New Matrix
Upper-Intermediate
Student's Book
Kathy Gude
with Jayne Wildman
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1 Look at the pictures. Why is appearance important to animals and to people?

Reading

Exam training

Skim reading
means reading a text through quickly to get a general idea of what it is about. This prepares you for answering more detailed questions.

2 Skim read the text and match headings a–e to paragraphs 1–5.
   a  Inspiration         d  Appeal
   b  Safety              e  Invisibility
   c  Variety             f  Camouflage

3 What would be a suitable title for the text?

Exam training

Scanning
means looking quickly through a text without reading every sentence to find the information you need. This helps you to find detailed information more quickly.

4 Scan the text and find the answers to the questions.
   1 Where do we come across images? What are the sources of these images?
   2 Why have stick insects developed their image? Have tigers evolved stripes for the same reason?
   3 What does the armadillo use to protect itself? What other species use similar ways of protection?
   4 What important role does image play in the life of peacocks?
   5 Where do people often look for fashion ideas?

Title: __________________________

1 Wherever we look nowadays we are surrounded by images. They are a constant feature of today’s world. We see them on TV, at the cinema, in magazines. However, not all of them have been created by human beings. Nature itself has created some of the most beautiful images, and the variety of images in nature is enormous. Over millions of years, each species has developed its own ‘look’. There are three main reasons for this diversity of natural images.

2 Let’s begin by looking at two very different species – the stick insect and the tiger. Stick insects have evolved to look exactly like the branches and leaves they live amongst. For them, the ability to hide from their enemies is essential because they are small and camouflage offers them the only way to protect themselves. Yet it’s not only small creatures that use camouflage. Large mammals do too, but in a totally different way. Tigers, for example, have stripes to hide themselves in the long grass, where they can launch their attacks on their prey. Camouflage made it possible for tigers to become successful hunters.

3 But hiding from their predators isn’t the only way animals can ensure their survival. The armadillo from Central and South America, for example, is protected by thick pieces of hard bone which form a shell around its body. The armadillo looks more like an armoured machine from a science fiction film than an animal. Or let’s take a more common example. The hedgehog is a much smaller animal, but nature has provided it with a coat of long, sharp spines to protect itself from its enemies.
Vocabulary

The natural world

5 Explain the meaning of the words in italic according to how they are used in the text.

6 Scan the text and find words or phrases that mean:
   1 a number of different types of something (paragraph 1)
   2 a group of animals or plants that share the same characteristics (paragraph 1)
   3 develop gradually from a simple to a more complex form (paragraph 2)
   4 be in a place where you cannot be seen (paragraph 2)
   5 keep something or somebody safe (paragraph 2)
   6 an animal that is killed and eaten by other animals (paragraph 2)
   7 an animal that kills and eats other animals (paragraph 3)
   8 make someone feel that they like you (paragraph 4)
   9 be more successful than others (paragraph 4)

Evolution

7 Match the verbs in list 1 to those in list 2 that are similar in meaning.
   1 protect  •  evolve  •  provide  •  attract  •  create
   2 offer  •  form  •  appeal  •  develop  •  defend

8 Complete sentences 1–5 with the correct form of a verb from list 1 in 7 above, and a suitable preposition. More than one preposition may be correct.
   1 Nature has ______ the hedgehog ______ a coat of long, sharp spines.
   2 Scientists believe that our Universe was ________ a huge explosion called the Big Bang.
   3 Many visitors are _________ Lake Bled because of its natural beauty.
   4 Darwin was the first to claim that the human race _________ a species of animal.
   5 Stick insects are _________ predators because they look like twigs.

Suffixes and prefixes

9 Form adjectives from these nouns by adding -ful and/or -less. Then scan the text and find what the adjectives describe.
   1 help  4 count
   2 peace  5 wonder
   3 worth

10 Write words with a negative prefix, (un-, im-, in-) which mean the opposite of 1–7.
   1 natural  5 common
   2 essential  6 important
   3 possible  7 expensive
   4 successful

Time to talk?

Choose one of the statements below and say why you agree/disagree with it.

• You can always judge a person by his or her appearance.
• It's not what we wear but how we wear it that matters.
• Beauty is only skin deep.
Grammar

Present perfect simple and past simple

Quick quiz

1. Explain why three of these sentences are incorrect.
   1. I've worn a new dress, yesterday.
   2. My friends laughed when they saw my old trainers.
   3. Jane didn't buy any brand name clothes, yet.
   4. Jamie just lost his wallet.

2. In pairs, first answer the questions, then read the text. Do you agree with what Kelly, Dave and the writer say? Why/why not?
   1. What is a brand name?
   2. What do you think makes clothes and other things with brand names so popular?

3. Read the text again. Underline the examples of the present perfect simple and circle the examples of the past simple in the extract.

Have you ever bought a brand name product? If so, why? Most people, it seems, buy these products as a way of expressing their own individuality while still being part of a group. Buying brand names is like being a fan of a popular band or a famous football team, it gives you a sense of identity. However, these products have become much more important than they used to be, especially for young people.

Yesterday, I spoke to some teenagers about their buying habits. Kelly, who's 17, explained 'I've bought lots of clothes because of the label. I bought my first designer T-shirt two years ago because it was cheap in a sale. But I discovered that the quality was good. It didn't fail to pieces after two weeks, so now I buy clothes with labels when I can.' It's not just the girls who are image conscious. Dave, Kelly's brother, told me 'Dad bought me some designer trainers for my birthday a few years ago. Since then I have always worn branded trainers. And

4. Match the verbs in bold in the text to the uses 1–4.
   1. to describe an experience that has or hasn't happened at an indefinite time in the past e.g. Have you ever bought? and ______.
   2. to describe an action that has finished but has an effect in the present ______.
   3. to describe an action or state that started in the past and continues to the present ______.
   4. to describe a finished action or state at a definite time in the past ______.

5. Underline the correct tense in sentences 1–8.
   1. Did you ever see/Have you ever seen Oasis in concert?
   2. Simon bought/has bought some designer jeans last week.
   3. Sara worked/has worked as a model in the holidays.
   4. I can't call Jessie - I forgot/have forgotten my mobile.
   5. I didn't go/haven't been to school yesterday.
   6. I saw/have seen two films starring George Clooney recently.
   7. Mark didn't eat/hasn't eaten Chinese food before - we're going to try some tonight.
   8. Did you watch/have you watched television last night?

6. Put the adverbs in brackets in the correct place in sentences 1–8.
   1. Don't feed the cat; I've given him his dinner. (already)
   2. Have you paid the telephone bill? (yet)
   3. The letter from my penfriend hasn't arrived. (still)
   4. Paula's missed the bus. (just)
   5. Have you tried Greek food? (ever)
   6. I've been abroad. (never)
   7. Anna has liked classical music. (always)
   8. Matt hasn't moved house. (yet)

7. Read 1–8 in 6 again and answer questions 1–3.
   Which adverbs or time expressions do we use
   1. to talk about experiences that have or haven't happened at an indefinite time in the past?
   2. with the present perfect to talk about recent actions with present results?
   3. with the present perfect for unfinished time?

since I started buying my own clothes, last year, I have also chosen jeans and T-shirts with labels; these jeans I'm wearing now for example. It means you always feel confident that you're wearing something cool.


Present perfect simple and present perfect continuous

8 Match examples a–c to the uses of the present perfect continuous 1–3.
   a  'Why are you so hot?' 'I've been running.'
   b  They've been going to the tennis club for years.
   c  I've been living here since last April.

We use the present perfect continuous for:
   1 actions or states which started in the past and are still going on. We want to emphasise the length of time.
   2 actions or states which have stopped, but have present consequences.
   3 actions which have happened repeatedly for some time. We want to emphasise the repeated action.

9 Look at examples 1 and 2 and then put the time expressions into the correct column.
   1 I've known Sally for six years.
   2 I've lived here since 2001.
   - a long time - two weeks - last March - three hours
   - Christmas - Monday - a few minutes - nine o'clock

<table>
<thead>
<tr>
<th>for (period of time)</th>
<th>since (point in time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>six years</td>
<td>2001</td>
</tr>
</tbody>
</table>

10 In pairs, first put the verbs in brackets into the correct tense (present perfect simple or continuous). Then complete the sentences with for or since. If both tenses are possible, explain the difference in meaning.
   1 Peter ______ (read) the same book ______ last year. I wonder when he will finish.
   2 We ______ (try) to phone them ______ hours, perhaps their phone is broken.
   3 Our grandparents ______ (have) their cat ______ two years.
   4 Maria ______ (do) this job ______ three months.
   5 Karl ______ (be) a friend ______ ages.
   6 I ______ (not go) to the cinema ______ I moved house.
   7 John ______ (not watch) a football match ______ months.
   8 Sam ______ (stay) with his cousins ______ he started college.

Present perfect with when, if, or until

11 Read the rules and then complete sentences 1–5 using your own words.
   Rules
   1 We can use the present perfect simple instead of the present to talk about something that will or should happen before another event in the future, e.g.
      When you've finished your homework, you can go out.
      You can't go out until you've finished your homework.
   2 We can use the present perfect simple instead of the present in some first conditional sentences, e.g.
      If you've finished your homework, we will go out.
      If they ______ not ______ by lunchtime, we will ring and find out where they are.
   3 When you ______ your bedroom, we can have dinner.
   4 I'll be ready to go out when I ______ my hair.
   5 When you ______ the table for dinner, you could help me prepare the vegetables.
   6 I can't tell you what my secret is until I ______ to Anne.

Let's activate

Personal experience

12 In pairs, read the instructions 1–3 and interview each other. Use these question words.
   • When • What • Who ... with • How • How long • Why • How many times • Where
   1 Find out if your partner has done the things (a–c) below.
   2 Find out as much information as you can about what happened when he/she did them.
   3 Make a note of your partner's replies.

Example
   Ann  What is the most exciting sport you have tried?
   Bob  Kayaking.
   Ann  How many times have you done it?
   Bob  Lots. I do it every weekend in summer.
   Ann  How long have you been doing it?
   Bob  Since I was 12.

   a try an exciting sport
   b visit an interesting place
   c perform in public

13 Work in groups. Discuss the questions.
   1 Do you buy designer clothes? Why/Why not?
   2 How do brand names change people's spending habits in your country?
Listening and speaking

Photographic images

1 In pairs, discuss these questions.
   1 How do you feel about:
      • taking photographs?
      • seeing photographs of yourself?
      • looking at other people's photographs?
   2 Why do people take photographs of each other?
   3 How do people react when they know their photograph is being taken? Why?
   4 How were images represented before the invention of photography?

Listening

2 Look at this photograph and answer the questions.
   1 When do you think it was taken?
   2 What words would you use to describe the man?
   3 How do you think he felt about the photo?

Exam training

Note-taking
When listening don't worry if you do not understand every word.
Make brief notes the first time you listen e.g. antique market/Paris.
Then confirm your answer on the second listening before filling in the answer form.

3.1 Listen to a short news item about the old photograph and answer the questions. Write notes like those in the example.

Example
Where did Monsieur Pagneux buy it? Antique market / Paris
1 Why is it so important?
2 When was it taken?
3 When did the public hear about the photograph?
4 Who was Nicolas Huet?
5 What did he have to do?
6 Why didn't he comb his hair or smile?
4 Expand your notes into sentences. Then compare your answers to a partner's.

5 Look at these photographs and answer the questions.
   1 How old do you think the people are?
   2 What jobs do you think they do?

6 The girl in the photograph is called Anna Pimm. Listen and complete the notes.
   Anna Pimm
   1 Age: ________
   2 Nationality: ________
   3 Main occupation: ________
   4 Part-time job: ________
   5 Earnings: ________
   6 Father's occupation: ________
   7 Father's advice: ________
   8 Main ambition: ________

7 In pairs, discuss these questions.
   1 Who do you think was right, Anna or her father?
   2 What do you think has happened to Anna since then?
Matching
8 You are going to listen to an interview with Zack, the young man in the photograph. What questions do you think the interviewer might ask him?

9 Read statements 1–9, then listen to the interview. Decide if the statements match what Zack says about himself. Write yes or no beside each statement. Did the interviewer ask any of the questions you predicted?
1 I always wanted to be a model. __________
2 I have only worked with one agency. __________
3 I sometimes spend long periods without work. __________
4 I like to work hard. __________
5 I was responsible for my worst experience. __________
6 I have lost some friends because of my career. __________
7 My parents have tried to make me give up modelling. __________
8 My academic work suffered as a result of modelling. __________
9 I would like a complete change of career. __________

Pronunciation
Word stress
Words can be divided into syllables: units usually containing a vowel and a consonant before and/or after it, e.g. after.

10 Underline the stressed syllable in each word.
1 a con tract (noun) b con tract (verb)
2 a com mer ce (noun) b com mer cial (adjective)
3 a sa tis fy (verb) b sa tis fac tion (noun)
4 a as sign (verb) b as sign ment (noun)
5 a re act (verb) b re ac tion (noun)
6 a pho to graph (noun) b pho to gra phic (adjective)

11 Now listen and check your answers. Practise saying the words with the correct stress.

Speaking
Role play
12 You are going to interview a partner. Imagine you each have a different job in which you have been very successful. Write questions to find out about:
- length of time doing the job
- big break
- problems
- most exciting/worst experience
- effect on family life/lifestyle
- future plans

13 Now interview each other. Refer to what your partner has said to show that you are listening. Use the dialogue box to help you.

Showing that you are listening
A Now you mentioned that you'd always wanted to be a model.
B Yes, ever since I took part in a fashion show at school.
A So that's how it all started?
B Yes, plus the fact that I won a competition in a local newspaper.
A Actually, I was going to ask you about that. Could you explain in more detail exactly how that helped you?

Stimulus-based discussion
14 Discuss these questions.
1 What are the people in the pictures doing?
2 What is the slogan suggesting?
3 What is more important for a happy life – appearance or personality?
4 To what extent do photographs in advertisements influence us?
5 Are photographic images always an accurate picture of reality?
Writing a description

Images of place

1. Look at the pictures. What different images of Britain do they show?
2. What images do you have of Britain which are not in the pictures?

Studying the sample

Understanding the task

3. Tick (✓) the points in the list that might appear in a written description.
   - personal feelings and emotions
   - facts and figures
   - explanations of who, what, when, where and why
   - informal, conversational-type language, e.g. contractions
   - stories or narrative
   - pictures, drawings and/or diagrams

1. There are many traditional images of Britain which help people to have a better idea of what British life is like today.

2. Many people think of Britain and immediately think of London. Big Ben is an example of a characteristic image of London. This is because it is part of the Houses of Parliament, which stand for tradition as well as today's government. Other tourist images don't symbolise the whole country in the same way as Big Ben. Many people think of a British man wearing a dark suit and carrying an umbrella, which is not very typical these days. However, an umbrella is an important image of Britain because it says something about the weather, which people talk about all the time. Other important images are food and drink. Tea is a traditional image, but most young people now drink more coffee. British people still eat a lot of fish and chips, however, so this appears to be one of the best representations of traditional British food.

3. There are many British musicians and bands and British music is popular in many parts of the world. The musical instruments give an idea of the influence of music. Sport is also an image associated with Britain because so many sports originally came from there. A football is a better image than a cricket bat because everybody recognises a football.

4. Finally, young people have an important part to play in British life, as do people from many different cultures. Images of young people and of a multicultural society show how fascinating Britain is today.
Using paragraphs
4 Read the description. Decide which paragraph, 1–4, focuses on points a–d.
   a. A country of cultures
   b. British culture today
   c. A more accurate impression
   d. Typically British

Avoiding repetition
Never write exactly the same thing more than once when you are writing. Try to use a variety of ways of repeating similar ideas.

5 Look at these phrases from the description. They say similar things about what the images mean but in different ways. Which image does each phrase refer to?
   1. ... stand for ...
   2. ... don't symbolise ...
   3. ... is not very typical ...
   4. ... says something about ...
   5. ... is a traditional image ...
   6. ... the best representation of ...
   7. ... give an idea of ...
   8. ... have an important part to play in ...
   9. ... show ...

Steps to better writing
Sentence building
6 Complete the sentences with information for a description of your own country.
   1. Many people think of ... and immediately think of ...
   2. I would choose an image in my country like ...
   3. ... stands for ...
   4. ... doesn't symbolise the whole country.
   5. Many people think of a ... man or woman as ...
   6. ... is a traditional image of ...
   7. We eat a lot of ...
   8. People in my country listen to ...
   9. Our national sport is ...
   10. ... is a ... society.

Writing your description
Brainstorming
7 In groups, prepare to design a poster and write a description of your country. Discuss what images you should include and why. Use the dialogue box to help you.

Justifying opinions
   A Personally, I don't think we should choose an image of a man wearing a dark suit and carrying an umbrella.
   B I agree. Let's not have that because it's a bit old-fashioned, isn't it?
   C In my opinion, we should include an image of the Houses of Parliament because everybody recognises that as an image of Britain.
   A I feel it would be better to include an image of how young people live. Surely that's what students want to see?
   B Absolutely. It's really important to include that kind of image. That's the kind of thing young people can relate to.

Planning
8 Decide:
   • how to introduce your description.
   • which order to put your decisions in.

Writing
9 Use your notes to write a description.
   • Expand your notes into complete sentences.
   • Use different ways of saying what you decided and what the images represent.

Checking
10 Check that you have:
   • used paragraphs to introduce different ideas.
   • written the right amount (200–250 words).
Let's practise grammar

Present perfect simple and past simple

1 Write the past simple and past participles of the verbs in the correct column:
   - be • begin • bring • come • decide • fall • find
   - forget • go • know • leave • promise • remember
   - see • sing • stop • teach • think • visit • wash
   - write

<table>
<thead>
<tr>
<th>past simple</th>
<th>regular past participles</th>
<th>irregular past participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>was/ were</td>
<td>been</td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the sentences with the past simple or present perfect simple of one of the verbs from 1 above.

1 I ______ you ______ the Hard Rock Café when you were in London?
2 Oh no! I ______ my camera at home. I can't take any photos.
3 You look tanned. ______ you ______ away on holiday?
4 Ethan ______ worried about his appearance for years, but now he's quite confident.
5 I ______ in public twice with my choir. I was very nervous.
6 Nick ______ his wallet in the cinema last week.
7 ______ you ______ Brad Pitt's new film?
8 ______ you ______ to phone Susan last night? I bet you forgot!

3 Complete the dialogues with the most appropriate adverb. If more than one answer is possible, write both possibilities.
   - already • ever • just • never • still • yet

1 'Hurry up, the film has ______ started.'
   'Has anything happened ______?'
2 'Have you ______ been on a photo shoot?'
   'No, I've ______ been on one, but I went to a fashion show once.'
3 'Have you ______ seen Matrix Reloaded?'
   'No, I haven't. I've ______ booked tickets for Saturday night.'
4 'Have you finished surfing the Internet ______?'
   'No, I haven't finished ______. I ______ haven't found what I was looking for.'

4 Complete sentence a of each pair with the correct form of the verb. Then complete sentence b so it has the same meaning as sentence a.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>It's ages since I bought a new pair of trainers. (buy)</td>
</tr>
<tr>
<td>b</td>
<td>I haven't bought a new pair of trainers for ages.</td>
</tr>
<tr>
<td>a</td>
<td>It's a long time since we _____ to the cinema. (go)</td>
</tr>
<tr>
<td>b</td>
<td>We _____ to the cinema _____ ...</td>
</tr>
<tr>
<td>a</td>
<td>It's over a year since my family _____ a holiday. (have)</td>
</tr>
<tr>
<td>b</td>
<td>My family _____ a holiday _____ ....</td>
</tr>
<tr>
<td>a</td>
<td>It's hours since we _____ anything to eat. (have)</td>
</tr>
<tr>
<td>b</td>
<td>We _____ anything to eat ...</td>
</tr>
<tr>
<td>a</td>
<td>It's about two months since I _____ a haircut. (have)</td>
</tr>
<tr>
<td>b</td>
<td>I _____ a haircut _____ ...</td>
</tr>
<tr>
<td>a</td>
<td>It's nearly a fortnight since Susan _____ me. (phone)</td>
</tr>
<tr>
<td>b</td>
<td>Susan _____ me _____ ....</td>
</tr>
</tbody>
</table>

Present perfect with when, if, or until

5 Underline the correct word to complete each sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When/Until you've finished playing the computer game, can I have a go?</td>
</tr>
<tr>
<td>2</td>
<td>I'm not lending you any more money when/until you've paid me back the money you owe me.</td>
</tr>
<tr>
<td>3</td>
<td>I'm not going anywhere if/until you've told me the truth.</td>
</tr>
<tr>
<td>4</td>
<td>If/When you've already seen the film, we'll go and see something else.</td>
</tr>
<tr>
<td>5</td>
<td>Until/When you've taken the photo, could you give the camera back to me?</td>
</tr>
<tr>
<td>6</td>
<td>I'll ring Bob if/until you've finished using the phone.</td>
</tr>
</tbody>
</table>

Present perfect simple and continuous

6 Rewrite the sentences so the meaning is the same.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's about two months since I started studying photography.</td>
</tr>
<tr>
<td>I've been studying photography for two months.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mandy bought that Oasis CD yesterday — she hasn't stopped playing it!</td>
</tr>
<tr>
<td>Mandy hasn't ...</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>When did you buy those trainers?</td>
</tr>
<tr>
<td>How long ...</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The last time I saw my grandparents was at Christmas.</td>
</tr>
<tr>
<td>I haven't ...</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ross hasn't seen Rachel for a long time.</td>
</tr>
<tr>
<td>It's been ...</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It's hours since I arrived at the café and Monica still hasn't arrived.</td>
</tr>
<tr>
<td>I've been waiting ...</td>
<td></td>
</tr>
</tbody>
</table>
Listening

8 You are going to hear four speakers talking about image. Decide which speaker 1–4 expresses statements a–e. One statement does not fit any speaker.

Speaker 1 □
Speaker 2 □
Speaker 3 □
Speaker 4 □

a. A friend’s personality is more important than their appearance.
b. Only attractive people can make friends.
c. If you haven’t got qualifications you won’t get a job.
d. A good personality can help you get a job.
e. Appearance is more important than exam results.

Writing

9 Write a short article about attitudes to appearance in your country. Use the following plan to make notes:

1. Introduction: What images do magazines and advertisements portray?
2. What your friends think
   __________________________
3. Your personal opinion
   __________________________
4. Conclusion
   __________________________
Word focus

1. Complete sentences 1-5 with one of these verbs and a suitable preposition.
   - attract • create • evolve • protect • provide
   1. We are pleased to be able to ______ you ______ light refreshments after the meeting.
   2. What first ______ you ______ this part of the country?
   3. This unusual outfit was ______ ______ a well-known fashion house.
   4. Please wear these dark glasses to ______ yourself ______ the sun’s rays.
   5. They say that human beings ______ ______ ape-like creatures.

2. Match the sentence beginnings 1-4 to the prepositions below. Then complete the sentences with endings a-d.
   - against • by • to • with
   1. The perfume ______ one was created ______
   2. The audience were provided ______
   3. Many people are attracted ______
   4. The designer defended himself ______
   a. the glamorous image of the film industry.
   b. criticism that his clothes were too expensive.
   c. the designer Calvin Klein.
   d. a programme of the fashion show.

Negative prefixes

3. Complete the sentences with the negative form of these adjectives. Use the prefixes un-, in-, im-, ir-, dis- or ir-.
   - attractive • clear • expensive • legal
   - mature • organised • possible • responsible
   1. The photograph was blurred and ______. We couldn’t see who was in it.
   2. It’s ______ to become a supermodel unless you’re very good looking.
   3. I don’t spend lots of money on clothes. I usually buy things which are ______
   4. It is very ______ to leave the children without supervision near the pool.
   5. The young man had a rather ______ scar on his cheek.
   6. The concert was completely ______. Nobody knew where to buy tickets for it.
   7. Some models are too ______ to realise the risks associated with working in the fashion industry.
   8. In England it’s ______ to drive a car if you’re under 17.

Word building

4. Complete the text with the correct form of the words in brackets.
   Image is important in most professions, but some jobs put more emphasis on ______ (appear) than others. Nobody knows this more than Jodie Keller, make-up artist for Vogue magazine.
   ‘My work involves covering up tiny ______ (imperfect) as well as completely transforming faces,’ explains Jodie. ‘For me the ______ (attract) of the job is its constant ______ (vary) – each photo shoot presents a new challenge. It can be demanding at times, but the stylists are very ______ (help) and the models usually patient. The work I do is very ______ (create) and I’ve made up ______ (count) faces. All in all it’s a ______ (wonder) career!

5. Complete the sentences with the correct form of the words in brackets.
   1. I had to take a lot of ______ (photograph) equipment with me to the fashion shoot.
   2. Nadia was only 15 when she got her first modelling ______ (contract).
   3. Jenna got a lot of ______ (satisfy) from her work as an architect.
   4. What was Sean’s ______ (reach) to the good news?
   5. The modelling ______ (assign) was for three days on a beach in the Caribbean.
   6. The film was a huge ______ (commerce) success. It broke all box-office records.

Phrasal verbs

6. Complete sentences 1-7 with the correct form of these phrasal verbs.
   - carry on • drop out of • fall behind with • fall over
   - go on about • go out with • live up to
   1. Jessica decided ______ college and travel round the world for a year.
   2. The newspapers claimed that the supermodel ______ a famous actor.
   3. The athlete failed ______ his reputation as the world’s best sprinter.
   4. Amy didn’t enjoy the ice-skating trip. She ______ three times.
   5. Matt is obsessed with his new motorbike. He can ______ it for hours.
   6. Greg ______ working until midnight. He had an exam the next day.
   7. Mark took on too many part-time jobs to pay for his college training and soon ______ his studies as a result.
IMAGES of IRELAND

1 A brief history
The troubled history of Ireland began with the British invasion in the twelfth century. The English became more powerful and influential in the country, and a long history of conflict ensued. In the fifteenth century, when Henry VIII broke away from the Pope and Catholicism, he took control of church property in Ireland. Relationships between Catholics and Protestants in Ireland became difficult and remained so, with Catholics denied the rights that Protestants enjoyed. Irish Catholics supported any attempts to re-establish a Catholic king on the throne of England. All these events led to conflicts between Catholics and Protestants— a situation which has continued up to the present day in Northern Ireland.

In 1921, Ireland was divided into two parts and Northern Ireland remained part of the United Kingdom, while the rest of the island became the first Irish Free State, later Eire (in 1937), and finally the Republic of Ireland in 1949.

2 A welcoming image
Ireland is no longer the poorest country in Europe. Today it's cool to be Irish and, thanks to The Corrs, Boyzone, Westlife and U2, images of Ireland are now well known in popular culture across the globe. Today's Ireland is a modern, progressive European nation whose economy is booming. But it is not only Irish eyes that are smiling as more and more tourists discover Ireland for themselves.

Dublin is undoubtedly the spiritual and cultural heart of the Emerald Isle. The city is rich in history, from the days when Celtic tribes wandered the peat bogs to the present-day trendy bars and night clubs. Elsewhere, the cities of Cork, Galway and Limerick boast their own charms. But it is out in the rolling countryside that you can find the idyllic Ireland of the movies.

Talking about your country

3 Answer these questions about your country.
1 How does the history of the Republic of Ireland compare with that of your own country?
2 What kinds of things affect the economic situation where you live?
3 How many big cities are there in your country?
4 What image do you think people in the rest of the world have of your country?
5 What tourist attractions would you recommend to a visitor to your country?

1 Look at the map of Ireland and answer the questions.
1 What images of Ireland surround it?
2 How successful are the images in telling people what kind of country it is?

2 Read the two texts about the Republic of Ireland and answer the questions.
Text 1
1 When did British rule begin in Ireland?
2 What part did Henry VIII play in the Anglo-Irish conflict?
3 When did Ireland become known as the Republic of Ireland?

Text 2
1 Who has helped to change the image of Ireland internationally?
2 Who is now beginning to discover Ireland?
3 What kind of city is Dublin?
4 Where can you find the Ireland you see in films?
Happiness

1 Discuss these questions.
   - Can we really learn to be happy? Why/Why not?
   - What kinds of things make you feel happy?

2 Read and complete the questionnaire on happiness. Then say what you think the scores show about your attitude to life.

   A group of American psychiatrists believes that happiness can be learned, practised and applied to any situation. Give yourself a score, on a scale of 1–10, for each question.

   NEVER 1 2 3 4 5 6 7 8 9 10 ALWAYS

   As you go through the day, do you actively aim to be as happy as possible? □
   Do you take responsibility for your life? □
   Do you make a point of doing one thing which makes you happy each day? □
   Do you work through problems and gain knowledge from them? □
   Do you give without wanting anything in return? □
   Are you honest with yourself and others? □

Reading

Exam training

Matching
The words in the questions may not be the same as those in the text. Read each paragraph carefully and underline the information that gives you the correct answer.

3 Read the texts and answer the questions.

   Which person in the case studies:
   1 couldn't compete with someone they loved?
   2 decided to adopt a more adult approach to things?
   3 didn't want to face up to the truth?
   4 refused to take part in something?
   5 never had a single free moment?
   6 is not bothered by the difficulties of everyday life?

   Which action plan suggests that you:
   7 shouldn't put the blame on other people?
   8 should change a difficult situation into one that teaches you something?
   9 should make a decision not to be affected by the negative side of life?
   10 should be generous but not expect any reward?
   11 should be able to admit how you feel?
   12 shouldn't put off doing things you want to do?

Case study A  Jill, Personnel Manager

"Every morning I promise myself I'm going to have a good day. It doesn't matter if my flatmate has used all the hot water, my train is cancelled, or I have a problem at work. Whatever happens, happens. I just let the negative things go and think of the things that make me feel good, like the way my flatmate can always make me laugh."

Action plan:
The intention to be happy is the most powerful tool you can have. Without it, it's easy to be overwhelmed by the bad things in life.

Case study B  Liz, Fitness Instructor

"My sisters and I recently had to plan a party. However, our 'discussions' usually end up in a big argument with everyone yelling. So I made a conscious decision not to join in; instead, I listened to what they were saying. When they finally stopped shouting, I suggested what I thought we should do and why. Everyone calmed down and we got ourselves organised."

Action plan:
It's important to have control over your own life, rather than to simply react to things. Happy people don't become defensive or say to others: 'It's all your fault'.
Case study C  Tim, TV Producer

‘Although I love work, last year I felt as if I was drowning. I was constantly rushing around making sure everything ran smoothly. Then I started training for a marathon, and I realised how much I needed some time to myself. I decided that I’d definitely keep running. It gives me a chance to escape and think about myself for a change.’

Action plan:
Happy people make sure they do things they enjoy. They don’t ‘wait for next year’. Neither should you.

Case study D  Suzanne, Investment Analyst

‘I’ve never had a great relationship with my mother, so I was horrified when she moved into my flat for a while. We started arguing immediately. Then I realised I was behaving like a child, so we sat down and talked about the past for the first time. A lot of emotional things were said but it really cleared the air. Now we can get along.’

Action plan:
If things go wrong, you can turn the problem into an opportunity. Even serious problems can be turned into something meaningful if you are prepared to learn from them.

Case study E  Martin, University Student

‘When I first started going out with my girlfriend, we were always buying presents for each other. The problem was that she had much more money than me so her presents were expensive. I felt pressurised to buy something of equal value and ended up really resenting it. Eventually, I lost my temper and told her that it had to stop. We still exchange gifts but nowadays I’m more likely to spoil her with a home-cooked dinner.’

Action plan:
When you give to others, do you always expect something in return? If you give openly, honestly and from the heart, you are far more likely to be happy.

Case study F  Brian, Graphic Designer

‘I wasn’t happy in a relationship with a girlfriend I had had for a long time. I kept telling myself things would improve – as soon as she got a better job, or we spent more time together. It took me a long time to be honest with myself about my feelings for her. I’d pretended that we were the perfect couple for too long. Breaking up was really hard but it was a huge relief.’

Action plan:
Being honest with yourself is a vital step on the road to happiness. Pretending you are happy when you’re not only leads to problems.

Vocabulary

Expressing feelings

4 In pairs, discuss the meanings of the phrases in italics. Then complete the sentences using your own words.

1 People are sometimes not honest with themselves about …
2 People often resent the fact that …
3 It doesn’t matter to me / bother me if …
4 I sometimes lose my temper when …
5 I never feel overwhelmed by …
6 I am sometimes horrified by …

Words that go together

5 Read the texts and complete the phrases with a suitable verb.

1 to _____ me laugh
2 to _____ a conscious decision
3 to _____ control over
4 to _____ defensive
5 to _____ smoothly
6 to _____ the air
7 to _____ wrong
8 to _____ pressurised

6 Now complete sentences 1–7 with the correct form of the phrases in 5 above.

1 People often _____ when they are asked to justify their actions.
2 David _____ last week to work harder and pass his exams.
3 Do you really think we _____ any _____ our own destiny?
4 Everything will _____ if we are careful not to make any mistakes.
5 Don’t worry! If things _____ I’ll be there to help you.
6 Please don’t _____ all the work you have to do. Just do it when you feel you have the time!
7 Pat and Jim had an argument at work but agreed to have a drink together just to _____

Time to talk?

Choose one of the statements below and say why you agree/disagree with it.

- Money can’t buy happiness.
- Happiness is no laughing matter.
- The happiness of society is the end of government.


**Grammar**

**Gerunds and infinitives**

1. Read sentences 1–3 and decide if the gerund in italics:
   a. is the subject of the sentence.
   b. is the object of a sentence.
   c. comes after a preposition.
   1. I’m quite good at running.
   2. Running is very good exercise.
   3. I enjoy running.

2. Correct the mistakes in these sentences. One sentence is correct.
   1. Did you enjoy to go to the cinema last night?
   2. My father is trying to give up to smoke.
   3. I’m looking forward to going on holiday to the States.
   4. Have you finished to eat your dinner?

3. Do you enjoy going to school? Describe what you consider to be a typical good or bad day at school.

4. You are going to hear someone talking about what is happening in some schools nowadays. Listen and complete the notes.

   **United States:** origin of the idea of introducing 1. _______ into lessons
   Effect of this on lessons: way of 2. _______ 
   Reactions of visitors: surprised to 3. _______ 
   Conclusion: if students can 4. _______, chances of 5. _______ are greater. 
   helps to 6. _______, helps better 7. _______.

5. Put the verbs in the correct column, according to whether they are followed by a gerund or an infinitive.

<table>
<thead>
<tr>
<th>Verbs always followed by a gerund</th>
<th>Verbs always followed by an infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford</td>
<td>agree</td>
</tr>
</tbody>
</table>

6. Complete sentences 1–6 with the correct form of the verb in brackets.
   1. We can’t afford _______ a new TV. (buy)
   2. I don’t mind _______ grammar but I sometimes find it difficult. (study)
   3. Do you fancy _______ out tonight? (go)
   4. The teacher refused _______ us when the test was. (tell)
   5. My brother has given up _______ (smoke).
   6. Martin arranged to _______ a bicycle. (borrow)

7. Gerunds after prepositions

   Complete the sentences in your own words using one of these prepositions and a gerund.
   - in • of • on • to • with
   1. Nobody in my family is interested _______
   2. I’m tired _______
   3. Children get bored _______
   4. Mary is fed up _______
   5. My friends and I are very keen _______
   6. We are all looking forward _______
   7. If you work hard, I’m sure you’ll succeed _______
   8. We could rent a video instead _______

8. A change in meaning

   Some verbs change in meaning when followed by a gerund or an infinitive. Look at the examples and answer the questions.

   **remember**
   Which of the sentences below means:
   a. you remember something happening?
   b. you didn’t forget to do something you planned to do?
   c. I remember phoning Maria.
   d. I remembered to phone Maria.

   **need**
   Which of the sentences below means:
   a. it is necessary that something is done?
   b. it is necessary for me to do something?
   c. I need to see the doctor.
   d. My hair needs cutting.

   **regret**
   Which of the sentences below means:
   a. I’m sorry about what I did?
   b. I’m sorry about what I am going to tell you?
   c. I regret to say that I haven’t done the work.
   d. I regret splitting up with my boyfriend.

   **try**
   Which of the sentences below means:
   a. I tried to do something difficult but was unsuccessful?
   b. I attempted to do something to see what would happen?
   c. I tried to open the window, but it was stuck.
   d. It was so hot in the room. I tried opening the window but it didn’t help.
Other uses of infinitives

We can use infinitives:

1. to talk about our intention or purpose:
   - Why did you buy that dictionary?
   - To help me with my English.

2. after a question word in an indirect question:
   - What should I say?
   - Tell me what to say.

3. as the object of a verb:
   - I know what to do.

4. Complete these sentences using an infinitive and any other necessary words. You may need to change the words in the sentence.

   Example
   - Where can I buy a radio?
   - Sally doesn't know where to buy a radio.
   - Eva wants to know ________
   - Mary has decided ________
   - Chris has learned ________
   - Paul can't remember ________
   - I showed Peter ________
   - Where should I go for help?
   - I don't know ________

Expressions used with gerunds

Some expressions with it can be used with gerunds.

Examples
- It's worth seeing.
- It's no use worrying about the exam.

Complete sentences 1–5 with the correct form of one of these verbs:
- ask • complain • have • turn • watch

1. It's pointless ________ on the television. It isn't working.
2. It's a nuisance ________ to cycle to school, especially when it's raining.
3. It's no use ________ me for Jake's phone number. I've lost my address book.
4. It's no good ________ if nobody is going to listen.
5. It's worth ________ the film if you enjoy science fiction stories.

The right word

Complete the text using a gerund or an infinitive form of the words below.
- be • copy • encourage • have • go • improve
- persuade • study

The best motivator?

In some American schools, laughter is being taken seriously as a mechanism for increasing motivation and ________ better student / teacher relationships. Schools are using laughter ________ the results of their students. The findings of recent research into how students learn has helped ________ education experts that humour is a good thing.

According to Dr Sam Barnes, a leading education expert: 'Laughter loves crowds, and crowds love laughter. While the personal advantages of ________ fun at school are obvious, the educational benefits have not been recognised. Students have to work hard all the time and ________ a student can be extremely tedious.

But now they look forward to ________ to school. They enjoy ________ in an atmosphere like this and we are getting better results in examinations.'

On the other hand, humour has to be handled carefully. What one person sees as a joke, another may find offensive and embarrassing. It's not simply a question of ________ techniques from other countries: ideas have to be adapted to fit particular situations.

Let's activate

Likes and dislikes

Think about three things you like or love doing and three things you don't like or hate doing. Write a list of these on a piece of paper mixing up your likes and dislikes. In pairs, exchange your lists and ask questions to find out about your partner's likes and dislikes.
1 Describe and name the cities in the pictures. Which of these cities would you like to visit? Why?

2 Read the statements and decide which city or cities each one describes.
   1 There are over 100 theatres here.
   2 The city population is more than five million.
   3 The city lies on the banks of a river.
   4 This is a capital city.
   5 There is an island in the middle of its river.
   6 It is near some famous bathing beaches.

3 Ordering information
Before you listen, read through the statements carefully so that you know what kind of information you are listening for. Remember, the words you hear might be different from those in the statements.

4.2 You are going to hear Tom Turner, an Australian, talking about his new life in Paris. First, read through statements 1–6. Then listen and decide whether the statements are true (T) or false (F).
   1 □ Tom needed special training to be a perfumer.
   2 □ Tom began his new career in Paris.
   3 □ He found the language difficult at first.
   4 □ He prefers to tell people he's French.
   5 □ Tom is a non-smoker.
   6 □ Tom's original contract was for a fixed time.

In pairs, take turns to ask and answer these questions on Hadley Freeman and Tom Turner. When you have finished, compare your answers to those of another pair.

Hadley Freeman
1 When you move to another country, what do you have to get used to?
2 How did Hadley try to become more like the English?
3 How did Hadley's sister cope with moving to another country?
4 How does Hadley feel about her identity now?

Tom Turner
1 How did Tom get his job in Paris?
2 What was life like in the first six months he spent there?
3 What does he not like so much about Paris?
4 Why has he decided to stay there?
Speaking
6 In groups, discuss questions 1–5 below. Use the dialogue box to help you.
1 How would you feel if you and your family went to live in another country for a short time/permanently?
2 What would you miss/happy to leave behind? Why?
3 What problems/advantages might you have in your new country?
4 What jokes do you think people might make about your country? Why?
5 Do people in your country have stereotypical images of other countries? What are they?

Expressing two points of view
A Do you think you and your family will ever go and live in another country?
B Well, on the one hand it might be possible, but on the other hand, it’s unlikely. What about you?
A Of course, I’d like to think it might happen, but I’m not sure if it ever will. There’s no doubt that it would be interesting, but it might be quite difficult, too.

Stimulus-based discussion
7 Discuss these questions.
1 What are the people in the pictures doing?
2 What images of globalisation do they show?
3 What do the headlines suggest to you?
4 Who benefits most from globalisation?
5 What can be done to help developing countries nowadays?

Improvement in standard of living due to world trade

Cheap food – who pays?

Soundbites

One Vision
8 Listen to One Vision by Queen and complete the words.
One man one goal one mission,
One heart one soul just one 1_______
One flash of light yeah one god one vision.

One flesh one bone, one true religion,
One voice one hope, one clear decision
Wowowowo gimme one vision.

No wrong no right,
I’m gonna tell you there’s no black and no white,
No blood no stain,
All we need is one 2_______ one vision

One flesh one bone one true religion,
One race one hope one clear decision
Wowowowo yeah wo yeah wo yeah

I had a dream,
When I was young,
A dream of sweet illusion,
A glimpse of hope and unity,
And visions of one sweet union,
But a 3_______ blows,
And a 4_______ falls,
And in my heart it shows,
Look what they’ve done to my dream.

One vision so give me your hands,
Give me your 5_______
There’s only one direction,
One world one nation, yeah one vision.
No hate no fight, just excitement,
All through the night, It’s a 6_______
Wowowowo yeah.

One flesh one bone one true religion,
One voice one hope one clear decision
gimme one night gimme one heart
just gimme gimme gimme one vision

9 Answer the questions.
1 What kind of vision is the group singing about?
2 What dream did the lead singer have when he was young?
3 What happened to his dream?
4 How realistic do you think this vision of the world might be?
Writing a story

Celebrations

1 Look at the pictures and answer the questions.
1 What celebrations are taking place?
2 How do people celebrate these occasions in your country?
3 In Britain, when two people get married, they often celebrate before the wedding with a 'hen' (all girls) or 'stag' (all boys) party. Is this common in your country?

Studying the sample

Understanding the task

Read the text and put the information a–f in the correct order. Ignore the gaps.

2 a □ The problems the friends had after they’d found a campsite
   b □ What the friends did before going to sleep
   c □ What kind of night they spent in the tent
   d □ How the friends felt about the hen party
   e □ What the friends imagined the hen party would be like
   f □ Why the friends organised the camping weekend

Using adverbs

Complete the text by putting one of these adjectives in each gap 1–10.

- enthusiastically  - eventually  - feebly  - gently
- hurriedly  - ironically  - miserably  - optimistically
- steadily  - unfortunately

A celebration with a difference

Sarah, Jane, Sue and I had been friends for years, so, when Jane announced she was getting married, we agreed we would organise a hen party with a difference. We arranged a camping weekend in North Wales. We 1 imagined finding a beautiful spot in the mountains, pitching our tent by a 2 flowing river, and cooking supper on a camp fire.

3 on the day we left, the weather changed. We arrived, tired and irritable, just before sunset on Friday evening. As it was drizzling 4, we decided that the best place to sleep would be a proper campsite with facilities.

5, we found one on the edge of a forest. After a tremendous struggle, we managed to put the tent up, then headed for a celebratory meal in the nearest pub.

Three hours later, we were sitting in the tent, listening 6 to the rain beating down on the canvas. 'Don't you just love the sound of rain on a tent?' Sarah commented 7 as we got ready to go to sleep.

After one of the most uncomfortable nights I have ever spent in my entire life, we 8 packed up the next morning and made our way home. 'A few spots of rain can't dampen my spirits,' said Jane 9. 'It's been the best hen party anyone could wish for!' The rest of us smiled 10 and said nothing.
Steps to better writing

Writing in a suitable style

4 Which of the following might be included in a story?
   - quotes from direct speech
   - colourful vocabulary
   - headings
   - amusing or interesting events
   - impersonal forms
   - descriptions of feelings
   - formal expressions

5 Scan the text and find examples of the points you ticked in 4.

Using gerunds

6 Complete these sentences with a suitable gerund.
   1 I was really excited about going to the wedding.
   2 We imagined _______ our meals out of doors in the mountains.
   3 We finished _______ up the tent, then went to the nearest pub.
   4 We gave up _______ to cook a meal out of doors.

Using present participles

We can often combine sentences using a present participle.

Example
We sat in the pub. We ate hamburgers.
We sat in the pub, eating hamburgers.

7 Use present participles to combine sentences 1–4 and sentences a–d.
   1 We decided to go camping.
   2 We drove to the campsite.
   3 We put up our tent.
   4 We sat close together.

   a We listened to the rain on the tent.
   b We sang as we went.
   c We shouted instructions to each other.
   d We thought it would be exciting.

Using the simple past and the present perfect with superlatives

8 Rewrite sentences 1–5 using the simple past, the present perfect, and a superlative.

Example
I spent a very uncomfortable night.
It was the most uncomfortable night I have ever spent.

   1 I had a very long journey.
   2 I ate a really expensive meal.
   3 I saw a very bad road accident.
   4 I drove along an extremely bumpy road.
   5 We had a really good celebration.

Writing your story

Exam training

Making your writing more interesting
Try to make your story interesting for the reader. Make it amusing, surprising, or horrifying by contrasting your expectations of the event with the event itself.

Planning

9 Prepare to write a story entitled 'A celebration with a
difference.' Decide, and make notes about:
   - what kind of celebration you are going to write about,
     e.g. a wedding, a party, an outing.
   - at what point you are going to start the story.
   - what information each paragraph should contain, e.g.
     the reason for the event, the event itself, your reactions
to the event.
   - who you will include in the story.
   - what picture you could include of the celebration.

Writing

10 Use your notes to write a story (200–250 words). Expand
your notes into sentences adding more details. Use these
ideas to help you.
   1 Your expectations of the event (perhaps you didn’t want
to go?).
   2 What happened before the event (maybe something
went wrong?).
   3 What happened during the event. (Did something
amusing occur?)
   4 How you felt about it afterwards (was it an interesting
experience?).

