband
- dog/Indiana/3,000 miles/Rocky Mountains
- Karen/beach/ring

Reading and speaking

7. a. Work in pairs. Describe what is happening in the pictures (A–C).

b. Read the article. What strange event does each picture (A–C) show?

8. Work in pairs. Read the article again and answer the questions.

1. Is the article very serious, semi-serious or not serious? How do you know?
2. In your opinion, which are the most amazing events/coincidences in the article? Which are lucky? Which could have logical explanations?
3. Have you experienced a strange event/coincidence? What happened?
Grammar | articles

10 Look at the Active grammar box and match the example phrases/sentences (1-8) below with the rules (A-H).

1 Ken de Vico, who is a professional diver, says ...
2 In Hawaii, ...
3 Some of the most incredible travel stories ...
4 Rings are top of ...
5 They didn’t expect a 30-foot humpback whale to leap out of the ocean ...
6 They didn’t expect a 30-foot humpback whale to leap out of the ocean ...
7 No one was seriously hurt, not even the whale.
8 Some of the most incredible travel stories are about a pet.

A We use a/an when something is one of many, e.g. sentence _____
B We use a/an when it’s the first time something has been mentioned, e.g. sentence _____
C We use a/an with jobs, e.g. sentence _____
D We use the when something is the only one, e.g. sentence _____
E We use the when something has been mentioned before, e.g. sentence _____
F We use the with superlatives, e.g. sentence _____
G We use no article (-) when we make generalisations with plural or uncountable nouns, e.g. sentence _____
H We use no article (-) with most names of people and places, e.g. sentence _____

We use the in names if the title includes States, Kingdom and Republic, the United States, the United Kingdom, the Republic of China.

We use the if the name is a plural: the Netherlands, the Andes, the Falkland Islands.

We say the south of Spain, but southern Spain and the north of Africa, but North Africa.

We use the with rivers, seas, oceans and deserts: the Pacific Ocean, the River Thames.

Active grammar

11 Find and correct the mistake in each sentence.
1 The travellers should always respect other people’s culture.
2 The Europe is not most beautiful continent.
3 The good way to see a country is to go by train.
4 It’s be really relaxing to go on a trip along a river, like River Nile, for example.
5 The delayed flights are one of the greatest problems travellers face these days.
6 Before going abroad, you should learn a few words of a local language.
7 The travel is a bit boring for me.
8 I hate travelling in the aeroplane.

12 Complete the stories with a/an/the or – (no article).

Alvaro Cortez met his girlfriend, (1) _______ musician called Pilar, at college in Madrid, and she showed him her favourite guitar. (2) _______ guitar was (3) _______ same instrument that Alvaro’s grandfather had played fifty years earlier. It had been lost when his grandfather moved to (4) _______ new house in (5) _______ Valencia, Spain.

Michael and Tamara Weisich went on (6) _______ two-week holiday to Warsaw. One evening, in (7) _______ restaurant of (8) _______ small hotel where they were staying, they started talking to another couple, who, they soon realised, were also called Michael and Tamara Weisich, also from (9) _______ New York City. But (10) _______ best coincidence of all: both couples had been to (11) _______ same hotel in Prague exactly a year before.

Maps for the mind

Don’t always write new vocabulary in a list. Use maps like the one above to put related words together. This will help you to remember them.

a How did you get away with that? (section 3)
b I forgot my umbrella so I got wet.
c I got some directions to the hotel in an email.
d It’s quite easy to get around the city.
e I got really lost in the old part of town.

13 Complete the story with the words/phrases in the box.

get away with get it into get off get on getting on got out of

The funniest thing that ever happened to me on an airplane was about twenty years ago, in Brazil. My boyfriend and I were (1) _______ a flight from Recife to Brasilia. In front of us in the queue to (2) _______ board was a woman carrying a large cardboard box. She tried to (3) _______ the overhead locker, but it was too big, so she sat down directly behind us with the box on her lap. Before we could take off, there was a squawking noise and all of a sudden a parrot landed on my boyfriend’s head! Honestly! It had (4) _______ the cardboard box and the cabin crew had to chase it round the plane for quite some time before they caught it. The lady and the parrot both had to (5) _______ the plane. She (6) _______ very angry, but I don’t know how she thought she would (7) _______ it!
6 Communication

Can do suggest and respond to ideas

1. Work in groups. When you visit another city, what do you like/not like doing? Tell your group.
2. You are going to plan a day trip for your group in London. Look at the What’s on in London leaflet and find ... a tour which lasts for half a day, b the time it takes to go round the London Eye, c a musical you could see, d where the plans concert is playing, e two museums you could visit, f an exclusive shop to buy souvenirs.

Listen to three people planning a day trip. What do they decide to do ... a during the day? b in the evening? c if it rains?

What’s on in LONDON

General
Tour around London on a Big Red Bus. Enjoy the views from the top of this famous London bus, as you learn about the sights from one of our friendly guides. Half-day tour, £25 per person.
London walks – Experience London on foot with one of our specialised walking tours. £5 per two-hour walk.
Camden market – the perfect place to walk around and visit shops, eat in a local café, buy some arts and crafts and just sit with a coffee and watch London go by. Colourful, fun and cheap – this is real London.
Buckingham Palace – Entrance ticket: £12 per person. Watch the Changing of the Guard outside Buckingham Palace at 2 p.m. every afternoon.
The London Eye – the Giant Observation Wheel became operational in January 2000. The Wheel is the largest of its kind ever to be built and visitors to London from abroad are delighted by this new way of seeing the city. Tickets £12.50, duration 30 minutes.

Reference

Past Perfect Simple
We use the Past Perfect Simple to talk about something that happened in the past, e.g. I was ill.
We use the Past Perfect Simple to talk about what happened before that, e.g. I had eaten something bad.
We use it to make the order of events clear.
I was ill because I’d eaten something bad.

I had eaten something bad  I was ill  now

We don’t need to use the Past Perfect Simple when the sequence of events in the past is clear:
I came home and turned on my computer.
The Past Perfect uses many of the same expressions as the Present Perfect (since, for, already).

Uses of like
As a verb
1. To enjoy something or think that something is nice, good or right.
   I like fresh coffee. Harry doesn’t like swimming.
2. To say what you want or ask someone what they want.
   I’d like a non-smoking room please.
3. To suggest or offer something.
   I’ll help you, if you like.

As a preposition
1. Similar to something or happening in the same way.
   He eats like a horse.
2. We often use like, sound, feel, taste with this meaning.
   Sam looks like a popstar.
3. We can also use look like and feel like with a more idiomatic meaning.
   It looks like Rachel is going to be late again!
4. I don’t feel like going.
5. When like is a preposition and is followed by a verb we use -ing.
6. Used to give an example (instead of such as).
   Big cities like London can be expensive.
7. Used to ask someone to describe or give their opinion.
   What’s London like? It’s enormous.

Articles
a/an is used ...
1. when something is one of many.
2. when it’s the first time we’ve mentioned the subject.

Some general points
1. The is used ...
   1. when the subject is unique (there’s only one).
     The President of the US
   2. when we already know which one we are talking about.
     I went to an island in the Pacific. The island was completely isolated.
   3. with superlatives: It’s the best holiday I’ve ever had ...

No article
We use no article when we make generalisations with ... plural nouns: Trousers are warmer than skirts.
uncountable nouns: Progress is possible.

Articles in place names
We use no article with ...
1. most place names: Warsaw, Spain
2. names with South/East, etc. South America
   we use the for ...
   1. countries with the word State, Kingdom or Republic: the United States, the United Kingdom.
   2. plural names: the West Indies.
   3. rivers, seas, oceans, deserts: the River Seine.
   4. describing where in a country: the south of France, the west coast of Scotland.

Key vocabulary

Holidays and travelling
(river) cruise cultural and historical capitals
barren deserts famous landmarks go abroad
go sightseeing have fun and relax
independent travel adventure/package/beach/camping/sailing/holiday local culture safari
sightseeing tour unforgettable journey

Describing landscape
beach coastline desert dramatic green island lush mountains pebbly sandy scenic scenic
snow-capped tropical unspoilt valley waterfall

Places in a city
bookshop/library canal/river castle/palace
hostel/hotel museum/art gallery lake/fountain
park/garden pub/café shop/market square/roundabout

Expressions with get
get a letter/an email/a distinction/a job/directions
get a newspaper/a drink get away with something get hungry/dark/wet/cold/wet/ill/bored
get home/to the airport get someone from the station/a taxi
get on/get back/get on (with)
get married/dressed/lost get (the chance) to + infinitive

Listen to the explanations and vocabulary.

see Writing bank page 158

ACTIVITY BOOK
6 Review and practice

1 Choose the correct words in *italics*.
1 When I got to the restaurant I realised that I left/had left her phone number at home.
2 By the time she was eighteen she lived/had lived in six cities.
3 On my birthday, when I got/had got home I found that my husband had cooked/cooked dinner.
4 That morning, she got up, had breakfast and went/had gone to work, as normal.
5 Tibet was incredible. I never saw/had never seen such a beautiful country before.
6 He called twice but no one answered. They all went/had all gone to bed.
7 When I arrived in France, my cousins kissed/had kissed me on the cheek.
8 When I returned a month later, I found that the weather grew/had grown cold and I had/had had to buy a new jacket.
9 It was Max! I hadn’t seen/didn’t see him for twenty-five years.

2 Correct the mistakes in the sentences. Four of the sentences are correct.
1 I don’t feel like to go tonight.
2 A: What’s he like?
   B: He’s like really nice.
3 It tastes like coffee.
4 Would you like having a drink?
5 What Madrid like?
6 We could eat out tonight, if you like.
7 I like going to restaurants.
8 Can you hear that noise? It sound likes Joe’s car.
9 I’ll come round tomorrow and help clear up, if you’re liking.
10 I like two tickets please.

3 Complete the names with *the* or – (no article).
   *the* Black Sea
1 ___ Canary Islands
2 ___ Africa
3 ___ Czech Republic
4 ___ Andes (mountains)
5 ___ River Nile
6 ___ Canada
7 ___ United Arab Emirates
8 ___ northern Europe
9 ___ Atlantic Ocean
10 ___ Mount Kilimanjaro
11 ___ Sahara Desert
12 ___ Mediterranean Sea

4 Choose the correct words in *italics*.
1 A: Why do you like this hotel so much?
   B: It’s a hotel/the hotel where I met Dave.
2 A: How was the restaurant?
   B: The food/Food was wonderful.
3 A: Why don’t you go to Australia for your holiday?
   B: I don’t like the aeroplanes/aeroplanes.
4 A: Who was Alexander Fleming?
   B: He’s a/the man who discovered penicillin.
5 A: Why didn’t you buy a dog?
   B: The cats/Cats are easier to look after.
6 A: What happened yesterday?
   B: The/A strange man knocked on our door and asked for water.
7 A: Why does Mariana always win prizes?
   B: Because she is the most/most intelligent person in the class.
8 A: What did you do last night?
   B: I went to a/the club.
   A: Oh really, which one?

5 Complete the advertisement with the words from the box. Some words may be used more than once.

get getting go sandy travel tropical unforgettable

Would you like to (1) ___ abroad? Would you like to (2) ___ the world? If you are only interested in (3) ___ a tan and lying on a (4) ___ beach with all the other tourists, then AMAZ Tours are not for you. We organise trips to the (5) ___ rainforest in Brazil. We offer a truly (6) ___ journey where you (7) ___ the chance to experience something truly different. The Amazon is (8) ___ smaller and smaller. See it before it disappears. We fly every Saturday. It takes fifteen hours to (9) ___ there and a whole lifetime to leave! (10) ___ your ticket before 12th July and we will give you a fifteen percent discount!

6 Choose the correct words in *italics*.
1 It was a lovely day so I decided to do some digging in the park/garden.
2 George took a boat out on the lake/fountain.
3 I bought a new paperback at the library/bookshop.
4 Hostels/Hotels are good places to stay if you’re on a budget.
5 There’s a market in the square/roundabout every Friday.
Lead-in

1. Work in pairs and discuss the questions.
   1. Which of the learning situations in the photos have you experienced? When and where did you experience them?
   2. Do you prefer learning alone or with others? Why?

2. Make as many verb/noun collocations as possible using the nouns in the box and the verbs in the table below.

   a course  a decision  a degree  an exam  from university  good marks
   a mistake  notes  progress  some research  a subject (History, Law, Architecture, etc.)  a suggestion  to a lecture
to class  your best  well at something

<table>
<thead>
<tr>
<th>Get</th>
<th>Take</th>
<th>Do</th>
<th>Pass</th>
<th>Fail</th>
<th>Revise</th>
<th>Go</th>
<th>Make</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>a course</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. a. Complete the sentences with verbs from exercise 2.
   1. Before exams do you usually _____ alone or with friends? Which is better?
   2. Do you think that to learn anything you have to be willing to _____ mistakes? Why/Why not?
   3. What other courses have you _____/done in the past? What was good/bad about them?
   4. If you _____ to a lecture, do you make lots of notes or just listen?
   5. How can you _____ good marks in your English test?
   6. What is more important? To _____ well at something or to _____ your best?

b. Work in pairs and discuss the questions in exercise 3a.
7.1 Learning from experience

Grammar

subject and object questions

Can do
describe a learning experience

Listening

1 a Listen again and complete the sentences with between one and three words.
   1 Natalie started playing the drums when she was _________. When she was _________ she was given her first drum kit.
   2 Philip started learning Yiddish about _________ ago. He found it quite easy because he had studied _________ at school.
   3 When Rachel got a job at a kids’ camp she was _________ that she had no _________ herself.
   4 Sean asked for a parachute jump for his _________ birthday. He went on a one-day course with _________ other students and made his jump at the end of the day.
   5 Yvette went to work in Indonesia about _________ years ago. The job was challenging because she had to manage _________ as well as teach classes.

b Which learning experience do you think was the most interesting/difficult/exciting?

Vocabulary | learning

3 a Complete the phrases with the words in the box.

- crash
- picking
- steep
- thrown

1 That was one thing that I had to _________ by _________.
2 I was amazed how quickly I started _________ it up.
3 An occasion where I had a really _________ learning curve was _________.
4 I was just _________ into everything.
5 I took a one-day _________ course in parachuting.

b Match the phrases in bold in exercise 3a with the definitions (a–e).

- a short learning programme in which you study a subject very quickly
- to memorise something so you can do or say it without referring to anything written down
- made to deal with something difficult without being prepared for it. We also say ‘someone was _________ in at the deep end’.
- when you had to learn something really quickly to succeed
- learning something without really trying

Look at the How to... box. Then listen again to the speakers from exercise 1 and tick (√) the expressions you hear.

How to... describe a learning experience

What you did/learned in ...
- About a year ago I took an interest in ...
- I was studying [for] ...
- I was training for ...
- I needed to learn the basics of ...
- I had to revise for ...
- I took a one-day crash course in ...
- I used to practise ... over and over ...

How you felt about it
- I was amazed how quickly I started picking it up.
- It was important/difficult/easy/useful/a waste of time.
- What surprised me was ...
- I’m not sure I’d want to do it again.
- It was a great experience, even though it was hard work.
- I really didn’t know what to expect ...

Reading

What do you think is the connection between light bulbs, crisps, bread and post-it notes? Read the article to find out.

Mistakes that work ...

People who don’t make mistakes are unlikely to learn anything.

The best way to learn something is to make mistakes first. Thomas Edison, who invented the light bulb, told his colleagues: ‘Of the 200 light bulbs that didn’t work, every failure told me something I was able to incorporate into the next attempt.’

Benjamin Franklin, the US statesman and scientist once said: ‘I haven’t failed, I have had 10,000 ideas that didn’t work.’

Both these people understood that failures and false starts are the condition of success. In fact, a surprising number of everyday objects had their beginnings in a mistake or a misunderstanding.

Post-it notes, packets of crisps and even bread are all unexpected inventions. In 260 BC, a tired Egyptian slave invented bread when the dough rose during his sleep. And crisps were first cooked by a chef in the USA when a customer complained that his fried potatoes were not thin enough.

In 1968 Spencer Silver was trying to develop a strong adhesive when he accidentally invented a very weak glue instead. His colleague, Art Fry, decided to use it six years later, in 1974, to hold his bookmarks in his books and the post-it note was invented. Successful businesspeople have often made big, expensive mistakes in their past. When an employee of IBM made a mistake that cost the company $600,000, Thomas Watson, the chairman, was asked if he would fire the man. ‘Of course not,’ he replied. ‘I have just spent $600,000 training him. I am not going to let another company benefit from his experience.’

The important thing to remember is that you need to learn from your mistakes. If you don’t, then there is no sense in making them.

7 Write the questions for the following answers.

200
How many of Edison’s light bulbs didn’t work?
1 10,000
2 2600
3 1968
4 1974
5 600,000

8 Work in pairs and discuss the questions.

1 Do you agree with what the article says about mistakes?
2 Give an example of a time when you did/didn’t learn from your mistakes.

Read the Lifelong learning box and complete the exercise.

Using a correction code

Sometimes you can learn by correcting your own mistakes. Your teacher could use a correction code to help you.

WW — wrong word
WT — wrong tense
Wf — wrong form
WO — wrong order
Sp — spelling
P — punctuation
M — something is missing

Use the correction code in the text below. Then correct the mistakes.

I started learning drive (WF) when I was seventeen. I very nervous. My father tory me in his car to drive and everyday I did a mistake he shouted to me and it took me long time to learn.

92

93
7.2 Great teachers

Grammar | used to and would
Can do | describe a teacher from your past

Work in pairs and discuss the questions.
1. What is the main purpose of education? To learn facts or to learn how to learn?
2. Do you think you learn more useful things through experience or through classroom learning?
3. Do you think it is important to have good general knowledge now that facts can be easily looked up online? Why/Why not?

You are going to test your general knowledge by writing and answering some questions. First look at the Active grammar box and choose the correct underlined words.

Active grammar

Object questions

Thomas Edison invented the light bulb.
What did Thomas Edison invent?
The light bulb is the subject/object of the question.

Subject questions

Thomas Edison invented the light bulb.
Who invented the light bulb?
Thomas Edison is the subject/object of the question.

When a Wh-word refers to the subject in a question we do not use an auxiliary verb. The word order is the same as the affirmative.

Subject + verb + object
Who wrote The Lord of the Rings?

Quiz A

1. A famous artist painted Geronimo in 1937. (Who)
2. Mozart started composing music. (When)
3. A scientist discovered penicillin in 1928. (Who)
4. One of the world’s greatest scientists lived from 1879-1955. (Which)
5. A famous city is nicknamed The Big Apple. (Which)
6. Guglielmo Marconi is responsible for an invention. (What invention)
7. This is the largest desert in the world. (Which)
8. This man wrote the best-sellers The Da Vinci Code and The Lost Symbol. (Who)
9. This country is the oldest surviving republic in the world. (Which)
10. Tom Daley became Britain’s youngest ever male Olympics competitor. (When)

See Reference page 103

Quiz B

1. Christopher Columbus discovered these islands in 1492, before he discovered America. (Which)
2. An Italian artist painted the Sistine Chapel. (Who)
3. This song about London was a huge hit for Lily Allen in 2006. (What)
4. This country has the smallest area of all European countries. (Which)
5. This team bought Cristiano Ronaldo for $163 million. (Which)
6. A famous Beatle wrote the song Imagine in 1971. (Who)
7. László Biro invented something. (What)
8. This is the world’s longest river. (Which)
9. One of the world’s most famous writers lived from 1564-1616. (Which)
10. Hong Kong became part of China again. (When)

Reading and speaking

1. What can you remember about your first day at school? How did you feel? What did you do? What did you think of the teachers?
2. a. Look at the picture below. What do you think this teacher is like?

b. Now read the extract from Matilda by Roald Dahl. Were you right about Miss Trunchbull?

