NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

SECOND EDITION

OUTCOMES

INTERMEDIATE
STUDENT'S BOOK

HUGH DELLAR
ANDREW WALKLEY

IN THIS UNIT YOU LEARN HOW TO:

1 FIRST CLASS

page 6

- say more about yourself and other people
- ask and answer common questions
- ask follow-up questions and maintain conversations
- describe how well you use different languages
- pay more attention to the language in texts
- tell better stories

2 FEELINGS

page 14

- talk about how you feel – and why
- respond to good and bad news
- talk about your life now
- explain why you can't – or don't want to – do things

VIDEO 1: Kenya comes to Central Park page 22 REVIEW 1: page 23 WRITING 1: Keeping in touch page 150

3 TIME OFF

page 24

- describe places and explain where they are
- give and respond to suggestions
- discuss future plans
- talk about the weather
- recognise and reuse useful chunks of language
- ask and talk about holiday experiences

4 INTERESTS

page 32

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

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5 WORKING LIFE

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- talk about jobs and what they involve
- comment on people's experiences
- discuss rules and freedoms at work
- talk about getting used to changes
- say longer chunks better

6 BUYING AND SELLING

page 50

- talk about phones and phone companies
- compare products
- describe what people are wearing
- discuss shopping habits
- describe souvenirs and presents
- negotiate a good price

VIDEO 3: Wheelin' and dealin' antiques page 58 REVIEW 3: page 59 WRITING 3: Stories page 154

7 EDUCATION

page 60

- describe courses, schools, teachers and students
- show you believe or sympathise with what people tell you
- talk about different education systems
- talk about possible future plans or situations
- discuss different aspects of education
- form and say different words from the same root

8 EATING

page 68

- describe different dishes and ways of cooking food
- explain what is on a menu
- discuss experiences of foreign food
- make generalisations
- describe restaurants

VIDEO 4: The business of cranberries page 76 REVIEW 4: page 77 WRITING 4: Making requests page 156

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
• Auxiliary verbs • Narrative tenses	• Talking about people • Talking about languages	• The Google translators in human form	• Meeting for the first time • Stories connected to speaking a foreign language	• Asking follow-up questions
• Linking verbs • Present simple and present continuous	• Feelings • **Understanding vocabulary:** *-ed* / *-ing* adjectives	• It only takes Juan Mann to change the world!	• Talking about feelings • Juan Mann • Bumping into an old school friend	• Response expressions
• Future plans • Present perfect simple	• Places of interest • Weather • **Understanding vocabulary:** Useful chunks in texts	• Things to see and do in Kraków • Is disaster tourism such a total disaster?	• Visiting Kraków • Holiday plans	• Giving and responding to suggestions
• Habit and frequency • Present perfect continuous and past simple for duration	• Free-time activities • Injuries and problems • Describing music	• The playlist of your life	• Free-time activities • Hidden talent	• *Are you any good?* • Talking about tastes
• *Must* and *can't* for commenting • Talking about rules	• Jobs • Describing jobs • Work rules and laws • **Understanding vocabulary:** *Be used to* and *get used to*	• Terrible jobs not a thing of the past	• Talking about work • Rules at work	• *Doing what?*
• Comparisons • Noun phrases	• Smartphones • Clothes and accessories • Describing souvenirs and presents	• Shop till you drop!	• In a phone shop • Talking about gifts	• Avoiding repetition • Negotiating prices
• Future time clauses • Zero and first conditionals	• Describing courses • Education • **Understanding vocabulary:** Forming words	• What works in education	• Talking about a course • Talking about education	• *I can imagine, I bet*, etc.
• Generalisations and *tend to* • Second conditionals	• Describing food • Restaurants	• Food for thought	• In a Peruvian restaurant • Talking about restaurants	• Describing dishes

IN THIS UNIT YOU LEARN HOW TO:

9 HOUSES

page 78

- describe flats, houses and areas
- explain how big places are
- discuss social and economic changes
- compare the past and now
- ask about house rules

10 GOING OUT

page 86

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss nights out
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

VIDEO 5: One woman's choice page 94 REVIEW 5: page 95 WRITING 5: Formal emails page 158

11 THE NATURAL WORLD

page 96

- tell and participate in telling stories
- describe animals
- show emotions through intonation
- talk about challenges and achievements
- discuss natural resources and the economy

12 PEOPLE I KNOW

page 104

- describe character
- talk about your friends and family
- explain how people you know are similar
- talk about memories
- express regrets
- talk about relationships

VIDEO 6: Greatest journey page 112 REVIEW 6: page 113 WRITING 6: Reports page 160

13 JOURNEYS

page 114

- talk about journeys
- explain travel problems
- discuss immigration
- reflect on past events
- use extreme adjectives to make descriptions more interesting
- talk about problems and whose fault they are

14 TECHNOLOGY

page 122

- talk about computers
- explain and sort out problems
- describe games
- discuss issues around computer gaming
- talk about apps and gadgets

VIDEO 7: Air pollution tracking page 130 REVIEW 7: page 131 WRITING 7: Opinion-led essays page 162

15 INJURIES AND ILLNESS

page 132

- talk about injuries and illness with a doctor
- discuss health myths and facts
- talk about causes and results
- tell stories about accidents
- report what people said

16 NEWS AND EVENTS

page 140

- talk about types and sources of news
- comment on the news
- use reporting verbs to report news
- describe famous people and events
- discuss issues around fame

VIDEO 8: Bee therapy page 148 REVIEW 8: page 149 WRITING 8: Reviews page 164

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
• Present perfect simple and present perfect continuous • Comparing now and the past	• Describing homes • Social issues • Describing areas	• Waiting for the bubble to burst • Small ads	• A new apartment • Room to rent in Berlin	• Explaining how big a place is • Asking about rules
• Quantifiers • The future in the past	• Exhibitions, films and theatre • Idioms • **Understanding vocabulary:** Describing events	• Big night out	• Going to the cinema • What did you do last night?	• Explaining where places are
• Past ability / obligation • Passives	• Movements and sounds • Challenges and achievements	• The strange story of Maurice Wilson • Natural resources fact file	• Animal stories • Maurice Wilson • The resource curse	• Helping people to tell stories
• *Used to*, *would* and past simple • Expressing regret using *wish*	• Describing character • Relationships	• Struggling to fit into the role of granny	• Talking about family • Talking about Nicolas	• *That's like ...*
• Third conditionals • *Should have*	• Ways of travelling and travel problems • Phrasal verbs • **Understanding vocabulary:** Extreme adjectives	• The long journey to a new life	• Talking about journeys • Holiday problems	• *How come?* • Blaming people
• Articles • Infinitive and *-ing* forms	• Computers • Describing games • Apps and gadgets	• My life as a gamer	• IT help desk • The gaming industry • Totally great or totally rubbish?	• Sorting out problems
• Adverbs • Reported speech	• Injuries and illness • **Understanding vocabulary:** Word endings and word class • Accidents and health problems	• Fact or myth?	• At the hospital • Accident on holiday	• Short questions with *any*
• Reporting verbs • Defining relative clauses	• News • Explaining who people are	• Seeking fame and fortune	• Talking about news stories • Talking about famous people	• Introducing and commenting on news

Grammar reference pages 166–186 **Information files pages 187–193** **Audio scripts pages 194–213**

1

FIRST CLASS

IN THIS UNIT YOU LEARN HOW TO:

- say more about yourself and other people
- ask and answer common questions
- ask follow-up questions and maintain conversations
- describe how well you use different languages
- pay more attention to the language in texts
- tell better stories

SPEAKING

1 Work in pairs. Discuss the questions.

- Look at the photo of a language class. What do you think is happening?
- Where do you think it was taken?
- What do you think they're learning?
- Would you like to have a class like this? Why? / Why not?

2 Work with a new partner. Discuss the questions.

- Why are you learning English?
- What English classes have you done before?
- Do you know anyone in this class?
- Are you still friends with people from previous classes? Tell your partner as much as you can about each person.

NICE TO MEET YOU

LISTENING

1 1 **Listen to two conversations in which people meet for the first time. Answer the questions for each conversation.**

1 Where do they meet?

2 Why are they there?

2 1 **Work in pairs. Try to answer the questions below. Then listen again and check your answers.**

Conversation 1

1 How is Alfie feeling? Why?

2 Is Holly a new student?

3 When did Alfie start studying French?

4 What does he think his strengths and weaknesses are?

5 According to Holly, where is French an official language?

Conversation 2

6 How did Noah feel about the talk he attended?

7 Where is Noah from – and where is he living now?

8 When did Noah move to his current home?

9 Has Giuliana visited the city Noah is living in?

10 What does Noah do for a living?

3 **With your partner, take turns to tell each other as much as you can about the last new person you met.**

VOCABULARY Talking about people

4 **Check you understand the words in bold in the sentences below. Then decide which two words / phrases in the box could replace each word / phrase in bold so you are talking about the same subject. The first one is done for you.**

Portugese	Japan	an only child	sport
a civil servant	married	reading	a translator
Economics	Medicine	Arabic	a twin
Germany	an office	separated	a warehouse

1 My friend Marcin is from **Poland**. *Japan, Germany*

2 My husband's **a software engineer**.

3 My brother works in **a university**.

4 My mum speaks good French and a bit of **Russian**.

5 My sister's doing a degree in **Law** at the moment.

6 My parents are really into **travelling**.

7 My friend Imke is **the youngest of six kids.**

8 My aunt Maria is **single**.

5 **Think of one more word or phrase that could replace each word / phrase in bold.**

6 **Work in groups. Use language from Exercises 4 and 5 to say five true things about people you know.**

GRAMMAR

Auxiliary verbs

When we make questions and negatives, we use different auxiliary verbs. There are only three: *be*, *do* and *have*.

*I **don't** know.* (present simple)

*How**'s** it going?* (present continuous)

***Have** you been there?* (present perfect simple)

7 **Look at these questions from the conversations. Then work in pairs and answer the questions below.**

a ***Do** you know it?*

b ***Did** you enjoy it?*

c ***Have** you studied here before?*

d *Where **are** you based?*

e *What **are** you doing there? **Are** you working?*

f *How long have you **been** learning French?*

1 Which auxiliary goes with the infinitive (without *to*)?

2 Which two auxiliaries go with the past participle (often an *-ed* form) of the verb?

3 Which auxiliary goes with the *-ing* form of the verb?

G Check your ideas on page 166 and do Exercise 1.

PRONUNCIATION

8 **2** **Listen to the questions from Exercise 7 – first said slowly and then faster. Notice that in faster speech, the auxiliary verbs are hardly heard at all.**

9 **3** **Listen again to the faster version. Practise saying the questions as quickly as you can.**

10 **Complete the questions with the correct auxiliary verbs.**

1 Where _____ you live?

2 Who _____ you live with?

3 How long have you _____ living there?

4 Where _____ you born?

5 How long _____ it usually take you to get to work / school?

6 What _____ you do last weekend? Anything interesting?

7 Why _____ you studying at this school?

8 _____ you ever been to an English-speaking country?

9 _____ anyone else in your family speak English?

10 _____ anyone you know ever lived abroad? Where?

11 **Work in pairs. Ask and answer the questions in Exercise 10.**

G For further practice, see Exercise 2 on page 166.

DEVELOPING CONVERSATIONS

Asking follow-up questions

After someone answers a question we have asked, we often ask a second related question. This helps us to find out more details and to keep the conversation going.

A: *So **have you studied here before?***

B: *Yeah, last term.*

A: *Oh really? OK. **And did you enjoy it?***

B: *Yeah, it was amazing.*

12 **Match the questions (1–6) with the pairs of possible follow-up questions (a–f).**

1 What are you studying?

2 Have you studied here before?

3 What do you do when you're not studying?

4 Do you have any brothers or sisters?

5 What did you do at the weekend?

6 What do you do?

a Whose class were you in? / Where did you learn your English?

b What year are you in? / What does that involve?

c Older or younger? / What do they do?

d Where do you work? / Do you enjoy it?

e How often do you do that? / Did you get anything nice?

f How long have you been doing that? / What kind of music are you into?

13 **Write one more follow-up question you might ask after someone answers questions 1–6 in Exercise 12.**

14 **4** **Listen to six short conversations. What follow-up questions do you hear?**

CONVERSATION PRACTICE

15 **Choose six questions from this lesson that you think are good to ask people when you first meet them. Then think of two other questions you could also ask.**

16 **Choose one of these tasks.**

a Work with the whole class and have conversations to get to know other students.

b Imagine you are at a party for language students. Look at File 1 on page 187. Choose a person to pretend to be. Then have conversations to get to know other people. Ask and answer questions in the role of the person you chose.

1 To watch the video and do the activities, see the DVD ROM.

TALKING MY LANGUAGE

VOCABULARY Talking about languages

1 **Work in pairs. How many of the languages in the picture do you recognise?**

2 **Complete the sentences about using foreign languages with these words and phrases.**

accent	express	fluently	picked it up
accurate	get by	mastering	struggled

1 I'm not very _____, but I can hold a conversation and make myself understood.

2 I know the basics – enough to _____ when I'm travelling there.

3 I really _____ with French when I was at school, so I just gave up.

4 I get frustrated when I can't _____ myself.

5 I never went to class. I just _____ from talking to people.

6 I'm a bit embarrassed to speak sometimes because I know I have a strong _____.

7 I grew up bilingual so I speak Spanish and Japanese _____.

8 I'm not interested in _____ the language, I just want to be able to read it for my job.

3 **Work in groups. Use some of the language from Exercise 2 to discuss these questions.**

- What languages have you studied?
- What languages do you know at least a few words in? What can you say?
- How did you learn? Do you use these languages now? How well do you know each one?

READING

4 **You are going to read an article about 'hyperglots' – people who speak many languages. Work in pairs. Look at the photos and the title opposite then discuss how these words and numbers might be connected to the topic.**

72	a parrot	translator	10,000
two weeks	globalisation	genes	mistakes

5 **Read the article and check your ideas from Exercise 4.**

6 **According to the article, are the sentences true (T) or false (F)?**

1 Mezzofanti spoke 72 languages fluently.

2 Some people who heard Mezzofanti speak probably couldn't know if he was fluent.

3 There is no proof that Mezzofanti really was multilingual.

4 Globalisation will create more hyperglots.

5 Hyperglots often posess genetic advantages.

6 Hyperglots aim to speak all their languages fluently.

7 **Work in pairs. Read the comments that follow the article and discuss these questions.**

- Which comments do you agree with and which do you disagree with? Why?
- What did you find most interesting about the article?
- Did you read anything about the habits of hyperglots that could help you study better?

Understanding reading texts and improving your vocabulary involves more than just learning single words. You also need to notice the connected words and grammar.

8 **Find these words in the article and notice the connected words and grammar.**

far	evidence	growing
allow	terms	opportunities

9 **Work in groups. Cover the article and complete the sentences. Then check your ideas.**

1 But _____ **far** _____?

2 There _____ **evidence** _____ he could use many languages.

3 There will _____ **growing** _____ in the future.

4 Top _____ may _____ genes _____ **allow** _____ get the _____ their training.

5 They often _____ limited _____ **terms** _____ individual languages.

6 They _____ **opportunities** _____ language closer to home.

10 **Work in pairs. Discuss the questions.**

- Think of two examples where there are growing numbers of something. Why are they growing?
- How is your English in terms of vocabulary, speaking, listening etc.? What can you do to improve these different aspects?
- What opportunities do you have to practise English?

THE GOOGLE TRANSLATORS IN HUMAN FORM

Michael Erard's new book investigates the master linguists or 'hyperglots'

Liam Scanlon

The 18th century Italian priest Cardinal Giuseppe Mezzofanti is a legend among linguists. They say he studied 72 languages, 30 of which he mastered. He spoke another nine fluently, though not perfectly, and could hold a basic conversation in at least eleven more. And all that without leaving Italy! One story suggests he picked up Ukrainian in just two weeks, after meeting a visitor from there.

But how **far** is this true? Certainly, the figure of 72 is too high and some people perhaps exaggerated how fluent he was. He lived at a time when travel was difficult and learning other languages was still unusual. Therefore, many reports of his abilities come from visitors who were probably struggling to express themselves in Italian. There were also those who, while appreciating his good accent and accurate grammar, described him as merely a parrot who said nothing of interest. However, according to Michael Erard, author of the book *Mezzofanti's Gift*, there is sufficient **evidence** to believe he could use many languages.

Erard also argues that there are many hyperglots in the world today and that, with globalisation, there will be a **growing** number in the future. For example, Alexander Arguelles is fluent in around twenty languages and has studied 60. He studies nine hours a day, down from fourteen before he got married! The Hungarian translator Kato Lomb worked with sixteen, and you can watch a YouTube video of Alex Rawling speaking eleven languages at the age of twenty.

A central question of the book is whether hyperglots are born or made. Are their achievements genetic or do hyperglots have secrets that normal language learners can learn from? Erard's conclusions agree with research on highly talented people in other areas such as sport and music. These people generally have advantages they are born with: top athletes may have genes that **allow** them to get the most from their training; hyperglots seem to possess excellent memories and have brains that are more efficient in processing speech sounds. However, becoming the best also requires a lot of hard work. Some argue that the difference between a top performer and someone who's just 'very good' is that the top performer has practised for 10,000 hours instead of 6,000.

The fact is that most ordinary language learners lack these natural advantages and simply don't have that much time. So is there any hope for us? Erard believes there is and that research on hyperglots can offer some useful lessons. For example, they often have limited ambitions in **terms** of individual languages: they're happy to get by, or to be only able to read, or not to have a perfect accent. They're practical: if they can't travel, they look for **opportunities** to use the language closer to home. Some simply imagine conversations in their heads. They also use other techniques like learning words in context. Finally, they're never afraid to make mistakes or appear stupid and so never give up.

Cardinal Giuseppe Mezzofanti

COMMENTS

langlearner: I've actually read Kato's book about language learning and I think the best advice is to read what you're interested in and read a lot.

bobjob: I know it's wrong, but I kind of hate these people! I'm struggling to learn one extra language.

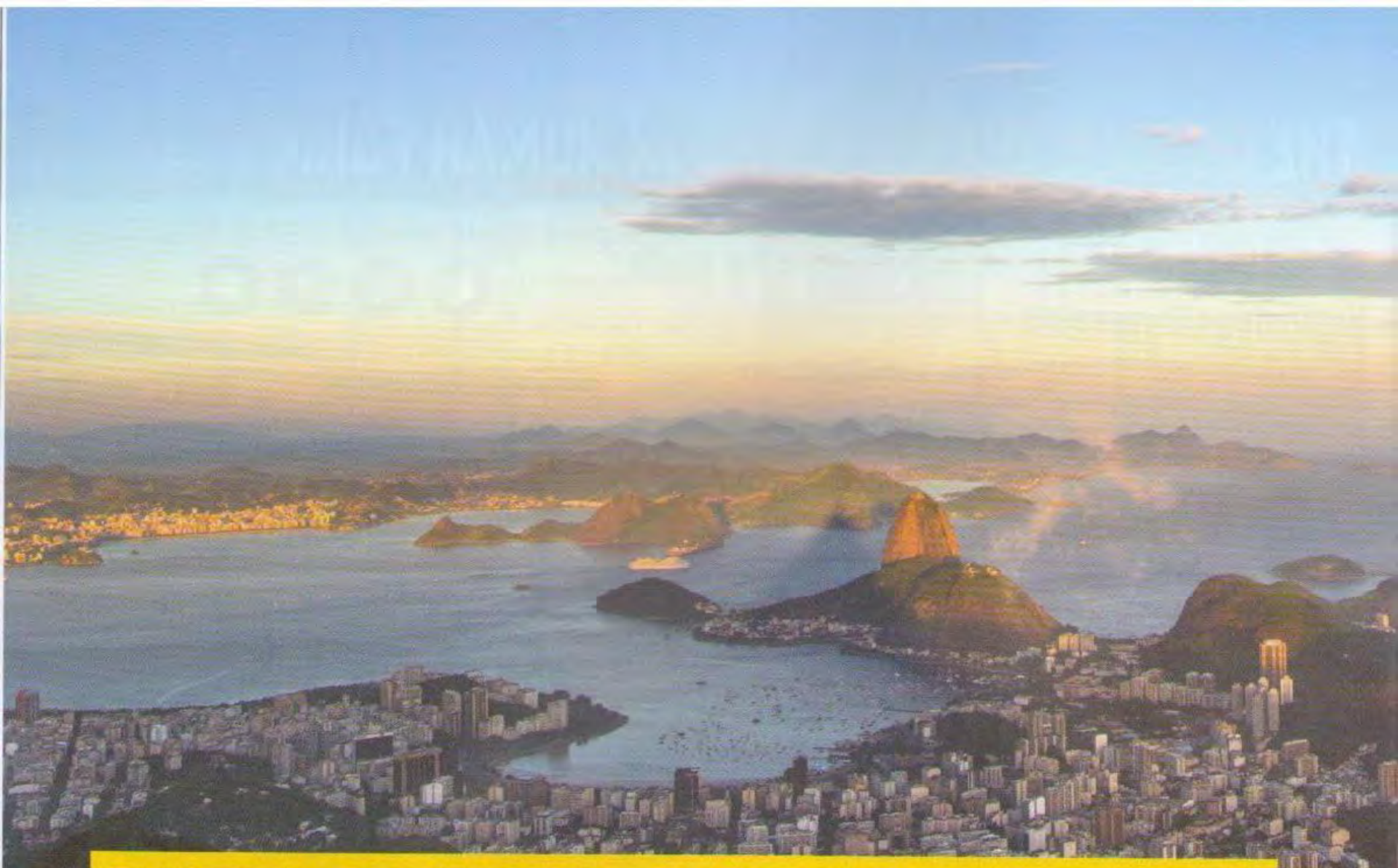
unconvinced: How does Alexander Aguelles earn a living? I think you need to be rich to be a hyperglot!

hughd: You have to start learning languages when you're young.

andyw: When people say they're bad at languages, they just mean they don't want to spend the time required to learn.

artist: I can say 'do you work or study' in fifteen languages. Does that make me a hyperglot?

r_sewell: The thing about vocabulary in context is good. I never learn single words. I always learn words in groups.



PUTTING YOUR WORDS TO WORK

SPEAKING

1 **Work in pairs. Discuss the questions.**

- Where and when do you use English outside the classroom?
- What do you do most: read, listen, speak or write?
- When was the first time you used English outside a classroom? What did you talk about? How successful was it?
- What's been your best moment using English outside the classroom? Why was it good?

LISTENING

2 5 **Listen to three people telling stories connected to speaking a foreign language. Match two sentences to each speaker (1–3). There are two sentences you do not need.**

a They helped someone by using a foreign language.

b Their parents fell in love in Rio de Janeiro.

c They have an unusual family background.

d They were involved in a misunderstanding.

e Their parents speak together in a foreign language.

f They filmed an animal attacking someone.

g They changed their behaviour as a result of the experience.

h They work with people from other countries.

3 5 **Listen again and complete the sentences with three words in each space. Contractions count as one word.**

1 a Two Chinese guys _____ me and stopped me.

b They started talking really fast, you know, and I _____ at all!

c I asked them to slow down, and then, _____ of my bad Chinese and gesture, I explained ...

2 a He worked in the engine room and she was _____ .

b My mum said Dad was a really good dancer, _____ very difficult to believe.

c They also said it _____ about whose country to live in.

3 a We go all over the place _____ unusual wild animals.

b We often need _____ local people to act as guides or cooks for the film crew.

c Anyway, last year we were filming in Sumatra in _____ a forest ...

4 **Work in groups. Discuss the questions.**

- Which of the stories did you like the best? Why?
- Do you know any families where they speak more than one language? Why?
- Have you ever been on a cruise? When? Where?
- Have you ever helped anyone in the street? Where? What did you do?
- Do you know any 'false friends' – words that look or sound the same, but have a different meaning in different languages?

GRAMMAR Narrative tenses

5 **Look at these sentences from the stories. Then complete the rules below.**

a *They first **looked** really surprised and then they **started** talking really fast, you know.*

b *It was actually the first time I'**d spoken** to anyone Chinese outside of my class.*

c *They first **met** when they **were** both **working** on a cruise ship.*

d *Neither **spoke** each other's language, but my mum **had worked** in Germany before.*

e *Last year we **were filming** in the middle of a forest ... and one time at dinner I **was talking** to the guide and I **tried** to ask about 'the people of the inner forest' ...*

We use three main tenses when telling stories: the past simple, the past continuous and the past perfect simple.

- Past simple: add _____ to the infinitive (without *to*) of the verb. Some past forms are irregular, e.g. _____ .
- Past continuous: use _____ / _____ + *-ing* form of the verb.
- Past perfect simple: use _____ + past participle. Some participles are irregular, e.g. _____ .

6 **Look at the sentences in Exercise 5 again and answer the questions.**

1 Which tense is the most common in telling stories?
2 Which tense is often used at the beginning of the story to give background information?
3 Which tense shows the events followed each other in order?
4 Which tense shows the 'past in the past' – an action that happened before something else we talked about?
5 Which tense shows an action was unfinished or stopped by another action?

G Check your ideas on page 166 and do Exercise 1.

7 **Read this story about how another person's parents met. Decide if the past simple forms are correct or not. Correct the ones which are wrong.**

I love the story of how my parents met. My dad was twenty. One day my dad [1]*taked* an overnight train to Prague in Czech Republic and during the night he [2]*fell* asleep. When he [3]*waked* up, he realised they [4]*was* in Prague so he rushed to get off the train. He [5]*see* a policeman looking at someone's papers and he suddenly realised he [6]*hadn't* his passport or money or phone. He [7]*ran* back to the train. He sat down, but then this guy [8]*came* up to him and asked him something in Czech. He then said in English, 'What's the matter?' and so my dad [9]*explained*. So basically, this guy, who was called Anton, [10]*helped* him. He took my dad home, [11]*given* him something to eat, [12]*let* him phone his parents to get some money – everything. And later that evening my dad met Anton's parents ... and he met his sister. And that's how he met my mother!

PRONUNCIATION

8 ▶ 6 **Some of the details of the story in Exercise 7 are missing. Listen and write down the eight phrases and sentences you hear. You will hear each twice: first fast and then slower.**

9 ▶ 7 **Listen again to the faster version. Notice the weak forms of the auxiliaries: *was* /wəz/, *were* /wə/, *had* /əd/. Practise saying the phrases and sentences as quickly as you can.**

10 **Work in pairs. Decide where each of the eight phrases and sentences from Exercise 8 should go in the story in Exercise 7.**

11 **Complete the sentences with your own ideas.**

1 When I got home, I suddenly realised ...
2 I didn't recognise her at first because ...
3 I wasn't looking where I was going and ...
4 This guy came up to me and ...
5 I had meant to say ... , but I'd actually said ...
6 I found out later that ...

12 **Work in pairs. Compare your ideas from Exercise 11 and decide which is the most interesting. Then write a story around the sentence.**

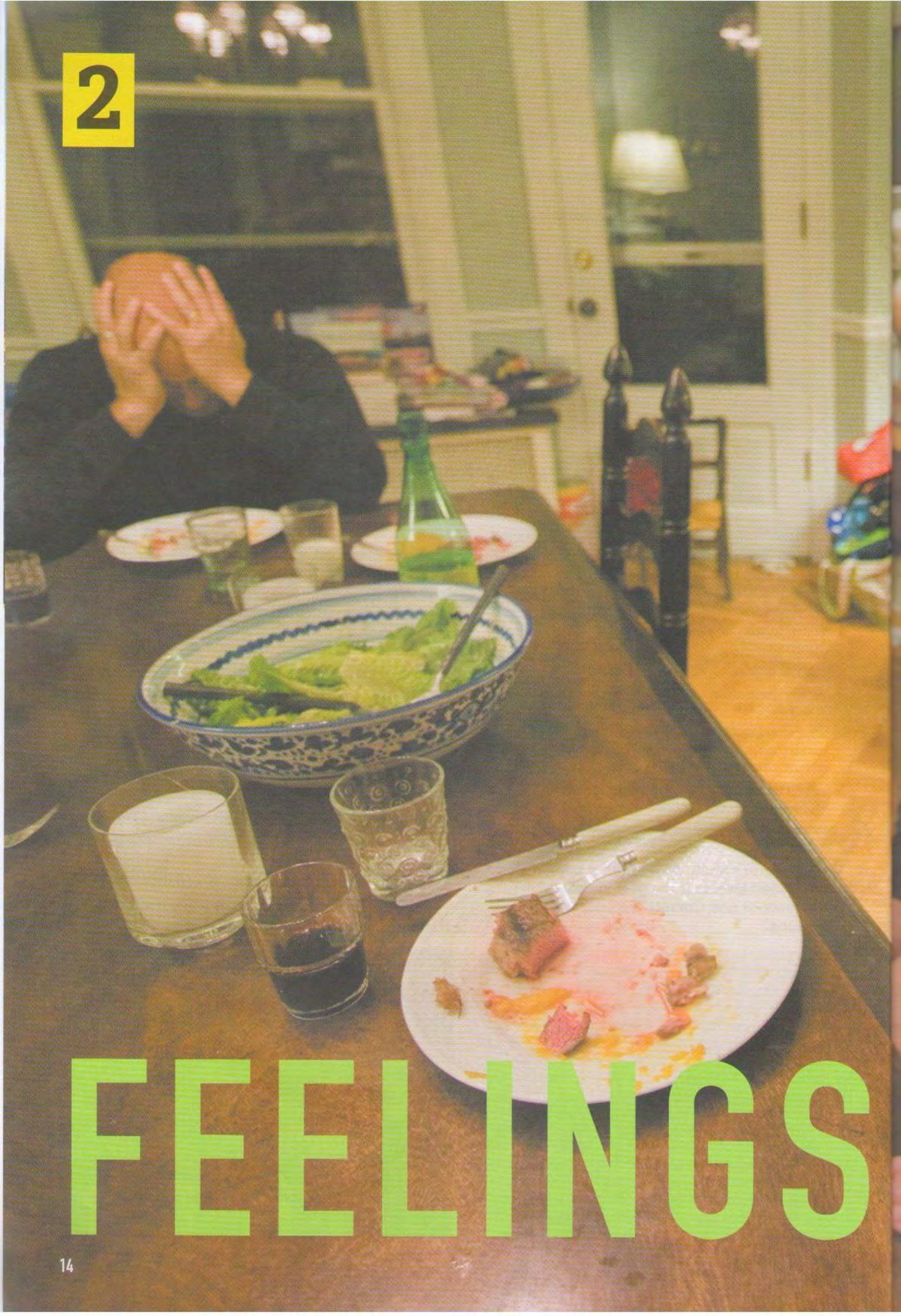
G For further practice, see Exercise 2 on page 167.

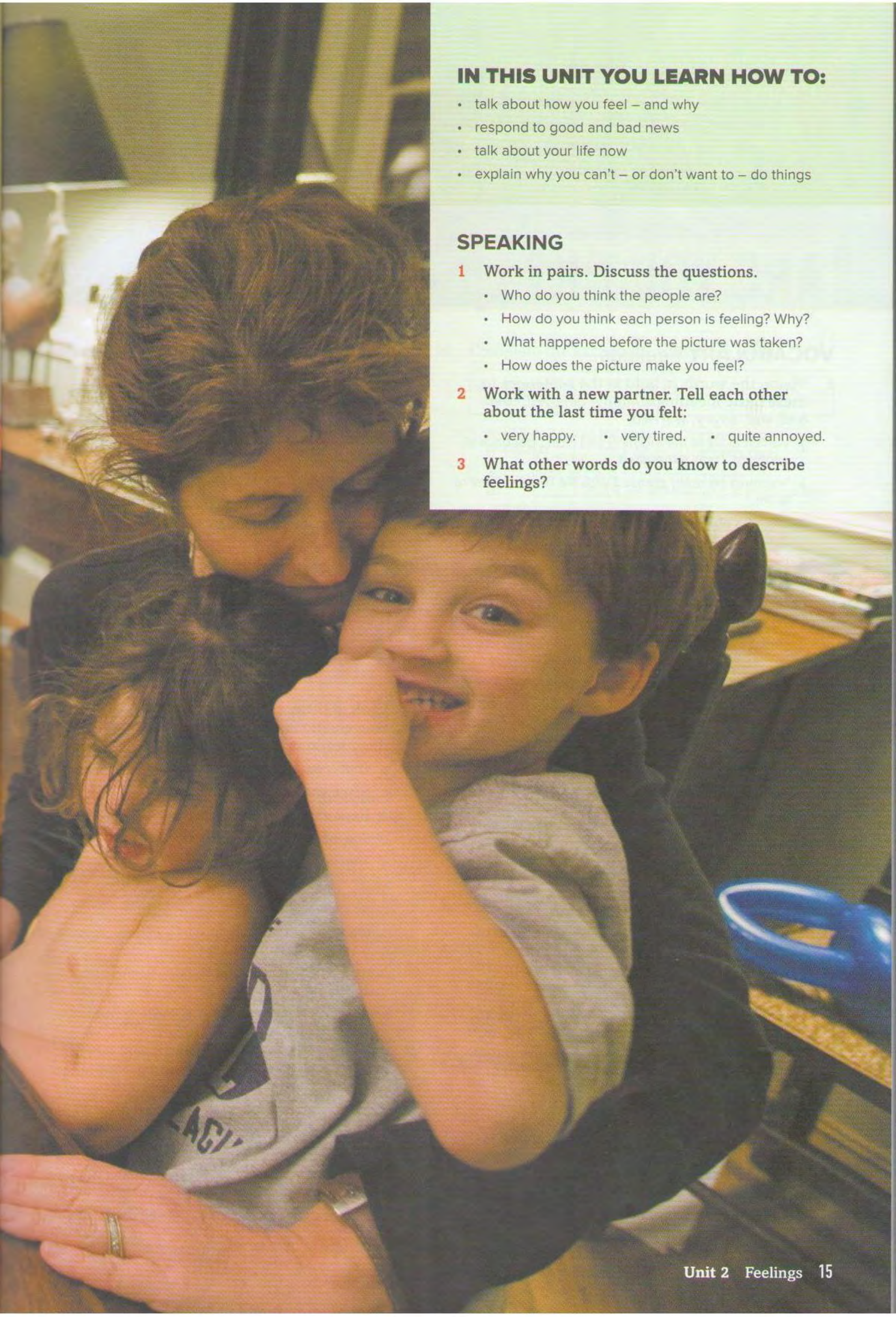
SPEAKING

13 **Choose two of these ideas for stories. Spend a few minutes thinking about what happened and how you will tell the stories.**

- the first time your parents met
- the first time you met your best friend / wife / husband / boyfriend / girlfriend
- a time when you forgot or lost something important
- a time you had a good or funny experience using a foreign language
- a time a stranger helped you or you helped a stranger

14 **Work in groups. Share your stories.**


2
FEELINGS



IN THIS UNIT YOU LEARN HOW TO:

- talk about how you feel – and why
- respond to good and bad news
- talk about your life now
- explain why you can't – or don't want to – do things

SPEAKING

1 **Work in pairs. Discuss the questions.**

- Who do you think the people are?
- How do you think each person is feeling? Why?
- What happened before the picture was taken?
- How does the picture make you feel?

2 **Work with a new partner. Tell each other about the last time you felt:**

- very happy.
- very tired.
- quite annoyed.

3 **What other words do you know to describe feelings?**

ARE YOU OK?

VOCABULARY Feelings

1 Match the words in bold in the sentences to these basic meanings: *happy, annoyed, tired, bad, sad, angry, worried.*

1 We left at six in the morning and didn't get back till midnight. I was **exhausted**.
2 You must be really **pleased** with the results. They're great.
3 She was absolutely **furious** when she saw the mess that they had made.
4 I'm under so much pressure at work. I'm really **stressed** about everything.
5 His dog died last night. He was very **upset** when I spoke to him. He sounded as if he might cry.
6 I'm so sorry. I feel really **guilty** about leaving you with all the work to do.
7 Ask her now. She looks like she's **in a good mood**. She might say yes.
8 It was good to see her happy and enjoying herself because I know she's been a bit **down**.
9 I was **pleasantly surprised** by the film. I really didn't expect it to be so good.
10 I'm **fed up** with this weather. It's so hot you can't do anything. I've had enough of it!

2 Work in pairs. Answer the questions.

1 Can you find the five prepositions connected to adjectives in Exercise 1?
2 Why else might you feel exhausted?
3 How do you know if someone is pleased with something?
4 How do you know when someone is furious?
5 Why might someone get upset?
6 What other things might you feel guilty / bad about?
7 What things might put you in a good mood?
8 What's the opposite of being pleasantly surprised?

LISTENING

3 8 Listen to two conversations. The first is between two people talking about their friend Karim. The second is between two women, Belinda and Alisha. How do these three people feel?

1 Karim 2 Belinda 3 Alisha

4 8 Do you remember why they feel this way? Listen again and check your ideas.

5 Work in pairs. Discuss the questions.

- What would you do or say if a friend was upset? Would it be different if it was a man or a woman?
- What kind of things do you do to cheer yourself up if you are a bit down?
- Are you good at sorting out problems?
- Who do you talk to if you have a problem?

GRAMMAR

Linking verbs

Be, look, seem, feel, sound, taste and *smell* are all linking verbs. These verbs can be followed by different patterns.

6 Look at these sentences from Exercise 1 and the conversations. Then work in pairs and answer the questions below.

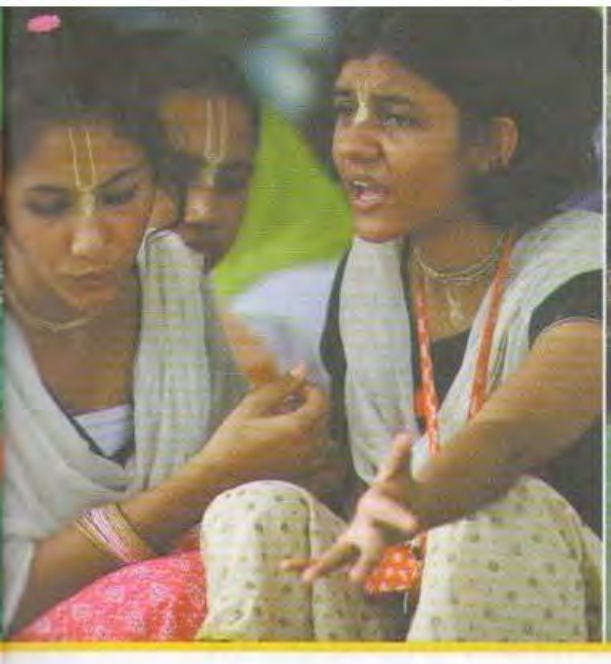
a *That chocolate cake **looks** nice.*
b *He **seemed** a bit down.*
c *He **sounded** as if he might cry.*
d *She **looks** like she's in a good mood.*
e *That **sounds** like a nightmare.*

1 What is the pattern when an adjective comes after a linking verb?
2 What two patterns are possible when a clause comes after a linking verb?
3 What is the pattern when a noun comes after a linking verb?

G Check your ideas on page 167 and do Exercise 1.

7 Complete the sentences with the correct form of the verbs. You may also need to add other words.

1 Are you OK? You _____ a bit stressed. (look)
2 Are you all right? You _____ you've seen a ghost. (look)
3 Is Julie OK? She _____ disappointed when I spoke to her. (sound)
4 Is Mike all right? He _____ a bit down. (seem)



5 Are you OK? You _____ you've got a cold. (sound)

6 Are you all right? You _____ a bit confused. (look)

7 Have you seen Ana? She _____ so well, so relaxed when I saw her last! (look)

8 Hi. You _____ you're in a very good mood. (look)

8 Match 1–8 from Exercise 7 with the responses (a–h).

a Yeah, I've just found out I've got a new job. I'm really pleased.

b Yeah, I know. She's so much better after that holiday.

c Yeah, I feel terrible. I think I've maybe got flu.

d I am. I'm really behind with work and I'm exhausted.

e Yeah, I don't understand this. What am I supposed to do?

f Yeah. Well, on my way here I was almost hit by this guy who was driving like an idiot.

g He's just split up with Jo and he's quite upset about it.

h Yeah. I think she expected to get a better mark as she'd studied so much.

9 Write your own responses to 1–8 in Exercise 7. Then work in pairs. Take turns reading out 1–8 and giving your own responses.

DEVELOPING CONVERSATIONS

Response expressions

We use lots of short expressions to respond to news. Look at these examples from the conversations. Notice how we often ask a question after the response.

C: *Apparently, she's quite ill and he's just very worried about her.*

R: ***Oh no!*** *That sounds like a nightmare. What's wrong with her? Is it very serious?*

B: *I've just found out I can't continue to stay where I am at the moment.*

A: ***What a pain!*** *How come?*

10 Complete the exchanges with these words.

Congratulations	Oh no	a shame
a relief	Wow	a pain

1 A: I can't drink at the moment. I'm pregnant.
B: Really? _____ ! When is the baby due?

2 A: I'm going to Canada to study English.
B: _____ ! That's great! How long are you going for?

3 A: I'm afraid I can't meet you tonight.
B: Oh, what _____ ! Are you sure?

4 A: My brother's not very well.
B: _____ ! I'm really sorry. I hope it's not too serious.

5 A: I've lost my wallet.
B: Oh no! What _____ ! Did it have much in it?

6 A: I've found my wallet!
B: Phew, that's _____ ! Where was it?

PRONUNCIATION

11 9 Listen and check your answers to Exercise 10. Notice how the intonation changes when responding to good and bad news. Then work in pairs and practise the exchanges.

CONVERSATION PRACTICE

12 Work in pairs. Each think of a piece of good or bad news. Write a conversation like the ones you heard in Exercise 3. Include response expressions.

13 Try to remember your conversation. Act it out in front of another pair of students.

2 To watch the video and do the activities, see the DVD ROM.

HUGS AND KISSES

SPEAKING

1 **Check you understand the words and phrases in bold. Then work in groups and discuss the questions.**

- How often do you do these things? In what situations?
  - **hug** people
  - **kiss** people **on the cheek** or **lips**
  - walk **arm in arm** with people or **hold hands**
  - **shake hands** or **bow**
  - touch people on the arm or **put** your arm **round their shoulder**
- Do you do any of these things more often or less often than most people in your country? Why?
- Have you been anywhere where they do these things differently to you? Where? What do they do?

READING

2 **Work in pairs. Look at the photo opposite and discuss the questions.**

- What is the man in the photo doing? Why do you think he's doing this?
- What would you do if you saw someone like this? Why?
- Are there any famous local characters in your local area / town / city? Why are they well known?

3 **Read the article. Answer the questions.**

1 What made Juan Mann start his campaign?
2 How did he feel when he went out for the first time?
3 Who first asked for a hug, and why?
4 How did Mann become so famous?
5 What two theories are put forward to explain the success of the Free Hugs movement?

4 **Work in pairs. Cover the article. Try to remember the adjectives that went with these nouns. Then look at the article and check your answers.**

1 _____ connections
2 a _____ attempt
3 an _____ star
4 a _____ year
5 his _____ identity
6 one of the _____ shopping districts
7 _____ skills
8 _____ experiences

LISTENING

5 ▶ 10 **Work in pairs. Discuss what impact success probably had on Juan Mann and what you think happened to his campaign. Then listen and check your ideas.**

6 **Work in pairs. Discuss the questions.**

- Do you think Juan Mann was right to walk away from the Free Hugs 'brand'? Why? / Why not?
- Why do think the Free Hugs movement has been controversial in some countries?
- Do you think it has a future? Would it be popular in your country? Why? / Why not?

UNDERSTANDING VOCABULARY

-ed / *-ing* adjectives

A small group of common adjectives can end in both *-ed* and *-ing*. The *-ed* form describes people's feelings. The *-ing* form describes the things that cause the feelings.

In the modern world, it is not unusual for ***people*** *to feel* ***depressed****.*

It was a ***depressing time****.*

7 **Complete the pairs of sentences with the correct adjective form of these verbs.**

annoy	confuse	bore
depress	shock	disappoint

1 a Can you explain it again? I'm still a bit _____ .
  b The instructions for this camera are really _____ .
2 a He has a really _____ habit of repeating the same stories over and over again.
  b I'm a bit _____ that he hasn't phoned me. He promised to!
3 a He's been _____ for a while, but he refuses to try counselling.
  b This weather's so _____ . It's so cold and wet!
4 a I found the violence in the film quite _____ , to be honest.
  b I was really _____ to see so many homeless people on the streets there!
5 a I'm _____ . Can't we go out somewhere?
  b I find her quite _____ . All she ever talks about is her children!
6 a Obviously, I'm a bit _____ that I didn't get the job.
  b I loved her last film, but to be honest I found this one quite _____ .

8 **Complete the sentences so they are true for you.**

1 I find it really annoying when people ...
2 The last time I got really bored was when ...
3 I always get really depressed when ...
4 One thing I found really disappointing was ...
5 The most shocking thing I've ever seen was ...
6 I still get quite confused about ...

9 **Work in groups. Compare your sentences and explain your ideas. Who do you have most in common with?**

IT ONLY TAKES JUAN MANN TO CHANGE THE WORLD!

In the modern world, it is not unusual for people to feel depressed or isolated. It can be hard to make **meaningful connections** with others. That was certainly how the mysterious Juan Mann ('One man') felt – until the day he decided to start giving free hugs to strangers. What started as a **desperate attempt** to change his own life subsequently transformed him into an **international star**.

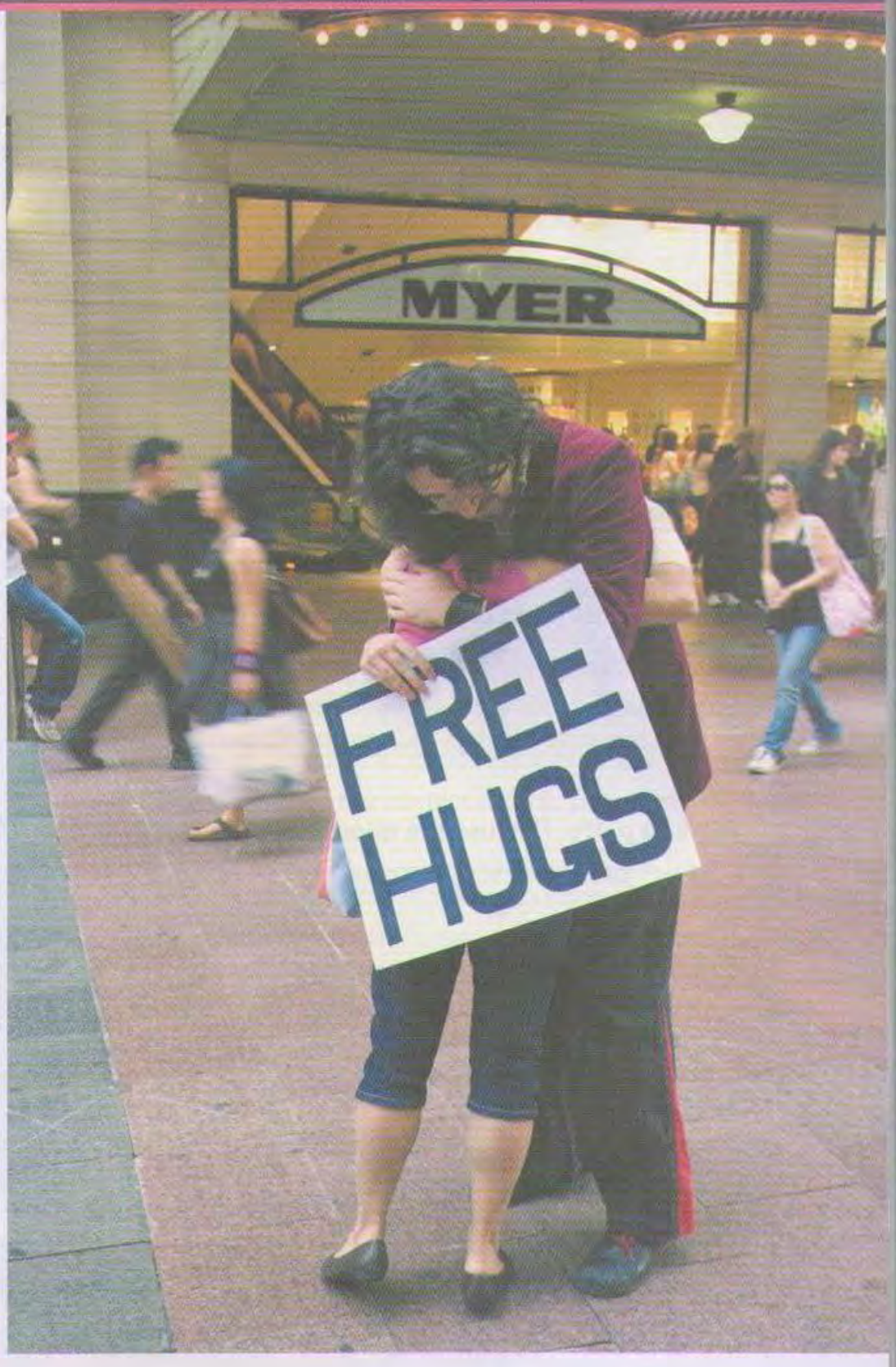
On returning to Sydney, Australia, in early 2004, after travelling in Europe, Mann (who has always kept his **true identity** secret) had a **miserable year**. His parents had divorced and he found himself lonely and unemployed. It was a depressing time as many of his friends were no longer around and his family was also elsewhere. After spending months hiding away from the world, feeling sad and sorry for himself, he decided to change his life and do something completely different.

And something different is exactly what he did! Mann went to one of Sydney's **main shopping districts** holding a cardboard sign saying 'Free Hugs' – and waited. He expected to last an hour at the most and had even asked a friend to come along to protect him. He also very deliberately left his wallet at home.

After fifteen minutes, however, a woman approached him and said that her dog had died that morning and on top of that it was the first anniversary of her daughter's death, so she could really use a hug. Mann was happy to help!

His 'Free Hugs' campaign continued quietly for a couple of years until a songwriter he knew filmed him in action. This friend then added a song by his own band Sick Puppies and posted the video on YouTube, where it has now had over 75 million hits. Mann quickly became something of a celebrity, was interviewed by legendary American chat show host Oprah Winfrey and saw Free Hugs go global, with similar groups appearing all over the world.

Mann seemed to find the success of his project funny as he had been told at school that he lacked the **social skills** to work with people in need, yet had ended up as a kind of therapist for a whole city. His explanation was that many people needed someone to listen to their problems, but were too embarrassed to call a helpline or seek counselling.



To some, the growth of the Free Hugs movement is a sign that acts of kindness are becoming more socially acceptable. In an age when nobody expects to get something for nothing and where economic competition and greed have become the norm, perhaps the movement offers a different, softer approach to life. Also, shared experiences in the real world may be more important to us now that we spend so much time in virtual online worlds.

However, the most incredible aspect of Juan Mann's story has not been the effect it has had on those he shared hugs with or even on those inspired by his story, but actually the effect it has had on himself.

IT'S SO GOOD TO SEE YOU!

SPEAKING

bump into /ˌbʌmp ˈɪntə/ (phrasal verb)
If you bump into someone you know, you unexpectedly meet them somewhere – when you have not planned to.

1 **Work in pairs. Discuss the questions.**

- Where you live, in what places do you often bump into people you know?
- What's the most surprising time you've bumped into someone? Why was it so unexpected?
- When was the last time you bumped into someone? Where was it? What did you talk about?
- Is there a famous person you would like to bump into? What would you ask them?
- Is there anyone you wouldn't want to bump into? Why?

LISTENING

2 ▶ 11 **Listen to two people, Carla and Robin, who bump into each other in the street. Are the sentences true (T), false (F) or not mentioned (N)?**

1 Carla and Robin went to school together.
2 Robin has put on a lot of weight since they last met.
3 Carla isn't working today.
4 Carla is a website designer.
5 Her work is very busy at the moment.
6 Carla lives with her boyfriend.
7 Robin has a part-time job at the moment.
8 Robin's parents are separated.
9 Carla is really into running.
10 Robin would like to run a marathon.

3 ▶ 11 **Listen again and complete the sentences with two words in each space. Contractions count as one word.**

1 Sorry. I just _____ you. You look so different.
2 I do sales _____ for a film company.
3 That's amazing. I'm really _____ you.
4 I'm working really _____ .
5 I'm learning a lot and the money's not bad either, so I _____ .
6 OK. And are you still living _____ ?
7 She still talks about you from time _____ .
8 That's my idea _____ !

4 **Work in pairs. Discuss the questions.**

- Have you ever failed to recognise someone you knew? Why?
- Would you like to work in sales and marketing? Why? / Why not?
- Do you know anyone who's getting married sometime soon?
- Do you know anyone who is out of work at the moment?
- Do you know anyone who trains regularly? What for?
- What's your idea of hell?

GRAMMAR

Present simple and present continuous

The present simple uses the infinitive form of the verb (without *to*). The third person form adds an *-s*.

*I **work** in sales and marketing.*

The present continuous uses a form of the auxiliary verb *be* and the *-ing* form of the verb.

*We're **setting** up a new website at the moment.*

5 **Look at these sentences from the conversation. Answer the questions below.**

a *We're **getting** married in the summer.*
b *She's **staying** with her brother on the coast.*
c *I **train** on Saturdays.*

1 Which sentence is about a habit or a regular repeated activity?
2 Which sentence is about a temporary, unfinished activity?
3 Which sentence is about something in the future that is already arranged with other people?
4 Do you know what the connection is between these verbs?

agree	believe	belong	disagree	forget
like	need	own	seem	want

G Check your ideas on page 167 and do Exercise 1.

6 **Put the words in italics into either the present simple or the present continuous. Use contractions where possible.**

1 A: How *your course* / *go*? Are you still enjoying it?
B: Yeah, although *I* / *find* / it a lot harder than before.

2 A: Are you busy this weekend? *you* / *want* / *go out* / somewhere?
B: *I* / *work* / Saturday mornings, but I'm free in the afternoon.

3 A: What's your sister doing these days? *she* / *still* / *study*?
B: Yeah. She graduated last year, but now *she* / *do* / a Master's.

4 A: *I* / *need* / a coat? Is it still raining outside?
B: Yeah, *it* / *pour* / down.

5 A: *you* / *have* / any plans for tonight?
B: Yeah. *I* / *meet* / an old friend of mine for dinner, actually.

6 A: What's the matter with him? Why *he* / *shout* / at everyone like that?
B: I don't know. He's just in a bad mood. *he* / *get* / like this sometimes.

PRONUNCIATION

7 ▶ 12 **Listen to the present continuous sentences in Exercise 6 – first said slowly and then faster. Notice the contractions and the weak forms of the verb *be*.**

8 **Work in pairs. Practise reading out the exchanges in Exercise 6. How quickly can you say them?**

If you say you can't or don't want to do something, it's polite to give a reason. The reason will often use the present simple or present continuous. Look at this extract from the conversation:

R: *What are you doing this Saturday? Do you want to meet for lunch or something?*

C: *Oh, I'd love to, but I* ***train*** *on Saturdays. I* ***'m doing*** *the marathon next month.*

9 **Write reasons to explain why you can't or don't want to do the things below. Use the present simple or present continuous.**

1 A: Do you think you could help me move this table?
B: No, sorry but I can't. _____

2 A: We're going out for dinner later. Would you like to join us?
B: Oh, I'd love to, but I can't. _____

3 A: Can I just use your computer for a few minutes?
B: No, sorry. _____

4 A: Can you turn this music off? It's driving me mad.
B: No, leave it on. _____

5 A: Would you like to go out with me on Friday?
B: Oh, it's nice of you to ask, but I can't. Sorry.
_____

10 **Work in pairs. Take turns reading out the questions in Exercise 9. Say your responses and continue each conversation for as long as you can.**

G For further practice, see Exercise 2 on page 168.

SPEAKING

11 **Work in pairs. You are going to roleplay a conversation between two old friends who bump into each other in the street.**

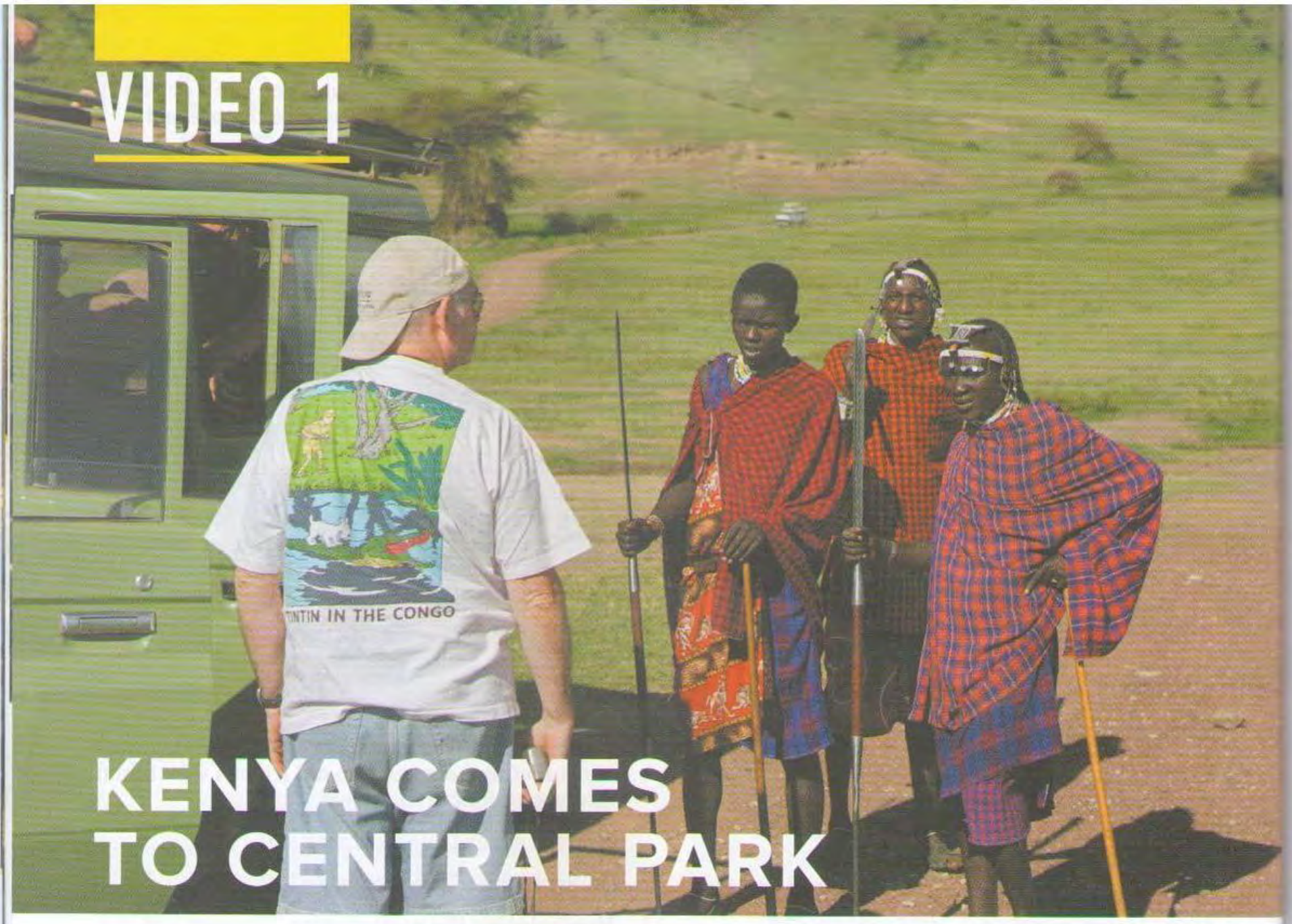
Student A: read File 3 on page 188.

Student B: read File 7 on page 189.

12 **Now roleplay the conversation. Use some of the language below.**

- I haven't seen you for ages.
- How have you been?
- It's so good to see you.
- So what are you doing here?
- So what are doing these days?
- How's your family?
- Anyway, listen. I'm actually in a bit of a rush.
- We must meet again sometime.

VIDEO 1



KENYA COMES TO CENTRAL PARK

1 **Work in pairs. Look at the photo and imagine you met these people.**

- What might you say to them? What questions would you ask?
- What things do you think you might have in common with them?

2 **3 Watch the first part of a video about two men like those in the photo (0.00–1.28). Find out:**

1 why they are running in the park.
2 where they are from.
3 what they have in common with the man they talk to.

3 **The words and phrases below all appear in the second part of the video. Work in pairs. Check you understand them, then discuss what you think might happen in the second part of the video.**

1 East Africa
2 The Bronx
3 some issues
4 sheets and blankets
5 leopards
6 sticks
7 elephant dung
8 the rest of my life

4 **3 Watch the second part of the video where the two men meet someone called Jimmy (1.29–4.51). Find out why the words and phrases in Exercise 3 are used. Then compare your ideas with your partner.**

5 **Work in groups. Discuss the questions.**

- What do you think of what happens in the video?
- Why do you think Jimmy sleeps in the park?
- Would you find it easy to start conversations like this in a park? Why? / Why not?
- Have you ever made a fire? Where? How?
- How well would you survive living outside? Why?
- Tell your group about one experience that will stay with you for the rest of your life.

UNDERSTANDING FAST SPEECH

6 **4 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.**

You know YEAH / we GOTta hang OUT someTIME / you KNOW // You KNOW you VISit HERE / any time you HERE you VISit US / and any TIME we're over THERE / we COME VISit YOU

7 **Now you have a go! Practise saying the extract at natural pace.**

REVIEW 1

GRAMMAR

1 Complete the text with one word in each space. Contractions count as one word.

Have I ever told you how my parents met? I don't think I [1]_____ . Well, they met in the middle of nowhere in Peru. My dad [2]_____ walking on his own to the lost city of Machu Picchu. He was very fit at the time, but found he was [3]_____ slower and slower and then he stopped and was really sick. Apparently, it [4]_____ caused by being so high up in the mountains. Eventually, he got to a little village to ask for help, which was a bit difficult as he [5]_____ speak much Spanish. Fortunately, there was another group who [6]_____ just visited Machu Picchu and were on their way back to the nearest city, Cuzco. My mum was in that group. She had [7]_____ Spanish at university, so she translated for him. She told me that [8]_____ she first saw him, she was really shocked because he looked [9]_____ if he was dying! Fortunately, he [10]_____ ! My dad recovered and they fell in love. And that's why they [11]_____ going back to Machu Picchu later this year to celebrate their 25th wedding anniversary. My dad still [12]_____ been there!

2 Make two questions from each group of words (1–6).

1 Where / What / does / are / that / you / based / involve

2 Have / Are / you / you / working / been / here before / at the moment

3 Where / When / does / was / she / she / live / born

4 Did / Has / you / she / go out / seen / it / last night

5 What / How / kind of music / often / do / are / you / you / into / do that

6 How many / How long / have / brothers and sisters / do / you / you / been / have / doing that

3 Choose the correct option.

1 What do you do when *you're not* / *you don't* working?

2 Are you OK? You *look* / *look like* a bit confused.

3 Sorry, I can't speak to you now. *I do* / *I'm doing* something.

4 Why don't you come round on Friday? We *have* / *are having* a barbecue for my birthday.

5 We couldn't get back into the house because I *left* / *had left* my key inside.

6 Is Hasan OK? He *sounded* / *sounded like* he was getting a cold.

7 It was stupid. I *was trying* / *had tried* to carry too many things and in the end I dropped everything.

8 I asked them to turn their music down because I *was studying* / *studied*.

9 He said he can't come on Friday because he *has* / *is having* too much work.

10 We *met* / *were meeting* some clients when we *heard* / *was hearing* the news.

4 ▶ 13 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

1 express	a hands / her head
2 shake	b myself understood / a mess
3 pick it up	c frustrated / the most from the class
4 hold	d myself clearly / his feelings
5 get	e as you go along / slowly
6 make	f hands / a conversation
7 find it	g the language / the basics first
8 master	h difficult to believe / annoying

7 Decide if these words and phrases are connected to relationships, language or feelings.

accent	fluent	mood	get by
only child	furious	accurate	twin
down	single	separated	upset

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 I didn't expect it to be very good, so I was _____ surprised. (pleasant)

2 I struggled with German at school because I just found the grammar so _____ . (confuse)

3 We were quite _____ with the results of the research. (disappoint)

4 Did you see the news yesterday? It was quite _____ , wasn't it? (shock)

5 I think it's easier to remember words if you can make a meaningful _____ to your own language. (connect)

6 Apparently, he can speak six languages _____ . (fluent)

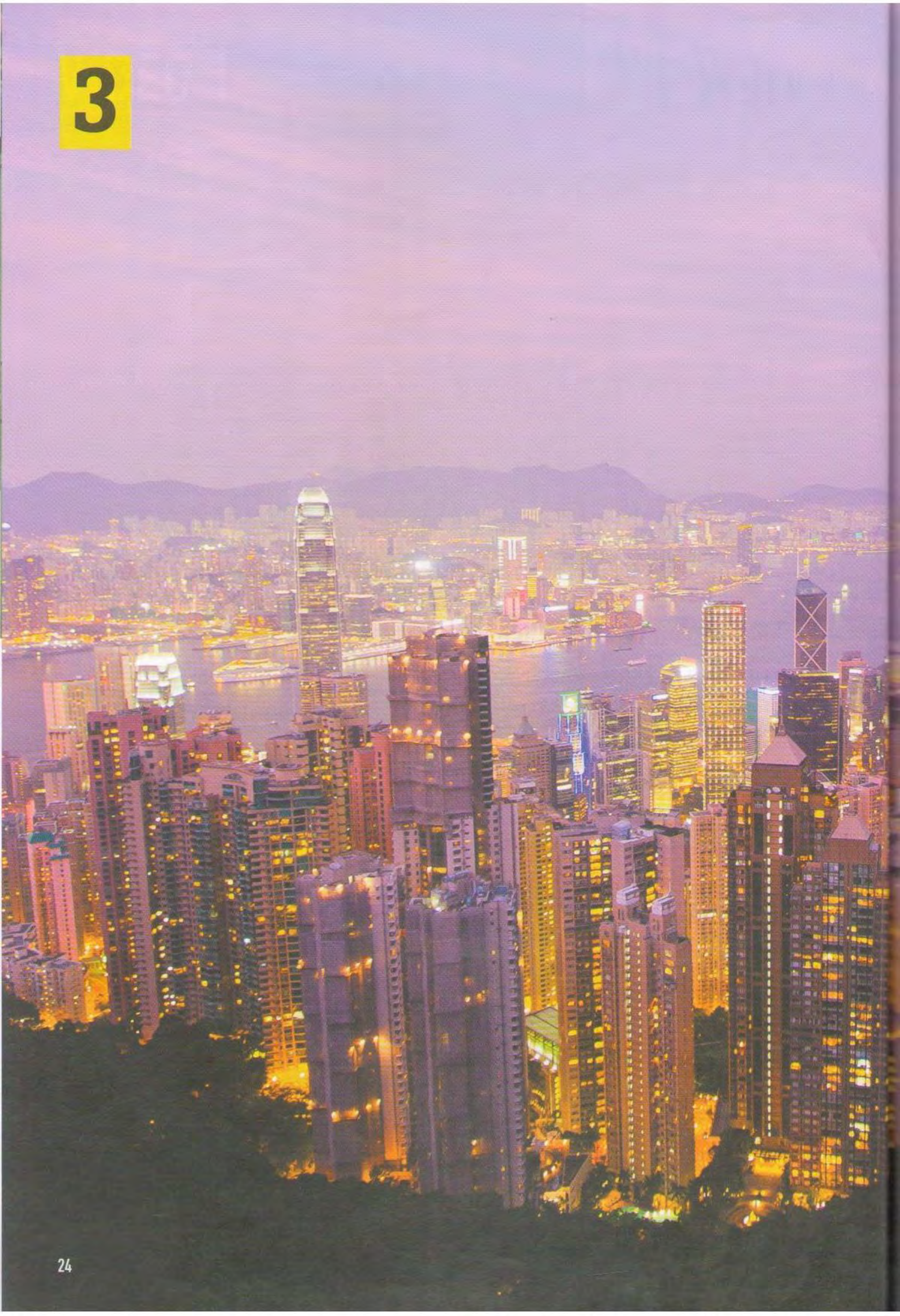
7 Meeting her again after all these years, I had a _____ of emotions. (mix)

8 My flight was overnight and I didn't sleep at all, so I'm _____ . (exhaust)

9 Complete the extract from an email with one word in each space. The first letters are given.

By the way, did I tell you I [1]bu_____ into Brian in town the other day? It was a bit [2]em_____ actually because I didn't [3]re_____ him at first as he's grown this huge beard. I was walking along and this guy came [4]u_____ t_____ me and he looked as if he was about to hit me and I actually screamed. Then he said his name and of course I just laughed with [5]re_____ and I gave him a big [6]h_____ . We were in the [7]mi_____ of the supermarket so we got quite a few strange looks. He's actually doing really well. You know he was working as a civil [8]s_____ ? Well he left that job last year and he's gone back to university. He's studying [9]Me_____ . His brother was ill for a while and Brian did some [10]re_____ into his illness as a way to support him and now he wants to do more. I think he was also a bit [11]f_____ u_____ of his old job and he'll have far more [12]op_____ when he gets his degree. It really was great to see him.

3



TIME OFF

IN THIS UNIT YOU LEARN HOW TO:

- describe places and explain where they are
- give and respond to suggestions
- discuss future plans
- talk about the weather
- recognise and reuse useful chunks of language
- ask and talk about holiday experiences

SPEAKING

1 **Work in groups. Look at the photo and discuss the questions.**

- Would you like to go to a place like this for a holiday? Why? / Why not?
- What's the best place to get a view where you live? What can you see from there?
- What's the highest building or place you have been up? How was it? When did you go there?

CAN YOU RECOMMEND ANYWHERE?

VOCABULARY Places of interest

1 **Complete the sentences with these words. Then check you understand the words and phrases in bold.**

gallery	ruins	walls	old town	lake
nightlife	palace	mosque	stalls	theme park

1 There's a _____ about a mile out of town, where you can **hire a boat** and **go fishing**.
2 There's an old **castle** above the city. You can walk along the _____ and go to the top of the **tower**.
3 There's a **street market** in the east of the city with _____ selling everything from **antiques** to apples.
4 There's an old **royal** _____ down by the river. It reopened recently **after being restored**.
5 There's a really fun _____ further along the coast. They've got some **great rides** there.
6 The main _____ is in the old Jewish **district**. There are lots of bars and restaurants there and it's always very **lively**.
7 There are Roman _____ all over this part of the country. They **discovered** some near here recently.
8 There's a beautiful _____ near here. You'll hear the **call to prayer** in the morning.
9 They built a new **modern art** _____ recently. It's an amazing building. It was **designed** by a famous Brazilian **architect**.
10 Most of the _____ was built in **the 17th century**, but there's a famous church which is **medieval**.

2 **Work in pairs. Think of a word or phrase connected to each of the words in the box in Exercise 1. Use a dictionary to help you.**

gallery – exhibition *lake – go for a swim*

3 **Complete the phrases with prepositions from Exercise 1.**

1 It's about ten miles / sixty kilometres / an hour _____ of town.
2 You can walk _____ the walls / the river / the beach.
3 It's _____ the east of the city / the financial district / the old town.
4 It's _____ by the river / the beach / the lake.
5 It's further _____ the coast / the river / the canal.
6 You find them all _____ this part of the country / this area / the city.

PRONUNCIATION

4 ▶ 14 **Listen to some of the phrases in Exercise 3 said slowly. Notice how consonant sounds link to vowel sounds.**

5 ▶ 14 **Listen again and practise saying the phrases in the same slow way. Then practise saying them as quickly as you can.**

6 **Think of a tourist destination you know well. Spend a few minutes preparing a short presentation about the place and what you can see and do there. Try to use some of the vocabulary from Exercises 1–3. Then work in groups and give your presentations to each other.**

LISTENING

7 **Look at the places to visit in and around Kraków, Poland's top tourist destination. Work in pairs. Decide which places you would go to and why.**

KRAKÓW
PLACES TO VISIT

RYNEK GŁÓWNY
A huge medieval square in the centre of the old town where there is a market with some great stalls.

ULICA JÓZEFA
This street is full of shops selling products by Poland's top designers.

MOCAK
Kraków's modern art gallery, designed by the Italian architect Claudio Nardi.

ST. MARY'S CHURCH
The city's most important church, built in the sixteenth century.

KAZIMIERZ
The old Jewish district, now a lively area with excellent nightlife.

NOWA HUTA
The industrial and housing district built in the 1950s during the communist time.

CIEN
The best club in town. Tues–Sat from 10 till the last guest leaves.

NEAR KRAKÓW
Half-day tour to Wieliczka Salt Mine. Go down and see the amazing underground world of these ancient mines.

FULL-DAY TOUR TO THE TATRAS MOUNTAINS
Enjoy a day's walking in this beautiful location.

FULL-DAY TOUR TO AUSCHWITZ-BIRKENAU MUSEUM
Auschwitz-Birkenau was a Nazi concentration camp during World War II.

8 ▶ 15 **Listen to a conversation between a tourist and a hotel receptionist in Kraków. Which of the places in Kraków are mentioned? What does the tourist decide to do? Work in pairs and compare your ideas.**

9 ▶ 15 **Complete the sentences with one word in each space. Then listen again and check your answers.**

1 Hello there. I _____ if you can help me.
2 I'm _____ of going sightseeing today.
3 Can you _____ anywhere good to go?
4 It depends on _____ you like.
5 I'm not really a big _____ of churches, to be honest.
6 Well, in that case, you _____ try Kazimierz.
7 How _____ a guided tour of Nowa Huta?
8 I can call and _____ a _____ for you, if you want.

DEVELOPING CONVERSATIONS

Giving and responding to suggestions

10 **Put the two conversations into the correct order. The first one is done for you.**

Conversation 1

a **Well, you could try** Oxford Street. There are lots of big department stores there.
b Oh, OK. Well, **in that case, how about** Portobello Road? It's a big street market. You can find lots of bargains there.
c **To be honest, I'm not really a big fan of** department stores.
d **Oh, that sounds great. I love that kind of thing.** Is it easy to get to?
e **I'm thinking of** doing some shopping today. **Can you recommend anywhere?** *1*
f Yes, very. I'll show you on the map.

Conversation 2

g Right. **I'm not really into** museums, to be honest.
h Well, you could try the local museum. That's quite close to here. They've got lots of interesting things in there.
i No, it's quite cheap. It should only be about $10.
j I'm thinking of doing some sightseeing today. Can you recommend anywhere?
k Oh, **that sounds better**. Are they expensive to get into?
l That's OK. In that case, **how about going to** the Roman ruins down by the lake? There are also some nice cafés and you can swim there.

11 ▶ 16 **Listen and check your answers. Then work in pairs and practise reading the conversations.**

CONVERSATION PRACTICE

12 **Make a list of places in your town / area that you think are good for visitors to go to.**

13 **Work in pairs. You are going to roleplay a conversation between a tourist and a hotel receptionist in the place where you live.**

Student A: you are the tourist. You are thinking of going sightseeing. Ask for recommendations. Reject some before deciding on one.

Student B: you are the hotel receptionist. Suggest some different places to the tourist. Explain why they are good.

14 **Now roleplay the conversation. Try to use some of the phrases in bold from Exercise 10. When you have finished, change roles and have another conversation.**

5 To watch the video and do the activities, see the DVD ROM.

MY KIND OF HOLIDAY

LISTENING

1 Work in pairs. Look at the photos and the descriptions of people and holidays. What do you know about the places in the photos? Which people do you think go with which holiday? Explain your decisions.

2 ▶ 17 Listen to three people talking about their holiday plans for this year and answer the questions.

1 Which of the people in the photos are talking?

2 Where is each person having their holiday?

3 What other places do they mention?

3 ▶ 17 Decide which of the following things are important for each speaker (1–3) when planning their holiday. There is one you do not need. Then listen again and check your ideas.

a nice accommodation

b evening entertainment and nightlife

c guaranteed good weather

d sights and history

e meeting local people

f mountains or beautiful countryside

g good food

h peace and quiet

i extra activities (e.g. tennis, sailing, diving, climbing)

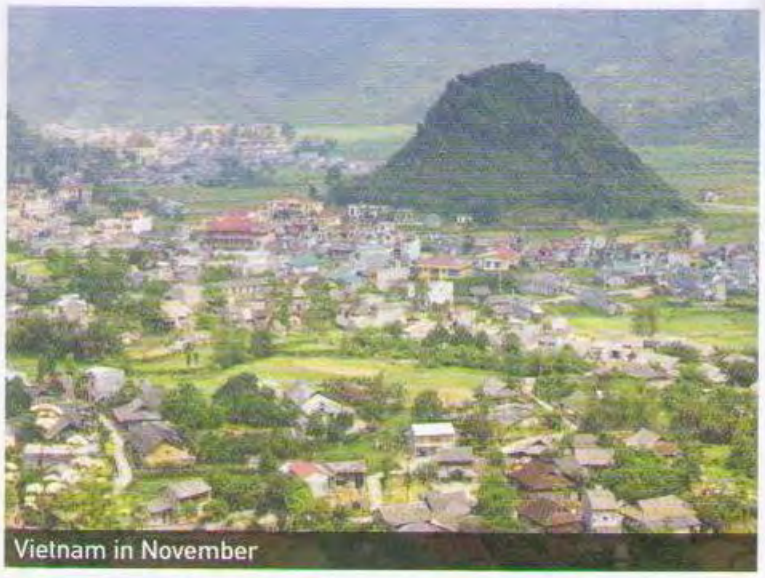
SPEAKING

4 When choosing a holiday, what is most important for you? Rank the things in Exercise 3 from 1 (= most important) to 9 (= least important). Make some notes to explain why.

5 Work in groups and compare your choices. Who in your group would make the best partners to go on holiday with? Where might you go and what might you do?

WENDY, 45

A British teacher with teenage kids.



Vietnam in November

WALEED, 19

A Saudi student with parents and sisters.

Florida, USA in August

LIAN, 61

A retired Chinese civil servant with husband.

London, UK in August

ALAIN, 27

A French waiter on his own.

Oman in July

GRAMMAR

Future plans

When we talk about plans in the future, we can use a variety of forms: *will*; *be going to*; the present continuous; *have to*; *may / might*; *be thinking of*.

6 **Look at these sentences from the listening. Answer the questions below.**

a *We **'re staying** in a five-star hotel, of course.*

b *So we **'ll probably hire** a car to do off-road.*

c *I **have to work** long hours in July and August.*

d *When the season ends, I **might take** a short holiday.*

e *I **'m going to travel** round Vietnam later in the year.*

f *So we **'re thinking of going** to a show or two.*

1 Which three sentences show plans that are definite – already decided or arranged?

2 Which three sentences show plans which are less certain?

3 Which sentence shows a plan which is an obligation?

4 Do you know two questions we often use to ask about future plans?

5 What are the negative forms of each of the structures in a–f?

Check your ideas on page 168 and do Exercise 1.

7 **Complete the conversations with one word in each space. Contractions count as one word.**

A: [1]_____ you going away in the summer?

B: Probably, but we're [2]_____ to leave it till the last minute to book and try to get a cheap package deal to Greece, or somewhere like that. What about you?

A: Nowhere special. We [3]_____ probably just go to my parents' in Scotland. I suppose we [4]_____ possibly go camping along the coast. We'll see how things go.

B: That sounds nice. What's the weather usually like up there at this time of year?

C: Do you have any [5]_____ for the weekend?

D: Well, I have an exam next week so I [6]_____ to do some revision, but I'm [7]_____ a friend on Sunday morning to go to the Mocak gallery. We [8]_____ go for lunch too. It depends how much work I do on Saturday. Why? What about you?

C: Well, I'm [9]_____ of maybe going to the cinema on Saturday night and thought you might like to go, but maybe you [10]_____ be too busy.

D: No. I can work during the day, but then I probably [11]_____ want to work in the evening. What are you [12]_____ of seeing?

C: I haven't decided. Let's have a look now and see what's on.

8 **Work in pairs. Discuss the questions.**

- Are you going away in the summer?
- Do you have any plans for the weekend?
- What are you doing after the class?
- Are you going to do anything for your birthday?
- Are you going to continue studying English after this course?
- What are you going to do after you leave school / graduate?
- Do you have any plans to change jobs?

For further practice, see Exercise 2 on page 168.

VOCABULARY Weather

When we want to know about weather in the future, we usually ask one of these questions:

***What's the forecast for** tomorrow / the weekend?*

***What's the weather going to be like** this afternoon / when you're there?*

To talk about predictions we're sure of, we use *will* or *be going to*. To show we're less certain, we use *it'll probably* or *it may / might*.

*They said ~~it's raining~~ **it'll probably** rain this afternoon but **it might** clear up by this evening.*

9 **Match the two parts of the sentences.**

1 They said it'll be **hot and humid** during the day, and so

2 They said it's going to be **really windy**, so

3 Apparently, it's going to be **really sunny**, so

4 They said it'll be **freezing** and

5 They said it's going to be **boiling hot** all week and

6 Apparently, it's going to **pour down** tomorrow, so

7 They said it'll be generally **quite warm** during the day, but

8 The same as today: **grey and miserable**, but

a it might **drop to minus** 10°.

b on Tuesday it might **reach** 36°. I hate the heat!

c there might possibly be **a storm** this evening.

d we should take down the parasol or it'll blow away.

e I'll probably stay at home and keep out of the rain!

f I might even get a suntan!

g they said it might **clear up** next week!

h it might get a bit **chilly** at night.

10 **Work in pairs. Discuss the questions.**

- Do you know what the forecast is for tomorrow / the weekend / next week?
- Are there any bad times to visit where you live because of the weather? Why? When is the best time to visit?
- What's the coldest it gets in your country? What's the hottest?
- How many of the different kinds of weather in Exercise 9 have you had in the last year?

A COMPLETE DISASTER

STRANGE WORLD

LUCY CLEGG

Is disaster tourism such a total disaster?

For most of us, if we describe a holiday as a disaster, it might mean we got robbed, were stuck indoors as it poured with rain outside, or experienced any number of other things that could spoil our two weeks of relaxation. We generally want to avoid these things. So you might be surprised to learn that there are now companies that actually organise 'disaster experiences' for people looking for adventure in their time off. You can travel to look for a storm – the kind that might blow your house down, not just blow your hat off. Or perhaps you might like to visit a war zone? Visas, travel and accommodation can all be arranged and personal protection can be provided at a cost of anything up to $20,000. How about visiting Chernobyl, the nuclear power plant that exploded in 1986? There is even a company that organises a realistic simulation of a plane crash 'including a smoke-filled cabin.' According to their website, this could provide an excellent day out for employees as a company team-building experience, because 'disasters bring people closer together!' Are they serious? Don't we have enough stress at work without having to pretend we're all going to die!

READING

1 **Work in groups. Think of:**

- four things that could be described as a disaster.
- four things that could spoil a holiday.

Then discuss whether you have experienced or heard of any of the things. Explain what happened in as much detail as you can.

2 **Read the first paragraph of an article about disaster tourism above. Answer the questions.**

1 What examples of disaster tourism and disaster experiences are given?

2 What does the author seem to think of disaster tourism?

3 What do you think of it? Would you want to try any of the holidays / days out mentioned?

3 **Work in pairs. Look at the four photos in this lesson and discuss the questions.**

1 Do you know what countries they are in or why they are famous?

2 How might they be connected to disaster tourism?

Then read the rest of the article in File 2 on page 187 and check your ideas.

4 **Read the article again. Find:**

1 why the website 'Selfies at serious places' is mentioned.

2 two reasons why the author visits places with bloody histories.

3 the aims of the company Political Tours.

4 two benefits of disaster tourism that James Wilcox mentions.

5 how the author ends up feeling about disaster tourism – and why.

5 **Work in groups. Discuss the questions.**

- Can you think of other places that tourists visit which have a connection to disasters and death? Would you like to visit them?
- What other benefits of disaster tourism might there be?
- Are there any problems with disaster tourism that the author hasn't mentioned?
- Do you think there are times when / places where you shouldn't take photos or selfies? Why?

UNDERSTANDING VOCABULARY

Useful chunks in texts

A chunk is a group of words that often go together. The words may all be next to each other in a sentence, or they may be spread out across a sentence with other words between the different parts of the chunk. Noticing chunks and thinking about how to use them to express your own ideas is important if you want to get better in a language. We often reuse chunks, but change the words around them.

You might be surprised to learn that there are *now companies that actually organise 'disaster experiences.'*

You might be surprised to learn that there are *more pyramids in Mexico than Egypt.*

6 **Work in pairs and look at the chunks below. How much can you remember about what the writer said using these chunks? Then look at the article and check your ideas.**

1 ... my initial reaction when I first ... was to ...

2 I told myself that there's no way ...

3 ... which commemorates the people who died ...

4 ... which was completely destroyed by ...

5 ... looking at ... now, I am wondering ...

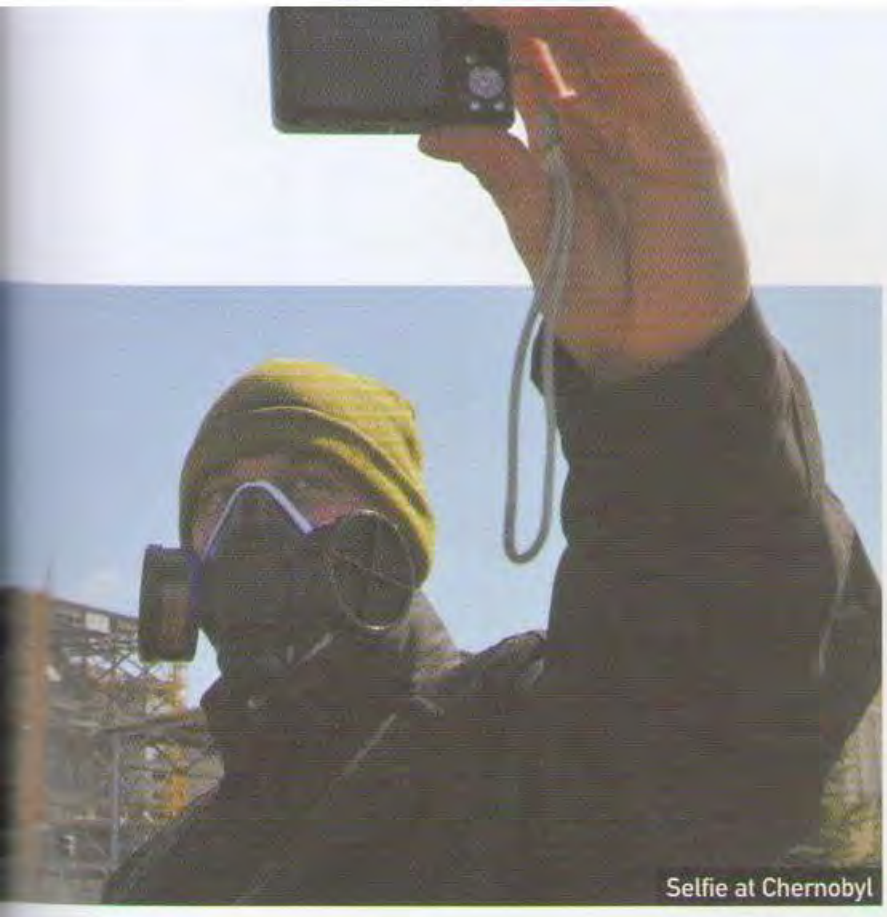
6 ... have a lot to offer.

7 ... willing to take the risk and ...

7 **Write your own sentences using the chunks in Exercise 6. Try to make the sentences true.**

My initial reaction when I first *saw the mess in the house after the party* ***was to*** *scream!*

8 **Work in groups. Compare your sentences and explain as much about them as you can. Who has the best example for each chunk?**


Selfie at Chernobyl

GRAMMAR Present perfect simple

9 Look at this extract from the article. Answer the questions below.

*I **have been** to the peace park in Hiroshima, which **commemorates** the people who **died** from the first nuclear bomb. I**'ve visited** many castles like the Tower of London where people **were executed**. Last year I **went** to Pompeii, the ancient ruins of a city which **was** completely **destroyed** by a volcano in the first century. While there, I **took** a photo of the 2,000-year-old dead person.*

1 Which verbs are in the present perfect simple?

2 Do you know how to make the present perfect examples into questions and negatives?

3 Which of these statements are true?

a The present perfect is often used to introduce experiences connected to a present discussion.

b When we use the present perfect, we make clear the time of the experience.

c The details of the experience are usually in the past simple.

G Check your ideas on page 169 and do Exercise 1.

10 Read the Grammar box and answer the questions below.

When someone asks us a present perfect question, we usually give information or opinions about our experiences – or we ask questions. Note that we often answer using tenses other than the present perfect.

1 Why might someone ask this question?
Have you been to the theme park along the coast?

2 Which of these answers do you think help to develop the conversation? Why?

a *Yes, I have.*
b *Yeah. It's great.*
c *No, I haven't. Why?*
d *No.*
e *Yeah, I went there last year.*

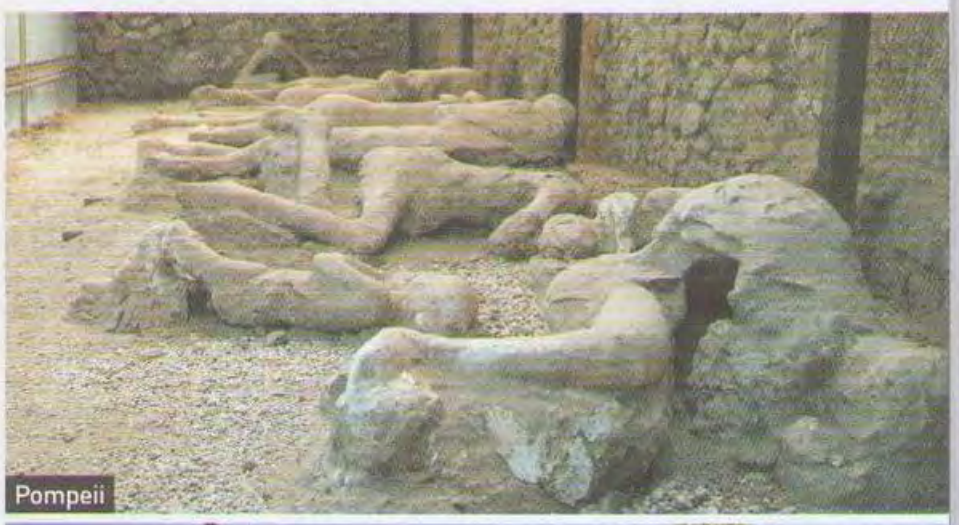
11 Complete these answers to the question *Have you (ever) been to X?* with *Yes* or *No (never)*.

1 _____. What's it like?
2 _____, but it's supposed to be amazing.
3 _____. Several times.
4 _____, but I might actually go at the weekend.
5 _____. I've never really fancied it.
6 _____. I'd love to, though.
7 _____. It's great. You should go.
8 _____. I spent a week there last year.
9 _____. I'm going this summer, though.
10 _____. Have you? I've heard it's quite nice.

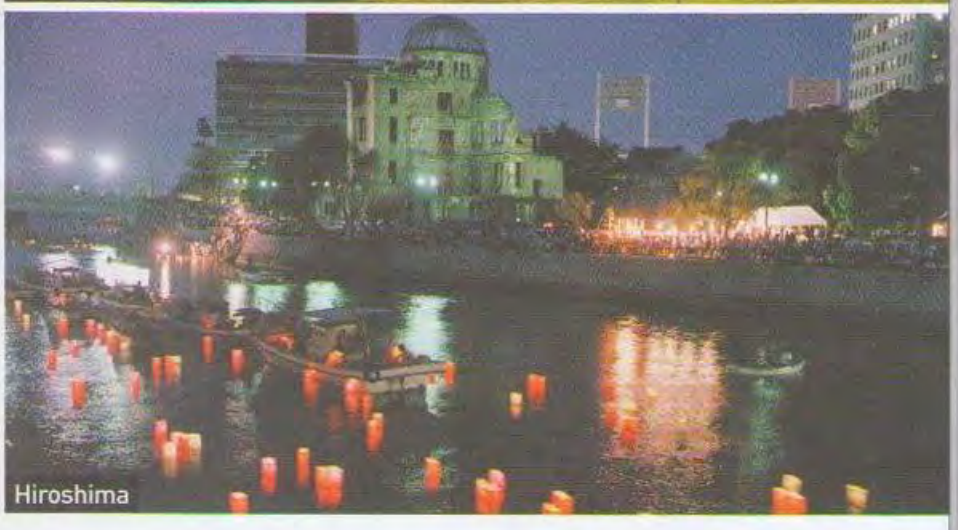
G For further practice, see Exercise 2 on page 169.

