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Cambridge English

OFFICIAL PREPARATION MATERIAL

James Styring
Nicholas Tims
Series Editor: Annette Capel

Prepare!

STUDENT'S BOOK
Level 6

B2 English Profile

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UNIT	VOCABULARY 1	READING	GRAMMAR
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15 Telling the truth page 86	Facial expressions, e.g. *blush*, *stare at someone*	The truth about lying **Word profile** *matter*	*have/get something done*; *get someone to do something*
16 Who cares? page 90	Climate change, e.g. *conservation*, *wind farms*	Fact or fiction? **Word profile** *set*	Second conditional: *would*, *could* and *might* *I wish* and *if only*
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17 Art is fun! page 98	Adjectives describing art, e.g. *abstract*, *impressive*	Art installations **Word profile** *scale*	Modals of deduction: present
18 Challenging fate page 102	Nouns: personal qualities, e.g. *bravery*, *honesty*	Tales of courage: four stories of teenage success **Word profile** *face*	Third conditional *wish* + past perfect
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VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
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have, *make* and *give* + noun, e.g. *have a fall*, *make a call*		**Listening** Emergencies **Speaking** Describing photos Keeping talking	
-self, *-selves* for emphasis	A story (2) Getting ideas for a story		
Conditional phrases, e.g. *as long as*, *even if*		**Listening** An eco-house **Speaking** Arguing for and against something	Climate change
Verbs often used in the passive, e.g. *be awarded*, *be regarded*	An essay		Art
Phrasal verbs with *get*, e.g. *get back*, *get through*		**Listening** Understanding conversations **Speaking** Discussing ideas Reacting to ideas	
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Compound adjectives ending in *-ing*, e.g. *eye-catching*, *record-breaking*		**Listening** Favourite places **Speaking** Talking about yourself Giving long answers	Favourite hangouts

Word profiles page 122 **Vocabulary list** page 129 **Grammar reference** page 138

Welcome to *Prepare!*

Learn about the features in your new Student's Book

Your profile Start each unit by talking about you, your life and the unit topic

Word profile Focus on the different meanings of important words and phrases

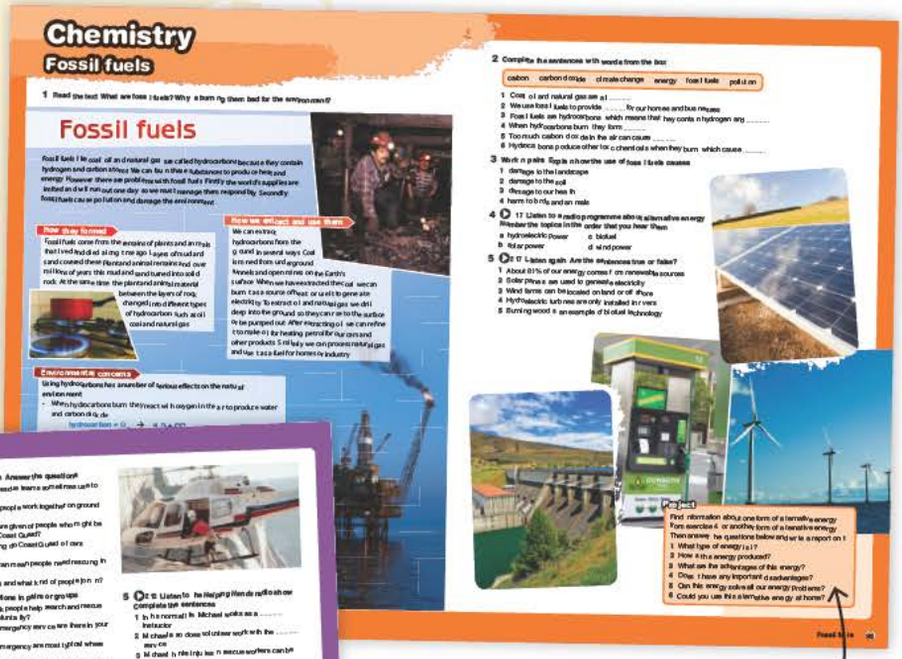
Talking points Give your opinion on the topic in the text

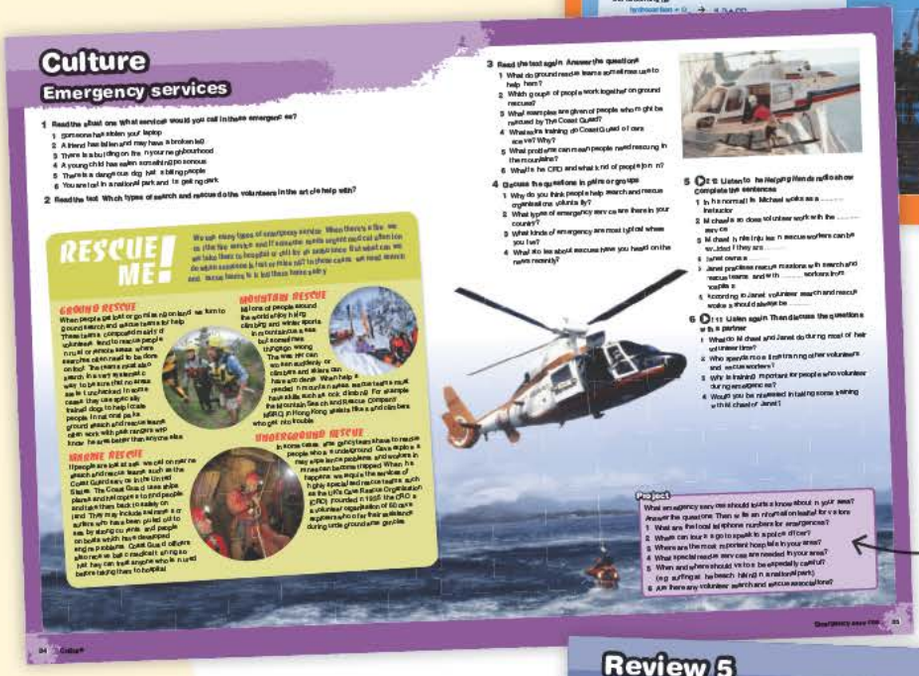
Corpus challenge Take the grammar challenge and learn from common mistakes

