The following new and updated features of the second edition of \textit{Life} are based on extensive research and consultation with teachers and learners from around the world:

- Updated global content in the unit themes and reading selections
- Updated video material features additional video support for vocabulary learning
- New, specially selected National Geographic photography stimulates learners' visual literacy skills
- Refined grammar syllabus with increased scaffolding and an enhanced reference section
- Extended and better-integrated critical thinking syllabus actively engages students in their language learning, encouraging them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve learners' ability to retain new language
- An improved Classroom Presentation Tool now includes the Workbook pages, academic skills worksheets, extra support and extension activities
- New Student's App includes video, audio for the Student's Book and Workbook, grammar practice, interactive reading practice, expanded wordlists and games

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Unit 1  Lifestyle

1a Global health

Grammar present simple

1 Complete the article about Nathan Wolfe with the present simple form of the verbs.

How one scientist fights for global health

Nathan Wolfe is a scientist and he  1 ______ (work) all over the world. He  2 ______ (specialize) in viruses and diseases and he often  3 ______ (go) to places with health problems. In particular, he  4 ______ (study) viruses and diseases from animals. It's an important job because he  5 ______ (want) to know how these viruses move from animals to humans and how we can stop them in the future. As a result, Nathan  6 ______ (spend) a lot of time in regions with wildlife.

In the modern world, humans  7 ______ (not / stay) in one place anymore, and so new viruses also  8 ______ (travel) more easily. When humans  9 ______ (visit) different regions (for example, Africa), they  10 ______ (not / realize) how easy it is to bring a new kind of disease back with them.

However, the modern world with its technology also  11 ______ (help) Nathan with his work. He often works in parts of the world where people  12 ______ (not / have) electricity. But a mobile phone allows Nathan to continue his life-saving work.

Glossary

disease (n) /dɪˈziːzd/ an illness that affects humans and animals
virus (n) /ˈvaːrəs/ a small living thing that enters a human body and makes you ill

► SPELL CHECK present simple (he / she / it) verb endings

We add -s to most verbs to form the present simple third person. However, note these exceptions:

• Add -es to verbs ending in -ch, -sh, -ss, -ch, -sh and -x: watch - watches.
• For verbs ending in -y after a consonant, change the -y to -i and add -es: study - studies.
• have and be have irregular forms.

2 Look at the spell check box. Then write the present simple third-person form of these verbs.

1 start  5 live  9 watch  13 study  17 fly  21 study  25 fly  29 study
2 watch  6 study  10 fly  14 fly  18 fly  22 fly  26 fly  30 fly
3 fly  7 finish  11 fly  15 fly  19 fly  23 fly  27 fly  31 fly
4 pass  8 relax  12 fly  16 fly  20 fly  24 fly  28 fly  32 fly

3 Pronunciation /s/, /z/ or /z/  

Listen to the endings of these verbs. Write the verbs in the table. Listen again and repeat.

has helps is realizes specializes spends stays studies travels visits wants

<table>
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</table>
4 Write questions about Nathan Wolfe and his work. Use the present simple.
   1 (where / Nathan / work) ?
   All over the world.
   2 (where / he / often / go) ?
   To places with health problems.
   3 (what / he / find and study) ?
   Virus and diseases from animals.
   4 (where / he / spend / a lot of time) ?
   In regions with wildlife.
   5 (why / new viruses / travel more easily) ?
   Because humans travel all over the world.
   6 (what / he / need / for his work) ?
   Modern technology.
   7 (people / have electricity / every part of the world) ?
   No, they don’t.
   8 (how / Nathan / communicate) ?
   With a mobile phone.

Grammar adverbs of frequency
6 Put the words in order to make sentences.
   1 do / always / in the evening / I / exercise
   2 it / in the winter / always / colder / is
   3 take / twice a day / I / this medicine
   4 they / don’t / go / often / on holiday
   5 at weekends / we / sometimes / busy / are
   6 eats out / rarely / she / during the week
   7 on time / are / never / for work / you
   8 do / check / you / your emails / always / at lunchtime / ?

Listening healthy living quiz
5 2 Look at the quiz. Then listen to a conversation between two people at work. Choose the correct option (a, b or c).

Stress is bad for your health – both physical and mental
Find out how stressed you are with this quick quiz.

1 I worry about money _______.
   a every day b at least once a week c once a month
2 I _______ have problems sleeping at night.
   a never b sometimes c always
3 I _______ find it difficult to concentrate.
   a rarely b sometimes c often
4 Which of these sentences describes your lunchtimes?
   a I often eat lunch at my desk and answer calls or send emails.
   b I often eat lunch at my desk and read the newspaper or relax.
   c I often leave my desk, go for a walk or eat my lunch somewhere else.
Mobile medicine

Sarubai Salve goes to work twice a day. She leaves her home once at nine o'clock in the morning, and then again at six o'clock in the evening, to visit people in her village of Jawalke. The village has about 240 families, and with another woman called Babai Sathe, Sarubai is responsible for the health of the village. The women visit pregnant women and give medicine to some of the older people. Today they are visiting their first patient. Rani Kale doesn’t come from Jawalke. She lives about an hour away but her village doesn’t have anyone like Sarubai to help mothers-to-be. Sarubai is checking Rani and she is worried about the position of the baby. Rani might need to go to hospital.

Half an hour later, Sarubai and Babai visit another mother with a three-month-old baby. While they are checking the baby, Sarubai also gives the mother advice on healthy eating and vaccinations. Jawalke is a very different place because of the two women. They regularly deliver babies and continue to help as the child grows up. There is a shortage of doctors in this region, so village health workers are important because they can give medicine and advice.

A mobile team visits Jawalke once a week. The team includes a nurse and a doctor. The mobile team meets with Sarubai and they look at any of her patients with serious medical problems. The health workers are an important connection between the mobile team and the local people. Currently there are 300 village health workers in the region and the number is growing.

Glossary

vaccination (n) /ˈvækstən/ medicine you put in the body to stop disease
2 Find words in the article for these definitions.
   1 looks after (verb phrase) __________
   2 when a woman is going to have a baby (adj) __________
   3 a person with a medical problem who sees a doctor (n) __________
   4 women who are going to have a baby (n) __________
   5 a place for people with medical problems (n) __________
   6 help a woman have a baby (v) __________
   7 not enough of something (n) __________
   8 moving from place to place (adj) __________
   9 important and sometimes dangerous (adj) __________
   10 near or in the same area (adj) __________

Grammar present continuous

3 Read the article again. Underline the present continuous forms.

4 Choose the correct option to complete the sentences.
   1 At the moment I drive / I’m driving towards the city. Is that the right direction?
   2 London has / is having a population of about eight million people.
   3 Where do you come / are you coming from originally?
   4 Sorry, I can’t hear you because a plane flies / is flying overhead.
   5 I never cycle / I’m never cycling to work in the winter.
   6 Someone stands / is standing at the front door. Can you see who it is?
   7 Do you always leave / Are you always leaving for work this early in the morning?
   8 It was warm earlier today but now it gets / it’s getting colder and colder.
   9 We don’t stay / aren’t staying very long. It’s just a short visit.
   10 Do you work / Are you working now or do you take / are you taking a break?

5 Pronunciation contracted forms

4 Listen to the sentences. Write the number of words you hear. Contracted forms (I’m, we’re, aren’t, isn’t etc.) count as one word.
   a 5 d __________
   b __________ e __________
   c __________ f __________

6 Look at the spell check box. Then write the -ing form of these verbs.
   1 live ______ 6 lie ______
   2 drop ______ 7 take ______
   3 let ______ 8 travel ______
   4 swim ______ 9 get ______
   5 have ______ 10 jog ______

7 Dictation my typical day

4 The man in this photo is describing his typical day. Listen and write the words you hear.
1c A happy and healthy lifestyle

Listening an interview with Elizabeth Dunn

Word focus feel

3 Match the sentences (1–6) with the uses of feel (a–f).
1 I feel like going out for dinner tonight.
2 I don’t feel this is the right thing to do.
3 My daughter feels ill.
4 I feel much happier today.
5 The sun feels warm. It felt much colder yesterday.
6 I feel like a coffee.
   a talking about your emotions
   b talking about sickness
   c giving a view or an opinion
   d talking about the weather
   e wanting something
   f wanting to do something

4 Match the questions (1–5) with the answers (a–e).
1 How are you today?
2 Do you feel like something to eat?
3 What do you think about my work in general?
4 Do you feel like helping me with this?
5 What’s the weather like?
   a Actually, I feel you need to do more.
   b It feels freezing out there!
   c Sorry, I’m really busy at the moment.
   d Yes, a sandwich, please.
   e I’m feeling much better, thanks.

5 Write seven different questions with the word feel. Use these words. You can use words more than once.

| feel | how do you feel
|------|------------------
| feel | like
| feel | cold
| feel | doing something
| feel | happy

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1d At the doctor's

Vocabulary medical problems

1. Complete the conversations with these words.

back ear head mouth nose stomach
throat tooth

1 A: Sorry, I've got a really runny ______ today.
   B: It's OK. Here's a tissue if you need one.
2 A: I've got really bad ______ ache.
   B: Is the problem in the left or the right?
   A: Both!
3 A: It's too painful to eat.
   B: It sounds like you have ______ ache. You should go to the dentist.
4 A: What's that noise?
   B: They're digging up the road outside.
   A: It's giving me a terrible ______ ache.
5 A: I can hardly talk today.
   B: Why? Have you got a sore ______?
6 A: Can you pick this up for me? I've got a bad ______ at the moment.
   B: Sure. But maybe you should lie down for a while.
7 A: My throat is very red, doctor.
   B: Well, let's have a look. Open your ______, please.
8 A: What's the problem?
   B: It's my ______. I feel a bit sick.

2 Pronunciation one or two syllables?

Listen to these sentences. Find the two-syllable words and underline the stressed syllable.

1 How does your ______ feel?
2 Is your ______ sore or is it better?
3 Drink this ______ water.
4 My ______ is worse today.
5 Can I see the doctor about my ______?
6 This is good for a runny ______.

Real life talking about illness

3. Listen to a conversation at the doctor's. Complete the form.

Patient's medical problems

1 Medical problem: sore throat ______ headache ______
   stomach ache ______ earache ______ cough ______
   other ______
2 Temperature: low ______ normal ______ high ______
3 Details of prescription: medicine ______ pills ______
4 Advice: ______

4. Complete the conversation with these phrases. Then listen again and check.

They are good Have you got
How do you feel If you still feel ill
Do you feel take this prescription
Let me have a You need to
try drinking Let me check

Doctor: ______ today?
Patient: Not very well. I've got a terrible sore throat.
Doctor: I see. ______ look.
Patient: I've also got a bad cough.
Doctor: ______ sick at all?
Patient: No, not really.
Doctor: ______ a temperature?
Patient: I don't think so. I don't feel hot.
Doctor: ______ it ... Yes, it's a bit high. Do you have anything for it?
Patient: I bought some pills at the pharmacy, but they didn't do any good.
Doctor: Well, ______ to the pharmacy. ______ take some different pills.
   ______ for your throat. Take one every four hours. You need to go to bed for a couple of days, and ______ lots of water.
Patient: OK. Thanks.
Doctor: ______ in a few days, come back and see me, but I think it's flu. Everyone has it at the moment.

Glossary
flu (n) /flu/ a common illness which makes patient feel hot or cold with a temperature.
prescription (n) /prəˈskripʃən/ a piece of paper from the doctor with medicine on. You give it to the pharmacist.

5. Listen and respond giving advice

Listen to five friends with different medical problems. Respond with some advice. Then compare your advice with the model answer that follows.

I've got a headache. You need to take some pills.
1e Personal information

Writing filling in a form

1 Look at the medical form. Find words and expressions in the form for these definitions (1–10).
   1 What you put before your name ______ title ______
   2 The first letter of your middle name
   3 When you were born ______
   4 Where to call you between 9 and 5 ______
   5 How you feel overall ______
   6 Times when you were very sick in the past ______
   7 How much sport you do ______
   8 A person to call when there is a problem ______
   9 Numbers and letters at the end of your address ______
   10 Your family name ______

Listening filling in a form

2 Listen to a conversation at the doctor’s.
The receptionist is asking a new patient for information. Fill in the form with the information you hear.

3 Writing skill personal information

Complete the information from different forms with your own details.

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<td>3</td>
<td>Occupation</td>
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<td>4</td>
<td>Tel. no.</td>
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<td>5</td>
<td>Middle initial(s)</td>
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<td>6</td>
<td>Place of birth</td>
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<td>D.O.B.</td>
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<td>Marital status</td>
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<td>11</td>
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<td>12</td>
<td>Name of next of kin</td>
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Medical Details

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<td>Contact no (daytime)</td>
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<td>Type of exercise/sports</td>
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<td>Last visit to doctor</td>
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<td>Previous serious illnesses</td>
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<tr>
<td>Contact person/number (in case of emergency)</td>
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Wordbuilding verb + noun collocations

1 Match the verbs in A with the nouns in B to make collocations. Then complete the sentences with the collocations.

A check do go have play
read run take

B a book a coffee emails exercise hiking a marathon the piano public transport

1 I’m training to ______________________ next year. So far I can do about twenty kilometres.
2 I often ______________________ in the mountains at weekends. It’s very relaxing.
3 I ______________________ when I have time. Mozart is my favourite composer.
4 Before I sleep at night, I usually ______________________. Fantasy or science fiction are my favourites.
5 I ______________________ about twice a week at the local gym.
6 I ______________________ to work instead of driving a car.
7 I never ______________________ my personal at work. My boss doesn’t want me to.
8 Can I ______________________ with milk, please?

2 Write other verb + noun collocations for the verbs in Exercise 1.

Example: take time, take a break, take a taxi

Learning skills recording new vocabulary

3 When you learn a new English word, how do you record it? Tick the information you record.
   a the meaning
   b the translation into your language
   c the pronunciation (the sounds and the stress)
   d the type of word (verb, adjective, noun, preposition, etc.)
   e collocations
   f any common phrases or expressions using this word

4 Which of these techniques do you use in your notebook?

   a Word groups
   b Drawings
   c Diagrams

5 Look at some of the new words from Unit 1.
   1 Try recording some new information about the words. Use a dictionary to help you.
   2 Try different techniques for learning the new words. Decide which techniques work well for you.

Check!

6 Complete the crossword. You can find the answers in Unit 1 of the Student’s Book.

Across
3 A large Italian island
6 You do this with plants and flowers
7 Measurement of how hot your body is
8 A person who lives to 100 years or more
10 Feeling tired

Down
1 You can give this to a friend if they have a problem
2 Something a pharmacist or doctor gives you for an illness
4 The speed of the heart
5 A Japanese island with some of the oldest people in the world
9 A short sleep
Unit 2 Competitions

2a Paddleboard racing

Reading adventure sport

1 Read the article. Are the sentences true (T) or false (F)?

1 Paddleboarding is a combination of two other sports.
2 Competitive paddleboard races are usually on rivers.
3 The most important race is on the ocean around Hawaii.
4 Jamie Mitchell completed the Molokai to Oahu race in the fastest time.
5 The prize money for first place in the race is three thousand dollars.
6 The writer says paddleboard racing is a famous sport.
7 Jamie is a full-time professional sportsperson.
8 Jamie loves the sport and visiting Hawaii with friends.

Paddleboard racing

Paddleboarding is a mixture of two water sports – surfing and rowing. Paddleboarding uses a surfboard and the paddleboarder 'rows' the board. However, there are two big differences. In surfing, you have to stand, but in paddleboarding you can kneel or lie on the board. In rowing you use oars, but in paddleboarding you mustn't use oars. You have to use your arms to move along.

You can do the sport on rivers, but most of the big competitions are on the ocean. The main competition for paddleboarders is the annual race from Molokai to Oahu in Hawaii. The distance is 50 kilometres. On a good day, with the right kind of waves, you don't always have to use your arms because the water carries you some of the way but, on a bad day, you are using your arms the whole way.

Competitors must be very strong and athletic. One of paddleboarding's most famous competitors is the Australian Jamie Mitchell. Not many people know about Mitchell, but he is the eight-time winner of the Molokai to Oahu race. He also has the record time of four hours, fifty-eight minutes and twenty-five seconds.

Because the sport isn't well known, the prize money for winning paddleboarding is small compared to other sports – Mitchell only received $3,000 for winning the race this year. But Mitchell obviously loves the sport because he trains two or three times a day, six days a week, for the four months before the race. At the same time, he has to earn money, so he does anything including working in bars or building work.

So how does Mitchell stay interested in such a sport? He says, 'I just love paddleboarding. It's not about winning. It's about coming to Hawaii and spending time with my good friends in a place that I love.'
2 Match these words from the article with the definitions (1–6).

athletic  kneel  oars  rowing  surfing  waves

1 sport of riding waves on the sea  __________ (n)
2 sport of moving a boat through water with oars  __________ (n)
3 put both knees on a flat surface  __________ (v)
4 long piece of wooden equipment in rowing for moving the boat  __________ (n)
5 water on the sea that goes up and down  __________ (n)
6 physically strong and good at sport  __________ (adj)

Grammar verbs for rules

3 Rewrite these sentences using a form of can, have to or must. Sometimes, more than one verb is possible. Then compare your answers with the sentences in the article.

1 In surfing, it's obligatory to stand on your board. In surfing, you __________ stand on your board.
2 Paddleboarders are allowed to kneel or lie on the board. Paddleboarders __________ kneel or lie on the board.
3 In paddleboarding, you are not allowed to use oars. In paddleboarding, you __________ use oars.
4 It's obligatory to use your arms to move along. You __________ use your arms to move along.
5 Paddleboarders are allowed to practise on rivers. Paddleboarders __________ practise on rivers.
6 It's necessary for competitors to be very strong and athletic. Competitors __________ be very strong and athletic.

4 Pronunciation n't

Listen and choose the form you hear. Then listen again and repeat.

1 You __________ play.
2 They __________ have to win.
3 He __________ lose the match.
4 The team __________ score another goal.
5 A player __________ hit the ball twice.

5 Write one rule for each sport (1–5). Use words from A, B and C.

A Each team The ball The referee You Players

B has to / must can don't have to can't / mustn't

C get a red card. go over the net stop the match have five people on the court use any special equipment.

1 Basketball: __________
2 Football:
3 Rugby:
4 Running:
5 Tennis:

Vocabulary competitions

6 Complete the sentences with one word. The first letter is given.

1 My local team got to the final of the c__________, but they lost in the end.
2 W__________ at the Olympics get a gold medal because they beat all the other competitors.
3 The final s__________ in the tennis match was three sets to one.
4 Two runners crossed the finish l__________ at the same time so they both came first.
5 The r__________ gave two red cards and six yellow cards during the match.
6 'Which is your favourite t__________?' ‘The one in red.’
7 Can you explain the r__________ of American football? I don’t understand them.
8 There were 48,000 s__________ at the football match.
2b Sports and leisure activities

Reading walking football

1 Read the article and answer the questions with words from the article.
1. Do more people watch the World Cup or the Olympic Games on TV?
2. Which type of team play football every weekend?
3. How old are the players in walking football?
4. Why is it good for older people?
5. Which two rules are different from normal football?
6. Why don’t many people watch walking football?
7. How many teams play walking football in the United Kingdom?

Walking football

Globally, more people play football than any other sport, and more people watch the World Cup on TV than the Olympic Games. Every weekend, thousands of teams meet in different countries to compete against each other. That includes famous teams such as Real Madrid and Manchester United, and local teams of people playing competitively and for fun. From an early age, school children play football in their physical education lessons and compete against teams from other schools. Now, there is a new type of football which is growing in popularity. It’s called ‘walking football’.

Most footballers retire from competitive games in their thirties, but walking football is for the over fifties. It’s a great way to keep fit and it can help older people live longer. Doctors also say it’s good for the mind and relaxation. Most walking football matches are informal and social. Most of the rules are the same as for normal football, but everything is much slower. Players have to walk with the ball – they can’t run. Also, players have to keep one foot on the ground all the time so they can’t jump.

Not surprisingly, walking football doesn’t get many spectators because it is very slow. But more and more people like playing it; for example, in the United Kingdom there were around 100 teams two years ago. Now there are over 800, with regular competitions in different parts of the country every year.

2 Vocabulary extra talking about likes and dislikes

a Match the highlighted verbs in the speech bubbles with the emoticons (a–f).

I enjoy swimming when I have time.  
I love winning!  
I really like watching sport on TV.  
I hate boxing.  
I can't stand losing!  
I don't mind playing cricket but I don't like watching it.

b Complete the sentences so they are true for you.
1. I love playing ________.
2. I enjoy ________ when I have time.
3. I don’t mind ________.
4. I don’t like watching ________ on TV.
5. I can’t stand ________.
Grammar -ing form

3 Complete the sentences with the -ing form of these verbs.

be  become  compete  cycle  fly
learn  lose  play  sit  watch

1. Playing tennis is fun and it's very good for your health.
2. _______ in a match is only fun if you win.
3. We love _______ because you get fit and see the countryside.
4. _______ to play the piano takes years of practice.
5. When I play games, I'm not good at _______. I get really angry.
6. _______ in front of the TV all day isn't good for you.
7. Are you interested in _______ in our team?
8. I don't like travelling by plane because I'm afraid of _______.
9. Have you ever thought of _______ a professional sportsperson in the future?
10. You play golf every week so why do you hate _______ it on TV?

4 Pronunciation /ŋ/

a ♦ 11 Listen to these words and underline the part of the word with the /ŋ/ sound.

1. watching
2. language
3. waiting
4. thinks
5. cycling
6. losing
7. winning
8. English
9. competing
10. thanks

b Listen again and repeat the words.

5 Dictation Kristi Leskinen

♦ 12 Listen to part of a documentary about the skier Kristi Leskinen. Complete the text with the words you hear.

Kristi Leskinen is a famous skier. She _______.

but her favourite place is Mammoth Mountain in the USA. _______.
such as kayaking, but she _______.

Recently she was in a TV show called The Superstars. In the show, famous _______.

that _______. Kristi won _______.

But soon it's winter again so she needs to go back to the mountains and start training again. This year _______.
a lot more medals.
2c Dangerous sports

Listening freediving

1 13 Listen to a sports programme about Annelie Pompe, a freediver. Number the topics (a–d) in the order the presenter talks about them.
   a when Annelie climbed Mount Everest
   b a definition of freediving
   c why Annelie Pompe likes freediving
   d why she likes doing other sports

2 13 Listen again. Choose the correct option (a–c) to complete the sentences.

1 Freediving is an underwater sport. The diver ________.
   a has to use breathing equipment
   b doesn’t have to use breathing equipment
   c can’t use breathing equipment

2 Annelie’s world record is a dive of ________ metres.
   a 120
   b 126
   c 136

3 She spends every ________ training in the sea.
   a day
   b week
   c weekend

4 She ________ other sports.
   a likes doing
   b doesn’t have time for
   c doesn’t like doing

5 For Annelie, adventure is about going to the ________ parts of the world!
   a highest
   b deepest
   c highest and deepest

Word focus like

3 Match the sentences (1–7) with the different uses of like (a–g).

1 He’s like his older brother. He was good at athletics too.
   a to say you feel people or things are good (like + noun)

2 He looks like his older brother. He has black hair, too.
   b to say you enjoy doing something (like + -ing)

3 I’d like to win a gold medal one day.
   c use with would to say you want to do something in the future (would like + to + infinitive)

4 I’d like a cup of coffee, please.
   d use with would to say you want something (would like + noun)

5 Do you feel like going out later?
   e to describe similar behaviour to something or someone

6 I like most sports.
   f used with the verbs look, smell, sound and taste to describe similarities with someone or something (look like, etc.)

7 I like watching most sports.
   g use with feel to talk about wanting to do something (feel like + -ing)

4 Rewrite the sentences using the word like.

1 They want to play tennis later.
   They ________ to play tennis later.
   OR
   They ________ playing tennis later.

2 You’re very similar in appearance to someone else I went to school with.
   You ________ I went to school with.

3 She wants to play tennis professionally one day.
   She ________ tennis professionally one day.

4 We want some ice cream, please.
   We ________ , please.

5 He isn’t similar to his sister. She always worked very hard.
   He ________ his sister. She always worked very hard.
2d Joining a group

Reading leaflet for a fitness class
1 Read the leaflet for fitness classes at a local gym. Match the sentences (1–7) with the classes (A–C).

1 You have to get up early for this class.
2 The person in charge tells you what to do.
3 This class is good after a day at work.
4 This class mixes enjoyment with exercise.
5 Take a break from work and come for some exercise.
6 You will notice a difference very quickly.
7 It lasts for an hour and a half.

Fit for Life Gym
A Boot camp starts at 6 a.m. every morning with your instructor. He shouts orders and you run, jump, lift. It’s non-stop exercise for 90 minutes.

B Our evening Pilates classes help your body to recover after a hard day at work. Build strength with an exercise programme suitable for any age and fitness level.

C Our Zumba classes are a mixture of fun, excitement and high energy levels. Classes are at midday, so you can even join us during your lunch break.

Real life talking about interests
2 Listen to two friends talking about the leaflet. Number the fitness classes in the order they discuss them.

Boot Camp Pilates Zumba

3 Listen again. Complete the conversation.

A: Hey, this looks interesting.
B: What?
A: This leaflet for fitness classes at the gym. Are you doing something like that?
B: Maybe. But I’m good at sport.
A: But this isn’t competitive. It’s for getting fit. This one Boot Camp. What about joining that?
B: What is Boot Camp?
A: It’s like the army. You have someone who tells you what to do. I think do it.
B: When is it?
A: At six.
B: Great. So we can go after work.
A: No, it’s six in the morning.
B: What? You must be joking. I hate getting up early. doing something later?
A: Well, there’s one at lunchtime. It’s called Zumba. It’s a kind of dance, I think.
B: I don’t like dancing.
A: It looks fun.
B: What about something after work?
A: There’s a Pilates class. It doesn’t say an exact time, but it says it’s after work.
B: Well, that to Boot Camp or dancing.
A: Yes, good.

4 Listen and respond saying what you are interested in doing

A friend wants you to join one of the classes on the leaflet in Exercise 1. You are only interested in doing Pilates. Listen to your friend and respond each time. Then compare your responses with the answers that follow.

Are you interested in Boot Camp?
No, I wouldn’t like to do it.
2e Advertising an event

Writing an advert or notice

1 Imagine you are organizing a social event for everyone after work.
   Write a notice for everyone and tell them:
   • it’s a barbecue in the local park with a ‘fun’ football match afterwards.
   • the date and time.
   • the reason (it’s a way for everyone to meet each other).
   • your email address (so they can say if they are coming)

2 Grammar extra punctuation rules
   Complete the list of rules for punctuation with these words.
   apostrophe  capital letter
   comma     exclamation mark
   full stop

   1 You have to use a ________ when it’s the first word of a sentence; with names of people, places and countries; with days of the week and months; and with people’s titles.
   2 You must end a sentence with a ________ or you can emphasize something with an ________.
   3 A ________ can separate lists of nouns or adjectives and sometimes two clauses in a sentence.
   4 You have to use an ________ with contracted forms and with the possessive ‘s.

3 Writing skill checking and correcting your writing
   Read the piece of writing by a student. Three lines are correct and seven lines have punctuation mistakes. Tick (✓) the correct lines and correct the other lines.

   My free time
   I have many different hobbies and interests such as computer gaming, cycling and painting but my favourite is ice hockey. It’s a very popular sport in my home country of Canada. I practise every Saturday morning at our local sports centre with my team and we play matches once a month.
   We love to win

   1 I (capital letter)  
   2 ✓  
   3  
   4  
   5  
   6  
   7  
   8  
   9  
   10  

Wordbuilding suffixes

1 Complete the word for the sports person shown in the picture.

1 golf______  2 cycl______
3 swim______  4 rac______ driv______
5 athl______  6 run______

Learning skills using a dictionary (1)

2 Match the different parts of the dictionary entries (1–12) with these words.

adjective  definition
example sentence  first meaning
main stress  noun
past participle  plural form
present participle  pronunciation
second meaning  verb

Check!

3 Complete the sentences with these numbers. You can find the answers in Unit 2 of the Student’s Book.

1.50 2 4 5 42 60 180 300

1 In the Ironman competition, you have to cycle _______ kilometres.
2 Over _______ competitors enter the Beard and Moustache competition in Alaska every year.
3 A Mud Bowl match lasts _______ minutes.
4 Esperanza pays $ _______ to watch the wrestling.
5 There are _______ syllables in competition.
6 At the annual Idiotarod race, there are _______ people in a team.
7 The match was a draw. The score was two _______.
8 Competitors in a marathon must run _______ kilometres.

compete /'kam priests/ (v) (competing, competed) [1] take part in a contest or game: Ten people competed in the race. [2] try to get something for yourself and stop others getting it: My company is competing with another for an important customer.

competition /'kamp tri/ (n) [competitions] [1] an event when two or more people take part in a contest or game to find the best at the activity: Ten people competed in the race. [2] when two or more people are trying to get something and stop others getting it: There's a lot of competition for the trophy.

competitive /'kamp titv/ (adj) [1] situations or events when people compete with each other. Professional tennis is a very competitive sport. [2] a person who wants to be the best at something: I'm a very competitive person who loves winning!
Unit 3 Transport

3a Choosing greener transport

Reading green transport

1. Read the article. What is the aim of the article?
   Choose the correct option (a–c).
   a. to give an opinion about transport
   b. to argue for more public transport
   c. to give information about a new type of transport

2. Read the article again. Are the sentences true (T) or false (F), according to the information in the article?
   1. The author thinks walking is better than driving when you visit a city.
   2. Renting bicycles from hotels and hostels can be very expensive.
   3. The author thinks cities need to give more information to visitors.
   4. Buses, trains and ferries are better for the environment than cars or aeroplanes.
   5. All hotels have charging stations for electric cars.

Vocabulary transport nouns

3. Match words from A with words from B to make compound nouns for transport. Then complete the sentences with the compound nouns.

A: fuel  public  rush  speed  traffic
B: hour  jam  limit  transport  costs

1. The ______ begins around eight and ends at around nine in my city.
2. There’s a huge ______ all the way from the city centre to the airport. Nothing is moving.
3. It’s really expensive to have a car. ______ go up every year!
4. My city has excellent ______. The buses are regular and the trains are on time.
5. Police are using cameras to catch anyone driving over the ______.

Choosing greener transport

For tourists and travellers who want a more interesting experience when they arrive in a new city or country, here are some better ways to travel, both for you and for the environment.

Step 1. Get out of the car and walk. It’s slower but it’s the greenest way to travel. It’s also the most rewarding way to see a city, but remember to pack comfortable shoes.

Step 2. Cycling is also a good alternative. Many hotels and hostels now offer free bicycles for guests. Some also provide electric bikes that give you help with hills and on longer journeys. Some cities have bike stations. You pick up a bicycle from one of these stations and return it after two hours. It costs something but it’s much cheaper than a bus or taxi.

Step 3. If you have to take transport in a city, try to take public transport. Most cities now offer lots of information and very clear maps. You’ll also get more detailed information by visiting the city website before you go because it’ll save a lot of time once you get there.

Step 4. Whenever possible, take buses, trains or ferries for travelling from city to city. They are usually greener than cars and aeroplanes.

Step 5. And when the only way to travel is by car, rent a hybrid or electric car. Many car rental companies now offer this kind of choice so always ask. Look for hotels at your destination with free electric vehicle charging stations. You’ll be surprised at how many hotels now offer this facility.

by Jeannette Belliveau, Demand Media
Grammar comparatives and superlatives

4 Look at the article again and underline the examples of comparative and superlative forms.

▷ SPELL CHECK comparatives and superlatives
- Add -er or -est to short adjectives: young → younger → youngest
- When the adjectives end in -e, add -r or -st: large → larger → largest
- Change adjectives ending in -y (after a consonant) to i and add -er or -est: happy → happier → happiest
- Double the final consonant of adjectives ending with a consonant + vowel + consonant: hot → hotter → hottest
- Don’t double the consonant for adjectives ending in vowel + -w or -y: slow → slower → slowest

5 Look at the spell check box. Then write the comparative and superlative forms of the adjectives.

1 cheap   cheaper   cheapest
2 angry ___________ ___________
3 large ___________ ___________
4 big ___________ ___________
5 safe ___________ ___________
6 funny ___________ ___________
7 thin ___________ ___________
8 low ___________ ___________
9 easy ___________ ___________
10 green ___________ ___________
11 fit ___________ ___________
12 fast ___________ ___________

6 Write sentences that give your opinion. Use a comparative form with -er, more or less.

1 travelling by bus / travelling by car (relaxing)
   I think travelling by bus is more relaxing than travelling by car.
2 cake / bread (tasty)
   I think
3 email / letters (fast)
   I think
4 teachers / politicians (work hard)
   I think
5 trains / aeroplanes (bad for the environment)
   I think

7 Complete the text about transport world records with the superlative forms of these adjectives.

dangerous fast large long small tall

WORLD RECORDS TRANSPORT
- Gregory Dunham built the world’s ___________ rideable motorbike. It’s 3,429 metres high.
- The ___________ jet aircraft in the world is only 3.7 metres long and 5.7 metres wide (including wings).
- Marek Turowski drove the world’s ___________ motorized sofa! The piece of furniture travelled at a speed of 148 kilometres per hour.
- Emil and Liliana Schmid took the ___________ journey ever. They drove 641,115 kilometres – and they are still driving!
- Billy Baxter broke the record for the fastest speed on a motorbike without seeing. He wore a blindfold over his eyes and reached 265.33 kilometres per hour. So it was probably one of the ___________ journeys ever as well.
- In 2008, 490 Ferraris drove round a track in Japan. That’s the ___________ number of Ferraris in one place ever.

8 Pronunciation sentence stress in comparative and superlative sentences

16 Listen to these sentences and underline the stressed words. Then listen again and repeat.

1 Your car is faster than mine.
2 Bicycles are the greenest transport.
3 Walking is slower than cycling.
4 Trains are cheaper than planes.
5 Hybrid transport is the most efficient.
3b World transport

Reading beautiful animals

1 Read the article about camels and answer the questions.
   1 Why are camels famous?
   2 What are the different ways humans use them?
   3 Does everyone agree that camels aren’t beautiful?
   4 How long does the competition last?
   5 How many camels enter the competition?
   6 What do the family and friends eat at the party?

Grammar as ... as

2 Put the words in order. Start with the words in bold.
   1 modern transport / in the forest / good as / Horses / are as
   2 is always / as this in / my country / The weather / as hot
   3 expensive / Silver / isn’t / as / as gold
   4 as cars / from / aren’t / the sixties / New cars / stylish / as
   5 Bicycles / as / cars / are / in the city centre / as fast
   6 as 1 / used / not as / to be / I’m / young

3 Pronunciation /az/

\( 17 \) /az/ is the sound of as in sentences with as ... as. Listen to the sentences in Exercise 2 and repeat them using this sound.

Beauty competitions for camels

Camels are famous for their ability to travel through the hot desert with heavy loads. But people don’t only use them for transport. Camels also produce milk to drink and meat to eat. So everyone agrees that they are useful animals, but how many of us would describe camels as beautiful? Camels have a large hump, strange knees, skinny legs and ugly teeth. They are NOT beautiful. But not everyone agrees.

Once a year, people bring their camels from the countries of Oman, Saudi Arabia, Qatar and even further away, to an area of land in Abu Dhabi. They are here to find the most beautiful camel. The competition lasts ten days. There are around 24,000 camels in the competition and the judges have to find two for the final day. The winning camel must have good ears, a high back, shiny hair and a long neck, and long legs are also important. There is a prize for the winner but this isn’t as important as family honour.

This year, the winner is a man called Bin Tanaf. Immediately, his family and friends celebrate, and the party at his tent lasts all night. Two hundred people are there. They sing songs and tell stories about camels. Bin Tanaf’s father says, ‘This is the best day of my life.’ In the middle of the celebration there is a lot of food, including rice and meat. Another man brings a large plate into the tent. There is a large piece of yellow meat on it. ‘Ah,’ says the son. ‘The hump.’

Glossary

hump (n) / hump /
honour (n) / /respect for someone who does something important
Word focus *as*

4 You can use *as* in different ways. Match the sentences (1–4) with the uses of *as* (a–d).

1 As we’re late, we’ll take a taxi instead of the bus.
2 That car looks as if it’s very old.
3 Travelling to Edinburgh by train is as fast as travelling by plane.
4 As we drove past a field, we saw a horse pulling some logs.

a to compare two things  
b to talk about appearance  
c to talk about two actions happening at the same time  
d to talk about the reason for something

5 Rewrite the sentences using *as*.

1 We stopped for lunch because there was a traffic jam on the motorway.
   We stopped for lunch ________________ on the motorway.