3. Read the text again and write true (T) or false (F).

4. Look at the words/phrases from the extract and underline the correct definition.

5. a. Complete the sentences using some of the words and phrases in exercise 4.

b. Change three of the sentences in exercise 5a so that they are true for you. Work in pairs and compare.

From Matilda by Roald Dahl

After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise book to each pupil.

‘You have all brought your own pencils, I hope,’ she said.

‘Yes, Miss Honey,’ they chanted.

‘Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to have to go through. And six of those years will be spent right here at Crunchers Hall, where, as you know, your headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave yourselves in her presence. Never argue with her. Never answer her back. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidise you like a carrot in a kitchen blender. It’s nothing to laugh about, Lavender. Take that grin off your face. All of you will be wise to remember that Miss Trunchbull deals very severely with anyone who gets out of line in this school. Have you got the message?’

‘Yes, Miss Honey,’ chirruped eighteen eager little voices.

What do you think this teacher is like?

a. Work in pairs.

Student A: write questions for the statements in quiz A. Then look at the answers on page 149.

Student B: write questions for the statements in quiz B. Then look at the answers on page 152.

b. Ask each other your quiz questions. Give one point for each correct answer.

c. Work in pairs and write your own quiz questions. Ask and answer the questions in groups.
Vocabulary | personal qualities
6 a Check you understand the meaning of the words in the box. Is each one the quality of a good or a bad teacher?

b Choose the correct words in italics.
1 Her classes were so boring/inspiring that everyone fell asleep.
2 My teacher is very patient/knowledgeable. He explains things many times.
3 When students have problems, our teacher helps them. He is very understanding/calm.
4 The students know everything about the topic. They are extremely patient/knowledgeable.
5 My teacher is rather strict/interesting. No one dares to break the rules.
6 Our teacher is very encouraging/boring when we find things difficult, so we don’t give up.

Vocabulary | word building
8 a Complete the table with the missing words.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_____ imagination</td>
<td>_____</td>
</tr>
<tr>
<td>2</td>
<td>know</td>
<td>_____</td>
</tr>
<tr>
<td>3</td>
<td>_____ fright</td>
<td>_____</td>
</tr>
<tr>
<td>4</td>
<td>encourage</td>
<td>_____</td>
</tr>
<tr>
<td>5</td>
<td>_____ inspiring</td>
<td>_____</td>
</tr>
<tr>
<td>6</td>
<td>_____ tolerance</td>
<td>_____</td>
</tr>
<tr>
<td>7</td>
<td>bore</td>
<td>_____ boring</td>
</tr>
<tr>
<td>8</td>
<td>clarify</td>
<td>clear</td>
</tr>
</tbody>
</table>

b Do these endings usually indicate a noun or an adjective? Write N for noun and A for adjective.
1 -tian/sion/sion N _____ ence
2 -ment | _____
3 -ing | _____ able
4 -dom | _____

Pronunciation | word stress in word building
9 a Listen to these pairs of words and mark the stress.
1 bored – boring
2 inspire – inspiration
3 encourage – encouragement
4 enthusiasm – enthusiastic
5 fright – frightening
6 imagine – imagination
7 knowledge – knowledgeable

b In most cases adding a suffix to a word does not change the stress.Tick (/) the suffixes in exercise 9a which change the stress.

c Practise saying these pairs of words. Then listen and check.
1 electric – electrician
2 scientist – scientific
3 educate – education
4 decide – decision
5 artist – artistic

see Pronunciation bank page 163

Grammar | used to and would
10 a Complete the sentences (1–5) in the Active grammar box by looking at the audioscript for track 2.23 on page 172. Then choose the correct underlined words to complete rules (A–D).

b Underline other examples of used to and would in the audioscript.

Active grammar
A We use used to + verb and would + verb to talk about single actions/repeated actions in the past which don’t happen now.
1 We _____ throw paper at him. (action)
2 She _____ play us Mozart. (action)
B We only use used to + verb and would + verb to talk about states in the past.
3 She _____ live in Zimbabwe.
4 I _____ like her lessons at all. (state)
NOT: She would live in Zimbabwe. or I wouldn’t like her lessons at all.
C Used to / Would is usually contracted to ‘d in spoken English.
5 We’re _____ learn about the stars.
D The negative and question form is use to/used to.

11 Read the text and decide if one or both of the words in italics are correct in each case.

Going to school
I didn’t (1) use to/would like the journey to school. I (2) used to/would go by bus, but I was afraid of the other children. They were bigger than me, and they (3) used to/would shout at me. I always sat at the back of the bus, even though it (4) would/used to be the hottest place, and I (5) used to/would hope that no one could see me. It’s funny to think that those boys were probably only eight years old, but I (6) would/used to be so frightened.

12 Complete the sentences with use to or used to and a verb from the box.

be not behave do eat not go like live not watch

1 Did your life (1) _____ very different when you were a child? How?
2 I (2) _____ playing outside with my friends.
3 I (3) _____ TV in the evenings.
4 We (4) _____ in the countryside, but now I live in Vienna.
5 My family (5) _____ to the seaside at the weekend.
6 Did you (6) _____ ice cream every day?
7 My best friend at school was called Sam. We always (7) _____ our homework together.
8 I (8) _____ very well at school.
Grammar | modals of ability, past and present

5. Listen to Eben and Polly discussing the questions in exercise 4. Look at the statements and write Eben (E), Polly (P) or neither (N).

Who ...?
1. thinks someone in their fifties or sixties is old?
   Eben: ...fade (E)
Polly: ...not fade (P)

2. knows someone in their seventies who regularly cycles eighty miles?
   Eben: ...sends off the card (E)
Polly: ...doesn't send off the card (P)

3. was particularly inspired by Mary Wesley?
   Eben: ...not inspired by Mary Wesley (E)
Polly: ...inspired by Mary Wesley (P)

4. is looking forward to being a grandparent?
   Eben: ...not looking forward to being a grandparent (E)
Polly: ...looking forward to being a grandparent (P)

5. plans to write a novel in their old age?
   Eben: ...write a novel (E)
Polly: ...not write a novel (P)

6a. Complete the sentences with the words in the box. You will need to use some words more than once.

- can't
- couldn't
- managed to
- was able to

1. Rose Hacker also ______ find the time to do charity work and teach in the evenings.
2. Rose said of old age, "You need to keep as interested as you ______ ."
3. Joan Collins ______ believe she's seventy-six.
4. She aims to show younger women how they ______ dress with a bit more style.
5. Grandma Moses gave up embroidery because she ______ hold a needle anymore.
6. Somehow Buster Martin and his wife ______ have seventeen children.
7. Peter Oakley ______ it was lucky that he ______ stay on at school after the age of fourteen.
8. When her husband died, Mary Wesley ______ survive her small pension.

b. Now check your answers by looking at the articles on this page and pages 98 and 249.

7. Look at the Active grammar box and tick (√) the correct boxes. Use the sentences in exercise 6a to help you.

**Active grammar**

<table>
<thead>
<tr>
<th>General ability</th>
<th>Succeed in actually doing something</th>
</tr>
</thead>
<tbody>
<tr>
<td>can/can't</td>
<td>√</td>
</tr>
<tr>
<td>couldn't</td>
<td></td>
</tr>
<tr>
<td>be able to/from</td>
<td>not be able to (or be unable to)</td>
</tr>
<tr>
<td>manage to/no/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>manage to</td>
</tr>
</tbody>
</table>

In the present tense we usually use **be able to** after another verb.

I'd like to **be able to** help you.

We use managed to when the speaker believes that the action is difficult for the person doing it.

Have you **managed to** finish that essay yet?

see Reference page 103

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**Reading**

3a. Work in pairs. You are going to read three articles about remarkable people.

Student A: read the articles below.

Student B: read the articles on page 149.

As you read, note the following:

- name
- current age/age at death
- activity/achievement
- personal philosophy/attitude to being old

b. Tell your partner about the people you read about.

---

**Speaking and listening**

4. Work in pairs and discuss the questions.

1. At what age is someone "old"?
2. Do you know any very active elderly people?
3. Are you inspired by them or by the people in the articles?
4. What would you like to do when you are old?

---

**Vocabulary | education**

1. Work in pairs. Read the sentences and check you understand the words in bold. Then answer the questions.

   1. What different courses have you taken? Were they all academic? What were the subjects?
   2. Do you prefer formal assessment, such as an exam, or continuous assessment by the teacher? Why?
   3. What do you prefer: a lecture or a seminar? Why?
   4. Have you taken, or would you like to take a degree at a university? What subject?

---

**Listening**

2a. Listen to a radio programme about a university. How is it different from other universities?

b. Work in pairs. Listen again and answer one set of the questions below.

   **Student A**
   1. How many branches around the world does the U3A have?
   2. What does the study coordinator do?
   3. Give one reason why older people like to study.
   4. What did the Prague branch do last year?
   5. How do the U3A students in Valencia study?

   **Student B**
   1. How many students does the U3A have in the UK?
   2. Name one of the more academic courses offered.
   3. Give one reason why older people like to study.
   4. What did the Cape Town branch do last year?
   5. What do the U3A students in Montreal do as well as study?

c. Tell your partner what you found out in exercise 2b.

d. Listen again and underline the words in bold from exercise 1 that you hear. What is said about them?
7 Vocabulary | learning: idioms and phrasal verbs

8 Underline all the words in italics which are possible.
1 Amazingly, Rose Hacker has been able to manage to/could become more active as she has got older.
2 Joan Collins can’t/isn’t able to/doesn’t manage to believe she’s seventy-six.
3 She would like to could/can be able to help younger women be more stylish.
4 Grandma Moses gave up embroidery because she wasn’t able to/couldn’t/didn’t manage to hold a needle anymore.
5 Peter Oakley thinks it was lucky he could/was able to/manage to stay on at school after the age of fourteen.

9 Complete the sentences using could where possible, or managed to where could is not possible.
1 Sir Ranulph Fiennes, aged sixty-five, climbed Mount Everest on his third attempt.
2 In 2002, Hakan Sükür scored the fastest goal in World Cup history.
3 Usain Bolt won both the 100 m and 200 m World and Olympic titles at the same time.
4 In 1954, Emil Zátopek broke the world record for running 10,000 metres.
5 Mozart composed piano music at the age of four.
6 Grandma Moses painted more than 1,000 paintings.
7 People say that Pavarotti was the only singer who sang better than Caruso.

Pronunciation | connected speech
10 a (a.8) Listen and tick (√) the sentence you hear.
1 I could do it.
2 I couldn’t do it.
3 He was able to stop.
4 He wasn’t able to stop.
5 They were able to play.
6 They weren’t able to play.
7 I managed to do it.
8 I managed to do it.

b (a.9) Listen to all the sentences in exercise 10a. Look at the words in bold and find examples of the following:
1 Where a consonant at the end of one word links to a vowel at the beginning of the next word.
2 Where /t/ and /d/ sounds are next to each other and become one sound.
3 When the letter ‘r’ in a word is pronounced to make linking words easier.

Listen again. Practise saying all the sentences with connected speech.

see Pronunciation bank page 164

Speaking
11 a Make notes about...
1 something unusual you can do.
2 two things that you can do now that you couldn’t do ten years ago.
3 something that you could do when you were a child, but you can’t now.
4 something difficult that you managed to do recently.

b (a.10) Listen to Jake being interviewed about his abilities. What does he say about the things in exercise 11a?

c You are going to interview your partner about their abilities. Use the How to... box to prepare some questions.

How to... carry out an interview

Initial questions:
1 Would you mind telling me...?
2 I wonder if you could tell me...?
3 Can you give me an example of...?

Follow-up: And how/why did you...?
1 That sounds interesting, tell me a bit more...
2 I’d love to hear a bit more about that.

1 Read the vocabulary test with flying colours.
2 Learning the table of elements was a piece of cake!

3 Match the words in bold in the sentences (a–8) in exercise 2a with the definitions (a–h).

a helped someone
b very easy
c don’t know anything about something
d the teacher’s favourite student
e know a subject or topic very well
f a person who reads a lot of books
g gave an answer without thinking about it (the answer may be completely wrong)
h did very well indeed in an exam

4 Which idioms from exercise 1 do the pictures illustrate?

5 Choose five of the sentences below and complete them so that they are true for you.
1 I know inside out.
2 I haven’t got a clue about.
3 I picked up some.
4 I sometimes make a wild guess if.
5 I’ve learned by heart.
6 is a piece of cake!
7 I need to brush up on.
8 The teacher’s pet in my...
9 The last time I gave someone a hand was...

b Work in pairs and discuss your sentences.
Subject and object questions

Object questions

When a ‘wh’-question word is the object of the question, we use the normal question word order.

Form: question word + auxiliary + subject + verb

Who did you shout at?
What did you buy?

Most questions that we ask are object questions.

Subject questions

When a ‘wh’-question word is the subject of the question, the word order is the same as an affirmative sentence (there is no ‘inversion’ and we don’t use an auxiliary verb).

Form: question word + verb + object

Who shouted at you? (NOT: Who did you shout at?)
What happened? (NOT: What did happen?)

used to and would

I used to live in Rome.
She didn’t use to like olives.

Wouldn’t return my phone calls.

Did you use to live in Italy? Yes, I did. / No, I didn’t.

Would your parents tell you off for shouting?

There is no ‘if’ in the spelling of use in to negatives and questions.

We didn’t use to like our teacher.
Did you use to study art?

We used to and would to talk about repeated actions in the past which don’t happen now. We only use used to talk about states in the past.

They used to work in Italy.

Would you tell me your secret?

We use the Past Simple, not used to, to describe how long something lasted.

I worked in Italy for five years.

I used to work in Italy for five years.

We use the Past Simple, NOT used to/would, to talk about a single event in the past.

I broke my leg skiing.

We use the Present Simple, not used to, to talk about habits which are true now.

I usually play football three times a week.

Modal of ability, past and present

We use can, could, and be able to to describe general ability.

I can swim but I can’t dive.

I could speak French, but I couldn’t speak German when I was at school.

I was able to run much faster when I was younger.

We do not often use be able to in the present tense unless it is after another verb.

I want to be able to help my kids with their homework.

We use be able to to describe when someone actually succeeded in doing something, not could.

She was able to visit him every week.

She could visit him every week. – This means she had the ability, but NOT that she actually did it.

If we want to emphasise that the action is difficult, we can use manage to in the present or past.

I usually manage to visit forty countries every year.

I managed to finish the book but it was very boring.

In the negative we can use couldn’t, wasn’t able to, and didn’t manage to for a specific action.

I couldn’t book the tickets.
I wasn’t able to book the tickets.
I didn’t manage to book the tickets.

Key vocabulary

Learning and education

academic formality/continuous assessment
do a degree/an exam/a course/some research/
a subject/your best/well at something
fail an exam/a subject
get good marks/a degree
go to lectures/ to class
graduate from university
make a mistake/progress/notes/a decision/
a suggestion pass an exam/a subject
revise notes/a subject
seminar distance/blended learning
take an exam/a course
notes/a subject

Personal qualities (2)
calm clear encouraging frightening inspiring interesting knowledgeable patient strict understanding

Learning idioms

book worm crash course
be thrown into something
steep learning curve
give someone a hand
haven’t got a clue
know something inside out
learn by heart
make a wild guess
pass with flying colours
piece of cake
practice makes perfect
teacher’s pet
throw someone in at the deep end

Learning phrasal verbs

brush up on
pick something up
got down to
get through (an exam)
mess around

Listen to the explanations and vocabulary.

see Writing explanations and vocabulary.

Some methods for memorisation

Finger Method

Just ‘count’ new words on your fingers to help you remember them. This technique is useful for things like lists, numbers and days of the week, though it doesn’t always help you remember things long term.

Linking Method

To use this method, create sound or sight links between the new word or phrase and a word that actually has a different meaning, but sounds similar in your own language. For example, an English person trying to learn the Spanish word ‘tanco’ (bench) could imagine themselves sitting on a bench outside a bank.

Mnemonic Method

Take the first letter of a series of words you want to learn and make a new word from the first letter of each one. For example:

Boring, Understanding, Calm, Knowledgeable, Encouraging, Tolerant ➔ BUCKET

Or use the words to make a sentence.

For example:
Collect, butterfly, exciting ➔ Karen collects exciting butterflies.

Pictorial Method

Imagine a scene or picture that really reminds you of that word. It doesn’t have to mean the same, but it needs to be strongly connected in your mind. Draw the picture.

Story Method

Make up a story using the new words in a setting or context that helps you remember them.

1. You have one minute to look at the photo above. Try to remember as many objects as possible.
2. Read the article about memorisation methods. Which of them...
   a. do you already use?
   b. do you think might be useful in the future?
3. Work in small groups. You are going to memorise a list of ten words and phrases. Decide together which memorisation method to use. You must all agree to use the same method.
4. Turn to page 39. You have three minutes to memorise the list of words and phrases.
   a. Now test yourselves. How many can you remember?
   b. Which group(s) did the best? Was it the result of using a particular method?
1. Make questions using the words in brackets.
   Something went wrong. (What?)
   **What went wrong?**
   1. Somebody phoned me last night. (Who?)
   2. He gets the train at 18:00. (When?)
   3. Maria taught her to play the piano. (Who?)
   4. He failed the exam. (Why?)
   5. Something fell on the floor. (What?)
   6. An old man lives in that house. (Who?)
   7. She ran into one of the offices. (Which?)
   8. They met at a party. (How?)

2. Complete the sentences with use to, used to or would and a suitable verb from the box. Use would where possible.

   dream get go out have love live read
   wake-up spend stay (x2) study think

   When I was a child, I _would wake up_ at 5:30 in the morning, and want to get up. My mother _(1) ____ very angry if we went into her bedroom before it was light. So we _(2) ____ in bed and sing songs until she came to get us. We didn't _(3) ____ much for breakfast, just a piece of toast and glass of milk.
   I _(4) ____ going to school, and playing with all my friends. We didn't _(5) ____ very much, and our exam results were never very good. To be honest, I _(6) ____ schoolwork was a waste of time.
   We _(7) ____ in a village and at weekends, I _(8) ____ a lot of time at home. We didn't _(9) ____ much, instead we _(10) ____ at home and help my mother. My father _(11) ____ the newspaper, and watch the sport on television. I _(12) ____ of being a famous footballer.

3. Correct the mistakes in the sentences. Two sentences are correct.
   1. Sam use to smoke but now he has given up.
   2. He didn't use to go to the gym, but now he goes every week.
   3. Tom would to go to the market every day with his father.
   4. Emile used to love riding horses on the beach.
   5. They'd leave the keys in the door so I could open it.
   6. Tom didn't use to have a girlfriend, but now he has lots!
   7. Myra used to being a dancer when she was younger.
   8. She would dance for me one time when I came to visit.