Prepare to write Learn useful tips to help you plan and check your writing

Prepare to speak Learn useful words and phrases for effective communication

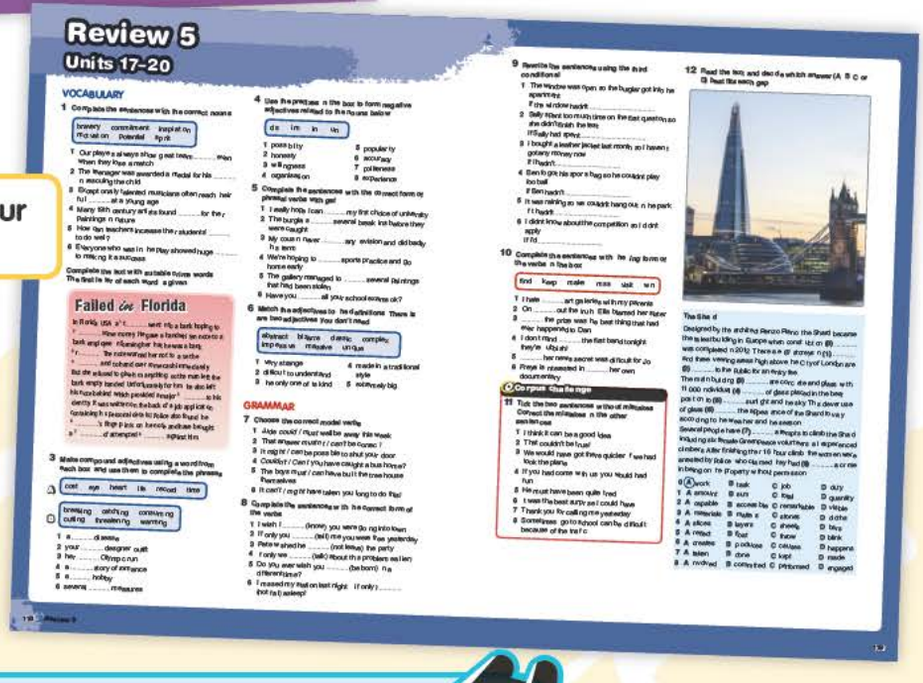
Video Watch interviews with teenagers like you





Project Work together to expand your learning

Review Check your progress



Look through your book and do the quiz with your partner.

1. Who is the famous female singer from Barbados in Unit 2?
2. Which author appears in Unit 7?
3. In which unit can you find a photo of a large duck?
4. On which page can you listen to a geography report on Edinburgh?
5. Which unit has an exercise with two famous sporting brothers?

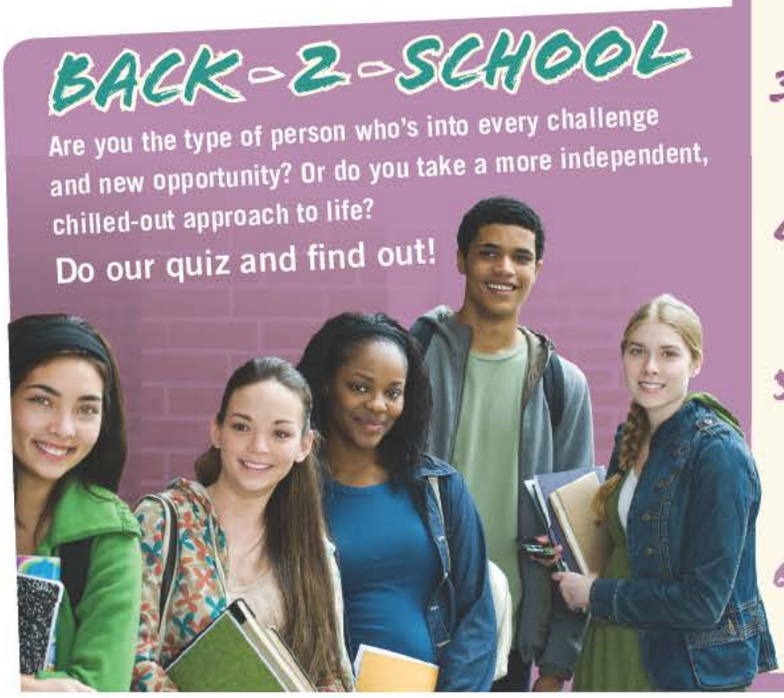
1 New year, new challenge

VOCABULARY Education: phrasal verbs

Your profile

What are your aims and ambitions at school this year? Which subjects do you like the most?

1 **Look at the phrasal verbs in the quiz. Match them to the meanings below.**



1 **It's the start of the school year. You:**
- **a** can't wait until you **break up** for the next holidays.
- **b** feel optimistic – you think you'll **get on** well this year.

2 **Your teacher reads out information about an exam. You:**
- **a** **note down** all the details in case you forget them.
- **b** don't do anything – you'll **figure** it **out** at the end of term.

3 **You see a poster asking people to join the school swimming team. You:**
- **a** don't bother trying – you know you won't **get in**.
- **b** decide to **go for** it – it's a cool opportunity.

4 **You are asked to fill in a form with some personal information. You:**
- **a** agree and promise you'll **give** it **in** soon.
- **b** **stay behind** and complete it before you go home.

5 **Your teacher gives out information about clubs and societies. You:**
- **a** don't listen. You never **join in** after-school activities.
- **b** are pleased. You can't wait to **try out** something new.

6 **You have a lot of homework this week. You:**
- **a** start right away – you never **put** things **off**.
- **b** relax – there's plenty of time later in the week!

0 say the words of a text out loud *read out*
1 remain in a place when others leave it
2 do an activity with other people
3 distribute something to a number of people
4 do something to discover if you like it
5 give written work to a teacher
6 decide to do something later
7 finish classes at the end of term
8 make progress
9 write something so you will remember it
10 succeed in being accepted into a group or team
11 try to get or achieve something
12 understand something

2 1.02 **Listen to Ryan and Mia talking about the quiz. Answer the questions.**

1 Whose first day back was the most difficult?
2 Who is the keenest to do the quiz?
3 What is Ryan and Mia's relationship?