2 You look like you had a long journey.
   ________________ if you had a long journey.

3 In the city, the speed of a bicycle is the same as a bus.
   In the city, ________________ fast as a bus.

4 We saw an elephant when we drove home!
   We saw an elephant ________________!

Vocabulary transport adjectives

6 Read the conversation between two friends visiting London. Replace the words in bold with these words.

convenient comfortable frequent traditional punctual reliable

A: Let’s get a bus to Oxford Street. My guide book says they are *regular* and *always on time.*
   There’s one coming now.
B: But it doesn’t say ‘Oxford Street’ on the front.
   Can we get a black cab? They are very *old.*
A: But it’ll be expensive!
B: I know. But it’s *easy.* Buses are never *there when you need them.* Look! This taxi’s stopping.
A: Wow! This is so *nice to sit in!* Much better than the bus.

Grammer comparative modifiers

7 Read the information about transport in five countries. Then underline the correct modifying adjectives in the sentences (1–8).

<table>
<thead>
<tr>
<th>CARS</th>
<th>MOTORBIKES</th>
<th>BICYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>83%</td>
<td>12%</td>
</tr>
<tr>
<td>South Korea</td>
<td>84%</td>
<td>9%</td>
</tr>
<tr>
<td>Brazil</td>
<td>47%</td>
<td>29%</td>
</tr>
<tr>
<td>South Africa</td>
<td>31%</td>
<td>7%</td>
</tr>
</tbody>
</table>

1 The percentage of people with a car is a bit / a lot lower in France than in South Korea.
2 Cars are much / a little more popular than motorbikes in France.
3 The percentage of people with bicycles in South Korea is a little / much higher than in France.
4 In South Korea, bicycles are a bit / a lot more popular than motorbikes.
5 In Brazil, the percentage of people with cars is a little / much lower than the percentage of people with bicycles.
6 Motorbikes are a lot / a bit less popular than cars in Brazil.
7 The percentage of people with bicycles in South Africa is much / a little lower than in Brazil.
8 In South Africa motorbikes are much / a bit less popular than in South Korea.

8 Look at the results for three more countries and complete sentences 1–4. Use a modifier and the comparative form of the adjective in brackets.

<table>
<thead>
<tr>
<th>CARS</th>
<th>MOTORBIKES</th>
<th>BICYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>89%</td>
<td>26%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

1 The percentage of people with a car is ________________ in Italy than in Indonesia. (high)
2 Bicycles are ________________ than motorbikes in Italy. (popular)
3 The percentage of people with bicycles in Malaysia is ________________ than in Indonesia. (low)
4 In Malaysia, cars are ________________ than motorbikes. (popular)
3c Transport in India

Listening the Golden Quadrilateral

1 Listen to a documentary about a new road in India called ‘the Golden Quadrilateral’. Number the topics (a–d) in the order the presenter talks about them.
   a transport and industry on the road
   b a new road will help the economy
   c the length and technology of the new road
   d Indians are buying more and more cars

2 Listen again and answer the questions. Choose the correct answer (a–c).
   1 How many new cars every year will people probably buy in the next few years?
      a 1.5 million
      b two million
      c three million
   2 Where do many of the rich people live?
      a next to the new road
      b in the cities
      c in the countryside
   3 How long is the road?
      a 600 kilometres
      b 6,000 kilometres
      c 60,000 kilometres
   4 What types of transport can you see on the road?
      a all types
      b mostly cars
      c the presenter doesn’t say
   5 Why does the presenter describe the new road as ‘a symbol of India’s future’?
      a Because it’s the same shape as the country of India.
      b Because it is modern, it is helping the economy to grow.
      c Because India has lots of transport.

Vocabulary transport verbs

3 Cross out the verb which is not possible in each group of collocations (1–6).
   1 catch / miss / go by / pick up a train
   2 drop off / take / catch / pick up a passenger
   3 catch / go by / get on / take a flight
   4 miss / go in / get / take a taxi
   5 ride / go by / get off / go in a bicycle
   6 get / take / miss / go a bus

4 Pronunciation /æ/ or /eɪ/

19 Match these words with the vowel sounds. Then listen, check and repeat.

catch change day gate jam plan
plane rank take taxi train

/æ/ ____________________________
/eɪ/ ____________________________
3d Getting around town

Vocabulary taking transport
1 Complete the sentences with these words.

book check in fare gate platform rank receipt stop

1 What’s the bus ________ to the airport?
2 There’s a taxi ________ by the station, so you can get one there.
3 Is there a bus ________ near here?
4 Would you like a ________ for your shopping?
5 Flight BA 387 leaves from ________ 29 in fifteen minutes.
6 The train to Dublin is arriving at ________ 3.
7 Where do I need to ________ for my flight?
8 It’s often cheaper to ________ your ticket online.

Real life going on a journey
2 20 Listen to four conversations. Match the conversations (1–4) with the type of transport (a–d).
a taxi b bus c train d plane

3 20 Listen again and answer the questions.
Conversation 1
1 Where does the bus stop?
2 What kind of ticket does he buy?

Conversation 2
3 How much is a first-class ticket?
4 What time does it leave?
5 Which platform does it leave from?

Conversation 3
6 How many bags is the person checking in?
7 How much extra does she pay?
8 Can she pay by credit card?

Conversation 4
9 Why can’t the taxi stop where the person wants?
10 How much is the taxi fare?

4 Complete the four conversations with these phrases.

Can I have Can I pay Do you go
Have you got How many How much
I’d like a Which platform

Conversation 1
A: Hi. ________ to the centre?
B: Which part?
A: Near the cinema.
B: Yes, we stop outside it.
A: Great. ________ a return ticket, please?

Conversation 2
A: ________ first-class ticket, please.
B: That’s twenty euros fifty.
A: Here you are. ________ is it?
B: It’s at five fifteen from platform twelve.

Conversation 3
A: ________ bags are you checking in?
B: Two. And I’ve got a carry-on.
A: I’m afraid your ticket only includes one bag.
You’ll have to pay an extra ten pounds for that one.
B: Oh, OK. ________ by credit card?
A: Sure.

Conversation 4
A: It’s just up here on the right. You can drop me off over there.
B: I can’t stop there. It’s a bus stop. But here’s OK.
A: OK. ________ is that?
B: That’s thirteen dollars thirty cents.
______ the right change?

5 Listen and respond responding to questions about travel
21 Listen to five questions about travel. Respond to the question with a phrase from the box. Then compare your response with the model answer that follows.

Return, please. No, with cash. Platform nine.
Yes, this one. Yes, I do. Here you are.

What kind of train ticket would you like?

Return, please.
# Quick communication

1. **Dictation telephone messages**
   22. Listen to three mobile phone messages. Write every word you hear in each message.

   **Message one**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   **Message two**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   **Message three**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
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   __________________________________________
   __________________________________________
   __________________________________________

2. **Writing notes and messages**
   Look at the messages you wrote in Exercise 1. Rewrite them in note form. Remember to miss out words like articles, pronouns, auxiliary verbs and polite forms.

   **Message one**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   **Message two**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   **Message three**
   
   **WHILE YOU WERE OUT**
   
   ______ called at ______ a.m. / p.m.
   
   **MESSAGE:**
   
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
**Wordbuilding compound nouns**

**WORDBUILDING compound nouns**

Compound nouns are nouns with either:
- two nouns joined together, e.g. motor + bike = motorbike.
- two nouns together but as separate words, e.g. car + parking = car parking.

There is no rule for when you join the words or keep them as separate words, so check in your dictionary.

**Learning skills remembering new vocabulary**

1. Look at the list of ways to remember new vocabulary. Tick (✓) the ones you use now and put an asterisk (*) by the ones you would like to use in the future.

**Ways to remember new vocabulary**

1. After I finish a unit in the Student’s Book, I read it again a few weeks later and check any words I don’t remember.

2. When I find a new word or expression in the unit, I highlight it.

3. I write a new word on a piece of paper. On the other side of the paper, I write a definition. Then I test myself a few weeks later.

4. When I find a new word, I check in my dictionary for other word forms that I can use, e.g. commute (v), commuter (n).

5. I write new words in lists with the translations next to them. Then I cover the words and try to translate them from my own language.

6. I write the new word in a sentence that is important to me.

7. I read more texts on similar subjects to the unit. I usually find some of the new words in the text.

8. I choose ten new words and write a short story using them all.

4. Do you use other techniques for learning and remembering vocabulary? Write them down and compare your ideas with other students in your next lesson.

**Check!**

5. Put the letters in the correct order to make words from Unit 3 in the Student’s Book. (The clues in brackets will help.)

1. **GLEDES** (a type of transport)

2. **LAKATOK** (a city in India)

3. **RODIDITIA** (a famous dog race)

4. **NARK** (where taxis stop and wait)

5. **GEGLUAG** (another word for bags you take on holiday)

6. **JETACDIVE** (type of word between as and as)
Unit 4 Challenges

4a Challenges and adventures

1 Vocabulary extra adventure

Replace the words in bold with these similar words or phrases.

adventure ambition a big challenge
my biggest achievement crazy
dangerous take risks

1 I don’t like to do things that could be dangerous.
2 My life is so boring, I want a life of doing exciting things.
3 Don’t walk so close to the cliff. It looks unsafe.
4 Passing my exams at university was the thing that needed the most hard work and effort in my life so far.
5 Climbing Mount Everest presents mountaineers with something that is really difficult to do, but that’s what makes it worth doing!
6 As I get older, I have less and less I want to achieve.
7 It’s snowing outside. We can’t walk a hundred kilometres in this weather! Are you completely mad?

Grammar past simple

2 Look at the spell check box. Then write the past simple form of these regular verbs.

▶ SPELL CHECK past simple regular verbs
(-ed endings)

• Add -ed to verbs ending in a consonant: watch → watched
• Add -ed to verbs ending in -e: dance → danced
• With verbs ending in -y (after a consonant), change the y to i and add -ed: cry → cried
• Don’t change the y to i after a vowel: play → played
• Double the final consonant for most verbs ending with consonant + vowel + consonant: stop → stopped

1 visit
2 arrive
3 dry
4 stay
5 jog
6 live
7 study
8 move

3 Complete the article below and on page 29 with the past simple form of these verbs.

The TV presenter

be born become go start study survive

The circus performer

grow up join learn play

The TV presenter

Brady Barr was born in 1963. He was educated at university and then he became a teacher. However, a few years later he decided to study on a scientific expedition to learn more about crocodiles. He joined the National Geographic Television channel in 1997 and since then has been presenting TV shows about dangerous animals (including bears). Recently, a three-and-a-half metre python attacked Brady during filming. Luckily, Brady was not injured, and he is currently making another series of the show.

Glossary

attack (v) /ˈætæk/ to use violence against someone or something
python (n) /ˈpaɪmtən/ a large, dangerous snake
The circus performer

Eskil Ronningsbakken was born in Norway. As a child, he enjoyed climbing trees and he did handstands on the roofs of houses. He did handstands when he was five and he studied circus skills when he was eight. Aged seventeen, he joined a circus, but two years later he started performing on his own with his balancing act.

4 Read the article again. Are these sentences true (T) or false (F)? Rewrite the false sentences to make them correct.

1 Brady was born in Norway.
   F - Eskil was born in Norway.
2 Both men studied at university.
3 Eskil was interested in the circus when he was a child.
4 Eskil joined a theatre when he was seventeen.
5 Brady joined a TV channel in 1997.
6 Brady attacked a python on his TV show.
7 Eskil started performing with a group of people after he left the circus.
8 Both men took risks in their life.

5 The journalist asked Brady and Eskil these questions. Complete the questions with the past simple form.
1 'Where born?'
   'In 1963.'
2 'Where?'
   'In Norway.'
3 'What subject?'
   'Science Education.'
4 'When to do a handstand?'
   'When I was five.'
5 'National Geographic TV?'
   'In 1997.'
6 'performing on your own?'
   'When I was nineteen.'

6 Pronunciation past simple irregular verbs

a Write the past simple form of these verbs. (Check your answers in a dictionary.)
1 bite
2 buy
3 hit
4 do
5 say
6 go
7 fight
8 bring
9 meet

b Listen and check. Write the verb forms you hear in the correct column of the table.

<table>
<thead>
<tr>
<th>/e/</th>
<th>/ɪ/</th>
<th>/ɔ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4b Survival stories

Vocabulary personal qualities

1 Read the clues and complete the crossword with words describing personal qualities.

Across
2 happy to wait for other people if necessary
5 a good employee who works long hours when it’s necessary
6 good at learning and understanding
7 with lots of knowledge about his or her area of work

Down
1 always gets on with other people
3 happy, optimistic and likes a challenge
4 thinks about other people and how they feel

Reading books and films of true stories

3 Read the article. Then match the stories (A–E) with the statements (1–8) on page 31. Sometimes more than one story matches a statement.

Survival stories

Some of the best films and books come from true stories. This is particularly true for stories about mountaineers and explorers. Here are five of the best stories which became books and films.

A In 1996 Jon Krakauer went to Mount Everest. He wanted to climb the mountain and write about how the mountain was changing. However, while he was there, eight people died in terrible weather on the side of the mountain. Krakauer described what happened in his book Into Thin Air.

B When a plane was flying over the Andes in 1972, it crashed but some of the passengers survived. Two Uruguayan men, Nando Parrado and Roberto Canessa, walked for many days across the mountains to get help. Their story became a film called Alive.

C In 1865, while Edward Whymper and his team were climbing the Matterhorn mountain, one of the men fell. As he fell, his rope pulled others down with him. Whymper survived and wrote a book about the events.

D The climber George Mallory wanted to be the first person to climb Everest in 1924. He never returned, but no one knows if he reached the top. As a result, there are many books about this famous mountaineering mystery.

E While the explorer Ernest Shackleton was sailing around Antarctica his ship, Endurance, became stuck in the ice. Eventually, Shackleton and his crew left the ship and they spent sixteen days crossing 1,300 kilometres of ocean in small boats to the island of South Georgia. Shackleton published his famous story of survival in 1919.
1 This story isn't about any mountains.
2 The people in the story were not explorers or mountaineers.
3 We don't know if this person achieved his aim.
4 Weather was the problem in this story.
5 The leaders of the teams survived in these stories.
6 These stories include problems with transport.
7 This story became a film.
8 These stories describe long journeys.

**Grammar** past continuous and past simple

4 Underline any past continuous forms in the article on page 30.

5 Write past continuous sentences.
   1 sun / shine and people / sunbathe on / beach

   2 phone / ring, but I / leave / the house so I didn't answer it

   3 we / not / study when the teacher walked in

   4 we / walk past the building when the fire started

   5 she / not / think / about her exam results when the envelope arrived

   6 it / not / rain, so we went for a picnic

6 Choose the correct options to complete the conversations.

Conversational one
A: 1* Did you see / Were you seeing all those police cars this morning?
B: No. Where were they?

A: They 2 followed / were following a red sports car, but I don't know if they caught him.
B: I 3 saw / was seeing on the news that there was a bank robbery, so it was probably something to do with that.
A: I can't believe you 4 didn't hear / weren't hearing them as they went past.
B: I 5 listened / was listening to music with my headphones on, so I couldn't hear anything else.

Conversation two
A: * Did you have / Were you having a bad journey?
B: No, not too bad. My normal train 6 didn't arrive / wasn't arriving today, so I had to wait for the later train.
A: So you were fifteen minutes late.
B: Sorry. Yes, I was. Why? * Did you wait / Were you waiting for me?
A: No, but you were late yesterday. And the day before! It's becoming a problem.

**Word focus** fall

7 Look at the forms of the word fall in the sentences. Match the sentences (1–5) with the uses and meanings of fall (a–e).

1 When did you fall in love with each other?
2 When I learned to ride a bicycle, I fell off it lots of times.
3 My grandfather often falls asleep after lunch.
4 The price of petrol falls again today.
5 The falls are on the other side of this mountain.

a to decrease
b to move down to the ground, by accident
c suddenly have strong feelings for someone
d a place where water moves down from high to low
e to go to sleep

8 Complete these sentences with the missing phrases.

fell asleep fell by 3% fell off fell in love

1 I met my husband in 1998 and we __________ straight away.
2 The cost of petrol __________ this month.
3 My leg hurts! I __________ my skateboard.
4 We all __________ while we were watching golf on TV.
4c Different challenges

1 Vocabulary extra challenges
You are going to listen to an interview with a conservationist. Before you listen, match the words (1–8) with the definitions (a–g). Two words mean the same thing and match one definition.

1 conservationist
2 rainforest
3 expedition
4 preparation
5 jungle
6 meditation
7 determination
8 mental
a a long journey to find or study something
b quiet thinking to help you relax
c an area of trees in a tropical region (e.g. the Amazon)
d when you don’t let anything stop you from achieving your aim
e person who works to protect the environment
f in the mind (e.g. opposite of physical)
g the period when you plan something

Listening a walk through the Amazon rainforest

2 Listen to an interview with Daniel Fanning, the leader of an expedition through the Amazon rainforest. Which of the topics (1–6) does he talk about?

1 how to survive in the rainforest
2 how to prepare for the rainforest
3 what personal qualities you need
4 what you need to carry
5 dangerous animals in the rainforest
6 the physical and mental sides of walking long distances

3 Listen again. Answer the questions.

1 What was Daniel’s job on the expedition?
2 Why did he need to test the equipment and tents?
3 Why didn’t he carry much clothing?
4 What are the most important things to carry?
5 How many kilos did he lose?
6 What personal quality does he think you need on this kind of expedition?

Grammar extra in, on or at

► GRAMMAR in, on, at
- We use in with months, years, seasons and times of the day: in February, in 1963, in the spring, in the afternoon.
- We use on with days and dates: on Saturday, on 29 June.
- We use at with times and certain time expressions: at 2 p.m., at the weekend.

4 Complete the sentences with in, on, at or – (no preposition).

1 May 1953, Edmund Hilary and Tenzing Norgay became the first men to reach the summit of Mount Everest.
2 the evenings, we cooked dinner over a fire and watched the stars.
3 There’s another train __________ five minutes. We can catch that one.
4 The two women reached the summit __________ exactly three o’clock that afternoon.
5 The expedition leaves __________ Monday.
6 The rescue team arrived __________ three days later.
7 Roald Amundsen was the first explorer to reach both the North and South Poles, but he died in a plane crash __________ June 18, 1928.
8 The two climbers returned safe and well __________ yesterday.
9 The group of explorers arrived home __________ New Year’s Eve.
4d True stories

Listening a true story

1 26 Listen to a true story about Yossi Ghinsberg’s journey through the jungle of Bolivia. Number the events (a–f) in the correct order (1–6).
   a  The men got lost.
   b  Yossi was lost in the jungle for three weeks.
   c  Yossi travelled on a raft down the river with Kevin.
   d  Yossi fell off the raft.
   e  Four men travelled into the jungle of Bolivia.
   f  Local people found Kevin.

Real life telling a story

3 Look at the words and phrases (1–11) you wrote in Exercise 2. Match them with the uses (a–e).
   a  refers to days and period of time: ________, ________
   b  sequences parts of the story: ________, ________
   c  introduces new and surprising information: ________, ________
   d  introduces good news: ________, ________, ________, ________
   e  introduces bad news: ________, ________, ________, ________

4 Pronunciation intonation for responding

a 27 Listen to these phrases. Some speakers sound interested and surprised. Other speakers don’t sound interested. Tick the phrases with interested or surprised intonation.
   1 Why was that?
   2 That was a good idea!
   3 Oh no!
   4 That was lucky!
   5 Wow!

b 28 Listen to the sentences again. This time the speakers all sound interested or surprised. Repeat the sentences, copying the intonation.

5 Listen and respond responding to good and bad news

29 Listen to someone telling you a story. Respond to the good or bad news with a response from the box. Then compare your response each time with the model answer that follows.

   Why? That was a good idea!
   Oh no! Wow! That was lucky!

   I had a terrible journey into work this morning. Why?
A story of survival

1 Writing skill structure your writing

a Read the story. The parts of the story (A–E) are in the wrong order. Number the parts in order (1–5).

A ____________
I felt confident when I started walking early on the first day. I had a tent and food and water for three days. Unfortunately, towards the end of day one I lost the trail. Also, the battery on my phone ran out, so I couldn’t read the map.

B ____________
I slept for another night, then I got up early on day three before the sun became too hot. Around midday I was feeling dehydrated, but just as I was starting to panic, I came to the edge of a cliff and there at the bottom was the Verde River.

C ____________
It was a beautiful day and I was on a trip though the Sycamore Wilderness Canyon in Arizona. It’s an amazing area, and the second largest canyon in the USA (only the Grand Canyon is bigger). Fortunately, it isn’t very well known – there are no roads and no campsites, and sometimes you don’t see another person for days.

D ____________
It took two hours to climb down the side of the cliff, but eventually I reached the river and drank the water. Further along the river, I found a trail. A day later, I arrived home and I knew I was very lucky to be alive.

E ____________
After one or two hours I was still lost and it was getting dark, so I put up my tent. Luckily it was a clear night and it didn’t rain but I didn’t sleep very well because I was worried. The next day I walked for hours again in high temperatures and I had hardly any water left.

b Cover the story. Match the time expressions (1–8) with the events (a–h). Then read the story again and check your answers.

1 On the first day
2 Towards the end of day one
3 After one or two hours
4 The next day
5 On day three
6 Around midday
7 It took two hours
8 A day later

a he arrived home
b he started walking
c he was feeling dehydrated
d to climb down the cliff
e he lost the trail
f he was still lost and it was getting dark
g he walked for hours
h he got up early

2 Grammar extra adverbs for structure

a Underline these adverbs in the story and notice their position.

also only again still just then

b Write the adverb in the correct place in the sentence.

1 We walked for three hours, and we sat and enjoyed the view. (then)
2 I arrived home as the sun went down. (just)
3 The explorers tried to leave their camp, but the weather was still too bad. (again)
4 After three hours we were lost. (still)
5 We were three days from anywhere, but we had food and water for one more day. (only)
6 The jungle is hot. There are many dangerous animals. (also)

Writing a short story

3 Write a short story (100 words) which begins with the words: ‘We only had food and water for one more day …’. In your story, use six or more adverbs.

Glossary
hectare (n) /ˈhektər/ an area of land, 1 hectare = 10,000 m²
Wordbuilding verbs and nouns

1 Complete the sentences with these nouns.

achievement answer memory player score solution study test

1 My biggest _______ was receiving a degree from the university.
2 My father works from home in his ________ _______.
3 The _______ with number 10 on his short is amazing. What’s his name?
4 We spent hours looking at the problem but we never found a ________ _______.
5 What’s the _______ to this question?
6 I can’t go out tonight. I need to revise for my _______ tomorrow.
7 I have a terrible _______ for people’s names. I never remember them.
8 The _______ is two one and there’s only five minutes left in the match.

2 Complete these sentences with verbs formed from the nouns in Exercise 1.

1 Good morning class. Today I want to ________ you on the past simple.
2 I can’t ________ this puzzle in the newspaper. It’s too difficult.
3 Did you ________ 100% on the test?
4 How did you ________ every word on the list? I forgot lots of them.
5 It’s easier to learn to ________ a musical instrument when you are young than when you are older.
6 A: Samuel got a grade A in the test.
   B: How did he ________ that?

Learning skills planning your study time

3 Many people learn English with a class of other people. Having regular lessons at a certain time helps you learn but it’s also important to study outside the classroom. Think about how you can plan your time for studying on your own. Choose the correct options to make these statements true for you.

HOW I STUDY

1 My favourite time of day for studying is _______ _______.
   in the morning / in the afternoon / in the evening.
2 I think I can spend _______ _______.
   about an hour / between two and three hours / more than three hours a week studying on my own.
3 The best days in my week to study are ________.
   Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday.
4 The best place for me to study is _______.
   in a particular place in my house / outside my house / in a room at the language school / other.

4 Now think about these other suggestions for studying. Answer the questions for you.

5 This workbook is an important part of studying. How much of this workbook can you complete every week?
6 It’s useful to read through the Student’s Book and your notes after each lesson. When will you be able to do this?
7 Most people agree that it is better to study every day for ten or fifteen minutes than once a week for an hour or two. Is it possible for you to work this way? When could you spend a few minutes studying every day (e.g. on the bus to work or during your lunch break)?

Check!

5 Can you remember what you read or heard about these places? Try to answer the questions. You can find the answers in Unit 4 of the Student’s Book.

1 Who was in these places in Unit 4 of the Student’s Book?

   Lukla  Kabul  Tehran
   Siula Grande  Atafu

2 What happened to the person or people in these places?
Unit 5  The environment

5a Recycling begins at home

Vocabulary recycling

1 Look at these notes from a student's vocabulary notebook. Complete the rest of the diagram in the same way.

made of metal for opening tins made of plastic for keeping food fresh

- tin opener (C)
- cling film (U)

HOUSEHOLD ITEMS

- jar
- newspaper
- aluminium foil

Grammar quantifiers

2 Look at the nouns and decide if you can use a, an or some.

1 ______ banana  5 ______ egg
2 ______ juice  6 ______ milk
3 ______ box  7 ______ coffee
4 ______ can  8 ______ carton

3 Look at the spell check box. Then write the plural form of these countable nouns. Use a dictionary if necessary.

1 jar
2 bus
3 country
4 holiday
5 woman
6 can
7 box
8 child
9 phone
10 class
11 story
12 cartridge

4 Complete the pairs of sentences with the quantifiers.

1 some / any
   a There are ________ cakes on the table.
   b There isn’t ________ sugar left.

2 some / much
   a There isn’t ________ milk left.
   b Don’t worry, there’s ________ more in the fridge.

3 any / many
   a I don’t have ________ eggs but I can give you one.
   b I don’t have ________ eggs. We’ll have to buy some.

4 a lot of / much
   a We’ve got ________ old aluminium foil we should recycle.
   b We don’t use ________ aluminium foil because cling film is better.

5 a few / a little
   a There are ________ ink cartridges in that box.
   b There’s only ________ ink in this pen.

6 a few / many
   a I don’t get ________ days off for holidays.
   b I have ________ days every year for holidays.

7 a little / much
   a I only get ________ exercise at the gym each week.
   b Do you get ________ exercise?
Complete the sentences with these words. Are the sentences true for you?

any few lot many some

1  There are _______ recycling bins in each office.
2  There aren’t _______ plastic cups.
   Everyone has to bring in their own coffee cup.
3  There are a _______ signs in the offices to remind people to switch off
   anything electrical at the end of the day.
4  Some people drive to work but there aren’t _______ places to park. Most people
   travel by bus or they cycle to work.
5  We try to reuse a _______ of our paper as well as recycling it.

**Reading reusing household items**

6  Read the article about recycling. Match the headings (a–e) with the paragraphs (1–5).
   a  Items made of paper
   b  Items to put things in
   c  Plastic bags
   d  House cleaning
   e  Clothing

7  Read the article again. Answer these questions.
1  What is better than recycling household items?
2  What can you use for cleaning instead of paper towels?
3  What types of storage items are good for reusing?
4  What three uses does the writer suggest for old newspapers?
5  How can you keep your plants warm in the winter?
6  What two uses does the writer suggest for old plastic bags?

---

**Recycling**

Reusing household items is better for the environment than throwing them away
or recycling them. Reusing needs less energy than collecting household
rubbish or taking it to the recycling centre. Here are some ideas for reusing
common items in your house.

1  The next time you don’t have any paper towels
   for cleaning, don’t go to the shop. Make your
   own from old cotton shirts, old socks and old
towels. You can clean your car with them, wash
   the kitchen floor and dust the furniture. And
   they’re cheap!

2  Wash your glass jars and reuse them to keep
   small items. In the kitchen, you can store beans,
teas and spices in them. You can also wash
   yoghurt pots and other plastic containers and
   reuse them for food in the fridge.

3  Use your magazines and newspaper for
   wrapping presents or protecting fragile objects.
   Before you throw away the paper from your
   desk, ask yourself: Can I write on the other side
   first? And if you shred paper and newspaper, it
   makes good compost.

4  Obviously, when your child’s old shirt and trousers
   are too small, you can pass them on to smaller
   kids. Most countries also have second-hand shops
   so you can take your shoes and clothes there. But
   you can also wrap old clothing around the plants
   in your garden in a cold winter.

5  We all use too many of these every day and they
   are hard to recycle, so reuse them for carrying
   your shopping. When you travel, you can put
   bottles of liquid in them in case they open.

**Glossary**

compost (n) /ˈkɒmpəst/ a mixture of dead plants and
vegetables we use to grow plants
5b What we consume

Vocabulary results and figures

1. Look at the pie and bar charts. Complete the phrases with these words.

<table>
<thead>
<tr>
<th>exactly</th>
<th>just over</th>
<th>nearly</th>
<th>well over</th>
</tr>
</thead>
</table>

1. half 2. 50% 3. the same 4. double

2. Read the phrases and shade the pie charts.

1. exactly half 2. just over 75% 3. nearly 50% 4. well over 90%

Reading understanding a chart

3. This chart compares how often people in different countries recycled their household materials in 2008 and 2009. Complete the statements (1–8) with the correct nationality.

1. In both years, the **Australians** recycled over eighty per cent of the time.
2. The **Chinese** increased their recycling to over three quarters of the time.
3. In 2008, the **Czechs** recycled exactly a third of the time. In 2009, they recycled just over fifty per cent of the time.
4. In 2009, the **Germans** and the **Hungarians** recycled at the same frequency.
5. In 2008, the **Indians** and the **Japanese** recycled over fifty per cent of the time and over sixty a year later.
6. The **Mexicans** increased their rate of recycling by exactly fifty per cent.
7. The **Spanish** recycled just over seventy five per cent of the time in 2008 and then well over eighty per cent in 2009.
8. The **Swedes** recycled just over a third of the time in 2008 and over forty per cent in 2009.

Listening managing the environment

4. Listen to a news report about environmentally-friendly houses. Number the photos (A–C) in the order the speaker talks about them.

Glossary

- **carbon emissions** (n) /ˈkærbən ɪˈmɪʃənz/ the amount of carbon dioxide that transport or industries put into the air
- **climate change** (n) /ˈklɪmət ˈchéng/ changes in the environment and the weather
Grammar articles

6 Complete the sentences with the or – (no article).

1 I love ________ pizzas!
2 One day I’d love to visit ________ Amazon rainforest.
3 ________ New Zealand is a country with every type of natural feature.
4 ________ Maldives are a group of islands in the Indian Ocean.
5 The city has built ________ new wall along the river. The wall will stop flooding in the future.
6 My favourite Hollywood actor is staying at ________ Astoria Hotel in London.
7 I don’t like driving at ________ night.
8 One of ________ best holidays I had was staying at home for a week!
9 My father is ________ environmental manager.
10 Do you also speak ________ English at home with your family?
11 What are you doing at ________ weekend? Would you like to go to the beach?
12 A: There’s a strange car outside our house!
   B: It’s ________ same one I told you about earlier.

Pronunciation /ðə/ or /ði:/

 Shortly listen to the sentences in Exercise 6 with the. Do you hear the pronunciation /ðə/ or /ði:/?

/ðə/ Sentences: ______________________________________
/ði:/ Sentences: ______________________________________

8 Read this article. An article (a/an or the) is missing in nine places. Write in the missing article.

Over three hundred million people live in the United States of America. It is world’s most multi-cultural country. It was part of United Kingdom, but it became new country in 1776. Washington DC became capital city and the President still lives in White House today. However, it isn’t biggest city. New York is bigger city and it’s also more popular with tourists. In particular, they come to see Statue of Liberty.
5c Rubbish we produce

Word focus take

1 Replace take in the sentences with the correct form of one of these verbs or phrases.

be careful carry drink go-by go for have last slow down

1 Let's take a taxi. It's much faster. go by
2 Would you like to take a walk?
3 The journey will take about three hours.

4 Take your time! There's no hurry.
5 It's time for you all to take a break.
6 You need to take care in the jungle. There are many dangerous animals.
7 You need to take 10 ml of this medicine twice a day for two weeks.
8 This boat can take up to 30 people.

2 Complete the sentences in your own words.

1 I usually take ________ when I go to work.
2 The journey to my work takes ________.
3 I normally take a break ________.
4 It's important to take your time when you ________.
5 It's important to take care when you ________.

Listening one household's rubbish

3 Listen to a news report. Answer these questions.

1 What type of news is it about?
2 Which country is it about?
3 What examples of electronic devices does it mention?
4 Does the reporter think recycling electronic devices could have a big effect?
5 What kind of recycling has become successful in this country?

4 Listen again. Complete the factsheet with numbers.

Average households

1 Total amount of rubbish produced = ________ billion kilos
2 Amount recycled or composted = ________ billion kilos

Electronic devices

3 The average household owns ________ electronic devices.
4 Households with three or more people own as many as ________ devices.
5 Smaller households own about ________ devices.
6 One million mobile phones could produce ________ kilos of gold.

Paper recycling

7 Average amount of paper recycled was ________ kilos per person or ________ kilos per household.
8 ________ % of households can recycle paper.

By Karyn Maier, Demand Media

Glossary
trash (n) /træʃ/ (AmEng) rubbish
5d Online shopping

Listening an order by phone

1 33 Listen to a customer ordering a garden composter by phone. Complete the order form.

<table>
<thead>
<tr>
<th>Item number:</th>
<th>Name of item: Garden Composter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price:</td>
<td>(including delivery)</td>
</tr>
<tr>
<td>Surname of customer:</td>
<td></td>
</tr>
<tr>
<td>Address: Windmill Avenue, Oxford</td>
<td></td>
</tr>
<tr>
<td>Type of credit card:</td>
<td></td>
</tr>
<tr>
<td>Card number:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

Real life phoning about an order

2 33 Complete the conversation from Exercise 1 with the questions (a–i). Then listen again and check your answers.

a Can I take your surname?
b Does that include delivery?
c Do you have the item number?
d Can I help you?
e Would you like confirmation by email?
f Is that the garden composter?
g Which credit card would you like to pay with?
h Can I put you on hold for a moment?
i Is there anything else I can help you with today?

S = Sales assistant, C = Customer
S: Good morning.
C: Hi, I'm calling about a product on your website. I'd like to order it but the website won't let me.
S: One moment...
C: Yes, it's 7786-P
S: So, that's 7786-P. OK.
C: Yes, that's right.
S: Well, I can take your order by phone.
C: OK, but how much does it cost?
S: Hmm.
C: Sure.

3 Listen and respond making an order

34 You are ordering an item by phone. Listen and respond to the sales person using this information and your own details. Spell your surname and email address.

<table>
<thead>
<tr>
<th>Name of item:</th>
<th>Item number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop</td>
<td>098987-01</td>
</tr>
<tr>
<td>Type of credit card:</td>
<td>Mastercard</td>
</tr>
<tr>
<td>Card number:</td>
<td>7568 6799 3647 1023</td>
</tr>
</tbody>
</table>

4 Pronunciation sounding friendly

35 Listen to the sales person again. Repeat the expressions with similar intonation so that you sound polite and friendly.

1 Can I help you?
2 Do you have the item number?
3 Can I take your surname?
4 Which credit card would you like to pay with?
5 Can I take the card number?
6 Would you like confirmation by email?
7 Can I have your email address?
8 Is there anything else I can help you with today?
5e Emails about an order

1 Writing skill formal words

These sentences are from two emails. One email is more formal than the other. Write the sentences in the correct order in the two emails.

a Please email this as soon as possible.
b I'm happy to send you the running shoes.
c But you didn’t give me the item no. 😞
d Thanks for placing another order with us!
e We are grateful for your order dated 30th August.
f Please send asap.
g We would be delighted to send you the dress immediately.
h However, we require the correct order number.

Hi Hans!

1

2

3

4

All the best
Malcolm

Dear Ms Powell

5

6

7

8

Malcolm Douglas
Customer Care Dept.

2 Replace the words in bold in the sentences with these more formal words.

apologize 'd be delighted assistance inform provide receive refund request require would-like

1 I want to tell you about your order. _____ would like ___.

2 I'm happy to deliver it today. ____________________________

3 We didn't get our order. ________________________________

4 I'm writing to ask for a replacement. ____________________

5 We're sorry for any delay. _______________________________

6 Please give your email address. __________________________

7 When will you give back the money? ____________________

8 Do you need any help? _________________________________

Writing emails

3 Write three different emails between a customer and an online DVD supplier. Follow the instructions in brackets.

Email 1

(1) Request information about a DVD
(2) Ask about the price
(3) Request information asap

Email 2

(4) Thank customer for enquiry
(5) Say the price is $10
(6) Add that delivery is included in price

Email 3

(7) Thank the other person for replying
(8) Confirm you want to order it
(9) Ask for information on how to pay
Wordbuilding hyphenated words

1 Look at the wordbuilding box. Then write the missing hyphens in these sentences.

1 Please board the plane as we are ready for take off.
2 There’s some out of date chicken here, I’ll have to throw it away.
3 A lot of people are pro European.
4 Nearly three quarters of the population regularly recycles glass.
5 I only use eco friendly washing detergent, it’s better for the environment.
6 Do you have an up to date bus timetable?
7 My birthday is on the thirty first of January.
8 My wife’s mother is my mother in law.
9 A marathon is a twenty six mile run. That’s forty two kilometres.
10 All our products use state of the art technology.

2 Look at an English text (for example in a newspaper, on the internet or in the Student’s Book) and circle more examples of hyphenated words.