4. Underline all the words in italics which are possible.
   1. I'm studying English because I want to _can/ be able to/could_ speak to overseas visitors.
   2. How many languages can/do you manage to/ _are you able to_ speak?
   3. When I was younger I _can/could/was able to_ touch my toes easily.
   4. The door was stuck but _finally I could/ managed to_ was able to open it.
   5. I'd like to help you but I _couldn't/can't/ don't manage to_.
   6. Yesterday I _couldn't/can't/wasn't able to_ drive home because my car broke down.

5. Complete the school reports by choosing the correct word below (a, b, c or d).

   **Megan Bradman**
   Form: 7Bl

   Megan worked _hard_ in History this term. She did very well in the final exam, and she knows the key events _inside out_. She just needs to _(1) ____ up_ on her dates. Megan reads a lot - she is a real _2 _____________. ! - and this has helped her pick _3 _____________. a lot of information about the subject. An excellent term!

   **Dorothy Miller**
   Form: 7Tg

   Dorothy got _5 ____ in her final exam, and she clearly hasn't got a _4 _____________. about Geography. In the exam, she made several _5 _____________. guesses about fairly easy questions. Some of the facts are easy to _6 _____________. by heart, and she needs to do this quickly. The other students and I can _7 _____________. her a hand, but Dorothy must work harder.

   (a) perfect (b) inside out (c) inside (d) up and down
   1. (a) push (b) work (c) study (d) brush
   2. (a) booke (b) bookkeeper (c) bookworm (d) book reader
   3. (a) up (b) on (c) to (d) over
   4. (a) idea (b) hope (c) knowledge (d) clue
   5. (a) errors (b) mad (c) wild (d) crazy
   6. (a) study (b) memorise (c) know (d) learn
   7. (a) give (b) take (c) help (d) get
Lead-in

1. a. Work in pairs. What different kinds of change do the photos illustrate? Use ideas from the box.

   career change  climate change  image change  political change

b. Have you experienced any of these changes? Which ones? How did they make you feel?

2. Underline the words and phrases in the box which go with the verb change.

   an arrangement  direction  places  talking  time  the subject
   your address  your clothes  your hairstyle  your happiness  your head
   your mind  your name  your password  your tune

3. a. Listen to Stig and Carol talking about when they changed some of the things in exercise 2. What did they each change?

   b. Listen again and answer the questions.
   1. Why did Carol want to take her husband's name?
   2. Why did she then decide against changing her name?
   3. What three things did Stig not like about his new apartment?
   4. How long did he stay there?

4. Work in pairs. Think about when you changed one of the things in exercise 2 and tell your partner about it.
8.1 Changing the rules

Grammar Second Conditional

Can do discuss problems and suggest changes

Reading

1 a. Work in pairs. Decide if the following facts about New York are true (T) or false (F).
   1. More than 8 million people live in New York City.
   2. More than half the population of New York was born outside the US.
   3. People often refer to New York as the Big Banana.
   4. New York is the capital of the US.
   5. New York is the most dangerous city in the US.
   b. Read the first part of the article and check your answers.

Reading

The Forbidden Apple

H ouse to 8.2 million people, 36 percent of whom were born outside the United States, New York, known as the Big Apple, is the biggest city in America. Nearly twenty times bigger than the capital, Washington DC, you might expect New York to be twenty times more dangerous. Actually, it’s safer. Recent figures show that New York has fewer crimes per 100,000 people than 193 other US cities. It’s also healthier than it used to be. For example, the smoking rate has gone down from 21.3 percent a few years ago to 16.9 percent today.

New Yorkers should be delighted, shouldn’t they? In fact, many feel that New York is losing its identity. It used to be the city that never sleeps. These days it’s the city that never 'smokes', drinks or does anything naughty (at least, not in public). The Big Apple is quickly turning into the Forbidden Apple.

If you decided to have a picnic in Central Park, you’d need to be careful – if you decided to feed the birds with the last crumbs of your sandwich, you could be arrested. It’s banned. Even riding your bike with your feet off the pedals is now against the law. And you’d better have a bell on your handlebars too, or face a fine.

In many countries a mobile phone going off in the cinema is irritating. In New York it’s illegal. So is putting your bag on an empty seat in the subway.

If you went to a bar for a drink and a cigarette, that would be OK, wouldn’t it? Er ... no. You can’t smoke in public in New York City. In fact, you can’t smoke outdoors on the street or in parks either.

Some of the laws are not actually new, but have never been enforced before now, so many people are not actually aware that they are breaking the law.

The result is a lot of fines for minor offences. An elderly woman, advised by her doctor to keep her leg elevated to avoid a blood clot, was given a $50 fine for resting a foot on the sofa chair opposite her. Her appeal, backed by her doctor, was turned down. Elle and Serge Schreiner were fined for blocking a driveway with their car. It was their own driveway.

The angry editor of Vanity Fair magazine, Graydon Carter, says, ‘Under New York City law it is acceptable to keep a gun in your place of work, but not an empty ashtray’. He should know. The police came to his office and took away his ashtray.

But not all of New York’s inhabitants are complaining. Marcus Daguery, seventy-two, said, ‘The city has changed for the better. If those cities had these laws, America would be a better place to live.’ Nixon Patoki, thirty-eight, a barrister, said, ‘I like the new laws. If people smoked in here, we’d get home smelling of cigarettes.’

The new laws have helped turn the city into one of the healthiest and most pleasant places to live in America – very different from its old image of a dirty and dangerous city. Its pavements are almost litter-free, its bars clean and its streets among America’s safest. Not putting your feet on subway seats might be a small price to pay.

Vocabulary and speaking

3 a. Work in pairs and discuss the questions.

1. What do you think about the new laws in New York? Is the article too/less serious? How do you know?
2. Do you think the laws in the article are ‘stupid’? Why/Why not?
3. Would these laws be popular in your country? Why/Why not?

b. Check the meaning of the following words and phrases from the article on page 106.

against the law – an appeal – banned – be arrested – break the law – face a fine – give someone a fine – illegal – a minor offence

Work in pairs. Discuss the questions using the vocabulary in the box in exercise 3b.

1. What would happen if you did some of the things in exercise 2a in your country? Do you agree with the punishment?
2. Should smoking be banned in all public places? Even outside?
3. Which is more important – individual freedom, or health and safety for everyone?

Grammar Second Conditional

4. Read the Active grammar box and choose the correct underlined words.

Active grammar

We use the Second Conditional to describe an imaginary/ a real situation in the present or future and its result.

If more cities had these laws, America would be a better place to live.

In the if clause, use the Present Simple (Past Simple).

In the result clause, would (or ‘d’) is used because the situation is in the past (imaginary/hypothetical).

If people smoked in here, we’d get home smelling of cigarettes.

It is possible to use a modal verb such as could or might instead of would, if you are certain/not sure of the result.

If you decided to feed the birds with the last crumbs of your sandwich, you could be arrested.

First and Second Conditional:

In a real/possible situation we use the First Conditional/ Second Conditional.

In an imaginary situation we use the First Conditional/ Second Conditional.

The First Conditional/Second Conditional uses the Present Simple + will.

The First Conditional/Second Conditional uses the Past Simple + would.

See Reference page 117

5. Make Second Conditional sentences using the verbs in brackets.

1. If you (be) a New York police officer, __________ (arrest) someone for feeding birds?
2. I (not/like) the new laws if I __________ (live) in New York.
3. Where __________ (go) if you __________ (want) a cigarette at work?
4. I __________ (not/be) very happy if I __________ (have) to pay a fine for putting my bag on a seat.
5. If New York __________ (not/have) these laws, tourists __________ (find) it dangerous and dirty.
6. If these laws __________ (exist) in your country, __________ (be) popular?
7. There __________ (be) less crime if the police __________ (have) more power in my country.

Work in pairs. Are the situations below real/possible situations in your life or imaginary? In what circumstances would/will you ... • lie to a police officer?
• miss my English lesson?
• live in another country?
• go away next weekend?
• stay in bed until 12:00 p.m.?
• take a taxi?
• make a long distance phone call?
• write to the government?
• sing in public?
• run a marathon/five km?
Speaking and listening

7 a Work in groups. If you could propose five new laws for the town where you are studying, what would you be?
   b Tell the class about your laws/proposals and together, choose the five best.

   If we could propose one new law, we'd stop cars from entering the city centre.

Vocabulary | cities

8 Complete the table with words and expressions from the box.

<table>
<thead>
<tr>
<th>Building</th>
<th>Work</th>
<th>Construction</th>
<th>Drilling</th>
<th>Exhaust fumes</th>
<th>Heatwave</th>
<th>Honking</th>
<th>Roads being blocked</th>
<th>Rush hour</th>
<th>Terribly cold</th>
<th>Tower blocks</th>
<th>Traffic jams</th>
</tr>
</thead>
</table>

Noise
Congestion
Pollution
Weather

9 a Listen to Emma and Kirsten talking about things they would like to change about their cities (Madrid and Edinburgh). Tick (✓) the problems they mention.

<table>
<thead>
<tr>
<th>Madrid</th>
<th>Edinburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise</td>
<td>✓</td>
</tr>
<tr>
<td>Construction</td>
<td>✓</td>
</tr>
<tr>
<td>Congestion</td>
<td></td>
</tr>
<tr>
<td>Pollution</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
</tbody>
</table>

b Work in pairs. Use your notes to tell your partner about your town or city.

10 a Think about your town or city and use the language in the How to... box to make notes under the following headings.
   a What I like about my town/city
   b What I would like to change
   c How I feel about the town/city overall

How to... discuss problems and suggest changes

Talking about what you’d like to change:
- There are just a few things that I’d like to change...
- I suppose I’d like to change ...
- There always seems to be a lot of...
- It would be nice perhaps if ...

Accepting what you can’t change:
- ... but there’s not much I can do about that.
- But apart from that, ...

Concluding:
- I don’t think I’d want to live anywhere else.
- I’d rather live in ...

Comic marathon man raises £200,000

To the cheering of taxi drivers and the honking of horns, the comedian and actor Eddie Izzard ran into London yesterday to complete his 43rd marathon in 52 days. In total he had covered 1,106 miles.

Fighting blisters that have caused the nails on his smaller toes to fall off and his larger toes to swell into ‘alien monsters’, he ran up The Mall and into Trafalgar Square where he had started 7½ weeks ago.

In finishing he proved what many thought was an impossible task: that a 47-year-old comedian with no sporting experience could do something a top athlete might find difficult.

His 43 marathons were in aid of the charity Sports Relief, which raises money for the poor all over the world. So far Izzard has raised more than £200,000.

After only six weeks’ training he started out on a journey that would take him to every corner of the British Isles. ‘The first three weeks were the hardest,’ he said. The non-stop pressure on his body led to sleepless nights and he would wake exhausted with ‘blisters on top of blisters’.

But the people he met along the way cheered him up. ‘People stopped their cars and cheered, they gave me money and food.’

More than 500,000 people ‘followed’ the comedian, in a different sense; on Twitter. ‘Running into London he looked lean and muscular. Everyone says my legs look very good but I thought they looked quite good beforehand,’ he said.

Simon Beleave, 51, a sports doctor and mountain runner who has been following his progress, was waiting on Tower Bridge. ‘I didn’t think he could do it’, he said. ‘Like a lot of people I thought he would have a good try, but his body would break down. Someone with so little training, I find it extraordinary that he has done it.’

Asked what he had gained, Izzard said: ‘I know now I can do that. Sport is one of those words that stopped being part of my life when I was about 14. Sporting success was not something I ever associated myself with’. He now plans to continue jogging and hopes to inspire others into sport.

He then excused himself – to take an ice bath. ‘I’m going to have a party somewhere that is dry and then I’m going to sleep for a week,’ he said.

Reading

1 a Work in pairs. Read the newspaper headline and look at the photo. Before you read the article think of some questions you would like to ask about the story.
   b Read the article. Does it answer your questions?

2 Read the article again and answer the questions.
   1 What is Izzard’s age and usual job?
   2 What was his marathon-running in aid of?
   3 How much training did he do for the marathon?
   4 What effect did the run have on his body?
   5 How did it change his view of himself?

3 Work in pairs and discuss the questions.
   1 Do you think his run is likely to inspire others? Why/Why not?
   2 What other big charity events do you know about/have you participated in?
   3 Do you think that raising money for charity can make a real difference to people’s lives? Why/Why not?
**Pronunciation** sounds and spelling: ‘o’

7. a) Listen to the words in the box. How is the letter ‘o’ pronounced in each one? Put the words in the correct column.

- conflict
- global
- mortality
- organic
- poverty
- solar

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/ɔ/</th>
<th>/əʊ/</th>
</tr>
</thead>
</table>

b) Now put the words in the box below in the correct column in exercise 7a, according to the pronunciation of ‘o’. Then listen to the words to check.

- coast
- cold
- floor
- hot
- open
- phone
- pocket
- road
- short
- throw
- your

8. ‘O’ is often pronounced /ɔ/ when there is an ‘r’ after the ‘o’. The spelling patterns below can also make the sound /ɔ/. Try to think of an example word for each one.

- ou
- au
- al
- aw
- ar
- oo

**Listening and speaking**

8. Listen to two people discussing how the world has changed since they were children. Which issues in exercise 5 do they talk about?

9. Look at the How to… box. Listen again and tick (/✓/) the phrases you hear.

**Speaking**

10. a) Work in two groups.

- Group 1: you are optimists. Write five things that have made the world better in the last twenty-five years.
- Group 2: you are pessimists. Write five things that have made the world worse in the last twenty-five years.

b) Take it in turns to read your sentences. Respond to the other group’s sentences in a positive, negative or neutral way. Use the How to… box on page 110 to help you.

**Grammar** adverbs

11. a) Read the Active grammar box and match the example sentences (1–4) with the rules (A–D).

- 1. The situation has really improved.
- 2. Luckily, doctors and surgeons can cure so many diseases now.
- 3. In the future, disease probably won’t be such a big problem.
- 4. The number of cars on the roads is growing quickly.

b) Choose the correct underlined words.

**Active grammar**

To make an adverb we usually add -ly to the adjective.

- **quiet – quietly**
- **clear – clearly**

A. Adverbs of manner modify verbs. They describe the way in which something happens.

- **She talked quietly.**
- e.g. sentence ______

These adverbs usually come **before** after the main verb.

B. Adverbs of frequency/probability describe how often something happens or how probable it is.

- **She usually comes to my house on Fridays.**
- e.g. sentence ______

These usually come **before** after the main verb.

C. Adverbs of degree make an adjective or a verb weaker or stronger. They may be used for emphasis.

- **I’m completely confused.**
- e.g. sentence ______

D. Attitude adverbs may be used as discourse markers to describe your attitude.

- **Interestsingly, she didn’t phone back.**
- e.g. sentence ______

**Listening and speaking**

13. a) Work in groups and guess the answers to the questions.

- 1. Which continent has the most people?
- 2. What percentage of the world’s people don’t have enough food to eat?
- 3. What percentage live houses without running water?
- 4. What percentage of people can read/have been to university/own a computer?

b) Look at page 150. Check your answers and complete the sentences.

c) Compare your sentences with your group and discuss your reactions.

**How to… express attitude and respond to opinions**

Express your attitude:

- Luckily,...
- Unfortunately,...
- (Not) surprisingly,...
- Interestingly,...

Respond to an opinion:

- Positive:
  - Too right!/Informal
  - I completely agree with you.
  - That’s certainly true.
  - You have a point there./Informal
  - Neutral
  - Well, that’s your opinion.
  - Perhaps, perhaps not.
  - Negative
  - I can’t agree with you.
  - I don’t know about that.
  - Oh, come on!/Informal

see Reference page 117
8.3 Making the right decisions

Grammar
Third Conditional

Can do
Describe the effect of important decisions

Your life, your decisions
This week’s problems

1
After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been promoted twice. However, she isn’t really happy in her work. She hates having to commute through the rush hour, doesn’t enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a volunteer overseas. She would like to be doing a job where she is really making a difference to other people’s lives. But should she take the plunge?

It depends what other responsibilities she has. If she doesn’t have a family to support, then why not? You only live once.

Jack, UK

2
If she is so unhappy then I think she has no real alternative. She should leave — if she doesn’t, she’ll regret it.

Veena, India

I think she has a number of different options. She could, for example, ask for a year’s unpaid leave so that she could try out her new lifestyle and still come back to her job if it doesn’t work out.

Chiara, Italy

Speaking

5
a. Work in pairs and discuss the questions.

1. Are you good or bad at making decisions?
2. If you have an important decision to make, who do you talk to about it? Why?

b. Choose three or four decisions you have made from the list below, or use your own ideas. Make notes about the decisions you made and how you decided.

- Which subjects to study at school/university
- To leave school
- To go to university
- To buy or sell a house/flat
- To get married
- To start or change your career
- To start your own business
- To leave a job
- To take up or give up a hobby/sport
- To retire or give up work

6
a. Read the extracts from the listening and answer the questions.

1. Did Roger stay at work?
2. Did he spend time with Jack?
3. Would Nancy have met Jack if she hadn’t come to France?
4. Did Tunde come to France?
5. Did he meet Nancy?

b. Look at the Active grammar box and choose the correct underlined words.

Active grammar

We use the Third Conditional to talk about a real/imaginary situation in the present/past.

We make the Third Conditional with ...

If + subject + past perfect + would(n’t) have/could(n’t) have + past participle.

Past condition
Past result (hypothetical)

If I had stayed at work, I wouldn’t have spent time with Jack.

or

I would have cooked dinner if I’d known you were coming.

In spoken English, have and had are usually contracted to ‘ve and ‘d.

For a hypothetical situation in the present or future we use the Second Conditional/Third Conditional.

For a hypothetical situation in the past we use the Second Conditional/Third Conditional.

Reading and vocabulary

1
Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

2
Match the words and phrases in bold in the texts with the definitions below.

Problem 1
1. decide to do something important and risky, after thinking about it carefully
2. time off work with no salary
3. someone who does work without being paid
4. given a better job, usually with more money
5. no choice
6. feel sorry about something that has happened

Problem 2
1. a relationship when the two people live very far apart
2. try to get or do something you want
3. a chance to do something that may never come again
4. have your first child
5. to have the best result
6. get the perfect job for her

Listening

4
a. Listen to these people talking about important decisions they have taken. Which decisions from exercise 3 does each person talk about?

b. Listen again and answer the questions. There may be more than one answer.

Who...
1. didn’t do what his/her family wanted?
2. went overseas?
3. has started their own business?
4. is planning to get married?
5. had a life-changing holiday?
6. wanted to spend more time with his/her family?
7. has bought a new house?

Check your answers to exercise 4b in the audioscript for track 2.26 on page 173.

Work in pairs. Which speaker do you think had the most difficult decision to make? Why?
Speaking

10a Draw two large circles in your notebook and label one of them 'Now' and the other 'Ten years ago'. Read the questions and write short answers in the 'Now' circle.

1 Where are you living?
2 What do you do?
3 Who is your closest friend?
4 How do you spend your free time?
5 Do you spend much time with your family?
6 Are you studying anything?
7 Do you play any sports?
8 What music do you enjoy?
9 What are your dreams/ambitions?