12 Write five questions starting with *Have you (ever) been to …?* Ask about places you know and want to compare experiences of – or places you're thinking of going to and want opinions of.

13 Talk to some other students. Ask your questions and answer other students' questions. Give as many details as you can.

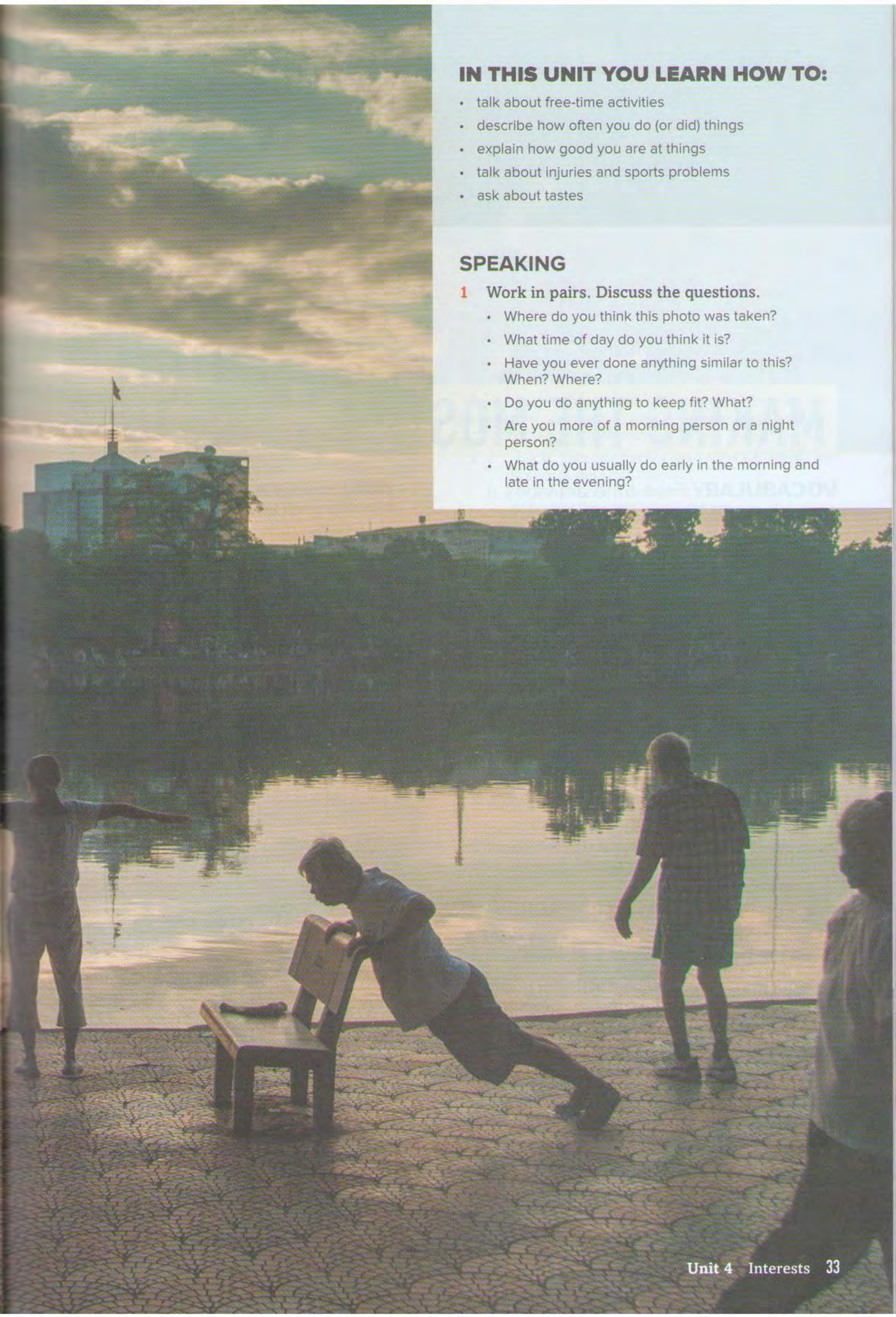

Pompeii

The Tower of London


Hiroshima

4

INTERESTS



IN THIS UNIT YOU LEARN HOW TO:

- talk about free-time activities
- describe how often you do (or did) things
- explain how good you are at things
- talk about injuries and sports problems
- ask about tastes

SPEAKING

1 **Work in pairs. Discuss the questions.**

- Where do you think this photo was taken?
- What time of day do you think it is?
- Have you ever done anything similar to this? When? Where?
- Do you do anything to keep fit? What?
- Are you more of a morning person or a night person?
- What do you usually do early in the morning and late in the evening?

MAKING THE MOST OF YOUR TIME

VOCABULARY Free-time activities

1 **Match each sentence beginning (1–6) with the two most likely endings (a–l).**

1 I went
2 I went to
3 I went for
4 I just stayed in and
5 I had
6 I did

a a run round the block this morning.
b took it easy.
c climbing in the mountains last weekend.
d sailing on a big lake near my house.
e the theatre and saw an amazing play.
f a drive to the beach with my girlfriend on Friday.
g a friend's place for dinner last night.
h a Russian lesson last night.
i some baking for my sister's birthday party.
j played cards with some friends until about two in the morning.
k an early night last night.
l a bit of exercise before breakfast.

2 **Work in pairs. Think of one more way to finish each sentence beginning from Exercise 1.**

3 **Work in groups. Talk about activities in Exercise 1 that you:**

1 have done recently.
2 only do occasionally.
3 don't really like doing.
4 have never done.

LISTENING

4 ▶ 18 **Listen to three conversations. Answer the questions.**

1 Which free-time activities from Exercise 1 do they talk about?
2 How often do Brenda, Domi and Frank do these activities?

5 ▶ 18 **Listen again. Are the sentences true (T) or false (F)?**

Conversation 1

1 Both speakers have seen the play.
2 One speaker goes to the theatre a lot more often than the other.

Conversation 2

3 The weather wasn't very good at the weekend.
4 Domi went sailing more in the past than now.

Conversation 3

5 Frank had a late night last night.
6 Frank's father doesn't like playing cards.

GRAMMAR

Habit and frequency

To talk about present habits, we use the present simple.

To talk about past habits, we use the past simple or *used to* + infinitive (without *to*).

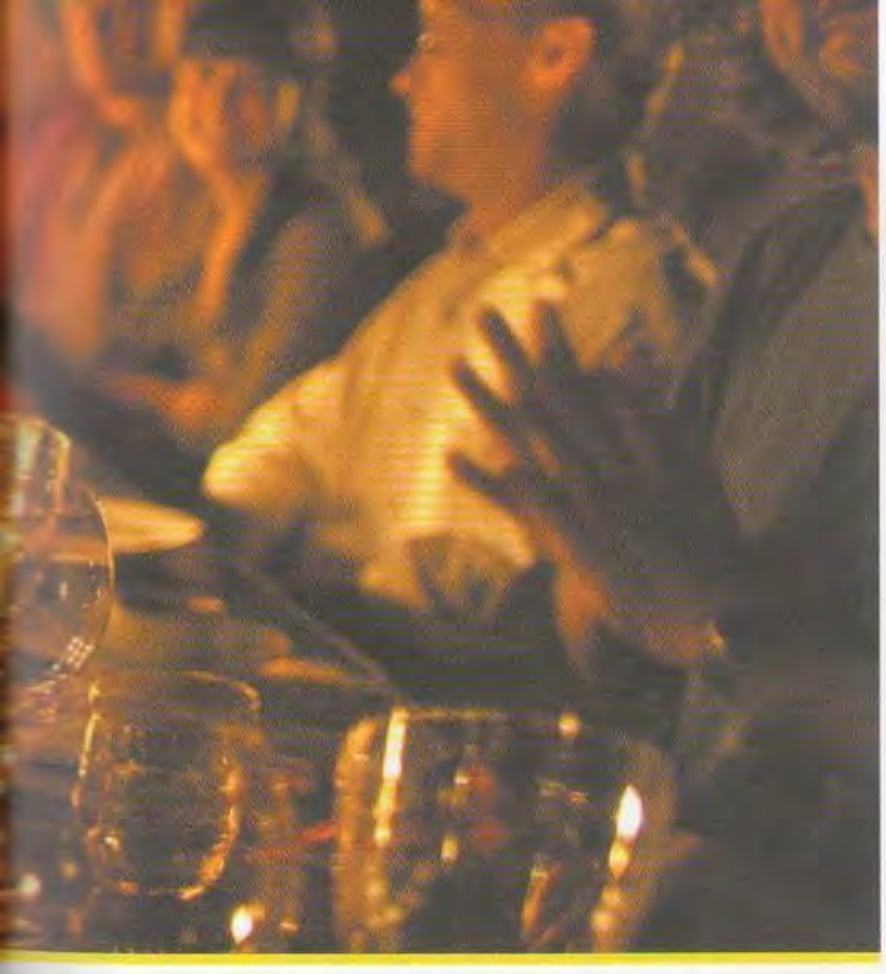
We use these structures with a range of different frequency phrases.

6 ▶ 19 **Work in pairs. Try to remember the missing words from the conversations. Listen and check your ideas.**

1 A: So [1]_____ you go to the theatre a [2]_____, then?
B: Yeah, [3]_____ a lot, I guess. Maybe two or three times [4]_____ month.

2 C: I didn't know you sailed. How [5]_____ do you do that?
D: Not as much as I [6]_____ to, to be honest. When I was living in Brittany, I [7]_____ all the time, but I [8]_____ often get the chance now.

3 E: Do you [9]_____ play poker?
F: Yeah, quite [10]_____, actually.



7 **Underline all the frequency phrases in Exercise 6. Then work in pairs and answer the questions.**

1 Which frequency phrase compares now with the past?

2 Which frequency phrases mean the same thing?

3 Do you know any other frequency phrases you could use to answer the questions in Exercise 6?

G Check your ideas on page 169 and do Exercise 1.

8 **Complete the frequency phrases with these words.**

all	every	hardly	quite
that	used	whenever	would

1 A: Do you go swimming a lot?
B: Yeah, **nearly** _____ **day**, unless I'm really busy.

2 A: Do you eat out a lot?
B: **Not as much as we** _____ **to**. Before we were married, we went out all the time.

3 A: So do you read much?
B: Yeah, _____ **the time** – at least a book a week.

4 A: Do you go to the cinema much?
B: Yeah, _____ **a lot**. I probably go once every two weeks.

5 A: How often do you play games on the computer?
B: **Not** _____ **often, actually**. I don't have time.

6 A: So how often do you go to the gym?
B: _____ **ever** now, to be honest. Today was the first time in ages. I used to go more often.

7 A: Do you ever try to read in English?
B: Yeah, _____ **I get the chance**. It's hard to find time, though. Work's so busy.

8 A: Do you ever watch your favourite team play?
B: Yeah, but **not as much as I** _____ **like to**. I only went four times last season.

PRONUNCIATION

9 20 **Listen to the questions in Exercise 8. Practise saying the questions as quickly as you can.**

10 **Work in groups. Use the questions from Exercise 8 to ask each other about habits. Use frequency phrases to give true answers.**

G For further practice, see Exercise 2 on page 170.

DEVELOPING CONVERSATIONS

Are you any good?

We usually use a short phrase to answer the question *Are you any good?* We then explain the phrase in more detail.

A: *I play cards sometimes too. Are you any good?*

B: ***Yeah, I'm OK.*** *I mean, I'm not a professional or anything, but I enjoy it.*

11 **Choose the correct option.**

1 a *No, I'm useless. / I'm OK.* I can't even boil an egg.
b *Yeah, quite good. / No, not really.* I do good soups and I bake quite a lot as well.

2 a *I'm OK. / No, not really.* I used to be OK when I was at school, but I lost interest.
b *No, I'm useless. / Yeah, quite good.* I usually hit the ball out of the court or into the net.

3 a *Yeah, quite good. / No, not really.* Most people seem to trust me.
b *I'm OK. / No, I'm useless.* I usually end up telling everybody everything!

4 a *Yeah, quite good. / No, I'm useless.* I mean, I can't even kick a ball in a straight line.
b *I'm OK. / No, not really.* I didn't enjoy it at school, but now I play tennis quite a lot.

12 **Match the questions (a–d) with the four pairs of answers in Exercise 11.**

a Are you any good at sport?

b Are you any good at cooking?

c Are you any good at tennis?

d Are you any good at keeping secrets?

13 **Write four more *Are you any good at …?* questions. Then work in groups. Ask and answer the questions from Exercise 12 and your own questions.**

CONVERSATION PRACTICE

14 **Think of a free-time activity that you do quite a lot. Think about how often you do it, where you do it and if you're any good at it. Then have conversations with other students in the class. Use the guide below to help you.**

Student A	Student B
Ask B: *Did you have a good weekend?*	
	Say *Yes*. Explain that you did your free-time activity. Say when.
Ask if B does this much / how often B does this.	
	Answer.
Ask for more details.	

6 To watch the video and do the activities, see the DVD ROM.

HIDDEN TALENT

LISTENING

1 **Look at the photos of different martial arts on these pages and discuss the questions.**

- What do you know about the martial arts in the photos?
- Why do you think people do martial arts?
- What abilities / qualities do you think you need? (e.g. strength, good balance, patience, etc.)
- Do you know anyone who does a martial art? Are they any good?
- What sports did you do at school? Did you like them? Why? / Why not?

2 ▶ 21 **Listen to a conversation between Rika and her colleague Ian, who is working in Japan for an international company. Answer the questions.**

1 What is the surprising information Ian finds out?
2 Why is he so surprised?
3 Why is Rika annoyed?

3 ▶ 21 **Work in pairs. Decide if these sentences about the conversation are true (T) or false (F). Can you remember what Ian and Rika actually said? Listen again and check your ideas.**

1 Rika gives someone her autograph.
2 Rika won the judo tournament she entered.
3 You need to be tall to do judo.
4 Rika started doing judo when she was a child.
5 Her teachers at school persuaded her to start doing it.
6 Rika boasts about how good she is.
7 She practises two or three times a week.
8 Rika was once national champion.

4 **Work in groups and discuss the questions.**

- Do you understand why Rika doesn't talk about her talent at work?
- Do you know anyone who has an unusual hobby or 'hidden' talent? What is it?
- Do you think learning a martial art is the best way to deal with bullying? Why? / Why not? What else could be done?
- Do you know anyone who is very competitive or a bad loser? Give examples.
- Have you ever taken part in a competition? What kind? When? Use some of the phrases below to talk about how well you did.

- I came first / second / 357th / last, etc.
- I lost in the first round / the second round, etc.
- I got to the quarter final / semi-final / final, etc.
- I did it in three hours ten minutes / under an hour, etc.

VOCABULARY Injuries and problems

5 **Complete the sentences with these words.**

injury	pulled	injured	unfit
confidence	broke	banged	stiff

1 I fell off my bike and _____ my head. Luckily, I was wearing a helmet.
2 I was playing football and _____ my leg. It was in plaster for six weeks.
3 I didn't really warm up before we started playing and so I _____ a muscle in my leg.
4 I'm so _____ ! I went running with a friend, but I had to stop after ten minutes.
5 We did a twenty-mile walk yesterday, so my legs are really _____ this morning.
6 I _____ my back skating. I tried to stand up and I slipped and fell backwards.
7 He beat me 6-0, 6-0. I lost a lot of _____ after that and it took a while to recover.
8 I got a really bad knee _____ a few years ago and it's never really recovered properly.

6 **Work in groups. Rank the problems from Exercise 5 from 1 (= most serious) to 8 (= least serious). Explain your decisions.**

7 **Choose three problems from Exercise 5 that you have experienced. Then work in pairs and tell your partner what happened.**

Sanda

Karate

GRAMMAR

Present perfect continuous and past simple for duration

We can use both the present perfect continuous and the past simple to talk about the duration (how long something lasts) of an activity or situation.

8 **Look at these extracts from the conversation. Then work in pairs and answer the questions below.**

I: *So how long **have** you **been doing** judo, then?* (present perfect continuous)

R: *Ever **since** I was a kid.*

I: *Really? How long **were** you out of action?*

R: *Well, I **didn't do** anything **for** a couple of months.* (past simple)

I: *How long **have** I **known** you now? Six years?* (present perfect simple)

1 Does Rika still do judo?
2 Is Rika still out of action?
3 Does Ian still know Rika?
4 Why don't we say: *How long have I been knowing you now?*
5 What's the difference between *for* and *since*?

G Check your ideas on page 170 and do Exercise 1.

9 22 **Respond to these comments by writing a *How long ...?* question using the verb in brackets. Then listen and check your answers.**

1 It's the first accident he's ever had. He's actually a very good driver. (drive)
2 I can't meet tonight. I have my kickboxing class. (do)
3 I used to be quite good at basketball before I gave up. (play)
4 He only started playing again after the injury two months ago. (be injured)
5 I need to stop. I think I've pulled a muscle. (warm up)
6 My parents are having a party for their wedding anniversary on Saturday. (be married)
7 Her Arabic is pretty good already. (learn)
8 At last! You're here. I was beginning to worry. (wait)

PRONUNCIATION

10 22 **Listen again to the questions from Exercise 9. Notice the contractions and weak forms of *have, has, been, did, you,* etc. when we speak fast. Practise saying the questions as quickly as you can.**

11 **Work in pairs. Have eight conversations starting with the comments and questions from Exercise 9. Continue each conversation for as long as you can.**

A: *It's the first accident he's ever had. He's actually a very good driver.*
B: *I'm sure. How long has he been driving?*
A: *About five or six years.*
B: *Right. So how did the accident happen?*
A: *This car didn't stop at the lights and crashed into him.*
B: *Oh dear.*

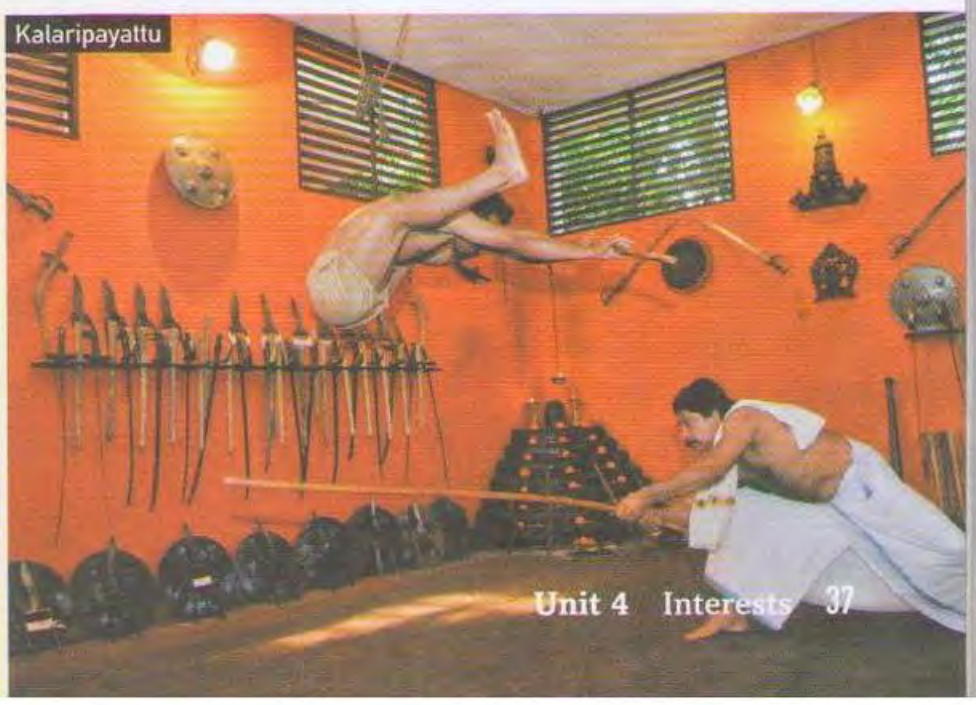
G For further practice, see Exercise 2 on page 171.

SPEAKING

12 **Work in groups. Find the answers to the questions below for your group. Find out two more details, such as *how long, when, where, how often, why* or *how*.**

1 Who is the fittest person?
2 Who has run the longest distance?
3 Who has given up a hobby or sport?
4 Who plays a musical instrument well?
5 Who has got to this level of English the quickest?
6 Who has done the last homework the teacher gave you?
7 Who has been on the longest journey?
8 Who has experienced the longest wait for a plane or train?
9 Who has lived in their house for the shortest time?
10 Who has seen the longest film?
11 Who had the shortest journey to get here?

Judo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THE SOUNDTRACK OF OUR LIVES

VOCABULARY Describing music

1 **Check you understand the adjectives in bold in the sentences below. Think of songs or genres of music you could describe using these adjectives.**

1 If a song is **catchy**, you quickly want to sing it and can't stop.

2 If music is **repetitive**, it has the same boom boom beat all the way through.

3 If a song is **heavy**, it's very loud and has a strong beat.

4 If a song is **soft**, it's quiet and relaxing to listen to.

5 If we say the music or lyrics (the words to the song) are **sentimental**, they are romantic or sad in a bad way.

6 If we say a song is very **commercial**, it is a negative way of saying it is written to sell a lot.

7 If music or songs are **moving**, they make you cry.

8 If music is **bland**, it's boring.

9 If music is **uplifting**, it makes you happy or hopeful.

10 If music is **depressing**, it makes you sad.

2 **Work in pairs and compare your ideas. Say whether or not you like the songs / genres you thought of and explain why.**

DEVELOPING CONVERSATIONS

Talking about tastes

We often move from asking about general tastes to more specific tastes. There are common questions we ask when talking about music, films and books.

3 **Put the conversation into the correct order. The first one is done for you.**

a Erm, I don't know ... Girls Rock, Soul Train, **stuff like that**.

b **All sorts really, but mainly** pop music and R&B.

c Oh right. **Anyone in particular?**

d Yeah, all the time.

e So **have you** heard **anything good recently?**

f **What kind of** music **are you into?**

g **Do you** listen to music **much?** *1*

h Well, I downloaded this great song by K Boy. It's fantastic.

4 ▶ 23 **Listen and check your answers.**

5 **Talk to other students and have similar conversations about music, films and books. Try to use some of the expressions in bold from Exercise 3.**

READING

6 **Work in pairs. Look at the song titles and artists below. Do you know any of them? Do you like them?**

- *Hey Jude* (The Beatles)
- *Stuck Me* (The Gimmies)
- *Starships* (Nicki Minaj)
- *The Four Seasons* (Vivaldi)
- *Limón Y Sal* (Julieta Venegas)
- *I Wanna Be Like You* (from *The Jungle Book*)
- *Take My Hand* (Ivan & The Parazol)
- *My Heart Will Go On* (Céline Dion)
- *Gangnam Style* (Psy)

7 **Read the article and find out if the readers like the songs in Exercise 6 or not – and why.**

8 **Read the article again. Which person / people in the article:**

1 likes different kinds of music to their father?

2 finds some songs drive them mad?

3 has good memories of time spent abroad?

4 went to a concert by one of their favourite bands?

5 predicts that one band will become famous?

6 mention special ceremonies?

9 **Correct the words in italics with words from the article. Then work in pairs. Discuss if any of the sentences are true for you.**

1 There's a song I dance to whenever it *puts* on in a club.

2 If I'm sad, I like to play something sad to *same* my mood.

3 I love singing *together* to songs. I like karaoke.

4 I've seen lots of bands *lively*.

5 I don't like *sensitive* songs about love and romance.

6 There's a song which really *remembers* me of my father.

7 I sometimes *make* stupid dances to some songs.

8 I like to study with music on in the *behind*.

9 Classical music doesn't *feel* anything for me. It's bland.

10 **With your partner, discuss which person in the article you are most / least similar to – and why.**

SPEAKING

11 **Choose two playlist titles from below and make a list of three songs you want to include.**

- My current favourites
- That reminds me of ...
- Party music
- Music I can't stand
- Music to fall asleep to
- Music for a romantic evening
- I can't get it out of my head

12 **Work in groups and compare your lists. Say as much as you can about the songs you have chosen. Ask extra questions to continue each conversation.**

THE PLAYLIST OF YOUR LIFE

For generations, music lovers have made collections of songs to soundtrack their lives. Nowadays, technology makes it easier than ever to create, find and share playlists to suit every mood and occasion. We set our readers 'a playlist challenge'. Here is their response.

THAT WAS A GREAT YEAR PLAYLIST

Starships by Nicki Minaj reminds me of 2012, which I spent studying in Amsterdam. There were loads of other foreigners studying there and we became very close. We all worked hard, but we partied hard as well. Whenever this song came on at a party or club, we all jumped up and danced – it didn't matter how tired we were. There's a great video that goes with it too. I sometimes watch it online. *[Corina, Germany]*

Good Feeling FLO RIDA

Levels AVICII

Bom Bom
SAM & THE WOMP

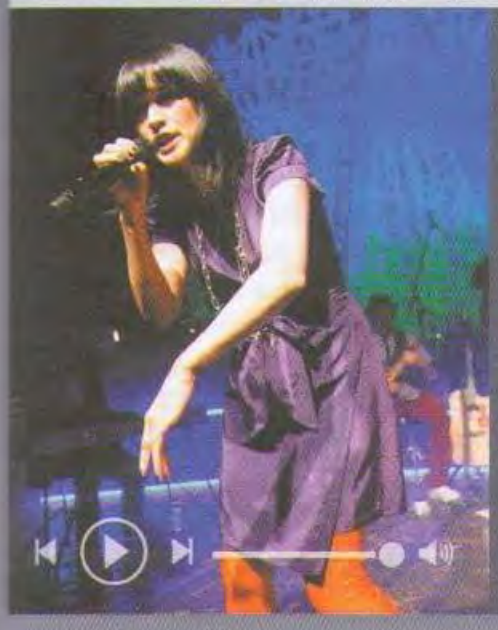
Don't You Worry Child
SWEDISH HOUSE MAFIA

NOW PLAYING
Starships
NICKI MINAJ

MUSIC WHEN I'M DOWN PLAYLIST

I've put Vivaldi's *The Four Seasons*, but I actually only play two seasons! The winter section is sad and moving and that sometimes matches my mood, but then I play the spring section because it's so uplifting. I'd actually like it played at my funeral! There was life before me, there will be life after me, like spring that comes again after winter.

Julieta Venegas' *Limón Y Sal* also cheers me up. My husband bought it for me. The lyrics basically say 'I love you however you are; you don't have to change anything.' *[Kari, Chile]*



The Four Seasons
VIVALDI

NOW PLAYING
Limón Y Sal
JULIETA VENEGAS

Bridge Over Troubled Water
SIMON & GARFUNKEL

Happy
THE ROLLING STONES

Someone Special
POETS OF THE FALL

ALL-TIME CLASSICS PLAYLIST

The top of any all-time classic list has to be *Hey Jude* by the Beatles. It's a song you immediately want to sing along to. The Beatles are the reason why I learnt English. *Stuck Me* is by The Gimmies, a Japanese band. I've seen them live and they were loud and energetic – incredible. *[Toshi, Japan]*

Hey Jude THE BEATLES

Stuck Me THE GIMMIES

NOW PLAYING
Communication Breakdown
LED ZEPPELIN

I Feel Good THEEE BAT

Shake Some Action
THE FLAMIN' GROOVIES

MUSIC FOR MY WORST ENEMY PLAYLIST

This was difficult to choose. I hate that Céline Dion song that was used in the film *Titanic – My Heart Will Go On*. I can't stand commercial pop music – it's so sentimental. However, the worst is *Gangnam Style* by Psy. It reminds me of family weddings and people doing the stupid dance. The problem is it's so catchy! The other day I heard it as the ringtone on a mobile phone and I couldn't get it out of my head all morning! It was really annoying. *[Kevin, Scotland]*

My Heart Will Go On CÉLINE DION

Gangnam Style PSY

The Hamster Dance HAMPTON THE HAMSTER

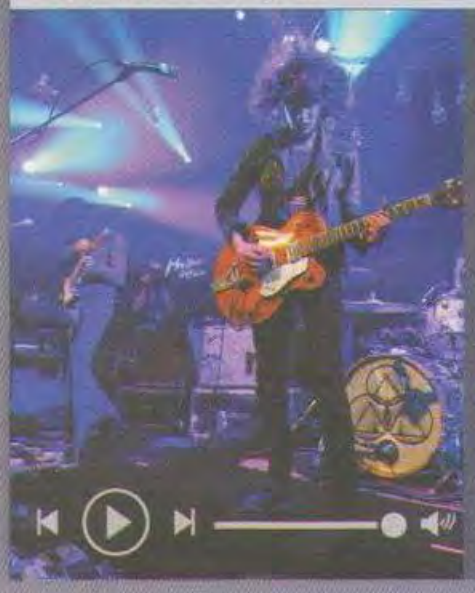
The Final Countdown EUROPE

Superstar TOY BOX

MY FAMILY PLAYLIST

My dad's a big jazz fan and always has music on in the background. Personally, jazz doesn't do anything for me. I just find it strange. However, he used to play one song for me – *I Wanna Be Like You* from the film *The Jungle Book*. Now we play it to my younger brother and it always makes him laugh.

Take my Hand is for my sister. We both love indie music and it's by a relatively new Hungarian band called Ivan & The Parazol that we've been listening to a lot recently. They're going to be big. *[Natalia, Hungary]*



I Wanna Be Like You
LOUIS PRIMA

Take My Hand
IVAN & THE PARAZOL

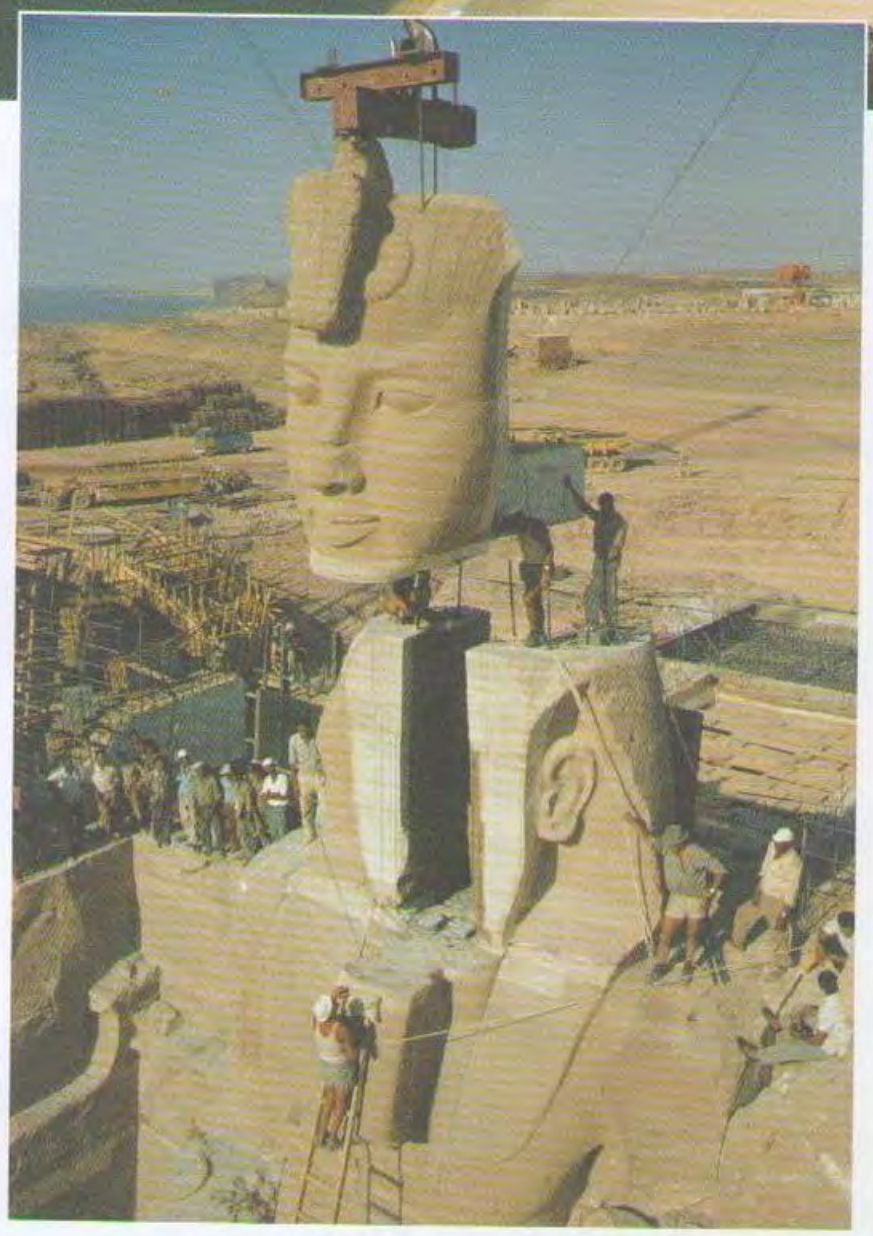
A Love Supreme
JOHN COLTRANE

NOW PLAYING
Move With The Season
TEMPLES

Not Quite Right
WOHLLEBE

VIDEO 2

WORLD HERITAGE QUIZ



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

- Do you know where it is?
- What do you think happened here? Why?
- Do you know what World Heritage Sites are and who manages the list?
- What kinds of places are included on the list?

2 Read this short article and find the answers to the questions in Exercise 1.

The idea of creating a list of World Heritage Sites began in the 1950s when the ancient ruins of Abu Simbel in Egypt were in danger from a plan to build a dam and create a huge lake. The lake was going to flood the Abu Simbel Temple and destroy it. However, several countries worked together to save the temples by cutting them up and moving them to higher ground. The work involved archaeologists, engineers and financial support from a number of governments internationally. After this, an agreement was signed by many countries to protect places which are very important culturally or environmentally. Since the 1970s, almost 1,000 places have been listed. These include islands, lakes, mountains and rivers, and everything from cave paintings to roman ruins, medieval towns to churches and mosques, and even early industrial buildings. The list is managed by the United Nations organisation UNESCO.

3 7 You are going to do a quiz. Work in teams. Watch the video and make notes to answer the twelve questions you hear.

4 8 Watch the video to find the answers. Write one new piece of information you hear for each. The winner is the team with the most points, but if it's a draw, the team with the most extra information wins.

5 Work in groups. Discuss the questions.

- Which three places would you most like to visit? Why?
- Are there any you wouldn't want to visit? Why?
- Do you know any other World Heritage Sites? Why are they World Heritage Sites? Have you been to them?
- What would you recommend as a new World Heritage Site? Why?

REVIEW 2

GRAMMAR

1 Complete the text with one word in each space.

In March, I'm [1]_____ to Taghazout in Morocco for a holiday. I'm really [2]_____ surfing, and it's supposed [3]_____ be one of the best places for surfing in the world. I've been surfing [4]_____ about five years now, but nowhere that has big waves like they do in Taghazout, so I'm looking forward to testing myself. A friend of mine is thinking [5]_____ coming with me, but he still hasn't [6]_____ . We've known each other [7]_____ we were kids, but he only started surfing a few months [8]_____ , so he feels he's not quite ready. I've told him he could go sightseeing instead as there are lots of interesting places all [9]_____ the area. It's warm and sunny [10]_____ every day at that time of year, so he could just lie on the beach and get a suntan.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between four and five words, including the word given.

1 Before I started work, I read a lot more.
I don't read as _____ . **USED**

2 I go to the gym as much as I can.
I go to the gym _____ . **CHANCE**

3 I joined the club ten years ago now.
I _____ of the club for ten years now. **MEMBER**

4 We might go to see a show while we're there.
We _____ to see a show while we're there. **ARE**

5 I've never been there, but I've heard it's great.
I haven't been there, but it _____ great. **BE**

6 When did you start working here?
How _____ here now? **WORKING**

3 Choose the correct option.

1 A: Have you ever been to Europe?
B: Yeah, I *spent* / *have spent* some time in Spain a few years ago.

2 A: What's the forecast for tomorrow?
B: They said it's *going to rain* / *raining* most of the day.

3 A: *Do you have* / *Are you having* any plans for the weekend?
B: Yeah. *We're going to* / *We will* visit some friends who live in Milan.

4 A: *Do you go* / *Are you going* to the cinema much?
B: Hardly *never* / *ever*. I usually just watch them on my computer.

5 A: I *played* / *was playing* basketball a lot but I gave up after I injured my knee.
B: How long *have you played?* / *did you play for?*

6 A: *Do you ever eat out?* / *Have you ever eaten out?*
B: Quite often – maybe once *a* / *every* couple of months.

4 24 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

1 go	a Roman ruins / a royal palace
2 go for	b sailing / climbing
3 pour	c by fire / in a storm
4 hire	d my head / my leg
5 restore	e with rain / down
6 match	f my mood / the description
7 bang	g a bike / a boat
8 be destroyed	h a meal / a run

7 Decide if these words and phrases are connected to places of interest, weather or sport.

blow away	injure	gallery	stiff
lively	miserable	humid	freezing
unfit	medieval	warm up	stalls

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 It was absolutely _____ last month so I'm glad it's cooling down now. (boil)

2 It's going to be nice and sunny, so we could go _____ , if you like. (fish)

3 My first _____ when I heard it was to start dancing. (react)

4 It was a bit embarrassing because I'm _____ at dancing. (use)

5 I can't get that song out of my head, it's so _____ . (catch)

6 I don't listen to much pop music. I find it too _____ . (repeat)

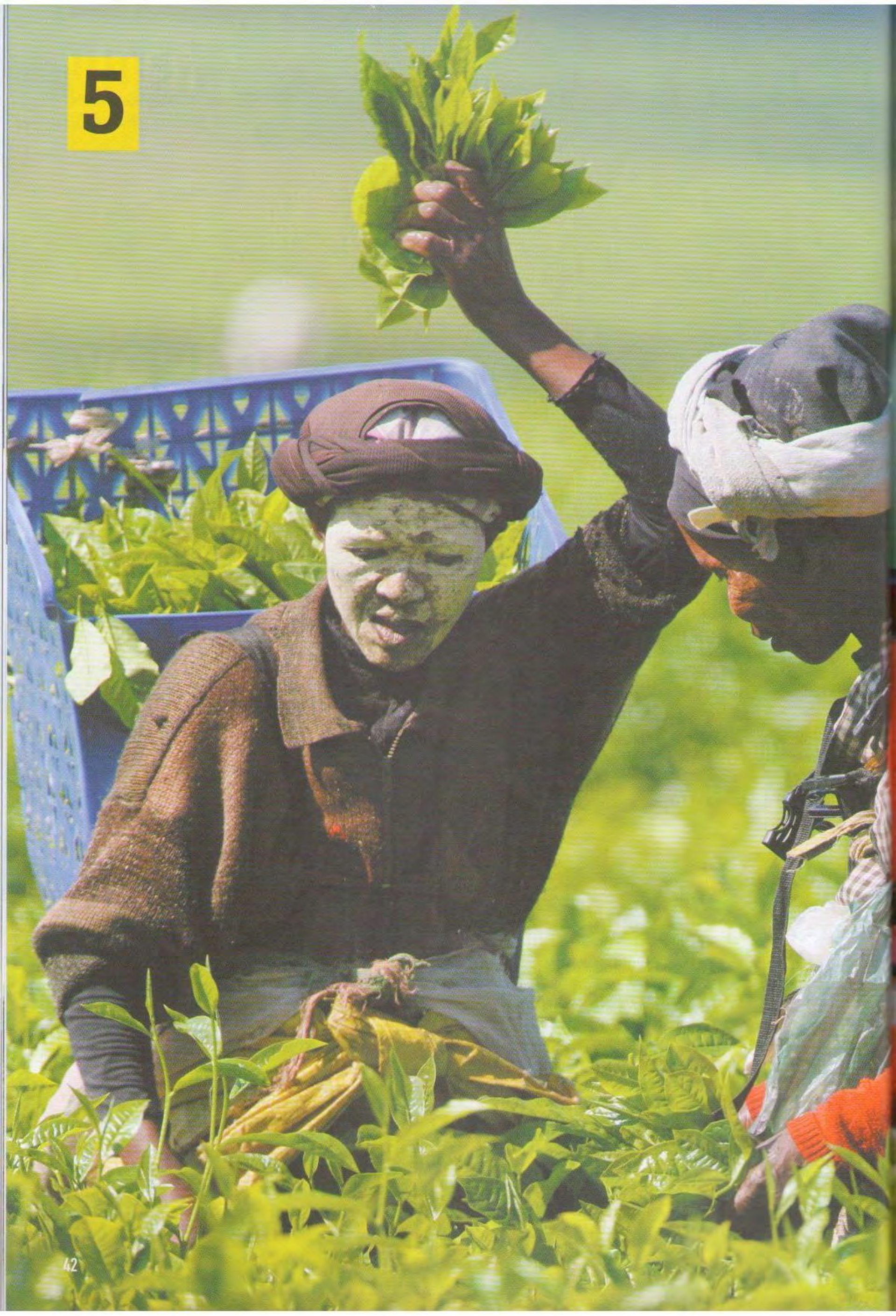
7 She thought the film was really _____ , but I thought it was too _____ . (move, sentiment)

8 Since I had my _____ I've lost quite a lot of _____ . (injure, confident)

9 Complete the text with one word in each space. The first letters are given.

I went to Istanbul on holiday last year. We were a bit stupid, because we didn't check the weather [1]fo_____ before we went – we just assumed it was going to be [2]bo_____ hot. When we arrived though, it was quite [3]gr_____ and cloudy and at night it turned out to be quite [4]ch_____ . We ended up going to a street market to buy some extra clothes! The city itself was fantastic. We stayed in the old [5]di_____ where you have the Topkapi [6]Pa_____ where the Sultan lived and we went to see and pray in the famous Blue [7]Mo_____ . We also went up the Galata [8]To_____ which had fantastic views over the city. And also to Taksim Square, where there is a monument that [9]co_____ the foundation of the Turkish Republic. There was also great [10]ni_____ in and around Taksim. We stayed out till five in the morning one night. And I loved that mixture of old and new. We went to a quite trendy restaurant which had a glass floor over some ruins from the fifth [11]ce_____ . I'll definitely go there again. Even the weather [12]cl_____ u_____ by the end of our week and it was lovely and sunny.

5



IN THIS UNIT YOU LEARN HOW TO:

- talk about jobs and what they involve
- comment on people's experiences
- discuss rules and freedoms at work
- talk about getting used to changes
- say longer chunks better

SPEAKING

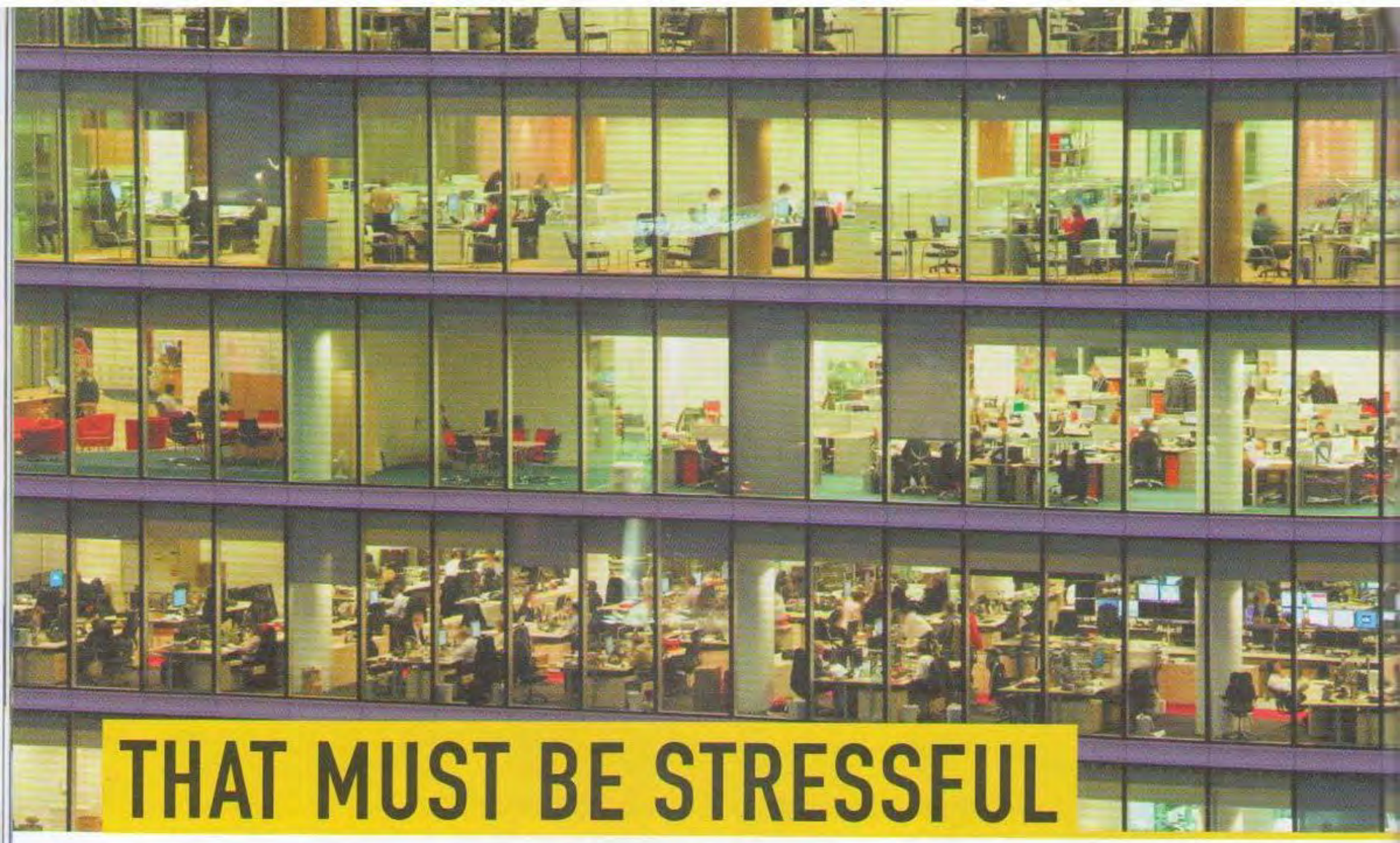
1 **Work in pairs. Look at the photo and discuss the questions.**

- What do you think the people are doing?
- Where do you think it is? Why?
- What might be good or bad about this job?

2 **Work in groups. Which of these jobs are needed to get the tea leaves in the photo to a person drinking the same tea in another country? Explain why each job is needed.**

labourer	graphic designer	trader
engineer	programmer	surgeon
truck driver	electrician	sales rep
civil servant	lawyer	security guard
plumber	accountant	estate agent

WORKING LIFE



THAT MUST BE STRESSFUL

VOCABULARY Describing jobs

1 Work in pairs. Check you understand the words and phrases in bold in the sentences below. Then think of one job that each sentence could describe.

1 It's very **competitive**. Lots of people want to get into that **field** and hundreds of people **apply for** each job.

2 It's very **well-paid**. He gets £60,000 a year as well as a **bonus** at the end of the year.

3 It's quite **rewarding**. You really help people and that makes you feel good.

4 It's quite **insecure**. You're either **self-employed** or have a **temporary contract** and it's quite badly paid.

5 It's **easy**. You don't have any real **responsibility** like managing anyone. You do the job, go home and forget about it.

6 You need to be quite **creative**. You have to think of a lot of new ideas and new ways of doing things.

7 It's very **stressful**. You're **under a lot of time pressure**.

8 Physically, it's very **demanding**. You have to be strong and fit.

9 It's very **varied**. You get to do lots of different things.

10 It's a bit **dull**. It mainly involves **admin** and **paperwork**. I basically sit at a desk all day.

2 Work in pairs. Answer the questions.

1 What's involved in applying for a job?

2 What's the opposite of well-paid?

3 Why might someone get a bonus?

4 What other important responsibilities might a job have?

5 What's the opposite of a temporary contract?

6 What kinds of things might admin involve?

3 Work in groups. Look at the jobs on page 43 and discuss these questions.

- Are the jobs good or bad jobs to have in your country at the moment? Why?
- Do any of your friends or family do any of these jobs?
- Who do they work for? Do they enjoy it?

LISTENING

4 25 Listen to two people – Amanda and Ivan – who have recently met. Answer the questions.

1 What do they do now?

2 What jobs have they done in the past?

3 What are Ivan's plans for the future? Why?

4 How old are they both now?

5 25 Choose the correct option. Then listen again and check your answers.

1 I'm involved *in* / *on* designing what you see on the screen.

2 How did you *getting* / *get* into that?

3 Vodafone were recruiting people so I *applied* / *replied* and I got a job.

4 It's like any job. It has its boring *moments* / *minutes*.

5 It depends if we have a deadline to *complete* / *meet*.

6 That *can't* / *can* be easy.

7 I sometimes work better *under* / *in* pressure.

6 Work in pairs. Discuss the questions.

- What do you think of Amanda's job? Would you be any good at it? Why? / Why not?
- Would you ever work for little or no money like Ivan?
- Are there any jobs for life in your country? Do you think having a job for life is good?

DEVELOPING CONVERSATIONS

Doing what?

When people reply to the question *What do you do?* by talking about their company, place of employment or department, we often try to find out exactly what work they do by asking *Doing what?* Notice the other useful phrases in bold in the extract below:

I: *So what do you do, Amanda?*

A: ***I work for** a mobile phone company.*

I: *Oh yeah. **Doing what?***

A: ***I work in** the design **department**. **I'm involved in** designing what you see on the screen.*

7 **Match the jobs (1–5) with the specific job descriptions (a–e).**

1 I work in the warehouse.
2 I'm in the accounts department.
3 I work in human resources.
4 I'm in sales.
5 I work in the marketing department.

a **I mainly do** admin, but sometimes **I'm involved in** planning the campaigns.
b **I'm the rep for** the whole of the south of Italy.
c **I do** all the orders and get them ready for the delivery.
d **I'm responsible for** recruitment contracts and working conditions.
e **I deal with** all the pay and finances.

8 **Use the language from the box above and Exercise 7 to have five conversations starting with *What do you do?***

GRAMMAR

Must and *can't* for commenting

9 **Look at these extracts from the conversation. Then choose the correct option to complete the rules in the Grammar box.**

A: *I was 25 when I joined, so eight years. Time goes so fast!*

I: *You **must enjoy** it.*

A: *Yeah, I **do** generally. **It's** quite varied.*

A: *Sometimes I do something like fifty or sixty hours a week.*

I: *Really? That **can't be** easy.*

A: *It's actually fine. I mean, it **is** a bit stressful sometimes, but you **get** used to it.*

I: *It's almost a job for life.*

A: *Really? That **must be** very competitive.*

I: *Yeah, it **is**.*

We often use *must* and *can't* + infinitive (without *to*) to comment on other people's experiences and feelings. *Must* and *can't* show that we think our comments are [1]*definitely true / probably true, but we're not 100% sure.*

In sentences with a positive meaning, we use [2]*must / can't.* In sentences with a negative meaning, we use [3]*must / can't.*

When we respond to comments using *must* or *can't*, we [4]*often use / don't often use* the present simple. This shows we [5]*know / believe but aren't sure* these things are true.

When responding, we [6]*usually / don't often* repeat the verbs and adjectives used in the comments.

G Check your ideas on page 171 and do Exercise 1.

10 **Write comments on these sentences using *must* and *can't*.**

1 I'm the sales manager for Europe. I'm in charge of thirty reps.
2 I travel a lot round Europe and the Middle East.
3 I care for people who are dying.
4 His wife's a tax lawyer for a top accountancy company.
5 I really see my students develop and improve.
6 Basically, I just sit in front of a screen all day.
7 I don't have any work after this contract comes to an end next month.
8 They said they're going to give us all a bonus.

PRONUNCIATION

11 ▶ 26 **Listen to some possible comments on the sentences in Exercise 10. Notice how we often don't pronounce the *'t'* in *must* or *can't*.**

12 ▶ 26 **Listen to the comments again and repeat.**

13 **Work in pairs. Practice having three-part conversations starting with the sentences from Exercise 10.**

A: *I'm the sales manager for Europe. I'm in charge of thirty reps.*

B: *That must be interesting.*

A: *It is. I really love it.*

G For further practice, see Exercise 2 on page 172.

CONVERSATION PRACTICE

14 **Choose one of these tasks.**

a Work in pairs. Think of two jobs each. Take turns to use language from this lesson to describe the job without saying what it is. Your partner should guess the job.

b Have conversations with other students and find out about their jobs. Use language from this lesson. Comment on what others say using *must* or *can't* at least once.

9 To watch the video and do the activities, see the DVD ROM.

IT'S AGAINST THE RULES

LISTENING

1 **Look at the sentences below about rules at work. Then work in groups and discuss these questions.**

- Why do you think companies have these rules?
- Do you think they are sensible and fair?

1 Women have to wear skirts or dresses at work.
2 We have to agree holidays with our boss. We can't just take time off when we want.
3 We have to ask the admin assistant to make photocopies for us. We can't just do them ourselves.
4 We have to take our breaks at set times.
5 We have to wear a hard hat at all times.
6 We can't surf the web on company computers.
7 We can't install any software on the company's computers.
8 We can't talk to each other while we're working.
9 We can't wear watches in the warehouse.
10 We can work from home one day a week.

2 ▶ 27 **Listen to three conversations about rules at work. Match each conversation (A–C) to one of the rules in Exercise 1.**

3 ▶ 27 **Choose the correct option. Then listen again and check your answers.**

1 Apparently, he's been given a *writing* / *written* warning.
2 He was always sending *person* / *personal* emails.
3 He somehow got a computer virus and then it infected the *whole* / *all* system.
4 I've got this new job working in a *law* / *lawyer* firm.
5 What if you can't wear something for *religion* / *religious* or health reasons?
6 I don't know. I guess they *make* / *give* an exception.
7 Can I have a *quick* / *fast* word?
8 Listen, I'd like to take the day *out* / *off* on Friday.
9 I've asked you at *short* / *recent* notice before and it hasn't been a problem.

4 **Work in pairs. Who do you have more sympathy with in each conversation – the company or the workers? Why?**

GRAMMAR

Talking about rules

When we talk about rules we generally use *have to, can / can't, be (not) allowed to, be (not) supposed to*. We prefer to use these forms instead of *must / mustn't* because *must / mustn't* can sound too direct and rude.

5 **Look at these sentences from the conversations. Complete the statements below with the structures in bold.**

a *We're* ***allowed to*** *do it in our breaks.*
b *Apparently, you're* ***not allowed to*** *use the company computers like that.*
c *You* ***can't*** *even wear smart trousers.*
d *You* ***have to*** *wear skirts!*
e *You're* ***supposed to*** *arrange time off with me a month in advance.*

1 We often use _____ or _____ instead of *must*.
2 We often use _____ or _____ instead of *mustn't*.
3 We often use _____ instead of *can*.
4 We often use _____ when the rule has just been broken or is often not followed.

G Check your ideas on page 172 and do Exercise 1.

6 **Replace the words in italics with the correct form of *be allowed to, be supposed to* or *have to*.**

1 One other rule we have is that you *mustn't smoke* on any part of the company property – inside or outside.
2 Is there a dress code? *Can I wear* make-up or jewellery?
3 I *mustn't help* you. It's against the rules, but for you, I'll make an exception.
4 Our contract says we *must be* in the office a minimum of 35 hours a week. They're very strict about it.
5 *Must you work* at weekends, if the company asks you to?
6 Other people *can't work* from home, but they made an exception in my case because of my heart problem.
7 We sometimes *must work* late or at the weekend, but we *can take* time off the following week if we do.
8 I'm sorry, but only senior staff *can use* these toilets. You *must go* to the ones downstairs.

7 **Work in pairs. Decide if you are going to talk about rules where you work, where you study or at home. First, work on your own and think of the following:**

- two rules you like / don't like – and why
- two rules which are often broken
- two questions for your partner about rules where they work / study

Now work with your partner, compare your ideas and ask each other questions.

G For further practice, see Exercise 2 on page 172.

VOCABULARY Work rules and laws

8 **Complete the sentences below with these pairs of words. Underline the other words that go with each word. The first one is done for you.**

against + discrimination	fined + ignored
banned + unpopular	changed + fire
breaking + fine	~~requirement + enforce~~
court + won	introduced + reduce

1 It is actually a legal *requirement* to pay the minimum wage, but the government doesn't do enough to *enforce* the law.

2 The company was found guilty of _____ environmental laws so they had to pay a huge _____ .

3 The company _____ the use of social media during work hours, which was quite an _____ decision.

4 The government has _____ employment laws, so it is easier for companies to hire and _____ people.

5 The company was _____ because it had _____ health and safety rules and had put its workers at risk.

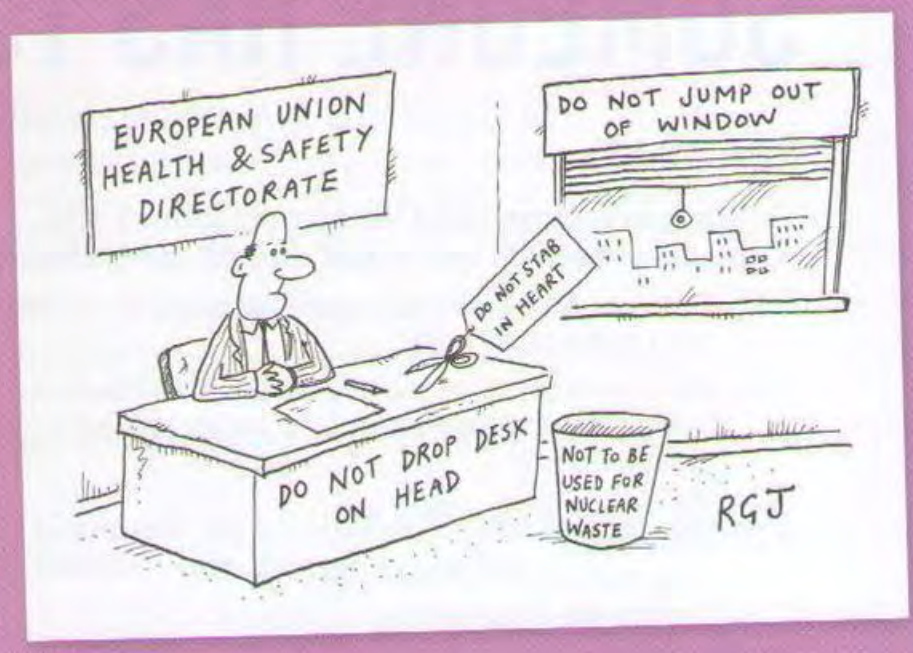
6 The workers took the company to _____ because they had been exposed to dangerous chemicals and they _____ their case.

7 They recently _____ new rules about accepting gifts because they're trying to _____ corruption.

8 It's _____ the law to discriminate against women, but it doesn't mean that _____ doesn't still happen at work.

9 **Work in pairs. Discuss the questions.**

- Have you heard of any companies being taken to court? Who by? Why? Who won the case?
- What employment laws do you know? Do you think they are good? Why? / Why not?
- How strict are health and safety rules in your country? Is that good or bad? Why?
- Would you like to see any rules / laws introduced or relaxed? Which ones? Why?
- Is there much discrimination in your country? Against who?



'No, I did not have a good day at the office, you know that's against the rules.'

SOMEONE HAS TO DO IT

READING

1 **Work in groups. Read the introduction of the magazine article below and discuss the questions.**

- How much free time do you have? Is it more or less than in the past? Why?
- Give an example of one terrible job from the past that has disappeared. Why do you think it disappeared?
- Think of one job where you:
  - risk injury.
  - are exposed to chemicals or dirt.
  - might die of boredom.

TERRIBLE JOBS

NOT A THING OF THE PAST

For over a century, people have been predicting that technology would give us more free time: we could eat pills instead of cooking, robots would clean our houses, the Internet would mean none of us would have to waste time travelling to work. Technology would also solve other nasty problems, so no-one would have to do dangerous, dirty or dull work to earn money. That was the prediction! Sadly, it's not quite worked out that way. In many countries, people are working more hours than fifty years ago. Some terrible jobs may have disappeared: for example, we don't make the colour purple with rotting seafood anymore! However, there are still plenty of bad jobs left – jobs in which you may risk injury, be exposed to chemicals and dirt or maybe just die of boredom!

1 HUMAN GUINEA PIG

Hundreds of people take part in drug trials every year. For between €45 and €4,500, they take a new drug to test for any side effects, such as vomiting or headaches. Some students join these drug trials as a relatively quick and easy way of earning money. John Spiral, a history student from Dublin, regularly does them. 'You might go to the hospital three or four times, maybe eight hours 'work'. I had a really upset stomach once, and another time I got strange red marks on my skin, but that's all. Usually it's fine, and you're helping science, which benefits everyone!'

2 EMBALMER

Embalmers preserve dead bodies in preparation for funerals. They work anything up to 50 hours a week for a salary of around £15,000 a year, far less than the national average. They spend most of the day on their feet and generally work bent over a table. They also have to work with very strong-smelling chemicals. 'I suffer from backache, but the job's not as bad as you might think,' says Frank McCreary. 'I'm even used to the smell now – I don't even notice it. And of course the families of the dead are usually very grateful for the job I've done, which is obviously a big motivation for me.'

2 **Read the rest of the article about four terrible modern jobs. Match the sentences below to the jobs. Sometimes there is more than one possible answer. Underline the parts of the article that help you decide. Then work in pairs and compare your ideas.**

a The hours are very long.

b Someone had a good relationship with their co-workers.

c People shout at and insult the workers.

d The workers risk catching a disease.

e Someone has an injury as the result of work.

f Someone feels stuck in their job.

g Someone finds the work rewarding.

h People are paid quite well for the hours they do.

3 **Rank the jobs in the article from 1 (= best) to 4 (= worst). Then work in groups. Compare your lists and explain your decisions.**

Stress-reducing plants in a Chinese call centre

Picking through the rubbish

4 **The chunks in bold below are all used in the article. Find the missing words to complete them.**

1 The company has developed **a relatively** _____ **and** _____ **way of** treating the disease.

2 I'm taking a course _____ **preparation** _____ the civil service exams.

3 Working in the warehouse **is not as bad as you** _____ _____ . We have some fun.

4 Apparently, even low _____ _____ **stress** can increase the risk of heart attacks.

5 I've been rushing around so much, I've **had** _____ _____ **to think** about this meeting.

6 I'm working in a factory **for** _____ **minimum** _____ , so I can't afford to rent a flat on my own.

7 I'm surprised she's decided to accept a job there. She **could** _____ **better** _____ **herself**!

5 **Work in pairs. Discuss the questions.**

- What quick and easy ways of making money do you think there are?
- What are the three most important things you should learn in preparation for adult life?
- Do you know what the minimum wage is in your country? What do you think of it?
- Do you know anyone who could do better for themselves? In what way?

3 CALL CENTRE WORKER

Many banks and other companies have call centres abroad where customers can ring for information or to complain. Levels of stress among workers are very high. They often work in cramped conditions, have to stare at a computer all day, and have little opportunity to laugh or joke with their co-workers.

One worker, from an Indian call centre, said, 'We get quite a lot of abuse. I can't repeat what some people scream at us. Often there is nothing you can do about their complaint, so they slam down the phone, but then you have no time to think before another person calls you straightaway. I don't think I'll ever get used to it. I'd like to leave, but the money's quite good and there's a lot of competition for jobs here in Mumbai.'

4 RECYCLING PLANT WORKER

You're supposed to sort your own rubbish and put glass in one bag, paper in another, but unfortunately many people still don't do this. So workers in a recycling plant have to find the recyclable items from a big pile of rubbish, and all for the minimum wage. 'You're just dirty all the time and you go home smelling,' says Solomon Iwenofu, an ex-plant worker. 'I got used to it after a while, but my wife never did!' Apart from the smell, there are dangers in handling everything from dirty nappies to rotting meat and used syringes. 'I got on really well with my co-workers and we often joked about things we found, but we also knew you can get hepatitis or other serious illnesses if you're not careful.' Luckily for Solomon, it was only a temporary job. 'It helped me when I first came to America, but I always knew I could do better for myself and my family.'

UNDERSTANDING VOCABULARY

Be used to and *get used to*

Be used to shows a habit or situation is normal for us because of our experience, but others might think of it as difficult. *Be used to* can be followed by a noun or an *-ing* form.

I'm even ***used to the smell*** *now – I don't even notice it.*

Get used to shows a change from being difficult to becoming normal or easy.

I ***got used to it*** *after a while, but my wife never did!*

6 **Complete the exchanges by putting the words in brackets into the correct order.**

1 A: It must be difficult getting up so early.
B: Oh, _____ (to / I'm / it / used). I had to get up at five in my last job.

2 A: How are you finding the new job?
B: It is difficult, but _____ (getting / slowly / to / it / I'm / used). The people I work with are being very supportive.

3 A: How are you finding your new job?
B: Not that good, to be honest. I hate sitting at a desk all day, but I need the money, so I guess _____ (to / I'll / get / used / to / just / have / it).

4 A: How do you find working shifts?
B: OK, although it _____ (get / to / me / a / while / used / took / to) working nights. I couldn't sleep during the day to begin with, but it's fine now.

5 A: How do you find working nights? It must be quite difficult.
B: It was to begin with, yeah, but _____ (it / totally / now / I'm / to / used).

6 A: How are you finding your new job?
B: The job's OK, but I hate the journey to work. _____ (I'll / think / don't / ever / I / used / to / get) the crowded trains!

PRONUNCIATION

7 28 **When learning to say longer chunks, it helps to say them a bit at a time, starting from the end. Listen to and then repeat *I guess I'll have to get used to it* divided into bits.**

8 **Practise saying the other *be used to* and *get used to* phrases in Exercise 6. Then work in pairs and practise reading out the exchanges.**

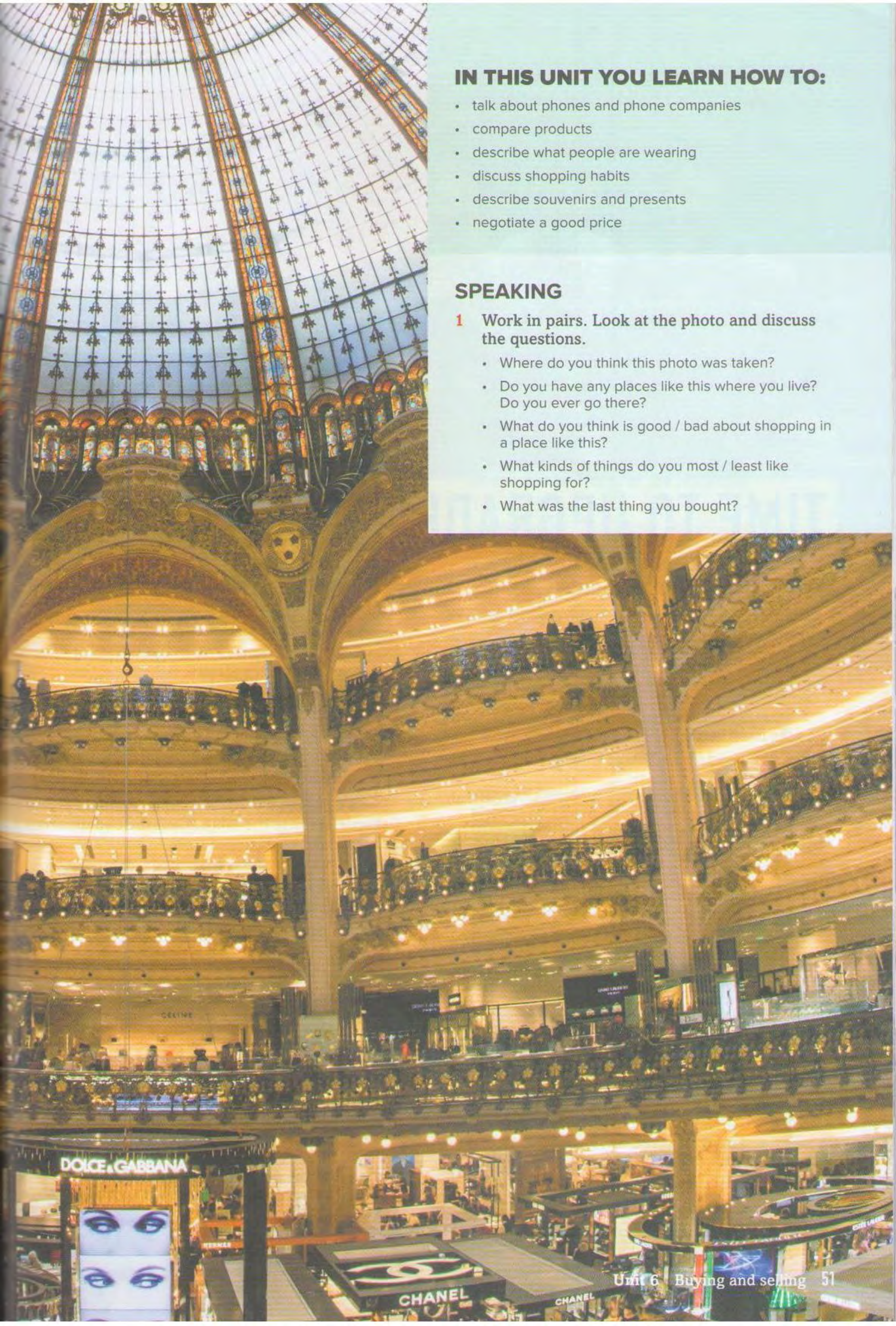
SPEAKING

9 **Think about the biggest change you have had in your life. Make notes about the following. Then work in groups and tell your stories.**

- when and why it happened
- how you felt about the change
- what was good about the change
- what was difficult and how you got used to it
- how you feel about that change now

6

BUYING AND SELLING



IN THIS UNIT YOU LEARN HOW TO:

- talk about phones and phone companies
- compare products
- describe what people are wearing
- discuss shopping habits
- describe souvenirs and presents
- negotiate a good price

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

- Where do you think this photo was taken?
- Do you have any places like this where you live? Do you ever go there?
- What do you think is good / bad about shopping in a place like this?
- What kinds of things do you most / least like shopping for?
- What was the last thing you bought?

TIME TO UPGRADE

VOCABULARY Smartphones

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

charge	navigate	sign	swipe	tap
last	offer	store	take	upgrade

1 My phone's out of date. **I really want to** _____ **to the latest version**. Its operating system is better.

2 It's not a bad phone, but **the battery only** _____ **a few hours**.

3 The camera on it is amazing. **It** _____ **great high quality pictures**.

4 It uses a touch ID system, so you don't need a password. **You just** _____ **your finger across the screen to unlock it**.

5 They persuaded me to _____ **a two-year contract**, but I really want to get out of it now.

6 **Can I plug my phone in here?** I need to _____ it. The battery's almost dead.

7 **If you want to turn the voice recognition on**, you just _____ this icon here.

8 The screen is beautifully designed. **It's really easy to** _____ your way round.

9 **It can** _____ **up to 50 voicemails** at a time.

10 **I'm with Vodafone** at the moment, but if another company could _____ a better deal, I'd switch.

2 Look at the chunks in bold in Exercise 1. Work in pairs and think of three ways each chunk could be changed.

1 I really want to upgrade to the latest version.

*I **should** upgrade to the latest version.*

*I really want to upgrade to the **ePhone5**.*

***I'd like to** upgrade to **business class**.*

3 Work with a new partner. Discuss the questions.

- How often do you upgrade?
- How long does your battery usually last?
- Do you use the camera on your phone much? What do you take photos of most?
- Who are you with? Why did you choose that company?
- What kind of deal do you have?

LISTENING

4 ▶ 29 Listen to a conversation in a mobile phone shop. Complete the table about the two different phones discussed. Then work in pairs and compare your answers.

	S620	N570
Monthly payments		
Screen	fairly small	
Battery life		
Camera (megapixels)		
Storage capacity		
Speakers	fairly small	
Number of minutes / texts per month *first* offered		

5 What was the final deal the customer was offered? Would you accept this offer? Why? / Why not?

GRAMMAR

Comparisons

When we want to compare two things, we use a number of different patterns with adjectives or nouns. We can also modify comparatives with words like *far* and *slightly* to show how big the difference is.

6 Look at these sentences from the conversation. Answer the questions below.

a *The camera is* ***much more powerful****.*

b *It's* ***a bit easier*** *to navigate.*

c *The other phone uses a polymer battery, which* ***isn't as good****.*

d *The screen folds out, so it's* ***about twice the size of*** *your current phone's.*

e *It's* ***about twice as big as*** *the speaker you currently have.*

1 Why does the comparative adjective in a) use *more*, but the comparative in b) doesn't?

2 Which word used before the adjective shows a big difference?

3 Which phrase used before the adjective shows a small difference?

4 Do you know any other words that show how big / small a difference is?

5 Which sentence is a negative comparison? Which structure is used?

6 How are the structures in bold in d) and e) different from each other? Why?

G Check your ideas on page 173 and do Exercise 1.

7 ▶ 29 The words in italics in these sentences about the two phones are factually incorrect. Correct them, then listen again and check your answers.

1 The N570 offers a *slightly* better user experience.

2 The N570 *isn't as easy* to navigate *as* the S620.

3 The lithium-ion battery lasts *a tiny bit* longer than the other one.

4 The camera on the N570 is *almost* twice as powerful.

5 The S620 can store far *more* photos than the N570.

6 The speaker on the N570 is *a bit smaller*.

8 Make the sentences below true for you by choosing the best words in italics. Then work in pairs and share your ideas. Explain as much as you can about each one.

1 I'm *less / slightly more / much more* interested in technology than I was five years ago.

2 Sending texts is *not as easy as / far easier than / a bit easier than* calling someone.

3 Using mobiles while driving is *a lot more dangerous than / a bit more dangerous than / as dangerous as / not as dangerous as* drink driving.

4 I feel *far safer / a tiny bit safer / less safe* when I have my mobile phone with me.

5 For me, when it comes to choosing a phone, battery life is *a lot more important than / a tiny bit more important than / not as important as* the brand.

6 Now so many people have smartphones, the quality of life is *way better / quite a lot better / slightly better / a bit worse* than it was in the past.

G For further practice, see Exercise 2 on page 173.

DEVELOPING CONVERSATIONS

Avoiding repetition

To talk about the differences between things, we often use *one / ones* to avoid repeating the noun. To join contrasting parts of the sentences together, we often use *whereas / while*.

And then the camera is much more powerful. This ***one*** *is 32 megapixels,* ***whereas*** *the* ***one*** *on the S620 is just 15.*

9 Match the two parts of the sentences.

1 This phone comes with a nice protective cover,

2 This one only has 100 megabytes of memory,

3 This one is only £43.99,

4 These phones are on special offer,

5 These ones all use a touch ID system,

6 You can store up to 500 messages on this one,

a whereas this one is £85.

b whereas this one has 250.

c whereas this one doesn't.

d while that one only has room for 250.

e while those just use a password, which isn't as secure.

f while those ones aren't.

10 Work in groups. Compare the features of any phones you have. Find at least three ways in which each one is different from the others. Use *one / ones* and *whereas / while*.

CONVERSATION PRACTICE

11 Work in pairs. You are going to roleplay a conversation in a mobile phone shop.

Student A: you are a customer. Read File 4 on page 188.

Student B: you are a salesperson. Read File 8 on page 189.

12 Now roleplay the conversation. Use as much language from this lesson as you can.

10 To watch the video and do the activities, see the DVD ROM.

SHOP TILL YOU DROP

VOCABULARY Clothes and accessories

1 **Work in pairs. Tell each other as much as you can about the clothes and accessories you are wearing at the moment. Think about:**

- why you chose them.
- where you got them.
- how long you've had them.

2 **With your partner, decide which is the odd one out in each group. Explain your decisions.**

1 necklace / bracelet / chain / belt / ring
2 top / shirt / jacket / skirt / jumper
3 jeans / trousers / earrings / tracksuit bottoms / leggings
4 slippers / trainers / sandals / boots / high heels
5 scarf / gloves / T-shirt / wool hat / thick socks
6 scruffy / trendy / smart / cool / nice
7 colourful / stripy / tight / bright / plain / checked

3 **How many of the things in Exercise 2 can you see in your classroom? Which do you like best? Why?**

4 **Work in pairs. Say what you think of the way the people in the photos are dressed. Use some of the language from Exercise 2 and the phrases below.**

- That top / shirt doesn't fit him / her properly.
- Those trainers / socks (don't) really suit him / her.
- Those trainers (don't) really match / (don't) really go with that / those ...

READING

5 **Read the questionnaire opposite about attitudes to shopping, fashion and money. Circle the answers that are most true for you. Then work in pairs. Compare your answers and explain your choices.**

6 **With your partner, look at File 9 on page 189. Calculate your scores and read the descriptions. Is the description of you accurate? Why? / Why not?**

7 **Match the definitions below to the words in italics in the questionnaire.**

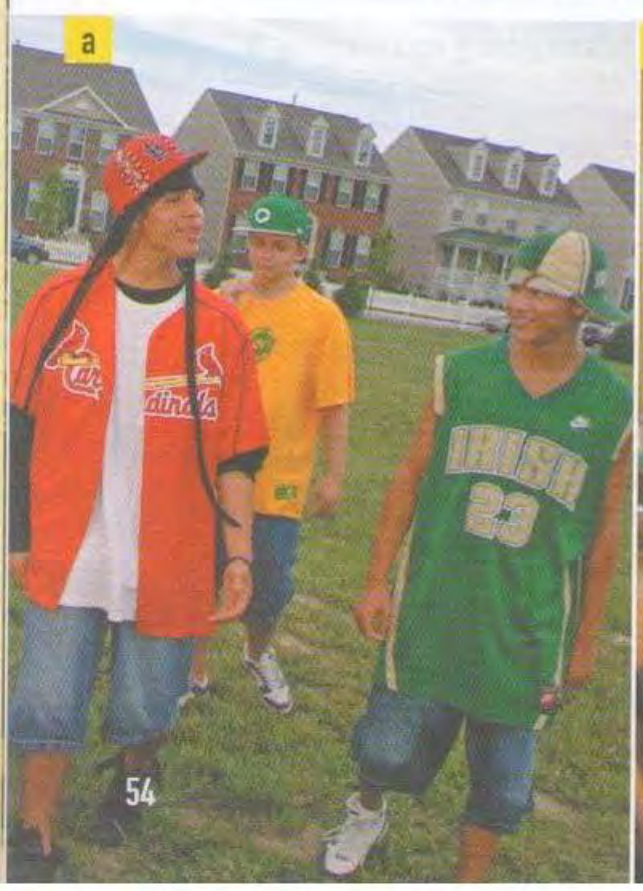
1 something that doesn't follow – or that breaks – a rule
2 a set of clothes that you wear together
3 buying things in order to make yourself feel happy
4 something far more expensive than it should be
5 without getting what you wanted
6 old but valuable because it's in great condition and it's rare or unusual
7 in a situation where you owe money
8 unattractive and bad quality

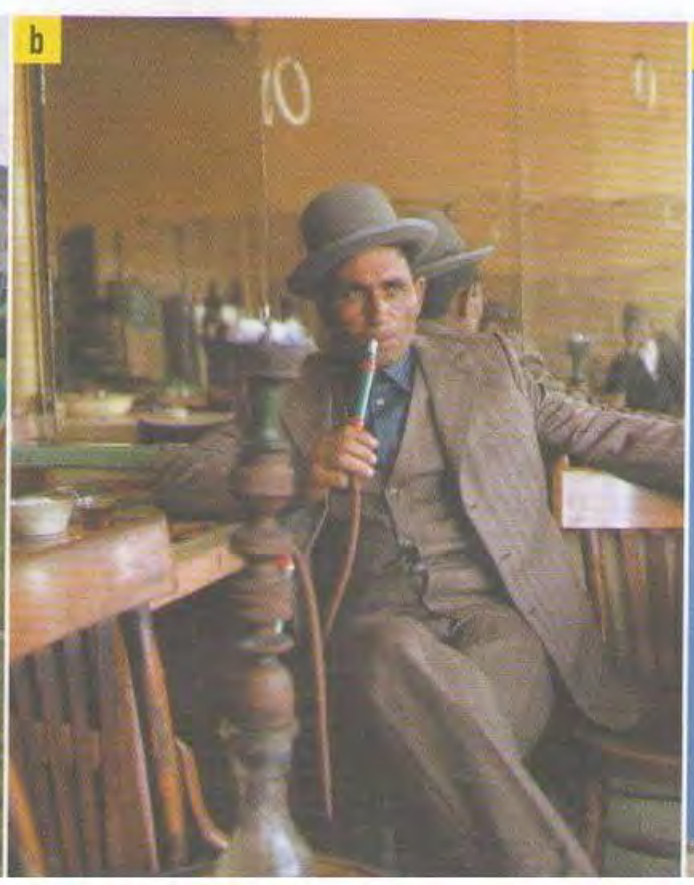
8 **Work in pairs. Invent a very short story using six of the words in Exercise 7. Then tell it to another pair.**

SPEAKING

9 **Work in groups. Discuss the questions.**

- How much pressure do you think there is on young people to have expensive products and designer brands? Where does the pressure come from? Do you worry about it at all? Why? / Why not?
- Is debt an issue in your country? Why?
- Do you ever check where / how the things you buy were produced?
- Do you buy much online? Is online shopping having an effect on shops in your country? How?
- Can you think of any shops that have had bad publicity because of the way they make / get their products – or the way they run their business? What happened?





Shop till you drop!

1 How keen on shopping are you?

a Not at all. I find it boring and often stressful. I avoid it if I can.
b It's OK if you go with friends, or have nothing else to do.
c Very. I go all the time. I love it.

2 What's the most important thing when you buy clothes?

a They're cheap.
b They will last a long time.
c They look good on me.

3 If you see something you really like, but can't really afford, what do you do?

a I just do without it. I don't really need it anyway.
b I save up and buy it when I have enough money or when it's in the sales.
c I buy it with a credit card. I don't mind being *in debt* for a week or two.

4 If you go shopping and come back empty-handed, how do you feel?

a A bit frustrated, but I like to shop around for the best bargains and sometimes it takes time.
b I don't mind. Sometimes it's nice just to go window-shopping.
c I never come back empty-handed! What's the point of going shopping if you don't buy anything?

5 Have you ever lied to someone about the price of something?

a Yes. I didn't want them to realise how little I'd spent.
b No, never. Why should I?
c Yes. I didn't want them to realise how much I'd spent.

6 When you include trainers, boots and sandals, how many pairs of shoes do you own?

a 5 pairs or fewer.
b 6–19 pairs.
c I've lost count. It must be at least 20.

7 Do you have any clothes you only wear at home?

a Yes, they have holes in, but they're OK to wear around the house.
b Yes. They're not fashionable, but they're comfortable.
c No. You never know who will call at your house. I always look my best.

8 Do you have any clothing you haven't worn much?

a Not really, but I have one *outfit* I only wear on special occasions.
b Yes. It doesn't fit me at the moment, but it will once I lose some weight!
c Yes. One piece still has the price tag on.

9 Are there any shops you normally avoid going to?

a Yes, because I don't like the politics connected with the shop.
b No, not really. I sometimes worry about how things were made, but I also love a bargain!
c Not really. I don't really like shops full of cheap, *nasty* clothes, but they're still worth looking in.

10 Do you ever buy designer brands?

a Never. They're *a rip-off*. You're just paying for the label.
b Sometimes – especially if they are in the sales.
c All the time. Designer brands are just better.

11 Do you believe in *retail therapy*?

a Not at all. Buying things doesn't make you happy.
b Shopping isn't the first thing I think of to cheer myself up, but it does work sometimes.
c Absolutely. If I'm feeling down, going shopping or buying something always cheers me up.

12 Have you ever had to buy an extra bag to bring home all the purchases you made on holiday?

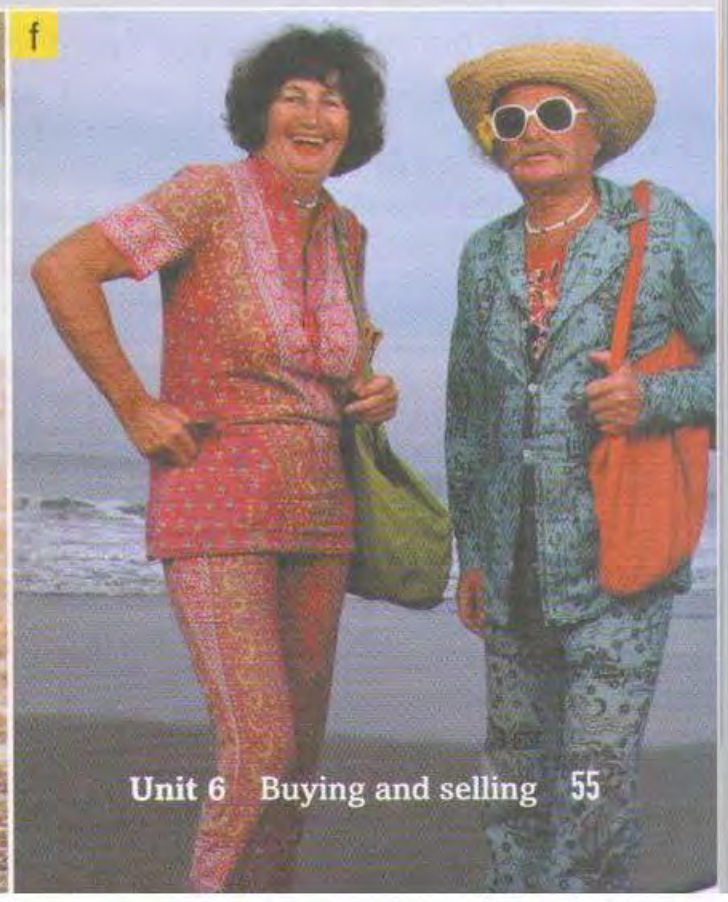
a Never. Holidays are supposed to be relaxing and the last thing I want to do is go shopping.
b Once I did, but it was *an exception*.
c I usually make sure I have plenty of space in my luggage before I go because I know I'll do loads of shopping.

13 Do you ever buy second-hand clothes?

a Only if they fit me OK and they're really cheap!
b No. I can't stand the idea of wearing something that someone else wore before me!
c Of course! You can find some incredible *vintage* clothes in second-hand shops.

14 How often do you look at fashion magazines?

a Never. They are stupid. A complete waste of time.
b Sometimes. If they are in a waiting room or someone else has bought them, I like to have a look.
c I regularly buy them.

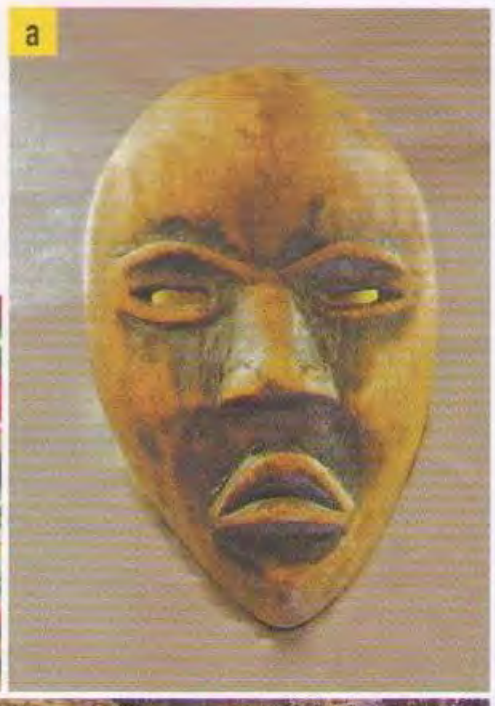


SOUVENIR SHOP

SPEAKING

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

- What part of the world do you think each of the souvenirs is from?
- How much would you pay for each of these things? Why?
- How would you put the souvenirs in order from the best to the worst?



VOCABULARY Describing souvenirs and presents

2 **Put the words in the box into three groups:**

1 material

2 how things are produced

3 object

carved	leather	printed	silk	woven
clay	magnet	plastic	mask	straw
doll	pot	wood	glass	model
wool	handmade	rug	painted	scarf

3 **Work in pairs. Describe the things in the photos using words from Exercise 2.**

4 **Work with a new partner. What objects do you have that are made of the materials in Exercise 2? Tell your partner about them.**

LISTENING

5 ▶ 30 **Listen to four people talking about gifts and souvenirs. Match each speaker (1–4) to one of the following. There are two you do not need. Which person:**

a threw away the gift?

b collects magnets to put on their fridge?

c wasn't pleased with a gift?

d was given a useful souvenir?

e prefers food or drink as souvenirs?

f talk about a souvenir breaking?

6 ▶ 30 **Work in pairs. Discuss which speakers had these souvenirs, where each souvenir was from and how the speakers described them. Listen again and check your ideas.**

an apron	a model	a paperweight
a drink	pannetone	a tie

7 **Work in groups. Discuss the questions.**

- What are typical souvenirs from your country?
- Do you agree that the best souvenirs are things you can consume? Why? / Why not?
- Do you think the designer is being ungrateful not wanting the gifts?
- What's the most useful souvenir you've bought or been given?
- Have you ever got upset about breaking something? What was it? What happened?

GRAMMAR

Noun phrases

We often add information before and after a noun to help describe it. This longer group of words is called a noun phrase.

8 **Look at how some nouns from the listening are added to. Then work in pairs and decide if the statements below are true.**

a *The **student** bought me a **tie**.*

b ***My wife's student** bought me a **tie**.*

c *My wife's student bought me a **silk tie**.*

d *My wife's student bought me a **horrible** silk **tie**.*

e *My wife's student bought me a horrible **bright** silk **tie**.*

f *My wife's student bought me a horrible bright silk **tie with a picture**.*

g *My wife's student bought me a horrible bright silk tie with a **picture of the Great Wall** on it.*

1 The compound noun *silk tie* describes a kind of silk – NOT a kind of tie.

2 Both nouns in the compound noun *silk tie* can be made plural (i.e. *silks ties*).

3 We use 's to talk about a particular person or thing belonging to or connected to a particular person, animal or organisation.

4 The general rule for the order of adjectives is opinion first and then facts such as size or colour.

5 We can add information after the noun using phrases that start with different prepositions (e.g. *with*, *of*, *from*, *in*, etc.)

G Check your ideas on page 173 and do Exercise 1.

9 **Put the words in brackets into the correct order before the nouns. Add correct prepositions after the nouns where necessary.**

1 My favourite piece of clothing is a _____ hat _____ Peru that my dad bought for me. (lovely / wool)

2 My most precious possession is my _____ ring. (gold / grandmother's / old)

3 People there often cook in _____ pots _____ a top like a kind of chimney. (clay / wonderful)

4 I recently bought this _____ coat _____ the winter. (leather / nice / brown)

5 My flatmates think I'm a bit weird because I keep a _____ bear _____ my bed, but I don't care. It means a lot to me. (teddy / cute / yellow)

6 When I was on holiday in Tanzania, I bought this _____ mask _____ a devil. It's on my wall at home. (hand-carved / wood / amazing)

10 **Complete the sentences with your own ideas. Use a noun phrase. Then work in groups and share your ideas.**

1 My favourite piece of clothing is ...

2 When I was on holiday in ... I bought ...

3 My most precious possession is ...

G For further practice, see Exercise 2 on page 174.

DEVELOPING CONVERSATIONS

Negotiating prices

When you buy souvenirs and other things, you may need to negotiate a price. Seller and buyers often use common phrases to justify the price they offer.

11 ▶ 31 **Decide if a seller or a buyer would say these phrases. Then listen to a negotiation about a leather jacket and check your ideas.**

1 That's very expensive.

2 It's top quality.

3 It's genuine.

4 It'll last forever.

5 I won't make any money like that.

6 I've seen similar ones that are cheaper.

7 I don't have much money left.

8 Take it or leave it. I can't go lower than that.

12 **Write three more things either the buyer or seller might say to justify their price.**

PRONUNCIATION

13 ▶ 32 **Listen to some pairs of numbers and notice the change in intonation when we express surprise. Then listen again and repeat.**

14 **Work in pairs. Look at Track 31 on page 200 and decide who will take which role. Read out the conversation, using intonation to express surprise where necessary. Then change roles and repeat.**

SPEAKING

15 **Work in pairs.**

Student A: you are a tourist thinking of buying one of the things in the photos in this lesson.

Student B: you are the seller.

Negotiate the price.