Checking

11 Check that you have:
   - organised your story in paragraphs.
   - included all the important details of your story.
   - mentioned feelings and reactions.
   - written the right amount (200–250 words).
Let’s practise grammar

Gerunds and infinitives

1. Complete the sentences with the correct form of these verbs.
   - come • dry • go • phone • play • survive • tell • use
   1. Clare wanted ______ Matthew, but the line was engaged.
   2. Maria has to practise ______ the present perfect because she finds it difficult.
   3. The explorer managed ______ in the jungle for months.
   4. Nick enjoys ______ basketball. He’s captain of the school team.
   5. When I asked Louise about the secret, she refused ______ me.
   6. Have you ever considered ______ to university?
   7. Amy promised ______ home before midnight.
   8. After Sue had finished ______ her hair, she went to the park with her boyfriend.

Verbs followed by gerunds or infinitives

2. Complete these sentences so they are true for you. Use either a gerund or an infinitive.
   1. I enjoy ______
   2. I can’t stand ______
   3. I’m good at ______
   4. I hate ______
   5. I’d like ______
   6. I’m looking forward to ______
   7. I’m fed up with ______
   8. I don’t mind ______

A change in meaning

3. Complete the sentences with the correct form (gerund or infinitive) of the word in brackets.
   1. ‘Did you remember ______ (bring) the beach towel?’
      ‘No, I didn’t, but I brought my swimsuit.’
   2. I remember ______ (go) on holiday to Australia when I was a child.
   3. ‘Are you going out tonight?’
      ‘I can’t. I need ______ (revise) for my exams.’
   4. My bike needs ______ (fix). It’s got a puncture.
   5. I regret ______ (tell) Fred he was an idiot.
   6. I regret ______ (inform) you that you’ve failed your driving test.
   7. ‘My computer isn’t working properly.’
      ‘Have you tried ______ (restart) it?’
   8. I’ve been trying ______ (phone) Clare since six o’clock, but there’s still no reply.

Gerunds after prepositions

4. Rewrite sentences 1–6. Use a gerund and the words given.
   **Example**
   Matt tells jokes very well. He makes people laugh.
   Matt is good at ______ jokes and making people laugh.

Other uses of infinitives

5. Rewrite these sentences using an infinitive and making any other necessary changes.
   1. ‘How can I send a text message?’
      Sean wanted to know ______
   2. ‘We’re going rollerblading this weekend.’
      We’ve decided ______
   3. ‘I’m seeing Lisa tonight.’
      I’ve arranged ______
   4. ‘Fiona has passed her driving test.’
      Fiona has learned ______
   5. ‘Who should I ask for help?’
      I need to know ______
   6. ‘This is how you play the computer game.’
      Tina showed Mark ______
   7. ‘Where can I buy an MP3 player?’
      Nick wasn’t sure ______
   8. ‘I’m going to climb that mountain!’
      Liz was determined ______
Let's practise skills

Speaking

6 In pairs, each choose a different photograph. Describe the photograph. Think about the event and how the people are feeling. Then ask your partner:
   - whether they have been to a similar event.
   - If 'yes' how they felt about it.
   - If 'no' whether they would enjoy it or not and why.
   - why think people go to events like this.

Writing

7 Write about a time you went to a festival in your country or in another country. Use these questions to help you.
   1 Where did it take place?
   2 What was it celebrating?
   3 What happened?
   4 What did you enjoy about it?
   5 Would you recommend going to it?

Listening

8 Listen to someone talking about approaches to happiness and decide if the statements are true (T) or false (F).
   1 □ Optimists perform better than pessimists.
   2 □ It helps to be honest and admit when you are not feeling happy.
   3 □ Pessimists make mistakes because they imagine things will go wrong.
   4 □ American psychologists believe positive thinking makes you happy.
   5 □ Worrying makes people do badly in job interviews.
Word focus

Expressing feelings

1 Complete sentences 1–5 with these words.
   • bothered • horrified • lost • overwhelmed • resented
   1 Tina was ______ by John’s bad behaviour. He was arrogant and rude.
   2 David ______ his temper when I asked him for more money.
   3 Linda ______ the fact that Gill was very popular.
   4 Paul worked late every evening. He felt ______ by the amount he had to do.
   5 I’m not really ______ about spiders, but I am frightened of mice!

2 Complete sentences 1–7 with these words. More than one answer may be correct.
   • become • clear • feel • go • have • make • run
   1 We had a bit of an argument last night but I think it helped to ______ the air.
   2 Why do things never seem to ______ smoothly?
   3 From time to time, everything seems to ______ wrong.
   4 Do you believe that there are events in our lives that we ______ no control over?
   5 I think you need to ______ a conscious decision to work harder.
   6 Sometimes I ______ pressurised by what is happening around me.
   7 It’s easy to ______ defensive about what you’re doing when someone is criticising you.

3 Write the noun forms of the words 1–8 below.
   1 happy
   2 responsible
   3 know
   4 difficult
   5 honest
   6 relieve
   7 intend
   8 criticise

Using adverbs

4 Write the adverb form of these adjectives 1–8, then match them to the meanings a–h.
   1 ironic
   2 optimistic
   3 unfortunate
   4 hurried
   5 steady
   6 enthusiastic
   7 feeble
   8 gentle
   a quickly
   b kindly and carefully
   c sarcastically
   d eagerly or excitedly
   e hopefully or confidently
   f weakly or faintly
   g unchangingly or regularly
   h sadly

5 Complete sentences 1–8 with one of the adverbs you formed in 4.
   1 ______ I won’t be able to come to your party on Saturday after all.
   2 ‘I’d love to go to the cinema,’ said Jane ______.
   3 It had been raining ______ all afternoon.
   4 ‘The weather will be better tomorrow,’ said the children ______.
   5 ‘Don’t cry. It’s not that bad!’ said my mother ______.
   6 ‘I don’t feel well,’ said Paula ______.
   7 ‘This is a brilliant holiday, isn’t it? — pouring with rain and freezing cold — just what I like!’ said my brother ______.
   8 ‘Can’t stop. I’ve got an appointment!’ said Sally ______.

Expressing two points of view

6 Complete the dialogue with a suitable word.
   A Would you ever consider going to work in another country?
   B I suppose on the one ______ it would be an interesting experience, but on the ______ hand, it might be difficult. What ______ you?
   A There’s ______ doubt that it would be a challenging thing to do, but I’m not sure if I would want ______ leave my own country permanently. ______ course, I would go ______ a short time ______ I had the chance.
Father said, ‘We’ll sail like Columbus!’

‘He was hoping to find India,’ I pointed out sullenly.

We sold the zoo, lock, stock and barrel to a new country, a new life. Besides assuring our collection of a happy future, the transaction would pay for immigration and leave us with a good sum to make a fresh start in Canada (though now, when I think about it, the sum is laughable – how blinded we are by money). We could have sold our animals to zoos in India, but American zoos were willing to pay higher prices. CITES, the Convention on International Trade in Endangered Species, had just come into effect, and the window on the trading of captured wild animals had slammed shut. The future of zoos would now lie with other zoos. The Pondicherry Zoo closed shop at just the right time. There was a scramble to buy our animals. The final buyers were a number of zoos, mainly the Lincoln Park Zoo in Chicago and the soon-to-be-open Minnesota Zoo, but odd animals were going to Los Angeles, Louisville, Oklahoma City and Cincinnati.

And two animals were being shipped to the Canada Zoo. That’s how Ravi and I felt. We did not want to go. We did not want to live in a country of gale-force winds and minus-two-hundred-degree winters. Canada was not on the cricket map. Departure was made easier – as far as getting us used to the idea – by the time it took for all the pre-departure preparations. It took well over a year. I don’t mean for us. I mean for the animals. Considering that animals dispense with clothes, footwear, linen, furniture, kitchenware, toiletries; that nationality means nothing to them; that they care not a jot for passports, money, employment prospects, schools, cost of housing, healthcare facilities – considering, in short their lightness of being, it’s amazing how hard it is to move them. Moving a zoo is like moving a city.

The paperwork was colossal. Litres of water used up in wetting stamps. Dear Mr. So-and-so written hundreds of times. Offers made. Sights heard. Doubts expressed. Haggling to be gone through. Decisions sent higher up for approval. Prices agreed upon. Deals clinched. Dotted lines signed. Congratulations given. Certificates of origin sought. Certificates of health sought. Export permits sought. Import permits sought. Quarantine regulations clarified. Transportation organised. A fortune spent on telephone calls. It’s a joke in the zoo business, a weary joke, that the paperwork involved in trading a shrew weighs more than an elephant, that the paperwork involved in trading an elephant weighs more than a whale, and that you must never try to trade a whale, never...

... A deputation of three Americans came. I was very curious. I had never seen real live Americans. They were pink, fat, friendly, very competent and sweated profusely.

They examined our animals. They put most of them to sleep and then applied stethoscopes to hearts, drew blood in syringes and analysed it, fondled humps and bumps, tapped teeth, blinded eyes with flashlights, pinched skins, stroked and pulled hairs. Poor animals. They must have thought they were being drafted into the US Army. We got big smiles from the Americans and bone crushing handshakes.

The result was that the animals, like us, got their working papers. They were future Yankees and we, future Canuks.

Your reactions

In pairs, discuss these questions.

- Do you agree with the writer when he says ‘how blinded we are by money’?
- Do you support the work of organisations like CITES? Why? Why not?
- How does the image Ravi and the writer have of Canada compare with yours?
- How effective do you think the writer’s description of the paperwork involved in shipping animals is?
- What impression does the writer give of being drafted into the US Army? How does this compare with being drafted into the army in your country?
- How do you think the writer and his family will react to their new life in Canada?
Let's revise Units 1 and 2

Grammar

1 Choose the correct option, a, b or c, to complete the article.

From Chanel to the Circus

22-year-old Iris Palmer works for Gifford's Circus. She 1 _______ there for six months. It may seem surprising, but two years ago Iris 2 _______ a top model for Chanel. Today her circus outfit with a butterfly design is far from the days when she only 3 _______ designer labels.

So why did she quit modelling? 'I remember 4 _______ quite nervous when I first started because I 5 _______ what to do,' she says. 'But it didn't take me long 6 _______ there isn't much to modelling. Your whole career is based on 7 _______ you look like. After a while I got fed up with 8 _______ shows. I don't regret 9 _______ it up at all.'

But why the circus? 'I 10 _______ interested in performance arts since I was small,' explains Iris. 'So when some family friends 11 _______ the circus last year, I asked them if there was anything I 12 _______ do.' Iris was given various jobs from mending costumes to 13 _______ the animals. 'I didn't know what to expect 14 _______ I started,' she admits. 'I've done some jobs that I'd never dreamed of 15 _______ before.'

Although 16 _______ in a tent, often knee-deep in mud, lacks the glamour of her former profession, Iris embraced her new career with open arms. 'I've made more friends here than anywhere else,' she insists. 'In fact, Iris enjoys it so much that she 17 _______ a full-time career in the circus.'

'I 18 _______ to go to circus school,' she says. 'If I did gymnastics ... 19 _______ I have always wanted to do - I could move into dancing. The circus is my life now. I 20 _______ so happy.'

2 Complete the sentences with the correct tense (past simple, present perfect, or present perfect continuous) of the verbs in brackets.

1 Iris _______ (start) work at the circus in May. It's the first job she _______ (have) since she was a model.
2 'Why are you late? I _______ (wait) for ages.'
   'Sorry, I _______ (miss) the bus.'
3 'I _______ (go) to Budapest last summer.'
   'Really? I _______ (be/never) there. What was it like?'
4 Paul wants to work in advertising. He _______ (apply) for lots of jobs, but he _______ (not have) an interview yet.
5 Sarah _______ (finish/just a textile and design course. It _______ (take) her two years to complete.
6 'What _______ (you/do) last weekend?'
   'On Sunday I _______ (start) revising for my exams and I _______ (revise) ever since!'
7 'Did you have a good holiday?'
   'Yes, it _______ (be) great, but we _______ (not have/still) the photos developed.'
8 'You look tired.'
   'I _______ (work) on my computer all morning.'

3 Complete these sentences with the correct form (gerund or infinitive) of the verb in brackets.

1 When Clare finished college she decided _______ (travel) round the world for a year.
2 Ben was keen on _______ (become) an actor, so he applied for a place at drama school.
3 I regret _______ (miss) the concert. Everyone said how good it was.
4 Jill went outside. She needed _______ (make) a call on her mobile phone.
5 In spite of _______ (feel) ill, Tom still insisted on going to school.
6 Greg couldn’t afford ______ (buy) a car, so he got a motorbike instead.
7 After 5 years, Brad finally gave up ______ (smoke) cigarettes.
8 Instead of ______ (go) to the gym, Lucy decided to play tennis.
9 ‘Did you remember ______ (phone) Guy?
   ‘I didn’t need to. I saw him at school.’
10 Kate often imagined ______ (be) a fashion designer. It was her dream job.
11 Sue was fed up with ______ (watch) TV, so she read a magazine instead.
12 Luke wanted ______ (go) to the concert, but the tickets were sold out.

Vocabulary

4 Choose the best meaning, a or b, for the verbs in italics.
   1 Pete didn’t want to drop out of the basketball team despite his injury.
      a stop being part of b carry on playing with
   2 According to the tabloids, the young pop star is going out with her aging producer.
      a having a relationship b leaving the country with
   3 Gary wasn’t feeling well, but he carried on working.
      a took a break from b continued with
   4 The new striker of the football team failed to live up to the manager’s expectations. He only scored four goals all season.
      a fulfill b understand
   5 Kirsty wouldn’t stop going on about her new boyfriend.
      a complaining about b talking endlessly about

5 Complete the text with the correct prepositions. Use these prepositions.
   around on for from in of on to with

Advertising plays an important part ______ our everyday life. On average, people are exposed ______ over 1,000 adverts a day – on television, in newspapers, on the radio or in the streets. You may think you decide ______ what products you need, but advertisers know better. They shape our attitude ______ what we consume.

Advertisements give a positive impression ______ a brand through the images they use. For example, the images in sportswear adverts often stand ______ strength and success, whereas perfume ads suggest you will be irresistible to other people. Ads also say ‘buy this product and you will be part ______ this group’. We often go ______ the product which promotes the group we identify ourselves ______, so teenagers might buy Calvin Klein rather than Chanel.

But the most successful brands are those which appeal to many different groups of people. In particular, products which have come ______ America have had huge success. Coca-Cola, for example, is popular all ______ the world – over 7,000 Cokes are consumed every second. And Levi’s jeans are popular ______ teenagers worldwide.

6 Put the words in brackets into the correct form (noun or adjective) to complete the sentences.
   1 Despite his tough ______ (appear), Dave is quite a gentle person.
   2 Simon wanted a job that offered plenty of excitement and ______ (vary).
   3 Karen’s negative ______ (react) to the good news was completely unexpected.
   4 Iris didn’t get any ______ (satisfy) from her career as a model.
   5 She was sent on modelling ______ (assign) all over the world.
   6 The new perfume was a ______ (commerce) success, thanks to a brilliant advertising campaign.
   7 Fashion designers are very ______ (create) people.
   8 If you want to be a fashion photographer, you’ll need to buy expensive ______ (photograph) equipment.
   9 There are lots of interesting tourist ______ (attract) in London, such as the London Eye.

7 Complete the table with the correct form of the words given.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
<th>adverb</th>
</tr>
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<tbody>
<tr>
<td>appeal</td>
<td>attraction</td>
<td>creative</td>
<td>protectively</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

8 Write the opposites of these adjectives. Use the prefixes dis-, il-, in-, un-, ir-.

1 attractive 5 mature
2 clear 6 organised
3 expensive 7 possible
4 legal 8 responsible

9 Make adjectives from these nouns. Add the suffixes -ful and -less.

1 peace 6 help
2 wonder 7 home
3 worth 8 success
4 care 9 thank
5 harm 10 use
3 A helping hand

The natural world

1 Describe the creatures and the natural habitats in the photographs.

2 Complete sentences 1–4 with these words.
   - conservationist
   - ecosystem
   - food chain
   - global warming
1 _______ is one of the biggest threats to the natural world today.
2 If the plants in a(n) _______ are destroyed, dependent wildlife might starve.
3 A(n) _______ is a habitat and the group of plants or animals that live in it.
4 A(n) _______ is someone who tries to reduce the damage done to the earth by pollution and other human activities.

Reading

Exam training

True or false questions
Read each statement carefully before making your decision, as the statements may be partially true but not completely true.

3 Read the text and decide whether statements 1–10 are true (T) or false (F).
1  □ Lucy has not always worked as a conservationist.
2  □ The orang-utans Lucy looks after are usually brought in from the wild.
3  □ Lucy feels the jungle is a dangerous place.
4  □ Lucy has turned to famous people to help her in her work.
5  □ Lucy is one of the few people able to help orang-utans learn vital life skills.
6  □ Baby orang-utans have a close relationship with both parents.
7  □ Lucy aims to use her acting experience to teach people about conservation.
8  □ The area Lucy works in is in desperate need of a new centre.
9  □ Orang-utans spend a lot of time in groups.
10 □ More research has been done into orang-utans than into other apes.

Swinging in the rainforest

Lucy Wisdom used to swing on the trapezes in a circus. Now she is swinging among the trees of the Sumatran rainforest, teaching orphaned orang-utans what should have come naturally.
5 Helpless young orang-utans have been arriving almost daily into Lucy’s care at the Bohorok rehabilitation centre, usually after they have been in captivity for a couple of years or more. Regarded as charming when tiny, they soon outgrow their cages and are sometimes close to starvation when they appear at the centre.

Being ‘mother’ to a growing proportion of one of the world’s most endangered species is not for the faint-hearted, yet it is something in which Lucy clearly revels. ‘I feel so lucky when I’m surrounded by the apes,’ she says. ‘I feel safe in the jungle with the apes when I am doing practical stuff.’

Her mission is certainly practical. She has been setting up a website, trying to gain global charity status and recruiting rock stars in her campaign to save the orang-utans, whose numbers have fallen by three-quarters since the mid-1970s.

But Lucy’s superhuman contribution to the saving and rehabilitation of infant apes lies in the fact that most of her adulthood has been spent as a performing artist and acrobat. She may not talk to the animals like Dr Doolittle, but Lucy thinks nothing of climbing 20-metre high trees and peeling patches of bark with her teeth to show young orang-utans what they should be doing.

‘There is an intensely strong tie between mother and baby, and if that’s broken, the infants don’t learn anything,’ she explains. ‘I go into the forest and use my trapeze skills to help teach the small apes how to climb.’

It is little wonder that Lucy feels she has arrived at her life’s calling. There can be few jobs which need acrobatic training and stage experience – another skill she is about to utilise to organise a touring show to educate youngsters about the importance of conservation. Yet, as the need increases to provide an even stronger safety net for the ever-decreasing population of orang-utans, the Bohorok centre...
was forced to close its doors to new entrants. Part of the difficulty was the proximity of a wild orang-utan population, which made the local release of previously captive apes impossible and, further afield, the trees have been cut down. Unless funding is raised for a new centre, it will be impossible to look after the large numbers of pets which owners are now willing to give up. Lucy is now contacting multi-national companies to help her campaign to save the orang-utans.

Orang-utans tend to be solitary animals, noticeably so in older age. This is one of the reasons they have been less studied than other apes such as chimpanzees – even though they are 96.4% genetically linked to humans and appear to share many characteristics with us. They even suffer from the same diseases as we do. With the help of Lucy and people like her, the survival of these gentle giants may well be assured.

Lisa Buckingham Guardian Society

Vocabulary

Animal protection

4 Match the nouns 1–8 to their meanings a–h.
1 captivity (line 7) a setting free
2 starvation (line 9) b giving or supplying something together with others
3 status (line 17) c helping to return to a useful life
4 campaign (line 18) d not being free
5 contribution (line 20) e a fight for or against something
6 rehabilitation (line 21) f suffering or dying from lack of food
g a social or professional position
h remaining alive or in existence

Words with opposite meanings

5 Write these words next to their meanings 1–8. Then find words in the text which mean the opposite. The first two letters are given to help you.
- a nasty nature - closer - courageous - huge - increasing - self-sufficient
- sociable - violent

<table>
<thead>
<tr>
<th>meanings</th>
<th>words</th>
<th>opposites from the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>able to manage by oneself</td>
<td></td>
<td>helpless</td>
</tr>
<tr>
<td>having an unpleasant manner</td>
<td>ch</td>
<td></td>
</tr>
<tr>
<td>extremely large</td>
<td>ti</td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td>fa</td>
<td>he</td>
</tr>
<tr>
<td>becoming bigger in number</td>
<td>de</td>
<td></td>
</tr>
<tr>
<td>nearer</td>
<td>fu</td>
<td></td>
</tr>
<tr>
<td>living with others/not alone</td>
<td>so</td>
<td></td>
</tr>
<tr>
<td>aggressive</td>
<td>ge</td>
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</tbody>
</table>

6 Use the adjectives you found in the text to describe other nouns.

Example 1 A helpless baby

Time to talk?

Discuss these questions.
- What other animals in the world are facing extinction?
- Why is it important to save animals from extinction?
- What else can humans do to preserve the world around them?
**Grammar**

**Habits**

**Quick quiz**

1. Correct the mistakes in these sentences.
   1. I'm getting up at seven o'clock every morning, I always have.
   2. Jane never is tired at night – she loves going out.
   3. Pete always arriving late – it really annoys me.

2. Read the text and find four examples of present habits.

Today, December 1st, is World AIDS day and so our mystery pop personality is the perfect person for this week's quiz. Paul Hewson is much better known to the world by another name. He is the lead singer of a hugely popular Irish group, but who is he?

He has been an important part of setting up a non-profit organisation called DATA (Debt, AIDS, Trade in Africa) and has become a celebrity lobbyist. He often meets statesmen to discuss debt relief and has worked with top politicians to fight for an extra $5 billion to fight AIDS. This has resulted in criticism from some. Friends say, 'People are always criticising him, but it's the people he's helping who are important. It doesn't bother him.'

In contrast to many rock stars who dress up for these occasions, Paul never changes his image. Even for a meeting with Prince Charles, he'll turn up wearing a crumpled suit and old shoes.

Who is this famous pop star who does so much to try to combat the huge problems in Africa?

**Present habits**

3. Look at examples a–c and complete rules 1–3 with present simple, present continuous or will.
   a. He'll turn up wearing a crumpled shirt and sunglasses.
   b. He often meets statesmen to discuss debt relief, but he never dresses up.
   c. People are always criticising him.

Rules

1. The __________ is usually used to talk about present habit. It is often used with an adverb of frequency (never, sometimes, often, always, etc.).
2. We use the __________ + always/continually/forever to talk about annoying habits.
3. We use __________ to talk about someone's typical behaviour.

4. Complete the text with the correct form of the verbs in parentheses. Use the present simple or will. More than one answer may be possible.

   My grandad __________ (talk) for hours about when he was young. He __________ (tell) story after story. He __________ (be) really good at making the past come alive. He __________ (sit) in his favourite chair near the fire and he __________ (always start) in the same way, 'Once, when I was just a young lad...'. His stories __________ (always finish) in the same way, too, 'Of course, things are different now.' My sister __________ (always want) to know what happened to all the people in grandad's stories. He __________ (just smile) and then he __________ (say), 'Well, that's another story.'

5. Write an example of an annoying habit for each statement using the present continuous and always.

   1. Daniel is never on time. __________ make/us wait
   2. Mark never does his homework. __________ copy/mine
   3. I'm not going to lend Sally any more money. __________ ask/borrow money
   4. Our teacher makes us work too hard! __________ give/us more work
   5. Mike has a terrible sense of humour. __________ tell/bad jokes

**Example**

   1. He's always making us wait.

6. Complete the sentences with the correct form of the verb in brackets.

   1. My sister is terrible. She __________ my clothes without asking. (borrow)
   2. Tom and Ellen __________ walking. (enjoy)
   3. People often __________ me for money for good causes. (ask)
   4. Mike __________ his girlfriend every evening. (phone)
   5. Maggie __________ to the cinema at the weekend. (go)
Past habits
7 Read the text and answer the questions.
In 1976 when U2 first formed, the band members were all still at school. They used to play together every night. They would practise in a garage and spend a few hours working on their songs. Bono would write the music using numbers instead of notes because he couldn’t read music. In fact he wasn’t even able to play the guitar! Now, of course, things are very different.
1 Which three ways can we use to describe past habits?
2 Can we use would to express a past state?
3 Can we use used to or would for single past actions?
4 What form of the verb do we use after used to and would?

8 Rewrite the text using would and/or used to where possible.
When we were young we 1 lived in France. In the holidays, we 2 went to the same village on the coast every year. We 3 stayed in a beautiful house right on the beach. I 4 got up early every morning and 5 ran down to the beach. I 6 swam if the weather was good and then I 7 walked along the beach or 8 explored the area. One day, I 9 met a girl and after that we 10 spent all our spare time together. We 11 became very good friends and we 12 wrote long letters every week. We 13 saw each other as often as possible and a few years later we 14 started going out together. Last year, we 15 got married and we 16 went back to the village for our honeymoon.

Example
When we were young, we used to live in France.

Let’s activate
Role play
9 Work in pairs, Student A and Student B, and read the instructions below.

Student A
You are the host of a TV chat show and you have invited Student B to appear on the show. He/She is now a famous pop star, and does a lot of work for humanitarian causes, but when he/she was younger his/her life was very different. Ask questions about:
1 his/her life when he/she was younger.
2 how he/she became famous.
3 what his/her life is like now, what he/she does every day.
4 his/her work for humanitarian causes.
5 what he/she thinks are the most important things for a happy, successful life.

Student B
You are a rich, famous pop star. In your spare time you do some work for humanitarian causes. You are going to appear on a TV show. Prepare to answer Student A’s questions. Also think about:
1 which cause/causes you work for. Why did you choose it/them? What kind of things do you do?
2 what your routine is now. What about when you were younger?
3 how your life has changed in the past few years.
Listening and speaking

Rescue

1 Describe what is happening in the picture. What do you think happened before the picture was taken? What do you think will happen next?

Listening

Multiple choice questions
Before you listen, read through the questions carefully, then as you listen, choose the correct answer. Put a dot beside the answer you think is correct when you listen the first time, then make your final choice when listening for the second time.

2 You are going to hear a radio programme about dogs that help to save people's lives. First, read through statements 1–5. Then listen and choose the best option.

1 The man is suffering from
   a shock after a fall.
   b a broken hip.
   c nothing at all.
   d hypothermia.

2 The man is on the radio programme because he is
   a a dog handler.
   b a pet owner.
   c a reporter.
   d a climber.

3 The purpose of the weekend activity he is talking about is
   a to find people who are suitable to train rescue dogs.
   b to assess the risks of climbing in the Scottish mountains.
   c to give dogs on rescue teams some further training.
   d to decide which dogs and handlers join rescue teams.

4 Good rescue dogs are those which, amongst other things, can be trained
   a to keep calm in unusual situations.
   b not to go anywhere near farm animals.
   c to get used to the noise of aircraft.
   d not to touch the rescue flares.

5 Dogs particularly suitable for mountain rescue work because
   a They can run a lot faster than human beings.
   b They are easier to transport to the site of the search.
   c They can sniff out a human some distance away.
   d They can be trained in a very short time.

Expressions

3 Match the expressions in italics 1–6 to meanings a–f.
   1 hypothermia will finish me off
   2 the dogs can't afford to be nervous
   3 when rescue flares go off
   4 today's mountain rescue owes a lot to
   5 rescue has come a long way since
   6 the dogs haven't lost their touch
   a explode
   b make a lot of progress
   c are not in a position to
   d still have the ability to do something
   e has a lot to thank somebody for
   f kill me
**Pronunciation**

**Weak form words**

4 Listen to this sentence. The words in italics are weak forms. What types of words are they?
I'm playing the role of a climber.

5 Put these parts of speech into the correct column.
- adjectives
- adverbs
- articles
- auxiliaries
- nouns
- prepositions
- pronouns
- verbs

<table>
<thead>
<tr>
<th>Words that are likely to be stressed</th>
<th>Words that have weak forms</th>
</tr>
</thead>
<tbody>
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6 Circle the words you think will be stressed in sentences 1–8. Then listen and underline the weak form words.
1 I can hear an excited bark.
2 I'm here to cover the annual assessment weekend.
3 It's a tough test.
4 They're being winched up into a helicopter.
5 He was invited to Switzerland to see the work of avalanche dogs.
6 It's me next.
7 I needn't worry.
8 It'll only be a matter of minutes.

7 Now read out the sentences in Exercise 6. Make sure you stress the correct words.

**Role play**

10 In pairs, discuss what these natural disasters are and choose one to talk about. Then do the role-play in 11.
- avalanche
- earthquake
- river flood
- tidal wave
- tornado
- volcanic eruption

11 Read the notes and take turns to ask and answer questions.

Student A
You are a journalist at the scene of a disaster. You are interviewing a survivor. Make notes about the questions you are going to ask. Find out about:
- where they were and what they were doing when the disaster struck.
- how they survived.
- how they felt.

Student B
You are a survivor at the scene of a disaster. A journalist is going to interview you about what happened. Make notes about your experiences. Think about:
- where you were and what you were doing at the time of the disaster.
- how you survived.
- how you felt.

**Giving a short presentation**

12 Choose one of the questions below and prepare a short presentation of one minute to give to the class.
1 Should people who take unnecessary risks expect to be rescued by the emergency services?
2 Should the emergency services be financed by the government or should they rely on charities to fund them?

**Exam training**

**Giving a presentation**
Try to relax and speak confidently. Your audience will be more interested in what you are saying.
Don't forget to keep an eye on the time. Try not to overrun or finish too soon.
Don't speak too quickly or too quietly. Maintain a steady pace and pause for breath.
A trip to Scotland

Quick quiz

1 Answer these questions about Scotland.
   1 What is the capital of Scotland?
   2 What famous drink is made in Scotland?
   3 What do Scotsmen traditionally wear?
   4 Which famous Scottish poet wrote *Auld Lang Syne* (sung on New Year's Eve)?
   5 What traditional food is eaten on the night of his birthday?
   6 What are Scottish lakes called?
   7 Which instrument is associated with Scotland?
   8 What is the highest mountain in Scotland?
   9 Which famous monster is associated with Scotland?

3 Read Bob's reply to his cousins. Is his letter a) formal or b) informal in style? Give a reason for your answer.

Dear Chris and Sarah,

Thanks for your letter. It was great to hear that you are coming to Britain to pay us a visit. I'm sorry to say that I won't be in London on the evening you arrive, although you're very welcome to stay overnight in the flat. I will, however, be able to meet you when you get back from Scotland.

You asked me to arrange a trip to Scotland, which I've done. I've booked you two seats on the 09:00 train from King's Cross to Edinburgh. You're in Coach B and your seats are 29 and 30. I've left a note with the details of your trip which I suggest you pick up with the tickets from my flatmate.

I've also booked you into the Lochy Hotel in the centre of Edinburgh for five nights. Edinburgh is a beautiful, historical city with a magnificent castle and the staff have assured me that they can organise excursions anywhere in Scotland for you.

As far as visits go, I can really recommend the Highlands. You can see Ben Nevis, Scotland's highest mountain and the wonderful scenery of Glencoe, a spectacular mountain valley. You should take a trip to Loch Ness, too — you might see the resident monster which everyone's convinced lives in the lake.

Looking forward to seeing you in London.

With best wishes,

Bob

Studying the sample

Understanding the task

2 Bob lives in London but he has some cousins in New Zealand who are coming to visit Britain. Read the letter Bob received from them.
Writing notes

4 Read the note Bob left for his cousins about their trip to Scotland, then underline the same pieces of information in Bob’s letter.

1 train tickets to Edinburgh 12 April
   Coach B Seats 29 and 30
2 tickets with my flatmate Jake
3 accommodation for 12–16 April
   Lochy Hotel, Edinburgh - tel. 01317 207 771
   Jake has address
4 visits (organised by hotel):
   Highlands
   Ben Nevis – highest mountain
   Glencoe – valley
   Loch Ness – monster

5 Rewrite these sentences in note form, leaving out any unnecessary information. (Notes should always be brief and informative. They do not have to be written in correct grammatical forms.)

1 I have reserved a room for you from May 10th to May 15th at the Highland Hotel on the outskirts of Aberdeen.
2 I really think you should visit the islands off the west coast of Scotland because they’re fantastic.
3 The most beautiful of the islands is Skye, and many people visit Iona because of its historical significance.
4 To get to the islands, you can take the ferry from the coast and there is a bridge to Skye from Kyle of Lochalsh.
5 On the island of Lewis, you can see the standing stones at Callanish and enjoy the peace and quiet that surrounds them.

6 Work with a partner. Check that you have included all the important details.

Steps to better writing

Levels of formality

7 Read the phrases and decide whether they are formal (F) or informal (I).
   1 □ a It was great to hear that …
      □ b I was extremely pleased to hear that …
   2 □ a I sincerely apologise for not being available.
      □ b I’m sorry to say I won’t be there.
   3 □ a We are not certain how to organise it.
      □ b We aren’t sure how to go about it.
   4 □ a You’re very welcome to stay.
      □ b It would be convenient for you to stay.
   5 □ a You should take a trip to …
      □ b I would advise you to arrange a visit to …
   6 □ a As far as visits go, …
      □ b With regard to visits, …

Writing about your own country

8 Write sentences giving advice to someone visiting your country using these prompts and your own ideas.
   1 _______ is a city with a _______
   2 As _______ visits _______ concerned, I can recommend _______
   3 You should also _______ a visit to _______ , where you can see _______
   4 _______ is also incredibly beautiful.
   5 Two things _______ is famous for are _______ and _______

Writing your letter and notes

Understanding the task

9 Imagine you have cousins who live abroad and are coming to visit you. You have never met them but they have asked you to make all the arrangements (travel, accommodation and visits) for them to go on a five-day trip to visit a popular tourist area in your country.

Write a reply (120–150 words) to their letter and tell them what you have arranged.

Exam training

Including all the necessary information
When writing a letter, make sure you include all the necessary details. If you do not, you will lose marks.

10 Write short notes under the headings in 1–3 reminding yourself what to tell your cousins in your letter.
   1 Transport:
   2 Accommodation:
   3 Recommended visits:

Writing

11 Decide what other information you might need and include it in the letter, for example:
   • how you feel about their visit.
   • if you will be there when they arrive.
   • where they will pick up tickets.

Checking

12 Check that you have:
   • written brief, legible and informative notes.
   • included all the necessary information in your notes and letter.
   • used an appropriate informal style.
   • written the right amount (120–150 words) in your letter.
Let's practise grammar

Present habits

1 Write the words in the correct order to make sentences about habits.
   1 for / will / Mike / often / hours / read
   2 hard / Sam / and / work / usually / Celia
   3 her / borrowing / always / bike / brother / Kate's / is
   4 kind / they / are / will / they / very / always / if / can / they / you / help
   5 in / those / are / talking / class / students / continually
   6 punctual / Paul / always / he / is / late / is / never

2 Complete the sentences with the correct form of the verb in brackets. Use will where possible.
   1 Jane _______ (love) skiing. She _______ (go) every day if she can.
   2 Mark _______ (get up) at 6.30 during the week because he _______ (have) a long journey to work.
   3 Pete _______ (not like) wearing smart clothes, he _______ (even wear) old jeans and T-shirts to go to a party.
   4 Sarah _______ (not do) any work at the weekend, she _______ (prefer) to relax.
   5 My dog _______ (chase) any cat he _______ (see), so I _______ (have to) be careful when I _______ (take) him for a walk.
   6 Clare _______ (exercise) every day. She _______ (run) in the morning in the park and she _______ (go) to the gym after work if she _______ (have) time.

3 Match situations 1–6 to annoying habits a–f. Then write sentences using the present continuous.

Example

They are very mean. They're always saying they haven't got any money, but it's not true.

1 They are very mean.
2 Jenny is very absent-minded.
3 Pam never says anything nice about her friends.
4 Jack is really untidy.
5 Dave and Jane are really unreliable.
6 Jim is never punctual.

a turn up late for basketball practice
b lose things
c criticises them
d lose things because his room is in such a mess
e say they haven't got any money, but it's not true
f let me down

4 Complete the sentences with the correct form of the verb in brackets. Use the present simple, the present continuous, or will.

A dream come true

1 _______ you _______ (often / dream) of winning the lottery? Every weekend thousands of people _______ (imagine) winning the million-pound jackpot and last week Rob White's dream came true.

'Rob _______ (always / buy) a lottery ticket at the weekend,' says his girlfriend. 'He _______ (usually / buy) one on the way home from work. He _______ (stop) at our local shop and _______ (chat) to John, the owner. They _______ (always / joke) about who's going to win the lottery this week.' 'Yes,' adds Rob 'it's part of my routine. I _______ (always / think) the weekend _______ (start) when I _______ (go into the shop to buy my ticket. My parents _______ (not spend) money on lottery tickets, they think it's a waste of money. They _______ (always / tell) me I shouldn't waste my money buying lottery tickets,' he adds, 'I'm really pleased I didn't listen!'

Past habits

5 Rewrite the verbs where possible. Use would where possible or used to.

When I was younger we _______ (live) in a small village and we _______ (have) a dog. We _______ (take) it for a walk every day. We _______ (love) our dog, but it could be very naughty. It _______ (chase) other dogs, it _______ (try) to join in football games and in summer when the ice-cream van _______ (come) it _______ (sit) next to the van and _______ (look) at everyone. So many people _______ (give) the dog ice-creams that it _______ (become) fat. Once it _______ (follow) the ice-cream van to the next village and we _______ (be) really worried until the van owner _______ (phone) us. My mother _______ (have) to drive there and collect it!
Reading

6 Read the text. Which paragraph includes:

1. a conclusion — why you wrote about this person
2. information about the past
3. information about what the person does and likes in the present
4. a physical description

A description of a person

1. My grandmother is quite short and slim and she’s got wavy blonde hair and lively blue eyes. She usually wears colourful clothes and looks friendly.

2. She lives on her own in a small house not far from where my family lives. Visiting her is always fun because people turn up all the time. She used to be a teacher and her old students and her neighbours will often come in for a cup of tea and a chat. Although she’s always busy, she’ll make time for anyone with a problem. She’s a very good listener and she always gives good practical advice. She also works as a volunteer with a group who visit sick children in hospital. They organise parties and other kinds of entertainment for the children, too. Sometimes my grandmother would dress up

as a clown and perform for the children. She believes laughter helps them get better more quickly. I remember that when we were younger she would help us write and act out our own plays, and we used to laugh a lot. Once we did a show for the whole village and my grandmother was the director, made the costumes and organised everything.

3. My grandmother always encouraged us to try and do different things. She always used to say that it didn’t matter if you were good at them or not, you had to try them and discover all your talents. In fact she’s just started learning the piano — she says she’s always wanted to play a musical instrument and now is a good time to start!

4. I admire my grandmother very much and hope I am like her when I’m older.

Writing

7 Now write a description of someone you know, using the same plan as the text in 6.

Listening

8 You are going to hear a news report about a storm. Listen and decide if the statements are true (T) or false (F).

1. □ Oklahoma was struck by lightning last night.
2. □ People survived initially by leaving their homes.
3. □ Thousands of people are now homeless.
4. □ Some houses were blown away.
5. □ Chad Harris was woken up from a nightmare.
6. □ Ruth Hensley almost lost her son.
7. □ Storms don’t come any worse than this.
**Word building**

1. Complete the texts with the correct form of the word in brackets.
   According to new statistics, last year saw the most ______ (drama) storms and droughts for ten years. In the worst-hit countries, extreme weather resulted in ______ (starve) and homelessness. Scientists say that increased global ______ (pollute) is making a significant ______ (contribute) to climatic changes.
   According to the World Wide Fund for Nature, the ______ (survive) of Europe’s bears, lynxes and wolves is being threatened. Some species are on the brink of ______ (extinct). There have been several ______ (conserve) programmes, but attempts to save species such as the Iberian lynx in ______ (captive) have failed. The ______ ______ (destroy) of the habitat of the lynx means that it will probably die out over the next fifty years.

**Environmental problems**

2. Match the environmental problems 1–6 to their definitions a–f.
   1. global warming
   2. acid rain
   3. endangered species
   4. severe drought
   5. chemical pollution
   6. oil slick
   a. area of oil that floats on the sea
   b. long dry period
   c. substance that makes the environment dirty and dangerous
   d. increase in temperature of the Earth’s atmosphere
   e. rain that has been affected by factory pollution
   f. animals or plants that are close to extinction

3. Complete these sentences with one of the phrases 1–6 in 2.
   1. Scientists say that unless ______ is stopped, rising temperatures will cause disastrous floods in low-lying countries.
   2. ______, caused by pollution in the atmosphere, has destroyed many trees in Northern Europe.
   3. A lot of river wildlife has been killed by ______ from factories.
   5. Some ______, such as the Iberian lynx, have been hunted almost to extinction.
   6. The ______ had a ______ effect on seabirds and marine life.

**Adjectives with -less and -ful**

4. Complete the sentences with one of these words and the correct suffix (-less or -ful). More than one answer may be possible for each gap.
   - care • harm • help • home • success • use
   1. After his fall, the climber lay ______ until a rescue team arrived.
   2. Leaving litter in the countryside is ______ and irresponsible.
   3. Global warming is having a ______ effect on the environment.
   4. Shelter is a British charity devoted to helping the ______.
   5. Recycling paper, glass, and aluminium cans is a ______ way of reducing pollution.
   6. The demonstration against nuclear energy was very ______. Lots of people attended.

**Words that go together**

5. Choose the correct words or phrases to complete the sentences.
   1. If you won millions of pounds, would you ______ your family and friends?
      a. help out  b. help over  c. help along
   2. Lisa ______ all her old clothes to charity.
      a. gave up  b. gave over  c. gave away
   3. Scientists have ______ with a new type of car engine to help reduce pollution.
      a. come up  b. come away  c. come across
   4. If you want to make ______ money, you ought to become a lawyer.
      a. much  b. plenty of  c. many
   5. In his will, Sir John left a lot of property to ______ causes.
      a. worthy  b. valuable  c. precious
   6. Once Mark had given Zoë the money, it was too late to ______ his mind and ask for it back.
      a. change  b. make  c. modify
The Thirty-nine Steps
by John Buchan

4.5 I was just fitting my key into the door when I noticed a man at my elbow. I had not seen him approach, and the sudden appearance made me start. He was a slim man, with a short brown beard and small blue eyes. I recognised him as the occupant of a flat on the top floor, with whom I had passed the time of day on the stairs.

'Can I speak to you?' he said. 'May I come in for a minute?' He was steadying his voice with an effort, and his hand was pawing my arm.

I got my door opened and motioned him in. No sooner was he over the threshold than he made a dash for my back room, where I used to smoke and write my letters. Then he bolted back.

'Is the door locked?' he asked feverishly, and he fastened the chain with his own hand.

'I'm very sorry,' he said humbly. 'It's a mighty liberty, but you looked the kind of man who would understand. I've had you in my mind all this week when things got troublesome. Say, will you do me a good turn?'

'I'll listen to you,' I said. 'That's all I'll promise.'

'I'm a bit rattled tonight,' he said. 'You see, I happen at this moment to be dead.'

'What does it feel like?' I asked. I was pretty certain that I had to deal with a madman.

A small smile flickered over his drawn face. 'You see I need help more than any man ever needed it, and I want to know if I can count you in.'

'Get on with your story,' I said, 'and I'll tell you.'

He was an American, from Kentucky, and after college, being pretty well off, he had started out to see the world. He wrote a bit, and acted as war correspondent for a Chicago paper, and spent a year or two in South-Eastern Europe. He spoke familiarly of many names I remembered having seen in the newspapers. He had played about with politics, he told me, at first for the interest of them, and then because he couldn't help himself.

I am giving you what he told me as well as I could make it out.

Away behind all the governments and the armies there was a subterranean movement going on, engineered by dangerous people. He had come across it by accident; it fascinated him; he went further, and then got caught. I gathered that most of the people in it were the sort of educated anarchists that make revolutions, and that beside them were financiers who were playing for money. A clever man can make profits from a falling market, and it suited the book of both classes to hold Europe by the ears.

He told me some strange things that explained a lot that had puzzled me - things that had happened in the Balkan War, how one state suddenly came out on top, why alliances were made and broken, why certain men disappeared, and where the origins of war came from. The aim of the whole conspiracy was to set Russia and Germany against each other.

I thought for an instant or two. 'Right, I'll trust you. I believe you're straight, but if you are not, I should warn you that I'm a handy man with a gun.'

Your reactions

In pairs, discuss these questions.
1. Why do you think the man said 'I happen at this moment to be dead'?
2. What do you think the writer decide to trust the man?
3. What do you think happens next in the story?
4. Why do you think stories like this are so popular?
5. How realistic do you think stories like this are?
6. Do you have any stories like this in your own literature? Which ones?
The trouble with TV

Title:

1. I can prove that the common factor to trouble-makers and criminals is this: they didn't watch enough TV. Many problems would have been avoided if people had spent their time watching TV. I know this because, after a rather heated argument with my parents about my TV habits, I volunteered to spend a whole month without TV. The bottom line is that it turned me into a far worse person.

2. There are two things you quickly notice about not watching TV. The first is that everyone watches it far more than they admit. The second is that it gives hours of good quality entertainment for little cost. Critics have long maintained that TV destroys the mind, but I've now got to admit that people who haven't got a TV become restless, edgy and obsessed with trivia.

3. I tried keeping a diary of the experiment: 'Day 1. Life is so much better without TV. I'm doing so much more, and feel a better person... and so on... The second week was just dull. I felt slightly numb and dimly aware that everyone else was having fun while I couldn't allow myself to do so. Going out with friends also got problematic. I now realise that at least two-thirds of conversations begin: 'Hey! Did you see... the other night?' Of course, I hadn't! People started regarding me as some sort of sad case.

4. The lowest points of the month were two England-Scotland football matches, for which I joined Britain's long-distance lorry drivers and shop staff in listening to the radio. Life in Britain came to a complete halt that day. I know because I stared out of the window watching the rest of the population hurrying home to watch the matches.

5. Then total disaster struck. I got flu and had to spend a day at home. Despite the thrill of comfort food and reading the newspaper in bed with the central heating on, there seemed no point in having a day off sick if you can't watch TV. I was back at work the next day.

6. The last few days were like being a small child before Christmas: each minute took twice as long as the preceding one. Eventually, midnight crept around, and, like a drowning man finding dry land, I leapt in front of the set and grabbed the remote control as if it was pure gold! I had reached an oasis of televisial delights. And, of course, you've guessed it! There was nothing interesting on!