Learning skills using a dictionary (2)

3 Use these exercises to practise your dictionary skills.

1 Look at the noun in this dictionary extract. Is it countable or uncountable? How do you know from the dictionary extract?

information /ˌɪnfəˈmeɪʃən/ noun [U]
knowledge or facts about a person or thing

2 Find these four nouns in your dictionary. Are they countable, uncountable or both?

foot information luggage time tooth

3 These words all have two or more parts. Find them in your dictionary. Which part of the word or phrase did you look for first?

out-of-date eco-friendly recycling bin tin opener user-friendly

4 Find the verb take in your dictionary. Answer the questions.

   a How many different meanings does the word take have: fewer than 10? between 10 and 20? more than 20?
   b Find a new collocation or expression with the word take.

5 Look up the word rese in your dictionary. From the definition, guess the meaning of the prefix re-. Then check your answer by looking up the definition of re- in your dictionary.

Check!

4 What is the connection between these pairs of words from Unit 5 of the Student’s Book? Check your ideas by looking back through the unit.

1 Earth → 30%
2 computers → copper
3 a few → a little
4 tell → inform
5 Great Wall → Green Wall
6 Plastiki → plastic bottles
7 Pacific Ocean → Garbage Patch
8 toxic → poisonous
9 Senegal → Djibouti
10 Atacama → Chile
Unit 6 Stages in life

6a A new life in paradise

1 Vocabulary extra life events

Match the words in A with the phrases in B. Then complete the sentences.

A  buy  get  go  leave  start  retire

B  a family  their first home  from work
     my driving licence  home  to university

1 I'll ________ when I'm eighteen.
   I want to study physics.
2 Young people in my country usually ________ and share a flat with
   friends as soon as they finish school.
3 It's difficult for young people to ________ nowadays because
   prices are so high.
4 If I ________, my parents are going to buy me a car!
5 Most people ________ in their mid-sixties but I plan to in my mid-fifties.
   That's why I'm saving money now.
6 We decided to ________ once we'd bought a house. Our first child was a girl.

Reading building a dream house

2 Read the article. Match the headings (A–D) with the paragraphs (1–4).

A  Preparations before building
B  The dream
C  With help from their friends
D  The obvious choice

Alex Sheshunoff is a writer and Sarah Kalish was a lawyer. They both had good jobs and an apartment in
Iowa city. However, one day they decided to leave it all behind and build a new home for themselves. Some
people would be happy to look locally, perhaps in the nicer neighbourhoods, but Alex and Sarah planned to
find a place in paradise to create their new home.

For Alex, it was fairly easy to choose an island with
everything he wanted. As a keen scuba diver, Alex
first visited the Palau group of islands years ago
because of the beautiful ocean. He continued to
go back there from time to time, so this seemed
like a good choice. The islands are about 7,500
kilometres west of Hawaii and they are difficult
to reach. However, they have green forests with
interesting wildlife and they are surrounded by a
blue ocean full of colourful fish. In the end, Alex
and Sarah chose one island in particular – Angaur.

Angaur is only thirteen kilometres around, with
a population of about 150 people. Before Alex and
Sarah could start to work on building a house, they
had to get permission from the head of the island –
an 83-year-old woman. She was worried they
intended to develop the area for other tourists,
but Alex explained that they just wanted to build
a simple house. They agreed on the rent of $100 a
month for twenty years. The head of the island was
happy. She said, ‘Angaur welcomes you.’

Then the real work began. Alex and Sarah didn’t
want to pay for a construction company, so they
taught themselves a lot about building. A lot of
their friends from Iowa came out to help. In return
they got a free holiday by the beach. The local
people of Angaur also worked for the couple and
after many months of hard work and a final visit
from the head of the island, their dream house was
ready.
3 Read the article again. Answer the questions.
1 Where does the writer think most people would plan to build a new house?
2 Why was it easy for Alex to choose a location?
3 How far are the islands from Hawaii?
4 What are the good things about the islands?
5 How many people live on Angaur?
6 Who gave them permission to build the house?
7 How much was their rent per month?
8 What did their friends get in return for helping?
9 Who visited the house when it was built?

6 Look at the example. Then complete the conversation with these pairs of words.

afraid / move difficult / keep easy / make
great / live nice / see sad / see

A: Hi. It’s ___________ nice to see you again after all these years. It’s been such a long time.
B: Yes, it has. But it’s really ___________ in contact with everyone.
A: Yes, it is. And we were so ___________ you leave. Remind me. Where did you move to?
B: Australia. We moved there five years ago.
A: Really? Five years ago! I’d be ___________ such a long way from my friends and family.
B: In fact, it was ___________ new friends.
We’re very happy there. And it’s ___________ in a hot country with beaches and a beautiful coast.

7 Choose the correct verb form to complete the sentences.
1 I’m happy to help / to help / helping you with your homework.
2 You can’t throw / to throw / throwing the ball forwards in rugby.
3 We want meet / to meet / meeting at six o’clock.
4 Are you good at play / to play / playing tennis?
5 Do you feel like go / to go / going out later?
6 I’m studying Chinese get / to get / getting a job in Beijing.

Grammar verb patterns with to + infinitive

4 Underline examples of to + infinitive in the article in Exercise 2.

5 Match the beginnings of the sentences (1-8) with the endings (a–h).
1 Turn the key
2 For dinner they plan
3 Save your money
4 Use a dictionary
5 Go to Egypt
6 For our holidays, we intend
7 Go to university
8 At the bank, I want
   a to find the translation.
b to take us to a restaurant.
c to go camping.
d to unlock the door.
e to see the pyramids.
f to have enough for a holiday.
g to take out some money.
h to get a degree.

8 Pronunciation sentence stress

 36 Listen to these sentences. Then practise saying them. Stress the underlined words.
1 Pleased to meet you.
2 Nice to see you.
3 It’s lovely to be here.

9 Complete these sentences in your own words.

1 I’m always happy to

2 It’s hard to

3 I think people are crazy to
6b Special occasions

Vocabulary celebrations
1 Complete the text about different festivals with these words.
   bands  candles  costumes  fireworks
   floats  masks  parades

Festivals around the world

St Patrick’s Day
On 17th March, Ireland celebrates Saint Patrick's Day. There are 1__________ down the streets and people ride on 2__________.

Maskarra Festival
Every October in Bacolod City in the Philippines, thousands of people go to the Maskarra festival wearing 3__________ and 4__________.

Bonfire Night
On 5th November in the United Kingdom, people light fires and let off lots of 5__________ into the night sky.

Santa Lucia Day
On 13th December, Swedish people celebrate the festival of Santa Lucia. Traditionally, girls wear white dresses and a crown with 6__________. In the past they lit them, but nowadays they don’t.

Teuila Festival
This festival in Western Samoa lasts two weeks. There are colourful decorations hanging in the streets and 7__________ playing music everywhere you go.

Listening planning a celebration
2 🎧 37 Listen to a group of people planning a party. Choose the correct option (a–c) to answer the questions.

1 What is the reason for the party?
   a a birthday
   b an anniversary
   c a retirement

2 Where do they decide to celebrate the party?
   a in the office
   b at a restaurant
   c at Rosemary’s home

3 Who do they plan to invite?
   a only work colleagues
   b family and friends
   c they can’t decide

4 What present are they going to buy her?
   a a book on gardening
   b a cake
   c a plant

3 🎧 37 Listen again. Answer the questions.

1 Why is the meeting secret?

2 Why does one person not want to have the party in the office?

3 Why do they choose Zeno’s?

4 What is on the menu there?

5 How many people do they need to book the restaurant for?

6 What time is the party?

7 Why can’t one person be there at five o’clock?

8 Why do they choose a particular present for Rosemary?

9 Why do they stop the meeting?
Grammar future forms: going to, will and present continuous

4 Choose the correct option to complete part of the conversation from Exercise 2.

C: What time will everyone meet / is everyone going to meet there?
A: Straight after work. At five.
B: But I'll work / I'm working late on Friday.
A: Well, between five and six then. We also need to get her a present.
C: Oh yes! What are we giving / are we going to give her? I know she loves plants and I think she's going to spend / she's spending a lot of time gardening when she retires.
A: Good idea. A plant.
C: And I think we should have a special cake as well.
A: Is the restaurant going to make / Will the restaurant make us one?
C: Erm, I'm not sure. I'm going to / I'll ask them.

5 Choose the correct response (a–b) for the sentences (1–5).

1 Oh no! I've forgotten my wallet!
   a Don't worry. I'll pay.
   b Don't worry. I'm going to pay.

2 Can you help me later?
   a Sorry, I'll help Max later.
   b Sorry, I'm going to help Max later.

3 Are you in the parade this afternoon?
   a No, I'm not, but I'll watch it at three.
   b No, I'm not, but I'm going to watch it at three.

4 Do you want to come to the nightclub with me this evening?
   a Sorry, but I'll see a film with a friend.
   b Sorry, but I'm going to see a film with a friend.

5 Let's go to the cinema tonight.
   a Good idea. I'll see what's on.
   b Good idea. I'm going to see what's on.

6 Pronunciation contracted forms

Listen to six sentences. Tick the sentence you hear (a–b).

1 a Don't worry. I'll pay.
   b Don't worry. I will pay.

2 a I'm going to help Max later.
   b I am going to help Max later.

3 a Shelley's coming too.
   b Shelley is coming too.

4 a He'll be eighteen years old tomorrow.
   b He will be eighteen years old tomorrow.

5 a They're going to travel round the world.
   b They are going to travel round the world.

6 a Why aren't you watching the parade?
   b Why are you not watching the parade?

GOING TO or PRESENT CONTINUOUS

You can often use either form to talk about plans and arrangements in the future, e.g. We're meeting in the café at five. = We're going to meet in the café at five.

When you use the present continuous to talk about the future, you normally need a future time reference, e.g. We're meeting in the café at five.

When you don't use a future time expression, the present continuous often refers to the present time, e.g. We're meeting in the café (now).

7 Look at the grammar box. Then read these sentences and decide if you can replace going to with the present continuous without changing the future meaning.

1 We're going to meet my friends later today. ✔
   We're meeting my friends later today.

2 We're going to call you back. ✗
   (We're calling you back.)

3 Is the teacher going to tell us the answer?

4 Are you going to go to the festival tomorrow?

5 They're going to decorate the float.

6 The parade is going to pass my house this afternoon.

7 I'm going to tell you something I've never told anyone before.

8 Why is everyone going to wear a mask?

8 Dictation plans for a celebration

Listen to someone describing their plans for a celebration and write their words.

[Blank spaces for the dictation text]
6c Coming of age

Listening an ancient ceremony

1 Listen to a documentary about a ceremony of the Apache Indians. Number the pictures (1-5) in the order the speaker describes them.

2 Listen again. Complete the summary of the ancient ceremony.

An ancient ceremony

The Indian tribe called the Mescalero Apaches have a special ceremony every year. It starts on the 1 and lasts for four days. It is a ceremony for the young Apache 2 .

At the beginning, each family makes food for many guests and the men build a special tepee. The girls will live in this for 3 days. On the first day the girls run towards the 4 and round a basket of food four times.

Each time represents the four stages of their life: infant, 5 , teenager and adult woman. On the last night, they have to dance for over 6 hours.

In the morning, the girls come out of the tepee with white clay on their 7 . They run and wash the clay off their faces. The tepee falls to the ground.

The girls receive a new name and celebrate their new position – as 8 .

Glossary

clay (n) klas: wet material from the ground which you can use to make bowls, cups and plates.

Word focus get

3 Complete the phrases with get in the sentences with these words.

back married pension plane presents ready up

1 What time do you normally get _______ in the morning?
2 What time do you get _______ from work?
3 Hurry up and get _______. It's nearly time to leave.
4 Which gate do we need to get the _______ from?
5 What _______ did you get from everyone for your birthday?
6 In my country you get your _______ when you are 65.
7 We plan to get _______ when we both finish university but it won't be a big wedding.
6d An invitation

Real life inviting, accepting and declining

1 Listen to two telephone conversations. Answer these questions.

Conversation 1
1 Where has Sonia been recently?
2 When does she want to meet Mihaela?
3 Where are they going to meet?
4 Who does Mihaela want to bring?

Conversation 2
5 What is Philippe going to do?
6 Why does Phillippe decline Mihaela’s invitation?
7 What does Mihaela suggest?
8 Does Phillippe accept the invitation in the end?

2 Complete the extracts from the conversations in Exercise 1 with these expressions. Then listen again and check your answers.

Do you want/ How about/ I’d like/ I’d love to/ It sounds/ That would/ It’s very nice/ Why don’t you/ Yes, OK

Conversation 1
Sonia: I’m at work so I can’t talk long. Do you want to meet after work?
Mihaela: ___________________________. Do you mean tonight?
Sonia: Yes. meeting. outside my office? We could go to that new Lebanese restaurant on the corner of Main Street.
Mihaela: __________________________great. Oh, I’ve just remembered. I have a friend from France staying. He’s doing a language course at the college near me.
Sonia: That’s OK. invite him as well?
Mihaela: __________________________ be great. I’ll do that.
Sonia: OK. See you later.

Conversation 2
Mihaela: I’m meeting a close friend of mine tonight and ___________________________ to take you to meet her.
Philippe: __________________________ of you to ask, but I’m busy tonight. I have an exam tomorrow so I need to revise at home.
Mihaela: Are you sure? We’re going to eat at a new restaurant. We could get home early or you could study first and come out later.
Philippe: Honestly, __________________________ but I’m afraid this exam is really important.
Mihaela: I completely understand. But if you change your mind, give me a call. OK?

3 Listen and respond responding to an invitation

Listen and respond to two different invitations. For each one, first decline the invitation, and give a reason, then accept it. Compare your responses with the model answer that follows.

Do you want to go to the cinema tonight? Sorry, I can’t because I’m going to a football match tonight.

4 Pronunciation emphasizing words

a Listen to these sentences. You will hear a speaker saying the sentence in two ways. Which has the most natural sentence stress? Write 1 or 2.
1 I’m really sorry but I can’t.
2 That’d be great.
3 It’s so nice of you to ask.
4 I’d love to.
5 It sounds nice.

b Practise saying the sentences.
6e An annual festival

1 Writing skill descriptive adjectives

a Replace the words in bold in the sentences with these more descriptive adjectives.

  | colourful | dull | exciting | massive | miserable | tasty |
---|----------|------|----------|---------|----------|-------|
1 | I sat down with the fishermen to eat a nice meal of fresh fish from the sea. |
2 | The women were wearing red, yellow and blue dresses for the party. |
3 | The parade through the streets was long and a bit boring after a while. |
4 | The mountains outside our hotel were big and had snow on the top. |
5 | The children didn’t seem unhappy even though they had very little food. |
6 | The bus journey from my hotel to the centre wasn’t very interesting. |

b Match the sentences from Exercise 1a with topics (a–f) in the table.

<table>
<thead>
<tr>
<th>a clothes</th>
<th>b food</th>
</tr>
</thead>
<tbody>
<tr>
<td>c people</td>
<td>d transport and towns</td>
</tr>
<tr>
<td>e festivals</td>
<td>f nature and geographic features</td>
</tr>
</tbody>
</table>

c Imagine you are writing a description which includes the six topics (a–f) in Exercise 1b. Which of these adjectives would be useful for each topic? Write them in the table in Exercise 1b. You can use some adjectives for more than one topic. Use a dictionary to help you.

amazing attractive beautiful delicious
dull enormous friendly fun miserable
polluted pretty smart speedy
uncomfortable unhealthy

d Add one more of your own adjectives to each topic in Exercise 1b.

Writing a description

2 A student has prepared this plan for a description of the annual festival in her town. Use the notes in the plan and write the description. Write one paragraph.

3 Now plan and write a similar short description of an event that happens in your town once a year.
Wordbuilding synonyms

1 Cross out the word in each group which isn’t a synonym. Use a dictionary to help you.
   1 sorry apologetic afraid
   2 fast warm speedy
   3 scary awful frightening
   4 good-looking strong handsome
   5 tall thin skinny
   6 well-dressed polite smart
   7 hide find discover
   8 see notice touch
   9 needy important essential
   10 relaxed happy cheerful

Learning skills assessing your own progress

2 You are now halfway through this course. Think about your progress so far. Answer the questions on the self-assessment questionnaire on the right. After each answer, write a comment to explain your answers.

Check!

3 Look at these words from Unit 6 of the Student’s Book. Write the words in the correct place in the table. Circle words that are not English words, but names of things in different languages.

| candle | feijoada | firework | infant | Hamar | middle-aged | Port-of-Spain | teenagers | Tremé |

| A place |
| A type of dish or something you can eat |
| Something that gives light |
| A stage of life |
| A group of people |

Assess your progress

1 How would describe your progress in English on the course so far?
   Excellent □   Good □
   Satisfactory □   Not very good □

Comment on your answer:

2 Which areas would you like to work on most for the rest of the course?
   Speaking □   Grammar □
   Listening □   Writing □
   Pronunciation □   Vocabulary □
   Reading □

Comment on your answer:

3 Which types of activities in class do you think are most useful for you?

4 What’s one thing you would like more of on this course?

5 What’s one thing you would like less of?

6 What question do you have for your teacher about the rest of the course? Write it here and ask your teacher to reply.
Unit 7  Work

7a A changing world

Grammar present perfect and past simple

1 Choose the correct options to complete the text about the discovery of oil in the Canadian province of Alberta.

2 Complete these questions about the article. Use the answers to help you.

1 How long __________? For many years.
2 How much __________? Billions of dollars.
3 What __________? Thousands of new jobs.
4 When __________? In the sixties.
5 How __________? From farming and hunting.
6 gas or electricity in the sixties? No, it didn’t.

3 Dictation two opinions

Two people are giving opinions about the changes in Alberta. Listen and write their words.

Person 1

Person 2

Oil companies 1 have been / were in the area of Fort Mackay in northern Alberta for many years. They 2 have spent / spent billions of dollars in the last decade in order to build mines and get the oil out of the ground. As a result, the industry 3 has created / created thousands of new jobs over the years and the region 4 has become / became very wealthy. But the beauty of the local area 5 hasn’t survived / didn’t survive. Local resident Jim Boucher remembers the region before the oil. He 6 has been / was a child here in the sixties. There 7 have been / were forests and lakes, and people 8 have made / made a living from farming and hunting. The area 9 hasn’t had / didn’t have gas or electricity. Now many of the old forests 10 have disappeared / disappeared and there are mines and new buildings all over the land.
4 Pronunciation irregular past participles

a 45 Listen and write these past participle verbs under the correct vowel sound in the table.

brought brought come done flown found grown run taught thought won

<table>
<thead>
<tr>
<th>/ɔː/</th>
<th>/əʊ/</th>
<th>/uː/</th>
<th>/au/</th>
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b 46 Listen and check your answers.

Vocabulary jobs

5 Complete the job words in these sentences with a, e, i, o and u.

1 We arrived late at the hotel but the r_c_p_t_n_st was very welcoming and helpful.
2 The s_l_s r_pr_s_nt_t_v tried to sell everyone something they didn't want.
3 I earned some extra money working in a supermarket as a sh_p_s_s_st_nt.
4 She loves clothes and wants to become a f_sh_n_d_s_gn_r.
5 I'm studying to be a c_mp_t_r_pr_gr_mm_r.
6 Being a p_l_c_e_n_f_r involves protecting the public.
7 I'm a m_rk_t_ng_m_n_g_r and I plan all the advertising for our company.

6 Replace the words in bold in the sentences with these adjectives.
boring skilled challenging physical dangerous

1 Sometimes being a police officer can be unsafe but usually most people are happy to see you.
2 People think accountants have uninteresting jobs but I like working with numbers.
3 Designers are highly-trained people. They have to study for a long time before they can work.
4 I work in construction. You have to be fit because the work is very hard on the body.
5 Managing a group of people can be difficult, but also interesting.

Grammar present perfect with for and since

7 Complete the sentences with the present perfect form of the verbs and for or since.

1 I ___________ (teach) in the same school ___________ fifteen years.
2 We ___________ (not / fly) anywhere ___________ our holiday in Australia.
3 My brother ___________ (run) in the New York marathon ___________ the last five years.
4 The children ___________ (grow) a lot ___________ you last saw them.
5 Wow! I ___________ (not / see) you ___________ nearly twenty years!
6 My family ___________ (live) on this island ___________ the eighteenth century.

8 Complete the questions. Then answer them in two different ways.

1 How long ___________ (you / live) in your current home?
   Since ___________. / For ___________.
2 How long ___________ (you / know) your best friend?
   Since ___________. / For ___________.
3 How long ___________ (you / have) this book?
   Since ___________. / For ___________.
4 How long ___________ (you / be) in your current job?
   Since ___________. / For ___________.

9 Grammar extra been and gone

- BEEN and GONE
  - We use the past participle been to say someone went somewhere and came back, e.g. I've been to London (but I'm not there now).
  - We use the past participle gone to say someone went somewhere and is still there, e.g. He's gone to London (and he's still there now).

Look at the grammar box. Then complete the sentences with been or gone.

1 My boss has ________ to the meeting and he's back at his desk now.
2 She's ________ to work and won't be back until this evening.
3 Have you ever ________ to Singapore?
4 I haven't seen Bill today. Where's he ________?
5 I haven't seen you for ages! Where have you ________?
**7b A landscape architect**

**Reading outdoor design**

1 Read the article and answer the questions.

1. What is Drew’s job during the day?
2. What is his job in the evening?
3. Where does he like working in his spare time?

2 Read the article again. Answer the questions.

1. When did Drew become interested in the outside world?
2. What does a landscape architect do?

---

**Drew Aquilina: Landscape architect and environmental cartoonist**

Drew Aquilina is a landscape architect. As a child he loved plants and animals and studied nature. Then, later in life, he studied architecture, and now he designs areas outside with trees and flowers. It’s a creative and highly-skilled job and he’s very busy; travelling and working in different places. However, he also has another job. He’s an environmental cartoonist, and during the day he thinks about his next cartoon.

Drew says, ‘When I get a break, I plan a cartooning storyline I want to draw in the evening.’

At the end of the day, he goes home and has dinner with his wife Lisa. They talk about the day and discuss his new ideas for cartoons. Lisa often helps him with ideas for the dialogues. Then in the evening, when most people are relaxing and watching TV, Drew finally sits down and starts work on the cartoons. He often works late in the evening and, if he has lots of ideas, until early in the morning.

Drew’s latest book of cartoons, called ‘Green Pieces: Green from the Pond Up’, has even won a book award. And when he has spare time, what does he do? More work! He loves going outside and working in the garden.
Grammar prepositions of place and movement

3 Complete the sentences with these prepositions of place or movement.

across     down     in       next     on      opposite
through    up

1 Walk _______ the steps to the café.
2 Get _______. I’ll give you a lift to work.
3 The toilets are _______ the coffee machine.
4 Reception is _______ the ground floor.
5 The plant is _______ the books.
6 Walk _______ the road to the entrance.
7 Go _______ the doors and turn left.
8 Take the lift _______ to the tenth floor.

4 Pronunciation intrusive /w/

a 47 Listen to the sentences. Which words have a /w/ sound between them?
1 Go /w/ up the steps.
2 Go through the doors. (No /w/)
3 Sue’s on the third floor.
4 Sue often works on the third floor.
5 You are on the fifth floor today.
6 You take the lift to the fifth floor.
7 Go in the lift.
8 Get in the lift.
9 Go out of this door.

b 47 Listen again and repeat the sentences.

Vocabulary places in a building

5 Read the clues for places in a building and complete the crossword.

Across

2 This is the room or floor below the ground floor.
5 When you walk into the front of a building, you go through the _______.
8 Go up and down in this.
9 Walk along this to go to different offices.

Down

1 A place to eat at work.
3 When you enter a building, you are on the _______ floor.
4 You work in this room.
6 In an emergency, go out of this kind of door.
7 Don’t take the lift. Go up these and get some exercise!
7c Hard work

Vocabulary extra job satisfaction

1 Match these words with the different comments about jobs.

- colleagues
- opportunities
- pension
- promotion
- salary
- training

1 My boss wants to meet me tomorrow about moving up into a new job. I'm very excited.

2 It isn't as high as I'd like but there are other benefits which make the job good.

3 Everyone in my department works hard. We're a great team.

4 I love my job because I have so many chances to travel and meet lots of interesting new people.

5 Ten per cent of my salary goes into this, so hopefully I can retire early.

6 I go away for one week in every year to learn about new developments.

Listening talking about jobs

3 48 Listen again and answer the questions.

1 Person 1: Who else is helping to build the dam?

2 Person 2: What is this person learning about?

3 Person 3: Where does this person want to work instead?

4 Person 4: How long has this person worked here?

5 Person 5: What does this company usually have to provide?

Word focus make or do

4 Write the words in the table.

<table>
<thead>
<tr>
<th>make</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>a call</td>
<td>a job</td>
</tr>
<tr>
<td>a job</td>
<td>a call</td>
</tr>
<tr>
<td>a noise</td>
<td>a dinner</td>
</tr>
<tr>
<td>a business</td>
<td>a coffee</td>
</tr>
<tr>
<td>a work</td>
<td>a money</td>
</tr>
<tr>
<td>a mistake</td>
<td>a housework</td>
</tr>
<tr>
<td>your bed</td>
<td>your bed</td>
</tr>
</tbody>
</table>

5 Complete the sentences with make or do and words from Exercise 4.

1 How much ______ do you ______ a month? A thousand dollars?

2 Go outside if you want to ______ !
   I want to relax and read my book.

3 Can you help me to ______ some ______?
   There are clothes on the floor and the dishes need washing.

4 I hope you ______ in your exams today. Good luck!

5 Would you like me to ______ you a cup of ______?

6 Before you go out, I want you to put everything away in your bedroom and ______.

7 Can I borrow your mobile to ______ a quick ______ to my colleague at work?

8 If I ______ a really good ______ on this project, my boss says I'll get a pay rise.
7d A job interview

Vocabulary job adverts
1 Complete the two job adverts with these words.

apply contact details CV description essential position provide staff

We are looking for three restaurant 1___________ to work in central London. For a full job 2___________, email info@RDrestaurants.com. We will 3___________ training but previous work experience as a waiter is also 4___________.

The Royal Hotel has a new 5___________ for a trainee manager. You can 6___________ by sending us your 7___________ and 8___________.

Real life a job interview
2 Listen to two extracts from a job interview. Answer the questions.

Glossary
strength (n) /ˈstrenθ/ something you are very good at in a job
weakness (n) /ˈwiːknəs/ something you are not good at and need to improve

1 What did the person send to the interviewer?

2 What is the position?

3 What is her current job?

4 What are her responsibilities in her current job?

5 Why does she want to change her job?

6 What did she do when her hotel manager was ill?

7 Give some examples of her strengths.

8 What does she ask the interviewer about?

3 Match the questions (1–7) with the responses (a–g). Then listen to the interview again and check your answers.

1 How long have you worked in your current position?
2 Why do you want to leave? Why have you applied for this position?
3 Would you describe yourself as ambitious?
4 Do you work well in a team?
5 Can you give me an example of when you have worked with other people?
6 What are some of your other strengths?
7 Do you have any questions for me?

1 a Yes, I suppose I am, a little. Though really, I like learning new things and working with different people.
b I work hard and I enjoy working with other people.
c Yes, I think so.
d Recently, we had a conference at our hotel so there was lots to arrange. The hotel manager was very ill that week, so all of us on reception had to help with everything.
e Well, I like working at the hotel, but I’m more interested in working for a business like yours.
f Yes, I do. Would I receive any training?
g I’ve been there for about a year.

4 Listen and respond job interview questions

a Look at the questions from a job interview. Make some notes about how you would answer each question.

1 How long have you worked in your current job?
2 Would you describe yourself as ambitious?
3 What are some of your main strengths?
4 Do you have any weaknesses?
5 What’s the most difficult thing you have ever done?
6 How well do you work with other people?
7 Can you give me an example of how you have solved a problem at work?

b Listen to an interviewer and respond to his questions using your notes. Compare your responses with the suggested answers.

How long have you worked in your current job?

I’ve been there since 2008.
7e Applying for a job

Vocabulary and writing a CV

1. Complete the headings (1–8) in the CV.

Natalie Peltier

N: French

D of b: 13 June 1991

A: 25 rue Felix Cadras, 62100 Calais

E: 2010: Degree in restaurant management

W: Summer 2010: Assistant Manageress of small restaurant in city centre

S: Languages: Fluent in English

Computing: Word

I: Films and theatre

R: Amélie Canaux, (restaurant owner)

51 rue de Marseille, 62100 Calais

2. Writing skill missing out words in CVs

a. Complete the sentences from some CVs with the past simple form of these verbs.

advise assist design look after manage play sell teach translate welcome

1. __________ taught English to business people.
2. __________ customers about finance.
3. __________ websites for many clients.
4. __________ guests to the hotel and checked them in.
5. __________ young children at a local kindergarten.
6. __________ a department with a team of six.
7. __________ ice cream during the summer.
8. __________ legal documents from German into English.
9. __________ basketball for a student team.
10. __________ the manager of a café and managed it when she was away.

b. Read what a student says at a job interview. He describes his education, work history and interests. Rewrite the information for a CV.

"I’m studying Geography at University and I’m also learning English at a language school. I worked in a café at weekends and I managed a group of teenagers on a summer camp last year. I’ve played in two football teams and I like to play the Saxophone."

Education

1. __________ studying Geography at University

2.

Hobbies and interests

3.

4.

Work experience

5.

6.
Wordbuilding suffixes

1 Write the job words for 1–12 using these suffixes.

-ant  -ee  -ent  -er  -ian
-ist  -or  -r

1 library
2 act
3 music
4 photograph
5 account
6 write
7 electric
8 reception
9 employ
10 manage
11 study
12 paint

2 Tick (✓) the job words with a suffix.

1 doctor ✗
2 shop assistant ✓
3 pilot
4 chef
5 computer programmer
6 engineer
7 editor
8 film star
9 designer
10 security guard
11 police officer
12 journalist

3 Read the definitions and write the job word using a suffix.

1 This person serves tables in a restaurant. (waiter or waitress)

2 This person is involved in the arts.

3 This person manages a bank.

4 This person studies geology.

5 This person dances ballet.

6 This person plays a piano.

Learning skills writing a language-learning diary

4 Read the advice for writing a language learning diary.

When you study English (or any other language), it can be useful and interesting to write a language-learning diary. It’s similar to a diary about your daily life but you can write about the following things:

• Did you learn something new today? What was it (e.g. new grammar, new vocabulary)?
• How can you try to learn and use this new area of language?
• What did you do in class today? What did you enjoy? What didn’t you find helpful?
• How did you feel during the lesson? Did you feel positive or negative about the lesson?

Remember that this language-learning diary is a good way to think about how you learn and it’s another way to practise your English!

Check!

5 Read the clues and complete the grid with words from Unit 7 of the Student’s Book. The six words give the word for a job.

1 Abbreviation for curriculum vitae
2 Often confused with make
3 Past participle of win
4 Abbreviation for qualification Bachelor of Science
5 My office is the third floor.
6 Type of photo showing inside something (e.g. a human body)
Unit 8 Technology

8a Using technology

Vocabulary internet verbs

1 Match these verbs with the groups of words (1–8) to make collocations.

<table>
<thead>
<tr>
<th>connect to</th>
<th>do</th>
<th>download</th>
<th>log in to</th>
</tr>
</thead>
<tbody>
<tr>
<td>search</td>
<td>set up</td>
<td>subscribe to</td>
<td>write</td>
</tr>
</tbody>
</table>

1 music videos files
2 your online bank account
3 Facebook your email account
4 a magazine a daily podcast
5 a blog
6 the web the internet for a pen
7 an email a blog
8 a computer program
9 an account a tent a company
10 the internet a printer wifi
11 online gaming experiments
12 work

5 Why can’t the pilot land nearer to them?
6 What needs recharging?

3 Dictation technology for explorers

51 Listen again. Complete the conversation.

A: What’s the problem?
B: I’ve never used this GPS before and I’m having trouble getting a signal.
A: If it’s raining,1

2 Let me try ... There, I think I’ve got it. And then 3

4 Press the button with a star.

5 If you want a closer view.
B: OK. Great.
A: What are you looking for exactly?
B: The helicopter pilot left a message earlier. He wants to know where to pick us up. I think the nearest place is here.
A: Hmm. It’s about two days away.
B: Yes, but if he flies closer to us, 4

5 There are too many trees.

6 ... we might get there by the evening.
B: Maybe, 7

8 If it isn’t, then 9

10 ... Oh! What happened? It’s gone!
A: The battery needs recharging.
Grammar zero and first conditional

4 Look at Exercise 3. Underline examples of the zero conditional and the first conditional.

5 Choose the correct options to complete the sentences.
1 If it rains / will rain tomorrow, we’ll stay at home.
2 I’m / I’ll be amazed if they find a solution to the problem of energy.
3 If you connect / will connect to the internet, I’ll call you online.
4 If the helicopter arrives tonight, we leave / we’ll leave.
5 He usually texts / He’ll usually text when he’s on his way home.
6 If you don’t / won’t type the correct password, it won’t let you log in.
7 Your bank card won’t work if you don’t / won’t have enough money in your account.
8 If we both see Jennifer, do / will you tell her our news or shall I?

6 Grammar extra if, when or unless

If, WHEN or UNLESS

When you talk about things that are generally true (zero conditional), you can use if or when. There is no difference:
If it’s sunny, we like going to the beach. = When it’s sunny, we like going to the beach.

When you talk about situations in the future (first conditional), there is a difference:
If I see Fabio, I’ll tell him. (It’s possible that I will see him.)
When I see Fabio, I’ll tell him. (I am definitely going to see him.)

We use unless when we mean if ... not:
You tell Fabio the news unless I see him before you.
= You tell Fabio the news if I don’t see him before you.

3 ☐
You won’t discover the answer if you don’t make a few mistakes in the process.
You won’t discover the answer unless you make a few mistakes in the process.

4 ☐
We’ll go without you if you don’t hurry up.
We’ll go without you unless you hurry up.

5 ☐
Let’s go this way unless he says he has a better idea.
Let’s go this way if he says he has a better idea.

6 ☐
When you don’t know the answer to a question, ask your teacher.
Unless you know the answer to a question, ask your teacher.

b Complete the phone message with when, if or unless.

Thank you for calling your bank. 1 you would like to hear your account details, you need to press one. 2 you would like to apply for a credit card, you need to press two. Otherwise, stay on the line and we will be happy to help you 3 one of our customer service representatives become available. Please note that we are currently receiving a high number of calls so 4 your call is urgent, we recommend you try again later. Note that we answer calls between eight in the morning and eight in the evening 5 it’s a public holiday.

7 Vocabulary extra items for an expedition

Make six sentences with if we don’t take ..., we can’t ... and these words and phrases.

a-camera satnav an umbrella a torch matches a cooker find our location stay dry make a hot meal take-photos light a fire see in the dark

1 If we don’t take a camera, we can’t take photos.
2
3
4
5
6
8b Experiments and inventions

1 Vocabulary extra experiments and inventions

Complete the table with the different forms of the words.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
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<tbody>
<tr>
<td>invent</td>
<td>____________</td>
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<tr>
<td></td>
<td>communication</td>
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<tr>
<td>experiment</td>
<td>____________</td>
</tr>
<tr>
<td></td>
<td>solution</td>
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<tr>
<td>instruct</td>
<td>____________</td>
</tr>
<tr>
<td></td>
<td>decision</td>
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</tbody>
</table>

2 Pronunciation word stress

◊ 52 Listen to the words in Exercise 1. Underline the main stress and write the number of syllables. Then listen again and repeat.

Example:

invent (2), invention (3)

3 Complete the sentences with these verbs.

do, find, follow, get, have, invent, make, solve

1 Great inventors __________ new ideas all the time.
2 We still haven’t been able to __________ this problem. We don’t know what the answer is.
3 When you buy something with electronics inside, you should always __________ the instructions carefully.
4 Scientists have to __________ lots of experiments before they can reach a conclusion.
5 Did you __________ the solution to the problem?
6 During the day I work in an office, but in my spare time I like to __________ things. At the moment, I’m working on a new type of car!
7 We need to __________ a final decision and then tell everyone.
8 The advantage with robots is that they don’t __________

Reading the seatbelt

4 Read the article on page 63. Which sentence (a–c) is true for the author?

a The author thinks we need more inventors.
b The author thinks Bohlin’s invention is very important.
c The author wants more people to use Bohlin’s invention.

5 Read the article again. Answer these questions.

1 Who was Nils Bohlin?

2 When did he invent the seatbelt?

3 Who did he work for?

4 At first, did all drivers use the seatbelt in their cars?

5 Why did more and more drivers eventually use the seatbelt?
An invention which has saved millions of lives

In recent history, there have been some amazing inventions which have changed our lives. The aeroplane has made international travel faster and easier. The computer can store the contents of a library. And you probably know the names of some famous inventors like Henry Ford or Steve Jobs. But for every famous invention and inventor, there are many everyday objects which we don’t notice and we don’t know who invented them.

Take the inventor who invented the modern-day car seatbelt. Nils Bohlin’s invention has saved millions of lives. Fifty years ago, Bohlin was an engineer who worked for the car manufacturer Volvo. There were other types of seatbelts, but he developed the first one which went across the chest and across the legs and then joined at the same place. Amazingly, this was an idea which no one had tried before. But it was very simple – and that’s probably true of so many great inventions.