3 1.02 **Listen again. Note down Ryan and Mia's answers to the quiz.**

1 Ryan a Mia b

4 **Do the quiz. Compare your answers in pairs.**

5 **Turn to page 120 and check your results. Who feels optimistic / negative about the new year? Why?**

READING

1 **Read the introduction. What is 'enrichment'?**

2 **Read the whole text and answer the questions.**

Whose enrichment choices …
1 are focused on future studies?
2 involve working in the local community?
3 could have a global impact?

3 **Match the questions to gaps a–f in the text.**

1 Did you do it last year too?
2 What does your group do?
3 What enrichment activities did you do last year?
4 Were you working with the same group last year?
5 Who helps you?
6 Who do you help?

4 **Discuss your ideal enrichment activities in pairs.**

King Edward's Secondary School

Enrichment at King Edward's – learning beyond the classroom:

- **join in practical activities like First Aid, Volunteering or Charity Work**
- **improve your communication skills with Creative Writing or the Debating Society**
- **learn more about other cultures – study abroad for a term as part of the Language Club exchange programme**
- **prepare for university with the Higher Education Plus (HE+) programme**
- **do an enrichment activity like Water Sports or Cult Movies just for fun!**

Sixth Form stories

Read about some of the enrichment choices students have made.

Madeleine Hay, 17

Q: Can you describe the enrichment programme at your school? **A:** It's great. This year I've chosen Music Technology and Volunteering. Music's always been one of my interests, and I chose Volunteering because I wanted to help people.

Q: (a) ..... **A:** Mainly children in local hospitals. We visit them and play with them, which is good fun. It gives me a sense of satisfaction to feel I'm making a contribution to society.

Q: (b) ..... **A:** I did Cult Movies. Last term we watched sci-fi classics like the original *Star Wars* trilogy.

Q: What do you think of the enrichment programme? **A:** I love it. You learn some really useful skills. This year I've worked in a recording studio and I've learned how to mix the sound for a live band. That's pretty cool!

EP Word profile *use*

First aid will obviously be of some use in life.

We also made use of the Publishing enrichment.

Education is of no use if it's just a collection of academic qualifications.

page 122

Talking points

Why do schools run enrichment programmes? What subjects would it be most useful to study on an enrichment programme? Why?

Jacob Pickering, 16

Q: What enrichment activities are you doing this year? **A:** I'm doing First Aid, which will obviously be of some use in life. And as a part of the Charity enrichment, I'm working with an organisation called *Save the Bees* again.

Q: (c) ..... **A:** Yes. We haven't met since we broke up in July, but this year I definitely want to get more members and raise awareness. Bee populations are dying and the consequences could be extremely serious for food production.

Q: (d) ..... **A:** Just a bunch of classmates from Year 12, and one or two teachers help us too.

Q: (e) ..... **A:** We organise cake sales to raise money and we've written letters to local politicians. We also made use of the Publishing enrichment to produce leaflets about keeping your own bees.

Q: How has the enrichment programme helped you? **A:** It's great. It makes you realise that your studies shouldn't be the only thing in your life.

Eliza Blake, 17

Q: What enrichment activities are you doing this year? **A:** Photography. Anyone can take a photo with a digital camera, but we've been learning how to use traditional 35mm cameras. It's quite hard, but processing the film and printing your own photos is rewarding. And I've chosen HE+ again – that's an introduction to a subject you might choose for a degree.

Q: (f) ..... **A:** Yes, it was brilliant last year. Lecturers from the University of Cambridge came and ran seminars about their particular fields. I chose Law and the course was really worthwhile. With the HE+ scheme, you can go on a trip to Cambridge to look round the university and spend the night there.

Q: What do you think of the enrichment programme? **A:** I think it's really valuable. It improves your university and career prospects. Education is of no use if it's just a collection of academic qualifications.

GRAMMAR Question forms

1 **Read the examples. Then complete the rules.**

1 *Can you describe the enrichment programme?*
2 *What enrichment activities did you do last year?*
3 *What enrichment activities are you doing this year?*
4 *Were you working with the same group last year?*
5 *What does your group do?*
6 *How has the enrichment programme helped you?*

are before does did has

To form questions:
a in simple tenses, we add *do*, ... or ..... before the subject.
b in perfect tenses, we put ..... , *have* or *had* before the subject.
c in continuous tenses, we put *am*, *is*, ... , *was* or *were* before the subject.
d with modal verbs, we put the modal verb ..... the subject.

→ Grammar reference page 138

2 **Complete the questions with *you* and the correct form of the bold verbs in the answers.**

Questions & Answers
0 Have you studied English for a long time?
Yes, I've **studied** it for eight years.
1 How ..... this term?
I'm **getting on** quite well, thanks.
2 ..... any interesting clubs at your school?
Yes, you can **join** many different clubs.
3 ..... any homework yet this term?
Yes, I've **given in** an essay for history.
4 ..... your homework before or after dinner?
I **do** my homework before dinner.
5 What ..... before school today?
I wasn't **doing** much – just getting ready.

3 **Write three more questions about school and studying to ask a classmate. Then ask and answer them.**

Subject and object questions

4 **Read the examples. Then complete the rules with *statement* or *question*.**

Subject question:
1 *Who helps you? My classmate helps me.*
Object question:
2 *Who do you help? I mainly help children in local hospitals.*

a Object questions ask about the object of a sentence. They use ..... word order.
b Subject questions ask about the subject of a sentence. They use ..... word order.

5 **Complete the subject and object questions.**

1 do you know / knows you
a 'Who ..... in this class?' 'I don't know anyone.'
b 'Who ..... in this class?' 'No one knows me.'
2 did Carl call / called Carl
a 'Who ..... ?' 'He called a few classmates.'
b 'Who ..... ?' 'A classmate called him.'
3 damaged their car / did their car damage
a 'What ..... ?' 'It damaged a wall.'
b 'What ..... ?' 'A tree that fell on it.'