VIDEO 3

WHEELIN' AND DEALIN' ANTIQUES

1 Work in pairs and look at the photo. What kind of place do you think it is? What are the people selling?

2 Check you understand the words in bold below. Which of the following is good advice for selling in a place like this? Why? / Why not?

1 Don't try to sell things that are broken or '**garbage**'
2 Be quite **aggressive** and decisive when negotiating.
3 Don't worry about having a **display** that is very organised or **disciplined**.
4 Make sure you have a price **tag** on everything.
5 Put the most expensive things at the front of the **stall**.
6 Always give a price that is higher than you think it's worth.

3 11 Watch a reality TV show where two men are selling things in a flea market to raise money with the help of an expert. Complete the table for the two men.

	Steve (man in white T-shirt)	Trent (man with cowboy hat)
Raising money to ...	buy a boat	[1]_____
Best sale	$[2]_____ for [3]_____	$[4]_____ for [5]_____
Fails to sell	a trunk	[6]_____ white chairs Apollo 11 toy
Good salesman	negotiates well	good [7]_____ – organised and disciplined
Bad salesman	[8]_____	not decisive enough shouldn't put [9]_____ on

4 11 Work in pairs. Which of the things in Exercise 2 does the word *it* refer to in each sentence? Watch again to check your ideas.

1 Someone ... turned **it** into a target and just started shooting at **it** ...
2 ... there's some stickers that have an 'O' and a 'K' on them throughout the frame. Erm, I had four on **it**. I would probably take three on **it**.
3 ... everything is set up right. **It**'s organised. **It**'s disciplined.
4 I like the colour. I like the beat-up look. I think **it** was a fair deal.
5 ... if you came here like an hour ago, **it** was empty or nothing sitting on top of **it** ...

5 Work in groups. Discuss the questions.

- Are there any similar markets where you live?
- Do you like looking round these kinds of markets? Why? / Why not?
- Would you be any good at selling in a flea market?
- What reality shows like this do you have on TV? Do you watch any? Why? / Why not?

UNDERSTANDING FAST SPEECH

6 12 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

I've ACtually seen OTHer things that are THIS / BUllet / SCULpted // KIND of appeal / and its JUST inCREdible that this / GOssamer OBject / HOlds toGEther AFter having been abUSed / for // you know / HUNdreds of YEARS // with BUllets shot through it / so // it's GREAT

7 Now you have a go! Practice saying the extract at natural pace.

REVIEW 3

GRAMMAR

1 Complete the dialogue with one word in each space. Contractions count as one word.

A: What do you do?

B: I work [1]_____ a construction company.

A: Oh yeah, [2]_____ what?

B: I'm an electrician.

A: Really? I thought most electricians are self-employed.

B: Yeah, they are. I mean I was, but with this job my hours are a [3]_____ more regular. I [4]_____ have to work weekends very often. Obviously, the money isn't [5]_____ good. But I don't mind that.

A: So do you do any private work?

B: We're not [6]_____ to, but I do occasionally – for people I know, usually.

A: So it [7]_____ be a big company you work for.

B: Yeah, it [8]_____ . It's huge. They're involved [9]_____ all sorts of projects here and abroad, so I get to travel a bit.

A: You [10]_____ enjoy that.

B: I [11]_____ sometimes, but it depends where it is and if I [12]_____ get back home for the weekend.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 The company dress code doesn't allow jeans.
We _____ at work. **CAN'T**

2 When we go to the toilet we mustn't leave our desks for more than five minutes.
We _____ a toilet break of more than five minutes. **ALLOWED**

3 I really shouldn't leave before six, but I could maybe go at five.
I'm _____ until six, but I could maybe go at five. **STAY**

4 On this one, the design's nicer but the battery life is shorter than on that one.
On this one, the design's nicer but the battery doesn't _____ on the other one. **LAST**

5 Paris has around ten million people, compared with about twenty million in Mexico City.
Mexico city is _____ Paris. **SIZE**

3 Complete the sentences by putting the words in brackets in the correct order.

1 He bought me a _____ (nice / really / scarf / wool) yesterday.

2 They sell a lot of _____ (Big Ben / tacky / of / plastic / models).

3 She was wearing a _____ ('Peace' / blue / with / T-shirt / scruffy / written) on it.

4 I like the leather jacket, but I've seen _____ (that / ones / far / cheaper /similar / are).

5 His favourite piece of clothing is _____ (a / shirt / name / Barcelona / classic / with / Messi's) on it.

4 ▶ 33 Listen and write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–8) with the collocates (a–h).

1	take	a	to chemicals / to huge risks
2	ignore	b	500 voicemails / up to 32GB
3	introduce	c	my phone / to the latest version
4	sign	d	a lot of abuse / used to it
5	store	e	the rules / health and safety
6	upgrade	f	a new rule / an offer for customers
7	be exposed	g	them to court / it or leave it
8	get	h	a six-year contract / below

6 Decide if these words are connected to work, phones or clothes.

admin	icon	gloves	tap
plug	rewarding	thick	bonus
plain	swipe	demanding	tight

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 There's a legal _____ to give workers two weeks' holiday pay. (require)

2 The government doesn't do enough to enforce the _____ laws. (employ)

3 There's still a lot of _____ against women in the workplace. (discriminate)

4 I could never be a security guard in a museum. I'd die of _____ . (bore)

5 Being a waiter isn't a great job but it's _____ well-paid when you include the tips. (relative)

6 My main _____ is to make sure everyone gets paid on time. (responsible)

7 We got this beautiful _____ painting on holiday. It really brightens up the room. (colour)

8 I bought this amazing mask _____ from wood. (carve)

9 I normally don't let my kids buy what they want, but I made an _____ this time. (except)

10 I got into this field when it was still new, but it's far more _____ these days. (compete)

8 Complete the text with one word in each space. The first letters are given.

I'm a regional manager for a supermarket chain and I'm in [1]ch_____ of around 200 stores. It can be very [2]st_____ as we are under [3]pr_____ to improve sales year on year, but generally I love it because it's very [4]va_____ – I travel and speak to lots of different people.

I'm quite unusual in that I left school when I was sixteen. I worked as a [5]la_____ on building sites for a couple of years but I only had temporary work so it was very [6]in_____ . So then I got a job in one of the supermarket's [7]wa_____ . It was still quite hard but at least I had a permanent [8]co_____ . After a while I started [9]ma_____ a small team. I always thought I could do [10]be_____ for myself, so I [11]ap_____ for the company's management training scheme and they [12]of_____ me a place. It's taken me twenty years to get to my current position.

7

EDUCATION

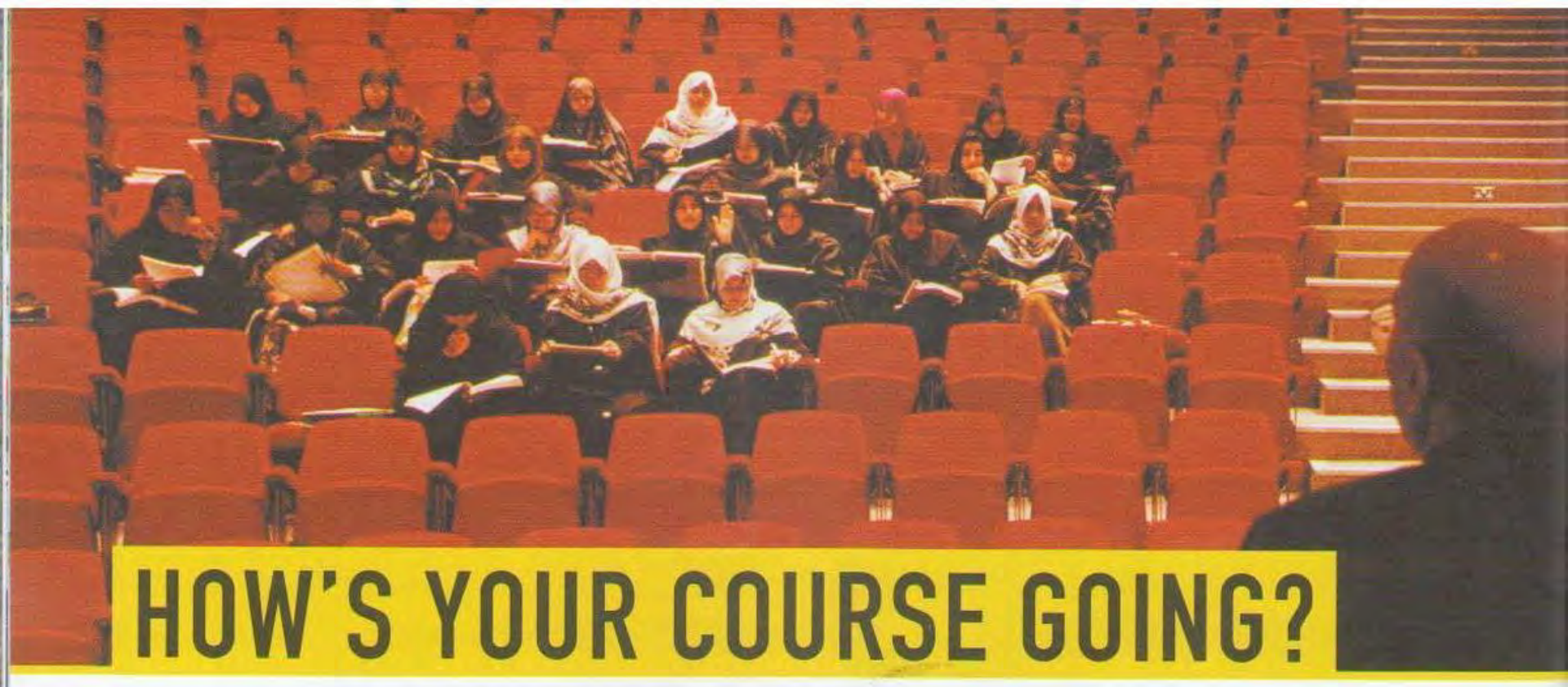
IN THIS UNIT YOU LEARN HOW TO:

- describe courses, schools, teachers and students
- show you believe or sympathise with what people tell you
- talk about possible future plans or situations
- discuss different aspects of education
- form and say different words from the same root

SPEAKING

1 **Work in groups. Look at the photo of an old Canadian schoolroom and discuss the questions.**

- Why do you think these things are there?
  - the painting above the teacher
  - the piano
  - the pointed hat by the desk
  - the bell on the teacher's desk
  - the books on the teacher's desk
- Are there any similarities between this classroom and classrooms you've studied in?
- How has education changed over recent years?
- Do you think these changes have been for the better or for the worse? Why?



HOW'S YOUR COURSE GOING?

VOCABULARY Describing courses

1 Match the questions (1–8) with the answers (a–h). Check you understand the words and phrases in bold.

1 Why are you doing it?
2 How's it going?
3 How was it taught?
4 Did you enjoy it?
5 What were the **tutors** like?
6 Did you have much **coursework**?
7 Did you find it useful?
8 How is it **assessed**?

a 25% of **the overall mark** is on the **coursework** and the rest is on the **final exam**.
b They've introduced a new system at work so we're all **getting training in** how to use it.
c I'm **struggling** a bit, to be honest. I failed my last **module** so I can't afford to fail another.
d Yes and no. I guess it was **good for my CV**, but it wasn't **relevant** to my current work as I never use Excel.
e They were very **encouraging** and gave us a lot of **feedback**.
f It was all done through **workshops**, so it was all very **practical**.
g Well, I started out quite **keen**, but I lost a bit of **motivation** as I wasn't making much **progress**.
h Yeah, it was quite **demanding**. We had regular **assignments** and the **seminars** involved a lot of reading beforehand too.

2 Work in pairs and answer the questions. Use a dictionary to help you if you need to.

1 What might you do for an assignment? Apart from *have*, what other verbs can go with *assignment*?
2 Why might you struggle on a course? What's the opposite of struggling on a course?
3 If tutors are encouraging, what do they say to you? Think of two more adjectives to describe a tutor.
4 When do you get feedback? Why do tutors give you feedback?
5 Think of three ways you can be assessed.
6 Think of four things you might get training in at work.
7 What things might help you maintain or increase your motivation on a course?

3 With your partner, look at these different types of courses and training. Tell your partner about any that you have done. Ask each other questions like those in Exercise 1.

a degree course	IT training
a postgraduate course	first-aid training
an evening course	leadership training
an online course	training in using a machine

LISTENING

4 ▶ 34 Listen to two colleagues on a break at work. They talk about a course the woman is doing. Take notes about the following:

1 type of course
2 how they learn
3 tutors and students
4 length of course
5 assessment & qualification

5 Do you think the course will be good for her career or not? Why? / Why not?

6 ▶ 34 Listen again and complete the sentences with three words in each space.

1 Well, you learn _____ . You know, how to listen and guide people through problems.
2 It's very practical. I mean, we have some _____ which are about theory ...
3 Great. They're all very _____ , but they present things in a very clear way.
4 Well, there are one or two guys that aren't as supportive _____ .
5 I can imagine. You want _____ !
6 I think there are eleven weeks left. It's _____ – an evening a week.
7 ... you could do more, but I don't have time _____ my workload here.

7 **Work in pairs. Discuss the questions.**

- Is encouragement always better than criticism?
- Do you think you would be good at counselling?
- Do you know anyone who has studied something that they don't use anymore?
- When do you think is a good time to stop studying?

GRAMMAR

Future time clauses

When we want to specify the time at which a future action will happen, we often use a clause starting with a time expression such as *when*, *after*, *once*, etc.

8 **Look at these sentences from the conversation. Answer the questions below.**

a *I'm going back after I've had this coffee.*

b *So what are you going to do when it ends?*

c *I might do another course once I've finished this one.*

d *As soon as I find a proper job, I'll probably stop doing any studying.*

1 What are the time expressions in each sentence?

2 Do you know any other time words like *when* and *after* that can join two parts of a sentence?

3 What tenses follow the time expressions?

4 Do the time clauses refer to now or the future?

5 Can the sentences start with the time clause?

G Check your ideas on page 174 and do Exercise 1.

9 **Complete the questions with your own ideas. Then work in groups and take turns asking and answering your questions.**

1 What are you going to do after ...?

2 Where are you going to stay when ...?

3 While you're on holiday ...?

4 What'll happen once ...?

5 How long is it before ...?

G For further practice, see Exercise 2 on page 175.

DEVELOPING CONVERSATIONS

I can imagine, I bet, etc.

When someone makes a statement about how they feel or how a situation is, you can show you believe them or sympathise with them by saying *I'm sure*, *It sounds it*, *I can imagine* or *I bet*.

P: *They can be a bit more critical than the others, which is a bit annoying.*

D: ***I can imagine.***

10 **Look at Track 34 on page 201 and find examples of the phrases in the box. What feelings or situations does Daniel show he believes?**

11 **Complete the sentences about courses with your own ideas. Then work in pairs. Take turns reading your sentences and responding with *I bet*, etc.**

A: *We have to do a huge amount of reading at home every week so I'm struggling.*

B: *I bet. It must be hard.*

1 _____ so I'm struggling.

2 _____, which was annoying.

3 _____ so I'm really pleased.

4 _____, which is really helpful.

5 _____, so it's quite demanding.

6 _____, which is a pain.

CONVERSATION PRACTICE

12 **Work in pairs. You are going to roleplay a conversation between two people who are doing degrees. Either use your own ideas or choose a roleplay card (Student A: File 5, page 188; Student B: File 10, page 190). Spend a few minutes deciding what you will say. Think about how to answer the questions below.**

- What are you studying?
- And what does that involve?
- Why are you doing that?
- How's it going? Are you enjoying it?
- What are your tutors like?
- And what about the other people on the course?
- Do you have much coursework?
- How's it assessed?
- How long does the course last? When does it finish?
- And what are you going to do once it ends?

13 **Now roleplay the conversation. Ask and answer the questions above. Use as much language from this lesson as you can.**

13 To watch the video and do the activities, see the DVD ROM.

PAY ATTENTION

SPEAKING

1 Work in pairs. Look at the photo of a teacher and student and discuss the questions.

- Do you like the photo? Why? / Why not?
- What do you think it says about teachers and students?
- Look at these qualities connected to teachers. Are there any you would add? Are any of them not necessary to be a good teacher? What's the most important?

patient	well-prepared
friendly	strict
encouraging	knows their subject well

- Look at these qualities connected to students. Are there any you would add? Are any of them not necessary to be a good student? What's the most important?

bright	pays attention in class
enthusiastic	ambitious
does homework	a keen reader

VOCABULARY Education

2 Complete the sentences below with these words. Then work in pairs and decide if each sentence refers to a school or a university.

academic reputation	school fees
research facilities	alternative approaches
entry requirements	social problems
bilingual school	Master's programme
strict discipline	

1 It's a _____, so some subjects like PE and science are taught in English.

2 It's very traditional. Pupils wear uniforms and there's very _____.

3 It has a big _____ that attracts a lot of international students.

4 It has a very good _____. They really push pupils to achieve high marks.

5 It's difficult to get into because the _____ are very high, especially for Medicine.

6 It's in quite a rough area, so they have to deal with quite a few _____.

7 Lectures are very crowded, and _____ are a bit limited.

8 They have some _____ to teaching and learning, which the headteacher introduced.

9 The _____ are so high that only wealthy families can afford to send their kids there.

3 With your partner, think of a word or phrase connected to each of the words in the box in Exercise 2. Use a dictionary to help you.

academic reputation – top university / hard to get into

4 Work in groups. Discuss the questions.

- How many of the sentences in Exercise 2 can you use to describe schools and universities you know or have heard of?
- What places have you studied at? What were they like?

LISTENING

5 35 Listen to four conversations about different aspects of education. Who is the main speaker in each conversation (1–4)? There is one person you do not need.

a a parent

b a school teacher

c a university lecturer

d an overseas student

e a postgraduate student

6 35 Work in pairs and answer the questions. Then listen again and check your answers.

1 Why is the teacher annoyed? What advice is she given?

2 Why is the overseas student unhappy? What is she going to do?

3 What rule does the lecturer explain? Are there any exceptions to the rule?

4 Why is the parent happy?

7 **With your partner, try to remember which verbs went with these nouns in the four conversations. Then look at Track 35 on page 201 and compare your ideas.**

1 _____ attention, _____ to each other, _____ their respect

2 _____ one of the questions, _____ my score, _____ the test

3 _____ a deadline, _____ an exception, _____ any excuses

4 _____ the kids, _____ classes, _____ a good reputation

8 **Work in pairs. Discuss the questions.**

- What do you think the teacher in the first conversation should do? Why?
- How were difficult students dealt with in your school? Do you think it was a good approach?
- Have you ever made a stupid mistake in an exam / a test? If yes, what did you do?
- Do you know anyone who has changed schools? Why?

GRAMMAR

Zero and first conditionals

We use conditional sentences to talk about situations and their results. In zero and first conditionals, we use present tenses in the *if*-clause to talk about general, present and possible future situations.

9 **Look at these sentences from the conversations. Then work in pairs and answer the questions below.**

a *If I* ***try*** *to explain something, they* ***sit*** *whispering to each other.*

b *If they* ***talk***, ***send*** *them to the headteacher.*

c *If they* ***don't accept*** *me, I'll either* ***retake*** *the test or I* ***might look*** *for another Master's.*

d *If you* ***have*** *any problems which are affecting your coursework, you* ***should contact*** *the student counselling service.*

1 Which sentence is about a situation that has already happened before and may happen again?

2 Which sentences show possible future situations? What tense is used in the *if*-clause?

3 What's the difference in meaning between *will* and *might*?

4 Which two clauses give advice about possible future situations?

G Check your ideas on page 175 and do Exercise 1.

In conversations, we often ask *What (happens) if ...?* When we answer these questions, we don't usually repeat the *if*-clause. We generally only say the result clause.

A: *If you miss a deadline that your tutor has set, you will be given a zero.*

B: *... but* ***what if*** *you have a family crisis or something?*

A: *Well, obviously* ***we'll make an exception for certain cases.***

10 **Complete the sentences with the correct form of the verbs.**

A: What are you going to do when you graduate?

B: It depends on my marks. If I [1]_____ a good degree, I [2]_____ a Master's in Business Administration. (get, probably / do)

A: And what if you don't?

B: I'm not sure. I [3]_____ travelling for a while if I [4]_____ in too much debt. (go, not / be)

C: What happens if I lose the key for my room?

D: [5]_____ the security guard to open it. (ask)

C: And what if he [6]_____ at the front desk? (not / be)

D: [7]_____ around. Just [8]_____ the emergency number. Someone from the main office [9]_____. (not / wait, call, come)

11 **Write answers to these questions.**

1 What are you going to do in the summer holidays?

2 What happens if I'm struggling in class?

3 How do you think your life will change in the next few years?

12 **Work in pairs. Take turns asking the questions in Exercise 11. Say the reply you wrote. Your partner should continue the conversation by asking *And what if ...?* How long can you continue each conversation?**

G For further practice, see Exercise 2 on page 175.

SPEAKING

13 **Work in groups. Look at the rules below connected to education from round the world. Discuss the questions.**

- Do you have any of these rules – or similar ones – in your country?
- Which rules do you think are good and which do you think are bad? Why?
- Why do you think these rules were introduced?
- What results might these rules cause?
- Do you think any of these rules should be introduced (or reversed) in your country? Why?

IN THE UK, if a child skips school, the parents can be fined.

IN ITALY, if you fail three or more subjects, you have to repeat the whole year.

IN SOME STATES IN THE USA, teachers get increased pay if their students get good exam grades.

IN CHINA, you can't graduate (whatever the degree) unless you pass an English test.

IN CANADA, in some academic jobs you can't ever be fired unless you break a law.

MAKING A DIFFERENCE

READING

1 **Work in groups. What do you think the following people worry or complain about when discussing schools and the education system?**

parents	teachers	students
politicians	business people	

2 **Compare your ideas as a class. What do you think is the biggest education issue in your country at the moment? What solutions have been suggested? Do you agree with them?**

3 **Read a short article about the academic John Hattie, author of *Visible Learning*, and his research into achievement in schools. Find out:**

1 if any of the worries or issues you thought of were investigated.

2 why the following figures are mentioned: 15, 60,000, 250 million.

3 what Hattie believes are the most important factors.

4 why his work is called *Visible Learning*.

4 **Work in groups of three. Below are nine factors Hattie studied that the article goes on to discuss. What do you think are the top two most effective factors and what are the bottom two?**

a Teachers having high levels of subject knowledge

b Programmes to extend students' vocabulary

c Setting up schools outside of government control

d Reducing class sizes by 50%

e Providing information on how students will be assessed and feedback on what they did

f Talking about students' expectations

g Practising what you have learnt over time

h Doing homework

i Summer holidays

5 **Work with the same group. You are going to read about how effective the nine factors in Exercise 4 are.**

Student A: read File 6 on page 188.

Student B: read File 12 on page 190.

Student C: read File 13 on page 191.

Then work together and rank the factors from 1 (= most effective) to 9 (= least effective).

6 **With your group, discuss the questions.**

- What do you think of the results of the research? Did you find anything surprising or obvious? Why?
- How many of these factors were present in schools you have been to?
- Do you think the results would be the same in all countries in the world? Why? / Why not?

WHAT WORKS IN EDUCATION

Few things cause more worry and debate than education. Wherever you go in the world, you will rarely find a place where everyone is happy with the education system they have. Parents worry about their kids' grades; businesses complain that students don't have the right skills; politicians look at other countries' education systems and see only failure in their own. All want to see higher achievement, but the debate is how to do it. Should it be smaller classes or more homework, wearing school uniform or better pay for teachers?

Not only are there a huge number of things that people say will make education better, but people also disagree about whether each factor actually improves learning or not. So who's right? This is the question that the New Zealand academic John Hattie tried to answer over fifteen years of work when he analysed 60,000 studies into student achievement carried out with around 250 million students, mainly from English-speaking countries around the world. It's an amazing piece of work and has produced some surprising results.

Hattie discovered that, with only very few exceptions, *every* factor which people think will improve students' achievement does work to some degree, when compared with doing nothing! He therefore quickly realised that rather than asking what policies and actions are positive, he needed to compare the size of the improvements. This resulted in a league table of over one hundred factors showing what really helps and what is less effective.

Hattie's interpretation of this table is that it is passionate teachers that make the big difference. These teachers don't have to be specialists in their field with MAs and PhDs, but they need to understand what level their students are at and show them how to exceed their expectations. In contrast, the things that often cause the loudest arguments or cost the most money – such as uniforms or reducing class sizes or investing in IT – have a relatively small impact. Hattie suggests they continue to get more attention because these are the things that parents and politicians can *see*, whereas we don't see teachers and students at work. This is why he calls his analysis *Visible Learning*: he wants to show those factors that can make a big difference.

So what are the specific factors that score best in improving performance and which ones are less effective?

UNDERSTANDING VOCABULARY

Forming words

One way to build your vocabulary is to learn the noun and the verb form of words, e.g. *achieve* and *achievement*. Common noun endings are: *-ment*, *-tion*, *-ation*, *-ance*, *-ence*, *-ist*. Many words, such as *worry*, are both nouns and verbs. Make sure you learn the pronunciation *and* collocations that go with the different forms to help you use them correctly.

7 **Complete the phrases (1–8) with nouns from the article that are based on the verbs in bold.**

1 need further _____ (**improve** standards)
2 get a good _____ in the exam (teachers **grade** the essays)
3 a _____ in data analysis (**specialise** in marketing)
4 a big _____ between them (the effects **differ** widely)
5 measure students' _____ (**perform** well in the test)
6 meet my _____ (**expect** great things of you)
7 the project was a _____ (**fail** an exam)
8 improve your _____ of the subject (**know** a bit of French)

PRONUNCIATION

8 ▶ 36 **Listen to ten verbs and nouns with the same root and underline the main stress. Notice how the position of the main stress can change.**

1 know – knowledge
2 analyse – analysis
3 assess – assessment
4 define – definition
5 inform – information
6 interpret – interpretation
7 worry – worry
8 increase – increase
9 refund – refund
10 protest – protest

9 **Practice saying the pairs of words.**

10 **Choose three pairs of words from Exercise 8 and write short phrases like those in Exercise 7. Then work in pairs and read out your examples.**

11 **Work in groups. Discuss the questions.**

- What improvements could be made in your education system? Explain why and how.
- Do you use the knowledge you gained at school in your life much? In what ways? Is there anything you think should be taught that isn't?
- What expectations do you have of your future life? Do you think they are high or low? Why?
- What protests have you heard about in education? What were the people protesting about?

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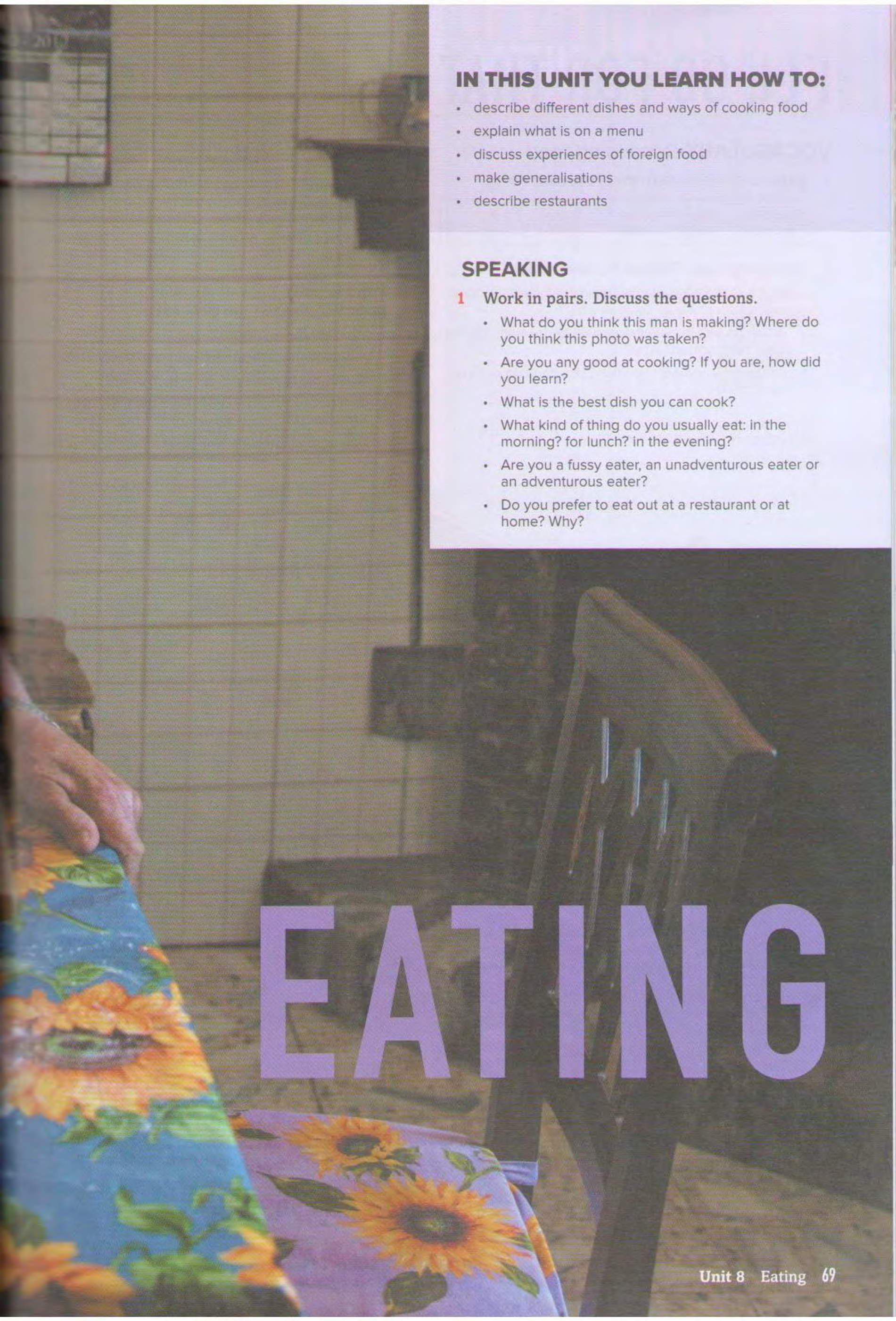


EATING

IN THIS UNIT YOU LEARN HOW TO:

- describe different dishes and ways of cooking food
- explain what is on a menu
- discuss experiences of foreign food
- make generalisations
- describe restaurants

SPEAKING

1 Work in pairs. Discuss the questions.

- What do you think this man is making? Where do you think this photo was taken?
- Are you any good at cooking? If you are, how did you learn?
- What is the best dish you can cook?
- What kind of thing do you usually eat: in the morning? for lunch? in the evening?
- Are you a fussy eater, an unadventurous eater or an adventurous eater?
- Do you prefer to eat out at a restaurant or at home? Why?

I'LL GO FOR THAT

VOCABULARY Describing food

1 **Label the picture with these cooking verbs.**

deep-fry	steam	mash	slice	grill
marinate	stir-fry	grate	boil	roast

2 **Work in groups. Discuss the questions.**

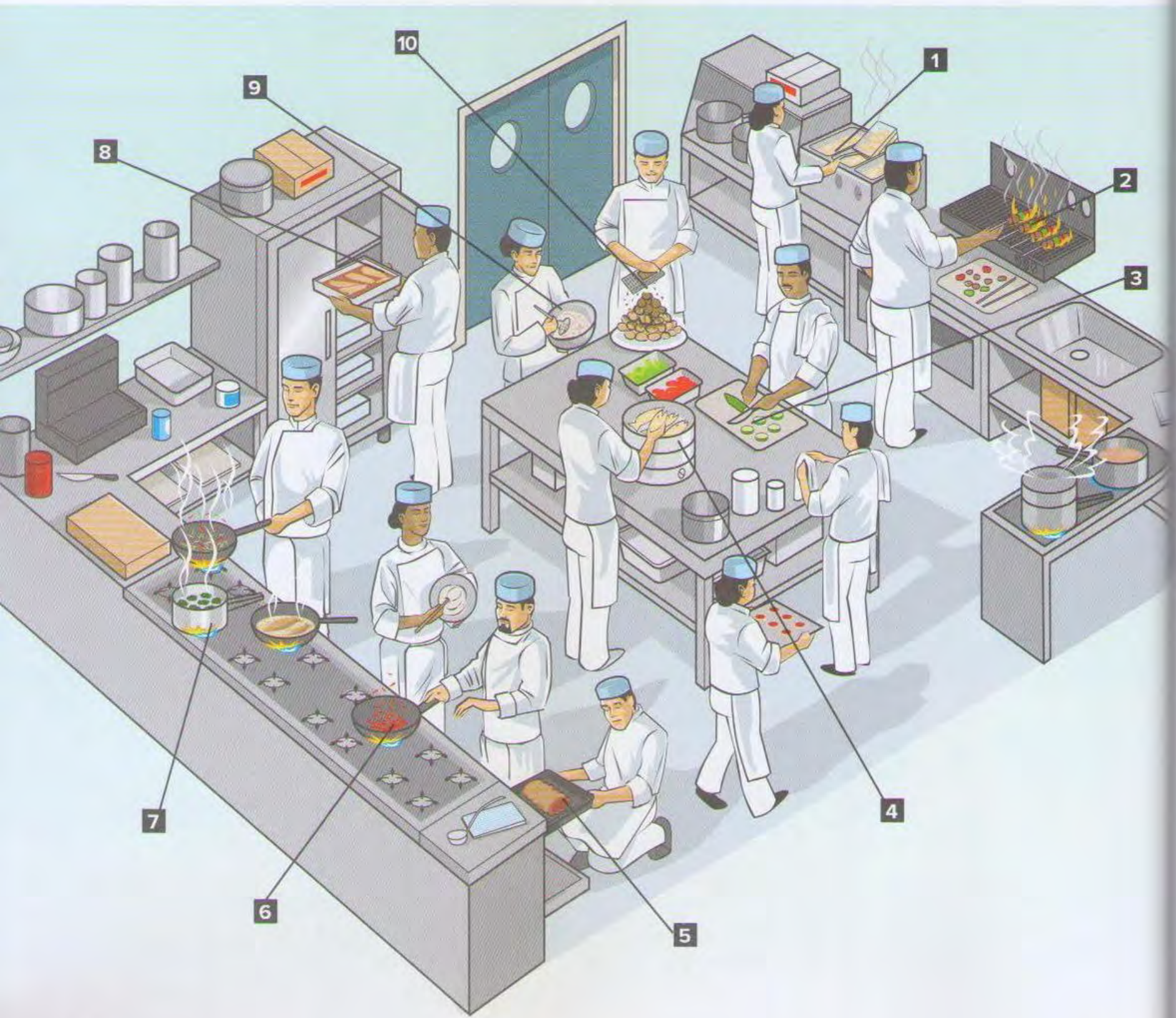
- Which of the ways of cooking in Exercise 1 are most used in your house? To cook what?
- Which do you think is the easiest to do? Which is the most complicated? Why?
- Are there any ways of cooking you can't do or have never tried?

3 **Work in pairs. Think of two examples of food for each of the adjectives below. Can you see any food in the picture that could be described using these adjectives?**

bland	filling	juicy	sour	tasty
fattening	greasy	raw	spicy	tender

4 **Work in pairs. Look at the photos in File 14 on page 191. Discuss the questions.**

- Which of these things do you eat most often?
- Are there any things here you have never eaten?
- What's the best way to cook each one?
- Which could you describe using the adjectives in Exercise 3?
- Do you know anyone who can't – or doesn't – eat any of these things? Why not?



LISTENING

5 **Look at the menu from a Peruvian restaurant. Do you know what kind of dishes they might be or what might be in them? Do any of the words sound similar to food or dishes in your language?**

6 ▶ 37 **Listen to a conversation between Aurora, a Peruvian businesswoman, and Claes, who is visiting Peru. Tick the dishes he decides to order and take notes on the reasons he gives for rejecting the dishes below.**

1 Papa Rellena
2 Anticuchos
3 Lomo Saltado

7 ▶ 37 **Listen again and complete the sentences with one word in each space.**

1 They don't have an English menu, I'm _____ .
2 You'll just have to talk me _____ it.
3 That's balls of mashed potato, _____ with beef, raisins and olives.
4 It's sliced cow's heart, very _____ and _____ .
5 I'll go _____ that.
6 That's steak, sliced very _____ and then fried and _____ with rice.
7 It's a bit _____ a Spanish paella, but _____ .
8 It's a _____ of stew with goat meat in.
9 They serve it with beans on the _____ .
10 That sounds very _____ .

8 **Work in pairs. Discuss the questions.**

- Would you order any of the dishes mentioned? If yes, which ones? If not, why not?
- Do you like steak? If so, how do you usually like it?
- Do any of the dishes sound similar to any dishes from your country?
- Do you think your country has a national dish?
- Did they mention any ingredients you often / never use in your own cooking?

DEVELOPING CONVERSATIONS

Describing dishes

When we have to explain different foods or dishes, we often use the patterns below.

It's a kind of *vegetable / side dish / spice.*

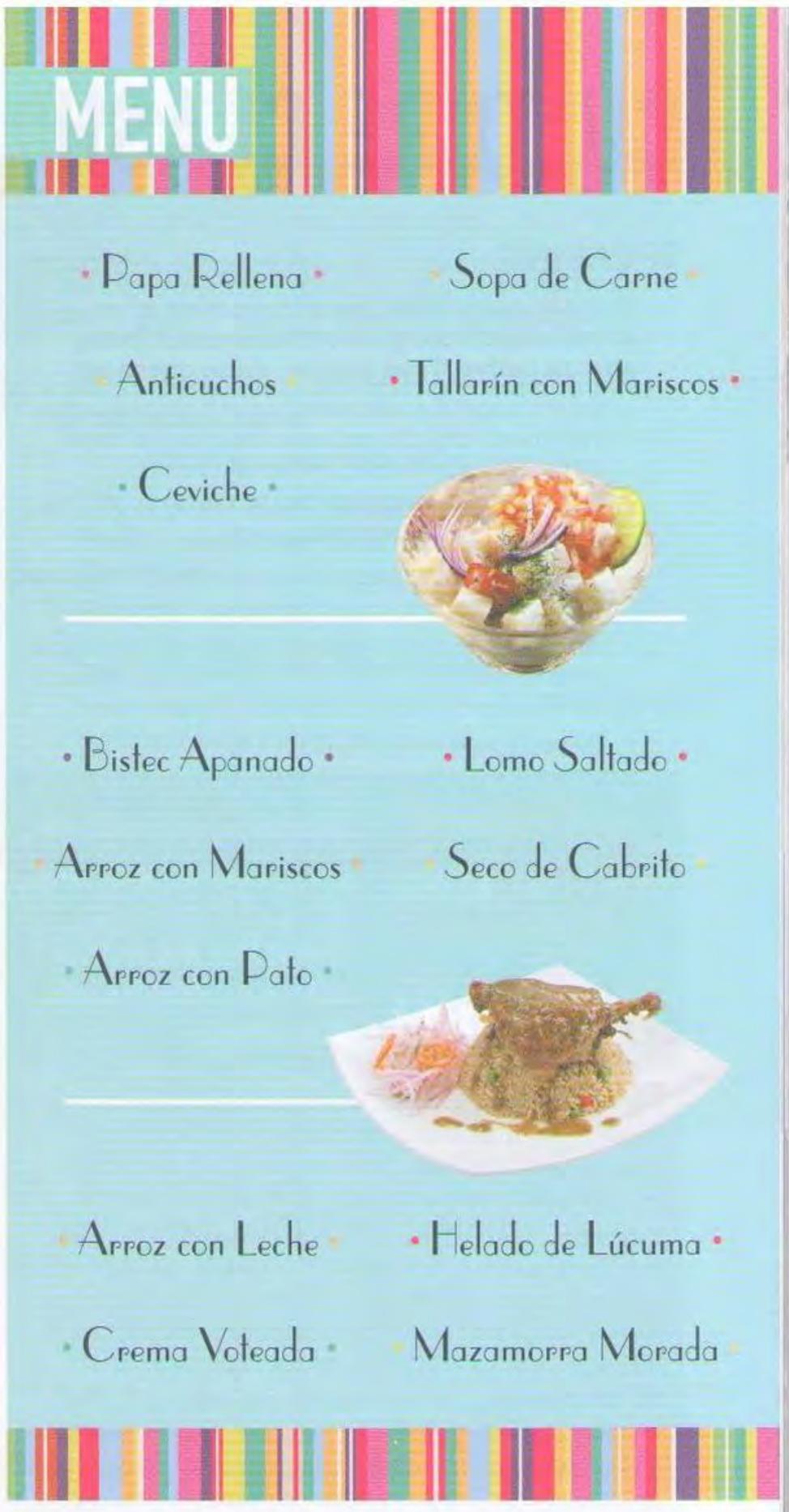
It's a bit like *an oyster,* ***but*** *smaller /* ***but not as*** *big.*

It's made from *plums or pears / a special kind of bean.*

It's cooked with *tomatoes and onions and spices.*

9 **Think of four different kinds of drinks, dishes, fruit or vegetables from your country. Decide how to describe them using the structures above and any other useful language from this lesson.**

10 **Work in groups. Take turns to describe your food. Can the rest of the group guess what you are describing?**



CONVERSATION PRACTICE

11 **Write a typical menu for a restaurant in your country. Write it in your own language. Include two or three dishes for each stage of the meal.**

12 **Work in pairs. Roleplay a conversation like the one you heard in Exercise 6.**

Student A: you're visiting the country on holiday or on business. You don't speak the local language.

Student B: talk Student A through the menu.

Student A: reject at least two things. Explain why. Then decide what you'd like to eat for starter, main course and dessert.

When you have finished, change roles and have another conversation.

14 To watch the video and do the activities, see the DVD ROM.

CULTURE CLASH

SPEAKING

1 **Work in pairs. Read the introduction of an article about foreign food culture and living abroad below. Then discuss these questions.**

- What foreign cuisines can you get in restaurants in your town / city? Do you ever eat in any of these places? If yes, what do you usually order?
- Are there many specialist shops selling foreign food where you live? Why? / Why not?
- Do you ever buy foreign / imported food? If so, what? If not, why not?
- What food from your country would you miss if you went to live abroad? Is there anything you wouldn't miss?
- Do you agree with the author's opinions?

FOOD FOR THOUGHT

Look around most big cities and you'll find a wide range of restaurants serving foreign food and shops selling specialist products from abroad.

Some of them have perhaps been set up by adventurous locals trying to introduce something fresh and new. However, in most cases they were probably set up by foreigners who simply couldn't cope with the food of their host country. These places represent everything their owners miss about their home countries. Essentially they say 'I may love your people, your job opportunities, your climate, but let me show you what *real* food is!' In fact, maybe we can say that you have only fully integrated into your new country when you have accepted its food culture. So if you're living abroad, how are you finding its food culture? Are you used to it yet, or is full integration some way off?

READING

2 **Work in groups of four: two As and two Bs. You are going to read the rest of the article.**

Student As: read the texts on these pages.

Student Bs: read the texts in File 15 on page 192.

With the person who read the *same* texts, answer the questions.

1 Where are the two people in your texts from?
2 Where are they living now? Why?
3 What do they like about the food and the way people eat there?
4 Is there anything they miss about their home?
5 Is there anything they still find strange or annoying about the host country?
6 Is there anything they'll never get used to? Why?

3 **Now work in pairs: one Student A and one Student B. Ask and answer the questions in Exercise 2 about the texts you read.**

4 **With the same partner, complete the sentences with words and phrases from all four texts. The definitions in brackets will help you.**

1 Ian said 'stinky tofu' smells like sweaty socks and rotting fish and it's really _____ . (making you not want to eat it)
2 Ian said Americans usually just _____ the bill. (divide equally)
3 Isabella didn't like having dinner at six in the evening. She was always _____ by bedtime. (really hungry)

IAN (American)

I moved to Taiwan five years ago because my wife is from Taipei, and I love it here. We eat out a lot and there are lots of good, cheap restaurants and street snacks. I'm vegetarian and there's a long tradition of veggie food here so it's great for me. Having said that, I'll never get used to 'stinky tofu'. The name is very accurate – it smells like sweaty socks mixed with rotting fish! I tried it once. The sauce was actually OK, but that smell is just so off-putting!

When you go to restaurants here, generally speaking, you all just order lots of different dishes and then everyone shares, which is nice. The first time I went out with my wife's family, my father-in-law insisted on paying, which is pretty normal I suppose. What is still a bit strange for me, though, is when you go out with people of your own age and all the men always offer to pay for everything. There's sometimes almost a fight to get hold of the bill first! Generally speaking, back home we just split the bill between everyone.

One final thing I find a bit annoying here is how surprised everyone is that I can use chopsticks. I mean, just because you're foreign, it doesn't mean you can't learn how to use chopsticks!

4 She said she was _____ about eating new food before going to Scotland. (not brave)

5 Ya-Wen described blue cheese as _____ cow fat. (rotten)

6 She said she sometimes ordered things that didn't _____ very nice. (end up being)

7 Alan is now happy either pouring olive oil or _____ butter on his bread. (putting)

8 He says people in Britain eat a lot of _____ meals instead of cooking fresh food. (pre-cooked)

5 Work in groups. Discuss the questions.

- Have you ever experienced any of the foods or eating habits mentioned in the texts?
- Does your country share any of the foods or eating habits mentioned in the texts?
- What do you think was the strangest thing mentioned?
- What food and eating habits in your country do you think foreigners might find strange?

ISABELLA (Spanish)

I've been studying in Glasgow for two years now, and it's a great city. When I first moved here, I spent six months living with a host family and they provided me with my first experience of the food. British food has got a bad reputation, but they served great stuff. They introduced me to some really interesting things like the Scottish national dish, haggis. It's a bit like a Spanish blood sausage called *morcilla*, but bigger.

There were a couple of things I just couldn't get used to, though. The first thing was that they always ate everything with bread and butter. It really made me miss olive oil! The other thing was that they used to have dinner at six o'clock every evening. I was starving by bedtime and it didn't give me time to do anything beforehand!

Another cultural difference is that lots of people here go for a drink after work. They tend not to eat while they're drinking, and only get something to eat when the pub finally closes: usually fish and chips, pizzas, that kind of thing. I've even seen deep-fried bars of chocolate! With food like that, it's no wonder there are so many foreign restaurants here!

Having said that, I think I was actually quite unadventurous before coming here, but the Scottish have introduced me to food from other countries – Indian, Thai, Mexican – all of which I love now.

GRAMMAR

Generalisations and *tend to*

We can show that something is generally true by using the structure *tend to* (+ infinitive without *to*), an adverbial phrase like *generally speaking*, or an adverb like *usually* or *hardly*.

6 Look at these sentences from the texts. Answer the questions below.

a *The portions here **tend to be** enormous.*

b *They **tend not to eat** while they're drinking.*

c *People **usually** order things individually for themselves.*

d ***Generally speaking**, back home we just split the bill.*

1 How do you make the negative of *tend to*?

2 Where does an adverbial phrase like *on the whole* or *in general* go in the sentence?

3 Where does an adverb like *normally* go in positive sentences?

G Check your ideas on page 175 and do Exercise 1.

7 Rewrite the sentences using the words in brackets.

1 As a rule, I eat ready meals, because I can't be bothered to cook. (tend)

2 We don't normally keep food which is left over after dinner. (tend)

3 People here tend to eat food with their hands. (general)

4 On the whole, I skip breakfast during the week unless I wake up particularly early. (normally)

5 Generally speaking, our family doesn't eat out unless it's a special occasion. (hardly ever)

6 People don't usually leave tips here unless it was an exceptionally good meal. (rule)

7 I hardly ever have a dessert when I go out for dinner. (tend)

8 Most of the time people here avoid making any noises while they're eating. It's seen as bad manners. (normally)

9 I don't usually have time to have a big lunch, so I normally just have a sandwich. (whole, tend)

8 Work in pairs. Discuss which of the sentences in Exercise 7 are true / not true for you and your country.

I tend not to eat ready meals unless I'm really busy. I normally buy fresh food and cook most evenings.

9 Write five sentences about the culture of your country using *tend (not) to*. The sentences could be about food, eating, shopping, work, education or character. Then work in groups and compare your ideas. What ideas do you agree with? What ideas are you surprised by?

In the villages, people tend to eat with their right hands, rather than with forks or spoons.

If they have money, most people tend to do most of their shopping in big malls.

WHAT A PLACE!

SPEAKING

1 **Work in groups. Discuss the questions.**

- How often do you and your family eat out? Where do you usually go? Why?
- What's the best / worst restaurant you've ever eaten in? What was so good / bad about it?
- Are there any restaurants you've never been to but would like to try? Why?

VOCABULARY Restaurants

2 **Work in pairs. Read the sentences below and discuss whether you would like to visit each of the restaurants described. Explain your ideas.**

1 It's always **packed**.
2 It's always **deserted**.
3 It **looks out over** the sea.
4 It's got very **trendy décor**.
5 The **portions** are very **generous**.
6 The food is beautifully **presented**.
7 The food's very **rich**.
8 It's all **organic**.
9 It's **home-style cooking**.
10 It only does **seafood**.
11 It's very fancy, very **posh**.
12 The **service** is outstanding.

3 **Work with a new partner. Think of places you know that fit the descriptions in Exercise 2. Say as much as you can about them to your partner.**

LISTENING

4 ▶ 38 **Listen to four conversations about restaurants. Match each conversation (1–4) to one of the topics below. There is one topic you do not need.**

a the restaurant's poor service
b a crime that's maybe happened
c sending food back to the kitchen
d noticing a health issue
e the quality of the dishes they're eating

5 ▶ 38 **Work in pairs. Choose the correct option. Then listen again and check your answers.**

1 a I was wondering if it might be a *screen / front* for something.
  b I don't think I've ever seen *a single / an only* person eating there.
2 a The sauce is quite rich so it really *overcooks / overpowers* the taste of everything else.
  b I think I'll *stick / stay* with my one.
3 a It's been in the papers quite *a bit / little*.
  b We arrived and sat down and *demanded / asked for* the menu.
4 a The restaurant doesn't *deserve / merit* the money.
  b The portions weren't very *great / generous*.

GRAMMAR

Second conditionals

We use second conditionals to speculate about situations and possible results. They usually have two parts: an *if*-clause referring to the situation and a second clause showing results or consequences.

6 **Look at these sentences from the conversations. Complete the rules below.**

a *It **wouldn't surprise** me if it **was**.*

b *I guess it **might be** better if it **didn't have** so much sauce on it.*

c *You **wouldn't go** there if you **were paying** yourself.*

d *What **would happen** if they **called** the police?*

1 The *if*-clause uses _____ or past continuous.

2 The *if*-clause refers to a situation in the _____ or future which is impossible to change or is not going to take place.

3 The other clause explains the imagined results or consequences. You use _____ + infinitive (without *to*) for a more likely result or _____ + infinitive (without *to*) for a less likely result.

G Check your ideas on page 176 and do Exercise 1.

7 **Complete the exchanges with the correct form of the verbs.**

1 A: How's the soup?
B: It's a bit bland, to be honest. It _____ (be) better if it _____ (have) some spices in it.

2 A: Would you like any more?
B: No. Honestly! I couldn't eat another thing. I _____ (explode) if I _____ (eat) any more!

3 A: They told us we'd have a table in five minutes, but we had to wait for an hour.
B: That's awful! I hate it when that kind of thing happens. If they just _____ (tell) the truth at times like that, everyone _____ (be) far happier.

4 A: They should do something about the décor. It looks so cold and bare in there.
B: I know. It _____ (look) a lot more inviting if they _____ (paint) it a warmer colour and _____ (change) the lighting.

5 A: I tasted this crunchy thing in my pasta and spat it out – and then saw it was a fingernail!
B: Seriously? Oh, that's disgusting! I _____ (die) if that _____ (happen) to me.

6 A: Do you like it? Is it OK?
B: Yeah. It's delicious! If I _____ (cook) as well as you, I _____ (open) my own restaurant!

PRONUNCIATION

8 ▶ 39 **Listen and write down the six sentences you hear. Look at Track 39 on page 203 and check your answers.**

9 ▶ 39 **Listen again and notice the contraction of *would*. Then practise saying the sentences as quickly as you can.**

10 **Complete the sentences so they are true for you.**

1 If I had to wait half an hour to pay the bill, I'd ...

2 If I spilt cola all over someone's clothes, I'd ...

3 If a waiter was being very rude to me, I'd ...

4 If I forgot my wallet and couldn't pay for my meal, I'd ...

5 If I was undercharged, I'd ...

11 **Work in pairs. Ask each other what you would do in each of the situations in Exercise 10. Then ask and answer four more questions starting with *What would you do if ...?***

G For further practice, see Exercise 2 on page 176.

SPEAKING

12 **Below are eight sentences connected to food and drink. Decide if you agree or disagree with each one – and why. Think about what the results of each could be.**

If they banned the sale of chocolate, ...
... shops would lose a lot of money
... it might damage the economy
... people might lose their jobs, etc.

1 If they want to improve public health, they should ban the sale of chocolate and ice cream.

2 School students should be given two free pieces of fruit a day at school.

3 The legal age for drinking should be raised to 21.

4 All the extra food produced in rich countries should be donated to developing countries.

5 Children should discuss issues connected to nutrition more in school.

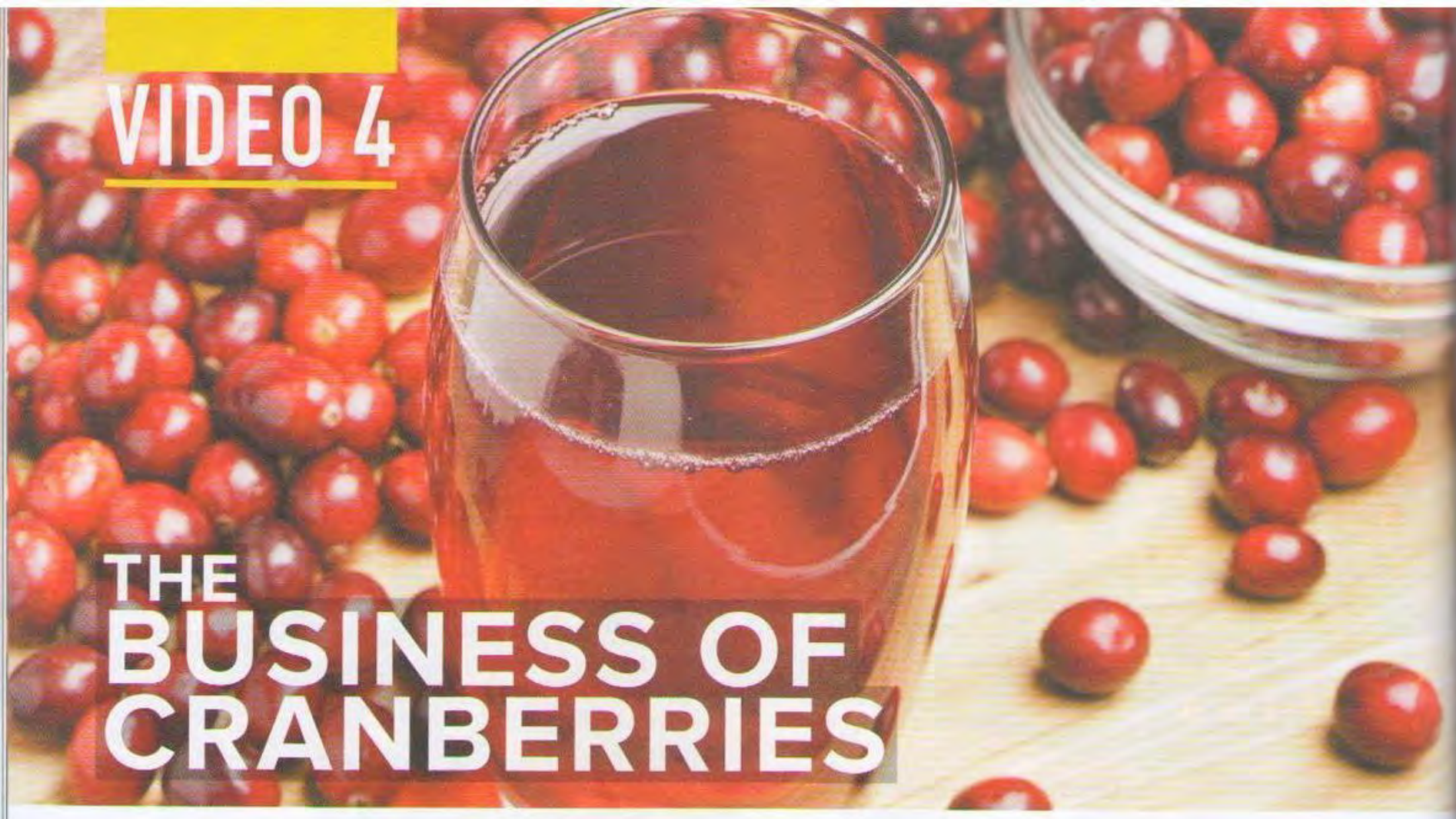
6 Fast food restaurants should be taxed more – and the money should go towards health care.

7 The government should stop telling me what to eat and how to live. It's not their job!

8 People who get ill because they eat or drink too much should pay more for health care.

13 **Work in groups. Compare your opinions about the sentences in Exercise 12. Use second conditionals and some of the language below.**

- It's not a bad idea.
- I agree with this up to a point.
- That's completely mad! / That's a stupid idea!
- Can you imagine what would happen if they did that?
- If they did that, they'd create all kinds of problems. For example, ...
- It'd solve a few problems. For example, ...



VIDEO 4

THE BUSINESS OF CRANBERRIES

1 Work in groups. Look at the photo and discuss the questions.

- Do you eat much fruit or drink much fruit juice? Why? / Why not?
- What fruits are grown in your country? In what area?
- Have you ever eaten cranberries? Did you like them?
- What do you know about where they grow and what the tree / plant is like?
- How do you think they are harvested?

2 15 Watch the first part of the video (0.00–2.20). Are the sentences true (T) or false (F)?

1 Mary's job starts at dawn.
2 Mary always wanted to have both a career and a family.
3 The cranberry vines live on average for seventeen years.
4 Mary is the boss of the cranberry business.
5 Cranmoor is the biggest producer of inland cranberries in the world.
6 To grow well, cranberries like water, acid conditions and sand.
7 Mary inherited the cranberry farm.

3 Work in pairs. Discuss the questions.

- In what ways is Mary lucky?
- Do you know anyone who is similar to Mary in any way? How?
- Would you like to be her? Why? / Why not?

4 15 Read the short summary of how they harvest the cranberries. Then watch the second part of the video and complete the summary with one or two words in each space (2.21–4.04).

When the berries ripen in early fall, the growers [1]_____ the marsh beds. They use machines called [2]_____ to remove the berries, which then float to the surface and are collected together.

They have to keep an eye on [3]_____ because a hard frost can destroy the crop.

When the berries are in danger of [4]_____ , the growers turn on an irrigation system to keep the temperature above [5]_____ and to produce a bumper crop.

[6]_____ , dykes and ditches store water to provide an adequate supply at a [7]_____ .

Mary thinks the cranberry harvest is not just good for her business but also good for [8]_____ . She sees herself as a mother to both her children and the environment in which she lives.

5 Work in groups. Discuss the questions.

- In which areas of your country is there most farming? What are the main crops?
- Have there been any problems for crops in recent years because of the weather? What happened?
- Do you think farming benefits or damages wildlife in your country? In what ways?

UNDERSTANDING FAST SPEECH

6 16 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

when PEOple would ASK me / what I WANted to BE / when I grew UP / I KNEW / all aLONG / there were TWO things I WANted to DO // um / be a MOM // and WORK outSIDE.

7 Now you have a go! Practice saying the extract at natural pace.

REVIEW 4

GRAMMAR

1 Complete the text with one word in each space. Contractions count as one word.

Generally [1]_____, when I was growing up we had a traditional Sunday lunch. As a [2]_____, my mum cooked some roast meat like chicken or beef served [3]_____ some boiled vegetables and a sauce which we call *gravy*. I loved it, but now I live on my own I [4]_____ ever have a Sunday lunch [5]_____ I visit my parents. Basically, cooking a roast dinner takes a long time and I'm usually too tired on Sunday as I [6]_____ to go out till late on Saturday. Maybe if I [7]_____ cooking for more than one person I [8]_____ make an effort, but it's not worth it just for me. Maybe [9]_____ I ever get married and [10]_____ my own family, [11]_____ make them a proper Sunday lunch, but I bet it [12]_____ taste as good as my mum's.

2 Choose all the correct options.

1 If you are ill, *take / you should take / you would take* a day off.

2 If they *improved / improve / have improved* the décor, maybe more people would come in.

3 Hopefully, I'll get a job after *I graduate / I'll graduate / I have graduated*.

4 If I don't find anything soon, *I might look / I'll look / I look* for a job abroad somewhere.

5 I *almost never / tend not / don't tend to* eat out. It's just too expensive.

6 I'll let you know *as soon as / when / if* I hear anything.

7 I'll call you *when / once / if* I'm ready.

8 What if he *finds out / found out / will find out*?

3 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 My main meal of the day tends to be lunch.
_____ my main meal in the middle of the day. **WHOLE**

2 First, I'm going to speak to this gentleman. Then I'll deal with your problem.
I'll deal with your problem _____ to this gentleman. **ONCE**

3 He'll never pass his final exams because he hardly ever goes to class
If he _____ classes, he might actually pass his final exams. **SKIP**

4 The only reason you are allowed to miss a deadline is serious illness.
We _____ if you are seriously ill. **EXTEND**

5 My plan is to retire at the age of 60.
I'm _____ I'm 60. **WORK**

6 I'm lucky that my parents can afford to pay for my university fees.
I _____ university now if my parents didn't have the money to pay the fees. **BE**

4 40 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the noun (a–h) they both collocate with.

1 make / slow my	a an excuse
2 pay / give plenty of	b progress
3 make / accept	c an assignment
4 ask for / split	d the bill
5 have / hand in	e my motivation to study
6 lose / increase	f the fish
7 give / receive good	g attention to someone
8 marinate / steam	h feedback from my tutor

7 Decide if these words are connected to food / restaurants or teachers / courses.

bland	fee	mash	patient
deserted	grate	module	raw
discipline	lecture	organic	supportive

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 The university has lowered its _____ requirements to attract more students. (enter)

2 I have to say, the course didn't really meet my _____. (expect)

3 It's more important to be _____ and have passion than have high _____. (enthuse, qualify)

4 The school has faced a lot of _____ over its pupils' poor exam _____. (criticise, perform).

5 It needs to adopt an _____ approach to improve students' grades. (alter)

6 The headteacher went on a course to improve his _____, but he's still not very good! (leader)

7 The initial results of the changes are quite _____ and there are many signs of _____. (encourage, improve)

8 They said her coursework was _____ – some of the best they'd had. (stand out)

9 Complete the extract from an email with one word in each space. The first letters are given.

Did I tell you Tim's gone back to college to [1]tr_____ as a chef? As you know, he [2]str_____ at school, but he's doing really well on this course. Obviously, the course is very [3]pr_____ so most of the lessons are [4]wor_____ to learn the skills they need such as [5]sl_____ vegetables quickly without chopping your fingers off! But he's even enjoying the more [6]ac_____ subjects like maths and biology. I guess it's because they make them [7]re_____ to what he wants to do, which is to have a good business and not poison anyone! Anyway, the college has a restaurant and we went last week. It doesn't look very [8]fa_____ – I don't think they've changed the décor for years – but the food was amazing. I had this lamb which had been [9]ro_____ really slowly, so it was so juicy and [10]te_____. And it came with a lovely [11]ri_____ sauce – fantastic. The meal was actually part of Tim's [12]as_____ and of course he passed! I was so proud of him.

9

HOUSES

IN THIS UNIT YOU LEARN HOW TO:

- describe flats, houses and areas
- explain how big places are
- discuss social and economic changes
- compare the past and now
- ask about house rules

SPEAKING

1 Work in pairs. Discuss the questions.

- Where do you think this photo was taken? Why?
- What do you think would be good / bad about living in a place like this? Think about:
  - the house
  - where it is
  - the local facilities
  - the people who live there
  - the way of life
- Would you like to live there? Why? / Why not?

HOME SWEET HOME

VOCABULARY Describing homes

1 **Label the picture with these words.**

wood floor	garage	swimming pool
patio	gas central heating	open fire
back garden	balcony	attic
tiled floor	roof terrace	basement

2 **Work in groups. Discuss the questions.**

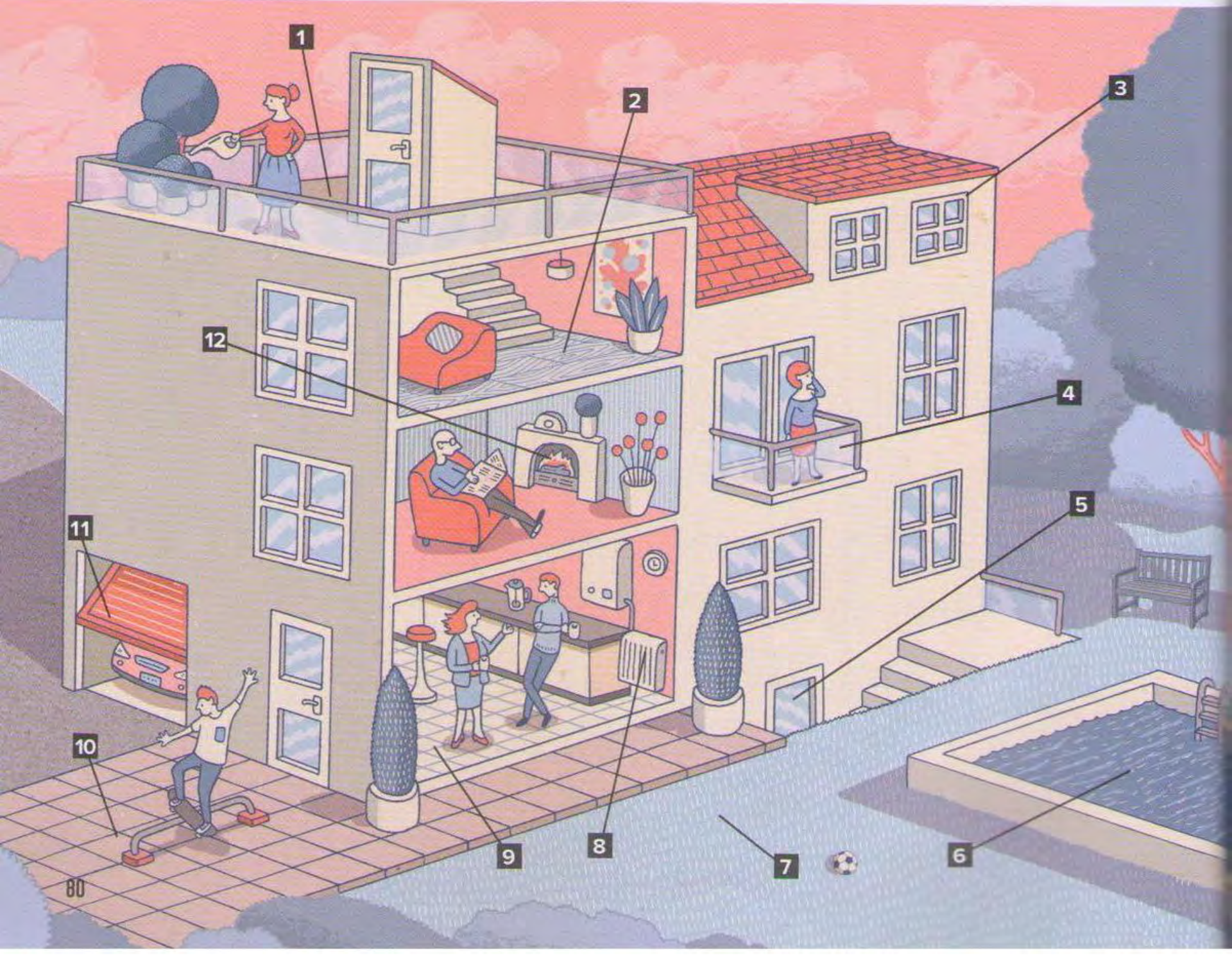
- Which of the things in Exercise 1 do you have where you live?
- Of the things you don't have, which two would you most like? Why?
- Which two things could you most easily live without?
- Which things make the biggest difference to the price of a house / flat in your country?

3 **Match the sentences (1–10) with the follow-up comments (a–j).**

1 It's lovely and **bright** in the summer.
2 It's nice and **compact**.
3 It's very **central**.
4 It's very **convenient** for transport.
5 It's very **spacious**.
6 The rent's very **affordable**.
7 I'm renting a room in a **shared apartment**.
8 I live in a **newly-built** apartment block.
9 It's quite **cramped** with four of us living there.
10 It's quite old and **run-down**.

a It's the biggest place I've ever lived in by a long way!
b I don't need that much space and it's easy to keep clean.
c I'm only paying €80 a week plus bills.
d Luckily, I get on OK with the five other students.
e I can walk into town in ten minutes.
f I mean, it's only a two-bedroom flat and there's only one bathroom.
g It's great – and obviously I don't need to do any work on it!
h It faces south, so we get a lot of sunlight.
i We'll need to do some work on it.
j There's a station five minutes' walk away and several buses go into town.

4 **Work in pairs. Discuss which of the words in bold in Exercise 3 describe where you live. Explain why.**



LISTENING

5 **41 Listen to two people – Gavin and Lynn – talking about their friends' new apartment. Answer the questions.**

1 Why did Nick and Carol move?
2 What is nice about their new place?
3 What are the problems with the new place?

6 **41 Listen again and complete the sentences with two words in each space.**

1 Did I tell you I _____ to see Nick and Carol the other day?
2 I haven't seen them _____ .
3 They said _____ 'hello' to you.
4 That must be nice for them now the kids are _____ .
5 They wanted _____ for the kids.
6 It's on the _____ of an old block.
7 It has got _____ , though.
8 I must go round and see them _____ .

7 **Work in groups. Discuss the questions.**

- How many times have you moved in your life? Why?
- Have you ever done any work on your place? What?
- Have you ever shared a room? How was it?

PRONUNCIATION

8 **42 Listen to six phrases said slowly. They all have an added /j/ sound to make it easier to move from one vowel sound to another. Practise saying the phrases in the same slow way. Then practise saying them as quickly as you can.**

DEVELOPING CONVERSATIONS

Explaining how big a place is

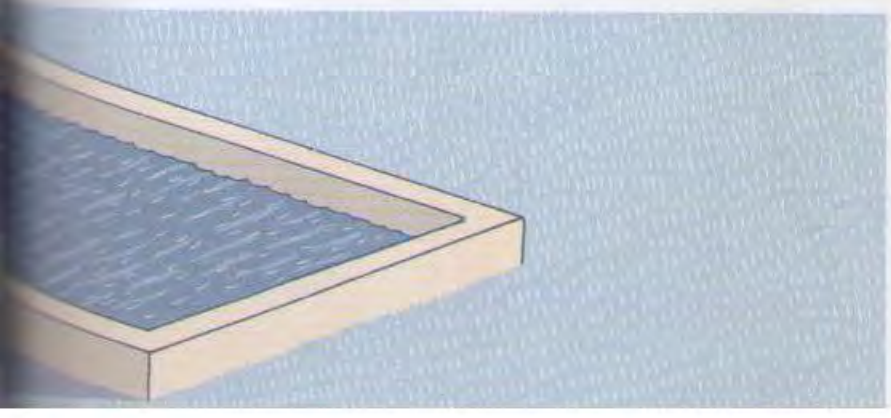
We often explain the size of places by comparing them with things both speakers know, including the room we are in. We may also point and use gestures. Look at the patterns we often use:

The front room is huge. It's ***about twice the size of*** *this room.*

It's got a great kitchen. It's ***a similar size to*** *yours –* ***maybe a bit*** *bigger.*

Her garden's nice. It's ***about the size of*** *mine. / It's* ***about the same size as*** *mine.*

Their bathroom is enormous. It's ***about from that wall over there to here****, I guess.*



9 **Correct the mistakes in these sentences. You may need to add extra words.**

1 His bedroom's tiny. It's about half size of this room.
2 The kitchen is huge. It's three times the size of my.
3 The bathroom's OK. It's about same size as yours – maybe a little bit bigger.
4 They've got a huge garden. It's twice the size of your.
5 They've got a small basement. It's a similar size of this room – maybe a bit smaller.
6 They've got a lovely front room. It's twice as wide as this room and maybe a little bit more long.
7 It's not that big – maybe about from here where that desk is.

10 **Think of how large the different rooms in your house / apartment are compared with the room you are in now. Then work in groups. Share your ideas, using the patterns in the box.**

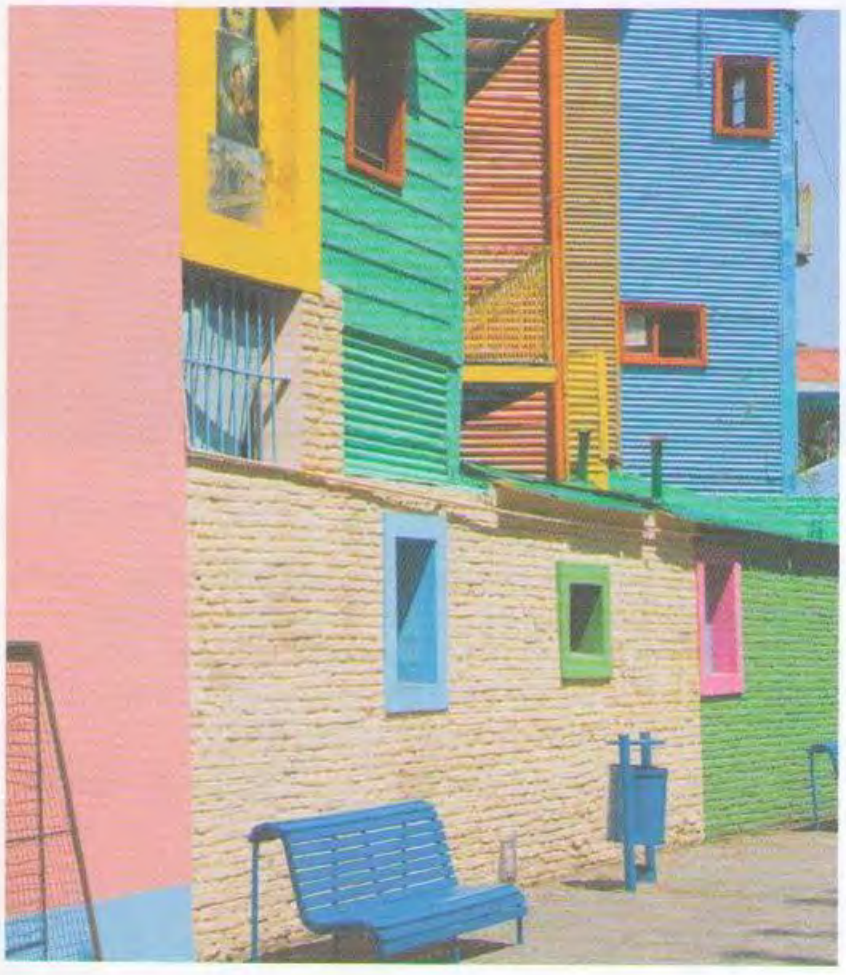
CONVERSATION PRACTICE

11 **Work in pairs. You are going to roleplay a conversation like the one you heard in Exercise 5. Together, invent a person and details about their new home. Think about the following:**

- the location: where they live, who with, when they moved there, and why
- the best / worst things about where they live
- the size of the place – and of the individual rooms
- the local area and facilities

12 **Now work with a new partner and roleplay the conversation. Start by asking *Did I tell you I went round to see … the other day?* When you have finished, change roles and have another conversation.**

17 To watch the video and do the activities, see the DVD ROM.



HOUSING BUBBLE

SPEAKING

1 Work in pairs. Discuss the questions.

- What age would you normally expect to do the following things? Does your partner agree?
  - leave home
  - meet your partner for life
  - buy a home
  - earn a good salary
  - start a family
- Do you think the average age to do these things has changed in your country? Since when? In what way?

READING

2 Read this article from 2015 about housing in the UK and China. Then work in pairs. In what ways are the situations in the UK and China similar to your country now or in the past? In what ways are they different?

3 Work in pairs. Decide if the sentences below are about the UK, China or both. Read again and check your answers.

1 Many young people don't have the money to buy a home even if they're working.
2 Property prices have risen quickly in the last year.
3 There aren't enough places for people to live.
4 In general, people prefer not to live too close to others.
5 Wages are generally increasing for middle-class people.
6 A lot of foreign people are buying property as an investment.
7 The current situation will probably change soon because of economic reasons.
8 Many people try to stop big building projects near where they live.

4 Work in groups. Discuss the questions.

- What do you think of the following solutions to the problems talked about in the article? What consequences might there be to each of these solutions?
  - Let house prices crash.
  - Make it more difficult for foreigners to buy housing.
  - Let poor people live in empty homes for free or at a discount.
  - If houses are empty for more than six months, the government can take them.
  - The government gives money to help young people buy a home.
- Can you think of one more solution?
- How much do house prices vary in your town / city / country? Where is the best place to buy?
- If you could live anywhere you wanted, where would you choose? Why?

VOCABULARY Social issues

5 Complete the sentences with these words and phrases.

climate change	cost of energy	house prices
immigration	crime rate	divorce rate

1 The sharp rise in _____ is **largely because of** the economic problems in nearby countries.
2 I heard the increase in the _____ **is mainly due to** conflicts going on in oil-producing regions.
3 The fact that couples work such long hours **may have something to do with** the high _____ .
4 _____ **must have something to do with** all this recent strange weather.
5 The sharp fall in _____ **has something to do with** the fact that banks are lending less money.
6 The _____ is going down **due to** better policing and the fact that the economy is doing well.

WAITING FOR THE BUBBLE TO BURST

Priced out of the market

Li Jian is a 28-year-old salesman from Guangzhou, China. He is a member of China's growing middle class, who are highly educated and in good jobs with rising salaries, but who cannot afford to buy a home. Property prices in China have been rising steadily for over a decade and the price of a home is currently 25 times the average wage. Li Jian is frustrated by the situation:

'It's impossible for me to buy a home now. I will need the help of my parents, but I also need to find a wife and that's not easy if all I can offer is life in a tiny apartment. I have seen one or two places on sale with a discount, so maybe now the market is beginning to slow down, but then that is a new problem. When do you know the market has hit the bottom? I don't want to buy somewhere and find it's worth less a year later!'

The Shanghai building boom

GRAMMAR

Present perfect simple and present perfect continuous

The present perfect simple and the present perfect continuous can be used to talk about changes or trends from some time in the past to now.

6 Look at these sentences from the article. Then work in pairs and answer the questions below.

a *Property prices in China **have been rising** steadily for over a decade.*

b *Over the last year prices **have increased** sharply.*

c *I **have seen** one or two places on sale with a discount.*

1 Which two phrases show a period of time when the change took place?

2 Can both the present perfect simple and continuous be used with these phrases?

3 Why is the continuous used in sentence a)?

4 Which of the two forms is used to show finished events before now?

G Check your ideas on page 176 and do Exercise 1.

7 Write sentences about trends using the prompts below and a word from each box.

Population / 57 to 60 million / 10 years

The population has been rising gradually over the last ten years.

fall	go down	rise	go up

gradually	slightly	dramatically	a lot

1 The crime rate / 250,000 to 170,000 / twenty years

2 Unemployment / 8% to 15% / two years

3 House prices / down 27% / year

4 The birth rate / down from 2.4 to 1.9 / ten years

5 The average wage / up €2 / three years

6 Petrol prices / up one dollar a litre / two months

G For further practice, see Exercise 2 on page 177.

SPEAKING

8 Think of four social or economic changes that have taken place in your country. Then work in groups. Discuss the changes you thought of. Use some of the phrases in bold in Exercise 5 to say what caused them.

Economics correspondent **Tim Gordon** January 29 2015

A worldwide problem

China is not alone in experiencing problems with house prices. From London to Seoul and Oslo to Taipei, young people in work are finding that their opportunities in life are being limited by high housing costs. Research in the UK has found a growing gap between reality and people's expectations for 'life goals'. In general, young people expect to earn £30,000 a year by the time they're 31. However, over 70% fail to reach this target. Interestingly, even when they do, most people can still not afford to buy the house of their dreams because property prices have risen so much faster than wages. It is, therefore, not surprising that although the average person expects to leave home before they're 22, nearly 10% of adults aged between 30 and 34 still live with their parents. Similarly, while most people hope to have found love by the age of 25, one third are actually still single 15 years later.

Hope in a crash

So what hope is there for people like Li Jian? Well, there are people who believe that the best hope is for the property bubble to burst. Some believe that the current high price of real estate is not good for standards of living or the economy and with over 20% of all homes in China's urban areas currently empty, it is entirely possible that prices could crash in the near future.

Protesting to preserve the Englishman's castle

Cultural barriers to change

In the UK, the problem is different. There is a shortage of housing which generally keeps prices high and over the last year prices have increased sharply – to 15 times the average income. The problem is particularly bad in London, where investors from abroad are buying huge amounts of property. However, there are also cultural attitudes that prevent change. Take, for instance, the saying 'An Englishman's home is his castle.' As it suggests, many people in the UK like their space and privacy and will fight for it. As such, most buyers prefer to own a house with a garden, rather than live in an apartment block. Finally, when there are plans to build new large blocks, many local people often protest, to protect their homes from the shadows of large buildings and the increased people, noise and traffic they bring. Without a change of attitudes, falling house prices are less likely than in China.

ROOM TO RENT

SPEAKING

1 Work in pairs and look at the photos of Berlin. What do you know about the city?

2 Read the adverts for six host families for foreign students studying in Berlin. Rank them from 1 (= best) to 6 (= worst) according to your opinion.

Close to U-Bahn underground station.

8km from the city centre – near airport, Lake Tegel and woodlands. Huge and beautifully decorated house. This very friendly family offers half board (€260) or self-catering (€190) accommodation.

BRIGHT APARTMENT

in the up-and-coming area of Freidrichshain. Self-catering rooms for two single students sharing with a friendly lady owner. Relaxed atmosphere. Within walking distance of lively nightlife. (€180)

COMPACT ROOM with access to own kitchen facilities. Large old house owned by a retired couple offering quiet, comfortable accommodation. Very central. (€220)

This cheerful household consists of a young couple, two-year-old boy and baby. Breakfast and evening meal included. Lovely, spacious room in a flat in smart residential area near Tiergarten Park and embassies. (€290)

Beautiful country house

in village 35km from Berlin. Very green! Young and friendly homeowner. Internet access. 15 minutes to train station. (€170 with breakfast)

Good-sized room

in lovely big apartment. A 45-minute bus ride from the centre. A very pleasant family of four (children 16 and 20). The flat is beautifully decorated. Half board (very good cuisine). Two dogs. Non-smoking girls only. (€200)

3 Work in groups. Discuss the order you chose and why.

VOCABULARY Describing areas

4 Complete the descriptions of areas in a city with these words.

rough	isolated	connected	smart
dead	multicultural	filthy	lively

1 There are a lot more bars and restaurants than there used to be, so it's quite _____ at night now.

2 There's a lot of crime and quite a few social problems, so it's a bit _____ .

3 A lot of immigrants have settled there so it's a lot more _____ than it was in the past.

4 It used to be a fairly cheap, working class place, but it's become a very _____ residential area – and very expensive!

5 It's in the middle of nowhere. You basically need a car or you'll be a bit _____ .

6 The streets are _____ . They're covered in litter and there's graffiti everywhere.

7 There's absolutely nothing to do around there so it's pretty _____ at night. There isn't even a café.

8 It's better _____ than it was thanks to the new tram line.

5 Write a list of areas you know. Then work in pairs. Swap your papers and ask *What's X like?* Answer using language from Exercise 4.

LISTENING

6 ▶ 43 Listen to a conversation between an English man, Shola, and a German woman, Anastasia, who has a room to rent. Work in pairs and discuss the questions.

1 Which of the places in Exercise 1 is he visiting?

2 Do you think he'll rent the room? Why? / Why not?

7 ▶ 43 With your partner, decide which of these sentences are true based on what you heard. Listen again and check your answers.

1 Shola walked to the area to meet Anastasia.

2 The flat is on a main road.

3 The area has changed over recent years.

4 The weather is sunny and warm on the day they meet.

5 The building where the flat is is old.

6 Anastasia's been looking for a tenant for a while.

7 Anastasia suggests they can share the cooking.

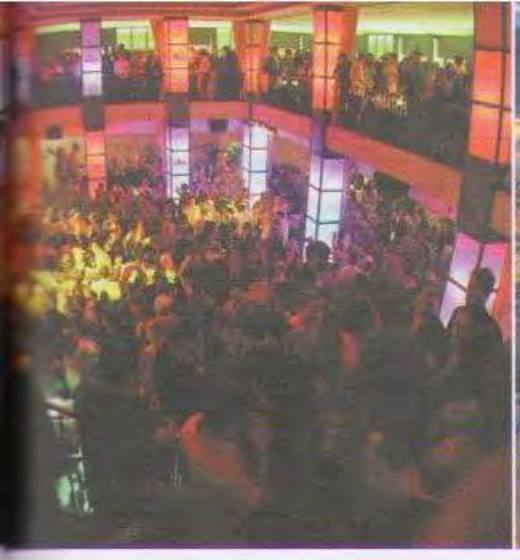
8 Shola really likes rap music.

GRAMMAR

Comparing now and the past

We often make comparisons between situations and things as they are now and as they were in the past.

There are ***a lot more bars*** *and restaurants* ***than there used to be****.*



8 **Look at these sentences from Exercise 4 and the conversation. Then work in pairs and answer the questions.**

a There are fewer cars on the road than before.

b There's much less crime now.

c It's more popular than it used to be.

d I'm much thinner than I was.

e It was so much worse in the past.

f I'm not as fit as I used to be.

1 Which sentences use nouns in the comparisons? Which use adjectives?

2 When do you use *fewer* to compare and when do you use *less*?

3 What time words and phrases are used to refer to the past?

4 What usually comes first in the sentence – the situation now or the situation in the past?

5 What do you remember about the rules for comparative adjectives from Unit 6?

Check your ideas on page 177 and do Exercise 1.

9 **Work in groups. Discuss the questions.**

- What's better and what's worse about your area now compared with the past?
- What's better and what's worse about the city or region you live in?
- What's better and what's worse about your country now?
- What's better and what's worse about your life compared with five years ago?
- What's better and what's worse about the world than it was twenty years ago?

For further practice, see Exercise 2 on page 177.

DEVELOPING CONVERSATIONS

Asking about rules

In the conversation, you heard Shola check the rules of the house. For example:

S: ***Is it OK if I*** *cook here whenever I like?*

A: *Sure –* ***as long as*** *I'm not preparing something.*

When we reply, we often say 'no' using *I'm afraid not* or we suggest limits using *as long as*, *it depends* or *within reason*.

10 **Match the questions (1–6) with the replies (a–f). Notice the phrases in bold.**

1 **Would it be OK if** I have friends to visit?

2 **Would you mind if** I cooked for myself sometimes?

3 **Do I have to** be home before a certain time?

4 **Can I** use the washing machine whenever I like?

5 **Would it be possible to** move a table into my room?

6 **Is it OK if** I play music in my room?

a **No, not at all – as long as** you're quiet if you're back late.

b **I'm afraid not**, no. The two we have are needed downstairs.

c **Not at all – as long as** you clean up after yourself.

d **It depends how long for**. It's fine if it's just a few days.

e **Of course, within reason**. Obviously, you shouldn't play it too loud.

f **Within reason**. Obviously, I don't want you washing clothes in the middle of the night!

PRONUNCIATION

11 ▶ 44 **Listen to the exchanges from Exercise 10 and check your answers. Notice how some words are linked together.**

12 **Work in pairs. Practise saying the exchanges slowly and concentrate on linking the words. Then practise saying them as quickly as you can.**

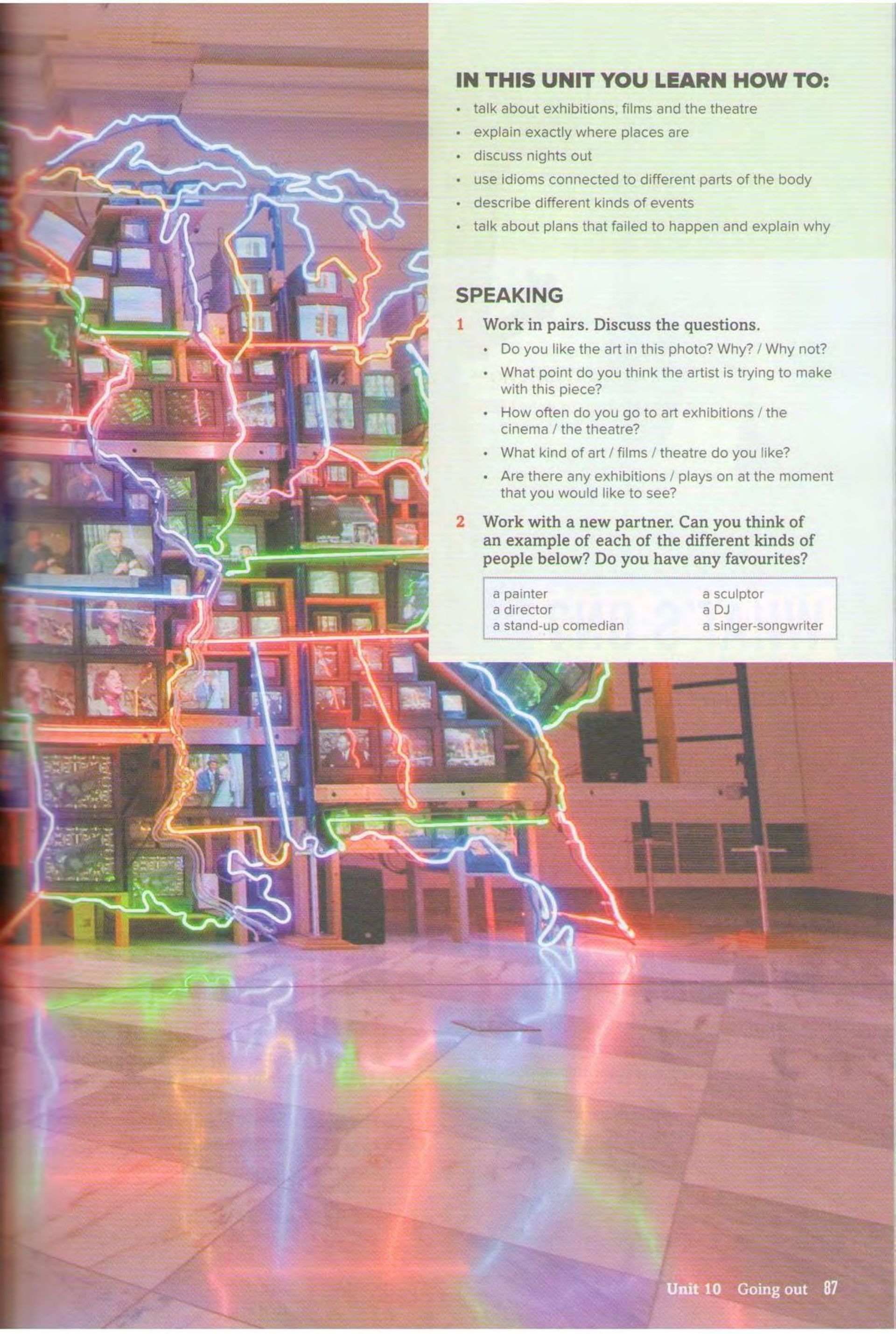
13 **With your partner, roleplay a phone call between a student and a host family. Use as much new language from this unit as you can. When you have finished, change roles and have another conversation.**

Student A: you are the student. Ask questions about:
- the house.
- the area.
- rules.
- any special requests.

Student B: you are a member of the host family.

10

GOING OUT



IN THIS UNIT YOU LEARN HOW TO:

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss nights out
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

SPEAKING

1 **Work in pairs. Discuss the questions.**

- Do you like the art in this photo? Why? / Why not?
- What point do you think the artist is trying to make with this piece?
- How often do you go to art exhibitions / the cinema / the theatre?
- What kind of art / films / theatre do you like?
- Are there any exhibitions / plays on at the moment that you would like to see?

2 **Work with a new partner. Can you think of an example of each of the different kinds of people below? Do you have any favourites?**

a painter	a sculptor
a director	a DJ
a stand-up comedian	a singer-songwriter

WHAT'S ON?