Volvo soon started selling the new seatbelt in the countries where it had the most customers. Fifty years ago, and probably still today, the biggest market was the USA. However, it took a long time for the invention to become popular there. Even in cars which had the invention, many drivers didn’t use it. People enjoyed driving without a seatbelt. It was difficult to change their habits, even though more people survived a car crash when they wore Bohlin’s seatbelt. Over the years, more and more governments made laws that forced drivers to wear the seatbelt, and today Nils Bohlin’s simple invention still saves thousands of lives every year.

Grammar defining relative clauses

6 Underline eight defining relative clauses in the article.

7 Match the beginnings of the sentences (1–5) with the endings (a–e).

1 That’s the scientist
2 She only invents things
3 I saw him speak at a conference
4 It’s a device
5 That’s the inventor who

   a where scientists presented new ideas.
   b who created the internet.
   c that sends secure messages.
   d invented the USB port on the side of laptops.
   e which help other people.

8 Complete the article with who, which or where and these phrases.

there is less sunlight
the sun shines brightly
changes with the sun
invented the windows
works in a hot office

Innovation news
New ‘Smart Windows’ control the sun

There is a new type of window 1 ___________. The windows go darker on parts of the buildings 2 ___________. This will be very useful for anyone 3 ___________. But the windows also go transparent on buildings 4 ___________, and this will save on lighting bills. The two Koreans 5 ___________ say the windows are not expensive and last longer than other types of windows.
8c Biometrics

1 Vocabulary extra biometric technology
You are going to listen to a short lecture on the technology of 'biometrics'. First, match the words (1-8) with the definitions (a-h).

1 appearance  5 identity  
2 behaviour    6 fingerprint 
3 individual   7 effective 
4 security     8 recognize 

a the way someone does things  b the way someone looks  
c the mark that your finger leaves  d special and different for each person  
e safety  f who you are and what your name is  g see and know who someone is  
h very good at what it does

Listening a lecture on biometrics
2 § 53 Listen to the lecture. Number the topics (a-e) in the order the lecturer talks about them.

a how airports use biometrics  b a definition of biometrics 
  c the use of biometric technology in security  d the problems of biometrics  
  e how all humans are different in appearance and behaviour

3 § 53 Listen again and make notes about biometric technology under each heading.

The science of biometrics
Examples of physical appearance:

Examples of behaviour:

Uses of biometrics
Main use:  
Problems it solves:  
Parts of the body which the technology can check:

Problems with the technology
First problem:  
Second problem:  

Prediction for biometric technology
The technology will get

Word focus check
4 Read these sentences with check. Match the words in bold with the meanings (a-f).

1 This technology checks your identity using biometrics.
2 When you arrive at the airport, you need to check in and get your boarding card.
3 Make sure you check your writing before you give the teacher your homework.
4 What time do we have to check out of the hotel in the morning?
5 There are security checks at the airport, so arrive three hours before your flight.
6 I'm checking for any mistakes in my job application form before I send it.

a pay and leave  b give your details when you arrive  
c look carefully at something  d find out  
  e look for  f when officials look in your bags

5 Choose the correct option in these sentences.

1 Let's go to hotel reception first and check in / check on.
2 At passport control, the person checks / checks for your passport and visa.
3 The security check / check-in desk took a long time because they searched all our bags.
4 I need to check out / check in and pay my hotel bill.
5 Do you want me to read this and check for / check on any spelling mistakes?
8d Gadgets

Vocabulary instructions

1. Complete the sentences with these words.

<table>
<thead>
<tr>
<th>the button</th>
<th>backwards</th>
<th>forwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>red button</td>
<td></td>
<td></td>
</tr>
<tr>
<td>battery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Turn it on with ________ at the back.
2. Pull the lever ________ for reverse.
3. Charge ________ overnight so it’s ready in the morning.
4. Press the ________ to stop it.
5. Push the lever ________ to move.

Real life finding out how something works

2. Listen to two conversations about how two different items of technology work. Which conversation is about a helmet cam? Which is about GPS?

Conversation 1: ________
Conversation 2: ________

Glossary

switch (vb) /swɪtʃ/  switch something on / off = turn something on / off

3. Put the words in the correct order to make questions.

a. this / for / what / is / ?
   *What is this for?*

b. why / you / need / that / to / do / do / ?

c. how / it / do / you / switch / off / ?

d. how / last / the / long / does / battery / ?

? e. you / do / how / did / that / ?

f. does / work / it / how / ?

? g. it / switch / on / I / where / do / ?

? h. what / if / I / other / button / press / this / happens / ?

4. Complete the two conversations from Exercise 2 with the questions in Exercise 3. Then listen again and check your answers.

Conversation one
A: ________ ?
B: It’s for filming things when you are climbing.
A: Really? ________ ?
B: Well, you put the small round camera on your helmet. Then this bit goes on your belt.
A: ________ ?
B: You press the red button.
A: Oh I see. Hey! That’s very cool.
B: Yes, it’s really easy to use.
A: ________ ?
B: I’m not sure, but quite a few hours. So you can take it with you up a mountain, for example. Then when you get home you just plug it straight into the TV.

Conversation two
A: I can’t make this work.
B: Let me have a look … Here you go.
A: ________ ?
B: I pressed the red button.
A: Oh, ________ ?
B: It moves the map around. Look. And I can press this as well.
A: ________ ?
B: It shows your location and the place you want to go to.
A: I see. Oh one more thing.
B: Hold the red button down for five seconds.

5. Pronunciation linking

Listen to these sentences. Mark the links between words ending with a consonant sound and words starting with a vowel sound.

1. How does it work?
2. This bit goes on your belt.
3. You can take it.
4. Let me have a look.
5. I can press this as well.

6. Listen and respond responding to questions and instructions

Listen to someone asking questions and giving instructions. Respond using the words in the box. Then compare your response each time with the model answer that follows.

Really? How does it work? That’s very cool. Let me have a look. I see.
Writing a paragraph

1. Look at the sentences in two different paragraphs. Number the sentences (a–f and g–k) in the correct order.

Paragraph 1
a. There are many arguments for and against it.
b. CCTV is a type of technology used for security.
c. On the other hand, there is CCTV in our streets and not everyone wants to be filmed.
d. On the one hand, people can protect their houses or businesses.
e. Furthermore, it helps the police catch people.
f. Especially if they are not breaking the law!

Paragraph 2

2. Writing skill connecting words

Complete the paragraph with these words.

As  Finally  Firstly  For  In addition  In

Email has changed the way we write to each other. 1, an email is easier and quicker to send than a letter. 2 example, with a letter you need to go to a post box, but an email goes at the click of a button. 3, emails are usually shorter than letters and are more like conversations. 4 other words, you can discuss something or solve a problem with emails. 5, with emails you can also attach things such as large documents, photos and video, which is much more convenient. 6 a result, the world sends far more emails every day than letters.

3. Match the connecting words and phrases (1–7) with the uses (a–g).

1 On the other hand  a list something at the beginning
2 For example  b list the next thing
3 In other words  c contrast information
4 Secondly  d add extra information
5 In addition  e introduce an example
6 Firstly  f introduce a result
7 As a result  g say the same thing in a different way

4. Use the student’s notes below to complete the paragraph.

The internet

very fast (information in seconds)
find any kind of information using a search engine
helps us with everyday information, information for work and studies

The internet has totally changed the way we find and use information. Firstly, ...
Wordbuilding dependent prepositions

1 Match the beginnings of the sentences (1–8) with the endings (a–h).
   1 I have a problem
   2 Are you good
   3 They're really interested
   4 I depend
   5 What are you working
   6 I can't think
   7 My house is similar
   8 Do you have any idea
     a at fixing things?
     b on at the moment?
     c on my laptop for everything!
     d to yours.
     e of the price?
     f with my computer.
     g in learning about technology.
     h of a solution.

2 The sentences in each pair (1–5) use the same word with a different preposition. Choose the correct preposition to complete each sentence in the pair.
   1 about / of
     a What do you think about using cameras in public places? Is it right?
     b When I think of France, I always imagine fresh bread and cheese.
   2 with / about
     a Are you annoyed about something?
     b Why is the teacher so annoyed at us?
   3 with / at
     a You should be a teacher. You are so good at children.
     b My brother is very good at playing tennis.
   4 to / about
     a Would you like to talk to your problem?
     b Can you talk to Sarah? She looks lonely.
   5 of / with
     a What's the problem with this satnav? It isn't working.
     b It's a problem with communication. No one understands him.

Learning skills using resources effectively

4 It's important to use different resources when you learn English. Look at these different types of resources and circle how often you use them. Think about the ones you don't often use or never use. How could you start using these resources more effectively?

How often do you...
- use the reference material at the back of the Student's Book?
- watch the Student's Book videos more than once?
- listen to the CDs again at home as well as in class?
- ask your teacher when you don't understand something?
- ask your classmates when you don't understand something?
- practise speaking English with your friends outside of class?
- use a good dictionary to find information about words?
- search the internet to read and listen to the news in English?

1 = all the time
2 = often
3 = not often
4 = never

5 What other resources do you use to learn English? Tell your class about these resources in the next lesson and find out what other students use.

Check!

6 Do the quiz. You can find the answers in Unit 8 of the Student's Book.

   1 What is a type of science which studies the design of animals?
   2 What is an invention which you can use as an alternative to a zip on clothing?
   3 What is the type of lighting which is more effective than normal lighting?
   4 What is the name of the robot which is now helping NASA astronauts?
   5 Who is the inventor that invented special glasses which don't need an optician?
   6 What is the gadget that uses satellites and can tell you where you are?
Unit 9 Holidays

9a Holiday experiences

Reading a holiday story

1. Read the story about a holiday. Answer the questions.
   1. Why had the woman chosen the cottage?
   2. Why did the journey take longer than expected?
   3. Why did it look like someone was living in the cottage?
   4. Why did she wake up on the first night?
   5. What was in her daughter’s bedroom wardrobe?
   6. What was strange when they returned from a day at the beach?
   7. Who was staying across the field from them?
   8. Why was the woman surprised?

Listening details of the story

2. Listen to the woman in the story from Exercise 4 telling her friend about the holiday. The details she gives are different to the story. Underline the details in the story that are different.

Vocabulary holiday collocations

3. Match the sentence beginnings (1–6) with the endings (a–f).
   1. I plan to go
   2. I’d like to book
   3. What time do we need to check in
   4. Do you want to stay
   5. I need to unpack
   6. In the USA it’s normal to give the waiter
      a. a tip for 20% of the bill.
      b. my holiday online but the website isn’t working.
      c. my bags first.
      d. at the hotel reception?
      e. abroad next year for my holidays.
      f. at a hotel or in an apartment?

Holiday Horror Stories

Send us your favourite holiday stories and win £100 prize money for the best!

It had looked great in the brochure. It’s true that there hadn’t been pictures of the cottage, but there were photographs of the sea, empty beaches next to the cottage for the children to play on, and nice long walks in the nearby forest with the dog.

We arrived late at night after a six-hour drive. It’s normally three hours from London, but there had been a delay on the motorway. The address on the booking form said ‘Green Tree Cottage’ on the Old Farm Road. In fact, we had to drive across a field to reach the place. Inside, the cottage wasn’t very clean. In fact, it was full of furniture, books, pictures and objects in boxes. It was like someone else lived here.

Anyway, it was late and we went to bed. I woke up once because I thought I heard someone in the house. In the morning, my daughter said there were clothes in her wardrobe. She was right. It was full of clothes. We emptied the wardrobe and put the clothes in a box.

Later that day we had been to the beach (which wasn’t next to the house but about two miles away) and when we got back the clothes were back in the wardrobe. My daughter’s clothes were in the box on top of the wardrobe. I wanted to leave but my husband thought there was a simple explanation.

In the evening, as it got darker, I noticed a light at the end of the field. We walked across with the dog and we saw a small shed among the trees. We knocked on the door and a man appeared. He was the owner of the holiday cottage and lived in his shed when visitors stayed. He also asked us not to move his clothes because he needed to use the house from time to time. I couldn’t believe it! The next day, we loaded the car and left.
4 Match the verbs (1–6) with the nouns (a–f) to form holiday collocations.

1 book
2 stay at
3 rent
4 buy
5 go
6 visit

a comfortable hotels
b a tour
c tickets
d sightseeing
e a bicycle
f the pyramids

5 Complete the adverts with the collocations from Exercise 4.

Take the stress out of your next holiday and
Egyptian Adventures Travel Company. During the
day, you’ll and some
of Egypt’s other historical sites. At night, you’ll
and try our country’s
famous dishes.

For an alternative way to see Amsterdam, why not
way to and the cheapest
form of transport. Visit our website now! You can also
and get
a 20% discount on Amsterdam’s main museums and
galleries.

Grammar past perfect simple

6 Complete this holiday story with the past perfect simple form of the verbs.

Before I visited northern Norway,

1 (be) to many parts of the world,
including the southern most point of Patagonia.
1 (see) many natural wonders, but I
3 (not imagine) that a place so near my
own home country of Ireland would be so beautiful.
We 4 (drive) all day up the coast of
Norway and finally we 5 (arrive) just
as the sun was disappearing. Above us were the
northern lights in the sky The colours were amazing
and they seemed to dance. We 6 (not expect) that they would be so stunning.

7 Choose the correct form (past simple or past perfect simple) to complete the conversations.

Conversation 1
A: ¹ Did you ever go / Had you ever been to the Atlas Mountains before?
B: No. I went to Morocco in 1999, but only to the
cities. There wasn’t / hadn’t been time on that
trip to travel to the mountains as well.

Conversation 2
A: I didn’t know that Sandy ³ left / had left his job!
When ⁴ did that happen / had that happened?
B: Months ago. ¹ He wanted / He’d wanted to leave
for ages and travel abroad. ⁶ I received / I’d received a postcard from him yesterday from
New Zealand.

Conversation 3
A: Why are Josie and Bryony back from their
European tour already?
B: Well, by the time they reached Paris, the car
broke / had broken down three times, so they
gave / had given up.

Pronunciation ‘d and n’t

8 Read the sentences and replace words with the
contractions ‘d or n’t where possible. In some
sentences no changes are possible.

‘d

1 We had had a great day out with our friends.
2 We had to leave early because of the train times.
3 The hotel did not have our reservation.
4 They had not eaten since they left home in
the morning.
5 I had lost my wallet so I called the police.
6 You had left a message on my phone but you
had not said where you were.

9 ⁵⁸ Now listen and check your answers. Then
listen again and repeat.
9b Visiting different places

Reading talking about places

1 Read parts of postcards from five different tourists. Match the postcards (1–5) with the places they talk about (a–f). There is one extra place.

<table>
<thead>
<tr>
<th>Postcard 1</th>
<th>a a range of mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postcard 2</td>
<td>b a desert</td>
</tr>
<tr>
<td>Postcard 3</td>
<td>c an island</td>
</tr>
<tr>
<td>Postcard 4</td>
<td>d a historical city</td>
</tr>
<tr>
<td>Postcard 5</td>
<td>e a famous statue</td>
</tr>
<tr>
<td></td>
<td>f an arts festival</td>
</tr>
</tbody>
</table>

2 Match the statements (a–h) with the postcards (1–5) in Exercise 1. One of the statements matches two postcards.

- a One thing was particularly special for this person.
- b You can see places which are over three hundred years old.
- c This person travelled with a group.
- d This journey involved travelling by boat.
- e This person didn’t have to take a tent.
- f No cars are allowed in one area.
- g This person travelled with one other person.
- h This person had seen it but never visited it before.

1 We sailed across to this place and spent a few days here. There was no one else, so the pair of us had it to ourselves. Amazing that places still exist where there are no humans and you can just see empty beaches in each direction!

2 You’ll recognize the place on the postcard, but nothing prepares you for actually seeing it with your own eyes! It’s so impressive when you sail across the harbour and there it is, standing high up and looking across New York.

3 Arrived here two weeks ago. One more week to go. Have seen some great theatre and lots of great live music. I’m exhausted, but there’s more to do before we go home. I think the most memorable event was a group of dancers from China. Will tell you more next week. Don’t work too hard!

4 You’d love it here. There are beautiful rivers with lots of fish jumping. Our guide told everyone that bears live up here, but we haven’t seen any. It’s so quiet and not too many people. But don’t worry about accommodation – there are always small hostels or cabins where you can stay after a long day’s walking or climbing.

5 When you first arrive it all looks very modern and there are cars everywhere. But in the centre it’s all pedestrianised so it’s easy to walk around and admire the architecture. Lots of it was built in the seventeenth century and they’ve really taken care of it.
Dictation describing a holiday

3 59 Listen to someone describing part of their holiday in Morocco. Complete the text with the words you hear.

I had an 1_________a tour group in Morocco. On the first day, our tour guide showed us round the centre of Marrakesh. First, we went to the square in 2_________the city called the Jema El Fna. It's 3_________where people sell things, old men play musical instruments and there are people with snakes! Actually we 4_________the snakes and moved away when we saw them come towards us on the ground. After a day walking round the city, everyone 5_________so we relaxed at the hotel and ate great food.

The next day 6_________we went by bus up the Atlas Mountains. The views were incredible as we went up, although the bus driver drove too fast for me. I 7_________some of the high roads, but we safely reached the top and then the road went down to a region of green fields. We finally arrived at a small hotel and I 8_________it looked ugly on the outside. But after we walked through a large gate, the owners met us with a smile and showed us round their beautiful hotel with its huge swimming pool and orange trees.

4 Pronunciation syllables and word stress

60 Look at the words in the box. Listen to three forms of each word (e.g. amaze, amazing, amazed) and write the forms in the correct column of the table, according to their stress pattern.

<table>
<thead>
<tr>
<th>amaze</th>
<th>fascinate</th>
<th>interest</th>
<th>frighten</th>
<th>worry</th>
</tr>
</thead>
<tbody>
<tr>
<td>tire</td>
<td>excite</td>
<td>surprise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar subject questions and other questions

5 Read the description of the holiday in Morocco again. Then complete these questions with who, what, when, why, and a verb and an auxiliary verb where necessary.

1. Who showed them round the centre of Marrakesh?
2. What do they go first?
3. What musical instruments in the square?
4. Where do they go towards the tour group on the ground?
5. Who do they relax and eat great food?
6. How do they go up the Atlas Mountains?
7. Why do they go too fast?
8. Why do they go the tour group when they arrived at the hotel?

6 Match the questions in Exercise 5 with the answers (a–h). Then check your answers in the description in Exercise 3.

a. by bus
b. at the hotel
c. the owners
d. the tour guide
e. old men
f. the bus driver
g. the square in the middle of the city
h. snakes

7 Which questions in Exercise 5 are subject questions (S)? Which are not subject questions (O)?

1. S
2. O
3. O
4. O
5. S
6. O
7. O
8. O
9c Travel advice

Listening tipping around the world

1 61 Listen to a radio programme about travel and holidays. Answer the questions. Choose the correct option (a–c).

1 Why do listeners write to the programme?
   a To give opinions.
   b To get advice.
   c To complain about holiday trips.

2 Who does Stella tip?
   a People who affect her holiday in a positive way.
   b Anyone who provides service.
   c No one.

3 Why are most people surprised in North America?
   a It's expensive.
   b The service is bad.
   c The tips are high.

4 What does Stella say about tipping in different countries?
   a You will pay different percentages.
   b Always pay the same amount.
   c Try to avoid tipping because of service charges.

5 Why are service charges more common?
   a Because restaurants want to charge more.
   b Because many waiters come from different countries.
   c Because it solves a problem when you have international guests.

2 61 Listen again and make notes about the different amounts for tipping in each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The USA or Canada</td>
<td></td>
</tr>
<tr>
<td>Central and South America</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td></td>
</tr>
<tr>
<td>China or Japan</td>
<td></td>
</tr>
<tr>
<td>India and internationally</td>
<td></td>
</tr>
</tbody>
</table>

3 Vocabulary extra places in a city

Complete the words for places in a city.

1 In the summer, they have a large outdoor c_______a in our park with some great films.
2 This m_______m has objects from hundreds of years of the city's history.
3 The ancient c_______s are right below us. People used to bury the dead there.
4 There's an exhibition of Picasso on this month at the g_______y. Let's go there.
5 This t_______ is famous for its performances of Shakespeare's plays, and lots of well-known actors perform here.
6 Trains used to pass through these t_______s, but now they aren't used.

4 Word focus place

Read what the tour guide says on a tour of the city of London. Complete his words with the correct phrase.

a good place all over the place
no place for take place

So, over there is the city's biggest park. At this time of year, lots of different events 1 ____________ here in the evenings. On the left you can see the Ritz hotel, where celebrities stay. And that small restaurant next to the hotel is 2 ____________ to eat. Don't worry, it isn't as expensive as the hotel! As we drive down this road, there's a theatre. This part of London has theatres 3 ____________. If you want tickets, you usually need to book them in advance. Now we're passing the London Dungeon. It's fun, but it's 4 ____________ anyone who is scared of the dark ...
9d Tourist information

Listening tourist information

1 ☞ 62 A tourist is at the tourist information office on the map. He is asking for information about different places in the town. Listen to the conversation and circle the four places they talk about.

Real life requesting and suggesting

2 Complete the conversation at the tourist information office with these phrases.

<table>
<thead>
<tr>
<th>Could you tell</th>
<th>I'm interested in</th>
<th>How much</th>
<th>How about</th>
<th>Do you know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any</td>
<td>What time does</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can also take</td>
<td>Is there any</td>
<td>How much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another option is</td>
<td></td>
<td></td>
<td>How about</td>
<td></td>
</tr>
</tbody>
</table>

TO: Hello? Can I help you?
T: 1 visiting the history museum. 2 the opening times?
TO: Sure. Let me check. Today is Monday, so I’m afraid it’s closed all day. But it’s open from Tuesday to Sunday. So it’s open tomorrow.
T: Great. 3 it open?
TO: At nine-thirty, and it closes at five-thirty.
T: Oh right. 4 me the price?
TO: It’s free.
T: That’s good. 5 other museums which are open today?

TO: We have a science museum, but that’s closed as well today.
6 going to the art gallery across the road?
T: I’m not sure. 7 is that?
TO: It’s free for the general exhibition and five euros for the special exhibitions. 8 an interesting guided tour at midday. It’s also five euros.
T: Well, OK. That might be good.
TO: You can buy the ticket for the tour at the entrance.
T: One other thing. On Wednesday I want to visit the national park outside the town.
9 public transport there?
TO: A bus leaves the bus station at ten in the morning and returns at five.
10 to take a taxi. It isn’t too expensive.

3 ☞ 62 Listen again and check.

Listen and respond at the tourist information office

4 You want to visit the city’s castle. Read the notes someone has taken, and think about how you would ask for the information. Use the phrases in the box.

The city castle
Opening times: Open every day from 10 a.m. to 6 p.m.
Ticket price: € 7.00
Take bus 15 from the station. It leaves every fifteen minutes.

I’m interested in . . .
Do you know the . . .?
Could you tell me . . .?
Is there . . .?
How often does it . . .?

5 ☞ 63 Now listen to the person in the tourist information office and respond with your questions.
9e Requesting information

1 Writing skill formal expressions

Lines from two emails have been mixed up. One email is formal and one is informal. Number the lines in the correct order, starting with line a.

<table>
<thead>
<tr>
<th></th>
<th>Formal email</th>
<th>Informal email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Writing an email requesting information

2 Choose the correct options (a–c) to complete the letter.

I am writing ___ regard to your ___ for more details about our package tours in the Mediterranean. I am delighted ___ enclose a copy of our brochure for next year. As you will see, we are offering a greater choice of holidays than ever before.

I have to ___ because I am unable to provide an up-to-date price list at this time. I hope to send this in the next two weeks. In the meantime, if you require any ___ information or have questions, ___ do not hesitate to contact me directly at 0700 687 5674.

Best ___

H. G. Williamson
Sales department

1 a Hi   b Dear   c Yours
2 a with b to   c about
3 a question b request c ask
4 a with b to   c for
5 a apologize b sorry c afraid
6 a future b faster c further
7 a you   b please c why
8 a requests b require c wishes
Wordbuilding -ed and -ing adjectives

1. Complete the pairs of sentences with the -ed or -ing adjective form of the words.
   a) amaze
      - The view from here is ____________.
      - I'm ____________ at how much everything costs in this country.
   b) fascinate
      - Tourists were ____________ by the pyramids.
      - The history of this region is ____________.
   c) interest
      - Why are you so ____________ in this building?
      - Do you think this is an ____________ place to visit?
   d) frighten
      - The rollercoaster is one of the largest in the world and very ____________.
      - Lots of people were ____________ by the ride at the theme park.
   e) worry
      - You look ____________! Don't be. The dentist is very friendly.
      - Why are you ____________ about your results? You always pass your exams.
   f) tire
      - Everyone's ____________ after the long walk.
      - Carrying a heavy backpack is really ____________.
   g) excite
      - Tonight we're going to a concert. We're really ____________.
      - It's always ____________ to visit new places and meet new people.
   h) surprise
      - Was it ____________ to see so many friends at your party?
      - I was ____________ to receive a present from everyone.

Learning skills learning from your mistakes

2. How do you feel when you make a mistake in English? Which sentence (a–c) describes your opinion of making mistakes?
   a) I get really angry when I make a mistake. I mustn't do it!
   b) I'm scared of making mistakes.
   c) Mistakes mean I am learning. I try to learn from them.

3. You can learn a lot from your common mistakes, so it's a good idea to write them on a special page in your notebook. Write the corrections in a different colour below them. Look at this page from a learner's notebook. He has written down the mistakes but needs to write all the corrections.

   1. Let's stay at this hotel. Let's stay at this hotel!
   2. I'd like to rent two tickets for the tour.
   3. I hadn't see my friend for a long time.
   4. Who did live in this house?
   5. This is a place good to eat.
   6. I'm interesting in the museum.
   7. Could you say me the opening times?

4. Start a 'My common mistakes' page in your notebook. Look back through your work and write down your common mistakes.

Check!

5. Answer these quiz questions. Use information in Unit 9 of the Student's Book to help you.
   1. A word meaning 'in another country' or 'overseas' (6 letters)
   2. You give this to someone who gives you good service (3 letters)
   3. Temples in Malta (7 letters)
   4. Ancient places below a city (9 letters)
   5. A type of boat in Venice (7 letters)
   6. Some special caves in France with paintings (7 letters)
Unit 10 Products

10a Advertising products

Vocabulary extra advertising products

1 Match the words (1–7) with the definitions (a–g).

1 logo 5 discount
2 sales 6 customer
3 advert 7 marketing
4 poster

a the activity of selling products
b a notice (on TV, on the radio, in the newspaper, on the internet, etc.) to tell people about a product or service
c a large picture with words to advertise something
d a person who buys products
e the amount you take off the normal price
f the activity of advertising and promoting products
g a symbol to represent a company and its products or services

2 Complete these sentences with the words from Exercise 1.

1 The _______ for the sportswear company Nike is a large tick.
2 This _______ saw our advertisement and he wants to buy a bicycle.
3 There’s a 10% _______ on all our cars if you buy one this week!
4 I work in the _______ department of a large company. We organize the advertising for all our products.
5 There’s an _______ for a job in the newspaper today. I think you might be interested.
6 Can I speak to your _______ manager, please? I have a question about the price of this product.
7 We’re having a sale this week. Can you put this _______ up in the window of the shop so people know?

Reading

3 Read the article about advertising with social media. These headings (a–d) are missing from the article. Write the headings in the article.
a How do I know if advertising on social media is effective?
b What do I post on social media?
c What kind of social media do my customers use?
d How much time should I spend on social media?

Advertise your products with social media

Nowadays, every business has to advertise its products online. Most companies have a website with pictures and information about their shop and products. And it’s a good idea to sell products online as well. However, a website on its own isn’t enough when it comes to online advertising. Lots of customers use social media such as Facebook and Twitter these days, so you also have to think about advertising here. Here are four questions to ask yourself about advertising with social media.

1 Think about the people who buy your products, because different customers use different social media. Lots of adults use Facebook but younger teenagers are often on other social media like Instagram.

2 Social media is about short messages and communicating with customers. Posting pictures and anything visual works well. Write news about what is happening at your company. Also, find out what your customers are posting and repost it.

3 Don’t post too often because people will get annoyed with the posts. On the other hand, don’t stop posting after a few weeks. It takes time to build your social media network. Decide a regular time to work on posts.

4 After all your hard work, your sales should increase. If they don’t, then maybe you are using the wrong social media sites and you need to communicate with customers in other places.
4 Read the article again. According to the article, are these sentences true (T) or false (F)?
1 Most companies have a website nowadays.
2 You also have to sell your products online.
3 All customers use the same social media sites.
4 Posting photos is a good idea.
5 You should post information about your business every day.
6 Advertising using social media usually has immediate results.
7 If sales don’t increase, try other social media sites.

Grammar passive

5 Complete these sentences with the present simple passive form of these verbs.

visit make spend recognize sell advertise transport wear

1 Our furniture is in a factory in Poland.
2 The products are by lorries across Europe.
3 Our clothes are by older people in their fifties and sixties.
4 The McDonald’s logo is all over the world.
5 These days all our products are online. We don’t use traditional shops anymore.
6 Most of our electronics are on the internet and on TV.
7 Billions of dollars are on advertising every year.
8 Our website is by about a million people every month.

6 Read these sentences about ‘firsts’. Rewrite the active sentences using the past simple passive form.

1 John Pemberton made the first bottle of Coca-cola in 1892.
   The first bottle of Coca-cola was made by John Pemberton in 1892.
2 Ray Tomlinson sent the first email in 1971.
   The first email was sent by Ray Tomlinson in 1971.
   The first Harry Potter book was written by JK Rowling in 1997.
4 The Wright brothers flew the first plane in 1903.
   The first plane was flown by the Wright brothers in 1903.
5 Louis and Auguste Lumiere showed the first commercial film in Paris in 1895.
   The first commercial film was shown by Louis and Auguste Lumiere in Paris in 1895.

7 Read this article. Choose the correct option.

How companies got their names

We recognize / are recognized the logos of these famous companies and their products and services / sell / are sold around the world, but where do their names come from?

• The name 'Lego' / makes / is made from two words in Danish: 'leg godt', which means 'play well'.
• Canon cameras / are called / were called 'Kwanon cameras' originally, but the company / changed / was changed the name to Canon in 1935 because it was more international.
• The four letters IKEA / take / are taken from the initials of Ingvar Kamprad, and the first letters of the places he grew up.
• The music streaming site Spotify / says / is said its name comes from the words 'sport' and 'identify'.
• The name for the website Amazon / is chosen / was chosen because it starts with the letter 'A' and comes top of an alphabetical list.

Dictation an ancient product

8 Listen to a short description of papyrus. Write in the missing words.

The plant called papyrus 1 ancient Egyptians.

It 2 sandals and many other products. However, it 3 writing tool in Egypt, and later it was used by the Romans. The inside of the long plant 4 pieces. These 5 each other and dried. Nowadays, paper 6 but 7 building materials.
10b Product design

Vocabulary describing design

1. Look at the pairs of adjectives. Match each adjective with the photo (a or b) it describes.
   1. up-to-date / basic

   a
   b

2. old fashioned / fashionable

   a
   b

3. out-of-date / classic

   a
   b

4. useful / useless

   a
   b

The internet of things

Nowadays we are all used to the internet in our daily lives. We use it to get information, watch videos, communicate with friends and find out the news. But some products are also designed to connect with us through the internet, and in the future, the things in our homes will do this more and more.

The basic idea behind ‘the internet of things’ is that it lets humans ‘talk’ to their devices. For example, there are fridges which can text you if you don’t have any milk or if the last carton of milk in the fridge is out of date. You can also use your mobile phone to control the heating in your house via the internet. So if it’s cold, you can switch the heating on when you are going home from work or school. Or if you left the heating on when you left home, you can switch it off.

In the workplace, some manufacturing companies are using the internet of things to order more tools and machines when they need them. Employers are also using the internet to check when workers are at their desk and when they aren’t, which some people think is worrying. On the other hand, your computer can also tell you when you need to stand up from your desk and take a break. And more of us are wearing internet-connected devices around our wrists to check our health and measure our physical exercise.

Some people think the internet of things is bad for us because all our devices collect lots of personal data about us. Companies learn more about their customers from this. And your electronics know when you are at home and when you are out, which someone online could find out. So is there a problem for personal security? There are still lots more unanswered questions like this about the internet of things.
Reading the internet of things

2 Read the article. Answer the questions (1–8) with words and phrases from the article.
1 What are some products designed to do nowadays?
2 What is the basic idea behind the internet of things?
3 What can some fridges do if your milk is out of date?
4 Why is it useful to use the internet to connect to your heating system?
5 Why are some people worried about the way you can use the internet at work?
6 Why are some people wearing internet-connected devices around their wrists?
7 How can companies learn more about their customers?
8 What could someone online find out from the electronics in your home?

Grammar used to

3 Choose the correct options to complete the text.
When I was a teenager, I didn’t 1 use to / used to enjoy school. I never 2 used to / didn’t use to be interested during the lessons. The teachers 3 use to / used to talk for hours about different subjects, but I wasn’t interested. Then one day something changed. My local supermarket 4 used / used to employ people every summer, so I got a job there. For the next few weeks I 5 used to work / worked really hard and I 6 used to become / became interested in business. After the summer, I worked much harder at school. I 7 used to / didn’t use to ask my maths teacher for extra homework because I wanted to be good with numbers and money. And I 8 used / used to all my spare time to read about business in the school library. Five years after I left school, I opened my first shop.

4 Complete the sentences with the correct form of used to and the verbs.
1 I 9 (love) fizzy drinks when I was young. I hate them now.
2 ___________ (you / have) a pet when you were a child?
3 We 10 (not / take) a holiday as a family because my parents were always working.
4 My brother 11 (ride) a unicycle to work!

5 My first car 12 (never / work) properly. I soon sold it again.
6 ___________ (they / know) each other when they were at college?
7 My grandmother 13 (not / let) us watch TV at her house.
8 How much 14 (you / pay) for a cinema ticket? It costs a fortune nowadays!

5 Pronunciation /juː tuː/

| 65 | Listen and repeat the sentences from Exercise 4. Notice how we pronounce used to and use to. |

6 Rewrite the sentences with used to or didn’t use to where possible.
1 My sister wasn’t interested in business when she was a student. My sister didn’t use to be interested in business when she was a student.
2 She studied music at university when she was eighteen. not possible
3 Mark Zuckerberg started Facebook in 2004.
4 My family recorded music on tape cassettes.
5 Before I had a car, I cycled everywhere and I was much fitter!
6 People used the first credit cards in 1920.
7 My grandfather didn’t pay for anything with a credit card.
8 Europeans didn’t eat pasta before the thirteenth century.

8 Europeans didn’t eat pasta before the thirteenth century.
10c Is stuff winning?

Word focus *stuff* and *thing*

1a Match the use of *stuff* in these sentences with the definitions (a–c).

1. Can you put away all this stuff on the floor, please?
2. Use this stuff to fix the broken cup.
3. I've already learnt this stuff in history lessons at school.

a. general information about a subject
b. different objects and things (which are not very important)
c. materials or substance when you do not know (or say) the exact name for it.

1b Match the use of *thing* in these sentences with the definitions (a–c).

1. This device is a thing for checking your health.
2. What's that thing on the table?
3. I'm packing all my things for the holiday into this bag.

a. an object when you do not know (or say) the exact name for it
b. an object you don't know much about, but you can explain its general purpose
c. objects that belong to a particular person

1c Which is a countable noun? Which is uncountable?

2 Complete the sentences with *stuff*, *thing* or *things*.

1. 'What's this ______ on your shirt?' 'I think it's orange juice.'
2. I've brought some of my old ______ from home that I want to sell.
3. This is a ______ for opening tin cans.
4. We read a lot of ______ at university which I've forgotten.
5. What's that ______ outside the house? Does it belong to you?
6. Who left all this ______ out in the kitchen?

Listening talking about stuff

3 **66** Listen to six conversations about different objects. Write the number of the conversation (1–6) next to the objects they talk about (a–f).

a. TV and radio
b. bags
c. dresses
d. a phone
e. CDs
f. books, paper and pens

4 **66** Listen again and choose the correct option (a–c) to complete these sentences.

1. One of the friends:
   a. offers to buy the bag.
   b. recommends a website.
   c. wants to buy a different bag.

2. The friend:
   a. doesn't have an opinion.
   b. doesn't like the dress the other person is wearing.
   c. suggests they look at another dress.

3. The father:
   a. threw all his CDs away.
   b. sold all his CDs a few years ago.
   c. isn't sure where his CDs are.

4. Jim has:
   a. left something on someone else's desk.
   b. left a few things on someone else's desk.
   c. taken some objects from someone else's desk.