6 **Write two questions about each sentence, using *what* and *who*.**

0 Ian Fleming wrote the James Bond books.
What did Ian Fleming write? / Who wrote the James Bond books?
1 Suzanne Collins wrote *The Hunger Games*.
2 Mark Zuckerberg started Facebook.
3 Cristiano Ronaldo has won the 'Footballer of the Year' award twice.
4 The USA has never won the FIFA World Cup.

Corpus challenge

Find and correct the mistake in the student's sentence.
Did you had a good time on your holiday?

VOCABULARY Education: *-ion* nouns

1 **Read the examples. Then write the nouns formed from the verbs, using *-ion*.**

*Improve your **communication** skills.*
*I'm working with an **organisation** called Save the Bees.*

1 collect	3 prepare	5 permit
2 act	4 register	6 discuss

2 **Complete each sentence with a noun formed from the verb in capital letters.**

1 I've read the ..... to this book. **INTRODUCE**
2 Have you completed your ..... yet? **APPLY**
3 Your ..... to the discussion was very useful, thank you. **CONTRIBUTE**
4 Children who go to that school get a very good ..... . **EDUCATE**
5 I get great ..... out of helping others. **SATISFY**

3 **Complete the second sentence so that it means the same as the first. Use one or two words.**

0 Do you **collect** stamps?
Have you got a stamp collection ?
1 What do you **suggest**?
Have you got any ..... ?
2 Can you **describe** your best friend?
Can you give me ..... of your best friend?
3 What has he **invented**?
What is ..... ?
4 What did you **decide**?
What was ..... ?
5 Will they **permit** us to go?
Will they give their ..... for us to go?

WRITING A profile of a person

1 **Read the profile of a student in a school magazine. Match the questions to the answers.**

a Apart from subject lessons, what has school taught you?
b How did you get on at school last year?
c Who do you influence, do you think?
d Who influences you?
e Are you going to study for a degree?

1 .....
Not too badly, though I struggled with double-science and maths on Mondays! I passed all my exams, at least. I got into the cycling team, which I was pretty pleased about.

2 .....
Doing the drama enrichment programme has given me a lot more self-confidence, so now I don't mind reading things out in class or introducing myself to new people. And being in the cycling team has taught me a lot, like how to work with others.

3 .....
Yes, I want to study languages, probably Spanish. I'm thinking of studying abroad for a year too, perhaps in Spain, Argentina or Mexico.

4 .....
My best friend's brother in the year above us is hard-working and sensible, so I guess he's a pretty good influence.

5 .....
I have two younger sisters and they always want to do what I'm doing, so I make sure I influence them in a good way. I *think* I succeed!

2 **Read the *Prepare* box. Find examples of the punctuation in the profile in exercise 1.**

Prepare to write — Punctuation

We use capital letters:
- at the beginning of all sentences.
- for the personal pronoun *I*.
- for days and months.
- for the names of people, places, nationalities and languages.

We use:
- full stops at the end of most sentences.
- exclamation marks to show surprise or anger, at the end of sentences.
- question marks at the end of questions.
- commas to separate items in a list and to show a pause.
- apostrophes to show possession and contractions.

3 **Rewrite the questions and answers with the correct punctuation.**

0 are you doing any extra italian classes this year
Are you doing any extra Italian classes this year?
1 yes in fact im doing extra italian because weve got an important exam soon
2 what date is your exam
3 its on a monday either the 14th or 21st october at the huntingdon street exam centre
4 do you get on well in subjects like spanish french or english literature?
5 yes i tend to find them easier than science and maths
6 where are you going to study modern european languages
7 i want to study russian and french so i guess ill either go to paris or maybe somewhere in russia like moscow or st petersburg

4 **Work in pairs. Read the profile in exercise 1 again.**

1 Discuss your answers to the questions.
2 What other questions could you ask in a profile like this?

5 **Write a profile.**

- Write about yourself or a person you know.
- Ask five or six questions. Use some of the questions in exercise 1 and add some of your own.
- Pay attention to punctuation.
- Write 100–120 words.

2 Live music

VOCABULARY Music

Your profile

Which singers or bands have you seen live in concert? Who would you most like to see in concert?

1 1.03 **Listen and write down the types of music you hear. Use the words in the box.**

classical music folk hip-hop jazz opera reggae rock

2 **Put the sentences in order to make the first paragraph of two concert reviews. The first line of each review is given.**

a her first live performance since the split, however, was
b their single *Lucky*, which was in the charts for
c definitely in the mood for dancing.
d year was no surprise. Her choice of concert venue for
e summer and soon had a massive hit with
f White, apparently hated. Her decision to go solo last
g at its best in the tiny and friendly atmosphere here.
h months. They have been touring the world since
i their hometown to 5,000 devoted fans who were
j shows was something that former lead singer, Phoebe
k the beginning of January, and last night they gave a performance in
l certainly unusual. In fact, White's musical talent was

MUSIC 1

LIVE MUSIC REVIEW: THE SCENE

The Scene released their first album last …

MUSIC 2

LIVE MUSIC REVIEW: PHOEBE WHITE (EX BLUE LINES)

Blue Lines' popularity as background music on TV …

3 1.04 **Listen and check.**

4 **Match some words in exercise 2 to the definitions.**

1 the main singer in a band
2 leave a band to follow a music career by yourself
3 music that is playing quietly while you are doing something
4 a very popular and successful song
5 an official weekly list of the most popular songs
6 a place where musicians play live
7 people who like and support a singer or band very much
8 travelling around the world giving live concerts

5 **Discuss the questions.**

1 How difficult do you think it is to perform live?
2 Which famous singer or band do you think has a genuine musical talent?

READING

1 **Look at the photos of the artists on page 15. What do you know about them?**

2 **Read the first paragraph of the article. What are *riders*?**

3 **Which artist in the photos do you think made these requests in their riders? Read the article quickly and check.**

1 white rooms, white flowers, white furniture
2 crisps, sweets, fruit
3 recycling facilities and locally-grown food
4 eight local postcards and stamps
5 a whole roast chicken and ten different types of soft drink

4 **Five sentences have been removed from the article. Choose from sentences A–F the one which fits each gap (1–5). There is one extra sentence which you do not need to use.**

A He requires 240 clean towels at each concert!
B It appears that this particular form of contract is less popular with the music industry.
C However, perhaps the most famous remains one made by American rock band Van Halen.
~~D This is usually where a backstage rider begins.~~
E There will be no exceptions to this rule, the rider states.
F She's obviously eating more healthily nowadays: her more recent riders have included soup, dried fruit, juice and tea.