VOCABULARY Exhibitions, films and theatre

1 **Work in pairs. Decide what the words in each of the groups below have in common.**

1 a thriller / a classic / a documentary / a comedy

2 a musical / a tragedy / a historical play / a drama

3 an installation / a landscape / a portrait / a sculpture

4 soundtrack / special effects / photography / plot

5 acting / costumes / lighting / staging

2 **With your partner, give examples of as many of the things in Exercise 1 as you can.**

A: *One of my favourite thrillers is 'Shutter Island'. Do you know it?*

B: *No, I don't think so. Who's it by?*

A: *Martin Scorsese. It came out maybe five or six years ago.*

3 **Match each question (1–6) with two possible answers (a–l).**

1 What's on in town at the moment?

2 What kind of exhibition is it?

3 What's it about?

4 When's it on?

5 Who's in it?

6 What was it like?

a They've got showings at 6.00, 8.50 and 11.00.

b Johnny Depp and Morgan Freeman.

c It's a drama about life in a rural community.

d Not much, really. There's a musical on at the theatre that might be OK.

e It's a collection of historical objects from Central America.

f It's on till next week and the gallery's open between 10.00am and 8.00pm.

g It was great. The staging and the lighting were amazing.

h Nobody I've heard of.

i I think it's some kind of romantic comedy.

j There's the new film by that Swedish director Lukas Moodysson.

k It's a series of installations by a Danish artist called Jeppe Hein.

l It was brilliant. The special effects were amazing.

4 **Work in pairs. Think of one more possible answer for each of the questions in Exercise 3.**

LISTENING

5 ▶ 45 **Listen to the first part of a conversation between two friends, Dan and Jason. Answer the questions.**

1 What's on?

2 What's it about?

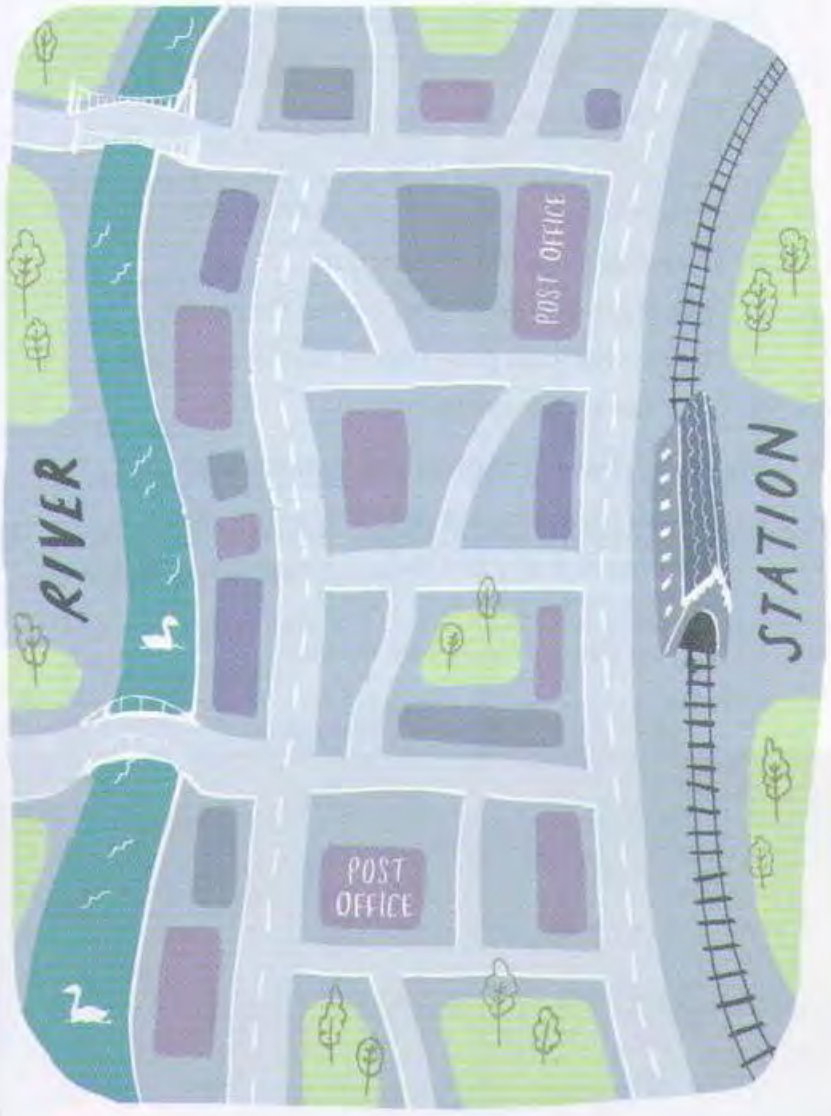
3 When's it on?

4 Where's it on?

6 ▶ 46 **Listen to the rest of the conversation. Answer the questions.**

1 Where is the cinema? Mark it on the map below.

2 What time do they arrange to meet? Why?



DEVELOPING CONVERSATIONS

Explaining where places are

When explaining where places are, we often start by mentioning places that we think will be known and give directions from there. For example, in the conversation you heard:

You know Oxford Road, yeah? Well, that's the main street which goes past the railway station. Well, if you have your back to the station, you turn right down Oxford Road.

7 **Complete the sentences with the words in the boxes.**

front	off	next	at	halfway

1 You know Columbus Avenue? Well, the restaurant's about _____ down there.

2 The bus stop is right in _____ of the main entrance to the station.

3 You know the post office? Well, St Ann's Road is the _____ turning down from there, on the other side of the road.

4 You know the cinema? Well, there's a car park _____ the back.

5 You know the main square? Well, Hope Close is one of the streets _____ there.

coming	back	towards	out	facing

6 If you have your _____ to the station, you turn left.

7 If you're _____ the station, the shop will be on your right.

8 If you're _____ down the road away from the station, Church Street's the second turning on the left.

9 If you're going up the road _____ the station and away from the river, Pemberton Road's the second on the right.

10 When you come _____ of the building, you'll see the cinema right opposite.

PRONUNCIATION

8 ▶ 47 **Listen to the sentences from Exercise 7 and check your answers.**

9 ▶ 47 **Listen again. Notice the pauses at the punctuation marks. Practise saying the sentences in the same way.**

10 **Work in pairs. Take turns to draw small maps to illustrate each of the ten descriptions in Exercise 7. As you draw, explain what your map shows. How good are your partner's drawings?**

11 **Think of three places near where you live or study that you can describe using language from Exercise 7. Then work in groups and describe where these places are. Can the rest of your group guess the places you mean?**

CONVERSATION PRACTICE

12 **Work in pairs. Think of a film / exhibition / play you want to invite other students to tonight. It can be a real event or you can invent details. Decide what it is, why you think it'll be good and where and when it's on.**

13 **Work with a new partner. Have conversations similar to the one you heard in the listening. Take turns being A and B. Use the guide below to help you.**

Student A	Student B
Ask Student B if they fancy going out tonight.	
	Ask what's on.
Explain and say why you think it'll be good.	
	Ask some other questions.
Answer. Suggest where / when to meet.	
	Agree to go. Ask where it is exactly. Don't accept the first meeting time that A suggests.

18 To watch the video and do the activities, see the DVD ROM.

BIG NIGHT OUT

READING

1 **Work in groups. You are going to read an article about typical nights out around the world. First, discuss the questions.**

- Which day of the week is the main night out for you?
- What do you normally do?
- What time do you go out and get back home?
- How expensive is going out where you live?
- What do you know about the places in the photos? What do you think the nightlife might be like?

2 **Now read the article. With the same group, discuss your answers to these questions.**

- Which night out sounds most like where you live?
- Which night out sounds the best to you? Why?
- Which sounds the worst? Why?

3 **Match the sentences below to the people and places in the article.**

a The nightlife is restricted by the government.
b They go out into the countryside.
c Their night out often finishes early.
d People sometimes get away with breaking the law.
e They don't like the wealth gap.
f They think carefully about what they wear.
g They have been given some useful suggestions.
h They have changed a habit.

4 **Work in pairs. Discuss the questions.**

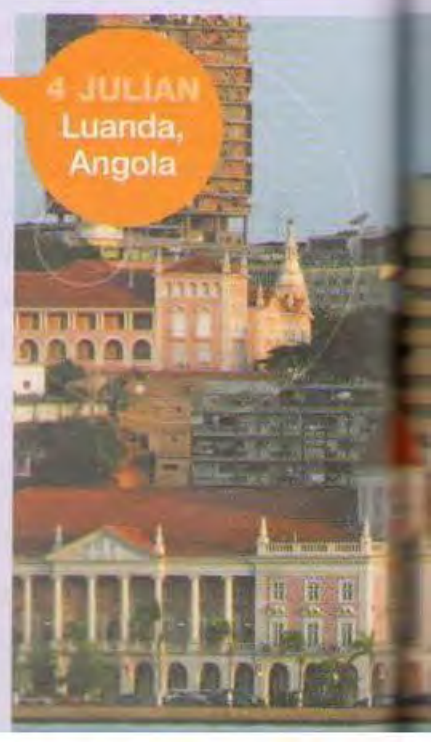
- Do you think you are past anything? Why?
- What restrictions are there on nightlife where you are? Do you agree with them?
- Do you ever go to sports events?
- How do you like to dress when you go out at night?

A Friday night out here in the summer is quite special, as the sun never sets. I usually start with a light meal – **a little** sushi or something like that – and then around midnight, I'll go and play eighteen holes of golf. I'm normally back around four a.m. Saturday I sleep in till the afternoon and have an early dinner – some puffin or whale. I usually go for a swim in one of the natural hot springs till midnight. It depends on my mood what I do next, but these days I'm a bit past clubbing, so I tend to go for a walk and just enjoy our amazing landscape instead.

Thursday is the big night out in Tehran. **Many** students like me start the evening by going for a coffee or maybe sharing a hookah pipe. By twelve, the streets are dead, though. The law says that **no** shops, cafés or restaurants are allowed to open past midnight, but don't be fooled by the silent streets – the city's heart is still beating! We have a saying that what happens behind a closed door is no-one's business, so a lot of people have parties at home and generally the police won't disturb you. There are also **a few** places like Super Jordan where the police turn a blind eye and you can buy supplies after twelve.

During the summer months, a Friday or Saturday night out will normally mean a trip to see the Lotte Giants baseball team. Before I came here, I'd had **little** interest in any sport, but one trip to a game here was enough to convert me to baseball. I go to **every** game now. The atmosphere is incredible. From start to finish, **most** people are cheering and singing the team song, even when the team is getting beaten badly. There's dancing, food, drink, good company – everything you need for a good night out. It usually finishes around nine, but by then I'm exhausted and head home rather than going on somewhere else.

I came to Luanda to teach English. Since the discovery of oil, the economy has boomed and attracted a large foreign community. When I first came here we used to go to restaurants along the bay and they cost an arm and a leg! Even a simple burger is upwards of $20. It's pretty shocking when so **few** local people could afford it and there is still so **much** poverty. Recently, I started doing some volunteer work in a school. Through my colleagues I've been introduced to some places where locals eat, which are miles cheaper. Afterwards, we might go on to a party in someone's backyard and dance till the early hours.



GRAMMAR

Quantifiers

Quantifiers are words that go before nouns, for example *no chance*, *a lot of places*, *few people*, etc. We use quantifiers to show the quantity of the noun we are talking about.

5 **Work in pairs. Match the quantifiers in bold in the article with the basic meanings below.**

1 not any _____
2 almost no _____ , _____
3 some _____ , _____
4 a lot of _____ , _____
5 almost all _____
6 all _____

6 **With your partner, explain the difference in use between the following:**

1 *a few* and *a little*
2 *a few* and *few*
3 *much* and *many*
4 *no* and *not*

G Check your ideas on page 178 and do Exercise 1.

7 **Decide which of the sentences below are true for where you live now. Rewrite the other sentences using different quantifiers to make them true. Then work in groups and compare your ideas.**

A lot of people go out on Friday night, but I think most people usually go out on Saturday. Of course, some poeple go out both nights!

1 Friday is the night that most people go out at night.
2 There's very little entertainment at night round here.
3 There are a lot of good clubs near here.
4 Not many people are interested in cinema here.
5 There are a few good restaurants here.
6 Not many parents go out on their own once they've had kids.
7 There are no buses at night so most people drive.
8 Women don't get much hassle when they go out at night here.

G For further practice, see Exercise 2 on page 178.

UNDERSTANDING VOCABULARY

Idioms

An idiom is a fixed group of words that mean something different to the meaning of the individual words. You can sometimes work out the meaning of an idiom from the words and the context. If you look up the idiom in a dictionary, it's usually listed under the entry for the noun.

In the article, you read *It cost me an arm and a leg* and *The police often turn a blind eye*. We often use parts of the body in idioms.

8 **Complete the definitions with these parts of the body. You will need to use some of the words more than once.**

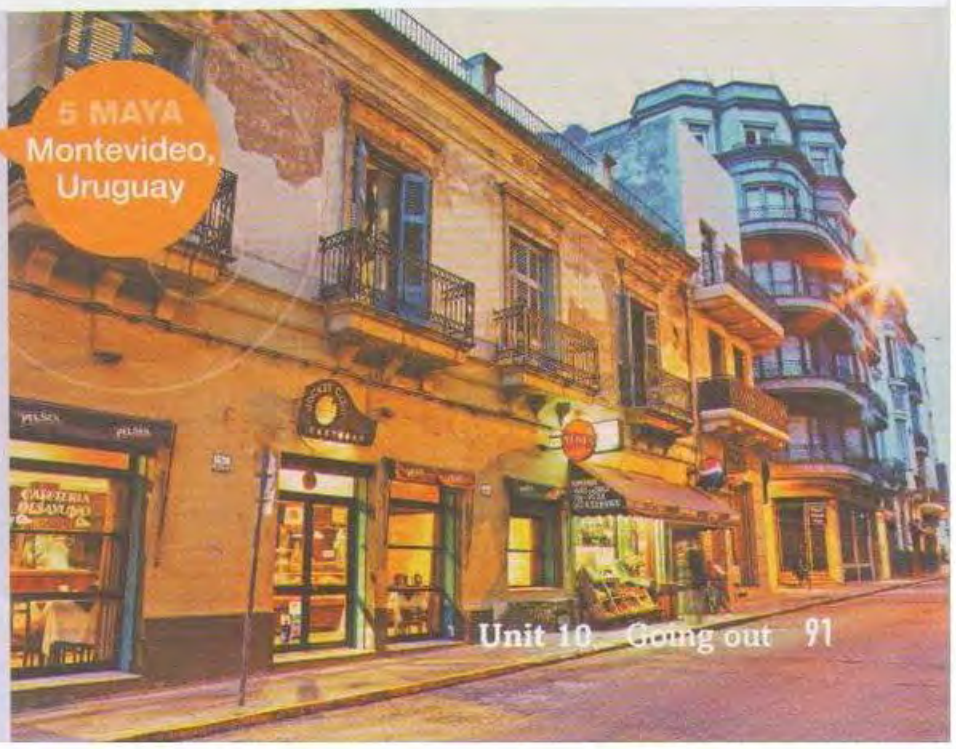
arm	back	eye	face	feet	hand	leg

1 If you **turn a blind** _____ , you know people might be doing something wrong, but you ignore it.
2 If something **costs an** _____ **and a leg**, it is very expensive.
3 If you **give someone a** _____ , you help them.
4 If you **are on your** _____ for a long time, you are standing. Afterwards, you will probably want to **put your** _____ **up** – sit or lie down and relax.
5 If you **try to catch someone's** _____ , you try to get their attention.
6 If you **can't take your** _____**s off** someone or something happening, you keep looking because the person or thing is so attractive or interesting.
7 If you talk or do something **behind someone's** _____ , you say or do something unkind when the person doesn't realise what you're doing.
8 If you **make** or **pull a** _____ , your expression shows you don't like something.
9 If you say '**I'm just pulling your** _____ ', it means that you are not being serious, you're just joking.
10 If a situation or argument **gets out of** _____ , it becomes a problem that is difficult to control.

9 **Work in pairs. Think of a night out you might have. Give examples of when you could use the idioms in bold in Exercise 8.**

When I go to a restaurant, I try to catch the waiter's eye to ask for the bill.

Thursday nights I occasionally go and see a stand-up comedy show, but at the weekend I mainly go clubbing as I love dancing. Because of the way I am and the way I want to live, I dress in a certain way, which sometimes attracts people's attention. But I'm not going to change – as Oscar Wilde said, you can never be overdressed or overeducated! The only things I don't wear are high heel shoes. I can't dance like I want to in them, and if you're out all night your feet hurt too much by the time you get home!



A CHANGE OF PLAN

SPEAKING

1 **Write down three places you have been to in the evening recently and think about the following:**

- where each place is
- who you went with
- how often you go there
- what it was like

Now work in groups. Talk about your places and ask each other questions to find out more.

VOCABULARY Describing events

2 **Match the sentences (1–8) with the follow-up comments (a–h).**

1 It was a great exhibition, but the paintings were quite **weird**.
2 It's not a bad film, but I thought it was a bit **overrated**.
3 It was really **moving**.
4 **It was completely sold out.**
5 It attracts a much older crowd.
6 The **headline band** were rubbish – just very dull.
7 It was **boiling hot** in there.
8 It was an **amazing** night. There was **such a great atmosphere**.

a Honestly, we were really sweating and we could hardly breathe.
b I can't really describe them or say why I like them.
c It **wasn't as great as** everyone's been saying.
d It was **absolutely packed** in there.
e I was **in tears** by the end.
f The music, the audience, everything.
g I **felt a bit out of place**, actually.
h We actually **left halfway through**.

3 **Work in pairs. What are the opposites of the words and phrases in bold in Exercise 2?**

4 **Work in groups. Think of examples of the following:**

1 two artists / musicians / films that you think are quite weird
2 two famous films / sports stars that you agree are overrated
3 two films / TV shows / news events that you found really moving
4 two situations when you might feel a bit out of place
5 two other things you could leave halfway through, apart from a concert

LISTENING

5 ▶ 48 **Listen to three conversations about what people did last night. Answer the questions about each of the conversations.**

1 What kind of event was it?
2 Did they change their plans? If so, why?
3 Did they have a good night? Why? / Why not?
4 Did their experiences match what other people had said about the event they went to?

6 ▶ 48 **Listen again and complete the sentences with three words in each space. Contractions count as one word.**

1 a Really? I'd heard it _____ .
b Maybe it's because I didn't think it'd _____ .
c And then you go and you just end up thinking it was _____ .

2 a Oh, we didn't go _____ .
b Well, that's _____ really good. It's quite trendy, isn't it?
c Oh dear. Maybe you just went on _____ .

3 a I thought you said you were going to have a _____ .
b She mentioned she had _____ for this play in town.
c It's had _____ in the papers.

7 **Work in pairs. Discuss the questions.**

- Who do you think had the best night? Why?
- Can you think of any recent films that had a lot of advance publicity?
- Do you ever go to concerts? If yes, what was the last one you went to? Was it any good?
- Can you think of anything that's had great reviews in the papers recently?

GRAMMAR

The future in the past

There are several different ways of talking about plans, promises or predictions made in the past. Often the reason these things are mentioned is because they then failed to happen or to come true.

8 **Look at these sentences from the conversations. Answer the questions below.**

a *Hans **was going to pick** me **up** at seven.*
b *I **was going to stay** in.*
c *It was brilliant – much better than I thought it **'d be**.*
d *I didn't think it **'d be** anything special.*
e *I said **I'd go** with her.*

1 In sentences a) and b), did the plans actually happen? Why? / Why not?
2 What structure is used in sentences a) and b)?
3 What were the original thoughts / promises that sentences c), d) and e) are describing?
4 What is *'d* short for in sentences c), d) and e)?
5 What tense is used in sentences c), d) and e)?

G Check your ideas on page 178 and do Exercise 1.

9 **Make sentences using the prompts below. Link the ideas using *but* and *so*.**

I / go out / feel exhausted / just stay in and go to bed early

I was going to go out, but I felt exhausted so I just stayed in and went to bed early.

1 They / have a barbecue / start pouring with rain / have to cook indoors instead
2 We / go to the beach for the day / miss the train / end up going to the park instead
3 She / give me a lift / car not start / get a taxi instead
4 I / walk here / start pouring with rain / have to drive
5 I / stay in and study / a friend call me / go out / meet him

10 **Work in pairs. Think of as many different endings for each sentence as you can.**

1 We were going to stay with friends, but ...
2 I was going to stay in last night, but in the end ...
3 She said she was going to call me, but ...
4 I was going to buy a new one, but in the end ...
5 I really thought we were going to crash, but ...

11 **Work in groups and discuss the questions. Use the future in the past to explain your ideas.**

- Can you think of a time you had a last-minute change of plan? What happened? Did it turn out well / badly?
- Have you ever been very disappointed or pleasantly surprised by a film, party etc. you went to? Why?
- Can you think of any predictions that have failed to come true?
- Have your parents ever promised to do something and then not done it? How did you feel about it?
- Has the government / local council in your country broken any of its promises? What did they say they would do?
- Have you ever broken a promise? What happened?

G For further practice, see Exercise 2 on page 179.

VIDEO 5

ONE WOMAN'S CHOICE

1 **Work in pairs. Discuss the questions.**

- Where do you think this photo was taken?
- What do you think life there is like? What problems might people have?
- Why might people from an area like this move to a city?
- Why might people from a city move to live there?

2 19 **Watch the first part of the video about a woman, Flora, who lives near where the photo was taken (0.00–2.34). Are the sentences true (T) or false (F)?**

1 Flora grew up in the city.
2 Flora is uneducated.
3 She had an arranged marriage.
4 The village they live in has no electricity or water.
5 Most of the Dorobo people raise cattle and farm crops.
6 Her husband is often away from home.
7 Flora regularly sees her own parents and family.
8 She sometimes regrets the decisions she has made.

3 **Work in groups. Discuss what you think of Flora and her situation and what you think she will do.**

4 19 **Watch the next part of the video, where Flora visits her mother (2.35–4.26). Answer the questions.**

1 What kind of place is Arusha and why is it important?
2 How do you think Flora feels about the city?
3 When was the last time Flora saw her mother?
4 Did Flora have a good or bad relationship with her mother?
5 What does her mother think she should do?
6 What do *you* think Flora will do?

5 19 **Watch the final part of the video (4.27–5.20). Find out what Flora decides to do – and the reasons she gives for her decision.**

6 **Work in pairs. Discuss the questions.**

- What do you think of Flora's decision and reasons?
- Could you live where Flora does? Why? / Why not?
- In your country, where would you rather live: in the city or in the country? Why?
- Do you know anyone who has made a big change in their lives? Why? What happened?

UNDERSTANDING FAST SPEECH

7 20 **Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.**

FLOra's FAMily KNEW / that she was LEAving the COMforts of the CIty // for a WORLD without Electricity / or ALmost ANY / MOdern conVENiences // a WORLD where it TAKES a FORty-MINute WALK / JUST to get WAter

8 **Now you have a go! Practice saying the extract at natural pace.**

REVIEW 5

GRAMMAR

1 Complete the text with one word in each space.

In general, the crime rate [1]_____ fallen quite dramatically [2]_____ recent years. There are [3]_____ robberies than there [4]_____ five years ago and there's [5]_____ violent crime. There were [6]_____ any murders last year. This may well have something to do with the fact that there are [7]_____ policemen on the street than there [8]_____ to be.

However, online crime has [9]_____ increasing steadily over the [10]_____ few years. [11]_____ bank account is completely safe anymore and [12]_____ bank is working hard to improve online security.

2 Choose the correct option.

1 House prices have *increased* / *been increasing* 50% in the last six months.
2 I have *little* / *few* interest in politics.
3 *All the* / *Every* people I work with really love the new boss we've got.
4 It was much better than I thought it *will* / *would* be.
5 The cost of energy isn't *as* / *more* low as it used to be.
6 We *are* / *were* going to go and see a movie, but we didn't in the end.
7 It's not a bad area, but it's not as *well* / *good* as it used to be.
8 Unemployment *has* / *has been* fallen steadily over recent years.
9 Would you like a *few* / *little* more cake?
10 I'm a bit fitter than I *would be* / *was* this time last year.

3 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 It's better now than it used to be.
It was _____ than it is now. **PAST**
2 There are fewer jobs available these days.
There _____ jobs available. **BE**
3 I was really surprised by how good it was.
I honestly didn't _____ anything special, but it was amazing. **THINK**
4 They said they don't expect to find any survivors.
They said there's not _____ finding any survivors. **HOPE**
5 I usually do portraits, but I also occasionally do landscapes.
_____, I do portraits, but I also do some landscapes occasionally. **TIME**
6 Inflation was 5% at the start of the year and now it's almost 18%.
Inflation _____ the start of the year. **DRAMATICALLY**

4 49 Listen and write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–8) with the collocates (a–h).

1 feel	a north
2 rent	b the waiter's eye
3 face	c a face
4 catch	d a blind eye
5 pull	e halfway through
6 give	f out of place
7 turn	g you a hand
8 leave	h a shared apartment

6 Decide if these words and phrases are connected to houses, the arts or areas.

cramped	an attic	lively	rough
a classic	compact	a patio	staging
a landscape	a plot	well connected	dead

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 We went to see this really funny new stand-up _____ last night. (comedy)
2 It was an interesting _____. It was a series of _____ that all use mirrors in different ways. (exhibit, install)
3 It was good. It was a _____ play set in the 1930s. (history)
4 It's an amazing play. The acting's wonderful and the _____ is very clever. (light)
5 I'd like to study _____ at art college if I can. (photograph)
6 It's a nice place. It's much more _____ than her old flat. (space)
7 It's not a cheap place to live, but it is quite _____. (centre)
8 The government has recently changed its position on _____. (immigrant)

8 Complete the email with one word in each space. The first letters are given.

Hi Ian,

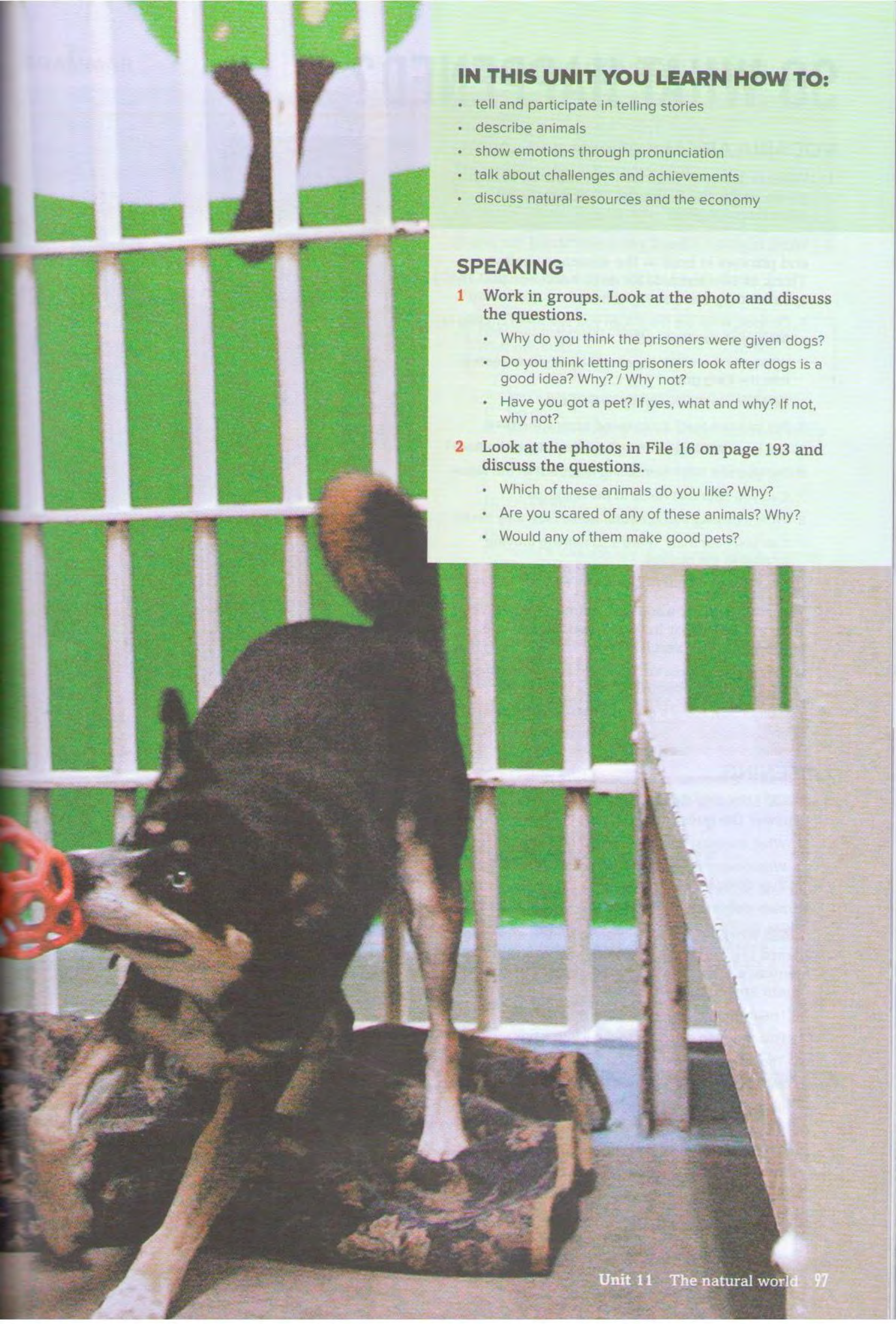
How are you? Hope you're well.

We're all on our last legs here. We've been looking at houses for the last few weeks and it's a very tiring process. We saw a lovely [1]pl_____ yesterday, though. Do you know Church Street? Well, it's in a little street [2]o_____ there, about halfway [3]d_____ on the left. It's only two minutes from the station, so it's [4]co_____ for transport and the area's quite smart as well – not much [5]li_____ on the streets and no [6]gr_____ on the walls or anything. Amazingly, though, the place itself is still quite [7]af_____. I was expecting everything round there to cost an a[8]_____ and a leg. Anyway, it's very modern – newly-[9]b_____, I think – and it's lovely and [10]br_____, with great big windows facing south. There's a [11]ga_____ for the car and a back [12]ga_____ for the kids to play in.

We put an offer in this morning and we're waiting to hear if it's been accepted.

11

THE NATURAL WORLD



IN THIS UNIT YOU LEARN HOW TO:

- tell and participate in telling stories
- describe animals
- show emotions through pronunciation
- talk about challenges and achievements
- discuss natural resources and the economy

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- Why do you think the prisoners were given dogs?
- Do you think letting prisoners look after dogs is a good idea? Why? / Why not?
- Have you got a pet? If yes, what and why? If not, why not?

2 Look at the photos in File 16 on page 193 and discuss the questions.

- Which of these animals do you like? Why?
- Are you scared of any of these animals? Why?
- Would any of them make good pets?

SO WHAT HAPPENED?

VOCABULARY Movements and sounds

1 **Work in groups. You have one minute. Which group can write down the most names of animals in English?**

2 **Work in pairs. Check you understand the words and phrases in bold in the sentences below. Think of two animals for each sentence that the speaker may have seen or heard.**

1 Oh look, what are they? Can you see them **circling in the sky above that cliff**?

2 What was that? Did you see it? It just **disappeared into the long grass**.

3 Oh look, what's that **lying on the rock**?

4 Did you see that? It just **raced across the road**.

5 Oh, look! What's that thing **crawling along the floor**?

6 Did you see that? Something **leapt out of the water**.

7 Can you hear that **noise in the distance**?

8 What's making that **dreadful noise**? Are they birds?

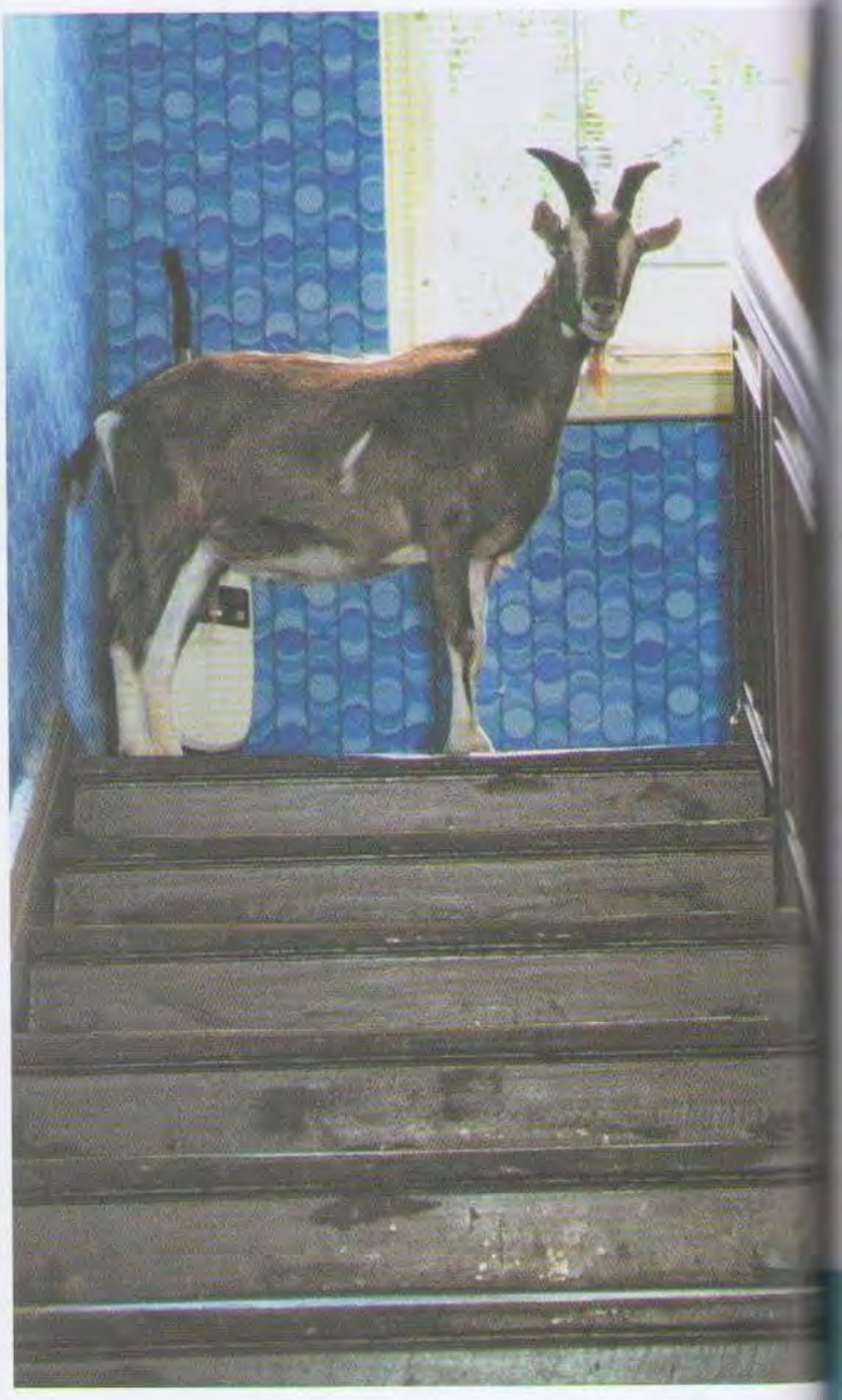
9 Can you hear that? There's something **moving around in the bushes**.

10 Oh, what's that **buzzing noise**? It's really irritating.

3 **Tell your partner about six animals you have seen in the wild or in your town. Try to use language from Exercise 2.**

When I went to Spain last year, I saw some vultures circling above our campsite.

The other day, I saw a rat crawling along the railway tracks.



LISTENING

4 ▶ 50 **Listen to three stories about animals. Answer the questions.**

1 What animal(s) is each story about?

2 Where were the speakers at the time? What were they doing?

3 How did each speaker feel?

5 ▶ 50 **Work in pairs. Decide in which story you heard the following. Explain how you think each sentence is connected to the story. Then listen again and check your ideas.**

a I really thought they were going to eat me.

b I managed to catch it and put it into a box.

c They were all making this dreadful noise.

d It's so cute!

e It must've escaped from somewhere.

f She crawled through a little hole.

g Honestly, I hope I never see another crocodile in my life!

h We had to call the fire service in the end.

i Everyone ran away.

PRONUNCIATION

6 ▶ 51 **Listen to eight sentences. Notice the extra stress and long vowel sound on the adverbs. They help to emphasise how we feel. Then listen again and repeat.**

7 **Underline the adverbs below that you think could carry an extra stress. Then work in pairs. Take turns to say the paragraph. Whose version sounds best?**

I don't really like dogs, but I really hate some dog owners. They can be so annoying – the way they talk about their pets like they were actually human beings! They say things like, 'Oh, my little baby. You're so beautiful! Yes, you are. Yes, you are.' It's so stupid. What really annoys me, though, is the way they let their dogs run out of control. They even let their dogs jump on top of you. Then, if the dog bites you, they actually blame you. They say you scared the dog!

GRAMMAR

Past ability / obligation

We use *could* with sense verbs like *see*, *hear*, *feel*, etc.

We use *couldn't* to talk about inability or a specific failure.

We use *managed to* to show an ability to do something difficult at a particular time.

We use *had to* for past obligations or for when there was no choice.

8 **Work in pairs. Look at the mistakes crossed out in these sentences. Decide what the correct form should be according to the Grammar box.**

1 I ~~must~~ put some fruit and seeds on the ground to tempt it down and when it came down I ~~can~~ catch it and put it into a box.

2 We ~~can~~ hear these little cries coming from somewhere, but we ~~can't~~ see her anywhere.

3 We ~~must~~ call the fire service in the end, and they ~~can~~ get her out.

G Check your ideas on page 179 and do Exercise 1.

9 **Work in pairs. Choose four of the situations below. Write two sentences for each situation using *had to*, *managed to*, *could* or *couldn't* that might explain what happened and / or how you resolved the situation.**

1 Your cat got stuck in a tree.

2 You were driving in the countryside and hit a sheep.

3 You fell and hurt yourself when walking in the mountains.

4 Your bag was stolen just before you travelled home from holiday.

5 You locked yourself out of your second-floor flat.

DEVELOPING CONVERSATIONS

Helping people to tell stories

Good listeners ask questions when people tell stories. For example, in the listening you heard:

F: *I really thought they were going to eat me.*

E: *Really? That sounds terrifying!* ***So what happened?***

F: *Well, luckily, the guides managed to stop the lizards.*

10 **Complete the conversations with these questions.**

What was that doing there?	Seriously?
What was that?	What?
So what happened in the end?	

1 A: You'll never guess what happened last night.
B: Go on. [1]_____
A: Well, I was walking home when I suddenly saw a horse standing there in the street!

2 C: I saw something really strange while we were away.
D: Oh yeah? [2]_____
C: We saw this whale stuck on the beach.
D: [3]_____ Still alive?
C: Yeah! It was actually quite upsetting! We phoned the police to see if they could organise help.

3 E: I was just about to put my shoes on when I found a scorpion hiding in one of the shoes!
F: Really? [4]_____
E: I don't know. I guess it was just looking for somewhere to sleep.

4 G: We spent hours trying to persuade the cat to come down from the tree, but it refused to come.
H: Oh no. That's awful! [5]_____
G: Well, eventually, we gave up, but an hour later it walked into the kitchen, looking for its dinner!

11 **52 Listen and check your answers. Then work in pairs and practise reading aloud the conversations.**

CONVERSATION PRACTICE

12 **Work with a new partner. Each choose one of these ideas for a story and spend a few minutes making notes. Then tell each other your stories, starting with *Did I tell you what happened ...?* Help your partner by making comments and asking questions as in Exercise 10.**

- a story about your pet
- a story about a time you saw a wild animal
- a story based on the ideas in Exercise 10

21 To watch the video and do the activities, see the DVD ROM.

CHALLENGES AND ACHIEVEMENTS

SPEAKING

1 Work in groups. Discuss the questions.

- Do you spend much time in nature? Where do you go?
- Have been to one of these places? When? Where? What was it like?
  - a desert
  - a glacier
  - the summit of a mountain
  - the middle of the ocean
- Do you know any stories of people doing the following challenges? Were they successful? Why? / Why not?
  - sailing round the world
  - reaching the North Pole
  - crossing a desert
  - jumping from a high altitude

READING

2 Work in pairs. You are going to read an article. First, look at the main photo opposite and discuss the questions.

1 Where is it?

2 What's happening?

3 What might be the problem?

3 Read the first three paragraphs of the article and answer the questions in Exercise 2.

4 Work in groups. Choose six words from the box and discuss how you think they will relate to Wilson's story. Then read the rest of the article and find out what happened.

barriers	solo	tent
shot	achievement	blind
partially	disguise	supplies
authorities	expedition	desperately
territory	storm	optimism

5 Work with the same group. Discuss the questions, based on your knowledge of the world, what you understand from the text and your opinions.

1 Why do you think he was refused entry into Tibet and Nepal?

2 Why do you think flying solo to India was described as 'a huge achievement'?

3 Why do you think he ignored the climbing equipment?

4 Why do you think he was starving, half blind and in great pain?

5 What do you think happened to the Sherpas?

6 What do you think drove Wilson to do what he did?

7 In what ways do you think Wilson is the same or different to the amateurs talked about at the beginning of the article?

8 What do you think of Wilson?

LISTENING

6 53 Listen to someone talking about the article you read. How does he answer questions 6, 7 and 8 in Exercise 5? Do you agree with the speaker? Why? / Why not?

VOCABULARY Challenges and achievements

7 Complete the sentences below with these pairs of words and phrases.

set myself a target + achieve
overcome many barriers + disabled
scared + overcame my fear
peak + reached the summit
ambition + reaching my goal
tough + get through the pain
took several attempts + determination
dreamt + my dream's come true

1 I climbed the highest _____ in Europe – Mont Blanc. I was so happy when I _____, I can't express it.

2 A year ago I did the Marathon des Sables challenge, which is a 254km race through the Sahara desert. It was very _____, but I managed to _____ and finish.

3 Until last year, I'd never been in the sea because I was so _____ of drowning, but last year I had some swimming lessons and I finally _____. I was so proud of myself!

4 My biggest ever challenge was giving up smoking. It _____ and a lot of strength and _____, but I finally managed to do it. My son is very proud of me!

5 I've always _____ of becoming a writer and now _____ because my book is going to be published.

6 My _____ is to become a millionaire before I'm 40 and I'm well on the way to _____.

7 I _____ of learning 50 words or phrases each week. I'm sure I can _____ it.

8 I'm blind so I think getting a degree and a good job has been a big achievement as you have to _____ when you're _____.

8 Work in groups. Discuss the questions.

- What do you think is the biggest challenge / achievement in Exercise 7?
- What examples can you think of of successful people who have overcome a barrier or disability?
- Do you set yourself any targets for learning English? Do you achieve them?
- What are your three biggest achievements so far?
- What dreams or ambitions do you have? How close are you to making them come true?

THE STRANGE STORY OF
MAURICE WILSON

Looking at the photo – the clear blue sky and queues of people – you might think that this is a group of walkers on a summer's day climbing a popular local peak. But this is the summit of Everest – almost 9,000 metres high, with temperatures of -15 and winds blowing at 50km/h on a 'good' day. What's more, at this altitude the lack of oxygen can cause confusion, slow your movements and make it almost impossible to keep warm. It's so dangerous they call this place 'the Death Zone'.

Maurice Wilson

Some argue that pictures like this create a false impression. They attract too many amateurs who have a romantic idea of reaching 'the top of the world' and are rich enough to pay $70,000 to make their dream come true. However, they have no proper concept of the risks when they climb Everest. They rely too heavily on using fixed ropes and the support of their guides and they don't have the skill or experience to cope when things go wrong.

But amateurs on Everest are nothing new. In the 1930s, some eighty years before this photo was taken, a man called Maurice Wilson attempted to climb Everest. His plan was to fly from Britain and land on the Great Rongbuk glacier, and from there go to the top. There were only two problems – he didn't know how to fly a plane and he'd never climbed before.

In fact these weren't the only barriers to achieving his goal. He had been shot during the First World War and could only partially use his left arm. The British government tried to stop him even getting to India because they saw him as dangerous; the authorities in Nepal and Tibet also refused to let him enter their territory.

Incredibly, then, just two months after his first flying lesson, he managed to fly solo all the way to India in a tiny second-hand plane – a huge achievement for the time.

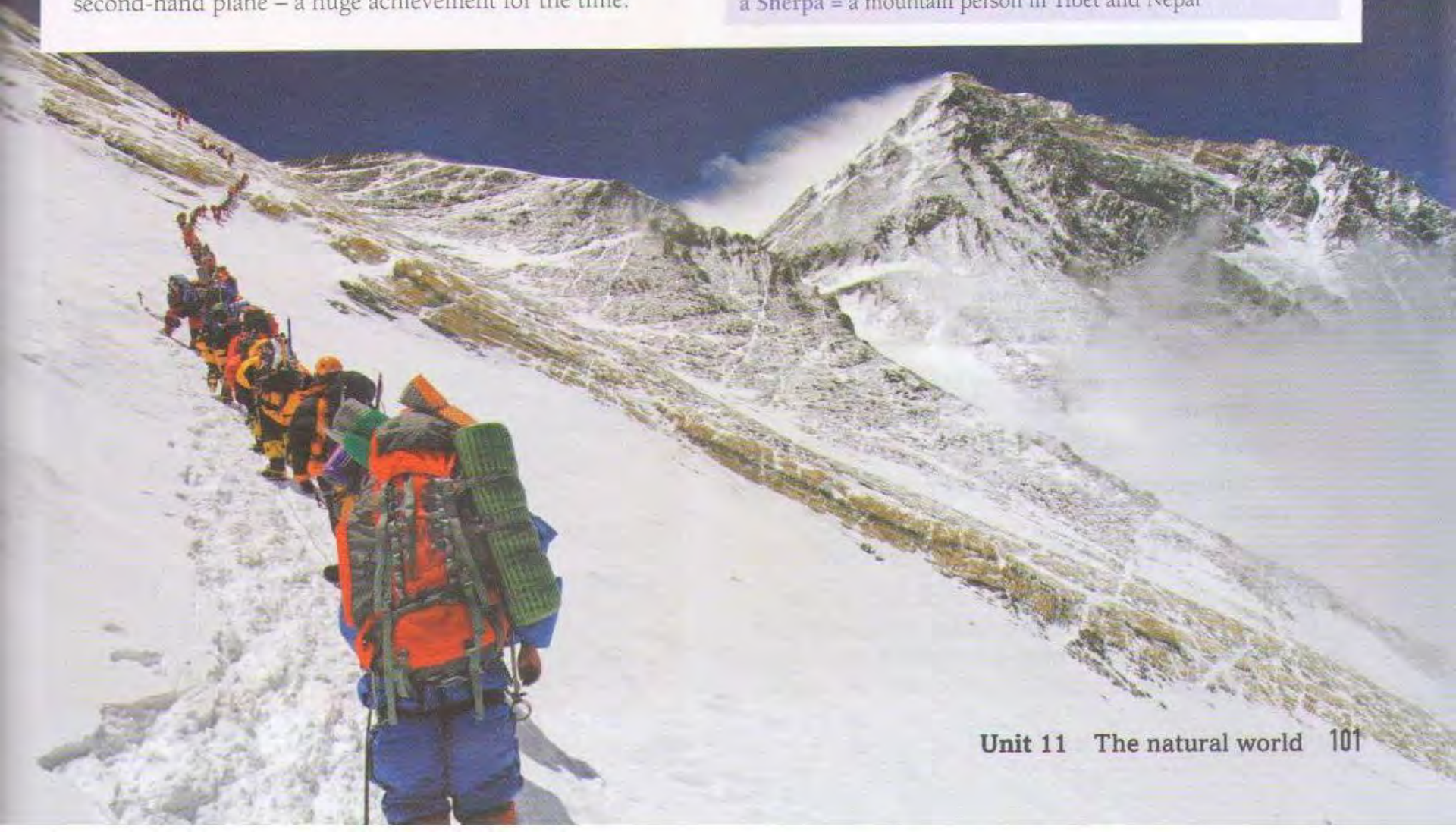
He then managed to enter Tibet by disguising himself as a Tibetan monk and walked several hundred miles to reach the Rongbuk monastery at the foot of Everest.

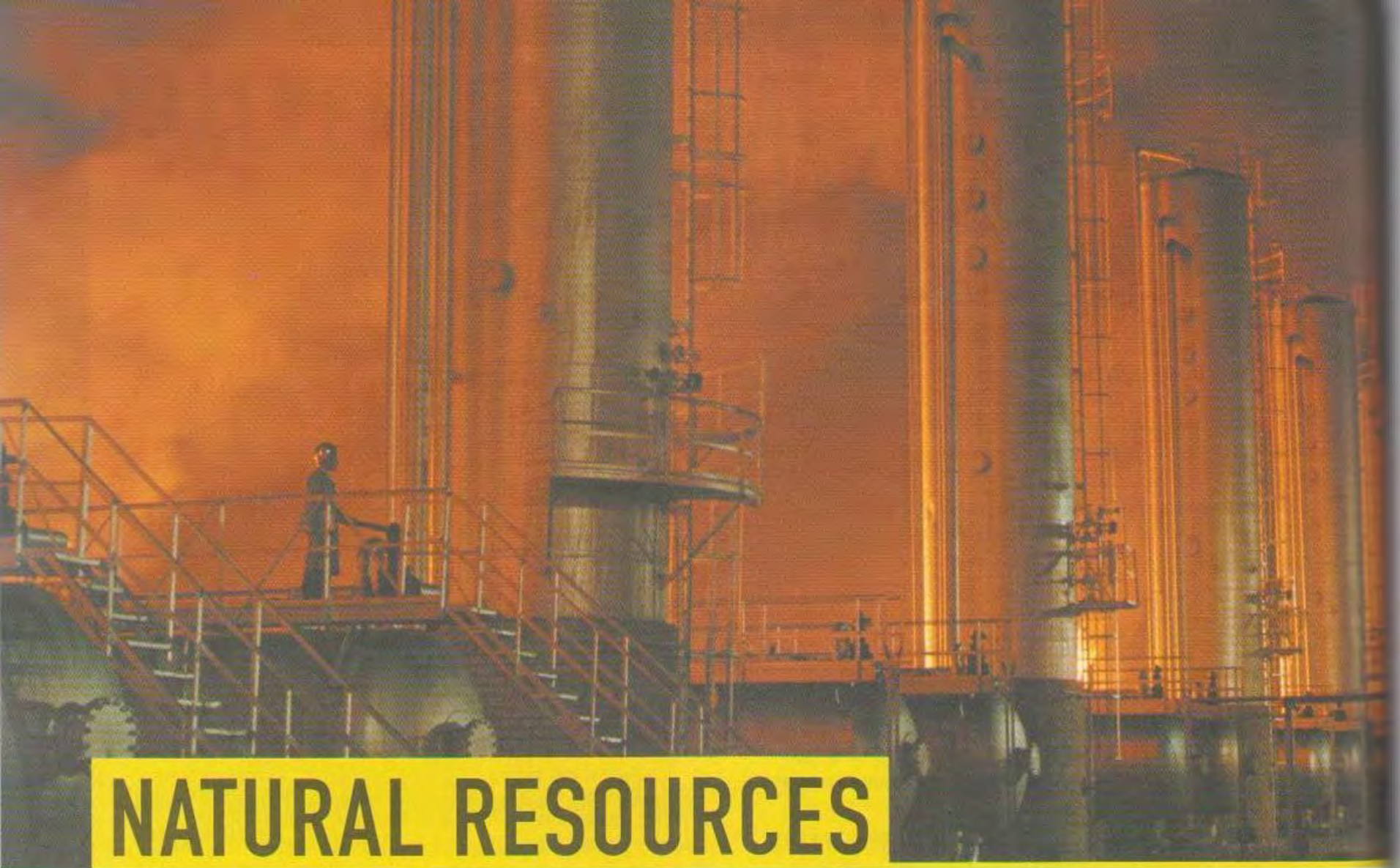
Without a guide, Wilson set off up the glacier. He frequently got lost among the towers of ice and it took him three days to reach Camp 2, which had been established by a previous expedition. There was climbing equipment at the camp but he ignored it and continued up the mountain. At 6,500 metres a storm hit and he was forced to sit in his tent for two and a half days. When the storm eased he struggled back to the monastery – starving, half blind and his arm in great pain.

However, he rested for just two day before he tried again. This time he persuaded two local Sherpas to help him carry supplies up the mountain and guide him through the glacier. With their help he went higher up to Camp 3 but once again high winds and snow stopped them going further. As the weather cleared, Wilson continued up the mountain on his own, reaching around 7,500 metres before returning to Camp 3. He was by this time exhausted and six days at such high altitude was giving him headaches. The Sherpas desperately tried to persuade him to give up, but Wilson insisted on trying one more time. The last words in his diary are still full of optimism. 'Off again. Gorgeous day.' He never returned. His body was found a year later. He was wearing green boots, a grey suit and a purple jersey – almost as if ready for a walk in the park on a chilly London afternoon.

GLOSSARY

a monk = a member of a group of religious men who live away from other people
a monastery = a religious place where monks live and pray
a Sherpa = a mountain person in Tibet and Nepal





NATURAL RESOURCES

READING

1 **Work in pairs. Discuss the questions.**

1 Do you know which country has the most natural resources (oil, coal, gas, etc.)?

2 Which countries do you think produce the most oil and coal?

3 Where do you think the biggest oil companies are from?

4 How long do you think the coal, oil and gas that we still have will last?

5 Do you think countries rich in natural resources are wealthier than those without?

2 **Read the fact file. Find the answers to the questions in Exercise 1.**

3 **Match the words in bold in the fact file to the meanings below.**

1 use a resource or product

2 take something out of somewhere, often with difficulty

3 areas of a country where they take oil from the ground

4 the speed at which something is happening at the moment

5 the available amount or supply of something that a country has

6 make a hole (usually round) with a tool or machine

7 something causing disagreement or anger among the public

8 dig a big hole or tunnel in the ground to get gold etc.

4 **Work in groups. Do you find each fact in the fact file surprising, unsurprising, interesting or depressing? Explain why.**

FACT FILE

Russia is the richest country in terms of natural resources. It has the biggest **reserves** of natural gas and wood. In addition, it has the world's second-largest reserves of coal and the third-largest reserves of gold. However, in terms of average wealth per person, it's not even in the top 50 countries.

Nigeria is the largest producer of oil in Africa. It is one of the 20 poorest countries in the world. Many people who live in its **oil-producing regions** earn less than $1 a day.

India is the third biggest coal producer. In terms of average wealth per person, India comes 130th in the world.

China is the world's biggest producer of coal. It **mines** over 47% of the world's total.

The USA is the biggest oil producer in the world, bigger than Saudi Arabia. There's been some **controversy** about how it **drills** for oil in the sea.

Only three of the 25 biggest oil companies in the world are American. The three biggest are Saudi, Russian and Iranian.

If we **consume** coal **at the current rate** it will last for two hundred years. Some argue oil will run out in 50 years and gas will run out in 60 years. Others say there is more than that, but it's very expensive to **extract** from the ground.

LISTENING

5 ▶ 54 **You are going to hear the introduction of a short talk on 'the resource curse'. What do you think it is? Listen and find out.**

6 ▶ 54 **Listen to the introduction again and complete these notes.**

'Resource curse' – 1990's – by [1]_____ Auty

People in resource-rich countries [2]_____ than others

Four reasons: conflict, corruption, value of manufactured products, [3]_____

Conflict

Local people [4]_____ leave land. No compensation

[5]_____ want independence ➡ civil war

Corruption

Companies pay officials to avoid [6]_____

Manufacturing

Manufactured goods like [7]_____ more [8]_____

If you have no resources ➡ manufacturing ➡ economy [9]_____

Why not invest?

Economic [10]_____ ➡ reduced investment

Prices vary:

- fall ➡ crisis
- rise ➡ currency rises ➡ imports [11]_____, exporting [12]_____ ➡ factories can't sell ➡ less investment

7 **Work in pairs. Discuss the questions.**

- Had you heard of 'the resource curse' before?
- Do you think it is always true? Can you think of any examples where it is different?
- Have you any idea how it might be avoided?

8 ▶ 55 **Listen to a later part of the talk about a country that has a natural resource. Find out:**

1 which country it is.
2 what was discovered.
3 what happened to the money.
4 what made this possible.

GRAMMAR

Passives

We make passives using a form of the verb *be* + past participle.

We usually use passives when:

1 we want to focus on the person / thing affected by an action – rather than on the doer of an action.
2 we don't know who or what did an action.
3 when it's simply not important – or it's obvious – who did an action.

9 **Look at these sentences from the talk. Answer the questions below.**

a *This phrase **was** first **used** in the 1990s by the writer Richard Auty.*
b *Local people **are** often **forced** to leave their land ...*
c *... so that resources **can be extracted** ...*
d *For over 40 years now, profits **have been invested** in health care ...*

1 What tenses are used in sentences a), b) and d)?
2 What passive form follows modal verbs?
3 Which sentence gives the person / thing doing the action? Which word is used to introduce the doer?
4 Who or what do you think did the actions in the other sentences?

G Check your ideas on page 180 and do Exercise 1.

10 **Complete the sentences with the correct passive form of the verbs.**

1 Most of their gas and oil _____ from abroad. (import)
2 The city grew a lot after gold _____ near there. (discover)
3 Wind farms _____ over the country at the moment. (construct)
4 Solar energy is cheap here because it _____ by the government. (subsidise)
5 Locals don't want the drilling to take place because they believe their houses _____. (damage)
6 More could _____ to exploit our resources, but the government often faces protests. (do)
7 A lot of money _____ from our natural resources but it _____ wisely. (make, not / invest)

11 **Work in groups. Use the sentences in Exercise 10 to talk about places you know.**

Most of the gas in our country is imported from abroad. It mainly comes from Russia.

I think Dubai only grew after oil was discovered there.

G For further practice, see Exercise 2 on page 180.

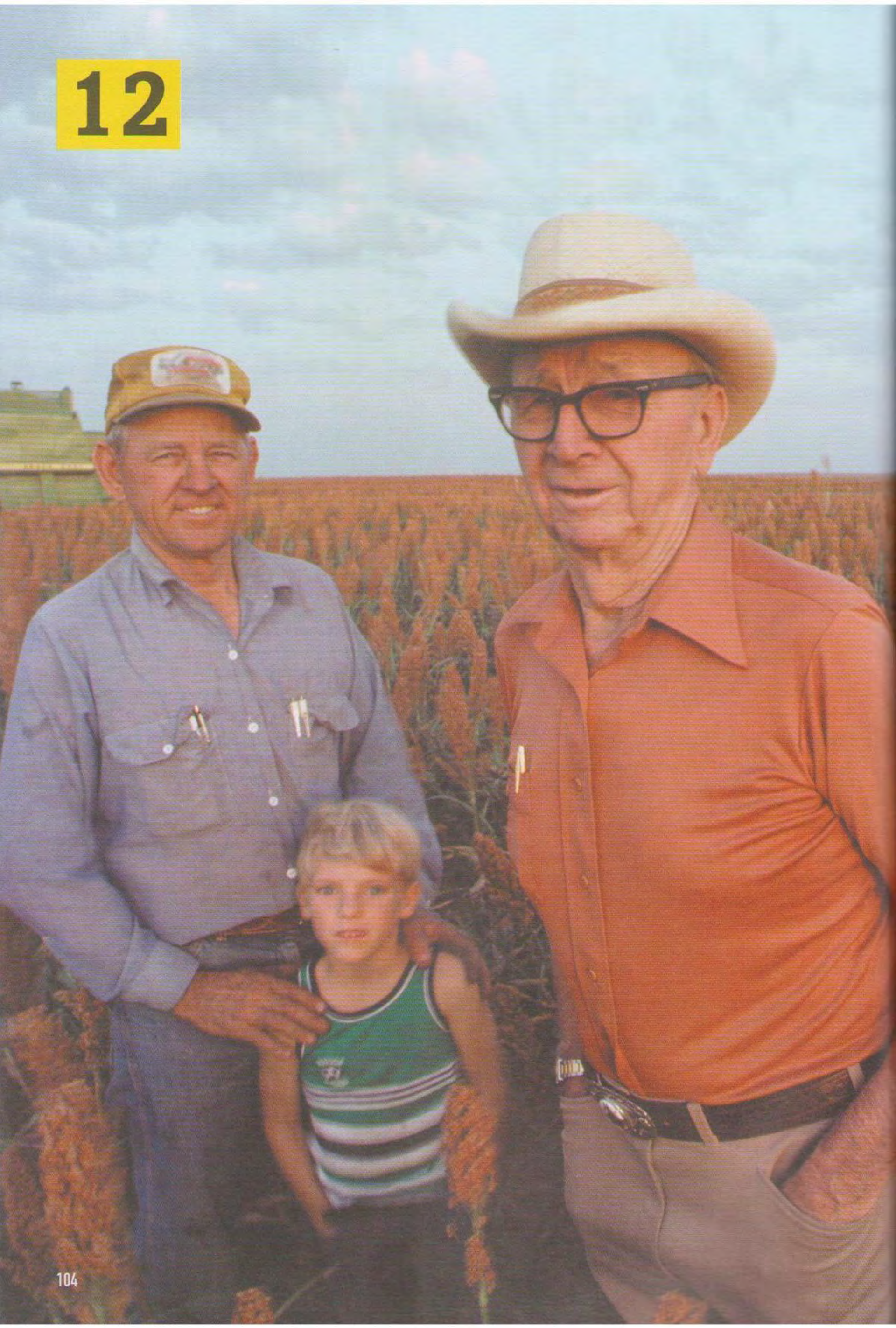
SPEAKING

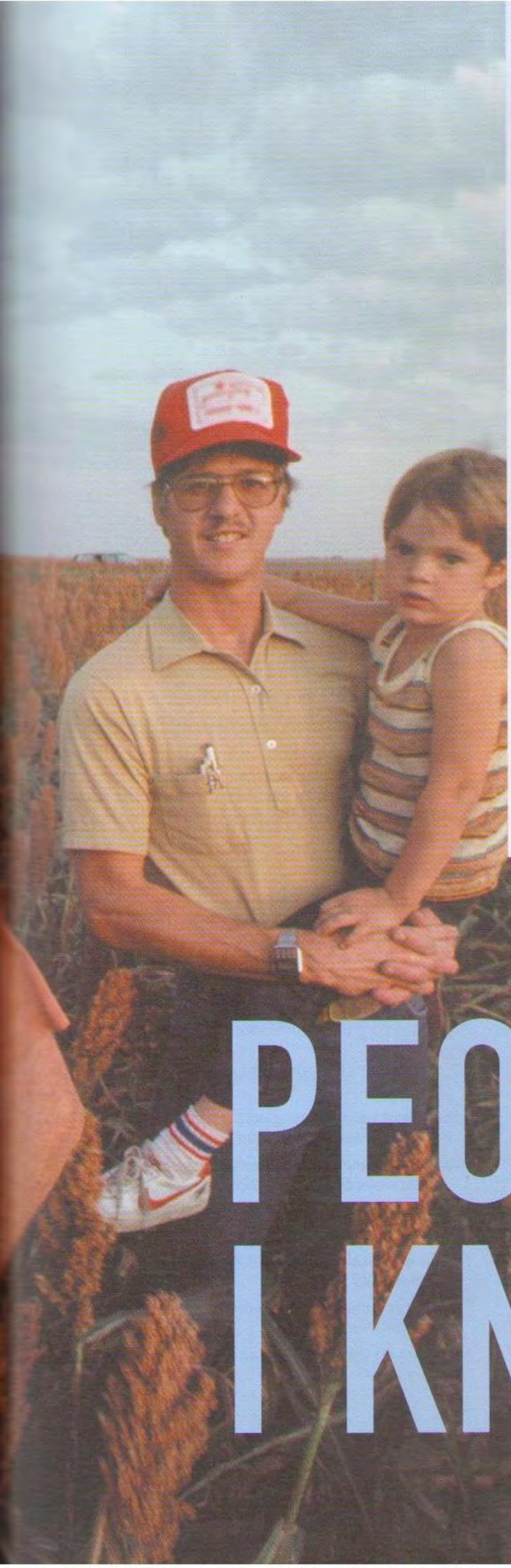
12 **Imagine a natural resource was suddenly discovered in your country. What should the money be spent on? Rank the ideas below from 1 (= most important) to 7 (= least important).**

- building more airports and motorways
- providing free university-level education for everyone
- building factories that can process the raw material
- giving $10,000 to every family
- bringing as many women into the workplace as possible
- improving health care
- increasing wages of people enforcing laws (police, tax inspectors, judges, etc.)

13 **Work in groups. Compare your lists then try to agree on the best two ways to spend the money.**

12





PEOPLE I KNOW

IN THIS UNIT YOU LEARN HOW TO:

- describe character
- talk about your friends and family
- explain how people you know are similar
- talk about memories
- express regrets
- talk about relationships

SPEAKING

1 **Work in pairs. Discuss the questions.**

- What do you think the relationship is between the different people in the photo?
- What are the advantages and disadvantages of living with your extended family?
- Who are the oldest and youngest people in your family?

2 **Talk to other students and find who:**

1 lives with more than one generation of their family.
2 has the most brothers and sisters.
3 has the most nephews and nieces.
4 has the oldest relative.
5 has a half-brother or half-sister.
6 has a step-brother or step-sister.
7 has family members living in another country.

3 **Work with your partner again and compare what you found out. What was the most interesting thing you learned?**

FAMILY AND FRIENDS

VOCABULARY Describing character

1 Complete the sentences below with the words in the boxes.

creative	intense	loyal	sensitive	bright	calm

1 He's a great friend to have. He's very _____ – always there for you when you need him.

2 She's very _____ . I mean, she draws, she paints, she plays the guitar.

3 He's one of the smartest guys I know – just very clever, very _____ .

4 She's always very _____ and relaxed, even when everyone else is stressing about things.

5 He's very _____ . I mean, he gets upset very easily and he takes things very personally.

6 Some people find her quite hard to get on with because she's so focused, so _____ .

ambitious	charming	competitive	direct
diplomatic	modest		

7 He's a very _____ man. I mean, he's very popular with the ladies.

8 She's always very _____ . She never upsets anyone or makes anyone angry.

9 She's very _____ . She always says what she means.

10 He's highly _____ . He really pushes himself.

11 He's very successful, but he's also incredibly _____ . He never shows off or anything.

12 She's very sporty and very _____ . She always wants to win and she really hates losing!

PRONUNCIATION

2 Work in pairs. Say the adjectives in the boxes in Exercise 1 and decide where the main stress is.

creative

3 56 Listen and check your answers. Then practise saying the adjectives with the correct stress.

4 Work in pairs. Discuss the questions.

1 Can you think of three other things creative people might do?

2 What kind of things might a very charming person often say or do?

3 In what ways is being ambitious a good thing? And in what ways could it be bad?

4 In what ways is being sensitive a bad thing? And in what ways could it be good?

5 Do you like people to be modest about their achievements? Why? / Why not?

6 Do you prefer people to be direct or a bit more diplomatic? Why?

7 Can you think of times when it's good *not* to be very competitive?

8 Can you think of times when it's a bad thing to be very loyal?

5 **Work in groups. Tell each other which adjectives you think best describe the people below and explain why.**

- other people in your family
- friends of yours
- yourself
- other students in the class

LISTENING

6 ▶ 57 **Listen to a man called Lewis talking to his friend, Jessica, about her family. Answer the questions.**

1 Why does Lewis start asking about Jessica's brother, Noel?
2 In what way is Lewis's mum similar to Noel?
3 What's Noel like?
4 What does Jessica think of her younger brother?
5 Why is she a bit annoyed at the end of the conversation?

7 ▶ 57 **Listen again and complete the sentences with three words in each space. Contractions count as one word.**

1 Yeah, sorry. I had to _____ my brother, Noel.
2 I know. I was only _____ five minutes ...
3 OK, _____ , but she is very talkative.
4 No, he _____ to study Physics.
5 I don't think _____ before.
6 I don't know. He's just so sensitive. I seem _____ a lot, anyway.
7 You need to be ambitious, _____ , or you'll never make any money.
8 Well, I guess you get _____ in the art world ...

8 **Work in pairs. Discuss the questions.**

- As a child, which is worst: being the oldest, the youngest or in the middle?
- Do you know any brothers or sisters who are very different to each other? In what way?
- Do you know anyone who has won a scholarship? Where to?
- Which of these sentences best describes what you think about Jessica?
  - a She's too hard on her brother. She should support him more.
  - b It's fine to tell her brother what she thinks, but maybe she should be more diplomatic.
  - c She's right to be hard on him. He sounds like he needs a push!
  - d She actually sounds quite sensitive herself!

DEVELOPING CONVERSATIONS

That's like ...

When people tell us about the character or habits of someone, we often compare the person to someone similar that we know. To introduce our comments, we often use *That's like ...*

J: *Once he starts talking, he doesn't stop!*
L: *Oh,* ***that's like*** *my mum. She can talk for hours.*

9 **Match the sentences (1–6) with the comments (a–f).**

1 He never does anything around the house.
2 He's only three and whenever he sees me, he runs up and gives me a big hug. It's so sweet.
3 He's so serious. All he ever talks about is politics. You can never just have a laugh with him.
4 She just lets her son do whatever he wants. She really spoils him.
5 She's very shy. She's not very good with people.
6 She works really hard and she's very focused and ambitious.

a That's like my cousin. He finds it quite hard to make new friends.
b That's like my brother-in-law. He's very intense.
c That's like my brother. He's only 23, but he's already running his own company.
d That's a bit like a friend of mine. He never says 'no' either – and his kid's really naughty.
e That's just like my sister. She's really lazy too.
f Ah! That's like my niece. They're so cute at that age.

10 **Work in pairs. Student A: read out sentences 1–6. Student B: say the matching comment, but change the people so the sentences are true for you. Then change roles and repeat.**

A: *He never does anything around the house.*
B: *That's just like my brother Dan. He's really lazy.*

CONVERSATION PRACTICE

11 **Think of three family members you want to talk about. If you have photos of them on your phone, find them. Decide how to answer the questions below for each person.**

- How old is he / she?
- What's he / she like? Do you get on well?
- Are you close? Do you see him / her a lot?
- What does he / she do?
- Where does he / she live? Is it near here?

12 **Work in groups. Talk about your family and show photos if you have any. Ask each other the questions above and any others you can think of. Add comparisons with your own friends and family when you can. Use *That's like ...***

22 To watch the video and do the activities, see the DVD ROM.

THE OLDER GENERATION

READING

1 **Work in groups. Discuss the questions.**

- At what age would you describe someone as old?
- Do you think it's better to be an old person or a young person in your country? Why?
- How often do you spend time with people of a different generation?
- Have your grandparents played an important role in your life? Why? / Why not?

2 **Check you understand these words, which are from an article you are going to read. Then work in groups and discuss which words you associate with grandparents. Explain your ideas.**

career	wrinkly	childcare	indulgent
a pipe	active	sacrifice	discipline

Is this how grandmothers still are?

STRUGGLING TO FIT INTO THE ROLE OF GRANNY

Jean Winship is finding it hard to adapt to life as a grandparent – and claims she's not alone.

I am a grandma. I've been trying hard to get used to the idea ever since my daughter gave birth last year, but fourteen months on, I'm still not quite sure how I feel. It doesn't help that my daughter has started referring to me as Granny Jean. Obviously, I'm happy for my daughter and think her son, Ollie, is gorgeous, but *Granny*? [1]_____ I only recently turned 50. I still have a career, big nights out and holidays in unusual countries.

I suspect that one of the reasons I'm not yet comfortable with my new status is that very little about my life matches the vague memories I have of my own grandparents. My dad's parents both died before I was born and the only thing I can really remember about my other grandfather was that he often smoked a pipe. I used to love the smell of the fresh tobacco. [2]_____ After he died, Gran moved to a town by the seaside and we'd go and visit for a week each summer. I have fond memories of her because she'd completely spoil us, like we imagine grandmas are supposed to do. [3]_____ She also looked like my idea of a typical granny: she was old, white-haired and wrinkly.

[4]_____ Contrary to the common stereotype, the average age for becoming a grandparent is still only 51 in the UK and 48 in the States. However, compared with our grandparents, we're fitter and will live longer, which means we can potentially play a more active role in helping with childcare. With more women working and with the costs of childcare rising, it's estimated that almost 20% of grandparents now look after grandchildren for more than ten hours a week. [5]_____ All of this poses a problem for women like me who fought for the freedom to get out of the home and have a career: we want our daughters to have the same freedom to work, but are reluctant to give up our own jobs in order to help them. We might provide financial support instead, but again that might mean making sacrifices, such as spending less on the leisure and travel we enjoy so much.

On top of this, my notion that the role of grandparents is to be indulgent also seems to be problematic. It's true that many grandparents today are often reluctant to discipline their grandchildren because it breaks the unspoken rule that grandparents should never interfere with their children's parenting. Yet at the same time, it's fairly obvious that a lack of discipline can produce spoilt children who rule the house. [6]_____

Still, while there are complications, research also suggests there'll be benefits for me in the longer relationship I'll have with my grandson. A study in *Contemporary Grandparenting* found that such relationships are stronger and more two-way than we perhaps realise. [7]_____ However, research suggests that grandchildren increasingly contribute to the relationship by helping their grandparents stay up-to-date with changes in the world and 'keeping them young'. Now that's something I'd certainly feel good about.

3 **Read the article. Find out:**

1 what reasons the writer gives to explain why she's struggling with her new role.

2 how she feels about being referred to as Granny – and why.

3 which of her grandparents she knew best.

4 two stereotypes of grandparents that are mentioned.

5 how the writer might benefit from her relationship with her grandson.

6 why the writer mentions each of the words in Exercise 2.

4 **Work in pairs. Put the missing sentences below in the correct place (1–7) in the article. There is one sentence you do not need.**

a Perhaps unsurprisingly, though, many say they'd prefer to do less.

b In China, they even have a name for this phenomenon – 'Little Emperors'.

c She'd take us to the circus, buy us sweets and cook us our favourite meals.

d The name just doesn't seem right.

e We typically think it's grandparents that give most, whether that be money, love or wisdom.

f I can't be alone in having these mixed and complex feelings.

g Grandparents like travelling too.

h I'd sometimes even open the tin when he wasn't there to smell it.

5 **Each group of phrases (1–8) has the same word missing. Find the mising words in the article.**

1 have vague ~ of / have some wonderful ~ of / one of my earliest ~ is of

2 ~ to what most people believe / ~ to the stereotype / ~ to what you may have heard

3 ~ to him, I'm doing well / ~ to our grandparents, we're fitter / ~ to other countries

4 play an active ~ in their lives / play a minor ~ / the traditional ~ of the husband

5 it's ~ that 30% of grandparents work / it's ~ that fewer than one in six men help in the house

6 they gave me the ~ to choose / they're restricting our ~ / fight for the ~ to have a career

7 they're ~ to help / he was ~ to leave / we're ~ to give up our freedom

8 ~ to the relationship / all our kids ~ to the housework / he didn't ~ much to the discussion

6 **Write four true sentences using phrases from Exercise 5. Then work in groups and share your ideas.**

One of my earliest memories is of sitting on my grandmother's knee. It was a sunny day and we were outside under a tree somewhere.

SPEAKING

7 **The article is mainly about the UK. Work in groups. Discuss how similar or different things are in your country. Talk about the following:**

- the age of grandparents
- the role of grandparents
- childcare – the cost and who does it

GRAMMAR

Used to, *would* and past simple

When we talk about our memories, we can use *used to* and *would* as well as the past simple.

8 **Look at these sentences from the article. Answer the questions below.**

a *He often **smoked** a pipe.*

b *I **used to love** the smell of the fresh tobacco. I**'d** sometimes even **open** the tin when he **wasn't** there to smell it.*

c *After he **died**, Gran **moved** to a town by the seaside and we**'d go** and **visit** her each summer.*

d *She **was** old, white-haired and wrinkly.*

1 Which forms in bold show a habit or regular event in the past?

2 Do you know how to form the negative of *used to*?

3 Which forms are used to talk about a past state, such as having, liking and being?

4 Which form do we use to talk about single events in the past?

G Check your ideas on page 181 and do Exercise 1.

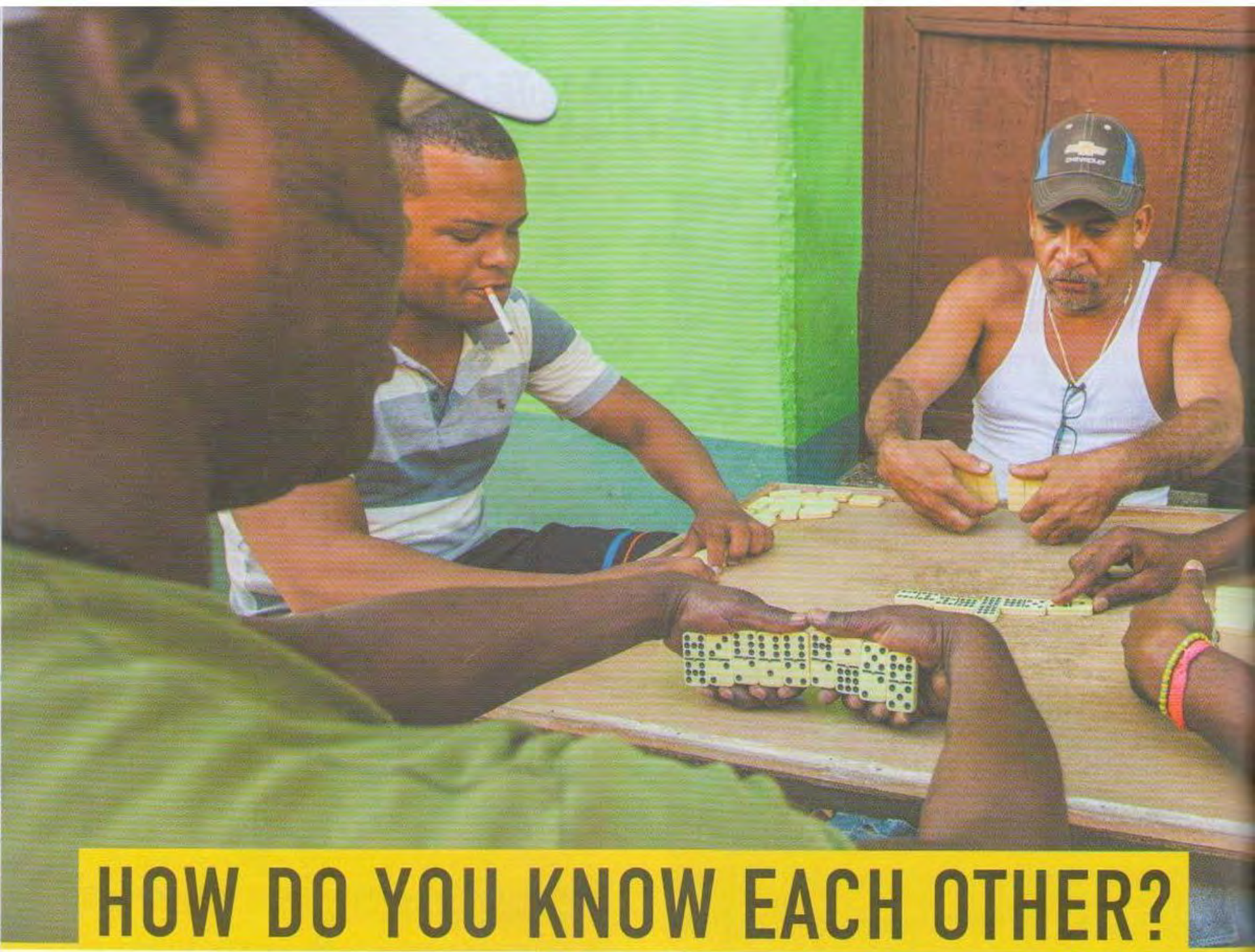
9 **Complete the texts with one word in each space. Contractions count as one word.**

1 My brother used to [1]_____ really naughty when he [2]_____ younger. He [3]_____ write on the walls and he [4]_____ never do what my parents told him. He often [5]_____ fights at school too.

2 We used [1]_____ go camping a lot when I [2]_____ a kid. We usually [3]_____ by the beach. We'd [4]_____ swimming every day and do lots of sunbathing. One year, we [5]_____ to Slovakia and [6]_____ a week there.

10 **Work in pairs. Tell your partner about two of the things below. Try to give an example of one particular incident you remember.**

- your memories of a grandparent
- someone you know whose character has changed
- your memories of summer holidays with family
- a free-time activity you no longer do
- the lunch break when you were at primary school



HOW DO YOU KNOW EACH OTHER?

SPEAKING

1 **Work in groups. Talk about how you got to know two of your closest friends and, if you have one, your girlfriend / boyfriend or partner. Use some of the language below.**

- We grew up together.
- We met at primary / secondary school.
- We met at university / work.
- We met through a friend.
- We met at a party.
- It's a long story!

LISTENING

2 ▶ 58 **Listen to five people talking about how they know a Belgian man called Nicolas. Match each speaker (1–5) to one of the sentences below. There is one sentence you do not need.**

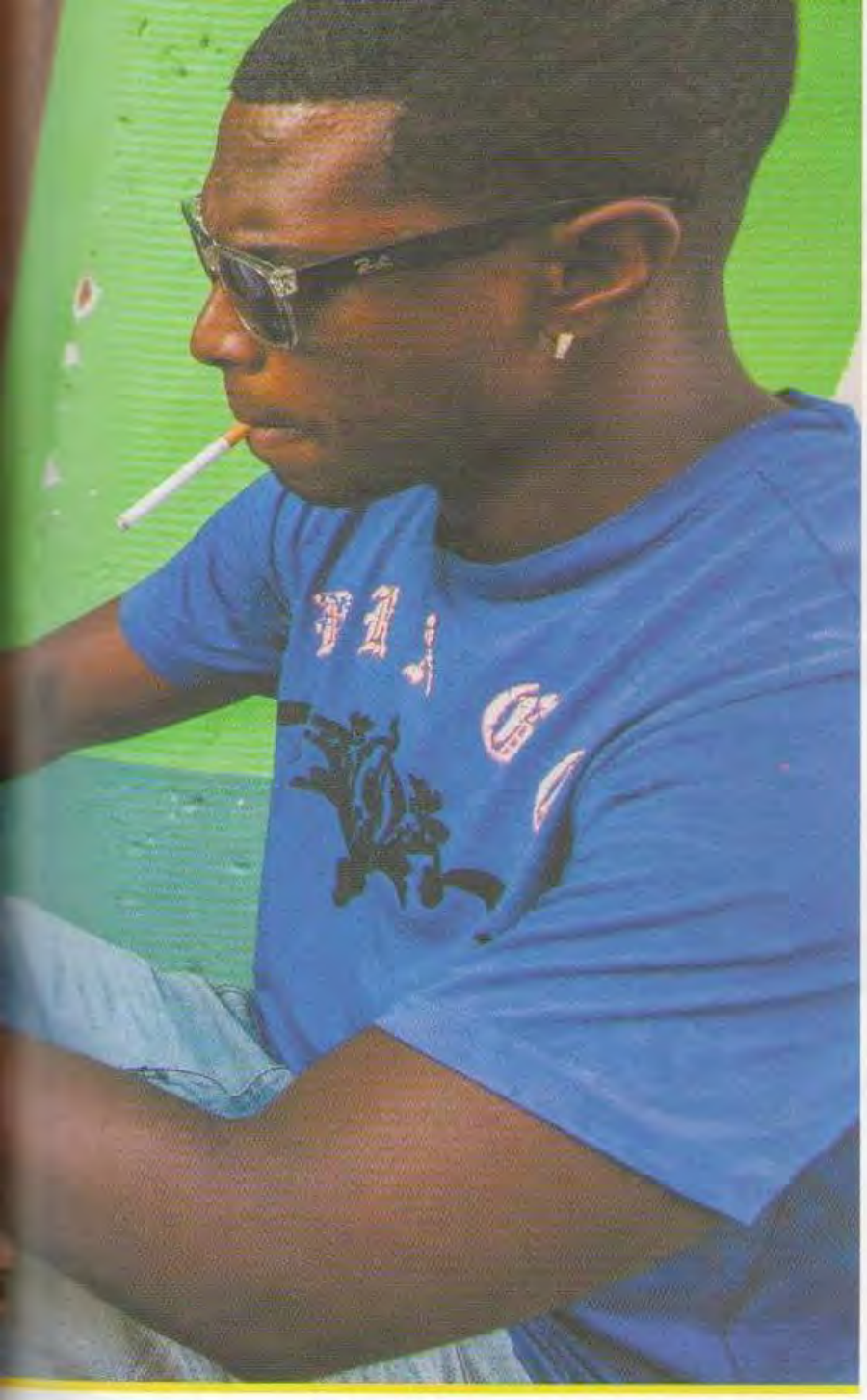
a They met while travelling round a country.
b He / She shared a bad experience with Nicolas.
c They didn't like each other to begin with.
d He / She fell out with a friend of Nicolas's.
e She's an ex-girlfriend of Nicolas's.
f She's going out with Nicolas.

3 ▶ 58 **Listen again. Are the sentences true (T) or false (F)?**

1 a Nicolas once spent a summer working as a waiter.
  b He complained to his boss in the café about the way he was being treated.
2 a Sandra remembers him as a very outgoing person.
  b Sandra is glad they split up.
3 a Nicolas and Shane, the friend he met while travelling, are very different to each other.
  b Two years ago, Shane visited Nicolas from Australia.
4 a Brigitta, his girlfriend, thinks Nicolas has a very different character to her.
  b She made the first move in their relationship.
5 a Franck, Jef and Nicolas used to live together.
  b Franck regrets he's no longer friends with Jef.

4 **Work in pairs. Discuss the questions.**

- Why do you think Sandra (his ex-girlfriend) and Brigitta (his current girlfriend) have such different views of Nicolas?
- Do you think you show different sides of your personality in different situations? Give examples.
- Do you think you've changed in the last year? The last five years? The last ten years?
- Have you ever fallen out with anyone? When? Why? Are you friends again now?



GRAMMAR

Expressing regret using *wish*

5 **Look at these sentences from the listening. Complete the rules in the Grammar box below.**

a *I sometimes* ***wish*** *we'****d stayed*** *together.*

b *I* ***wish*** *we* ***hadn't split up****.*

To express regret about things in the [1]_____, we use *wish* + [2]_____ tense. To express regret about things that didn't happen, but that we wanted to happen, we use *wish* + [3]_____ + past participle. To express regret about things that did happen, but that we didn't want to happen, we use *wish* + [4]_____ + past participle.

G Check your ideas on page 181 and do Exercise 1.

6 **Work in pairs. Think of possible things that were said before / after these sentences.**

For number 1, maybe it was something like this: 'I asked her out on a date, but then she told me she was married. I wish I'd known before I asked her! I felt so stupid.'

1 I wish I'd known.

2 I wish I'd met him.

3 I wish they'd told me earlier.

4 I wish I'd tried harder at school.

5 I really wish we hadn't moved house.

6 Honestly, I wish I hadn't said anything.

7 I wish I hadn't gone to the meeting.

8 I sometimes wish they'd given me a different name.

PRONUNCIATION

7 59 **Listen to the sentences in Exercise 6. Notice that in natural speech, the '*d*' in *I'd* and the '*t*' in *hadn't* are hardly heard at all. Practise saying the sentences as quickly as you can.**

8 **Write three sentences about things you wish you had / hadn't done in the past. Then work in groups and talk about your regrets.**

G For further practice, see Exercise 2 on page 181.

VOCABULARY Relationships

9 **Check you understand the phrases in bold. Then put the lines into the correct order to make two stories.**

Story 1

a We **were very close** at secondary school.

b so I made new friends and we slowly **drifted apart**.

c Then he **started dating** this girl and he spent more time with her

d but I can't remember the last time we **met up**.

e We still **keep in touch** via Facebook from time to time,

f We used to **hang out** all the time together.

Story 2

g A few years later, I **bumped into her** through work.

h and I **ended up removing her** from all my social media.

i We were friends for a while before I went to university,

j and we've **remained friends** ever since.

k but then we **fell out over** something stupid

l At first it was **awkward** but then we actually **got on really well**

10 **Work in groups. Discuss the questions.**

- Who did you hang out with when you started secondary school? What did you do? Have you remained friends? Why? / Why not?
- Have you ever been close to someone but then drifted apart? Do you regret it?
- How many people do you keep in touch with? How? How often do you actually meet up?
- Have you ever removed anyone from your social media? Why?
- Can you think of any friends who fell out? Why? Did they become friends again? Did it cause any awkward moments?

VIDEO 6

GREATEST JOURNEY

1 Read the introduction to the video and check you understand the words and phrases in bold.

It is widely accepted that the human race originally came from Africa and **migrated** round the whole world, but less is known about the routes our **ancestors** took to reach where we all live now. National Geographic's *Genographic Project* aims to **trace** those routes by collecting **DNA samples** like those being taken in the photo from thousands of people in 400 countries, from the smallest village to the largest cities. Working with IBM, the samples are analysed through a process called *computational biology*, which **reveals** the **genes** in our DNA that people from very different places share. The **goal** of the project is to **unlock the secret** of the connections between us and to show how they go right back to the **distant past**.

2 Work in pairs. Discuss the questions.

- Why else might someone have a DNA sample taken?
- What other secrets might DNA reveal about someone?
- Have you heard any news stories about DNA?

3 23 Watch the video about the Genographic Project and four Americans who took a DNA test in New York's Grand Central Station. Match the words and phrases that you hear with the people.

1 Didi, Minneapolis
2 Frank, California
3 Cecille, New York
4 J. W., Brooklyn

a adaptable
b Aztec blood
c The Baring Strait
d cultivation of crops
e killed them
f Middle East
g New York City cop
h people person
i proud
j South East Asia
k stone blades
l Spanish

4 Work in pairs. Explain how the words and phrases in Exercise 3 are connected to the people and what they said.

5 23 Which people see a connection between their ancient ancestors and their lives now or their immediate family? In what way? Watch the video again to check your ideas.

6 Work in groups. Discuss the questions.

- Is there much interest in family history in your country? Why do you think that is?
- How much do you know about your great-grandparents and your great-great grandparents?
- Can you trace your family back further? Would you like to know more? Why? / Why not?

UNDERSTANDING FAST SPEECH

7 24 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.

YOU STARt OFF // in AFrica // ALL those YEARS aGO / just like EVerybody ELSE / ALL over the WORLD // AND aROUND / FORty-FIVE THOUsand years aGO / after LIving in AFrica / for a VERY LONG TIME / a LIttle GROUP / of YOUR ANcestors // LEFT AFrica / and MOVEd up into the MIddle EAST

8 Now you have a go! Practice saying the extract at natural pace.

REVIEW 6

GRAMMAR

1 Complete the text with one word in each space.

I [1]_____ up in the countryside and me and my younger brother [2]_____ to love looking for animals. We [3]_____ go into the forest and the fields trying to find things. We [4]_____ to be careful, though, because there were some dangerous things out there. My brother [5]_____ once bitten by a snake and nearly died, but luckily we [6]_____ to get him to a doctor just in time. I wish I'd taken better care of him, but back then I [7]_____ used to worry about things like that. For special festivals, animals [8]_____ killed and eaten. The first time I saw an animal get killed, I was so shocked I could [9]_____ speak! Most people have stopped killing their own animals, though, as good quality meat can [10]_____ bought everywhere these days.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and four words, including the word given.

1 We've redecorated the flat since the last time you visited.
The flat _____ you last visited. **SINCE**

2 You'll need to pay the full fee before you arrive.
The full fee _____ in advance. **SHOULD**

3 I had really long hair when I was younger.
I _____ really long hair when I was younger. **TO**

4 They usually collect the rubbish every Wednesday.
The rubbish _____ every Wednesday. **NORMALLY**

5 It was so cold that I lost all feeling in my hands.
It was so cold that I _____ my hands at all. **NOT**

6 It's a shame I didn't practise more when I was younger.
I _____ more when I was younger. **WISH**

3 Choose the correct option.

1 I had such a bad cold that I *could* / *couldn't* hardly speak.

2 I wish I *wouldn't have* / *hadn't* mentioned it to anyone now.

3 I looked everywhere, but I *didn't manage* / *managed not* to find it.

4 I applied for about 50 jobs and in the end I *managed to* / *could* find one.

5 To be honest, I regret *to tell* / *telling* my parents about it.

6 My grandfather *used to* / *would* be very direct. He always said what he meant!

7 Something really strange *was happened* / *happened* to me yesterday.

8 I *went* / *used to go* to Texas for a month with my parents when I was eleven.

4 60 Listen and write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–8) with the collocates (a–h).