5. The person is asking about the other person's:
   a. behaviour.
   b. opinion.
   c. knowledge.

6. The second speaker:
   a. agrees with the first speaker.
   b. partly agrees with the first speaker.
   c. disagrees with the first speaker.
10d Website design

Vocabulary websites

1 Read the clues (1–8) and complete the word puzzle to find the hidden word.

1 2 3 4 5 6 7 8

1 2 3 4 5 6 7 8

1 Every modern company needs one of these.
2 This needs to be up-to-date and interesting so that more people visit your website.
3 To communicate with the company, click here and send an email.
4 These tell you about new products and services.
5 Use this box to find information quickly.
6 Click on these to visit other sites.
7 This page is the first one you see on a website.
8 You can find information such as the company history on this page.

Real life giving your opinion

2 ❆ 67 Listen to Katarina and her manager talking about a company website. Answer the questions.
1 What does Katarina want to add to the website?
2 Why does she think customers will like it?
3 What does Katarina suggest they write about in the blog posts?
4 What does the manager suggest?

3 ❆ 67 Complete the conversation with these phrases. Then listen again and check.

I agree what do you think you’re right maybe I see what we could in my opinion I’m not sure we should

M: 1 __________ of our new website
K: It’s good, but I think 2 __________ add a blog.
M: That’s interesting. Why do you think that?
K: Well, 3 __________, customers like reading news on websites. So we can have news about our products.
M: 4 __________, but I think that sort of thing can go on the website with advertisements.
K: 5 __________ about adverts, because people don’t look at them. People will read about products if it’s a blog post and not an advert.
M: 6 __________ you mean, but what would you write about?
K: 7 __________ we could have interviews with customers who use our products.
M: Good idea.
K: Or 8 __________ have photos of our employees in their free time – something fun.
M: 9 __________. I suggest you write the first post and we can see if people read it.

4 Listen and respond discussing opinions

❆ 68 Listen to someone talking to you about a new website. Respond to each question with an expression below and your own ideas.

I think we should ... Good idea!
Maybe we could ... I agree!

I think we should have a home page and then some product pages.

Good idea!
10e A review

Writing skill giving your opinion

1 Look at the sentences from different reviews. Match the beginnings of the sentences (1–8) with the endings (a–h).

1 One of my favourite
2 It's a great
3 Another good point is
4 In my opinion,
5 The only problem is that
6 On the whole, I'd
7 In general, it's
8 To sum

a place to visit in the summer.
b you can't park near the centre.
c films is Star Wars.
d recommend this museum to the whole family.
e that you can have lunch there.
f it's the best local restaurant.
g up, it's too expensive.
h a well-written book.

Writing a review

2 Number the parts of a review (a–g) in the correct order (1–7).

a It's a great place to eat breakfast or lunch and socialize.

b The café has quite a few good features. Firstly, the wifi is free so you can do some work on your laptop. Another good point is the atmosphere – the staff are all very friendly and always smile when you arrive.

c However, next month they plan to add more space so it will be easier to get a table.

d One of my favourite places for meeting friends is The Border café.

e One problem is that it's become too popular and so around midday it's often difficult to get a table. It's annoying when you have to wait.

f On the whole, I recommend you try The Border for the food and the fun. They also do takeaways, so if there isn't a table, you can still get a coffee and sandwich on your way to work.

g Also, one big advantage of The Border is that it's in the city centre and you can park your car round the back of the café.

3 Read these notes about an app for looking at the night sky. Then use the information to complete the review.

Name of app? 'Starfinder'

Main purpose?
- Looking at stars at night and recognizing them

Features?
- It gives you lots of information about the star when it sees one
- It gives you links to websites with more information

Problems?
- If you move your phone too quickly it can give the wrong information

Who is it for?
- People who are fascinated by the stars and the planets

One of my favourite apps is ____________________________

It's a great app for ____________________________

The app has quite a few different features. Firstly, it ____________________________

Another good point is ____________________________

The only problem with the app is ____________________________

On the whole, it's a useful app for anyone who ____________________________

4 Choose an app on your phone and write a review about it.
Wordbuilding  word forms

1 Complete the sentences with different forms of the word in bold.

ADVERT
1. There's an _______ in the newspaper for a sale at our local supermarket.
2. _______ is a good career for creative people.
3. Do you ever _______ your products on TV?

PRODUCE
4. The new employer isn't very _______. Maybe he needs more training.
5. How much does this _______ cost?

INVENT
6. The wheel is probably the oldest _______ in history.
7. John Logie Baird was a Scottish _______ who is famous for his work with the television.

SELL
8. How many books have you _______ this morning?
9. In January lots of shops have a _______.

Pronunciation stress in different word forms

2 Listen to the different forms of the root words in Exercise 1. Write the words you hear next to the correct word stress.
O: _______, _______, _______, _______
O: _______, _______, _______, _______
Oo: _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, _______, 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Unit 11  History

11a Moments in history

Listening where were you when it happened?

1 70 Listen to five people talking about important events in the late twentieth century. The speakers are all answering the question: Where were you when it happened? Match the speaker (1–5) with the photo of the moment (A–F). There is one extra photo.

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

2 70 Listen again and make notes about each speaker in the table. Try to write as much information as possible.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>The year?</th>
<th>Where was the speaker or the people he/she is talking about?</th>
<th>Any other details?</th>
</tr>
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<tbody>
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</table>
3 Grammar extra direct speech

DIRECT SPEECH

We use direct speech to report someone's words and thoughts.
The astronaut said, 'We've landed.'
'Who will follow me?' asked the President.
She thought, 'I'm hungry.'
Common reporting verbs include said, asked, replied,
told (someone) and thought.

Write direct speech for each picture using these reporting verbs.

asked    replied    said    shouted    thought

1. The astronaut

I hope this works!

2. The climber

Hello!

3. to the student.

Can I see your passport, please?

4. The customs officer

Sorry, I've lost it.

4 Complete the article with these verbs.
could    loved    would    showed    was

‘FIRSTS’ IN SPACE HISTORY

- Yuri Gagarin was the first man in space and he said he 1 __________ see how beautiful the planet was.
- Neil Armstrong walked on the moon in 1969 and said it 2 __________ one small step for man, one giant leap for mankind.
- In 1975, astronauts from Russia and the USA met in space. One of the astronauts said that the mission 3 __________ how the two countries could work together.
- Dennis Tito paid $20,000,000 to be the first space tourist. He said that he 4 __________ space!
- In 2010, President Obama said the USA 5 __________ send the first humans to Mars by 2030.

5 Underline the reported speech in Exercise 4 and rewrite the words in direct speech.

1. 'I can see how beautiful the planet is.'
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________

Grammar reported speech

6 Rewrite the sentences using reported speech.

1. He said, 'I'm not interested in science.'
   He said that he _____________________________.

2. They said, 'We're leaving early in the morning.'
   They said that they _____________________________.

3. The girl shouted, 'I've found my purse!'
   The girl shouted that she _____________________________.

4. My grandmother said, 'I lived here when I was a girl.'
   My grandmother said that she _____________________________.

5. The scientist said, 'One day, we will discover the solution.'
   The scientist said that one day _____________________________.

6. The tourist said, 'I'm lost.'
   The tourist said that he _____________________________.

7. The astronauts said, 'We've landed.'
   The astronauts said that they _____________________________.

85
11b Messages from the past

Vocabulary communication

1 Choose the correct options (a–c) to complete the text.

Are you old enough to remember the days when everyone had to 1 _______ with each other by writing a 2 _______ and posting it in an envelope? Do you remember what life was life before the internet? Those were the days when information about politics and economics came printed on the morning 3 _______ or through radio and TV.

Now we are living in a digital age, where people write 4 _______ instead of letters. We no longer send holiday 5 _______ to family and friends but we post photos on our Facebook 6 _______. And now, even writing is becoming unnecessary for communication as recording and sending a video 7 becomes easier and easier. So is this the end of writing forever?

1 a talk  b speak  c communicate
2 a page  b letter  c advert
3 a apps  b magazine  c newspaper
4 a cards  b emails  c notes
5 a posts  b apps  c postcards
6 a page  b screen  c programme
7 a message  b presentation  c film

Reading ancient writing

2 Read the article about the Olmec stone. Match the paragraphs (1–5) with the headings (a–e).

a Other Olmec discoveries
b A new discovery
c A future hope
d The writing on the stone
e Is it real?

Archaeologists say they have discovered an ancient stone tablet in Mexico, with writing that is 3,000 years old. They have never seen writing like this before, but think that the stone tablet might come from some ancient people called the Olmec.

The stone tablet was discovered in a part of Mexico where the Olmec lived. In the past, archaeologists have found statues of huge heads made by the Olmec in the same region and you can see other Olmec objects in museums. However, none of these statues or objects have anything that looks like writing, so it’s impossible to know what the writing on the Olmec stone tablet might mean.

A team of workers found the stone when they were building a road. At first they thought the tablet was just another piece of rock and nearly threw it away. Then, they noticed that it had a series of lines and symbols, so they rang their local museum. In total, there are 62 different symbols on the stone tablet in horizontal rows. The symbols show food, animals and objects such as a knife.

However, not everyone believes the writing is Olmec and some archaeologists have said the stone is a fake. For example, Christopher Pool of the University of Kentucky thinks it is strange that there are no other stones from the period with writing on. He also says that writing from a similar period is usually written vertically and not horizontally.

Nevertheless, many people are excited about the discovery and they are convinced the writing is from the Olmec. If they can find more stones like this one, then they hope to convince other archaeologists. More examples of the writing would also help them to understand the messages on the stone.

Glossary

fake (adj.) /feɪk/ not real or a copy
vertical (adj.) /ˈvaːtɪk(ə)r/ down the page
horizontal (adj.) /ˈhɒrɪzənt(ə)l/ across the page
3 Read the article again. Are these sentences true (T) or false (F)?
1 This is the first time archaeologists have seen this type of writing.  
2 There is writing on other Olmec objects.  
3 Archaeologists found the stone tablet.  
4 The symbols look like everyday objects.  
5 The writing goes up and down, not across the tablet.  
6 Some people think they understand the message on the tablet.

**Grammar reporting verbs (say or tell)**

4 Complete the sentences with say, said, tell or told.
1 What did you ________? I didn’t hear you.  
2 Don’t ________ me the answer. Let me try to guess.  
3 I ________ I’d be late.  
4 Why did you ________ her the answer?  
5 Your brother ________ you were here.  
6 The archaeologists ________ this object was very important.  
7 I ________ the journalists all about what happened.  
8 The students all ________ they didn’t understand the lesson.

5a 471 Listen to six sentences and write the words you hear.
1 I love this video game.
2
3
4
5
6

5b Complete the sentences to report the speech from Exercise 5a.
1 He said that he loved this video game.
2 She told ________
3 They said ________
4 I told ________
5 I told my manager ________
6 He told ________

6 **Pronunciation contrastive stress**

672 Sometimes we stress a word to contrast it with another word. Listen to the exchanges and underline the word in B with the most stress.
1 A: I had a terrible time.  
   B: But you told me you had a ________ time!  
2 A: I hate carrots.  
   B: But you told me you loved them!  
3 A: You said you wanted to play football.  
   B: No, I said I wanted to watch football.  
4 A: The tickets were expensive.  
   B: But you said the tickets were cheap.  
5 A: Our history teacher said it happened in nineteen ninety-three.  
   B: No, she told us that it happened in nineteen eighty-three.

7 472 Listen again and repeat what B says.
11c The history of a city

Vocabulary ancient history

1 Complete the sentences with these words.

archaeologists collectors paintings pots robbers soldiers statues tombs

1 Some of the __________ are three metres high and made of stone.
2 There are some new __________ in the art gallery.
3 __________ have found some ancient objects under the ground.
4 The police chased the __________ because they had stolen money from the bank.
5 These __________ were used for cooking in the past.
6 The __________ carry guns and stop people entering the area.
7 There are __________ with the bodies of kings near the pyramid.
8 Many __________ buy and sell ancient historical objects around the world.

Word focus one

2 Complete the sentences with the word one.

1 Rio de Janeiro is of Brazil’s largest cities but it isn’t the largest.
2 Normally the shop is busy but we’ve only had or two people this morning.
3 Reinhold Messner is person who has climbed Mount Everest.
4 I’d like to talk to you by one, not as a group.
5 We plan to visit Egypt day.

Listening an ancient English city

3 Listen to a documentary about the English city of York. Complete the historical timeline with the information (a–e).

a Popular with tourists
b Archaeologists discover Viking objects
c The Romans start building
d The castle and cathedral are first built
e The Vikings arrive

71 AD  →  9th century  →  11th century  →  1980s  →  Now

4 Listen again and complete the sentences with words and phrases from the documentary.

1 York is about __________ hours north of London by train.
2 It’s halfway between London and Scotland, so __________ of tourists stop off to visit.
3 It has lots of traditional shops and __________.
4 Modern York is peaceful and relaxing, but its __________ was often violent.
5 Tourists can walk along parts of the ancient Roman __________.
6 The Vikings came from the countries we call __________ and __________ nowadays.
7 In the city museum you can see Viking objects including __________ and __________.
8 Like the Romans, William the conqueror used York for his army __________.
9 York Minster is one of England’s most important religious __________.
11d My year in Vietnam

Listening my gap year in Vietnam

1 74 Listen to a presentation by someone who spent a year after university (called a 'gap year') in Vietnam. Answer the questions.

What is the first part of her presentation about?

What is the second part about?

What is the third part of the presentation about?

What does the speaker ask for at the end?

4 Pronunciation pausing

You are going to practise giving the presentation. Turn to the audioscript on page 122. Mark (/) in the places where you need to pause. Then practise reading the presentation aloud with the pauses.

Hello and 1 .

2 my gap year in Vietnam. 3 my first few days there. 4 my job there and I'll show you some of my photos. 5 my journeys through the country and describe my experiences of the culture. So let's begin by . . .

6 the first few days. 7 the kind of work I was doing. We'll take a look at this photo. It shows you the school I worked in and all the children ...

OK. So 8 my journeys. I travelled a bit at weekends, but I also took a longer journey in the last month of my gap year. So 9 some of my photos from that period and I'll read a few comments from my diary ...

Right, 10 . As you can see, I had an amazing few months and, 11 , I'd recommend it to anyone. We have about ten minutes left, so 12 ?

Real life giving a short presentation

2 74 Complete the presentation on the right with the expressions (a–l). Then listen again and check.

a I'd like to show you
b Today I would like to talk about
c Now let's move on to
d Finally, I'll talk about
e the final part of my presentation is about
f Then I'll move on to
g That's the end of my talk
h So that's everything I wanted to say about
i are there any questions
j First, I'll describe
k to sum up
l thank you for coming

3 Categorize the expressions (a–l) from Exercise 2 and complete this table.

<table>
<thead>
<tr>
<th>Introducing the talk and the different parts</th>
<th>Ending a part of the presentation</th>
<th>Introducing the next part</th>
<th>Announcing the conclusion and ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


11e Requesting information

1 Writing skill correcting punctuation

Read the rules for punctuation. Then rewrite the biography about Tenzing Norgay with the correct punctuation.

- PUNCTUATION CHECK
  - Use a capital letter at the beginning of a sentence and with proper nouns (e.g. people, countries, nationalities, cities).
  - Use full stops at the end of sentences.
  - Use commas to separate clauses, after sequencing words at the beginning of a sentence (e.g. firstly, afterwards) and before quotation marks.
  - Use quotation or speech marks ('...') around the words spoken.

2 Writing a biography

Read these notes about the mountaineer Edmund Hillary. Use the notes to write a short biography about him.

Name: Edmund Hillary
Born: 1919 in Auckland, New Zealand
Died: 2008
First climb: Aged 16 in the Alps
Main climbing achievement: First man, with Tenzing Norgay, to reach the summit of Mount Everest
After Everest: Spent a lot of time raising money to help local people in the Everest region
Quote about climbing: "It is not the mountain we conquer but ourselves."

tenzing norgay is famous because with the climber edmund hillary he was the first man to reach the summit of mount everest on may 29 1953 he was born in 1914 in a village called thami near the border with Tibet he spent most of his life in the region and worked on many expeditions to everest before he reached the top afterwards his life completely changed and he travelled all over the world before he died in 1986 he said about his life it has been a long road
Wordbuilding verb + preposition

1 Replace the words in bold in the sentences (1–6) with these verbs + prepositions.

<table>
<thead>
<tr>
<th>Verb + Preposition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>come out play against think of talk about pick up work on</td>
<td></td>
</tr>
</tbody>
</table>

1 I need to **develop** a new project over the weekend.
2 Can you **lift** your bag off the floor and put it away?
3 Do you like games where you **compete** with friends?
4 Let’s **discuss** the plans for next week.
5 Our new products **appear** in the shops next month.
6 I can’t **remember** the translation for the word ‘ancient’.

2 Match the beginnings of the sentences (1–6) with the endings (a–f).

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to play games</td>
<td>a on this computer.</td>
</tr>
<tr>
<td>We’re talking</td>
<td>b with you that gaming is bad for you.</td>
</tr>
<tr>
<td>Thanks for paying</td>
<td>c with people than playing on my phone.</td>
</tr>
<tr>
<td>I spent all my money</td>
<td>d for my lunch.</td>
</tr>
<tr>
<td>Remember to take your</td>
<td>e about the homework. Do you want to join us?</td>
</tr>
<tr>
<td>I don’t agree</td>
<td>f coat with you.</td>
</tr>
</tbody>
</table>

Learning skills making notes

3 We often need to make notes when we listen to lectures or read textbooks. In which of these situations do you make notes?
- in meetings at work
- at college or university lectures
- in English lessons
- other situations

4 How do you write your notes? In this example, the student has started making notes on the biography about Tenzing Norgay on page 90 in this book. Notice how the student writes key words and short sentences. Do you make notes in a similar way?

<table>
<thead>
<tr>
<th>Biography of Tenzing Norgay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born 1914 in Thami / Died 1986</td>
</tr>
<tr>
<td>Summit of Everest – May 29, 1953 with Edmund Hillary</td>
</tr>
<tr>
<td>After 1953 – travelled all over world</td>
</tr>
</tbody>
</table>

5 Look at the article ‘The world’s greatest mountaineer’ on page 137 of the Student’s Book. Summarize the most important information in note form.

Check!

6 How much can you remember from Unit 11 of the Student’s Book? Do this quiz. Then check your ideas in the Student’s Book.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Captain Scott reach the South Pole or the North Pole?</td>
<td>South Pole</td>
</tr>
<tr>
<td>In which year did people first play Pong?</td>
<td>1972</td>
</tr>
<tr>
<td>What nationality was the fisherman who found the bottle with the oldest message inside?</td>
<td>Greek</td>
</tr>
<tr>
<td>Which ancient people wanted to find out if the Mediterranean Sea and the Atlantic Ocean were connected?</td>
<td>Phoenicians</td>
</tr>
<tr>
<td>What was the ancient name of Abu Sir al Malaq in Egypt?</td>
<td>Heliopolis</td>
</tr>
<tr>
<td>What did Hiram Bingham discover in 1911?</td>
<td>Machu Picchu</td>
</tr>
<tr>
<td>What did Reinhold Messner climb Everest without in 1980?</td>
<td></td>
</tr>
</tbody>
</table>


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(Objective 14)
Unit 12  Nature

12a The power of nature

Vocabulary extreme weather
1 Complete the text with these words.
- flood
- snowstorm
- sun
- thunderstorm
- tornado
- weather

Listening the power of earthquakes
2 The San Andreas Fault is in California. It is a place where earthquakes can begin. Listen to part of a TV programme about the fault and choose the correct options (a–c) to answer the questions.

Glossary
- fault (n) /fɑːlt/ a crack in the earth’s surface
- geologist (n) /dʒiˈɒlədʒɪst/ a scientist who studies the surface and rocks of the earth
- monitor (v) /ˈmɔnɪtər/ check, analyse
- tremor (n) /ˈtremər/ when the ground moves because of activity in a fault

1 Where is the TV presenter talking from?
a San Francisco
b Near San Francisco
c Near California

2 What does Claire study?
- Tomatoes
- Earthquakes
- Hurricanes

3 What does Claire say about the San Andreas Fault?
- That it is opening as they speak.
- What will happen when it opens.
- What would happen if it opened.

4 Where does the fault line go?
- Across the USA.
- Through the centre of San Francisco.
- No one knows exactly.

5 Which sentence is true?
- There has never been an earthquake in San Francisco.
- There has never been an earthquake in San Francisco since 1906.
- There have been earthquakes in the state since 1906.

6 What is the most difficult thing for scientists to predict about an earthquake?
- When it will happen.
- Where it will happen.
- How big and how strong it will be.

We understand and can control many things in the natural world nowadays. But the _______ is one of nature’s most powerful forces and it affects the daily lives of humans around the world. For example, the power of a ______ moving across a country can destroy homes. Heavy rain can cause a sudden _______. In colder climates, a _______ can block the roads. But even less extreme weather can affect us both physically and also mentally. A long time outside in extremely bright _______ can burn human skin, and changes in weather conditions can make people depressed. For example, the atmospheric pressure before a _______ often drops and some people might suddenly feel sad or unhappy.
Grammar second conditional

4 Choose the correct options to complete the conversation.

A: Did you see that person who won five million on the lottery?
B: I know. He’s so lucky. I’d never work again if I win / won all that money.
A: Maybe, but you’d be bored if you didn’t / wouldn’t go to work.
B: You’re joking! First, I went / I’d go on a cruise.
A: And then what? I think I’d still work even if I had / would have lots of money. Or I set up / I’d set up my own company.
B: Would you?
A: Yes, I didn’t want / wouldn’t want to do nothing. I feel I should do something useful with my money.
B: Oh, I agree. I gave / I’d give some of it to charity. Then I’d feel better when I spent / I’d spend every day in my mansion in Beverley Hills.

5 Pronunciation ’d / would

a Listen to the conversation in Exercise 4 and check your answers. Notice the pronunciation of ’d.

b Imagine you are person B in the conversation in Exercise 4. Listen to person A and respond each time.

6 Put the words in the correct order to make second conditional sentences. Add the missing comma where necessary.

1 If / run / I / tornado / I’d / saw / a
   If I saw a tornado, I’d run!

2 If / job / qualified / get / more / she’d / the / she / was
   If

3 If / go / it / stopped / ’d / raining / out / we
   If

4 If / had / he / a / car / bus / wouldn’t / the / he / take
   If

5 If / knew / you / answer / the / they’d / tell / they
   If
12b Nature’s strangest hybrids

Vocabulary places with nature

1. Read the clues and complete the crossword with places in nature.

Across
1. A place to relax, often in a town or city.
2. An area with lots of trees.
3. The Sahara is one of the biggest.
4. The place next to your house with flowers and plants.

Down
2. An area of water that runs to the sea.
3. Everest is the tallest one of these.
4. You often see farm animals in one of these.
5. The area of sea between continents.

Reading interesting animals

2. Read the article about four different types of animal. Match the sentences (1–10) with the animals (A–D).

A. Alligator Snapping Turtle
This animal looks like something from the dinosaur age. It has the mouth of an alligator and the body of a turtle. It’s even called ‘the dinosaur of the turtle world.’ You’ll only find these strange-looking animals in the rivers and lakes of the south-eastern United States, where they can live to be 100 years old.

B. Northern Leopard Frog
The northern leopard frog used to be common in a few countries, including Canada. In particular, people in restaurants enjoyed eating the legs. However, this frog with the dark spots of a leopard is disappearing quickly. Scientists think it is probably because humans are cutting the forests down and because of air pollution.

C. Butterfly fish
You can see the butterfly fish in the warm waters of the world. There are about 114 different species and they come in many colours: blue, red, orange, or yellow. Some travel in groups and others live alone until they find a male or female partner, who they stay with for the rest of their life.

D. Platypus
When you talk about nature’s strangest animals, the platypus from Australia is the winner! It has the nose and feet of a duck and its body is more like a beaver’s. On land they are quite slow, but in water they are excellent swimmers and can stay underwater for long periods.
3 Look at the highlighted animal words in the article. Match the animals with these photos (1–5).

4 Choose the correct option to complete the sentences.

1. There isn’t ___________ / anyone in the world like home.

2. There’s someone / ___________ who knows as much about plants as you.

3. We want to go somewhere / somebody with lots of wildlife for our holidays this year.

4. Go outside and do somewhere / something interesting instead of watching TV all the time.

5. Everyone / Everything would like to see animals in the wild but very few of us do.

6. I heard the noise of a bird but there’s nothing / ___________ in the tree.

7. Be careful where you walk. Everywhere / Nowhere in the jungle can be dangerous.

8. Would you like everything / ___________ to drink?

9. Everything / Something on the earth needs water to survive.

10. There’s anybody / somebody at the door. Can you answer it?

5 Complete these sentences with words from Exercise 4.

1. Hawaii is ___________ that is really special because of all its natural beauty.

2. Have you had ___________ to eat yet?

3. ___________ in my family likes beach holidays except me.

4. Let me tell you something that ___________ else knows about me.

5. Insects are ___________ but you can’t always see them.

6. There’s ___________ on TV tonight so let’s go out.

7. In the Amazon rainforest, ___________ you look there are trees.

8. ___________ left a message for you. Can you ring them back?
12c The natural world

Vocabulary extra working with nature

1 Complete the sentences with these words.

discovery tool habitat survive lecture conservation

1 This ______ is for cutting the fruit down from trees.
2 Scientists have made an important ______ about chimpanzees.
3 Lots of animals are losing their natural ______ because humans are cutting the forests down.
4 We can’t ______ in the jungle without clean water.
5 Modern zoos are often involved in ______ projects to try and save different species.
6 The author is going to give a ______ about her latest book about working with lions.

Word focus start

2 Match the beginnings of the sentences (1–5) with the endings (a–e).

1 My mother and father started the
2 We moved here at the start
3 She started
4 They’ve started to
5 During the seventies a war

a study extreme weather in science.
b started.
c company when they were very young.
d working at the zoo after university.
e of the nineteen nineties.

Listening talking about nature

3 Listen to five short extracts from TV programmes. Match the extracts (1–5) with the different types of programme (a–e).

a a news programme
b an advertisement
c a chat show
d a documentary
e a weather forecast

4 Listen again. Choose the correct option (a–c) to complete these sentences.

1 The artist Georgia O’Keefe painted the ‘White Place’:
   a once.
b more than once.
c on holiday in New Mexico.

2 The weather forecaster says there will be hail:
   a in some parts of the country.
b on higher ground where there’s snow.
c all over the country on Tuesday.

3 The man:
   a agrees with the woman.
b disagrees with the woman.
c gives his opinion about zoos.

4 You won’t receive a special offer on tickets:
   a if you visit at the weekend.
b if you don’t have children.
c if you don’t have lunch at the zoo café.

5 When Patrick sees a tornado in the distance, he:
   a takes a photograph.
b drives in the other direction.
c drives as close as he can to it.
12d Discussing issues

Listening a local council meeting

1. Listen to three people at a local council meeting. They are discussing an area of land in the middle of the city. Answer the questions.

   1. What is going to happen to the buildings and factory in the south-east of the city?
   2. The council wants to do something with the area but what is the council’s problem?
   3. What is the first suggestion?
   4. What do local people want?
   5. What is the second suggestion?
   6. What is the third suggestion?
   7. Why can’t they use professional help to design it?
   8. What do they agree upon?

3. Complete the conversation with the sentences from Exercise 2. Then listen again and check.

   A: OK. Thank you for coming. So as you know we have this area in the south-east of the city with old buildings and a factory which has been closed for over ten years. It used to be an industrial area but now there are new houses in the area with people living there and a local school. So we are going to pull down all the old buildings and do something with the area.
   B: It’s a nice idea but the council doesn’t have any money this year. 
   C: ?
   B: That’s a good idea.
   A: Yes, but we have lots of land for housing. And anyway, I think local people want somewhere to relax.
   B: I see. Well, ?
   A: I agree. That’s also what I was thinking.
   C: 
   A: How do you mean?
   B: Well, when they clear away the buildings, they could dig a small lake. It would attract wildlife to the area.
   A: . I like it.
   B: We might suggest the idea to the local people.
   C: And we could ask school children at the local school to design the park.
   A: Nice idea, but I think this needs some professional help.
   B: . We don’t have any money to pay them. I think we need local volunteers from the community to help ...
   C: Yes, . We all agree that it’s a good idea to clear the area, but not to build anything on it. We want to build a park or green space for local people to relax in.
   B: And perhaps with a lake.
   A: With a lake. However, we don’t have much money for this, so we need to approach the local community and ask for ideas and volunteers ....

Real life finding a solution

2. Match the beginnings of the sentences (1–8) with the endings (a–h).

   1. That isn’t
   2. Why don’t we
   3. Let’s summarize
   4. I’m sorry, but
   5. We could also have
   6. No, that
   7. What about
   8. You might
   a. make it into a park or something?
   b. a lake there.
   c. we can’t afford more new projects.
   d. be right.
   e. a bad idea.
   f. selling the land for more housing?
   g. what we’ve agreed so far.
   h. won’t work.

4. Listen and respond responding to suggestions

   Listen and respond to four suggestions for a local park. Use some of these phrases. Compare your responses with the suggested answers.

   That’s a good idea. Yes, but ... I’m not sure. Sounds great! Maybe. No, that won’t work.

   How about building a new park for local people? That’s a good idea.
A place for nature

Writing skills planning an article

1. A student has made these notes about a place called Kew Gardens. Match the notes (a–i) with the three parts of the mindmap (1–3).

a. 1840
b. growing rare plants and flowers
c. for specialists who want to study and research plants
d. south-east London
e. the Pagoda, which was built in 1762
f. 100 attractions, including an art gallery
g. to educate people and to keep many species of different plants alive
h. the Treetop Walkway
i. to get children interested in trees

1. 
2. 
3. 

Writing an article

2. Complete this article with information from the notes in Exercise 1.

KEW GARDENS

Since it opened to the public in 1840, thousands of visitors have come to walk around Kew Gardens, which is located in south-east London. It started as a place for specialists who want to study and research plants from all over the world. Today it is a place to get children interested in trees, as well as a place for the general public to enjoy nature.

When you visit Kew Gardens, you can spend all day outside if the weather is good. But don’t worry if it rains because it has over 100 attractions, including an art gallery. Some of its buildings are also very old, such as the Pagoda, which was built in 1762.

One of its most popular tourist attractions, which everyone visits, is the Treetop Walkway. It is 200 metres long and 18 metres high, so you walk through the tops of the trees and learn about them. It’s a great way to get a view of the garden, but don’t go up if you are scared of heights.

Overall, it’s the mixture of old and new which makes Kew Gardens so popular with people. In addition, it has a very serious aim, which is to help to save plants that are in danger of disappearing from the Earth.
**Wordbuilding adjective + noun collocations**

1. Read part of a weather report. Underline six pairs of words with an adjective and a noun.

   After a weekend of **violent storms**, the good news is that the country will return to normal. If you live in the north of the country, there will be some heavy rain through the night, but by morning this will disappear and you'll have a day of bright sunshine. You won't get any rain if you live further south, but expect some strong winds after midday. Other than that, you'll have a beautiful day.

2. Match these nouns with the groups of adjectives. Use a dictionary to help you if necessary.

   - attraction
   - climate
   - news
   - park
   - rain
   - storm
   - sun
   - wind

   1. fierce, freak, violent
   2. heavy, light, pouring
   3. strong, light, blustery
   4. bright, hot, setting
   5. local, national, public
   6. popular, main, biggest
   7. warm, cold, hot
   8. good, bad, breaking

**Learning skills assessing and continuing your progress**

3. You are probably at the end of your course. Answer the questions on the self-assessment questionnaire. After each answer, write a comment to explain your answer.

**Check!**

4. Write an example for each of these items. Then check your answers in Unit 12 of the Student's Book.

   1. A type of storm
   2. The window on the front of a car
   3. Another way of saying ‘anyone’
   4. A type of extreme weather
   5. A sentence using the second conditional
   6. The punctuation that separates two clauses in a sentence
   7. An adjective which collocates with the word ‘habitat’
   8. Another way of saying ‘What about going to the cinema?’ starting with the words ‘Why don’t we …’

**Self-assessment questionnaire**

1. How would you describe your progress in English on this course?
   - Excellent □  Good □  Satisfactory □  Not very good □

   Comment on your answer:

2. If you take another course, which areas would you like to work on most?
   - Speaking □  Reading □  Writing □  Listening □  Grammar □  Vocabulary □  Pronunciation □

   Comment on your answer:

3. If you are taking a break from your English course (perhaps you have a holiday), which of these could you do to continue improving your English?

   - read a book, magazine or newspaper in English
   - use the internet in English
   - use self study books and computer programs for learning English
   - repeat some of the exercises in this workbook and watching the videos in the Student's Book again
   - meet with friends again from your English course and practise English
   - visit a country where people speak English

   Any other ideas?

4. What question(s) do you have for your teacher before the end of the course? Write it here and ask your teacher to reply.
SECTION 1

Questions 1 and 2

Choose the correct letter, A, B or C.

Example
Steffi will leave for Australia
A tomorrow.
B a week from now.
C a month from now.

1 What is the name of the hotel where Steffi will work?
   A Hotel Bristol
   B Hotel Carlton
   C Hotel Ambassador

2 Where in the hotel will Steffi work at first?
   A on reception
   B in the dining room
   C in the manager’s office

Questions 3–10

Complete the notes below about Steffi’s work placement.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Working hours: 30 per week
3 ................ hours per day.

Start time: 4 ............... for the first week.

Day off: 5 ............... 

Accommodation: Costs nothing if you stay in a 6 ............... 

Staff benefits: 7 ............... is provided free each day.

Discount in the 8 ............... 

Name of mentor: 9 ............... 

Extra duty: Produce a 10 ............... every week.
SECTION 2

Questions 11–13

Choose the correct letter, A, B or C.

11 The language school is located
   A near the railway station.
   B on the edge of the city.
   C next to the university campus.

12 Most students at the school stay
   A in a student residence.
   B with a local family.
   C in a shared house.

13 Students at the school have free use of
   A a football pitch.
   B tennis courts.
   C a gym.

Questions 14 and 15

Choose TWO letters, A–E.

Which two facilities are available in the library?

A books to borrow overnight
B unlimited internet access
C daily newspapers
D weekly magazines
E films on DVD

Questions 16–20

Complete the table below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>Price</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 hours</td>
<td>£430</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 hours</td>
<td>£550</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 hours</td>
<td>£495</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16 ........ only – General English
17 ........ students per class
General English plus exam preparation
Ten students per class
Free afternoon on 19 ........
Intensive exam preparation
Eight students per class
Includes one 20 ........ each week
SECTION 3

Questions 21 and 22
Complete the sentences below.
Write NO MORE THAN TWO WORDS for each answer.

Traffic Survey
• Adam and Becky have to do some research into road traffic in their area.
  Their work will take 21 ........ weeks to complete.
• They will get advice from the local police.
  They will concentrate on the road which passes the local 22 .........

Questions 23–26
Who will do each of the following tasks?

A Adam
B Becky
C Both of them

Write the correct letter, A, B or C, next to questions 23–26.

Tasks
23 count the number of vehicles
24 interview some drivers
25 write a questionnaire
26 save the data on to a laptop

Questions 27–30
Choose the correct letter, A, B or C.

27 They agree that the main focus of the questionnaire will be to find out
  A why drivers chose to travel at a particular time.
  B why drivers decided to travel by car.
  C why drivers took that route.

28 They will include an extra question in the questionnaire on the topic of
  A other transport options.
  B car parking facilities.
  C global warming.

29 What is Becky’s attitude to writing the report on the survey?
  A She’d like to do it with Adam’s help.
  B She thinks Adam would do it better than her.
  C She believes they should each write a draft first.

30 Adam will present the report to the class because
  A he is a more confident presenter.
  B it will be good experience for him.
  C Becky would find it difficult to do.
SECTION 4

Questions 31–33
Complete the sentences below.
Write NO MORE THAN THREE WORDS for each answer.

Causes of falling population
Less food because 31 .................. were cleaner
Killing of birds by people who believed they were 32 .................
Some people collected the bird’s 33 ..................

Questions 34–37
Complete the table below.
Write NO MORE THAN THREE WORDS for each answer.

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1903</td>
<td>34 .................. for Red Kite conservation formed</td>
</tr>
<tr>
<td>1986</td>
<td>re-introduction programme planned</td>
</tr>
<tr>
<td>1989</td>
<td>birds brought to England from Sweden and 35 .................</td>
</tr>
<tr>
<td>1989</td>
<td>total number of 36 .................. birds released</td>
</tr>
<tr>
<td>1992</td>
<td>first successful breeding in the wild</td>
</tr>
<tr>
<td>1996</td>
<td>re-introduction in 37 .................. begins</td>
</tr>
</tbody>
</table>

Questions 38–40
Complete the notes below.
Write NO MORE THAN THREE WORDS for each answer.

Criteria for re-introduction
• The birds must have disappeared due to 38 .................. actions.
• A suitable 39 .................. still exists.
• The introduced birds must be 40 .................. similar to those who died out.
• The removal of birds from other places must not do any harm there.
SECTION 1

Questions 1–5

Look at the six advertisements for student accommodation, A–F.

For which advertisements are the following statements true?

Write the correct letter (A–F) in boxes 1–5 on your answer sheet.

NB You may use letters more than once.