5 **Imagine you are in a band. Write your own riders.**

Crisps, sweets and white kittens?

Coldplay

Rihanna

When musicians go on tour, they have a contract with each of the venues that they play at. Riders are part of that contract. Riders are a list of requests that a singer or band make before they agree to perform. Some of the requests are technical, such as equipment that is needed or the size of the stage. However, the more interesting ones are backstage riders – things that musicians specially request backstage during their performances.

Big tours often go on for months and visit numerous cities. At each venue stars need to get ready for their show in a dressing room. 1 ..D.. Jennifer Lopez once demanded that all her dressing rooms were white, with white flowers, white candles, white tables and white sofas. Beyoncé's rider once specified that it must be exactly 28.5°C backstage. Her husband, Jay-Z, makes no comment about temperature, but he has made a specific request for matching blue leather sofas.

Musicians need feeding. Rihanna seems to love snacks: her rider asks for a wide range of crisps, sweets and fruit to be on offer. Lady Gaga used to ask for a whole roast chicken and ten different types of soft drink. 2 ..... And remember to feed her 150-person team exactly on time at 5pm or the concert will be cancelled!

Lady Gaga

Some performers are aware that large tours can have a significant environmental impact. Maroon 5 and singer Jack Johnson are artists who have 'green' sections on their riders, encouraging venues to recycle and to use locally-grown food where possible. They even set up stalls for fans attending the concert to learn about trying to reduce their carbon footprint. Let's hope a certain former member of the Beatles is seeing one of these two soon. 3 ..... .

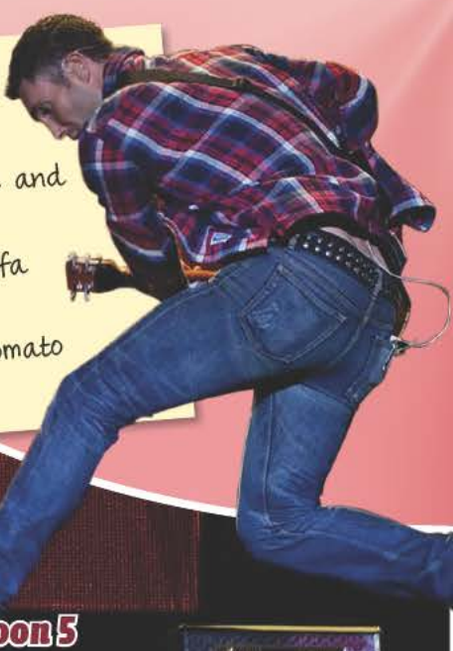
Jennifer Lopez

A few requests reveal a generous or even sweet side to performers' personalities. Since she started touring, Adele has insisted that people with free tickets to her concerts must make a donation to charity. 4 ..... And even massive stars like Coldplay clearly never stop thinking about their friends and family while they are away. Their riders list asks for eight local postcards and stamps.

On the whole most musicians' requests are reasonable, but some can be outrageous. One promoter remembers receiving a demand from an extremely famous female singer for 20 white kittens! Another male singer stated that no one at the venue could talk to or even look at the star directly. 5 ..... . They would only play on condition that they were given a large bowl of M&M sweets, but without any brown ones. Furthermore, if just one of these sweets were found anywhere backstage, the band would not play. It turned out that there was a good reason behind their bizarre request. The safety section of the band's rider was long and complicated, so they hid their M&M demand among these details to make sure it was being read carefully!

Tour rider

* white towels
* coffee machine and four cups
* comfortable sofa with cushions
* cheese and tomato pizza


Maroon 5

EP Word profile *on*

Rihanna's rider asks for a wide range of crisps, sweets and fruit to be on offer.

On the whole most requests are reasonable.

And remember to feed her 150-person team exactly on time at 5pm.

They would only play on condition that they were given a large bowl of M&M sweets.

page 122

Talking points

Why do you think some singers/bands make unreasonable demands on their riders? Do you think concert tickets are good value in general? Why?

Video extra

GRAMMAR Present tense review

1 **Read the examples and name the tenses. Then match the examples to the rules.**

1 *Riders **are** a list of requests that a singer or band make.*
2 *Big tours often **go on** for months.*
3 *Since she started touring, Adele **has insisted** that people with free tickets must make a donation to charity.*
4 *She's obviously **eating** more healthily nowadays.*
5 *Let's hope a certain former member of the Beatles **is seeing** one of these two soon.*
6 *Rihanna **seems** to love snacks.*

We use the present simple:
a for habits and routines.
b with verbs that describe states (*like*, *want*, *need*, etc.)
c for permanent situations or facts.
We use the present continuous:
d for things that are happening right now or about now.
e for arrangements in the future.
We use the present perfect:
f with *for/since* for something that started in the past and continues in the present.

→ Grammar reference page 139

2 **Complete the conversation with the present simple, present continuous or present perfect form of the verbs.**

Eva What ...are you doing... (you, do) on that phone? [1] ..... (you, be) on it for ages.
Sam [2] ..... (I, try) to buy some tickets to a concert. But [3] ..... (the website, be) really slow, so I guess a lot of other [4] ..... (people, do) the same thing.
Eva Who [5] ..... (play)?
Sam *Muse*. [6] ..... (they, play) in that new concert venue in town. [7] ..... (you, want) me to get you a ticket too?
Eva Yes, please. [8] ..... (it, sound) great and [9] ..... (I, listen) to them a lot. Why don't you try calling the ticket office?
Sam [10] ..... (Lauren, wait) in a queue on the phone now. [11] ..... (she, be) on the phone since ten! Wait. This message is from her. She's got two tickets! And they're sold out!
Eva Oh.
Sam Sorry, Eva. Sometimes [12] ..... (people, sell) their tickets online. You might find one there.