1 overcome	a a dreadful noise
2 set	b over money
3 fall out	c a target
4 get	d the pain
5 take	e upset easily
6 make	f barriers
7 reach	g things personally
8 get through	h the summit

6 Complete the sentences with the best prepositions.

1 I've been really stressing _____ how I'm going to find a job after university.

2 I like being able to play an active role _____ my grandchildren's lives.

3 I'm trying to get fit at the moment. I've set myself a target _____ running five kilometres a day.

4 I managed to get top grades in the test. I'm quite proud _____ myself.

5 We could hear this strange noise _____ the distance. It was quite scary.

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 He's very _____ . I mean, he makes things, he writes a lot and he plays the violin. (create)

2 He was born without legs and yet he's managed to overcome severe _____ and become a well-respected politician. (able)

3 My sister is always very _____ . I mean, she really hates losing. (compete)

4 She's really _____ . She really pushes herself. She's going to go a long way. (ambition)

5 He's a great player. He has this real _____ to win. (determined)

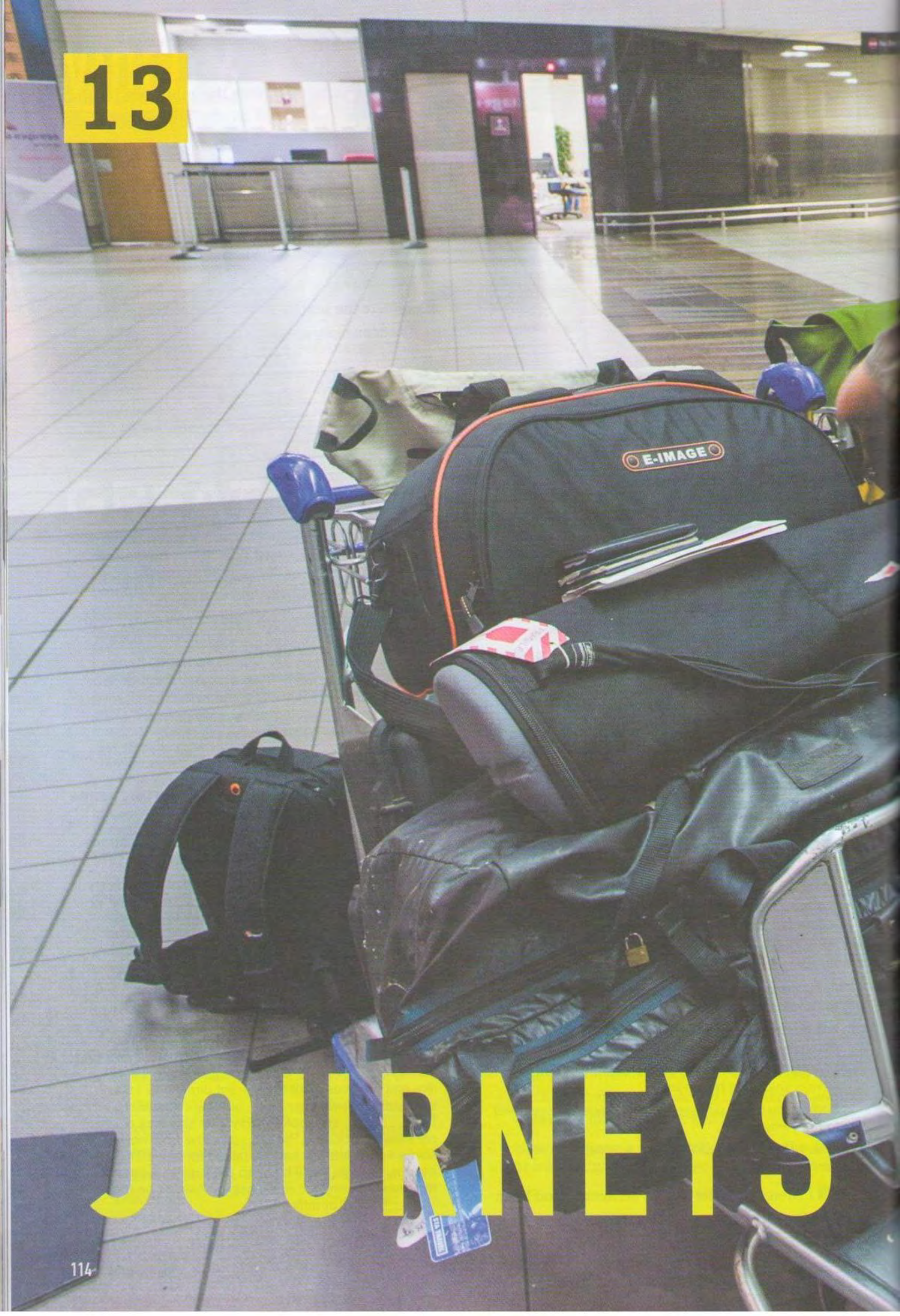
6 To be good at tennis, I think you need to very intense and very _____ . (focus)

8 Complete the text with one word in each space. The first letters are given.

We were best friends at school. I mean, we were very [1]cl_____ . We used to [2]ha_____ out together a lot. She was very [3]br_____ , very smart and I respected that. She's from a poor family, but she managed to [4]ov_____ poverty and become very successful. She once told me that she'd always [5]dr_____ of becoming a lawyer and she managed to reach that [6]go_____ and make her dream [7]c_____ true.

Despite her achievements, though, she was always very [8]mo_____ – she never showed off or anything. However, she started [9]da_____ this guy I didn't like and our lives went in different directions. I tried to talk about it with her once, but she's incredibly [10]se_____ and took it badly. She saw it as a personal attack. She [11]re_____ me from her social media and we haven't talked for ages. The thing is, though, she'll be at an old friend's wedding this weekend and I'm really hoping it won't be too [12]aw_____ or difficult!

13



JOURNEYS

IN THIS UNIT YOU LEARN HOW TO:

- talk about journeys
- explain travel problems
- discuss immigration
- reflect on past events
- use extreme adjectives to make descriptions more interesting
- talk about problems and whose fault they are

SPEAKING

1 **Imagine you are the man in the photo. Think about the questions below.**

- Who are you? What do you do?
- Where are you from? Where are you trying to get to?
- What's happened? Why?
- What are you going to do next?

2 **Work in pairs. Take turns to tell your stories. Your partner should sympathise and ask extra questions.**

3 **Work with a new partner. Discuss the questions.**

- Do you usually take a lot of luggage on holiday or do you travel light? Why?
- Do you know anyone who has spent a few months travelling? Where did they go?
- What's the longest journey you've ever taken? How long did it take door-to-door?

HOW WAS YOUR JOURNEY?

VOCABULARY Ways of travelling and travel problems

1 **Put the words in the box under the correct heading in the table. Some words can go under more than one heading.**

tyre	security	line	crossing
traffic lights	take-off	carriage	deck
platform	bend	harbour	check-in desk

By train	By ferry	By car	By plane

2 **Work in pairs. Add two more words to each group in the table.**

3 **Complete the sentences with nouns from Exercise 1.**

1 I was waiting on the wrong _____ and so I ended up missing my train!

2 The sea was really rough. It was pouring with rain and very windy, so we couldn't go out on _____ .

3 We got a flat _____ on the motorway and had to stop and change it.

4 I hate flying. I get really anxious – especially during _____ and landing.

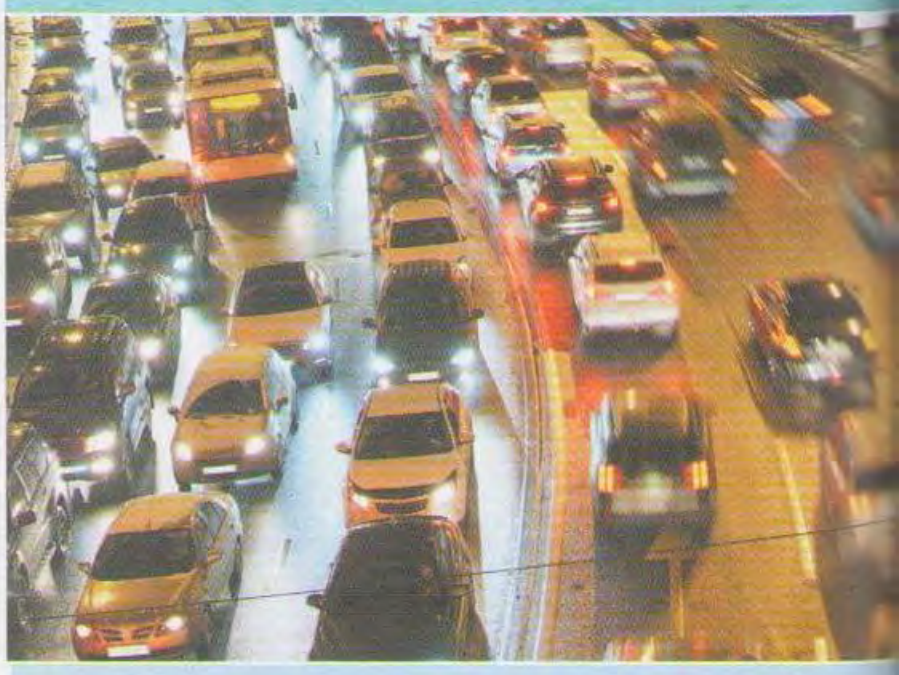
5 Last time we came over it was quite rough, but this time we had a very smooth _____ . It was lovely.

6 There'd been a terrible storm and there were trees on the _____ , so the train was delayed for ages.

7 I got stopped going through _____ and they confiscated a little penknife that I'd forgotten to take out of my bag.

8 It was terrifying. The taxi driver overtook another car on quite a tight _____ . You couldn't see if anyone was coming in the opposite direction.

4 **Work in pairs. Look at the photos. Discuss what is good and what is bad about each way of travelling. Which way do you prefer? Why?**



LISTENING

5 ▶ 61 **Listen to two conversations about journeys and answer the questions.**

1 How did the people in each conversation travel?

2 What three problems did each have?

6 ▶ 61 **Can you remember what these adjectives were used to describe? Work in pairs and compare your ideas. Then listen again and check.**

Conversation 1: huge bumpy terrifying

Conversation 2: slippery wrong stupid hurt

7 **Work in groups. Discuss the questions.**

- How long before your flight do you usually get to the airport? Why?
- Have you ever missed a flight? Why?
- Has anything strange or scary ever happened to you while flying / driving?
- Can you drive? What are your strong points and weak points as a driver?
- Do you agree with Lara's comments about male drivers?

DEVELOPING CONVERSATIONS

How come?

In conversations, we often use *How come ...?* instead of *Why ...?*

K: *I had a bit of a nightmare getting here.*

L: *Oh really?* ***How come?***

Notice that after *How come* we use sentence order rather than question order:

Why was it so busy? → *How come* ***it was so busy?***

Why didn't you take the train? → *How come* ***you didn't take the train?***

8 **Complete the sentences with *how come* or *why*.**

1 So _____ it took you so long to get here?
2 _____ was the plane delayed?
3 So _____ you left the car at home?
4 _____ you know so much about trains?
5 _____ are you going to Vietnam, then?
6 _____ they've decided to move to Australia?

9 **Work in pairs. Take turns asking and answering the questions from Exercise 8.**

10 **Work with a new partner. Ask your partner four questions starting *How come ...?***

UNDERSTANDING VOCABULARY

Phrasal verbs

A phrasal verb is a verb (*put*, *throw*, *take*, etc.) plus a particle (*up*, *off*, *out*, *down*, etc.) Often the meaning is not obviously connected to either the verb or the particle. For example, when a plane *takes off*, it's not taking anything and it goes up into the sky!

When you translate phrasal verbs, you may use just one word in your language, while others may be translated into a phrase.

Phrasal verbs appear in all kinds of text – formal and informal, written and spoken – but are more common in speaking. Learn them as you would any other verb: for example, in groups connected to a topic or as they appear in a text. Notice collocations and other phrases connected to each phrasal verb.

11 **Replace the words in italic in the sentences with the phrasal verbs that were used in the conversations. Then look at Track 61 on page 208 and compare your ideas.**

1 Andre didn't want to spend too long *sitting, waiting and not doing much* at the airport.
2 I don't want to *experience* that again, I can tell you!
3 Do you want to go and get something to eat, or do you want to *register* at the hotel first?
4 Well, to begin with, it was still dark when I *started my journey*.
5 And then it immediately started to *rain very heavily*, so the roads were really slippery.
6 I couldn't *find an answer to the problem of* where I was or where I was going!
7 When I finally *returned* onto the right road, I almost had an accident.
8 I did have to stop and park the car for a few minutes to *stop feeling so angry and upset*.

12 **Add the missing particle to these sentences.**

1 We set at five in the morning, so I'm exhausted.
2 We didn't have to queue because we checked online.
3 We had to hang at the station for an hour because my mum couldn't pick us up till four.
4 I was exhausted. I left home at six in the morning and I didn't get till ten at night.
5 My child got into a panic and she wouldn't calm.
6 We went absolute hell to get here, I can tell you!
7 I was totally lost. I couldn't work where I was.
8 It started to pour halfway there. We were absolutely soaked by the time we arrived.

13 **Work in pairs. Answer the questions.**

1 What's the opposite of setting off?
2 Can you think of three different times when you might need to check in?
3 Can you think of three places where you might have to hang around? Why?
4 Can you think of three situations when you might need to tell someone to calm down?
5 Can you think of three different things you might go through in life?

CONVERSATION PRACTICE

14 **You are going to talk about a terrible journey. First, think about how to describe the journey using vocabulary from this lesson. Invent details if you need to. Next, work in pairs. Take it in turns to tell your stories. Remember to react to the stories and to ask follow-up questions.**

25 To watch the video and do the activities, see the DVD ROM.

A BRAND NEW START

READING

1 **Work in pairs. Think of five different reasons why people might decide to leave their country. Then discuss the questions.**

- Do you know anyone who has moved to another country? Which one? Why?
- Would you like to live in another country? If yes, which one? Why? If not, what might make you?

2 **Read the first three paragraphs of the article below. Find out:**

1 where the people in the photo are from and where they are trying to get to.
2 why Hussain Bashardost made this journey.
3 what difficulties he faced on his journey.
4 what happened to him in the end.

3 **Work in pairs. Discuss why the numbers and things below were mentioned. Read the article again and check your ideas.**

1 sixteen
2 $5,000
3 one bedroom
4 ten
5 eight other people
6 four times
7 three days
8 400 people
9 80 hours
10 nine months

4 **Work in groups. Discuss the questions.**

- What problems do you think Hussain faced once he was given asylum in Australia?
- In what ways do you think the experience of his journey was an advantage to him?

5 **Read paragraphs 4–6 of the article. Decide if the sentences are true (T) or false (F). Underline the parts of the article that support your answers.**

1 Hussain works for a small printing company.
2 He has no regrets about leaving Afghanistan.
3 Businesses started by immigrants don't generate much money.
4 The journeys made by refugees often make them more afraid of risk.
5 The journeys can help refugees get better at making deals.
6 The writer is critical of the way immigration is often discussed.

6 **Work in pairs. Look at the words and phrases in bold in the two parts of the article. Decide what they mean from the context.**

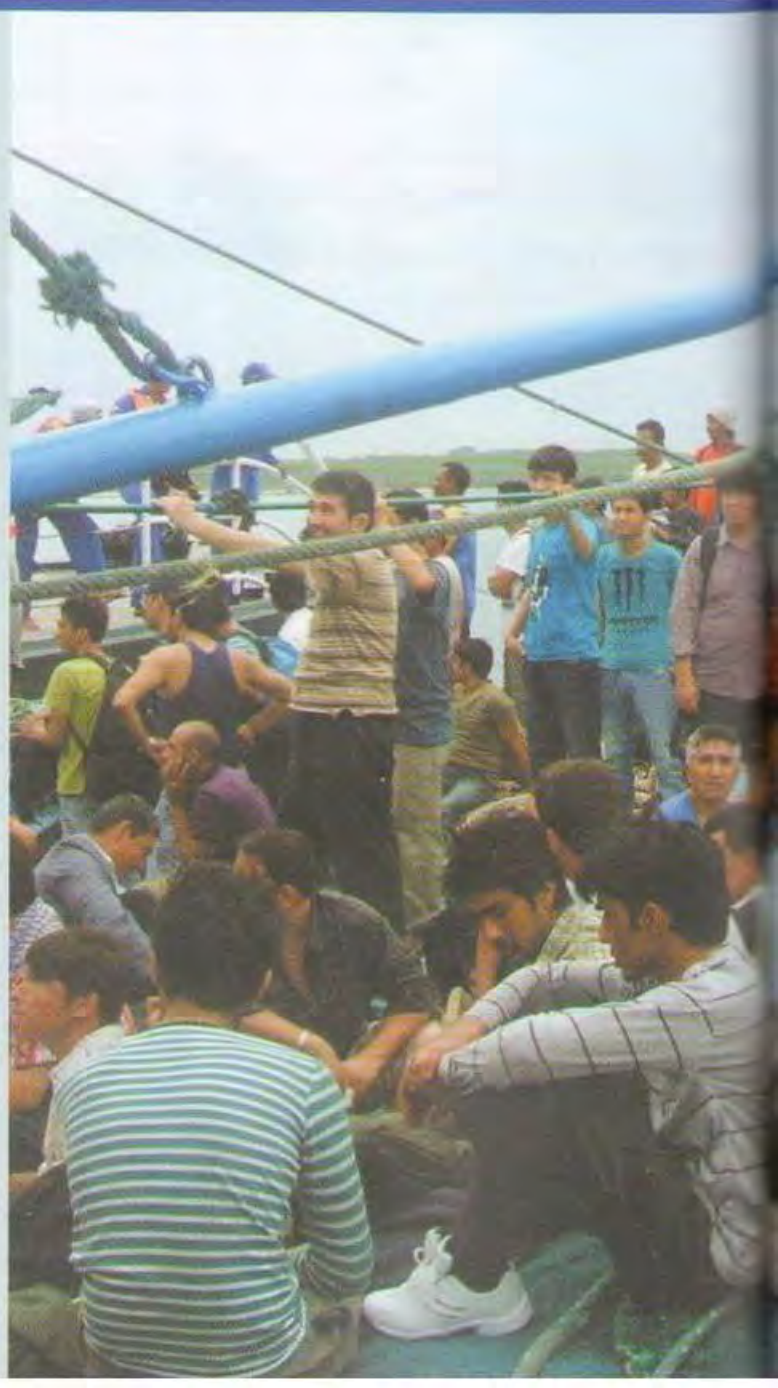
THE LONG JOURNEY TO A NEW LIFE

Darrell Banks considers the positive impact Australia's boat people can make

While most people entering Australia arrive at one of the country's international airports, relaxed after a comfortable flight, for some the journey is far longer and involves dangers most of us can hardly imagine. Take Hussain Bashardost, for example. A member of the Hazara **ethnic minority**, often targeted and treated badly in their native Afghanistan, Hussain was just sixteen when his family decided that it was in the interests of his own safety to get him out of the country. He was driven to Kabul, the capital, where a family friend paid an organised gang $5,000 to get him to Australia.

Hussain was then flown to Jakarta in Indonesia. He was met at the airport by a man who took him to a tiny one-bedroom apartment, where he lived for the next ten months with eight other asylum seekers – some Afghan, some Iranian – all waiting; waiting to hear that their boat was ready to leave. Four times he was driven in an overcrowded truck to the south coast of Java; four times he was squeezed into a fishing boat that really didn't look as if it would last three days at sea, let alone hold 400 people, and four times he ended up back in Jakarta after being caught by the local police. If he hadn't been so **determined**, Hussain could easily have given up and returned home.

Eventually, though, a boat managed to **set sail** and after 80 terrifying hours on heavy seas, they finally landed on Christmas Island, Australia's most northerly territory. He had survived in some of the most hazardous waters on Earth, but his **ordeal** was not yet over. Hussain was then kept in a government **detention centre** for another nine months before finally being allowed to stay in the country he now calls home.



7 **Work in groups. Discuss the questions.**

- Do you know what kind of restrictions on immigration there are in your country?
- Can you think of any famous immigrants into your country? What difference have they made?
- Can you think of any famous people from your country who have moved abroad?

GRAMMAR

Third conditionals

We use third conditionals to talk about imagined situations in the past. They usually have two parts: an *if*-clause referring to the situation and a second clause showing results or consequences.

8 **Look at these sentences from the article. Answer the questions below.**

a *If he* ***hadn't been*** *so determined, Hussain* ***could*** *easily* ***have given up*** *and returned home.*

b *If I* ***'d stayed*** *in Afghanistan, none of this* ***would've happened****.*

1 What structure is used in the *if*-clauses?
2 Which two modal verbs are used in the other clauses?
3 What structure follows the modal verbs?
4 What really happened in each situation?

G Check your ideas on page 181 and do Exercise 1.

9 **Match the two parts of the sentences.**

1 The economy would've collapsed
2 If it hadn't been for the war,
3 If I hadn't had that teacher,
4 If we'd left a bit earlier,
5 The team might have won
6 I'd never have met my wife

a I probably would never have gone to university.
b if I hadn't gone to that party.
c if all the players had been fit.
d if the government hadn't helped the banks.
e we would've stayed in our own country.
f we might not have missed the train.

10 **Work in pairs. Think of alternative endings for 1–6 in Exercise 9.**

11 **Think of three important moments in your life. Then write three third conditional sentences to show how things could / would have been different if they had never happened.**

12 **Work in groups. Explain your sentences to each other in as much detail as you can.**

After I graduated from university, I spent six months travelling around Latin America. One day I was on a bus in Chile and I got talking to the guy next to me – and he ended up becoming my husband. We would never have met if I hadn't decided to go travelling.

G For further practice, see Exercise 2 on page 182.

So was it all worth it? 'Absolutely,' Hussain tells me when I meet him in the office of his printing company that now employs six people and has **an annual turnover** of $500,000. 'If I'd stayed in Afghanistan, none of this would've happened. At best, my life would've been incredibly hard and I would've **struggled** to have even a basic standard of living. I'm not saying life here has been easy, but at least Australia has given me a chance and I hope your readers can see I'm now paying the country back.'

In fact, Hussain is part of a global trend that has attracted the attention of researchers. A number of recent studies agree that immigrants – and in particular immigrants who have **fled** their own countries – are more likely to start their own businesses than locals, with these businesses then **making considerable contributions** to the national economies. Theories as to why this might be vary. One idea is that refugees are less worried about risk, as they have already risked everything on their journeys out of their own countries. Secondly, refugees are also often well connected, and may well have friends and families in countries all over the world. Thirdly, they may lack the necessary language skills or qualifications needed to succeed locally and so decide to set up on their own. Finally, they often possess excellent negotiating skills, which they have had to develop on their journeys here.

Such skill sets are often forgotten among all the political debate on the subject of immigration as, of course, is the fact that most refugees have risked their lives many times over to be where they are today. Maybe it's time to recognise it's not just individuals that mature and grow **thanks to** immigration – it's nations as well.

IT'S MY OWN FAULT

SPEAKING

1 Work in groups. Discuss the questions.

- How do you usually react when things go wrong? Do you do any of the following?
  - I often panic.
  - I go very quiet.
  - I'm very relaxed. I usually believe the situation will sort itself out.
  - I usually organise people and focus on solutions.
  - I blame myself.
- Who's the best / worst person you know in a crisis?
- Give an example of a time something went wrong in these contexts. What happened? How did you react?
  - on holiday
  - at work or college
  - making or repairing something

LISTENING

2 62 Listen to four conversations about things going wrong on holiday. Match each conversation (1–4) to one of the problems below. There are two problems you do not need.

a There was a problem going through security.

b They had a problem with the heat.

c There was a problem at check-in.

d They had a problem with the accommodation.

e There was a problem with what they packed.

f They got a rash on their skin from insect bites.

3 62 Match these verbs to the nouns they were used with in the conversations. Then listen again and check your answers.

check	choose	go	have
pay	put on	stay	weigh

1 _____ the forecast

2 _____ an amazing time

3 _____ in a little place

4 _____ the first cheap place we came across

5 _____ purple

6 _____ some sun cream

7 _____ your bags

8 _____ an excess baggage charge

4 Work in pairs. Discuss the questions.

- Have you ever had bad weather on holiday?
- Have you ever had to complain about a hotel or place you stayed in? If yes, what about?
- Do you like to spend time in the sun? Why? / Why not?
- Do you ever travel on low-cost airlines? What do you have to pay extra for?

UNDERSTANDING VOCABULARY

Extreme adjectives

We often use extreme adjectives like *freezing* (= very cold) and *boiling* (= very hot) for emphasis. Extreme adjectives make our descriptions more interesting. For example, in the listening you heard:

A: *What was the weather like in Peru? Was it hot?*

B: *No, it wasn't, actually. We arrived at night, and it was* ***freezing****.*

E: *How was Greece? Nice and hot?*

F: *Yes, it was. It was* ***boiling****!*

We don't usually use extreme adjectives in questions.

Was the party good? NOT ~~*Was the party brilliant?*~~

If we want to make an extreme adjective stronger, we use *really* or *absolutely*. We don't usually use *too*, *a bit* or *very*.

It was really filthy. NOT ~~*It was too filthy.*~~

It was absolutely amazing. NOT ~~*It was very amazing.*~~

5 Complete the exchanges with a basic adjective and its corresponding extreme adjective. You may need to change the order of the adjectives.

angry – furious	hungry – starving
wet – soaked	interesting – fascinating
crowded – packed	tasty – delicious
dirty – filthy	tired – exhausted

1 A: How did you find the museum? It was absolutely _____ when we went!
B: It was busy, but it wasn't too _____ .

2 A: You must be _____ they've lost your luggage.
B: Yeah, I am. I'm absolutely _____ !

3 A: You must be _____ after such a long journey.
B: I am a bit _____ but I actually slept on the plane for a while.

4 A: You must be _____ after such a long journey.
B: I am. I'm absolutely _____ . Have you got anything to eat?

5 A: How was the journey back? Did you get _____ in that storm?
B: We got absolutely _____ ! I didn't have an umbrella or anything.

6 A: Did you like the food? I thought it was absolutely _____ .
B: Yeah, it was quite _____ , but I've had better.

7 A: The place we stayed in was a bit _____ .
B: A bit? It was absolutely _____ ! I couldn't believe it.

8 A: I've heard Tabriz is a very _____ city.
B: Yeah, it is. It's _____ . It has so much history!

PRONUNCIATION

6 ▶ 63 Listen to the exchanges in Exercise 5. Mark the main stress in the extreme adjectives and notice the intonation.

7 Work in pairs. Practice reading out the exchanges. Try to give emphasis to the extreme adjectives.

8 Work in groups. Tell each other as much as you can about places you have been to that were: *boiling*, *fascinating*, *filthy*, *freezing* or *packed*.

GRAMMAR

Should have

We use *should (not) have* + past participle to talk about things that went wrong in the past.

9 Look at these sentences from the conversations. Answer the questions below each one.

a *We **should've looked** around more.*

1 Did they check lots of places?

2 Was that the right decision? Why? / Why not?

b *I **shouldn't have stayed** in the sun for so long.*

3 Did the speaker stay in the sun a long time?

4 Was that a good idea? Why? / Why not?

G Check your ideas on page 182 and do Exercise 1.

10 Work in pairs. Imagine what actually happened in 1–6 below. Then use a third conditional to explain what would have been a better idea.

I knew we should've taken the plane instead of the ferry.

We took the ferry, but it took ages and the sea was really rough as well. If we'd taken the plane, we would've got there a lot quicker.

1 I should've worn something lighter.

2 He shouldn't have been driving so fast in the rain.

3 You should've read the instructions more carefully.

4 I knew we should've booked the tickets in advance.

5 His parents shouldn't have left him on his own at home.

6 I shouldn't have left my bag hanging from the back of my seat.

11 Work in groups. Read the situations in File 11 on page 190. Which group can write the most *should've / shouldn't have* sentences about each situation?

G For further practice, see Exercise 2 on page 182.

DEVELOPING CONVERSATIONS

Blaming people

We use *it's my / his fault* or *I blame myself / him* to say who caused a problem. We often use *should have* and third conditionals as well.

12 Complete the sentences with one word in each space.

1 Don't _____ me. You _____'ve read the small print.

2 It's not _____ fault we're late. If you hadn't _____ so long to get ready, we would _____ caught the train.

3 It's not my fault – it's _____ ! You were the one who was driving. You should've _____ more careful.

4 If you ask me, it's your airline's _____ . They _____ have waited for you for one more minute.

5 I _____ myself. I should've listened to my dad. If I _____ done what he said, none of this would've happened.

6 The problem could _____ happened to anyone. It's nobody's _____ . It's just one of those things that happen.

13 Work in pairs. You are going to roleplay a conversation. Choose one of the situations from Exercise 11. Decide who will take which role and think about how you will try to blame the other person.

14

TECHNOLOGY

IN THIS UNIT YOU LEARN HOW TO:

- talk about computers
- explain and sort out problems
- describe games
- discuss issues around computer gaming
- talk about apps and gadgets

SPEAKING

1 **Work in pairs. Discuss the questions.**

- When do you think this photo was taken?
- What do you think the equipment in the photo is and what is it for?
- How have computers changed since you first started using them?
- What do you think has been the most significant change? Why?

2 **Work with a new partner. Discuss the questions.**

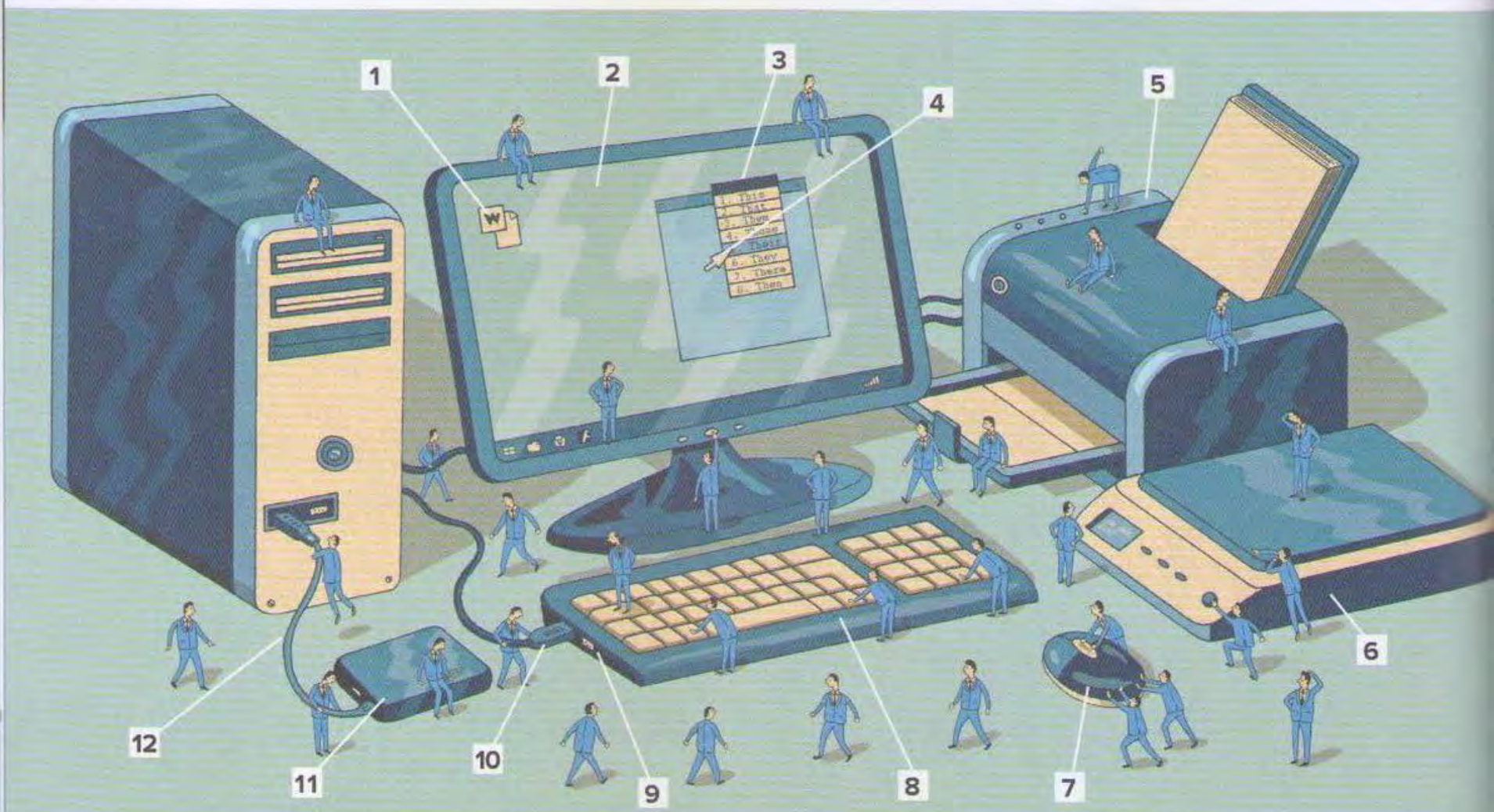
- Which of the following do you have: a desktop? a laptop? a tablet? a smartphone?
- Which make/s do you have? Why did you choose them? Are you happy with them?
- Which of these things do you use computers to help you do? How good are you at each one?
  - prepare presentations
  - design things
  - edit videos
  - manage accounts
  - hold video meetings
  - code new programmes
- What else do you use your computer for at work, when studying and in your free time?

MY COMPUTER HATES ME

VOCABULARY Computers

1 Label the picture with these words.

cable	external hard drive	mouse	scanner	cursor	keyboard
plug	socket	file	menu	printer	screen



2 Complete the sentences with words from Exercise 1.

1 I can click on the icon and see the drop-down _____, but then when I try to select one of the options, nothing!

2 The reason it's running so slowly is because the memory's almost full. You ought to move some of your files to an _____ to free up some space.

3 You need to check your connections again. Maybe you've plugged something into the wrong _____.

4 The _____ isn't working. I don't know why. Maybe it needs more ink or something.

5 I tripped over a _____ on the floor and managed to knock the whole computer over.

6 You need to move the _____ over the image and then the instructions should come up.

7 I might be wrong, but it sounds like the _____ on your power cable isn't properly connected.

8 I'm not sure why, but my _____ isn't working. It was fine yesterday, but I've just tried to scan a picture in and I'm not getting anything.

9 Next time, remember to make a backup copy of the _____. Copy it to the Cloud once it's done.

10 My computer crashed and when I rebooted it, the _____ was completely blank.

3 Which of the sentences in Exercise 2 were said by someone who works on an IT help desk and which were said by someone calling the help desk?

4 Work in pairs. Think of six more problems you could have with some of the things from Exercise 1.

5 Work in groups. Check you understand the words and phrases in bold in the sentences below. Then discuss the questions.

1 Can you think of three other things you can **click on**, apart from **icons**?

2 To **free up space** where else could you move files to, apart from an external hard drive?

3 Can you think of two other reasons why computers **run slowly**? What's the best solution?

4 Can you think of four things you **plug in**?

5 Can you think of any other reasons why a mouse might **not work properly**?

6 What else might you want to **scan in**, apart from a picture? Why?

LISTENING

6 ▶ 64 **Listen to four phone calls to an IT help desk. For each call, answer these questions.**

1 What's the problem?

2 What advice is given?

7 ▶ 64 **Work in pairs. Say which phone call (1–4) you think each sentence is from – and why. Then listen again and check your ideas.**

a You're not the worst offender.

b It's stupid of me, I know, but I always forget to copy them.

c Honestly, it's driving me mad!

d That's a disaster!

e It's the age we live in!

f One minute. Let me just have one more look.

g Yeah, try that and see what happens.

h I need these things in plain English, you see!

8 Work in pairs. Discuss the questions.

- Which of the four problems is the most serious? Why?
- What do you think of the advice the IT help desk staff gave?
- Have you ever had any similar problems? If so, when? What happened? Did you sort the problems out? How?
- Do you know anyone who works in IT? Do they enjoy it?
- Would you like to do that kind of work? Why? / Why not?

DEVELOPING CONVERSATIONS

Sorting out problems

There are some common phrases we use when sorting out problems.

A: *All my files have disappeared from the screen.*

B: ***Have you tried** rebooting at all?*

A: *Yes, I have and it **didn't do any good**.*

B: *OK. Have you tried searching for specific files by name?*

A: ***No, not yet**. Should I?*

B: *Yeah, **try that and see** if anything comes up.*

9 Put the two conversations into the correct order. Notice the phrases in bold.

Conversation 1

a OK. Well, you can't handle that file type, then. **Maybe you should** email the sender and ask them to resend it as a different file type.

b **Have you tried** downloading it to your desktop and seeing if you can open it from there?

c **Otherwise, I don't know what else to suggest.**

d **Yeah, but I didn't have any success.**

e I don't know why, but I can't open this file.

f **OK. I'll try that.**

Conversation 2

g **No, not yet. Do you think I should?**

h My boss wants us all to start using this new system, but I don't get how it works.

i **I've tried, but it didn't make any difference**. She just said we all have to switch!

j **Yeah, try it. Otherwise, you're probably best** doing an actual course somewhere.

k **Have you tried** talking to her about it? **Maybe you should** tell her.

l Wow! **OK. Well, have you** looked on the Internet? There must be videos showing you how to use it somewhere.

PRONUNCIATION

10 ▶ 65 **Listen to some of the sentences from Exercise 9. Notice the way the main verbs and nouns are stressed. Then listen again and repeat.**

11 Work in pairs. Take turns to say the six problems below and to give advice on them. Use some of the phrases in bold from the box and Exercise 9.

1 The printer's not working.

2 I'm trying to download a file and it's taking forever!

3 I really want to get a new phone, but I can't afford one at the moment.

4 My boss wants me to run our social media campaign, but it's too much responsibility.

5 I found my boyfriend texting other girls.

6 My boss wants me to add him as a friend on Facebook.

CONVERSATION PRACTICE

12 Work in pairs. You are going to roleplay four phone conversations between someone who works on an IT help desk and someone with computer problems. Make a list of as many problems you could have with a computer as you can. Compare your list with another pair. Did they have any ideas you had not thought of?

13 Now roleplay four conversations with your partner. Change roles after each conversation. Use as much language from this lesson as possible.

26 To watch the video and do the activities, see the DVD ROM.

GAMES PEOPLE PLAY

SPEAKING

1 Work in pairs. Discuss the questions.

- How do you feel about computer games?
- Do you ever play them? If so, how often?
- Do you know anyone who is very good at computer games? Which ones?

VOCABULARY Describing games

2 Complete the descriptions by putting the words in brackets into the correct order.

1 It's pretty basic. You move bricks in a wall so you have three or more _____ (in / of / same / the / colour / row / a) and then they disappear. You **advance to the next level by** clearing all the bricks _____ (time / the / out / before / runs).

2 Basically, you _____ (the / role / of / take) an army leader and you **go on a mission to recover** secret papers from the enemy base. _____ (kill / and / you / to / shoot / have) the enemy to reach your goal.

3 Basically, you _____ (build / resources / gather / to) your own city. You can play on your own or **interact with other players**. It's very creative, so _____ (possibilities / endless / the / are).

4 It's a driving game. You select a car and can change it any way that you want to. You can play as one player and **try to beat your best time** or you can _____ (to / opponents / against / race / up / six) live.

5 It _____ (experience / to / you / allows) the daily life of a farmer and you can **make your own modifications**, which is really great. They _____ (the / the / look / game / of / enhance) and make it more realistic.

3 Work in groups. Describe games you know using the phrases in brackets and in bold from Exercise 2.

I sometimes play this game on my iPad called AcChen. You have to find matching pictures and if you can match all the images before the time runs out, then you advance to the next level.

LISTENING

4 66 Listen to some news about the gaming industry. Find:

1 an example of how the industry has grown.
2 a prediction about its future.
3 how many people work in the industry.
4 why $500 million and one day are mentioned.
5 a problem that the industry still faces.

5 Work in pairs. Discuss the questions.

- Do you know of any other games that have made huge amounts of money? Have you played them? If you have, what were they like? Would you recommend them?
- How big do you think gaming is in your country? Do you know any locally produced games?
- How many different jobs within the gaming industry can you think of? Do you know anyone who works in the industry? Would you like to? Why? / Why not?
- Do you have any stereotypes of what a typical gamer might be like?

READING

6 Read about three gamers. Match each of the following to the people in the article. Which person:

1 enjoyed the fact that gaming used their imagination?
2 has a large number of fans?
3 finds it funny that consumers get so annoyed about poor service?

MY LIFE AS A GAMER

Martin Percy, Sevenoaks, England

I'm 44 and I'm a computer engineer, so perhaps it's not surprising that I'm such a big gamer. I'm really into simulation games, the kinds of things that let you experience what it's like to do something like fly a plane or drive a huge truck – all from the comfort of your own home. I have my own YouTube channel and I play live to audiences of over 100,000.

I've always been interested in big machinery and the games are incredibly detailed. They feature traffic and buttons and everything, and are very realistic. The feeling of landing a passenger jet safely is incredibly exciting. I also love the social side of it. It enhances the whole experience. I read all the comments from other gamers and enjoy interacting with them.

Contrary to expectations, by the way, I don't live in my parents' basement. I am married, I have three kids and I do have other hobbies as well!

Jessie, Taichung, Taiwan

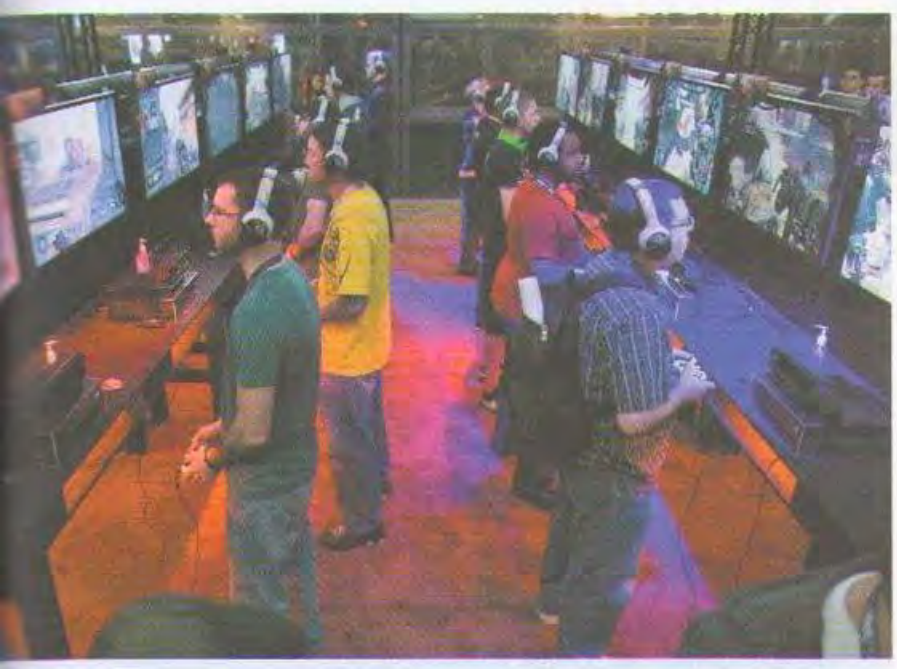
I got my first desktop when I was at university, and to begin with I wasn't very keen on computer games. The big change came after I graduated and found that I couldn't get a job. I applied for hundreds of different positions and went for a few interviews, but without any success.

Around this time, I discovered *The Sims* and soon I was completely obsessed. I don't know if you know the game or not, but it's quite unusual as there are no fixed objectives; it's more like a virtual world where you can create characters and stories, and so on. I loved the fact it allowed me to be creative. After a while, though, I realised that while I was busy trying to fulfil these fantasy versions of my life, I'd more or less given up on my real life!

4 makes fun of the stereotypes of gamers?
5 found gaming was having a negative impact on their life?
6 is unable to do much online gaming?
7 works in IT?
8 mentions something illegal?
9 had to overcome an addiction?

7 Work in pairs. Cover the article. Try to remember which verbs went with these words. Then read again and check your ideas.

1 _____ what it's like to do something
2 _____ traffic and buttons and everything
3 _____ the whole experience
4 _____ characters and stories
5 _____ fantasy versions of my life
6 _____ the habit
7 _____ the kind of games we play
8 _____ money away from designers
9 _____ me laugh



In the end, I decided to quit. It was hard to break the habit, but it's been for the best. I'm working now – for a company that sells household goods – and I've met someone too!

Emerson, Freetown, Sierra Leone

Internet speeds and connections are still a real issue in many areas here, so most of my gaming is done on my smartphone. Obviously, this affects the kind of games we play here. It's not common to play games online with different friends. For us, playing multiplayer just means playing side by side!

Another way in which gaming here is different is the huge number of pirate copies on the market. I'm not saying it's good, because I know that it's taking money away from designers and programmers, but without black market copies, people here could never play most games as they're too expensive.

One other difference here is that we don't get angry like western people. I read recently about all these organised protests in the United States because one part of a game was released later than promised. It made me laugh. Don't get me wrong. I wouldn't be happy in that situation either. It's just that we have bigger things to worry about.

GRAMMAR

Articles

The is known as the definite article. *A / an* are called indefinite articles. In some situations, we don't use any articles at all.

8 Look at these sentences from the article. Complete the rules below with *the*, *a / an* or *no article*.

1 *I'm* ***a computer engineer****.*
2 *I wasn't very keen on* ***computer games****.*
3 *I've always been interested in* ***big machinery****.*
4 *I read all* ***the comments from other gamers****.*
5 *I got my first desktop when I was* ***at university****.*
6 *I read recently about all these organised protests in* ***the United States****.*
7 ***The feeling of landing a passenger jet*** *safely is incredibly exciting.*
8 ***In the end****, I decided to quit.*

a We use _____ :
- before nouns when they are one of several, when it's not important which one we mean, or when we mention something for the first time.
- to say what people are.

b We use _____ :
- before nouns when we think it's clear which thing or things we mean.
- before some place names.
- as part of some fixed expressions.

c We use _____ :
- before uncountable nouns.
- with plural nouns to talk about things in general.
- after prepositions in lots of expressions with places.

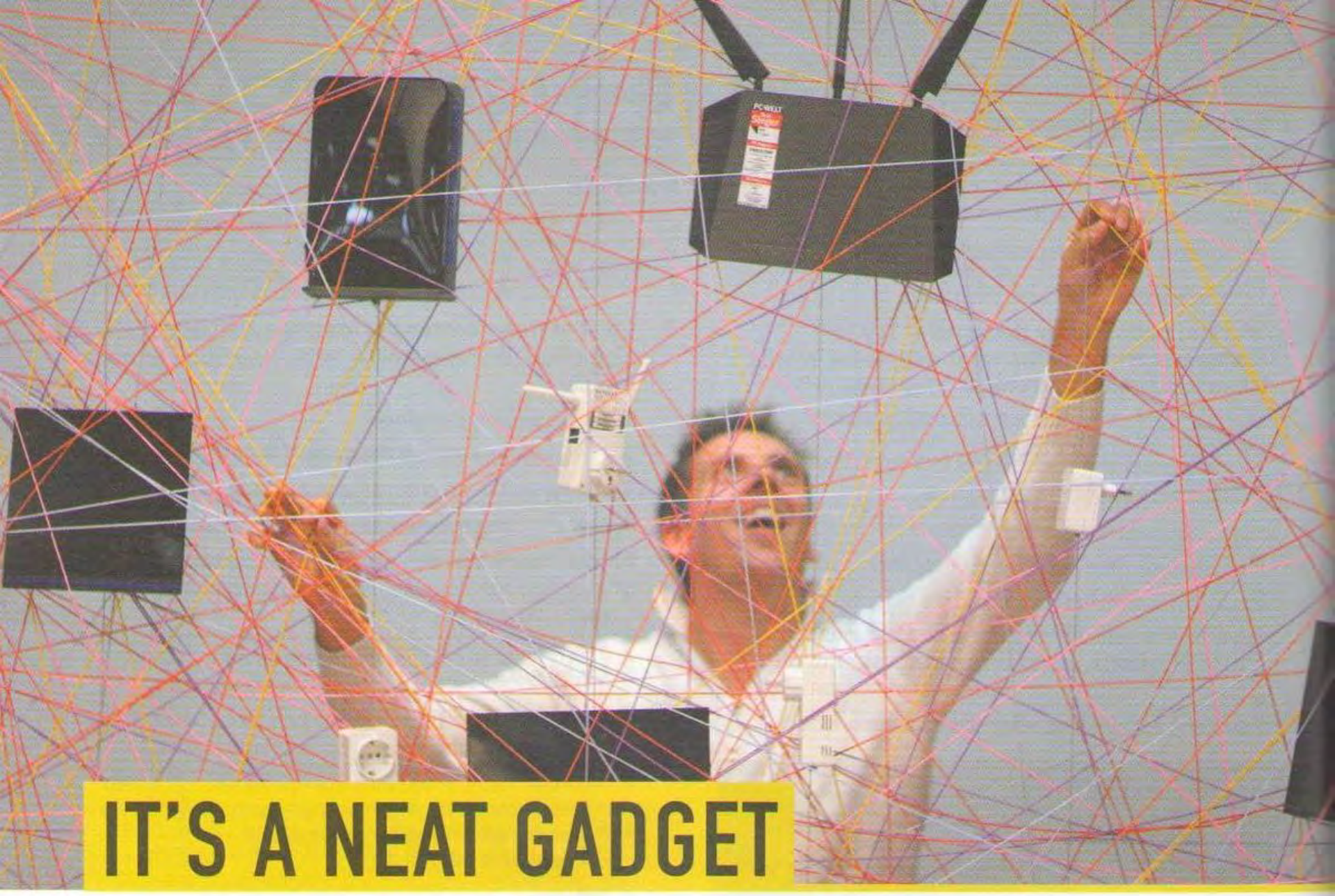
G Check your ideas on page 182 and do Exercise 1.

9 Complete the sentences with *a*, *an*, *the* or *X* (= nothing).

1 _____ use of smartphones in _____ class should be forbidden.
2 _____ computer games can be _____ really good way of learning _____ language.
3 No-one should ever buy _____ pirate copies of _____ computer games or software.
4 I'd never take part in _____ protest about _____ late release of part of _____ game.
5 I'm quite happy with _____ computer that I have at _____ moment.
6 _____ Internet addiction is _____ really serious problem nowadays.

10 Work in groups. Discuss how far you agree with each of the opinions in Exercise 9. Explain your ideas.

G For further practice, see Exercise 2 on page 183.



IT'S A NEAT GADGET

SPEAKING

1 Work in groups. Discuss the questions.

- Do you know anyone who always buys the latest gadgets, technology or software? Give examples of what they have bought or use.
- Do you know anyone who is a bit of a technophobe?
- Have you bought any new gadgets, apps or software recently? What? Why did you get them?

VOCABULARY Apps and gadgets

2 Complete each pair of sentences with the same word from the box.

allows	automatically	built in
interface	recognise	runs

1 a You train it to _____ your voice.
b If you swipe too fast, it doesn't _____ your fingerprint.

2 a The whole house _____ on solar power.
b He's got this new bike that _____ on a small battery.

3 a It has a sensor _____ that can tell what temperature it is.
b The suitcase has GPS _____ , so you can track it wherever it is.

4 a It _____ you to record, edit and share videos.
b It _____ you to organise meetings, invite people and send reminders.

5 a You set the timer and the heater comes on _____ at whatever time you tell it to.
b It's amazing. The light just comes on _____ when you open the door.

6 a It's got a very clear user _____ .
b The _____ isn't very user-friendly. It's quite confusing.

3 Think of three gadgets, apps or pieces of software that you have. Then work in pairs and tell your partner as much as you can about them using language from Exercise 2.

LISTENING

4 67 Listen to a podcast where three people review technology. What three apps and gadgets are reviewed?

5 67 Are the sentences true (T), false (F) or not mentioned (N)? Listen again and check your answers.

1 The speakers choose the things to review.
2 The cry for help is supposed to scare off attackers in the street.
3 One of the speakers has had their phone robbed.
4 You use the universal translator to translate texts to and from a foreign language.
5 Not all the translations are accurate.
6 James and a friend tried the translator when they went on holiday.
7 It's very easy to fit the remote lock on a door.
8 You need to get an app to use the remote lock.

6 **Work in pairs. Discuss the questions.**

- What do you think of the three apps and gadgets?
- Do you ever listen to podcasts? What about?
- What things did you find embarrassing when you were a teenager?

GRAMMAR

Infinitive and *-ing* forms

Verbs can be an infinitive with *to* or an *-ing* form. The choice of form is sometimes decided by rules, but in many cases, there are no rules. It's just the way things are.

7 **Look at these extracts from the podcast. Complete rules 1–6 with a–f below.**

1 We use the *-ing* form in these extracts because ...
__Having__ something like that on your travels has to be good.
... what's more embarrassing – the translation or __saying__ your mate's mum is 'nice'?

2 We use the *-ing* form in these extracts because ...
Good for __scaring__ your little brother ...
What's wrong with __using__ your own voice?

3 We use the *-ing* form in this extract because ...
... what's more __embarrassing__ ...?

4 We use the *-ing* form in these extracts because ...
Someone's __following__ you – a robber or worse.
... some creep's __considering__ robbing me ...

5 We use the infinitive with *to* in this extract because ...
You can use the app on your phone __to lock__ or unlock it from anywhere.

6 We use the *-ing* form and the infinitive with *to* in these extracts because ...
You don't think he might be more tempted __to rob__ me?
Imagine __walking__ home at night ...
It's an app that allows you __to speak__ in a foreign language you don't know.
... some creep's considering __robbing__ me ...

a it's part of a continuous tense.

b some *-ing* forms are adjectives.

c we want to use a verb as a subject or object of a sentence. (It's like a noun.)

d we always use an *-ing* form of the verb after a preposition. (It's like a noun.)

e some verbs are always followed by an *-ing* form and others are always followed by an infinitive with *to* – that's just the way it is!

f we want to explain the purpose or reason for something.

G Check your ideas on page 183 and do Exercise 1.

8 **Decide if the sentences below are correct or incorrect. If there is a mistake, correct it.**

1 I should get a new computer because it keeps to crash.

2 They should bring out an app to do my school assignments automatically.

3 To make your own films is much easier with this new software because the user interface is really clear.

4 I saved so much money after buying this gadget that measures how much electricity is being used in the house.

5 I never turn down the heating for to save energy.

6 We're all guilty of to damage the planet in some way.

7 People need to get used to not drive everywhere. They should walk more.

8 I took the laptop back to the shop and luckily they agreed to exchange it.

9 **Complete the sentences so they are true for you. Use an *-ing* form or an infinitive with *to*. Then work in pairs and compare your ideas.**

1 They should invent a machine ...

2 I think ... is OK for women, but not for men.

3 I'm hoping ... sometime in the future.

4 I keep ...

5 I think ... is better for you than ...

6 I spend most of my weekends ...

7 I've arranged ... at the weekend.

G For further practice, see Exercise 2 on page 184.

SPEAKING

10 **Work in groups. Look at each of the gadgets and apps below and decide how you think they work, why people might need them and if they are totally great or total rubbish. You must choose one or the other and you must all agree.**

- a set of bicycle handlebars with GPS built in
- a waterless egg boiler
- a T-shirt that records your heart rate and other data
- an app to calculate how long food or drink will take to reach a specific temperature in the fridge or oven
- a pen that allows you to draw in 3D
- a pillow with built-in speakers
- an app that turns your phone into a torch
- a machine to exercise dogs

11 **With your group, talk about gadgets or apps that you think are rubbish. Explain why.**

VIDEO 7

AIR POLLUTION TRACKING

1 **Work in pairs. Look at the photo and discuss the questions.**

- What do you think the purpose of the experiment is?
- How do you think the experiment works?
- Have you ever taken part in any experiments or research of any kind?

2 **Complete the definitions below with these words from the video you are going to watch.**

asthma	data	sensor	urban
breathe	volunteer	pollution	GPS

1 If you collect _____, you gather information that can be analysed.

2 If there are high levels of _____, then there are lots of dangerous chemicals in the air.

3 If you study the air in cities, you research the _____ atmosphere.

4 When you _____, you take air into your lungs through your mouth or nose.

5 A _____ tracking system uses satellite technology to help you find your way around.

6 If you suffer from _____, you have a medical condition that makes it hard to breathe.

7 If you _____ – or if you are a _____ – you offer to work for no money.

8 A piece of equipment that reacts to changes in the physical environment is called a _____.

3 27 **Watch the video and answer the questions. Then work in pairs and compare your ideas.**

1 What's the research trying to discover?

2 How is the information collected? Who collects it?

3 What might happen once the findings of the research become available?

4 27 **With your partner, decide if the sentences are true (T) or false (F). Then watch the video again and check your answers.**

1 Cassandra has two children.

2 Her kids suffer from asthma.

3 The air sensors breathe in air once every minute.

4 The GPS tracking system marks where each sample of air was taken.

5 On roads with lots of trucks and buses, the air is generally unhealthy for everyone.

6 Parents are using air pollution data to help them decide where to send their kids to school.

5 **Work in groups. Discuss the questions.**

- Do you worry about air pollution – or any other kind of pollution? Why? / Why not?
- Do you know any areas in your town / city that would be red / green if they were analysed?
- Can you think of three things about your environment you would like to gather data about?

UNDERSTANDING FAST SPEECH

6 28 **Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.**

There's a LOT of HEALTH PROBlems / in my comMUnity // and I'd LIKE to FIND OUT // WHAT's in the AIR // and / WHAT my KIDS are BREAthing ALL THREE of my CHILdren // have ASthma.

7 **Now you have a go! Practice saying the extract at natural pace.**

REVIEW 7

GRAMMAR

1 Complete the text with one word in each space.

I'm [1]_____ computer programmer and I love my job. [2]_____ in IT means I can dress how I want, be as creative as I want [3]_____ be and work [4]_____ hours I feel like working. Sometimes, though, it causes problems. Last month, for example, a friend asked me [5]_____ help her design a website for her company. Looking back on it, I realise that I [6]_____'ve said no. Honestly, if I [7]_____ known how much work it'd be, I would never [8]_____ agreed to help. I spent night after night [9]_____ to sort out problems with [10]_____ design – and all for nothing, because I didn't get paid for it. It was basically just a favour!

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and four words, including the word given.

1 I blame myself for eating too much.
It's my own fault. I _____ so much! **NOT**

2 I only forgot to do it because I was exhausted!
If I _____ tired, I'm sure I would've remembered to do it. **SO**

3 If you text while you're driving, of course you're going to have an accident!
It's not really surprising he had an accident. I mean, he _____ texting while he was driving. **HAVE**

4 I was interested in what he was saying in his talk.
I found what he was saying in his talk _____ . **ABSOLUTELY**

5 It's really hard to find affordable accommodation in the centre of town.
We're faced with _____ somewhere that's both cheap and central! **PROBLEM**

3 Choose the correct option.

1 I *would've / wouldn't have* probably been OK if the flight *had / hadn't* been so bumpy.

2 Thank you so much. I *could / couldn't* have done it if you *had / hadn't* helped me.

3 It's my fault. I *should / shouldn't* probably have updated the software more often.

4 We *shouldn't stop / shouldn't have stopped* for lunch. If we *did / had / hadn't*, we *wouldn't miss / wouldn't have missed* the flight.

5 It's quite easy to play. Basically, you gather resources *for / for to / to* build your own little town.

6 He was caught *to try / trying / try* to take a gun through security.

7 It allows you *experience / experiencing / to experience* motorway driving in extreme conditions without risking your life!

8 It's *amazing / an amazing / the amazing* piece of technology!

9 *Life / The life* for most students currently at *university / a university / the university* is going to be hard in the future.

4 68 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

1 make	a on a tight bend
2 beat	b your best time
3 wait	c the look of the game
4 run	d to the next level
5 enhance	e a backup copy
6 overtake	f a tyre
7 advance	g on the wrong platform
8 change	h a security scan

7 Decide if these words and phrases are connected to journeys, technology or games.

advance to the next level	set off
built-in sensors	on a mission
beat your best time	interface
run on solar power	ferry
a rough crossing	swipe
gather resources	carriage

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 It's very user-friendly and you can make your own _____ as well. (modify)

2 With the new technology that's available, the _____ are endless. (possible)

3 Have you checked all the _____ ? Something might not be plugged in. (connect)

4 Businesses owned and run by women make a considerable _____ to the national economy. (contribute)

5 Be careful out there. The roads are really _____ . (slip)

6 It's a great app. It sends me a _____ a week before important birthdays. (remind)

9 Complete the text with one word in each space. The first letters are given.

I went sailing last weekend with an old friend of mine. We met at her place, and then walked down to the [1]ha_____ , where she keeps her boat. We set [2]sa_____ quite early and the weather was amazing – absolutely [3]bo_____ . After an hour or so, though, the sea starting getting [4]ro_____ and before long we were being hit by these [5]h_____ waves. Then the storm started and it absolutely [6]po_____ down. It was really scary. I honestly thought we were going to sink! Then I almost went overboard! I [7]tr_____ over a rope on the [8]de_____ and only just managed to grab something to hold onto. I guess it was my own [9]fa_____ , as I was wearing the wrong shoes, but it was still quite an [10]or_____ and certainly not something I want to go [11]th_____ again! It took me quite a while to [12]ca_____ myself down after that, I can tell you.

15

INJURIES AND ILLNESS

IN THIS UNIT YOU LEARN HOW TO:

- talk about injuries and illness with a doctor
- discuss health myths and facts
- talk about causes and results
- tell stories about accidents
- report what people said

SPEAKING

1 Work in groups. Look at the photo and discuss the questions.

- What do you think the photo shows?
- Do you think it shows a positive or a negative view of health and medicine? Why?
- What kinds of things do you think the pills might be for?
- What different kinds of medication can you buy in a chemist's without a prescription?
- How are the following conditions usually treated?

a broken bone	a rash	a sprain
a nasty cut	flu	an allergy

WHAT SEEMS TO BE THE PROBLEM?

VOCABULARY Injuries and illness

1 **Match the doctor's comments 1–5 with the patient's replies a–e. Then match the patient's comments 6–10 with the doctor's replies f–j.**

1 You've broken your **collarbone**, I'm afraid.
2 Your **throat** is very **sore**, but it doesn't look **infected**.
3 It's quite a **nasty cut**. It'll take a while to **heal**.
4 We can **give you an injection** for the pain. Are you **on** any **medication**?
5 You've got very **high blood pressure**.

a Well, I have been **under a lot of stress** recently.
b Oh no! How long will I take to **mend**?
c Will it need any **stitches**?
d Yes, I take something for **a heart condition** and **a dust allergy.**
e Right. Is there anything that'll make it easier to **swallow**?

6 My **ankle**'s **swollen** and it really **hurts**. I can hardly walk on it.
7 I've developed this **rash** on my skin. It's really red.
8 I felt **dizzy** and fell and hit my head.
9 I've had this **nasty cough** for weeks.
10 I've had a **high temperature** and an **upset stomach**.

f It's **a chest infection**. It should **clear up with antibiotics**.
g I'm afraid there's **a virus going around**. Just rest and drink lots of **fluids**.
h It's probably just **sprained**, but we'll give you some **painkillers** and **do an X-ray** to check.
i Yeah, that's a **nasty bruise**. Did you actually **lose consciousness**?
j It could be **a reaction to** an insect bite. I'll give you some **cream** for it.

2 **Work in groups. Take turns to act, draw or explain the words and phrases in bold. Your partners should say the words and phrases.**

3 **With your group, take turns to tell your partners things which are true about you or people you know using as many of the words in bold in Exercise 1 as you can. You have three minutes each.**

LISTENING

4 ▶ 69 **You are going to hear two conversations in a hospital. Work in pairs. Look at the questions asked in each conversation and discuss what you think is wrong with the patients. Then listen and check your ideas.**

Conversation 1

1 Can you put any weight on it at all?
2 How did you do it?
3 How long will I have to wait for the X-ray?
4 Are you on any medication?
5 Have you ever had any adverse reactions to any painkillers?

Conversation 2

6 What seems to be the problem?
7 How long have you been like this?
8 Any diarrhoea?
9 Has he been able to drink anything?
10 Does it hurt? And here?

5 ▶ 69 **Listen again. Note down the answers to the questions.**

6 **Work in pairs. Look at Track 69 on page 211 and practise reading the conversations.**

GRAMMAR

Adverbs

We can use adverbs to add information to verbs and show the way things happen, how frequently they happen or when they happen. We also use adverbs to show our opinion or attitude about something we're saying.

7 **Complete the sentences from the conversations with these adverbs.**

quite	badly	hardly	lately	hard
first	hopefully	fast	long	really

1 It might just be _____ sprained.
2 Have you been waiting _____ ?
3 We've been a bit short of staff _____ .
4 _____ , it won't be more than half an hour.
5 He's _____ slept.
6 His heart was beating _____ _____ .
7 He _____ said he felt a bit sick yesterday.
8 I'm going to press _____ _____ .

8 **Look at the sentences in Exercise 7 again. Then work in pairs and decide if the statements below are true (T) or false (F).**

1 Adverbs are always based on adjectives and end in *-ly*.
2 Adjectives can sometimes have two adverb forms.
3 Any adverb can be placed: at the beginning or end of a sentence, and before a verb or after a verb.

G Check your ideas on page 184 and do Exercise 1.

9 **Correct the mistakes with the adverbs in these sentences.**

1 I have been under a lot of stress because I've been working so hardly.
2 Have you had any of these symptoms previous?
3 You shouldn't go to bed so lately. You need to get some rest.
4 Open your mouth widely and say 'ahhh'.
5 It was my fault it happened. I was incredible stupid.
6 Never should you leave pills where children can reach them easy.
7 Can you just say it again slowlier, please?
8 It doesn't hurt. I can feel it hardly.

DEVELOPING CONVERSATIONS

Short questions with *any*

We often shorten questions with *any*, especially when they follow other related questions.

*Have you ever had **any** adverse reactions to any painkillers? → **Any** adverse reactions to painkillers?*

*Do you have **any** questions? → **Any** questions?*

10 **Match the two parts of the questions.**

1 Any pain	a for the weekend?
2 Any symptoms	b you want to know?
3 Any idea	c apart from the cough?
4 Any questions	d what it is, doctor?
5 Anything else	e want to help me?
6 Anyone	f when I press here?
7 Any plans	g from Frank recently?
8 Any news	h before you go?

11 **Write your own endings for the first halves of the questions 1–8 in Exercise 10. Then work in pairs. Practise asking and answering the questions.**

A: *Any pain when you stand on it?*

B: *A little.*

CONVERSATION PRACTICE

12 **Work in pairs. You are going to roleplay a conversation between a patient and a doctor. First decide together on a medical problem.**

Student A: you are the patient. Think of details of your problem and plan what questions to ask the doctor.

Student B: you are the doctor. Decide what advice to give.

13 **Now roleplay the conversation. Use as much new language from this lesson as possible.**

29 To watch the video and do the activities, see the DVD ROM.

IT'S A BIT OF A MYTH

READING

1 Work in pairs. Look at the following claims and discuss if you think they are true. Explain your ideas.

1 You can catch a cold if you go out with wet hair.
2 Antibiotics can cure a cold.
3 Eating chocolate can cause acne.
4 Cracking the joints in your fingers can cause arthritis.
5 Having less cholesterol in your diet prevents heart attacks.
6 Swallowing chewing gum is bad for you.
7 Coffee is a drug.

2 Read the article from a health website opposite. Decide if the claims in Exercise 1 are true or if they are myths, according to the writer. Why?

3 Work in groups. Without looking at the article, see if you can you remember:

1 what mothers often tell their children.
2 the best way to avoid catching a cold.
3 when you may need antibiotics.
4 the best way to deal with a cold.
5 what makes acne worse.
6 what other factors can cause heart attacks.
7 what people think happens when they eat chewing gum.
8 what can happen when people give up coffee.

4 Look at the article again. Did you remember the exact words?

5 Work in groups. Discuss the questions.

- Was there anything in the article that surprised you?
- Is there anything in the article you disagree with? Why?
- Do you know any other claims about health issues? Do you think they are myths or facts?
- Do you ever check symptoms or find out about health issues on the Internet? If you do, which sites do you use? If you don't, why not?
- Have there been any news stories about health issues recently? What do you think about them?

6 Look at the phrases in bold in the article. Notice the patterns connected to each verb. Now complete the sentences below with the verbs in bold.

1 Sitting too close to the television can _____ to problems with your eyes.
2 Children who watch a lot of TV spend too much time sitting, which _____ their health suffers.
3 Apparently, watching a lot of TV can _____ people to become depressed.
4 Young children will get better grades later at school if you _____ them watch videos of great artists and classical composers.
5 Increases in violent crime are _____ by the increased violence shown on TV.
6 Watching TV late at night _____ it difficult to get to sleep.

7 Work in groups. Which of the sentences in Exercise 6 do you think are myths? Why?

8 Write four sentences like those in Exercise 6 about health fears / benefits connected to the things below. They may be facts or myths! Then share your sentences in groups. Try to decide which are facts and which are myths. Explain your ideas.

mobile phones	vitamins
computer games	sugar

UNDERSTANDING VOCABULARY

Word endings and word class

The endings of words often show their word class. For example:

- *-ious / -ic / -able / -ful / -less / -ive / -al* indicate adjectives
- *-ion / -ment / -ness / -ance / -ence / -ist* indicate nouns
- *-ise / -en* indicate verbs
- *-ly* indicates adverbs (but not always!)

You can build your vocabulary by learning connected word forms of new items you meet.

9 Work in pairs and look at these words from this unit. Think of other words you can make from these words and say if each is an adjective, a noun, a verb or an adverb. Use a dictionary to help you.

benefit	injection	prevent	stimulant
consciousness	nutritional	painful	treatment

10 Choose the correct option.

1 A viral *infectious / infection* can't be treated with antibiotics.
2 I know several people who are *allergic / allergy* to nuts.
3 I'm often quite *irritable / irritation* when I wake up in the morning.
4 I'm sure most diseases will be *cure / curable* by the end of this century.
5 I do *regular / regularly* exercise.
6 Most *medical / medicine* conditions are the result of poor diet.
7 They need to *modernise / modern* our health service.
8 All drugs are *addictive / addiction*.

11 Work in pairs. Read out the sentences you agree with from Exercise 10 and explain why.

FACT OR MYTH?

1 It's difficult to ignore your mother when she tells you to 'wrap up warm' or 'dry your hair or you'll get a cold' – but colds **are not caused by the cold**: they **are caused by viruses**! Walking around with wet hair or a T-shirt in winter may look silly, and will **make you feel cold**, but you will only get a cold if you come into contact with an infected person. The best way to avoid viruses like these is to wash your hands regularly when there's a bug going around.

2 Despite the huge medical advances that have been made over the last century, the common cold is still incurable and medicine does little for the symptoms either. Antibiotics won't help as your cold **is caused by one of over 200 viruses**. The only time you may need them is if you develop a throat or ear infection. Otherwise, go to bed and drink lots of fluids and wait till you get better.

3 Acne is a condition **that causes the skin to produce** too much oil. However, research has failed to find any connection between eating fatty foods and acne – although too much fat in your diet might be bad in other ways. Incidentally, washing too much can **make the condition worse**. It's best just to wash gently twice a day and don't rub the skin too hard.

4 Arthritis affects all kinds of people, including young children who have never started cracking their fingers. Suffering from a **viral infection may lead to developing the condition**, as might jobs which involve an overuse of your joints, but doctors are still not sure of the real cause.

5 You can buy foods that are advertised as being low in cholesterol or able to reduce how much you have, so you might think cholesterol is an entirely bad thing. You'd be wrong. Cholesterol is essential for life and is produced naturally by the body. The body also adjusts how much it produces based on what you eat. If you eat food containing a lot of cholesterol, your body simply produces less in order to balance its two sources. This **means it's difficult** to reduce cholesterol in the body through diet. Some doctors have even questioned if there is any link between cholesterol levels and heart disease. They point to factors such as lack of exercise, smoking, stress and high blood pressure that are far more likely **to lead to heart attacks**.

6 Don't worry. Stories that chewing gum will stay in your stomach forever or block your insides have no basis in fact. However, it has no nutritional value **which means you won't get any benefits** from eating it.

7 The caffeine in coffee is a stimulant that makes your body speed up: your heart rate increases and it wakes you up. You may see these things as benefits, but caffeine also has a number of negative side effects. It's addictive. People who suddenly stop drinking coffee may suffer from headaches or be irritable and restless. Caffeine has also been linked to other problems, but, like most things, coffee is fine if you don't drink too much.

Remember this is for information only. If you have any worries about your health, you should always consult your doctor.

'I ONLY HAVE ONE CUP OF COFFEE A DAY'

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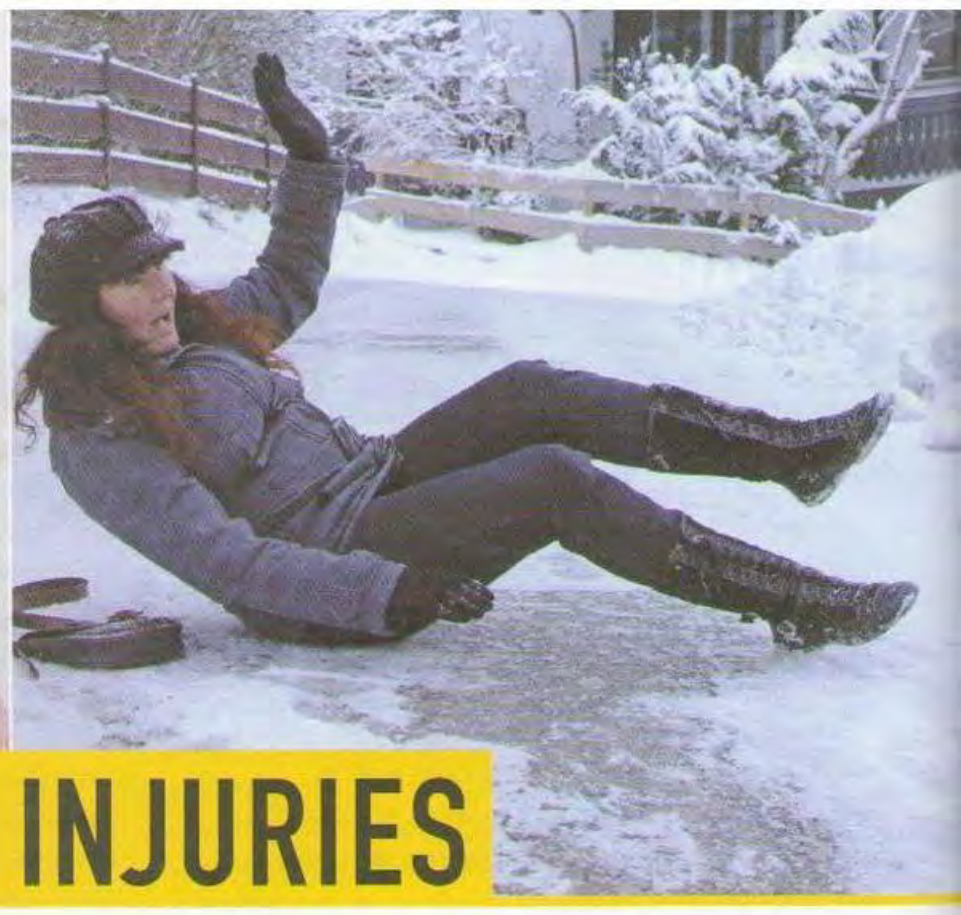


ACCIDENTS AND INJURIES

SPEAKING

1 **Look at eight different places where accidents often happen. Rank them from 1 (= most dangerous) to 8 (= least dangerous). Then work in pairs and compare your lists.**

the kitchen	the bathroom
the countryside	the living room
the garden	the gym
the park	the roads near your home

VOCABULARY Accidents and health problems

2 **Choose the correct option.**

1 I was grilling some meat and I caught my hand on the grill and *burned* / *bruised* it quite badly.

2 I was jogging and I *tripped* / *slipped* over a rock and hurt my knee really badly.

3 I was out riding and the horse got scared by a bang and I *fell off* / *fell down* the horse and broke my collarbone.

4 I was walking down the street and this dog suddenly attacked me and *bit* / *stung* me on the leg.

5 I was cycling and a car drove in front of me. I *crashed into* / *fell into* the side and sprained my wrist.

6 I had some food at a street market and I think I got food *infection* / *poisoning* from there. It was awful.

7 I spent the whole day on the beach and ended up with terrible *suntan* / *sunburn*.

8 It was really hot on the underground and I felt dizzy and then just *fainted* / *fell down*.

9 I broke my arm when I *tripped* / *slipped* on some ice.

10 This bee *stung* / *bit* me on the arm and my whole arm swelled up.

3 **Work in groups. Can you think of:**

1 two other things you can trip over, apart from a rock?

2 two parts of the body that often get bruised? Say how.

3 two other things you can fall off, apart from a horse?

4 two other things that can bite you, apart from dogs?

5 two kinds of food you could get food poisoning from?

6 two other reasons why people sometimes faint?

7 two other things you can slip on, apart from ice?

8 two other things that can sting you, apart from a bee?

LISTENING

4 ▶ 70 **Listen to Anna talking to her colleague Dan about his holiday. Answer the questions.**

1 What kind of holiday was it?

2 How did the accident happen?

3 What did they think was wrong with James?

4 How did they get him to a hospital?

5 What did the doctors tell him?

5 ▶ 70 **Work in pairs. Put the events from the story into the correct order. Listen again and check your answers.**

a He had quite a few cuts and bruises.

b It spoilt his holiday.

c James went off the road into some bushes and fell off.

d He had to have a few stitches in the cuts.

e She took him to hospital, which was really kind of her.

f We were going back to the hotel down a steep road.

g He found out his bike frame was broken.

h A woman came past in her car a minute or two later.

6 **Work in pairs. Discuss the questions.**

- Do you like cycling? Have you ever been on a cycling holiday? When? Where?
- When was the last time someone was very kind to you? What did they do?
- When was the last time you were very kind to someone else? What did you do?
- Did Dan's story about James remind you of any other stories you have heard?

GRAMMAR

Reported speech

When we tell people about things that happened to us, we often report things using *said / told me (that)* + clause. We also report questions using *ask me / us* + clause.

7 Look at these sentences from the conversation. Answer the questions below.

a *He **kept asking us** where he **was** and what **had happened**.*

b *He even **asked** if we**'d met** somewhere before!*

c *The woman driving **said** she**'d take** James to the nearest hospital.*

d *He **kept saying** he**'d be** OK.*

e *They rang and **told me** they**'d given** James an X-ray and there **was** nothing broken.*

f *They **said** he **needed** to stay there a bit longer, as he **was waiting** to have a few stitches in the cuts.*

g *He **said** he**'s going to** have to buy a new bike now.*

1 Can you name the structures in bold?

2 What do you think the people actually said in each case?

3 When we report what people said, what often happens to tenses and words like *will* and *can*?

4 What's different about sentence g)? Why is it different?

5 Which sentences report questions? How do reported questions differ from direct questions?

Check your ideas on page 185 and do Exercise 1.

8 Complete the sentences with the correct past form of the verbs. Then decide in which of the sentences the present form would also be possible.

1 The doctor told me I _____ a chest infection and _____ me some antibiotics. It cleared up after a week. (have, give)

2 The doctor said he _____ too much and he _____ to go on a diet, but he refused. (eat, need)

3 The doctors said she _____ some problems in the future, but she _____ incredibly lucky to survive the crash. (have, be)

4 The doctor told me the injection _____ , but it _____ really painful! (not / hurt, be)

5 They said the surgeon _____ all she _____ to keep him alive. (do, can)

6 She told me they _____ several tests already, but they still didn't know what _____ the problem, so they had to do more. (do, cause)

7 They asked me how it _____ and whether or not it ever _____ me any pain. (happen, cause)

8 He asked if I _____ his phone conversation and if I _____ more or less what it meant. (hear, understand)

9 Work in pairs. Take turns to ask each other *So what did the doctor say?* Report something different each time.

A: *So what did the doctor say?*

B: *She said I'm quite unfit and I need to do more exercise. So what did the doctor say?*

A: *He asked if I smoke and then told me I need to cut down.*

For further practice, see Exercise 2 on page 185.

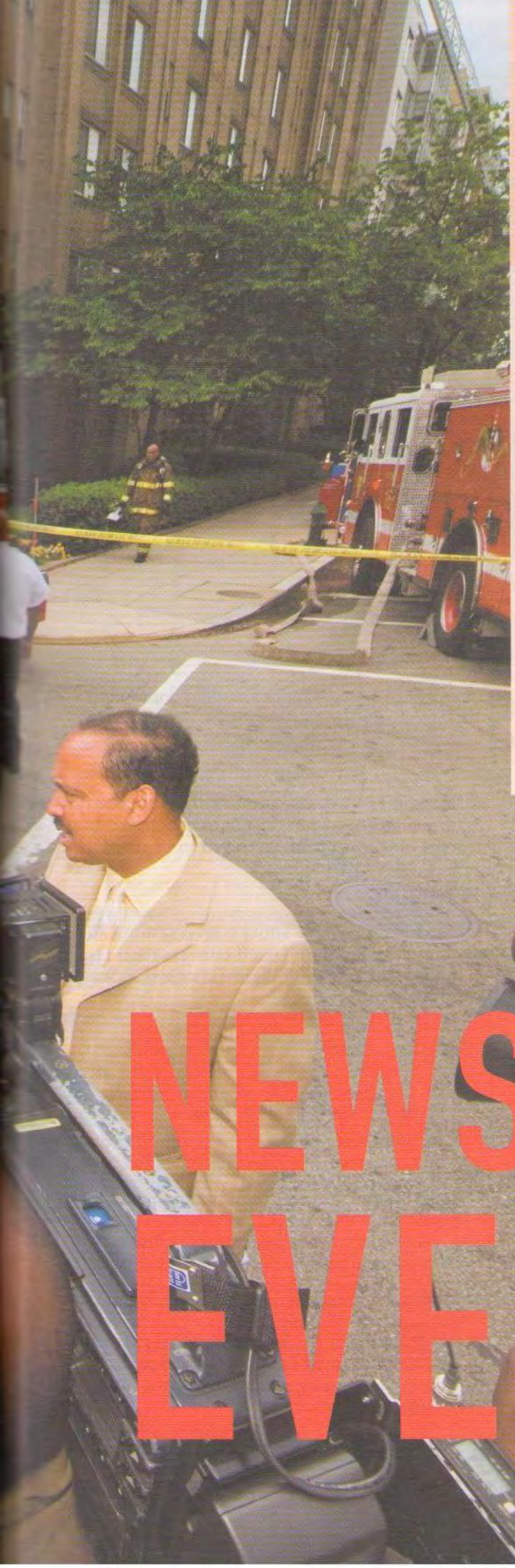
SPEAKING

10 Work in pairs and choose one of these tasks.

a Work in pairs. Talk about a time when you had an accident or were ill. Describe what happened. Use reported speech and vocabulary from this lesson.

b Look at the photos on these pages. Choose one and imagine you are the person in it. Decide how to describe your accident / injury. Add extra details about what happened before and after. Then tell your partner your story.

16



IN THIS UNIT YOU LEARN HOW TO:

- talk about types and sources of news
- comment on the news
- use reporting verbs to report news
- describe famous people and events
- discuss issues around fame

SPEAKING

1 **Look at the photo and imagine what the news story is. Think about these questions.**

- Who is the man being interviewed?
- What did he do or what happened to him?
- Where is he now?
- What will happen next?

Then work in pairs and tell each other your stories.

2 **Work in groups. Tell each other which of the types of news below you are most interested in and say where you get your news from. Who is most similar to you in the group?**

crime and justice	foreign affairs
business and economics	national politics
celebrities and gossip	reviews and entertainment
weather	funny news stories
technology	sport

NEWS AND EVENTS

IN THE HEADLINES

VOCABULARY News

1 Work in pairs. Match each group of words below to the type of news on page 141 they are connected to.

1 _____
have an affair
be photographed
split up
_____

2 _____
expand
go bankrupt
be taken over
_____

3 _____
be injured
be beaten
sign a player
_____

4 _____
resign
be elected
introduce a policy
_____

5 _____
be found guilty
be stabbed
investigate
_____

6 _____
hold a summit
call a ceasefire
negotiate
_____

2 Put these nouns in the correct group (1–6) in Exercise 1.

share price	film premiere	deputy mayor
victim	peace agreement	new season

3 Work in groups. Give an example of recent news for each type of news in Exercise 1. Try to use at least one word from each group of words.

LISTENING

4 71 Listen to five short conversations about news stories. Match each conversation (1–5) to one of the following. There is one that you do not need.

a a football player
b a politician
c a celebrity
d a violent crime
e a factory
f a law firm

5 71 Listen again and note down which of the words from Exercises 1 and 2 were used in each conversation. Then work in pairs and summarise each news story.

6 Work with a new partner. Look at Track 71 on page 211. Choose the two conversations you think are most interesting. Read them out loud and continue each conversation for as long as you can by adding your own ideas and comments.

GRAMMAR

Reporting verbs

When we report a conversation, we sometimes use different verbs to introduce what was said, such as *announce* or *claim*. Sometimes we use verbs such as *promise* or *apologise* to summarise what was said rather than repeat the exact words. These verbs are often followed by different patterns.

7 **Look at these sentences from the conversations. Put them into three groups (1–3) of reporting verbs that follow the same pattern.**

a *She's just **announced** they're splitting up.*

b *They even **promised** to expand last year.*

c *He's been **accused** of doing all kinds of things.*

d *Not that he's **admitted** to doing anything.*

e *The new management **claim** it's too expensive to run.*

f *He just **apologised** for 'causing the government difficulties'.*

g *No-one **offered** to help the victim.*

h *He's **refused** to play in any friendly matches.*

G Check your ideas on page 185 and do Exercise 1.

8 **Work in pairs. Think of an example from the news where a person or organisation:**

1 was accused of something.
2 had to apologise for something.
3 announced something important.
4 refused to do something.
5 gave a warning.
6 made an offer.

G For further practice, see Exercise 2 on page 186.

DEVELOPING CONVERSATIONS

Introducing and commenting on news

Conversations about the news often have common features. You can start the conversation using this common pattern or similar questions:

***Did you see that thing** on the Times website **about** the steel plant clos**ing** down?*

If you know the story you can comment using one of these patterns:

*Yeah, **it's** shocking, **isn't it**?*

*I know, **it's** bad news, **isn't it**?*

You can give details about the story starting with *apparently*. It shows you are reporting what you heard or read.

***Apparently**, he took illegal payments ...*

9 **Complete the questions about news by putting the words in brackets into the correct order.**

1 Have you seen that thing _____ (player / on / about / Twitter / that / tennis), James Jenkins?
2 Have you seen that video _____ (on / of / the / prime / YouTube / dance / minister / trying / to) to hip-hop?
3 Did you see that thing _____ (TV / about / on / them / new / a / airport / building)?
4 Did you see that thing _____ (the / news / on / about / the / here / murder / near) last night?
5 Did you see that thing _____ (the / website / arrested / Times / about / Shaynee Wilson / getting / on)?

10 **Match the responses (a–e) to the questions (1–5) in Exercise 9.**

a Yeah, it's good news, isn't it? Apparently, it's going to create 1,000 jobs.
b Yeah, it's sad, isn't it? The media are obsessed with that woman.
c Yeah, it's awful, isn't it? Apparently, the victim was quite young.
d Yeah, it's so funny, isn't it? Apparently, it was from before he went into politics, though.
e Yeah, what an idiot. Apparently, it's been retweeted a million times already.

PRONUNCIATION

11 **72 Listen and check your answers to Exercise 10. Notice how the intonation falls on *it's X, isn't it?* to show we are agreeing.**

12 **Work in pairs and practise reading out the exchanges, paying attention to the falling intonation on the *it's X, isn't it?* patterns.**

13 **With your partner, take turns saying the sentences below. Respond with an *it's X, isn't it?* comment.**

1 Did you hear about Jay and Selma splitting up?
2 Did you hear about John getting food poisoning from his own cooking?
3 Did you read about Angelina booking a special hotel room for her dog?
4 Did you see that the ceasefire has ended already?
5 Did you see that thing in the paper about that woman who paid $5,000 for that dress?
6 Did you hear that Jay and Selma are back together?

CONVERSATION PRACTICE

14 **Think of two news stories you have read or heard about recently. Write one question for each story, using patterns like those in Exercise 9.**

15 **Work in groups. Discuss the stories. Start your conversations with your questions from Exercise 14.**

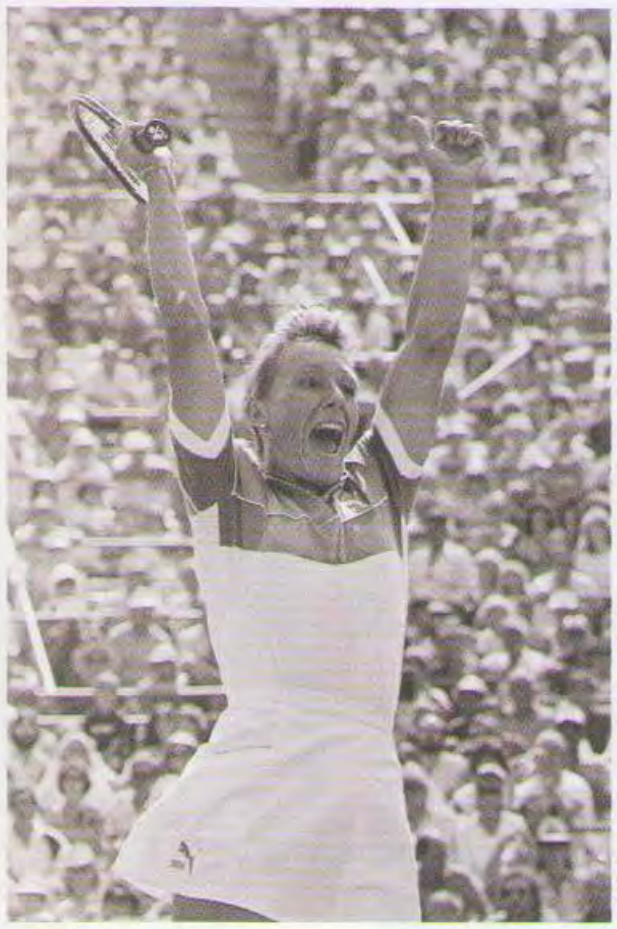
30 To watch the video and do the activities, see the DVD ROM.

I'VE NEVER HEARD OF HIM

SPEAKING

1 **Work in groups. Do you know who the people in the photos are? Use some of the language below.**

- I haven't got a clue!
- He looks really familiar, but I can't remember who he is.
- Isn't he that American politician? What's his name?
- I'm fairly sure that's ...



VOCABULARY

Explaining who people are

2 **The sentences below describe some of the people in the photos. Complete the sentences with these words. Then work in pairs and match them to the photos.**

activist	artist
athlete	politician
doctor	founder
mathematician	scientist

1 Marie Curie was a Polish _____ who **studied radiation and discovered** the radioactive substance polonium.

2 Nelson Mandela was a civil rights _____ who **campaigned for the rights of** black people in South Africa. He became the country's first black president in 1994.

3 Takako Doi was perhaps the most important female _____ Japan has ever had. She was leader of the Socialist Party and **was responsible for** bringing more women into politics.

4 Kemal Atatürk **led the liberation struggle in** Turkey and became **a national hero**. He was then the _____ of the republic.

5 Martina Navratilova is a Czech / American **former** tennis player. **She's seen by some as the greatest** female _____ **of all time**. She **completely dominated the sport** for many years.

6 Euclid was a Greek _____ who **is considered to be the father of** geometry. He was **a genius** and **way ahead of his time**.

7 Pedro Alonso is a Spanish _____ . He led a team which **developed a vaccine against** malaria.

8 Salvador Dali was a Spanish Catalan _____ whose **most famous work** is probably 'The Persistence of Memory'.

3 **With your partner, check you understand the phrases in bold in Exercise 2. Then use as many of the phrases as you can to talk about other famous people – living or dead.**

LISTENING

4 ▶ 73 **Listen to three conversations about famous people. Answer the questions for each conversation.**

1 Why do they start talking about Garibaldi / Comenius / Eddy Merckx / Magritte?

2 What is each person famous for?

3 Where is each person from?

4 What else do you learn about each one?

5 **Work in pairs. Can you think of:**

1 a statue of a famous person?