10b Change the questions in exercise 10a to make questions about the past. Write short answers for these questions anywhere in the 'Ten years ago' circle.

11 Work in pairs and show your circles to each other. Tell your partner about how your life has changed in the past ten years. Ask questions to find out as much information as possible.

12 Work in pairs and discuss the questions.

1 What have been the important turning points (important moments or events which have changed things) in your life?
2 How might your life have changed if these turning points had been different?
3 Do you think you have always made the right decisions?

Writing

13 Write a paragraph describing an important turning point in your life and the effect this had. Think about what happened before/after the event, and how things might have been different.

Pronunciation | sentence stress in the Third Conditional

8a Listen to this sentence. Which words are contracted?
If I had left home earlier, I wouldn't have missed the train.

8b Listen again to the rhythm of the sentence in exercise 8a. Do the stressed words fall with a regular beat in the sentence? How many ‘beats’ are there in the sentence?

9a Underline the stressed words in these sentences.
1 If I’d known the test was today, I’d have done some revision.
2 If I’d gone to bed earlier, I wouldn’t have been so tired.
3 If you’d asked me to dinner, I’d have said ‘yes’.

9b Listen and check. Practise saying the sentences using the same rhythm.

see Pronunciation bank page 164
**8 Communication**

Can do: express and respond to feelings

1. Work in pairs. If you could change one thing in your life, what would you like to change? Why?
   - I'd like to have a bigger flat so that I could invite my friends to stay.

2. a. 0.29 Listen to the people in the photos answering the questions above. Which question does each person answer? Write the number (1-5) next to each photo (A-E).

   - a. "Would you …
     - a. put up with it for as long as possible because you hate moving?
     - b. be ambison about it, as it is a big decision to make and you might get it wrong?
     - c. draw up a checklist of things to do and plan the move for the future?
     - d. love the idea of moving and rush off to the estate agent during your lunch break?
     - e. Work in groups. Take it in turns to answer the questions in exercise 3. Respond to what the people in your group say.

3. a. 0.29 Read the questions below and note down your answers.
   - 1. Does your job/lifestyle give you enough new, interesting experiences?
   - 2. What changes do you think you might make in the future?
   - 3. Has anything in your life changed for the better recently? Think about your friends/family/town/country.
   - 4. Is it important for people to change their routine?
   - 5. Do you think you like change?

   - b. Complete the questionnaire below about how you deal with change.
   - c. Look at page 150 to find out what your answers mean.
   - d. Work in pairs and compare your results. Do you agree with them?

**8 Reference**

**Second Conditional**

To talk about an unreal/imaginary/hypothetical situation and its consequences, we use:
- If + Past Simple + would(‘d)/wouldn’t
- If I had a car, I'd drive to work.
- We can use would, could or might in the result clause.
- I'd live in Jamaica if I could live anywhere.
- The ‘if’ clause can come first or second in the sentence. If it is first, there is a comma before the result clause.
- I could live anywhere, I'd live in Jamaica.
- When the subject is I and the verb is to be, we often say if I were.
- If I were you, I wouldn't wear that dress again.

**Adverbs**

We usually make an adverb by adding -ly to the adjective.

- interesting — interestingly
- quick — quickly

Some adverbs are irregular.

- good (adj) — well (adv)
- hard (adj) — hard (adv)

- Do you feel well?
- Natasha works hard.

- Adverbs of manner describe how something happens — they modify the verb. They usually come after the verb.
- The news spread quickly around the office.
- Drive carefully!

- Adverbs of frequency/probability describe how often something happens or how probable it is. They usually come before the main verb.
- Newspapers rarely report on these important issues.
- She'll probably arrive at six o'clock.

- Adverbs of degree modify an adjective or a verb. They make it weaker or stronger.
- It was totally unexpected.
- He's quite late.

- Adverb adverbs describe the speaker's attitude towards the information in the clause.
- Luckily, the money was still there when I returned.
- Surprisingly, he waited until the bus had left.

- Some adjectives look like adverbs because they end in -ly, but they are not, e.g. silly, lovely, lively.

**Key vocabulary**

Expressions with change
career change climate change image change political change change an arrangement/direction/places/the subject/your mind/your address/your clothes/your hairstyle/your name/your password/your tune

**Third Conditional**

We use this form to talk about imaginary or hypothetical past situations, and imagine different consequences.
- If there hadn't been so much traffic on the motorway, I would have got to the meeting on time.
- Form: If + past perfect + would have + past participle To indicate possibility, rather than certainty, we can use might have/could have instead of would have.
- If she’d studied harder, she might have passed her exams.

These unreal past situations have unreal past results.
- If I'd studied Art I would have been happier.

Sometimes the hypothetical past situation has a present result.
- If I'd finished my university degree, I'd be an architect now.

- (If + Past Perfect + would + verb)

- The law against the law an appeal bannedيئة هي a breached breach the law face a fine give someone a fine illegal a minor offence

- Cities
architecture building work congestion construction drilling exhaust fumes heatwave horns honking noise roads being blocked rush hour terribly cold tower blocks traffic jams

- Global issues
climate change conflict cure debt(s) disease fair trade global warming intensive farming mortality rate organic farming peace pollution poverty recycling solar power standard of living war wealth

- Life decisions
be promoted/be offered a promotion have no real alternative quit reject something take the plunge take unpaid leave volunteer

- Listen to the explanations and vocabulary.

See Writing bank page 160
1. Make Second Conditional sentences beginning with the words in brackets.

I am too old. I can't learn to play rugby. (If)

If I was/were younger, I would learn to play rugby.

1. She doesn’t have Dave’s number. She wants to call him. (If)
2. I can’t go out. I have an exam tomorrow. (If)
3. We want to buy a new car. We don’t have enough money at the moment. (If)
4. There isn’t time. They can’t see the show. (They’d)
5. I don’t have a choice. I want to live in the city. (If)
6. We want to go swimming. The sea is polluted. (We’d)
7. It’s raining heavily. We want to go for a walk. (If)

2. Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

1. She’s coming tomorrow so when she ________ (arrive), I ________ (pick) her up.
2. If I ________ (win) a million euros, I ________ (buy) an enormous house.
3. I ________ (leave) my job if I ________ (have) enough money. Sadly, I don’t.
4. If you ________ (cook) dinner, I ________ (do) the washing-up. Thanks for the offer.
5. If he ________ (study), he ________ (pass) the test. But he’s very lazy.
6. If he ________ (study), he ________ (pass) the test and we can have a big party to celebrate.
7. If you ________ (live) nearer, I ________ (give) you a lift, but it’s just too far.

3. Make adverbs from the words in brackets. Write the adverb in the correct space to complete the sentences.

______ will we see ______ them at the party. (hopeful)

Hopefully we will see them at the party.

1. I ______ go ______ to the supermarket on Saturdays. (usual)
2. Susana is so ______ busy that I ______ see her any more. (hard)
3. Steve ________ drives when we ________ go on long journeys. (normal)
4. I exercise ______ in the gym. (regular)
5. We ________ don’t ________ want to damage the relationship. (certain)
6. ________, I can’t see ________ how we can do it any other way. (personal)
7. He did a very poor interview. ________, he got the ________ job. (surprising)

4. Complete the sentences with the phrases in the box.

had decided had gone dancing hadn’t gone had known hadn’t listened to the radio wouldn’t have heard wouldn’t have met wouldn’t have woken up wouldn’t have gone wouldn’t have worked

If I ________ dancing all night, I ________ have ________ up this morning.

1. If I ________ to university, I ________ Sam.
2. If I ________ that England was so cold in the summer, I ________ there.
3. If I ________ to study medicine, I ________ in an office all my life.
4. If I ________ this morning, I ________ the news.

5. Complete the Third Conditional sentences using the verbs in brackets.

1. If she ________ (ask) me to help her, we ________ (finish) the job yesterday.
2. If I ________ (know) you were coming, I ________ (cook) some more supper.
3. If Ken ________ (leave) five minutes earlier this morning, he ________ (miss) the train.
4. If you ________ (tell) me you needed to get up early, I ________ (wake) you.
5. If she ________ (see) the mess, she ________ (be) angry.
6. If I ________ (not/drink) that coffee, I ________ (fall asleep) during the film.
7. If I ________ (not/lose) my camera last week, I ________ (take) some photos of the children.

6. Complete the sentences with the words and phrases from the box.

banned cure environment fine mind password pollution standard subject

I planned to study Art, but I changed my ________ and studied French.

1. He didn’t want to talk about politics so he ________ the ________.
2. Smoking in the office is ________.
3. All the traffic in the city causes ________.
4. Waste from industries is bad for the ________.
5. We haven’t found a ________ for AIDS yet.
6. You should change your computer ________ every month.
7. Most African countries have a very low ________ of living.
8. If you park your car in the wrong place, you may face a ________.
Lead-in

1. Work in pairs and discuss the questions.
   1. Describe the working environments in the photos.
   2. What are the pros and cons of working in each place?
   3. What would be your ideal working environment? Why?

2. a. Listen to someone answering the following questions.
   Number the questions in the order you hear them.
   a. When you apply for a job, do you normally send a CV? Do you need to include references?
   b. Do you do a nine to five job then?
   c. Would you like to work flexitime?
   d. What are the perks of your job?
   e. How do you hear about job vacancies in your profession?
   f. How often do you work overtime?
   g. Would you like to be self-employed or work freelance? Why/Why not?
   h. Are you employed or self-employed?
   i. How often do you expect to get a pay rise in your job? Is it easy to get promoted?

   b. Work in pairs. Discuss the meaning of the words and phrases in bold in exercise 2a.

   c. Listen again and check your answers.

3. Work in pairs. Think about your job or a job you would like to have, and discuss the questions.
9.1 Freedom at work

Grammar: make, let, allow
Can do: ask for clarification

Speaking and listening

1. **Read the quotes. Write A (agree), D (disagree), or N (not sure).**
   
   "People who work sitting down get paid more than people who work standing up." (Ogdin Nash)
   
   "The longer the title, the less important the job." (George McGovern)
   
   "Most workplaces have too many rules. Employees aren't children, and the office isn't a junior school." (Arabs Green)
   
   "Most managers spend their time making it difficult for workers to work."
   (Paul Shorter)

2. **Work in pairs and compare your ideas.**
   
   a. Teachers work standing up and don't get paid that much.
   
   b. Some people, such as admin staff, work sitting down but are not well paid.
   
   c. Companies like to give people longer job titles instead of raising their pay.
   
   d. Some bosses just enjoy making up more and more rules.
   
   e. Some people abuse rules at work and everyone else suffers.
   
   f. The person who does the job usually knows more about it than their manager.

3. **Work in pairs. Which of the opinions (+/-) do you agree with?**
   
   a. Teachers work standing up and don't get paid that much.
   
   b. Some people, such as admin staff, work sitting down but are not well paid.
   
   c. Companies like to give people longer job titles instead of raising their pay.
   
   d. Some bosses just enjoy making up more and more rules.
   
   e. Some people abuse rules at work and everyone else suffers.
   
   f. The person who does the job usually knows more about it than their manager.

4. **Read the article again and answer the questions.**
   
   1. What do employees at Semco do that probably wouldn’t do in other companies?
   
   2. How does Semco and its staff look different from other companies?
   
   3. Who is Rubin Agater and why is he important at Semco?
   
   4. How does Semco show that it trusts its workers?
   
   5. Do Semco’s methods work? How do we know?
   
   6. What is ‘peer pressure’ and why is it important at Semco?

5. **Work in pairs and discuss the questions.**
   
   1. What do you think of Semco’s policies?
   
   2. Would you like to work in a company with these policies?
   
   3. Would any of the ‘rules’ at Semco be possible where you work/in your country? Why/Why not?

Grammar: make, let, allow

6. **Read the Active grammar box.**

   Semco lets its workers use the company’s machines ...
   Semco makes the workers take holidays.
   The workers are made to take holidays.
   Semler allowed the workers to set their own salaries.
   The workers are allowed to set their own salaries.

   A. Meaning and ______ mean give permission to do something.
   ______ means force to do something.
   
   B. Form
   
   Passive: be ______ to do something
   ______ someone to do something
   Passive: be ______ to do something
   ______ someone to do something
   ______ cannot be used in the passive.

7. **Rewrite each sentence, using make, let or allow so the meaning stays the same.**
   
   He allowed his workers to take more responsibility.
   He let his workers take more responsibility.
   
   1. The managers have to do the photocopying.
   
   2. Semler makes the workers take holidays.
   
   3. The workers are free to decorate the workspace as they wish.
   
   4. The workers don’t have to wear suits.
   
   5. Semler __________ the workers use the company’s machines for their own projects.
   
   6. The workers can use the company’s machines for their own projects.

8. **Complete the sentences with a suitable ending.**
   
   1. Our boss is very relaxed. She lets ______ __________ __________.
   
   2. The employees have great holidays. They’re allowed ______ __________.
   
   3. He was wearing dirty clothes in the office. So the boss made ______ __________.
   
   4. It wasn’t a very good job. The workers were made ______ __________.
   
   5. It’s my favourite airline. They allow ______ __________.
   
   6. Don’t go near the computer! You’re not allowed ______ __________.

Speaking

9. **Work in pairs. Do you agree with the following statements? Why/Why not?**
   
   a. Companies should allow people to work flexitime.
   
   b. Businesses shouldn’t let people smoke in the workplace.
   
   c. Businesses should allow workers to set their own salaries.
   
   d. Companies shouldn’t make workers retire at sixty-five.

   a. __________
   
   b. __________
   
   c. __________
   
   d. __________

10. **How would you improve your current place of work/study? Complete the sentence beginnings below.**
   
   I’d let ______ __________.
   I’d allow ______ __________.
   I’d make ______ __________.

   a. ______
   
   b. ______
   
   c. ______
   
   d. ______

---

At twenty-one, Ricardo Semler became the boss of his father’s business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him, ‘Better make your mistakes while I’m still alive.’

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, ‘There’s nothing wrong with you. Yet. But if you continue like this, you’ll find a new home in our hospital.’ Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more equality to the company. ‘Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone.’

He completely reorganised the office: instead of walls, they have plants at Semco, so bosses can’t shut themselves away from everyone else. And the workers are free to decorate their workplaces as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, ‘We have an employee named Rubin Agater who sits there reading the newspaper hour after hour. He doesn’t even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Rubin springs into action. He knows everything there is to know about our pumps and how to fix them. That’s when he earns his salary. No one cares if he doesn’t look busy the rest of the time.’

Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company’s machines for their own projects, and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco’s revenues have gone from $35 million to $121 million. The company has grown from eight hundred employees to 3,000. Why?

Semler says it’s because of ‘peer pressure’. Peer pressure makes everyone work hard for everyone else. If someone isn’t doing their job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.
9.1 Listening

10 a 2.39 Listen to a talk about a new business and answer the questions.
1 What type of business is it?
2 What is special about this business?
3 What will the chefs be allowed to do?
4 How many people will they employ?
5 What perks will employees get?
6 What is the name of the business?
b Listen again. Note down phrases the speaker uses to...
1 greet people.
2 introduce the topic.
3 emphasise the key points.
4 conclude.
5 say that the talk is finished.

11 2.39 Listen to three questions the speaker is asked at the end of the talk. What are the questions and answers? Make notes.

9.2 Speaking

14 a Imagine you are going to set up a new company. Work in groups and complete the company profile.

**COMPANY PROFILE**

Name: _____________________________________________

Location: ___________________________________________

Type of business: ___________________________________

Number of employees: _______________________________

Future plans: _______________________________________

Holidays: __________________________________________

b Think about how you will treat your employees. Will you ...
1 let them work flexitime?
2 make them work long hours/overtime?
3 allow them perks? Give examples.
4 let them take lots of responsibility? How?
5 make them wear uniforms?

c Listen again and mark where the speaker's intonation goes up or down. How do we know when the speaker has finished his point, or is going to continue?

see Pronunciation bank page 164.

Listening and speaking

1 a Look at the picture. What kind of boss do you think this is? Have you ever known a boss like this?

Vocabulary  
1 -ed and -ing adjectives

3 Look at the examples and choose the correct words in italics.
I find that style of management annoying. I'm much more motivated.
1 We use -ed adjectives to talk about feelings/situations that cause the feelings.
2 We use -ing adjectives to talk about feelings/situations that cause the feelings.

4 Choose the correct adjective in italics to complete the sentences.
1 I'm going to watch the World Cup final tonight. I'm so excited/exciting!
2 I'm exhausted/exhausting. I've just been for a long run.
3 Can we stop talking about politics? It's very bored/boring.
4 I'm not watching that horror film. It's too frightened/frightening.
5 I hate getting up early every day. It's so tired/tiring.
6 I don't watch the news on television, because I find it too depressed/depressing.
7 I don't work from home at night. I'm too frightened/frightening.
8 I love sitting in a café and reading the newspaper in the morning. I find it very relaxed/relaxing.
9 I find English grammar a bit confused/confusing.

2 Think about a boss or a teacher you have had. Then work in pairs and discuss the questions.
1 Was he/she more autocratic or democratic?
2 Do you think his/her style worked well in the circumstances? Why/Why not?
3 What kind of boss or teacher would you like to be? Why?

b Work in pairs and discuss the questions.
Reading
6 a Work in pairs. Look at the words in the box from the story below. What do you think the story is about?

come down engineer hot air balloon lost manager problem promise

b Read the story and check your ideas.

6 Work in pairs. Do you agree with what the story says about managers and technicians/engineers? Why/Why not?

Grammar | reported speech
7 Look at the sentences (1–4) and write what the people actually said.
1 The manager asked if the engineer could help him.
   ____
   __
2 The manager said (that) he didn’t know where he was going.
   ___
3 The manager told the engineer that everything he had said was technically correct but that he was still lost.
   ___
4 The engineer told the manager that he had made a promise which he couldn’t keep and that he expected him to solve his problem.
   ___

8 Read the Active grammar box and complete the examples (5–7).

Active grammar
With reported speech we usually use say or tell. Note that say cannot have a person as its object.

He said (that) he was lost./He told me (that) he was lost.

When you report speech, you usually change the tense one step back to show that the words were said in the past.

‘I’m going for a job interview.’
She said she was going for a job interview.

Present Simple
I am in a meeting.
Past Simple
I was in a meeting.

Present Continuous
I am going to meet Marc.
Past Continuous
I was going to meet Marc.

Present Perfect/Past Simple
I have been late every day.
I didn’t buy it yesterday.

will/can
I will help you.

9 Complete the sentences with the correct form of say or tell.
1 Please ____ Jenny I’ll call tomorrow.
2 Excuse me. Can you ____ me the time?
3 The guide ____ that the museum was closed.
4 I ____ you that we’ll be late.
5 I didn’t hear you. Can you ____ that again?
6 ____ me what the interviewer ____.
7 She ____ that we should wait here.
8 They ____ me not to go to Moscow.

10 Write the sentences in reported speech.
1 ‘I’m the new technician.’ He said
2 ‘I’ll be back tomorrow,’ Mum said.
3 ‘I’ve been stuck in traffic,’ Mara told us.
4 ‘He won’t be away for long,’” She said.
5 ‘I’ll carry your bag for you,’ He said.
6 ‘We’re going on holiday next week,’ He told me.
7 ‘I went shopping yesterday,’ He told us.
8 ‘I feel better,” She told him.