3 **Work in pairs. Turn to page 120 and follow the instructions. Then tell the class things about your partner.**

Corpus challenge

Find and correct the mistake in the student's sentence.
I am listening to music all the time!

VOCABULARY Verbs + infinitive / *-ing* with a change in meaning

1 **Read the examples and discuss the different meanings of the bold verb in each pair.**

1 **a** ***Remember to feed** her 150-person team on time.*
b *One promoter **remembers receiving** a demand for 20 white kittens.*
2 **a** *The singer **stopped to drink** some water.*
b *Coldplay clearly never **stop thinking** about their friends and family.*
3 **a** *I **tried listening** to his early stuff, but it's much heavier music.*
b *Fans can learn about **trying to reduce** their carbon footprint.*

2 **Complete the sentences with the correct form of the verbs in the box. Use each verb twice.**

remember forget try stop

1 ...Try... not to be late to school tomorrow.
2 I ..... going to my first live concert last summer.
3 I saw Jamie at the gig, but I didn't ..... to talk. I was in a hurry to find my seat!
4 ..... listening to their second album. It's much better than the first.
5 Don't ..... to bring your camera. I want to take lots of photos.
6 ..... to print the tickets, or we can't get in.
7 You should ..... cycling with headphones on! It's really dangerous.
8 I'll never ..... meeting the band backstage. It was incredible!

3 **Work in pairs. Describe:**

1 something you will always remember doing.
2 something you never remember to do.
3 something you are going to stop doing soon.
4 something you stopped to do on your way to school this morning.
5 someone you will never forget meeting.
6 someone you often forget to keep in touch with.
7 something you would like to try doing.
8 something you should try to do at home more often.

LISTENING

1 1.05 **Listen and match the speakers to the pictures.**

2 **Read the questions. Underline the most important words in each question.**

Which person …

A knows what the lyrics of their favourite song mean?

B first heard her favourite song when it was performed live at a concert?

C mentions a song that brings back good memories?

D learned about her favourite song through a relative?

E thinks that most people recognise one of her favourite songs?

F took up a musical instrument because of her favourite song?

3 1.06 **Listen to the first speaker again. Choose from the list A–F in exercise 2 what she says. Did the underlined words help you choose your answer?**

Speaker 1 ☐

4 1.07 **Listen to speakers 2–4 again. Choose from the list A–F what each speaker says. Use the letters only once. There are two letters which you do not need.**

Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐

SPEAKING Describing a favourite song

1 **Discuss the questions.**

1 What's your favourite song?
2 Who is it by?
3 Why do you like it?

2 1.08 **Listen to Seb talking about a piece of music he likes. Make notes in the table.**

song and artist	
where you first heard it	
whether you can sing / play it	
description of music	
how it makes you feel	

3 **Read the *Prepare* box. Listen again and tick the phrases you hear.**

Prepare to speak — Describing a song

Introducing the song
One of my absolute favourites is …
I remember first hearing it …

Describing a song
It's about …
It's such a … song.
It starts … , but then it gets …
The lyrics are about …

Saying why you like it
It makes me feel …
It reminds me of …

4 **Make sentences using the phrases you didn't tick in exercise 3.**

One of my absolute favourites is 'Rolling in the Deep' by Adele.

5 **Copy the table in exercise 2 and make notes about your favourite song or piece of music.**

6 **Use your notes to tell your partner about your favourite song or piece of music. Use phrases from the *Prepare* box.**

7 **Tell the class about your partner's answers. Does anyone have any similar favourites?**

Culture
Education

1 Read about the school systems in three countries. Which subjects are compulsory in each country?

SECONDARY SCHOOL SYSTEMS

Around the world, there are various systems for secondary education. Students may start their studies at different ages, have holidays at different times of year and study different compulsory subjects. Here are just three examples.

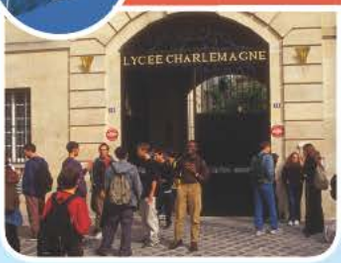
AUSTRALIA

School year: *late January to mid-December*
School day: *9:00 am – 3:30 pm*

In Australia, most children begin secondary school when they are 12 or 13 years old. Everyone must continue studying until they are 17, and then take official exams to earn their school-leaving certificate. After that, young people can work, begin training for a job, or go to university.
Australian students attend school from Monday to Friday, with weekends off. The school day is fairly short: six and a half hours long, including time off for lunch at midday. The school year is divided into four terms of 10 weeks, with a two-week break between each term and a five-week summer holiday.
Compulsory subjects include English, maths, science, history, geography and physical education. Students must also take another language, like French or Chinese. There are some optional subjects as well, like art, music, technology and ICT (information and communication technology).

FRANCE

School year: *early September to early July*
School day: *8:30 am – 5:00 pm*



Students in France begin secondary school when they are 11 or 12 years old. First, they attend a *Collège* for four years, until they are 16. After that, some teenagers begin working, while others go to a *Lycée* for three more years, where they can do job training or prepare for university.
The school day is quite long: about eight hours. Students in France usually have classes on Mondays, Tuesdays, Thursdays and Fridays. In some schools, there aren't any classes on Wednesday afternoons, so teens have extra time for sports and hobbies. However, most students have classes on Saturday mornings. There are four two-week breaks, in autumn, at Christmas, in February, and in spring. Then students enjoy eight weeks of holidays in summer.
There are quite a few compulsory subjects, like French, maths, science, history, geography, civics (citizenship), physical education and art. Students must also choose two modern languages, and they take some optional subjects, especially during their *Lycée* years.

SOUTH AFRICA

School year: *mid-January to mid-December*
School day: *7:00 am – 2:00 pm*

South African students usually begin secondary school when they are 12 years old, and must study until they are 15. After that, teens can leave school to work, or do three more years of Further Education and Training (FET). Some FET programmes offer training for jobs, while others prepare students for university.
Classes are from Monday to Friday, for about seven hours a day, and they begin and end fairly early, especially during the warmer months. The school year has four terms, with three holiday breaks. The first and third breaks are ten days long, and the mid-year break in July lasts three weeks. Then students have one month off for summer holidays at the end of the school year. All students in South Africa must take maths, two South African languages, and a life orientation course that includes physical education, health, personal development and civics. Students also choose three optional subjects from a long list that includes history, geography, science, music and art.