1 It is possible to cook in the room.
2 Food is provided as part of the price.
3 You have your own bathroom.
4 The room is available for a limited period only.
5 There is a safe place to keep your bicycle.

A

ROOM AVAILABLE
- Small room available in a shared student house
- Use of kitchen, sitting room and shared bathroom
- Handy for university and city centre

Sorry no space for bicycles indoors
Small breakage deposit payable in advance
Non-smokers only

CALL 030-4132-9860

B

LARGE SINGLE ROOM AVAILABLE
- Hot and cold running water
- Use of shared bathroom
- Parking space available on request
- Internet connection (payable monthly)

Annual contract – rent payable monthly
References required

CALL 030-7658-0098

C

ARE YOU LOOKING FOR A NICE ROOM IN A CLEAN HOUSE?

- We are four post-grad students looking for a housemate
  - The house is in a good suburban area close to public transport links
- The room has use of a shared kitchen and bathroom
  - Meals are eaten together (mostly vegetarian) and costs shared
- Space for one bicycle in the (lockable) garden shed

Reasonable rent payable monthly in advance
All applicants will be interviewed

CALL MEL ON 030-9909-7786
### D
**SINGLE ROOM AVAILABLE IN A FAMILY HOUSE**
- Small room with TV
- Rent includes meals on a half-board basis
- Would suit an overseas student
- Eat with the friendly family – practise your English!
- Close to bus routes (city centre 20 minutes)

*Pay weekly in advance
No long-term contract involved*

**CALL 020-3321-0987 FOR DETAILS**

### E
**ROOM AVAILABLE IN A STUDENT RESIDENCE**
- Purpose-built block with laundry, internet access and shared kitchen
- Private shower and wc
- Ample car-parking
- Supervised entrance staffed 24-hours a day

*Six-month contract
Payment in advance quarterly*

**CALL PROPERTY MANAGEMENT ON 030-9998-9964**

### F
**ANYBODY WANT TO USE MY ROOM FOR THE SUMMER?**
I'M OFF TRAVELLING, SO THE ROOM WILL BE FREE FOR TWO MONTHS IN JULY AND AUGUST
- It's a nice room in a shared house
- Small kitchen corner with microwave and sink
- Bathroom shared with one other student (probably away too!)
- Close to the university sports ground
- City centre four miles

*Come and have a look and make me an offer*

**GILES 030-9988-6654**
Questions 6–14

Answer the questions below.

Write the correct section (A–E) in boxes 6–14 on your answer sheet.

Which section of the website (A–E) should you click on if:

6 you have received a letter at your house which is addressed to somebody you don't know?
7 you have a large envelope to post which is not very heavy and you want to know if it will cost more?
8 you want to send some books to a friend in another country?
9 you want to know if you are allowed to send fresh food through the post?
10 you would like to post some money to your family and want to know the best way?
11 you have to send an urgent letter and need information about the fastest service?
12 you are moving to a new address and want your mail sent there instead of to your current address?
13 you want to pay for postage over the internet?
14 you want advice on the best type of envelope to use for a small parcel?

<table>
<thead>
<tr>
<th>Information for Post Office Users</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Sending UK letters and parcels</td>
</tr>
<tr>
<td>Sending options</td>
</tr>
<tr>
<td>First and Second Class mail</td>
</tr>
<tr>
<td>Standard Parcels</td>
</tr>
<tr>
<td>Express Parcels</td>
</tr>
<tr>
<td>Special Delivery™</td>
</tr>
<tr>
<td>Recorded Signed For™</td>
</tr>
<tr>
<td>Royal Mail Sameday®</td>
</tr>
<tr>
<td><strong>B</strong> Receiving letters and parcels</td>
</tr>
<tr>
<td>Receiving options</td>
</tr>
<tr>
<td>redirection options</td>
</tr>
<tr>
<td>Keepsafe™ mail holding service</td>
</tr>
<tr>
<td>PO Box®</td>
</tr>
<tr>
<td>Royal Mail Local Collect™</td>
</tr>
<tr>
<td>Wrongly delivered mail</td>
</tr>
<tr>
<td><strong>C</strong> Overseas letters and parcels</td>
</tr>
<tr>
<td>Compare overseas sending options</td>
</tr>
<tr>
<td>Surface mail</td>
</tr>
<tr>
<td>Airmail</td>
</tr>
<tr>
<td>International Signed For™</td>
</tr>
<tr>
<td>Airmail</td>
</tr>
<tr>
<td>International Parcels</td>
</tr>
<tr>
<td><strong>D</strong> Buy stamps online</td>
</tr>
<tr>
<td>Personalize stamps online</td>
</tr>
<tr>
<td>Stamps and collecting</td>
</tr>
<tr>
<td>Online Postage</td>
</tr>
<tr>
<td><strong>E</strong> Mailing guide</td>
</tr>
<tr>
<td>Compare sending options</td>
</tr>
<tr>
<td>Weight and size guide</td>
</tr>
<tr>
<td>Clear addressing</td>
</tr>
<tr>
<td>Wrapping and packaging</td>
</tr>
<tr>
<td>Restricted and prohibited goods</td>
</tr>
<tr>
<td>Sending cash</td>
</tr>
<tr>
<td>Customs information</td>
</tr>
<tr>
<td>Delivery exceptions</td>
</tr>
<tr>
<td>Articles for the Blind</td>
</tr>
<tr>
<td>Overseas clear addressing</td>
</tr>
</tbody>
</table>
SECTION 2

You should spend about 20 minutes on Questions 15–27, which are based on the two texts below.

Questions 15–20

The text on page 108 has six sections, A–F.

Choose the correct heading for sections A–F from the list of headings below.

Write the correct number (i–viii) in boxes 15–20 on your answer sheet.

<table>
<thead>
<tr>
<th>List of Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>iv</td>
</tr>
<tr>
<td>v</td>
</tr>
<tr>
<td>vi</td>
</tr>
<tr>
<td>vii</td>
</tr>
<tr>
<td>viii</td>
</tr>
</tbody>
</table>

15 Section A
16 Section B
17 Section C
18 Section D
19 Section E
20 Section F
Driving in the UK
Advice to drivers from countries within the European Community
and European Economic Area

Section A
If you hold a valid Community driving licence and are coming to the UK for a limited period, you can drive any vehicle if the full entitlement for that vehicle is shown on the licence.

Section B
If you are coming to live in the UK for a longer period, a valid Community licence issued on the strength of a driving test within the EC/EEA will allow you to drive in GB for a set period.

While your licence remains valid, you may drive in the UK:
• until aged 70 or for three years after becoming resident, whichever is the longer period
• until aged 45 or for five years after becoming resident, whichever is the longer period
• if you are aged over 45 (but under 65) until your 66th birthday or for five years after becoming resident, whichever is the shorter period
• if you are aged 65 or over for 12 months after becoming resident

In order to continue driving after these periods, you must get a British driving licence.

Section C
You must tell the DVLA about relevant conditions or disabilities that existed before you came to the UK and which you may have already notified to the authorities. This also includes any conditions you have recently become aware of. In most cases, the rules will be the same as those in other EC/EEA countries although there may be some differences. Higher visual standards apply for vocational drivers in this country.

Section D
If you want to take a British driving test, you must be a resident in the UK. However, if you have moved to the UK, having recently been a permanent resident in another state of the EC/EEA, you must be a resident in the UK for 185 days in the 12 months before your application for a driving test and full licence.

To take a UK driving test you will need to either:
• apply for a UK counterpart licence (D58/2) by completing a D9 enclosing your Community driving licence, or
• exchange your community licence for the British equivalent and request the appropriate provisional entitlement

A provisional licence document is issued free of charge. However, the appropriate fee must be paid and your Community licence surrendered in exchange for a UK one when claiming the full entitlement.

Section E
Community licence holders with category B entitlement can also drive certain vehicles in the UK which are exempt from the normal large vehicle driver licensing requirements. These include non-commercial minibuses driven on a voluntary basis, permit minibuses and large vehicles such as agricultural motor vehicles and road construction vehicles. Further details about these vehicles and the conditions that apply to them can be found in the fact sheet ‘Special Licensing Arrangements For Drivers of Large Vehicles’ available from the DVLA.

Section F
If you drive a coach or lorry as your job, you can exchange your non-UK driving licence for a UK one, but it might affect your Driver Certificate of Professional Competence (CPC). Find out what rules apply if you exchange your driving licence while you have Driver CPC or if you want to get it.
Questions 21–27

Read the text below and answer questions 21–27.

The Driving Test
A driving test in Britain is made up of a theory test and a practical test. You cannot normally take the practical test without first having passed the theory test. You pay a fee for each part of the test – for details, see under heading Fees. Before you can apply for a test, you must have a valid Great Britain or Northern Ireland provisional driving licence.

The Theory Test
The theory test is in two parts. The first is a computerized touch screen test in which you have to select the correct answer from a number of choices. The second part is called the hazard perception test. You will be shown a set of video clips of driving hazards and asked to click the mouse button as soon as you spot a hazard. You have to pass both parts of the theory test at the same sitting in order to pass.

The Practical Test
The practical test will test your ability to exercise adequate control of your vehicle and normally lasts 40 minutes. If you have a physical disability, you will be asked to demonstrate any special controls on your vehicle. The practical test also includes two questions on vehicle safety, designed to make sure that you know how to check the safety of your vehicle. Topics covered are tyres, brakes, fluids, lights, reflectors, direction indicators and horns. If you fail, or do not take the practical test within two years of having passed the theory test, you will have to pass the theory test again before you can apply for a practical test.

When you have passed the practical test, if you have a photocard provisional licence and your personal details have not changed, you can hand it over to the examiner, and a full licence will be issued to you automatically. Otherwise, you must apply to the Driver and Vehicle Licensing Agency (DVLA) for your full licence within two years of the test date. If you don’t do this, you will have to take the practical test (and the theory test) again.

Probationary Period
When you pass your driving test for the first time, you will be subject to a two-year probationary period. This applies to anyone driving on a licence issued by the DVLA. The two-year period begins on the day you first pass the practical test. If during the probationary period you are convicted of driving offences for which six or more penalty points are awarded, your driving licence will be revoked. If your full driving licence is revoked, you will revert to learner status and be treated as if you never passed a driving test. To continue driving, you will have to get a provisional driving licence and drive with learner’s plates until you have passed both the theory and practical parts of the driving test.

Questions 21–27

Complete the notes below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer.

Write your answers in boxes 21–27 on your answer sheet.

The Driving Test
There are two parts to the test.
You have to take the 21 first.

The Theory Test
In the first part, you have to answer questions on a 22 .
In the second part, you watch some 23 of the problems drivers face.

The Practical Test
The test takes 24 to complete.
You are asked about 25 during the test.
If you pass the test, give your 26 to the examiner.

Probationary Period
This lasts for two years.
You lose your licence if you get six or more penalty points for 27 .
THE HISTORY OF BADMINTON

Badminton is a racquet sport in which two or four players hit an object called a shuttlecock backwards and forwards across a high net. Some people regard it as the oldest racquet sport in the world, although the earliest forms of the sport probably didn’t use a racquet, and the net is a relatively recent innovation.

A shuttlecock is a lightweight ball made of cork, with feathers attached to it to help it fly. It is thought that shuttlecocks were first used about 2,500 years ago in China – although they were kicked rather than being hit with a racquet in those days. A racquet sport using shuttlecocks was certainly known in ancient Greece around 2,000 years ago, as well as in China and Japan, and a version of the game has been played by children across Asia ever since. The aim was to keep hitting the shuttlecock backwards and forwards for as long as possible. The modern game we call badminton was developed in England, however, and not until the 19th century.

British soldiers learnt to play a game using shuttlecocks whilst serving in India from the middle of the 18th century onwards. When they came home, they brought the game with them. At this point, it was called Poona – named after a place in India – and from about 1860, it became popular in England. That’s where a net was first introduced in 1867, and the modern system of scoring began to evolve, although there were lots of disagreements about the rules amongst the players, and no official organization to govern the sport.

All this changed in 1887. The name ‘badminton’ was introduced after a famous party at a country house of that name in that year. At the party, a game was played that was very similar to the one we call badminton today. A set of modern rules was drawn up and published in 1893, and the Badminton Association of England was formed in 1895 to govern the new sport and organize championships. The first of these were held in 1899 and 1900, for men and women respectively. Badminton can be played by both men and women, although slightly different rules and scoring systems apply.

The new sport soon became very popular in England. By 1920, there were 300 badminton clubs in the country, and that figure had risen to 500 by 1930. At the same time, the sport was catching on in other countries too, and in 1934 an International Badminton Federation (IBF) was set up. The IBF decided to run international championships in 1939, but because of the second world war, the first one didn’t take place until 1948, and then only for men. The first international women’s championships were held in 1957.

Badminton was first played at the Olympic Games in 1922, but only as a demonstration sport – there was no actual competition and no medal winners. Although this happened again in 1988, it was 1992 before badminton was played as a fully recognized Olympic sport – with the mixed doubles being added in 1996.

Badminton is now one of the most widely played sports in the world. It is one of the fastest racquet sports, with shuttlecocks travelling at up to 260 miles per hour in top competitions, and so is very exciting to watch as well as play.
Questions 28–34

Complete the table below.
Choose ONE NUMBER ONLY from the text for each answer.
Write your answers in boxes 28–34 on your answer sheet.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>The modern game was first played at Badminton House in England.</td>
</tr>
<tr>
<td>29</td>
<td>The first written rules for the game called badminton became available.</td>
</tr>
<tr>
<td>30</td>
<td>A national badminton organization was formed in England.</td>
</tr>
<tr>
<td>31</td>
<td>The first men’s national championships were held in England.</td>
</tr>
<tr>
<td>32</td>
<td>An international badminton organization was formed.</td>
</tr>
<tr>
<td>33</td>
<td>The first international competition for women was held.</td>
</tr>
<tr>
<td>34</td>
<td>Badminton became an official Olympic sport.</td>
</tr>
</tbody>
</table>

Questions 35–40

Do the following statements agree with the information given in the text?
In boxes 35–40 on your answer sheet, write

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this

35  People in China used to kick shuttlecocks to each other.
36  The shuttlecock was invented in Greece.
37  The badminton net was first used in India.
38  Women’s badminton has the same rules as men’s badminton.
39  Men and women can play against each other in the Olympic games.
40  A shuttlecock can travel faster than a tennis ball.
IELTS practice test

WRITING TEST

TASK 1

You should spend about 20 minutes on this task.

People in your area are having problems with their internet connection. Write a letter to the company which provides the connection. In your letter
- describe the problems
- explain how they are affecting people
- say what the company should do to help

Write at least 150 words.
You do not need to write any addresses.
Begin your letter like this:
Dear Sir or Madam,

TASK 2

You should spend about 40 minutes on this task.

Write about this topic.

People should work a fixed number of hours per week, and employers should not ask anybody to work more than this.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.
Write at least 250 words.
PART 1 – INTRODUCTION AND INTERVIEW

Let’s talk about where you went to school.
• Describe the secondary school you went to.
• What did you like about the school?
• What didn’t you like about it?
• Which subjects did you enjoy studying most? Why?

PART 2 – INDIVIDUAL LONG TURN

Candidate Task Card

Describe a film you enjoyed watching.
You should say:
• which film you watched
• why you decided to watch it
• who you watched it with
• why you enjoyed watching it.

You will have to talk about the topic for one to two minutes.
You will have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

Rounding off questions
• Has the film had good reviews?
• How often do you go to the cinema?

PART 3 – TWO-WAY DISCUSSION

First of all, let’s consider watching films.
• How expensive is it to go to the cinema in your country?
• Is going to the cinema better than watching a film at home?
• Do you think there are too many films on TV? Why (not)?

Finally, let’s talk about famous film stars.
• Why do you think film stars often become celebrities?
Unit 1

2
A: Hey, there’s a quiz here to test your stress levels. You said you were stressed all the time, so let’s find out.
B: Er, OK. I don’t really have time. I have to get this report finished.
A: That’s just my point. You need to take a break at lunchtimes.
B: OK, then. Ask me.
A: Do you often worry about money?
B: Er no, not really. I don’t have time!
A: OK, so we’ll say once a month. Do you have problems sleeping? Never, sometimes or always?
B: Well, it depends. At the moment, no, but sometimes I stay awake thinking about work and things.
A: OK, so that’s... sometimes. Three. Do you find it difficult to concentrate?
B: Well, at work I do because people interrupt me all the time with things like quizzes.
A: I think you’re fine, so I’ll tick ‘rarely’. And the last one. Describe your lunchtimes. Do you do work while you’re eating your lunch?
B: Always. It’s the only time I do things like answer all my emails.
A: OK, I’ll tick ‘a’. But you know, you should leave the office and go for a walk.
B: Well, that’s great in theory but...
P: Overall, it's good I think. I do quite a lot of exercise and I eat well.
R: How much exercise do you do a week – more or less?
P: I go running three times a week. So that's about three hours.
R: Anything else as well as running?
P: Err, I go swimming sometimes. And I like walking at weekends with friends.
R: So running, swimming and walking. Right. I'll give you this form and can you give it to the doctor when you see him.

Unit 2

10
1 You mustn't play.
2 They don't have to win.
3 He can lose the match.
4 The team must score another goal.
5 A player can't hit the ball twice.

Kristi Leskinen is a famous skier. She loves skiing all over the world but her favourite place is Mammoth Mountain in the USA. She's good at other sports such as kayaking but she doesn't like running or going to the gym. Recently she was in a TV show called The Superstars. In the show, famous sports people compete in different sports that they don't normally do. Kristi won the competition. But soon it's winter again so she needs to go back to the mountains and start training again. This year she'd like to win a lot more medals.

13
Freediving is the general word for any type of underwater sport without any kind of breathing equipment. So you have to take a deep breath before you go underwater. One of the most competitive types of freediving is when a diver goes deep underwater. A Swedish woman called Annemarie Pompe has the world record in freediving. She went down 126 metres into the Red Sea with no air.

Annemarie loves being in the sea and she likes swimming without lots of equipment. She spends every weekend training in the sea, and before a competition, she trains for about twenty hours a week. However, she also has time for other sports and these help her prepare for freediving. For example, she does yoga in the morning because it helps her to relax. She also goes running, does some weightlifting and goes cycling.

Annemarie also likes mountain climbing. In 2011 she climbed Mount Everest and became the first Swedish woman to climb the mountain from the north side. For Annemarie, adventure is about going to the deepest and to the highest parts of the world!

14
A: Hey, this looks interesting.
B: What?
A: This leaflet for fitness classes at the gym. Are you interested in doing something like that?
B: Maybe. But I'm not very good at sport.
A: But this isn't competitive. It's for getting fit. This one sounds good. Boot Camp. What about joining that?
B: What is Boot Camp?
A: It's like the army. You have someone who tells you what to do. I think we should do it.
B: When is it?
A: At six.
B: Great. So, we can go after work.
A: No, it's six in the morning.
B: What?! You must be joking. I hate getting up early.
A: Well, there's one at lunchtime. It's called Zumba. It's a kind of dance, I think.
B: I don't like dancing.
A: Go on. It looks fun.
B: What about something after work?
A: There's a Pilates class. It doesn't say an exact time but it says it's after work.
B: Well, I'd prefer that to Boot Camp or dancing.
A: Yes, it looks good.

Unit 3

18
Last year in India, people bought around 1.5 million new cars. This will probably go up to three million a year in the next few years. That's how the Indian economy is changing. Many Indians in the big cities are richer than ever and they want to spend money on new products. However, most of the money is still in the big cities. There is still a lot of poverty in the villages and countryside.

Now the government hopes a new road in India can help to change India's economy. The Golden Quadrilateral road or GQ connects the country's four biggest cities: Delhi, Mumbai, Chennai and Kolkata. Hopefully, the road will carry business from the giant cities to the smaller and poorer villages and the other half of India's population.

The GQ is nearly 6,000 kilometres long and the most hi-tech highway in the world. At the administration headquarters in Delhi, you can watch thousands of vehicles moving around the country on a computer screen. If there is a problem anywhere with the road, electronic sensors tell the headquarters and engineers instantly drive there.

When you drive on the highway, there is every kind of transport. There are animals pulling carts, motorcycles, lines of old trucks and fast-moving modern cars. Sometimes the road goes right through the middle of a city, so there are often traffic jams and pedestrians trying to cross the six lanes. Industry is also growing along the new highway. When a large company opens a factory, lots of other smaller factories and offices also open. Trucks then drive and deliver all over India along the new highway. For India, all this is a symbol of the country's future.
Conversation 1
A: Hi. Do you go to the centre?
B: Which part?
A: Near the cinema.
B: Yes, we stop outside it.
A: Great. Can I have a return ticket, please?

Conversation 2
A: I'd like a first-class ticket, please.
B: That's twenty euros fifty.
A: Here you are. Which platform is it?
B: It's at five fifteen from platform twelve.

Conversation 3
A: How many bags are you checking in?
B: Two. And I've got a carry-on.
A: I'm afraid your ticket only includes one bag. You'll have to pay an extra ten pounds for that one.
B: Oh, OK. Can I pay by credit card?
A: Sure.

Conversation 4
A: It's just up here on the right. You can drop me off over there.
B: I can't stop there. It's a bus stop. Here's OK.
A: OK. How much is that?
B: That's thirteen dollars thirty cents. Have you got the right change?

Person 1: What kind of train ticket would you like?
MA: Return, please.
Person 2: Are you checking in any bags today?
MA: Yes, this one.
Person 3: Are you paying by credit card?
MA: No, with cash.
Person 4: It's three euros twenty. Have you got the right change?
MA: Yes, I do. Here you are.
Person 5: Where does your train leave from?
MA: Platform nine.

Message 1
Get on the number 68 bus from the bus stop outside your house. Take it to the underground station. Catch the first train and get off at Oxford Road station. Then call me. I'll come and get you.

Message 2
My flight is late and I'm still in Berlin. Don't wait for me at the airport. I'll catch the bus to the city centre and walk to your house. See you later.

Message 3
Chris wants to meet us tonight, so please can you call him and tell him where to meet us. And send me the address of the restaurant as well. What time do you want to meet?

Unit 4

Across: 2 patient, 5 hard-working, 6 intelligent, 7 experienced
Down: 1 friendly, 3 positive, 4 kind

One day, Yossi Ghinsberg started a journey with three other men. They were travelling through the jungle of Bolivia, but after a few days, they were lost. In the end, two of the group, Yossi and Kevin, built a raft so they could travel down the river and find help.

For some time they travelled down the river, but suddenly they hit a rock. Yossi fell off the raft and swam to the shore. While Yossi was lost in the jungle, his friend Kevin was lucky. He stayed on the raft and luckily some local men found him. Then they searched for Yossi and, amazingly, after three weeks, they found him alive. Sadly, the other two men never returned.

F = Friend, MA = Model answer
F: I had a terrible journey into work this morning.
MA: Why?
F: My car broke down on the motorway.
MA: Oh no!
F: Anyway I called the police immediately.
MA: That was a good idea!
F: Luckily, while I was calling, a police car drove past and stopped to help me.
MA: That was lucky!
F: Anyway, they called the garage to get my car and then they brought me to work!
MA: Wow!
Unit 5

30
It’s estimated that the building industry produces around 40% of the world’s carbon emissions, which cause climate change. At the same time, the world population is growing, so more people need houses to live in and buildings to work in. So how can we manage the need for houses and the need to reduce carbon emissions?

One way is to design new types of houses that aren’t bad for the environment. Take the cardboard house from Holland. That’s right. I said cardboard. The house is made from thick, strong cardboard with wood on the inside. It comes in pieces 1.2 metres wide, so it’s easy to transport and it only takes one day to build it. The cardboard is covered in a plastic cover so the house stays up in the rain. At the end of its life, you can recycle all of it.

Another recyclable material is glass, and some people are trying to build houses out of glass bottles, though it isn’t new. In about 2015 a man called Tom Kelly built a house made with 51,000 glass bottles. The air inside the bottles is a way to keep a comfortable temperature.

And if you don’t like the idea of living under cardboard or glass, then you could choose a more traditional building, but have ‘living walls’ on the outside. In London, one hotel has covered a wall with more than 10,000 plants, and in Milan in Italy they are growing forests on the sides of two towers. The tall buildings will have 900 plants and trees on the sides which will improve Milan’s air quality. The forests also protect the people living there from the noise and heat of the city.

32
Now, on to environmental news. A new report has some interesting facts and figures on how much rubbish a house in America produces. Together, American households produce 243 billion kilos of trash. About 82 billion kilos of this – that’s about a third – was made into compost or it was recycled. For individual households, that means about 0.7 kilograms was recycled out of nearly two kilos.

As for electronics, the average American household owns 24 electronic devices. These are mostly mobile phones, music players, laptops and computers, and digital cameras. Households with three or more people often own as many as 32 devices, while smaller households own around 17 devices. Recycling more of these items could have a big effect. For example, recycling one million mobile phones can produce 3,500 kilos of gold. Recycling one million computers helps to stop greenhouse gases. It’s about the same as taking 16,000 cars off the road.

In 2009, the amount of paper recovered for recycling averaged 150 kilos per person in the United States, or about 380 kilos for each household. Paper recycling has become successful in the US because about 268 million people, or about 87 per cent of American households, now have paper recycling projects nearby.

33
R = Customer Care Representative, C = Customer
R: Good morning. Can I help you?
C: Hi, I’m calling about a product on your website. I’d like to order it but the website won’t let me.
R: One moment … Do you have the item number?
C: Yes it’s 7786P.
R: So that 7786P. OK. Is that the garden composter?
C: Yes, that’s right.
R: Well, I can take your order by phone.
C: OK, but how much does it cost?
R: Hmm. Can I put you on hold for a moment?
C: Sure …
R: Hello?
C: Yes, hello.
R: Hi, it’s twenty-two pounds.
C: Does that include delivery?
R: Yes, it does.
C: OK. I’ll order it.
R: Right. I’ll need to take some details. Can I take your surname?
C: It’s Bruce. B–R–U–C–E.
R: And the address?
C: 31 Windmill Avenue. And that’s in Oxford.
R: Which credit card would you like to pay with?
C: VISA, and the number is 4456 9876 9604 9500.
R: Sorry, is that 9500 at the end?
C: Yes, that’s right.
R: Would you like confirmation by email?
C: Yes, please. My email is bob dot bruce dot fifty one at email dot com.
R: Let me check: bob dot bruce dot fifty one at email dot com.
C: That’s right.
R: Is there anything else I can help you with today?
C: No thanks. That’s everything.
R: OK. Goodbye.
C: Bye.

34
Hello. Can I help you?
Do you have the item number?
Can I take your surname?
Which credit card would you like to pay with?
Can I take the card number?
Would you like confirmation by email?
Can I have your email address?
Is there anything else I can help you with today?
Goodbye.

Unit 6

37
A = Boss, B = Colleague 1, C = Colleague 2
A: OK everyone. Thanks for coming. The reason I wanted to keep the meeting secret was because, as you know, Rosemary is retiring from the company on Friday and so we’re going to have a small leaving party for her.
B: Sorry, but where are we going to have a party? The offices are big but they aren’t a very good place to … well, to have fun.
C: That new restaurant next door is good. It’s called Zero’s. They serve pizzas and Italian food.
B: Oh, yes. I went there last week.
A: Sounds good. There are going to be about twenty of us. Can someone call the restaurant and find out?
C: I’ll do it! I’ll call them this afternoon and see what they say.
A: Great.
B: So, who are we going to invite? Just staff? What about wives, husbands, boyfriends, girlfriends as well?
A: Oh no. Only the people she works with.
C: What time is everyone going to meet there?
A: Straight after work. At five.
B: But I’m working late on Friday.
A: Well, between five and six then. We also need to get her a present.
C: Oh yes! What are we going to give her? Oh, I know, she loves plants and I think she’s going to spend a lot of time gardening when she retires.
A: Good idea. A plant.
43

1. Don’t worry, I’ll pay.
2. I am going to help Max later.
3. Shelley is coming too.
4. He’ll be eighteen years old tomorrow.
5. They are going to travel round the world.
6. Why aren’t you watching the parade?

48

Conversation 2
P = Philippe, M = Mihaela
P: Hello?
P: Oh hi, Mihaela.
M: Where are you at the moment?
P: I’m about to go into my lesson.
M: Oh, OK. I’ll be quick. I’m meeting a close friend of mine tonight and I’d like to take you to meet her.
P: It’s very nice of you to ask, but I’m busy tonight. I have an exam tomorrow so I need to revise at home.
M: Are you sure? We’re going to eat at a new restaurant. We could get home early or you could study first and come out later.
P: Honestly, I’d love to, but I’m afraid this exam is really important.
M: I completely understand. But if you change your mind, give me a call. OK?
P: OK. And thanks for asking me.
M: See you later.

F = Friend, MA = Model answer
Invitation 1
F: Do you want to go to the cinema tonight?
MA: Sorry, I can’t because I’m going to a football match tonight.
F: How about going to the cinema tomorrow night instead?
MA: OK. That’d be great.

Invitation 2
F: Would you like to come to a friend’s wedding party?
MA: It’s very nice of you to ask, but isn’t it only for your friend’s family and close friends?
F: But I’d like to take you. You’d enjoy it.
MA: OK. I’d like that very much. Thank you.

Unit 7

44

Person 1
I’ve lived here for five years. I moved here to work for the oil company. I think it’s been good for the area. Before, there was nothing here. Now lots of people have moved here and they’ve built new towns.

Person 2
I’ve always lived in this area. It was a beautiful place, but then the oil companies came here. In my opinion, they’ve polluted the rivers and have changed the area forever.

48

Person 1
We are digging this area to build a dam. It will help our village because we need more water. Everyone in the village helps. Today I’m digging with the women from the village. It’s really hard work.

Person 2
There’s so much to learn because all the computer programs are new for me. In my last job I worked with a different system, but it’s always good to learn something new. And everyone seems friendly and helpful here.

Person 3
I’ve applied for another position. I don’t think my current job is very challenging. In fact it’s really boring and I’ve heard that working in the marketing department upstairs is more interesting.
Person 4
I’ve been here for twenty years. That’s right. I’ve always done the same job and worked for the same company. Not many people can say that anymore. I think it’s because I love the place. I like the people I work with and every day there’s something interesting to deal with. Why would I change my job?

Person 5
It’s always hard to find the right person these days. Especially because our work is so specialized here, so not many people have the right kind of qualifications. We usually have to provide lots of training. Anyway, this week we’re interviewing again for two positions, so maybe we’ll be lucky.

49
A = Interviewer, B = Candidate
A: Right. Have a seat.
B: Thanks.
A: Right then, I’ve received your CV and your letter of application. We also received references from your previous employers, which were very positive.
B: That’s nice to hear.
A: Now as you know, we’re looking for a new receptionist and according to your CV you currently do the same job at a hotel?
B: Well, I work at the front desk, so I think a lot of the skills are similar. You know, welcoming people, answering the phone, dealing with any problems that come up.
A: Yes, that’s interesting. How long have you worked in your current position?
B: I’ve been there for about a year.
A: And why do you want to leave? Why have you applied for this position?
B: Well, I like working at the hotel, but I’m more interested in working for a business like yours.
A: I see. Would you describe yourself as ambitious?
B: Yes, I suppose I am a little. Though really, I like learning new things and working with different people.
A: So, do you work well in a team?
B: Yes, I think so.
A: Can you give me an example of when you have worked with other people?
B: Err, well. OK, yes. Recently, we had a conference at our hotel, so there was lots to arrange. The hotel manager was very ill that week, so all of us on reception had to help with everything. It was great because none of us had organized anything like that before, so it was a real challenge. But the guests were all happy and the feedback to the hotel was very good. It was a real team effort.
A: That’s very good. So, what are some of your other strengths?
B: Err, I work hard and I enjoy working with other people. And ... or ... I can solve problems.
A: Could you tell me more about that? What’s an example of a recent problem you solved ...
B: Well, I’ve asked you a lot of questions. Do you have any questions for me?
A: Yes, I do. Would I receive any training?
B: Well, we have a receptionist who is moving to a different department, but she would work with you for a few weeks. So, yes there’s training, but it’s on-the-job training mainly.
A: I see.

50
I = Interviewer, MA = Model answer
I: How long have you worked in your current job?

MA: I’ve been there since 2008.
I: Would you describe yourself as ambitious?
MA: I suppose so. I like hard work and I’d like to become successful in my career.
I: What are some of your main strengths?
MA: I enjoy working in a team. I think I’m good with other people.
I: Do you have any weaknesses?
MA: Sometimes I work too hard. I don’t know when to stop.
I: What’s the most difficult thing you have ever done?
MA: Once I was in charge of some colleagues and it was difficult to tell them what to do.
I: How well do you work with other people?
MA: As I said before, I like working in teams and I think people like working with me.
I: Can you give me an example of how you have solved a problem at work?
MA: Let me think. Well, once we had a customer. She wasn’t happy with the service and I had to deal with the problem.

Unit 8

51
A: What’s the problem?
B: I’ve never used this GPS before and I’m having trouble getting a signal.
A: If it’s raining, it always has a problem. Let me try ... There, I think I’ve got it. And then if you want our location, press the button with a star. Press it again if you want a closer view.
B: OK. Great.
A: What are you looking for exactly?
B: The helicopter pilot left a message earlier. He wants to know where to pick us up. I think the nearest place is here.
A: Hmm. It’s about two days away.
B: Yes, but if he flies closer to us, he won’t find anywhere to land. There are too many trees.
A: What about here? It looks flat. If we walk all day tomorrow, we might get there by the evening.
B: Maybe, if the weather’s good. If it isn’t, then we’ll try to leave the day after. ... Oh! What happened? It’s gone!
A: The battery needs recharging.

53
Good morning. Today I’d like to talk about the technology of biometrics. First of all, what is biometrics? Biometrics is the science of a person’s appearance or behaviour. So for example, human beings all have an individual physical appearance. They’ve got different eyes and different hair. And everyone has a different way of walking or moving. So we can also study their behaviour.
So how can we use biometrics? Well, it’s very useful in the area of security. At the moment if you travel through an airport, you need your identity card or passport. If you go to your bank to get some money, you need a card and a special number. But what if you lose your passport? What if you forget your number?
Biometric technology can solve this problem. Your biometric information is your fingerprint, for example. If you press your finger onto a screen, the technology can read the fingerprint and check your identity. Airports already use similar technology which looks inside your eye and also checks your identity. Biometric technology can also recognize your voice and your movements.
Finally, are there any problems with this technology? Well, it’s very expensive, so you’ll only see it in places like airports, banks or government offices. Sometimes the
technology can make mistakes and it's not always correct. However, in the future, the technology will get cheaper and more effective, so it will become more and more important in our everyday lives.

Conversaion one
A: What is this for?
B: It's for filming things when you're climbing.
A: Really? How does it work?
B: Well, you put the small round camera on your helmet. Then this bit goes on your belt.
A: Where do I switch it on?
B: You press the red button.
A: Oh, I see. Hey! That's very cool.
B: Yes, it's really easy to use.
A: How long does the battery last?
B: I'm not sure, but quite a few hours. So you can take it with you up a mountain, for example. Then when you get home, you just plug it straight into the TV.

Conversaion two
A: I can't make this work.
B: Let me have a look ... Here you go.
A: How did you do that?
B: I pressed the red button.
A: Oh. What happens if I press this other button?
B: It moves the map around. Look. And I can press this as well.
A: Why do you need to do that?
B: It shows your location and the place you want to go to.
A: I see. Oh one more thing. How do you switch it off?
B: Hold the red button down for five seconds.

F = friend, MA = model answer
F: I've bought this video camera to fix to my drone. So now I can make videos from the air!
MA: Really? How does it work?
F: Well, the camera fits underneath the drone, and you use this remote control. So I think you press this button to start filming ...
MA: I see.
F: The other thing you can do is take it off the drone and use it like a normal camera. And you can even use it to take photos underwater.
MA: That's very cool.
F: But I don't understand how to switch it on. Where's the on button?
MA: Let me have a look.

Unit 9

Conversaion one
A: What is this for?
W: Anyways, we took the clothes out and put them in a box and we drove to a beach about two miles away. But when we got back, the clothes were back in the chest of drawers and my daughter's clothes were in the box.
F: Really? So someone was there with you?
W: Well, later in the afternoon I saw a light at the end of a field and there was a shed. A man was living in it! And guess what?
F: What?
W: He owned the cottage, but he always lived in the shed. But he said he kept his clothes in the house and asked us not to move them. I couldn't believe it!
F: So what did you do?
W: Well, we stayed for the rest of the week and never saw him again. But I wouldn't go back there.

I had an amazing time with a tour group in Morocco. On the first day, our tour guide showed us round the centre of Marrakesh. First, we went to the square in the middle of the city called the Jemaa El Fna. It's a fascinating place where people sell things, old men play musical instruments and there are people with snakes! Actually we were a bit worried about the snakes and moved away when we saw them come towards us on the ground. After a day walking round the city, everyone was tired, so we relaxed at the hotel and ate great food.