Toby Scott The Guardian

1 In small groups, discuss these questions about TV.
   • How many hours of TV do you watch each day?
   • How many TVs do you have in your home?
   • How often are you allowed to decide what programmes your family watches?
   • Do you have a TV in your own room?
   • What do your answers show about the attitude of the group towards watching TV?
   • Could you spend a month without watching TV? What would you do instead?

Reading

2 Skim the text and choose the best title, a, b, or c.
   a No TV, no problem?
   b TV is bad for you
   c We should watch less TV
Exam training

Multiple-choice questions
First, read the questions (not the options). This will help you to focus on what to look for in the text. Then read the text. Next, go back to the questions and read all the options carefully and underline the parts of the text which help you make your choice.

3 Scan the text and choose the best answer, a, b, c, or d, to questions 1–6.
1 What is the writer suggesting about troublemakers and criminals in paragraph 1?
   a They get most of their ideas from watching TV.
   b Watching TV turns them into even worse people.
   c Watching TV could have a beneficial effect on them.
   d Without TV they would have nothing to do.

2 What does 'it' refer to in paragraph 1?
   a a TV programme
   b not watching TV
   c the TV news
   d being a volunteer

3 Which two comments does the writer make about TV in paragraph 2?
   a Most TV programmes appeal to very few people.
   b On the whole TV programmes are excellent value for money.
   c People who own TV sets often do not watch them very much.
   d People spend more time watching TV than they say they do.

4 What did the writer realise as time wore on?
   a Keeping a diary was not as easy as he had thought.
   b He had fewer friends than he thought he had.
   c After the first few days, his feelings began to change.
   d He was having more interesting conversations with friends.

5 What did he do when he couldn't watch the football matches on TV?
   a He decided to spend some time visiting Wales.
   b He went shopping while everyone watched TV.
   c He came across some lorry drivers who told him about them.
   d He discovered that he could listen to them on the radio.

6 The 'total disaster' in paragraph 5 refers to the fact that
   a his illness prevented him from going to work.
   b he had lost his appetite and couldn't eat anything.
   c he was ill and unable to watch TV at home.
   d he was unable to work because he had an accident.

Vocabulary
4 Scan the text and find words that mean:
   1 show something is true (paragraph 1)  
   2 prevent (paragraph 1)  
   3 say something is true (paragraph 2)  
   4 look at somebody or something for a long time because you are interested or surprised (paragraph 4)  
   5 attack suddenly (paragraph 5)  
   6 move quickly (paragraph 6)  
   7 take something suddenly or roughly (paragraph 6)

5 Find phrases 1–5 in the text and choose the correct explanation of their meaning, a or b.
   1 the common factor (paragraph 1)  
      a a shared point  
      b an unimportant point  
   2 the bottom line (paragraph 1)  
      a the least important fact  
      b the conclusion  
   3 obsessed with trivia (paragraph 2)  
      a constantly thinking about unimportant things  
      b often considering what is important in life  
   4 slightly numb (paragraph 3)  
      a rather sad  
      b not really able to feel things  
   5 a sad case (paragraph 3)  
      a someone who is upset about something  
      b someone to feel sorry for

TV and radio
6 Explain the meaning of these words. Use a dictionary if necessary.
   a aerial  -  channel  -  broadcast  -  DVD player  
   b recording studio  -  remote control  -  satellite TV  -  station  
   c transmitter  -  video recorder

Discuss the following questions.
   • How many different types of TV programme do you think of?
   • What kinds of TV programmes do you consider to be a) entertaining, b) useful, c) boring? Why?
   • How much advertising is there on TV in your country?
   • What would you do to improve TV programmes in your country?
Grammar

Relative and noun clauses

Quick quiz

1 Correct the mistakes in these sentences.
   1 This is the advertising agency who first advert was so successful.
   2 London where I was working for two years has many good advertising agencies.
   3 This is the advertisement what I was talking about.
   4 Can you tell me where is the station?
   5 Do you know if James is he coming to the party?

2 Which advertisement below do you think is more effective? Why?

3 Read the text and answer the questions.
   1 The questionnaire appeared on the back of a packet of food. Who do you think it is aimed at?
   2 What do you think the purpose of the questionnaire is?

Defining and non-defining relative clauses

4 Read the text again and underline the relative clauses. Which relative clauses:
   1 tell us which person, thing, time or place the speaker is talking about?
   2 give extra information?
   3 give essential information?
   4 can be omitted?

5 Complete the rules. Use your answers to 4 to help you.
   Rules
   1 We use defining relative clauses to talk about the person or thing in the main clause. They give ______ information.
   2 We use the relative pronouns who, which, that, whose, where, and when with defining relative clauses.
   3 When the relative pronoun refers to the object of the verb it can be omitted.
   4 We use non-defining relative clauses to talk about the person or thing in the main clause. They give ______ information.
   5 We put commas before and after the clause. We use the relative pronouns who, which, whose, where, and when with non-defining relative clauses.
   6 We cannot use that with non-defining relative clauses and we cannot omit the relative pronoun.

6 In pairs, explain the difference between the pairs of sentences. Use the rules in 5 to help you.
   1 a All the customers who were invited to the promotion received a free gift.
      b The regular customers, who were invited to the promotion, received a free gift.
   2 a The car which was parked in front of our house was bright red.
      b The car, which was parked in front of our house, was bright red.

7 Look at the sentences in 6 again and answer the questions.
   1 In which sentences could we that instead of the pronoun used?
   2 Can we omit the relative pronoun in any of the sentences? Why/Why not?
Noun clauses as subject and object

8 Which noun clause in italics is the subject and which the object of the verb in the main clause?
   1 I've heard that Sue is getting married.
   2 What you are telling me is untrue.

9 Match phrases 1–5 to phrases a–e to make sentences with a noun clause.
   1 I have no idea
   2 What the teacher is suggesting
   3 What they asked me to do
   4 Have you noticed
   5 We often fear
   a will help us in the exam.
   b that people often buy useless things?
   c what we know nothing about.
   d was completely unreasonable.
   e what you are talking about.

Noun clauses after indirect questions

10 Look at examples a–c and answer questions 1–3.
   a Do you know where the bank is?
   b Can you tell me if Maggie is English?
   c Can you tell me how old she is?

   1 What do you notice about the verb in the first part of each question?
   2 What do you notice about the verb in the second part of each question?
   3 What words do we use to introduce a second question when there is no question word (where, how old, what, when, etc.)?

11 Rewrite these questions using the words given.
   1 Where does Maggie go to school?
      Do you know ...
   2 What is the population of Ireland?
      Can you tell me ...
   3 Has Sylvia phoned?
      Do you know ...
   4 Did Manchester United win the match?
      Do you know ...
   5 Did Mark buy any bread?
      Did you notice ...
   6 How did they travel to Kenya?
      Do you know ...

Let's activate

Advertising slogans

12 In groups, read the advertising slogans and answer the questions.
   1 What are the slogans advertising?
   2 How successful do you think they might be in attracting attention?
   3 What is the best advert you have ever seen? Why did you like it?

   It's the tobacco that counts!

The car that thinks it's a plane!

The stuff dreams are made of!

The trainers athletes prefer!

The drink everyone's talking about!

The band you've all been waiting for!

13 Choose three products you like and write slogans for them like those in 12.
Listening and speaking

The power of the press

1 Look at the picture. What does it show?

2 In groups, use these ideas to find out about your partners' reading habits.
   - how often / read magazines or newspapers
   - name of magazines or newspapers
   - type of articles
   - favourite section
   - most boring section

Listening

Exam training

Multiple matching
Read quickly through each item for each different speaker. Once you have chosen an answer and are fairly certain it is correct, put the number of the speaker next to that option.

3 You are going to hear five journalists talking about the future of the news media. Read through statements a–j. Then listen and choose the two statements each speaker makes. Write the appropriate letter in each box 1–10. There is an example at the beginning.
   a Many news sites on the Net are much less detailed than papers and magazines.
   b In the next decade, the Net will increase in importance.
   c Information is sometimes very difficult to find on the Internet. Speaker 1
   d The Net will add to, not be a substitute for, the news in magazines and papers.
   e Traditional newspapers and magazines will become more important.
   f People read their daily news at breakfast or on the way to work.
   g Traditional newspapers and magazines will not disappear in the next decade.
   h People don't trust many Internet sites.
   i When the Internet starts broadcasting television programmes, the nature of the Web will change fundamentally.
   j Reading the news on a computer screen is less enjoyable than reading it in a newspaper.

First statement    Second statement
Speaker 1 Jessica Leeman  1  2
Speaker 2 John Woodcock  3  4
Speaker 3 Chris Campbell  5  6
Speaker 4 Richard Coleburn  7  8
Speaker 5 Jonni Small  9  10

4 Now listen again and check your answers.

Pronunciation

Using stress for meaning

5 Read the sentence below, and listen to it being said in five different ways. Match versions 1–5 to their meanings a–e.
I don't spend hours surfing the Net for news.
   a but I do have the occasional look
   b but I do spend a long time looking through the papers
   c but my colleagues do
   d but I could
   e but I do for other information

6 In pairs, read out sentences 1 and 2 in ways that support meanings a–e.
   1 I think magazines will still be popular in 10 years' time.
      a but newspapers won't
      b but not necessarily after that
      c but not necessarily important
      d but my friends don't
      e but I don't know
   2 In the future, I think traditional magazines will become more relevant.
      a not less
      b not new style magazines
      c but my colleagues don't
      d but not now
      e but I'm not sure
Speaking
Stimulus-based discussion
7 In pairs, ask and answer questions about the stimulus below.
- What is happening/has happened?
- Who is/was involved?
- What do the headline and opinion poll results suggest?
- Do you think the result of the poll would be the same in your country?
- How much of what you read do you believe?

Government accuses press of distortion.

Exam training
Speaking to an audience
Look directly at your audience. Maintaining eye contact will help you communicate your message and hold people's interest.
Refer to your notes but do not read them out.
Take a deep breath and try to project your voice so that your audience can hear you clearly.

8 Now give your presentation to your group.

Discussion
9 In groups, decide what you think is the best way to learn about what is happening in the world. Use the dialogue box to help you. Think about:
- the difference between seeing moving pictures and photographs.
- the amount of information given in a radio or TV news item and in a magazine or newspaper article.
- the time busy people have to find out what's happening in the world.
- how quickly situations can change.

Agreeing and disagreeing
A The real difference between TV and radio news is the pictures.
B I couldn't agree with you more! But after a while, even the pictures don't make much impression on you.
A Actually, I'm not sure if I agree with that. They can be quite upsetting at times.
B You have a point there but sometimes you see the same thing so many times that you just stop taking any notice.
A True.

Who do you believe more?

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<th>Press</th>
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Writing a description of an event

A school trip

1. What kind of trips do students sometimes go on?
2. How useful do you think student trips are?

Studying the sample

Understanding the task

3. Read the texts. Ignore the gaps.
   1. Which article is about:
      a. a study trip abroad?
      b. an educational visit?
   2. Which article do you think has been written by:
      a. a teacher?
      b. a student?

Annual trip to the Science Museum

On February 8th, the whole of our year travelled by coach to the Science Museum. The Flight Gallery of the museum contains some impressive full-sized aircraft, the secrets of a flight box recorder and what was the students' favourite exhibit – the amazing flight simulator experience. The 'Secret Life of the Home' Gallery also had some good interactive demonstrations of televisions and CD players. It was a very enjoyable trip, spending three and a half hours stuck in London traffic jams. Our coach did not have a computerised traffic system! On the way home, we all started to ask the teachers: 'Where are we going next year?'

Steps to better writing

The right word

5. Complete the texts in 3 with these words and phrases.
   - according to
   - all in all
   - apart from
   - in high spirits
   - nevertheless
   - on their return
   - the first day
   - this year
   - unfortunately
   - without doubt

6. Choose the correct meaning of these words.
   1. According to
      a. in imitation of
      b. as stated or reported by
   4. All in all
      a. at the end
      b. taking everything into consideration
   2. Unfortunately
      a. unlucky
      b. hopelessly
   5. Without doubt
      a. certainly
      b. hesitantly
   3. Nevertheless
      a. however
      b. not at all
   6. Apart from
      a. except for
      b. in a different direction

7. Write about a trip of your own. Write sentences beginning with the words 1–6 in 6.
Using different verbs to give information

8 Explain the meaning of these words. Use a dictionary if necessary.
- achieve
- allocate
- apply
- devote
- encourage
- establish
- gather
- maintain
- represent
- select

9 Complete sentences 1–8 with the correct form of one of the verbs in 8 above.
1 More than 3000 students _______ in the Hague for the conference last month.
2 The students were _______ by their teachers for the trip to the Hague.
3 Every student in the school year _______ to go on the trip.
4 Each school _______ the member of the United Nations it had been _______.
5 The UN was _______ after the Second World War in 1945 to _______ international peace and security.
6 Students are _______ to take part in discussions at the conference.
7 Each day was _______ to a different topic for discussion.
8 At the end of the conference, students felt that they had _______ a great deal.

Quoting direct speech

10 Underline the correct information to complete the sentences.
1 We use a comma/colon to introduce direct speech when we are reporting a quotation.
2 We use a comma/colon to introduce direct speech before or after a reporting verb.

11 Put a comma or a colon and speech marks in the correct place in these sentences.
1 This was one of my grandfather’s favourite sayings: It’s never too late to learn.
2 Every time I saw my grandfather, he asked me: Have you got a boyfriend?
3 Time flies, my grandfather used to say.

12 Read the text and put in the correct punctuation of the direct speech.

A former Woodside Park student, Roger Morton, has written a book, Never Say Goodbye, which is about to be turned into a major feature film. I had written a couple of chapters at school just for fun says Roger, 22, of Hillcourt Road, London. I came out of university and ended up with a job I didn’t want: just to earn money Roger explained. After six months, I’d saved enough money to go to Australia. While he was there, Roger started writing his first proper notes on scraps of paper. Roger said I just thought up unusual stories, wrote a few chapters and left it at that. Now, Roger’s book is about to make it to the cinema screen.

Writing your description of an event

Planning

Exam training

Timing your writing
In an exam you only have a limited time to write each task. Try timing yourself whenever you practice writing a particular task to see how long the whole process takes.

13 You are going to write a description of an event (200–250 words). Decide what it is going to be about. Choose from one of these topics:
- A study trip students have been on
- A conference students have taken part in
- A play students have written and performed

Writing

14 Write your description. Give as much information as possible. Use these ideas to help you.
- What happened
- Who was involved
- What people said about it
- Where/when/why it happened

Checking

15 Check that you have:
- described what happened
- used the correct punctuation
- included some amusing information or personal points of view
- written the right amount (200–250 words).
Let’s practise grammar

Defining and non-defining relative clauses
1 Underline the relative clauses in sentences 1–6. Which are defining and which are non-defining?
   1 That’s the DVD player that I want to buy.
   2 Friends, which is every Thursday, is a popular American show.
   3 My mother, who is a TV producer, works very long hours.
   4 The photo, which was taken by Man Ray, was sold for thousands of pounds.
   5Isn’t that the video shop where you used to work?
   6 My brother, who is an actor, lives in London.

2 Underline the correct words to complete the sentences.
   1 Here’s the book that/who/whose I told you about.
   2 That’s the man who/which/whose was arrested.
   3 The fans, that/who/when had been waiting for hours, finally met the TV star.
   4 Police are looking for a woman which/who/whose briefcase was found at the airport.
   5 Is that the restaurant which/where/that we went to on my birthday?
   6 September, which/when/that I went on holiday, was a wonderful month.
   7 France was where/which/that they made the film.
   8 The year 2001, which/when/that was a busy one for me, was when I met Alex.

3 Complete the sentences with a relative pronoun. In which sentences can you omit the relative pronoun?
   1 There’s the girl I was telling you about.
   2 The book, I’ve almost finished, is by Stephen King.
   3 Are they the people we met last weekend?
   4 My motorcycle, is very old, broke down on the motorway.
   5 Have you seen the leather jacket Anne bought?
   6 Everyone remembers the evening we saw the Cameron Diaz film.

4 Combine the information in sentences 1–4 with that in a–d to write sentences with relative clauses.
   1 The restaurant is very expensive.
   2 Dickens wrote Oliver Twist.
   3 The movie was a great success.
   4 This is the country house.
   a I was born there.
   b He lived in London for many years.
   c It is a favourite with celebrities.
   d It was filmed in Argentina.

Noun clauses as subject and object
5 Combine these sentences using noun clauses.
   Example
   She wanted to buy something. It was too expensive. What she wanted to buy was too expensive.

   1 You are going out somewhere. I know where.
      I know ...
   2 Jade told me something. I don’t believe it.
      I don’t believe ...
   3 You are suggesting something. It’s a good idea.
      What ...
   4 People are often bored by something. It’s what they watch on TV.
      People ...
   5 People love playing computer games. I understand why.
      I understand ...
   6 You’re angry about something. I don’t know what.
      I don’t know ...
   7 I’ve heard some news. Our neighbours are moving house.
      I’ve ...
   8 Mark is telling Sam something. It’s interesting.
      What ...

Noun clauses after indirect questions
6 Rewrite these questions using the words given.
   1 Where’s the post office?
      Do you know ...
   2 Are you going on holiday next month?
      Can you tell me ...
   3 Who is that man?
      Do you know ...
   4 Did Mark come to the meeting?
      Did you notice ...
   5 How much is this jacket?
      Can you tell me ...
Reading

7 Scan the text and find the answers to the questions.

1. Do students who share a house and have TV sets in their bedrooms each need their own TV licence?
2. Do students who rent separate rooms in a house each need their own TV licence?
3. Do students whose parents have a TV licence need a their own TV licence?
4. How much is the fine for not having a TV licence if you need one?
5. How much does a colour TV licence cost?
6. Do you need a TV licence to record TV programmes on your video recorder?
7. Can you pay for your TV licence online?
8. How long is a TV licence valid for?
9. Who qualifies for a refund?
10. Where can you find more information?

Listening

8 You are going to hear five journalists talking about the future of the news media. Read through statements a–h. Then listen and choose the two statements each speaker makes.

a. Soap operas make it easier for teenagers to talk about their problems.
b. Soap operas usually deal with realistic situations.
c. British teenagers have picked up American expressions from soap operas.
d. Soap operas help to educate teenagers about what is right and what is wrong.
e. Some soap operas could have a negative effect on people.
f. Teenagers prefer to watch soap operas made for adults rather than children’s programmes.
g. More TV channels could mean fewer programmes.
h. Soap operas help people deal with difficult circumstances.

Writing

9 Choose one of the titles and write a short discussion essay (about 200 words). Use the form below to make a plan.

1. Do you think there is too much violence on TV?
2. Do you think too much television is bad for you?

Introduction: ____________________________________________
Points for: ______________________________________________
Points against: __________________________________________
Conclusion: _____________________________________________
Word focus

Verbs with different meanings

1 Complete the pairs of sentences with the correct form of one of these verbs. Then match the verbs to the meanings a–h.

- avoid - maintain - prove - strike

1 a In 1926, John Logie Baird _______ that you could transmit pictures by radio.
b Watching television has _______ to be one of our most popular pastimes.

2 a If you want to _______ bad headaches, watch less TV!
b Brad didn't go to the cinema. He wanted to _______ Phoebe.

3 a The army gathered behind the hill, ready to _______.
b Although the climber _______ by a falling rock, he wasn't badly injured.

4 a The psychologist _______ that too much television was bad for your health.
b The house is very expensive to _______.

a keep in good condition
b say something is true
c prevent
d keep away from
e show something is true
f hit something
g turn out to be
h attack suddenly

Newspapers

2 Match these words and phrases to their definitions 1–8. If necessary, check your answers in a dictionary.

- broadsheet - columnist - editorial - feature
- foreign correspondent - gossip column - headline
- tabloid

1 a newspaper with small pages, short articles and lots of pictures and gossip
2 a newspaper with large pages that deals with serious news stories
3 the title of a newspaper article
4 an article in a newspaper written by the head of the newspaper (the editor)
5 a special article in newspapers or magazines about a particular topic
6 part of a newspaper where you can read about famous people's private lives
7 a journalist who reports on events in other countries
8 a journalist who writes regular articles for a magazine or newspaper

3 Now complete these sentences with one of the words or phrases in 2.

1 The Sun is a typical tabloid newspaper. Its _______ is full of celebrity stories.

2 My sister is a _______ for Vogue. She writes for the magazine every month.

3 When I look at the _______, I already know if I'm interested in the article or not.

4 I prefer to read _______ rather than broadsheet newspapers. They're more entertaining.

5 The _______ in this newspaper always supports the government.

6 Robert is a _______ for The Times. He travels all over the world to report on different events.

7 I buy the Sunday newspaper for its _______ on fashion.

TV programmes

4 Look at the different things that are broadcast on British television. Match the programme descriptions 1–8 to the type of programme a–h.

1 Question Time: A studio audience puts their questions to leading politicians.

2 Come Fly With Me: Five couples fight it out for a dream holiday in Tokyo.

3 Walking With Dinosaurs: A fascinating insight into life on Earth in prehistoric times.

4 EastEnders: Dot is surprised when Nick returns to Albert Square, and Ian's ambitious investment plans end in disappointment.

5 Weekend 24: The latest news and weather. Plus a preview of the weekend's sport.

6 Parkinson: Michael Parkinson greets and meets British Olympic champions.

7 Top of the Pops: The biggest hits from this week's Top 20, with live performances.

8 Grandstand Final Score: Check the final scores coming in from around the grounds.

a music programme
c chat show
d soap opera
e quiz show
f news broadcast
g sports programme
h documentary
Culture focus

1 Read the text and complete the notes.
   1 Main parental concern: ______
   2 Hours British children spend watching TV per day: ______
   3 Number of hours children use the media per day: ______
   4 Medium young people would miss most: ______
   5 Cut-off age for restrictions by parents’ media usage: ______
   6 Time of the broadcasting ‘watershed’*: ______
   7 Most negative aspect of the Internet: ______
   8 People who appreciate books: ______
   9 Part played by music in teenagers’ lives: ______

   * when adult programmes start to be shown in the evening

Talking about your country

2 In pairs or groups, discuss the following questions.
   - What do you think are the main parental concerns in your country?
   - What is there for young people to do where you live?
   - How much broadcasting and media regulation is there in your country? Is there an evening watershed time?
   - What use do young people make of the Internet?
   - What place do books have in the lives of your friends?
   - What role does music play among the young people you know?

Young people, new media

A fascinating account of leisure time and media use by children and the concerns of their parents has been published.

Parental concerns
Parents are concerned for their children’s safety outside the home while young people themselves say there is not enough to do in the area they live. As a result, young people in the UK are much more likely to be watching television or playing computer games than their continental counterparts.

Screen entertainment dominates
The study looks at the use of TV, video, books, computer games, music and personal computers. It finds that young people use the media for around five hours each day. Television occupies about half of this time and is the medium which young people ‘would miss most’.

Once children have reached their early teens many parents consider it impracticable for them to attempt restrictions on media use in the home. They rely on the good judgement of broadcasters and media regulators. This is particularly important to them in relation to television. Eighty-two per cent think the watershed a ‘very good idea’ and 25% consider it should be ten p.m. rather than nine p.m.

The Internet – a twenty-first century pen-pal
The Internet inspires both positive and negative associations for the young. The most positive being a means of linking Britain with other countries, enabling a

new kind of pen-pal relationship, combining the pleasures of long distance communication with the immediacy of the telephone. The major downside is the cost.

The decline of books
The place of books in young people’s lives is changing, threatened both by IT as a source of information and television as a source of narrative. Those who have access to a PC are twice as likely to use that as a source of information than turn to a book. Books are not trendy; they are the sort of thing ‘your parents approve of’.

Music, music, music
There is almost universal access to audio equipment in the home. The mode of delivery is of little consequence, content is king. Music plays an important role in children’s and, especially, teenagers’ lives.
Let's revise Units 3 and 4

Grammar

1 Complete these sentences describing present habits using the correct form of the verb in brackets: present simple, will, or always + present continuous.

1 Dad _____ (dance) with everyone when we go to parties. It's very embarrassing.
2 I'm tired of the same old routine. Every day I _____ (get) up, _____ (go) to school, then _____ (come) home and _____ (do) my homework!
3 My younger brother _____ (borrow) my CDs! It really annoys me.
4 _____ (you/go) to the cinema every Saturday evening?
5 Molly _____ (talk) all the time while I'm listening to music. It's very annoying.
6 My best friend _____ (ask) me to help her with her homework. I don't want to but it's difficult to refuse!

2 Complete these sentences describing past habits. Use used to, or would wherever possible. More than one answer may be correct.

1 Whenever I was on holiday, I _____ (get up) every morning at midday.
2 When I was a child, it _____ (be) sunny every day during summer.
3 Our Maths teacher _____ (give) long, complicated explanations that no one understood.
4 Every time my father left the house, he _____ (forget) his front door keys.
5 A boy in our class last year _____ (arrive) late for lessons every morning.

3 Combine these pairs of sentences to make one sentence using a defining or non-defining relative clause and a suitable pronoun.

1 This watch was a birthday present. My boyfriend gave me the watch.
2 The school has over 1,000 students. My sister goes to that school.
3 Peter is 15 years old. Peter's father is in advertising.
4 I bought these books in Paris. The books are very old.
5 That is the sports club. It has an Olympic swimming pool.
6 My new dress is pale blue. I bought it in a sale.
7 The hotel in Budapest was expensive. We stayed there.
8 My neighbour is very nice. My neighbour helped me in the garden.

4 Match the beginnings 1–5 to the endings a–e to make one sentence containing a noun clause as a subject or object.

1 I really regret ...
2 what you are trying to explain ...
3 Sam has found out ...
4 have you ever noticed ...
5 what people think ...
a ... that the sky is so beautiful in winter
b ... what I said to you yesterday
c ... what you are planning to give him for his birthday
d ... is sometimes different from what they say
e ... makes no sense at all to me

5 Combine these sentences to make noun clauses.

1 You want to go skiing. I don't know why.
2 My friends have gone somewhere. I don't know where it is.
3 They asked us to do something. It was to complete a questionnaire.
4 Someone left behind their dictionary. I don't know who it was.
5 I put my glasses somewhere. I remember where.
6 Peter is upset about his exam results. I understand why.

6 Complete the sentences with the correct preposition.

1 There's no point _____ watching TV just for the sake of it. Why don't you read a book instead?
2 Tanya stared out _____ the café window. It was 9 o'clock and Peter still hadn't turned up.
3 The amount of violence on TV could have a negative effect _____ children.
4 Game shows really don't appeal _____ me. They're often boring and predictable.
5 I wouldn't regard myself _____ a TV addict, I only watch television for two hours a day.
6 My brother is really obsessed _____ playing computer games.
Vocabulary

7 Complete the sentences with the correct form of the words in brackets.
1 After a severe drought in Africa, thousands of people were dependent on international charities for ____ (survive).
2 Tina decided to make a monthly ____ (contribute) to the charity Friends of the Earth.
3 Nowadays there are many endangered species that are on the brink of ____ (extinct).
4 The increase in air ____ (pollute) means that global warming will continue to get worse.
5 Some people think it's cruel to keep wild animals in ____ (captive).
6 Environmental organisations are setting up programmes of ____ (conserved) in an attempt to reduce pollution.

8 Complete the gaps with a suitable word connected with television. The first letter of each word is given.
1 Could you pass me the r ____ c ____ please?
2 How many television c ____ are there in Britain?
3 If you have a v ____ at home, could you r ____ the late night film for me?
4 There some interesting things on s ____ TV but it is quite expensive to have it installed.
5 What kinds of TV p ____ do you like to watch?
6 It's not possible to get a good TV reception here without an a ____.
7 We can't get a good TV reception in this area because we are too far away from the t ____.
8 Is this new comedy filmed in the television r ____ s ____?

9 Rearrange the words in italics to make words connected with the media.
1 A good advertising slogan can help to sell a product.
2 The press can have a great influence on people.
3 What kind of magazines do you like to read?
4 I read a very good article in the paper yesterday.
5 Do you think the Internet will ever replace newspapers?
6 Have you seen the headline in the paper today?
7 Is a tabloid a small newspaper?
8 Why do you think people read gossips and columns in newspapers?

10 Choose the correct option, a, b or c, to complete the text.

Saved from an icy hell
When Mike Stringer was invited to go on an introductory Alpine course, he got more than he bargained for.

Climbing mountains is not for the ____ 1 ___. We set off from our Alpine chalet at 4 a.m. and ____ 2 ____ our way to the Weisssies Mountain. Our guide assured us that it would be an 'easy' 4,000-metre climb, but although things ____ 3 ____ well, by nine a.m. the weather was getting bad.

We were about 100 metres from the top of the mountain, when disaster ____ 4 ___. My friend Damon slipped suddenly and ____ 5 ____ a narrow opening in the rock. One of the guides held onto Damon's rope, but several rocks fell and hit Damon's leg. Silence, shouts, silence again. A simple accident was going to turn an easy climb into a major rescue ____ 6 ___.

Damon was slowly ____ 7 ____ the crevice and on to the snow slope. He was suffering ____ 8 ____ a broken leg, so one of the guides suggested calling the emergency services. It was at that ____ 9 ____ that the limitations of modern technology became apparent. All of our mobile phones failed to get any connection. Bruce, our second guide, began an hour's climb downhill where he hoped to ____ 10 ____ a signal.

Four hours later it was ____ 11 ____ cold and damp and there was still no ____ 12 ____ of a rescue team. If we stayed where we were, no one would arrive before nightfall which meant a freezing, sleepless night at 3,800 metres. But should we ____ 13 ____ the risk of moving Damon?

It was two p.m. when we finally decided to lower Damon down the snow slope. ____ 14 ____ we hadn't got far when we spotted the rescue teams. Soon a helicopter was circling above us and Damon was winched up to safety. In future I'll think twice before climbing a mountain.  

Vincent London The Observer

1 a faint-hearted b strong-hearted c warm-hearted
2 a went b took c made
3 a started over b started off c started up
4 a happened b came c struck
5 a fell down b dropped down c went down
6 a adventure b operation c ordeal
7 a climbed out of b pulled out of c moved out of
8 a from b of c for
9 a second b point c minute
10 a pick out b pick over c pick up
11 a growing b doing c having
12 a sign b mark c signal
13 a make b have c take
14 a Gratefully b Thankfully c Hopefully
Out of India

1. Describe what's happening in these pictures.
2. These pictures are all connected with Bollywood movies. Where do you think the name 'Bollywood' comes from?

Reading

3. Skim read the text and find out what the woman receiving the award does for a living.

Exam training

True or false questions
Remember that some, but not all of the information in the sentence might be correct. Check both the sentence and the text carefully before you make your decision.

4. Decide whether the information in sentences 1–8 is true (T) or false (F).
   1. The décor of Nair's offices is reminiscent of her latest film.
   2. One of Nair's first documentaries won several awards.
   3. Nair's early years had a great influence on her outlook on life.
   4. Her latest film is completely different from others she has made.
   5. The rain she used in the original footage of Monsoon Wedding was fake.
   6. Nair is overjoyed that Monsoon Wedding was such a hit.
   7. Her family helped her to purchase many of the props for Monsoon Wedding.
   8. Nair took 23 members of her family to Venice for the film premiere.

Mira Nair

Eve Claxton enters the world of Mira Nair, where New Delhi meets New York

Mira Nair's offices, just off Madison Square in New York, are painted in two tones—a warm orange and a bold sunshine yellow. The colours are all too familiar from Nair's 2002 hit film, Monsoon Wedding, about a chaotic Punjabi wedding. It feels like India—right here in New York City. You could almost mistake the hum of yellow cabs for rickshaws.

Nair was educated in New Delhi and at Harvard in America. She discovered film in her early 20s and began making documentaries on such powerful subjects as Indian-American immigrants. But it was in 1988, with her first film, Salaam Bombay!, that Nair's international reputation was launched. The film, about Indian street children, picked up the prestigious Camera d'Or at Cannes as well as 25 other awards worldwide.

The woman sitting squarely in the large terracotta-coloured leather armchair is a director on top of her game. Nair was born in 1957 and spent her earliest years in a small remote town, where she grew up with her mother, two brothers and her father, a retired civil servant. It was life in this remote location that inspired an early desire for travel and new experiences. 'I don't know if it was a sense of destiny,' says Nair, 'but definitely I always had a sure sense of wanting to know the bigger world. And a sense of focus.'

Nair begins to talk about her first post-Wedding project, the recently completed Hysterical Blindness, which was made for a US TV channel. Ostensibly, it's a departure for Nair, who, until now, has made films either about India, or Indians. Instead, this one tells of two white,
working-class women roaming the bars of New Jersey desperately searching for love.

When she got the call asking her to direct the film, she was in Bombay. "We had lost footage from Monsoon Wedding in a freak X-ray accident at the airport, and so three months later, we found ourselves re-shooting in Bombay," says Nair. Thanks to a large insurance pay out after the accident, she had funds to spare. "This time we could afford to buy rain!" she says, laughing. "The first time we were shooting in the actual monsoon. The second time we had as much fake rain as we wanted!"

But Nair is still reveling in the idea that Monsoon Wedding, the little film she made for herself and her family, has become something of a phenomenon, a big film. "Her family, she says, have been immensely supportive of her film-making. Shooting the film in New Delhi gave her the opportunity to work with her extended family and many of the props and costumes were borrowed from family members. 'Every member of my family appears in the dancing and as extras. When we were in Venice for the world premiere, we were a party of 23,' says Nair. 'Half of them were my real family and half were the film family, the cast who were playing them!'"

Vocabulary
Film-making
5 Explain in your own words the meaning of the phrases a–j. (Some of them appear in the text.) Then use them to complete sentences 1–10.

a making documentaries  

b powerful subjects  

c picked up an award  

d appear as extras  

e world premiere  

f cast (n)  

g low budgets  

h unusual plots  
i happy endings  
j next project

1 Mira’s ______ might be another film about New York.

2 She ______ for her film Monsoon Wedding.

3 Do you think the films that make you feel good are those with ______?

4 Mira is well known for making extraordinary films with highly ______

5 Her real family ______ in one of her films.

6 She started her career by ______

7 All her films deal with ______ like immigration.

8 Working on films with ______ can be very difficult indeed.

9 Choosing the right ______ to play different parts is essential.

10 Members of Nair’s family attended the ______ in Venice.

Discuss the following questions
• Why are low-budget films like Mira’s sometimes a huge success?
• How difficult do you think it would be to make a film?
• Who do you think is more important when making a film: the cast or the director? Why?
Narrative tenses: Past simple, past continuous, past perfect simple and continuous

Quick quiz

1 Complete sentences 1–3 with the correct tense: past simple, past continuous, or past perfect.
   1 We use the _______ to talk about an action which happened before another action in the past.
   2 We use the _______ to set the scene in a story.
   3 We use the _______ to describe completed events in the past.

2 In pairs, decide which words or phrases we use a) to talk about a result and b) to give a reason.
   * because * so * so ... that

3 Look at the picture. What do you think the woman, Sarah Renny, does for a living?

4 Read paragraphs 1 and 2 of the article about Sarah and put these events in the order in which they occur.
   1 ☐ Sarah decided to manufacture popcorn.
   2 ☐ Sarah took on 16 employees.
   3 ☐ Sarah went backpacking in Africa.
   4 ☐ Sarah began to work from home.
   5 ☐ Sarah graduated from university.
   6 ☐ Sarah did some research.

5 Read paragraph 3 of the article and put the verbs 1–12 in the correct tense: past simple or past continuous.

6 Read paragraph 4 of the article and underline the correct tense: past simple or past perfect.

7 Look at how the words in bold are used in paragraph 4. Then complete sentences 1–3 using the words below.
   * after * because * when

   1 Sarah was able to survive _______ she received help from her family.
   2 Sarah became successful _______ she had sold her idea to supermarkets.
   3 _______ clients came to Sarah’s office, they expected to find an older person.

Pop goes the cash till!

1 When an idea popped into her head, 26-year-old Sarah Renny really got cracking! With a $3,000 loan Sarah launched her business which soon became worth a staggering $8,000. It all came about because Sarah, who studied maths at university, couldn’t settle down to a job after graduating, so she decided to go backpacking around Africa. I was travelling and I was having a fantastic time, but I ran out of money. I had to go home after I had been travelling for a few months, but I was determined to raise the money to go again.²

2 Sarah started working from her home in Gloucestershire, importing novelty food from America to sell in supermarkets. She had just intended to make a little money, but she was bitten by the business bug. She was doing some research when she hit on the idea of manufacturing top-class popcorn. She didn’t even eat it herself — but she was so convinced there was a market for it that she decided to risk setting up her own company. Before long she had taken on 16 people.

3 When Sarah’s (begin) looking for customers, she (approach) one of the biggest supermarket chains. ‘It (be) when I (explain) my ideas to them that they (become) really interested in the product,’ says Sarah. ‘I (be) delighted when they (decide) to buy three of my home-made flavours. She (do) further research on the flavours when she (win) orders from seven big supermarkets. It (be) always easy, however. There were a few months when she (work) all day in the office and she (supervise) work all night in the factory.

4 When Sarah (go) to the bank to ask for a loan, the manager (ask) her to write a business plan. She (start) the business in March and by the end of the year she (make) a big profit. Sarah (find) it difficult at first because she (never run) a business before. After she (work) for a year, things (get) easier.
8 Read sentences 1–4 and decide if the underlined verbs are in past perfect simple or past perfect continuous.
1 Nobody had thought of the idea before Sarah came up with it.
2 After Sarah had been travelling for several months, she returned home.
3 Sarah came home because her money had run out.
4 Sarah had been exporting novelty food from America when she hit on the idea of making popcorn.

9 Complete rules 1 and 2 with the correct tense: past perfect simple or past perfect continuous.

Rules
1 We use the _______ to talk about a completed action or state in the past that happened before another action in the past.
2 We use the _______ to talk about an action in progress in the past which was interrupted by another action in the past.

10 Choose the correct tense in sentences 1–4.
1 Sarah had researched/had been researching flavours when she won orders from supermarkets.
2 Sarah had borrowed/had been borrowing £3000 because she wanted to start her own company.
3 Before she started her business, Sarah hadn't expected/hadn't been expecting to be so successful.
4 After Sarah had worked/had been working all day in the office she supervised work all night in the factory.

11 Adverb clauses give us more information about verbs and make our sentences more interesting. Underline the adverb clauses in sentences 1–6, then match them to the types of clause a–f below.
1 I went to Africa so that I could/in order to see wildlife.
2 Africa was so enormous that I managed to see very little of it.
3 I liked Africa because/as/since it was so different from other continents.
4 If I went back to Africa, I would stay for longer.
5 While I was there, I did a lot of travelling.
6 Although I don't like the heat, I enjoyed being in Africa.

a condition
b reason
c time
d result
e concession
f purpose

12 Complete sentences 1–6 with these words and phrases.
• although • because • if • so • so … that • while

1 I like being my own boss _______ I can make my own decisions.
2 _______ it's hard work, I'd rather work for myself than anyone else.
3 I borrowed £3000 _______ I could set up my own business.
4 _______ I was doing my accounts, a supermarket phoned me to order some popcorn.
5 I was _______ excited about the order _______ I had to phone a friend to tell her!
6 _______ I had the money, I'd go back to Africa tomorrow.

13 Write six sentences using each type of adverb clause: condition, purpose, time, concession, reason, and result.

Let's activate

Student café

14 Imagine you and your friends started up a lunchtime café at school two years ago and it was a huge success. In small groups, make a list of questions to ask each other to find out:
• where students had been going for snacks before you got the idea.
• what you were doing when you got the idea for the café.
• why you thought the café might be successful.
• why you were determined to make a success of the café.
• how you advertised the café.
• what happened next.
• how much money you made.
• how working for yourself compared with working for someone else.

15 Now ask your partners your questions about the café.
1 Look at the photographs. Describe the work these people are doing. What skills or qualities do people need to do these jobs successfully?

2 In pairs, discuss which of the jobs you think are:
   a more suitable for men.
   b more suitable for women.
   c difficult/easy for both men and women.

3 You are going to hear Darren Filkins interviewing Rachel Anderson, a female football agent. First, read through statements 1–10 carefully. Then listen and write R beside the statements Rachel makes, D beside those Darren makes, and N beside those neither speaker makes.
   1 R Rachel used to be a journalist.
   2 D Rachel met footballer Julian at a press conference.
   3 N Women are not as successful as men at handling the press.
   4 R Rachel became a football agent by chance.
   5 D Players need another job to fall back on.
   6 R Rachel seems to be making a lot of money.
   7 D Rachel has always loved football.
   8 R Rachel never plays football herself.
   9 D Success in football does not depend on whether you are male or female.
   10 R Rachel's family is delighted with the contacts she makes.

4 Listen again and answer the questions.
   1 How did Rachel become a football agent?
   2 What are women sometimes better at doing than men?
   3 What does a football agent actually do?
   4 What expenses does Rachel have to pay out of the money she earns?
   5 What does Rachel’s family think of her being a football agent?

5 Explain in your own words the idioms in italics that Darren and Rachel use.
   1 I've been dying to ask you.
   2 The reporters can give players a hard time.
   3 Players couldn’t really deal with the press very well.
   4 Things just took off from there.
   5 It makes sense.
   6 That sounds like an awful lot of money.
   7 It's nowhere near as much as it sounds.
   8 It must give them a lot of street cred.

6 Match the words in each group that have the same vowel sound.
   1 fact happy pay male
   2 sense scene mean press
   3 women injured time give
   4 job only from must
   5 rugby huge must unhappy

7 Now listen and check your answers.
Speaking

8 Discuss this question. Use the dialogue box to help you.
Do you think men and women are looking for the same things in life? Why/Why not?

Using fillers
A I think nowadays women want similar things to men.
B Hmm, I'm not sure if I agree with that. You know, I think men and women are looking for different things in life.
A Well, I suppose you could be right, but what about things like playing football? There are a lot of female football players. As a matter of fact, I play football for a local women's team.
B So, you might become another David Beckham - a sort of female superstar!
A Believe me, I wouldn't want that. Anyway, there's not much chance of that happening, is there?
B You never know!

Exam training

Using fillers
Fillers are useful words which can give you time to think. Do not overuse them, however, as this will give the impression that you cannot find the words you are looking for!

A short presentation
9 You are going to give a short presentation (two or three minutes) on 'A successful person'. Describe someone from your country or the English-speaking world. Include:
- what the person does or has done
- what obstacles they overcome
- what makes them outstanding

10 In small groups, give your presentation. After each student has finished their presentation, think of one question to ask them about it. For example:
- Why did you choose this particular person?
- Why do you admire or respect them?
- What effect has success had on this person?
- What do you think will happen to this person in the future? (if the person is still alive.)

Soundbites

Money, money, money
11 Listen to Money, money, money by Abba and complete the words.

I work all night, I work all day
To pay the 1 _____ I have to pay - ain't it sad!
And still there never seems to be
A single 2 _____ left for me - that's too bad!
In my dreams I have a plan:
If I got me a 3 _____ man,
I wouldn't have to work at all,
I'd fool around and have a ball.

Money, money, money
Must be funny
In the 4 _____ man's world.
Money, money, money
Always sunny
In the rich man's world.
Aha, all the things I could do!
If I had a little 5 _____
It's a rich man's world.

A man like that is hard to find,
But I can't get him off my mind - ain't it sad!
And if he happens to be free,
I bet he wouldn't fancy me - that's too bad!
So, I must leave, I'll have to go
To Las Vegas or Monaco,
And win a 6 _____ in a game
My life will never be the same.

Chorus

12 Answer the questions.
1 What kind of life do the singers have?
2 What way of making money have they dreamed of?
3 Why would the idea probably not work?
4 Do you agree with the statement: 'It's a rich man's world'? Why/Why not?
Writing an essay arguing for and against

**Cloning**

1 Look at the picture. This sheep called Dolly was born in 1997. Why was Dolly a scientific breakthrough?

2 Choose the correct definition, a or b, of the word cloning.
   a creating a person or animal identical to another
   b copying the characteristics of a person or thing

**Studying the sample**

**Understanding the task**

3 Read the text and complete the writing plan.

**Writing plan**

Introduction: disagreement about cloning humans

Arguments for:

1 __________
2 __________
3 __________

Arguments against:

1 __________
2 __________
3 __________

Conclusion:

______________

**Steps to better writing**

**Presenting an argument**

4 Complete sentences 1–7 with the correct form of these verbs.
   - accept • be • consider • disagree • put forward • reject

1 Many arguments have been ________ in favour of cloning.
2 Many people have ________ the idea that we should clone humans.
3 We should ________ how the child might feel.
4 Most people cannot ________ the idea of cloning humans.
5 There ________ one or two strong arguments for cloning humans.
6 The point ________ that the child would be an identical twin.
7 I am afraid I would have to ________ with that point of view.

Since Dolly was successfully cloned in 1997, there have been endless arguments about whether scientists should clone human beings.

As far as I can see, there have been three main reasons put forward for cloning humans. The first advantage is that a couple who at the moment can't have children will be able to have them. The second is that, if a child dies, the family might want to bring it back somehow - and the third and final reason is that stem cells could be used to cure some of the diseases humans suffer from at present.

I, personally, am not in favour of the first two things. In fact, I find them quite disturbing. The point is that a child produced by cloning would be like an identical twin of the original, so physically very similar. On the other hand, these two people would have completely different personalities. Secondly, it's my opinion that children should be wanted for their individuality. In making a copy, the parents are deliberately trying to specify the way they wish the child to develop. Finally, we should consider how the child might feel about this in later life - and reject this use of cloning.

To sum up, despite one or two arguments put forward in favour of cloning humans, I feel that the main disadvantage of cloning is that families created in this way would not provide a normal environment for the children to grow up in.
Expressing feelings

5 Underline the different ways in which the writer expresses his feelings in the text.

6 Use some of the expressions you underlined in the text to write sentences expressing how you feel about statements 1–3.

1 All families should only be allowed to have one child.
2 We should all have as many children as possible.
3 We should be able to choose the characteristics of our children.

In spite of/ despite

7 Read the explanation and the examples a–c. Then complete sentences 1–4 with the correct phrase.

In spite of/ despite mean 'even if'. We use in spite of/ despite before a noun or a gerund, and in spite of the fact that / despite the fact that before a clause.

a In spite of/ Despite the heavy snow, we drove into the countryside.

b In spite of/ Despite missing the bus to school, we were not late for our lesson.

c In spite of the fact that/ Despite the fact that it was snowing heavily, we drove into the countryside.

1 ________ I don't like flying, I agreed to go by plane.
2 ________ all the hard work, we enjoy studying English.
3 ________ I don't really like animals, I enjoyed our visit to the zoo.
4 ________ not having much money, we had a great camping holiday this summer.