2 someone who is seen as a national hero?

3 someone who was way ahead of their time?

4 a place that is named after a famous person?

5 a place that is decorated with memorabilia?

GRAMMAR

Defining relative clauses

6 **Underline the relative clauses in these sentences. The first one has been done for you. Then complete the rules in the Grammar box below.**

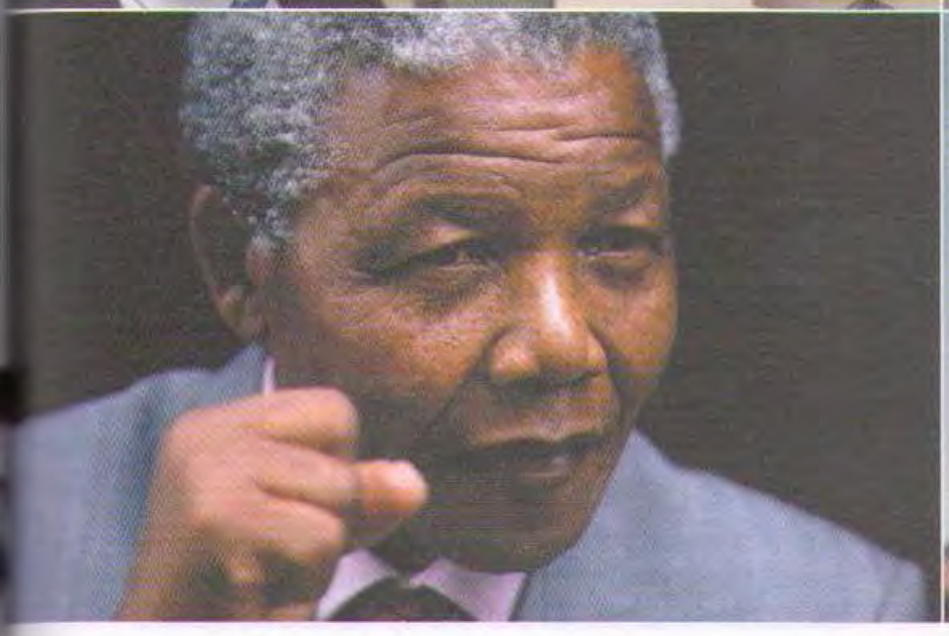
a It's a European Union scheme <u>which provides grants to teachers</u>.

b He was a Czech writer who wrote about education.

c When I went to Belgium I visited the metro station where they have Eddy Merckx's bike.

d Michael Jordan was an athlete whose strength and skill inspired millions around the world.

e They left South Africa during the time that Mandela was in prison.



We use relative clauses to add information after nouns. Clauses begin with different relative pronouns depending on the noun we are adding information to or on the information that follows.

- To add information about people, use a clause beginning with *that* or [1]_____ .
- To add information about things, use a clause beginning with *that* or [2]_____ .
- To add information about times, use a clause beginning with *when* or [3]_____ .
- To add information about possessions, use a clause beginning with [4]_____ .
- To add information about places, use a clause beginning with [5]_____ .

G Check your ideas on page 186 and do Exercise 1.

7 Cross out the word or words that are *not* correct.

1 He was a military leader in the nineteenth century *who / that / which* helped unify Italy.
2 It's a European Union scheme *that / who / which* provides grants to teachers.
3 It's *who / when / where* they have Rembrandt's most famous paintings.
4 He set up a charity *that / which / where* has helped thousands of poor children.
5 He's a composer *who / that / whose* most famous work is probably *The Rite of Spring*.
6 At the time *that / who / when* he was writing, his ideas were very radical.
7 It's supposed to be the house *when / where / that* Shakespeare was born.
8 She was a writer *whose / who / which* ideas were very influential.

8 Write down a name for each of the following that you think other students may not know.

1 a writer, artist or musician
2 a scientist or inventor
3 an athlete or sportsman / sportswoman
4 a politician or person from history
5 two places of historical importance

9 Work in groups. Take turns to test each other. Ask *Do you know who X is? / Do you know why X is important?* See who has the best general knowledge and can answer the most questions. When answering or explaining, use relative clauses.

A: *Do you know who Tim Berners-Lee is?*
B: *No, sorry. I haven't got a clue.*
C: *He's the guy who invented the World Wide Web. He's British, I think.*
B: *Oh, OK. Do you know why Robben Island is important?*
A: *Yeah. It's where Nelson Mandela spent all those years in prison.*

G For further practice, see Exercise 2 on page 186.

THE FAME GAME

READING

1 **Read the introduction of the article below. Then work in pairs and discuss the questions.**

- Why do you think so many people want to be famous?
- What kind of problems might be caused by the desire for fame and money?
- What do you think is the best way to become famous?
- Can you think of any bad ways of becoming famous?
- Do you know about any celebrities who have found fame hard to cope with?
- Which six different ways of becoming rich and famous do you expect the article to mention?

SEEKING FAME & FORTUNE

In a recent survey, over 80% of 18-to-25-year-olds said getting rich was their first or second most important life goal, whilst 51% said the same about becoming famous.

Of course, being a celebrity can be problematic. We have all seen stories about stars turning to drink or drugs as they find themselves unable to cope with the emotional stress of life in the public eye. However, this doesn't seem to discourage anyone. The main problem for many seems to be how to actually become rich and famous – especially if you have no real talent! Given this, here's our six-point guide on how to go about it.

1 Date someone who's already famous

Obviously, finding a famous partner is easier said than done. However, anyone who can manage to catch the eye of a top footballer or movie star can expect to find themselves on the front page of the gossip magazines before too long. This might then be enough to get a TV or advertising company interested and you can end up becoming a star yourself.

2 Go on a reality TV show

The kind of out-of-tune singing that was once reserved for the privacy of a karaoke room has now become prime-time Saturday night TV – and shows such as *The X Factor* and *Pop Idol* have brought instant fame and fortune to hundreds around the world. Take Norwegian Kurt Nilsen, for example. His versions of well-known songs were so popular that he was able to give up his job as a plumber! He then went on to win *World Idol* and became a huge star in his native country. If you can sing, you could follow in Kurt's footsteps. If this option isn't available to you, then why not just try to appear on any of the reality TV shows which require no talent at all from their contestants?

2 **Read the rest of the article. In which section were the following mentioned?**

a a popular talent show
b retired people
c an act of great generosity
d an act of great bravery
e advertising on a website
f physical attraction

3 **Work in pairs. Discuss why the people and things below were mentioned. Check your ideas by looking at the article again if you need to.**

1 the gossip magazines
2 karaoke
3 Kurt Nilsen
4 Howard Davies-Carr
5 YouTube
6 Paris Hilton
7 Golda Bechal
8 Kuldeep Singh
9 The Zimmers
10 The Who

4 **Work in groups. Can you think of any other people who have become famous in the six ways mentioned in the article? Say as much about them as you can.**

3 Go viral

Charlie bit my finger

The Internet has given many their fifteen minutes of fame. You get a message from a friend containing a link to an online video, a blog or a new site. You have a look, forward the link, and before long, things start getting out of control and a million people have seen it!

And, of course, the more views a video gets, the more money can be made from it. A few years ago, Howard Davies-Carr uploaded a short film of his two sons sitting side by side in a chair. Entitled *Charlie bit my finger*, nothing much happens in it – apart from a finger being bitten. However, the clip is now the fourth most-watched film ever on YouTube and the family has earned hundreds of thousands of pounds from advertising.

5 **Complete the sentences with the correct form of these words from the article. Then underline the words that go with them in each sentence.**

will	option	footsteps	control	barrier

1 We would love to buy a house and move in together, but on our wages that _____ isn't available to us.
2 My dad wants me to follow in his _____ and join the army, but it's just not what I want to do with my life.
3 Physical disability is no _____ to a successful career.
4 My spending got out of _____ . If you ask me, it's the bank's fault for lending me so much money.
5 My aunt left me a house in her _____ .

save	repay	forward	come into	catch

6 You _____ my life! How can I ever thank you enough? I would've died if you hadn't rescued me.
7 Could you _____ the email from Head Office to me?
8 There were some really good-looking guys at the party, but one in particular _____ my eye.
9 Thanks again for everything you did for us. I hope that one day we can _____ your kindness. All the best, Omar
10 She _____ a lot of money when her father died.

6 **Work in pairs. Use three of the underlined groups of words from Exercise 5 to say something about your life.**

I'd like to follow in my father's footsteps and become a surgeon.

SPEAKING

7 **Work in groups. Discuss what you think each quotation about fame means. How far do you agree with each one? Explain why.**

'Fame means millions of people have the wrong idea of who you are.'

'Wealth is like sea-water; the more we drink, the thirstier we become; and the same is true of fame.'

'To people who want to be rich and famous, I'd say get rich first and see if that doesn't cover it.'

'Fame is the thirst of youth.'

'Fame is a constant effort.'

'Fame usually comes to those who are thinking about something else.'

'The longer a man's fame is likely to last, the longer it will be in coming.'

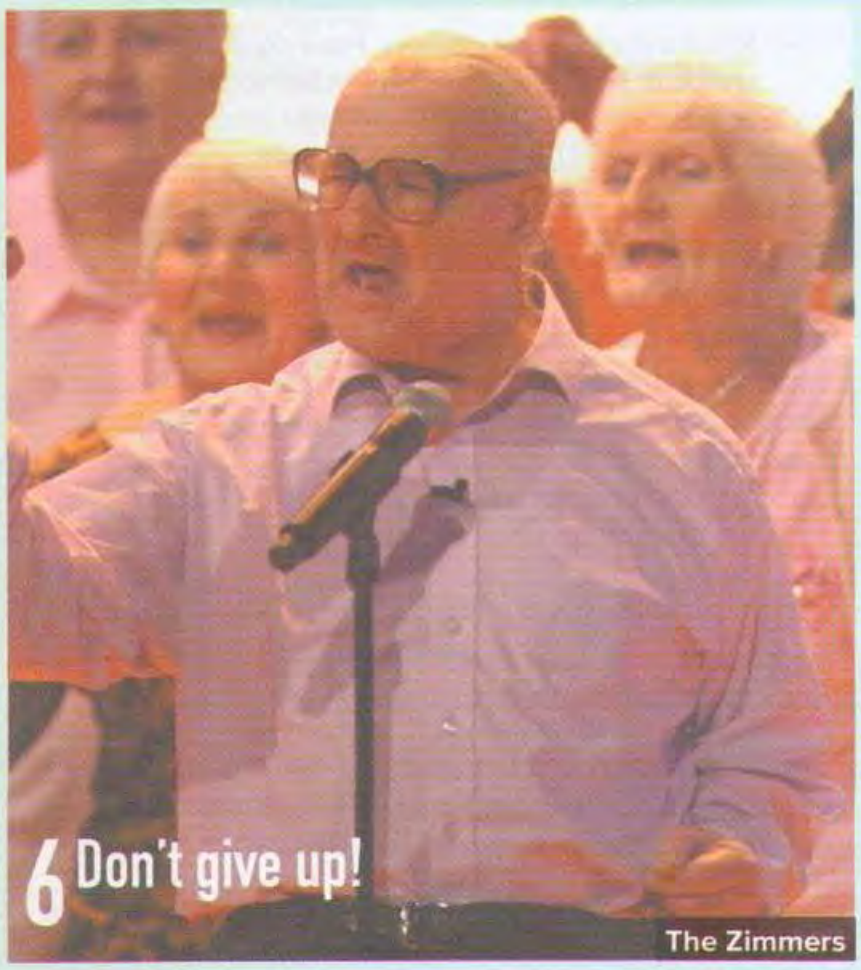
'The day will come when everyone will be famous for fifteen minutes.'

8 **Work with another group. Which of the eight quotations do you think is the best? Why?**

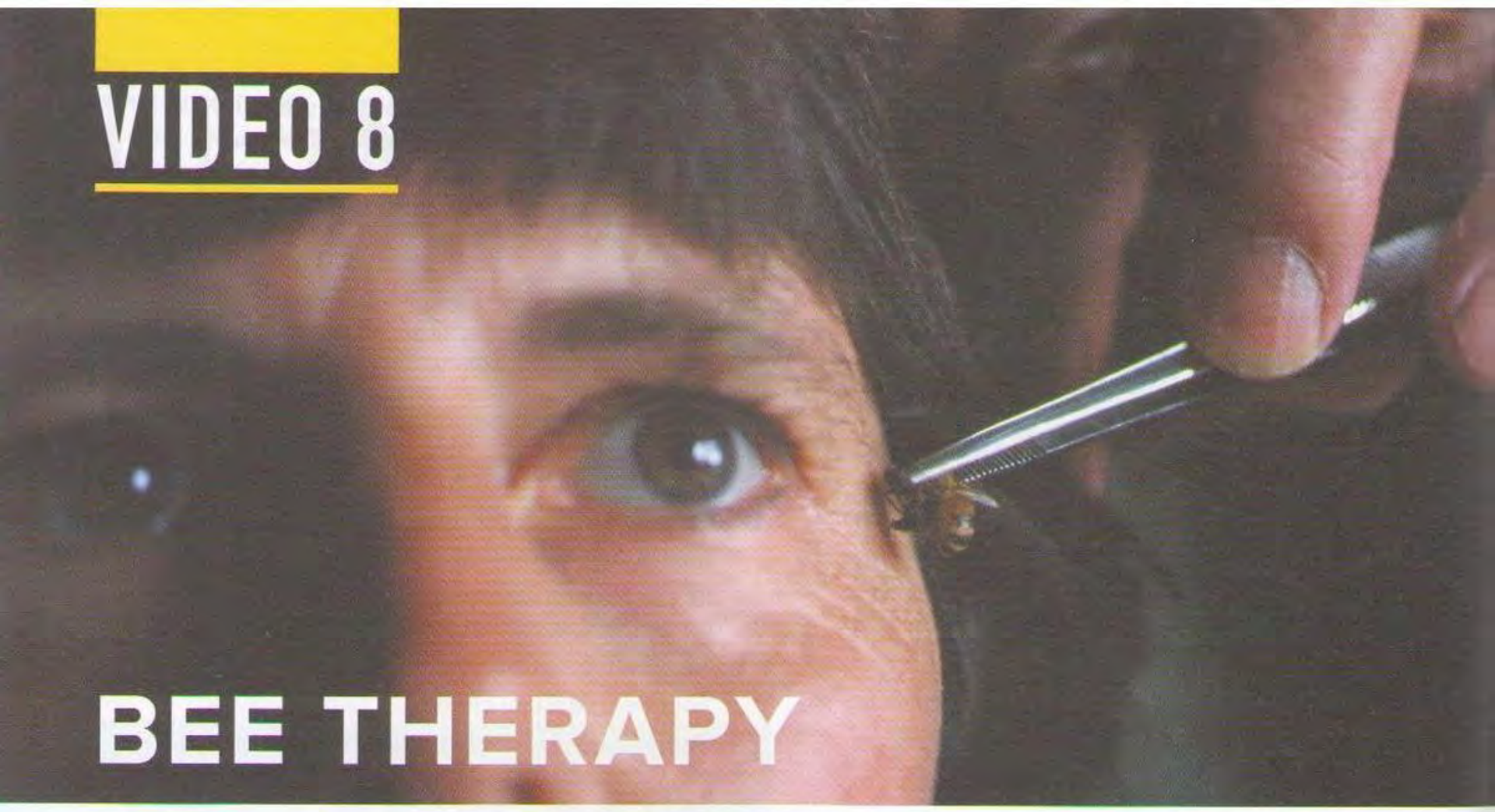
4 Inherit a fortune

Obviously, if you want to come into a lot of money when one of your loved ones dies, it helps if you have incredibly rich parents – like Paris Hilton's. Alternatively, you just need to be lucky when choosing your friends, like Chinese restaurant owners Kim Sing and Bee Lian Man were. They befriended an elderly widow, Golda Bechal, who then repaid their kindness by leaving the couple £10 million in her will when she died.

One good way of getting yourself in the papers is to save someone's life or catch a wanted criminal. Kuldeep Singh, for instance, became a national hero in India when he removed a bomb from a bus he was driving in Delhi. Mr Singh, who was injured when the bomb later exploded, was widely praised for his courage.



Age is no barrier to becoming famous either, as plenty of old-age pensioners have proved. The Zimmers are among recent examples: a group of around 40 British pensioners put together by a documentary film maker who was interested in the experiences of the elderly, the band's first singer was 90 when he joined and the oldest member was 101! They had a hit with a cover version of The Who's *My Generation* and went on to appear on TV and travel to America.



VIDEO 8

BEE THERAPY

1 **Work in pairs. Discuss the questions.**

- How much do you know about bees?
- How do you feel about bees? Why?
- Have you – or any you know – ever been stung by a bee? When? What happened?
- Why are bees important to humans?
- What do you think is happening in the photo?
- Read the definitions below. How do you think the words in bold might be connected to bees?

Acupuncture is a traditional way of treating pain. It involves placing needles into particular points on the body.

Histamines are chemicals that are released in the body as part of an allergic reaction. They cause typical allergy symptoms like swelling and itching.

Multiple sclerosis (MS) is a disease that slowly attacks the nerves in the body. Symptoms include a feeling of small sharp points pushing into the skin or a stinging sensation (sometimes called a tingling sensation) as well as a loss of feeling (often called numbness).

When part of your body is under attack, **white blood cells** quickly move to that area to help destroy the harmful substances and prevent illness.

2 31 **Watch the first part of the video (0.00–1.47). Find out how each of the words in bold in Exercise 1 is connected to bees.**

3 31 **Work in pairs. Discuss why the numbers and things below were mentioned. Watch the first part again and check your ideas.**

1 dozens of times
2 six months
3 twelve years
4 200
5 6,000
6 600
7 five years
8 one hour

4 31 **Watch the second part of the video (1.48–3.46). Are the sentences true (T) or false (F)?**

1 To begin with, Mr Chen had his doubts about bee sting therapy.
2 His wife developed a mild form of arthritis.
3 Western medicine didn't really help her.
4 After starting bee sting therapy, it took a very long time for her condition to improve.
5 Bee sting therapy has cured Hso-Rong Chen's multiple sclerosis.
6 Most western doctors would disagree with her explanation for the change in her condition.
7 There hasn't yet been enough research to prove that bee sting therapy really works.
8 Hso-Rong Chen feels better than she has done for at least a year.

5 **Work in groups. Discuss the questions.**

- What do you think of bee sting therapy?
- Do you think it's OK to use animals to help find cures for human diseases? Why? / Why not?
- Do you know anyone who's tried acupuncture or other alternative therapies? Why? Did it help?

UNDERSTANDING FAST SPEECH

6 32 **Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS.**

EVery WEEK / MISter CHEN / and his aSISStants / TREAT TWO HUNdred PAtients / and SAcrifice SIX THOUsand HOney BEES // The reSULTS / he SAYS / can be asTOUNding

7 **Now you have a go! Practise saying the extract at natural pace.**

REVIEW 8

GRAMMAR

1 Complete the text with one word in each space.

A few years ago, the company [1]_____ I was working for officially [2]_____ that they [3]_____ launching this new scheme that [4]_____ provide us all with excellent health insurance. My employers [5]_____ to pay us all sick pay and to cover most medical bills. All we had to do was go for a quick check-up with the doctor. Sounds great, right? Well, I went the [6]_____ week and got a bit of a shock. The doctor [7]_____ asking me endless personal questions – you know, like [8]_____ I was married, [9]_____ I didn't have any kids yet, and so on. I couldn't believe it! The next thing I knew, the company sent me an email apologising [10]_____ bringing me bad news, and saying I didn't qualify. Incredible! I briefly considered complaining [11]_____ the experience to someone, but my dad warned me [12]_____ to, so I didn't.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 I offered to pay, but he refused to even listen!
He absolutely _____ , even though I offered myself. **PAYING**

2 After hours of questioning, he finally told them he'd cheated in the exam.
In the end, after hours of questioning, he _____ in the exam. **TO**

3 I've always wanted to go to Abbey Road. The Beatles recorded there.
I've always wanted to go to Abbey Road, _____ The Beatles recorded. **PLACE**

4 I can't understand you. Can you speak a bit more slowly?
Sorry, but I can't follow you. You're speaking a bit _____ for me. **TOO**

5 He seemed sure everything was going to be fine. He kept saying _____ OK. **WOULD**

3 Choose <u>all</u> the correct options.

1 That's the hospital *that / which / where* I had my operation in a few years ago.

2 We met during the time *when / which / that* I was working in the Munich office.

3 He was a military leader *who / that / which* inspired great loyalty in his men.

4 He said he *was going to / is going to / would* do it sometime later in the year.

5 He *suggested / complained / refused* to consider my suggestion.

6 He kept asking what *had happened / was happening / was going to happen.*

7 She promised *she'd help / helping / to help* me, but she never did!

4 74 Listen and write the six sentences you hear.

5 Write a sentence before and after the sentences from Exercise 4 to create short dialogues.

VOCABULARY

6 Match the verbs (1–8) with the collocates (a–h).

1 campaign	a a new player
2 break	b bankrupt
3 forward	c your collarbone
4 go	d an email
5 hold	e on some ice
6 sign	f for civil rights
7 slip	g a disease
8 cure	h a summit

7 Decide if these words and phrases are connected to illness, accidents or news stories.

high blood pressure	bankrupt	badly burned
get bruised	slip over	have an affair
introduce a policy	crash	go on medication
under a lot of stress	sore throat	call a ceasefire

8 Complete the sentences. Use the word in brackets to form a word that fits in the space.

1 I read that the pilot lost _____ and that's what caused the crash. (conscious)

2 They need to _____ the whole system – and soon! (modern)

3 The two countries recently signed a new trade _____ . (agree)

4 Polio is a highly _____ disease. (infection)

5 The doctors said it was probably some kind of _____ reaction to something I'd eaten. (allergy)

6 They warned me that the pills could cause minor _____ to my eyes. (irritable)

7 Nicotine is highly _____ . (addiction)

8 He led the _____ struggle against England. (liberate)

9 Most diseases are _____ if they're treated early enough. (cure)

10 They've developed this amazing new _____ for addiction. (treat)

9 Complete the text with one word in each space. The first letters are given.

When I was in Texas, I had to go into hospital because I had a high [1]te_____ and quite a [2]na_____ cough. I kept feeling a bit [3]di_____ every time I stood up as well. The doctor that I saw told me there was a nasty [4]vi_____ going around and gave me a check-up. Then he said that, judging by my symptoms, I probably just had flu and it should [5]cl_____ up in a few days. He gave me an [6]in_____ and then sent me home with some [7]an_____ to take. I drank a lot of [8]fl_____ and was soon feeling much better.

When I got the hospital bill, though, I nearly had a [9]he_____ attack! I don't have any health insurance, but luckily I came into a bit of money when my grandfather died. He left me £2,000 in his [10]wi_____ , so at least I was able to pay my bills.

1 WRITING Keeping in touch

SPEAKING

1 **Work in pairs. Discuss the questions.**

- Are you good at keeping in touch with people? Why? / Why not?
- What's good and bad about these ways of keeping in touch?
  - email
  - phone
  - Facebook (or similar)
  - WhatsApp (or similar)
- Think of someone you know who you haven't been in touch with for a while. Why haven't you been in touch? What was their situation last time you were in touch? Do you know if it has changed at all? In what way?

WRITING

2 **Read an email from an Italian student, Chiara, to a Chinese friend she met while studying in the UK. Put the parts (a–g) into the correct order. Then work in pairs and explain your order.**

3 **Use words from the email to complete the phases that we often use in emails when catching up with news.**

1 How are you? Sorry I haven't _____ recently, but I've _____ very busy.

2 When I _____ wrote I told you ...

3 _____ what? We're getting married!

4 _____, what about you? What _____ you doing at the _____ ?

5 I often think _____ you and the great _____ we had.

6 Write to me _____ and tell me your _____ .

4 **Work in groups. Discuss the questions.**

- Do you think Chiara and Hugo have decided to get married too quickly? Why? / Why not?
- Would you like to study abroad? Why? / Why not?
- Do you have any friends from other countries? How did you meet?
- Apart from emails, what ways can you think of to practise writing in English? What's the best way?

To Lian@hotmail.ml
From Chiara@hotmail.ml

Dear Lian,

a **Apart from** getting married, looking for a flat and working six nights a week, I'm also going to the gym a lot. I want to get fit and lose some weight so I look good in my wedding dress. And that's another thing I need to do – get my wedding dress! I'm completely exhausted, but I'm **also** really happy!

b Lots of love

c When I last wrote, I told you I'd met a guy called Hugo. Well, guess what? We're getting married! He proposed when we were having a meal to celebrate our first six months together. I know it seems quick, but he's a really wonderful guy. It now looks as if I'm going to stay in Scotland for a long time!

d Anyway, what about you? What are you doing at the moment? When you wrote last, you said you were feeling a bit tired and you were thinking of taking a holiday and going to see Eri in Japan. Did you go? How was it? How is Eri? I often think of you and her and the great times we had at school here. It would be great if you could come and visit.

e Write to me soon and tell me your news.

f How are you? Sorry I haven't written recently, but I've been very busy. So many things are happening in my life at the moment it's difficult to find time for anything else!

g **As well as** getting married, we're looking for a new place to live. We want to find a house – somewhere nice where we can start a family. It's very expensive here, so it's good that I **also** started a new job two months ago. I'm working in an Italian restaurant. The basic wages aren't great, but I usually get a lot of tips, so the money could be worse. The owner is Scottish. His grandparents were Italian, but he doesn't speak Italian very well, so it's good for my English **too**. And, of course, I speak English with Hugo and his family. Before I met his parents, I was very nervous, but they're very kind and friendly.

Chiara

KEY WORDS FOR WRITING

as well as, *apart from*, *too* and *also*

We use *as well as* and *apart from* to join ideas and different parts of sentences. Notice how these phrases can start a sentence and that they are followed by an *-ing* form without a subject pronoun. At the end of the clause starting with *as well as* / *apart from*, add a comma.

As well as *getting married, we're looking for a new place to live.*

Apart from *getting married, looking for a flat and working six nights a week, I'm also going to the gym a lot.*

Too and *also* add ideas, but you need another word such as *and*, *but* or *so* to join the two parts of a sentence. *Too* goes at the end of the sentence / clause. *Also* usually goes in the middle.

I am exhausted, ***but*** *I'm* ***also*** *really happy.*

He doesn't speak Italian very well, ***so*** *it's good for my English* ***too****.*

It's very expensive here, ***so*** *it's good that I* ***also*** *started a new job two months ago.*

5 **Join the pairs of sentences using the words in brackets and making any other necessary changes.**

1 I started a new job last week. I'm moving house. (also)
2 I'm studying a lot. I'm training hard for a marathon. (as well as)
3 My brother is living with me at the moment. I'm busy looking after him. (too)
4 I helped to organise my Mum's 50th birthday party. I've been busy at work. (apart from)
5 I went to Germany on holiday. I went to Sweden for a conference recently. (as well as)
6 Quite a lot of bad things have happened. I have some good news. (too)

6 **Write three sentences about your recent life using *too* / *also* or *as well as* / *apart from*. Then read your sentences to a partner.**

GRAMMAR

Reporting what people said

When we write to catch up with news, we often refer to the situation the last time we wrote to / spoke to / saw the person we're writing to. Notice how we use the past perfect simple or the past continuous to show if the action happened before we spoke, or around the same time.

The other week when I saw you, I remember you said your mum ***was*** *ill.* (= ill at the time we met)

When I last wrote, I told you I ***had met*** *a guy called Hugo.* (= We met before I wrote.)

When you wrote last, you said you ***were feeling*** *a bit tired and you* ***were thinking*** *of taking a holiday and going to see Eri in Japan* (= You were thinking around the same time as you wrote.)

7 **Complete the sentences with the correct auxiliary forms. To do this, you will need to decide if the action took place before or around the same time that you wrote / spoke. Note that you may need to use negative forms.**

1 The last time you wrote, I think you told me you _____ started a new job.
2 The last time I wrote to you, I think I _____ still pregnant.
3 The last time we spoke, you said you _____ feeling a bit down.
4 The last time I saw you, you _____ doing your exams.
5 The last time I saw you, I _____ have a job.
6 The last time you wrote, you said you _____ planning to move.
7 The last time we spoke, I still _____ graduated.
8 The last time I wrote, I _____ going out with Karen.

8 **Match sentences 1–8 from Exercise 7 with the follow-up comments / questions a–g.**

a How are you now? I hope you're better.
b How's it going? Are you finding it easier?
c Did you find anywhere nice? What's your new address?
d How did you do? Did you pass them all?
e Well, Sara is two now and I'm actually expecting my second!
f Well, guess what? I'm now the assistant manager of a local store.
g Well, unfortunately we've split up.
h Well, I finished last July and now I'm doing a Master's.

9 **Complete the sentences with your own ideas. Then add a follow-up question or comment.**

1 The last time you wrote, you said ...
2 The last time I saw you, I think I ...
3 The last time I spoke to her, ...

PRACTICE

10 **You are going to write an email to someone who you haven't been in touch with for a while. You want to catch up with their news. Before you write, think about the following.**

- why you haven't been in touch
- the situation you were both in when you last spoke and / or what you talked about
- your situation now; things you're doing; events that have happened to you recently
- questions you want to ask your friend

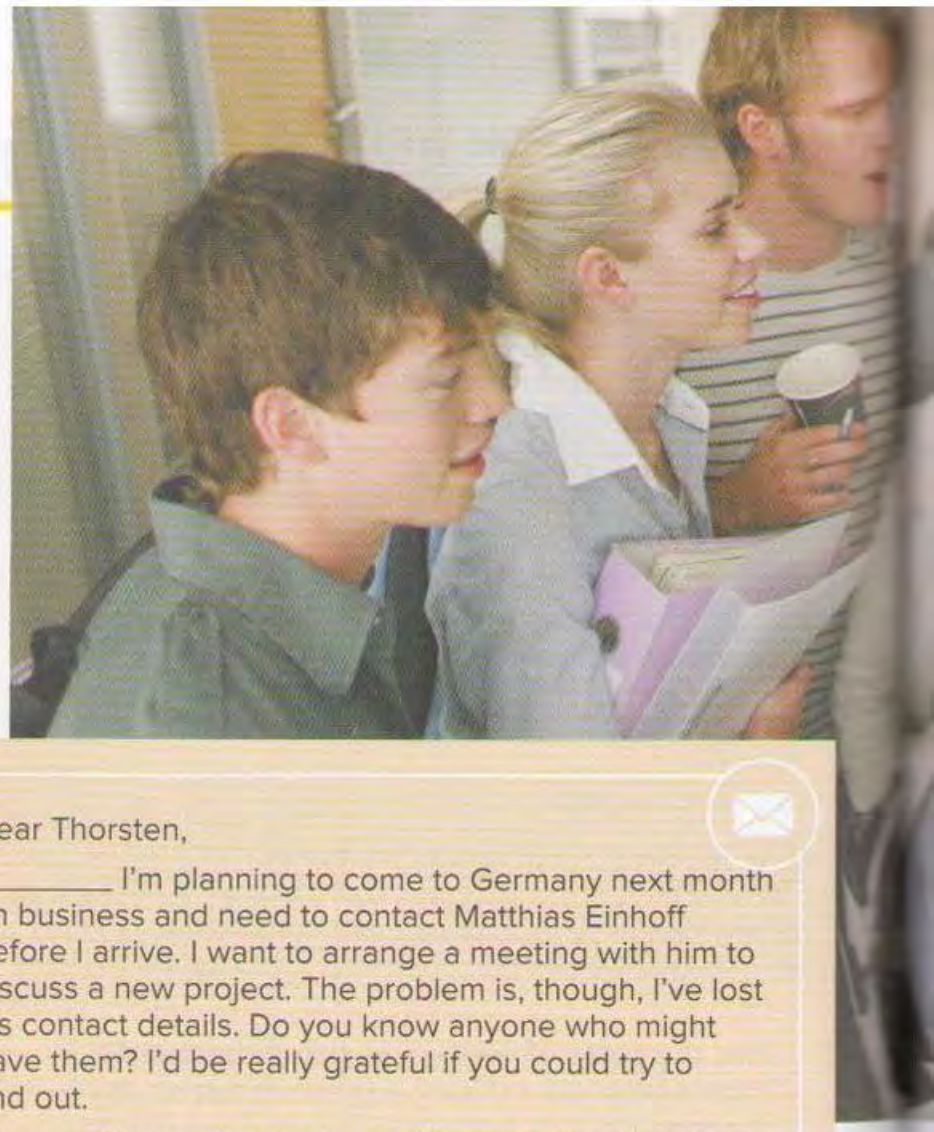
11 **Write your email. Use the model email to help you and use as much language from this lesson as you can.**

2 WRITING Short emails

SPEAKING

1 Work in pairs. Discuss the questions.

- How often do you check your email?
- How many emails a day do you think you send?
- Who do you write to most often?
- Do you ever send emails in English? Who to? Why?



WRITING

Explaining why you are writing

We generally begin emails with a line explaining why we are writing. To people we already know, we often begin with sentence starters like this:

Just a	quick	one	to let you know
	short	note	to remind
		email	to ask
			to tell
			to say I'm sorry
			to say thank you
			to say congratulations

All of these sentence starters can be used with friends or with colleagues. However, in more formal contexts, it may be best to avoid the word *one* and use *note* or *email* instead.

2 Complete the pairs of sentence endings 1–7 with sentence starters from the box.

1 ... you that next Monday is a public holiday.
... you to bring that book you said you'd lend me.

2 ... I missed you while you were in Paris.
... to hear you've been ill.

3 ... for all your hard work organising the conference.
... for a lovely weekend.

4 ... I arrived safely in Hong Kong.
... I'll be a bit late to the meeting tomorrow.

5 ... if you could do me a big favour.
... if you could send me the photos you took at the party.

6 ... you I can't make the meeting tomorrow.
... you how much we enjoyed the barbecue last night.

7 ... on your exam results.
... to you both. The baby's beautiful.

3 Work in pairs. Write one more possible ending for each of the seven sentence starters in the box above.

4 Complete the three short emails with the correct whole sentence from Exercise 2.

1

Dear Thorsten,

_____ I'm planning to come to Germany next month on business and need to contact Matthias Einhoff before I arrive. I want to arrange a meeting with him to discuss a new project. The problem is, though, I've lost his contact details. Do you know anyone who might have them? I'd be really grateful if you could try to find out.

Anyway, I hope all is well – and hope to hear from you soon.

Many thanks,

Oliver

2

Hi Lars

_____ I think you arrived the day after I had to go to Vienna for a friend's wedding. I was there for three days and had a great time, and then came back on the 27th and tried to call you, but I got a message saying the number wasn't available. Have you changed your mobile or lost it or something?

Anyway, I hope you had fun here and please let me know in advance next time you're planning to come here again. I would love to see you again. It's been a long time!

All the best,

Maria

3

Hi Tatsu,

_____ I can't believe you got an A! You must be really pleased. Still, after all your hard work, you deserve it! I hope you're going to go out and celebrate. I've got my exams next month and am really worried about them. I just hope I do as well as you did.

Anyway, write to me when you have a free minute and tell me all your news.

Cheers for now,

Davorka

SPEAKING

5 Work in pairs. Discuss the questions.

- Have you ever lost anyone's contact details? How did you lose them? Did you manage to get them back again?
- Have you been to a wedding in the last few years? When? Whose was it? What was it like?
- Have you congratulated anyone recently? Why?
- Have you got any exams in the near future? Do you know anyone else who has?

GRAMMAR

Leaving out words

When we add information to a sentence using *and / or*, we often leave words out if they have already been used. We assume the missing words are understood by the reader.

I'm planning to come to Germany next month on business and (I) need to contact Matthias Einhoff before I arrive.

6 Decide which words have been left out of these sentences. Then work in pairs. Compare your answers. What kinds of words are generally left out?

1 Have you changed your mobile or lost it or something?

2 I've got my exams next month and am already really worried about them.

3 I hope this is OK with you and won't cause too many problems.

4 I will talk to Rose on Thursday and ask her what I missed, but please do let me know if there's anything urgent I need to do or know about before then.

7 Rewrite each of the groups of sentences below as one sentence. Link your ideas using *and / or*. Leave out any words you think are unnecessary.

1 We left Sydney on Friday night. We arrived in Hong Kong on Saturday morning.

2 I really want to send one of the photos to my mum. I want to burn some of the other photos onto a CD.

3 Don't worry about missing class tomorrow. Don't worry about taking time off if you need to.

4 Don't feel you have to wear a suit to the party tonight. Don't feel you have to bring a present.

5 I'm going to Prague tomorrow. I'm going to Pisa on Friday, so I won't be at the meeting on Thursday. I won't be at work for the rest of this week.

6 I thought the story was great. I thought the acting was really good, but I didn't really like the ending. I didn't really like some of the songs.

VOCABULARY

Ending emails

The way we end emails depends on who we are writing to. Some endings are more common for formal emails, while others are more common for neutral or informal ones.

8 Look at these nine different ways of ending emails. Work in pairs. Discuss which endings you could use:

1 in more formal situations (e.g. applying for a job, writing to someone you don't know at all).

2 in more neutral situations (e.g. colleagues at work, people you already know).

3 in more informal situations (e.g. close friends and family).

Kind regards	Love	Lots of love
Yours faithfully	All the best	Cheers for now
Many thanks	Yours sincerely	Yours

9 Work in pairs. Think of the letters and emails that you send. Which of the endings in Exercise 8 could you use if you wrote them in English? Say as much as you can about who your emails are to, and which endings you would use.

PRACTICE

10 Write four short emails. Begin each one with a sentence starter from the Writing box. Try to write two more informal emails, and two more formal ones. Use as much of the language from this lesson as you can.

3 WRITING Stories

SPEAKING

1 **You are going to read a short story written for an exam. It starts with the line: *It was dangerous, but I knew I had to do it.* First, work in pairs and do the following.**

- Based on this first line, think of four possible things that the writer was about to do.
- How do you think each of these four stories might then develop?

WRITING A story

2 **The four sentences below are from the story. Check you understand the words in bold. Then work in pairs. Discuss the order you expect to read the sentences in. Explain your ideas.**

a I could feel the wind **rushing** past me as I fell.

b I **floated** slowly down.

c I moved my feet closer to the **edge** and looked down!

d Eventually, I pulled the **cord**.

3 **Now read the story and complete it with the correct form (past simple, past continuous or past perfect simple) of the verbs. Then work in pairs and compare your ideas.**

SPEAKING

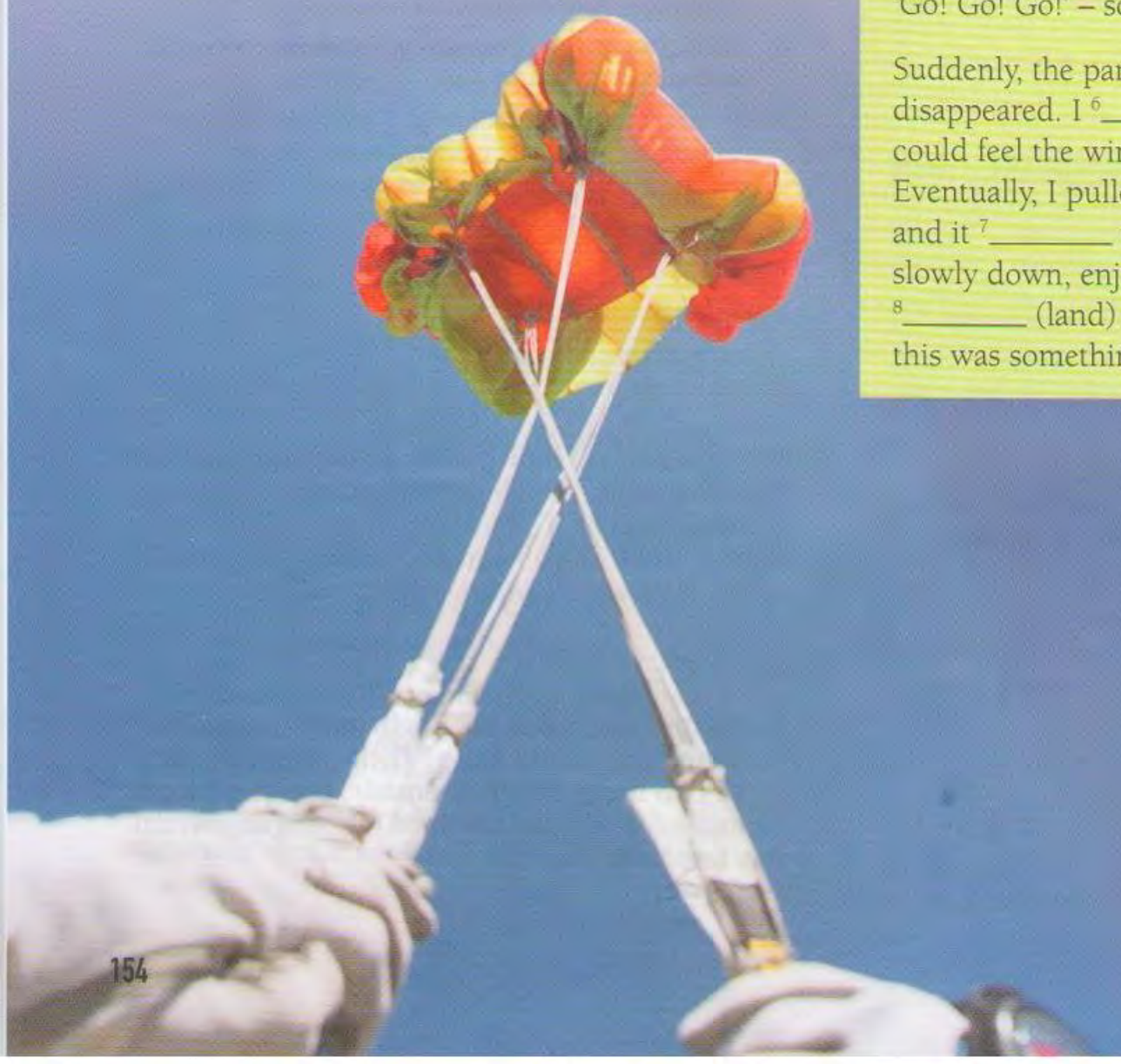
4 **Work in pairs. Discuss the questions.**

- Do you know anyone who has done a parachute jump?
- Would you like to do one? Why? / Why not?
- Would you like to do any of these other dangerous things? Are there any you have done already?
  - go whitewater rafting
  - go mountaineering
  - do a bungee jump
  - go hang-gliding
  - hitchhike round the world
  - explore caves

It was dangerous, but I knew I had to do it. If there is one thing I love, it's a challenge. I moved my feet closer to the edge and looked down. I was just about to jump when it suddenly hit me. I was really going to do it! Nobody had believed me when I [1]_____ (say) I would do it, but there I was.

I moved my feet closer to the edge and looked down. It was a very long way to the ground! Everyone else [2]_____ (seem) so relaxed, but my heart [3]_____ (beat) like crazy. Just as I [4]_____ (think) about maybe changing my mind, the voice behind me [5]_____ (scream), 'Go! Go! Go!' – so I jumped.

Suddenly, the panic and the fear just disappeared. I [6]_____ (really / fly)! I could feel the wind rushing past me as I fell. Eventually, I pulled the cord on my parachute and it [7]_____ (open) – thankfully! I floated slowly down, enjoying the incredible views. I [8]_____ (land) safely and knew at once that this was something I wanted to do again.



KEY WORDS FOR WRITING

just about to, just as

Was / Were (just) about to + infinitive (without *to*) is used to talk about something you were planning to do before something else happened. *When suddenly* often follows *just about to*.

*I **was just about to jump when suddenly** it hit me!*

Just as is used to emphasise that two verbs happened at exactly the same time. It is more common to use the past continuous after *just as* but the past simple is also possible.

***Just as I was thinking** about maybe changing my mind, the voice behind me screamed, 'Go! Go! Go!'*

***Just as I turned on** the computer, I heard a bang and the lights went out.*

5 Match the two parts of the sentences.

1 I was just about to give up and stop looking
2 She was just about to go back to bed
3 We were just about to kiss
4 Just as the band appeared on the stage,
5 Just as we were all sitting down to eat dinner,
6 Just as I was walking out of the store,

a when she suddenly heard a strange noise downstairs.
b three men ran in, holding guns and pushed past me.
c when suddenly I saw something shiny in the dirt.
d there was a loud knock at the door.
e when my ex-boyfriend suddenly walked in.
f the woman next to me started screaming like crazy!

6 Work in pairs. Think of one more possible ending for each of the sentence beginnings 1–6 in Exercise 5.

7 Rewrite each pair of sentences as one sentence. Link your ideas using the words in brackets. Make any other changes you think are necessary.

1 We were planning to leave. Then they gave us a table. (just about to)

_____

2 I was planning to give up and go home. Then I saw him walking towards me. (just about to)

_____

3 I was planning to go to bed. Then the doorbell rang. (just about to)

_____

4 We were walking towards our car. A police car suddenly drove up and stopped right in front of us. (just as)

_____

5 We were starting to think the holiday was going to be a disaster. At that moment, the sun came out. (just as)

_____

VOCABULARY

Descriptive verbs

We can use descriptive verbs to make stories more exciting.

*The voice behind me **screamed**, 'Go! Go! Go!'*

8 Match the descriptive verbs 1–7 with their definitions a–g.

1 slam	a say very quietly
2 grab	b move very quietly / slowly
3 shout	c look at something for a long time
4 stare	d close; put something down angrily / loudly
5 rush	e say very loudly
6 creep	f run; go in a hurry
7 whisper	g take hold with your hand suddenly

9 Work in pairs. Take turns to act the words from Exercise 8. Can your partner guess what you are doing?

10 Complete the sentences with the correct form of the verbs from Exercise 8.

1 The train was leaving in ten minutes so we _____ to the station.
2 He ran out and _____ the door shut behind him.
3 I _____ at the paper. I couldn't believe what it said.
4 Just as I was leaving, someone _____ my bag and ran off.
5 It was chaos. Everyone was screaming and _____ .
6 I _____ down the stairs, trying not to make a noise.
7 I tried to _____ the answer to my friend but the teacher heard me.

PRACTICE

11 Look at the exam questions below and choose one.

a Write a story that starts with one of the following lines:
- It was three o'clock in the morning when the phone rang.
- It was dangerous, but I knew I had to do it.

b Write a story that ends with one of the following lines:
- ... and that was the best day of my life.
- ... and that was the worst day of my life.

12 Plan your story. Then work in pairs and discuss your ideas. Can you think of any ways to make the story more exciting?

13 Write the story. Use between 150 and 180 words.

4 WRITING Making requests

SPEAKING

1 Check you understand the words in bold. Then work in pairs and discuss the questions.

- When was the last time you **did** a friend **a favour**? What was it?
- When was the last time you **asked** a friend **to do you a favour**? What was it? How did you ask? What did they say?
- Do you **owe** anyone **a favour** at the moment?

GRAMMAR

Indirect questions

In writing, we often avoid direct requests and questions. Notice how the word order changes after the indirect question phrase. For example:

Can you *send me the files as soon as possible?* →

Do you think you could *send me as soon as possible?*

How much ***is it?*** →

Could you tell me *how much* ***it is****?*

2 Complete the indirect questions by putting the words in brackets in the correct order.

1 **Could you do me a favour and** _____ (it / now / for / buy / me) and then I'll pay you back later?

2 **Do you think** _____ (could / ring / give / him / a / you) and speak to him about it?

3 **Is there any way** _____ (letter / could / this / you / translate) for me?

4 **I was wondering** _____ (could / if / me / you / send / possibly) some samples of your work?

5 **Could you tell me** _____ (everything / when / be / will / collect / to / ready)?

3 Write a different ending for each of the five indirect question starters in bold in Exercise 2.

WRITING

4 Read these four emails and complete them with one word in each space.

5 Work in pairs. Discuss these questions for each email.

- Who is writing to whom?
- What phrase(s) are used to say thank you?
- Do you think the requests are reasonable? If not, why not?
- Are there any requests you would not ask or would refuse to do? Why?

1

Dear Sir/Madam,

I have already [1]_____ a reservation under the name of Rosario for the 18th–20th January. Would it be possible to stay an extra night on Saturday 21st January? If not, do you [2]_____ you could inform me as [3]_____ as possible as I will then need to make other arrangements.

Many thanks.

Yours faithfully,

Sandra Rosario

2

Hi Zarina,

Just a quick one to [1]_____ thank you for the email. I love the photos! Is there any [2]_____ you could print them out, though, as my printer isn't very good? I'd [3]_____ to frame the photos and put them on my wall.

Michaele

3

Dear Margot,

Long time, no see. How are you? I've been very [1]_____ finishing my final dissertation for my Master's. It's 20,000 words, so I haven't been out much! I've attached it here. As your English is so good, could you do me a big [2]_____ and look through it carefully to check it's OK? I'd [3]_____ really grateful.

Cheers,

Olaf

4

Dear Mario,

Just a quick email to [1]_____ you know when I'll be arriving in Milan. The flight gets in at 05.10 on Friday morning. Actually, I was [2]_____ if you could possibly come and pick me up, if it's not too much trouble? I'd be really grateful as I'll have loads of luggage.

[3]_____ the best,

Andre

VOCABULARY

Synonyms

In the first email, Sandra asks if they can *inform her as soon as possible*. *Inform* is a synonym for *tell*. We can use synonyms to make something sound more formal or more 'chatty', but often there is no difference in formality.

6 Match the verbs in italics 1–8 with their synonyms a–h. Which verbs are more formal?

1 *request* a refund	a pick up
2 *collect* Maria from the airport	b send on
3 the flight *arrives* at five	c get in
4 *inform* me when it is ready	d fill in
5 *enquire* about prices	e ask for
6 *complete* the form	f say sorry
7 *forward* the email to him	g ask
8 *apologise* for the error	h tell

7 Work in pairs. Tell each other about the last time you:

- requested something by email.
- informed someone of something by email.
- enquired about something by email.
- completed a form.
- sent on an email, message or link.
- apologised for something.

KEYWORDS FOR WRITING

as

We saw in Writing 3 that *as / just as* is sometimes used to mean *while*. *As* is also very commonly used to mean *because*.

***As** your English is so good, could you do me a big favour and look through it carefully to check it's OK?*

*I'd be really grateful **as** I'll have loads of luggage.*

As is also used in certain common expressions.

*Do you think you could inform me **as soon as possible**?*

8 Use the ideas below to write five requests and add reasons using *as*. Use one of the expressions from Exercise 5 to say thanks.

look after the kids?

Is there any way you could look after the kids on Friday as we have tickets for the theatre? We'd be really grateful.

1 send me another copy of the invoice?
2 give me a lift?
3 stay at your place for a few days?
4 extend the deadline for my essay?
5 complete the work by Thursday?

9 Complete the sentences below with these expressions.

a as far as I know
b as far as the hotel is concerned
c as soon as you hear
d as soon as you arrive
e as quickly as you can
f as soon as possible

1 Do you think you could email me _____ any news as I'm a bit worried about him?
2 When you arrive, you need to go _____ to Terminal B as there isn't much time for the transfer between fights.
3 Give me a call _____ at the station and I'll come and pick you up. Just wait outside the main entrance.
4 _____, it's all booked and confirmed. Is there any way you could sort out the car hire, though, as I don't have a driving licence?
5 Could you let me know _____ whether you can come or not as we need to make the booking?
6 _____, the shuttle bus runs all night, but perhaps you should ring the tourist information office to check.

PRACTICE

10 Work in pairs. First, working on your own, write two short emails making requests. One should be to a hotel or company and the other should be to your partner. Use as much language from this lesson as you can.

11 Swap your emails with your partner. Write a reply to each one.

5 WRITING Formal emails

SPEAKING

1 Work in groups. Discuss the questions.

- What things need doing when you organise the following?
  - a meeting
  - a wedding
  - a group excursion
  - a conference
  - a party
- Which is the most difficult thing to organise? Why?
- Have you ever been involved in organising any of these things? How easy was it?
- Did you have to make any changes or compromises?

WRITING

Fourteen 16-year-old schoolchildren are going on an exchange visit to Valencia, Spain. One of them has written to the organisation arranging the trip to ask to change the programme.

2 Read the email below. If you were Ms Roberts, would you agree to the change? Why? / Why not? What ways does Simon Holden use to try to persuade Ms Roberts?

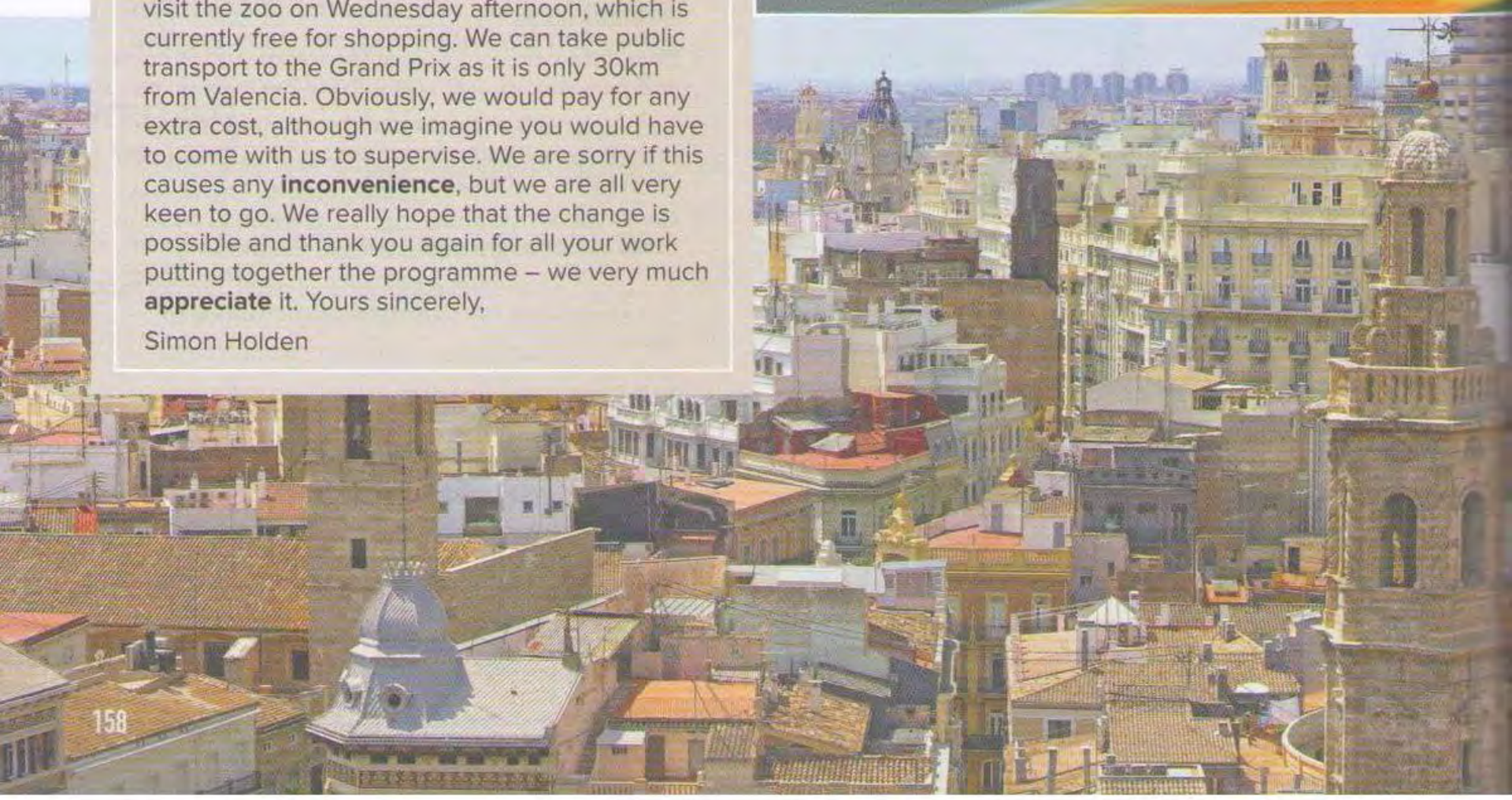
3 Work in pairs. The email should have paragraphs to organise the different information and make it easier to read. Mark where you would start each new paragraph with //.

To roberts14@ex-spain-ge.es
From simonholden@exploremail.com

Dear Ms Roberts,

I am writing on **behalf** of the students who are going on the trip to Valencia in October. Firstly, can we say **thanks** for all your hard work organising the trip. On the **whole**, it looks great and we are all very much looking forward to it. However, we were **wondering** if we could possibly suggest one change. The Sunday after we arrive, there is a motorcycle Grand Prix in Cheste and ten of us would like to go. Currently, we are **scheduled** to go to the zoo that day and are free after lunch. Although we are sure the zoo is really nice, it seems a shame to miss such a big event while we are there, and Cheste is supposed to have a very special atmosphere. The four who are not interested in the motorcycling said they do not mind missing the zoo either. **Alternatively**, we could visit the zoo on Wednesday afternoon, which is currently free for shopping. We can take public transport to the Grand Prix as it is only 30km from Valencia. Obviously, we would pay for any extra cost, although we imagine you would have to come with us to supervise. We are sorry if this causes any **inconvenience**, but we are all very keen to go. We really hope that the change is possible and thank you again for all your work putting together the programme – we very much **appreciate** it. Yours sincerely,

Simon Holden



4 **More formal writing has some rules such as those below. Find an example of each in the email.**

1 Use surnames to address people.
2 Use full forms, not contractions (e.g. *did not* rather than *didn't*).
3 Avoid direct questions.
4 Use more formal words (e.g. *request* rather than *ask for*).
5 Use formal ways to sign off.

5 **Look at the words in bold in the letter. Underline the whole chunk you could use for a similar letter.**

6 **Work in pairs. Cover the email and complete the extracts with one word in each space.**

1 _____ _____ _____ _____ behalf _____ the students who are going on the trip to Valencia.
2 Firstly, _____ _____ _____ thanks _____ _____ _____ _____ _____ organising the trip.
3 _____ _____ whole, it looks great and we are all very much looking forward to it.
4 ... we _____ wondering _____ _____ _____ _____ suggest one change.
5 _____ , _____ _____ scheduled _____ go to the zoo ...
6 Alternatively, _____ _____ visit the zoo on Wednesday ...
7 We _____ _____ _____ _____ _____ _____ inconvenience, but we are all very keen to go.
8 Thank you again for all your work putting together the programme – _____ _____ _____ appreciate _____ .

KEYWORDS FOR WRITING

however, *although* and *but*

However, *although* and *but* can all have a similar meaning, but they use different grammar.

7 **Look at these sentences from the email and complete the rules below.**

a ***Although*** *we are sure the zoo is really nice, it seems a shame to miss such a big event.*
b *On the whole, it looks great and we are all really looking forward to it.* ***However****, we were wondering if we could possibly suggest one change.*
c *We are sorry if this causes any inconvenience,* ***but*** *we are all really keen to go.*

1 _____ and _____ connect two parts of the same sentence. _____ usually starts the sentence, but can come in the middle.
2 _____ always connects to an idea in a previous sentence. It usually starts the second sentence, but it can come in the middle or at the end of the second sentence.

8 **Complete the sentences with one word in each space.**

1 _____ it would be nice to visit the museum, we don't have enough time.
2 It's a very full programme. _____ , there is space for one more visit on Monday afternoon.
3 We would really like to go to the exhibition, _____ we were wondering if we could go on Tuesday instead of Sunday.
4 Thanks again for your help. _____ we realise these last minute changes are inconvenient, we are sure they will improve the programme.
5 On the whole, everything seems to be very clear. I do have couple of queries, _____ .

9 **Rewrite each pair of sentences as one sentence using the words in brackets and the correct punctuation.**

1 Giving all the participants a souvenir is a nice idea. It might be a bit too expensive. (but)
_____
2 I personally like rock music. Some of those attending might prefer something different. (although)
_____
3 The menu for the dinner looks great. I think we should have a better option for vegetarians. (however)
_____

VOCABULARY *Programme*

10 **Complete the collocations with *programme* by using the correct form of these words.**

exciting	include	put together
full	last-minute	swap

1 Thank you for all your hard work _____ the programme.
2 We were wondering if we could make two _____ changes to the programme.
3 Alternatively, we could _____ some things round in the programme.
4 Currently, it is a very _____ programme. Could we perhaps drop something from the programme and make room for some free time?
5 It looks like a very _____ programme of events and we are very much looking forward to it.
6 We regret to inform you we will be unable to _____ your talk in the programme.

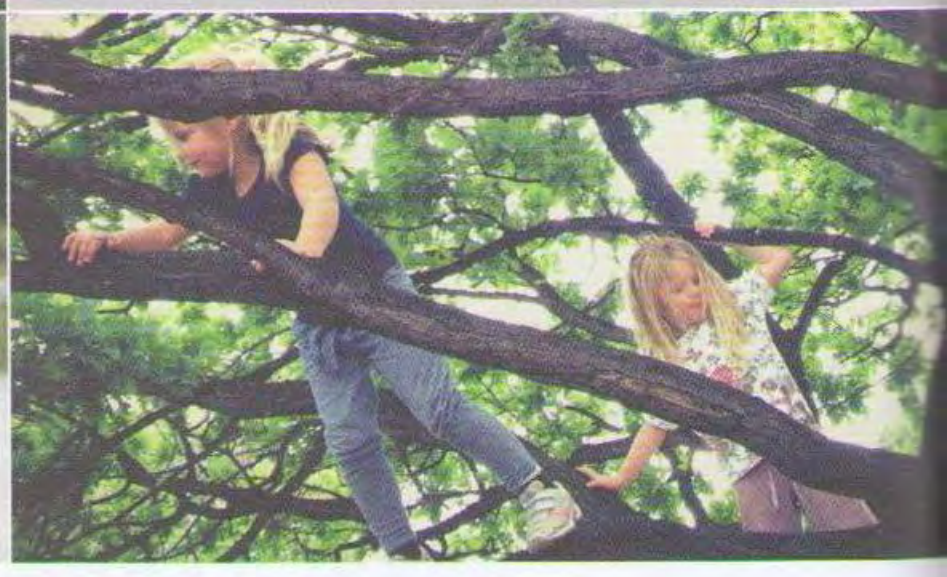
PRACTICE

11 **Work in pairs. Plan a week's programme for a group of exchange students visiting where you live or a programme of lectures and activities for a company team-building day.**

12 **Swap your programme from Exercise 11 with another pair. With your partner, discuss what you would change in the programme, why you would change it and how.**

13 **Write a formal email to the organisers to request your changes. Use as much of the language from this lesson as you can.**

6 WRITING Reports



SPEAKING

1 Work in pairs. Discuss the questions.

- Look at the photos. What kind of age group do you think the activities / places are good for?
- What other activities / places are good for the following ages?
  3–6 12–15
  7–11 16–18
- What facilities are there for young people where you live? Do you think there are enough? Why? / Why not?

WRITING

2 Read the report on the facilities for young people in a Spanish village called Rocafort. Then work in pairs and discuss the questions.

- Do you think the area is better or worse for young people than where you live? Why?
- Can you think of any other services or facilities that could be provided for the young people of Rocafort?

CURRENT YOUTH PROVISION IN ROCAFORT

Introduction

At present, there are only a limited number of things for young people to do in Rocafort. As a result, the main free-time activity is simply hanging out in the street.

Sports

There is a small outdoor sports centre, which has a football pitch, a basketball court and two tennis courts. In addition, there is a swimming pool, although this is only open from July till the first week in August. Nearby, there is a small park with a climbing frame and swings.

Other activities

The village has a social centre that runs classes in dance and yoga two days a week. For younger children, there are painting classes. This centre also has a small cinema screen and auditorium. However, this is rarely used.

Recommendations

As far as classes are concerned, the council could provide a wider range for all age groups. For example, they could do drama or run music groups. More could be done with the cinema: why not show regular films on Friday evenings or Saturday mornings?

In terms of the sports facilities, the council could provide more organised teams and subsidise coaching sessions. Finally, the council should consider covering the swimming pool so it could be used in winter.

3 **Look at the report again. Underline all the examples of the passive that you can find. Then work in pairs and discuss why the passive is used in writing reports.**

4 **Find four ways of giving advice / making recommendations in the report.**

VOCABULARY Describing facilities

5 **Complete the sentences using words from the report.**

1 There are only a limited _____ of classes you can go to.

2 The problem is that there's nowhere safe for kids to _____ out with their friends.

3 There are several squash _____ and table tennis tables.

4 The school _____ a drama club in the evenings. Anyone can go.

5 There is a sauna at the sports centre, but for some reason it is _____ used.

6 The cinema could put on a _____ range of films.

7 More could be _____ with the existing facilities – why not open them in the evenings?

8 The government should _____ swimming pools so everyone can afford to use them.

9 The council should _____ providing free sports equipment.

6 **Work in pairs. Discuss the questions.**

- Where do kids hang out in your town / area? Is it a problem?
- Does the government subsidise anything in your area?
- Are there any places / facilities you know which are underused? How could more be done with them?
- Is there anything your local council should consider doing?

KEY WORDS FOR WRITING

Referring to things

We often refer to particular things in a report using *as far as X is / are concerned* or *in terms of X*.

***As far as classes are concerned**, the council could provide a wider range for all age groups.*

***In terms of the sports facilities**, the council could provide more organised teams.*

7 **Match the two parts of the sentences.**

1 As far as public transport in the area is concerned,
2 In terms of the canteen,
3 As far as the hotel facilities are concerned,
4 In terms of security,
5 As far as the French classes are concerned,
6 In terms of the park,

a the number of students should be reduced.
b the owners should consider building a swimming pool.
c more could be done to stop robberies.
d most people are satisfied with the quality of food.
e there's a good range of play equipment for younger kids.
f many complain that the trains do not run late enough.

8 **Think of the area where you live. Complete the sentences with your own ideas, explaining how people feel or how things could be different.**

1 As far as public transport is concerned, ...
2 As far as schools are concerned, ...
3 In terms of sports facilities, ...
4 In terms of things for young people, ...

9 **Work in pairs. Discuss your sentences from Exercise 8. Do you agree with your partner's ideas?**

PRACTICE

10 **Write a short report on one of the following.**

- Facilities for young people the place where you live
- Public transport where you live
- Your school / university / workplace

Write about the current situation and make some recommendations about how things could be improved. Use the passive where appropriate and add suitable subheadings at the start of each new section.

7 WRITING Opinion-led essays

SPEAKING

1 **You are going to read a short essay about cars. First, work in pairs and discuss the questions.**

- What kind of car do you / the people in your family have?
- Do you have a favourite kind of car?
- What is the traffic like where you live?
- Do you use the car much? To go where?

WRITING

2 **Look at the essay title below. Write three reasons why people might agree with the statement in the title and three reasons why people might disagree.**

'Cars are no longer the best means of transport.' How far do you agree with this statement?

Cars are good because ...	*Cars aren't good because ...*
1.	1.
2.	2.
3.	3.

3 **Work in pairs and compare your ideas. Then discuss how far you agree with each of the reasons you thought of.**

4 **Read the essay. Does the writer think the same as you?**

5 **Complete the essay with these words.**

obviously	However	Otherwise	Secondly
Firstly	thirdly	In conclusion	Personally

6 **The list below contains six pieces of advice for writing essays. Find examples in the essay of where the writer follows each piece of advice.**

DOS AND DON'TS FOR OPINION-LED ESSAYS

1 Show you know why the question is being asked by giving examples of current trends or problems connected to it.
2 Make your own opinion clear in your introduction.
3 Allow space for points of view you disagree with and explain why you disagree with them.
4 Use paragraphs.
5 Avoid using *you*. Use impersonal forms like *people* or *one*.
6 Do not use contractions like *it'll* or *that'd*. Use full forms instead.

GRAMMAR

Describing trends

We usually begin introductions to opinion-led essays by describing trends or problems connected to the title. This helps to show the reader we understand why this question is important. To describe trends, we often use a 'double' comparative.

Traffic is getting ***worse and worse*** *every year.*

Cycling is becoming ***more and more popular.***

More and more people *are moving out of the city.*

Fewer and fewer people *have driven to work as a result of the congestion charge.*

The number of cars on our roads has increased a lot over the last twenty years. Traffic is getting worse and worse every year and we are slowly running out of oil. As such, it is worth asking if cars are still the best way to travel. [1]_____, I do not believe they are.

There are several reasons why cars remain so widely used. [2]_____, they allow one to get directly from A to B. [3]_____, people feel comfortable in their cars and [4]_____, the car industry is a large employer and has influence with the government.

[5]_____, in the long term we [6]_____ need to find alternatives to the car. [7]_____, we will end up unable to move round our cities, as our streets become full of traffic. Road deaths will increase and there will be terrible environmental damage. It is time to limit car use and to encourage greater use of public transport and bicycles.

[8]_____, while car users may want to continue using their vehicles, other options must be explored more fully.

7 **Complete the introduction sentences below by making 'double' comparatives with these words. The first one is done for you.**

bad	expensive	less	more
cheap	few	long	old

1 As property becomes *more and more expensive*, children are living at home _____, with the average home-leaving age now well over 30.

2 Public transport has improved dramatically over the last few years. Despite this, _____ people are driving into the city centre to work every day.

3 Crime is getting _____ at the moment. The government recently increased the amount of money available to the police, but this has not made much difference.

4 We are constantly demanding _____ food. As financial pressures grow, animals are given _____ space to live in and the risk of diseases resulting from poor conditions is growing every year.

5 _____ people are having children these days. The average age to become a mother is getting _____. As such, the birth rate is dropping quite dramatically.

8 **Work in pairs. Discuss which trends in Exercise 7 are the same in your country – or how they are different.**

9 **Write similar introduction sentences to those in Exercise 7 for the two essay titles below.**

'The Internet has destroyed both jobs and profits for far too many people.' Discuss.

'Fast food is having a terrible effect on the health of the nation. As such, it should be banned.' Do you agree?

KEY WORDS FOR WRITING

as such

To introduce results or conclusions, we often use *as such*. It means 'because what has just been said is true'. It usually begins a sentence and is followed by a comma.

Traffic is getting worse and worse every year and we are slowly running out of oil. ***As such,*** *it is worth asking if cars are still the best way to travel.*

10 **Match sentences 1–5 with the results / conclusions a–e.**

1 Many people nowadays are too busy to meet potential partners in the traditional way.

2 The war had become one disaster after another.

3 Over the last few years, the company has decided to do a lot more e-marketing.

4 More and more people are suffering from depression.

5 The school had the best results in the country last year.

a As such, sales have grown dramatically.

b As such, it is important to learn from its success.

c As such, Internet dating is growing in popularity.

d As such, the decision was made to bring the army home.

e As such, research into the factors affecting happiness has become more and more important.

11 **Work in pairs. Think of one more possible sentence that could follow each sentence 1–5 in Exercise 10. Start each one with *As such*.**

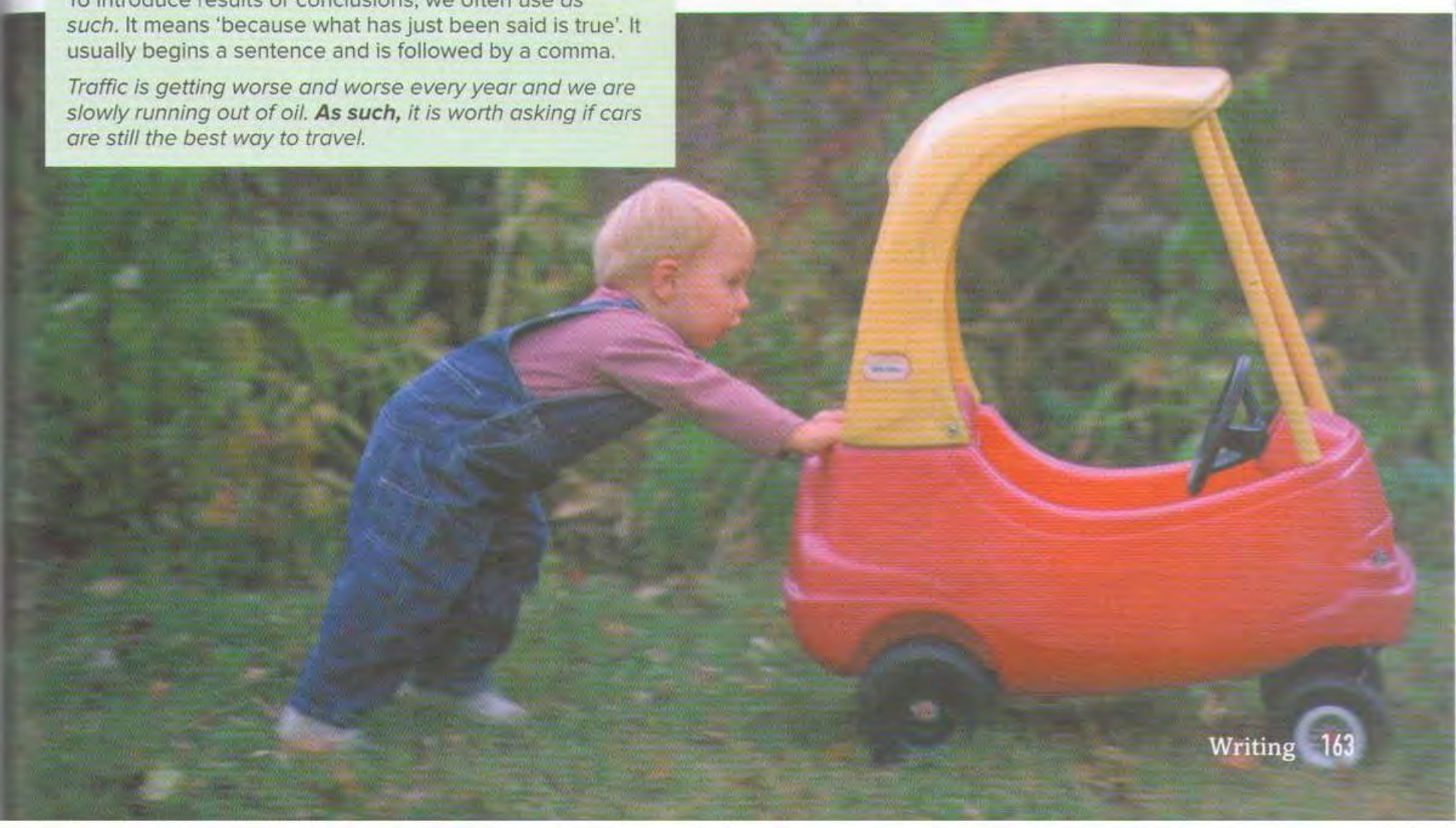
PRACTICE

12 **Work in pairs. Choose either the title below or one of the titles in Exercise 9. Discuss possible reasons why people might agree or disagree with the main statement in the title you choose. Then discuss your own opinions.**

'Some sports and entertainment stars earn far too much money.' How far do you agree with this statement?

13 **Plan the content of each of your paragraphs. Use the model essay in this lesson to help you.**

14 **Write the essay. Use between 150 and 180 words. Use as much language from this lesson as you can.**



8 WRITING Reviews

SPEAKING

1 Work in groups. Discuss the questions.

- How often do you watch films?
- What kinds of films do you usually enjoy watching?
- Are there any kinds of films you usually avoid? Why?
- Do you prefer to watch films at the cinema or at home? Why?
- How do you decide what film you want to watch? Do you ever read reviews?
- Have you ever been given a recommendation which turned out to be a bad one?

VOCABULARY Describing films

2 Match the descriptions below to these words.

moving	gripping	entertaining
uplifting	hilarious	scary

1 I couldn't stop laughing. It's great.
2 It's so sad! I was in tears at the end of the film.
3 Some scenes make you jump out of your seat and it could give you nightmares!
4 It's really exciting. You just never know what's going to happen next.
5 Although she has a difficult life, the film leaves you feeling really happy and positive. It's a very inspiring story.
6 I enjoyed it. It's a fun film. It's got everything – a great cast of actors, lots of action, a good soundtrack.

3 Complete the sentences below with these adjectives.

acted	chosen	directed
filmed	set	written

1 The film is _____ in Belfast in the early 1970s.
2 The main character is superbly _____ by Leonardo DiCaprio.
3 It has a very well-_____ script, full of jokes.
4 The mountains and countryside are beautifully _____ .
5 The film is brilliantly _____ by David Fincher.
6 The soundtrack contains several well-_____ songs, which really remind you of the time the film is set in.

4 Choose four adjectives from Exercises 2 and 3. Use them to tell a partner about films you know.

WRITING

5 Read this online article recommending three films. Then work in pairs and answer the questions.

1 Have you seen any of the films? Do you agree with the descriptions?
2 Would you like to see any of the films? Why? / Why not?
3 What tense is used to describe the plot in each review?
4 Are you told the whole plot? If not, why not?
5 Can you find eight adverb + adjective collocations in the three reviews?

FILM ONLINE SEARCH

HOME MOVIE NEWS REVIEWS BLOGS

Three all-time favourites

LIFE IS BEAUTIFUL (LA VITA È BELLA)

★★★★★

This is a strangely uplifting film directed by and starring Roberto Benigni. It tells the story of an Italian man and his son who are sent to a concentration camp during the Second World War. While they are there, the father distracts the boy from all the bad things that are happening by turning their life into a game. The film has everything: it's funny, heartbreaking, superbly written and beautifully filmed.

SEVEN PSYCHOPATHS

★★★★★

When this thoroughly entertaining film begins, we see the Hollywood sign in the hills of Los Angeles, and it's very much about the whole process of creating movies. It features a well-chosen cast and stars Colin Farrell, who is a writer working on a film called … *Seven Psychopaths*! As part of his research, Farrell meets all kinds of strange people and the line between life and art becomes increasingly unclear. The film manages to be hilarious, complex and clever. I can't recommend it enough.

12 YEARS A SLAVE

★★★★★

The historical drama *12 Years a Slave* is a remarkable film about the experiences of Solomon Northrup, a free black man who was kidnapped while he was living in New York and then sold into slavery. The film is based on a true story and is both gripping and extremely moving. Directed by British filmmaker Steve McQueen, it's not an easy watch as it's very violent in places. However, it's a powerful story that is incredibly well acted.

KEY WORDS FOR WRITING

while, *when* and *during*

While, *when* and *during* show how two or more actions relate to each other in time. *While* and *during* introduce a continuing action or a period of time in which another action happens. *While* is followed by a clause (often using the past continuous). *During* is followed by a noun.

... a free black man who was kidnapped ***while he was living in New York****.*

It tells the story of an Italian man and his son who are sent to a concentration camp ***during the Second World War****.*

When introduces a finished action. It is usually followed by a clause using the present or past simple.

When *this thoroughly entertaining film begins, we see the Hollywood sign in the hills of Los Angeles ...*

Note that you can also use *when* instead of *while* for continuous actions, but *while* is more common.

6 **Decide if both options are possible in each sentence. If not, choose the correct option.**

1 The film takes place *during* / *when* the Gulf War in 1990.

2 They fall in love *when* / *while* she is planning his wedding!

3 *While* / *During* he's not looking, he puts a drug in her drink.

4 *While* / *During* the night, the toys come alive.

5 Things start to go wrong *when* / *while* the main character decides to change his name.

6 *While* / *During* the parents are away, he has to defend the house against robbers.

GRAMMAR

Adding information after nouns

7 **Read the Grammar box. Then match each sentence a–f to one of the three ways (1–3) we add information after nouns.**

We often add information after nouns in three different ways:

1 by using *-ed* / *-ing* participles

This is a strangely uplifting ***film directed by*** *and* ***starring*** *Roberto Benigni.*

2 by adding a prepositional phrase

The historical drama 12 Years A Slave is a ***remarkable film about the experiences of Solomon Northrup****.*

3 by using relative clauses

It features a well-chosen cast and stars ***Colin Farrell, who is a writer*** *...*

a This a moving love story about *a disabled woman*.

b This is a comedy action film starring *Akshay Kumar*.

c The film is directed by Lasse Hallstrom, who also directed *The Cider House Rules*.

d The film is set in a small town during *the mayoral election*.

e The main character is a *brilliant but lonely doctor* superbly played by *Jennifer Jenkins*.

f The documentary follows the lives of *four couples* who have recently *emigrated to Australia*.

8 **Work in pairs. Replace the words in italics in the sentences in Exercise 8 with ideas of your own. Think of two possible alternatives for each sentence.**

PRACTICE

9 **A film magazine has a competition inviting readers to send in a review of three films. Each week they publish one winner. Write your entry for one of the choices below. Use between 180 and 225 words.**

- Three best films of last year
- Three films for a Sunday afternoon with the family
- Three classics
- Three films for three different moods

GRAMMAR REFERENCE

1 FIRST CLASS

AUXILIARY VERBS

do

We use forms of the verb *do* with the infinitive (without *to*).

***Do** you **like** Indian food?* (present simple)
*We **don't live** very near each other.* (present simple)
***Does** your brother **live** near you?* (present simple)
*He **doesn't** really **like** this kind of music.* (present simple)
***Did** you **have** a good time last night?* (past simple)
*I **didn't go** anywhere last night.* (past simple)

have

We use forms of the verb *have* with the past participle form of the verb.

***Have** you ever **eaten** snake?* (present perfect simple)
***Has** your brother **been** to Lisbon before?* (present perfect simple)
*I **haven't been** there.* (present perfect simple)

be

We use forms of the verb *be* with the *-ing* form of the verb.

*What **are** you **studying**?* (present continuous)
*She **isn't feeling** very well.* (present continuous)
*Where **were** you **living** at the time?* (past continuous)
*What **was** she **doing** in Kazakhstan?* (past continuous)

Notice how we combine *have* and *been* to form the present perfect continuous.

*How long **have** you **been studying** English?*
*He **hasn't been working** there very long.*

We also use the verb *be* with the past participle to make passive forms of the verb.

*What language **is** that **written** in?* (present simple)
*When **was** this film **made**?* (past simple)

Exercise 1

Choose the correct option.

1 I heard you were ill yesterday. *Is / Are / Does* you feeling better now?
2 *Do / Does* you and your sister get on OK?
3 Where *did you / were you* born?
4 *Did / Have / Were* you visited many foreign countries?
5 *Have / Has / Is* your parents met your girlfriend yet?
6 Where *were / did / does* your parents first meet?
7 How long *you been / have you been* waiting?
8 How long *is / have / has / does* he been married?

Exercise 2

Make negative sentences by adding the correct auxiliary + *not* / *-n't*.

1 She _____ working today, I'm afraid. I think she's sick.
2 Can we go somewhere else? I _____ really like this place very much.
3 I don't see my sister very often. She _____ live very near me.
4 I _____ working at the moment. I need to find a job!
5 When I told them, they _____ believe me. They said I was lying!
6 We _____ going away anywhere during the holidays. We're just staying at home.
7 He _____ studied for his exams at all! He's going to fail!
8 She went home because she _____ feeling very well.
9 I feel bad because I _____ done the homework for today.
10 He speaks really well given that he _____ been studying for that long.

In the examples and exercises above, you have met different forms. You will meet all these forms again in the book.

Past simple and past continuous	Unit 1
Present simple and continuous	Unit 2
Present perfect simple and past simple	Unit 3
Present perfect continuous and past simple	Unit 4
Present perfect simple and continuous	Unit 9
Passives	Unit 11

NARRATIVE TENSES

Past simple

Add *-ed* to the infinitive (without *to*). Some past forms are irregular, such as *spoke*, *fell* and *met*. To make a negative, use *didn't* + infinitive (without *to*). The past simple is the most common tense used when telling stories. It shows the events followed each other in order.

*I **heard** a noise and **turned** round to look. I **didn't see** the hole in front of me and so I **tripped** and **fell**. I **hurt** my knee quite badly.*

Past continuous

Use *was / were* + *-ing* form.

*I / She / He **was(n't)** wait**ing** for a long time.*
*It **was(n't)** rain**ing** outside.*
*You / We / They **were(n't)** work**ing**.*

We often use the past continuous at the beginning of the story to give background information – the events taking place around the time of the story.

*Something similar happened to me when I **was living** in Dubai. One day, I was at work ...*
*Anyway, last year I **was filming** in Sumatra and at dinner one day ...*

The past continuous shows an action was unfinished or stopped by another action.

*I **was walking** down the street when I heard a noise behind me. I turned round to look and tripped and fell.* (= I fell before I got to the end of the street.)

Past perfect simple

Use *had* + past participle.

I / She / We / They etc. ***had(n't) seen** the film before.*
***had(n't) spoken** to him.*

The past perfect shows the 'past in the past' – an action that happened before something else we already talked about. It often goes with words like *previously*, *already* or *before*.

*I suddenly remembered I **hadn't turned off** the cooker, so I went back home, but by the time I got there, the kitchen **had already caught** fire.*
*I knew quite a lot of people in the music industry because I'**d previously been** in a band.*

Exercise 1

Match six sentence starters from 1–12 with the sentence endings a–f. There are six sentence starters you don't need.

1 I was really surprised he failed the exam because
2 I asked them to turn the music down because
3 He didn't post the letter because
4 He didn't post the letter, even though
5 We were running out of petrol, so
6 We ran out of petrol, so
7 When she told us she was thinking of becoming a model,
8 I think she got upset because
9 By the time we got there the show had already started, so
10 When we got there the show was just starting, so
11 I met my girlfriend while
12 I met my girlfriend and then

a we stopped at a garage.
b he'd studied a lot.
c we went to a friend's for dinner.
d we didn't really miss much.
e I'd reminded him at least three times.
f we were laughing at her.

Exercise 2

Complete the story with the correct form of the verbs.

I remember a mistake I made when I [1]_____ (teach) English in Argentina. I [2]_____ (learn) a bit of Spanish before in the UK, but I wasn't very accurate or fluent. Anyway, I was in class one day trying to get the students to talk, but they [3]_____ (not / say) anything, so I said in Spanish, 'Don't get embarrassed! We all make mistakes. Just try.' The students [4]_____ (look) surprised and said 'Embarazada?' 'Yes,' I said, 'I know how you feel because I'm a Spanish student and I'm embarrassed too sometimes.' I later found out I [5]_____ (not / use) the right word – *embarazada* actually means pregnant! After that being 'embarrassed' [6]_____ (become) a joke in class and I never [7]_____ (make) that mistake again! Funnily enough, though, the students actually [8]_____ (start) talking a bit more English in class as a result.

2 FEELINGS

LINKING VERBS

The most common linking verbs are *be, look, seem, feel, sound, taste* and *smell*. After these linking verbs, we use one pattern when they are followed by an adjective and different patterns when they are followed by a clause or a noun.

Linking verb + adjective

The verbs can be followed by an adjective without adding any other words (apart from adding modifiers like *very, a bit,* etc. to the adjective).

*I **feel fine**.* *This cake **tastes strange**.*
*He **looked a bit upset**.*

Linking verb + clause

When these verbs are followed by a clause, the verbs can be followed by *as if* or *like*.

*You **look as if** you're in a very good mood. How come?*
*I feel guilty. I **feel as if** it's my fault.*
*You **sound like** you're better.*

DID YOU KNOW?

Like and *as if* mean the same thing in this context. However, some people believe that using *like* with clauses is wrong or too informal. In exams and when writing, it may be better to use *as if.*

Linking verb + noun

When these verbs are followed by a noun, add *like*. It means *the same as*, or *similar to*.

*She **looks like** a model!* *It **tastes** a bit **like** chicken.*

Exercise 1

Decide which five sentences are incorrect then correct them.

1 Do you understand? You still look like a bit confused.
2 She said the flight would cost €50 and the hotel €30 a night, which sounds like a really good deal.
3 I had to tell him the bad news. I felt as if terrible afterwards.
4 Don't eat that. It tastes like really disgusting.
5 It's quite frustrating in the class. It sometimes seems as if I'm the only person who wants to study and learn.
6 She sounded like quite upset the last time I spoke to her.
7 I've only met him once, but what he said about women really annoyed me. He seemed like an idiot to me.
8 Do you think this dress makes me look like fat?

DID YOU KNOW?

These verbs are usually used in the simple tense. Sometimes people will use a continuous tense, but the meaning is the same. If in doubt, use the simple tense.

You're looking well! = *You look well.*
I'm feeling a bit ill. = *I feel a bit ill.*

PRESENT SIMPLE AND PRESENT CONTINUOUS

Present simple

We use the present simple to talk about habits / regular repeated activities. We also use the present simple to talk about more permanent things.

*I **train** on Saturdays.* (= a habit / regular repeated activity)
*I **live** in Budapest.* (= this is always true)

We explain 'how often' using adverbs such as *usually, often, sometimes, hardly ever, never.*

*I **usually** play football on Wednesdays.*

Present continuous

We use the present continuous to talk about temporary, unfinished activities.

*She**'s staying** with her brother on the coast.*
*This weather's depressing! It**'s raining** again.*

To emphasise that something is temporary, we often use expressions such as *at the moment, currently, this week* and *this month*.

*I**'m reading** a great book **at the moment**. I'll lend you it when I've finished it.*

We also use the present continuous to talk about things in the future that are already arranged with other people.

*I**'m going** out for dinner with a client **on Friday**.*
*We**'re getting** married in the summer.*

Some verbs are normally used in the simple tense even when the situation is temporary.

*Are you OK? You **seem** a bit sad.*
*I **don't want** to talk about it at the moment. I'm still really upset about it.*

Here are some other verbs like this:

agree	believe	belong	depend	disagree	doubt
forget	hate	know	like	matter	mind
need	owe	own	prefer	realise	sound
seem	suppose	taste	want		

Exercise 1

Choose the correct option.

1 A: What are the hours like where you work?
B: OK. *I'm usually just working / I usually just work* nine to five, but this month *I'm doing / I do* a lot of extra hours because we've got a really tight deadline to meet, so *I'm starting / I start* at nine in the morning and *finishing / finish* at nine or even ten at night most days.

2 A: Where do you work?
B: Well, *I'm normally working / I normally work* in the centre of town, but next week *I'm working / I work* from home because they *decorate / are decorating* our office.

3 A: What does your job involve?
B: It's general office work, really. *I'm answering / I answer* the phone and *making / make* appointments for my boss, that kind of thing, but *we're holding / we hold* a conference in a couple of months, so at the moment *I'm sorting out / I sort out* lots of things for that as well.

Exercise 2

Decide which five sentences are incorrect then correct them.

1 Can you phone back later? I have dinner.
2 Ignore him. He's just being silly.
3 Is she seeing anyone at the moment?
4 I'm annoyed with him. He's still owing me money.
5 I don't need any help thanks. I just look.
6 I go to the shops. Do you want anything?
7 I'm not a tea drinker. I'm preferring coffee.
8 I love cycling. I belong to a local cycling club.

3 TIME OFF

FUTURE PLANS

There is no future tense in English and sometimes there is no real difference in meaning between two forms. Take any explanation of future forms as just a guide, not as fixed rules.

Questions about plans

We use the present continuous or *be going to* + infinitive (without *to*) to ask about plans.

*What **are** you **doing** this afternoon?*
***Are** you **going** away in the summer?*
*Where **are** you **going to stay**?*
*When **are** you **going to finish** work tonight?*

You can also ask:

Do you have any plans for today / this afternoon / the summer?

DID YOU KNOW?

Instead of saying *be going to go*, we often just say *be going*. It's shorter and easier to say. For example, we usually prefer *Are you going away?* to *Are you going to go away?*

Definite plans

We generally prefer to use *be going to* to talk about things that we have decided before we speak. The present continuous is also possible and doesn't change the meaning.

We generally prefer to use the present continuous to talk about arrangements we have made, but we can also use *going to*.

I'm going to travel round Vietnam later in the year.
I'm not going to have a holiday this year.
We're staying in a five-star hotel.
I'm seeing my grandparents on Sunday.

To show the plan or arrangement is an obligation, we use *have to* + infinitive (without *to*).

*I **have to work** long hours in July and August.*
*I **don't have to work** on Friday so we could go out then.*

Less certain plans

When we have not completely decided a plan or we want to show uncertainty, we use:

will + probably / possibly + infinitive (without *to*)
OR *probably won't* + infinitive (without *to*)

*I'm not absolutely sure, but **I'll probably go** out later.*
*We **'ll possibly go** out later, but it **probably won't be** for long.*

might / may (possibly) (not) + infinitive (without *to*)

*We **might not go** on holiday this year.*
*I **might have to work** right through the summer.*

be thinking of + -ing

A: *I'm **thinking of going** to China. I have a friend there who's invited me to visit. I'll see if I can afford it.*
B: *Really? When **are** you **thinking of going**?*

You may also see the patterns below that show the speaker hasn't fully decided:

It depends ... how much it is / if I have time / on the weather.
I'll see ... what happens / what the weather's like / if I can later.