The next day was exciting because we went by bus up the Atlas Mountains. The views were incredible as we went up, although the bus driver drove too fast for me. I was a bit frightened on some of the high roads, but we safely reached the top and then the road went down to a region of green fields. We finally arrived at a small hotel, and I was surprised because it looked ugly on the outside. But after we walked through a large gate, the owners met us with a smile and showed us round their beautiful hotel with its huge swimming pool and orange trees.

I = Interviewer, S = Stella
I: Good afternoon and welcome to the Travel Show. This week our travel correspondents are reporting back from the beaches of Thailand and a walking adventure in the Pyrenees mountains. But first, many of you write to us every week for holiday advice and perhaps one of the most common questions is: How much do I tip in other countries? Well, to help us this week we have travel journalist, Stella Swan. So, Stella, is there a rule on tipping that's true for everywhere you travel or is it always different?
S: Well, the only rule I'd say is pay a tip when you are really happy with the service. I also tip the people who make a difference to my holiday.
I: How do you mean?
S: Well, if I'm staying at a hotel, I'll always leave a nice tip for the cleaning staff. They probably get paid the lowest wage in the hotel, but they are the people who look after your room, so you want them to do a good job.
I: OK, so which country expects the highest tips?
S: I think most people are surprised in North America where twenty per cent is considered normal.
I: That does seem like a lot.
S: Maybe, but in Canada and the USA you also pay a little less at the restaurant and the hotel, but you get good service in return. If you don't get good service, then leave ten per cent.
Unit 10

The plant called papyrus was grown by the ancient Egyptians. It was produced to make boats, baskets, boxes, tables, sandals and many other products. However, it was most famous as a writing tool in Egypt and later it was used by the Romans. The inside of the long plant was cut into pieces. These pieces were put across each other and dried. Nowadays, paper is rarely made from papyrus but the plant is still used in building materials.

66

Conversation 1
A: I love your new bag. Did you buy it in Italy?
B: No, actually I bought it online, but I think it's made in Vietnam. There's a great website that sells bags from all around the world. You should take a look. They're much cheaper than on the high street.
A: Great. Can you give me the address?

Conversation 2
A: What do you think? Do you like it?
B: Hmm, it's nice, but a bit old-fashioned. What about the blue dress?
A: Really?
B: I know it's quite basic, but it's a classic look.

Conversation 3
A: Dad, did you use to listen to music on records or cassettes?
B: Neither. I'm not that old! The first music I bought was on CD. I used to buy a new CD every month.
A: What did you do with them?
B: I think they're probably in a box somewhere. Nowadays I download all my music.

Conversation 4
A: Does this stuff on my desk belong to you?
B: What stuff?
A: Books, paper and pens and some other things.
B: Oh that. It all belongs to Jim.
A: Where is he? I'd like him to move it.
B: He's probably at lunch.

Conversation 5
A: Can I ask you a few questions as part of a survey?
B: Sure, go ahead.
A: How many times a day do you check your social media on your phone?
B: I'd say around twenty times a day. Or thirty maybe.

Conversation 6
A: In my opinion, we have too much stuff in our houses these days. We don't need it all.
B: I see what you mean, but I think people will have fewer things in the future because so much of our life will be online. For example, I'm going to sell my TV and radio because I don't use them anymore. I use my tablet to watch films or listen to radio. So I think it will change.
K: Or we could have photos of our employees in their free time - something fun.
M: You're right. I suggest you write the first post and we can see if people read it.

68
C = Colleague, MA = Model answer
C: Why don’t we make a website to sell our products?
MA: Good idea!
C: I think we should design it as soon as possible.
MA: I agree.
C: It needs different pages. What do you think?
MA: I think we should have a home page and then some product pages.
C: You're right. Do you have any other suggestions?
MA: Maybe we could have some pictures of our employees.

69
advertising, advertisement, advertising, advertise, produce, production, productive, product, invent, invention, inventor, sell, sold, sales

Unit 11

70
Speaker 1
I think the first time I saw it I was sitting in a library and someone was sending an email. That was in about 1990. I'm sure people used it before that but I hadn't seen it until then. By the end of the twentieth century it was fairly common. Now everyone uses it.

Speaker 2
I wasn't born in 1945 but my grandparents used to talk about it. There were parties in the streets and people celebrated after five long years. They'd lost friends and neighbours, so it isn't the kind of thing you forget.

Speaker 3
I remember it really well because I was there in 1987. I walked out the hotel and there were lines of people all waiting. I followed them to see what they were doing. In the distance you could see the yellow symbol. I don't think many people had eaten American fast food before so there was a lot of excitement.

Speaker 4
OK, so that was in 1969 and I was about ten years old. I remember my family didn't have a television so we went to our cousins'. My aunt and uncle had more money than us! The pictures weren't great, but I'll never forget hearing the famous words 'one giant leap for mankind'. None of us could believe it!

Speaker 5
As soon as it happened, I packed my bags and took a train across Europe to Germany. I wanted to be one of the first people to get a piece of it. I was a student in 1989 and I missed some of my classes. I got into a lot of trouble, but it was worth it for a piece of history.

73
About two hours north of London by train is one of England's oldest cities. The city of York is about halfway between London and Scotland, so every year thousands of tourists stop off here to visit this beautiful city. It's famous for the cathedral, the museums, and the ancient streets with lots of traditional shops and good places to eat.

Modern York is a peaceful and relaxing city, but its history was often violent. When the early Romans first arrived in England they needed a place for their armies to stay in the north. They started building in the city in 71 AD. You can still walk along parts of the ancient Roman walls around the old city. Eventually, the local people fought the Romans and they left England. For a while people lived in the city or visited to buy and sell their food.

However, the Vikings from what is now Norway and Sweden arrived in England in the ninth century. At first, they attacked and stole from the people in the area. Later, some Vikings started to live in York. A thousand years later, in the 1980s, archaeologists began to discover Viking objects beneath the centre of York. You can see many of these objects in the city's Viking museum, including statues and pots for cooking.

After the Vikings, William the Conqueror came with his army from Normandy, in northern France, and took the country. He became King of England in 1066. Like the Romans, William used York as a centre for his army in the north and he built a castle here. He also started building a church called York Minster. Since then, York Minster has been rebuilt and made bigger. Today, it is one of England's most important religious buildings.

74
Hello, and thank you for coming. Today I would like to talk about my gap year in Vietnam. First I'll describe my first few days there. Then I'll move on to my job there and I'll show you some of my photos. Finally, I'll talk about my journeys through the country and describe my experiences of the culture. So let's begin ...

So that's everything I wanted to say about the first few days. Now let's move on to the kind of work I was doing. We'll take a look at this photo. It shows you the school I worked in and all the children ...

OK. So the final part of my presentation is about my journeys. I travelled a bit at weekends but I also took a longer journey in the last month of my gap year. So I'd like to show you some of my photos from that period and I'll read a few comments from my diary ...

Right. That's the end of my talk. As you can see, I had an amazing few months and, to sum up, I'd recommend it to anyone. We have about ten minutes left, so are there any questions?

Unit 12

75
P = Presenter, C = Claire
P: Today I'm walking in some beautiful countryside about twenty kilometres from the city of San Francisco. It's very peaceful here with a few wild animals and trees. But in fact I'm standing on something quite dangerous, because I'm walking along the San Andreas Fault. It's a huge fault line which goes right through the state of California. Now to help me understand the San Andreas Fault, I'm with Claire Hands who is a geologist, and she specializes in the study of earthquakes and in the San Andreas Fault in particular. So Claire, we're standing right on the fault. What would happen if the fault opened right now?
C: Well, if it opened and there was an earthquake, we'd probably fall over. It'd be really difficult to stand up because the ground would be moving. But if we were standing in the countryside like we are now, we'd probably be safer than anyone would be in a city like San Francisco.

P: Right. Because of all the buildings falling down.

C: That's right. And the fault line goes right through the centre of San Francisco, so an earthquake would be really bad news for anyone living there.

P: And that has happened, hasn't it?

C: Yes, the most famous earthquake in San Francisco was in 1906. There have been lots of smaller earthquakes or tremors in California since then but nothing as big as that one.

P: So, is it possible to guess when an earthquake will happen?

C: Scientists and especially geologists would like to be able to do that. We understand a lot about earthquakes and there is equipment which monitors them. We can predict where they will happen and possibly how big they will be. The problem is 'when'. We can't predict when they will happen. If we knew this, we could make a much bigger difference.

80

A: OK. Thank you for coming. So as you know we have this area in the south-east of the city with old buildings and a factory which has been closed for over ten years. It used to be an industrial area, but now there are new houses in the area with people living there and a local school. So we are going to pull down all the old buildings and do something with the area.

B: It's a nice idea but the council doesn't have any money this year. I'm sorry, but we can't afford more new projects.

C: What about selling the land for more housing?

B: That's a good idea.

A: Yes, but we have lots of land for housing. And anyway, I think local people want somewhere to relax.

B: I see. Well, why don't we make it into a park or something?

A: I agree. That's also what I was thinking.

C: We could also have a lake there.

A: How do you mean?

B: Well, when they clear away the buildings they could dig a small lake. It would attract wildlife to the area.

A: That isn't a bad idea. I like it.

B: We might suggest the idea to the local people.

C: And we could ask school children at the local school to design the park.

A: Nice idea, but I think this needs some professional help.

B: No, that won't work. We don't have any money to pay them. I think we need local volunteers from the community to help ...

C: Yes, you might be right.

A: So, let's summarise what we've agreed so far. We all agree that it's a good idea to clear the area, but not to build anything on it. We want to build a park or green space for local people to relax in.

B: And perhaps with a lake.

A: With a lake. However, we don't have much money for this, so we need to approach the local community and ask for ideas and volunteers ...

C: That's right.

81

S = Speaker, MA = Model answer

1

S: How about building a new park for local people?

MA: That's a good idea.

2

S: We could also have a playground for children.

MA: Sounds great!

3

S: And maybe local people could design the park.

MA: I'm not sure.

4

S: What if we asked people to pay money for the park?

MA: No, that won't work.

79

1

The artist Georgia O'Keefe is probably best-known for her paintings of flowers and natural habitats. This painting is typical of her work. It's a mountain range in New Mexico where she lived later in her life. She called it the 'White Place' and she painted it many times.

2

We're in for a cold period over the next week with temperatures as low as minus two or three degrees. On higher ground we'll see snow and on Tuesday there might be some hail in some parts of the country. By the end of the week things will warm up again and any snow will turn into rain, making roads dangerous, so drive carefully.

3

R: reporter, M = man

R: Following the news that a gorilla escaped from a zoo at the weekend, a lot of people have complained about the conditions in modern zoos. To test public opinion, we interviewed some people in the street.

R: Hello? Can we ask you about the gorilla that escaped this weekend?

M: Where was that?

R: It was in your city zoo. Someone left the door open and the gorilla escaped. Don't worry they caught it again in the end.

M: Poor thing. I think they should let the poor animals go and close the zoo.

R: Why do you think that?

M: They're wild animals so they need to live in the wild, not locked up...

4

Looking for something to do with the family this weekend? Come and visit Everson's Zoo. Say hello to the lions and meet the elephants. You can also learn more about our conservation programme for leopards. You can have lunch in the wildlife café and the children will love playing in the 'animal adventure' park. Take advantage of our weekend ticket offer today and for the price of two adults, up to three children go for free.

5

I: Today I'm talking to someone who calls themselves a stormchaser. His name is Patrick McHugh.

P: Hello.

I: Welcome to the show. So Patrick, let me tell the people out there what you do. You follow tornadoes around the United States. Most people drive away from tornadoes, so what makes you do it?

P: It's exciting and you never get bored of the power of nature when you see a tornado. But I'm also a professional photographer so it's about getting as close as you can and then trying to get the best picture...
IELTS practice test

**82**

**Presenter:** In this test you’ll hear a number of different recordings and you’ll have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your answers. The recording will be played once only. The test is in four sections.

Now turn to section one on page 100 of your book. You will hear a hotel manager telling an employee called Steffi about her work trip to Australia. First you have time to look at questions 1 and 2. You will see that there is also an example which has been done for you.

**Presenter:** Now we shall begin. You should answer the questions as you listen, because you will not hear the recording a second time. Listen carefully and answer questions 1 and 2.

**Man:** Hello, Steffi.
**Steffi:** Hello.
**Man:** Thanks for coming, I want to brief you about your trip to Australia.
**Steffi:** Great, I’m really excited about it.
**Man:** So, let’s see. You’ll work at one of the company’s hotels in Australia for one month, and you’re leaving in a week’s time. I’m going to be away myself from tomorrow, so I wanted to make sure you were fully briefed.
**Steffi:** Thank you.
**Man:** Now although it’s part of the Ambassador group, the hotel you’re going to work at is actually called the Bristol. The company’s other hotel in Sydney is called the Carlton, by the way – another member of staff went there last year and had a great time.
**Steffi:** I see.
**Man:** Now, I know you usually work on reception here, but in a new place that’s not a good idea. So for the first few days you will help out in the manager’s office – doing general duties. Then later on, you’ll work in different areas, including the dining room and the conference centre.
**Steffi:** Sounds great.

**Presenter:** Before you listen to the rest of the conversation, you have some time to read questions 3 to 10. Now listen and answer questions 3 to 10.

**Steffi:** Absolutely. Thank you. And will I stay in the hotel itself?
**Man:** Yes, free accommodation is included – but that’s in a shared room. If you want a single room, then you have to pay a little extra – but only a few dollars.
**Steffi:** Oh yes, I’m sure I’d prefer that.
**Man:** OK, I’ll let them know. Breakfast is provided free of charge in the hotel, but if you want to eat lunch or dinner there, you have to pay.
**Steffi:** I see. Are there any staff discounts?
**Man:** Not in the restaurant. But if you buy anything in the hotel shop, you get 10% off.
**Steffi:** Right.
**Man:** There may be other perks I’m not aware of, but you’ll have what’s called a mentor at the hotel, who can tell you more.
**Steffi:** Sorry ... what’s that?
**Man:** A mentor. It’s a member of staff who’s available to give advice and help if you need it. I’ve got her name here somewhere ... umm. Ah yes, Mrs Drinkstone. That’s D-R-I-N-K-Stone. I don’t seem to have her first name – but I’ll get it for you.
**Steffi:** Thanks. It all sounds fantastic.
**Man:** Oh – one last thing. We want to know how the trip goes, what’s different about the two hotels from the employee’s point of view, positive or negative. So you’ll be asked to write a report each week.
**Steffi:** There’s a template available. I’ll email it to you.
**Man:** Oh great. Thanks.
**Steffi:** So I think that’s all. I hope you have a wonderful time.
**Steffi:** Thank you.

**Presenter:** Now turn to Section 2 on page 101 of your book. You will hear some information about English language courses. First you have some time to look at questions 11 to 15.

**Woman:** Thanks for coming to this short presentation about the courses available at the Central Language School in Hanford.

First of all, let me tell you where the language school is. Most people arrive in the city by train, and the station’s on the edge of the city centre area. It’s about half an hour on foot from there to the main university campus, and the Central Language School can be found just next door. There are frequent buses if you don’t fancy the walk.

Because Hanford’s a university city, there’s plenty of student accommodation. Most university students rent houses which they share with friends. The majority of language school students, however, stay in host-family accommodation, where meals are provided and there’s a chance to practise language skills.

There are also self-catering rooms available in a student residence, but this works out more expensive, so isn’t so popular.

In terms of leisure activities, the school doesn’t have tennis courts or anything like that. There’s a public park opposite, though, where students can use the football pitch without having to pay. In addition, the school has an arrangement with a local gym, so that students can use its facilities at a discounted price.

Some students prefer to spend their free time in the school library. It has a collection of reference books that can be used on-site, but not taken
away. There's also a selection of English-language films on DVD, which students can watch on-site or borrow overnight. There's internet access too. Students get a password and an hour's free use each day - though there's a booking system for busy periods. The library's also got a selection of magazines, which is updated weekly, but daily newspapers are not provided.

Presenter: Before you hear the rest of the presentation, you have some time to look at questions 16 to 20.

Woman: OK - so what about the courses themselves? Basically, there are three courses available. You can study either for fifteen hours per week, for eighteen hours per week, or for twenty-one hours per week. Let me tell you about the three different courses.

Students on the fifteen-hour course study General English and come to school in the morning only, leaving the afternoons free for self-study or free-time activities. There are twelve students in the class, and there are classes at four different levels. Students do an entry test on arrival, to see which level is best for them. The price of this course is £430 per week.

The eighteen-hour course combines general English with exam preparation. This has the same programme as the 15-hour course, with the addition of special exam preparation sessions four afternoons a week; that is, each weekday with the exception of Friday. This course is suitable for those doing an exam at some time in the future. There are ten students in the class and this course costs £465 per week.

Finally, we have intensive exam preparation courses. These are more expensive at £495. There are only eight students in the class, all preparing to do the exam in the near future. As well as 21 class hours, each student has a personal tutorial once a week.

So that's our school. Before I go on, does anyone have any questions?

Presenter: Now turn to Section 3 on page 102 of your book. You will hear two students called Adam and Becky talking about a traffic survey they have to do as part of their college course. First you have some time to look at questions 21 to 26.

Adam: Hi Becky.
Becky: Hi Adam.
Adam: So we're going to be working together on the traffic survey - that'll be fun.
Becky: Yeah, I'm really looking forward to it. I guess we should start making some plans. Are you free now?
Adam: Sure. Where shall we begin? The idea is to do some research into local road traffic, isn't it?
Becky: That's right. On the worksheet it says we've got to choose one important place on the local road system, count the number of cars using it in a given period, and also try and find out why it's busier at certain times than at others.
Adam: Mmm, sounds interesting. How long have we got?
Becky: Well, we should choose two days in the week - like a weekday and a weekend day and do the survey over a number of weeks - you know, to be sure that we get data that represents an average, which is based on a sample of days and not just one day that might be unusual for some reason.
Adam: Sure, so that's two days a week for what, three weeks?
Becky: Yes, I reckon that should be enough. I'm free on Mondays if that's alright with you, and then perhaps we should do Saturdays as the contrast.
Adam: Yes, that's good for me too. But do we just set up at the roadside - don't we have to get permission or anything?
Becky: Well, the local police will tell us where is the best place to set up from a safety point of view, and they'll keep an eye on us to make sure there are no problems. But we have to tell them which roads we intend to use.
Adam: Great. So where should we ask for?
Becky: Well, I thought outside the shopping centre would be a good place. We could count how many cars using the road were going into the centre, and how many drove past it.
Adam: Good idea.
Becky: But we've got to do more than just count the cars, haven't we?
Adam: Yes, we've also got to interview some drivers. So whilst one of us counts the cars, the other one can be in the car park doing the interviews.
Becky: OK. Let's take it in turns to do both these jobs because just counting the cars could get boring.
Adam: I agree. And there are other jobs we could share out too. Somebody's got to prepare the questionnaire we use for the interviews. You're good at writing that sort of thing, Becky. Would you mind doing that?
Becky: I'd be happy to, though, we'd need to discuss it a bit first. Then maybe you could save the data on to the laptop at the end of each day.
Adam: OK. Yes, what does that involve?
Becky: We'll, we're going to have an electronic counter for the cars. You press a button each time one passes, and it records it. Then you put the figures into the database on the laptop at the end of the day.
Adam: OK. I think I could manage that!
Becky: Thanks Adam.

Presenter: Before you hear the rest of the conversation, you have some time to look at questions 27 to 30.

Adam: So, what do you think we should ask in the questionnaire?
Becky: Well, the questionnaires meant to find out some reasons that explain the data. You know, it's no good saying how many cars use the route at a given time without having some idea of why they do that.
Adam: OK - so the main focus needs to be on why they chose to go by car rather than catch the bus, or go by bike?
Becky: Oh, I'm not sure that's it really. Isn't it more why the drivers chose that route and not another one?
Adam: Umm - well we're only asking the ones who drive into the car park, so I guess we already know that.
Becky: You're right. OK then, I reckon we need to ask them why they chose to travel at that time.
Adam: Yes, OK - that can be the main focus of the questionnaire - various questions about that. But maybe we should ask a supplementary question, to get an idea of the type of people they are.
Becky: What do you mean?
Adam: Well, like if we ask them what they think about climate change – then we’d see if they were concerned about green issues or not.
Becky: That’s a good idea. That would tell us more about them than asking them what they think of the car park itself or why they use their cars instead of the bus.
Adam: Great – let’s do that then.
Becky: Then once we’ve finished the survey, we’ve got to write a report which we then present to the class.
Adam: I think that writing the actual report is a job that’s best done by one person – it would be messy trying to join different bits together.
Becky: I agree. And I’m happy to do that if you like. I mean, I’m sure you’d do it very well, but I’m happier writing things than I am presenting them. If you want to do a draft though, for me to work from, that would be OK. Or I could just show you mine before I write up the final version?
Adam: Well, there’s no point in having two drafts. I’ll look at yours and make comments.
Becky: OK. And you’ll do the presentation?
Adam: Sure. I mean as far as I’m concerned that’s the easy part. You’re a very good presenter, I know, but that’s because you’ve had a lot more experience than me. It will do me good to do it actually – give me more confidence about speaking in public.
Becky: Great. That’s agreed then.

Presenter: Now turn to Section 4 on page 103 of your book. You will hear part of a lecture about a type of bird called a red kite, which is found in western Europe. First you have some time to look at questions 31 to 40. Now listen carefully and answer questions 31 to 40.

Woman: Good evening. Tonight’s lecture is about a bird of prey called the red kite. This bird used to be common in the British Isles, but died out in England and Scotland during the nineteenth century. In recent years however, the red kite has been reintroduced to these countries, and it’s the story of that programme that I want to tell you about tonight.

Firstly, why did the red kite disappear from most of Britain? Well, there are a number of reasons. Many centuries ago, the red kite was a valued bird that helped keep the streets clean by eating waste food. As cities became cleaner, there was less for the birds to eat, so their numbers began to fall. Some people even killed them because they thought they were dirty. In the nineteenth century, as the kite became rarer, it became a target for people who collected birds’ eggs as a hobby. The red kite became extinct in England in 1871 and in Scotland in 1879.

However, people have been trying to help the birds. As long ago as 1905, British people interested in red kite conservation formed a committee to protect the bird. By then there were only a small number of birds left in Wales. Until about 1950, the number of birds did not increase much. This is why a re-introduction programme was needed and plans for this began in the year 1986. The idea was to bring birds living in other countries to England. Red Kites were still found in various Western European countries like France and Germany, but in 1989, the first reintroduced birds came from Spain and Sweden. These birds were released in sites in southern England, with a total of ninety-three birds being set free. On the whole, the programme was successful and by 1992, the first pairs of birds had begun breeding in the wild. Indeed the programme was so successful that in 1996 a similar one began in Scotland.

The reintroduction programme was organized following strict rules. These rules say that reintroduction should only be allowed if certain criteria apply. For example, the birds must have disappeared due to human activity rather than through natural causes – that’s the first of the criteria. The second one says that there must still be a habitat which is suitable for the birds in the country. If it has disappeared, then reintroduction wouldn’t work. Thirdly, the birds which are introduced from another country must be similar genetically to the birds that used to live in the area where they will be released. And finally, the removal of birds from another place mustn’t endanger the survival of the species there. Happily in the case of the red kite’s reintroduction to Britain, all these criteria were met.

Consequently, the red kite’s future as a British breeding species is now much brighter. There are probably around 1,800 breeding pairs in Britain.
Answer key

Unit 1
1a (pages 4 and 5)

1 1 works 2 specializes 3 goes 4 studies 5 wants
 6 spends 7 don’t stay 8 travel 9 visit
 10 don’t realize 11 helps 12 don’t have

2 1 starts 2 watches 3 flies 4 passes 5 lives
 6 studies 7 finishes 8 relaxes

3 /s/ helps, visits, wants
 /z/ has, is, spends, stays, studies, travels
 /iz/ realizes, specializes

4 1 Where does Nathan work?
 2 Where does he often go?
 3 What does he find and study?
 4 Where does he spend a lot of time?
 5 Why do new viruses travel more easily?
 6 What does he need for his work?
 7 Do people have electricity in every part of the world?
 8 How does Nathan communicate?

5 1 c 2 b 3 a 4 a

6 1 I always do exercise in the evening.
 2 It is always colder in the winter.
 3 I take this medicine twice a day.
 4 They don’t often go on holiday.
 5 We are sometimes busy at weekends.
 6 She rarely eats out during the week.
 7 You are never on time for work.
 8 Do you always check your emails at lunchtime?

1b (pages 6 and 7)

1 1 b 2 c 3 b 4 b 5 c 6 b 7 a

2 1 is responsible for 2 pregnant 3 patient
 4 mothers-to-be 5 hospital 6 deliver
 7 shortage 8 mobile 9 serious 10 local

3 Today they are visiting their first patient.
 Sarubai is checking Rani ...
 While they are checking the baby ...
 ... and the number is growing.

4 1 I’m driving
 2 has
 3 do you come
 4 is flying
 5 never cycle
 6 is standing
 7 Do you always leave
 8 it’s getting
 9 aren’t staying
 10 Are you working; are you taking

5 a 5 b 4 c 3 d 3 e 4 f 4

6 1 living 2 dropping 3 letting 4 swimming 5 having
 6 lying 7 taking 8 travelling 9 getting 10 jogging

7 I usually get up at about seven o’clock and go running for
 half an hour. Then I feel ready for the day. I leave the house
 at about eight thirty and arrive at the hospital by nine.
 Currently, I am seeing lots of children with flu. After work I
 often walk home. Sometimes friends come round for dinner,
 but I need eight hours of sleep a night so I’m always in bed
 by eleven o’clock.

1c (page 8)

1 1 happy 2 money 3 students 4 country

2 1 c 2 b 3 b 4 c 5 a 6 a

3 1 f 2 c 3 b 4 a 5 d 6 e

4 1 e 2 d 3 a 4 c 5 b

5 Possible answers:
 Do you feel like a coffee?
 Do you feel like doing something?
 How do you feel today?
 Do you feel OK?
 Does it feel cold outside?
 What do you feel like doing?

1d (page 9)

1 1 nose 2 ear 3 tooth 4 head 5 throat 6 back
 7 mouth 8 stomach

2 1 How does your stomach feel?
 2 Is your throat sore or is it better?
 3 Drink this hot water.
 4 My headache is worse today.
 5 Can I see the doctor about my ear?
 6 This is good for a runny nose.

3 Tick the following for 1–3:
 1 sore throat, cough 2 high 3 pills
 4 Advice: Go to bed for two days. Drink lots of water.
 Come back if you still feel ill.

4 1 How do you feel
 2 Let me have a
 3 Do you feel
 4 Have you got
 5 Let me check
 6 take this prescription
 7 You need to
 8 They are good
 9 try drinking
 10 If you still feel ill
Model answers:
You need to take some pills.
Try taking some hot water with lemon and honey.
Go to bed for a couple of days.
You need to see a doctor.
Take this medicine. It’s good for flu.

1e (page 10)
1 title
2 Middle initial
3 D.O.B.
4 Contact no (daytime)
5 General health
6 Previous serious illnesses
7 Number of hours of exercise per week
8 Contact person/number (in case of emergency)
9 Postcode
10 Surname

2

Medical Details
The Mr. First Initial G Middle Initial P
Surname: Braun Mr. D.O.B: 7 June 1967
Address: 21 Carter Street
Postbox: HP12 6JS Contact No: Sleeping: 0773 966 364

General health: good

Number of hours of exercise per week: 3

Type of exercise: running, swimming, walking

Last time to sport:

Previous serious illnesses:

Contact person/number (in case of emergency):

3
Students’ own answers.

Wordbuilding / Learning skills (page 11)

1
1 run a marathon
2 go hiking
3 play the piano
4 read a book
5 do exercise
6 take public transport
7 check … emails
8 have a coffee

2, 3, 4 and 5
Students’ own answers.

6
Across: 3 Sardinia 6 gardening 7 temperature 8 centenarian 10 sleepy
Down: 1 advice 2 medicine 4 rate 5 Okinawa 9 nap

Unit 2
2a (pages 12 and 13)

1
1 T 2 F 3 T 4 T 5 T 6 F 7 F 8 T

2
1 surging 2 rowing 3 kneel 4 oars 5 waves 6 athletic

3
1 have to 2 can 3 mustn’t/can’t 4 have to 5 can 6 must/have to

4
1 mustn’t 2 don’t 3 can 4 must 5 can’t

5
1 Basketball: Each team has to / must have five players on the court.
2 Football: Players can’t / mustn’t get a red card.
3 Rugby: The referee can stop the match.
4 Running: You don’t have to use any special equipment.
5 Tennis: The ball has to / must go over the net.

6
1 championship 2 winners 3 score 4 line 5 referee
6 team 7 rules 8 spectators

2b (pages 14 and 15)

1
1 the World Cup
2 famous teams, local teams, school teams
3 over fifty
4 It’s a good way to keep fit, it can help them live longer.
5 Players have to walk with the ball and have to keep one foot on the ground.
6 It’s very slow.
7 Over 800

2a
a love b really like c enjoy d don’t mind
e don’t like f hate, can’t stand

2b
Students’ own answers.

3
1 Playing 2 Competing 3 cycling 4 Learning
5 losing 6 Sitting 7 being 8 flying
9 becoming 10 watching

4a
1 watching 2 language 3 waiting 4 thinks 5 cycling
6 losing 7 winning 8 English 9 competing 10 thanks

5
1 loves skiing all over the world
2 She’s good at other sports
3 doesn’t like running or going to the gym
4 sports people compete in different sports
5 they don’t normally do
6 the competition
7 she’d like to win

2c (page 16)

1
1 b 2 c 3 d 4 a

2
1 c 2 b 3 c 4 a 5 c

3
1 e 2 f 3 c 4 d 5 g 6 a 7 b

4
1’d like to play tennis later / feel like playing tennis later
2 look like someone
3’d like to play
4’d like some ice cream
5 isn’t like
2d (page 17)

1

1 A 2 A 3 B 4 C 5 C 6 A 7 A

2

1 Boot Camp 2 Zumba 3 Pilates

3

1 interested in 2 not very 3 sounds good 4 we should 5 What about 6 Go on 7 I'd prefer 8 it looks

4

Model answers:
No, I wouldn’t like to do it.
I hate getting up early.
I'm not very good at dancing.
Yes, I’d prefer that to Boot Camp or Zumba.

2e (page 18)

1

Possible answer:

COME JOIN THE FUN AFTER WORK THIS WEEK!
- Where? In the park.
- When? Friday at six.
- Why? It’s a great chance to meet some of your colleagues out of the office and really get to know each other.

Please confirm by emailing me on r_shaw@shaw.com

2

1 capital letter 2 full stop, exclamation mark 3 comma 4 apostrophe

3

1 I (capital letter) 2 √ 3 gaming, cycling (comma) 4 It's (apostrophe) 5 √ 6 Canada (capital letter) 7 Saturday (capital letter) 8 √ 9 month. We (full stop) 10 win. (full stop) / win! (exclamation mark)

Wordbuilding / Learning skills (page 19)

1

1 golfer 2 cyclist 3 swimmer 4 racing driver 5 athlete 6 runner

2

1 pronunciation 2 verb 3 present participle 4 past participle 5 definition 6 noun 7 plural form 8 first meaning 9 second meaning 10 main stress 11 adjective 12 example sentence

3

1 180 2 300 3 60 4 1.50 5 4 6 5 7 2 8 42

Unit 3

3a (pages 20 and 21)

1

a

2

1 T 2 F 3 F 4 T 5 F

3

1 rush hour 2 traffic jam 3 fuel costs 4 public transport 5 speed limit

4

more interesting, better, slower, the greenest, the most rewarding, longer, much cheaper, more detailed, greener than

5

1 cheaper, cheapest 2 angrier, angriest 3 larger, largest 4 bigger, biggest 5 safer, safest 6 funnier, funniest 7 thinner, thinnest 8 lower, lowest 9 easier, easiest 10 greener, greenest 11 fitter, fittest 12 faster, fastest

6

Possible answers:
1 travelling by bus is more relaxing than travelling by car
2 cake is tastier than bread.
3 email is faster than letters.
4 teachers work harder than politicians.
5 aeroplanes are worse for the environment than trains.

7

1 tallest 2 smallest 3 fastest 4 longest 5 most dangerous 6 largest

8

1 Your car is faster than mine.
2 Bicycles are the greenest transport.
3 Walking is slower than cycling.
4 Trains are cheaper than planes.
5 Hybrid transport is the most efficient.

3b (pages 22 and 23)

1

1 Because they can walk further across deserts than any other kind of animal.
2 Carrying heavy loads, producing milk and meat.
3 No. People at the competition from countries like Oman, Saudi Arabia and Qatar think they are beautiful.
4 Ten days.
5 Around 24,000.
6 Rice, meat and the hump of the camel.

2

1 Horses are as good as modern transport in the forest.
2 The weather is always as hot as this in my country.
3 Silver isn’t as expensive as gold.
4 New cars aren’t as stylish as cars from the sixties.
5 Bicycles are as fast as cars in the city centre.
6 I’m not as young as I used to be.

4

1 d 2 b 3 a 4 c

5

1 as there was a traffic jam 2 You look as 3 a bicycle is as 4 as we drove home

6

1 frequent 2 punctual 3 traditional 4 convenient 5 reliable 6 comfortable

7

1 a bit 2 much 3 a little 4 a lot 5 a little 6 a bit 7 much 8 a bit

8

1 a lot / much higher 2 a lot / much more popular 3 a little / a bit lower 4 a little / a bit less popular

3c (page 24)

1

1 d 2 b 3 c 4 a

2

1 c 2 b 3 b 4 a 5 b
Unit 4
4a (pages 28 and 29)

1. take risks, 2. adventure, 3. dangerous, 4. my biggest achievement, 5. a big challenge, 6. ambition, 7. crazy

2. visited, 2. arrived, 3. dried, 4. stayed, 5. jogged, 6. lived, 7. studied, 8. moved

3. was born, 2. studied, 3. became, 4. went, 5. started, 6. survived, 7. grew up, 8. played, 9. learned, 10. joined

4. F (Eskil was born in Norway.)
   2. F (Brady studied at university.)
   3. T
   4. F (Eskil joined a circus.)
   5. T
   6. F (A python attacked Brady on his TV show.)
   7. F (Eskil started performing on his own after he left the circus.)

5.
1. When were you
   2. did you grow up
   3. did you study at university
   4. did you learn
   5. When did you join
   6. When did you start

6a.
1. bit, 2. bought, 3. hit, 4. did, 5. said, 6. went
   7. fought, 8. brought, 9. met

6b. /e/ said, went, met
   /I/ bit, hit, did
   /æ/ bought, fought, brought

4b (pages 30 and 31)

1.

Wordbuilding / Learning skills (page 27)

1. 1. credit, 2. time, 3. centre, 4. transport, 5. snow, 6. driver, 7. town, 8. seat

2. 1. alarm clock, 2. bank account, 3. boxing gloves, 4. football pitch, 5. letter box, 6. mobile phone, 7. tennis court, 8. town centre

3 and 4.

Students’ own answers.

5. 1. sledge, 2. Kolkata, 3. Iditarod, 4. rank, 5. luggage, 6. adjective

2a.
Across: 1. patient, 2. hard-working, 3. intelligent, 4. experienced
Down: 1. friendly, 2. positive, 3. kind


4. was changing, was flying, were climbing, was sailing
The sun was shining and people were sunbathing on the beach.
The phone was ringing, but I was leaving the house so
I didn’t answer it.
We weren’t studying when the teacher walked in.
We were walking past the building when the fire started.
She wasn’t thinking about her exam results when the envelope arrived.
It wasn’t raining, so we went for a picnic.
I didn’t see you 2 were following 3 saw
4 didn’t hear 5 was listening 6 Did you have
7 didn’t arrive 8 Were you waiting

1 2b 3c 4a 5d

c 2b 3e 4a 5d

1 in love 2 fell by 3% 3 fell off 4 fell asleep

<table>
<thead>
<tr>
<th>1c 2b 3e 4a 5d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 fell in love 2 fell by 3% 3 fell off 4 fell asleep</td>
</tr>
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<tr>
<td>1 fell in love 2 fell by 3% 3 fell off 4 fell asleep</td>
</tr>
</tbody>
</table>

**Wordbuilding / Learning skills (page 35)**

1. achievement 2 study 3 player 4 solution 5 answer
6 test 7 memory 8 score
2. 1 test 2 solve 3 score 4 remember 5 play 6 achieve

3 and 4

Students’ own answers.

5. 1 and 2
Luakla: Pasang lived there, her parents died, she trained as a mountaineer, then there was an earthquake.
Kabul: Marjan Sadequi grew up there, she became a cyclist.
Tehran: Reza studied architecture there.
Siula Grande: Simpson and Yates climbed this mountain, but Simpson fell and broke his knee, then he fell over a cliff.
Yates had to cut the rope. Simpson survived and made it back to the camp.
Atafu: three boys went fishing, they were lost in the middle of the Pacific Ocean. But they were found and survived.