Writing your essay

Understanding the task

8 You're going to write an essay arguing for and against one of the statements 1–3. Decide which of the ideas a–f could be used to support or reject each statement.

1 We should all live until we are at least 200 years old.
2 The rich should share all their wealth with the poor.
3 Smoking should be banned in public places.

a It's impossible to make everyone equal.

b We shouldn't discriminate against tobacco addicts.

c Medicines enable us to live longer.

d Possessions don't make you happy.

e Many people suffer the effects of passive smoking.

f Who looks after/supports the elderly?

9 Use one of the phrases a–c to express views for and against statements 1–3.

Example

One big advantage of creating children just like ourselves is that we can pass on all our good points. However, we might also pass on all our bad points.

a One big (dis)advantage of ... is ..., while ...

b The main (dis)advantage is ..., however ...

c A further benefit/drawback would be ... whereas ...

1 It would be wonderful to create a human being just like ourselves.

2 Nobody can have too much intelligence.

3 Who you are is much more important than what you are.

Planning

10 In groups, decide which statement in 9 you are going to write about.

Writing

Exam training

Looking at both sides of an argument

Remember to include views you do not agree with before stating your own opinion and giving reasons for disagreeing with these points of view.

11 Now write your essay about 200–250 words.

• Include a suitable personal introduction.

• Write in a suitable personal and/or impersonal style.

• Express personal opinions in your conclusion.

Checking

12 Check that you have:

• included different ways of presenting an argument.

• written the right amount (200–250 words).
Let's practise grammar

Narrative tenses: Past simple, past continuous, past perfect simple and continuous

1 Complete the sentences with the correct form (past simple or past continuous) of the verb in brackets.

1 The athlete ____________ (run) towards the finishing line when he ____________ (fall over).
2 It ____________ (rain) when they ____________ (set out) on the journey.
3 Paula ____________ (look out) of the café window when she ____________ (see) Rose.
4 The burglar ____________ (not know) that the police ____________ (follow) him.
5 Matt ____________ (watch) a video when he ____________ (hear) a car outside.
6 As soon as Richard ____________ (meet) Monica, he ____________ (remember) who she was.
7 The sun ____________ (shine) brightly as we ____________ (jog) along the beach.
8 When they ____________ (arrive) at the party everyone ____________ (dance).

2 Underline the correct form of the verb in sentences 1–8.

1 Sarah was surprised by the success of her popcorn business. She didn’t expect/hadn’t expected it to be so popular.
2 Dan was really pleased when he saw Jess. He didn’t see/hadn’t seen her for a long time.
3 After Tanya finished/had finished reading her book, she went/had gone to bed.
4 As soon as I arrived at the airport, I took/had taken a taxi to the hotel.
5 Ian was late. By the time he got to the football stadium the match finished/had finished.
6 I didn’t help/hadn’t helped Kate with her homework because she already finished/had already finished it when I arrived.
7 By the end of the day Steve wrote/had written three letters applying for jobs.
8 Gary was upset because Lisa left/had left the party by the time he got/had got there.

3 Underline the correct form of the verb to complete the texts.

Eighteen-year-old Liz Slaney has become the latest Internet success story. Liz had just finished/had just been finishing her A levels when she started work on an Internet site offering up-to-the-minute fashion tips for teenage girls. ‘I had thought/had been thinking of setting up my own site for a while, but I wasn’t sure what to do,’ says Liz. ‘I had the idea for futurefashion.com after I had read/had been reading fashion magazines one morning! I had planned/had been planning to take a year out after my exams, but now I’m just too busy.’

A British climber has gone missing on Mount Everest. Paul Steiner had spent/had been spending more than 15 years climbing professionally and had climbed/had been climbing Everest three times before. Rescue teams have been working round the clock to locate him.

Two men escaped from prison yesterday. The men had served/had been serving 10-year sentences for armed robbery. Prison officers didn’t notice that they had gone/had been going until it was too late.

Adverb clauses

4 Combine the sentences using the words in brackets and making any other necessary changes.

1 You should plan your career carefully. You’ll be successful. (if)
2 Sally went to university. She wanted to get a good job. (so that)
3 I got to the concert on time. There weren’t any tickets left. (although)
4 The job was very boring. Mike left after one week. (so that)
5 Susie was late. Her car had broken down. (because)
6 The burglar was breaking into the house. He cut his hand. (while)
Speaking

5 In pairs, each choose a different photograph. Describe the photograph. Think about the event and what the people might be feeling. Then talk to your partner about:
- the physical effects of doing sports.
- the benefit of being part of a team
- what makes successful athletes

Listening

6 a. You are going to hear an interview with Tom Fremantle. First, read through the questions 1–6. Then listen, and choose the best option, a, b, c, or d.

1 Why did Tom go to Australia?
   a to develop his career as a journalist.
   b to have a cycling holiday.
   c to escape from boredom.
   d to support a friend.

2 Why did Tom take photographs of his family with him?
   a to help him find people who knew his relatives.
   b to encourage people to offer him accommodation.
   c to help him communicate more easily with people.
   d to remind him of his relatives back home.

3 What was the real aim of Tom’s trip?
   a to raise money for charity.
   b to fulfil a lifelong ambition.
   c to encourage others to follow in his footsteps.
   d to see the world before settling down.

4 What did Tom discover as he cycled through different countries?
   a people were more friendly than he expected.
   b what kind of person he really was.
   c that his original ideas about places were correct.
   d that his language skills were better than he thought.

5 Why did Tom go to Fremantle?
   a because he wanted to visit his family.
   b because he had decided to become a sailor.
   c because the town was named after his ancestor.
   d because Captain Charles Fremantle recommended it.

6 What is Tom’s job now?
   a He’s a professional cyclist.
   b He’s a travel writer.
   c He’s a sponsor for Stoke Mandeville Hospital.
   d He’s an explorer.

Writing

7 Write an short essay (about 200 words) about a real or imaginary journey you have made. Use Tom’s story in 6 and the points below to help you.
- Why did you decide to make the journey?
- When did you go on the journey?
- How was it organised?
- What problems did you have?
- What happened in the end?
Word focus

Word building
1 Complete the text with the correct form of the words in brackets.

The secret of my success
Martine McCutcheon
I've always loved dressing up and being glamorous. My first ______ (perform) was when I was aged 10 at stage school. Then when I was a teenager, I spent a few years in a girl band, but we didn't get anywhere. I'd always believed that having ______ (able) and a ______ (believe) in yourself would be enough, but it isn't. You need a formidable team of people behind you and you also need a lot of money. ______ (lucky), I got the chance to audition for a role in a famous soap opera and since then I've been working non-stop. I think I'm ______ (success) for my age because I've worked very hard. I think you need dedication, ______ (confident) and ______ (ambitious) to be an actor. You also need to be able to accept rejection and ______ (criticise) — and that can be frustrating. I think the secret to success is being happy in your career. You spend most of your time working so you should have lots of ______ (enthusiastic) for it. I may feel nervous when I go on in front of the cameras, but each time I see it as a new ______ (achieve), a new conquest.

Prepositions
3 Complete the text with the prepositions. You can use a preposition more than once.

Jess Simpson is an 18-year-old student, but at the weekend she referees professional rugby league matches. Rugby matches usually end in a ______ victory, one side and defeat for the other, but sometimes during the match players ______ the opposing teams get into heated arguments ______ the pitch. Jess Simpson has to deal ______ these angry giants, and restore the peace. 'As a referee, you are ______ pressure to keep things running smoothly,' Jess points out. 'Most ______ the time it's only about enforcing the rules, but when those rules are broken, somebody has to step in and save the day.' And her skills as a peacemaker have earned her a job ______ a referee on the professional circuit.

It wasn't ______ chance that Jess was introduced ______ rugby. She got interested ______ the sport because her father was once a referee himself.

Wor ds that go together
4 Choose the best word, a, b, or c, to complete sentences 1–5.

1 Oliver was ______ to ask the pop star for her autograph, but he was too shy.
a dying b shocked c excited
2 Brad has nothing to ______ back on if he loses his job.
a fall b come c look
3 Teenage stars often find it difficult to ______ the press.
a deal b handle c cope
4 Professional footballers are able to earn a(n) ______ lot of money.
a awful b terrible c horrible
5 If you're a model it ______ sense to prepare yourself for another job. Most modelling careers are very short.
a sees b makes c has

Phrasal verbs
2 Complete sentences 1–6 with the correct form of one of these phrasal verbs.

• back up • break up • lay down • pick up • pile up • turn to

1 When Luke arrived at the foot of the mountain, his enthusiasm for the climb ______ fear.
2 The pop group ______ after a few months. Nobody was buying their records.
3 Thanks to my boss ______ me ______, I managed to get the promotion.
4 Before leaving for the airport, I had to ______ my ticket from the travel agent.
5 On my first day at work, the manager ______ the rules and told me what I was responsible for.
6 Emma couldn't cope with her new job. The work ______ and there was no time to do everything.

Skills and qualities needed in different jobs
5 Match these skills or qualities to the jobs below.

• computer-literate • confident • creative
• fluent in two languages • good communication skills
• organisational skills • patient • physically fit
• responsible • secretarial skills • sociable

life guard personal assistant tour guide
North-east of Trafalgar Square begins the maze of narrow streets and tiny alleys called Covent Garden, now the centre of entertainment in London but once a notorious low-life district and a criminal haunt. There has been some type of market on this spot for more than 300 years, but the name actually derives from the convent garden that occupied the area until the time of Henry VIII, when the convent was abandoned.

At the centre of Covent Garden lies a cobbled square and superb steel and glass market pavilions constructed in the 1830s to house flower, fruit, and vegetable stalls. The market was moved to new quarters south of the river Thames in 1974, and the old district passed into several years of poverty and neglect. But in the early 1980s, Covent Garden was refurbished into an area of restaurants, shops, and cafés. It's now a showplace for buskers (street entertainers), and a summer paradise both for office workers at lunch time and for tourists.

The popular Jubilee Market at the weekend offers a colourful mixture of arts and crafts, food stalls and puppet shows. But the action really heats up at night. Those with a taste for English tradition might drink at the many ancient pubs in the area such as the Lamb and Flag, a sixteenth century pub known in its more sinister days as the 'Bucket of Blood'. Sutton's cafe is good for a quiet chat, while the Rock Garden offers ear-shattering music.

Covent Garden is also synonymous with British theatre, for the district plays host to the best of London's drama, music, and dance. It is also popular for afternoon shopping, especially Neal Street with its unique collection of specialty shops. One shop sells only kites, another deals in shells. Book lovers usually head for Charing Cross Road, which marks the western boundary of the Covent Garden district with a solid wall of book shops, all of which have a great atmosphere. It's all a far cry from the district of low life and crime that it used to be!

1 Read the text and answer the following questions.
1. How long has the area been associated with a market?
2. Where does the name Covent Garden originate from?
3. What can you find at the centre of Covent Garden?
4. What changes took place when the area was refurbished?
5. What can you find at the Jubilee Market?
6. What kind of night life can be found in Covent Garden?
7. What is unusual about the shops in Neal Street?
8. What is Charing Cross Road famous for?

2 Answer these questions about your country.
1. Do you have any areas similar to Covent Garden in your country? Can you describe them?
2. What kinds of local markets do you have? How do you think they have changed over the years?
3. How common is busking in your country?
4. What is the night life like where you live? How do you think it might be improved?
5. What kinds of refurbishment have taken place recently in your town or city?
6. How important is it to keep on investing time and money in improving the surroundings and facilities in our communities?
The Mary Celeste

1. In pairs, discuss whether you agree with this statement: There are creatures in the sea that we can’t begin to imagine.

Reading

2. Explain the meaning of these words. Use a dictionary if necessary.
   - cabin  - cargo - crew - deck - lifeboat - sails

3. Skim read the text and find out why the Marie Celeste was considered to be a mysterious ship.

4. Scan the text and complete the information.
   - Ship’s destination: _______
   - Ship’s cargo: _______
   - Original number of people on board: _______
   - First sighting of the ship: _______
   - Beginning of US Naval Court investigation: _______
   - Date of ship’s destruction: _______

A MARITIME MYSTERY

On 5 November 1872, Captain Benjamin Briggs and his crew raised the sails of their ship the Mary Celeste in New York’s East River and sailed out of the harbour into the Atlantic Ocean. They were making for the Italian port of Genoa, where they planned to unload their cargo of industrial alcohol.

On 4 December, the ship was sighted by Captain Moorhouse of the ship Dei Gratia, about 600 miles west of the Azores. Puzzled by her irregular movements, Moorhouse sent a small boarding party to investigate. What they found on deck is still argued over today. The ship was deserted: the Captain, his wife, their two-year-old daughter and seven crew members, along with the only lifeboat, had all disappeared.

What they had left behind suggested that they must have abandoned the ship in a great hurry. Only some navigational instruments and the ship’s official documents were taken. Everything else (provisions, water, clothing and the crew’s tobacco) remained on board. Even the cargo was untouched. In the crew’s accommodation below the decks, they found bedding and floors soaked with rainwater, suggesting the ship could have run into severe weather after leaving port.

On 13 December, the US Naval Court of Investigation started looking into the case of the Mary Celeste and the legend began to take shape. The Chief Investigator concentrated on some strange discoveries made aboard the abandoned ship: an axe-mark and brown stains on the deck and Briggs’ sword could have been evidence of a fight. This theory did not stand up, however, after tests showed that the brown stains were not blood and there was no other evidence of a conflict on board.

Another theory was that the captain and his family might have been murdered by his crew who had been drinking from one of the barrels of industrial alcohol, usually called methanol. But there were flaws in this theory, too. Methanol doesn’t turn people into drunks; it poisons them.

A slightly more sensible theory was that the crew might have become alarmed by the amount of water the ship took on during a storm, and decided to abandon ship in the lifeboat. Yet Briggs, an experienced sailor, would have known the amount of water wasn’t enough to threaten the ship.

The most likely explanation is connected with the ship’s cargo. Industrial alcohol is potentially explosive. If something happened to one of the barrels on board, the crew would have to act quickly. Investigators did find out that one of the barrels was damaged. It could have been damaged during a storm and might have begun to release lethal fumes. Fearing an explosion, the captain may have ordered the crew to abandon ship. The crew lowered the lifeboat, which then sank during the violent storm. This would explain many of the mysterious features of the ship.

Unfortunately, it can’t be put to the test: the ship was destroyed by fire in an insurance fraud 12 years after its crew disappeared. So the Mary Celeste took with her the last hope of solving the most famous maritime mystery of all time.

Focus magazine
5 Read the text again and find the four suggested theories about the crew’s disappearance.
1  
2  
3  
4  

Exam training

Multiple-choice questions
First, read the questions (not the options), this will help you to focus on what to look for in the text. Then read the text. Next, go back to the questions and read all the options carefully and underline the parts of the text which help you make your choice.

6 Choose the best answer to questions 1–4.
1 Why did Captain Moorehouse decide to send some men to board the Mary Celeste?
   a He could see no one at all on board the ship.
   b The sailors on the ship had sent a request for help.
   c The ship was sailing in a very strange way.
   d There was something odd about the shape of the ship.
2 What did the men discover after boarding the ship?
   a All the essential provisions for survival had disappeared.
   b There was evidence that the ship had met with a storm.
   c The ship’s instruments and documents were all below the decks.
   d The crew’s accommodation had not been slept in.
3 What does ‘the legend began to take shape’ mean?
   a It had not been heard by anyone before.
   b It slowly developed into something definite.
   c It gradually got longer and more complex.
   d It became a story everyone wanted to hear.
4 Why did the mystery remain unsolved?
   a The ship was too damaged for any conclusions to be drawn.
   b The ship sank as it was being brought back to the port.
   c The ship was broken up by an insurance company.
   d The ship was later deliberately set on fire.

Vocabulary

7 Match these adjectives to the nouns 1–6 to make word combinations which appear in the text.
   - boarding - last - lethal - official - severe - violent
   1 documents 4 fumes
   2 weather 5 storm
   3 party 6 hope

Mystery and imagination

8 Explain the meaning of these words and phrases as they are used in the text.
   1 legend 7 alarmed
   2 strange discoveries 8 likely explanation
   3 evidence 9 explosion
   4 conflict 10 mysterious features
   5 murdered 11 disappeared
   6 flaws in the theory 12 maritime mystery

Time to talk!

Discuss the following questions.
- Have you ever heard of any mysteries of this kind?
- What possible explanations could there be for what happened?
- Do you think that there is always an explanation for everything that happens? Why/Why not?
Grammar

Past modals

Quick quiz

1 Underline the correct words to complete the rules.
   1 Modals form their negative by adding not/do not.
   2 Modals form questions by using do/inverting the modal and subject.
   3 One modal can have different meanings/ forms.

2 Describe what you can see in this picture. What do you think it is or might once have been?

3 You are going to hear a news item about the ancient monument Stonehenge, which is in the south of England. Read the notes carefully, then complete the information.

Stonehenge
1 Meaning of ‘Stonehenge’: __________________________
2 Possible date of building: __________________________
3 Possible nationality of ‘architect’: ____________________
4 Where stones probably came from: ___________________
5 Possible purpose of the building: ____________________

4 Listen again and find out:
1 how popular Stonehenge is.
2 why the druids couldn’t have built Stonehenge.
3 why Stonehenge couldn’t have been designed by an English person.
4 what problem the builders might have had with the stones.

5 Match the past modals to their functions 1–3.
   - may have done   - might have done   - needn’t have done
   - ought to have done   - should have done
   1 expressing possibility
   2 expressing obligation
   3 expressing lack of necessity

6 Expand the notes at the end of sentences 1–6 using one of the past modals in 5.

Example
I got up late so I missed the bus to school. I / get up earlier.
I ought to have got up earlier!
1 I only got 3 out of 10 for my homework. I / do better!
2 I phoned Mary this morning but there was no reply. She / leave the house early.
3 I can’t find my swimming things anywhere. I / leave / at the pool.
4 I brought my swimming things but we don’t have swimming today. I / bring them.
5 ‘I called you earlier but you didn’t answer the phone.’ ‘I / in the shower.’
6 Mary phoned last night after I wrote to her. I / write her another letter.

Logical explanations

7 Match the past modals 1–3 to the meanings a–c.
   1 can’t/couldn’t have  a This is possible.
   2 must have          b This is almost certainly impossible.
   3 could have         c This is almost certainly the case.

8 Write sentences saying why the people in 1–7 can’t/couldn’t/must have done these things. Use the verb in brackets.

Example
Paul couldn’t have painted (paint) this picture. He has no artistic talent whatsoever!
1 Sam ________ (discover) a new restaurant in town. He said he had a fantastic meal out last night.
2 Sara ________ (get) top marks in the exam if only she had worked harder.
3 The neighbours ________ (go) on holiday because their car is still in the driveway.
4 The twins ________ (come) back home very late last night. It’s midday and they still haven’t got out of bed yet.
5 I ________ (phone) you to say that we’d be late. I forgot I had my mobile with me!
6 Jim isn’t here yet. It’s not like him – he’s always on time. His car ________ (break) down.
7 The grass looks wet. It ________ (rain) last night.
9 Complete the text with phrases a–h.
   a needn’t have worried  e might have been damaged
   b can’t have been       f could have formed
   c might have originated g must have been put there
   d ought to have been stopped h might have been

Construction workers 1 _______ too happy when they were suddenly ordered to stop all building work. It appears that while they were excavating for the foundation of a new block of flats they discovered some ancient stones in a circular formation. At this early stage, it is impossible to say exactly what the stones 2 _______ put there for. It was originally thought that they 3 _______ part of an ancient temple but one thing is certain: they 4 _______ several hundred years ago, if not longer.

Archaeologists, alarmed that the stones 5 _______ by the excavation work, 6 _______. The construction company agreed temporarily to stop building work, so that experts could determine what period of history the stones 7 _______ from. However, they also stressed that they would not be able to wait indefinitely.

City officials agreed that work 8 _______ sooner but said that it was important to preserve the historical relics. However, as one local put it, ‘What good is a pile of stones when what we want is new homes?’

Let’s activate
How did they do it?

10 In pairs or small groups, describe what these pictures show, then discuss:
   a how these monuments and buildings could/might/must/can’t have been constructed.
   b what it must have been like working to build these monuments.

Discussion
11 Imagine you had discovered some interesting historical remains on a piece of land where you were going to build a house. In small groups, decide what you would/might/could have done. Give reasons for your decisions.
Listening and speaking

Science fiction

1 Discuss these questions with a partner.
   1 What does science fiction mean?
   2 What science fiction films/books have you seen/read? Did you like them? Why/Why not?
   3 Why do you think some people enjoy this kind of story?

2 Look at the pictures. Do you recognise either of these science-fiction films? Which scene looks the most interesting to you? Why?

Listening

Exam training

Completing sentences
Read the sentences carefully and try to imagine what the answers might be. Whatever you write to complete the sentence must fit in grammatically and be spelt correctly.

3 You are going to hear an interview with two actors who take part in a popular TV science fiction programme called Out of this World. Listen and complete sentences 1–9.
   1 Bob thinks that the popularity of the science fiction series is due to its excellent ________
   2 Before working on the series, Kate and Bob had both been employed in the ________
   3 Kate has always preferred science fiction to ________
   4 Bob is more interested in the most recent ________ than in science fiction.
   5 Kate and Bob are both enthusiastic about ________
   6 Neither Kate nor Bob worries about the ________ when they’re out of doors.
   7 Kate suspects that few people know the ________ of herself and her co-actor.
   8 Kate confesses that she is a very ________ person.
   9 Bob considers acting to be an extremely ________

Pronunciation

Sounds and spelling

4 The first word in each group 1–5 occurs in the recording. Underline the other words in each group that rhyme with the first word. Then listen and check your answers.

Example:

<table>
<thead>
<tr>
<th>known</th>
<th>brown</th>
<th>blown</th>
<th>mean</th>
<th>alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>enough</td>
<td>through</td>
<td>too</td>
<td>through</td>
<td>cough</td>
</tr>
<tr>
<td>blue</td>
<td>drew</td>
<td>site</td>
<td>eight</td>
<td>took</td>
</tr>
<tr>
<td>right</td>
<td>height</td>
<td>site</td>
<td>eight</td>
<td>light</td>
</tr>
<tr>
<td>course</td>
<td>worse</td>
<td>horse</td>
<td>force</td>
<td>coarse</td>
</tr>
<tr>
<td>care</td>
<td>wear</td>
<td>fear</td>
<td>bear</td>
<td>fair</td>
</tr>
</tbody>
</table>

Speaking

Expressing feelings and opinions

5 Complete the expressions the speakers used in 3 to talk about their feelings and opinions. Use these words.

- admit - care - denying - into - matter - sceptical - tired - worried

1 Don’t you get a bit ________ of appearing in a science fiction series?
2 I was ________ science fiction in a big way.
3 I’m a bit more ________ about science fiction stories. I take them with a pinch of salt.
4 Does that ________ to you?
5 I don’t ________ whether I’m recognised for myself, or my role.
6 I’m not particularly ________ if nothing else comes along.
7 I have to ________ that I’m ambitious.
8 There’s no ________ the fact that acting is a very insecure profession.

6 Choose five of the expressions you found in 5 and write sentences of your own.
Stimulus-based discussion

8 Discuss these questions.
1 What do the photographs show?
2 What does the headline suggest?
3 What advantages or disadvantages do you think space exploration might bring?
4 Do you think spending money on space exploration is worthwhile?
5 How optimistic are you that life exists on other planets?

Hopes raised for discovery of life on Mars

Suggesting explanations

7 In small groups, discuss this situation. Decide what might be the cause of these illnesses. Use the dialogue box to help you.

The population of a small town in a remote part of the country has begun to develop illnesses such as skin complaints and breathing problems. Near the town is a large factory where most of the town’s inhabitants are employed.

Suggesting explanations

A If you ask me, they could have something to do with the factory.
B It can’t be anything to do with that! The factory must have been there for some time. People would have started falling ill before now, surely.
C Not necessarily. These things often take some time to have an effect.
A But don’t you think that the factory is the most likely explanation?
C I can’t see what else it could be.
Writing a detective story

A murder investigation

1 In pairs, discuss these questions.
   1 Why do people enjoy reading detective stories?
   2 How easy is it to work out who the criminal is?

Studying the sample

Understanding the task

2 Read the text quickly and choose the best title, a, b, c, or d, for it.
   a Clues in a rubbish bag
   b Murder at Willowdale Court Mansions
   c Accidental death
   d The man with the bald head

3 Now scan the text and complete the information.
   1 Possible crime committed: _________
   2 Location: _________
   3 Victim: _________
   4 Clues: _________
   5 Suspects: _________
   6 Possible motives for the crime: _________
   7 Possible solution to the crime: _________

4 Describe the people in these pictures. Which of the characters in the story do you think they represent?

5 Now answer the questions.
   1 Can you guess who the murderer was?
   2 Why might the person have committed the crime?

Title

1 It was a winter afternoon just before my birthday when Detective Sergeant Finney rang to say there had been a death in a mansion block. Accidental, according to the neighbours. A man had fallen down some steps.

2 Snow began as I left for Willowdale Court Mansions. The deceased was Graham Dunn, a 56-year-old, divorced estate agent who lived alone. The body was at the back near the dustbins. Nearby, there was a plastic bag and some rubbish which had fallen out of it: an apple, some tea bags, a bottle of shampoo, a tin of cat food and a nappy. I was suspicious. The man was bald. Why a bottle of shampoo? He had no pets or children, either. The rubbish couldn’t have been his. We went to talk to the neighbours.

3 DS Finney and I began our enquiries in the basement. The owners, Rebecca and Stewart Morris, a couple in their twenties, had a baby. They told us that Dunn often complained about its crying. They made us tea. They had noticed Dunn’s body only when they let the cat in.

4 The owner of the flat on the first floor was a divorcée, Abigail Stratton. She had two cats, and she often looked after the baby for the couple downstairs. She couldn’t stand the deceased, but she didn’t say why. She offered us tea.

5 On the ground floor, we had a look at Dunn’s flat. The door was open and his rubbish bin was empty. Otherwise all was in order. We decided to talk to the remaining neighbours.

6 A woman called Mrs Pritchard lived alone on the second floor. She admitted that she didn’t like Dunn. All day long he played music. Finally, we questioned the porter, but he had been next door all day mending a roof.

7 The death certificate showed Dunn’s death was no accident. The murderer must have left the rubbish to make it look accidental, but the rubbish provided clues. We were fairly certain who the murderer was. We stood on the doorstep, about to push a bell.
Creating atmosphere

6 Scan the text again. In which paragraph(s) does the narrator:
   1. ask himself a direct question?
   2. describe what the weather was like?
   3. leave the reader in suspense?
   4. mention the time of year?

Steps to better writing

Visualising your story

7 Decide which of the words in the list could be used to describe:
   a. the weather.
   b. surroundings or objects.
   c. a person's physical appearance.
   d. a person's character.
   - cold, grey, poor, unfortunate
   - a light fall of
   - half-eaten, disposable, smiling, round-faced
   - rather cramped, middle-aged, with short, brown hair
   - appallingly loud

8 Put the words in 7 into the story to make it more interesting. The list follows the order of the story.

Creating characters

9 Study the example, then use the prompts to write a sentence describing each character.

Example

He was a 56-year-old estate agent called Graham Dunn, a bald man, who was divorced and lived alone.

1. female / red-haired / middle-aged / Ruth Thompson / shop assistant / unmarried / three cats
2. male / dark-haired / Brian Smith / 32 / computer salesman / separated / two children
3. male / grey-haired / Tim Winter / 68 / retired / married / no children

10 Write one sentence describing a character of your own.

Paragraph openers

11 Expand these notes to make one or two sentences you could use to begin paragraphs in a detective story.

   1. it / be / one day / just before / New Year / 6 p.m. / phone / ring
   2. snow / begin / as / make my way / hotel / deceased / name?
   3. we / enquiries / reception / deceased / guest / two weeks
   4. 2nd floor / had a look / living room / deceased / everything in order
   5. hotel porter / admit / people not like / deceased / unfriendly

Writing your detective story

Understanding the task

12 You are going to write a short detective story (200–250 words). It should contain five or six paragraphs.

Planning

13 In groups, make notes of the details of your story. Brainstorm your ideas and decide:
   - when and where the story is going to take place.
   - what is going to happen.
   - what characters you are going to create.
   - who is investigating what happens.
   - what the suspects are doing when the event happens.

Writing

Exam training

Writing effectively

When you are planning your story, remember to include interesting descriptions of people, places, and events.

14 Write your story as if you were a detective. You could include an illustration of the place, an object or a character in the story. Do not reveal the identity of the person who committed the crime.
   - Describe the weather and the time of year.
   - Describe the place and important objects.
   - Describe characters effectively.
   - Use adjectives and adverbs to make your description more interesting.

Checking

15 Check that you have:
   - created atmosphere.
   - provided clues for readers.
   - provided a title.
   - written the right amount (200–250 words).

Guess who did it!

16 In pairs, read your stories to each other and try to guess who committed the crime and why.
Let's practise grammar

Past modals

1 Rewrite the sentences using should/shouldn't have, ought not to have, needn't have, may have, could have or might have.

1 It was such a silly thing to argue about.
   We …

2 It wasn't a good idea to lie about your exam results.
   You …

3 If you hadn’t wasted your money, you wouldn’t be hard-up.
   You …

4 It's possible that police have caught the murderer.
   The police …

5 It wasn't necessary to take a coat. It was hot all day.
   I …

6 John had the ability to win the race, but he fell over at the start.
   John …

7 It's probable that Chris failed his exam. He didn't do enough revision.
   Chris …

8 I didn't take an umbrella and I needed one.
   I …

Logical explanations

2 Write sentences using the prompts at the end of sentences 1–7 and can't have, could have, couldn't have or must have. There may be more than one answer for each sentence.

1 I'm certain that he was at the bank that afternoon. He / commit / the robbery.

2 Ruth is on holiday at the moment. You / not see her / at the record shop.

3 Graham didn't pass his driving test. He / not practise / very much.

4 I can't remember when Andy left exactly. It / be / eight or nine o'clock.

5 Tom ran the London Marathon last year. That / be / difficult.

6 I'm sure Mel will turn up. She / not forget / the party was this evening.

7 I wish I'd bought a lottery ticket. I / win / the jackpot.

3 Underline the correct modal to complete this discussion about the detective story on page 74.

Clare So who do you think committed the crime?

Luke Well, it 1 couldn't have been/mustn't have been the porter because he was mending the roof all day.

Yasmin And it 2 mightn't have been/can't have been Mr and Mrs Morris because they reported the crime.

Clare What about Mrs Pritchard?

Rob Well, she 3 can have done/might have done it. She didn't like Dunn's music, but that's not really a motive.

Yasmin I think it 4 must have been/should have been Abigail Stratton. She's the only one who won't say why she disliked Dunn. And that's suspicious.

Clare The detective 5 needn't have asked/should have asked her more questions. We 6 could have identified/must have identified the murderer by now.

4 Correct the mistakes in sentences 1–8.

1 You mustn't have seen Anne in town yesterday, she's away on holiday.

2 We needn't worried, everything turned out fine in the end.

3 You ought have phoned to let me know you were going to be late.

4 The letter must had been posted at least two days ago.

5 I can't find my glasses. I should have left them at school I suppose, or perhaps they're at John's house.

6 Nobody knows who wrote the play. Experts think it can have been written by Shakespeare, but it's not absolutely certain.

7 We must have left earlier, then we wouldn't have missed the train.

8 I haven't seen Pete. He may go to the cinema I suppose.
Let's practise skills

Listening

5 You are going to hear a story called *The Runaway*. Listen and decide if the statements are true (T) or false (F).

1. The driver stopped the car because he saw a teenager on a lonely road.  
2. When he stopped, she ran away.  
3. The driver persuaded the girl to let him take her home.  
4. The woman who answered the door was Sarah’s mother.  
5. The woman asked if there had been a car crash.  
6. When the driver walked back to the car, Sarah had disappeared.

Writing

6 Write a short story (about 200 words) about a strange event. Use questions 1–4 to help you and include some of the modals from 5.

1. Where were you when it happened? What was the weather like?
2. Who are the people in the story? What are they like?
3. What happened?
4. How does the story end?

Reading

7 Scan the text and find the answers to the questions.

1. At what time can advance ticket holders enter?
2. What are the other advantages of booking your ticket in advance?
3. What is the last date for advance booking?
4. Which two forms of payment are not accepted?
5. What is the disadvantage of paying by credit card?

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**SCIENCE FICTION CONVENTION**

**SATURDAY 13TH DECEMBER, WIMBLEDON CONFERENCE CENTRE**

Doors open 11am (Advance ticket holders only) & 11.30 am if buying a ticket on the day.

**WHAT WILL BE AT THE SCIENCE FICTION CONVENTION?**

- Autograph Signing Session
- Guest Talk (Questions and Answers)
- Official Photograph Session
- Auction
- Competitions
- Dealer Stalls

**MEET SPECIAL STAR GUESTS**

**THE O FILES**

Talk to stars and writers.

**STAR VOYAGE**

Secrets of special effects revealed.

Costumes available to buy.

**SPACE BATTLES**

Stars from all episodes!

Many appearing for the first time ever!

**GINNY THE VAMPIRE HUNTER**

Meet the stars and creators.

AND MANY MORE!!

**OFFICIAL TICKET INFORMATION**

Tickets ARE available on the door and in advance.

**BOOK YOUR TICKET IN ADVANCE SAVE MONEY & GET IN EARLIER**

Book your ticket in advance and you can get in 30 minutes earlier than normal. Also you will get your autograph ticket first which means less queuing!

Advance bookings MUST be received NO later than the 8th December. After this date you can buy normal entry tickets on the door.

**PAY IN ADVANCE BY CREDIT CARD**

We accept Visa & Mastercard payments through www.paypal.com but only in advance. If you would like to pay using either of these credit cards, click on the button next to the ticket information below and follow the details. Note that a payment charge incurred when paying by card is included on checkout.

**PAY BY CHEQUE OR POSTAL ORDER**

We accept Cheques or Postal Orders (No Euro Cheques or International Money Orders).

**PAY BY CASH**

Send Cash by Registered or Insured Delivery. We accept UK Pounds Sterling or US Dollars (If paying by US Dollars, please contact us for the ticket price. Send with your Name, Address, Telephone Number and Email address.)
**Word focus**

**Prepositions**

1. Complete the text with these prepositions.
   - by • from • in • of • to • with

There's no longer any need to feel alarmed things that go bump in the night. According a recent study, ghosts could be the result the random activity of an idle brain.

The theory comes a study of hallucinations experienced blind people. It was put the test by scanning patient's brains while they were hallucinating. The scans showed evidence activity the brain's visual cortex when people were half asleep.

The visions they experienced were often frightening, such as grotesque faces prominent eyes and teeth, and ghostly figures old-fashioned costumes.

'When there's no information coming in and the brain is idle, it starts to produce these images,' said one researcher. 'I'm sure ghosts, fairies and witches all relate in some way these disembodied hallucinations. It explains why characters supernatural tales from around the world look so similar.'

_The Express_

**Words with opposite meanings**

3. Write the opposites of these words 1–12.

|--------|------------|-----------|------------|-----------|-----------|--------------|----------|--------------|-----------|-----------------|----------|

**Order of adjectives**

4. Put the adjectives in the correct order.

| 1. A / black / small / suspicious-looking ... briefcase. |
| 2. A / leather / brown / large ... chair. |
| 3. A(n) / sports / old-fashioned / blue ... car. |
| 4. A(n) / Swiss / gold / expensive ... watch. |
| 5. A(n) / fast / impressive-looking / Japanese ... motorbike. |

---

**The right verb**

2. Complete the sentences with the correct form of these verbs.

- abandon • damage • destroy • order • puzzle • raise

1. There have been many plans the wreck of the Titanic from the bottom of the ocean, but so far no one has come up with one that worked.

2. In the second World War, the retreating army the bridges over the river.

3. The crew had no choice but the sinking ship.

4. The secret of the origin of crop circles experts of the paranormal for decades.

5. When the ship hit an iceberg, the Captain the crew to lower the lifeboats.

6. The storm seriously the sails, making the ship unable to continue its journey.
Yes, 'Some time ago,' Klausner said, 'I made a simple instrument that proved to me the existence of many odd inaudible sounds. Often I have sat and watched the needle of my instrument recording the presence of sound vibrations in the air when I myself could hear nothing. And those are the sounds I want to listen to. I want to know where they come from and who or what is making them.'

'And that machine on the table there,' the Doctor said, 'is that going to allow you to hear these noises?'

'Of course, who knows? So far, I've had no luck. But I've made some changes in it and tonight I'm ready for another trial. This machine,' he said, touching it with his hands, 'is designed to pick up sound vibrations that are too high-pitched for reception by the human ear, and to convert them to a scale of audible tones. I tune it in, almost like a radio.

'It isn't complicated. Say I wish to listen to the squeak of a bat. That's a fairly high-pitched sound—about thirty thousand vibrations a second. The average human ear can't quite hear it. Now, if there were a bat flying around this room and I tuned in to thirty thousand on my machine, I would hear the squeaking of that bat very clearly. I would even hear the correct note—F sharp, or B flat, or whatever it might be—but merely at a much lower pitch. Don't you understand?'

The Doctor looked at the long, black coffin box. 'And you're going to try it tonight?'

'Yes.'...

... He placed the box carefully on a small wooden table that stood on the lawn. He returned to the shed and fetched a pair of earphones. He plugged the wire connections from the earphones into the machine and put the earphones over his ears. The movements of his hands were quick and precise. He was excited, and breathed loudly and quickly through his mouth. He kept on talking to himself with little words of comfort and encouragement, as though he were afraid—afraid that the machine might not work and afraid also of what might happen if it did ...

The needle crept slowly across the dial, and suddenly he heard a shriek, a frightful piercing shriek, and he jumped and dropped his hands, catching hold of the edge of the table. He stared around him as if expecting to see the person who had shrieked. There was no one in sight except the woman in the garden next door, and it was certainly not she. She was bending down, cutting yellow roses and putting them in her basket.

Again it came—a throatless, inhuman shriek, sharp and short, very clear and cold. The note itself possessed a minor, metallic quality that he had never heard before. Klausner looked around him, searching instinctively for the source of the noise. The woman next door was the only living thing in sight. He saw her reach down, take a rose stem in the fingers of one hand and snip the stem with a pair of scissors. Again he heard the scream.

It came at the exact moment when the stem was cut.

Your reactions

In pairs, discuss these questions.

- What do you think Klausner hoped his redesigned machine would be able to do?
- What connection do you think the woman in the garden next door had with the sound that he heard?
- How useful do you think a machine like Klausner's would be?
- Do you agree that plants might have feelings they can communicate? (Why?/Why not?)
1 Put the verbs in brackets into the correct tense.

**The Roswell Mystery**

UFOs are big business. Movie producers make huge fortunes out of them, scientists and writers make their livings from investigating them, and huge parts of the Internet are dedicated to them. In fact, most people are fascinated by the thought of aliens visiting Earth.

Perhaps one of the most famous UFO sightings happened in Roswell, New Mexico in 1947. In July, something strange wreckage and a crash site at the US Air Force base at Roswell, just a month after someone spotted nine disc-shaped UFOs flying over Mount Rainier. All sorts of reports followed of aliens, dead and alive, which were seen at the site. An investigation was carried out by Government Agents, but what actually happened is never revealed.

To try and find out more, we interviewed Dr Green, a member of the Roswell Institute. Several years ago, Green worked at the Centre when he came into contact by the son of the security man who was on guard duty when the UFO crash happened. Apparently, his father saw alien corpses and even a live alien near the crash site.

After the incident, government agents threatened his father and he was forbidden to tell anyone about what he witnessed. But many years later, when he was ill, he revealed it to his son, who then told Dr Green. Soon afterwards, the son himself was warned off by mysterious men dressed in black suits.

Since Roswell, there have been thousands of UFO sightings worldwide. Some are explained by natural phenomena, but what about the others?

And if there really are extraterrestrials living on alien planets, are you interested in visiting us?

**Complete these adverb clauses with these words.**

- if / so that / although / because
- so ... that / while / or when

1. The UFO story was **mysterious** everyone wanted to know more.
2. I didn't believe in aliens, **I decided to visit Roswell.**
3. I went to the Air Force base **I could see if the story was true.**
4. I was there, I had a strange experience.
5. People asked me about it, I couldn't remember anything.
6. I had remembered something, I might have proved that the story was true.
7. No one listened to me I had no proof.

**Choose the best modal for each sentence.**

1. Tim is convinced he saw a UFO. ‘He has to have/should have imagined it!’
2. I can’t find my mobile phone anywhere. ‘You ought to have / may have left it at school.’
3. I’ve bought this Star Trek video to watch this evening. ‘You needn’t have / couldn’t have. We’ve already seen it.’
4. I think Peter has forgotten about my birthday. ‘He can’t have / must have done. He never forgets anything.’
5. I’ve finished repairing the computer. ‘You can’t have / should have. You only started 10 minutes ago.’
6. Clare was unsure about what she saw. ‘Do you think she might have / ought to have had a paranormal experience?’

**Choose the best alternative for each sentence.**

1. As soon as Trevor noticed the strange light in the sky, he reported it to the police.
2. By the time the police arrived, the strange light had disappeared.
3. Did you visit New Mexico in 1947?
4. The guard saw the alien while he was working.
5. After he had seen the alien, he wanted to tell people about it.
6. Scott was fascinated. He has never heard about Roswell before.
7. Debra was tired. She had been reading about strange phenomena all night.
8. Eddie told a ghost story when all the lights went out.
9. Tina wasn’t believing in ghosts until she saw one.
10. I was hearing a strange noise while I was lying in bed. It sounded like an aeroplane flying over the house.
Vocabulary
Adjectives describing people
5 Put these adjectives into the correct categories.
- bald • elderly • small • curly
- grey-haired • middle-aged • thin
- dark-haired • ugly • straight
- casual • youngish • fashionable
- in their teens / twenties • scruffy
- tall • overweight • well-built
- interesting-looking • attractive
- red-haired • beard • blonde
- moustache • wavy • smart
- suspicious-looking

age

size

hair

clothes

general appearance

6 Find words connected with mystery and imagination which mean the same as the following explanations. The first and last letters of each word are given.
1 a story passed on from one generation to another: a __________
2 the facts that make you believe something is true: e________
3 possible reasons for something: l________y e________s
4 vanished without trace: d________d
5 unusual findings: s________e d________s
6 something illogical about the explanation: a f________w in a t________v

The right words
7 Choose the correct option, a, b or c, to complete the text.

Last weekend
David Smith visited Hampton Court Palace and had a strange encounter. A sudden wind made the hairs rise on the back of my neck... I had just set foot in the haunted gallery. 'A ghost?' I said. 'Actually there's a draught from those doorways,' grinned the tour guide.

For sceptics, there's always a _______ explanation. But recently so many visitors have been _______ by the sight of a phantom that Hampton Court Palace has called in the ghostbusters.

Dr Richard Wiseman, a professional investigator of the paranormal, is _______ the sightings. He's filling Henry VIII's home with 21st century gadgets to try to _______ whether the ghost really exists.

But as he prepared to _______ the paranormal, Dr Wiseman admitted: 'I don't think we're going to find a ghost here. I don't believe in ghosts. But I don't think people are lying,' he adds. 'I'm here to understand what have been real _______ and I have to admit this is quite a mystery.'

People say the ghost is Henry's VIII's wife, the 20-year-old Catherine Howard. Catherine spent her last days at Hampton Court before being beheaded at the Tower of London. Days before her death she tried to _______ from her lodging and _______ the room of the King. But before she could reach him and beg for mercy, she was dragged back.

Now visitors to Hampton Court are invited to identify areas of the gallery where they feel 'cold', 'tingly' or something more to help Dr Wiseman's ghost-hunt.

One night I went to the gallery alone, hoping to _______ the ghost. It was one a.m., the gallery was _______ and it was difficult to _______ things out in the darkness. I couldn't quite walk along the corridor without expecting something dreadful to happen.

_________ there was a noise – the door was slowly opening. I _______ my breath, then as I turned round, I was blinded by bright white light. Was this the ghost of Catherine? No, it wasn't. It _______ to be the newspaper's photographer armed with a camera flash!

From 'A Palace Spook: not a ghost of a chance' by David Smith, The Express – Internet Edition

1 a logical
2 a panicked
3 a looking around
4 a find out
5 a take in
6 a experiments
7 a break
8 a make at
9 a run into
10 a alone
11 a make
12 a Quickly
13 a held
14 a turned over

b considerable
b alarmed
b looking over
b look out
b take off
b experiences
b avoid
b make out of
b run over
b deserted
b see
b Suddenly
b kept
b turned up

c sensitive
c fearful
c looking into
c try out
c take on
c research
c escape
c make for
c run down
c vacant
c watch
c immediately
c seized
c turned out
**Extreme sports**

1. Look at the pictures. Can you name these extreme sports?

---

**Reading**

2. Skim read the text and find out how the writer felt during his wing walk. Ignore the gaps.

---

**Exam training**

*Matching headings*

A heading usually highlights the most important piece of information or the main idea in a paragraph. Read each paragraph carefully and decide what you think it is about before choosing the heading.

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**Wing walk**

1. Wing walking is a spine-chilling activity I once saw on a TV programme called 'Don't try this at home'. After seeing it, I thought to myself, 'I'd love to have a go at that!' A couple of years ago, I actually applied for a job as a wing walker, but was unsuccessful. That was the end of that, or so I thought.

2. Then, a few months ago, a local newspaper picked up on the story that I had been chosen to take part in a relay race around Britain. During the interview, we talked about the different sports and activities I had done around the world. I was then asked, 'What's next?' I had to stop and think for about three milliseconds. 'I would love to do a wing walk!' After the interview was over, I went straight onto the Internet and came across a company called Aerosuperbatics. I thought I'd give them a try. As it turned out, the summer was their busiest time, so I was told to contact them towards the end of August.

3. The summer came and went, and things began to look promising for the wing walk. At around this time, I was contacted by the charity SeeAbility, which provides residential nursing care for blind people with disabilities. They were trying to raise the public's awareness of the charity and wondered whether I could help to promote the charity in any way. I explained the situation with the wing walk, and we decided that this was the ideal occasion.
3 Match the headings a–g to paragraphs 1–6. Give reasons for your choice. There is one heading you do not need.
   a. An unpleasant after-effect
   b. A noisy beginning
   c. A frustrated ambition
   d. A dangerous moment
   e. A perfect opportunity
   f. An unforgettable experience
   g. A chance encounter

4 On the day of the wing walk, it was raining. This was not a good sign. But by the time we had reached the airport, the rain had stopped. I met up with the team by the brightly coloured Utterly Butterfly biplane. After a short chat, I was strapped to the stand on top of the plane's wings. Then it was time for the propeller to start spinning. We headed for the runway and waited for the other air traffic to clear—then we were off. With engines roaring, we moved down the runway, gathering speed as we went. Then, all of a sudden, we were leaving the ground.