Exercise 1

Decide if either one or both forms in italics are correct.

1 I can't wait for the holiday. *I have to / I'm going to* see my grandparents in Hong Kong.
2 My dad probably *won't come / isn't coming* with us. It depends how much work he has.
3 Over the holidays, *I have to / I'm having to* study for my exams. It's a pain.
4 We're thinking of *going / to go* to Cuba in April. It's supposed to be great.
5 A: What *are you doing / will you do* in the summer holidays?
B: I haven't decided really. *I'm going to / I might* just stay at home.
6 A: Do you have any plans *on / for* the weekend?
B: No, *I'm not doing / I'm not going to do* anything.
7 *I might possibly go / I'm thinking of going* travelling after I finish university. I'll see how much money I have.

will and making decisions

We prefer *be going to* or the present continuous to talk about plans that are certain and exist (i.e. already planned / arranged). However, we prefer *will* when we are making a decision or promise about the future now.

A: *I've just heard I have to go to a meeting later, so I can't drive you to the hospital.*
B: *Don't worry. **I'll take** the bus instead.*

Exercise 2

Complete the sentences below with the correct form (*will* or *be going to*) of these verbs.

text	be	call	come	see
get	go	visit	do	

1 A: I'm afraid I can't meet you at the station. I _____ in Spain on a work trip that day.
B: That's OK. I _____ a taxi to my hotel. It's not a problem.
2 A: My plane is landing at around half past six.
B: OK. Well, I _____ and meet you at the airport, then.
3 A: What are you doing tomorrow? Do you have any plans?
B: I _____ a client in the morning, but after that I'm free. I _____ you sometime after one.
4 A: I _____ home now. I'm tired and it's late. I need to sleep.
B: OK. I _____ you in the meeting tomorrow morning then.
5 A: So what _____ you _____ about it? Any idea?
B: Hey, my boss is here. Can't talk now. I _____ you back later.

PRESENT PERFECT SIMPLE

The present perfect simple is *have / has* + (*not / never*) + past participle.

*I**'ve been** to Hiroshima.*

*He**'s never been** there before.*

***Have** you (ever) **visited** there?*

The present perfect simple is used to introduce or list experiences connected to a present discussion.

A: *Do you know where Cologne is?*

B: *Yes. I**'ve actually been** there several times.*

A: *Why do you think you'll make a good English teacher?*

B: *Well, I**'ve done** some teaching before. I**'ve travelled** a lot. I**'ve been** to several countries in Europe and Asia, so I think I'll be good at talking to foreign students and I**'ve also tried** learning a language myself.*

When we use the present perfect simple, we don't usually say the exact time of the experience.

*~~I've been~~ I went there **when I was living in Germany.***

*~~I've done~~ I did some teaching **last year.***

Details about the experience are usually in the past simple. We often use a time phrase with these details, but not always.

*Well, I've done some teaching before. I **taught** computer skills to unemployed people back home. I've travelled a lot. I've been to several countries in Europe and Asia. I actually **went** to Japan **a few months ago.** So I think I'll be good at talking to foreign students. I've also tried learning a language myself. I **tried** to learn Japanese **before I went there**.*

Exercise 1

Complete the sentences with the correct form (present perfect simple or past simple) of the verbs.

1 One of the best places I [1]_____ (visit) is Isfahan in Iran. It's a very historic city. About 500 years ago, it [2]_____ (be) the capital of Persia. The capital [3]_____ (move) to Tehran quite a long time ago, though.

2 I [1]_____ (be) to some great places in my life but, without a doubt, Shanghai is the best. I first [2]_____ (go) there in 2002 and I [3]_____ (go) back three times since then. It's very different now to how it used to be. In 2002, there [4]_____ (not / be) as many skyscrapers and not that many people spoke English.

3 I know it sounds strange, but I [1]_____ (be) to Peru five or six times now, but I [2]_____ (never / go) outside of Lima, the capital. The last time I [3]_____ (be) there, I [4]_____ (plan) to visit Machu Picchu, but in the end I just [5]_____ (not / have) time.

4 A: [1]_____ (you / be) to Russia?
B: Yes, quite a few times. Why?
A: Well, we're thinking of going there on holiday this summer.
B: OK. Where to?
A: Maybe St. Petersburg.
B: Oh, OK. I [2]_____ (only / go) there once and it [3]_____ (be) quite a long time ago.
A: What [4]_____ (you / think) of it? [5]_____ (you / like) it?
B: To be honest, I [6]_____ (not / see) very much of it. I [7]_____ (be) only there for a few days. I [8]_____ (spend) a lot more time in Moscow as my company has an office there.

Answering present perfect questions

When we answer present perfect questions, we often use other tenses. Here are some common answers to the question *Have you ever been to ...?*

Yeah (I have). *A couple of times.*
I've been there quite a few times.
Have you? What did you think of it?
I went there last year on holiday.
I went there a few years ago on business.

No (never), *I've never really wanted to.*
It's never really appealed to me.
I've heard it's amazing, though.
but it's supposed to be great.
but I'd love to / like to one day.
but I've always wanted to.
but I'm going there next month, actually.
but we're thinking of going there this summer, actually.

Exercise 2

Correct the mistakes in B's answers.

1 A: Have you read *The Shadow of the Wind*?
B: No, I haven't, but it's supposed to good. Is it?

2 A: Have you discussed the problem with Matt?
B: Yeah, he's actually rung me about ten minutes ago to talk about it.

3 A: Have you been to that new market yet?
B: Yes, I have, actually. I've been shopping there yesterday – and guess what? I bumped into Rick while I was there.

4 A: We went to see the musical *We Will Rock You* last night. Have you seen it?
B: No, but I like to. I've heard it's really good.

5 A: We went to that Italian restaurant round the corner. Have you eaten there yet?
B: No. What it's like?

6 A: Have you ever done a parachute jump?
B: No never, but I always want to ever since I was a kid.

7 A: Have you ever been to that fish restaurant on the high street?
B: Yeah! I went there loads of times. It's one of my favourite restaurants.

8 A: Have you ever been to Seoul?
B: No, but I'll go there next week.

4 INTERESTS

HABIT AND FREQUENCY

Present and past habits

To talk about present habits, we use adverbs and the present simple.

*I **sometimes go** cycling by the river. It's lovely there.*

*I **never watch** TV. I just don't have time.*

To talk about habits in the past, we use adverbs and the past simple or *used to* + infinitive (without *to*).

*I **hardly ever went** / **used to go** swimming when I was younger.*

*When I was a kid, we **always went** / **used to go** to Blackpool for our summer holidays.*

Asking about frequency

When we ask about frequency of habits, we use these questions:

Do you play tennis much?

Do you go walking a lot?

How often do you do that?

Do you ever go swimming?

Did you go climbing much when you lived in Switzerland?

Did you use to go to that amazing restaurant on the lake?

Answering about frequency

We usually reply to these questions with one of the following phrases and more details.

(Yes / Yeah) *All the time. Maybe three or four times a week.*
A lot. Maybe two or three times a month.
Quite often / Quite a lot. I probably go once or twice a week.
Sometimes. It depends how I feel.

(No) *Not that often. I don't have much spare time.*
Hardly ever. The last time I went was about three years ago.
Never. I'm just not interested.

When we answer a *How often* question, we use a frequency phrase – we don't just say *Yes / No*.

How often do you see your grandmother?

Once a month. / Three times a week.

Once every two months. / Once every three weeks.

Say small numbers first: *once or twice / two or three times*

We also often answer using phrases that compare one thing with another.

Not as much as I used to. (= In the past, I did it more than I do now.)

Not as often as before. (= In the past, I did it more than I do now.)

Not as much as I'd like to. (= I want to do it more, but I can't.)

Not as much as I should. (= I don't do it enough. I feel guilty about it.)

We can also answer questions about frequency with *whenever* meaning 'every time'.

Yes / Yeah. ***Whenever*** *I can.*

Yes / Yeah. ***Whenever*** *I get the chance.*

Frequency phrases usually go at the end of sentences.

I go there ***once every two or three months****.*

I try to visit her ***whenever I get the chance****.*

She goes running ***almost every day****.*

Adverbs normally go between the noun and the verb, although they can go in other places.

We ***always*** *go to that restaurant. Let's go somewhere different.*

In my old job, I ***sometimes*** *had to work late, but I hardly ever worked weekends.*

Exercise 1

Correct the mistakes with the frequency phrases.

1 A: Do you ever go swimming?
B: No, hardly never. I don't really like it.

2 A: How often do you go out?
B: Not much often. I'm very busy with my studies.

3 A: Did you used to go and watch them play a lot?
B: Yeah, basically once a two weeks.

4 A: Did your parents ever take you to art exhibitions?
B: Yeah, sometimes. Probably twice or once a year.

5 A: Can we meet on Tuesday evening?
B: I'm sorry, I can't. Always I go to my art class on Tuesdays.

6 A: So how often do you go walking?
B: Whenever I will get the chance.

7 A: Do you go to the gym a lot?
B: Not as much how I should.

8 A: Do you do much sport?
B: Not as much as I used. I had a foot injury for a while which stopped me.

Exercise 2

Complete the sentences with the correct form of the verbs. There may be more than one possible answer.

1 When I was a kid, my parents _____ me stay out late. (never / let)

2 My brother _____ swimming every morning before I get up. (go)

3 I _____ my parents as much as I used to, now that we've moved. (not / see)

4 When I was at school, I always _____ really hard, but now I'm at university I _____ to. (study, not / need)

5 I _____ an hour in the gym every day, but I hardly ever _____ now. That's why I'm so unfit. (spend, go).

PRESENT PERFECT CONTINUOUS AND PAST SIMPLE FOR DURATION

Present perfect continuous or simple?

To talk about duration when an activity or situation is still taking place or affecting the present situation, we use the present perfect continuous (*have / has + (not) been + -ing*).

How long ***have*** *you* ***been learning*** *English? You speak very well.*

How long ***has*** *he* ***been working*** *here? He doesn't seem to know what to do.*

*Aren't you tired? You****'ve been driving*** *all day.*

Some verbs, such as *know*, *have* and *belong*, are usually used in the simple form (*have / has + (not)* + past participle) rather than the continuous.

How long ***have*** *you* ***known*** *each other?*

*They****'ve had*** *that car for years. I'm not surprised it breaks down so often.*

Have *you* ***belonged*** *to the club a long time?*

Past simple

To talk about duration when the activity or situation is finished, we use the past simple.

A: *I ran in a team when I was younger.*

B: *How long* ***did*** *you* ***do*** *that?*

A: *About five years, I guess. I* ***stopped*** *when I started working full-time.*

I ***lived*** *in Brazil for around ten years before I moved back to the States.*

I ***played*** *tennis for years until I injured my knee and had to give up.*

since

Since or *ever since* show when a current activity / situation started.

since *1993 / April 10th / last Monday / five years ago*

since *his injury / the election / the start of the season / the wedding*

ever since *I was a kid / I got injured / they won the election / we got married*

We usually use *since* phrases with perfect tenses.

I've been *really into martial arts* ***ever since I went to Japan.***

for

For shows the length / period of time something lasted – whether the activity is finished or not.

for *five minutes / six months etc.*

for *ages / hours / weeks / years etc.*

for *a while / a long time / a week etc.*

DID YOU KNOW?

In spoken English, we sometimes miss out *for*, especially in answers to *How long ...?* questions.

A: ***How long*** *have you been waiting?*

B: *Half an hour. / Ages.*

I worked there (for) a long time before I got to know people.

Exercise 1

Choose the correct option.

1 A: I have my yoga class tonight.
B: Really? How long *have you been doing / did you do* that?

2 A: I think I spent too long in the gym yesterday. I'm really stiff this morning.
B: How long *have you been / were you* there for?

3 A: My brother*'s been skiing / skied* ever since I can remember. He's really good.
B: I'm jealous! *I've been going / I went* skiing for two weeks once and I never really managed to go more than 100 metres without falling down.

4 A: Are you still going to karate classes?
B: Yeah, but I have an injury at the moment, so I *haven't been going / didn't go* for a few weeks.

5 A: How long have you been going running?
B: *Since / For* last year. I feel so much fitter.

6 A: Do you know anyone who'd like to play handball? We *haven't had / haven't been having* enough players *since / for* the end of last season.
B: You said. I've been trying to persuade my friend to play for you *since / for* ages, but he says he can't commit to playing every week.
A: Well, he doesn't have to play every week. Once every two weeks would help.

COMMON MISTAKES

1 *You speak German very well. How long ~~are you~~* ***have you been living*** *here?*

Don't use the present continuous (or simple) to talk about the duration of an activity that started in the past but is still taking place or affecting the present situation. Use the present perfect continuous (or simple).

2 *I haven't had any work ~~from~~* ***since*** *leaving my last job.*
I went to university ~~since~~ ***from*** *2010 till 2014.*

Use *since* not *from* when talking about the start of a period of time that continues up to now. Use *from / from when* to talk about the start of a period of time which is finished before now.

3 *I waited for the plane ~~during~~* ***for*** *two hours and they told us it was cancelled.*

Don't use *during* to show how long something continued – use *for*. *During* is used to refer to a point within a period of time.

They only had two shots ***during*** *the whole match.*

Exercise 2

Correct the mistake in each sentence.

1 I've been doing these exercises during three years. I usually do them for an hour a day.

2 From the accident, it has taken a long time to recover my confidence.

3 I'm studying Chinese six years now, but I can still only have very basic conversations.

4 My grandparents have been married since fifty years and apparently they've never argued once.

5 I banged my head during the game and I've been having a headache since then.

5 WORKING LIFE

MUST AND *CAN'T* FOR COMMENTING

We often use *must* or *can't* + infinitive (without *to*) when we comment on other people's experiences. This shows we are guessing about things, though we think we are probably right.

A: *I'm a heart surgeon.*

B: *Really? Wow! That* ***must be*** *stressful.* (= I'm guessing this is true, but I understand your experience may be different and I may be wrong.)

We use *must* in positive sentences. In negative sentences, we use *can't*.

A: *I've been working here for ten years now.*

B: *Wow. So you* ***must enjoy*** *it.*

A: *My husband is ill and off work at the moment, so I'm working full-time and looking after the kids.*

B: *Oh! That* ***can't be*** *easy.*

Responding to *must* / *can't* comments

When we reply to *must / can't* comments, we usually use a present (or past) tense to show the true facts or our own true feelings / experiences. We may use a form of the auxiliary verb *be* to avoid repeating an adjective or a form of the auxiliary verb *do* to avoid repeating a verb.

A: *It must be difficult.*	A: *You must enjoy it.*
B: *Yes, it* ***is*** *(difficult).*	B: *Yeah, I* ***do*** *(enjoy it).*
B: *It* ***is*** *(difficult) sometimes.*	B: *I* ***do*** *(enjoy it) most of the time.*
B: *No, not really. / Actually it* ***isn't*** *(difficult).*	B: *Not really. / Actually I* ***don't*** *(enjoy it).*
A: *It can't be easy.*	A: *You can't enjoy it that much.*
B: *No, it* ***isn't*** *(easy).*	B: *No, I* ***don't*** *(enjoy it very much).*
B: *Oh, it's OK.*	B: *Well, I* ***do*** *sometimes (enjoy it).*
A: *Actually, it* ***is*** *(easy).*	B: *Actually I* ***do*** *(enjoy it).*

Must is much more commonly used to comment on other people's experiences and feelings than *can't*, so practise *must* comments and replies more.

Exercise 1

Complete the dialogues with one word in each space. Contractions count as one word.

1 A: We're so busy. I think I've worked 70 hours this week.
B: Wow. You _____ be exhausted.
A: I _____ , but it's going to be the same next week too.

2 A: Between emergencies, we often have nothing to do for hours.
B: You _____ get quite bored.
A: Yeah, we _____ sometimes, but I read a lot and we sometimes play cards.

3 A: My husband is away a lot with work.
B: That _____ be easy when you have three young kids.
A: _____ , it's fine. My mother helps me.

4 A: The chemicals we use have a very strong smell.
B: That must _____ horrible.
A: _____ really. I mean, it _____ to begin with, but you quickly get used to it.

5 A: The kids just don't listen.
B: You must _____ to scream at them sometimes. I know I would.
A: I do! But obviously I _____ actually do it. Shouting doesn't work.

We can also follow *must / can't* with *be + -ing* to form a present continuous meaning, and *have been* when talking about the past.

A: *They're going to give me a bonus.*
B: *You ~~are doing well~~* ***must be doing*** *well.*
A: *Yes, I am.*

A: *They were two hours late.*
B: *You ~~were~~* ***must've been*** *annoyed.*
A: *Yeah, I was. Really annoyed.*

DID YOU KNOW?

We sometimes use *I bet* instead of *must / can't*. For example, in Exercise 1, we could say:

I bet *you're exhausted.*
I bet *you get quite bored.*
I bet *that isn't good.*

Exercise 2

Rewrite these responses using *I bet*.

1	He must've been furious.	I bet he _____ .
2	They can't be making any money.	I bet they _____ .
3	That can't be very interesting.	I bet that _____ .
4	He must be earning good money.	I bet he _____ .
5	She can't have been feeling well.	I bet she _____ .
6	That can't have been much fun.	I bet that _____ .
7	You must be pleased about that.	I bet you _____ .
8	You must've been driving too fast.	I bet you _____ .

TALKING ABOUT RULES

must / mustn't

We sometimes use *must(n't)* + infinitive (without *to*) to show it's essential (not) to do something, especially when you made the rule and / or have authority.

You ***must arrive*** *in class on time. I don't allow any students in the class if they are late.*

You ***mustn't use*** *these computers for personal use.*

Must(n't) sounds very strong so we usually replace it with other structures.

have to and *be supposed to*

We usually use *have to* + infinitive (without *to*) instead of *must* as it sounds less direct and rude. We also use it to ask about rules.

I ***have to wear*** *a stupid uniform at work. I hate it!*
Do *I* ***have to attend*** *all the staff meetings?*

We also use *be supposed to* + infinitive (without *to*) to replace *must*, especially where a rule has just been broken or is often not followed.

I'm supposed to be *available to cover if anyone is off sick.*
Hey, don't leave your dirty cup in the sink! You ***'re supposed to wash*** *them yourself.*

can't, be not allowed to, be not supposed to

We usually use *can't* or *be not allowed to* + infinitive (without *to*) instead of *mustn't*. They mean it's not possible to do something.

We ***can't work*** *from home in my company.*
Sorry, but you ***'re not allowed to bring*** *dogs in here.*

We also use *be not supposed to* + infinitive (without *to*) to replace *mustn't*, especially where the rule has just been broken or is often not followed.

You ***'re not supposed to use*** *this entrance into the building, but it's more convenient.*

can, be allowed to

We use *can* or *be allowed to* + infinitive (without *to*) to ask about rules, to show there is no rule or to say that a rule says it is OK to do something.

Can *I* ***use*** *any of the computers in the building?*
Are *we* ***allowed to work*** *from home at all?*
We ***are allowed to start*** *to work late if we then work later in the evening to make up the time.*

Exercise 1

Choose the correct option.

1 Sorry, *you're not allowed to / you have to* smoke in here. Can you go outside please?
2 *Are you allowed to / Are you supposed to* wear jeans at work? I don't really have anything else to wear!
3 *I'm supposed to / I can* carry my ID at all times, but nobody ever asks me for it!
4 *Do you have to / Can you* ask your manager if you want to leave the office?
5 We *are allowed to / aren't supposed to* come out here on the roof of the building, but it's a really nice place to have a break!
6 *You can't / You're not really supposed to* eat or drink in the classroom, so please tidy everything up after you finish your coffee.
7 We *have to / are allowed to* belong to a trade union, but not many people are members.
8 I *can't / have to* start really early some days, but at least *I have to / I'm allowed to* go home early.

DID YOU KNOW?

A more formal word you may see written is *permitted*.
Smoking ***is only permitted*** *outside.* (= allowed)

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 You shouldn't really leave before five, but there's nothing to do now.
SUPPOSED
I know you _____ before five, but there's nothing to do now.
2 We're not allowed to give out personal details of clients.
PERMITTED
Giving out personal details of clients _____ .
3 You absolutely mustn't make any noise while the exam is taking place.
HAVE
We _____ really quiet while the exam is taking place.
4 There's a room at the back of the building where you can smoke.
ONLY
You're _____ in the room at the back of the building.
5 It's against company rules to leave your computer on overnight.
OFF
You _____ your computer when you go home. It's a company rule.
6 Don't tell anyone I'm here. I told everyone else I'm working from home.
SUPPOSED
_____ working from home, so don't tell anyone I'm here.

6 BUYING AND SELLING

COMPARISONS

Comparative adjectives

To make comparative adjectives we add *-er* to adjectives of one syllable.

Two-syllable adjectives ending in *-y* change to *-ier*.

We use *more* with two or three-syllable words.

A: *This one is* ***cheaper****.*

B: *Yes, but this one is* ***easier*** *to navigate and the camera is* ***more powerful.***

Remember that some comparative forms are irregular, e.g. *good – better, bad – worse.*

Often we don't mention both things we are comparing because it's obvious. However, when we compare two things in the same sentence, we use *than*.

I'm with Blue. They're ***cheaper than*** *the other companies.*

Big and small differences

To say there's a big difference, add *much, way, far, a lot, quite a lot* before the comparative adjective.

To say there's a small difference, add *a bit, slightly, a little bit.*

Negative comparisons

To make negative comparisons, we can use *not as ... as*.

It looks nice, but it's ***not as fast as*** *the other tablet we looked at.*

Their selection ***isn't as varied as*** *it used to be in the past.*

Note that *as ... as* means two things are equal or the same.

My phone is ***as good as*** *yours.*

We can also use *less* to make negative comparisons before any adjective.

It looks nice, but it's ***less fast****.*

Their selection is ***less varied than*** *it used to be in the past.*

twice / three times, etc.

We sometimes make comparisons using *twice / three times / half*, etc. The two patterns are:

twice as + adjective + *as*

twice the + *noun* + *of*

It's not cheap. It's about ***twice as expensive as*** *the phone you have now.*

It's a lot cheaper than the other one we looked at, but then it's almost ***half as powerful****.*

Their new place is almost ***three times the size of*** *their old flat.*

It is a bit better, but it's more than ***twice the price.*** *I don't think it's worth it.*

Exercise 1

Complete the sentences with the correct form of the adjectives. Then underline the adjectives and the words used before them to show the size of the difference. The first one is done for you.

1 This phone looks <u>much *nicer*</u>, but the problem is, the battery doesn't last nearly _____ . (nice, long)
2 These speakers are quite a lot _____ so the sound quality on them is far _____ . (big, good)
3 This one is a lot _____ , but it's probably worth it. It's not _____ the other phones, so it's much _____ to carry. (expensive, heavy, easy)
4 I know it's not _____ the other phones on the market, but I'm really into photography, and the camera on this one takes much _____ quality photos. (cheap, high)
5 To be honest, for me, the brand name is a lot less _____ the speed it operates at. (important)
6 If the screen is a bit _____ , then usually it's slightly _____ to navigate and it's not _____ to see all the icons and everything. (large, easy, difficult)
7 It is lovely, but it's also way _____ the phone I have at the moment. (expensive)
8 Personally, I'd rather have a phone that wasn't _____ and was slightly _____ if it meant I also had a _____ battery that lasted longer. (thin, heavy, efficient)

Exercise 2

Complete the second sentence with an adjective and other words so that it has a similar meaning to the first sentence.

1 The screen on this one is twice the size of the one you have at the moment.
The screen on this one is twice _____ the one you have at the moment.
2 My old phone was almost double the weight of this new one.
My old phone was almost twice _____ this new one.
3 My old deal was twice the price of my current one.
My old deal was twice _____ my current one.
4 The connection here is terrible. It's half the speed of my one at home.
The connection here is terrible. It's twice _____ my one at home.
5 The business has really grown since last year. We have three times the work.
The business has really grown since last year. We are three times _____ .

NOUN PHRASES

Compound nouns (noun + noun)

Compound nouns are formed by adding two nouns together. The first noun describes the main noun. The first noun is like an adjective and is not made plural.

a silk scarf / silk scarves (= scarves which are made out of silk)

a paperweight / paperweights (= a weight for holding down paper)

Noun + 's / s'

We use noun + 's to show a particular thing belongs to a particular person, animal or organisation. If a particular thing belongs to more than one person, animal or organisation, we use noun + s'. We usually use noun + noun to talk about general connections between other things.

My wife's student */* ***my wife's students*** *gave her a lovely present.*

It's ***my parents' wedding anniversary*** *next month.* (It's the anniversary of both of my parents.)

The hotel's *restaurant was very good.* (The restaurant belonging to one particular hotel.)

Hotel restaurants *are usually very expensive.* (All restaurants in different hotels.)

Adjective order

The most important rule about adjective order is that opinions go before facts. Nouns always go next to the main noun.

a ***horrible yellow*** *tie.*	(*horrible* is an opinion)
a ***yellow silk*** *tie*	(*silk* is a noun)
a ***lovely big*** *bunch of flowers*	(*lovely* is more of an opinion than *big*)

We usually only use one or two adjectives before a noun. We hardly ever use more than three.

Prepositional phrases

We can add information after nouns using phrases beginning with different prepositions.

We use *with* to show a feature of the main noun.

*a tie **with** a picture / a shirt **with** horrible buttons / a guy **with** black hair*

We use *of* to explain the specific thing you see on the main noun or what it contains.

*a postcard **of** the Niagara Falls / a model **of** the Eiffel Tower / a bottle **of** water*

We use *from* to show where the main noun was made or where you met a person.

*some cheese **from** Norway / a shirt **from** Bolivia / a friend **from** university*

We use *for* + *-ing* to show the purpose of the main noun.

*a pan **for** cooking paella / a machine **for** making coffee*

We use a variety of different prepositions to show the position of an object.

*the photos **on** the shelf / a box **under** the stairs / the drawer **in** my bedroom*

Exercise 1

Choose the correct option.

1 He said they were made from genuine *cow leather / leather cows*, but they were so cheap, I'm not sure I believe him.
2 I wanted to buy this *beautiful Turkish rug / Turkish beautiful rug*, but I couldn't afford it.
3 They bought us some wine *from / with* their region as a present. I didn't tell them we don't drink!
4 My second *wife's son / son's wife* is pregnant, so I'm going to become a grandfather.
5 I bought *Real Madrid's shirt / a Real Madrid shirt* for my son.
6 I bought this huge pan *for / with* cooking this rice dish they make called *plov*. It was a nightmare to bring it home on the plane!
7 They sell a lot of *plastic tacky toys / tacky plastic toys* in the *market street / street market* in the main square.
8 He was wearing a top *with / of* a picture *from / of* Mickey Mouse.

Exercise 2

Decide which six sentences are incorrect then correct them.

1 I want to get one of those fridge magnets to take home for my flat.
2 I need to buy presents for both my sister's weddings this summer!
3 I found this amazing stuff for to keep leather shoes in good condition.
4 My son bought me an Italian beautiful silk tie for my birthday.
5 I'm looking after the house of my parents this week. They're away on holiday.
6 You should buy some cheese of this area to take home with you.
7 My girlfriend bought me this awful comedy tie with a cartoon of Superman in it.
8 I need to buy a couple of wool scarves for the winter.

7 EDUCATION

FUTURE TIME CLAUSES

To specify the time at which a future action will happen, we often use a clause starting with a time expression such as the following:

(right) after	*the moment*
as soon as	*until*
before	*when*
once	*while*

Present tenses, future meaning

The verbs in the clauses after the time expressions always use a present tense to refer to a future situation or action. This can be the present simple or the present perfect. The present perfect emphasises that the action / situation happened before the point in the future. Don't use *will* or *going to*.

*I'll tell him the news **when** he ~~will get~~ **gets** home.*

*We'll start cooking **as soon as** the kids ~~are going to get back~~ **have got back** from school.*

We can also begin sentences with the time clauses. It depends whether we want to emphasise the action or the time the action will happen at.

***The moment** he **comes** through the door, I'll tell him to call you.*

***Once** I've **finished** this bit, I'll come and help you with that, OK?*

Exercise 1

Rewrite each pair of sentences as one sentence.

1 I'm going to leave school next month. Then I might go away for a few weeks.
After _____ , I _____ .
2 The course finishes soon. Then I'll have to start paying back all my debts.
Once _____ , I _____ .
3 You're going to move to Germany soon. Are you going to look for a job there?
Are _____ when _____ ?
4 I have my final exams soon. I'm not going to go out.
I _____ until _____ .
5 I'm in a lecture at the moment. It finishes at three. Then I'll call you back.
I _____ right after _____ .
6 He's going to graduate next year. He said he's immediately going to burn all his notes.
He said he _____ the moment _____ .
7 I'm waiting to hear from my boss. I promise I'll call you right after he calls me, OK?
I _____ you as soon as I _____ .
8 I start university in September. I'll need to work part-time to help pay for everything.
I start university in September. I'll need to _____ while I _____ to help pay for everything.
9 I graduate next spring, but I think I'll need to start looking for a job before then.
I _____ a job before I _____ in the spring.

Future possibilities and certainties

Where the future situation is only a possibility and not a certainty, we use *if*.

*I'm not sure I'll have time, but ~~when~~ **if I do**, I'll do the shopping later.*

***If** / **When I pass**, my dad's going to buy me a car.* (Both are possible – it depends how confident you are!)

*Give this letter to your mum ~~if~~ **when you get home from school**. It's urgent.*

*~~If~~ **When I die**, my children will get everything I own.*

Instead of *if*, we sometimes use *as long as*.

*I'll help you study for your exams **as long as** you help me improve my English.*

Exercise 2

Choose the correct option.

1 I'll phone you *when* / *if* I can't come to the meeting.
2 After I *will finish* / *finish* my Master's, I'm going to do a PhD.
3 I'll phone you *when* / *if* I get home.
4 I'm going to have a holiday *once* / *if* my final exams have finished. I deserve it!
5 I'm going to take a nice, long holiday once the course *finished* / *has finished*.
6 If you're strict with them, you'll gain their respect – *as soon as* / *as long as* you're fair as well.
7 I'm probably going to Canada to study English before I *will start* / *start* university.
8 I'm going to bed *as soon as* / *if* I get to the hotel.

ZERO AND FIRST CONDITIONALS

Regular situations

We can use the zero conditional to talk about situations that regularly happen or rules. The *if*-clause and the result clause are both in a present tense. We can replace *if* with *when* in these sentences. There's no difference in meaning.

	regular situation (*if*-clause)	**result clause**
regular situation	***If*** *I* ***try*** *to explain something,*	*they* ***sit*** *whispering to each other.*
rule	***If*** *a child* ***skips*** *school*	*the parents* ***can be fined****.*

Possible future situations

To discuss possible future situations we use *if* + a present tense. To discuss the results of that situation you can use *will* or *going to* for results you think are definite and *might* for results you think are possible. This is called a first conditional.

	possible future situation (*if*-clause)	**result clause**
***will* / *going to* = definitely**	***If*** *they* ***don't accept*** *me,*	***I'll retake*** */* ***I'm going to retake*** *the test.*
***might* = less certain**	***If*** *they* ***don't accept*** *me,*	*I* ***might look*** *for another Master's.*
***won't* = definitely not**	***If*** *you* ***don't produce*** *a doctor's certificate,*	*we* ***won't accept*** *any excuses to do with illness.*

Advice

We can also use a conditional to offer advice about a possible future situation.

	possible future situation (*if*-clause)	**result clause**
imperative	***If*** *they* ***talk****,*	***send*** *them to the headteacher.*
should	***If*** *you* ***have*** *any problems,*	***you should*** *contact the student counselling service.*

unless

We use *unless* to mean 'if not'.

We won't accept any excuses to do with illness ***unless*** *you produce a doctor's certificate.*

He'll probably fail, ***unless*** *he starts studying a bit harder.*

Don't speak ***unless*** *I tell you to.*

DID YOU KNOW?

We only use a comma when the *if*-clause comes first.

You won't gain the students' respect ***if*** *you're not strict.*

If *you're not strict****,*** *you won't gain the students' respect.*

Exercise 1

Choose the correct option.

1 Next time, just ask if you *need* / *will need* to borrow my notes.
2 I *might* / *should* skip the lecture tomorrow if I'm still feeling tired.
3 I'm a bit stressed because if I *fail* / *will fail* this module, I fail the whole course.
4 I usually find if I don't revise my notes straight after class, I *forget* / *will forget* most of it.
5 If you're finding the course difficult, *tell* / *you will tell* your teacher.
6 My tutor's quite strict if you *are not working* / *might not work* hard enough.
7 He's so annoying. If I tell him to be quiet he always *will ignore* / *ignores* me.
8 I got good marks on my coursework so I'll definitely pass *if* / *unless* I mess up the exam really badly.

Exercise 2

Decide which six sentences are incorrect then correct them.

1 If you want to get a good grade, you'll have to work a lot harder!
2 If he'll find a job, he might move out.
3 They told us that if he skips any more classes, they're going to ask him to leave the course.
4 Your students don't behave better if you don't set some clear rules.
5 What you will do if you don't get offered a place on a Master's?
6 I won't can finish this essay by tomorrow unless you give me some peace and quiet!
7 You'll fail the exam if you revise properly.
8 If you won't have your passport or some other kind of ID, they'll refuse to register you on the course.

8 EATING

GENERALISATIONS AND *TEND TO*

We can show that something is generally true by using *tend to*, adverbial phrases or adverbs.

tend to

Tend to + infinitive (without *to*) can be used in different tenses as with normal verbs.

I ***tend to avoid*** *red meat if I can. I* ***tend to*** *mainly* ***eat*** *vegetables, rice and fish.*

We generally didn't go out much at night. We ***tended to eat*** *in the hotel.*

Since I saw that documentary about factory farming, ***I've tended to avoid*** *eating chicken.*

The negative form is normally *tend not to*. However, *don't tend to* is also possible.

I ***tend not to eat*** *after seven at night.*

I ***don't tend to eat*** *after seven at night.*

We ***tended not to eat*** *much meat when I was younger because it was so expensive.*

Adverbial phrases

We can use the following adverbial phrases to mean *generally / tend to*. They go at the beginning of the sentence or clause.

***In general**, people here don't eat much foreign food.*

***On the whole**, people meet in a restaurant rather than at their home.*

***As a rule**, we didn't eat much meat when I was a kid.*

***Generally speaking**, I eat after seven at night.*

Adverbs

You can also use adverbs like *usually*, *generally*, *normally* or *hardly ever / any*. They usually go between the subject and the verb.

*I **normally** stay at home during the week.*

*People **hardly ever** kiss in public.*

In negative sentences, they usually come after the auxiliary verb and before the main verb.

*I don't **normally** eat lunch.*

*People don't **generally** kiss in public.*

Exercise 1

Complete the sentences with one word in each space. Contractions count as one word.

1 I don't like cooking, so I _____ to eat out a lot.
2 _____ general, the food here is really good.
3 I don't _____ eat shellfish, but this is really nice.
4 People here _____ complain if the service is bad. It's just that I personally tend _____ to.
5 As a _____ , I eat as healthily as I can, so I _____ ever eat fried foods.
6 The problem is, most people _____ tend to think about where meat comes from once it's packaged, so _____ speaking, they don't worry that much about animal welfare.
7 On the _____ , food from my country is fairly unhealthy, but I still love it.
8 He has a terrible diet. I mean, he eats hardly _____ vegetables or fruit.

SECOND CONDITIONALS

We use second conditionals to speculate about situations and possible results. They usually have two parts: an *if*-clause referring to the situation and a second clause showing results or consequences.

We use the past simple, past continuous (or *could*) in the *if*-clause. The *if*-clause refers to a situation in the present or future which is impossible to change or is not going to take place.

The other clause explains the imagined results or consequences. We use *would* + infinitive (without *to*) to show a definite result, or *might* + infinitive (without *to*) to show a possible result.

Either clause can come first. When the *if*-clause comes first, add a comma after it.

***If** I **ate** this kind of thing every day, I'**d get** really fat!*

***If** I **wasn't working** part-time in the restaurant, I **wouldn't be able to pay** my university fees.*

*I'**d go** there more often **if** it **wasn't** so expensive!*

*It'**d be** better **if** they **served** bigger portions.*

*You're so unadventurous! **If** you actually **tried** it, you **might like** it!*

*I'**d buy** more organic food **if** it **was** / **were** cheaper.*

***If** it **wasn't** / **weren't** so expensive, I'**d shop** there all the time.*

DID YOU KNOW?

It is very common in spoken English to say *If I / he / she / it was ...* . However, some people see this as incorrect and prefer *If I / he / she / it were ...* .

Exercise 1

Choose the correct option.

1 I'd love to come tonight, but I'm afraid I have to take an important client out to dinner. If it *is / was / would be* anyone else, I *cancel / will cancel / would cancel* it, but I really can't. Sorry.
2 It's not really my kind of place, to be honest. Perhaps if I *am / would be / were* a bit younger, I *enjoy / might enjoy / would be* enjoy it, but it's just a bit too trendy for me now.
3 That sounds horrible! I don't know what I *do / would do / will do* if that *happens / would happen / happened* to me.
4 I *would be / am / will be* happy to have the party at our place if our flat *is / were / would be* a bit bigger, but it's just too small for something like this.
5 It's a lovely place, but it's not cheap! I mean, you *will only go / would only go / only go* there if you *would be / will be / were* earning good money!

Exercise 2

Decide which six sentences are incorrect then correct them.

1 I will really miss eating fried chicken if I were a vegetarian!
2 You'd be in trouble if you had to use chopsticks all the time!
3 I wouldn't eat tripe even if you'd pay me!
4 You might lose weight if you didn't drink so much!
5 They would can make more money if they started stocking more foreign food.
6 If I would be better at cooking, I might invite people round for dinner more often.
7 I'd be happy to pay for dinner sometimes – if you wanted me to!
8 I would go crazy if I had to go on a diet!
9 I wouldn't ask you if I wouldn't really need your help.
10 If I am you, I'd just do what it tells you to do in the book.

9 HOUSES

PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

The present perfect simple (*have / has* + (*not*) + past participle) is often used to talk about trends continuing from the past to now. We often use an adverb to say how quickly the change happened, or by how much. We use a time phrase to show the period of time.

			over the past few months.
			over the last few years.
Unemployment has	*risen*	*dramatically*	*over the past ten years.*
	increased	*sharply*	*in recent months.*
House prices have	*gone up*	*a lot*	*in recent years.*
	gone down	*steadily*	*since last year.*
	dropped	*gradually*	*since the last election.*
	fallen	*slightly*	
		a bit	
		by 15%	

Continuous or simple?

We also use the continuous form (*have / has + (not) + been + -ing*) to talk about trends continuing from the past to now. The continuous form can be used to emphasise the duration of an activity or the fact that it is regularly repeated.

*Unemployment **has been rising** over the last year.*

*House prices **have been falling steadily**.*

*The situation **has been gradually improving** over recent months.*

We don't use the continuous form when showing quick changes or to say exactly how much.

*The price of oil ~~has been increasing~~ **has increased** dramatically.*

*Inflation ~~has been falling~~ **has fallen** by 3% this year.*

We also use the simple form for finished changes / events that took place at some point before now.

*They **have built** 6,000 new houses in our city in the last two years.* (= already built)

***I've seen** one or two places on sale with a discount.* (= in the past, before now)

Exercise 1

Decide if both forms are possible in each sentence. If not, choose the correct option.

1 Inflation *has been gradually falling / has gradually fallen* over the last two years.
2 The population *has grown / has been growing* dramatically in recent years.
3 The government *has introduced / has been introducing* laws in the last year to prevent foreigners buying property and leaving it empty.
4 More and more people *have been leaving / have left* the country because of the economic problems.
5 Unemployment *has increased / has been increasing* by 6% since the crash.
6 Things *have improved / have been improving* slowly over the last few years.
7 We *have moved / have been moving* house three times in the last five years.
8 I've been under a bit of stress, because *I've moved / I've been moving* house recently.

Exercise 2

Complete the sentences with one word in each space. Sometimes more than one answer is possible.

1 The crime rate has _____ falling steadily over the last twenty years.
2 Unemployment has risen sharply _____ the start of the economic crisis.
3 The birth rate has fallen _____ from 2.4 to 2.1 over the last decade.
4 In the last decade, the population has grown _____ 25% to reach 100 million people.
5 Oil prices have _____ dramatically in _____ months. It was $125 a barrel at the beginning of the year and now it's $80.
6 House prices _____ more or less stayed the same _____ the _____ two years.

COMPARING NOW AND THE PAST

Comparisons with nouns

We can use *more* with any kind of noun.

We use *fewer* or *not as many* with plural countable nouns.

We use *less* or *not as much* with uncountable nouns.

We often make comparatives between now and the past using the following patterns.

There are	*(many) more / (far) fewer*	*cars on the road / bars in the area*	*than*	*before. / in the past.*
There aren't	*(nearly) as many*	*schools here / working-class people*	*as*	*there were. / there used to be.*
There is	*(much) more / (far) less*	*pollution / car crime*	*than*	*there were when I was a kid.*
There isn't	*as much*	*investment / news on TV*	*as*	*there were 20 years ago.*

Note that we more commonly start with the present situation, but we can also start with the past.

*There **were** fewer problems in the past than there **are** now.*

*Twenty years ago, parents **spent** more time with their children (than they **do** now).*

Comparisons with adjectives

We also compare the past and present using comparative adjectives.

*The area is **more popular** with young people than **it used to be**.*

*That part of town used to be **much rougher** than **it is** now.*

*I'm **not as fit as** I was when **I was** at university.*

Exercise 1

There is one word missing in each sentence. Add the word in the correct place.

1 It's far multicultural than it was ten years ago.
2 It wasn't nice as the last time we went there.
3 There aren't as people living here as when I was a kid.
4 There's less unemployment there used to be.
5 There are more restaurants than were before.
6 The area isn't as working class as used to be.
7 There isn't as pollution round here since the government tightened the laws.
8 There didn't use to be as many shops here as there now.

Using auxiliary verbs in comparisons

Notice that the second auxiliary verb in comparisons might be different to the first.

*The area **has** more cultural events than it **did** before.*

*It's not as interesting as it **was** twenty years ago.*

Exercise 2

Complete the sentences below with these verbs.

used to be can do did were is

1 It's not as difficult to get round the city as it _____ .
2 There are so many more cars on the street than there _____ a few years ago.
3 I used to work a lot harder than I _____ now.
4 We spend less money at the supermarket than we _____ in the past.
5 Before they changed the laws, we could work more hours per week than we _____ now.
6 It never used to be as multicultural as it _____ now.

10 GOING OUT

QUANTIFIERS

We use quantifiers when we want to give information about the number or amount of something.

not any	no	*There are **no** cinemas nearby.* *There are**n't any** cinemas nearby.*
hardly any almost no	(very) few (very) little	***Few** / **Hardly any** locals can afford to go to the top restaurants.* *I heard it can be dangerous, but we saw **almost no** / **very little** trouble.*
some	a few a little not much not many	*A lot of us went home, but **some** / **a few** people went on to a club.* *I do**n't** drink **much**, but I may have **some** / **a little** wine at dinner.* *There were**n't many** people there.* ***Some**, but I expected more.* *There is**n't much** nightlife here.* *There are **a few** places, but there could be more.*
a lot of	(so) many (so) much	***A lot of** / **many** people are living in poverty.* *Apparently, things are expensive because there's **a lot of** / **so much** corruption.*
almost all almost every	most	***Almost all** / **Most** clubs charge you to get in. Hardly any have free entry.* ***Almost every** place we went to had a TV with a fashion channel on.*
all / every		*The DJ plays **all** kinds of music.* ***Every** time I go out someone hassles me!*

few and *many*, *little* and *much*

(A) few and *many* go with plural countable nouns, e.g. *people*, *cinemas*, *locals*, etc.

(A) little and *much* go with uncountable nouns, e.g. *money*, *corruption*, *poverty*, etc.

We often use these quantifiers with *so*. They often link a cause and result.

*We have **so much** daylight in the summer that it's difficult to sleep sometimes.*

*There was no real atmosphere in the place because there were **so few** people.*

a few and *few*, *a little* and *little*

A few and *a little* generally have a more positive meaning than *few* and *little*.

*I had **a little break** and took **a few days** off work.*

*I have **little time** to myself, so I know **few people** here.*

no and *not*

We cannot use *not* directly before a noun – we have to use *no* or *not any*.

*I ~~haven't~~ **have no** / **don't have any** idea where it is.*

*There ~~aren't~~ **are no** / **aren't any** clubs round here.*

all and *every*

We can use *all* with singular and plural nouns. We usually use a determiner such as *the*, *my*, *your* or *these* with plural nouns. We use *every* only with singular nouns.

*The party lasted **all** day and all night.* (= the whole day / night)

*We saw **all the sites** while we were there.*

*We visited **every museum** and gallery in the city!*

DID YOU KNOW?

In spoken language, we usually use *a lot* in positive sentences. We generally use *much* and *many* in negative sentences or with *so* (see above). However, in formal or academic writing, *much* and *many* are often used in positive sentences.

Exercise 1

Complete the text with one word in each space.

I live in a fairly small place in Chile, so there's [1]_____ entertainment at night. There are a [2]_____ bars, but only one is open late and they don't play [3]_____ music that I like. So [4]_____ weekends, I travel to Santiago where there are a [5]_____ of clubs playing [6]_____ kinds of music, such as Salsa, Reggaeton, Pop stuff. Personally, I'm a big fan of electronic dance music and there's a growing scene in Santiago. It's mainly Chilean DJs playing in the clubs, but we get [7]_____ international DJs coming over and there's also a big festival – Sensation – [8]_____ year. I'd like to move to Santiago soon, because I spend so [9]_____ time there, but there are [10]_____ jobs available at the moment so I'll have to see.

DID YOU KNOW?

When we use nouns with *the* or pronouns after some quantifiers, we add *of* after the quantifier.

*some **of** us, (a) few **of** them,*

*most **of** the time, many **of** the best restaurants*

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and four words, including the word given.

1 I went to the cinema with several friends last night.
US
A _____ to the cinema last night.

2 We could hardly move because the place was packed.
PEOPLE
There _____ there, we could hardly move.

3 There won't be anything to eat at the party.
FOOD
There'll _____ at the party.

4 Crime is almost non-existent, so you can walk safely at night.
VERY
You can walk safely at night as there _____ crime.

5 A lot of restaurants in town have discounts for students.
MANY
If you're a student, you can get a discount at _____ town's restaurants.

THE FUTURE IN THE PAST

Plans and intentions

We often use the structure *was / were going to* + infinitive (without *to*) to talk about things that were planned or intended, but then didn't happen. To explain why, we often add a clause starting with *but*.

*I **was going to go** swimming after work yesterday, **but** in the end I was too tired.*

*Some friends **were going to come** for dinner, **but** they rang to say they couldn't make it.*

*I **was** just **going to go** out for a walk when it started pouring with rain.*

Promises and predictions

We often use *would(n't)* + infinitive (without *to*) to talk about promises and predictions in the past – especially ones that didn't then happen or come true. We also usually use another verb in the past simple in the same sentence.

*He **promised** he **wouldn't be** late.* (but he was late / but he is late now)

(His actual words were probably 'I won't be late.')

*I **said** I'd **go** with her.* (but you didn't!)

(Your actual words were probably 'I'll go with you.')

*The play **was** better than I **thought** it **would be**.*

(My actual thought was 'I don't think it'll be very good.')

*I **didn't think** it'd **be** anything special.* (but it was)

(My actual thought was 'I don't think it will be anything special.' / 'It won't be anything special.')

Exercise 1

Complete the exchanges with one word in each space.

1 A: So did you go and see that film last night?
B: No, I was going [1]_____ , but I had an essay to hand in and it took longer than I thought it [2]_____ , so by the time I'd finished, it [3]_____ too late.

2 A: What did you do at the weekend?
B: Nothing much. We [1]_____ going to go to the beach, but the weather was so awful, we just stayed at home.
A: I know. It was terrible, wasn't it? It was so annoying, because the forecast said it [2]_____ be sunny!

3 A: So how was your holiday? Did you go away anywhere?
B: Bad question, I'm afraid! You see, me and my brother [1]_____ going to go to visit our uncle in Spain. He'd promised he [2]_____ pay for the flights, but in the end he said he couldn't afford it, so we just had to [3]_____ at home instead.

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. You must use between three and five words, including the word given.

1 A friend rang and said he had tickets for the Slayer concert, which is why I didn't stay in.
OUT
I was _____ , but a friend gave me a ticket for the Slayer concert.

2 I expected him to be rubbish, but he was actually quite good.
THOUGHT
His performance was much better _____ be.

3 It's so sunny! The forecast was for rain.
IT
They said _____ , but it's turned out really nice.

4 My dad promised to help me later.
SAID
He _____ me later.

5 The government has broken their promise not to raise taxes.
INCREASE
At the election, the government said _____ , but they have.

6 I feel a bit guilty about not going to the party because I promised to be there.
DEFINITELY
I told her _____ at the party, so I feel guilty that I haven't gone.

11 THE NATURAL WORLD

PAST ABILITY / OBLIGATION

could

With sense verbs (*see, hear, feel, smell, taste*), we usually use *could(n't)* + infinitive (without *to*) rather than *managed to*.

*We ~~managed to~~ **could hear** these little cries coming from somewhere, but we **couldn't see** her anywhere.*

*When I walked in, I ~~managed to~~ **could** immediately **smell** gas.*

We also use *could* to talk about general abilities in the past.

*I **could ride** a horse by the time I was five.*

*He **could make** these crazy noises like a dog! It was really funny.*

couldn't / could hardly

We use *couldn't* or *could hardly* to show it wasn't possible to do something in a specific situation.

*We **couldn't see** her anywhere.* (= It wasn't possible for us to see her.)

*I chased it for ages, but I just **couldn't catch** it.* (= It wasn't possible.)

*I was so nervous I **could hardly say** a word.*

Note that we can also use *didn't manage to* or *hardly managed to* in these situations. However, these structures are less commonly used than *could / could hardly*.

managed to

We use *managed to* + infinitive (without *to*) – not *could* – to show an ability to do something difficult in a specific situation.

*When it came down, I ~~could~~ **managed to catch** it and put it into a box.*

*The fire service took ages trying to get the cat out of the tree, but they ~~could~~ **managed to do** it in the end.*

*I screamed and screamed and eventually I ~~could~~ **managed to attract** someone's attention.*

Note how *managed to* often goes with words and phrases such as *finally*, *in the end* and *eventually*.

DID YOU KNOW?

We often use *managed to* when talking about stupid mistakes.

*I **managed to lose** my passport somehow.*

*We **managed to get ripped off** everywhere we went.*

had to

We use *had to* + infinitive (without *to*) – not *must* – to show we felt there was no other choice.

*We **had to call** the fire services.*

*I **had to put** some fruit and seeds on the ground to tempt it down.*

*I **couldn't see** the monkeys so I **had to sit** on my boyfriend's shoulders.*

Exercise 1

Complete the sentences with *could, couldn't, managed to* or *had to*.

1 I was cycling along and this dog suddenly chased after me, but I just _____ cycle fast enough to escape.
2 We went on a whale watching trip, but we _____ see anything because the weather was terrible.
3 It was a bit scary camping at night, because you _____ actually hear wolves howling in the distance!
4 It got so dark we _____ hardly see anything. I'm amazed we _____ get down the mountain without falling.
5 My dog was making such a dreadful noise I _____ lock him inside a room so the neighbours _____ hear.
6 There were cockroaches in the house and I _____ get rid of them, so in the end we _____ call a specialist to deal with the problem.
7 There were so many people on the train, you _____ really move, but I actually _____ get a seat in the end. I was really lucky.
8 The car broke down in the middle of nowhere and I _____ get it to start, then we _____ wait for ages for the breakdown service to come.

PASSIVES

Passives allow us to emphasise the person or thing an action is done to. We make passive sentences with a form of the verb *be* + past participle. Passives can be used in different tenses.

Present simple

*Most of the coal **is exported**.*
*Over 3,000 people **are employed** in the mine.*

Present continuous

*More gas than ever **is being exported** from the country.*
*Many people believe that prices **are being controlled** by the major suppliers.*

Past simple

*A lot of money **was stolen** by corrupt politicians.*
*During the civil war thousands of people **were killed**.*

Past continuous

*About 80% of the oil **was being sold**, the rest **was being kept**.*
*The government was worried that diamonds **were being exported** illegally.*

Present perfect simple

*The profits from oil **have been invested** in health care.*
*Oil **has been discovered** in the north of the country.*

DID YOU KNOW?

We don't usually make passives in the present perfect continuous.

Modal verbs

To make passives after a modal verb, use *be* + past participle.
*The resources there **can** now **be extracted** more easily.*
*Most natural resources **will be used up** in the next 50 years.*
*More **should be done** to help developing countries.*

by

You can introduce who or what did the action using the word *by* after the verb.
*The phrase 'the resource curse' was first used **by** the writer Richard Auty.*

However, we often don't mention who or what did an action because:

1 it is not clear or not known.
*Oil **has been discovered** in the north.* (= We don't know who by.)
2 it is obvious.
*Most of the coal **is exported**.* (by the companies who mine it)
*Taxes **are not being spent** wisely.* (by the government)

Exercise 1

Choose the correct option.

I recently [1]*attended / was attended* a conference on how profits from the sale of natural resources can best [2]*use / be used* for human development. It's an important question because oil and gas have recently [3]*discovered / been discovered* in many African countries, including Ghana, Uganda and Kenya. In many sub-Saharan countries, natural resources have [4]*managed / been managed* very badly for too many years, and people in many resource-rich countries often still [5]*receive / are received* worse educations and health care than people in countries without resources.

Interestingly, I learned that in many countries with lots of natural resources, people [6]*aren't taxed / don't tax* very much. As a result, they [7]*aren't expected / don't expect* much from their governments in return. They pay less and so they have less reason to worry about how their money [8]*spends / is spent*. This leaves politicians free to keep the money that has [9]*earned / been earned* by selling the natural resources. Sadly, if people do complain, the government often uses oil or gas money to [10]*pay / be paid* the army to stop any protests.

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and four words, including the word given.

1 They discovered oil there back in the 1970s.
WAS
_____ back in the 1970s.
2 The government subsidises petrol prices, which is why they are so low.
BY
Petrol is so cheap there because _____ the government.
3 There's a lot of pollution in the rivers because of the mining.
BADLY
The rivers have _____ because of the mining.
4 The government could do more to stop corruption if it wanted to.
DONE
More _____ stop corruption if the government wanted to.
5 They are building a new motorway which will destroy the area.
BUILT
The area will be destroyed by this new motorway _____ .
6 They should do more to prevent people cutting down trees illegally.
BEING
More should be done to prevent _____ illegally.

12 PEOPLE I KNOW

USED TO, *WOULD* AND PAST SIMPLE

Habits and regular events

We can use all three forms: *used to* + infinitive (without *to*), *would* + infinitive (without *to*) and the past simple to talk about habits or regular events in the past. Often these habits / events no longer happen now.

Would is more common than *used to*. We often start with *used to* and then give extra details using *would*.

*He **smoked** a pipe. I **used to love** the smell of the fresh tobacco. I**'d** sometimes even **open** the tin when he **wasn't** there to smell it.*

*We **used to live** next door to my cousins so we**'d spend** a lot of time together. We**'d play** together most days in the street in front of our block of flats.*

Negatives

All of the following are commonly used by native speakers, though some people say the last form is incorrect. In exams, it's best to avoid it, but don't be surprised if you hear or see it used.

*My grandparents **never used to visit** us. We'd always go to their house.*

*My grandparents **didn't use to visit** us. We'd always go to their house.*

*My grandparents **didn't used to visit** us. We'd always go to their house.*

Past state

We talk about past states with the past simple or *used to* – not *would*.

*I **loved** / **used to love** the smell of fresh tobacco.*

*He **had** / **used to have** long white hair.*

*I **belonged** / **used to belong** to a gym, but I never went, so I stopped paying in the end.*

Single events

We only use the past simple for single events.

*When he ~~used to die~~ **died**, Gran ~~would move~~ **moved** to a town by the seaside.*

*They ~~used to get~~ **got** married and ~~would have~~ **had** their first child a year later.*

Exercise 1

Decide if both forms are possible in each sentence. If not, choose the correct option.

A: Arnedo's a lovely place, isn't it? How do you know it?

B: Well, my parents [1]*used to have / would have* a little house near there. We [2]*would go / went* there every summer for a month.

A: Really? Whereabouts?

B: The house [3]*was / would be* just outside the town.

A: Lovely. Did you [4]*use to go / go* walking round there?

B: Not really. In fact, we [5]*would never / never used to* do much while we were there. We [6]*would go / went* swimming in the river, we [7]*went / used to go* for bike rides, but to be honest, none of us were into walking.

A: Oh, OK. So how come your parents [8]*used to sell / sold* the house?

B: Well, as we [9]*would get / got* older, we used to complain so much about going they [10]*would decide / decided* to sell it.

EXPRESSING REGRET USING *WISH*

We use the past perfect simple (*had* + past participle) after *wish* to express regret about things in the past. To express regret about things that didn't happen, but that we wanted to happen, we use *wish* + *had* + past participle.

*I **wish** I**'d been** a bit stricter with my children.* (= I was quite indulgent with them and they became spoilt.)

To express regret about things that did happen, but that we didn't want to happen, use *wish* + *hadn't* + past participle.

*I **wish** I **hadn't eaten** so much.* (= I ate a lot and now I feel sick.)

Exercise 1

Choose the correct option.

1 I often wish I *had / hadn't* travelled more when I had the chance, but it's impossible with the children.
2 I wish I *had / hadn't* gone. It was such a waste of time.
3 All the flights are really expensive. I wish I *had / hadn't* left it till the last minute to book them.
4 I wish I *had / hadn't* brought up my children in the country. It's healthier and they would've had more freedom.
5 I wish I *had / hadn't* ignored him. He was right.
6 Thanks. You've been really helpful. I wish I *had / hadn't* spoken to you earlier.
7 I really shouted at her and I wish I *had / hadn't* now.
8 I never really pushed my children very hard, but I sometimes wish I *had / hadn't*. They would've thanked me for it.

DID YOU KNOW?

There are other common ways of expressing regret.

*I really **regret** not asking for her phone number.* (= I wish I'd asked her for her phone number.)

***It's a shame I didn't think** of that.* (= I wish I'd thought of that.)

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence.

1 I really regret starting smoking.
I really wish _____ .
2 I really regret not asking her.
I wish _____ .
3 It's a shame you didn't tell me.
I wish _____ .
4 I regret being so hard on my children.
I wish _____ .
5 It's a shame I lost touch with them.
I really wish _____ .
6 It's a shame I didn't move when I had the chance.
I wish _____ .

13 JOURNEYS

THIRD CONDITIONALS

We use third conditionals to talk about imagined past situations. To form third conditionals, use the past perfect in the *if*-clause. The other clause shows the possible results or consequences of the *if*-clause. We use *would* + *have* + past participle if the consequence seems definite. We use *could* (or *might*) + *have* + past participle if the consequence seems only possible.

Either clause can come first. When the *if*-clause comes first, add a comma after it.

Compare these examples with the real situations given in brackets.

*If he **hadn't been** so determined, Hussain **could** easily **have given up** and returned home.*

(= He was really determined and so he didn't give up and go home. He continued with his journey.)

*If I**'d stayed** in Afghanistan, none of this **would've happened**.*

(= He didn't stay in Afghanistan. He moved to Australia, where he set up his own business.)

Exercise 1

Complete the sentences with the correct form of the verbs.

1 I _____ you last night if I _____ your number. (call, had)
2 I _____ if I _____ she was going to be here. (not / come, know)
3 If you _____ your bag in such a stupid place, I _____ over it. (not / leave, not / trip)
4 We _____ lost if the battery on my phone _____ . (not / get, not / die)
5 There's no way I _____ my own business if I _____ in my own country. It just _____ possible. (set up, stay, not / be)
6 If there _____ so much traffic on the way to the airport, I _____ that plane which crashed, and I wouldn't be here today! (not / be, catch)

DID YOU KNOW?

Although we usually use the past perfect simple in *if*-clauses, we can also use the past perfect continuous (*had been* + *-ing*) to talk about actions that happened over an extended period of time.

*If he'**d been driving** a bit slower, he **wouldn't have crashed**.*

(= He was driving really fast and that's why he crashed.)

*We **might never have met** if I **hadn't been working** that day.*

(= I was working and on that day, we met.)

Exercise 2

Decide which six sentences are incorrect then correct them.

1 If you'd asked me earlier, I could come yesterday, but I didn't have time to rearrange my meeting.
2 If we would set off at ten instead of eight, we would've missed the rush hour.
3 It would've been worse if she hadn't been wearing a seatbelt.
4 I don't know what I would've did if I hadn't come here.
5 If it hadn't been for that long journey, we might never have got to know each other.
6 If there'd been a traffic jam, I might've got there on time.
7 We wouldn't have got lost if we'd given better directions.
8 My career would have been ended if I hadn't had that operation.

SHOULD HAVE

We use *should've / shouldn't have* + past participle to talk about things that went wrong in the past.

Should've explains good things that people failed to do or were unable to do. *Shouldn't have* explains things people did which were bad. There is often a present reason for stating these regrets.

*My mobile's dead. I **should've recharged** it before I left.*

*I overslept. I s**hould've set** my alarm clock.*

*I **shouldn't have eaten** so much earlier. I feel dreadful.*

You can also use *never* to make a negative.

*I **should never have started** smoking!*

DID YOU KNOW?

We prefer to use *so* instead of *very* after *shouldn't have*.

*He shouldn't have been driving **so** fast.*

*I shouldn't have eaten **so** much.*

Exercise 1

Complete the sentences using *should've / shouldn't have* and the past participle of the verbs.

1 It's crazy! They _____ so many people onto the ferry. (let)
2 Look at the traffic! I knew we _____ the train. (take)
3 We _____ somewhere else. It was a rip-off. (go)
4 It's my own fault. I _____ to overtake on such a tight corner. (try)
5 You _____ me you were having difficulties. I could've helped you. (told)
6 It's my fault. I _____ so stupid. (be)

Continuous and passive

We also use *should've* and *shouldn't have* with continuous or passive forms of the verb.

*You **should've been working**, not surfing the Web.* (You weren't working when he saw you.)

*They **shouldn't have been arrested** for demonstrating against the government.*

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence.

1 We didn't set off early enough.
It was silly. We _____ earlier.
2 I wish I hadn't left it till the last minute.
I should _____ till the last minute.
3 It's a shame you didn't come to the party. It was great.
You _____ party. You would've enjoyed it
4 Nobody told us about the change until it was too late.
We really _____ about the change sooner.
5 I'm not surprised you fell over if you were looking behind you. It's your own fault you fell. You _____ where you were going!
6 If you hadn't been in such a rush, you wouldn't have crashed the car.
It's your fault you crashed. You _____ fast.

14 TECHNOLOGY

ARTICLES

Indefinite articles: *a / an*

We use *a* (or *an* if the following word starts with a vowel):

1 to say what someone is.
*I'm **a computer engineer.***
*I'm **a programmer**.*
*It's strange to think I'm now **a grandmother**.*
*You're **an idiot**!*
2 before nouns when they are one of several, when it's not important which one we mean, or when we mention something for the first time.
*The feeling of landing **a passenger jet** safely is incredibly exciting.* (= It doesn't matter which passenger jet. All jets are exciting to land.)
*Internet speeds and connectivity are still **a real issue** in many areas here.* (= There are lots of other issues too. This is one among many.)
*One part of **a game** was released later than promised.* (= This is the first time this game has been mentioned – and it doesn't matter which game.)

Note that we do not use indefinite articles with uncountable nouns.

*I've always been interested in **big machinery**.*

*Thanks for **the information**.*

*He gave me **some really useful advice**.*

The definite article: *the*

We use *the:*

1 when we think it's clear which thing or things we mean.
*I read all **the comments from other gamers**.*
(= the comments that other gamers make on my YouTube channel)

2 before some place names.
*I read recently about all these organised protests in **the United States**.*
*It was made in **the Philippines**.*
*We're going to **the Science Museum** tomorrow.*
*We sailed down **the Nile**.*

Note, however, that we don't use any articles before a lot of place names.

3 in some fixed expressions.
***In the end**, I stopped gaming.*
***By the way**, I don't live in my parents' basement.*
*I'm quite happy with what I've got **for the time being**.*
(= from now to sometime in the future)

You just have to learn these expressions one by one, when you meet them.

We don't usually use any articles:

1 when we're using plural nouns to talk about things in general.
*I became obsessed with **roleplay games**.*
*It's taking money away from **designers** and **programmers**.*

2 after a preposition in a lot of expressions with places.
*I started gaming seriously when I was **at university**.*
*I almost completely stopped going **to class**.*

3 when we talk about continents, street names, parks, universities, restaurants, airports, stations and mountains.
Europe, Asia
Oxford Street. Fifth Avenue
Central Park, Hyde Park
Harvard, Beijing University of Technology
Noma, Central, Pujol
Heathrow, Narita, Schipol
Grand Central, Atocha, Victoria
Mount Everest, K2, Table Mountain

4 before the names of academic subjects, holidays, seasons or meals.
Law, History, Economics
Easter, Eid-al-Adha, Chinese New Year
Spring, Summer, Autumn, Winter
breakfast, lunch, dinner

Exercise 1

Choose the correct option.

1 *The technology / Technology / A technology* has completely changed the way people work.
2 *The technology / Technology / A technology* inside the camera is really clever.
3 My brother is *games designer / a games designer / the games designer*.
4 I've always been interested in *the computers / a computer / computers*.
5 *China / the China* is now the world leader in green technology.
6 I'll call you back later. I'm still *at work / at the work / at a work* at the moment.
7 *The man / A man / Man* who invented *Internet / an Internet / the Internet* is actually from *England / the England*.
8 *A main thing / Main thing / The main thing* I love about gaming is that it brings *people / a people / the people* together.
9 You probably don't know it, but it was *a very popular / very popular / the very popular* game when I was *a kid / the kid / kid*.
10 To tell *a truth / truth / the truth*, I used to be a bit of a gaming addict.

Exercise 2

Decide which six sentences are incorrect then correct them.

1 Very few of the people I know play computer games. Some don't even have mobiles!
2 I always hated the Science when I was at school.
3 I can't call you at the moment because I'm in the class.
4 The copper is an incredibly important metal used in computer manufacturing.
5 It's a shooter game. It's maybe the best thing I've ever played in my life.
6 He works for big computer company in Moscow.
7 I bought it when I was in United Arab Emirates for work last year.
8 I've always loved the gadgets.

INFINITIVE AND *-ING* FORMS

-ing forms as nouns

When we want to use a verb as a subject or object of a sentence, we use an *-ing* form.
***Having** something like that on your travels has to be good.*
*We didn't do **programming** in our IT classes at school.*

-ing forms after prepositions

When a verb follows a preposition, we use an *-ing* form.
*What's wrong **with using** your own voice?*
*We were all involved **in organising** the event.*
*I'm really looking forward **to going** to the gadget fair in San Francisco.*

-ing forms as adjectives

We can use some *-ing* forms as adjectives.
*What's more **embarrassing** ...*
*It's a very **exciting** development.*

-ing forms and continuous tenses

Remember we also use an *-ing* form to make continuous tenses.
*Someone**'s following** you.* (present continuous)
*I **was talking** to him the other day and he said he'd bought a new car.* (past continuous)
*Have a rest. You**'ve been playing** that game for three hours!* (present perfect continuous)

Infinitive with *to* for purpose

We use an infinitive with *to* to explain the reason or purpose for doing something.
*You can use your phone **to lock** or unlock it from anywhere.*
*I need to go to the bank **to sort out** a problem.*
*I made a recording of my own music **to give** to friends.*

-ing form or infinitive with *to*?

Both *-ing* forms and infinitive with *to* can follow verbs with no preposition. There are no rules for which form goes after which verbs. It's just the way it is.

***Imagine walking** at night.* (*imagine* + *-ing* form)

*It's an app that **allows** you **to speak** in a foreign language.* (*allow* + object + infinitive with *to*)

Other verbs followed by an *-ing* form:

be caught	can't stand	fancy	feel like
keep	involve	mind	miss
recommend	risk	spend	suggest

Other verbs followed by an infinitive with *to*:

agree	arrange	ask	decide
deserve	fail	hope	intend
learn	manage	persuade	plan
promise	refuse	threaten	want

Exercise 1

Complete the sentences with the correct form of the verbs.

1 _____ computer games can be very educational. (play)
2 I was involved in _____ the website at work. (develop)
3 They should invent a robot _____ your pets while you're away. (look after)
4 The company finally agreed _____ me a refund for the faulty gadget. (give)
5 The app allows you _____ if any of your friends are nearby. (find out)
6 I can't stand people _____ with their smartphones while they're _____ to me. (mess around, talk)
7 I was thinking of _____ Computer Engineering there, but I failed _____ the grades I needed. (study, get)
8 You should get a cover for your phone _____ it _____ damaged. (prevent, get)

Exercise 2

Choose the correct option.

1 My job involves *travelling / to travel* a lot.
2 Do you fancy *going / to go* out somewhere this evening?
3 Sorry. I've arranged *meeting / to meet* a friend.
4 I'd rather stay in. I don't feel like *going / to go* out.
5 He played well. He didn't deserve *losing / to lose*.
6 I asked her very politely *emailing / to email* me a response, but I still haven't heard back from her.
7 I avoid *talking / to talk* to him as much as I can.
8 Unless you want to risk *losing / to lose* your work, you should set your computer to save automatically.

15 INJURIES AND ILLNESS

ADVERBS

Form

Most adverbs – but not all of them – are formed by adding *-ly* to an adjective. Adverbs ending with *-ly* often show the way we do something, or how much / how good. These adverbs are sometimes called adverbs of manner.

*look **carefully***	*walk **slowly***	*shout **angrily***
*wait **patiently***	*produce it **naturally***	
***absolutely** fantastic*	***incredibly** painful*	
***really** hurt*	***badly** sprain it*	

Adverbs of frequency don't usually end in *-ly*.

***always** go*	***often** find*	***sometimes** wish*
***never** need*		

Some adverbs have the same form as an adverb and an adjective.

*run **fast***	*hit it **hard***	*get up **early***
*a **fast** runner*	*a **hard** exam*	*an **early** breakfast*
*arrive **late***	*take **long***	
*a **late** arrival*	*a **long** time*	

Words with two adverb forms

Some adjectives have two adverb forms, e.g. *first / firstly*, *hard / hardly*, *late / lately*. Be careful – the two adverb forms often mean quite different things.

*He **works hard**.* (= He works a lot.)

*He **hardly sleeps**.* (= He doesn't sleep very much.)

*I **sleep late** most weekends.* (= I sleep till a late time.)

*I've been **sleeping badly lately**.* (= I've been sleeping badly recently.)

Position

A lot of adverbs can go in different positions in sentences. Use the following as a guide to what is generally correct.

Start of a sentence

Adverbs that show our opinion or attitude about what we're saying in the following part of the sentence usually go at the start of a sentence. These adverbs are sometimes called adverbs of attitude. They are followed by a comma.

***Hopefully**, it won't be more than half an hour.*

***Fortunately**, the hospital didn't charge us for the treatment.*

Other adverbs like this:

Amazingly Apparently Luckily Personally Sadly Unfortunately

Before the verb

Adverbs describing frequency or how much / how good usually go before the verb.

*I've **never** had any adverse reactions before.*

*I **really** enjoyed it.*

*It was **badly** sprained.*

After the verb

Adverbs showing how we did something tend to go after the verb.

*I listened **carefully**, but I didn't understand everything.*

*He works very **hard**.*

*Can you speak **more slowly**?*

End of a sentence

Adverbs showing when things happen often go at the end of a sentence (or clause).

*I haven't been sleeping well **lately.***

*I went to see a specialist **a few days ago**.*

*I have an appointment **tomorrow afternoon**.*

Exercise 1

Put the adverbs in the most likely place in the sentences. You may need to change the punctuation.

1 I need to give you an injection, but you'll feel it. (hardly)
2 He's never had a day off work because of illness in 40 years. (amazingly)
3 I have been very tired. Maybe I'm getting a virus. (lately)
4 I was walking, but I still slipped. (quite carefully)
5 I broke it so I had to have an operation. (badly, unfortunately)
6 I was lucky I didn't hurt myself more. (really, seriously)
7 I wish I didn't have to get up, but usually I don't mind. (sometimes, early)
8 They can do the operation. You'll only be in the hospital for an afternoon. (these days, very quickly, apparently)

REPORTED SPEECH

When reporting things that have finished or which we believe to be untrue now, use past tenses. Reported speech usually moves one tense back from direct speech.

Present simple	→	Past simple
Present continuous	→	Past continuous
Present perfect simple	→	Past perfect simple
Past simple	→	Past perfect simple
be going to	→	*was going to*
will	→	*would*
can	→	*could*
must / have to	→	*had to*

*'We **'ve given** him an X-ray and luckily nothing **is** broken.'* (present perfect simple, present simple)

*They rang and told me they **'d given** James an X-ray and there **was** nothing broken.* (past perfect simple, past simple)

*'He **needs** to stay here a bit longer, I'm afraid. He **'s waiting** to have a few stitches in the cuts.'* (present simple, present continuous)

*They said he **needed** to stay there a bit longer, though, as he **was waiting** to have a few stitches in the cuts.* (past simple, past continuous)

*'**I'll** take him to the nearest hospital.'* (*will*)

*The woman driving said she **'d take** James to the nearest hospital.* (*would*)

When what we are reporting is still true, we can use present and future forms in the normal way because we are talking from the point of view of now.

*He said he **'s going to** have to buy a new bike now.*

*She said she **lives** in Madrid now.*

*They said they can't come tomorrow because they **'re working**.*

Reporting questions

When we report questions, there is no inversion and we don't use *do*, *does* or *did*. As with reported statements, tenses usually go back if things have finished or are untrue now.

'Where am I? What happened?' (present simple, past simple)

*He kept asking us **where he was** and **what had happened**.* (past simple, past perfect simple)

When we report *yes / no* questions, we use *if* or *whether*.

'Have we met somewhere before?'

*He even asked **if / whether we had met** somewhere before.*

'Are you happy for me to have a look at it?'

*She asked **if / whether she could have** a look at it.*

Note that we can say either *The doctor asked* or *The doctor asked me*. It doesn't matter if we include the pronoun or not.

DID YOU KNOW?

Time and place words and pronouns often change when we report things people said.

***'I** saw him **yesterday**.'*

*She said **she**'d seen him **the day before / the previous day.***

***'We** can arrange an appointment for you **tomorrow**.'*

***They** said I could come in and see a doctor **the next day / the following day**.*

*'Is there a hospital near **here**?'*

***He** asked if there was a hospital near **there**.*

Exercise 1

Complete the reported speech sentences below with the correct form of these verbs. You will need to add modal verbs in two sentences. Sometimes more than one answer is possible.

be	have	qualify	stop	suffer	take

1 A: He's suffering from stress.
B: Really? That's strange. He told me he _____ from a heart condition.

2 A: She's having an operation to sort out the problem.
B: I thought she said she _____ one already.

3 A: He's looking really well, isn't he?
B: I know. It's amazing! The doctors told him it _____ him years to recover.

4 A: He's got his final exams next month.
B: That's strange. I thought he said he _____ as a doctor already.

5 A: I feel guilty because we didn't help.
B: You shouldn't. We did offer, but he said he _____ fine.

6 A: I just saw James outside – smoking again!
B: Really? I thought he said he _____ the last time I spoke to him about it.

Exercise 2

Report the doctor's questions. If you think more than one answer is possible, write both options.

1 'Has anything like this happened before?'
She asked me _____ .

2 'Does it hurt if I press here?'
She asked _____ if she pressed on my arm.

3 'How do you think it happened?'
She asked me _____ .

4 'Are you free to come in again next week?'
She asked _____ .

5 'How did you manage to do that?'
He asked me _____ it.

6 'Have you lost weight since the last time I saw you?'
He asked _____ weight since the last time _____ me.

7 'Do you ever have problems sleeping?'
He asked me _____ .

8 'Do you have any other questions you want to ask me?'
He asked _____ .

16 NEWS AND EVENTS

REPORTING VERBS

Verb + clause

*She's just **announced** (that) they're splitting up.*

*The new management **claim** (that) it's too expensive to run.*

Other verbs like this are: *explain*, *say*, *state*, *reply*, *mention*.

Some verbs such as *tell* and *inform* need an object.

*He told **me** (that) he's getting divorced.*

verb + infinitive with *to*

*They even **promised to expand** last year.*

*No-one **offered to help**.*

*He's **refused to play** in any friendly matches.*

Other verbs like this are: *agree*, *ask*, *threaten*, *demand*.

Some verbs such as *advise*, *encourage*, *persuade*, *order*, *tell* and *warn* need an object.

*I warned **him** not to do it.*

*Apparently, they've persuaded **him** to stay.*

Verb + preposition + *-ing*

*He just **apologised for causing** the government difficulties.*

*Not that he's **admitted to doing** anything.*

*He's **been accused of doing** all kinds of things.*

Other verbs like this are: *complain about*, *insist on*.

These verbs can be followed by a noun instead of an *-ing* form.

*They apologised for **all the problems** we'd had.*

*I complained about **the service** at the hotel.*

Exercise 1

Choose the correct option.

1 The company finally agreed *to increase / they increase* the workers' wages.
2 The player was accused *to cheat / of cheating* to win the match.
3 The government is advising the public not *to travel / travelling* because of the bad weather.
4 The company has stated *not to know / it didn't know* about the problem until very recently.
5 Apparently, she threatened *to tell / she tell* the newspaper about their affair.
6 Before the election, the government promised *to lower / lowering* taxes, but they still haven't.
7 I'm not surprised you're ill. I did warn you *not to eat / not eating* the food at that place!
8 The police questioned him about the murder, but apparently he refused *to say / he said* anything.

Verbs with more than one pattern

Some verbs have more than one pattern.

*The company has **warned staff that they may** have to reduce the number of workers in the factory.* (verb + clause)

*The police **warned people not to gather** in the square to demonstrate.* (verb + infinitive with *to*)

*The government **insisted that its policy would work** eventually.* (verb + clause)

*After he was arrested, the man **insisted on his innocence**.* (verb + preposition + noun)

*He **insisted on paying** for everything, even though I offered to give him some money.* (verb + preposition + *-ing*)

Exercise 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and five words, including the word given.

1 He said he was sorry he was late.
APOLOGISED
He _____ late.
2 His exact words were, 'If you tell anyone about this, you're fired!'
THREATENED
He _____ I told anyone about it.
3 She said there was absolutely no way she was signing the contract.
REFUSED
She simply _____ the contract.
4 She said I would be good and I should apply for the job.
ENCOURAGED
She _____ the job.
5 They warned me not to go out at night on my own.
SHOULDN'T
They said _____ on my own at night.
6 He told me he would definitely pay me tomorrow.
TO
He _____ me tomorrow.

DEFINING RELATIVE CLAUSES

We use relative clauses to add information after nouns. We use different relative pronouns (*who, which, that*, etc.) in clauses depending on the nouns we are adding information to or on the information that follows.

To add information about people, we use a clause beginning with *that* or *who*.

*She's the woman **that spoke to me earlier**.*

*Roentgen was the scientist **who discovered radiation**.*

To add information about things, we use a clause beginning with *that* or *which*.

*She wrote a book **that was a huge best-seller**.*

*It's a government scheme **which helps unemployed people**.*

To add information about times, we use a clause beginning with *when* or *that*.

*I remember the day **when Princess Diana died** very clearly.*

*At the time **that he was writing**, there was a war going on.*

*That's **when I realised I'd made a mistake**.*

To add information about possessions, we use a clause beginning with *whose*.

*That's the couple **whose child went missing last year**.*

*He made a film **whose main character becomes the US President by accident**.*

To add information about places, we use a clause beginning with *where*.

*That's the hospital **where I was born**!*

*What's the name of that bar **where you went for your birthday**?*

DID YOU KNOW?

When adding information about places, we can replace *where* with *that / which* + preposition.

*That's the hospital **that / which I was born in**.*

*What's the name of that bar **that / which you went to for your birthday**?*

Exercise 1

Match the beginnings of sentences 1–6 with the pairs of relative clauses a–f.

1 Did you apply for that job
2 Did you read about that guy
3 What's the name of that company
4 We met that woman
5 We went to that bar
6 He's the writer

a that you recommended. It was really good!
where all the stars go, but we didn't see anyone famous!
b which went bankrupt last week?
that Maria works for?
c whose novel was banned by government.
who won the Nobel prize a couple of years ago.
d that you were telling me about?
which was advertised in the paper yesterday?
e who works with you. I've forgotten her name!
that you said you're interested in.
f who they arrested for that big robbery?
that was awarded the Nobel peace prize?

Exercise 2

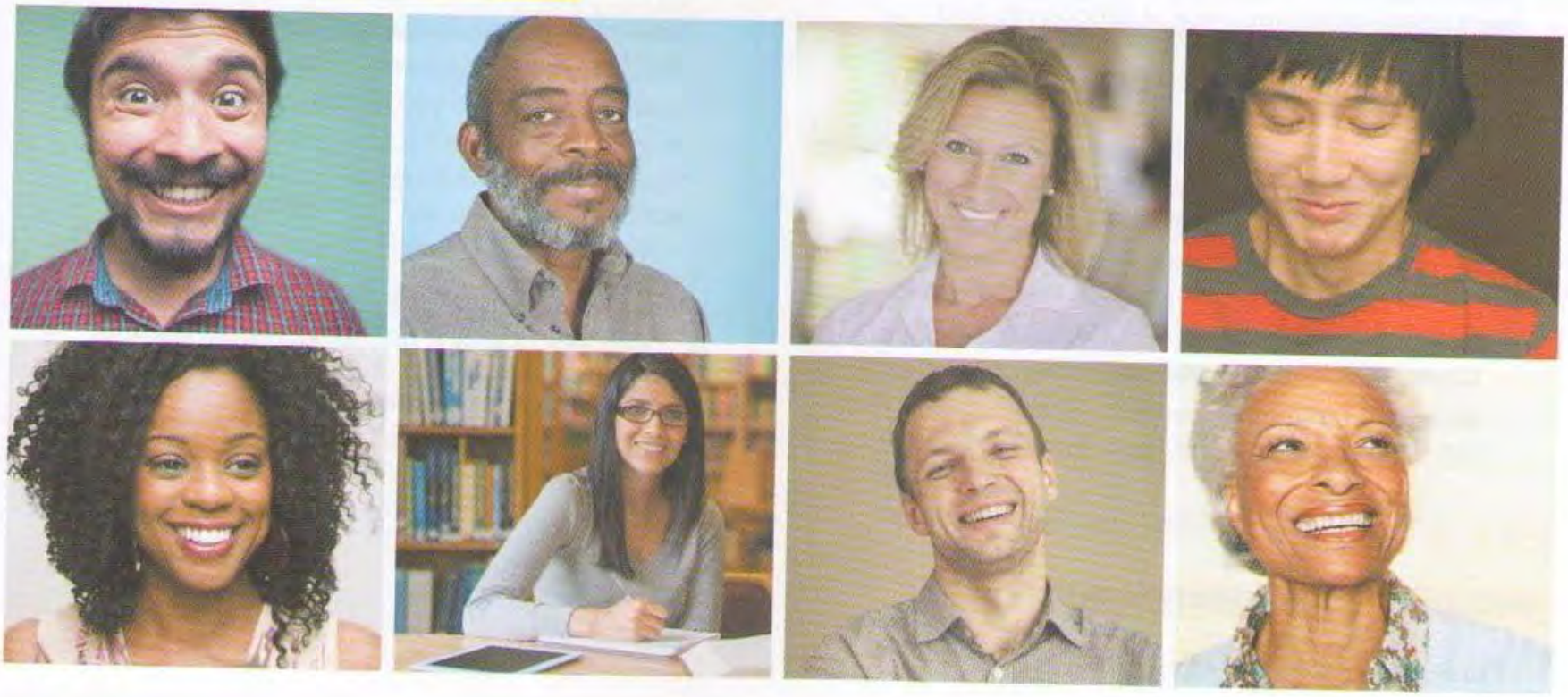
Complete the film review with appropriate relative pronouns.

Lorenzo's Oil is a film [1]_____ tells the true story of a couple [2]_____ child develops medical problems at the age of seven. The first doctors [3]_____ see him have no idea what is causing the problem, but he is eventually diagnosed with a disease [4]_____ is called ALD and is incurable. They ask about hospitals [5]_____ they are doing research on this disease, but they are told it is so rare that no-one will pay the money [6]_____ is needed to investigate it. The couple, who have no medical training, then start to study medical literature to find something [7]_____ will help their son. I love this film because at the time [8]_____ I saw it, I was also quite ill, and it was very uplifting. Like the boy in the film, I eventually got better.

INFORMATION FILES

FILE 1

Unit 1 page 9 CONVERSATION PRACTICE



FILE 2

Unit 3 page 30 READING

STRANGE WORLD — **LUCY CLEGG**

As you can probably tell, **my initial reaction when I first** read about the phenomenon of disaster tourism and experiences **was to** think these people are mad. I saw it as holidays in other people's misery. **I told myself that there's no way** I would be interested in anything like that, but then I started thinking about some of the places I've visited over the years. I slowly came to realise that maybe I'm not so different. For instance, I've been to the Hiroshima Peace Memorial Park, **which commemorates the people who died** as a result of the first nuclear bomb. I've visited many castles, like the Tower of London, where people were executed. Last year I went to Pompeii, the ancient ruins of a city **which was completely destroyed by** a volcano in the first century. While there, I took a photo of a 2,000-year-old dead person. OK, I didn't take a smiling photo of myself in front of it, like the people on the website 'Selfies at serious places'. But still, **looking at** it **now, I am wondering** why I took it and I've come to the conclusion that perhaps I am a disaster tourist myself.

I guess I go to these places because I'm interested in history. Visiting them reminds you of the power of nature and the value of your life. Many so-called disaster tourists actually have similar motivations, it's just that the 'history' is now. Nicholas Wood of the company Political Tours says: 'We're not for people looking for danger, we're for people who want a deeper understanding of the world.' His company sometimes takes clients to scenes of recent conflict to meet local people and experts, but may equally help clients understand the risks of the globalised financial world by touring the City of London and introducing them to decision-makers there.

James Wilcox, whose company does specialise in active areas of conflict, also argues his 'disaster' tours bring much-needed money to the places affected and locals welcome them. 'To be honest, the majority think we're crazy, but the second reaction is they're proud. It's as if they've almost forgotten they **have a lot to offer.** They might be struggling, but other people are **willing to take the risk and** travel halfway around the world to visit.'

Maybe disaster tourism isn't such a disaster.

FILE 3

Unit 2 page 21 SPEAKING

Student A

You bump into someone you knew at school. You stop to say 'hello' and you are really happy to see them again. When you were at school, you had difficulties with schoolwork and with other students, but you always liked this person. Now you are very successful.

- Think about what you do now and your situation – for example, work, family, etc. (This can be true or you can invent the information.)
- Try to keep the conversation going for as long as you can, even if the other person tries to end it.
- Offer to meet or take them out somewhere in the future – think about where and when.
- Remember, you don't want to lose touch again.

FILE 4

Unit 6 page 53 CONVERSATION PRACTICE

Student A

You are a customer. Decide:

- how much you currently pay for your phone.
- how many text messages you get per month: 200? 400? 500?
- how many minutes you get per month: 300? 500? 800?
- Then decide what questions you want to ask about the new phone:
  - camera?
  - battery life?
  - screen size?
  - how well does the operating system link with other devices?
  - how easy is it to navigate?

FILE 5

Unit 7 page 63 CONVERSATION PRACTICE

Student A

- You are studying Medicine. It's a five-year course. Decide which year you are in.
- You have an exam on endocrine systems. Use a dictionary so you can explain it.
- You are positive about the course, your tutors and classmates. Think of reasons why.
- You want to become a doctor.
- You are going to talk to a friend who is studying Business Management.

FILE 6

Unit 7 page 66 READING

Student A

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Teachers having high levels of subject knowledge Score: 0.09

The level of qualifications that teachers have in their subject doesn't have very much impact. This may be because in many classes the level of knowledge the students are learning is quite low, for example primary school maths. What's more important is the teacher's ability to be clear, encouraging and good at giving feedback.

Programmes to extend students' vocabulary Score: 0.67

Trying to increase the amount of vocabulary students know seems to work well, especially providing both definitions and examples of how the words are used. It's an example of challenging students and helps with several subjects by improving reading skills.

Setting up schools outside of government control Score: 0.2

Several countries have set up schools (e.g. Charter schools in the USA) which are more independent from government: they can choose what to teach, which teachers to employ, etc. They get some money from the government and some from private sources so students don't have to pay. They do make a difference, but just a very small one.

FILE 7

Unit 2 page 21 SPEAKING

Student B

Someone you knew from school stops you outside a shopping mall. You hardly recognise them. They had struggled at school. They weren't very popular, although you got on quite well. Now they look different, are very well dressed and seem to be very successful.

- Think about what your situation is – for example, work, family, etc. (This can be true or you can invent the information.)
- Have a conversation with them for five minutes.
- You are in a bit of a rush so you will try to end the conversation – think of a reason.
- Although you liked them, your life is very busy and you don't need a new friend. Try to avoid making any arrangements in the future – think of excuses.

FILE 8

Unit 6 page 53 CONVERSATION PRACTICE

Student B

You are a salesperson in a mobile phone shop. Think about the phone you want to sell.

- Decide the details of the phone:
  - camera?
  - battery life?
  - screen size?
  - links with other devices?
  - user experience?
- What makes it better than other phones?
  - battery?
  - price?
  - something else?
- How many text messages per month you can offer: 200? 400? 500?
- How many minutes per month you can offer: 300? 500? 800?
- What price can you offer?

FILE 9

Unit 6 page 54 READING

Add up your score:
A answers = 1 B answers = 3 C answers = 5

14–28

You really can't stand shopping. Some people might even say you're mean because you never spend money, although you prefer to say it's because of political reasons such as protecting the environment. Fashion doesn't interest you and sometimes *people say you look scruffy or old-fashioned. You're only* interested in getting the cheapest things available.

29–42

You don't mind shopping, but you're quite careful with your money and you often keep an eye out for bargains. You want to look good, but you also want clothes to last, so the latest fashions don't interest you so much. There's more to life than shopping.

43–56

You're quite fashion conscious and love shopping. It's one of your main leisure activities and it often cheers you up. You probably have a particular obsession – shoes, shirts, DVDs. Although you generally control your spending, from time to time *you spend more than you should. Sometimes you buy things* without thinking and then later realise it was a bad idea.

57–70

Your only interest is shopping and fashion and you are out of control! You can't go shopping without buying something – even if you don't need it. You follow all the latest fashions and have drawers and wardrobes full of clothes you hardly ever wear. Your buying habits are getting you into debt. You should get some help before you end up owing the bank too much money!

FILE 10

Unit 7 page 63 CONVERSATION PRACTICE

Student B

You are studying Business Management.

- One of your current modules is Tax and Accounting. Use a dictionary so you can explain it.
- You're struggling. Think of reasons why.
- The tutors are not so good. Think of reasons why.
- You want to get a job in a bank.
- You are going to talk to a friend who is studying Medicine.

FILE 11

Unit 13 page 121 GRAMMAR

Situation 1

You checked in for a flight and went to have something to eat. When you went to the departure lounge, there was a queue to transfer to the terminal and extra security. When you walked up to the boarding gate, the airline said it was closed and they would charge you for a new ticket.

Situation 2

You hired a car. You got a flat tyre and there wasn't a spare one so you called roadside assistance. Just before you took the car back, you filled the tank with the wrong kind of petrol. Now the car company wants to charge you for both problems and you don't have any insurance.

Situation 3

You reserved a seat on a train to attend an important meeting. The first train arrived five minutes late so you missed the connection. The next train was full and you had to stand for two hours. You arrived at the meeting tired, late and angry and it went badly. Now you want compensation from the train operator.

Situation 4

You and a friend hired a car to go to a wedding. Your friend had been to the place before so said you didn't need a GPS. You left the motorway to avoid a traffic jam and then got completely lost. When you got back on the motorway, you tried to make up for lost time, but were caught speeding and now you have to pay a fine. You think your friend should pay it.