Listening
11 a Work in pairs. What questions might you be asked in a job interview? Make a list.

b Look at the job profile below. What is the difference between ‘essential’ and ‘desirable’?

c Put the headings in the box in the correct section (1–4) of the profile.

Experience and knowledge
Qualifications and training

Personal qualities
Skills

Job profile: Marketing Assistant

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A degree</td>
<td>A degree in marketing</td>
</tr>
<tr>
<td>2 An understanding of marketing</td>
<td>Experience of working in marketing</td>
</tr>
<tr>
<td>3 Excellent communication skills</td>
<td>Ability to negotiate</td>
</tr>
<tr>
<td>4 Self-motivated</td>
<td>Creative</td>
</tr>
</tbody>
</table>

12 a Put the words in the correct order to make questions from the interviews.
1 you/do/want/this job?
2 work/experience/have/do/any you?
3 good/communicating/people/with/are/you?
4 weaknesses/biggest/it/what/you?
5 skills/you/do/what/you?
6 work/others/with/do/well/you?

b Read the Active grammar box and complete the direct questions.

Active grammar
‘What are your strengths?’
She asked what his strengths were.

‘Are you good at listening to people?’
She asked if he was good at listening to people.

We use the verb ask to report questions. We use if or whether to report Yes/No questions Wh-questions and drop the question word (why, who, etc).

Direct question | Reported question
--- | ---
‘____ you like working in an office?’ | I asked her if she liked working in an office.
‘____ she liked working in an office?’ | I asked her whether she liked working in an office.
‘____ is your name?’ | I asked her what her name was.

13 a Work in pairs. Write five questions to ask your partner to find out if he/she would suit the job of marketing assistant.

Do you like ...? Are you good at ...? What ...? Can you ...? Do you ...?

b Interview your partner and make notes. Would he/she suit the job of marketing assistant? Why? Why not?

c Report what your partner said in the interview to the class.

I think he would be good because he had a degree in marketing.
9.3 New on the job

Grammar  past obligation/permission

Can do: describe job skills

Reading

1. Work in pairs and discuss the questions.
   1. What do you think are the best and worst things about being famous?
   2. Would you like to be famous? What for?

2. Read the article and answer the questions.
   1. What was Jane and Denise’s dream job?
   2. How did they achieve it?
   3. What problems did they have?

Operatunity

A

Operatunity is a TV talent show for amateur opera singers. The winners get the chance to sing with the English National Opera. When two housewives, Denise Leigh and Jane Gilchrist won in 2002, their lives changed forever. As they sang Verdi’s Rigoletto at the Coliseum in Rome, they were transformed from working mothers into opera celebrities.

B

“I live in the village I was born in,” says Denise, who is blind and was a full-time mother. “Lots of my neighbours are family, and my life revolved around my three children.” Jane, who worked as a cleaner and a shop assistant, was in a similar situation. She says, “I had to look forward to seeing my four children grow up, and I love that, but ... you think ‘there must be more to life’,” Winning Operatunity has opened up avenues I never knew existed.

C

“This last year has been amazing,” Denise continues. “Last month was Paris, before that we were recording at Abbey Road, in London, and recently we had our album launch at the Royal Opera House. ‘We’ve been treated like princesses,’ laughs Jane. ‘... champagne, chocolates, five-star hotels...’

D

But it hasn’t all been about being treated like royalty. For Denise, the worst part was waiting at the beginning. “After I’d sent in my application form I worried for a month. Then I had to wait ten days after my first audition. That was awful!” Even when they won the competition they were allowed to tell their close family, but they weren’t allowed to tell anyone else until later. Denise and Jane also found the travelling difficult. They couldn’t take their children with them while they were away singing so they had to organise childcare.

They also had to learn to deal with the media. “The kids loved the fact that they could stay up and watch us on TV, but I just couldn’t understand why some newspapers were more interested in the fact I divorced at 21, rather than the fact I had just sung at the Coliseum,” says Denise.

E

When asked if they’d recommend the experience, Denise says, “It’s been the most fantastic thing I’ve ever done. I wake up in the morning and think I’m the luckiest person in the world. My profession is something I used to do as a hobby.” And their advice to other hopeful singers out there? “Live your dream,” says Jane.

Grammar  past obligation/permission

F

Look at the Lifelong learning box and find the related words in each paragraph in the article.

Lexical cohesion

Vocabulary can be used to make a text ‘stick together’, using synonyms, antonyms or lexical sets.

Paragraph A: find another word which means the same as ‘changed’ (synonym).
Paragraph B: find three words or phrases which describe occupations (lexical set).
Paragraph C/D: find another word which means the same as ‘princesses’ (antonym).
Paragraph D: find three adjectives to describe something negative (lexical set).
Paragraph E: find two examples of media (lexical set).
Paragraph E: find a word which means the opposite of ‘profession’ (antonym).

Active grammar

1. They had to organise childcare.
2. We didn’t have to worry about that.
3. They were allowed to tell their close family.
4. They weren’t allowed to tell anyone else.
5. They couldn’t take their children with them.
6. They could stay up to watch us on TV.

Obligation: have to/must
No obligation: don’t have to
Permission: be allowed to/can
No permission: not be allowed to/can’t/mustn’t

Form
have/had + verb with to allowed + verb with to could (n’t) + verb without to

8. Complete the sentences with modal verbs from the Active grammar box.
More than one answer may be possible.
1. Martin wasn’t in the office, so I ____ phone him on his mobile. (I was obliged to.)
2. When I was at school, we ____ run inside the building. (It was not permitted.)
3. In my last job, we ____ work from home for two days a week. (It was permitted.)
4. Luckily, we had our passports with us, so we ____ go back to the hotel. (It wasn’t necessary.)
5. We ____ smoke in the restaurant, so we ____ go outside. (It was not permitted/It was necessary.)
6. I stayed up all night, because I ____ finish my assignment by today. (It was necessary.)
7. As a young child, I was ____ travel alone on buses. (It was permitted.)
8. The flight was delayed, but we ____ wait very long before take-off. (It wasn’t necessary.)

9. a. Correct the mistakes in the sentences.
   1. I didn’t have to stay out late.
   2. We could eat chocolate all day long.
   3. Did you allow me to buy new clothes?
   4. We didn’t allowed to watch television.
   5. I couldn’t use the telephone because it was too expensive.
   6. We didn’t had to help with the housework.
   7. We had to studying very hard.
   8. Work in pairs. Are the sentences in exercise 9a true for you when you were a child? Tell your partner.

Speaking

10. Work in groups and discuss the questions.
1. Are there more rules for children now, or when you were a child? Give examples.
2. Do schools and universities give students more or less freedom than in the past? Give examples.
3. What are some of the rules where you work/study?
Vocabulary | job requirements

11 Match the activities in the box with the definitions (1–8).

controlling budgets delegating explaining things clearly making decisions persuading people prioritising solving problems working in a team

1. giving jobs to others to do
2. deciding which jobs are more/less important
3. getting people to do things they don't want to do
4. working with others
5. finding answers to problems
6. saying what will happen
7. giving good explanations
8. managing money

12 a Match the qualities in the box with the definitions (1–9).

creative fit flexible formal qualifications good communication skills methodical positive and encouraging stamina

1. able to change easily
2. able to continue doing something for a long time
3. careful and well-organised
4. good at talking to people
5. good at thinking of new ideas
6. healthy and strong
7. something to show you have passed an examination or course
8. wanting and helping others to succeed
9. Complete the sentences with appropriate words from the box in exercise 12a.

1. In our company we work very long hours, so you need ____________.
2. Supply teachers work in a lot of different schools, so they need to be ____________.
3. You don't need ____________ to be a good salesperson.
4. My boss is great to be around – he's very ____________.
5. Postal delivery workers have to walk a lot and carry heavy bags, so they must be ____________.
6. ____________ are important in most jobs.
7. Accountancy is a job where it's important to be ____________.
8. I'd like to be a designer or an architect – I'm very ____________.

9. Think of students in the class who you think have the qualities in exercise 12a. Write a name next to each quality. Then ask them questions to find out if you are right.

Magdi, are you creative?
Yes, my job involves solving problems, which I really enjoy.

Listening

13 a 13.03 Listen to three people talking about jobs. What job does each speaker talk about?

b Listen again and make notes in the table.

| Speaker | Job | Activities | Abilities/| skills |
|---------|-----|------------|----------|
| 1 Jonathan | | |          |
| 2 Polly | | |          |
| 3 Rachel | | |          |

e Work in pairs and compare your notes. Which job would you most like to do? Why?

Speaking

14 a Think about your job, or a job you would like to do in the future. Make notes about the following:

• the activities involved
• place of work
• main tasks
• skills/abilities needed
• experience/qualifications needed
• good and bad things about the job

b Work in pairs and describe your jobs. Do you think you would be good at your partner's job? Why? Why not?

1. a 13.04 Listen to an American living and working in the UK. What does she say about the things in the photos?

b Listen again and answer the questions.

1. What other difference did she notice about the way in which the Americans and the British communicate?
2. What did she misunderstand about a colleague?
3. In which countries is English spoken?
4. What other languages are used in more than one country?
5. Do you know about any cultural or language differences?

2. Match the UK English words in the box with the UK English words in bold in the sentences (1–15) below.

apartment cell check freeway fries gas mail mall movie restroom resumed round trip soccer subway vacation

1. Can I use your mobile phone?
2. Can we have the bill, please?
3. Do you want chips or a baked potato?
4. Was there any post today?
5. We need to stop for petrol.
6. Turn left to get onto the motorway.
7. See you in the shopping centre at 4:30.
8. When did you buy your flat?
9. I sent in my CV with the application form.
10. How much is a return ticket?
11. The underground is so expensive.
12. We like watching football.
13. Let's see a film.
14. I'm on holiday!
15. Where's the toilet?

3. a Is the speaker using UK or US English in the sentences below? Complete the sentences with a word from exercise 2.

1. Getting fired did not look very good on his ____________.
2. A: How are you getting to the mall?
   B: On the ____________.
3. For my holiday I bought a ____________ to Paris.
4. There's a place on the ____________ where we can stop and buy gas.
5. If you want to use the toilet, we can go to my ____________ I live close to here.
6. I never get any mail, only stupid text messages on my ____________.
7. Let's get some burgers and fries and go watch a ____________.
8. We went to a restaurant near the shopping centre. As usual, I paid the ____________.
9. Excuse me. I'd like the check, and could you show me where the ____________ is, please?

b 13.04 Listen and check your answers.

4. a Look at the table showing differences in spelling between UK and US English. Can you add any more examples?

<table>
<thead>
<tr>
<th>UK</th>
<th>US</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>centre</td>
<td>center</td>
<td>UK words ending -entre are usually spelled -ter in US English</td>
</tr>
<tr>
<td>organise</td>
<td>organize</td>
<td>Where UK English uses -ise at the end of some verbs, US English generally uses -ize. There are some exceptions, e.g. advertise uses -ise even in US English.</td>
</tr>
<tr>
<td>colour</td>
<td>color</td>
<td>UK nouns (with two syllables) often lose the -u in US English.</td>
</tr>
</tbody>
</table>

b Change the spelling of the words in the box to US English.

criticise | flavour | humour | metre | neighbour | prioritise | summarised | theatre | realised |

Pronunciation | UK and US English

5. a 13.4 Listen to the following words said first by a British person and then by an American person. What differences can you hear?

1. new tune
2. bath laugh
3. caught saw
4. butter letter

see Pronunciation bank page 164
9 Communication

Can do

answer interview questions

A successful job interview starts long before you walk into the interview room. The first thing to do is to research the company. Have a look at their website and find out as much as you can. Then practice some common interview questions and, most importantly, think of examples to back up what you say.

On the day of the interview, dress smartly and try to arrive at least 10–15 minutes early. This shows you are punctual and gives you time to calm down. During the interview, make sure you listen carefully to the questions. It’s OK to think for a few seconds before you answer. If you are asked about why you are leaving your current job, think of a positive reason even if the truth is that you hate your boss. Finally, when they ask you if you have any questions about the job, make sure you have prepared something intelligent to ask about the company.

1. Look at the photos. What do you think is happening in each one?
2. Work in pairs. Which of these things do you think would be a good idea to do before, or at a job interview? Why/Why not?
   1. Look the company up online.
   2. Practise some possible answers to interview questions.
   3. Dress in comfortable, casual clothing.
   4. Try to arrive on time.
   5. Don’t leave any silences during the interview.
   6. Be honest about why you left your last job.
   7. Prepare some questions to ask about the company.

3. Read the common interview questions (1–8) and think about your answers.
   1. What has been your greatest achievement?
   2. How do you deal with stress?
   3. What is the most difficult situation you have had to face and how did you deal with it?
   4. What are your ambitions for the next five years?
   5. Describe a situation where you worked in a team.
   6. What are your strengths?
   7. What kind of people do you find it difficult to work with?
   8. What are your weaknesses?

4. Read some advice from top managers about the best answers to the questions in exercise 3.
   Student A: turn to page 148 and read about questions 1–4.
   Student B: turn to page 150 and read about questions 5–8.

5. Work in pairs. Tell your partner what you learned about successful job interviews.

6. Interview each other using the questions in exercise 2a. Try to follow the advice from exercise 3a.

9 Reference

make, let, allow

We use make + object + verb (without to) to talk about obligation imposed by another person or set of rules.

My father makes me clean my room. (She doesn’t want to clean the room, but he has to make it clean.)

She didn’t make/never made us work very hard.

Passive form: be + made + verb with to.

We were made to clean the whole house.

We use let + object + verb (without to) to talk about permission.

Mum lets/doesn’t let me drive. (She says it’s OK/not OK.)

It is not possible to use let in the passive form.

We use allow + object + verb with to talk about permission. The meaning is similar to let.

My parents allow me to stay out late.

Passive form: be + allowed + verb with to.

They weren’t allowed to borrow the money.

Reported speech

When we report what someone said, we usually change the tense one step back to show that the words were said in the past.

Present Simple → Past Simple

‘I live in São Paulo.’ She said she lived in São Paulo.

Present Continuous → Past Continuous

‘I’m working for a fashion company.’ He said he was working for a fashion company.

Present Perfect/Past Simple → Past Perfect

‘I’ve been here for three months.’ She told me she had been there for three months.

will → would

‘I’ll go tomorrow.’ He said he would go the next day.

Time references can also change in reported speech. ‘Call me later today or tomorrow.’

She told me to call her later that day or the next day.

Pronouns can also change in reported speech. ‘I’ll see you soon!’ He said he would see us soon.

If what the person said is still true, we can keep the present tense.

‘I still love you.’ She said she still loves me.

Look at the verb patterns for say and tell.

Say cannot have a person as its object. She said (that) it was late. NOT: She said me... Tell must be followed by a person. He told me (that) he was special. NOT: He told that...

He told me to lock the door. NOT: He told to me...

Reported questions

‘What time is it?’ He asked me what time it was.

‘Do you understand Spanish?’ She asked me if/whether I understood Spanish.

In reported questions the word order is the same as in affirmative statements because they are not actually questions.

The auxiliary verb (do/does/did) is not used.

“What do you do?” He asked me what I did do.

NOT: He asked me what do I do.

In Yes/No questions we use if/whether.

‘Do you live in Italy?’ She asked if I lived in Italy.

Tenses may shift back, as for reported statements.

‘What time is it?’ She asked what time it was.

Pronouns and time/place references may change.

‘Will you still be here tomorrow?’ He asked if I would still be there the next day.

Past obligation/permission

To talk about obligation in the past, we use had to + verb. We cannot use must in the past.

We had to be smart, but we didn’t have to wear suits.

To talk about permission in the past, we use: allow (see above) and could + verb.

We could watch TV, but we couldn’t stay up late.

Key vocabulary

Work

apply for → do a nine to five job / employed get a pay rise / get promoted job vacancies overtime perks references self-employed send a CV / work flexitime/freelance/overtime

-ed and -ing adjectives

annoyed/-ing bored/-ing confused/-ing depressed/-ing excited/-ing exhausted/-ing frightened/-ing interested/-ing motivated/-ing relaxed/-ing tired/-ing

Job requirements

controlling budgets / creative persuading people delegating / explaining things clearly / fit flexible formal qualifications / good communication skills making decisions / methodical / prioritising / positive and encouraging solving problems / stamina working in a team

UK and US English

bill/check/chips/fries CV/resumé film/movie flat/apartment football/soccer holiday/vacation mobile phone/cell phone motorway/freeway petrol/gas post/mail return ticket/round trip shopping centre/mall toilet/restroom underground/subway

Listen to the explanations and vocabulary.

see Writing bank page 161
1. Complete the text with the correct form of the verbs in brackets.

**What makes a great employer?**

A great employer allows their employees (1) ________ (work) flexible hours and doesn’t make them (2) ________ (do) too many hours over the week. In fact, the employer shouldn’t let the employee (3) ________ (do) too much overtime. Employees should be made (4) ________ (take) proper holidays and allowed (5) ________ (take) time off sick when it is needed.

2. Complete the second sentence so it has the same meaning as the first.

1. In my last job I wasn’t allowed to make personal phone calls.
   
   My boss didn’t let...

2. My boss also made me work weekends.
   
   I was...

3. I wasn’t allowed to use the Internet.
   
   My boss didn’t allow...

4. But when I was sick she allowed me to have as much time off as I needed.
   
   But when I was sick she let...

5. And she let me take my holiday when I wanted too.
   
   And she allowed...


1. ‘I’ve just started at Manchester University.’
   
   Jim said he...

2. ‘I’m studying Engineering.’
   
   Jim told me...

3. ‘I’ve made lots of new friends.’
   
   Jim told me...

4. ‘We went to a fantastic concert last weekend.’
   
   Jim told me that they...

5. ‘We’re going to the Lake District at the weekend.’
   
   Jim told me that...

6. ‘I’ll call you tomorrow.’
   
   Jim said...

7. ‘I went to a brilliant lecture this morning.’
   
   Jim said...

8. ‘I live in a flat with three other students.’
   
   Jim told me...

9. ‘We’re having a party tonight.’
   
   Jim said...

4. Report the questions.

1. ‘Do you know where the post office is?’
   
   She asked...

2. ‘Where can I change some money?’
   
   He asked...

3. ‘Have you been here before?’
   
   She asked...

4. ‘What time did the meeting finish this morning?’
   
   He asked me...

5. ‘Will you look after the plants for me?’
   
   She asked...

6. ‘Did you go to the cinema last night?’
   
   They asked if we...

7. ‘What time did you arrive?’
   
   She asked...

8. ‘Are you meeting anyone here?’
   
   He asked...

5. Complete the text using had to, didn’t have to, could, couldn’t, were allowed and weren’t allowed.

Working from home has changed my life. Before, I (1) ________ be in my office by 9:00 a.m., but now I work when I want to. And I can wear whatever I like. I (2) ________ wear pyjamas in the office! In fact, we (3) ________ wear a suit, which I hated. Another good thing is that I don’t have to travel. Before, I didn’t use to get home before 8:00 p.m. because we (4) ________ to leave the office before 6:00 p.m. and I (5) ________ spend two hours a day travelling. Working at home is a bit lonely. In the past I used to talk to my colleagues in the office. Also, now I have to pay for computer software. Before, I (6) ________ buy anything. And if my computer goes wrong, I have to fix it. Before, I (7) ________ ask the IT technician to do it. And the Internet is very expensive too. In the office I didn’t pay anything and we (8) ________ to use the Internet as much as we wanted. Now I have to pay for every minute!