5 As we started to climb, the skin on my face started to flap. I could feel my body being pummelled by the fast moving air. I had been told to wave my hands around to show the pilot and the people on the ground that I was having fun. I was so excited that I started doing my Saturday Night Fever routine. The plane performed some tricky manoeuvres. It felt as if I was on a roller coaster. I was told later that we went through a range of -2Gs to +3Gs. This meant that one minute my body was incredibly heavy, and the next incredibly light. I didn't really care. I was having an amazing time.

6 After about 15 minutes, it was time to come down. I felt as if I had only been up there for a few seconds. I suppose I should have been cold but the amount of adrenaline flowing through my body was more than enough to keep me warm. Once off the plane and on the ground, my shoulders began to ache. I worked out that this must have been caused by my dancing against the wind.

The memory of the flight will remain with me for ever. If you ever get the chance to wing walk, grab the opportunity with both hands. And if you don't, give me a shout and I'll do it for you.

4 In pairs, discuss these questions.
   1. How did the writer first become interested in wing walking?
   2. What reminded the writer about his previous ambition?
   3. What turned the wing walk into something more worthwhile than just another exciting experience?
   4. What kind of plane did the writer use for his wing walk?
   5. How did he feel as he did his dance routine?
   6. Looking back, what does he feel about the wing walking flight?

Vocabulary
Leisure activities
5 Complete sentences 1–8 with these words.
   • done • give • got • grabbed • have • remain • take part • was flowing • was having
   1. I'd like to _______ a go at wing walking.
   2. I've _______ sports and activities all over the world.
   3. I want to _______ tandem sky diving a try.
   4. I've always wanted to _______ in a relay race.
   5. I _______ an amazing time.
   6. The adrenaline _______ through my body.
   7. When I _______ the chance to do wing walking, I _______ the opportunity.
   8. The memory of the flight will _______ with me for ever.

Speed and movement
6 Match words 1–7 to meanings a–g, according to how they are used in the text.
   1. spin
   2. head for
   3. roar
   4. gather speed
   5. leave the ground
   6. flap
   7. pummel
   a. increase the pace of
   b. move up and down
   c. beat quickly and repeatedly with your fist
   d. take off
   e. move in the direction of
   f. move quickly, making a loud, deep noise
   g. turn round quickly

Time to talk!
Discuss the following questions.
• What's your opinion of extreme sports?
• What do you think makes people do extreme sports?
• Some people feel that life is too boring nowadays. What's your opinion?
Grammar

The passive

Quick quiz

1 Read statements 1–4 and decide if they are true (T) or false (F).
   1 □ We form the passive with the correct form of
      be + past participle.
   2 □ All verbs can be used in the passive.
   3 □ We use the passive when we know who or what
      did the action.
   4 □ We use the passive with by when we want to say
       who did the action.

2 Read the text and underline all the examples of the
   passive. Then say which tenses the passive verbs are in.

New Zealand

hits the world stage

New Zealand is a country that should be watched with
interest. Its talented inhabitants are fast becoming
internationally famous. Years ago New Zealanders such as
writer Katherine Mansfield and painter Frances Hodgkins
were forced to travel abroad to find success. However, now
that the speed of travel has been greatly increased and
communications are being improved almost daily,
international recognition has also been achieved by New
Zealanders who have chosen to stay at home. In recent years
films like The Piano, which was directed by Jane Campion,
and The Lord of the Rings trilogy, which was directed by Peter
Jackson, have been hugely successful. Indeed, The Lord of the
Rings not only woke the rest of the world up to New Zealand
talent but also helped advertise what a beautiful country it is.
The tourist industry was boosted and the country’s
geographical isolation has become an advantage as more
entertainers, artists, and musicians feel they can live and
work in New Zealand while reaching out to audiences to the
rest of the world.

3 Change the sentences from active to passive. Use the
underlined words as the subject.
   1 The islands have attracted tourists from all over the
      world.
   2 The new ski resort will attract visitors from abroad.
   3 People think the islands are the perfect holiday
      destination.
   4 The travel agent had booked the flights before he
      arranged the accommodation.
   5 They filmed The Lord of the Rings in New Zealand.
   6 People have caught fish weighing up to 400kg in New
      Zealand’s Bay of Islands.

Example

Tourists from all over the world have been attracted
by the islands.

Passive forms with the gerund and the infinitive

4 Match rules 1–3 to examples a–e.

   Rules
   1 Passive forms are often used after verbs followed by a
      gerund, e.g. enjoy being taken to ...
   2 They can also be used after verbs followed by an
      infinitive, e.g. want to be taken to ...
   3 Passive forms can also be used after prepositions, e.g.
      look forward to being taken to ...

   a He hopes to be flown over Mount Cook in a helicopter.
   b The Maori guide was quite relaxed about being asked
      the same questions all the time, but he got tired of
      being photographed by tourists.
   c I remember being given a tour of the museum in
      Auckland.
   d We want to be told about the discovery of the Bay of
      Islands.
   e Jo enjoyed being shown famous tourist attractions.

5 Complete the second sentence in each pair so it means
   the same as the first. Use a passive form and a gerund or
   an infinitive.

   1 I wouldn’t risk someone driving me up Mount Cook.
      I wouldn’t risk ...
   2 Sarah was looking forward to someone teaching her
      scuba diving.
      Sarah was looking forward to ...
   3 My friend can’t stand people telling him about history.
      My friend can’t stand ...
   4 I need someone to advise me about which Maori village
      to visit.
      I need ...
   5 I don’t mind people guiding me round tourist sites.
      I don’t mind ...
   6 We expect someone to give us a lift to the North Cape.
      We expect ...
6 Rewrite the sentences in the passive.
1 Families often choose the beaches of Mount Maunganui for their holidays.
   The beaches ...
2 Water and ice carved the volcano we can see in New Zealand today.
   The volcanoes ...
3 They built Auckland city among many extinct volcanoes.
   Auckland ...
4 In AD 130, an enormous volcanic explosion formed Lake Taupo.
   Lake Taupo ...
5 The explosion destroyed the forests in the North Island.
   The forests ...
6 You can find five of the best hiking trails in New Zealand in the Fjordland National Park.
   Five ...

Causative have/get

7 Look at the examples a and b and complete rules 1 and 2.
   a I had these shoes made when I was in New Zealand.
   b Simon is getting his hair cut before he goes on holiday.

Rules
1 We use the correct tense of have or get + object + _____ when we ask/pay someone to do something for us.
2 _____ is less formal than _____.

8 Complete the sentences using the correct form of have/get something done and the ideas in brackets.
   1 We're going to _____ (bedroom / paint) next week; it looks terrible at the moment.
   2 Your hair looks different. _____(it / dye)?
   3 It's so cold here in winter we _____ (central heating / install) at the moment.
   4 I must _____ (the computer / check). It's not working properly.
   5 My watch broke last month so I _____(it / repair).
   6 We _____(a dishwasher / put in) in the kitchen recently. Now we don't have to wash up.
   7 My parents _____ (their new house / build) by a local construction company last year.
   8 I _____ (these shoes / make) by a craftsman in Mexico.

Let's activate

Holiday preparations

9 Look at the pictures and say what things you are going to have/get done before you go on holiday. Use the prompts to help you.
   • reservations / make • shoes / repair • clothes / clean
   • car / service • hair / cut • passport / renew

Tourist guide presentation

10 In pairs, prepare a presentation for a short coach tour for tourists in your area. Decide which route the sight-seeing tour will take and which places of interest you will talk about. Think about:
   monuments, parks, museums, places of historical interest, entertainment, natural features

11 Make notes to remind you what to mention in your presentation. Add any information you think tourists will find interesting, e.g. when places were built, why local people are attracted to these places, where you can have your photograph taken.

12 Now give your presentation (about two minutes each) to another pair of students.
Listening and speaking

London Landmarks

a The Thames Barrier
b Tower Bridge
c St Paul’s Cathedral
d The Millennium Dome
e The Globe Theatre

Listening

2  You are going to hear a tourist phoning to book some tickets for the London Eye. Read statements 1–5, then listen and decide whether the statements are true (T) or false (F).

1  All tickets for the London Eye must be booked in advance.
2  Demand for tickets is particularly high at the moment.
3  The ticket seller suggests that the caller books the tickets in person.
4  The caller wants to know if he can pay for the tickets by cheque.
5  The tickets can be picked up before the ride.

3  You are going to hear a guide talking to a group of tourists who are going for a trip on the London Eye. Read through the notes. Then listen and complete the information.

London
Situated: on the
Roman settlement of Londinium: at the
Importance of the river: the of the city
River travel: than road travel
River problems: and pollution.
Change on river in 20th century: river no longer used by

The London Eye
Time taken for construction:
Reason for construction: to mark the
Why interesting?: project genuinely
4 Listen again and answer the questions.
   1 Why did the Romans settle in Londinium?
   2 What has been done to protect London against floods?
   3 Why did London stop being a major port?
   4 Why were the different parts of the London Eye not built in one place only?
   5 Where were some of its parts built?

5 Underline the phrases and sentences the speaker used. Explain why he/she used them.
   1 this didn’t happen by chance / this is no coincidence
   2 as it was called / that’s what people called it
   3 the river was vital to trade and travel / the river was really important for trade and travel
   4 bringing in and sending goods to sell / importing and exporting goods for sale
   5 happened often / were frequent
   6 conditions have greatly improved / things are much better now
   7 was really different / changed profoundly
   8 Londoners like the Thames a lot / the Thames has become a source of pleasure to Londoners
   9 they finished it in seven years / it took seven years to complete

Speaking

8 In small groups, say which of the places you would like to visit if you were in London and why. Use the dialogue box to help you.

Saying which you prefer
   A I’d much rather go to Tower Bridge than visit the London Eye.
   B Well, I’d prefer to visit the London Eye because it’s a lovely day and the view should be fantastic.
   C Actually, I think The Globe Theatre would be much more interesting than either of those.
   A Personally, I find the theatre rather boring.
   B Me too. I don’t find The Globe half as interesting as most of the other things we could visit.
   C Right. Let’s go to the London Eye, then.

Stimulus-based discussion

9 Discuss these questions.
   1 What do the statistics below show?
   2 What attractions do people like to visit?
   3 What sort of attractions can you see in the photos 1 and 2? Why do you think they are popular?
   4 What are the most popular tourist attractions in your country?
   5 Should art galleries and museums be free, or should people pay to visit them?

Top five tourist attractions in London

[Bar chart showing the number of visitors to different attractions in London]
Writing a review

The Woman in Black

1 Complete the survey about entertainment, then compare your class results. What do they show about your preferences for entertainment?

<table>
<thead>
<tr>
<th>Activity</th>
<th>never</th>
<th>sometimes</th>
<th>quite often</th>
<th>very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to the radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the cinema</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to a cassette</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or CD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Studying the sample

Understanding the task

2 Look at the pictures. What information are they giving?

3 Read the text. Match the reviewer's ideas a–f to paragraphs 1–6. Ignore the nouns in brackets.
   a recommendations
   b technical details of the production
   c brief summary of the plot
   d introduction to the characters
   e subject of the review
   f own opinions about the play

Word building

4 Change the nouns 1–10 into adjectives.

1 The Woman in Black, now showing at the Fortune Theatre in London, is a play based on a ghost story adapted from a novel by Susan Hill. It tells the tale of a strange figure who appears unexpectedly throughout the play.

2 Although there are six main characters – young, old, male and female – there are only two male actors playing the (difference) parts. They do this extremely successfully by adopting another voice or physical appearance, or simply putting on another coat.

3 The story centres around a young man who visits the isolated house of someone who has recently died. The local inhabitants seem unwilling to talk about the house, or its previous owner. As the story develops, the truth about the strange figure is slowly revealed but the real twist comes at the end, when the audience is left (amazement) that a stage play could convey such a (power) message.

4 The stage direction is quite simply (spectacle). For a start, the use of lighting is highly (originality), transporting the audience from place to place in seconds. In addition, a basket becomes a railway carriage, eliminating the necessity for (expense) and (inconvenience) scene changes.

5 Some scenes are truly (fright) and there were occasions when the audience was screaming in terror. However, the play never allows the audience to see too much, and merely suggests supernatural happenings, which is surprisingly (effect).

6 To say more would give everything away. So, if you are ready to suspend your disbelief and be transported into the thrill of a lifetime – you won't be (disappointment).
5 Use a–f from exercise 3 as paragraph headings and put these words connected with the theme into the appropriate paragraph.
- actors • characters • cost of production • director • length of play • location of theatre • music • other critics' opinions • plot • producer • recommendations • setting • special effects • stage props • strengths • technical details • weaknesses • writer • your opinion

6 Decide which words in exercise 5 are important to include in a review and which ones are unnecessary.

Steps to better writing

Intensifying adverbs

7 Put these adverbs into groups 1–3. Some adverbs may appear in more than one group.
- absolutely • completely • considerably • extremely
- fairly • highly • quite • rather • really • slightly
- totally • truly
1 adverbs which intensify the meaning a little
2 adverbs which tone down or decrease the effect of meaning
3 adverbs which are used with ungradable, or 'limit' words, e.g. correct

8 Complete sentences 1–6 with an adverb from 7.
1 The actress who took the lead was _______ pretty.
2 The end of the play was _______ terrifying.
3 The seats we had were _______ uncomfortable.
4 The use of lighting was _______ original.
5 The music was _______ terrific.
6 The tickets were _______ expensive.

Words that go together

9 Match verbs 1–9 to the words they are often used with a–i.
1 adapt from a(n) • a truth
2 scream in • b secret
3 reveal the • c one place to another
4 convey a(n) • d necessity for
5 transport from • e novel
6 eliminate the • f disbelief
7 seem unwilling • g terror
8 give away a(n) • h to talk about
9 suspend your • i powerful message

10 Write five sentences of your own using the phrases in 9.
Example
The play was adapted from a novel by Susan Hill.

Link words

11 Match the link words 1–8 to their uses a–d.
1 For a start, • a to introduce the last point of all
2 In addition, • b to introduce a contrasting idea
3 Finally, • c to introduce the first point
4 However, • d to introduce a further point
5 Furthermore,
6 On the other hand,
7 Nevertheless,
8 To sum up,

Writing your review

Planning

12 You are going to write a review of a play or a film. Use the following suggestions to plan your writing.
- Choose a play or film that interests you. Do not write a review of something you have not seen.
- Decide on the number of paragraphs you will write and the order in which they will appear.
- Decide what details the reader will need to know, e.g. the name of the film/play, where it is on, the background to the story, the setting, the author, actors, or any other interesting information.
- Make a list of what are the most important characteristics of the play or film, e.g. the (treatment of the) story, the number of actors, the special effects, the scenery, the location.

Writing

Exam training

Thinking about your intended audience
Remember not to give too much of the story away when you are writing a review of a play or film. This would spoil everything for people reading the review then going to see the performance.

13 Write your review (200–250 words).
- organise your review logically in paragraphs.
- use phrases, adverbs, etc. to make your writing more interesting for your readers.
- use link words to make your review coherent.
- make some personal recommendations.

Checking

14 Check that you have:
- included all the necessary details.
- not given away surprises.
- written the correct amount (200–250 words).
Let's practise grammar

The passive

1 Complete the sentences with the correct (passive) form of the verb in brackets.
   1 Nowadays, students _______ (warn) not to travel alone in dangerous countries.
   2 Tom doesn't have to work. He _______ (support) by his parents.
   3 Last summer the children _______ (teach) English by a student volunteer.
   4 At the moment, gap years _______ (take) by more and more students.
   5 Yesterday at three o'clock Tina _______ (interview) for a gap-year job.
   6 The holiday destination _______ (choose) three weeks ago.
   7 We can't go out tonight. We _______ (give) a lot of homework.
   8 The new school building _______ (not complete) until next year.

2 Choose the correct answer.
   1 The art of making pottery is being/been revived in the city of Nelson.
   2 Some pretty churches have been/being built in the Waiheo Plain.
   3 When the railway was being/been constructed, several workers were killed.
   4 Gum trees are said to have been/being introduced into the area many years ago.
   5 Nelson has never been/being linked to the rail network.
   6 The tourist industry has been/being helped by recent changes.

3 Complete the second sentence in each pair so it means the same as the first. Use the correct form of the passive or the active and make any other necessary changes.
   1 They are painting our school at the moment. Our school _______ at the moment.
   2 The government has introduced a new law. A new law _______ by the government.
   3 The criminals were caught yesterday by the police. The police _______ yesterday.
   4 The mechanic was repairing my car when I arrived. My car _______ when I arrived.
   5 The contract will be signed tomorrow. We _______ tomorrow.
   6 The teacher read the poem to the students. The poem _______.
   7 Scientists have been studying the problem for years. The problem _______ for years.
   8 This book hasn't been published before. They _______ before.

Passive forms with the gerund and the infinitive

4 Rewrite these sentences replacing the words in italics with a passive form and a gerund or an infinitive.
   1 Do you enjoy _______ when someone takes you to the theatre? Do you enjoy _______.
   2 Would you like someone to _______ you about the history of our island? Would you like _______.
   3 Would you mind if someone _______ you a few questions? Would you mind _______.
   4 I hope that someone will _______ me some information about local customs. I hope _______.
   5 Are you looking forward to someone _______ you on a tour of the city? Are you looking forward to _______.

Causative have/get

5 Rewrite the sentences using the correct form of have/get something done.
   1 The passport agency has to renew my passport before I go abroad.
      I _______ my passport renewed before I go abroad.
   2 My motorbike broke down. It needed to be repaired. I had to _______.
   3 This computer doesn't work. I need someone to fix it. I need to _______.
   4 Sarah wants someone to pierce her nose. Sarah wants _______.
   5 Jackie arranged for someone to deliver a parcel to her house. Jackie _______.
   6 The kitchen needs to be painted. We want someone to paint it. We want _______.

90
Reading

6 Read the text and match descriptions a–d to paragraphs 1–4. Then complete the text with the correct form of the verbs in brackets.

a The writer's recommendation
b Facts about the film
c What the writer thought of the plot
d A description of the plot

1 Book of Shadows: Blair Witch 2 is a sequel to the first-rate horror film The Blair Witch Project. The film 1 (direct) by Joe Berlinger and 2 (set) in the Black Hills – the same location that 3 (choose) for the original Blair Witch.

2 The film tells the story of five college students who are obsessed with the spine-chilling events of The Blair Witch Project. Eventually, they go to the Black Hills to find out what really happened and end up camping in the forest overnight. The next morning they realise that they didn't sleep, but they can't remember anything about the night before. Worse still, bizarre symbols 4 (paint) on their bodies. Terrified, they rush back to town, only to discover that something or someone has come with them.

3 Although Book of Shadows is similar to the first Blair Witch movie, terrifying new territory 5 (explore). Convincing performances 6 (give) by the main actors and Jeffrey Donovan is compelling as the organiser of the trip. However, the real strength of the film is its fast-moving and unpredictable storyline. Since the film first opened, audiences everywhere 7 (surprise) by the horrific ending.

4 To sum up, Book of Shadows which is action-packed and frightening. If you 8 (intrigue) by The Blair Witch Project, you'll enjoy it!

Writing

7 Write a review of a film. Include facts about the film, a description of the plot, what you thought of the film, and whether you recommend seeing it.

Listening

8 You are going to hear a London tour guide. Listen and tick what you can do or see at each place.

- Buckingham Palace
- Trafalgar Square
- Piccadilly Circus
- The Millennium Bridge
- The Tower of London
- Beefeaters
- Changing of the Guards
- Crown jewels
- National Gallery
- Nelson's Column
- Shaftesbury Avenue
- St Paul's Cathedral
- Statue of Eros
- Statue of Queen Victoria
- Tate Modern

This is an official London Sightseeing Bus
Word focus

Words that go together
1. Choose the best word, a, b, or c, to complete sentences 1–5.
   1. Travelling is a great way to ______ your horizons and experience new cultures.
      a. lengthen  b. straighten  c. broaden
   2. When Neil went camping in the mountains, he felt completely in ______ with nature.
      a. relationship  b. tune  c. unity
   3. I wasn’t sure that the hotel was suitable, but I had to ______ the travel agent’s word for it and pay for it in advance.
      a. have  b. believe  c. take
   4. Once Jess had booked her flight, it was too late to ______ her mind and cancel the trip.
      a. make  b. turn  c. change
   5. His experiences abroad had left their ______ on Gary. He felt much more confident.
      a. mark  b. sign  c. impression

Expressions with have
2. Replace the words in italics in sentences 1–5 with the correct form of these expressions.
   • has no connection • have a change of heart • have it out
   • I have a good mind to • you can’t have it both ways
   1. Independent travelling has nothing to do with package tourism.
   2. What I’d really like to do is give up my job and travel round the world for a year.
   3. Amy altered her opinion about wasting the summer doing nothing.
   4. It’s impossible to earn a lot of money and do a nice easy job—you must choose one thing or the other.
   5. Brett tried to settle an argument with his girlfriend about where they were going to go.

Adjectives
3. Complete the sentences with one of these adjectives.
   • crucial • oblivious • outrageous • realistic • reluctant
   • uneasy
   1. Dave was ______ to admit he had made the wrong decision.
   2. Greg felt ______ about not inviting Lucy to the party but he knew she didn’t like the host.
   3. It is ______ to take care if you’re travelling alone. It’s not a good idea to hitch-hike.
   4. The price of the Caribbean cruise was ______. Only millionaires could afford it!
   5. It was the first time Mark had been to the Amazon rainforest. He was completely ______ to danger.
   6. Tony had ______ expectations of travel in Asia. He was well-prepared for his trip.

Prepositions
4. Complete the sentences with the correct prepositions.
   • around • at • in • on • to
   1. People visit London from all ______ the world. It’s one of Europe’s top tourist destinations.
   2. Red double-decker buses are a fun alternative ______ taking the Underground.
   3. Hyde Park is London’s biggest park. ______ its heart is the lake Serpentine.
   4. It can take some time to settle ______ and get used to London. It’s a very confusing city!
   5. If you’re lost, you can always rely ______ a London policeman to help you out.

Word building
5. Complete the sentences with the correct adjective form of the word in brackets.
   1. The ______ storm at the beginning of the film set the scene for the rest of the story. (terrify)
   2. The audience was amazed by the ______ stunts in the action movie. (spectacle)
   3. The book told a ______ story of love and revenge. (power)
   4. The actor gave a ______ performance in the play. (disappoint)
   5. The most ______ way to tell a good story is to keep the audience guessing. (effect)
The British and their cars

1. Read the text below and decide if statements 1–5 are true (T) or false (F). Correct the false statements.
   1. ☐ One person in four owns a car in Britain.
   2. ☐ It seems that the British like to give their cars an identity.
   3. ☐ For the British, cars are simply a way of getting from A to B.
   4. ☐ Most British people would not consider buying a car on the Internet.
   5. ☐ Many cars purchased in Britain are financed by taking out a loan.

**Why do the British drive on the left?**

The simple fact that a large majority of the human race has always been right-handed accounts for the driving habits of the British. Early road users kept to the left so they could draw swords, or use lances, with their right arms. In 1300, Pope Boniface VIII directed pilgrims to Rome to keep to the left of the roads, a ruling that was to become a kind of law.

Skip forward to the eighteenth century and you find that wagon drivers were usually seated on the right so that they could hold a whip in their right hand without interference from the load behind. They could also see down the right-hand side of the wagon to make sure that the axle hubs and the wheels didn’t clash when passing oncoming wagons. Consequently, all countries that were part of the British Empire also drove on the left.

One of the reasons why America took to the right hand side of the road goes back to the design of their freight wagons in the 1790s. Bigger than those used in Britain, they had no driver’s seat, and drivers controlled the horses by riding on the rear left horse, using a whip in their right-hand. When wagons travelling in opposite directions had to pass, each instinctively moved to their right.

French freight wagons were designed in a similar way – and Napoleon, objecting to the old papal ruling, preferred to drive on the right. So, in countries conquered by Napoleon, the ‘keep right’ policy became, and remained, the rule.

AA Magazine Spring 2003

**Summary**

At the beginning of the fourteenth century, Pope Boniface declared that pilgrims to Rome should walk 1. In the 1700s, wagon drivers used to sit on the right so that they could 2. This also enabled them to ensure that their wagon wheels did not crash into those of 3. As a result everyone drove on the left in the 4. Wagons in the USA had no 5, so drivers sat on the left horse at the 6 of the team. When these wagons passed each other, they moved over to 7. Napoleon made certain that people in 8 drove on the right.

Talking about your country

2. Answer these questions about your country.
   1. What attitude do people have towards their cars?
   2. What kind of car would you really like to drive? Why?
   3. How easy is it to manage without a car where you live?
   4. What kind of problems do cars create in your town or city?
   5. How successfully are these problems dealt with?
Night lights

1 Look at the picture. What do you think it shows?

Reading

2 Read the text and complete the information.
1 Reasons for light pollution in Britain: ________
2 Dark areas remaining: ________
3 Proportion of children who have seen the Milky Way: ________
4 Percentage of Britain unaffected by light pollution in the 1950s: ________, nowadays: ________.
5 Reasons for the increase in security lighting: ________
6 First nation to pass a law to reduce light pollution: ________

3 Scan the text and answer the questions.
1 According to the writer, what effect has the night sky always had on human beings?
2 How does Kate Parminter describe the night sky?
3 What criticism does the writer make of security lighting?
4 What measures is the Department for Transport currently taking to reduce light pollution?

WHY YOUR KIDS WILL NEVER SEE THE STARS

By Mark Townsend

Since the dawn of civilisation, it has enchanted and intrigued humanity. But the night sky with its comets, constellations and galaxies has now vanished for much of the population in Britain. Light pollution, caused by the huge rise in artificial lighting at night from street lamps, factories and airports, means that the heavens are no longer visible beyond the glow of neon and sodium. We have destroyed our view of the stars in a matter of decades. Only the most thinly populated depths of Scotland and Wales, and the heart of England’s national parks remain truly dark. More than half the present generation of children have never seen the Milky Way, the band of gaseous and stars that stretches from horizon to horizon. But the
real fear for astronomers is that hardly any of the next generation will be able to share in such celestial beauty.

The extraordinary expansion of light pollution is exposed by satellite images of London taken in 1984 and 2003. They show an island trapped in a bubble of light with only about 2% of Britain remaining unaffected. Yet during the 1950s only 50% of the UK was affected by sky glow. Now it is a serious national problem.

Kate Parminter, chief executive of the Campaign for the Protection of Rural England, believes that the next generation will be completely isolated from the rest of the universe behind a bank of artificial light. 'We’re fast losing one of the most beautiful and amazing things nature has to offer us,' she said. 'Already most of us live in places where light pollution is so bad that we’ll never glimpse our own galaxy, the Milky Way.'

The growth of rural crime is partly blamed for the trend, encouraging the introduction of security lighting whose tendency to switch on with every passing cat lights up the most remote locations. Many are too sensitive and too bright.

But the issue is slowly being taken seriously. A committee of MPs in February began to conduct an inquiry into the effects of light pollution. Unfortunately concern lags far behind that of other European countries, particularly the Czech Republic where, in March 2003, astronomers helped to push through the world’s first countrywide law to reduce light pollution. In the meantime, the Department for Transport will continue counting the number of street lamps which have a heavy cover to ensure that light is directed down on to the road. If effective measures can be taken before it is too late, on a clear, dark night between 2,000 and 3,000 stars should be visible in the sky.

Vocabulary

Environmental issues

4 Choose the most appropriate word to complete sentences 1–6. At least one of these words appears in the text.

1 The real alarm/fear is that children will never see the stars.
2 Air pollution is now a serious problem/doubt in Britain.
3 We’re fast losing one of the most beautiful things countryside/nature has to offer.
4 Light pollution is so bad/poor that we may never be able to see the Milky Way again.
5 The concern/issue is slowly being taken seriously by government organisations.
6 The government is now conducting an enquiry/quest into light pollution.

Verbs with negative meanings

5 Match these verbs to the meanings a–h. Then put the verbs in the correct position in sentences 1–8.

- affected • blamed • caused • destroyed • exposed
- isolated • trapped • vanished

a held responsible  e cut off
b brought about  f ruined
c disappeared from sight  g made known
d troubled (by)  h caught

1 Does anyone know what the explosion?
2 The real extent of the damage to the ozone layer was by an article in a national newspaper.
3 The ancient city was by an earthquake many centuries ago.
4 No one likes to be for something they did not do.
5 Hotel guests were in the lift for over an hour before they were rescued.
6 The ghostly figure walked down the corridor as quickly as it had appeared.
7 It is not yet known how many people have been by the unknown virus.
8 People living on these islands have been from civilisation for hundreds of years.

Time to talk?

- How serious is the problem of light pollution in your country?
- Why do you think governments should take measures to reduce it?
- How effective do you think current measures to reduce light pollution might be?
- How could ordinary people be persuaded to reduce light pollution in the future?
Grammar

Ways of talking about the future

Quick quiz

1 Match the verbs in italic in sentences 1–4 to the meanings a–d.
   1 Is that the phone? I’ll answer it.
   2 We’re going to go out for a pizza tonight.
   3 I’m having an interview for a job tomorrow.
   4 The English class starts at 8.30.
   a an event on a timetable
   b an intention
   c a definite arrangement
   d a decision which has just been made

2 Describe this picture of a smart house.
   What do you think a smart house is? How does it compare with a typical home nowadays?

3 Listen to someone talking about the smart house and decide if the statements are true (T) or false (F).
   Correct those which are false.
   1 ☐ The builders will have finished the house by the end of the year.
   2 ☐ What is inside the house will have a tremendous effect on our lives in future.
   3 ☐ The inside of the house looks completely different from most modern houses.
   4 ☐ Residents will find much more than expected in the house.
   5 ☐ Only the rich will be able to afford a house like this.
   6 ☐ The design means the elderly will be living independently for much longer than they do today.

4 Do you think any of the predictions in exercise 3 are likely to come true? Why/Why not?

will or going to

5 Complete the conversations using will or going to, according to whether the person has already decided to do something or is deciding or agreeing to do something at the time of speaking.

   1 Aren’t you coming with us to the cinema?
      No, I’m exhausted. I ______ put my feet up in front of the TV and do nothing at all.

   2 What do you fancy doing on Saturday night?
      Haven’t a clue! Oh, I know. We ______ try that new Italian restaurant in the High Street.

   3 ______ do your Maths homework tonight?
      Too true! I want to get it out of the way before the weekend.

   4 ______ do about that invitation we received to Paul’s party?
      Search me! I don’t really want to go, do you?

   5 When I leave school, I ______ find a job that really interests me!
      I’ve made my mind up to do that, too!

   6 ______ give you a ring about the concert tomorrow night.
      That’s fine. I should be at home then.

Future simple and future continuous

6 Read the examples a–d and answer the questions 1–4.
   a This time next week, I’ll be moving into my new house.
   b Next week, I’ll be in Paris.
   c We’re going on holiday. This time tomorrow, we’ll be flying to Rome.
   d We need to speak, so we’ll phone you tomorrow from Rome. OK?

   1 Which tense is used to talk about an activity that will be in progress at a specific time in the future?
   2 Which tense do we use to talk about plans that we know about before speaking?
   3 Which tense do we use for predictions, general statements about the future or decisions about the future that we make at the moment of speaking?
   4 How do we form the future continuous?

7 Write sentences about what you will be doing at these times in the future.
   1 this evening
   2 this time tomorrow
   3 next Saturday afternoon
   4 next year
   5 in two years’ time
   6 at three o’clock tomorrow morning

Example
   This evening I’ll be meeting my friends.
Future perfect simple

8 Look at the examples a and b and complete rules 1 and 2.
   a By seven o'clock tonight I will have finished my homework.
   b Most people will have taken hundreds of exams by the time they are 20 years old.

1 We use the ______ to talk about an activity that will be finished by a specific time in the future.
2 To form the future perfect simple we use will (not) + ______ + past participle.

9 Complete the sentences with the correct form: future simple or future perfect simple, of the verb in brackets.
   1 The engineers ______ (connect) the telephone by lunch time.
   2 In future, parents ______ (use) remote-control cameras to check their children are safe in bed.
   3 By 2015, every household ______ (install) a security alarm.
   4 People ______ (be able) to switch on every light in the house via a computer.
   5 Smoke detectors ______ (switch off) the gas supply if levels of carbon monoxide are high.

Future perfect continuous

10 Look at examples a and b and complete rules 1 and 2.
   a By the end of the year I will have been learning English for over four years.
   b At the end of this month John will have been working here for exactly five years.

Rules
   1 We use the ______ to talk about actions that will have been happening for a certain period of time before a specific point in the future.
   2 To form the future perfect continuous we use ______ + have + ______ + the -ing form of the verb.

11 Complete the sentences using the future perfect continuous.
   1 I started living here six days ago.
      By this time tomorrow I ______ have been living here for a week.
   2 Sue started driving when she was 17 years old.
      By the time Sue is 25, she ______
   3 The author started writing his new book two months ago.
      By the time we have our meeting next month he ______
   4 I started doing my homework at four o'clock.
      By seven o'clock I ______
   5 The construction company started building that house three weeks ago.
      By the end of next week they ______

Exam training

Extra words
Do not just read each line individually. Read each sentence as a whole. This will help you decide if a word is needed or not.

12 Read the text. Some of the lines are correct, but most have an extra word which does not fit into the sentence. Cross out the extra words and tick (✓) the lines which are correct.

Robotic future rushes towards us

☐ The first robot-controlled taxi will be installed somewhere in the world between 2004 and 2007. Not only that, but before this decade is over, news presenters will be transmit what they see live to TV screens from micro-sensors planted in their optic nerve. What they say will be be picked up by mobile phone transmitters implanted in the their shoulders. Two years after that, the first of factories will be working in space, making micro-chips from crystals which grown in space, and shipping them back to the earth in auto-pilot shuttles. By 2006, biometric signatures will be commonplace. Workers will gain entry, and customers will get their credit balances at a glance, through being computer-based optical-recognition of their eyes. Stolen with personal technical equipment will refuse to work because it cannot be recognised the patterns of the owner’s fingerprints. People will vote on-line in local and national elections from mobile terminals in all over the world. By 2005, ‘going out’ will be a matter of a staying in and downloading films, live concerts and football matches to watch at a time by which suits your routine.

Let’s activate

Life in the future

13 Use topics 1-6, and some of your own, to talk about what people will be doing / will have done by 2050. Use the future continuous or the future perfect where possible.

Example
We’ll all have learned to speak the same language.

1 robots 3 space travel 5 food and drink
2 education 4 transport 6 work
Listening and speaking

Poles apart!

1 Look at the pictures and answer the questions.
1 What do the pictures show?
2 What motivates people to explore places like these?
3 What problems do you think people would face surviving in these places?

Listening

2 You are going to hear a chat show host talking to a British couple whose aim is to be the first husband and wife team to walk to both poles. Read through questions 1–7. Then listen and choose the correct answers.

1 Harry and Wendy became interested in polar regions
a when they were quite young children.
b while they were on their honeymoon.
c after watching programmes about the area.
d during a trip they made to the Antarctic.

2 Harry feels that they will be able to cope with the trip because they
a have taken part in a similar polar trek before.
b have done some tough training in the polar regions.
c have studied the art of survival in polar conditions.
d have had some experience of less intensive treks elsewhere.

3 Wendy says they will have difficulty
a freezing up enough time for the walk.
b making progress on moving ice.
c making sure a support team is always on hand.
d walking long distances in freezing temperatures.

4 Harry is most worried about
a dealing with the unexpected arrival of an unwanted visitor.
b ensuring they have enough food and supplies for the journey.
c having to put on extra body weight for the extreme conditions.
d remembering to pack the right emergency equipment.

5 Wendy is looking forward to
a the satisfaction of having raised money for a good cause.
b the challenge of crossing pressure ridges.
c the chance to feel at peace with the surroundings.
d the opportunity to photograph the wonders of nature.

6 Harry believes that he and Wendy will
a be proud of whatever they manage to achieve.
b be forgotten heroes when their ordeal is over.
c make it to the Pole whatever happens.
d win the respect of their friends and family.

7 Harry says that during their journey
a they'll probably lose their lucky mascot, Risotto.
b they'll definitely have to work hard to survive.
c they'll probably reach a part of the ice they can cross.
d they'll certainly have a serious argument.

Pronunciation

Homophones

3 Some words sound the same, but are written differently and have different meanings. Listen to some parts of the talk again and circle the words you hear.

1 coarse / course
2 weight / wait
3 bare / bear
4 they're / there

5 piece / peace
6 leased / least
7 bean / been

4 Explain the meanings of the words you have not circled in 3.
Homonyms
5 Some words look and sound the same but have different meanings. Listen and match the words 1–5 to the meanings a–e.
1 plan a lamp / brightness / not heavy
2 might b remain upright / tolerate / be situated or located
3 light c make a detailed map / intend / arrange beforehand
4 space d strength / modal expressing possibility
5 stand e room / the universe beyond our earth

Interpreting headlines
8 Match the headlines 1–4 to the paragraphs a–d.

1 Antarctica warming up

2 Amateur adventurers threaten white wilderness

3 Big business looks to clean up by cleaning up the South Pole

4 Sea temperature changes threaten Antarctic species

Speculating
6 In groups, discuss how easy or difficult it might be to take part in these unusual activities to raise money for charity. Use the dialogue box to help you.
Rowing up the Amazon  Cycling across Peru
Walking across Kenya  Sailing across the Atlantic

Speculating
A It's difficult to say exactly how difficult it might be to do these things.
B I suppose cycling might be the easiest. Everybody knows how to cycle, don't they?
C Surely rowing up the Amazon would be the most difficult? Rowing must be hard work, mustn't it?
D I'd rather row up the Amazon than sail across the Atlantic! It can't be much fun being stuck on a yacht in the middle of an ocean for weeks on end, can it?

Prioritising
7 Discuss the importance of the charities and decide which one most needs your support. Use the dialogue box to help you.
Sunderland Home for Stray Dogs
House the Homeless
Campaign against Asthma
Support Wildlife
Organic Fruit and Vegetable Society

Prioritising
A I don't think supporting organic produce would be nearly as useful as helping the homeless, do you?
B That would definitely be my last choice, although I think organic produce is better. No, I think we should help to protect wildlife. For me, that's much more important than organic produce. In fact, I think it's the most important of all.

a It's the ultimate destination for adventure sports and wildlife safaris. The scenery is stunning. But tourists should not be encouraged to visit Antarctica. According to environmentalists the fragile ecosystem should be protected from tourism.
b Vivendi Environnement's project to remove pollution from Antarctica may be daunting, but it will boost the firm's credibility.
c In 100 years' time the Southern ocean atmosphere would be warmer, with much less ice and snow on the peninsula.
d 'Many Antarctic organisms are susceptible to very small changes in temperature,' Professor Clarke said. 'So if some of the more extreme projections of temperature change in the sea eventuate it is likely that we will have some extinctions.'

9 Discuss these questions.
1 What do the headlines suggest?
2 What do you think is causing global warming?
3 What can be done to prevent it?
4 What other threats is the world facing today?
Writing a personal statement and a letter

Applying for a job

1 In pairs, discuss which of these statements you agree or disagree with. Give reasons for your opinions.
   1. I’m more interested in job satisfaction than money.
   2. I wouldn’t want to spend the whole of my working life doing the same job.
   3. Whatever job I have, I’m sure there’ll be times when I’m bored.

Words connected with work

2 Match words 1–8 to words a–h to make phrases connected with work. Then discuss what the phrases mean.

   1. apply for a
   2. earn a
   3. be on
   4. gain some
   5. take early
   6. recruit extra
   7. supply a
   8. be made

   a. high/low salary
   b. retirement
   c. staff
   d. job/post/position
   e. work experience
   f. reference
   g. redundant
   h. maternity leave

Studying the samples

Understanding the task

3 Read the information about a personal statement and answer the questions.
   1. Who writes a personal statement?
   2. Why do you think an employer might find it useful?

   Personal statement
   • This is an overall or supplementary statement about your achievements, interests and abilities. It may highlight any which are particularly significant to you.
   • It is often useful to discuss what you are going to say in your personal statement with another person.
   • It is important to remember that the statement is yours.

4 Read Angela Taylor’s personal statement. Ignore the gaps. Match topics 1–3 to paragraphs a–c.
   1. Angela’s character and personality
   2. Angela’s long-term career plans and main interests
   3. Angela’s hobbies and short-term plans for the future

   a. The role of sport and physical education today’s world has always interested me and I would like to pursue a career in this field. I enjoy participating in all kinds of sport and, on many occasions, have won medals for athletics in both track and field events.
   b. My hobbies are reading, playing chess, and travelling. I climbed Mount Kilimanjaro at the age of 17 with an organised expedition. I am currently learning to drive and am computer-literate. My full-time education will have finished in July this year and I will be spending August and September in Australia.
   c. While I am a creative person, I am able to keep calm in a crisis and very rarely lose my temper. Working as a member of a team is something I would welcome. I feel I have an aptitude for working with young people and taking on responsibility for others.

   Angela Taylor

A letter of application

6 Read the letter Angela sent with her application form, CV, and personal statement to apply for a job as a sports coach. Complete the letter with phrases a–h.

   a. most convenient  e. hearing from
   b. successful applicant  f. find enclosed
   c. as requested  g. application form
   d. advertised in  h. take up

Dear Sir or Madam,
I am writing to apply for the job of sports coach yesterday’s Daily News.
I notice that the will be required to the post in September of this year, which would be for me.
Please my CV and personal statement, together with my completed .
I look forward to you,
Yours faithfully,

Angela Taylor
Steps to better writing
Formal and informal language

7 Rewrite the sentences changing the words in italics into the more formal language which appears in the texts in 5 and 6.
   1 I would like to try and find a career in this field.
   2 I am looking forward to doing all kinds of sports.
   3 I can type and also use a word processor.
   4 I am good at dealing with young people.
   5 I now have a part-time job.
   6 I can use a computer.
   7 Whoever is chosen will begin working in September.
   8 September would be fine for me.
   9 As you asked me, I am sending my CV.
   10 I'm expecting a letter from you.

8 Complete the sentences so that they are true for you.
   1 I would like to pursue a career in ...
   2 The kind of work I am interested in is ....
   3 In my first job, I would expect to earn ..... 
   4 At school I have gained ....
   5 I enjoy participating in ....
   6 I am currently learning to ....
   7 .... is something I would welcome.
   8 I feel I have an aptitude for ....

Writing your personal statement and letter of application
Understanding the task

9 You are going to write a personal statement and an accompanying letter to send with your application for one of these jobs. Read the two advertisements and decide which job you would like to apply for.

Local Newspaper
requires
Trainee Reporter

Ability to write creatively essential
Position available from September
Send completed application form, together with a personal statement to:
Morton Times,
23, High Road,
Clifton NW12 3BD

Mega Video Store
requires
Trainee Manager

- Previous retail experience desirable but not essential
- Must be able to co-operate with other staff members and deal sympathetically with customers
- Post available from October
- Apply in writing by sending a CV and personal statement to:

Exam training

Highlighting information
Underline the most important information in the advertisement for the job you have chosen. This will help you to focus on the necessary details to include in your writing.

- Decide how many paragraphs your statement will contain.
- Decide what each paragraph will focus on.
- Make a list of points to include in each paragraph.
- Decide what details to put in your accompanying letter.

Writing

10 Write your statement and letter. In pairs, check each other's writing and correct any mistakes.
   - Use appropriate formal English.

Checking

11 Check that in your personal statement you have:
   - given reasons for your main interests.
   - included other hobbies and interests.
   - described your character and abilities.

12 Check that in your letter of application you have:
   - stated your reason for writing.
   - referred to the starting date.
   - mentioned what other documents you have enclosed.
   - used the right ending.
   - written the correct amount (120–150 words).
Let's practise grammar

Will or going to

1 Underline the correct phrase to complete sentences 1–6.
   1 I'm starting university in October. I'm going to study/ll study physics.
   2 Oh, the phone's ringing. Don't worry, I'm going to answer/ll answer it.
   3 What are my plans for the weekend? I'm going to visit/ll visit Judy.
   4 Your suitcase is heavy. I'm going to help /ll help you carry it.
   5 Jo can't go out tonight. She's going to have/ll have dinner with her parents.
   6 I'm not sure about going to the cinema. Perhaps I'm going to stay in/ll stay in tonight.

Future simple and future continuous

2 Rewrite the sentences using the future continuous.
   1 Laura is going to fly to London next Tuesday morning.
      At 11 o'clock next Tuesday ...
   2 David is going to meet Ann at the airport tonight.
      At six o'clock tonight ...
   3 We're going to watch The Lord of the Rings at the cinema this evening.
      At eight o'clock this evening ...
   4 I'm going to travel home by train tomorrow morning.
      Tomorrow morning ...
   5 Brad is going to revise for his exam this weekend.
      On Saturday ...

3 Complete the sentences with the correct form: future simple or future continuous, of the verb in brackets.
   1 This time tomorrow morning we _______ (do) our exam.
   2 In the future we _______ (colonise) other planets.
   3 I _______ (email) you tomorrow with the details of our plans.
   4 We're really excited about our holiday. At eight o'clock on Friday we _______ (travel) to Jamaica.
   5 I think I _______ (go out) tonight, but I haven't decided where yet.
   6 They _______ (watch) the film at nine o'clock tomorrow night.

Future perfect simple or future perfect continuous

4 Underline the correct phrase to complete the sentences. If both are possible, choose the continuous form.
   1 I will have studied/will have been studying French for five years by the end of this year.
   2 At nine o'clock Jamie will have played/will have been playing basketball for exactly two hours.
   3 I'll send you the results by lunchtime. I will have calculated/will have been calculating them by then.
   4 When Mike takes his driving test next week he will already have taken/will already have been taking it twice.
   5 We're moving into our new apartment next month because the builders will have finished/will have been finishing the repairs.
   6 We will have watched/will have been watching TV for over four hours by the time this film finishes!