FILE 12

Unit 7 page 66 READING

Student B

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Reducing class sizes by 50% Score: 0.21

Smaller classes are better, but the increase in achievement is very small. Hattie suggests that one reason for this may be that teachers don't change the way they teach when the class size is reduced.

Provide information on how students will be assessed and feedback on what they did Score: 0.73

This has a very positive effect. Hattie says it is because students will often try harder when it is clear how they can get a higher grade. If the teacher then shows the next steps to improve, this is more encouraging than saying just 'well done'.

Talking about students' expectations Score: 1.44

This had the highest effect in Hattie's study. When you ask students to grade themselves or to predict their grades in exams (sometimes called 'self-report grades'), they are often very accurate. Hattie suggests this is because they have learnt what level they are by what teachers say or how they are grouped in class. By asking students, teachers understand their expectations better, and can then challenge their students and show them how to exceed these expectations.

FILE 13

Unit 7 page 66 READING

Student C

Hattie gives a score for the effectiveness of each factor. Anything with a negative score has a negative effect. 0 has no effect. 0.4 is the average positive effect.

Practising what you have learnt over time Score: 0.71

Sometimes people learn something then immediately practise it. They might do several practice activities in the same short space of time. However, the evidence from Hattie's research is that it is much better to do some learning, then leave it; practise a day or so later, then leave it; then practise again a week later, etc. This is called 'Spaced Practice'.

Doing homework Score: 0.29

Students everywhere might be happy to hear that homework isn't very effective. However, Hattie says it depends at what age and what kind. In primary school, it has no effect at all (nearly 0). In secondary school, the effect is higher (nearer 0.4), especially if it is a simple, short practice of what has been learnt (see practice over time). He doesn't recommend *not* giving it!

Summer holidays Score: -0.09

There are complaints that long summer holidays are bad for student achievement, and unfortunately if you are a student or teacher it is true! However, the negative effect is very small so maybe there are other things we should worry about first!

FILE 14

Unit 8 page 70 VOCABULARY

1 olives

2 oysters

3 raisins

4 squid

5 prawns

6 corn on the cob

7 peanuts

8 limes

9 kebabs

10 spinach

11 trifle

12 tripe

13 blue cheese

14 radishes

FILE 15

Unit 8 page 72 **READING**

Student B

YA-WEN (Taiwanese)

I work for a big accounting firm and they transferred me to the States a couple of years ago. It's been quite a shock! For one thing, the portions here tend to be enormous. You see people with steaks the size of their plate – and they eat it all! It's really off-putting. Even worse is steak with blue cheese sauce. I can't stand the way it smells! Why would you put something which is basically mouldy cow fat in your mouth? And it's served with French fries all the time! I really miss having rice with my meals.

Of course there's good food here too. To begin with, there are some good Taiwanese restaurants here! There are also lots of amazing health food shops. I've also got some friends who are great cooks and they often have me round for dinner. Back home, we tend to meet in restaurants, so it's a lovely thing to do.

One last thing that I sometimes find frustrating is the way people usually order things individually for themselves. Sometimes you choose something which doesn't turn out to be that nice and the food goes to waste. It would be better if people shared more. That way, everyone would get something they like.

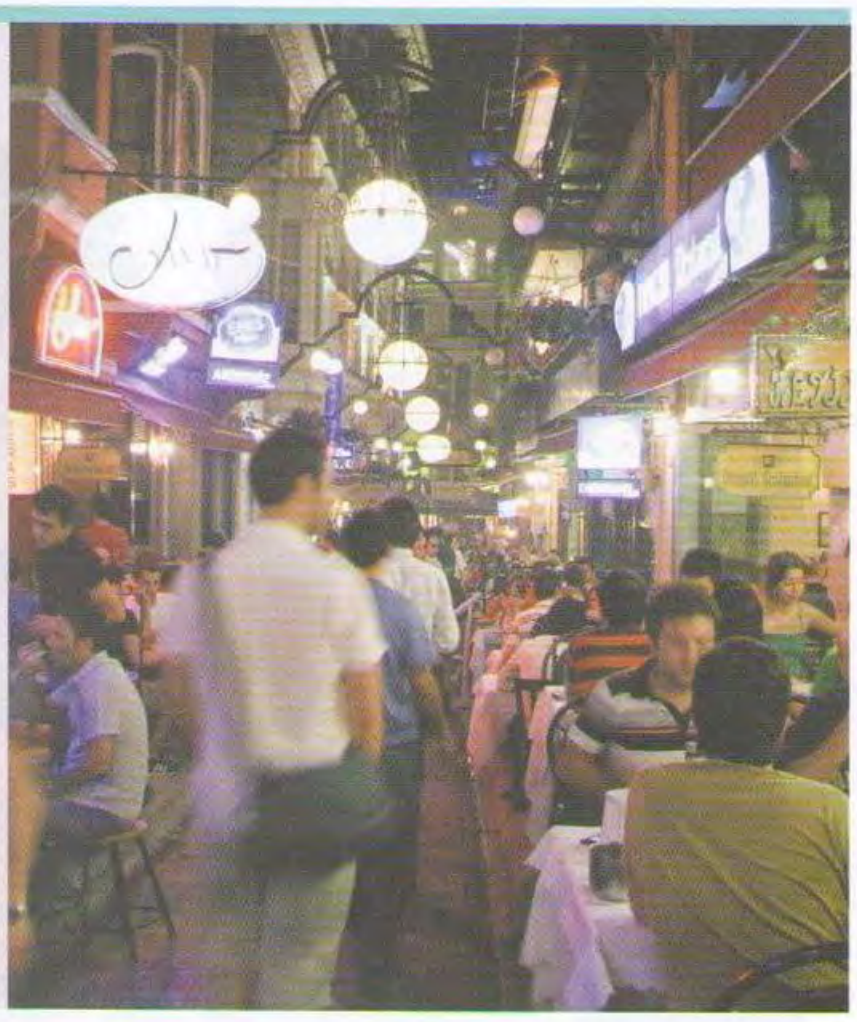
ALAN (Scottish)

One of the first things I saw when I came to Valencia to teach English was people pouring oil on their bread. I thought it was really weird, but then I tried it and I quite like it now. It's not so different to spreading butter on bread.

In general, there's a lot more good food here and people tend to buy fresh food every day and cook, rather than buying lots of ready meals from the supermarket. Eating out is also good. I always enjoy ordering *tapas* – lots of little dishes that you share.

Having said that, it's not very good if you're a vegetarian. A friend of mine came over and they were always giving him 'vegetable' dishes with bits of ham or sausage in them. It's quite strange – they don't seem to think of ham as meat! The other thing is, it's difficult to get food which isn't Spanish – maybe because there's a lot of regional variation. I love curry, but there are hardly any Indian restaurants here and the curry is never spicy enough!

One last thing that I'm still not used to is having dinner so late. When we eat out, we sometimes don't get to the restaurant until around eleven, and I'm usually starving by then!



FILE 16

Unit 11 page 97 **SPEAKING**

1 squirrel

2 lizard

3 bear

4 eagle

5 dolphin

6 cockroach

7 deer

8 whale

9 wolf

10 crow

11 crocodile

12 parrot

13 snake

14 scorpion

15 rat

AUDIO SCRIPTS

UNIT 1

TRACK 1

1

A = Alfie, H = Holly

A: Hi. Nice to meet you. I'm Alfie.
H: Hey. Holly. How's it going?
A: Yeah, OK, thanks. I'm a bit nervous though, to be honest.
H: Yeah? Why?
A: I don't know. You know ... first class. New people.
H: Yeah, I remember that feeling. Don't worry. You'll be fine. It'll be fun.
A: So have you studied here before?
H: Yeah, last term.
A: Oh really? OK. And did you enjoy it?
H: Yeah, it was amazing. Our teacher was brilliant. Really great. So patient and helpful, you know. So, what about you? How long've you been learning French?
A: For about three years now, I guess, but just on my own at home, using the Internet.
H: Yeah? Have you learned much?
A: Well, my reading has improved and I've learned quite a lot of vocabulary, but I really need to practise my speaking more, you know. That's why I'm here. What about you? Why are you learning?
H: Well, I'd like to be a translator and French is an official EU language and UN language, so ... you know.
A: Wow! OK.

2

N = Noah, G = Giuliana

N: So what did you make of that session?
G: Oh, um. Well, it was ... um ... different, wasn't it?
N: I'm glad I'm not the only person that didn't really enjoy it.
G: So, what's your name, then? Where are you based?
N: Oh, I'm Noah.
G: Giuliana. Hi.
N: Hey. And I'm originally from Canada, from Halifax, but I'm working in Santiago now.
G: Oh really? Nice. How long have you been there?
N: A couple of years now. Do you know it? Have you been there?
G: Yeah, loads of times. I'm from Mendoza, just the other side of the mountains. We can drive there in five or six hours. Great city.
N: I like it, yes.
G: What are you doing there? Are you working?
N: Yeah. I'm a researcher – attached to the university there. I'm doing work on climate change.
G: Wow, interesting. And are you presenting at the conference?
N: Yeah. I was on yesterday, actually. What about you?
G: No, goodness! The whole idea really scares me. I don't think I could do it. I'm happy just attending and going to the talks.

TRACKS 2 & 3

1 Do you know it?
2 Did you enjoy it?
3 Have you studied here before?
4 Where are you based?
5 What are you doing there? Are you working?
6 How long have you been learning French?

TRACK 4

1

A: What are you studying?
B: Media studies.
A: Oh right. What does that involve? I've never heard of that subject.
B: Really? It's quite popular here. You study everything about TV, newspapers and advertising. Some of it's practical and some of it is more theoretical, almost like philosophy. It's really interesting.

2

C: Have you studied here before?
D: No, never.
C: How long have you been studying English?
D: For about five years now, but only for two hours a week.

3

E: What do you do when you're not studying?
F: I love movies and reading and I'm really into music. I play the guitar in a band.
E: Oh really? What kind of music are you into?
F: Garage, punk and rock'n'roll.

4

G: Do you have any brothers or sisters?
H: Yeah, I've got one older sister.
G: Do you get on with her OK?
H: Yeah, really well. We're very close.

5

I: What did you do at the weekend?
J: Nothing much. I went shopping on Saturday, but that's all.
I: Oh right. Did you get anything nice?
J: Yeah, I did actually. I got this really nice jacket in the market.

6

K: What do you do?
L: I'm a computer programmer.
K: Oh yeah? Who do you work for?
L: A small educational technology company in the centre of town.

TRACK 5

1

I was in town and I was walking down the main street and two Chinese guys came up to me and stopped me. They showed me a business card and pointed at a map on their phone. They just said, 'Donde, donde? Where, where?' So I said in Chinese, 'I don't know.' They first looked really surprised and then they started talking really fast, you know, and I didn't catch anything at all! I asked them to slow down, and then, with a mixture of my bad Chinese and gesture, I explained they had put the wrong postcode in the phone and they needed to go to another part of the city. I was quite proud of myself. After three years of study, it was actually the first time I'd spoken to anyone Chinese outside of my class and it really motivated me. Since then I've found someone to practise with.

2

I'm Brazilian so I speak Portuguese, but I speak German at home. People are interested when they find out, but they're amazed when I say my parents are from Russia and Turkey! They say, 'Wow! How's that?' Well, they first met when they were both working on a cruise ship. He worked in the engine room and she was a cabin cleaner. The ship's crew had a kind of party each week and they met there. My mum said Dad was a really good dancer, which I find very difficult to believe. Anyway, neither spoke each other's language, but my mum had worked in Germany before and Dad knew German from school, so that's how they communicated. They chose to settle in Rio because the cruises usually stopped here and when they were married they often had a short holiday here. They also said it saved them arguing about whose country to live in.

3

I'm a sound engineer on a National Geographic show called *Beast Hunter*. We go all over the place in search of unusual wild animals and we often need the support of local people to act as guides or cooks for the film crew. I always try to learn a bit of their language to, you know, just connect somehow. Anyway, last year we were filming in Sumatra in the middle of a forest, looking for orangutans. And one time, at dinner, I was talking to the guide and I tried to ask about 'the people of the inner forest', but apparently I asked about 'people with tasty insides'. I thought the guide looked a bit worried and then later I found out that the presenter of the programme had previously tried to thank him for the meal and instead of saying the food's really delicious, had said 'I'm eating a child!' Who knows what they thought of us!

TRACKS 6 & 7

1 He was travelling around Europe by train.
2 people were getting off the train
3 when he was leaving the station
4 because he'd left his bag on the train
5 but it had gone
6 and was sitting there crying
7 what had happened
8 he was still living with his family, you see

UNIT 2

TRACK 8

1

R = Ryan, C = Clara

R: Hey, Clara!
C: What is it, Ryan?
R: Have you seen Karim this week?
C: Yeah, I saw him yesterday. Why?
R: Is he OK? I haven't spoken to him for a while, but the last time I saw him he seemed a bit down.
C: Hmm, I know. I think it's his mum. Apparently, she's quite ill and he's just very worried about her.
R: Oh no! That sounds like a nightmare. What's wrong with her? Is it very serious?
C: I think it must be. He was quite upset when I spoke to him and he didn't want to say much.
R: Oh dear. That's awful. I feel a bit guilty now that I haven't rung him – I had a feeling something was wrong.
C: Why?
R: Well, I met him outside the university with Chris. Chris and I were chatting, but Karim didn't say much. In fact, he hardly said anything at all.
C: Really?
R: And Karim is normally really chatty.
C: I know. Well, he probably isn't in the mood to talk to anyone at the moment.
R: Oh dear. Well, if you see him, tell him I'm thinking of him. Say 'hello' to him from me.
C: Sure.

2

B = Belinda, A = Alisha

B: Hello Alisha! How's it going?
A: Great actually, Belinda. I've just finished all my exams!
B: That must be a relief. How did they go?
A: Quite well, I think. I was really pleased with how I did.
B: That's great.
A: Are you all right? You look as if you need cheering up.
B: Yeah, sorry. I'm just a bit fed up with the situation with my accommodation.
A: Oh dear. What's the problem?
B: Oh, I've just found out I can't continue to stay where I am at the moment.
A: What a pain! How come?
B: Basically, I need to find something else and, to be honest, I just don't need the stress.
A: I can imagine. Can I do anything to help?
B: No, it's OK. I'm sure it'll sort itself out, but thanks.
A: Well, at least let me buy you a drink.
B: OK. That'd be nice.
A: What would you like?
B: A cappuccino would be good.
A: Anything else? A bit of cake? Go on. It'll cheer you up.
B: Well, I have to say that chocolate cake looks nice.
A: I think I'll join you – to celebrate finishing my exams.

TRACK 9

1

A: I can't drink at the moment. I'm pregnant.

B: Really? Congratulations! When's is the baby due?

2

A: I'm going to Canada to study English.

B: Wow! That's great! How long are you going for?

3

A: I'm afraid I can't meet you tonight.

B: Oh, what a shame! Are you sure?

4

A: My brother's not very well.

B: Oh no! I'm really sorry. I hope it's not too serious.

5

A: I've lost my wallet.

B: Oh no! What a pain! Did it have much in it?

6

A: I've found my wallet!

B: Phew, that's a relief! Where was it?

TRACK 10

Having seen his Free Hugs campaign attract the attention of the world's media, Juan Mann wrote a book called *The Illustrated Guide to Free Hugs*, became a well-known public speaker and published his mobile number online, offering to go out for dinner with anyone who contacted him. In the meantime, however, his then-friend Shimon Moore, who had initially posted the video on YouTube, found his band was getting offered record deals. They moved to Los Angeles and started selling Free Hugs goods at concerts. And that's where it all went wrong.

By 2010, the pair had fallen out, with Mann claiming that he hadn't earned any money at all from the sales. He now leads a quiet life well away from the public eye, while Moore is still promoting the Free Hugs 'brand', and what a brand it's become: there's now an annual international Free Hugs Day; Free Hugs have been used to raise awareness of HIV and AIDS in some countries, while in others the movement is viewed with suspicion and huggers have been arrested.

Even though its founder is no longer actively involved, it seems that, in the end, free hugs are about more than Juan Mann!

TRACK 11

R = Robin, C = Carla

R: Carla! Hey! Fancy seeing you here.

C: Um ... sorry, but do I know you?

R: It's me, Robin. From school?

C: Robin! Wow! WOW! Sorry. I just didn't recognise you. You look so ... different.

R: Oh, um, yeah. I guess. Anyway, how are you? You're looking really well.

C: Thanks. I'm fine, yeah. I'm good.

R: What are you doing here?

C: Oh, I work quite near here. I'm just on my lunch break, actually.

R: Oh really? Where do you work?

C: Just round the corner actually. I do sales and marketing for a film company.

R: That's amazing. I'm really pleased for you. You sound like you're doing really well.

C: Thanks. I'm enjoying it. It's hard work, though. I mean, we're setting up a new website at the moment, so I'm working really long hours. I'm not finishing till nine most days.

R: Really? You must be exhausted.

C: Yeah. But it's fun and I'm learning a lot and the money's not bad either, so I can't complain.

R: And are you still with your boyfriend? What was his name?

C: Cass? Yeah, we're engaged now, actually. We're getting married in the summer.

R: Really? Wow! Congratulations! That's great.

C: Thanks. Anyway, enough about me. How are you? What are you doing these days?

R: Me? Oh, you know ... nothing much, actually. I mean, I'm not really working or anything. I'm just kind of taking my time, thinking about what I want to do, you know.

C: OK. And are you still living at home?

R: Yeah. Yeah, I am. I can't really afford a place of my own at the moment.

C: Right. How's your mum? Is she OK?

R: She's fine, yeah. She's away at the moment, actually. She's staying with her brother on the coast.

C: Oh, nice.

R: She remembers you, you know. She still talks about you from time to time.

C: That's nice to know. Say 'hello' to her from me.

R: I will, yeah. Anyway, it's good to see you again.

C: Yeah, you too. We must meet again sometime.

R: Yeah, let's. Listen, what are you doing this Saturday? Do you want to meet for lunch or something?

C: Oh, I'd love to, but I train on Saturdays. I'm doing the marathon next month.

R: Rather you than me!

C: Oh, I love running – I'm really looking forward to it.

R: I have to say, that's my idea of hell! But still, good luck with it.

C: Thanks.

TRACK 12

1 How's your course going?
2 I'm finding it a lot harder than before.
3 Is she still studying?
4 She's doing a Master's.
5 Is it still raining outside?
6 It's pouring down.
7 I'm meeting an old friend of mine for dinner.
8 Why's he shouting at everyone like that?

REVIEW 1

TRACK 13

1 You look as if you need to go to bed.
2 What are you doing after the class? Do you fancy a coffee?
3 We're going out for dinner later. Do you want to join us?
4 We met when we were working at the same law firm.
5 Sorry, what did you say? I didn't hear.
6 I'd forgotten to put it in my diary.

UNIT 3

TRACK 14

1 it's about ten miles out of town
2 you can walk along the walls
3 it's in the financial district
4 it's down by the beach
5 it's further along the coast
6 you find them all over this area

TRACK 15

C = Claire, R = Receptionist

C: Hello there. I wonder if you can help me. I'm thinking of going sightseeing today. Can you recommend anywhere good to go?

R: Well, it depends on what you like. There are lots of places to choose from. What kinds of things are you interested in?

C: I don't know. Um, something cultural?

R: Oh, right. OK. Well, quite close to here is St Mary's Church. It's Kraków's most famous church – and very beautifully decorated. You can walk there in five or ten minutes.

C: OK. I'm not really a big fan of churches, to be honest.

R: That's OK, I understand. Of course, the most visited place near here is Auschwitz. There's a day tour leaving soon.

C: Actually, we're planning on going there later in the week.

R: Well, in that case, you could try Kazimierz, the old Jewish Quarter, where Steven Spielberg filmed some of *Schindler's List*. It's actually quite a lively area now. There are lots of good bars and restaurants round there.

C: Oh, so that might be nice for this evening, then.

R: Yes, maybe. Let me know if you want more information about places to eat or drink there. Erm, then if you'd prefer something a bit different, how about a guided tour of Nowa Huta, the old communist district? They'll show you what life was like in the old days there.

C: Oh, that sounds interesting. How much is that?

R: About €40. I can call and book a place for you if you want.

C: What times does that leave?

R: Every two hours from outside the hotel and the tours last around 90 minutes. They leave at 10 o'clock, 12 o'clock, 2 o'clock and 4 o'clock.

C: OK, that's great. Can you book me onto the 2 o'clock tour? Then I can do some shopping in the main square in town beforehand.

R: Sure.

TRACK 16

1

A: I'm thinking of doing some shopping today. Can you recommend anywhere?

B: Well, you could try Oxford Street. There are lots of big department stores there.

A: To be honest, I'm not really a big fan of department stores.

B: Oh, OK. Well, in that case, how about Portobello Road? It's a big street market. You can find lots of bargains there.

A: Oh, that sounds great. I love that kind of thing. Is it easy to get to?

B: Yes, very. I'll show you on the map.

2

C: I'm thinking of doing some sightseeing today. Can you recommend anywhere?

D: Well, you could try the local museum. That's quite close to here. They've got lots of interesting things in there.

C: Right. I'm not really into museums, to be honest.

D: That's OK. In that case, how about going to the Roman ruins down by the lake? There are also some nice cafés and you can swim there.

C: Oh, that sounds better. Are they expensive to get into?

D: No, it's quite cheap. It should only be about $10.

TRACK 17

1

In July and August it's boiling hot here. The temperature regularly rises to above 40 degrees and sometimes even reaches 50, so we often try to get away. We went to Malaysia last year. This year we're going to Salalah. The weather is wonderful then – light rain most days, cloud from the sea and cool, it's never much more than 25 degrees. At night we can even say it's chilly. Wonderful. Such a relief to escape the heat. We're staying in a five-star hotel, of course. This is important for my family because my mother and sisters spend a lot of time in and around the hotel. But my father and I, we love driving off-road – four by four. At home we drive in the desert, but the countryside in south Oman is mountainous and so green. It offers something different. So we'll probably hire a car to do off-road.

2

The summer's a busy time of year. I work from May through to September and this year I have to work long hours in July and August. When the season ends, I might take a short holiday, but if I do, I'll probably just go and visit a friend in Lyon. Basically, I'm saving money because I'm going to travel round Vietnam later in the year. I've heard it's best to visit after October because it's still warm but not so humid. Not that the weather is so important. What's important to me is the experience of travel. I went to Morocco last year and I was in the desert near these ancient ruins. I was in a small hostel and it was freezing at night, but the people and place, the experience – it was fantastic.

3

We've decided we're not going to go on holiday this year. We're just going to stay at home. Last year's holiday was such a nightmare. We rented a small cottage near the beach in Cornwall, but it poured with rain most of the time and the kids complained so much. 'Ooh, there's nothing to do.' 'Aargh! My phone's got no signal!' Constant. And it wasn't cheap. So, this year, instead of spending the money on travel and accommodation, we're going to spend it on doing nice things here. So, we're thinking of going to a show or two, we might visit Buckingham Palace and the British Museum, which, believe it or not, I've never been to! Maybe a boat trip down the river, and also just relax at home in the garden for a change as well. And the kids want to go paintballing with some friends. And then there are all the great restaurants here. We're going to eat out every night. I don't know why we haven't done it before.

UNIT 4

TRACK 18

1

A = Alan, B = Brenda

A: So what did you do last night Brenda? Anything interesting?

B: Yeah, I went to the theatre, actually, and saw this amazing play.

A: Oh really? Which one?

B: It's called *Routes*. Have you seen it?

A: I don't think so. What was it like?

B: Oh, it was great. A bit depressing, but really interesting. I enjoyed it.

A: So, do you go to the theatre a lot, then?

B: Yeah, quite a lot, I guess. Maybe two or three times a month.

A: Wow! That's impressive. I hardly ever go. I can't even remember the last time I went!

2

C = Charlotte, D = Domi

C: Did you have a good weekend Domi?

D: Yeah, it was great. I went sailing with some friends. We went along the coast as far as Guernsey and then came back. And it was boiling as well, so I got a bit of a suntan.

C: Wow! I didn't know you sailed. How often do you do that?

D: Not as much as I used to, to be honest. When I was living in Brittany, I went all the time, but I don't often get the chance now. That's kind of what made it really special, you know.

C: Yeah.

D: Have you ever been?

C: No, never, but I'd love to. It looks amazing.

D: Well, next time we go, I'll let you know.

3

E = Evan, F = Frank

E: Are you OK, Frank? You look a bit tired.

F: I know. I didn't go to bed until two thirty.

E: Really? Why?

F: Oh, some friends of mine came over and we sat up late playing cards and talking and stuff.

E: Oh really? I play cards sometimes too. Are you any good?

F: Yeah, I'm OK. I mean, I'm not a professional or anything, but I enjoy it.

E: Do you ever play poker?

F: Yeah, quite often, actually. It's my dad's favourite game, so we play together when we meet.

E: OK. That's nice. Well, maybe we could play together sometime.

TRACK 19

1

A: So do you go the theatre a lot, then?

B: Yeah, quite a lot, I guess. Maybe two or three times a month.

2

C: I didn't know you sailed. How often do you do that?

D: Not as much as I used to, to be honest. When I was living in Brittany, I went all the time, but I don't often get the chance now.

3

E: Do you ever play poker?

F: Yeah, quite often, actually.

TRACK 20

1 Do you go swimming a lot?
2 Do you eat out a lot?
3 So do you read much?
4 Do you go to the cinema much?
5 How often do you play games on the computer?
6 So how often do you go to the gym?
7 Do you ever try to read in English?
8 Do you ever watch your favourite team play?

TRACK 21

I = Ian, R = Rika

I: What happened there, Rika? Did you just sign that guy's book?

R: You saw that?

I: Yeah! It was like you were famous or something.

R: That's because, er ... I don't know. I guess I am, kind of – if you're a judo fan.

I: What?

R: Well, in my other life, away from selling books, I do judo and last week I was in a competition on TV. That guy recognised me from there.

I: Seriously? That's amazing!

R: Oh, it's no big deal. I didn't win it or anything. I lost in the semi-finals.

I: You got to the semi-finals! I can't believe it! I mean, no offence, but you don't look big enough to fight.

R: Well, you fight according to your weight in judo, so size doesn't matter. Although being big isn't always an advantage. It's more about balance. Someone can be big and strong, but if they're off-balance, you can easily throw them. I bet I could throw you over!

I: Hey, I believe you! So how long have you been doing it, then?

R: Ever since I was a kid. At school, the big kids often used to bully me because I was so small and I got into fights, so my dad suggested I did a martial art to defend myself and that was it, really.

I: Well, you've kept very quiet about it. I mean, how long have I known you now? Six years?

R: Yeah, well, I don't really feel like it's connected to what I do at work and, I don't know, I think it's strange for me to just tell colleagues I'm a judo champion for no reason.

I: I guess. So, how often do you have to train?

R: Well, I usually practise all the techniques for at least an hour a day once I get home in the evening, and then two or three times a week I go to a special judo school to practise fighting.

I: Wow! And this competition the other week ... what was it exactly? Was it a big thing?

R: Um, yeah ... it was the women's national finals!

I: No! And you got to the semi-finals!

R: Yeah! I've actually won it before so I'm a bit annoyed I didn't win it this time, but I had quite a bad back injury last year, which stopped me doing any training or fighting.

I: Really? How long were you out of action?

R: Well, I didn't do anything for a couple of months and I only started full training a few weeks before the finals.

I: OK. Well, it sounds as if you did well to get to the semi-finals then.

R: I guess. And the girl who beat me went on to win the whole thing, so ... still, I hate losing!

I: Amazing. You learn something new every day!

TRACK 22

1 How long has he been driving?
2 How long have you been doing that?
3 How long did you play for?
4 How long was he injured?
5 How long did you warm up for?
6 How long have they been married?
7 How long has she been learning?
8 How long have you been waiting?

TRACK 23

A: Do you listen to music much?

B: Yeah, all the time.

A: What kind of music are you into?

B: All sorts, really, but mainly pop music and R&B.

A: Oh right. Anyone in particular?

B: Erm, I don't know ... Girls Rock, Soul Train, stuff like that.

A: So, have you heard anything good recently?

B: Well, I downloaded this great song by K Boy. It's fantastic.

REVIEW 2

TRACK 24

1 How long have you been doing that?
2 I'll probably just stay in and have an early night.
3 I might go to a friend's house and play cards.
4 Not as much as I should, to be honest.
5 How long has he been injured?
6 No never, but I'd love to.

UNIT 5

TRACK 25

I = Ivan, A = Amanda

I: So what do you do, Amanda?
A: I work for a mobile phone company.
I: Oh yeah? Doing what?
A: I work in the design department. I'm involved in designing what you see on the screen of the phone. You know, all the graphics and icons.
I: Oh right. Sounds interesting. How did you get into that?
A: Well, I studied graphic design. After I graduated, I worked for a company that designed websites. Then one day I saw Vodafone were recruiting people so I applied and I got a job. They gave me some training and I just got into it that way.
I: OK. So how long have you been working there?
A: It must be seven years now. Wait! No, eight! I was 25 when I joined, so yeah, eight years. Time goes so fast!
I: You must enjoy it.
A: Yeah, I do generally. It's quite varied because they're constantly changing the phones and designs, and of course it's quite a creative job, which is nice. But, you know, it's like any job. It has its boring moments and the hours can be quite long.
I: Really? How long?
A: Well, it depends if we have a deadline to meet, but sometimes I do something like fifty or sixty hours a week.
I: Really? That can't be easy.
A: It's actually fine. I mean, it is a bit stressful sometimes, but you get used to it. In fact, I sometimes need that stress to work well, you know. I sometimes work better under pressure.
I: Really? I can't work like that.
A: So what do you do?
I: Oh, nothing! At the moment, I'm just studying.
A: Really? How old did you say you are?
I: Thirty.
A: Really? You look younger.
I: Thanks.
A: So were you working before?
I: Kind of. I worked in a law firm two years ago, but it was really insecure. When I started, I was basically working for free, more or less. I mean, they covered my lunch and my travel costs, but basically I didn't get paid.
A: Seriously?
I: Yeah. And, of course, I didn't mind to begin with. I needed the work experience and they were a well-respected firm. I guess I just expected that sooner or later they'd offer me a full-time job.
A: And did they?
I: No, not a chance! There were some vague promises – enough to keep me thinking I might get something – but in the end I realised it was never going to happen.
A: How long were you there?
I: Just over a year and a half!
A: That's terrible.
I: Yeah, but you know, it happens quite a lot. Anyway, now I'm preparing for government exams, so I can get a civil service job. It's much more secure. It's almost a job for life.
A: Really? That must be very competitive if other jobs are so insecure and badly paid.
I: Yeah, it is. I think there were a thousand people applying for ten jobs last time.
A: Gosh. Well, good luck.

TRACK 26

1 That must be quite demanding.
2 That must be great.
3 You can't find that very easy.
4 She must earn a fortune.
5 That must be really rewarding.
6 That can't be much fun.
7 That must be a worry.
8 You must be doing well.

TRACK 27

A

D = Dom, L = Laura

D: Did you hear about Patrick?
L: No. What?
D: Apparently, he's been given a written warning.
L: You're joking! What for?
D: He was going on the Internet to buy concert tickets and book holidays. And he was always sending personal emails.
L: Yeah? So what? Doesn't everyone do that? I mean, we're certainly allowed to do it in our breaks.
D: Well, apparently, you're not allowed to use the company computers like that at all. Not in his company, anyway.
L: That's a bit unfair, isn't it?
D: You say that, but actually what happened to him was he visited some site or other and somehow got a computer virus and then it infected the whole system. He said the company had to spend a fortune sorting it all out.
L: Oh right. Well, in that case, I can see why they might be a bit angry, then!

B

F = Francesca, J = Jade

F: Are you thinking of buying that?
J: Yeah, what do you think?
F: Very smart. I don't usually see you wearing stuff like that.
J: No, I know, but I've got this new job working in a law firm.
F: Oh really? That's great news! What are you going to be doing there?
J: Just admin work really, but they have a strict dress code – you can't even wear smart trousers; you have to wear skirts!
F: You're joking! Is that legal?
J: I guess so. They can do what they want, can't they?
F: You think? What if you can't wear something for religious or health reasons?
J: I don't know! I guess they make an exception. Anyway, listen, I've been looking for a job for ages so I'm not going to complain!

C

A = Adam, B = Bill

A: Bill, sorry to interrupt, but can I have a quick word?

B: Yes, of course. What's up?

A: Listen, I'd like to take the day off on Friday. My son's performing in a school concert.

B: Friday? I'm afraid that's impossible.

A: Are you sure?

B: Sorry, Adam. It wouldn't be a problem normally, but we've got a bit of a crisis this week. Vicky's off sick and we really have to complete this order by Saturday.

A: Can't someone else help? My son will be so disappointed if I don't watch him play. And I do have some holiday left for this year.

B: I'm sure. But if we're late with this order, we might lose the whole contract.

A: I see.

B: You're supposed to arrange time off with me a month in advance, you know.

A: I know, I know. It's just I've asked you at short notice before and it hasn't been a problem.

B: Well, as I say, normally it isn't.

A: Well, I guess that's all. I don't know what I'll tell my son.

B: I'm sorry. You'll be really helping me and the company.

TRACK 28

to it

get used to it

have to get used to it

I'll have to get used to it

I guess I'll have to get used to it.

UNIT 6

TRACK 29

S = Sales assistant, C = Customer

S: Hello there. Can I help you?

C: Yeah, hi. I'm thinking of changing phone companies.

S: Alright. Well, you've come to the right place! Who are you with at the moment?

C: Blue. But I'm looking to see if there are any better deals around.

S: I'm sure we can find you something. What phone do you have at the moment?

C: This one, but they've offered to upgrade it to the S620.

S: OK, that's a nice phone. And what are the monthly payments on that?

C: £30 a month.

S: OK. Well, I think we could offer you something better. For example, this one – the N570.

C: OK. What's the difference? They look pretty similar to me.

S: Well, with this one, the N570, you get a much better user experience. It's a bit easier to navigate and, as you can see, the screen folds out so it's about twice the size of your current phone's.

C: Wow! That is nice.

S: I know. It's impressive, isn't it? It's got a great battery life as well. It uses a lithium-ion battery, while the other phone uses a polymer battery, which isn't as good. It usually needs recharging after ten hours, whereas the lithium-ion one lasts up to twelve hours longer.

C: Oh, OK.

S: And then the camera is much more powerful. So this one is 32 megapixels and has an excellent digital zoom, whereas the one on the S620 is just fifteen.

C: Right. And how many pictures can the N570 store?

S: It holds up to 6,000 – that's three times the capacity of the S620 – though obviously it depends on what else you're storing on there. And, of course, you can always just store all your images in the Cloud if you'd prefer.

C: OK. And what about sound quality?

S: Well, the N570 has a fairly large speaker built in on the back here. See? It's about twice as big as the speaker you currently have, so no worries there.

C: OK. Well, I must admit, it is a nice phone. I'm tempted. What about calls and text messages? How many can you offer me?

S: Well, for £45 a month we could give you 700 free minutes and 400 texts.

C: 400! That's quite a lot less than Blue are offering me.

S: Well, I'm not sure we can give much more for that phone. What do you get with them?

C: 800 free minutes and 600 texts.

S: OK. Well, we could probably match that and still give you the better phone.

TRACK 30

1

I don't like souvenirs like magnets or key rings. They're a waste of money. Better to have something you can consume. My neighbour's Italian and he gave us this delicious fruit cake. Apparently, it's very typical. Oh, what do you call it ... um ... comes in a box ... oh, *Pannetone* – that's it! Anyway, yeah, I also went to Malta recently and we bought a bottle of drink made from prickly pears. Lovely. We finished the drink in about two days, but I kept the bottle as it was actually perfect for keeping oil in.

2

My wife's an English teacher and she gets all kinds of presents from her students – and I know I'm going to sound ungrateful – but I don't want them! One student gave her a present for me. It was a horrible bright silk tie with a picture of the Great Wall of China printed on it! Another time we had this plastic model of the Eiffel Tower with a light in it. I mean, I'm a designer! Why do I need these things? My wife refuses to throw them away, though, so we keep them in a box under the stairs and I agree to display one item each month in the kitchen.

3

One of my friends spent last summer travelling round Europe by train and she brought me back an apron from Lithuania, I think it was, to wear while I'm cooking. It's the best souvenir I've ever had. It's made from this beautiful hand-woven material and it has a lovely stripy pattern which she said is typical from there. She's clever, because she knows I love cooking and she's also seen the mess I make when I cook. Maybe I'll look less scruffy now!

4

I visited Greece last year and we went to Athens. As a souvenir, my daughter bought a glass paperweight with an image of the Parthenon inside. She was really happy with it. Then on the way home, the airline lost our luggage. The paperweight was in her bag so she was upset, but then they found the bags and when they arrived the paperweight was there and it was fine. Big relief! But then, she was putting it on her shelf and she dropped it! Oh dear, she was so upset! She cried for ages.

TRACK 31

S = Seller, B = Buyer

S: Yes darlin'. You like the jacket?
B: Yeah, it's nice. How much is it?
S: Two hundred and fifty.
B: Two hundred and fifty! That's very expensive.
S: Not really. It's top quality. Feel it.
B: Hmm.
S: That's genuine leather. It'll last forever, that will.
B: Sure. It's nice. But two fifty?
S: How much do you wanna pay?
B: Well, I was thinking fifty.
S: Fifty! Come on!
B: OK, one hundred?
S: One hundred. You're insulting me! I won't make any money like that. Listen, I'll give it to you for two hundred.
B: Come on. I've seen similar ones that are cheaper. One fifty.
S: Similar, but not as good. Go on then! Go and buy it. You're wasting my time ... OK, I tell you what, I'll do it for a hundred and ninety.
B: One sixty. I don't have much money left.
S: One hundred and eighty. Final offer. Take it or leave it. I can't go lower than that. Look, it's perfect on you. You look gorgeous.
B: It is nice ... OK, one eighty.
S: Love, you drive a hard bargain. My wife'll kill me if she finds out how much I gave that away for! That's her summer holiday she's losing on that deal. You want anything else? Hand-printed T-shirts? Unique, they are. Look.

TRACK 32

1 Two hundred and fifty.
2 Two hundred and fifty!
3 One hundred.
4 One hundred!
5 One eighty.
6 One hundred and eighty!

REVIEW 3

TRACK 33

1 It must have been very difficult getting a job in the media.
2 It can't be easy getting by on such a low salary.
3 Working there is not as bad as you might think.
4 I don't think I'll ever get used to it, to be honest.
5 We're allowed to work from home one day a week.
6 This one has slightly better sound quality.

UNIT 7

TRACK 34

D = Daniel, P = Paulina

P: Wow. It's busy today.
D: I know, it's crazy. I was supposed to take a break an hour ago.
P: Yeah, I'm going back after I've had this coffee.
D: OK. Are you going to the thing for Holly's birthday later?
P: No, I can't. I have a class.
D: Oh yeah? What are you studying?
P: It's a counselling course for speech therapists.
D: Oh, right. What does that involve?
P: Well, you learn basic counselling skills. You know, how to listen and guide people through problems, but it's focused on the kinds of psychological problems people have when they have a difficulty with speaking.
D: And how come you're doing that?
P: Well, I did speech therapy at college and, you know, that's still what I want to do.
D: Oh right.
P: So it'll be good for my CV.
D: Yeah. I'm sure. So, how's it going? Are you enjoying it?
P: Yeah, it's good. It's very practical. I mean, we have some lectures and seminars which are about theory, but most of the time we just practise with each other and a tutor observes us and gives feedback.
D: So, what about the tutors? What are they like?
P: Great. They're all very experienced and knowledgeable, but they present things in a very clear way, you know, they're like on our level. They're really good, actually.
D: It sounds it. And what are the other students like? Do you get on with them OK?
P: Yeah, mostly.
D: Mostly?
P: Well, there are one or two guys that aren't as supportive as everyone else. Like when we do the feedback after the practice sessions, they can be a bit more critical than the others, which is a bit annoying.
D: I can imagine. You want encouragement, not criticism!
P: Exactly.
D: So how long does the course last? When do you finish?
P: I think there are eleven weeks left. It's a six-month course – an evening a week.
D: Do you have any coursework on top of that? I mean, is it assessed?
P: Not exactly. You just get a certificate for completing the course.
D: And to get that?
P: You have to attend 80% of the classes and do an assignment, which is basically a kind of diary of our counselling sessions – nothing too demanding.
D: OK. So you don't have to do much reading?
P: There's a bit connected to the seminars and you could do more, but I don't have time on top of my workload here.
D: I bet. So what are you going to do when it ends?
P: Well, I might actually do another course once I've finished this one.
D: Wow! You're keen!
P: Maybe, but as soon as I find a proper job, I'll probably stop doing any studying.
D: Sure.
P: I'd better get back.
D: OK.

TRACK 35

1
A: How's the class?
B: Awful! They just don't pay attention. If I try to explain something, they sit whispering to each other. It's so rude! And then there's one boy who always walks in twenty minutes late. He doesn't apologise. He just puts his mobile on the table, takes off his iPod and his Armani sunglasses, and then he sits there looking bored because he thinks he knows it all. He's got no pen, no paper, nothing. It's really annoying!
A: I think you need to set some rules. If they talk, send them to the headteacher or give them a detention.
B: Maybe. I don't want to be too strict.
A: But you have to be! If you're strict from the start, you'll gain their respect. Obviously, you need to be fair as well.

2

C: Are you OK? You look a bit fed up.

D: I've just got the results of my English test.

C: Oh dear. What did you get?

D: A 6. And I needed a 6.5 to do a Master's.

C: Oh no! I'm sorry. But you worked so hard. I was sure you'd get at least a 7.

D: I know. I was so stupid. I misread one of the questions. That probably lowered my score.

C: Oh dear. So, what are you going to do now?

D: It depends. I'm going to ring the course leader and see if they'll accept me with a 6. If they don't accept me on the course, I'll either retake the test or I might look for another Master's.

3

E: Right, there are a number of things I need to tell you about assessment. Firstly, 50% of your final marks are based on your essays during the course. Because of that, we're very strict on deadlines. If you miss a deadline that your tutor has set, you will be given a zero. No arguments! Secondly, er ... yes?

F: Yeah, sorry to interrupt, but what if you have a family crisis, or something?

E: Well, obviously we'll make an exception for certain cases if a close family member is affected. Also, we won't accept any excuses to do with illness unless you produce a doctor's certificate within two days of the deadline. Does that answer your question? Good. I should say, while we're on the subject, that if you have any problems which are affecting your coursework, you should contact the student counselling service. Their number is ...

4

G: So how's Angela doing at her new school?

H: Oh, much better, thanks. I'm so glad we decided to move her to St James's. The teachers seem a lot better prepared. And they push the kids. I think Angela was just a bit bored at her last school.

G: Well, she's a bright kid.

H: And that other school was quite rough. I was always hearing about fights in the playground and lots of kids there skip classes on a fairly regular basis as well.

G: Well, St James's has a very good reputation.

H: Yes. Discipline is very good there. And I think they look so much smarter in a uniform.

G: Hmm.

TRACK 36

1 know – knowledge
2 analyse – analysis
3 assess – assessment
4 define – definition
5 inform – information
6 interpret – interpretation
7 worry – worry
8 increase – increase
9 refund – refund
10 protest – protest

UNIT 8

TRACK 37

A = Aurora, C = Claes

A: They don't have an English menu, I'm afraid, Claes – just a Spanish one.

C: That's OK. You'll just have to talk me through it.

A: No problem. Well, for starters they've got Papa Rellena. That's balls of mashed potato, stuffed with beef, raisins and olives, and then deep-fried.

C: OK. That sounds very filling for a starter!

A: It can be, yeah. Then there's Anticuchos. That's a bit like a Peruvian kebab. It's sliced cow heart, very tender and juicy, grilled on a stick.

C: Right. To be honest, Aurora, I don't really like the idea of eating heart. I don't know why. I just don't.

A: That's OK. No problem. There are plenty of other dishes to choose from.

C: Sorry. Anyway, what's next? What's Ceviche?

A: Ceviche! That's Peru's national dish. Have you never tried it?

C: No, never.

A: Oh, you really should. It's delicious. It's basically raw fish marinated in lime juice or lemon juice and served with the local kind of potato and corn. You get lots of different kinds of Ceviche, using different fish and seafood.

C: OK. Well, I'll go for that, the Ceviche. What are you going to have?

A: The Tallarín Con Mariscos. It's a kind of spaghetti served with shrimps and prawns and squid.

C: Sounds great. And what about the main courses?

A: Well, the Bistec Apanado. That's steak, sliced very thinly and then fried and served with rice.

C: OK.

A: And then there are two rice dishes – Arroz Con Mariscos, which is rice with fresh seafood. It's a bit like a Spanish paella, but spicier. Then there's Arroz Con Pato, which is rice with duck. The Lomo Saltado is a kind of steak dish.

C: Another one? I don't really eat steak very much, to be honest. I tend to find it quite bland.

A: Bland? Not this one. It's cooked with tomatoes and onions and spices and things. It's really good. Honestly!

C: I'll take your word for it, but I don't really feel like steak tonight anyway.

A: OK. Well, finally, there's Seco De Cabrito. It's a kind of stew with goat meat in, young goat meat – and they serve it with beans on the side.

C: That sounds very tasty. And quite unusual too. I'll have that.

TRACK 38

1

A: You know that restaurant in the main street?

B: What? The one that's always deserted?

A: That's it, yeah. Well, guess what?

B: What?

A: I walked past there this morning and there were loads of police everywhere outside, guys with guns – everything.

B: Seriously? How come?

A: I'm not sure, but I was wondering if it might be a front for something. You know, some gang using it to wash their dirty money – maybe what they've made from selling drugs or something.

B: Hmm, it wouldn't surprise me if it was. I don't think I've ever seen a single person eating there.

2

C: How's your fish?

D: Oh, it's OK, but I guess it might be better if it didn't have so much sauce on it.

C: There is a lot of it.

D: Yeah, and it's really overpowering. I mean, the sauce is quite rich so it really overpowers the taste of everything else.

C: Oh dear. Do you want to try some of mine?

D: Go on then. Here, try some of this as well. It's not that bad. Mmm ... that's gorgeous! That steak is so tender! You don't want to swap, do you?

C: Erm, no thanks. I think I'll stick with my one. You can have another bite, though.

3

E: You won't believe what happened to me last night!

F: Go on. What?

E: Well, Jacques took me out to that new organic place up on the hill. You know the one I mean?

F: Erm, no. I guess I missed that.

E: Oh, it's called Green Revolution. It's been in the papers quite a bit. It's got very trendy décor and they only serve locally-sourced organic food, so it's all super healthy.

F: OK. It sounds very fancy.

E: It is! And it isn't cheap either. I mean, you wouldn't go there if you were paying yourself.

F: Right.

E: It is lovely, though. It looks out over the valley, you know.

F: Nice.

E: Yeah, but the crazy thing was, we arrived and sat down and asked for the menu and literally that second, I saw this rat go running into the kitchen!

F: Ugh! Seriously? So, what did you do? Did you leave?

E: I wanted to, yeah, but Jacques just joked and said it must be an organic rat so it'd be fine.

F: Really? I'd be out of the door in an instant if that happened to me.

4

G: When did we ask for the bill?

H: I don't know. At least half an hour ago!

G: I know they're busy, but this is ridiculous. I think we should just go ...

H: What? Without paying? Are you mad?

G: Well, they don't seem to want our money, do they?

H: Don't be ridiculous. I mean, what would happen if they called the police?

G: They wouldn't do that. Anyway, the restaurant doesn't deserve the money. I mean, the food wasn't that great.

H: The asparagus was OK.

G: Yeah, but the portions weren't very generous, were they? That lamb was much too spicy and then everything else was just a bit bland.

H: Yes, but you can't just leave without paying, can you?

G: No, I suppose not!

TRACK 39

1 I'd complain if that happened to me.
2 I'd go crazy if I worked in a kitchen.
3 I'd be in trouble if I had to cook for myself every day.
4 If they tried to charge me for water, I'd just refuse to pay.
5 I'd come with you if I wasn't working tomorrow.
6 I wouldn't eat that even if you paid me!

REVIEW 4

TRACK 40

1 I would if I could, but I can't.
2 I'll do it once I've done this.
3 I tend not to, no.
4 I think I'd find that off-putting.
5 What if they don't get back to us?
6 That sounds great. I'll go for that.

UNIT 9

TRACK 41

G = Gavin, L = Lynn

G: Did I tell you I went round to see Nick and Carol the other day?

L: No, you didn't. How are they? I haven't seen them for ages.

G: Oh, they're fine. They said to say 'hello' to you. You know they've moved recently, don't you?

L: Oh really? No, I didn't, actually. The last time I heard from them they were still in that place near the centre.

G: Oh, OK. Well, yeah, they've moved, um ... I think it was last month. To be honest, they seem much happier now.

L: Oh, that's good. So what's their new place like? Is it nice?

G: Yeah, it is. It's OK. It's quite a lot bigger than their old place. The front room is huge – it's about twice the size of this room – and the whole place is pretty spacious.

L: That must be nice for them now the kids are growing up.

G: I know. They said the old place was getting a bit cramped for them all. They wanted separate rooms for the kids. They didn't want them sharing forever! That's the main reason they moved out.

L: So what kind of place is it? I mean, is it a house or an apartment?

G: Oh, it's an apartment. It's on the third floor of an old block. It's a little bit run-down and they'll need to do quite a bit of work on it, but they've actually bought it, so they can do what they want to it.

L: Lucky them! All those weekends spent painting and decorating to look forward to!

G: I know! I don't envy them! It has got real potential, though. It's got a great kitchen – it's a similar size to yours, maybe a bit bigger – and it's got these lovely old wooden floors throughout. And huge windows, so they get a lot of sunlight coming in, which is great. Then there's a little balcony where you can sit and eat in the summer and a shared garden out the back where the kids can play, and everything.

L: Oh, it sounds lovely. I must go round and see them sometime soon.

G: Yeah, I'm sure they'd like that. The only problem is, though, it's not as central as their old place was. It's quite a lot further out, so it takes quite a long time to get there.

L: Oh, OK.

TRACK 42

1 the other day
2 to be honest
3 the only problem is
4 in the attic
5 on the eighth floor
6 Where's the exit?

TRACK 43

S = Shola, A = Anastasia

A: Are you Shola?
S: Yeah. Anastasia?
A: Yes. Nice to meet you.
S: You too.
A: You found the right stop then?
S: Yeah, yeah. It was all very easy. Is the flat near here then?
A: Yes, it's just down this side street. I just thought it was easier to meet here.
S: No, sure. It's very convenient to get around then. I didn't realise it was quite so central.
A: Of course. I guess that's why it's more popular than it used to be.
S: Right. What's happening there then?!
A: I don't know. Maybe just an accident.
S: Really? Because I saw a burnt car on my way here – it seems a bit rough.
A: No. It's true it was a bit dangerous before, but the authorities did a lot and there's much less crime now. I mean, of course there can be trouble now, but it was so much worse in the past.
S: The graffiti's kind of cool.
A: It is cool. And of course we have the park and the river.
S: Yeah?
A: You like running?
S: Not really.
A: Well, it's good for sunbathing then.
S: A bit chilly for that.
A: In the summer, though ... you can go naked!
S: Er ... OK.
A: So, here we are.
S: Nice building.
A: Much better now it's restored. It was falling down before my parents bought the place. It had ... I think you call them ... um, squatters? You see all this staircase? It's all been restored.
S: So your parents bought it? You mean, the whole building?
A: Yeah, it was an investment a few years ago. Property prices have gone up a lot now.
S: Right.
A: So, we're on the top floor.
S: Wait, there's no lift?
A: No, it's not possible.
A: Almost there! OK, you're here!
S: Oh! I'm not as fit as I used to be! I guess you must be used to it, though.
A: Yeah, I'm much thinner than I was. I've lost 30 kilos!
S: Really?
A: No, I'm joking. But it keeps you fit. So come in. Here's the living room. We share.
S: OK. Nice. Oh, great view.
A: Yes. And this would be your room.
S: OK. It's a bit smaller than I expected.
A: Really? I had another English man here who said it was 'cosy'!
S: That's one word. But not much space if I wanted a friend to visit. Can I have visitors?
A: I'm afraid not. I want you to myself. Ha, ha. I'm joking, of course. It is very small I think with visitors, but I can recommend some places nearby.
S: OK. Well, the kitchen's nice and big. Is it OK if I cook here whenever I like?
A: Sure – as long as I'm not preparing something.
S: Right – that might be awkward.
A: But there's a microwave. You can do microwave meals.
S: Hmm. Hey, nice speakers! You like music, yeah? Would you mind if I played my music in here?
A: Within reason. Obviously you can't play rap.
S: Well, that's OK. I'm not really into ...
A: I'm joking! Of course I love rap!
S: OK ... well ... rap's OK. You know, I think I've seen enough.
A: I'll show you the toilet.
S: I have a couple of other places to see. So I'd better get going.
A: OK, well ring me when you've decided.
S: Sure.

TRACK 44

1
A: Would it be OK if I have friends to visit?
B: It depends how long for. It's fine if it's just a few days.

2
A: Would you mind if I cooked for myself sometimes?
B: Not at all – as long as you clean up after yourself.

3
A: Do I have to be home before a certain time?
B: No, not at all – as long as you're quiet if you're back late.

4
A: Can I use the washing machine whenever I like?
B: Within reason. Obviously, I don't want you washing clothes in the middle of the night!

5
A: Would it be possible to move a table into my room?
B: I'm afraid not, no. The two we have are needed downstairs.

6
A: Is it OK if I play music in my room?
B: Of course, within reason. Obviously, you shouldn't play it too loud.

UNIT 10

TRACK 45

D = Dan, J = Jason

D: Do you fancy going out later?
J: Yeah, maybe. What's on?
D: Well, do you like horror films?
J: Yeah, if I'm in the right mood. Why?
D: Well, there's this Brazilian film on in town that I'd quite like to see. It's got English subtitles, so it should be OK.
J: Oh right. So what's it about, then? What's the plot?
D: Well, apparently, it's about zombies taking over Brasília.
J: That sounds fun.
D: Yeah and the special effects are supposed to be amazing as well.
J: Cool. So when's it on?
D: There's a showing at just after nine and then a late one at twelve.
J: OK. Well, I'm not sure I want to go to the late one. I need to be up quite early tomorrow.
D: That's OK. The ten past nine showing is good for me.
J: Where's it on?
D: The Capitol.
J: OK then. Great.

TRACK 46

D = Dan, J = Jason

D: So do you know where the cinema is?

J: I think so. Isn't The Capitol that one near the river?

D: Nope. That's the ABC.

J: Oh right. Well in that case, no, I'm not sure.

D: The Capitol's in the centre – on Crown Street.

J: OK. I don't know it, then.

D: You know Oxford Road, yeah? Well, that's the main street which goes past the railway station.

J: Yeah, yeah.

D: Well, if you have your back to the station, you turn right down Oxford Road. You walk about 200 metres and you go past a post office.

J: OK.

D: And the next street after that is Crown Street. The cinema's along there, about halfway down on the left.

J: Oh yeah. I think I know the place now. There's a big sweet shop right opposite, isn't there?

D: That's the one.

J: OK. So if the programme starts at ten past nine, what time do you want to meet? Shall I just meet you on the steps outside at nine?

D: Can we make it eight thirty? We want to be sure we get a ticket.

J: I doubt it'll be that busy, but I suppose we could get there a bit earlier. We can always get a coffee before the film starts.

D: Exactly. Maybe whoever gets there first should start queuing, OK?

J: OK, but I don't think we need to worry. I don't think that many people will want to see a Brazilian zombie movie.

D: Hey, you never know!

TRACK 47

1 You know Columbus Avenue? Well, the restaurant's about halfway down there.

2 The bus stop is right in front of the main entrance to the station.

3 You know the post office? Well, St Ann's Road is the next turning down from there, on the other side of the road.

4 You know the cinema? Well, there's a car park at the back.

5 You know the main square? Well, Hope Close is one of the streets off there.

6 If you have your back to the station, you turn left.

7 If you're facing the station, the shop will be on your right.

8 If you're coming down the road away from the station, Church Street's the second turning on the left.

9 If you're going up the road towards the station and away from the river, Pemberton Road's the second on the right.

10 When you come out of the building, you'll see the cinema right opposite.

TRACK 48

1

A: So how was it?

B: Oh, it was brilliant – much better than I thought it'd be.

A: Really? I'd heard it wasn't that good.

B: Well, me too, but I actually really enjoyed it.

A: So, what's so good about it?

B: Oh, the story, the acting – everything. It's just really funny and it's quite exciting too. I don't know. Maybe it's because I didn't think it'd be anything special.

A: I know what you mean. You see so many films these days where there's so much advance publicity – especially from Hollywood. It's all in the papers and everyone's saying, 'You have to go and see it.' And then you go and you just end up thinking it was a bit overrated. It's nice to go to something that actually meets your expectations.

2

C: Did you have a good night out? How was the concert?

D: Oh, we didn't go in the end.

C: Really? What a shame.

D: I know! Hans was going to pick me up at seven, but as it happened he had to finish some work at the office and by the time we got there, there was a massive queue for tickets. So we decided we weren't going to get in and we went to a club instead.

C: Oh right. So what club did you go to?

D: Radio City.

C: Well, that's supposed to be really good. It's quite trendy, isn't it?

D: That's what they say, but I hated it!

C: Really? What was so bad about it?

D: It was just awful – the people, the music, everything. It's one of the worst clubs I've ever been to.

C: Really?

D: OK, maybe I'm exaggerating a bit. I mean, it was OK to begin with, but then it got absolutely packed, so you couldn't really dance properly. And it was boiling hot, so you were sweating like crazy. And then they changed the music later to this heavy techno stuff, which I hate. And the drinks were a rip-off.

C Oh dear. Maybe you just went on the wrong night.

3

E: I'm so tired! I was out late last night.

F: Really? I thought you said you were going to have a quiet night in.

E: I know. I mean, I was going to stay in, but Clara phoned and while we were chatting, she mentioned she had a spare ticket for this play in town and so I said I'd go with her.

F: Oh right. So what did you go and see? Anything good?

E: Yes, actually. It was called *A Man for All Seasons*.

F: Oh! I've been wanting to see that for ages! It's had some great reviews in the papers. How was it?

E: Brilliant! One of the best things I've seen in a long time.

F: That's what I'd heard.

E: Yeah. It's so moving. Honestly, I was in tears at the end. And the whole staging – the lighting, the costumes, everything – it's just really well done.

F: I'll have to go.

E: Yeah, you should.

REVIEW 5

TRACK 49

1 I said I'd do it and I will.
2 I said I wouldn't, but in the end I did.
3 The divorce rate has risen dramatically over recent years.
4 There's been a steady fall in unemployment.
5 Much was said, but little was done.
6 There's not as much crime as there was in the past.

UNIT 11

TRACK 50

1

A: That's a nice photo. Who's that?
B: Oh, it's a friend.
A: And is that your cat?
B: Yeah.
A: It's so cute!
A: I know. Mind you she's lucky she's still alive!
B: Really? What happened?
A: Well, when she was a little kitten she actually got stuck inside the wall of our house!
B: You're joking! How did that happen?
A: We're not absolutely sure, because we didn't see her disappear, but we think she crawled through a little hole in the floor in our bedroom and then she fell down the gap between the walls.
A: Oh no.
B: Anyway, we were watching TV and we could hear these little cries coming from somewhere, but we were going mad because we couldn't see her anywhere and then we worked out she was actually inside the wall!
A: So how did you get her out?
B: We had to call the fire service in the end, and they basically broke a bit of the outside wall and they managed to get her out like that. Here, I think I still have a picture ...
A: Oh, look at that! Oh that sad little face!
B: I know. I'm glad we found her.

2

C: You'll never guess what happened last night.
D: Go on. What?
C: Well, I was writing some reports on my computer at home when I suddenly noticed a group of crows looking quite excited. They were all making this dreadful noise so I went outside to see what was happening.
D: And?
C: Well, the crows were chasing a little parrot up and down the street.
D: A parrot? What was it doing there?
C: I have no idea. I guess it must've escaped from somewhere. Anyway, it was obviously very scared and cold. I felt really sorry for it so I chased the crows away. The parrot was then sitting on my neighbour's roof and I didn't want to leave it.
D: Yeah? So what happened in the end? Did you catch it?
C: Yeah, I had to put some fruit and seeds on the ground to tempt it down and then when it came down, I managed to catch it and put it into a box. We've got it at home now.
D: Wow! That's mad. Actually, it reminds me of something I saw a few weeks ago. I was coming home from work on my bicycle when ...

3

E: I really thought I was going to die. Honestly, I hope I never see another crocodile in my life!
F: I can imagine. That's awful! It actually reminds me of something that happened to me last year in Indonesia.
E: Oh yeah? What was that?
F: Well, I was there on holiday, and I'd decided to spend a few days trekking through the jungle. On the second day, we were walking along a path through the rainforest when suddenly these huge lizards came running out of the bushes from all sides. They were enormous – much bigger than me! Everyone ran away, leaving me with three of these monster lizards running towards me. I tried to scream, but just couldn't! I really thought they were going to eat me.
E: Really? That sounds terrifying! So what happened?
F: Well, luckily, the guides managed to stop the lizards with these big sticks they had, and so I managed to escape.

TRACK 51

1 Oh, they're <u>so</u> cute!
2 He's <u>so</u> lovely.
3 He's <u>so</u> annoying!
4 Their dog is just <u>really</u> out of control!
5 It smells <u>really</u> bad.
6 It's just in<u>cred</u>ibly noisy!
7 He <u>e</u>ven lets the cat walk on the table.
8 He <u>act</u>ually kisses the dog and lets it lick his face!

TRACK 52

1

A: You'll never guess what happened last night.
B: Go on. What?
A: Well, I was walking home when I suddenly saw a horse, standing there in the street!

2

C: I saw something really strange while we were away.
D: Oh yeah? What was that?
C: We saw this whale stuck on the beach.
D: Seriously? Still alive?
C: Yeah! It was actually quite upsetting! We phoned the police to see if they could organise help.

3

E: I was just about to put my shoes on when I found a scorpion hiding in one of the shoes!
F: Really? What was that doing there?
E: I don't know. I guess it was just looking for somewhere to sleep.

4

G: We spent hours trying to persuade the cat to come down from the tree, but it refused to come.
H: Oh no! That's awful! So what happened in the end?
G: Well, eventually, we gave up. But an hour later it walked into the kitchen, looking for its dinner!

TRACK 53

Obviously Wilson's story is a tragedy. He had no real idea of the power of nature and he died because of it. But I don't think he was stupid. Remember his terrible experience in the war. That can affect people in different ways, and maybe those terrible memories are what drove him. Then think about his achievement. Just reaching Everest was really amazing. All those difficulties he overcame: the flight to India, the walk, everything. And he showed skill in learning to fly and amazing

strength and determination – and he did it alone. That's so different to these people who pay to go up Everest. They arrive in helicopters. They carry almost nothing and they're not just risking their own lives, they risk many lives. If a rope broke, how many people would fall? If a guide got injured, these amateurs couldn't help. And with so many of them, serious climbers have to wait in these really dangerous conditions. And if that wasn't bad enough, they leave so much rubbish on the mountain – broken tents, ropes, empty oxygen bottles – things that stay there forever in the freezing cold.

TRACK 54

Now, you might think that countries and regions that are rich in natural resources, such as coal or oil, would have the strongest economies. In fact, though, they often suffer from something called 'the resource curse'. How many of you have heard of this before? OK, a couple of you. Well, this phrase was first used in the 1990s by the writer Richard Auty, who argued that having lots of natural resources actually causes problems for the economy. Since then, his theory has been supported by several studies that have found that, yes, there are rich people in these countries, but, on average, the typical person in resource-rich countries is less wealthy than in countries with few natural resources. The question is, why? What's happening? Well, I'm going to suggest four main reasons: conflict, corruption, value of manufactured products and instability.

So, conflict. Where there are natural resources, there is big money to be made. But where there's big money, there's often big trouble and a fight for control. Local people are often forced to leave their land so that resources can be extracted, and that causes controversy. The anger may be worse because they receive no money for moving and the profits from the extraction go to foreign companies or other parts of the country. Regions with large reserves may try to gain independence from the rest of the country so that they can control the natural resource. The result can be violent protests, even civil war. And you don't need me to tell you how oil has also caused expensive international wars.

Then there's corruption. Profits from mining and drilling often go to politicians and officials, rather than helping to build schools or hospitals for local people. Companies may give 'presents' to officials to avoid expensive rules and regulations – I'm sure you know what I mean. Politicians may directly run a mining company or be employed by them on huge 'salaries'.

Thirdly, the basic materials, like oil or wood, are not as valuable as manufactured products made from them, like petrol or furniture. So if you are a country with few resources, you have to do something else. So you invest in manufacturing and then these economies grow quicker than the countries which mainly produce natural resources.

Why don't resource-rich countries invest in factories? Well, largely because of corruption and conflict, but it's also because economic instablilty can reduce investment. Global prices of natural resources vary a lot. If the price falls suddenly, there is obviously crisis. But big price rises are also bad. When resource prices go up, the country's currency also rises. If the currency is high, factories can't sell their products because imports are cheap and exporting is expensive. These risks mean less investment is made, which then makes the economy depend more on the natural resource, which is why it's called a 'resource curse'!

TRACK 55

Not every country rich in resources has suffered though. A few have managed to become successful and one of the best examples is the African state of Botswana. The country gained independence from Britain in 1966. It was then one of the world's poorest countries, but, one year later, diamonds were discovered in the Kalahari Desert. In 1969, the government made an agreement with the South African company De Beers, and today around a quarter of all the world's diamonds are mined there. For over 40 years now, profits have been invested in health care, education and infrastructure, such as roads. This investment has made the big difference, but it could only happen because there's a strong democracy and good government, which according to Transparency International has the lowest level of corruption in Africa.

UNIT 12

TRACK 56

creative	sensitive	ambitious	direct
intense	bright	charming	diplomatic
loyal	calm	competitive	modest

TRACK 57

L = Lewis, J = Jessica

L: Where did you disappear to?

J: Yeah, sorry. I had to go and phone my brother, Noel. It's his birthday today.

L: Oh, OK. It's just that you were quite a long time.

J: I know. I was only going to be five minutes – just wish him 'Happy Birthday' – but once he starts talking, he doesn't stop!

L: Oh, that's like my mum. She can talk for hours. I sometimes think we could be on the phone and I could go off and have a coffee and then come back and she'd still be talking! She wouldn't have noticed I'd gone!

J: Right. Well, I'm not sure he's quite that bad.

L: OK, maybe I'm exaggerating, but she is very talkative. Anyway, it sounds like you and Noel get on well.

J: Yeah, really well. Unfortunately I don't see him that much now because he's living in the States.

L: Really! What's he doing there? Is he working?

J: No, he won a scholarship to study Physics.

L: Wow! He must be clever.

J: He is. He's really bright – always top of his class. But, you know, he's not one of those intense clever people. He's really funny and very good with people.

L: Sounds a great guy. Do you have any other brothers or sisters? I don't think you've told me before.

J: Maybe not. Er I've got a younger brother called Greg.

L: And what's he like? Do you get on well?

J: Yeah, I guess.

L: You don't sound too sure.

J: No. I mean, he's nice and everything. We're just ... different.

L: Yeah? In what way?

J: I don't know. He's just so sensitive. I seem to upset him a lot, anyway.

L: Oh yeah?

J: Yeah, for example, he wants to be an artist, yeah?

L: Oh right.

J: And the other week I saw him at my mum and dad's and he was talking about his big new art project – some kind of installation.

L: Right.

J: And I asked, 'So where and when is this going to be on?', and he just got annoyed and went quiet.

L: Oh?

J: Basically, because it won't happen. He likes the idea of being creative, but he doesn't want to do the work. I've told him before: you need to be ambitious, push yourself more, or you'll never make any money.
L: Oh ... right.
J: What?
L: No, you're right. It's tough being an artist. It's just that ...
J: What?
L: Well ... I guess you get plenty of criticism in the art world and maybe he doesn't want his sister to be so direct?
J: Oh, right. So you think it's my fault!
L: No! I'm just saying ...
J: Whatever.
L: It's ... hard ... so, are we going for coffee?
J: I guess.

TRACK 58

1 Doug

I met him while doing a summer job in England. We were both working in this café – he was in the kitchens and I was a waiter. Our boss was a bit of an idiot. He was really strict – he was always shouting at us and was just horrible. Anyway, we used to go out after work and we'd sit and complain about our boss. We'd talk about the things we wished we'd said to him. Nicolas was always very funny about it.

2 Sandra

We were dating for a while. I met him when we were studying in Rome on an Erasmus programme. It was a great few months. He was always so much fun and so full of life. We tried to keep the relationship going after he went back to Belgium, but it's difficult maintaining a long-distance relationship. We couldn't afford to visit each other very often and, in the end, we split up. We've remained friends, which I suppose is important, but I sometimes wish we'd stayed together. Yeah, I wish we hadn't split up.

3 Shane

I met him while I was backpacking. We were staying in a hostel and we had to share a room. We got talking and found we had a lot in common. We ended up spending a couple of weeks sightseeing until I went back to Australia. We kept in touch via email and social media after that and two years ago I moved to Britain. Since then, I've been over to Belgium to see him a couple of times.

4 Brigitta

We met at university. We didn't have much to do with each other at first as we're so different. I think I'm quite sociable and outgoing and, as you probably know, he's a bit quiet and shy. It's not that we didn't get on at all. We'd see each other in class and in the library and we'd chat a bit. Over time, though, our chats got longer, and then, just before we left university, I asked him out on a date. He looked a bit surprised, but he said OK and we've been seeing each other now for about two years. It's a shame it took so long for us to get together, really!

5 Franck

I met him through a friend, Jef, who he was sharing a flat with. We all used to hang out together so I'd talk to Nicolas and got to know him very well. At some point I had an argument with Jef. It was about something stupid, but we basically stopped talking to each other. We're both very stubborn and I didn't want to be the first to apologise, but of course, neither did he! I regret that, really. I wish we'd managed to sort things out between us, but ... there you go. Anyway, to cut a long story short, I haven't seen Jef for years, but I'm still friends with Nicolas.

TRACK 59

1 I wish I'd known.
2 I wish I'd met him.
3 I wish they'd told me earlier.
4 I wish I'd tried harder at school.
5 I really wish we hadn't moved house.
6 Honestly, I wish I hadn't said anything.
7 I wish I hadn't gone to the meeting.
8 I sometimes wish they'd given me a different name.

REVIEW 6

TRACK 60

1 I used to, but I don't anymore.
2 I tried it, but I really wish I hadn't.
3 I'd go there all the time when I was a kid.
4 They found it again two days after it'd been stolen.
5 I could see it from the hotel, but didn't manage to visit.
6 We couldn't use the pool because it was being cleaned.

UNIT 13

TRACK 61

1

M = Maria, B = Belinda, A = Andre

M: Thanks for picking us up. It's really kind of you.
B: That's OK. It's no problem. So, how was your journey?
M: Oh, quite stressful, actually. It's a relief to finally be here.
B: Oh no! What happened? You weren't delayed or anything, were you?
M: No, no, it wasn't that, thank goodness, but everything else that could go wrong did! To begin with, we almost missed the flight, because Andre didn't want to spend too long hanging around at the airport.
A: I've already said I'm sorry!
M: He said we'd be OK if we got there an hour and a half before take-off, but there was a huge queue at the check-in desk and then another one going through security, so in the end we only just caught the flight.
B: How come it was so busy? It's not really the holiday season.
A: Exactly. They were doing extra security checks for some reason.
B: Oh right.
M: Whatever, if we'd been there earlier ...
A: OK, OK.
M: Anyway, the flight was dreadful too.
A: Awful. We hit a big storm coming over France and it was so bumpy ...
M: Honestly, at one point, I thought we were going to crash!
A: I was sweating!
B: That sounds terrifying.
M: It was! I don't want to go through that again, I can tell you!
A: Me neither.
B: I'm sure. What do you want to do now? Do you want to go and get something to eat, or do you want to check in at the hotel first?

2

L = Lara, K = Karen

L: Hi. There you are! I was starting to worry.
K: Yeah, sorry I'm so late. I had a bit of a nightmare getting here.
L: Oh really? How come?
K: Well, to begin with, it was still dark when I set off.
L: Really? What time did you leave?
K: Six. And then it immediately started to pour down, so the roads were really slippery.
L: Oh, I hate driving in the rain – especially in the dark.
K: So do I. That's probably why I took a wrong turning. I got completely lost and ended up going round in circles for ages. I couldn't work out where I was or where I was going! Then, when I finally got back onto the right road, I almost had an accident.
L: Seriously? What happened?
K: Oh, it wasn't anything bad. It was just this stupid guy in a big expensive car who drove straight across me. I had to brake to avoid hitting him. I wasn't hurt or anything, but I did have to stop and park the car for a few minutes to calm down.
L: Oh, you poor thing. That's awful – but that's male drivers for you!

TRACK 62

1

A: What was the weather like in Peru? Was it hot?
B: No, it wasn't, actually. We arrived at night and it was freezing. Then during the day it was still chilly and cloudy.
A: Oh dear.
B: I wish I'd taken some warmer clothes. I only had T-shirts and one thin jacket.
A: Oh no!
B: It was stupid. I should've thought more carefully before setting off. I knew we'd be in the mountains and could've checked the forecast.
A: I guess, but South America – you assume it'll be hot.
B: Exactly! It's silly, really! Anyway, we still had an amazing time!

2

D: Hello.
C: Hello, Mum. It's me, Alan.
D: Oh hello. I was worried. Did you arrive safely?
C: Yeah, sorry, we got here late – that's why I didn't phone.
D: Oh right. So, is everything OK? Are you both well?
C: Yeah, fine, except for the cockroaches in the hotel.
D: Cockroaches!
C: Yeah. We stayed in this little place last night and the room was filthy.
D: That's horrible!
C: We were silly. We should've looked around more, but because we got here so late, we just chose the first cheap place we came across.
D: Oh Alan!
C: Don't worry – we'll check the place out better next time.
D: I hope so.

3

E: How was Greece? Nice and hot?
F: Yes, it was. It was boiling!
E: Lucky you! I bet that was nice.
F: It was, but I did get sunburnt on the first day.
E: Oh no!
F: It was really hot and I was sunbathing and just fell asleep. The next day, my skin went purple! It was horrible.
E: Oh you poor thing!
F: Oh, it was my own fault. I shouldn't have stayed in the sun for so long, especially with my skin. I should've at least put on some sun cream!

4

G: Hello Sir. Are all three of you flying together to Prague?
H: Yes, that's right.
G: In that case, I'll just need to weigh your bags.
H: Sure.
G: I'm afraid you have to pay an excess baggage charge of €100 on this bag.
H: What? But there are three of us! The baggage allowance is fifteen kilos each.
G: I'm sorry Sir, but the rules are very clear: the maximum for any one bag is fifteen kilos, and this one weighs 25. You can transfer some weight to your hand baggage if you like.
H: How can we fit ten kilos in there? It's tiny!
G: Well, in that case you need to pay the excess.
H: That's ridiculous.
G: I'm sorry, but it really isn't my fault. The ticket conditions are very clear. I'm afraid you have to go back to the desk over there and pay the excess.
H: But the queue's huge!
I: I told you we should've brought another suitcase.
H: I just thought it would be easier with two.
I: €100! That's such a rip-off!

TRACK 63

1

A: How did you find the museum? It was absolutely packed when we went!
B: It was busy, but it wasn't too crowded.

2

A: You must be angry they've lost your luggage.
B: Yeah, I am. I'm absolutely furious!

3

A: You must be exhausted after such a long journey.
B: I am a bit tired but I actually slept on the plane for a while.

4

A: You must be hungry after such a long journey.
B: I am. I'm absolutely starving. Have you got anything to eat?

5

A: How was the journey back? Did you get wet in that storm?
B: We got absolutely soaked! I didn't have an umbrella or anything.

6

A: Did you like the food? I thought it was absolutely delicious.
B: Yeah, it was quite tasty, but I've had better.

7

A: The place we stayed in was a bit dirty.
B: A bit? It was absolutely filthy! I couldn't believe it.

8

A: I've heard Tabriz is a very interesting city.
B: Yeah, it is. It's fascinating. It has so much history!

UNIT 14

TRACK 64

1

A: Hello. Help desk.

B: Yeah. Hi there. I wonder if you can help me. I've just turned on my computer and found that the Internet's down.

A: What? No! All of it? That's a disaster!

B: What?

A: Oh, nothing. Just my little joke. Have you checked all the connections? Maybe something's not plugged in properly?

B: I think everything's OK, yes. One minute. Let me just have one more look ... yep ... I've just checked all the plugs and sockets again, but it hasn't made any difference.

A: Hmm. Well, in that case, there's probably an issue with the cable then. I'll come down and have a look in a bit, OK?

2

A: Hello. IT.

C: Hi. I've got a bit of a problem. My computer crashed this morning and when I turned it back on all the folders I keep my files in had disappeared from the screen.

A: OK. Well, you must have backup copies somewhere, right? On an external hard drive or in the Cloud?

C: I'm afraid not. It's stupid of me, I know, but I always forget to copy them.

A: Right. Well, in future, you might want to think about backing up more often. Have you tried rebooting at all?

C: Um ... what does that mean?

A: Turning it off and turning it on again.

C: Oh, OK. I need these things in plain English, you see! But yes, I have and it didn't do any good.

A: OK. Have you tried searching for specific files by name?

C: No, not yet. Should I?

A: Yeah, try that and see if anything comes up.

3

A: Hello Help desk.

D: Hi there. I've got a bit of problem down in accounts. I'm trying to print some files and every time I go to select 'print' from the drop-down menu, my cursor just turns into that spinning wheel of death thing, you know, that circle that just goes round and round and round. I move it away with the mouse and it stops and goes back to normal. Honestly, it's driving me mad!

A: OK. That's a very specific problem. I'm not sure I've dealt with anything like that before. I think you may have got a virus. Have you run a security scan?

D: No, I haven't, but I could if you think it'll help.

A: Yeah, try that and see what happens. It should find any unwanted software that's hiding away in there and it'll give you greater protection in future if you need it as well.

D: OK.

A: Otherwise, let me Google it and see what I can find.

4

A: Hello, IT Help desk.

E: Hi Bob. It's me, Martin again, I'm afraid.

A: Let me guess. Password problems?

E: Yes. Sorry. I'm just hopeless at remembering these things! What is it now? Three times this month.

A: At least. But don't worry. You're not the worst offender.

E: It's the age we live in! I've got more passwords than I have friends!

A: I'll reset it for you and email you a new one in a minute, OK?

E: Thanks.

A: Have you tried that app, by the way? I think it's called 'All My Passwords'.

E: No.

A: Well, try that. It might help. Otherwise, you might need to get some more memory installed.

TRACK 65

1 Have you tried downloading it?
2 Yeah, but I didn't have any success.
3 Maybe you should tell her.
4 OK. I'll try that.
5 Otherwise, I don't know what else to suggest.
6 I've tried, but it didn't make any difference.
7 OK. Well, have you looked on the Internet?
8 No, not yet. Do you think I should?
9 Otherwise, you're probably best doing an actual course somewhere.

TRACK 66

The computer and video games industry has experienced remarkable growth. Worth around $25 billion around a decade ago, interactive entertainment now generates well over $100 billion a year worldwide, a figure which is only going to rise in the coming years.

The industry is home to many different occupations and employs hundreds of thousands around the world.

Video games can cost as much to produce as major Hollywood movies – and can earn much more. 2014's *Destiny*, for instance, cost $500 million to develop – twice as much as any film made that year. But apparently, following its release, the game made that money back in just one day!

Yet many still see gaming as child's play, and the industry still struggles to be taken seriously. With over 1.2 billion people now playing games, 700 million of them online, perhaps it's time to reconsider our ideas of who gamers are and why they spend so much time and money on their passion.

TRACK 67

Je = Jermaine, Jo = Jodie, Ja = James

Je: Welcome to another three Jays podcast – *Totally great or Total rubbish?* For those joining us for the first time, me – Jermaine – and my friends James and Jodie review random stuff chosen by listeners and decide if they're totally great or total rubbish. That's it. No maybes – it's all or nothing. You're either grade A or a hopeless fail. So first up, it's me with 'Cry for help', an app to scare off attackers.
OK. Imagine walking home at night. Someone's following you – a robber or worse. You open the app and 'Help!!!' No-one's going to attack you with that screaming in their ear.

Jo: Come on! What's wrong with using your own voice?

Je: You haven't had that dream where you want to scream, but nothing comes out?

Jo: Er, it's a dream, right – not reality.

Ja: They might cover your mouth.
Jo: Or smash your phone.
Ja: True.
Jo: Apart from that, some creep's considering robbing me, right, so I pull out a £500 phone and start searching through my apps! You don't think he might be more tempted to rob me?
Ja: She has a point.
Jo: It's rubbish.
Je: Good for scaring your little brother, though ... 'Help!!!'
Ja: No maybes. Total rubbish.
Je: OK, a hopeless fail. So, James, what about your 'Universal Translator'?
Ja: Yeah, basically, it's an app that allows you to speak in a foreign language you don't know. You just say the words in English and the app plays a spoken translation with the correct accent.
Jo: Wow. Sounds cool. Having something like that on your travels has to be good, no?
Ja: It's good in theory, but it's difficult to know if the translation is accurate, so I asked a Chinese friend to try it out with me.
Je: Ha! Any good?
Ja: Well, some were OK – like 'Hello', 'Goodbye', 'Can I have a coffee?' Stuff like that.
Jo: Cool.
Ja: But I did try and say 'Your mum's nice' and, apparently, it said 'I like your cow.'
Je: Ha ha! Dude, I'm not sure what's more embarrassing – the translation or saying your mate's mum is 'nice'.
Ja: She made us cookies.
Je: OK.
Jo: Whatever. What about the other way round?
Ja: Oh, it only recognises English at the moment.
Jo: So you ask the way to the bank, but you can't follow the directions. Hardly a universal translator!
Ja: True. But it is half the problem sorted in twelve languages. And the other people could point. They might even take you there.
Je: And if they try and attack you on the way it could translate this – 'Help!!!'
Ja: Exactly.
Je: Saves you having to learn a language.
Ja: I'd say it's totally great.
Jo: OK, you win.
Je: Universal Translator we are agreed you are totally great. Which brings us to Jodie and the 'Remote Lock'.
Jo: So you install this lock, and then you can use the app on your phone to lock or unlock it from anywhere – Australia if you wanted to!
Ja: Why on earth would you want to open a door from the other side of the world?
Jo: Well ...

REVIEW 7

TRACK 68

1 I need it to fix this with.
2 You should've told me.
3 You shouldn't have done that.
4 If I'd known, I could've done something about it.
5 Being the boss's daughter made working there quite hard.
6 I'm really looking forward to seeing you all again.

UNIT 15

TRACK 69

1

A: Hello. Mr Gomez?
B: Yes?
A: I'm sorry. Have you been waiting long?
B: About two hours.
A: I'm sorry, we're quite busy today. You've done something to your ankle?
B: Yes.
A: Hmm, it's quite swollen. Does this hurt?
B: Yeah, it's very painful.
A: Can you put any weight on it at all?
B: No, no. It hurts too much.
A: Hmm. And how did you do it?
B: I was just coming out of the hotel and I slipped on the stair and my ankle ... it just ...
A: You just fell over on it. Nasty. Well, I think we should do an X-ray. It might just be badly sprained, but it could be broken. You'll have to wait again, I'm afraid. We've been a bit short of staff lately. I'll ask the nurse to give you something for the pain.
B: Good. How long will I have to wait for the X-ray?
A: Hopefully, it won't be more than half an hour. Are you on any medication?
B: Er ... I take something for my asthma.
A: That's fine. Have you ever had any adverse reactions to any painkillers – paracetamol or anything?
B: No, never.
A: OK, fine. Well, I'll get the nurse to give you something and then take you down for the X-ray.

2

C: Hello.
D: Hello.
E: Hello.
C: Take a seat. What seems to be the problem?
D: It's my boyfriend. He's been up all night throwing up. He's hardly slept, he had a high temperature – 39 – and his heart was beating really fast.
C: And how long have you been like this?
D: Sorry, he doesn't speak much English. He first said he felt a bit sick yesterday afternoon and then he threw up about seven and he hasn't really stopped since.
C: Oh dear. Any diarrhoea?
D: Actually, no, none.
C: And has he been able to drink anything?
D: No, that's the problem. When he drinks water, he's sick again.
C: Right, well, let's have a look. Can you just take off your jumper and sit up here? Open your mouth and stick your tongue out. Lovely. And now take a deep breath. Again ... breathe in ... and out. Just lie down. I'm going to press quite hard. Does it hurt? And here?
E: Hmm. It's OK.
C: Maybe a bit uncomfortable – but no pain?
E: Yes ... no pain.
C: OK, you can put your jumper back on. I think it's viral gastroenteritis, so there's no need for antibiotics. I'll give him an injection to stop the vomiting and then he just needs to rest and take lots of fluids. OK. Any questions?
D: No, I don't think so. I'll explain to him.

TRACK 70

A = Anna, D = Dan

A: How was your holiday? You went mountain biking in Austria, didn't you?

D: That's right. It was great, except for James's accident.

A: Why? What happened?

D: Well, we'd been cycling in the mountains round Kaunertal, and we were going back to the hotel down this steep road. James went round this tight bend too fast and he went off the road into some bushes and fell off. It was horrible.

A: It sounds it! Was he badly hurt?

D: Well, we thought so. We were worried that he'd maybe hit his head because he kept asking us where he was and what had happened. He just seemed really confused. At one point, actually, he even asked if we'd met somewhere before!

A: Really?

D: Yeah, and we could see that his knee was very swollen as well. He also had quite a few cuts and bruises and was bleeding quite a bit. The problem was, though, we were still miles from the next village.

A: So, what happened? How did you get him to a hospital?

D: Well, luckily, we were actually on a road and a car came past a minute or two later. It stopped and the woman driving said she'd take James to the nearest hospital. He kept saying he'd be OK, but she insisted and in the end we managed to get him to go – just to be safe. We got him into the car and she took my mobile number and promised to call me once there was more news.

A: Wow! That was nice.

D: I know. It was really kind of her. Anyway, we then cycled back to our hotel and waited to hear from the hospital.

A: And did they call?

D: Yeah, they did. After a couple of hours, they rang and told me they'd given James an X-ray and there was nothing broken and nothing wrong with his head. But they said he needed to stay there a bit longer, as he was waiting to have a few stitches in the cuts.

A: Oh, poor guy!

D: Yeah, I know. In the end, he spent the rest of the holiday hanging around the hotel. He was desperate to go out with us, but the doctors told him not to cycle for a week and to rest the knee. It spoilt his holiday really.

A: I bet!

D: And, on top of all that, I spoke to him yesterday and he said he's going to have to buy a new bike now because of the accident. He's found out the bike frame's broken.

A: Ouch! That actually reminds me of something that happened to some friends of mine when they went camping in Croatia ...

UNIT 16

TRACK 71

1

A: Did you see that thing in the paper about Shaynee Wilson?

B: No. What was that?

A: Well, you remember she got married last September, right?

B: Yeah, they were at that film premiere recently. He's that short blonde guy.

A: Exactly. Well, she's just announced they're splitting up!

B: Wow, that didn't last long, did it?

A: Apparently, she found out that he's having an affair with some other Hollywood actress.

B: So, did he get much of her money?

2

C: Did you see that thing on the Times website about the steel plant closing down?

D: You're joking! Doesn't your friend Jim work there?

C: Yeah. I haven't spoken to him yet.

D: So how come it's being shut down? Has the company gone bankrupt?

C: No! Apparently they're doing quite well. They even promised to expand last year.

D: So how come ...?

C: The usual – it was taken over and the new management claim it's too expensive to run. They're moving production abroad.

D: That's terrible! So how many people are going to lose their jobs?

3

E: Did you see that thing on TV about that murder in town?

F: Yeah, shocking, isn't it? How can someone stab someone to death in a crowded place like that in the middle of the day and then get away?

F: I know.

E: Apparently, no-one offered to help the victim or did anything to stop the guy who did it.

F: It is bad, but then again, what would you have done?

4

G: Have you heard the news?

H: No. What?

G: The deputy president's resigned.

H: Really? Why's that?

G: Haven't you been following the story? He's been accused of doing all kinds of things. Like apparently, he took illegal payments connected to that new national sports stadium.

H: Right.

G: Not that he's admitted doing anything. He just apologised for 'causing the government difficulties'.

H: Right. So what else has he been accused of?

5

I: Did you see that thing in the paper about Real Madrid wanting to sign Geraldinho?

J: I know. It's bad news for our team, isn't it? Apparently, he's refused to play in any friendly matches before the start of the season.

I: Well, that's that then! This is going to be a terrible season. We needed to buy a top midfielder, not sell one!

J: Well, Real are supposed to be offering 40 million, which will help.

I: Maybe. But who are we going to get to replace him?

TRACK 72

1

A: Have you seen that thing on Twitter about that tennis player, James Jenkins?

B: Yeah, what an idiot. Apparently, it's been retweeted a million times already.

2

A: Have you seen that video on YouTube of the prime minister trying to dance to hip-hop?

B: Yeah, it's so funny, isn't it? Apparently, it was from before he went into politics, though.

3

A: Did you see that thing on TV about them building a new airport?

B: Yeah, it's good news, isn't it? Apparently, it's going to create 1,000 jobs.

4

A: Did you see that thing on the news about the murder near here last night?

B: Yeah, it's awful, isn't it? Apparently, the victim was quite young.

5

A: Did you see that thing on the Times website about Shaynee Wilson getting arrested?

B: Yeah, it's sad, isn't it? The media are obsessed with that woman.

TRACK 73

1

A: Who's the statue of?

B: That's Garibaldi.

A: Garibaldi?

B: You've never heard of him?

A: No, I don't think so. Who was he?

B: He was a military leader in the nineteenth century who helped unify Italy. He's like a national hero. He fought in South America as well. He was part of the liberation struggles in Brazil and Uruguay. I think his first wife was even Brazilian. I'm surprised you haven't heard of him.

A: Well, I'm not really interested in history.

2

C: You've been away, haven't you?

D: Yeah, I went to Germany as part of a Comenius project.

C: Comenius project?

D: Yeah, it's a European Union scheme which provides grants to teachers so that they can go on courses or set up partnerships with other schools abroad.

C: Sounds interesting. I've never heard of it. Why Comenius then? What does that mean?

D: He was a Czech writer who wrote about education. Apparently, he's seen as the father of modern education.

C: Oh yeah? I've never heard of him.

D: Well, to be honest, neither had I before I went on this course. He sounds incredible, though. He was writing in the seventeenth century, but even then he was arguing for education for both boys and girls.

C: Really? Wow! That was very radical.

D: Yeah, and he was against just learning by heart, you know. He wanted kids to learn by actually doing things and he encouraged them to think for themselves. He was really ahead of his time.

C: He sounds it.

3

E: So what are you going to do while you're in Brussels?

F: Work mainly, but I'm hoping to go to the Eddy Merckx metro station while I'm there.

E: Really? Why do you want to go there?

F: It's where they have Eddy Merckx's bike, which he used to set the hour record.

E: What? What are you talking about?

F: Eddy Merckx? He's like the greatest cyclist of all time! They named the metro station after him and it has all kinds of memorabilia there.

E: Oh right.

F: You've never heard of him?

E: Er ... no. And you're not planning to go anywhere else, like the Magritte Museum?

F: Magritte?

E: The surrealist painter. He was the guy that did pictures of office workers raining down from the sky.

F: It doesn't sound familiar.

E: 'Ceci n'est pas une pipe?'

F: Sorry, you've lost me.

E: You must know it! It's one of his paintings. It's a picture of a pipe and underneath it says, 'This is not a pipe' in French. You'd recognise it if you saw it. It's really famous.

F: Yeah, well, so is Eddy Merckx, but you didn't know him!

REVIEW 8

TRACK 74

1 I've been under a lot of stress lately.

2 Hopefully, it's just an upset stomach.

3 They asked if I was allergic to anything.

4 He's never apologised for saying what he said.

5 It didn't happen during the time that I worked there.

6 She's been accused of stealing money at work.

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Hugh Dellar and Andrew Walkley

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