2 **Match the sentences to the three countries in the text. Some sentences match more than one country.**

1 Teenagers can leave school quite young, when they are only 15 years old.
2 Young people don't start training for jobs until they are 17 years old.
3 Many students attend two different schools during their secondary education.
4 There is sometimes time off during the week.
5 The holidays at the end of the school year are in December and January.
6 Teenagers don't have to study science or history at secondary school.
7 Students don't attend any regular classes at the weekend.

3 **Work in pairs or groups. Answer the questions with your own opinions.**

1 At what age do you think students should be able to leave school and start working?
2 Do you think all secondary students should prepare for university studies?
3 Which school system in the text has the best daily schedule for you?
4 Do you think all secondary schools should be closed on Wednesdays?
5 What are the advantages and disadvantages of a long summer holiday?
6 Which subjects are compulsory for you this year? Do you agree with this?

4 **1.09 Listen to a teacher describing the secondary school system in China. Then complete the sentences.**

1 Students begin ..... school when they are 12 years old.
2 The school year is divided into ..... of 21 weeks.
3 There are ..... weeks of holidays during the summer months.
4 A typical school day is about ..... hours long.
5 ..... and ..... are the most important subjects for exams.
6 Students must take the Zhong Kao ..... at the end of their ..... of junior secondary school.
7 They must do well in the exam if they want to attend a good ..... school.
8 Senior secondary school students must take the national Gao Kao exam to ..... .
9 About ..... students take the three-day Gao Kao exam every summer.

5 **Work in pairs or groups. Describe the secondary school system in your country.**

Project

The ideal secondary school system

Answer the questions. Then write a description of your ideal secondary school system.

1 When should students begin secondary school?
2 How many years should secondary school last?
3 At what age should students be allowed to leave school?
4 When should the school year begin and end?
5 When should students have holiday breaks?
6 On which days of the week should there be classes?
7 What time of day should classes start and finish?
8 What school subjects should be compulsory?
9 What optional subjects should schools offer?

3 Family matters

VOCABULARY Verbs of communication

Your profile

Which members of your family do you get on best with? Why?

1 1.10 **Listen to four conversations. Match them to the pictures.**

2 1.10 **Listen again and match two quotes A–H to each conversation 1–4.**

A 'Not me. I promise. They don't even fit me.'

B 'Why did you delete all the apps on my tablet?'

C 'If you don't reply to my texts, I'll take it away.'

D 'But I did answer it, Dad.'

E 'Well, don't leave it all until Sunday night.' ...1...

F 'Give me that tablet at once, Jack!'

G 'Sorry, you were out and I needed something to wear to a party.'

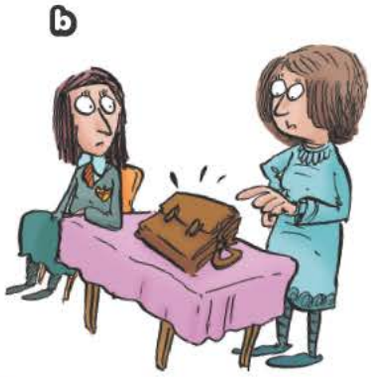
H 'Why not do it now?'

3 Match the phrases A–H in exercise 2 to sentences 1–8.

1 Amy **confessed to** borrowing her sister's red top.
2 Lily's dad **threatened to** take her phone away.
3 Alice's mum **suggested** that she should do some of her homework now.
4 Jack **accused** his brother **of** deleting his apps.
5 Lily **claimed** that she had answered her Dad's text message.
6 Alice's mum **warned** her not to leave all her homework until Sunday night.
7 Jack's mum **ordered** him to give her the tablet.
8 Amy **denied** borrowing her sister's jeans.

4 Match the verbs from exercise 3 to the meanings.

1 give someone an instruction that they must do
2 express an idea or plan for someone to consider
3 tell someone that you will cause problems for them if they do not do what you want
4 make someone realise a possible danger or problem, especially one in the future
5 admit you have done something wrong
6 say that someone has done something bad
7 say that something is true or is a fact, although you cannot prove it and other people might not believe it
8 say that something is not true



5 Discuss the questions.

1 Has anyone ever wrongly accused you of doing something?
2 When was the last time your parents ordered you to do something?
3 Have you ever done something wrong and then denied it?

READING

1 Read the first part of the article, ignoring the gaps. Choose the best answer to complete the statement.

The article is good news …
a for all children with brothers or sisters.
b for children who have older brothers or sisters.
c for children without brothers and sisters.

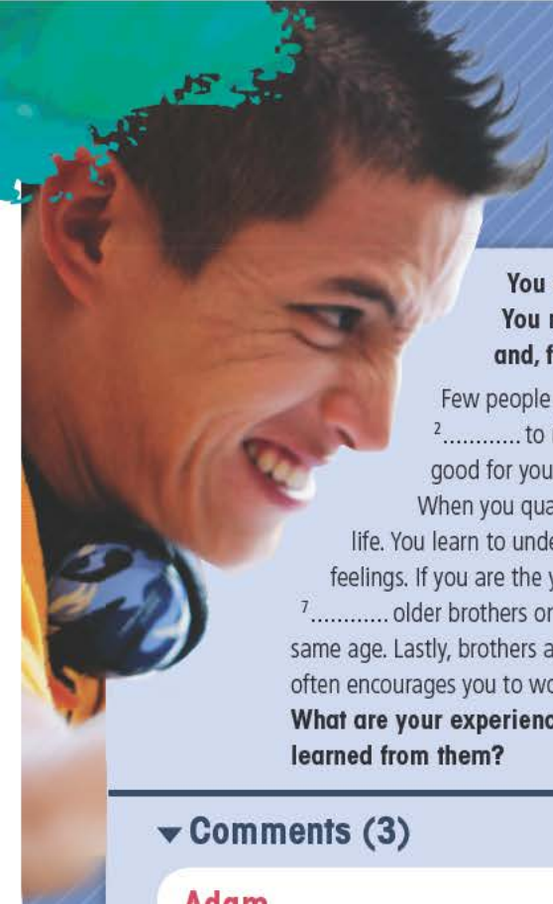
2 Complete the first part of the article with the words in the box. There are two extra words that you don't need.