Future perfect simple, future continuous, will, or going to

5 Complete the sentences with the correct form of the verb in brackets. Use the future perfect simple, the future perfect continuous, will, or going to. There may be more than one possible answer.
   1 Next May we _______ (know) each other for two years.
   2 By 2050 man _______ (probably / colonise) the planet Mars.
   3 I'm not sure where Jenny _______ (go) this evening. Why do you want to know?
   4 Don't phone me after nine p.m. I _______ (watch) the football match on TV.
   5 Peter is 16 years old today. This time next year he _______ (be able to) to drive a car.
   6 Jordan _______ (not be) home by seven o'clock. He _______ (still / play) basketball at school.
   7 We're moving next month. By that time the builders _______ (finish) our new house.
   8 The director is making a new film. He _______ (work) on it for six months.
Let's practise skills

Writing

6 Complete the text with the correct form of the verb in brackets.

Dear Mark,
Thanks for your letter. It's great news that you 1. ___ (come) to London next month. Unfortunately, I won't be here when you arrive because I 2. ___ (do) a training course in Brighton. I can't believe I'll actually 3. ___ (finish) all my training by the time we see each other - we'll have to celebrate that! I'll be back on the Monday and you're welcome to stay at my flat while I'm away. I 4. ___ (leave) the keys with my friend Maggie (she lives in the flat below).

How's your course? What 5. ___ (you do) when you finish? What are your plans?

You asked about Alex. Well, I've got some good news! We 6. ___ (go) out together for three years this summer and we've decided to get engaged, though we 7. ___ (not marry) until next year. We're going to buy a house in Manchester because Alex 8. ___ (move) to the office there at the beginning of January.

That's all my news for the moment. Can't wait to see you.

Love, Elaine

7 Write a short letter to a friend. Include information about your plans, what you will be doing and what you will have done at points in the future. Remember to use informal language.

Reading

8 Read the text and decide if the statements 1–10 are true (T) or false (F).

1. False (F) You can identify a smart phone by looking at it.
2. False (F) It's easier to attack a smart phone than an ordinary phone.
3. True (T) A smart phone user will know if someone is listening to their conversation.
4. True (T) A smart phone runs application programs.
5. False (F) If you have a smart phone you don't need a lot of other equipment.
6. False (F) A smart phone will kill viruses.
7. True (T) Owners of PDAs have had problems with viruses.
8. False (F) Viruses have already been developed to attack smart phones.
9. False (F) Three operators have protected their phones against virus attacks.
10. False (F) Smart phones will have problems with viruses in the future.

Enjoy it while you can

Are the latest mobile phones too smart for their own good? Once the viruses get to work, intelligence could be their undoing, says Duncan Graham-Rowe.

IT LOOKS like any other mobile phone. Most of the time it operates exactly like any other handset. But just one call from a particular number and it can be switched on without your knowledge, with no outward sign that it is operating. Everything you say will be captured and sent across the network to the eavesdropper, yet you will have no idea that anyone is listening in.

As well as standard cell phone circuitry, a typical smart phone has a processor and memory that allow it to run application programs, which is why it can be an MP3 music player, web browser and email text editor all in one. Other software enables you to take pictures, play games, download and read electronic books and – yes – even make phone calls. But a phone that is sophisticated enough to execute programs is vulnerable to the sort of attacks that unlucky PDA (Personal Digital Assistant) owners have already experienced.

None of the three main operating systems incorporates antivirus software or a firewall, and of the networks only T-Mobile in the US is so far offering a firewall for its GPRS mobile phone users.

It is only a matter of time before someone unleashes a malevolent code that does serious damage to phones. If you are lucky enough to own a smart phone, enjoy it while you can.

New Scientist Online News 19:00.01 October 03.
Word focus

Homonyms

1. Complete the pairs of sentences with one of these homonyms (words that sound the same, but have different meanings).
   - light • might • model • power • produce • side
   - space • term

   a. A scout is planning to be the first company to open a
      hotel in outer ________.
      b. You can put your bag on the luggage rack. There's plenty of ________.

   2. a. 'Are you going away this weekend?' —
      'I ________', it depends on the weather.
      b. Jane pushed with all her ________, but she still couldn’t open the door.

   3. a. The studio is going to ________ a new science fiction film.
      b. The prosecution was able to ________ new evidence to prove that Jackson was guilty.

   4. a. The bright ________ from the car blinded Sean. He couldn’t see the road ahead.
      b. The suitcase was surprisingly ________. Liz hadn’t packed much for her week away.

   5. a. The match ended with a surprise result. The Bristol ________ scored three times against the Premiership champions.
      b. Sarah had a small beauty spot on one ________ of her face.

   6. a. The ________ of the ship was incredibly detailed. It was exactly like the real thing.
      b. Katy had always wanted to be a ________, but she was just too short.

   7. a. There was a ________ cut in London last night. Over 5,000 homes were affected.
      b. The present government came to ________ over two years ago.

   8. a. The school ________ ends this Friday. We’ve got a three-week holiday.
      b. What does the ________ 'inter-galactic' mean?

The right words

2. Choose the correct option, a, b, or c to complete the text.

A room with a view

For years science fiction writers have speculated _______ holidays in space. Now science fiction has become fact. The International Space Station is the _______ holiday _______ and Dennis Tito, a _______ businessman from California, was _______ first guest.

Space travel is not for the _______. It has always been a dangerous business and space stations have _______ several times. But Tito didn’t consider _______ his mind. He’d looked at the history of space exploration and is still _______ that it is safe. ‘The space programme has an _______ safety _______’, he explained before his flight. ‘The risk I’m _______ is very low.’

Is this then the beginning of a new era of space holidays? Experts remain uncertain. ‘Whoever _______ up with the idea didn’t consider the costs,’ says one scientist. ‘Most people will never be able to _______ it, so it’s unlikely to _______.’

In fact Mr Tito paid £15 million just to make the _______.

3. Complete the sentences with the correct form of the verbs.

   - earn • gain • win • achieve

   1. Sam _______ quite a lot of money in the lottery last week.
   2. Tina is a nurse and she doesn’t _______ a huge amount of money.
   3. Students who are not very academic can often _______ great success in their chosen careers.
   4. I _______ a lot of experience working abroad.
Fahrenheit 451 is the temperature at which book paper catches fire and burns. In Ray Bradbury's astonishingly prophetic vision of the future, Guy Montag is a fireman. His job is to burn books, which are forbidden as they are the source of all discord and unhappiness. Even so, Montag is unhappy; there is discord in his marriage. Are books hidden in his house?

Fahrenheit 451 by Ray Bradbury

The trees overhead made a great sound of letting down their dry rain. The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shining and alive that he felt he had said something quite wonderful. But he knew his mouth had only moved to say hello, and then when she seemed hypnotised by the salamander on his arm and the phoenix disc on his chest, he spoke again.

'Of course,' he said, 'you're a new neighbour, aren't you?'

'And you must be' – she raised her eyes from his professional symbols – 'the fireman.' Her voice trailed off.

She turned to face the sidewalk going towards their homes. 'Do you mind if I walk back with you?' 'I'm Clarisse McClellan.'

'Clarisse. Guy Montag. Come along. What are you doing out so late wandering around? How old are you? There was only the girl walking with him now, her face bright as snow in the moonlight, and he knew she was working his questions around, seeking the best answers she could possibly give.

'Well,' she said. 'I'm 17 and I'm crazy. My uncle says the two always go together. When people ask your age, he said, always say 17 and insane. Isn't this a nice time of night to walk? I like to smell things and look at things, and sometimes stay up all night, walking and watching the sun rise.'

They walked on again in silence and finally she said, thoughtfully, 'You know, I'm not afraid of you at all.'

He was surprised. 'Why should you be?'

'So many people are. Afraid of firemen, I mean. But you're just a man, after all…'

And then Clarisse McClellan said: 'Do you mind if I ask? How long have you worked at being a fireman?'

'Since I was twenty, ten years ago.'

'Do you ever read any of the books you burn?'

He laughed. 'That's against the law!'

'Oh. Of course.'

But it's fine work. Monday burn Milay, Wednesday Whitman, Friday Faulkner, burn 'em to ashes, then burn the ashes. That's our official slogan.'

They walked the rest of the way in an uncomfortable silence. When they reached her house all its lights were blazing.

'What's going on?' Montag had rarely seen so many house lights. 'Oh, it's just my mother and father and uncle sitting around, talking. It's like being a pedestrian, only rarer. My uncle was arrested another time – did I tell you? – for being a pedestrian. Oh, we're most peculiar!'

'But what do you talk about?'

She laughed at this. 'Good night!' She started up her walk. Then she seemed to remember something and came back down to look at him with wonder and curiosity. 'Are you happy?' she said.

'Am I what?' he cried.

But she was gone – running in the moonlight. Her front door shut gently.

Your reactions

In groups, discuss these questions.

- What visions of the future does the extract show?
- What do you think Montag found unusual about Clarisse?
- What do you think will happen to Montag and Clarisse in the story?
- What did you think of the story?
- Why do you think this type of story is so popular?
- What science fiction books and/or films have you read or seen? How was suspense created?
Let's revise Units 7 and 8

Grammar

1 Complete the sentences with the correct passive form (gerund or infinitive) of the verbs in brackets.
   1. I like ________ (take) out to dinner on my birthday.
   2. I don't mind ________ (drive) by someone else.
   3. We expect ________ (send) a copy of this agreement.
   4. My grandmother needs ________ (help) into the car nowadays.
   5. The children were looking forward to ________ (take) to the theme park.

2 Rewrite the sentences using the words given.
   1. An engineer installed our Internet connection this morning.
      We ________.
   2. Someone stole Zoe's wallet while she was on the bus.
      Zoe ________.
   3. The shop is delivering Rob's bike next week.
      Rob ________.
   4. The hairdresser will cut Maria's hair on Saturday.
      Maria ________.

3 Complete the sentences with the correct future form (will or going to) of the verbs in brackets.
   1. We ________ (go) to the cinema tonight. Do you want to come?
   2. I ________ (be) sixteen next birthday.
   3. Those clouds look threatening. Maybe it ________ (rain).
   4. I have no idea what to get my mother for her birthday. I know! I ________ (buy) her some flowers!
   5. If I have enough money, I ________ (buy) that new CD!
   6. I ________ (have) a nice, quiet evening at home tonight.

4 Complete the sentences with the correct form: future simple or future continuous, of the verb in brackets.
   1. Tom won't be at home this afternoon, he ________ (play) basketball.
   2. Please don't phone me at six o'clock, I ________ (have) dinner with my family.
   3. Scientists think we ________ (live) longer in the future.
   4. I'm not sure what I'm doing later, perhaps I ________ (go) to the cinema.
   5. Sarah has just spoken to Paul, she ________ (not meet) him tomorrow evening.
   6. We ________ (not be) at school tomorrow because it's a holiday.

5 Choose the best future form to complete the sentences.
   1. By this time next year, Gregory ________ (will have sailed/will sail) around the world.
   2. When he reaches Australia, he ________ (will be visiting/will have visited) eight countries.
   3. In three years time I'll ________ (have finished/will be finishing) my university degree.
   4. 'What are you doing this evening?'
      'I don't know. Perhaps I'll ________ (watch/will go to watch) TV.'
   5. 'What will you be doing/will you do in ten years' time?'
      'Maybe I'll ________ (be working/will go to have worked) in another country.'
   6. 'I'm late for school and I can't find my coursebook.'
      'I'll ________ (go to help you look for it).'
   7. 'Have you got any plans for the summer?'
      'Yes, I'm ________ (going to go/go to) the States. I'm already saving up for the trip.'
   8. 'What time will you get home tonight?'
      'I'll ________ (be/it have been) back by ten o'clock.'
Vocabulary

Words that go together

6 Choose the correct word a, b, or c, to complete the sentences.

1 Action films often require the audience to _______ their disbelief.
   a suspend        b delay        c forget
2 The play conveyed a _______ message about family conflicts.
   a powerful       b thoughtful    c hard
3 The horror film made Nadia scream in _______.
   a fright         b terror       c dread
4 The critic’s review _______ the ending of the play.
   a gave up        b gave out     c gave away
5 The film was so bad that people left halfway through. It really wasn’t _______ seeing.
   a advised        b recommended c worth
6 The director managed to _______ an atmosphere of danger and suspense.
   a direct         b create       c invent
7 The play was _______ from a novel by Henry James.
   a arranged       b adapted      c prepared
8 The famous director _______ a multi-million dollar blockbuster film.
   a constructed    b made        c did

7 Complete these sentences with the correct form of these expressions.

- can’t have it both ways
- have a change of heart
- have a good mind to
- have it out with
- have no connection with
1 Although Dave wanted to climb Mount Everest, he _______ when Sarah said she couldn’t manage the business without him.
2 The hotel turned out to be a big disappointment. Fiona and Steve _______ to book a room somewhere else.
3 We don’t have enough money to buy a car and go on holiday — you _______.
4 Despite having the same name, the restaurant _______ the hotel.
5 Clare _______ her boss about why she hadn’t been promoted.

8 Write the adjective form of these words.

1 disappoint _______
2 effect _______
3 expense _______
4 power _______
5 spectacle _______
6 terrify _______

9 Find words connected with speed and movement which mean the same as the explanations in 1–7. The first letter of each word is given.

1 take off: _______ _______ _______
2 increase the pace of: _______ _______
3 move in the direction of: _______ _______
4 beat quickly and repeatedly with your fist: _______
5 move quickly, making a loud, deep noise: _______
6 turn round quickly: _______
7 move up and down: _______

The right words

10 Choose the correct word a, b, c, or d to complete part of a personal statement.

I have always been _______ in pursuing a _______ in education. I enjoy _______ with children, and have on many _______ spent my free time _______ extra money by accompanying children on camping holidays.

My hobbies are horse-riding and reading _______ to going to the cinema and theatre. I have also been on organised _______ to South America.

I am _______ learning to drive. I am creative but can _______ calm when necessary. I feel I have an _______ for working with young people.

1 a regarded b noticed c interested d concerned
2 a career b job c work d post
3 a doing b working c participating d making
4 a instances b occasions c opportunities d times
5 a earning b winning c passing d taking
6 a in addition b as well c after all d too
7 a excursion b experience c exploration d expedition
8 a already b actually c currently d really
9 a hold b have c keep d find
10 a aptitude b appearance c application d approval
Visual concepts

1 Answer these questions.
   1 Which of these paintings do you like best and why?
   2 Who do you think painted them?
   3 Which painting is:
      a Impressionist in style
      b Cubist in style?
   4 Would you recognise other works by the same artists if you saw them?

Reading

2 Skim read the text and find out what experiments were carried out and what the results showed.

3 Tick (✓) four statements which reflect the content of the text.
   1 □ It is generally thought that pigeons are stupid.
   2 □ Birds are very discerning about what they eat.
   3 □ Scientists can assess pigeons' intelligence by rewarding them with food.
   4 □ Pigeons appear to be able to recognise different artistic styles.
   5 □ Pigeons can tell one Impressionist artist from another.
   6 □ The test with students proved that pigeons could be trained to do anything.
   7 □ The students probably failed the tests because they approached them in a different way.
   8 □ Pigeons apparently enjoy appearing on TV.

Vocabulary

Understanding

4 Find words or phrases in the text which mean:
   1 unintelligent (paragraph 1)
   2 take or accept as being true (paragraph 1)
   3 easily persuaded or deceived (paragraph 1)
   4 do better than (paragraph 2)
   5 a general or abstract idea (paragraph 3)
   6 unable to make a decision (paragraph 3)
   7 difficult (paragraph 4)
   8 competitors (paragraph 4)
   9 shown (paragraph 5)
   10 very surprising (paragraph 5)
Art-loving pigeons are not so dumb after all!

1. Pigeons are not as daft as they appear. In fact, they are so discerning that they can tell a Picasso from a Monet. For years, we have assumed that the flocks at Trafalgar Square were not capable of doing anything but strutting around, but new research suggests that they are probably just resting after taking the art at the National Gallery.

2. Scientists in Japan have shown that pigeons can outperform art students in telling Picassos from Monets while in Britain pigeons have beaten university students in a race to work out where food is hidden. The Japanese researchers repeatedly showed pigeons in individual cages 30 different paintings by Picasso and Monet. The pictures were flashed up in the birds’ cages on a screen below which was a full container of seed.

3. The birds rapidly learned that if they pecked at a Picasso, they were rewarded with food while Monets brought no reward at all. When they began to enjoy near-perfect scores, the scientists thought this was because the birds had perfect memories. So they showed them new, unseen Picassos and Monets and found the pigeons were able to identify the right artists again, showing they had a visual concept of style. They could tell the difference between Monet’s dappled light and vivid colours and Picasso’s surreal angular figures. But when work by artists who painted in the same Impressionist or Cubist art style were brought in, the birds became confused – just like some art students.

4. In the British study, town pigeons beat 200 university students in a contest to work out which of 60 coloured bar charts showed where food was. Slides showing three red columns of varying heights on a white background were projected onto a wall. The pigeons, who had learned earlier they would get the right food if they pecked the right images, got it right every time. Only two students in 200 worked out that the food lay under the graphs with the smallest coloured areas. The kinder explanation is that the students were searching for a more complicated answer. However, the pigeons no doubt feel that it’s time their human rivals tried a little bit harder in future.

5. The pigeons’ amazing brainpower was revealed in a three-part TV documentary called Animal Minds. Producer Paul Reddish said: ‘When it comes to visual concepts, the brain of the art student and the pigeon may be very similar.’ The programme also arrived at these rather startling conclusions: certain monkeys in the jungle suffer from the same levels of stress as office workers; bees teach each other not only where to find food but whether it is of a high quality, and most animals can show some emotion.

Words with similar meaning

5. Complete sentences 1–10 with the correct words or phrases in each pair.
   take in / work out
   - It took me ages to ______ what the answer to the question was.
   - The teacher speaks so quickly that I find it difficult to ______ everything she says.
   tell the difference between / mistake one for another
   - The twins look so similar that most people ______
   - Can you ______ a Monet and a Picasso painting? (vivid / surreal)
   - I really like wearing ______ colours like red and orange.
   - The woman’s face in that painting is so strange that it looks ______
   - Did England ever ______ the World Cup?
   - Our local baseball team always seems to ______ its opponents.
   contest / context
   - You can’t always understand the meaning of a word from its ______
   - The tennis champion’s victory was so easy there was really no ______

Writing a summary

6. In pairs, discuss the questions and write answers to form a summary of the text.
   - What did the pigeons have to do in the first experiment?
   - What were the results?
   - What could the pigeons not do?
   - What did the British study consist of?
   - What were the results?
   - What did the TV programme show?
Grammar

Third conditional

Quick quiz

1 Match the beginnings 1–3 to the endings a–c to complete the rules.
   1 We use the first conditional to talk about ...
   2 We use the second conditional to talk about ...
   3 When expressing wishes with I/we wish + someone + would ...
      a something which is unlikely to happen.
      b we cannot use the object pronouns i or we.
      c something which may happen in the future.

2 Read the text and complete the table.
   1 What was discovered? ______________________
   2 Who made the discovery? ______________________
   3 When did he live? ______________________
   4 Date of discovery? ______________________
   5 What happened in 1945? ______________________

ACCIDENTS OF SCIENCE

Sir Alexander Fleming (1881–1955) had a colleague who until quite recently worked at St. Mary's Hospital, London. According to this colleague, the discovery of penicillin would never have happened if one day in 1928 a piece of mould had not floated in through an open window (possibly from the pub opposite) and landed on a plate of glass Fleming was using in an experiment. The plate was covered with a powerful bacterium called staphylococcus.

A less observant scientist might have thrown it straight in the bin, but Fleming noticed there were no bacteria near the green mould. In tests, he discovered that the mould also killed other bacteria, yet it could be given to animals with no obvious side effects. The discovery, which became known as penicillin, was the first antibiotic, and was able to combat a huge number of fatal bacterial diseases. Finally, in 1945, Fleming and two other scientists shared a Nobel prize for the discovery that was to save millions of lives.

Focus magazine

3 Complete the sentence with the correct form of the verb in brackets. Then answer questions 1 and 2.
   If a piece of mould _____ (not float) through the window, Fleming _____ (not discover) penicillin.
   1 Did a piece of mould float through the window?
   2 Did Fleming discover penicillin as a consequence of this?

4 Look at the examples a–d and complete the rules about the third conditional.
   a Fleming was observant. He didn't throw the plate in the bin.
   b If Fleming hadn't been observant, he would have thrown the plate in the bin.
   c Fleming noticed what was happening on the plate. He kept it.
   d Fleming would not have kept the plate if he hadn't noticed what was happening on it.

Rules
   1 We use the third conditional to talk about the theoretical consequences of situations in the past.
   2 To form the third conditional we use if + _____, would / wouldn't have + _______.
   3 We can put the if clause before or after the main clause. When the if clause comes ______, we use a comma.

5 Complete the sentences with the correct form of the verb in brackets.
   1 Jane went to Helen's party. She met her boyfriend.
      If Jane _____ (not go) to Helen's party, she _____ (not meet) her boyfriend.
   2 Pete didn't work hard. He failed his exams.
      If Pete _____ (work) harder, he _____ (not fail) his exams.
   3 I didn't go to bed early. I got up late this morning.
      If I _____ (go) to bed earlier, I _____ (not get up) so late this morning.
   4 Mark entered the competition. He won $100.
      Mark _____ (not win) $100 if he _____ (not enter) the competition.
   5 Sally went skiing last weekend. She broke her leg.
      Sally _____ (not break) her leg if she _____ (not go) skiing last weekend.
   6 I didn't buy a new jacket. I didn't have enough money.
      If _____ (have) enough money, I _____ (buy) a new jacket.
Wishes and regrets

6 What did they say? Match pictures 1–4 to sentences a–d. Then complete the rules about wishes and regrets.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Surprised man in a car" /></td>
<td>I'm sorry, you haven't passed your test!</td>
</tr>
<tr>
<td><img src="image2" alt="Man and woman" /></td>
<td>John asked me out, you know. I was too shy!</td>
</tr>
<tr>
<td><img src="image3" alt="Woman in a classroom" /></td>
<td>I'm not happy. My teacher gave me a lot of homework last weekend.</td>
</tr>
<tr>
<td><img src="image4" alt="Woman at a platform" /></td>
<td>Platform 1</td>
</tr>
</tbody>
</table>

a. If only I had been more confident. I wish I had said 'yes'.
b. If only I hadn't left so late! I wish the traffic hadn't been so bad.
c. I wish I hadn't failed! If only I had practised more.
d. I wish I hadn't taken this job. If only Mark hadn't convinced me to move to this office!

Rules
1. To make wishes about the past we use wish + ______ (not) + past participle.
2. To talk about regrets about the past we use if only + had (not) + ______

7 Write sentences expressing wishes and regrets about the past using the ideas 1–6.

1. You have never won anything in your life.
2. Tim didn't study hard enough for the test on Monday.
3. You weren't able to go to the party last Friday night.
4. The teacher gave you a lot of homework last weekend.
5. You have never had the opportunity to travel abroad.
6. You had an argument with your best friend about something really silly.

Example
I wish I had won something. If only I had been luckier.

Let's activate

What if ...?

8 Work in small groups. Imagine what the world would have been like if these things hadn't happened. Use the third conditional.

1. the discovery of fire
2. the development of language
3. the invention of boats and trains
4. the development of atomic energy
5. the building of towns and cities
6. the invention of the microchip

Example
If fire hadn't been discovered, people wouldn't have been able to cook their meat.

If they hadn't been able to cook their meat, they wouldn't have developed in the same way and they would have had a very different kind of diet. Also, they wouldn't have been able to keep warm.

9 In pairs, take turns to express wishes and regrets about the following situations.

1. Your friends invited you to go to the beach, but you didn't go. You're bored!
2. You went to a party on Friday night, but you had a terrible time.
3. You missed the bus home after the party. You arrived late and your parents were angry.
4. Your parents decided you couldn't go out this week. Your boyfriend/girlfriend has asked you to go to the cinema but you can't go.
5. You left school and got a job. Your job is really boring.
6. All your friends went to university. They seem to have interesting lives.
7. You didn't save any money, you spent it all. Now you can't go on holiday.
8. You split up with your boyfriend/girlfriend.
Good for the brain?

1. Look quickly at the map of Central London and try to memorise it. Close your books, then see if you can answer the questions the teacher asks you.

Listening

2. Listen to part of a radio programme about London taxi drivers ('cabbies'), and complete the notes.
   1. Name of test taken: ______
   2. What research shows: drivers ______
   3. Difference in brain capacity: ______
   4. Type of memory increased: ______
   5. What cabbies are famous for: ______

3. Listen again and answer the questions.
   1. What do London taxi drivers do as part of their training?
   2. The speaker calls the taxi drivers a 'rare breed'. Why?
   3. Who did the researchers compare the taxi drivers to?
   4. What do the cabbies have to do to pass the knowledge test?
4 You are going to hear Eleanor Maguire, a researcher, talking about the part of the brain where we store the things we consciously remember (the hippocampus). Listen and tick (✓) the statements she makes and put a cross (✗) beside those she does not.
1 Researchers already knew about the power of an animal’s hippocampus.  
2 The human hippocampus is different from an animal’s.  
3 A damaged hippocampus makes life difficult for creatures.  
4 Taxi drivers who knew more places had a larger hippocampus.  
5 Taxi drivers are difficult people to study.  
6 This study could have been done in any city in the world.  
7 The researchers used two completely different methods of testing cabbies.  
8 Experienced taxi drivers were more willing to spend time being tested.

Pronunciation

Silent letters
5 Some of the words in 1–7 contain letters which are not pronounced (silent letters). Circle the letters which you think are silent. Then listen and check your answers.

Example
Knowledge  Knock  Kind
1 write  worried  wrong
2 when  which  why
3 house  honest  hour
4 ignore  signal  sign
5 racial  crucial  trial
6 conscious  science  scream
7 built  bullet  guilt

Speaking

Brainstorming a presentation
6 In groups, prepare a presentation on the following topic. Brainstorm what kind of information you will need for your presentation and where you might find it. Think about the different kinds of education you could talk about, and how you might interpret the word upbringing. Which do you consider to be more important: education or upbringing?

7 In the same groups, decide what information for your presentation you might put under these headings:
- Introducing your presentation
- Arguments for or against the role of ‘education’
- Arguments for or against the role of ‘upbringing’
- Conclusions

Presenting your information

8 Read the conversation in the box and match the phrases in italics to the functions a–e:

a supporting an argument  
b concluding an argument  
c introducing a contradictory argument  
d introducing a topic  
e supporting your opinion

Presenting information
A My research has shown that our upbringing is far more important than our education.
B This would appear to be true from my own research. On the other hand, I don’t think we should underestimate the importance of education. I personally feel that our status in life is often a direct result of our educational background.
A Overall, it would seem that both are as important as each other.

Giving your presentation

9 Give a presentation (three to four minutes) using the outline plan in 7. Use the presentation checklist to help you.

Presentation checklist
- Stick to the organisation of your presentation. This will help you to present your ideas clearly.
- Present more than one point of view. This will show that your information is not one-sided.
- Use facts or statistics. This will show your ideas are based on evidence, not imagination.
- Speak clearly and watch your grammar. Incorrect grammar can interfere with the communication of your message.

Answering questions about your presentation

10 Imagine you are being asked the following questions about your presentation, how would you answer them?
- Why did you choose this topic?
- How have you formed your opinions?
- Which gives better results - hard work or natural ability?
- Is it possible to overcome a lack of natural ability by hard work?
- What should be rewarded more - achievement or hard work?
Writing about data

Academic attitudes

1 In pairs, discuss these questions.
   - Which school subjects are the most popular in your class?
   - Which subjects do you find the most difficult/easiest? Why?
   - Which subjects do you do better in when you take examinations?

Studying the sample

Understanding the task

2 Read the text and answer the questions. Ignore the gaps.
   1 Is the text a report or an argument?
   2 Does the text describe research or personal experiences?
   3 Is the text formal or informal?

Using headings

3 Match headings a–e to paragraphs 1–5.
   a Encouraging an interest in science
   b Jobs which appear to attract students
   c Reactions to the findings of the survey
   d Subjects which interest students
   e What students had to say

4 Scan the text and choose the correct explanation for the words in bold.
   1 There was a twist to this all (line 7)
     a an unexpected conclusion  b a hidden meaning
   2 A wide range of (line 13)
     a an unusual combination  b a great variety of
   3 Rather negative in their tone (line 14)
     a almost non-existent  b slightly critical
   4 Dead boring (line 15)
     a extremely (informal)  b slightly
   5 Not in the least surprised (line 21–2)
     a just a little  b not at all
   6 As it tended to be (line 31)
     a was often  b was rarely

5 Match the statistics in italics in the text to the expressions a–e below.
   a more ... than
   b a majority
   c nearly two thirds
   d most
   e very few

Steps to better writing

Presenting statistics and information

6 Complete the sentences with suitable words.
   1 A survey _______ 2,000 students was _______ in Leicester.
   2 Only one student _______ 12 was interested _______ taking science as a career.
   3 Over two thirds of the class expressed an interest _______ art, compared _______ 15% who were more attracted _______ history.
   4 Five students _______ of ten said they thought geography was interesting.
   5 20% _______ the students who were _______ in the survey produced rather negative comments.
   6 It _______ that most students are interested in space travel.
   7 The survey _______ that biology is the only science subject _______ any interest.
   8 A quarter _______ students said that science was boring.
   9 The minority _______ that science would be useful.
   10 The results _______ what had been suspected.
Writing about data

Understanding the task
9 You are going to carry out a class survey to find out what kind of jobs students would like to do when they leave school, then write about your findings.

10 In groups, brainstorm what information you will need, then design a questionnaire to find the information. You will need space for both questions and results. Use the ideas from each group to design your final questionnaire.

11 Record your findings by asking students to raise their hands when the survey questions are asked, then calculate the percentages of students for each question.

12 Ask individual students for some personal comments. Make a note of them.

Planning
13 In the same groups, plan your report.
1. Decide how many paragraphs your report will have.
2. Decide what to include in each paragraph.
3. Decide which student comments to include in your report. Try to choose at least two different kinds of comments.

Writing

Presenting data
As well as presenting data, try to draw some conclusions from your findings.

14 Write your interpretation (200–250 words).
- Present your statistics clearly and logically.
- Show negative and positive attitudes.
- Suggest an overall conclusion.

Checking
15 Check that you have:
- included some personal comments.
- mentioned your reaction(s) to the findings.
- given sections headings.
- written the right amount (200–250 words).
Let's practise grammar

Third conditional

1 Complete the sentences with the correct form of the verb in brackets.
   1 If we ______ (know) you were in town last weekend, we ______ (invite) you to dinner.
   2 If I ______ (pass) my driving test last week, I ______ (buy) a second-hand car.
   3 What ______ (you/do) if Bill ______ (ask) you to marry him yesterday?
   4 If the car ______ (not break down), we ______ (not be late) for our appointment last Friday.
   5 I ______ (give) you Sam's phone number if you ______ (ask) me — but you didn't.

2 Rewrite sentences 1–6 using the third conditional.
   1 Maria didn't go on holiday because she didn't have enough money.
      If Maria ...
   2 We didn't see the concert because we didn't book tickets in advance.
      If we ...
   3 The police didn't catch the thief so he didn't go to jail.
      If ...
   4 I was able to watch the film because I found my glasses.
      If ...
   5 Matt didn't buy the car because it was too expensive.
      Matt ...
   6 They had an accident because they weren't driving carefully.
      If ...

3 Complete sentences 1–7 using the prompts and the modal verb in brackets.
   1 If you had told Matt about your problem, he / offer / help. (might)
   2 They / catch / the train if they had got up earlier. (might)
   3 If you had invited Jess to the party, she / come. (would)
   4 If you wanted to pass your exam, you / revise more. (should)
   5 If they didn't want to miss the show, they / arrive earlier. (ought to)
   6 The athlete / win / the race if he hadn't injured himself. (could)
   7 Clare / be / a good violin player if she hadn't given it up. (could)

Wishes and regrets

4 Rewrite sentences 1–8 using I wish or If only.
   1 Bryan was sorry that he left school at 16.
      Bryan wishes ...
   2 It's unfortunate that Ben didn't get the job.
      If only ...
   3 Unfortunately Tina broke her leg when she was skiing.
      Tina wishes ...
   4 I feel awful about forgetting Pam's birthday.
      I wish ...
   5 I regret not travelling abroad when I was younger.
      If only ...
   6 It's a shame that we couldn't go to the mountains last weekend.
      We wish ...
   7 Martin missed the bus and was late for school.
      Martin wishes ...
   8 Jenny forgot to lock the door of her flat.
      If only ...
Let's practise skills

Reading

5 First read the text and complete it with the correct form of the verbs in brackets. Then decide if the statements below are true (T) or false (F).

If Admiral Shovell 1 ______ (know) the position of his ship in 1707, he 2 ______ (not be) shipwrecked. But in the eighteenth century, it was very difficult to work out longitude (east/west position) at sea.

After Admiral Shovell's shipwreck, a sum of money was offered for anyone who could solve the problem of longitude. An important astronomer, Nevil Maskelyne, was the judge.

A master carpenter, John Harrison, had the idea of using time to measure longitude. If a clock was set to London time, sailors could work out how far east or west they were from London by calculating their time from the sun. If the judge 3 ______ (not be) an astronomer, he 4 ______ (not refuse) to believe the problem could be solved with a clock.

If Harrison 5 ______ (be) a wealthy, educated man, Maskelyne 6 ______ (take) him more seriously. Although Harrison's clock proved accurate on many voyages, Maskelyne always found reasons not to pay him the prize money.

Finally, after he had been working on the problem of longitude for fifty years, Harrison appealed to the King. If he 7 ______ (not ask) the King for help, he 8 ______ (never get) the prize money.

1 F Admiral Shovell was shipwrecked because he couldn't calculate longitude.
2 T John Harrison worked out that sailors needed to know the time in London in order to calculate their position at sea.
3 T The astronomer Maskelyne didn't take the problem of longitude seriously enough.
4 T Maskelyne couldn't pay Harrison because his clock didn't keep good time.
5 F Harrison never received the reward.

Writing

6 Write about another scientific discovery. Use these questions to help you.

- What problems were the scientist(s) trying to solve?
- What difficulties did the scientist(s) have in getting recognition for their work?
- How did they finally succeed?
- What would have happened if the discovery had not been recognised?

Listening

7 You are going to hear a discussion on memory. First, read through statements 1–4. Then listen and choose the best option, a, b, c, or d.

1 The best way to remember a list of things is
   a to practise remembering.
   b to learn some techniques.
   c to do nothing.
   d to repeat the list many times.

2 Working memory is good for remembering
   a a lot of things in great detail.
   b a few things for a short time.
   c a lot of things over a period of time.
   d a few things on a regular basis.

3 'Elaborative encoding' is a way of
   a remembering a long list of things.
   b improving your working memory.
   c moving things into your long term memory.
   d remembering a story.

4 People use stories to
   a help them remember random items.
   b explain the connection between items.
   c amuse themselves.
   d remember the order of the planets.
**Word building**

1. Complete the table with the correct form of the words. Use a dictionary to help you if necessary.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>XXX</td>
<td>intelligence</td>
</tr>
<tr>
<td>2</td>
<td>to think</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>to memorise</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>imagination</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>to inform</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete these sentences with the correct form of a suitable word from the table in 1.

1. The experiment seemed to show that pigeons were more ________ than art students when it came to art.
2. Can you turn the radio off? I'm finding it difficult ________
3. Have you ever tried ________ a 20-digit number?
4. Mark is very ________ about computers. He helped me fix my PC.
5. It was ________ of you to buy Heather a birthday present.
6. You need a lot of ________ to write a good adventure story.
7. Your directions for finding the hotel were very ________.
8. The book on how to improve your memory was very _________. There was a lot of practical advice.

**Phrasal verbs with take**

3. Match the phrasal verbs in italics to their meanings a–f.

1. Sue found it easy to ________ in what the teacher was saying. She was very good at maths.
   - a. admit you are wrong
   - b. look or behave like a member of your family
   - c. take responsibility for something
   - d. behave badly towards someone because you are upset
   - e. like something/someone
   - f. understand something

2. Rachel ________ Tim immediately. They had the same hobbies and interests.
   - a. carry on
   - b. carry off
   - c. carried out

3. Zoe said Gareth was useless at hockey. She had to ________ her words when she scored a goal.
   - a. say something
   - b. make a mistake
   - c. choose to do something

4. When he missed the football match, Matt ________ her words when he scored a goal.
   - a. carry on
   - b. carry off
   - c. carried out

5. Luke was keen to ________ on more work and earn his promotion.
   - a. say something
   - b. make a mistake
   - c. choose to do something

6. Lisa is really good at sciences. She ________ her father.
   - a. admit you are wrong
   - b. look or behave like a member of your family
   - c. take responsibility for something
   - d. behave badly towards someone because you are upset
   - e. like something/someone
   - f. understand something

**Answer these questions.**

1. When was the last time you had to ________ something you said?
   - a. get back
   - b. get to
   - c. take back

2. Do you like ________ extra responsibilities at school?
   - a. take on
   - b. take in
   - c. take in

3. Do you find English grammar easy to ________?
   - a. take out
   - b. take in
   - c. take on

4. Who do you ________ most in your family?
   - a. take out
   - b. take off
   - c. take after

**Prepositions**

5. Complete these sentences with the correct preposition.

   - a. at
   - b. for
   - c. from
   - d. of
   - e. to
   - f. with

1. If the pigeons chose the correct answer, they were rewarded ________ food.
2. The amount ________ time the experiment took was longer than expected.
3. Researchers looked ________ all the evidence, then came to a conclusion.
4. Michelle was suffering ________ a terrible headache. She'd spent hours in front of her computer.
5. It took Daniel a long time to work out a solution ________ the problem.
6. Dominic O'Brien is famous ________ his phenomenal memory.

**Words that go together**

6. Choose the correct word or phrase to complete the sentences.

1. Joe accepted the job offer. It was a golden ________ for him.
   - a. chance
   - b. opportunity
   - c. fortune

2. ________ a fortune wasn’t important to the scientist. All he wanted was recognition for his work.
   - a. Having
   - b. Creating
   - c. Making

3. The company ________ a survey on the popularity of science subjects.
   - a. carried on
   - b. carried off
   - c. carried out

4. Is there a connection ________ a good memory and intelligence?
   - a. between
   - b. across
   - c. with

5. Alexander Fleming discovered penicillin ________ the accident.
   - a. by
   - b. for
   - c. with

6. When she was in Florida, Fiona ________ the opportunity to visit the Kennedy Space Centre.
   - a. gave
   - b. won
   - c. had

7. Researchers interviewed a ________ range of students before they wrote their report.
   - a. large
   - b. wide
   - c. width
Tate Modern

1. Read the text and decide if these statements are true (T) or false (F). Correct the false statements.

1. □ Tate Modern has been built next to a power station.
2. □ You can see many different kinds of artistic styles at Tate Modern.
3. □ The architects of the new gallery were not British.
4. □ The main entrance to the gallery faces the river Thames.
5. □ Visitors enter the galleries by walking up a flight of stairs.
6. □ The building has glass sides overlooking the Thames.
7. □ At Tate Modern you can have a meal and a wonderful view at the same time.
8. □ Even if you work full-time, you will be able to visit the gallery.
9. □ The building is designed with the disabled in mind.
10. □ There is an entrance fee for adults.

Tate Modern is Britain's new national museum of modern art. It is housed in the former Bankside Power Station, on the banks of the River Thames. The gallery displays the world famous Tate collection of international modern and contemporary art, including major works by Matisse, Picasso, Dalí, Rothko and Warhol, as well as other contemporary work.

Bankside Power Station was transformed into Tate Modern by Swiss architects. The former Turbine Hall, running the whole length of the building parallel to the river, now forms a breathtaking entrance to the gallery. From here, visitors are swept up by escalator through two floors featuring a café, shop and auditorium to three levels of galleries. At the top of the building is a new two-storey glass roof, which not only provides natural light into the galleries on the top floor, but also houses a stunning café offering outstanding views across London.

There is a full range of special exhibitions and a broad public programme of events throughout the year. Tate Modern is also open late on Friday and Saturday evenings, and, as the summer nights draw near, it is an excellent time to visit an exhibition, go to a gallery talk or simply browse in the shop.

Facilities
- Groups accepted
- Educational visits

Disabled facilities
- Wheelchair access
- Hearing impaired
- Visually impaired
- Guide dogs welcome
- Disabled toilets

Price of entry – Adult £0.00 GBP (except for paying exhibitions)

2. This is a picture of the kind of art that Tate Modern often displays. In small groups, discuss what you think of art like this.

3. Answer the following questions about your country.

1. What kind of art galleries exist where you live?
2. How popular are they?
3. What other kinds of museums are there?
4. Is there an entry charge? (How much is it?)
5. How important do you think it is to introduce young people to art and culture?
1 Look at the pictures and answer the questions.

1 The two people in these photographs are Romeo and Juliet. What happens to the two characters in Shakespeare's play?
2 Why do you think this kind of story interests people?
3 What sacrifices would you make to be with the one you loved?

LOVE IN A
goat climate

1 It had everything a film studio could dream of: not only a clean-cut hero and an exotic heroine, but also love across the divide - in short, the story of a modern Romeo and Juliet. He was a 25-year-old American marine, a Lieutenant Corporal called Jason Johnson. She was a 19-year-old Arab princess called Merian. When their eyes met in a crowded shopping mall in Bahrain, it was love at first sight. When her family discovered the courtship, Merian was confined to her home but the romance continued by telephone. Finally, the couple decided to flee and make their lives together in the USA. It may sound like a script for a film but this one is - more or less - a true story.

2 Jason knew that US marines did not have to show a passport to leave Bahrain so he forged documents for Merian so that she would appear to be a member of the marine corps. Merian was kitted out in sloppy, baggy American clothes. She hid her long hair under a New York Yankees baseball cap and together they boarded a flight to Chicago.

3 After being released by the immigration service while a decision was made as to whether she would be allowed to stay in the USA, the princess married the marine. Jason, the son of a cement truck driver, had to make sacrifices to be able to marry Merian. He was demoted to the rank of Private for bringing an illegal immigrant into the country but is still serving at his unit's base in California, where the couple now live. Technically, Merian could still be deported, even though she is married to a US citizen.

4 A key figure in the lovers' story is Tom Colbert, the president of a company that promotes stories that first appeared in local newspapers by placing them on TV and in national newspapers and magazines. Colbert arranged for a contact, Mary Aloe, to sign up the film rights to their story.

5 'I fell in love with them,' said Aloe. 'They are an awesome couple. Their story has everything. It's a thriller and there could be three different endings. They could live happily ever after and find out that her family secretly supported her. Or she could be sent back and he has to let her go. Or she's an independent woman who realises that, although she loves Jason, now that she's in America she wants to move on. No matter what the ending is, it's still a great movie!'

The Guardian
Reading

2 Skim read the text and find out why the story refers to Romeo and Juliet.

3 Scan the text and choose the best answer, a, b, c, or d, to questions 1–6.
   1 What does the word "it" refer to in line 1?
      a the film studio
      b the American marine corps
      c the couple’s story
      d the play Romeo and Juliet

   2 Jason and Merian fell in love when they
      a were studying together.
      b were working on a film together.
      c went to see the play Romeo and Juliet.
      d noticed each other in a busy place.

   3 How did Merian manage to flee to the USA?
      a She already had a US visa.
      b She carried papers proving she was serving as an American marine.
      c She pretended to be a member of a basketball team.
      d She had her hair cut short to make her look more American.

   4 What happened immediately after the couple arrived in Chicago?
      a Merian was detained by the immigration authorities.
      b The couple told Jason’s family they were getting engaged.
      c Jason was discharged from the US marines.
      d Jason got a job as a cement truck driver.

5 What does Tom Colbert do for a living?
   a He works for a local newspaper.
   b He runs his own company.
   c He owns a TV company.
   d He produces film adaptations of plays.

6 Why does Mary Aloe think the story would make a great movie?
   a The story has three different endings.
   b The main character is an independent woman.
   c The story offers many interesting possibilities.
   d The story is similar to a successful American thriller.

4 In groups, discuss what aspects of divided loyalties the text brings up, and how you think the story will end.

Vocabulary

Love and romance

5 Explain what these words and phrases from the text mean. Use a dictionary if necessary.
   1 love across the divide
   2 love at first sight
   3 courtship
   4 romance
   5 fell in love with
   6 live happily ever after

Uses of make

6 Match the uses of make 1–5 to the explanations a–e.
   1 make sacrifices
   2 make for
   3 make somebody do
   4 make fun of
   5 make a habit of
   a go towards
   b laugh at somebody
   c do regularly
   d force somebody to do
   e give one thing up for another

7 Complete the sentences with the correct form of one of the phrases with make from 6. There is one phrase you do not need.
   1 When the plane landed, the passengers ________ the passport control office.
   2 It is often necessary to ________ to be able to get what you want in life.
   3 Don’t ________, Ted. He’s trying his best to be serious!
   4 When the children were younger, we ________ spending our holidays in the mountains.

Masculine and feminine nouns

8 Complete the table with the masculine and feminine equivalents of these nouns.

<table>
<thead>
<tr>
<th>Masculine nouns</th>
<th>Feminine nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _____</td>
<td>princess</td>
</tr>
<tr>
<td>2 hero</td>
<td>_____</td>
</tr>
<tr>
<td>3 son-in-law</td>
<td>_____</td>
</tr>
<tr>
<td>4 _____</td>
<td>niece</td>
</tr>
<tr>
<td>5 actor</td>
<td>queen</td>
</tr>
<tr>
<td>6 _____</td>
<td>_____</td>
</tr>
<tr>
<td>7 lion</td>
<td>bull</td>
</tr>
</tbody>
</table>

Time to talk?

Which of these conflicting points of view is closest to what you think? Why?
- Family ties are the most important things in life.
- A person’s job or education plays a more important role in their life than personal relationships.
Grammar

Reported speech

Quick quiz

1 Answer these questions.
1 How many types of reported speech are there?
2 What changes do you need to make when turning
direct speech into reported speech?

2 This picture shows the re-enactment of a famous
historical battle. Why do you think people enjoy taking
part in events like this?

Reporting statements

3 John is a re-enactor. Read the newspaper cutting and then
report his statements 1–6. Use the verbs in brackets and
make any necessary changes.

Re-enactments of famous battles from the
American Civil War are frequent. One re-
enactment of the battle of Mule Shoe between
the South and the North in 1864 took place
over three days and attracted 7,000 re-enactors
and 20,000 spectators.