**Unit 5**

5a (pages 36 and 37)

1. Possible answers:
jar [C] – made of glass – for storing food
newspaper [C] – made of paper – for reading
aluminium foil [U] – made of metal – for wrapping food

2. 1 a 2 some 3 a 4 a 5 an 6 some 7 some (also a coffee
as a cup of coffee) 8 a carton

3. 1 jars 2 buses 3 countries 4 holidays 5 women
6 cans 7 boxes 8 children 9 phones 10 classes
11 stories 12 cartridges

4. 1 a some, b any 2 a much, b some 3 a many, b any
4 a lot of, b much 5 a few, b a little 6 a many, b a few
7 a a little, b much

5. 1 some 2 any 3 few 4 many 5 lot

6. 1 d 2 b 3 a 4 e 5 c

7. 1 Reusing them.
2 Old cotton shirts, old socks and old towels.
3 Glass jars, yoghurt pots and plastic containers.
4 Wrapping presents, protecting fragile objects, and compost.
5 Wrap old clothing around them.
6 Carrying shopping or putting bottles of liquid in when you travel.
5b (pages 38 and 39)
1. just over  2. well over  3. exactly  4. nearly

2

3

Australians  2 French  3 Indians
Chinese, Indians, Mexicans  5 Brazilians, Japanese
6 Chinese  7 Germans  8 Hungarians
B 2 C 3 A

1. 40%  2. more people  3. cardboard  4. six hours
5 glass bottles  6. about 1905, 51,000
London, 10,000 plants  8. plants and trees, air quality
9 noise and heat

6

7

Sentences 4, 8, 11 and 12
Sentences 2, 6

8

Over three hundred million people live in the United States of America. It is the world’s most multi-cultural country. It was part of the United Kingdom but it became a new country in 1776. Washington DC became the capital city and the President still lives in the White House today. However, it isn’t the biggest city. New York is a bigger city, and it’s also more popular with tourists. In particular, they come to see the Statue of Liberty.

5c (page 40)
1. go by  2. go for  3. last  4. Slow down!  5. have
6. be careful  7. drink  8. carry

2. Students’ own answers.

3

Environmental news
2. The USA
3. mobile phones, music players, laptops, computers, digital cameras
4. Yes (It can produce gold and reduce greenhouse gases.)
5. Paper recycling

4

1 243 2 82 3 24 4 32 5 17 6 3,500 7 150, 8 380 9 87

5d (page 41)
1. 1 7786-P 2 622  3. Bruce 4. 31 5 Visa
6 4456 8938 9604 9500  7 bob.bruce51@email.com

2

1. 2 c 3 f 4 h 5 b 6 a 7 g 8 e 9 i

3

Model answers
Yes, I’d like to order a laptop.
It’s GRS97-01
[Student’s name]
Mastercard, please
7588 6799 3647 1023
Yes please
[Student’s own email address]

5e (page 42)
1

1. d 2 c 3 f 4 h 5 b 6 a 7 g 8 e 9 i

2

1. would like ... inform 2. ’d be delighted 3. receive
4. request 5. apologize 6. provide 7. refund
8. require ... assistance

3

1. Could you send me information about a DVD called ‘...’?
2. I’d like to know the price.
3. Please send me details as soon as possible.
4. Thank you for your interest in our products.
5. The price of this DVD is $10.
6. This includes delivery.
7. Thank you for your immediate reply.
8. I would like to order the DVD.
9. Please send me information on how to pay.

Wordbuilding / Learning skills (page 43)
1

1. Please board the plane as we are ready for take-off.
2. There’s some out-of-date chicken here, I’ll have to throw it away.
3. A lot of people are pro-European.
4. Nearly three-quarters of the population regularly recycle glass.
5. I only use eco-friendly washing detergent.
6. Do you have an up-to-date bus timetable?
7. My birthday is on the thirty-first of January.
8. My wife’s mother is my mother-in-law.
9. A marathon is a twenty-six mile run. That’s forty-two kilometres.
10. All our products use state-of-the-art technology.

2. Students’ own answers.

3

1. uncountable: there is a U in brackets after ‘noun’.
2. jet and terminal are countable, information, luggage and time are uncountable. Time can also be countable when it means ‘occasion’ or ‘time on the clock’, e.g. I remember the time when ... . What’s the time now?
3-5. Students’ own answers.

4

1. Nearly thirty percent of the land on Earth is desert.
2. Computers use copper inside them.
3. They have the same meaning, but we use a few with countable nouns and a little with uncountable nouns.
4. They have the same meaning but ‘tell’ is less formal and more commonly used than the word ‘inform’.
5. The Great Wall of China is a famous old wall, but the Green Wall is a wall of trees. The Chinese started planting it in 1978.
6. The Plastiki was made with plastic bottles.
7. The Pacific Ocean has an area called the Great Garbage Patch.
8. Something that is toxic is poisonous.
9. The African green wall will go from Senegal to Djibouti.
10. The Atacama desert is in Chile.
Unit 6
6a (pages 44 and 45)

1
1 go to university 2 leave home 3 buy their first home 4 get my driving licence 5 retire from work 6 start a family

2
1 B 2 D 3 A 4 C

3
1 Locally - perhaps in the nicer neighbourhoods. 2 He had visited the Palau islands many times. 3 About 7,500 kilometres west. 4 Green forests, interesting wildlife and a blue ocean full of colourful fish.

5 150
6 The head of the island. 7 $100 8 A free holiday by the beach. 9 The head of the island.

4
However, one day they decided to leave it all behind. But actually, they planned to find a place in paradise to create their home. For Alex, it was fairly easy to choose an island with everything he wanted. He continued to go back there from time to time, so this seemed like a good choice.

The islands are ... difficult to reach.

Before Alex and Sarah could start to work on building the house, they had to get permission from the head of the island - an 83-year-old woman. She was worried they intended to develop the area for other tourists, but Alex explained that they just wanted to build a simple house. Alex and Sarah didn't want to pay for a construction company, so they taught themselves a lot about building.

A lot of their friends from Iowa came out to help.

5
1 d 2 b 3 f 4 a 5 e 6 c 7 h 8 g

6
1 nice to see 2 difficult to keep 3 sad to see 4 afraid to move 5 easy to make 6 great to live 7 1 to help 2 throw 3 to meet 4 playing 5 going 6 to get

9
Students' own answers.

6b (pages 46 and 47)

1
1 parades 2 floats 3 masks / costumes 4 masks / costumes 5 fireworks 6 candles 7 bands

2
1 c 2 b 3 a 4 c

3
1 Because they want to discuss a surprise leaving party for Rosemary. 2 Because it isn't a good place to have fun. 3 It's next door and it's good. 4 Pizzas and Italian food. 5 About 20.

6 Between five and six. 7 The person is working late. 8 She loves plants and is going to do lots of gardening when she retires. 9 Because Rosemary is coming back from lunch.

4
1 is everyone going to meet 2 I'm working 3 are we going to give 4 she's going to spend 5 will the restaurant make 6 I'll ask

5
1 a 2 b 3 b 4 b 5 a

6
1 a 2 b 3 b 4 a 5 b 6 a

7
1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✗

8
Tomorrow our town will be two hundred years old. We are going to have a huge celebration. We plan to have a street parade with costumes and masks. Local musicians are going to play traditional music and at midnight there are going to be fireworks!

6c (page 48)

1
1 d 2 c 3 b 4 a 5 e

2
1 14th July 2 girls 3 four 4 sun 5 child 6 ten 7 faces 8 women

3
1 up 2 back 3 ready 4 plane 5 presents 6 pension 7 married

6d (page 49)

1
1 On holiday. 2 After work. 3 Outside Sonia's office. 4 A friend from France. 5 Go into his lesson. 6 He has an exam tomorrow. 7 They could get home early or he could study first. 8 No.

2
1 Do you want 2 Yes, OK 3 How about 4 It sounds 5 Why don't you 6 That would 7 I'd like 8 It's very nice 9 I'd love to

3
Model answers:
Invitation 1
Sorry, I can't because I'm going to a football match tonight. OK. That'd be great.
Invitation 2
It's very nice of you to ask, but isn't it only for your friend's family and close friends? OK. I'd like that very much. Thank you.

4a
1 Speaker 1 2 Speaker 1 3 Speaker 2 4 Speaker 2 5 Speaker 1

6e (page 50)

1a
1 tasty 2 colourful 3 dull 4 massive 5 miserable 6 exciting
1b 2a 3e 4f 5c 6d

c
Possible answers:
a amazing, beautiful, dull, enormous, fun, pretty, smart, uncomfortable
b amazing, delicious, dull, unhealthy, enormous
c fun, amazing, attractive, smart, dull, unhealthy, enormous, miserable, friendly, beautiful
d amazing, polluted, speedy
e fun, amazing, enormous, friendly, beautiful
f amazing, enormous, beautiful

d
Possible answers:
a scruffy clothes  b huge meals  c energetic people
d busy transport and towns  e international festivals
f stunning nature and geographic features

2
Model answer:
Our town festival is once a year at the end of August. It's always great fun because there are lots of different events. For example there are parades for children with colourful costumes. Then in the evening there is a big party with dancing and food. The food is always delicious. Lots of local shops sell food and you can try some of our traditional dishes. But my favourite part of the whole event is at midnight when there are lots of fireworks. They light the whole night sky up, and then it's time to go home.

3
Students' own answers.

Wordbuilding / Learning skills (page 51)

1
1 afraid  2 warm  3 awful  4 strong  5 tall  6 polite
7 hide  8 touch  9 needy  10 relaxed

2
Students' own answers.

3
A place: Port-of-Spain, Treme
Type of dish or something you can eat: Feijoada
Something that gives light: firework, candle
Stage of life: infant, middle-aged
A group of people: Hamar, teenagers

Unit 7
7a (pages 52 and 53)

1
1 have been  2 have spent  3 has created
4 has become  5 hasn't survived  6 was  7 were
8 made  9 didn't have  10 have disappeared

2
1 have oil companies been in the area
2 have they spent in the last decade
3 has the industry created
4 was Bill Boucher a child here
5 did people make a living
6 Did the area have

3
Person 1: I've lived here for five years. I moved here to work for the oil company. I think it's been good for the area. Before, there was nothing here. Now lots of people have moved here and they've built new towns.

4
/z/ bought, brought, taught, thought
/s/ come, done, run, won
/au/ flown, grown

5
1 receptionist  2 sales representative
3 shop assistant  4 fashion designer
5 computer programmer  6 police officer
7 marketing manager

6
1 dangerous  2 boring  3 skilled  4 physical
5 challenging

7
1 've taught, for
2 haven't flown, since
3 has run, for
4 have grown, since
5 haven't seen, for
6 has lived, since

8
1 have you lived
2 have you known
3 have you had
4 have you been

Students' own answers.

9
1 been  2 gone  3 been  4 gone  5 been

7b (pages 54 and 55)

1
1 landscape architect  2 environmental cartoonist
3 in the garden

2
1 When he was a child.
2 He/She designs areas outside with trees and flowers.
3 It's creative and highly-skilled.
4 He thinks about his next cartoon.
5 She helps with ideas for the dialogues.
6 When he has lots of ideas.
7 a book award

3
1 down  2 in  3 opposite  4 on  5 next  6 across
7 through  8 up

4a
1 Go /w/ up the steps.
2 no /w/
3 no /w/
4 Sue /w/ often works on the third floor.
5 You /w/ are on the fifth floor today.
6 no /w/
7 Go /w/ in the lift.
8 no /w/
9 Go /w/ out of this door.
5 Once I was in charge of some colleagues and it was difficult to tell them what to do.
6 As I said before I like working in teams and I think people like working with me.
7 Let me think, well once we had a customer. She wasn't happy with the service and I had to deal with the problem.

7e (page 58)
1 1 Nationality 2 Date of birth 3 Address 4 Education
5 Work experience 6 Skills 7 Interests 8 Reference
2a 1 Taught 2 Advised 3 Designed 4 Welcomed
5 Looked after 6 Managed 7 Sold 8 Translated
9 Played 10 Assisted

2b Education
1 studying Geography at University
2 learning English at a language school

Hobbies and interests
3 played in two football teams
4 play the Saxophone

Work experience
5 worked in a café at weekends
6 managed a group of teenagers on a summer camp

Wordbuilding / Learning skills (page 59)
1 1 librarian 2 actor 3 musician 4 photographer
5 accountant 6 writer 7 electrician 8 receptionist
9 employee / employer 10 manager 11 student
12 painter
2 1 X 2 ✓ 3 X 4 X 5 ✓ 6 ✓ 7 ✓ 8 X 9 ✓ 10 X
11 ✓ 12 ✓

3 1 waiter / waitress 2 artist 3 bank manager
4 geologist / geology student 5 ballet dancer 6 pianist
5 1 CV 2 do 3 won 4 BSc 5 on 6 X-ray
Job: cowboy

Unit 8
8a (pages 60 and 61)
1 1 download 2 log into 3 subscribe to 4 search
5 write 6 set up 7 connect to 8 do
2 1 The GPS
2 It has a problem getting a signal when it rains.
3 A place for the helicopter to pick them up.
4 Two days away.
5 There are too many trees.
6 The battery.

3 1 it always has a problem.
2 if you want our location.
3 Press it again
4 he won't find anywhere to land.
5 If we walk all day tomorrow
6 if the weather's good
7 we'll try to leave the day after
If it's raining, it always has a problem.
if you want our location, press the button with a star.
Press it again if you want a closer view.
if he flies closer to us, he won't find anywhere to land.
If we walk all day tomorrow, we might get there by the evening.
If the weather's good. If it isn't, then we'll try to leave the day after.

1 rains 2 I'll be amazed 3 connect 4 we'll leave
5 He usually texts, 6 don't 7 don't 8 will

1× 2× 3✓ 4✓ 5✓ 6✓

If we don't take a camera, we can't take photos.
If we don't take a satnav, we can't find our location.
If we don't take an umbrella, we can't stay dry.
If we don't take a torch, we can't see in the dark.
If we don't take matches, we can't light a fire.
If we don't take a cooker, we can't make a hot meal.

Possible answers:
1 check in 2 checks 3 security check 4 check out
5 check for

8b (pages 62 and 63)

1 invention 2 communicate 3 experiment 4 solve
5 instruction 6 decide

2 invent (2), invention (3) 2 communicate (4),
communication (5) 3 experiment (4), experiment (4)
4 solve (1), solution (3) 5 instruct (2), instruction (3)
6 decide (2), decide (3)

3 have 2 solve 3 follow 4 do 5 find 6 invent
7 make 8 get

4 b

5 An inventor. 2 Over fifty years ago.
3 Volvo. 4 No, not for many years. 5 Many governments
made laws that forced drivers to wear the seat belt.

6 which have changed our lives
which we don't notice and we don't know who invented
them
who invented the modern-day car seatbelt
who worked for the car manufacturer Volvo
which went across the chest and across the legs and then
joined at the same place
which no one had tried before
where it had the most customers
which had the invention

7 1 b 2 e 3 a 4 c 5 d

8 1 which changes with the sun
2 where the sun shines brightly
3 who works in a hot office
4 where there is less sunlight
5 who invented the windows

8c (page 64)

1 b 2 a 3 d 4 e 5 f 6 c 7 h 8 g

2 b 2 e 3 c 4 a 5 d

3 1 eyes and hair 2 ways of walking or moving
3 in security 4 if you lose your identity card, passport
or credit card 5 finger print, eyes 6 expensive
7 sometimes it makes mistakes 8 cheaper and more
effective, so it will become more and more important in our
everyday lives.

4 1 d 2 b 3 c 4 a 5 f 6 e

5 1 check in 2 checks 3 security check 4 check out
5 check for

8d (page 65)

1 1 the button 2 backwards 3 the battery 4 red button
5 forwards

2 Conversation 1: helmetcam
Conversation 2: GPS

3 a What is this for?
b Why do you need to do that?
c How do you switch it off?
d How long does the battery last?
e How did you do that?
f How does it work?
g Where do I switch it on?
h What happens if I press this other button?

4 1 a 2 f 3 g 4 d 5 e 6 h 7 b 8 c

5 1 How does ___ it work?
2 This bit goes ___ on your belt.
3 You can take ___ it.
4 Let me have ___ a look.
5 I can press this ___ as well.

6 Model answers:
1 Really? How does it work?
2 I see.
3 That's very cool.
4 Let me have a look.

8e (page 66)

1 Paragraph 1: 1 b 2 a 3 d 4 e 5 c 6 f
Paragraph 2: 1 k 2 g 3 h 4 i 5 j

2 1 Firstly 2 For 3 In addition 4 In 5 Finally 6 As

3 1 b 2 e 3 g 4 b 5 d 6 a 7 f
4
Model answer:
Firstly, you can find any kind of information using a
search engine. You type in a word and it will find lots of
information about it. Secondly, you can find information in
only a few seconds, so it's a very fast way of doing research.
In addition, we can find information we need for everyday
life, such as train times or the weather for the next week. In
other words, it's a valuable source of information for work
and studies.

Wordbuilding / Learning skills (page 67)
1
1 a about 2 a with 3 a with 4 a about 5 a with
b of b with b at b to b of

2
verb + preposition: think of, think about, talk about, talk to
adjective + preposition: good at, annoyed with, annoyed about,
good at, good with
noun + preposition: problem with, problem of

4 and 5
Students' own answers.

6
1 biomimetics 2 veloco 3 LED 4 Robonaut 2 or R2
5 Joshua Silver 6 GPS

Unit 9
9a (pages 68 and 69)
1 It had looked great in the brochure.
2 There'd been a delay on the motorway.
3 It was full of furniture, books, pictures and objects
in boxes.
4 She thought she heard someone in the house.
5 clothes
6 The clothes were back in the wardrobe.
7 the owner of the cottage
8 The owner asked them not to move his clothes because he
needed to use the house from time to time.

2
Paragraph 1: in the brochure; the sea, empty beaches
Paragraph 2: a six-hour drive
Paragraph 3: I woke up once; there were clothes in her
wardrobe
Paragraph 4: the clothes were back in the wardrobe;
My daughter’s clothes were in the box on top of the
wardrobe.
Paragraph 5: In the evening, as it got darker; lived in his
shed when visitors stayed.
Paragraph 5: The next day, we loaded the car and left.

3
e 2b 3d 4f 5c 6a

4
e 2b 2a 3e 4c 5d 6f

5
1 book a tour
2 visit the pyramids
3 stay at comfortable hotels
4 rent a bicycle
5 go sightseeing
6 buy tickets

6
1 had been 2 had seen 3 hadn't imagined
4 had driven 5 had arrived 6 hadn't expected

7
1 Had you ever been 2 wasn't 3 had left
4 did that happen 5 He'd wanted 6 I received
7 had broken 8 gave

8
2 Contractions not possible
3 The hotel didn't have our reservation.
4 They hadn't eaten since they left home in the morning.
5 I'd lost my wallet so I called the police.
6 You'd left a message on my phone but you hadn't said
where you were.

9b (pages 70 and 71)
1
c 2e 3f 4a 5d

2
a 5 b 3 c 4 d 1 and 2 e 4 f 5 g 1 h 2

3
1 amazing time with
2 the middle of
3 a fascinating place
4 were all worried about
5 was tired
6 was exciting because
7 was a bit frightened on
8 was surprised

4

5
1 Who showed
2 Where did
3 Who plays
4 What came
5 Where did
6 did they go
7 Who drove
8 Who met

6
1 d 2 g 3e 4h 5b 6a 7f 8c

7
1S 2O 3S 4S 5O 6O 7S 8S

9c (page 72)
1
b 2a 3c 4a 5c

2
The USA or Canada: 20% is normal, 10% if you don’t get
good service.
Central and South America: 10% is normal
Europe: 10% is normal
China or Japan: It isn’t common to tip.
India and internationally: In many countries there is a
service charge added so you don’t need to tip.

3
1 cinema 2 museum 3 catacombs 4 gallery 5 theatre
6 tunnels
4
1 take place
2 a good place
3 all over the place
4 no place for

9d (page 73)

2
1 I'm interested in
2 Do you know
3 What time does
4 Could you tell
5 Are there any
6 How about
7 How much
8 You can also take
9 Is there any
10 Another option is

5
Model answers:
MA: I'm interested in visiting the city castle. Do you know the opening times?
MA: Great. Could you tell me the price?
MA: Is there a bus?
MA: How often does it leave?

9e (page 74)

1
1 a 2 c 3 g 4 d 5 f 6 h 7 i 8 e 9 j 10 b

2
1 b 2 a 3 b 4 b 5 a 6 c 7 b 8 c

Wordbuilding / Learning skills (page 75)

1
1 a amazing, b amazed
2 a fascinated, b fascinating
3 a interested, b interesting
4 a frightening, b frightened
5 a worried, b worrying
6 a tired, b tiring
7 a excited, b exciting
8 a surprising, b surprised

2
Students' own answers.

3
1 Let's stay at this hotel.
2 I'd like to book/buy two tickets for the tour.
3 I hadn't seen my friend for a long time.
4 Who lived in this house?
5 This is a good place to eat.

6 I'm interested in the museum.
7 Could you tell me the opening times?

5
1 abroad 2 tip 3 Tarxien 4 catacombs 5 gondola
6 Lascaux

Unit 10

10a (pages 76 and 77)

1
1 a 2 b 3 d 4 a 5 e 6 d 7 f

2
1 logo 2 customer 3 discount 4 marketing 5 advert
6 sales 7 poster

3
1 c 2 b 3 d 4 a

4
1 T 2 F 3 F 4 T 5 F 6 F 7 T

5
1 is made 2 are transported 3 are worn 4 is recognized
5 are sold 6 are advertised 7 are spent 8 is visited

6
1 The first bottle of Coca-cola was made by John Pemberton in 1892.
2 The first email was sent by Ray Tomlinson in 1971.
3 The first Harry Potter book was written by JK Rowling in 1997.
4 The first plane was flown by the Wright brothers in 1903.
5 The first commercial film was shown by Louis and Auguste Lumiere in Paris in 1895.

7
1 recognize 2 are sold 3 is made 4 were called
5 changed 6 are taken 7 says 8 was chosen

8
1 was grown by the
2 was used to make boats, baskets, boxes, tables,
3 was most famous as a
4 was cut into
5 were put
6 is rarely made from papyrus
7 the plant is still used in

10b (pages 78 and 79)

1
1 a basic b up-to-date
2 a fashionable b old fashioned
3 a out-of-date b classic
4 a useless b useful

2
1 to connect with us through the internet
2 it lets humans 'talk' to their devices
3 They can text you.
4 You can switch the heating on when you are going home, or switch it off after you leave.
5 Because employers can check when workers are at their desk and when they aren't.
6 To check their health and measure their physical exercise.
7 From the data their devices collect about them.
8 When you are in and when you are out of the house.

3
1 use to 2 used to 3 used to 4 used to 5 worked
6 became 7 used to 8 used
4
1 used to love
2 Did you use to have
3 didn’t use to take
4 used to ride
5 never used to work
6 Did they use to know
7 didn’t use to let
8 did you use to pay
6
1 My sister didn’t use to be interested in business when she was a student.
2 not possible
3 not possible
4 My family used to record music on tape cassettes.
5 Before I had a car, I used to cycle everywhere and
1 was / used to be much fitter!
6 not possible
7 My grandfather didn’t use to pay for anything with a
credit card.
8 Europeans didn’t use to eat pasta before the thirteenth
century.

10c (page 80)

1a
1 b 2 c 3 a
1b
1 b 2 a 3 c
1c
Stuff is uncountable, thing is uncountable
2
1 stuff 2 things 3 thing 4 stuff 5 thing 6 stuff
3 a b 1 c 2 d 5 e 3 f 4
4
1 b 2 c 3 c 4 b 5 a 6 b

10d (page 81)

1
1 w e b s i t e
2 c o n t e n t
3 c o n t a c t
4 a d v e r t s
5 s e a r c h
6 l i n k s
7 h o m e
8 a b o u t

11a (pages 84 and 85)

1 B 2 C 3 F 4 A 5 E

1 1990; In a library; Someone was sending an email.
2 1945; (doesn’t say where); There were parties and people
celebrated.
3 1987; Outside a hotel; lines of people waiting, a lot of
excitement, and the yellow symbol.
4 1969; At aunt and uncle’s because they had a TV;
Remembers the words, ‘one giant leap for mankind.’
5 1989; In Germany; The speaker traveled across Europe
to get a piece of the wall.
3
1 The astronaut thought, ‘I hope this works.’
2 The climber shouted, ‘Hello!’
3 ‘See me after class,’ the teacher said to the student.
4 The customs officer asked, ‘Can I see your
passport, please?’
5 ‘Sorry, I’ve lost it,’ replied the tourist.
4
1 could 2 was 3 showed 4 loved 5 would

5
2 'It's one small step for man, one giant leap for mankind.'
3 The mission shows how the two countries can work together.
4 'I love space!' The USA will send the first humans to Mars by 2030.

6
1 He said that he wasn't interested in science.
2 They said that they were leaving early in the morning.
3 The girl shouted that she had found her purse.
4 My grandmother said that she had lived here when she had been a girl.
5 The scientist said that one day they would discover the solution.
6 The tourist said that he was lost.
7 The astronauts said that they had landed.

11b (pages 86 and 87)

1 1c 2b 3 c 4b 5c 6a 7a
2 1b 2a 3d 4e 5c
3 1T 2F 3F 4T 5F 6F
4 1 say 2 tell 3 said 4 told 5 said 6 said 7 told 8 said
5a 1 I love this video game.
2 Lizzie, I left a message on your phone.
3 We'll meet you later.
4 Peter, I'm sending you an email.
5 They've put a job advert in the newspaper.
6 Your picture is on Facebook, Sally.
5b 1 He said that he loved this video game.
2 She told Lizzie that she had left a message on her phone.
3 They said they would meet us later.
4 I told Peter I was sending him an email.
5 I told my manager that they had put a job advert in the newspaper.
6 He told Sally that her picture was on Facebook.

6 1 But you told me you had a great time!
2 But you told me you loved them!
3 No, I said I wanted to watch football.
4 But you said the tickets were cheap.
5 No, she told us that it happened in nineteen eighty-three.

11c (page 88)

1 1 statues 2 paintings 3 archaeologists 4 robbers
5 pots 6 soldiers 7 tombs 8 collectors
2 1 Rio de Janeiro is one of Brazil's largest cities but it isn't the largest.
2 Normally the shop is busy but we've only had one or two people this morning.
3 Reinhold Messner is one person who has climbed Mount Everest.
4 I'd like to talk to you one by one, not as a group.
5 We plan to visit Egypt one day.

11d (page 89)

1 1 the first few days
2 the job
3 her journeys through the country and experiences of the culture
4 questions

2 11 2b 3j 4f 5d 6h 7c 8e 9a 10g
1l 12 i
3 Introducing the talk and the different parts: 1, b, j, f, a, d
Ending a part of the presentation: h
Introducing the next part: c, e
Announcing the conclusion and ending: g, k, i

4 Hello and thank you for coming. / Today / I would like to talk about my gap year in Vietnam. / First / I'll describe my first few days there. / Then I'll move on to my job there / and I'll show you some of my photographs. / Finally, / I'll talk about my journeys through the country / and describe my experiences of the culture. / So let's begin … /

So that's everything I wanted to say about the first few days. / Now let's move on to the kind of work I was doing. / We'll take a look at this photo. / It shows you the school I worked in / and all the children … /

OK. / So the final part of my presentation is about my journeys. / I travelled a bit at weekends / but also I took a longer journey in the last month of my gap year. / So I'd like to show you some of my photos from that period / and I'll read a few comments from my diary… /

Right. / That's the end of my talk. / As you can see, / I had an amazing few months and, / to sum up, / I'd recommend it to anyone. / We have about ten minutes left / so are there any questions?

11e (page 90)

1 Tenzing Norgay is famous because, with the climber Edmund Hillary, he was the first man to reach the summit of Mount Everest on May 29, 1953. He was born in 1914 in a village called Thami near the border with Tibet.
He spent most of his life in the region and worked on many expeditions to Everest before he reached the top.
Afterwards, his life completely changed and he travelled all over the world. Before he died in 1986 he said about his life, 'It has been a long road.'

2 Possible answer:
Edmund Hillary was born in 1919 in Auckland, New Zealand. He began climbing in the Alps aged 16, but he is famous because, with Tenzing Norgay, he was the first man to reach the summit of Mount Everest. After climbing Everest
he spent a lot time raising money to help local people in the Everest region. Before he died in 2008 he said about climbing, ‘It is not the mountain we conquer but ourselves.’

Wordbuilding / Learning skills (page 91)

1
1 work on 2 pick up 3 play against 4 talk about 5 come out 6 think of

2
1 c 2 e 3 d 4 a 5 f 6 b

3 and 4
Students’ own answers.

5
Possible answer:
The life of Reinhold Messner
1944: born in northern Italy. Father also a climber.
In his twenties: climbed with younger brother called Günther – died in accident.
1980: one of the first men to climb Everest without oxygen.
First man to climb 14 mountains over 8,000 feet.
2006: opened museum.
Now: spends more time at home with family. Written sixty books.

6
1 the South Pole
2 1972
3 Scottish
4 the ancient Greeks
5 Busiris
6 the city of Machu Picchu
7 Oxygen

Unit 12

12a (pages 92 and 93)

1
1 weather 2 tornado 3 flood 4 snow storm 5 sun 6 thunderstorm

2
1 b 2 b 3 c 4 b 5 c 6 a

3
1 would happen if the fault opened
2 if opened and there was an earthquake, we’d probably fall over.
3 It’d be really difficult to stand up
4 we’d probably be safer
5 we knew this, we could make a much bigger difference

4
1 won’t 2 didn’t 3 I’d go 4 had 5 I’d set up 6 wouldn’t want 7 I’d give 8 I spent

6
1 If I saw a tornado, I’d run!
2 If she was more qualified, she’d get the job.
3 If it stopped raining, we’d go out.
4 If he had a car, he wouldn’t take the bus.
5 If they knew the answer, they’d tell you.

12b (pages 94 and 95)

1

2
1 C 2 B 3 A 4 A 5 D 6 C 7 D 8 B 9 C 10 D

3
1 beaver 2 alligator 3 leopard 4 duck 5 turtle

4
1 anywhere 2 no one 3 somewhere 4 something
5 Everyone 6 nothing 7 Somebody 8 anything
9 Everything 10 somebody

5
1 somewhere 2 anything 3 Everyone / Everybody
4 no one / nobody 5 everywhere 6 nothing
7 everywhere 8 Someone / Somebody

12c (page 96)

1
1 tool 2 discovery 3 habitat 4 survive 5 conservation
6 lecture

2
1 c 2 e 3 d 4 a 5 b

3
1 d 2 e 3 a 4 b 5 c

4
1 b 2 a 3 c 4 b 5 c

12d (page 97)

1
1 They are going to pull down all the old buildings and do something with the area.
2 The council doesn’t have any money this year.
3 Selling the land for more housing.
4 Somewhere to relax.
5 Make it into a park.
6 Make a lake.
7 They don’t have any money to pay professionals.
8 They will ask the local community for ideas and volunteers.

2
1 e 2 a 3 g 4 c 5 b 6 h 7 f 8 d

3
a 4 b 7 c 2 d 5 e 1 f 6 g 8 h 3
4
Model answers:
1 That's a good idea.
2 Sounds great!
3 I'm not sure.
4 No, that won't work.

12e (page 99)

1
1 a, d
2 b, c, g, i
3 e, f, h

2
1 1840
2 south-east London
3 for specialists who want to study and research plants
4 to educate people and to keep many species
5 of different plants alive
6 100 attractions, including an art gallery
7 the Pagoda, which was built in 1762
8 the Treetop Walkway
9 to get children interested in trees
10 growing rare plants and flowers

Wordbuilding / Learning skills (page 99)

1
After a weekend of violent storms, the good news is that the country will return to normal. If you live in the north of the country, there will be some heavy rain through the night, but by morning this will disappear and you'll have a day of bright sunshine. You won't get any rain if you live further south, but expect some strong winds after midday. Other than that, you'll have a beautiful day.

2
1 storm 2 rain 3 wind 4 sun 5 park
6 attraction 7 climate 8 news

3
Student's own answers.

4
Possible answers:
1 snow / thunder 2 windscreen 3 anybody 4 tornado
5 If anyone else drove in that direction, they'd be mad.
6 comma 7 natural 8 Why don't we go to the cinema?
IELTS practice test

Listening

1. A the hotel you're going to work at is actually called the Bristol.
2. C So for the first few days you will help out in the manager's office.
3. 5/five Yes, but it means working five hours a day, six days a week.
4. midday/noon/12.00 And during your stay, you'll do morning, afternoon and evening shifts. That means starting at either seven in the morning, at midday or at five in the evening. For the first week, you'll be on the afternoon shift.
5. Friday(s) I've agreed that you'll be free on Fridays.
6. shared room Free accommodation is included - but that's in a shared room.
7. D/E Breakfast is provided free of charge in the hotel.
8. (hotel) shop If you buy anything in the hotel shop, you get 10% off.
9. D/E drink stone
10. report You'll be asked to write a report each week.
11. C the main university campus can be found just next door.
12. B The majority ... stay in host-family accommodation.
13. A students can use the football pitch without having to pay.
14. D/E There's also a selection of English language films on DVD, which students can watch.
15. E/D a fifteen-hour course comes to school in the morning only.
16. 12/twelve There are twelve students in the class.
17. 465 This course costs £465 per week.
18. D/E Friday with the exception of Friday.
19. personal tutorial Each student has a personal tutorial once a week.
20. three/three Two days a week for ... three weeks.
21. A/B shopping centre Centre I thought outside the shopping centre would be a good place.
22. C whilst one of us counts the cars, the other one can be in the car park doing the interviews ... Let's take it in turns to do both those jobs.
23. C whilst one of us counts the cars, the other one can be in the car park doing the interviews ... Let's take it in turns to do both those jobs.
24. B Adam: ... prepare the questionnaire ... would you mind doing that? Becky: I'd be happy to.
25. A/Becky Then maybe you could save the data on to the laptop each day. Adam: OK, I'm sure I could manage that.
26. A Becky: If you don't mind, I'm happy to do that if you like.
27. C Adam: ... ask them why they chose to travel at that time.
28. A Adam: Think that writing the actual report is a job that's best done by one person. Becky: I'm happy to do that if you like.
29. B Adam: It will do me good to do it actually ... give me more confidence about speaking in public.
30. cities / city streets As cities became cleaner, there was less for the birds to eat.
31. dirty Some people even killed them because they thought they were dirty.
32. eggs It became a target for people who collected birds' eggs as a hobby.
33. 1903, people interested in red kite conservation formed a committee.
34. Spain the first reintroduced birds came from Spain and Sweden.
35. Ninety-three / 93 a total of ninety-three birds being set free.
36. Scotland in 1996 a similar one began in Scotland.
37. human the birds must have disappeared due to human activity.
38. habitat there must still be a habitat which is suitable for the birds in the country.
39. genetically must be similar genetically to the birds that used to live in the area.
40. Reading
1. F kitchen corner with microwave and sink.
2. D rent includes meals on a half-board basis.
3. E private shower and wc.
4. F free for two months in July and August.
5. C space for one bike in lockable shed.
6. B wrongly delivered mail.
7. E weight and size guide.
8. C international parcels.
10. E sending cash.
11. A compare sending options.
13. D buy stamps online.
15. iv You are coming to the UK for a limited period.
16. v You are coming to live in the UK for a longer period.
17. iii You must tell the DfLA about relevant conditions or disabilities that existed before you came to the UK.
18. vii You want to take a British driving test.
19. ii which are exempt from the normal large vehicle driver licensing requirements.
20. vii You drive a coach or lorry as your job.
21. theory test You cannot normally take the practical test without first having passed the theory test.
22. computerized touch screen The first is a computerized touch screen test.
23. video clips You will be shown a set of video clips of driving hazards.
24. 40/fourty minutes and normally lasts 40 minutes.
25. vehicle safety The practical test also includes two questions on vehicle safety.
26. photocard provisional licence if you have a photocard provisional licence and your personal details have not changed, you can hand it over to the examiner.
27. driving offences If during the probationary period, you are convicted of driving offences for which six or more penalty points are awarded, your driving licence will be revoked.
28. 1887 a game was played that was very similar to the one we call badminton today.
29. 1893 A set of modern rules was drawn up and published in 1893.
30. 1895 and the Badminton Association of England was formed in 1895.
31. 1899 held in 1899 and 1900, for men and women respectively.
32. 1934 in 1934 an International Badminton Federation (IBF) was set up.
33. 1957 The first international women's championships were held in 1957.
34 1992  it was 1992 before badminton was played as a fully recognized Olympic sport
35 TRUE  although they were kicked rather than being hit with a racquet in those days.
36 FALSE  shuttlecocks were first used about 2,500 years ago in China
37 FALSE  in England. That’s where a net was first introduced in 1867
38 FALSE  Badminton can be played by both men and women, although slightly different rules and scoring systems apply.
39 TRUE  Olympic sport – with the mixed doubles being added in 1996.
40 NOT GIVEN  It is one of the fastest racquet sports, with shuttlecocks travelling at up to 260 miles per hour
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BRITISH ENGLISH

<table>
<thead>
<tr>
<th>Level</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
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