6. Choose the correct words in italics.

1. The workers are confused/confusing about the company’s new rules.

2. When I’m busy I always delegate/persuade some of the work to my colleagues.

3. My job can be very tired/tiring.

4. Eventually we prioritised/persuaded the boss to give us a pay rise.

5. It was very annoyed/annoying when my computer stopped working.

6. Accountancy is a job where you need to be very creative/methodical.

7. A successful business executive doesn’t necessarily need good communication skills/formal qualifications.

8. I find swimming very relaxed/relaxing.
Lead-in

1 a Complete the sentences with words and phrases from the box.

in memory to commemorate remind us remember homesick nostalgia memento memorial

1 The Princess Diana _______ was built _______ Princess Diana and her work.
2 People wear poppies each November to _______ the soldiers who died in the First World War.
3 This bench was placed here to _______ of a local person.
4 People who live abroad can sometimes feel _______.
5 Childhood is a time that most of us look back on with _______.
6 The Taj Mahal was built by Emperor Shah Jahan _______ of his wife.
7 People often take photos to keep as a _______ of a special day or trip.

b Which sentences (1–7) in exercise 1a can you match with the photos?

2 a Listen to Sean talking about the Princess Diana Memorial and complete the summary below.

The Princess Diana Memorial, in Hyde (1) _____, London, was opened in (2) _____, seven years after Princess Diana (3) ____. The Memorial is a (4) _____ in the shape of a large ring. The design is very (5) _____ and not at all traditional. It is very popular, especially with families with (6) _____.

b Listen again. Why would Princess Diana have liked the fact that the fountain is popular with families?

c Work in pairs and discuss the questions.
1 What kind of memorial would you choose for someone you admire? Why?
2 Where would you build the memorial? Why?
10.1 Childhood memories

**Grammar** I wish/if only

**Can do** respond to a poem

---

**It was long ago**

I’ll tell you, shall I, something I remember.
Something that still means a great deal to me.
It was long ago.

A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know,
Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee.
Humming under a tree.

She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
“Do you like bilberries and cream for tea?”
I went under the tree

And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
“Do you like bilberries and cream for tea?”
I went under the tree

---

**Reading**

1. **Look at the picture and describe the old woman.**
What is she wearing and doing?

2. **Read the poem and answer the questions.**
   1. Who is the narrator of the poem?
   2. What happened between her and the old lady?
   3. What is the effect of the poet using the words “you know” and “you see”?
   4. How does the poem make you feel?
   5. **Read the poem again and make notes.** What can the narrator see, hear, smell, taste, and feel?

---

**Make it rhyme!**

When a word is difficult to pronounce, e.g. *though*, think of other words that have a similar pronunciation, e.g. *ago*/*know*. This will help you to remember.

Which words in the poem rhyme with *me*?

---

**Listening and speaking**

3. **Think about one of your earliest memories and make notes about what you could see, hear, smell, taste and feel.**

4. **Listen to Sarah talking about a childhood memory and answer the questions.**
   1. Where did the event take place?
   2. Who was she with?
   3. How old was she?
   4. How did she feel at the time? Why?
   5. What did she realise when she grew up?

5. **Put the sentences (a–i) from the story in the correct order. Then listen again and check.**

   a. Later I realised that they were probably cows at the end of the shed and they were completely harmless.
   b. And there was a very, very strong smell coming from the sheds and I could hear scuffling, hear noises at the end of the sheds.
   c. There was a dark doorway up some steps into some sheds and I really wanted to go up there, and I went to the doorway, and it was very dark.
   d. And my cousin told me there were monsters there.
   e. I have a vivid memory of being a child and visiting a farm with my cousins.
   f. It was a very, very strong memory.
   g. But for a long time I thought these were monsters there.
   h. I was probably four at the time.
   i. I was terrified and I remembered it for many years.
   j. You couldn’t see anything.

**From whose viewpoint is the following version of Sarah’s story?**

I was in the kitchen, making some tea. It was a lovely sunny day and the kids were playing happily outside in the yard. Suddenly I heard Sarah scream. I dropped what I was doing and ran outside. What would I tell my sister if anything had happened to Sarah when I should have been watching her? I ran over to her. She was standing by the cowshed, crying and shaking. It turned out that the kids had told her there were monsters in there. Little devils! They were always teasing her like that.

**Write another version of Sarah’s story from the viewpoint of her cousin.** Use the structure in exercise 4c to guide you. Think about what the cousin could see, hear, smell, taste or feel.
10.2 Memorable people

Grammar | I wish/if only

Read the Active grammar box. Then choose the correct underlined words to complete the rules.

Active grammar

Wish | Actual situation
---|---
I wish I was better at listening. | He isn’t good at listening.
I wish I had eaten more healthily. | She didn’t eat very healthily.
I wish I could sing. | He can’t sing.

We use wish + Past Simple to talk about imaginary things we would like in the past/present. We use wish + could to talk about ability in the past/present. We use wish + someone/something would when you want someone or something to change.

I wish they were quiet! (They refuse to be quiet.) You can’t say: I wish I would (Because you can control what you do.)

We can also use if only instead of I wish. The meaning is a little bit stronger than I wish.

If only I could dance! (I can’t dance.) If only you hadn’t left your bag on the bus! (You did leave it on the bus.)

see Reference page 145

Rewrite the sentences using wish so that they have a similar meaning. Different answers are possible.

I’m hungry, I didn’t eat earlier.
I wish I had eaten earlier/I wish I had some food.

1. I’m bad at Maths, I want to be better.
2. You’re late again.
3. We went to a boring museum.
4. I’d love to be a good dancer, but I can’t do it.
5. You always leave your dirty plate on the table!
6. I’m lonely, I’d like to have more friends.
7. I don’t want to smoke any more, but I can’t quit.

Write down three wishes about your life (past or present). Then work in pairs and compare your ideas.

Listening

Do you know anything about the people in the photos? What memorable things do you think they did?

Complete the sentences with a suitable word or phrase (1–6) from exercise 2.

1. Tanni Grey Thompson was interested in

2. Marie Curie was

3. Pelé was into

4. Albert Einstein

Vocabulary | biographies

Match the phrases (1–4) from the listening with the meanings (a–f).

1. a difficult start in life
2. one of the greatest... of all times
3. against the odds
4. from an early age
5. widely considered to be best known for
6. although it seemed very unlikely

a. most people agree this person is one of the best... ever
b. problems in childhood
c. from childhood or youth
d. is famous because of

Complete the sentences with a suitable word or phrase (1–6) from exercise 2.

1. Tanni Grey Thompson was interested in

2. Marie Curie was

3. Pelé was into

4. Albert Einstein

Think of another famous person, or someone you know who succeeded against the odds. Make notes about what they did, using words and phrases from exercise 2.

Work in groups. Tell each other about the person you chose and why.
**Grammar:** review of past tenses

7. **a. Underline** the different tenses that are used to describe the woman's life in the article on page 138.
   
   **b. Read** the Active grammar box and complete the rules with *Past Perfect, Past Continuous and/or Past Simple.*

**Active grammar**

We use the _______ to describe the main events of a story.

We use the _______ to make it clear that something happened before the main events in the past. **I felt ill because I had eaten bad food.**

We use the _______ to describe actions that were already in progress when the main events happened.

We often use the _______ and _______ together when one action was in progress and the other action happened suddenly.

**He was sleeping when the storm began.**

---

**Pronunciation:** pronouncing numbers

9. **a. Read** the information in the How to... box. **b. Then look back at the numbers/dates in the box in exercise 6b and say them aloud.**

**How to... say numbers**

<table>
<thead>
<tr>
<th>How to read</th>
<th>Written</th>
<th>Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/12/03</td>
<td>The second of December, two thousand and three</td>
<td></td>
</tr>
<tr>
<td>1750s</td>
<td>The seventeenth fifties</td>
<td></td>
</tr>
<tr>
<td>C9th</td>
<td>The nineteenth century</td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td>21.2%</td>
<td>Twenty-one point two percent</td>
</tr>
<tr>
<td>Money</td>
<td>£78.32</td>
<td>Seventy-eight pounds, thirty-two pence</td>
</tr>
<tr>
<td>Big numbers</td>
<td>1,265</td>
<td>One thousand, two hundred and sixty-five</td>
</tr>
<tr>
<td>Fractions</td>
<td>3 1/4</td>
<td>One and a half</td>
</tr>
<tr>
<td></td>
<td>1/4</td>
<td>Three-quarters</td>
</tr>
</tbody>
</table>

---

**Reading and listening**

5. **a. Work in pairs.** Read about another person who succeeded against the odds. **b. Read** the text about Gianni Versace and complete the summary. **c. Work in pairs. Retell the woman's life story using the numbers/dates in the box.**

---

**GIANNI VERSACE**

Gianni Versace was born in Reggio Calabria, Italy, in 1946. His mother had a clothes shop, and it was while he (3) _______ (grow up) that he learned about making clothes. In 1972 he (1) _______ (move) to Milan to become a fashion designer, and in 1978 he (2) _______ (open) his first shop. In the same year, he (4) _______ (present) his first collection for women. He (5) _______ (already/design) a leather collection for a company called Comptius, but now, he worked for himself. His designs (6) _______ (be) brightly coloured and sexy, and he used celebrity models like Madonna, Tina Turner and Bon Jovi as models. In 1984 he (7) _______ (buy out) his own fragrance for men, Versace L’Homme. On 16th July 1997, while he (8) _______ (walk) outside his apartment in South Beach, Miami, he (9) _______ (shoot) dead by an unknown killer.

During his life, his fashion empire (10) _______ (become) so successful that it was worth over $800 million.

---

8. **a. Read about Gianni Versace. Put the verbs in brackets into the correct tense. There is one passive.**
   
   **b. Find three things Versace had in common with the woman in the article on page 138.**

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**How to speak**

10. **a. Work in pairs.** **b. Student A:** turn to page 151. **Student B:** turn to page 152. You have the same ideas but with different information missing. Ask and answer questions to complete your information.

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11. **a. Write down five numbers that are important to you. They could be dates, years, code numbers, prices, etc.**
   
   **b. Work in pairs and show your partner your numbers. Ask your partner questions to find out why each number is important. Then ask follow-up questions.**

   **A:** Why did you write 1999?
   
   **B:** I graduated in July 1997.
   
   **A:** What did you study?
10.3 Saying goodbye

Grammar
Phrasal verbs

Can do
understand cultural differences

Reading and speaking

1. a What types of goodbye are shown in the photos (A–E)?
   b What do you think are the best and worst ways to say goodbye? Think about the situations shown in the photos.

2. a Work in pairs.
   Student A: read the article on this page.
   Student B: read the article on page 151.
   Answer the questions below.
   1. What type of goodbye is described in your article?
   2. How did the companies/people say goodbye?
   3. What is the conclusion at the end of the article?
   4. What do you think of the behaviour described in the article?
   5. Is there a ‘good’ way to say goodbye in these situations?
   b Explain your article to your partner. Use your answers to exercise 2a to help you. Then quickly read your partner’s article.

3. Work in pairs. Match the phrasal verbs in bold in the article on this page and on page 151 with the meanings in the box.

We’re letting you go.

One company text-messaged its employees, asking them to check their email to see if they had been retained. Those who had lost their jobs were not contacted at all. It’s probably not the nicest way to find out that you are now unemployed. But it’s maybe better than some. A recent survey in New Zealand found that several people claimed to have been fired by post-it note.

Or, using a newer technology, an employee in the North of England was recently fired for turning up late. Fair enough, you might think, but was it really acceptable to sack her by sending her a message on Facebook?

A receptionist for a certain company was asked to train up a new assistant. One day she came back from lunch and found that her security card didn’t work. ‘What’s going on?’ she asked. The reply? She had been replaced by her new ‘assistant’.

It is impossible to come up with a ‘nice’ way to fire someone, but managers should at least do it in private and show respect for the employee. The problem is that bosses often panic. They are worried that the fired employees will steal important information. And they are sometimes right: in one company, the fired staff stole computers and other equipment and nearly destroyed the company’s offices as an argument turned into a riot.

Grammar | phrasal verbs

4. Read the Active grammar box. Match the phrasal verbs in bold from the articles on pages 140 and 151 with the phrasal verb types (A–D).

Active grammar
There are four different types of phrasal verb:
A. The verb takes no object (intransitive).
   - I turned up late.
B. The verb takes an object (transitive) and the verb and particle can split.
   - I called off the wedding.
   - I called the wedding off.
   - I called it off.
   - *When the object is a pronoun (he/she/it, etc.) the verb and particle must split. NOT: I called off it.
C. The verb takes an object but the verb and particle cannot split (transitive, inseparable).
   - He’s going through a difficult time.
   - NOT: He’s going a difficult time through.
D. The verb has two particles and doesn’t split (transitive, inseparable).
   - We came up with a new idea.
   - NOT: We come up with a new idea with.

6. Use words from boxes A and B to complete each sentence below. Change the tense if necessary.

A.
   carry come go (x2) put split turn (x2)

B.
   into on (x2) up (x4) through with (x2)

1. I won’t ______ this noise! If it continues, I’ll call the police.
2. The book was ______ a film.
3. I don’t need a break. I’m going to ______.
4. It was a quiet party. There were only six of us, though later more people ______.
5. Can someone explain? I have no idea what’s ______.
6. She ______ a difficult period when she lost her job, but she’s OK now.
7. Couples usually ______ because of jealousy or boredom, or because they find other partners!
8. You need to ______ a plan to improve your business, because you are losing money.

Pronunciation | word stress in phrasal verbs

7. (a) 2.49 Listen to the sentences from exercise 6. Which part of the phrasal verb is the main stress on?
   b Which phrasal verbs in exercise 6 have the main stress on the verb? Which type (A–D) are they?
   see Pronunciation bank page 163

8. Work in pairs. Make a sentence about a picture (A–F) using a phrasal verb. Can your partner guess which picture it is?

see Reference page 145

Put the words in the correct order to make sentences and questions.

1. girlfriend/I/up/split/my/with.
2. we/until/out/didn’t/later/find.
3. back/when/you’re/coming/are?
4. carry/couldn’t/I/tired/because/I/was/on.
5. always/she/late/up/turns.
6. with/good/they/up/did/any/ideas/come?
7. going/is/here/on/what?
8. match/because/rain/the/called/off/was/of.
9. period/in/company/going/the/a/difficult/through.
10. anymore/I/thin/up/can’t/with/put.
11. ice/water/the/turned/into.
12. it/get/over/a/serious/illness/take/weeks/can/to.

arriving became continue cancelled discover experienced (something bad) finished a relationship happening tolerate think of/invent recover from returned
10 Vocabulary | the senses

10 a. Which senses – sight, sound, smell, touch or taste – do you associate with the photos (A–E)?

Which senses do you first associate with the words in the box?

- a cold wind
- a cotton shirt
- a mountain stream
- a stone floor
- drums
- fish
- fresh bread
- olives
- petrol
- red roses
- sunshine
- the sea

b. Complete the phrases below with words/ phrases from the box in exercise 1ab.

1. The look/sight of...
2. The sound of...
3. The feel of...
4. The smell of...
5. The taste of...

2 a. Look at the table below. Then match sentences from A and B to make dialogues.

<table>
<thead>
<tr>
<th>It looks beautiful.</th>
<th>It sounds delicious.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It looks feels nice.</td>
<td>It sounds like a mechanical problem.</td>
</tr>
<tr>
<td>It smells fresh.</td>
<td>It looks like a nice day.</td>
</tr>
<tr>
<td>It tastes tasty.</td>
<td>It smells a bit strange.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love this dress.</td>
<td>a. Yes, he looked terrible.</td>
</tr>
<tr>
<td>Shall we go to the cinema?</td>
<td>b. Yes, the roses smell beautiful.</td>
</tr>
<tr>
<td>I cooked the soup myself.</td>
<td>c. Yes, it feels very soft.</td>
</tr>
<tr>
<td>Can you hear the birds singing?</td>
<td>d. Yes, it looks great on you.</td>
</tr>
<tr>
<td>Miguel went home early.</td>
<td>e. That sounds like a great idea.</td>
</tr>
<tr>
<td>Have you been in the garden?</td>
<td>f. Yes, they sound lovely.</td>
</tr>
<tr>
<td>Are you sure this fish is fresh?</td>
<td>g. It tastes delicious.</td>
</tr>
<tr>
<td>Is the skirt made of silk?</td>
<td>h. No, it smells a bit strange.</td>
</tr>
</tbody>
</table>

b. Complete the sentences with the verbs from exercise 3a.

1. Can you________ this bag for me? It's very heavy.
2. Have you________ Li's car? It's very fast.
3. Can you speak up, please? I can't________ you.
4. Don't________ that wire! It looks dangerous.
5. I was just________ these beautiful photos.
6. Shall we________ some music on the radio?
7. Did you________ that TV programme last night?

3 a. Work in pairs. Discuss the difference in meaning between the following verbs.

1. see/look at
2. listen to/hear
3. touch/hold

a. Work in pairs. Discuss the difference in meaning between the following verbs.

b. Work in groups. Take it in turns to read your poems.
**10 Communication**

**How to play...**

1. Play in two teams: A and B. Teams can have one or more members.
2. The teams take it in turns to choose a block. When a team has chosen a block, one of the team members must try to talk about the topic on the block for one minute. If they succeed they win the block.
3. The aim of the game is to win a line of blocks from top to bottom (team A) or side to side (team B). When a block has been won, it cannot be used by the other team.
4. The first team to make a line of blocks is the winner.

**MEMORY BLOCKBUSTERS**

- A special day you remember (U10)
- Happy memories from your childhood (U10)
- A city you know well (U7)
- An older person you admire (U7)
- Your favourite food and the first thing you learned to cook (U5)
- How your home town has changed in your lifetime (U8)
- Jobs you had to do as a child to help round the house (U6)
- How you met your best friend (U1)
- A TV programme you used to watch as a child (U2)
- The house you lived in when you were younger (U3)
- A beautiful place you have ever seen (U2)
- The best film you have ever seen (U7)
- Music you used to listen to (U5)
- Your best birthday (U10)
- A special place you have been to (U6)
- Jobs you had to do as a child to help round the house (U6)
- How your home town has changed in your lifetime (U8)
- The most precious thing you own (U4)
- A place you didn’t like in the past (U8)
- A story you have heard in the news recently (U3)
- An interesting person you met (U1)
- A sport or hobby you don’t do any more (U7)
- Something you loved learning as a child (U7)
- Your first school (U7)
- You ten years ago (U10)

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**Reference**

**I wish/if only**

We use wish to say we would like something to be different from the reality.

To talk about a wish in the present, or a permanent wish, use wish + Past Simple. The most common verbs are wish + was/were and wish + had.

**She wishes she was tall.**

**I wish I had a pen.**

With the verb to be you can also say I wish I were/she wishes she were.

**She wishes she were taller.**

To talk about a wish in the past, use wish + past perfect.