Example

'Yes, the battle today does look fierce.' (admit)
John admitted that the battle that day looked fierce.
1 'The battle started this morning when it was still misty.'
tell)
2 'You see, the re-enactment is only part of this weekend's
entertainment.' (explain)
3 'I take my role playing seriously – yes, I do.' (admit)
4 'Everyone chooses to be a historical character who was
similar in age or background.' (say)
5 'We would never, and I mean never, change the
character we have chosen.' (insist)
6 'Actually, we're remembering the days when we had to
fight for a cause.' (make it clear)

Reporting verbs with -ing

4 Look at the examples and the rule. Then report the
statements using a suitable verb from the list.

a 'Let's go to the cinema,' said Lucy.
Lucy suggested going to the cinema.
b 'You told Mark my secret!' Jenny said to Peter.
Jenny accused Peter of telling Mark her secret.

Rule
After certain reporting verbs we use a gerund. Some of the
most common verbs are:

- accuse (someone) of
- deny
- insist on
- recommend
- suggest

1 'I didn't borrow your CD,' / my brother.
2 'We absolutely must try the chocolate ice-cream,' / Bill.
3 'You should see Leonardo DiCaprio's new film,' / Sylvia.
4 'You took my jacket to the party!' Simon / to his sister.
5 'Why don't we play football in the park?' / Jim.
Reporting orders and requests

5 Look at the examples and answer the questions.
   a 'Don't make any noise,' said a man to us.  
      A man told us not to make any noise.
   b The man sitting next to me turned to us and said,  
      'Please be quiet.'  
      The man sitting next to me asked us to be quiet.
   1 Which verb do we use to report orders?
   2 Which verb do we use to report requests?
   3 What changes do we make when we report orders and requests?
   4 How do we report negative orders and requests?

6 Match these verbs to sentences 1–5. Then rewrite the sentences in reported speech.
   - ask • order • plead with • tell • urge
   1 'Don't talk with your mouth full,' the mother said to her young son.
   2 'Stay where you are!' the policeman said to the robber.
   3 'Please, please, let me come with you,' Jamie said to his older brother.
   4 'Please do not put your feet on the seats,' the bus driver said to the passengers.
   5 'I strongly advise you to think carefully before you accept a job,' the careers adviser said to the students.

Indirect questions without tense changes

9 Look at the examples a and b and the rules 1–3. Then rewrite questions 1–6 beginning with the words given.
   a Is it time for the interval?
      Do you know if it's time for the interval?
   b What time does the battle start?
      Do you know what time the battle starts?

Rules
   1 When we ask indirect questions, we do not use inversion.
   2 We use whether, if, or a question word to introduce an indirect question.
   3 When the indirect question follows a direct question, or implied question, I wonder, or Do you know, we do not need to change the tense.
   1 Are the re-enactors mad?
      I wonder ...
   2 Does anybody ever get hurt?
      Do you know ...
   3 When does the re-enactment finish?
      I want to know ...
   4 What do all these re-enactors do for a living?
      I'd like to find out ...
   5 Will you come back for the re-enactment next year?
      Have you any idea ...
   6 How long have you been taking part in the battle?
      Tell me ...

Let's activate

10 You are going to hear part of a live radio programme about a Civil War re-enactment. Listen and make notes under these headings.
   1 Where the presenter is
   2 Why he is there
   3 The weather today
   4 The scene at five this morning
   5 The appearance of the re-enactors

11 In pairs, report what the presenter said. Use the sentence openers to help you.
   He said/explained that ...
   He told/asked/urged the listeners (not) to ...
   He wondered/wanted to know ...

12 What did your partner say?
   If you were re-enacting an important event in your country's history, what event would you choose? Why? Tell your partner, who will then report what you said to the rest of the class.
**Listening and speaking**

**Opting out**

1. In groups, discuss these questions.
   1. If you could live anywhere you wanted in your country, where would you choose? Why?
   2. How difficult do you think it would be to move away from the kind of life you have now? Why?

2. Look at the pictures. What kind of lifestyles do you think these people lead?

3. You are going to hear six speakers talking about how they turned their backs on their lifestyles to do something completely different. Listen and match the speakers, 1–6 to the statements a–g. One statement is not made by any speaker.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 2</td>
<td>Speaker 5</td>
</tr>
<tr>
<td>Speaker 3</td>
<td>Speaker 6</td>
</tr>
</tbody>
</table>

   a. I was surprised by my own success.
   b. I felt isolated because of my talent.
   c. I made a sudden decision to change my lifestyle.
   d. I regret making the decision to change my lifestyle.
   e. I have made sacrifices to change my lifestyle.
   f. I had a little trouble with the locals.
   g. I planned my change in lifestyle carefully.

**Idioms**

4. Listen again and complete the idioms 1–13.

   **Speaker 1**
   I was getting a bit ______ with city life, and I'd just ______ with my girlfriend. I made a ______ decision.

   **Speaker 2**
   I was getting ______ with travelling. the ______ grind
   we'd soon get ______ of it.

   **Speaker 3**
   ______ for the end of its natural life.
   They thought it would ______ the tone of the area.

   **Speaker 4**
   It turned out that I had a ______ for clowning around.

   **Speaker 5**
   They thought that I'd ______ my ______.
   It's ______ hard work.

   **Speaker 6**
   I decided it wasn't ______ the effort.

5. Explain the meaning of the idioms 1–13 in 4.

**Pronunciation**

**Vowel sounds**

6. Circle the words in each group that contain the same vowel sound. Then listen and check your answers.

   1. area, tea, reach
   2. door, soon, room
   3. head, great, said
   4. look, book, pool
   5. work, fork, talk
   6. huge, hug, few
   7. plane, plain, plan
   8. first, hurt, worth
Speaking

7 Match functions 1–6 to sentence openers a–f.
1 ask for information
2 refuse to do something
3 justify your opinion
4 make a suggestion
5 persuade somebody
6 warn somebody
a I know you're not keen on the idea, but, you never know, you might enjoy…
b I'm sorry but I really don't want to…
c The thing is that it's (not) a good idea because…
d Just be careful because…
e How about (doing)…?
f Can you tell me…?

Role play

**Exam training**

**Role play**
Look carefully at what you are asked to do and try to remember how to do this in English. Remember, you must include all the points in the role play and show your ability to express yourself in English.

8 In pairs, role play this situation. Take turns to play A and B. Use the sentence openers a–f in 7 to help you.

**Student A (You speak first)**
Your best friend has decided not to go to university after all.
- Find out why.
- Try to persuade him/her to change his/her mind.
- Warn him/her that he/she might regret this decision, giving a reason.
- Suggest an alternative to going to university.

**Student B**
You have decided not to go to university after all. Respond to your partner.
- Explain why you don't want to go to university.
- Explain why you won't change your mind.
- Explain why you don't think you will regret this decision.
- Tell your friend what you think of his/her alternative to university.

Soundbites

**Memory**

9 Listen to a song from the musical Cats and number the verses in the order in which they appear in the song.

- Touch me!
- It's so easy to leave me
- All alone with a memory
- Of my days in the sun
- If you touch me
- You'll understand what happiness is
- Look, a new day has begun
- Daylight
- I must wait for the sunrise
- I must think of a new life
- And I mustn't give in
- When the dawn comes
- Tonight will be a memory too
- And a new day will begin
- Burnt out ends of smoky days
- The stale cold smell of morning
- A street lamp dies
- Another night is over
- Another day is dawning

**Memory**
- All alone in the moonlight
- I can smile like the old days
- I was beautiful then I remember
- The time I knew what happiness was
- Let the memory live again

10 Answer the questions.

1 What memories does the singer have of her past life?
2 What has she decided to do when daylight comes?
3 Do you think our memories of the past are accurate pictures of what our life was like? Why/Why not?
Writing an essay

Conflicting interests

1 In groups, discuss the following problem. When you have finished, compare your decisions with those of another group.
Imagine that you are living on a beautiful, remote island. The population and wealth are decreasing rapidly. The only way to ensure the island's survival is to develop it for mass tourism. Are you for or against the idea? Why?

TOURISM is a necessary evil

1 Despite many recent setbacks to the travel industry, tourism is extremely popular nowadays. Some people argue that it is a necessary part of a country's development, others claim that it brings nothing but problems and is of no real benefit to local people. So how desirable is it?

2 It is easy to find arguments in favour of tourism. The first is that statistics show it brings welcome prosperity to a country with limited wealth and few natural resources. It also creates employment for many local people. Finally, it encourages people to travel to countries they would never previously have dreamed of visiting. This results in an increased understanding of each other's culture, which in turn can lead to better relationships between nations.

3 Nevertheless, tourism has its negative side. Firstly, critics argue that any wealth created belongs to a chosen few and that most local inhabitants gain very little financially from it. In addition, the unacceptable behaviour of some tourists makes local people feel their presence is an intrusion — and they believe life would be better without people who have no respect for local customs and traditions. Lastly, one strong argument against tourism is that it damages the environment and should, therefore, be restricted or banned.

4 In conclusion, tourism seems to be a controversial and emotive issue. It can bring wealth and prosperity, as well as create problems. Those involved in the industry should try to ensure that its effects are positive and the damage it causes is kept to a minimum.

Study ing the sample

Understanding the task

2 Decide which of the points a–f are arguing for and which are arguing against tourism.
   a Tourism provides jobs for the local community.
   b Tourism damages the environment.
   c The behaviour of some tourists is unacceptable to local people.
   d Tourism increases the wealth of the inhabitants of a country.
   e Tourism helps people to understand one another better.
   f Tourists do not respect the customs and traditions of local people.

3 Now read the essay about tourism and match topics a–d to paragraphs 1–4.
   a Arguments against tourism
   b Conclusion
   c Arguments for tourism
   d The thinking behind the essay title

4 Find words in the text which have the same meaning as those in 1–8.
   1 difficulties or problems that prevent something progressing
   2 the state of being successful, especially financially
   3 supplies that can be used to increase wealth
   4 those who find fault with something
   5 unwelcome disturbance
   6 feeling admiration because of good qualities or achievement
   7 an important topic for discussion or argument
   8 results or outcomes
Steps to better writing

Presenting an argument

5 Complete sentences 1–8 with a suitable word. If necessary, look at the text again.

1 Tourism is a necessary ________ of a country’s development.
2 The tourist trade brings ________ but problems.
3 The tourist industry is of no real ________ to local people.
4 It is easy to find arguments in ________ of eco-tourism.
5 Tourism ________ in increased wealth for many people.
6 Global tourism can ________ to better relationships between nations.
7 Tourism has its negative ________, too.
8 One very strong ________ against an invasion of tourists is that …

Link words and connectors

6 Use words a–f to complete the text.

a despite
b so
c this in turn
d nevertheless
e in conclusion
f as well as

Local people ________ property developers can benefit from tourism. ________, there are many people who are strongly opposed to tourism. ________ the obvious financial gains from the encouragement of tourism, some local inhabitants feel that their way of life is being destroyed. ________ they sometimes appear unfriendly and unwelcoming to tourists, ________ can result in tension between tourists and local bar and restaurant owners. ________, the problems created by tourism are not always easy to solve.

Words that go together

7 Underline the noun the adjectives in 1–8 are sometimes used with. Then explain what the word combinations mean.

1 welcome prosperity/setback
2 limited richness/wealth
3 natural possessions/resources
4 an increased understanding/thought
5 unacceptable acting/behaviour
6 local inhabitants/tourists
7 financial win/gain
8 an emotive reason/issue

Writing your essay

Understanding the task

8 You are going to write an essay of 200–250 words on the following topic. ‘Tourism is a necessary evil in my own country.’ In pairs, decide whether you agree or disagree with the statement.

Planning

9 In the same pairs, make a list of three or four points arguing for and three or four points arguing against tourism in your country. Think about:

- why your country is special or different from other countries.
- what your country has to offer tourists.
- what the negative effects of tourism might be.
- which points to include (about six in total).
- what order to put your points in.

Writing

10 Write your essay.

- Include points for and against.
- Use different ways to describe tourism, e.g. the tourist trade/industry, eco-tourism, global tourism, tourists.
- Write an introduction explaining the thinking behind the essay title.
- Write a concluding paragraph.

Checking

11 Check that you have:

- presented your argument clearly.
- written in formal style.
- used the correct spelling and punctuation.
- written the right amount (200–250 words).
Let's practise grammar

Reporting statements
1 Report these statements using the correct form of the verb in brackets. Begin the sentences with the names given.

1 'I'm not interested in romantic films. I'd much rather see a western.' (make it clear)
   Clint ...  
2 'I stayed up last night watching TV. That's why I'm tired.' (explain)
   Meg ...  
3 'It's too late for you to walk home. I'll take you in the car.' (insist)
   Ryan ...  
4 'Ross and Emily have just split up. They had a terrible argument.' (tell)
   Monica ...  
5 'If I had seen Peter yesterday, I would have told you.' (explain)
   Diane ...

Reporting questions
3 Read the interview with Pauline Fairhurst, who has been married for 50 years. Put the presenter's questions a-f in the correct order 1-6.

   a How did you meet?
   b How long have you been living with your husband, Bill?
   c And did you fall in love straight away?
   d If you could change something about him, what would it be?
   e And what is your advice to newly-weds?
   f Why do you think your marriage has lasted so long?

   Presenter 1 ____________________________
   Pauline    Well, we've been married for 50 years.

   Presenter 2 ____________________________
   Pauline    That's a long time!

   Presenter 3 ____________________________
   Pauline    At a concert in 1950. I was at a jazz club with my friends when he walked over and asked me for a dance.

   Presenter 4 ____________________________
   Pauline    No, although I thought he was very handsome. It was only after a few months that I realised I was in love.

   Presenter 5 ____________________________
   Pauline    Well, I'd like him to be tidier, but I wouldn't change anything about his personality.

   Presenter 6 ____________________________
   Pauline    I think it's because we've always had shared interests. We've done a lot together.

   Presenter 7 ____________________________
   Pauline    Don't give up when you have problems. Accept each other's weaknesses. Remember that no one's perfect!

4 Now report questions a-f.

Reporting orders and requests
2 Rewrite these reported orders as direct speech.

1 The waitress asked me not to smoke in that area of the restaurant.
2 The shoplifter pleaded with the store detective not to phone the police.
3 The teacher told us to sit down and open our books at page 67.
4 The traffic warden told me not to park my car there.
5 John urged me to be careful when I went climbing that weekend.
6 My parents told me to be quiet because the baby was sleeping.

Indirect questions without tense changes
5 Rewrite these other questions from the interview. Use the words given.

   1 What is the secret of a successful marriage?
   I wonder ...
   2 Have you ever had a serious disagreement?
   Could you tell me ...
   3 How did you resolve it?
   I'd like to know ...
   4 Do you have any regrets?
   I want to know ...
   5 How will you celebrate your wedding anniversary next year?
   Do you know ...
   6 Is it difficult being married for so long?
   Could you tell me ...
6. You are going to hear five people talking about advertisements aimed at children. Read through the statements a–j. Then listen and choose the two statements that each speaker makes. Write the appropriate letter in each box. There is an example at the beginning.

- It's important to encourage children to take exercise.
- The ads should be used to promote healthy food.
- The stars don't need the money they earn from the ads.
- People don't understand how unhealthy salty snacks are.
- Stars shouldn't promote high-fat, high salt snacks.
- Sports stars in particular should be positive role models.
- The ads are fun.
- It doesn't matter if you eat crisps as long as you eat other things as well.
- Unhealthy food is more significant than lack of exercise in making children fat.
- Footballers should educate children about food.

Speaker 1 Angie
Speaker 2 Ben
Speaker 3 Caroline
Speaker 4 David
Speaker 5 Elaine

First 
Statement 
Second 
Statement 

7. Look at the information in 1–5 and decide where it comes in the text below. Then rewrite it in reported speech to complete the text.

1. ‘Being famous can be difficult, but in London I use the underground and go to the supermarket or out when I want to.’
2. ‘I'm young, I want to have fun, dance, have a good time.’
3. ‘Meditation and yoga are an essential part of my day.’
4. ‘All actors had to feel the motivations and emotions of their characters.’
5. ‘I don’t have so many problems with the press.’

Gwyneth Paltrow, the daughter of the late director and producer Bruce Paltrow, was born in Los Angeles on February 28, 1972. Her first taste of fame came in 1995 after her small part in Seven, where she met Brad Pitt. However, it wasn't until she starred in Shakespeare in Love in 1998 that she really became famous. She won the Oscar for Best Actress for this role and hasn't looked back since.

Since she began acting she has played a wide variety of characters with success. In her view all actors

in order to play them well.

Her more recent films include Possession and Sylvia.

Paltrow is now living in London, which is where she met her partner, Chris Martin, the lead singer of the British pop group Coldplay. She enjoys living in London. She said that

Whereas in London she might find a few photographers waiting outside a restaurant, in America there might be five vans and 80 photographers following her around! She added that

Paltrow has found ways of relaxing and combating the stresses of a film star's lifestyle. She explained that

When discussing her future Paltrow said that


Idioms

1. Match sentences 1–5 to the comments that may follow them a–e.
   1. Have you heard? Greg has broken up with Julie.
   2. Tom was fed up with his job.
   3. Rob has a knack for fixing computers.
   4. We spent hours preparing the picnic, but it wasn’t worth the effort!
   5. Rosy was bored with the daily grind.
      a. She couldn’t wait to go on holiday.
      b. Apparently he’s going out with someone else.
      c. He wanted a change of career.
      d. I’ll ask him to help me with mine.
      e. In the end it rained.

2. Now match the idioms in italics in 1 to the meanings a–e.
   a. be bored or unhappy with something
   b. end a relationship
   c. a waste of time
   d. a repeated activity that is tiring or uninteresting
   e. have the ability or skill to do something

Prepositions

3. Complete the sentences with the correct preposition.
   • by • in • on • through • to
   1. Tina was looking for holiday brochures, when her boss walked in.
   2. Frances wasn’t keen on the idea of taking a year out.
      She wanted to find a job.
   3. I was very surprised at Helen’s suggestion. I hadn’t considered working abroad.
   4. Life in the countryside is a dream compared to life in the city.
   5. In order to succeed in athletics, you need to train very hard and dedicate yourself to the sport.
   6. Susie decided to enrol in a language course. She wanted to learn Italian.
   7. There was no doubt in Paul’s mind about the answer. He was convinced he was right.

Words that go together

4. Choose the correct option, a, b, or c, to complete the sentences.
   1. Gail ___ her back on a career in medicine and studied art instead.
      a. turned b. presented c. made
   2. Jason made an ___ decision and bought the motorbike, even though he couldn’t really afford it.
      a. rush b. snap c. abrupt
   3. It’s often very difficult to ___ a living as an actor.
      a. have b. do c. make
   4. After releasing her first single, the pop star ___ to fame.
      a. launched b. rocketed c. took off
   5. Nicola ___ advantage of her year in Brazil and learnt Portuguese.
      a. made b. took c. had
   6. Missing the train was a ___ of bad luck. If only we’d arrived earlier.
      a. stroke b. push c. touch

Expressions with make

5. Complete the sentences with the correct form of these expressions.
   • make a habit of • make for • make fun of
   • make sacrifices • make (someone) wait • make up
   1. The singer made for her fans to wait for over an hour before she appeared on stage.
   2. As soon as he arrived in town, Mark made the nearest hotel.
   3. You shouldn’t make up staying up so late. It’s bad for your health.
   4. Linda made a lot of effort to pursue a career in television.
   5. People always make up David. He takes himself far too seriously.
   6. Tina and Jeff have made up. They haven’t cancelled the wedding after all.
1 Read the poem and answer these questions.

1. What picture does the poet paint of the soldiers’ attitude to their duty in verse 2?
2. Why do you think the poet keeps repeating the lines: ‘Into the valley of Death / Rode the six hundred’?
3. The poet refers to the battlefield as ‘the valley of Death’. What other metaphors does he use to describe it?
4. What do you think the world might have been wondering (while all the world wondered – verse 3)?
5. According to the poet, what happened to the six hundred soldiers? Why does he suggest this happened?

Your reactions

In pairs, discuss these questions.
- Why do you think this was such a popular poem?
- How successfully do you think the poet has conveyed his message?
- How relevant is this message nowadays?
- Do you have any poems like this in your own language? Which ones? How do they compare with this one?

The Charge of the Light Brigade
by Alfred Lord Tennyson

Balaclava. (Oct. 26th 1854)

Forward, the Light Brigade!
Charge for the guns!’ he said.
Into the valley of Death
Rode the six hundred.

‘Forward, the Light Brigade!’
Was there a man dismayed?
Not the soldier knew
Someone had blundered.

Their’s not to make reply,
Their’s not to reason why,
Their’s but to do and die.

Into the valley of Death
Rode the six hundred.

Reeled from the sabre-stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;

Stormed at with shot and shell,
While horse and hero fell.

They that had fought so well
Came through the jars of Death,
Back from the mouth of Hell,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!
Let's revise Units 9 and 10

Grammar
1 Rewrite sentences 1–4 as one sentence, using the third conditional.
   1 Sue didn't give Jamie her phone number, Jamie didn't phone her.
      If Sue _______.
   2 I got to the station late. I missed the train.
      If I _______.
   3 We didn't read the question. We got the answer wrong.
      If we _______.
   4 Alex applied for the job. He got an interview.
      Alex _______.

2 Complete the wishes and regrets with the correct form of the verbs in brackets.
   1 I didn't win the music competition. I spent a lot of time playing computer games instead of practising. I wish I _______ (win) it. If only I _______ (not spend) so much time playing computer games.
   2 I left school when I was 16 years old. I didn't go to university. I wish I _______ (not drop) out of school. If only I _______ (go) to university.
   3 I lost my lottery ticket. I couldn't claim the prize. If only I _______ (lose) my lottery ticket! I wish I _______ (be able) to claim the prize!
   4 Mike persuaded me to stay out late. My parents were angry with me. I wish I _______ (not listen) to Mike. If only Mike _______ (not persuade) me to go home so late!
   5 I didn't want to learn a musical instrument when I was younger. I wish I _______ (learn) to play the guitar. If only I _______ (decide) to study the guitar.

3 Rewrite these statements in reported speech using the words in brackets. More than one answer may be correct.
   1 'What I do is sometimes boring.'
      (Jim/admit)
   2 'We would never do anything dishonest.'
      (The children/insist)
   3 'Why don't we go for a pizza?'
      (Maria/suggest)
   4 'You told a lie!'
      (Bob/accuse)
   5 'Actually, this play has never been performed before.'
      (The actor/make it clear)

4 Report the orders 1–5 using one of these verbs and a subject of your own.
   - ask • command • order • tell • urge
      1 'Fire!'
      2 'Don't move!'
      3 'Don't leave your room in such a mess again!'
      4 'Stop trying to find excuses.'
      5 'Help me with this suitcase.'

5 Rewrite these questions as reported questions using one of the verbs below and the subject given.
   - ask • enquire • want to know • wonder
      1 'Where is the ticket office?' (a spectator/an official)
      2 'What time is it?' (Susan)
      3 'Have you ever been here before?' (Ted/Mr Jones)
      4 'What time does the show end?' (I/a programme seller)
      5 'Did you see the show yesterday?' (my friend)

6 Rewrite these questions using the words given.
   1 'Are you cold?' Tell me _______.
   2 'Has the show finished?' I wonder _______.
   3 'How much does it cost to get in?' Have you any idea _______.
   4 'What does everybody here do in the winter?' I'd like to find out _______.
   5 'Is it going to rain tomorrow?' Do you know _______.

Vocabulary
7 Complete the sentences with the correct form of the words in brackets.
   1 IQ tests are a way of measuring people's _______ (intelligent).
   2 Are you able to _______ (memory) telephone numbers easily?
   3 London taxi drivers are incredibly _______ (know) about roads in the city.
   4 Clare is very _______ (imagine). She makes up the most incredible stories.
   5 We need more _______ (inform) about the hotel before we book it.
   6 It takes a lot of _______ (concentrate) to play a game like chess.
   7 These directions are very _______ (confuse). No wonder we got lost!
   8 Susan is very _______ (think). She bought me a gift for my birthday.
8 Complete the sentences with the correct form of one of these phrasal verbs.

- take it out on  - take after  - take back  - take in
- take on  - take to

1. Emma never _______ life in the city. She preferred living in the country.
2. When things go wrong Tess always _______ everyone else. She won’t admit it’s her fault.
3. The explorer decided _______ the challenge and organise the expedition to the Himalayas.
4. Brett quickly _______ the assembly instructions and set up the computer.
5. Monica is a very talented musician. She must _______ her mother.
6. As soon as Tim realised his mistake, he _______ everything he had said.

9 Choose the best word, a, b, or c, to complete these sentences.

1. William Shakespeare is a _____ figure in English literature.
   a basic  b key  c first
2. Shakespeare’s Romeo and Juliet is all about love across the _____.
   a difference  b division  c divide
3. When Romeo first saw Juliet it was love at first _____.
   a sight  b look  c impression
4. Usually it takes some time for people to truly _____ in love.
   a get  b become  c fall
5. Although Romeo found _____ that Juliet was a Capulet, he still wanted to see her.
   a after  b about  c out

10 Write a short biography of Keanu Reeves, using the information below, or an actor or singer of your choice. Include comments in reported speech. Use this plan to help you:

1. Background – family
2. Career up to now
3. Present life and interests

Born: Beirut, 1964
Family: mother – British, costumer for stars like Dolly Parton
father – half Chinese, half Hawaiian, geologist
Career: first appearance – Coca-Cola advertisement
first starring role – Youngblood, with Patrick Swayze
other films – My Own Private Idaho, Speed, Dracula, The Matrix, The Matrix Revolutions
other recent films – Premonition, Hardball, Sweet November

Life: grew up in Toronto. Moved to Hollywood when he was 19, but moved back to Toronto in 2000 after his girlfriend, Jennifer Syme, died in a car accident. Usually lives in hotels.
Likes: motorbikes, speed and music (plays bass in group Dogstar and has composed some songs)
Comments: ‘My private life is just that, private. I’d rather stay at home than have a photographer following me around.’
‘Why hotels? I like having Room Service. Also, I spend most of the time on location or touring with the band.’
‘I’ve been acting since I was 14. I did theatre, advertisements and TV series before getting film parts.’
‘I’m not like any of the characters I’ve played.’
Present perfect

We use the present perfect to talk about:

1. something which has or hasn’t happened before (our general experience), often with ever, never and before.
   *Have you ever been* to New York?
   *No. I’ve never had* the opportunity.
   *I’m sure we haven’t met before.*

2. something which happened in the past but still has an effect in the present, often with already, just, (not) yet and still.
   *Have you already finished* your composition?
   *Jack has just come back from Paris.*
   *I haven’t finished* reading your letter yet.
   *Jane still hasn’t phoned* me.

3. something which is still going on now or is still true now, often with for and since. We use for to add information about the length of time and since to talk about the starting point of the action.
   *Juliet and Mark have been married* for five years.
   *Ann’s had her dog since* last May.
   *I’ve lived* in this village all my life.

4. instead of a present tense after when, if and until to talk about something that might (not) be finished now or soon.
   *When I’ve finished* this composition, we’ll go to the cinema.
   *If you haven’t booked* the tickets for the concert yet, I can do it for you.
   *You can’t go until you’ve finished* your dinner.

Past simple

We use the past simple:

1. to talk about a completed action in the past, often with a time reference.
   *He rang* me two days ago.
   *I didn’t go* to Scotland last weekend — it was too snowy.

2. to tell people about past events and to tell stories.
   *I woke up early, quickly* got dressed, *caught* the tram into town, and *met* a friend.

3. with the verb to be + since to talk about how long it is since something happened.
   *How long is it/has it been* since you went swimming?
   *It is / has been* ages since I went for a swim.

Present perfect simple and present perfect continuous

We use both the present perfect and the present perfect continuous for an action which began in the past but which has present consequences.

We use the present perfect:

1. to emphasise that an action is completed.
   *I’ve washed* the car. *It looks nice and clean now.*

2. to say how many times something has happened.
   *They’ve visited* us four times this year.

We use the present perfect continuous:

1. to emphasise the action itself, which may or may not still be going on in the present.
   *My clothes are wet because I’ve been washing* the car.

2. to emphasise the length of time that an incomplete action has lasted.
   *I’ve been studying* English for two years.

3. to talk about actions that have been repeated over a period of time up to the present.
   *We’ve been going* to the tennis club for years.

4. For a temporary action or situation.
   *They’ve been carrying out* tests on the telephone system.
Unit 2 Gerunds and infinitives

Gerunds
Gerunds are verbal nouns ending in -ing. We can use them:

1. as the subject of a verb.
   Learning English is not too difficult.

2. as the object of a verb.
   I like studying different languages.

3. after a preposition.
   I'm looking forward to going to England on holiday.

4. after certain verbs.
   - avoid • can't stand • carry/go/keep on • consider
   - deny • (don't) mind • enjoy • fancy • finish • give up
   - imagine • miss • practise • put off • risk
   I always avoid doing the washing-up.
   I fancy going to the cinema tonight.
   Would you mind closing the window?

5. after some expressions with it.
   - it's (not) worth … • it's pointless …• it's no use …
   - it's a nuisance … • it's no good …
   It's no use trying to explain.

Infinitives
We can use infinitives with to:

1. to express purpose.
   I bought this book to read on the train.

2. after too + adjective or after (not) enough.
   This exercise is too difficult to do in ten minutes.
   The amount is not enough to cover the expenses.

3. as the object of a verb after words like where, when and how.
   I don't know how to switch the computer on.

4. after certain verbs.
   - afford • agree • arrange • decide • hope • manage
   - promise • refuse • want
   Peter agreed to help me paint my room.
   I decided to go to the beach.

Verbs followed by gerunds or infinitives

1. We can use the gerund or the infinitive after some verbs with no change in meaning.
   I like travelling / to travel.
   The students continued working / to work.
   It started snowing / to snow.
   They began building / to build the new railway station last year.

A change in meaning

2. We can use the gerund or the infinitive after some verbs with a change in meaning.

   A remember
   We use remember + gerund to talk about something we did in the past and remember later.
   I remember posting the letter.
   We use remember + infinitive to talk about something that we remember we must do, and then do afterwards.
   I remembered to phone Pat.
   Remember to take your pen to school.

   B need
   We use need + gerund to talk about things that must be done.
   The kitchen needs decorating.
   My hair needs cutting.
   We use need + infinitive to talk about things that we must do.
   I need to finish this work by tonight.
   We need to get some foreign currency before going abroad.

   C regret
   We use regret + gerund to talk about something we did in the past and are now sorry about.
   I regret telling Mary that I didn't like her.
   I regret not going to university.
   We use regret + infinitive to apologise for something we are going to do. This is used in more formal situations.
   I regret to say that I am unable to come to the party.
   We regret to inform you that your application has not been successful.

   D try
   We use try + gerund to say that something we tried to do was unsuccessful.
   I tried talking to Ben but it was no good. He wouldn't change his mind.
   We use try + infinitive to talk about something we made an effort to do but couldn't do.
   I tried to phone you last night but the line was engaged.

3. We use the infinitive with or without to after some verbs with no change in meaning.
   I'll help you to pack.
   Can you help me carry this suitcase?
   I wouldn't dare go bungee jumping.
   I wouldn't dare to go deep sea diving.
Unit 3 Habits

Present habits

1. We use the present simple to talk about present actions or states in general, often with an adverb of frequency.
   I usually go to school by train.

2. We use the present continuous + always, continually and forever to talk about actions that are annoying in the present.
   My brother's always complaining about something.

3. We use will to talk about behaviour that is typical of a person.
   She sees her friends all day at school and then she'll phone them in the evening.

Past habits

1. We use the past simple to talk about past actions or states, often with an adverb of frequency.
   When I was little, I usually went to the library on Saturdays.

2. We can use would and used to + infinitive without to to talk about repeated past actions.
   Before I could drive, I used to/would travel everywhere by bus.

Note
We can also use used to, but not would, to talk about past states.
They used to live in France.
I didn't use to have a motorbike.

3. We can use the past continuous with always to talk about annoying habits in the past.
   I remember that he was always talking in class.

Watch out!
1. A gerund, a present participle and an adjective ending in -ing look the same but we use them differently.
   A Walking is good for you. (gerund/noun)
   B We went on a skiing holiday. (adjective)
   C We sat in the pub eating hamburgers. (present participle)

2. We can use the infinitive in a continuous, perfect, and passive form.
   to buy  to be bought  to be buying
   to have bought  to have been bought  to have been buying

The news report can be found on the Internet.
The criminal is said to be arriving in the UK today.
He is said to have been living abroad.
He is thought to have been arrested yesterday.

Watch out?
1. Many verbs are not used in the continuous form.
   • believe  • belong  • consist  • depend  • hate  • know
   • like  • love  • mean  • need  • prefer  • realise
   • remember  • seem  • suppose  • understand  • want

2. Some verbs can be used in continuous tenses with a different meaning, e.g. see, think, feel, have.

Unit 4 Relative and noun clauses

Defining relative clauses

Use
Defining relative clauses give us essential information. They define the person or thing we are talking about. They usually directly follow the noun that we are defining.

Mr Roberts is the man who telephoned me yesterday.
This is the book that Peter gave me for my birthday.

Pronouns used in defining relative clauses
We use the relative pronouns who, which, that or whose.

1. We use who or that for people.
   This is the man who/that designed the aeroplane.

2. We use which or that for things.
   Is this the letter which/that came yesterday?

3. We use whose to say that something belongs to someone or something. It is more commonly used for people.
   This is the star whose film was a box office hit.
The film whose title was Gone with the Wind became very famous.

4. We can leave the relative pronoun out if it refers to the object of the relative clause but we cannot leave it out when it refers to the subject of the relative clause.
   The tickets that we booked for the concert were very expensive.
The stars who appeared in the film were very famous.

Non-defining relative clauses

Use
Non-defining relative clauses do not define the noun. They give us extra information. Note that we use commas with non-defining relative clauses.

The Prime Minister, who is leaving tomorrow on a Middle East tour, made a statement this morning.
Pronouns in non-defining relative clauses
We do not use *that* in non-defining relative clauses and we cannot leave out the relative pronoun.

*The film, which was made in Scotland, has been a box office success.*

*The film, whose director was Steven Spielberg, has made millions of dollars.*

Noun clauses
We can use noun clauses:

1. as the subject of a sentence.
   *What you are suggesting seems a good idea.*

2. as the object of a sentence.
   *I don’t know what you are talking about.*

3. after indirect questions. In an indirect question, the subject always comes before the verb in the second part of the sentence.
   *Can you tell me how he is?*
   *Question words such as How? When? and Where? are used in both direct and indirect questions.*
   *What is the time? (direct)*
   *Can you tell me what the time is? (indirect)*
   *If there is no question word, we use if.*
   *Has she arrived yet? (direct)*
   *Do you know if she has arrived yet? (indirect)*

Note
We do not usually use the past perfect continuous to talk about states.

Present perfect continuous
We use the present perfect continuous:

1. to talk about an action which has been going on for some time and which is still going on.
   *Paul has been jogging round the park since seven o’clock this morning.*

2. for finished actions which have a result in the present.
   *We’ve been living in the city for about five years now.*
   *My hair is wet because I’ve been swimming.*

3. for actions that have been repeated over a period of time up to the present.
   *They’ve been going to the tennis club for ages.*

Adverb clauses
We can use adverb clauses to express:

1. reason
   *I borrowed some money because / since / as I wanted to start up my own business.*

2. time
   *While / When we were on holiday, we met an old friend.*

3. condition
   *If we can get tickets, we’ll go to the concert.*

4. purpose
   *I joined a sports club so that I could make friends.*

5. result
   *The flight was so expensive that we decided to travel by train.*

Unit 5 Narrative tenses
Past simple and past continuous
We use the simple past with the past continuous to describe an action that was in progress when another action happened or ‘interrupted’ it.

*We were having an English lesson when the lights went off.*
*I was listening to a CD when Peter arrived.*

Past perfect simple and continuous
We use both the past perfect and the past perfect continuous to talk about an action which happened before another action in the past. However, we use the past perfect for a completed action and to emphasise its result.

*I was angry because someone had stolen my purse.*

We use the past perfect continuous for an action that happened over a period of time, and to emphasise the action going on.

*I was amazed that he had been stealing from the company for so long.*
Unit 6  Past modals

Past modals and meaning
We can use past modals to talk about:

1 possibility
   It might / may have been your parents who sent the flowers.

2 logical explanation
   It can't have been Maria who phoned. She's on holiday.
   It must have been Sarah. She said she was going to get in touch.

3 obligation
   I ought to / should have finished this composition last night.

4 lack of necessity
   We needn't have got up so early.

5 a past condition
   I would have finished the composition if I had had time.

Unit 7  Passive, causative have and get

Passive

Form
To make an active sentence passive, we need to make three changes:

A make the object of the verb the subject of the passive sentence.

B use the same tense of the verb to be and the past participle of the active verb.
   The city has attracted visitors from all over the world. (active)
   Visitors have been attracted to the city from all over the world. (passive)

C When is it necessary to say who or what did the action, we need to make the subject of the verb the agent of the passive sentence by using by.
   Police caught the thief this morning. (active)
   The thief was caught by police this morning. (passive)

Use
We use the passive form:

1 when we do not know who did the action.
   The Bay of Islands was visited as early as the tenth century.

2 when we are not interested in who did the action or it is not important who did it.
   The island was discovered in 1789.

If we want to say who or what did the action, we use by + person or thing.
   Trade was built up with neighbouring islands by the local fishermen.

Passive forms with the gerund and the infinitive
We can use passive forms after verbs which are followed by the gerund (p 134):
   I remember being shown the main sights of London.

and after verbs which are followed by the infinitive (p 135):
   People expect to be taken seriously when they talk about their problems.

We can also use passive gerunds after some prepositions (p 134):
   Jack was fed up with being sent on business trips every weekend.

Causative have and get

Form
We form the causative using have or get + object + past participle of the verb.

• When did you get your hair cut?
  I had it cut yesterday.

• Why did you have central heating installed?
  We got it installed because the house was freezing cold in winter.

Use
We can use have or get in the causative structure. Get is more informal than have. We use the causative when we are talking about something we ask, tell or pay somebody else to do for us.

We have had a new carpet laid.
I had the car washed this morning.

In the causative, get and have can sometimes have a negative meaning 'to experience' (usually something unpleasant),
   I got had my house broken into last night. (My house was broken into.)
**Unit 8** Ways of talking about the future

**going to**
We can use going to:

1. to talk about our intentions.
   - *Ingrid says she's going to take up swimming.*
2. to make predictions based on what we can see.
   - *Look at that beautiful sunshine! It's going to be a nice day.*

**Present continuous**
We can use the present continuous to talk about a definite arrangement for the future.

- *I'm having an interview tomorrow.*
- *We're going out with friends tonight.*

**Present simple**
We can use the simple present to talk about events at a definite time in the future (often timetabled events).

- *School starts next Monday.*
- *The concert begins at 7.30.*
- *The train leaves at 16.03.*

**Future simple (will)**
We use will:

1. to make a prediction.
   - *The number of cars on the roads will increase rapidly in the next five years.*
2. to make a request.
   - *Will you please go and get me a dictionary from the library?*
3. to make an instant decision.
   - *I'll go and get us an ice cream!*
4. to make a promise.
   - *I'll buy you another watch to replace the one you've lost.*
5. to express determination.
   - *We won't let a little problem like this spoil our holiday!*

**Future continuous**
We use the future continuous to emphasise the length of an action at a certain time in the future.

- *They will have finished the new space station by 2015.*

**Future perfect simple**
We use the future perfect to talk about an action or event which will be over before a certain time in the future.

- *They will have finished the new space station by 2015.*

**Future perfect continuous**
We use the future perfect continuous to say how long an action or event will have continued for by a certain time, often with for:

- *By 2012 they will have been building the space station for two years.*

**Unit 9** Third conditional, wishes and regrets

**Third conditional**

**Form**
We form the third conditional using if + past perfect, + would / wouldn't + have + past participle.

- *If you had given me your phone number, I would have called you.*
- *If I'd set my alarm clock last night, I wouldn't have overslept.*
- *We can also use could have or might have + past participle.*
- *If you had told me you were late, I could have given you a lift.*
- *If Mark hadn't been so rude, I might have forgiven him.*

**Use**
We use the third conditional to imagine how things might have been different in the past.

- *If I hadn't been so tired, I wouldn't have fallen asleep on the bus.*
  (But I wasn't tired, and I did fall asleep.)
- *If Paul had told me about the party, I'd have gone to it.*
  (But Paul didn't tell me, and I didn't go.)

**Wishes and regrets**
We can express wishes and regrets about the past using wish or wished + past perfect. The wish we express is the opposite of what really happened.

- *I wish I'd been born a hundred years ago. (You weren't born a hundred years ago.)*
Paula wishes she hadn't split up with her boyfriend. (But she did split up with him.)
David wished he hadn't argued with his parents so much. (But he did argue with them a lot.)
We can also express regrets about the past with if only + past perfect.
If only I had called him! (But I didn't call him.)
If only James had remembered my birthday! (But he didn't remember it.)

Unit 10 Reported speech

Reported speech
We use a reporting verb to report direct speech. We also need to change:
A pronouns, e.g. I becomes he/she.
B tenses, e.g.
  simple present  simple past
  present continuous  past continuous
  will  would; can  could; may  might
  present perfect (continuous)  past perfect (continuous)
  simple past  past perfect

Note
Past modals do not change their past form in reported speech.
'I would love to know the answer,' said Sally.
Sally said she would love to know the answer.

'You should have told me about the problem with the car,' said Jim.
Jim said I should have told him about the problem with the car.
The past perfect continuous does not change in reported speech.
I felt tired on Monday because I had been travelling all day.
She said that she had felt tired on Monday because she had been travelling all day.

C words connected with the present, e.g.
  now  then; here  there; this  that; these  those

Reporting statements
1 There are many different reporting verbs in English but we often use say or tell, sometimes followed by that, to report direct statements.
'I've bought a mobile phone,' said Ella.
Ella said (that) she'd bought a mobile phone.
'I don't know how it works,' Ella said to Mark.
Ella told Mark (that) she didn't know how it worked.

Note
tell is always followed by an object.

2 If the reporting verb is in the present tense, we do not change the form of the tense in the reported statement.
'I've bought a mobile phone,' says Ella.
Ella says she's bought a mobile phone.

Reporting orders and requests
We use tell + infinitive to report orders, and ask + infinitive to report requests.
'Stop talking,' said the teacher.
The teacher told us to stop talking.
'Can you pass the salt, please?' he said.
He asked me if I could pass the salt.

Reporting questions
When we report questions, we:
1 do not use the verb in the question form in the indirect question.
'When did you arrive in London?' Simon asked Petra.
Simon asked Petra when she had arrived in London.

2 use if or whether if there is no question word in the direct question.
'Are you staying here long?' Simon asked Petra.
Simon asked Petra if/whether she was staying there long.

Indirect questions without tense changes
Indirect questions without tense changes are known as embedded questions. These are direct questions which follow another sentence opener, e.g. I want to know, I wonder, etc.

We do not change the tense of the direct question but we do change the word order.
'Are you hungry?' I want to know if you're hungry.
'Are the children tired?' I wonder if the children are tired.
'What time is it?' Could you tell me what time it is?
'Is dinner ready yet?' Do you know if dinner is ready yet?
Wordlist

Unit 1

Nouns
agency /'ædʒen(t)/ [C] a business that provides a particular service; a modelling agency
album /'ælbəm/ [C] a book in which you can keep stamps, photographs, etc. that you have collected
appearance /ə'prəʊn/ [C] the way that sb/sth looks or seems; verb appear
armadillo /a'rmədɪlo/ [C] an American animal with a hard shell, that eats insects and rolls into a ball if sth attacks it
armour /'ɑːmsr/ [C] clothing, often made of metal, that soldiers wear in the past to protect themselves
attraction /ə'trækʃn/ a feeling of liking sb/sth; verb attract
brand name /'brend nεm/ [C] the name given to a product by the company that produces it
camouflage /'kæməflædʒ/ [C] the way in which an animal's colour or shape matches its surroundings and makes it difficult to see. The polar bear's white fur provides camouflage against the snow.
career /'kɛər/ [C] 1 the series of jobs that sb has in a particular area of work; Sarah is considering a career in engineering 2 the period of your life that you spend working
cost /kɒst/ [U] the fur, hair, etc. that covers an animal's body
commerce /'kɒmɜːs/ [C] the business of buying and selling things; adjective commercial
donation /'dənəʃn/ [C] a written legal agreement verb donate
contract /'kɒntrækt/ [C] a group of plants or animals that are all the same and that can have babies (breed, together)
spin /spɪn/ [C] one of the spool threads found on some plants and animals
stick insect /stɪk ɪnsɛkt/ [C] a large insect with a long thin body that looks like a stick
storyboard /ˈstɔːrɪbɔːd/ [C] a series of drawings or pictures that show the outline of a story
stripe /strɪp/ [C] a long narrow line of colour
survival /sɜːrˈvɪvl/ [U] the state of continuing to live or exist, often despite difficulty or danger

Adjectives
amateur /æˈmætər/ [noun] done, or doing sth, for pleasure (not for money as a job)
attraction /əˈtrækʃn/ a feeling of liking sb/sth; verb attract
broken /ˈbrəʊkən/ not whole; without a lot of detail; general
clear /ˈkliər/ easy to see or hear; opposite: unclear
close-up /ˈkləʊs aʊp/ at or from a very short distance to sb/sth
common /ˈkɒmən/ happening often, existing in large numbers or in many places
complicated /ˈkɒmplɪkatɪd/ difficult to understand or deal with; a novel with a very complicated plot
contemporary /ˈkɒntəmpərəri/ very many
designer /dɪˈzaɪnər/ a famous designer; expensive and having a famous brand name
detailed /ˈdɪteɪld/ giving information about individual facts or items
essential /ɪˈsɛsntʃəl/ completely necessary; that you must have or do opposite: dispensable
expensive /ɪkˈspensɪv/ costing a lot of money; opposite: inexpensive, cheap
fake /feɪk/ made to look like sth else; a jacket in fake fur
flamboyant /fləˈmeɪbənt/ extremely attractive and exciting, and different from ordinary things or people
helpful /ˈhelpfəl/ giving help
helpless /ˈhelpləs/ unable to take care of yourself or do things without the help of other people
legal /ˈliːɡəl/ using or connected with the law
natural /ˈnætʃrəl/ 1 existing in nature; not made or caused by humans or normal; as we would expect
organised /ɔrˈɡənaɪzd/ involving large numbers of people who work together to do sth in a way that has been carefully planned; opposite: disorganised
peaceful /ˈpiːςfl/ not wanting or involving war, violence or argument
responsible /rɪˈspɒnsəbl/ having the job or duty of dealing with sth, so that it is your fault if sth goes wrong; opposite: irresponsible
spiky /ˈspɪkɪ/ having sharp points
successful /ˈsʌksəsfl/ having achieved what you wanted; having become popular, rich, etc.
unsuccessful /ˌʌnsəˈsʌsfl/
traditional /ˈtrædɪʃənl/ being part of the beliefs, customs or way of life of a particular group of people, that have not changed for a long time
typical /ˈtɪpɪkəl/ having or showing the usual qualities of a particular person, thing or type
wonderful /ˈwʌndəfl/ extremely good, fantastic
worthless /ˈwɜːθləs/ having no value or use

Adverbs
personally /ˈpɜːrsənəli/ used to show that you are expressing your own opinion

Phrasal Verbs
carry on (with sb) doing sth to continue
drop out (of sth) to leave or stop doing sth before you have finished
fall/get behind (with sth) to fail to pay or do sth at the right time: He's fallen behind with his school work again.
fall over to suddenly stop standing and drop to the ground
get ahead (of sb) to make progress (faster than others have done): He soon got ahead of the others in his class.
go on (about sth) to talk about sth for a long time in a boring or annoying way: She went on and on about the people she works with.
go out (with sb) to spend time regularly with sb, having a romantic and/or sexual relationship: Is Fiona going out with anyone?
live up to sth to be as good as expected: Children sometimes find it hard to live up to their parents' expectations.
relate to sb/sth to be able to understand and have sympathy with sb/sth
send sb out to produce sb, such as light, a signal, sound etc.
stand for sth to be an abbreviation or symbol for sth
stand out to be easily seen or noticed

Idioms
have/play a part in sth to be involved in sth: She plays an active part in local politics.