**He wishes he had gone to the exhibition yesterday.**

**I wish I hadn’t eaten that sandwich.**

We use wish + object + would to show you want something to change. We often use this structure to show anger or annoyance.

**I wish she would come on time.**

**I wish you wouldn’t make that noise.**

We can’t say: I wish I would.

We use wish + could to talk about an ability that you want but don’t have.

**I wish I could play chess as well as you.**

**I wish I could fly.**

We don’t usually use wish + couldn’t.

We can also use if only instead of I wish. The meaning is a little bit stronger than I wish.

**If only we could go home!**

**If only they hadn’t taken the money!**

---

**Phrasal verbs**

There are four main types of phrasal verbs:

1. **Intransitive**
   - The verb takes no object.
   - I grew up.

2. **Transitive – separable**
   - The verb takes an object and the verb and particle can split.
   - I turned off the light.
   - I turned the light off.
   - I turned it off.

   When the object is a pronoun (he/she/it, etc.) the verb and particle must split.
   - NOT: I turned off it.

3. **Transitive – inseparable**
   - The verb takes an object, but the verb and particle cannot split.
   - He got on the bus.

   NOT: He got the bus on.

4. **Three-part**
   - The verb has two particles and doesn’t split (transitive, inseparable).
   - We’re looking forward to seeing you.

   NOT: We’re looking forward seeing you to.

**Key vocabulary**

**Memory**

- commemorate
- homesick
- in memory of
- memento
- memorial
- nostalgia
- remember
- remind us of

**Biographies**

- a difficult start in life
- against the odds
- from an early age
- is best known for
- is widely considered to be
- one of the greatest...
- of all times

**Phrasal verbs**

- call off
- carry on
- come back
- come up with
- get over
- go on
- go through
- find out
- put up with
- split up
- turn into
- turn up

**The senses**

- feel
- hear
- hold
- listen
- look
- smell
- sound
taste
- touch
- watch

Listen to the explanations and vocabulary.

see Writing bank page 162
1. Complete the sentences using the verbs in brackets. You may need to use some extra words.
He has to wash all the dishes. He probably wishes he ______ (have) a dishwasher.

He has to wash all the dishes. He probably wishes he had a dishwasher.

1. I have to read so many books! I wish I _______ (be) such a slow reader.
2. She’s so full she can’t sleep. She probably wishes she ________ (eat) so much.
3. I loved Disneyland! I wish I _________ (go) there the last time I was in the US.
4. He hates taking trains. He wishes he _________ (have) a car.
5. There are some job vacancies in the Bahamas. Don’t you wish you _________ (can/work) there?
6. My favourite film was on TV yesterday, but at 1:00 a.m. I wish they _________ (show) it earlier.
7. Those children have been inside all day. They probably wish they _________ (can/play) outside.
8. It is such beautiful weather! Do you wish you _________ (be) on holiday?

2. Complete the dialogues using the correct form of the verbs in the box.

not answer do listen not hear

A: I knocked on the door last night but you (1) _______. What (2) _______?
B: Oh, sorry. I (3) _______ to music and I (4) _______ you.

go have stop

A: (5) _______ a good weekend?
B: Yes, we (6) _______ for a picnic.
A: In the rain?
B: No! The rain (7) _______ by the time we got to the park.

get back not go visit

A: Why (8) _______ to the New Year party? We missed you.
B: I was exhausted because I (9) _______ from Australia that morning.
A: Really? What were you doing there?
B: I (10) _______ my cousins.

3. Write sentences in the Past Perfect or Past Continuous using the words in brackets.

We tried to call her. (She/switch off her phone)

She had switched off her phone.

1. I saw a friend after many years. She looked very different. (She/change/a lot) _________.
2. The book was completely new to me. (I/never/read/before) _________.
3. Tom was in the pool from 6:15 a.m. to 6:45 a.m. (At 6:30 a.m. he/swim) _________.
4. Javed didn’t break the window at midnight. (He/sleep/in his room/at midnight) _________.
5. I couldn’t cross the border into Mexico. (I/lose/my passport) _________.
6. Lola went to an interview every day. (She/look for/a job) _________.

4. Replace the underlined verbs with the correct form of the phrasal verbs in the box.

call off carry on come up with find out

go on put up with split up turn up

1. My husband and I _______ last year.  
2. She _______ nearly an hour late!
3. What’s happening?
4. I can’t _______ your behaviour any longer.
5. They _______ the wedding at the last minute.
6. I’ll probably need to _______ working until I’m seventy.
7. Don’t worry. He won’t _______ what we did with the money!
8. He _______ of a brilliant new idea.

5. Complete the text with the words and phrases in the box.

against the odds best known for
from an early age is widely considered to be of all time remembered

Luciano Pavarotti came from a very poor family but, (1) _________, he became rich and famous. He (2) _________ one of the most commercially successful singers (3) _______. Pavarotti enjoyed singing (4) _______ but originally dreamed of being a football goalkeeper. He is perhaps (5) _______ his version of Nessun Dorma, sung for the 1990 World Cup in Italy. He died in 2007 and will be (6) _______ for a long time to come.
Unit 1 Lesson 1.1 Exercise 10a
Student B
Read the text below and answer the questions.
1 How did François behave at the restaurant?
2 What did his parents-in-law think?
3 Why did he behave that way?
4 How did he feel afterwards?

Not in my culture...
The first time they met François, my parents insisted on taking him to the nicest Persian restaurant in Los Angeles. My father ordered some starters, which François ate enthusiastically while questioning my mother about the ingredients:

‘Are these Persian cucumbers?’
‘Is the cheese made with sheep’s milk?’

Once the starters were finished, François selected the biggest dish on the menu, the sultan, a combination of lamb, beef, and chicken on an enormous pile of rice. His order arrived, looking as if someone had just cooked an entire zoo. François ate and ate and ate. My father asked me, in Persian, whether he always ate like this. My mother said, in Persian, that she hoped he wasn’t going to get sick. Meanwhile, François kept eating.

By the time he was finished, there was not a grain of rice left on his plate. My mother told him how lucky he was that he could eat enough food for three people and not be fat.

Unbelievably, he ordered dessert, explaining that he couldn’t possibly not have the rose water and pistachio ice cream.

By then, I was just hoping that if he did throw up, it wouldn’t happen in my father’s car.

Once we arrived at my house, I asked François why he had eaten so much. ‘I know that Middle Easterners love to feed people and I wanted to make a good impression on your parents,’ he said. ‘But now I need to go and lie down.’

Unit 4 Lesson 4.2 Exercise 11b
Words and phrases connected with shopping:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>spend</td>
<td>money</td>
<td>cheap(er)</td>
</tr>
<tr>
<td>afford</td>
<td>impulse buy</td>
<td>reduced</td>
</tr>
<tr>
<td>buy ... cheaply</td>
<td>the sales</td>
<td></td>
</tr>
<tr>
<td>pay (hundreds of</td>
<td>(what a) bargain</td>
<td></td>
</tr>
<tr>
<td>pounds)</td>
<td>checkout</td>
<td></td>
</tr>
<tr>
<td>shop around</td>
<td>shopping list</td>
<td></td>
</tr>
<tr>
<td>get the best deal</td>
<td>big ticket item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>price comparison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>websites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>an expensive mistake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>receipt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>refund</td>
<td></td>
</tr>
</tbody>
</table>

Unit 4 Lesson 4.3 Exercise 3
Student B
How you are persuaded to spend more by ...

Supermarkets.
We spend more time in them than we want, we buy seventy-five percent of our food from them and we buy a lot of products that we don’t even need.

Supermarkets always have good marketing ideas. When shopping baskets were introduced in the 1950s, stores, they were an immediate success. Now shoppers could walk around and pick up items they previously didn’t even look at. Soon came trolleys, and the bigger the trolley, the more people buy.

Customers think, ‘If I buy lots now, I won’t need to come back later.’

Supermarkets help us enjoy shopping by making the environment pleasant. They play music to help us relax and blow air from the in-store bakery around the shop.

Some stores have ‘greeters’ to welcome you. This gives the illusion of community – the notion that shopping in a giant store isn’t so different from visiting a village shop.

Warning signs:
- Two-for-one deals: supermarkets usually offer these when a fruit or vegetable is in season, and so there is a lot of it, and it’s cheap.
- Music: if the experience is relaxing, you will stay in the shop longer. The longer you stay, the more you buy.
- The influence of smell: as soon as you walk into the shop, you can smell the bread and coffee. Pleasant aromas can make you buy more.

Unit 5 Lesson 5.1 Exercise 13a

Problems
1 Your hotel has been receiving complaints from the customers because the lifts are too slow. They are very old, expensive lifts with material on the walls. The cost of buying new lifts is extremely high, and the hotel doesn’t have enough money. Think of a solution.

2 You work in a university hospital. You want to persuade the students to get an injection against tetanus. You have been sending brochures to the students for one year, but only three percent of the students have come for an injection. Another university hospital has been doing the same thing, but twenty-eight percent of their students have had injections. They’ve been sending one extra piece of paper with the brochure. What is on this piece of paper?
Unit 5 Lesson 5.1 Exercise 13c

Solutions
1. The hotel manager put mirrors in the lifts. The complaints stopped immediately. When people have something interesting to look at, they don’t mind a delay!
2. The piece of paper contained a map of the university area showing exactly where the hospital was, and the times it was open for students to have their injection. The students knew the dangers of tetanus but wanted to know how to ‘fit’ the injections into their lives.

Unit 5 Vocabulary Exercise 2a
1. surfing
2. curry
3. mud/earth

Unit 5 Lesson 6.1 Exercise 11

Unit 6 Lesson 6.2 Exercise 6
Student A

Situation 1: In a brain teaser:
You work in the ticket office.
Trains from Sydney to Canberra.
Dep: 06:08 – Arr: 11:31 (Mon-Sat)
Dep: 19:15 – Arr: 00:31, Mon, Wed, Fri, Sun.
One-way ticket cost:
Economy $87, 1st class $880

Situation 2: In a tourist office:
You would like to see the Dreamers exhibition of aboriginal art at the Art Gallery of New South Wales in Sydney next Wednesday.
Find out:
• How to get to the art gallery.
• What time it opens/closes.
• How much the exhibition costs.

Unit 6 Lesson 6.3 Exercise 6a

Marco Polo

Marco Polo was born in around 1254 into a wealthy family of merchants in Venice. At the age of sixteen or seventeen he travelled to the court of Kublai Khan in China with his father and uncle. They stayed in China for seventeen years, and Marco travelled round the country on various diplomatic missions for Khan. In 1292 the Polos left China to accompany a Mongol Princess to Iran, from where they finally returned to Venice in 1295. On his return the stories of Marco’s travels were turned into a very popular book which was translated into many languages.

Unit 9 Communication Exercise 3a

Student A

Questions 1–4
1. What has been your greatest achievement? Think of a specific example and explain exactly how you made it happen. If possible, make sure that it is related to the job you are applying for now.
2. How do you deal with stress? It is important to say that you enjoy working under pressure and give an example of how you handle stress.
3. What is the most difficult situation you have had to face and how did you deal with it? Think of a specific example and describe what happened and exactly how you dealt with it. This is something you can prepare in advance.
4. What are your ambitions for the next five years? Don’t say that you would like to have your interviewer’s job!

Unit 7 Lesson 7.1 Exercise 12a

Quiz A
2. When did Mozart start composing music? When he was four years old. [1760]
5. Which famous city is nicknamed The Big Apple? New York.
6. What invention is Giuglielmo Marconi responsible for? The radio.
7. Which is the largest desert in the world? The Sahara.
9. Which country is the oldest surviving republic in the world? San Marino.
10. When did Tom Daley become Britain’s youngest ever male Olympics competitor? In 2008 in Beijing.

Unit 7 Lesson 7.3 Exercise 3a

Student B

Buster Martin retired at ninety-seven, but three years later he decided to go back to work because he was getting bored. He was told to take the day off for his 100th birthday, but turned up to work anyway.

Buster, born in 1906, started work at fifteen and has worked hard ever since. Somehow he and his wife also managed to have seventeen children. He doesn’t believe in healthy eating and refuses to drink water.

Unit 7 Communication Exercise 4a

When her husband died in 1970, Mary Wesley found she couldn’t survive on her very small pension, so she decided to try and make a living as an author. Her first novel for adults was published when she was seventy-one years old and over the next twenty years before her death, she went on to write ten best-sellers, selling over three million copies. One of her books, The Camomile Lawn, was made into a television series and she suddenly found herself rich and even quite famous.

Peter Oakley, born 1927, is perhaps better known as ‘geriatric927’, his username on the video-sharing website YouTube™. He has made over 200 videos describing his life and is one of the most popular directors on the site. In some of the videos he talks about his school days and how lucky he was that he was able to stay on at school after the age of fourteen – in those days only the most intelligent were allowed to do this.

He also recently released a pop song, together with other old age pensioners, to raise money for the charity Age Concern.
Unit 8 Communication Exercise 2b

Look at your answers to the quiz on page 116 and write down the letter (LHWP) for each one. Then read your results below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = H</td>
<td>A = L</td>
<td>A = H</td>
<td>A = L</td>
<td></td>
</tr>
<tr>
<td>B = W</td>
<td>B = H</td>
<td>B = P</td>
<td>B = P</td>
<td></td>
</tr>
<tr>
<td>C = P</td>
<td>C = W</td>
<td>C = W</td>
<td>C = H</td>
<td></td>
</tr>
<tr>
<td>D = L</td>
<td>D = L</td>
<td>D = L</td>
<td>D = W</td>
<td></td>
</tr>
</tbody>
</table>

Unit 7 Vocabulary Exercise 3

Student B

1. Pass with flying colours: the ‘colours’ are actually flags, like a fleet of ships sailing into harbour with their flags flying after winning a battle.
2. A bookworm is a kind of insect which eats paper, particularly old books, so someone who is a bookworm ‘eats up’ books.
3. Teacher’s pet: this meaning of ‘pet’ actually means ‘favourite’. You can also have a ‘pet project’—something you particularly like to work on or a ‘pet hate’—something you love to hate.

Unit 10 Lesson 10.2 Exercise 10

Student A

Second-hand car.
In good condition. $ _ ______

Economic report:
- We made a _____ percent profit during the fiscal year of 2010, making that year the most successful in the company’s long history.

% of all accidents take place in the home.
BE CAREFUL!

Unit 4 Lesson 4.3 Exercise 3

Student C

Mostly L
You love change

You find it difficult to understand why others find change a problem because you really enjoy it. People who love change can be exciting people to be with, but don’t forget to explain your ideas to friends, colleagues and family.

Mostly P
You like to plan for change

You think that change is necessary but you like to have a careful plan. This usually works very well, but be careful that you don’t miss a good opportunity because you want more time to plan.

Mostly H
You hate change and will do anything to avoid it

Change can be difficult, but we all need to make changes sometimes. If you don’t change, then others around you will, and leave you behind. With a little planning and small steps you can feel more comfortable about change.

Mostly W
You worry a lot about change

People who worry about change always think that the outcome will be negative, but it usually isn’t. Instead of worrying about what is ahead, think about good change, with positive outcomes.

Unit 8 Lesson 8.2 Exercise 13b

1. Asia isn’t the biggest continent, but actually it has the most people.
2. Rich countries regularly throw away food, but fifty percent of the world’s population don’t have enough.
3. Sadly, less than twenty percent of the world’s population has running water.
4. Perhaps surprisingly, almost eighty percent of the world’s population can read, but only one percent go to university. About five percent of the world’s population now owns a computer, up from less than one percent five years ago.

Complete the sentences with your reactions to the facts above.

- Personally, I was most surprised by the fact that.
- Actually, I wasn’t surprised by the fact that.
- Obviously, ...
- I was really shocked/surprised/interested to find out that...

Unit 9 Communication Exercise 3a

Student B

Questions 5-8

5. Describe a situation where you worked in a team.
   Companies usually want people who work well as part of a team, so this is an important question.

6. What are your strengths?
   Before the interview think of three key strengths that are relevant to the job and an example for each of them.

7. What kind of people do you find it difficult to work with?
   You should say that you get on with most people, but sometimes it’s hard when other people don’t do their job properly.

8. What are your weaknesses?
   This is a difficult question because you don’t really want to tell the interviewer this. Either choose something which is not really a weakness at all – like working too hard – or describe something which used to be a weakness, but that you have now improved.

Unit 10 Lesson 10.3 Exercise 2

Student B

How you are persuaded to spend more by ...

advertising.

Adverts focus either on what products do, or how the products make us feel. Our emotional response to a product is very important. If the advertisement makes us feel good, i.e. it has images which we enjoy and remember, then we start to associate good feelings with the product.

We respond well to adverts which demonstrate a lifestyle we would like to have. Famous people are often used in adverts because of their successful lifestyle. Footballers advertise sports drinks. We buy the drink, and sense the success. A survey of 4,000 adverts found that adverts with celebrities were ten percent more effective than adverts without.

Humour is also used, as funny adverts are remembered for longer. In addition, advertisers appeal to our senses. Unless your mouth waters, a chocolate advert is probably a failure. They want you to want their product.

Warning signs:
- High price: if a product costs a lot of money, it won’t necessarily be good quality. It might be just part of its image.
- Famous people: advertisers want you to believe that if you buy their product, you can start to live the lifestyle of the celebrity who advertises it.
- Reward and punishment: ‘If you buy this, you will stay young’ (the reward), also means ‘Unless you buy this, you will look old’ (the punishment).

How not to split up with your partner

OK, so the rich and famous always say ‘it was an amicable break-up’ or ‘We split up because of work pressures’. Don’t believe a word of it. They may carry on smiling for the cameras, but behind the smiles there are some angry people. Here are some examples why.

One famous actress was expecting a baby when her long-term partner, and the father of the child, sent her a fax to inform her that he was leaving her. But maybe that’s not as bad as what one famous actor did. He split up with his celebrity girlfriend on a chat show live, in front of the US public. How do you get over that?! Or the fiancé of a famous supermodel, who called off their wedding by emailing all the guests – before he mentioned it to her.

But if you think they went through hell, times were even harder for women a few centuries ago. Take King Henry VIII’s wives. Out of his six wives, he divorced two and he had another couple executed. When it’s time to say the Big Goodbye, it seems that some unlucky people have always had to put up with a lot from their partners.
Communication activities

Unit 5 Vocabulary Exercise 5
Student B

Unit 10 Lesson 10.2 Exercise 12
Student B

The Stone Angels,  
Madison Hall, Date: 15th January 2010

Second-hand car.  
In good condition.  
$2,500

Economic report:  
- We made a 15.6 percent profit during the fiscal year of 2010, making that year the most successful in the company’s long history.

As stated in legislation  
Section 1(d) of the  
Code of Amsterry Sports Club, 19___,  
the carrying of firearms is strictly forbidden on these premises.

_____ of all accidents take place in the home.  
BE CAREFUL!

You can save up to £_____ on household furnishings if you buy our Millennium package.

Quiz B

1. Which islands did Christopher Columbus discover in 1492, before he discovered America? The Bahamas.
3. What song about London was a huge hit for Lily Allen in 2006? Smile.
4. Which European country has the smallest area? The Vatican City.
7. What did Laszlo Biro invent? The biro pen.
8. Which is the world’s longest river? The Nile.
10. When did Hong Kong become part of China again? 1997.
1 Informal and semi-formal email

Can do write a semi-formal email, introduce yourself

A Hi there,
Great that we’re going to be e-pals. Well, what about me? I’m 22, work in an office (boring) and hobbies are snowboarding and skiing. I’ve attached a photo of me on my last skiing holiday – it was great! Do you get much snow? I LOVE it!! Also listen to a lot of music. What bands do you like? I love Lady Gaga. Cool. Can’t wait to find out all about you! :) Cheers,
Tomas

B Dear Sophie,
My name is Margarita and I will be your teacher this year. I thought that it would be nice if we could get to know each other a little before the term started, so I am emailing everyone.
First, something about me. I live quite near the school with my husband and two children. I’ve attached a photo of me and the girls in our garden. They are six and eight and I’m sure you can imagine that they keep me quite busy! However, when I do have some spare time, I like walking and cycling. It keeps me fit as well. I also enjoy watching films. What are your hobbies?
It would be great if you could write back and tell me a little about yourself.
Best wishes,
Margarita.

1 Read the emails and make notes in the table.

<table>
<thead>
<tr>
<th>Tomas</th>
<th>Margarita</th>
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<tbody>
<tr>
<td>Job</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Interests</td>
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<tr>
<td>Family</td>
<td></td>
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</tbody>
</table>

2 Read the emails in exercise 1 again. Which one is informal and which is semi-formal?

3 a. Look at the features of informal writing in the How to... box. Find one example of each feature in email A.

How to... write informal and semi-formal emails

<table>
<thead>
<tr>
<th>Informal</th>
<th>Semi-formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Using capitals for emphasis</td>
<td>Not using capitals except to start a sentence or for a proper noun.</td>
</tr>
<tr>
<td>2 Missing out pronouns</td>
<td>2 ___________ pronouns</td>
</tr>
<tr>
<td>3 Mostly short sentences</td>
<td>3 Sentences are usually ___________ emoticons</td>
</tr>
<tr>
<td>4 Emoticons e.g.: :)</td>
<td>4 ___________ emoticons</td>
</tr>
<tr>
<td>5 Using lots of exclamation marks</td>
<td>5 ___________ exclamation marks</td>
</tr>
<tr>
<td>6 Greeting with Hi, or Hi there</td>
<td>6 Greeting with ___________</td>
</tr>
<tr>
<td>7 Saying goodbye with Cheers, Bye, Love</td>
<td>7 Saying goodbye with ___________</td>
</tr>
</tbody>
</table>

b Read email B again. Look at each feature of an informal email in the How to... box and complete the same points for semi-formal emails, noting how they are different.

4 a. Prepare to write a reply to Margarita. Make notes about your job or studies, your family and your interests.

b Write your reply in a semi-formal style.
I remember when we heard the news. We had been on the beach all day, waiting to hear. Luckily, it was a sunny day after a week of rain! There were thousands of people on the beach because it was a public holiday and everyone was in a party mood. We just hoped we were going to get what we wanted.

There were two big screens on the beach so we could see the results, and we were also listening to live music. One of my favourite singers was on in the morning and after that there was a samba band and everyone danced.

Suddenly, the news came through on the screens and there was a huge roar from the crowd. Brazil had won the bid to host the 2016 Olympics! A wave of emotion swept over me. Thousands of people were dancing and singing and the sand disappeared under a sea of yellow and green Brazilian flags. There was confetti everywhere. It was unbelievable.

In the end the party went on all night, and it was definitely one of the best days of my life.

How to... sequence a narrative
1. Setting the scene: I remember when ... This all happened when ... A few years ago ...
2. The main sequence of events: ... then ... next ... after that ...
3. The big event (usually something unexpected): Suddenly ... To my surprise ... However, ...
4. Result: In the end ... ... and I've never forgotten that day. ... we never ... again. It was one of the best/worst days of my life.

Look at the How to... box. Tick (√) the phrases used in each paragraph of the article.

2. a. Read the emails of complaint below. Why is each person complaining?
   b. Read the emails again and match the topics (1-3) with the paragraphs (A-Q) in each email.
   1. What has happened since
   2. The problem
   3. What you want the company to do now
   A On 27th April I emailed you to say that I had not received my latest rental DVD. You had not responded by saying that you would send out another copy immediately.
   B It is now two weeks later and I have still not received this DVD. In the meantime, I have continued to pay my monthly subscription fee.
   C I am very disappointed with the service and would like you to refund me this month's subscription and cancel any further payments.
   I look forward to your reply,
   Joe Clarkson

Dear Sir/Madam,
A I recently decided to start ordering my groceries online, as it seemed that this would be much more convenient for me. However, my very first delivery this week was nearly three hours late. I was not able to wait this long and, as a result, missed the delivery completely.
B Your company has, however, still charged me for the groceries.
C I consider this to be completely unacceptable and would like an immediate refund.
I hope to hear from you soon,
Emilia Padano

Prepare to write about an important or interesting event in your own life. Make notes on what to say in each of the paragraphs below.
1. Setting the scene
2. The main sequence of events
3. The big event
4. The result

Prepare to write an email of complaint. Look at the situation below and make notes to answer each question.
You bought an MP3 player and, after only a few weeks it has stopped working.
1. What did you buy and when?
2. What happened next?
3. How do you feel about it?
4. What do you want the company to do now?

Prepare your email of complaint. Use your notes and the phrases in the How to... box to help you.
b Choose the correct words in *italics*.
1. Most people would choose to spend their winnings. **Furthermore**/ **In conclusion**/ **Nevertheless**, some people would save most of the money.
2. Nearly everyone we spoke to would buy a house. **However**/**Moreover**/**On the other hand**, some people would buy a holiday home as well.
3. A lot of people wanted to go abroad. **However**/**Furthermore**/**Overall**, some people wanted to emigrate.
4. Most people would not give much money to charity. **However**/**Furthermore**/**In conclusion**, they said they would give some money away to friends and family.
5. **Overall**/**In addition**/**Nevertheless**, our survey showed that most people would share some money with their friends and family and spend some on themselves.

3 Read the report again and *underline* ...  
1. a phrase to introduce a report.
2. phrases to say how many people said something.
3. two phrases to conclude a report.

4 a Prepare to write a report. Look at your survey results from exercise 12 on page 55 and decide on the key points you want to present.

b Write a report on your findings using linkers from the **How to... box and phrases from exercise 3**.

---

**Family heirlooms**

It’s a kind of jug, though I’m not sure if it was used for tea or water. It’s made of metal and beautifully decorated with blue and red painted flowers. The part of it that is used for pouring is very long and thin, and the handle is long and narrow too. It has a long neck and a rounded body with an oval decorative panel.

It used to belong to my grandmother. She kept it on a shelf in the sitting room and whenever I visited her I used to admire it. So one day she asked me if I would like to have it for myself. I love it because it’s so old and unusual and one day I hope I’ll give it to my children.

Do you have a valuable or special object which has been in your family for a long time? Do perhaps you have something which you’d like to leave to your children or grandchildren to remember you by? Tell us about your family heirloom and send us a picture. Email www.my-magazine.com

---

1 Read the extract above from an online article about family heirlooms. Which object (A, B or C) is being described?

2 Read the **How to... box** and tick (✓) the words and phrases used in the extract.

**How to... describe an object**

**Explaining**
- It’s a kind of / type of...
- It’s made of...
- It’s used for...
- It’s something you use to...

**Talking about how it looks**
- rectangular / oval / square / curved / triangular / diamond-shaped
- tiny / wide / narrow / long / short
- shiny / decorated / modern / old-fashioned

**Giving background information**
- it (used to) belong(s) to...
- I/we keep it in/on...
- I’m not sure if...
- It’s been in my family since...
- I love it because...

---

3 a. Think of a family heirloom you have, or imagine you own one of the other objects on this page. Make notes about the object. Think about...
- how to describe it.
- how long it has been in your family.
- who it belongs/belonged to and why/how they got it.
- why it is important to you or your family.
- how you feel about it.

b Write about your heirloom for the magazine. Use your notes and language from the **How to... box**.
1. Look at the photos and read the competition entry below. Which view (A, B or C) is being described?

2. Complete the competition entry in exercise 1 with suitable adjectives from the box.

- dramatic
- lush
- relaxing
- rocky
- sandy
- snow-capped
- thick
- traditional
- tropical

3. Read and complete the How to... box with examples from the competition entry in exercise 1.

How to... write a description of a place

**Structure**

- Introduction: give your general impressions of the place

- Detail: what you can see and where

- Conclusion: how it makes you feel/why you like or dislike it

4. a. Prepare to write about the view from your window or a place you remember well. Make notes about what you can see.

   b. Write an entry for the competition in exercise 1 using your notes and the How to... box to help you.

---

**Summary**

1. Read the article and answer the questions.
   1. Why was Sara happy to be asked to go to Bangladesh?
   2. What idea for using mobile phones did she have?
   3. Was her idea a success? How do you know?

2. a. Read the article again and match the summaries (a–g) with the paragraphs (A–G).
   1. The weather and traffic in Dhaka were awful.
   2. Sara is planning to stay in Bangladesh for a while longer.
   3. Sara’s idea was to use mobile phones to offer cheap English lessons.
   4. Sara has travelled a lot.
   5. Sara agreed to take part in some research in Bangladesh.
   6. It took a long time but in the end the project was successful.
   7. Sara grew up in India and missed it when she left.
   
   b. Decide which three of the paragraph summaries in exercise 2a are not really main points of the article.

3. Read summaries A and B below. Which is the best summary of the whole article? Why?

   A
   
   Sara Chamberlain grew up in India and always wanted to return. One day she was asked to take part in an English language teaching project in Bangladesh. Her idea was to use mobile phones to teach English cheaply. Eventually she got all six mobile providers in Bangladesh to agree to offer the service and two weeks later they have had half a million calls.

   B
   
   Sara Chamberlain grew up in India until she went back to the United States to go to university. She missed India and always wanted to go back. She has lived in different cities in America and in the UK, but was delighted to be offered the opportunity to go to Bangladesh. In Bangladesh she set up a new project using mobile phones to teach English.

4. Read the How to... box. Choose the correct words in italics.

   **How to... write a summary**

   1. Find the main idea/all the ideas in each paragraph.
   2. Cut out/Add any ideas which are not essential.
   3. Use the main ideas you have found to make a shorter text/longer text than the original.

5. Look at the article on page 93. Write a summary of the text using the How to... box to help you.
1. Work in pairs and discuss the questions.
   a. Look at the photo of Dubai. What do you think it’s like to live there?
   b. How do you think Dubai might have changed over the past ten years?
   c. What changes have happened where you live?

2. a. Read the emails below and write true (T) or false (F).
   1. Keith lives in Dubai.
   2. Bradley lives in Dubai.
   3. Keith’s wife has a new job.
   4. Keith and Bradley are old friends.
   5. Bradley is unhappy about the new metro system.
   b. Read Bradley’s reply again. What has changed in Dubai over the past ten years? Do you think the changes are positive or negative?

Hi Bradley,
Thanks for your email. Hope you and your family are all well.
I have some exciting news – I’m planning on coming back to live in Dubai! My wife has got a job at the British University, so we’re all moving back.
It must be more than 10 years since I left. How has it changed since then? I’d be really interested to hear about it all.
Hope to hear from you soon,
All the best,
Keith.

Dear Keith,
Thanks for your email. We are all well, thanks.
I was really pleased to hear that you’re moving back here. It will be great to see you again.
You asked about what has changed in Dubai since you left. Well, there has been a lot of building, including the world’s tallest building, the Burj Khalifa. It looks amazing. I suppose it’s a good that Dubai is expanding but I personally feel that the population is getting a bit too big these days – there are constant problems with parking and traffic! On the plus side, we have a new metro system, which should help a lot with these problems as more lines are opened.
Give my regards to your family. I look forward to meeting up soon.
Best wishes,
Bradley.

3. Read the How to... box and complete the examples from the emails in exercise 2.

**How to... write a personal email**

Beginning: _____ your email. _____ all well.
Introducing the topic: _____ exciting news. _____ what has changed in Dubai.
Giving your opinion: _____ it’s good that Dubai is expanding. _____ that the population is getting... _____ we have a new metro system.
Ending the email: _____ from you soon. _____ to your family, _____ meeting up soon) _____ hearing from you.
Signing off: _____ Best

4. a. Imagine that you have received an email from an old friend, asking about changes in the place where you live. Make notes about some changes and your opinion about them.
   b. Write an email replying to your friend. Use language from the How to... box.

Dear Sir/Madam,
I would like to apply for the job of Tour Guide, which I saw advertised on your website.
As you can see from my curriculum vitae, I recently graduated with a good degree in Italian and I have visited Italy many times. I would be delighted to have the opportunity to live and work in the country.
I believe that I possess excellent communication skills and I very much enjoy working as part of a team. While at university, I set up a group which raised money for charity through sporting events.
Although I do not have any directly relevant experience, I understand that training would be given and I would come to the job with great enthusiasm and motivation.
I enclose my CV and look forward to hearing from you in the near future.
Yours faithfully,
Judith Brown

5. a. Read the letter in exercise 1 again and underline the phrases which have the same meaning as the sentences (1–5) below.
   1. I’d like to have a go at getting your tour guide job.
   2. I’m really fancy working in Italy.
   3. I’m brilliant at communicating with people.
   4. I don’t have any experience but you’d train me, wouldn’t you?
   5. Write back soon.
   b. What is the difference between the phrases in exercise 2a and those in the letter in exercise 1? Which phrases are more suitable in a formal letter?

**How to... write a formal email/l etter of application**

Addressing the reader... when you know their name. Dear Mr Brown, when you don’t know their name. Dear ____________________.
Starting the letter... I would appreciate it if you could... Finishing the letter... I attach my C.V. (for an email and I enclose my C.V. … for a letter)
Signing off... when you know their name, when you don’t know their name. Yours sincerely,...

6. a. Look at the job advertisements below. Choose one, or think of a different job you’d like to apply for. Make notes about the qualifications, skills and experience needed.

**Travel consultant**
As a travel consultant you would work in a small, friendly team booking holidays and flights to destinations worldwide. You should have sales experience and be excellent at customer relations.

**Waiter/waitress**
Brand new 5* hotel, looking for enthusiastic and experienced waiting staff. 40–50 hours per week, early and late shifts, some weekend work. Uniform provided.

b. Write a formal email/letter of application for the job you chose. Use phrases from the How to... box.
Some people believe that fashion is a waste of money. However, I would like to argue that there are many positive aspects to fashion.

In the first place, I think that most people would agree that designers are wonderfully creative and that fashion can even be an art form. Designers such as Chanel or Versace are still famous long after their deaths for their beautiful designs.

Secondly, it is well-known that people have been interested in fashion for hundreds of years, perhaps even longer. It is natural for people to want to dress up and look their best. Fashion gives you an opportunity to express your own style.

Finally, fashion can be good for the economy. Italy’s fashion industry, for example, is worth more than 60 billion euros a year.

To conclude, I do not believe that fashion can be said to be a waste of money when there are so many clear benefits.
Pronunciation bank

English phonemes

Consonants

<table>
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<tr>
<th>p</th>
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Vowels and diphthongs

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Sound–spelling correspondences

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*In American English the sound in words like can’t and dance is the shorter /æ/ sound, like can and man.

Sounds and Spelling

‘ea’ (Lesson 1.2); ‘a’ (Lesson 5.2); ‘o’ (Lesson 8.2)

See the sound-spelling correspondences chart above for the different ways these sounds (and others) can be spelt.

Word stress

Words ending -ee, -eer, -ese and -ette (Lesson 2.3)

Words with two or more syllables and these endings have the stress on the last syllable.

Compound nouns (Lesson 3.3)

With a few exceptions, noun + noun compounds are stressed on the first word and adjective + noun compounds are stressed on the second word.

Prefixes and suffixes (Unit 3 Vocabulary); (Lesson 7.2)

Word stress may change for different parts of speech.

- inspire – inspiration
- Prefixes are not stressed.

Phrasal verbs (Lesson 10.3)

The stress pattern of phrasal verbs varies depending on what type of phrasal verb it is.

- Types A, B and D have two stresses, with the main stress on the particle.
  - I called him back.
  - Type C has just one stress on the main verb.
  - He’s going through a difficult time.
Pronunciation bank

Sentence stress
Weak forms (Lesson 5.1); (Lesson 8.3)
The most important words in a sentence (the content words) are stressed. This means that the other words (usually grammar words) are unstressed and reduced to their weak forms.

I’ve never been to Paris.
/əv/ /bərəs/
If I’d gone to bed earlier, I wouldn’t have been so tired.
/toʊ/ /wudntav ben/

Using sentence stress to correct (Lesson 6.3)
When we hear a mistake and we correct it, we give particular stress to the part of the sentence which is wrong.
A: Is that your son?
B: No, he’s my husband!

Connected speech
(Lesson 4.2); (Lesson 7.3)
To help reduce unstressed words and make the sentence ‘flow’ there are certain ways that words are linked together.
A consonant at the end of one word links to a vowel at the beginning of another.
What are you doing?
If /t/ and /d/ are next to each other they can become one sound.
Can you start doing it now?
/t/ and /d/ are often not sounded when they are between two other consonants.
I mustn’t forget
In many English accents the final ‘t’ in a word is not pronounced. But when a vowel comes next it is, to make the link easier.

Intonation
Echo questions (Lesson 1.1)
To use echo questions to show interest, our voice goes down and then up.
A: I grew up in Peru.
B: Did you?

Question tags (Lesson 4.1)
To ask a real question the intonation of the question tag is:

When we expect the other person to agree with us, the intonation of the question tag is:

Questions: Yes/No, Wh- and indirect (Lesson 6.2)
Question intonation varies, depending on the type of question:
A Yes/No questions: Is there a bank near here?
B Wh- questions: What time does the museum open?
C Indirect questions: Could you tell me what time the train leaves?

Pausing (Lesson 9.1)
When pausing for emphasis the intonation should go up before the pause when you have not yet finished, and down when you have.
We’ll allow the chefs to choose the dishes and the menu will be very big, with something for everybody.

Further pronunciation areas
UK and US English (Unit 9 Vocabulary)
Both British and American accents vary, but some common differences are:
1 Words where the sound /ʌ/ follows /t/ /d/ or /n/ we have an extra sound, /j/, in UK English.
tune /tju:n/ (UK) /tjo:n/ (US)
2 Words with /æ/ in standard UK English can have /æ/ in US English.
glass bath laugh
3 Many words pronounced /æ/ in the UK are pronounced /a:/ in the US.
cought saw bought talk
4 ‘t’ or ‘tt’ in the middle of a word tends to be pronounced /d/ in US English, or even disappear.
Butter sounds like budder and twenty like twenny.

Pronouncing numbers (Lesson 10.2)
Years up until this century are said in two sections:
1979 – nineteen seventy-nine
1802 – eighteen ‘oh’ two
For the years 2000–2009 we say:
2000 – two thousand
2002 – two thousand and two
However we can say the year 2010 and over in two ways:
2012 – two thousand and twelve or twenty twelve
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- A2: Elementary
- B1: Pre-intermediate
- B1+: Intermediate
- B2: Upper Intermediate
- C1: Advanced

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