Unit 2

Nouns
attitude /ˈætɪtjuːd/ [C] the way that you think, feel or behave
celebration /ˌsɛlɪˈbreɪʃən/ [C] the act or occasion of doing sth enjoyable because sth good has happened or because it is a special day:
congratulate
confidence /ˈkɒnfɪdəns/ [U] trust or strong belief in yourself/sth: I had no confidence in myself at school.
control /ˈkəntrəl/ [U] the power or ability to make sb/sth do what you want
decision /dɪˈsɪʒən/ [C] a choice or judgement that you make after thinking about various possibilities
expectation /ɪkˈspɛktəʃən/ [C], usually pl a hope that sth good will happen: The event did not live up to my expectations.
cheerfulness /ˌkɪərfələs/ [U] the feeling of being happy and showing it
hen party /ˈhɛn ˈpɑːtɪ/ [C] a party for women only, especially one held for a woman who will soon get married

Adverbs
enthusiastically /ɪnˈθjuːsɪstɪkəli/ in a way that shows you are excited and interested in sth
eventually /ˈiːvntʃuəli/ in the end; finally: He eventually managed to persuade his parents to let him buy a motorbike
feebly /ˈfiːblɪ/ with no energy or power; weakly
hurriedly /ˈhʌrɪdli/ quickly; I hurriedly got up and dressed
ironically /aɪˈraʊnɪkli/ in a way that shows you mean the opposite of what you say: ironic
misery /ˈmɪzəri/ misery in an unhappy way: I stared miserably out of the window
smoothly /ˈsmɔːðli/ without any difficulty: Everything ran smoothly while the boss was away

steadily /ˈstedɪli/ gradually and at a regular rate: Unemployment has risen steadily since April 2003.
unfortunately /ʌnˈfɔrˌnætli/ used to say that a particular situation or fact makes you sad or disappointed, or gets you into a difficult position

Idioms
clear the air to improve a difficult or tense situation by talking honestly about worries, doubts, etc: I'm sure if you discuss your feelings with her it will help to clear the air between you.
go wrong to make a mistake 2 to experience difficulties: Their relationship started to go wrong when they moved abroad.
lose your temper to become very angry
on the one hand ... on the other hand used for showing opposite points of view: On the one hand, cars are very useful. On the other hand, they cause a huge amount of pollution.

Unit 3

Nouns
acid rain /ˌæsɪd rɛn/ rain that has chemicals in it from factories, etc. and that causes damage to trees, buildings and rivers
acrobat /əˈkrɒbæt/ [C] a person who performs difficult movements of the body, especially in a show which travels to different towns
annul /əˈnʌnl/ [V] a short cost with a covering for your head that protects you from rain, wind and cold
ape /ɑːp/ [C] a type of animal like a large monkey with no tail or only a very short tail
avalanche /əˈvælanʃ/ [C] a very large amount of snow that slides quickly down the side of a mountain
axe /æks/ [C] a tool with a wooden handle and a heavy metal head with a sharp edge, used for cutting wood, etc: an axe ax
bark /baːk/ [V] the loud, short noise or noises that dogs make 2 [U] the hard outer covering of a tree
binoculars /ˈbɪnəkələrz/ [pl] an instrument with two glass parts (lenses) which you look through in order to make objects in the distance seem nearer
brink /brɪŋk/ [C] if you are on the brink of sth, you are almost in a very new, exciting or dangerous situation
bungee jumping /ˌbaŋɡi dʒəm pong/ [U] a sport in which a person jumps from a high place, such as a bridge or a cliff, with a long rope which can stretch (a bungee, tied to his or her feet
cage /keɪdʒ/ [C] a box made of bars or wire, or a space surrounded by wire or metal bars, in which a bird or animal is kept so that it cannot escape
calling /kɔːlɪŋ/ [V] a strong desire or feeling of duty to do a particular job, especially one in which you help other people
campaign /ˈkæmpɪn/ [C] a plan to do a number of things in order to achieve a special aim: an advertising/marketing campaign
capture /ˈkæptrɪ/ [V] the state of being kept in a place that you cannot escape from: Wild animals are often unhappy in captivity.
chemical pollution /ˌkɛmɪkl pəˈluːʃən/ [U] poisonous chemical substances that make air, water, soil, etc dirty
compass /ˈkæmpəs/ [C] an instrument for finding direction, with a needle that always points north
Phrasal verbs

come out with sth to find an answer or a solution to sth
die out to disappear or stop existing
finish sth off to kill sb/sth, to be the thing that makes sb unable to continue. The cat played with the mouse before finishing it off.
give sth away to give sth to sb without wanting any money in return. We are giving away a free CD with this month's issue.
go off to explode. A bomb has gone off in the city centre.
help sb out to help sb in a difficult situation; to give sb money to help sb
leave sth to sb to give sth to sb when you die. in his will he left everything to his two sons.
set sth up to start a business, an organisation, a system, etc.
smith sth out to discover or find sth by using your sense of smell

dVD /ði:v/ [dί:] a disc with different types of information on it, especially photographs and video, that can be used on a computer (short for 'digital video disc'); or 'digital versatile disc'; a DVD player
editorial /i.dɪtəriəl/ [e.ˈdɪ.təriəl] an article in a newspaper, usually written by the head of the newspaper's editor, giving an opinion on an important subject
effect /ɪˈfɛkt/ [ɪˈfɛkt] a change that is caused by sth; a result
event /ɪˈvent/ [ɪˈvɛnt] something that happens, especially sth important or unusual
factor /ˈfæktər/ [ˈfæktər] one of the things that influences a decision, situation, etc. Depression was a common factor in these case studies.
fine /faɪn/ [fain] a sum of money that you have to pay for breaking a law or rule

gossip column /ˈɡɒspəl ˈkʌlmən/ [ˈgɔpsol ˈkʌlmən] a part of a newspaper or magazine where you can read about the private lives of famous people
half of residence /hɑːlf əv ˈrɛzɪdəns/ [ˈhɑːlf əv ˈrɛzɪdəns] a part of a building or residence
headline /ˈheləˌlaɪn/ [ˈhɛləˌlaɪn] the title of a newspaper article printed in large letters above the story
media /ˈmiːdiə/ [ˈmediə] television, radio and newspapers used as a means of communication; Reports in the media have been greatly exaggerated.

(b) Net (the internet) [nεt (θi:nθiŋ)] an international computer network connecting other networks and computers from companies, universities, etc.
news [nuːz] [nuːz] information about sth that has happened recently
point /pɔɪnt/ [pɔɪnt] in daily shidshing sth [θiŋ] the meaning, reason or purpose of sth: There's no point in talking to my parents — they never listen.
prosecution /prəˈseksjuər/ [prəˈseksjuər] the process of officially charging sb with a crime and of trying to show that he/she is guilty, in a court of law
quiz show /ˈkwɪz ʃɔʊ/ [ˈkwɪz ʃɔʊ] a competition or game on television in which people try to answer questions to test their knowledge

recording studio /rɪˈkɔːdɪŋ ˈstjuːdɪəʊ/ [rɪˈkɔːdɪŋ ˈstjuːdɪəʊ] a room where music is recorded
refund /rɪˈfaʊnd/ [rɪˈfaʊnd] a sum of money that is paid back to you, especially if you have paid too much
remote control /rəmət kənˈtrəʊl/ [rəmət kənˈtrəʊl] a device that allows you to operate a television, etc. from a distance
satellite /ˈsætəlایt/ [ˈsætəlایt] an electronic device that is sent into space and moves around the earth or another planet for a particular purpose; satellite TV (= television that is broadcast using satellites)
set-top box /set ˈtɒp bɔks/ [set ˈtɒp bɔks] a device that changes a digital television signal into a form which can be seen on an ordinary television set
site /sait/ [sait] a place on the internet where a company, an organisation, a university, etc. puts information
soap opera /ˈsəʊp əˈpəʊrə/ [ˈsoʊp əˈpəʊrə] a story about the lives and problems of a group of people which continues several times a week on television or radio
spirits /ˈspɪrəts/ [ˈspɪrəts] the state of mind of sb/sth: to be in high/lowlow spirits (= in a happy/sad mood)
station /ˈsteɪʃən/ [ˈsteɪʃən] a radio or television company and the programmes it broadcasts

substitute /ˈsʌbstɪtjuːt/ [ˈsʌbstɪtjuːt] a person or thing that takes the place of sthelse
tablidos /ˈteɪbələʊdəʊ/ [ˈteɪbələʊdəʊ] a newspaper with small pages, a lot of pictures and short articles

tenancy agreement /ˈtenənsi əˈɡrɛmənt/ [ˈtenənsi əˈɡrɛmənt] the right to live in a house or room that you rent
transmitter /trænˈsmitər/ [trænˈsmitər] a piece of equipment that sends out electronic signals, television or radio programmes, etc.
trivia /ˈtrɪvə/ [ˈtrɪvə] unimportant matters, details or information
TV licence /ˈtɪvɪ ˈlaɪsns/ [ˈtɪvɪ ˈlaɪsns] an official document that shows that you have permission to use a TV set
video recorder /ˈvediəʊ rəˈkɔːdər/ [ˈvediəʊ rəˈkɔːdər] a piece of equipment that you use to record and play films and TV programmes on video

Verbs

achieve /əˈkjuːv/ to complete sth by hard work and skill
admit /əˈdɪm/ to agree that sth unpleasant is true or that you have done sth wrong
allocate /əˈleɪteɪt/ to give sth to sb as his/hers share or to decide to use sth for a particular purpose
appeal /əˈpiːl/ to make a serious request for sth you need or want very much
apply /əˈplaɪ/ to ask for sth in writing
avoid /əˈvɔːd/ to prevent sth happening or to try not to do sth
ban /bæn/ to forbid sth from happening officially so that sth is not allowed, often by law
depend /dɪˈpend/ to depend on or rely on sth to do a particular thing
encourage /ɪnˈkʌrɪdʒ/ to give hope, support or confidence to sb
establish /ɪstəˈleɪʃən/ to start or create an organisation, a system, etc. The school was established in 1875.
fine /faɪn/ to fine sth fine (for breaking a law or rule). He was fined £50 for driving without lights.
gather /ˈgæðər/ (used about people) to come or be brought together in a group: The protesters gathered in the town square.
grab /ɡræb/ to take advantage of an opportunity to do or have sb

lead /liːd/ (lead to) to accept a chance or an opportunity; to be lucky and with enthusiasm
maintain /meɪnˈteɪn/ 1 to keep sth in good condition by checking and repairing it regularly; The house is large and expensive to maintain.

mean /miːn/ to keep saying that sth is true, even though other people do not agree or do not believe it
prosecute /prəˈseksjuət/ to officially charge sb with a crime
prove /pruːv/ to use facts and evidence to show that sth is true
publish /ˈpʌblɪʃ/ to prepare and print a book, magazine, etc. and make it available to the public
quality /ˈkwɒlɪtI/ to have or give sb the right to have or do sth
receive /rɪˈsiːv/ to get or accept sth that sb sends or gives to you
record /rɪˈkɔːd/ to put music, a film, a programme, etc onto a CD or cassette so that it can be listened to or watched again later
regard /rɪˈɡɑːrd/ (regard sb/sth as) to think of sb/sth as in the way mentioned: Do you regard yourself as a thorough worker?
rent /rent/ to pay money for the use of land, a building, a machine, etc.
Unit 5

Nouns

advantage /'ædvəntæidʒ/ [c] something that may help you to do better than other people
agent /'ægendʒ/ [c] a person whose job it is to do business for a company or for another person
ambition /'æmbɪʃn/ [c] something that you very much want to have or do
award /'ɔːrdər/ [c] a prize such as money, etc. for sb that sb has done
benefit /'benɪfɪt/ [c] an advantage that sb gets; a good or useful effect that sb has
breathlessness /'breθrɛsɪzn/ [c] an important discovery or advancement; a scientific breakthrough
cast /kæst/ [br] all the actors in a play, film, etc.
costume /'kɒstjuːm/ [c] the clothes worn by actors in a play or film
departure /dɪ'pɑːtʃər/ [f] from sb an action that is different from what is usual or expected
director /dɪ'rektər/ [d] a person who manages or controls a company or organisation
disadvantage /'dɪsədvæntɪdʒ/ [c] something that may make you less successful than other people
documentary /dəkəmənət'rɪ/ [c] a film, television or radio programme that gives facts or information about a particular subject
drawback /drɔːrbaʊk/ [c] a disadvantage or problem ending /'ɛndɪŋ/ [c] the end of a story, play, film, etc.: I only like films with happy endings
extra /'ekstrə/ [c] a person who is paid to play a very small part in a film, usually as a member of a crowd
footage /'fʊtædʒ/ [u] part of a film showing a particular event
immigration /ɪmɪ'ɡreɪʃn/ [u] the process of coming to live permanently in a country that is not your own; the number of people who do this
journalist /'dʒɜːnəlɪst/ [c] a person whose job is to collect and write about news in newspapers and magazines or to talk about it on the television or radio
lifeguard /'laɪfgɛrd/ [c] a person who is employed at a beach or a swimming pool to rescue people who are in danger in the water
nurse /naːs/ [c] a person whose job is to take care of sick or injured people, usually in a hospital
part /pɑːt/ [c] a role played by an actor in a play, film, etc.
personal assistant /pɜːsənl ə'sɪstənt/ [c] a person who works as a secretary or as an assistant for one person
photographer /'fətəgrəfər/ [c] a person who takes photographs
premiere /prɪ'mɪər/ [c] the first public performance of a play, film, etc.
press conference /prɛs ˈkɒnfərəns/ [c] a meeting at which sb talks to a group of journalists in order to answer their questions or to make an official statement
project /ˈprɒdʒekt/ [c] a piece of work involving careful study of a subject over a period of time, done by school or college students
prop /prɒp/ [usu p] a small object used by actors during the performance of a play or in a film; he is responsible for all the stage props and lighting
referee /rɪˈfɛri/ [c] the official person in sports such as football who controls the play and prevents players from breaking the rules
sponsor /ˈspɒnsər/ [c] a person who agrees to give sb money for a charity if that person succeeds in completing a particular activity
stereotype /ˈstɛrətaɪp/ [c] a fixed idea about a particular type of person or thing, which is often not true in reality
street cred /streɪt kred/ [c] a way of behaving and dressing that is acceptable to young people, especially those who live in cities and have experienced the problems of real life
subject /ˈsʌbdʒekt/ [c] a thing or person that is being discussed, described or dealt with
success story /səkˈses ˈstɔːri/ [c] a person or thing that is very successful
taxi driver /ˈtæksi ˈdрайvər/ [c] a person who drives a taxi cab
tour guide /ˈtʊər ɡiːd/ [c] a person whose job is to show tourists around interesting places

Adjectives

common /ˈkɒmən/ happening often; existing in large numbers or in many places
communal /ˈkɒmjuːnəl/ shared by a group of people
costly /'kɒstli/ costing a lot of money; expensive
current /ˈkɜːrənt/ of the present time, happening now; current events/fashions
daily /ˈdeɪli/ happening, done or produced every day; a daily paper
generous /ˈdʒɛnərəs/ happy to give more money, help, etc.; than usual or expected
inexpensive /ˌɪnɪksˈpensɪv/ low in price
 numa /nʊmə/ not able to feel anything; not able to move
obssessed /ə'betɪst/ (obsessed with sb/sth) unable to stop thinking about anything else
priceless /'prɪkliːs/ of very great value
realistic /rɪˈælɪstɪk/ not real but appearing to be real
relevant /rɪˈleɪnt/ connected with what is happening or being talked about
sad /sæd/ causing sb to feel unhappy or sorry for you
separately occupied /sɪˈpærətli ˈɔkˌsjuːptɪd/ a room in a rented house, forming a unit by itself, with an individual tenancy agreement
short-sighted /ʃɔːt ˈsɪgndʒt̬/ not willing to spend or give much money; mean
valid /'vælid/ sth that is legally or officially acceptable; This passport is valid for one year only.
well-off /wel ˈɒf/ rich; having a lot of money
worthless /'wɜːθləs/ having no value or use

Adverbs

according to /əˈkeɪndʒt̬ t̬uː/ before vowel sounds: as stated by sb; as shown by sth; According to him, it's a brilliant film.
finally /ˈfɪnəli/ after a long time or delay
firstly /ˈfaːstli/ used to introduce the first point in a list
furthermore /ˌfɜːðərˈmɔːr/ also; in addition however /ˈhauərəv/ used to introduce a statement that contrasts with sth that has just been said; but in conclusion /ˌɪn ˈkɒnsəkwəns/ finally; lastly nevertheless /nɪˈnesθəvz/ in spite of that
secondly /ˈsɛkəndli/ used when you are giving your second reason or opinion; also slightly /ˈslɪktli/ a little

Idioms

all in all when everything is considered: All in all it had been a great success.
without doubt definitely, certainly: it was, without doubt, the coldest winter for many years.
sighting /ˈsaɪtnɪŋ/ [C] a sighting of sb/sth: an occasion when sb/sth is seen
suspense /ˈsʌspəns/ [U] the feeling of excitement or worry that you have when you feel sb/sth is going to happen, when you are waiting for news, etc.
thrive /θraɪv/ [I] an idea or set of ideas that tries to explain sth

Verbs
abandon /əˈbændən/ to leave sb/sth that you are responsible for, usually permanently
admit /ədˈmɪt/ to agree that sb/sth is unpleasant or true or that you have done sb/sth wrong. I must admit that I preferred his old films to this one.
board /boʊrd/ to get on a plane, ship, bus, etc. We waved goodbye and boarded the ship.
care /kər/ to be worried about or interested in sb/sth: I don't care whether we eat out or stay in tonight.
crawl /kraʊl/ to move slowly with your body on or close to the ground, or on your hands and knees
damage /ˈdæmɪdʒ/ to spoil or harm sb/sth, for example by breaking it
deny /dəˈni/ to state that sb/sth is not true, to refuse to admit or accept sth: There's no denying (= you cannot deny) that she's a beautiful woman.
destroy /dɪˈstroɪ/ to damage sb/sth so badly that it can no longer be used or no longer exists
disappear /dɪsˈpærər/ to become impossible to see or to find
frown /frʌn/ to show you are angry, serious, etc. by making lines appear on your forehead above your nose
grin /grɪn/ to give a broad smile (so that you show your teeth)
matter /ˈmætər/ to be important to sb/sth: It doesn't matter to me what you do with your money.
murder /ˈmɜːdər/ to kill a person illegally and on purpose
order /ˈɔːdər/ (to) to do sth to sb/sth to use your position of authority to tell sb to do sth or to say that sb/sth must happen
puzzle /ˈpʌzl/ to make sb feel confused because he/she does not understand sth
raise /reɪz/ to lift sb/sth up: plans to raise the Titanic
reach /rɪːtʃ/ to stretch out your arm to try and touch or get sth
rub /rʌb/ to move your hand, a cloth, etc. backwards and forwards on the surface of sb/sth while pressing firmly
unload /ˈʌnləʊd/ to take things that have been transported off or out of a vehicle
whisper /ˈwɪspər/ to speak very quietly into sb/sth's ear, so that other people cannot hear what you are saying

Adjectives
accidental /əˈkənsɪəl/ happening by chance; not planned: accidental death
attractive /əˈtræktɪv/ that pleases or interests you; that you like
bald /bɔːld/ (used about people) having little or no hair on your head
blonde /ˈblʌnd/ (used about a person) with fair or yellow hair
casual /ˈkæʒuəl/ (used about clothes not formal)
change into casual clothes after work
curly /ˈkɜrl/ (used about hair) full of curls, shaped like a curl
deceased /dɪˈsiːd/ dead
elderly /ˈeldəli/ (used about a person) old
fashionable /ˈfæʃənəbl/ popular or in a popular style at the time
lethal /ˈleθəl/ that can cause death or great damage; lethal flames
likely /ˈlaɪkəli/ probable or expected: a likely explanation
maritime /ˈmɑːtərmiɪt/ connected with the sea or ships
middle-aged /ˈmiːdlə dʒeɪd/ (used about a person) aged between 40 and 60 years old
mysterious /ˈmɪstrəriəs/ mysterious, hard to understand; mysterious stihs
overweight /ˌoʊvərˈwɛt/ too heavy or fat
sceptical /ˈsɛpsɪkəl/ not willing to believe that stihs is true or that sb is telling the truth
scruffy /ˈskrʌfi/ dirty and untidy
severe /ˈsɪvr/ extremely bad or serious
smart /smɑːrt/ (used about a person) having a clean and tidy appearance You look smart. Are you going somewhere special?
straight /strɛɪt/ (used about hair) not in a curve or at an angle in a straight line
straight /ˈstræt/ extremely unusual or unexpected
suspicions /ˈsəspjəʃənz/ feeling that sb has done sth wrong, dishonest or illegal
ugly /ˈʌgli/ unpleasant to look at or listen to: not attractive
violent /ˈvɛlnənt/ very strong and impossible to control: a violent storm
wavy /ˈwɛvri/ having curves; not straight
well built /wel ˈbɪlt/ (used about a person) with a strong, solid body
worried /ˈwʌrid/ thinking that sb had might happen or has happened
youngish /ˈjuːŋɪʃ/ quite young

Idioms
on board (on a ship or an aircraft: All the passengers were safely on board.
take sth with a pinch of salt (to think that sth is probably not true or accurate)
to be tired of sth (to be bored with or annoyed by sth)
to do sth in an active way: He’s into surfing in a big way.

Phrasal Verbs
be into sth (to be interested in sth in an active way: He’s into surfing in a big way.

Unit 7

Nouns
adrenalin /ˈædˌrɛnəlin/ [K] a substance produced in the body when you are excited, afraid or frightened
alternative /ɔltəˈtɜːnətɪv/ [K] one of two or more things that you can choose between: What can I eat as an alternative to meat?
biplane /ˈbaɪpliːn/ [K] an early type of plane with two sets of wings
chance /ˈtʃɑːns/ [C] an opportunity: On this trip, you’ll get the chance to go paragliding.
character /ˈkærəktər/ [C] a person in a book, story, etc. The main characters in the film are a boy who meets an alien
charity /ˈtʃærəti/ [K] an organisation that collects money to help people who are poor, sick, etc, or to do work that is useful to society
coincidence /ˌkɔɪnˈsɪdəns/ [K] two or more similar things happening at the same time by chance, in a surprising way
critic /ˈkrɪtɪk/ [K] a person whose job is to give his/her opinion about a play, film, etc.
dishonest /ˈdɪʃənst/ [C] the feeling of not believing sb
extreme sport /ˈɛkstrəm ˈspɔr[t]/ [K] an exciting but dangerous sport, such as bungee jumping
flooding /ˈflʌdɪŋ/ [K] a large amount of water that has spread from a river, the sea, etc. that covers an area which should be dry
floor /fʊrl/ [K] an attempt to do sth: I had a go at fixing it for you.
inhabitant /ɪnˈhæbɪtənt/ [K] a person or animal that lives in a place
jumbo jet /ˈdʒəmbo dʒet/ [K] a very large aircraft that can carry several hundreds of passengers
landmark /ˈlændmɑːrk/ [K] an object (often a building that can be seen easily from a distance) and that will help you to recognise where you are
location /ˈloʊkəˈseɪʃən/ [K] a place or position: the exact location of the battle
necessity /ˈnɛsɪsəti/ [K] the need for sth; the fact that sth must be done or must happen
opportunity /ˌɔpəˈtjuːnəti/ [K] a chance to do sth that you would like to do; a situation or a time in which it is possible to do sth that you would like to do
pace /peɪs/ [K] the speed at which you walk, run, etc, or at which sth happens He increased his pace as he got closer to home.
platform /ˈplætform/ [K] the place where you get on or off trains at a railway station
play /pleɪ/ [K] a piece of writing performed by actors in the theatre, or on television or radio
propeller /ˈprɔpələr/ [K] a device with several flat metal blades that turn round very fast in order to make a ship or a plane move
queue /kjuː/ [K] a line of people, cars, etc. that are waiting for sb or sth to do
review /rɪˈvjuː/ [K] a newspaper or magazine article, or an item on the television or radio, in which sb gives an opinion on a new book, film, etc. The film got bad reviews.
routing /ˈrɔːtʃɪŋ/ [K] violent behaviour by a crowd of people in a public place, often as a protest: Raging broke out in the capital today.
runway /ˈrʌnweɪ/ [K] a long piece of ground with a hard surface where aircraft take off and land at an airport
setting /ˈsetɪŋ/ [K] the position sth is in; the place and time in which sth happens
source /ˈsɔrs/ [K] a place, person or thing where sth comes from or from which sth is obtained
special effects /ˈspeʃəl ˈɛfɛktz/ [pl] unusual or exciting pieces of action in films or TV programmes, that are created by computers or clever photography to show things that do not usually exist happening
terror /ˈtɛrər/ [K] very great fear
try /try/ [K] an occasion when you try to do sth; an attempt: Go on. Give it a try.
wings /wɪŋz/ [pl] one of the two parts that a bird, insect, etc. uses for flying

Verbs
adapt /əˈdæpt/ to change a book or play so that it can be made into a play, film, television programme, etc. The film was adapted from a novel.
book /boʊk/ to arrange to have or do sth at a particular time: I booked a table by the window.
broaden /ˈbrɔːdən/ to increase your experience, knowledge, etc. Travel broadens your horizons.
convey /kənˈveɪ/ to make ideas, thoughts, feelings, etc. known to sb
eliminate /əˈlɪməneɪt/ to remove sth that is not wanted or needed
flap /flæp/ to move sth up and down, or from side to side, especially in the wind
flow /floʊ/ to move in a smooth and continuous way (like water)
gather /ˈɡæθər/ to increase in speed, size, force, etc. The plane gathered speed.
grab /ɡræb/ to take sth with a sudden movement
head /hɛd/ (head for sth) to move in the direction mentioned
pummel /ˈpʌməl/ to hit sb/sth with both of your closed hands (both)
relax /ˈrɛlz/ to relax sth/sth and not be able to live or work properly without him/her
refuse /rɪˈfjuːz/ to stay or continue in the same place or condition
reveal /rɪˈvɪəl/ to make sth known that was secret or unknown before
roar /roʊr/ to make a loud, deep sound: The engines roared.
scream /skriːm/ to shout or cry in a loud high voice: because you are frightened or in pain
settle /setəl/ to go and live permanently in a new country, area, town, etc. Many immigrants have settled in this country.
spin /spaɪn/ to turn or make sb/sth turn round quickly
suspend /səˈspænd/ to stop or delay sth for a time: In the theatre we willingly suspend disbelief (temporarily believe that the characters, etc. are real)
transport /trænˈspɔrt/ to take sth from one place to another in a vehicle: 2 to make sb feel that he/she is in a different place, time or situation. The book transports you to another world.

Adjectives
amazing /əˈmeɪzing/ very surprising and difficult to believe: incredible noun: amazement
crucial /ˈkruːʃəl/ extremely important
disappointing /ˈdaɪsəpɔɪntɪŋ/ making you feel sad because sth was not as good, interesting, etc. as you had hoped verb: disappointing: disappointment
effective /ɪˈfektɪv/ successfully producing the result that you want noun: effect
fed up /ˈfed əp/ with sth (do sth): bored or unhappy: tired of sth: I’m fed up with waiting for the phone to ring.
gigantic /ˈɡɪɡəntɪk/ extremely big
oblivious /əˈblɪvɪəs/ not noticing or realising what is happening around you
original /əˈrɪdʒənəl/ new and interesting, different from others of its type noun: original
outraged /ˈaʊtərɡeɪd/ that makes you very angry or shocked
powerful /ˈpaʊərfl/ having a lot of control or influence over other people noun: power
realistic /ˈriːəlɪstɪk/ sensible and understanding what it is possible to achieve in a particular situation
reluctant /rɪˈlʌktənt/ not wanting to do sth because you are not sure it is the right thing to do
Unit 8

Nouns
alarm [en.3m] a sudden feeling of fear or worry
applicant [app.l.ept.3] a person who makes a formal request for sth (applies for sth), especially for a job, a place at a college, university, etc.
aptitude [en.pt.tju.d3] (for sth) a natural ability or skill
concern [ken.sasn] [CU] a feeling of worry; sth that causes worry
country side [kə.trəs.aid] [U, sing] the land which is not towns and cities, where there are fields, woods, etc.
eavesdropper [i:n.ev.ə.dro.pr] [C] someone who secretly listens to what other people are saying
examination [en.ˌzə.mən.ˈeɪ.ʃən] [C] a question that you ask about sth; police have been making enquiries into the woman’s disappearance
expedition [en.ˈspik.sən.dʒər.ə] [C] a long journey for a special purpose
fear [f3r] [C] a feeling of being afraid of sb/sth
firewall [ˈfaɪr.wɔːl] [C] a computer program that is designed to protect the information stored on the computer
host [həst] [C] a person who invites guests to his/her house, etc. and provides them with food, drink, etc.
impersonate [ˌim.pɜːr.əˌneɪ.tə] [C] an official process that tries to find out how sb died
issue [ˈɪs.ju] [C] a problem or subject for discussion
job satisfaction [dʒɔb ˌsæt.is.əˈfæk.tʃən] [U] the feeling of pleasure that you get from doing your job well or achieving what you want
light [laɪt] [U] the energy or brightness that there is from the sun, a lamp, etc. something that produces light, for example an electric lamp
lighting [ˈlaɪt.ɪŋ] [U] the quality or type of lights used in a room, building, etc.
maturity leave [ˌmeɪ.tər.iˈliːv] [U] the period of time before a woman is able to give birth
measure [ˈmiː.tʃər] [C] an action that is done for a special reason
migrant [ˈmiːɡrənt] [U] great strength or power
middle way [ˈmiːdəl wɔː] [U] a method of solving a problem that neither side accepts
model [ˈmɒdl] [C] a copy of a sth, usually smaller than the original
model railway [ˈmɒdl ˈreɪli.ə] [U]
model village
nature [ˈnes.tər] [U] all the plants, animals, etc. in the universe and all the things that happen in it that are not made or caused by people
percentage [pəˈsent.ɪdʒ] [C] the number, amount, rate, etc. of sth, expressed as if it is part of a total which is a hundred, a part or share of a whole
personal statement [ˈpeə.rənsəl ˈstɛmənt] [C] a letter containing extra information about yourself that you send with a job application
pole [pəʊl] [C] either of the two points at the exact top and bottom of the earth: the North/South Pole
portion [pər.ˈʃən] [U] of sth to sth a part or share of a whole: a large proportion of the earth’s surface is covered by sea.

Verbs
advertise [ə.dərˈtɪs] to put information in a newspaper, on television, on a picture on the wall, etc., in order to persuade people to buy sth, to interest them in a new job, etc.
afflict [əˈflikt] to make sb/sth change in a particular way, to influence sb/sth
apply (to) [əˈpleɪ (to) ˈstɪt] to make a formal request, usually in writing, for sth such as a job, a place at a college, university, etc.
beneath [bəˈniθ] to think or say that sb/sth is responsible for sb/sth: he’s always blamed her for the breakup of the marriage
blame [blem] to blame sb/sth for sth
brake [breɪk] to brake/sth to sudden sth so badly that it can no longer be used or no longer exists
earn [ɜːn] to get money by working; to earn a high salary
enclose [ɪnˈkləʊz] to put sth in the same envelope, package, etc. as sth else: Please return the completed form, enclosing a recent photograph.
execute (program) [ɪkˈskjuːt.ɪv] to perform a task
expose [ɪkˈspəʊz] to show sth that is usually hidden; to tell sth that has been kept secret
gain [ɡeɪn] to gain by gaining more of sth: to gain confidence/strength/experience
incorporate [ɪnˈkɔːr.pəreɪt] to make sb part of sth else, to have sth as a part
isolate [aˈsəʊleɪt] to put or keep sb/sth separate from other people or things
motivate [məˈteɪv.ɪt] to cause sb to do sth
participate (in) [pər.tɪs.ɪˈpæ.tɪt (in)] to take part or become involved in sth
plan (to) [plan (to)] to decide, organize, or prepare for sth
prioritize [pəˈraɪ.o.tɪs.ət] to put things in a particular way
question [ˈkwest.ʃən] to ask sth in order to check this for sth
recruit [rɪˈkrut] to find new people to join a company, an organisation, the armed forces, etc.
reduce (to) [rɪˈdjuːs (to)] to make sth less or smaller in quantity, price, size, etc.
request [rɪˈkwest] to formally ask for sth
speculate /'spekteɪt/ 1 to form an opinion about sth without knowing all the details or facts 2 to buy goods, property, shares, etc, hoping to make a profit when you sell them, but with the risk of losing money

stand /stænd/ 1 to be on your feet; to be in a vertical position 2 to be in a particular place: The castle stands on the site of an ancient battlefield. 3 used especially with care to say that sth which can survive sb or tolerate sb that without being hurt or damaged in any way: His heart can't stand the strain for much longer.
supply /'sʌpləri/ to provide sb with sth that they need or want, to supply a reference

trap /træp/ to keep sb in a dangerous place or a bad situation from which he/she cannot escape

unleash /'ʌnʌlɛʃ/ to let loose a strong force that has an effect, usually unpleasant

vanish /'vænɪʃ/ to disappear suddenly or in a way that you cannot explain

Adjectives

antivirus /'æntɪvɪrus/ a program that protects a computer against instructions designed to cause faults or destroy data

computer-literate /kəmjuːtəlɪtə/ able to use a computer

convenient /'kənvɪənt/ suitable or practical for a particular purpose, not causing difficulty

convinced /'kɒnˈvaɪnd/ completely sure about sth

electronic /'elɛktrɪk/ having or using many small parts, such as microchips, that control and direct a small electric current: an electronic calculator

light /laɪt/ not heavy

elevate /'elɪveɪt/ having or showing a desire or tendency to harm

outward /'aʊtərd/ outward/same (only before a noun) on the outside

polar /'pəʊlər/ of or near the North or South Pole

redundant /'rɪdʊndənt/ used (used about employees) no longer needed for a job and therefore out of work: 30 members of staff have been made redundant

smart /smɑːt/ smart/smart/ clever, intelligent

sophisticated /'sɒfɪstɪkeitid/ advanced and complicated

vulnerable /'vʌlnərsəbl/ weak and easy to hurt

Adverbs

currently /ˈkɜːrəntli/ at present; at the moment

Idioms

on hand available, especially to help: Emergency services were on hand with medical advice.

be poles apart to be widely separated; to have no interests that you share: Her own friends were poles apart from his.

Phrasal verbs

come up with sth to find an answer or a solution to sth: Engineers have come up with new ways of saving energy.

look forward to sth/doing sth to wait with pleasure for sth to happen: I look forward to hearing from you.

take sth up to start or begin sth such as a new job: She took up the post last week.

Unit 9

Nouns

astronomer /'æstrənɔːmə/ a person who studies astronomy

breed /bred/ a particular variety of animal; a rare breed of cattle

cab /kæb/ a taxi: He drives a black cab in London.

concept /'kɒnsɛpt/ an idea; a basic principle; it is difficult to grasp the concept of eternity.

connection /'kənnekʃən/ [U, C] an association or relationship between two or more people or things

context /'kɒntɛks/ the situation in which sth happens or that causes sth to happen: His decision can only be understood in context.

correspondence /ˌkɒrɪsˈpɔːrəns/ [U, C] a connection between two things in which one thing changes as the other does: There is a direct correlation between exposure to the sun and skin cancer.

fortune /'fɔːrtn/ a very large amount of money: He made a fortune on the stock market.

hippocampus /ˈhɪpəkæməpəs/ [C] (medically) either of the two areas of the brain thought to be the centre of emotion and memory.

knowledge /'nɔːθən/ [U] information, understanding, and skills that you have gained through learning or experience: adjective: knowledgeable

term memory /tɜːrm ˈmɛməri/ [U] part of the brain where memories are stored

longitude /'lɒŋgitud/ [U] the distance of a place east or west of a line from the North Pole to the South Pole that passes through Greenwich in London: longitude is measured in degrees.

memory /ˈmɛməri/ [U] a person's ability to remember things

mental /'mentəl/ [U] a human being

navigation /nævəˈneɪʃən/ [U] 1 the act of using a map, etc to find your way to somewhere 2 the act of sailing a boat along a river or across a sea

opportunity /ˌɒpəˈtjuːnəti/ [U] a chance to do sth that you would like to do, a situation or a time in which it is possible to do sth that you would like to do: I had a golden opportunity to go to America now that my sister lives there.

range /rɛndʒ/ [U] a variety of things that belong to the same group: This shop has a wide range of clothes.

researcher /'rɪsərkuː/ [U] a person who studies a subject carefully, especially in order to discover new facts or information about it

rival /rɪˈvɑːl/ [U] a person or thing that is competing with you

shipwreck /ʃɪpˈwrekJ/ [C] an accident at sea in which a ship is destroyed by a storm, rocks, etc and sinks

subject /ˈsʌbdʒɪkt/ [U] a subject for knowledge studied in a school, college, etc

thought /θɔːt/ [C] an idea or opinion: adjective: thoughtful

twist /twɪst/ [C] an unexpected change or development in a story or situation

wisdom /ˈwɪsdəm/ [U] the ability to make sensible decisions and judgements because of your knowledge or experience

working memory /ˈwɜːkɪŋ ˈmɛməri/ [C; U] part of the brain that stores information for a short time

Verbs

acquire /əˈkwɔːr/ to obtain or buy sth

assume /əˈsjuːm/ to accept or believe that sth is true even though you have no proof: to expect sth to be true

beat /biːt/ to defeat sb; to be better than sb: He always beats me at tennis.

concentrate /ˌkɒnsɛnˈtreɪt/ to give all your attention or effort to sth: noun: concentration

confuse /kənˈfjuːz/ to make sb unable to think clearly or to know what to do: noun: confusion; adjective: confusing

imagine /ɪˈmædʒɪn/ to form a picture or idea in your mind of what sth might be like: noun: imagination; adjective: imaginary

outperform /ˌaʊtprɪˈfɔːm/ to achieve better results than sb/sth

peck /pɛk/ [used about a bird] to eat or bite sth with its beak

reveal /rɪˈvɪl/ to make sth known that was secret or unknown before

reward /rɪˈwɜːrd/ [sb with sth] to give sb sth because he/she has done sth good, worked hard, etc.

tell /tɛl/ to distinguish one thing or person from another: Can you tell the difference between the two versions?

tend /tend/ to usually do or be sth

Adjectives

complicated /ˌkɒmplɪˈkeɪtɪd/ difficult to understand or deal with

confused /kənˈfjuːzd/ not able to think clearly

darf /dɑːrt/ silly, foolish

dumb /dʌm/ not intelligent; stupid

famous /ˈfeɪməs/ (for sth) well known to many people

gullible /ˈɡʊlɪbl/ (used about a person) believing and trusting people too easily, and therefore easily fooled

negative /ˈnegətɪv/ considering only the bad side of sth; lacking enthusiasm or hope

random /ˈrændəm/ chosen by chance, etc very often

significant /ˈsɪɡnɪfɪkənt/ important or large enough to be noticed

startling /ˈstɑːrtlɪŋ/ extremely unusual and surprising: a startling contrast/discovery

surreal /ˈsɜːrɪəl/ very strange, with images mixed together in a strange way, as in a dream

vivid /ˈvɪvɪd/ having or producing a strong, clear picture in your mind

Adverbs

dead /dɛd/ completely, exactly or very: The film was dead boring.

everwhere /ˈevərweər/ in or to another place

intimately /ɪnˈtɛmətli/ closely; intimately

connected/knotted

repeatedly /rɪˈpiːtɪdli/ many times, again and again
Idioms
by accident in a way that is not planned or organised. We met by accident at the airport.
be no contest said to mean that one side in a competition is so much stronger or better than the other that it is sure to win easily.
not in the least not at all. It doesn't matter in the least.
take it out on sb to behave badly towards sb because you are angry or upset at sb.

Phrasal verbs
carry out sth to do a task, a repair, etc. to carry out tests/investigation.
give sb sth/give up doing sth to stop doing sth that you did regularly before. She gave up work to start a family.
take sb back to admit that sb you said was wrong. You'd better take back what you said about my cooking.
take sb to understand what you see, hear or read. I was too tired to take in what she was saying.
take sb on to accept a responsibility or decide to do sth. He's taken on a lot of extra work.
take off (sth) to start climbing or rising sharply. I didn't take off Kate's new boyfriend of six weeks.
work sth out to find the answer to sth. to solve sth. I can't work out how to do this. 2 to calculate sth. I worked out the total cost.

Unit 10

Nouns
actress [ækˈtrɪs] a woman whose job is to act in a play or film or on television.
arranged marriage is a marriage in which the parents choose the husband or wife for their child.
bull/bud [bʌl] an adult male of the cow family.
clown [klau] a person who wears funny clothes and a big red nose and does silly things to make people laugh, especially children.
couple [ˈkʌpl] two people who are together because they are married or in a relationship. a married couple.
courtship [ˈkɔːrtʃɪp] the relationship between a man and a woman before they get married.
cow [kau] a large female animal that is kept on farms to produce milk.
difficulty [ˈdɪfɪkəlti] a difference between two groups of people that separates them from each other.
doubt [dʌb] uncertainty. There's no doubt that Jane will ring when she's ready.
drama [ˈdræmə] being known or talked about by many people because of what you have achieved.
figure [ˈfɪgə] a well-known or an important person; a key figure in the story.
grind away [grɪnd] an activity that is tiring and boring that takes a lot of time; the daily grind.
habit [ˈhæbit] something that you do often and almost without thinking, especially sth that is hard to stop doing. Don't make a habit of coming home late.
hero [ˈhɛroʊ] [ˈhɛrəʊ] a person who is admired, especially for having done something difficult or good.
heroin [ˈhɪrəʊn] a woman who is admired, especially for having done something difficult or good.
intelligence [ɪnˈtɛlɪdʒəns] the ability to understand, learn and think.
knight [naɪkt] the title of a man who rules a country. A king is usually the son or close relative of the former ruler.
knack [nek] a skill or ability to do sth (difficult) that you have naturally or you can learn. You've got a real knack with the small children.
lion [laɪn] a large animal of the cat family that lives in Africa and parts of southern Asia. Male lions have a large amount of hair around their head and neck (a mane).
likeness [ˈlaɪnəs] a similarity of a person or thing to another.
living [ˈlɪvɪŋ] the money of sth needed to buy things that you need in life. How does he make a living out of cleaning the streets?
loyalty [ˈlaʊəlti] [ˈlaʊəlti] the strong feeling that you want to be loyal to sb. a case of divided loyalties (= with strong feelings of support for two different causes, people, etc.).
nephew [ˈnɛfju] the son of your brother or sister, or the son of your husband's or wife's brother or sister.
niece [ˈniːs] the daughter of your brother or sister, the daughter of your husband's or wife's brother or sister.
prince/princess [prɪns/praɪnss] a person or a close relative male or female of a king or queen.
queen [kwɪn] the female ruler of a country.
research [rɪˈsɛɜr(t)ʃi] a detailed and careful study of sth to find out more information about it.
romance [ˈrɒməns] [rɒməns] a love affair.
sacrifice [ˈsækrəfایs] to give up sth that is important or valuable to you in order to get sth else.
shepherd/shepherdess [ˈʃɛədɜr] a person whose job is to look after sheep.
turn your back on sth to refuse to be involved with sth. He turned his back on his career and went to live in the country.

Verbs
conquer [ˈkɔnkwə] to succeed in controlling or dealing with a strong feeling or problem, etc.
deceive/decide to try to make sth believe sth that is not true.
encourage [ɪnˈkʌrɪdʒ] to give hope, support or confidence to sb.
formal enrol [ɪnˈrɔːl] to become or to make sb a member of a club, school, etc. I've enrolled as an Italian course.
xetera [ˈɛkstra] to be very good at doing sth.
fail/fail to be unsuccessful in sth.
make [mæk] to force sb to do sth. You can't make her come with us if she doesn't want to.

Adjectives
conflicting [kənˈfliktɪŋ] (used about two ideas, beliefs, stories, etc.) unable to exist together or to be both true: conflicting emotions.
confused [kənˈfjuːzd] not able to think clearly or clearly able to recognise the quality of sth.
perceptive [pərˈsɛptɪv] quick to notice or understand.
sick [sɪk] (of sb) feeling bored or annoyed because you have too much of sth. I'm so sick of this job.
surprised [sərˈpraɪzd] feeling bored or annoyed because you have too much of sth. I'm so sick of this job.

Idioms
fall in love with sb to start feeling a strong feeling of deep affection for sb that you are sexually attracted to.
lose your mind to go crazy.
make fun of sb/sth to laugh at sb/sth in an unkind way.
make fun of sb/sth to laugh at sb/sth in an unkind way.
make fun of sb/sth to laugh at sb/sth in an unkind way.

Phrasal verbs
break up (with sb) to end a relationship with sb.
crown around to act in a funny or foolish way.
find sth out to discover sth.
look back on sth to think about sth in your past.
look out (of sth) to choose not to take part in sth; to decide to stop being involved in sth.
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