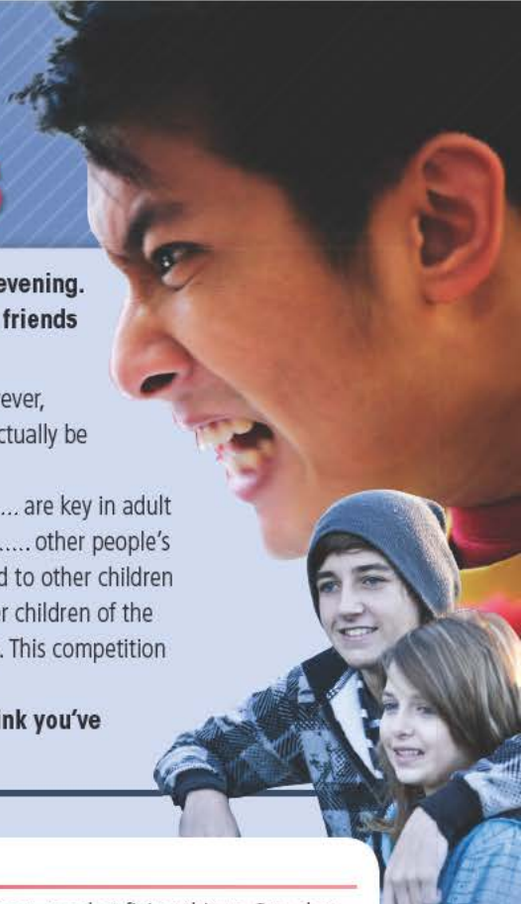
according	one	can	each	of	on
than	that	to	without	~~worst~~	

3 Read the second part of the article. Complete the sentences with names, and choose the correct words.

1 ..... has got at least *two* / *three* older sisters.
2 ..... has got one *older* / *younger* brother.
3 ..... has got two younger *brothers* / *sisters.*
4 ..... probably hurt herself because of her *brother* / *sister*.
5 ..... has got *more friends* / *better marks* because of his *brothers* / *sisters*.
6 ..... got better at *maths* / *English* because of her eldest *sister* / *brother*.

Brothers and Sisters





You see them every morning. You eat with them every evening. You might even share bedrooms. They're your very best friends and, from time to time, your very [0] worst enemies.

Few people get [1]..... perfectly with their brothers or sisters. However, [2]..... to research, this sometimes difficult relationship [3]..... actually be good for you.

When you quarrel with [4]..... other, you practise social skills [5]..... are key in adult life. You learn to understand your feelings and you become more aware [6]..... other people's feelings. If you are the youngest in your family, you benefit even more. Compared to other children [7]..... older brothers or sisters, you develop better language skills [8]..... other children of the same age. Lastly, brothers and sisters are naturally competitive in everything they do. This competition often encourages you to work harder – whether it is doing sport or at school.

What are your experiences with your brothers and sisters? What do you think you've learned from them?

Comments (3)

Adam

I remember being quite mean to my youngest brother. We picked on him all the time because we were so much bigger than him. For instance, he used to get really scared during films. One day, while we were watching something, my other brother and I quietly left the room. Soon the film got slightly scary, and he suddenly realised he was all on his own. We'd both gone. He started screaming like a baby!

I guess as an elder brother, I identify with children younger than me. As a result, I've learned to be more patient with people who aren't as good at things. It makes me quite popular at school.

Sara

My brother has always been good at fixing things. One day (I was eight, he was ten) my parents were really impressed when he fixed the brakes on his bike himself. The next day, I was riding my bike down a steep hill near our house. Once I reached the bottom, I found out how he'd done it. He'd taken the brakes off my bike! Luckily, I was OK, and we laugh about it now, but I learned something from that day – I always check my bike before I use it!

Lucy

When I was four, my sisters and I had very little money. I can't imagine I really understood what it was. But sometimes we used to get a few coins from relatives, like our grandparents. My eldest sister was eleven and she used to persuade me to swap her new and shiny coins for my old and dirty ones. What I didn't realise, of course, was that the coins she was giving me were worth less than the ones that I was giving her! I learned two things: how to count and never to trust my eldest sister with money.

Talking points

What are the advantages of coming from a large family?
What are the advantages of being an only child?
Why do you think brothers and sisters are sometimes mean to each other?

EP Word profile *once*

For once Mr Thomas didn't set us an essay.

Texts get delayed once in a while.

Give me that tablet at once!

Once I reached the bottom, I found out how he'd done it.

page 122

GRAMMAR Past tense review

1 **Match the examples to the rules.**

1 *He **fixed** the brakes on his bike himself.*
2 *The next day, I **was riding** my bike down a steep hill.*
3 *Once I reached the bottom of the hill, I found out how he'**d done** it.*
4 *He **used to get** really scared during films.*
5 *One day while we **were watching** something, my other brother and I quietly left the room.*
6 *When I **was** four, my sisters and I **had** very little money.*

We use the past simple:
a for completed actions in the past.
b for states in the past.
We use the past continuous:
c for longer events in the past.
d to talk about events that were in progress when another shorter action happened.
We use *used to*:
e to talk about past habits.
We use the past perfect:
f for events that happened before another event in the past.

→ Grammar reference page 140

2 **Read the text and choose the correct verb forms.**

Both Andy Murray and his brother Jamie [1] *were / had been* good at tennis from a very young age, but when they [2] *were playing / used to play* against each other, Jamie [3] *was always winning / always won*. Then, one day, at a tournament for under-12s, Andy finally [4] *beat / used to beat* his brother. He was really pleased. He [5] *was playing / 'd played* against his brother thousands of times before, but he'd never won. While they [6] *were travelling / used to travel* home from the match that day, Andy [7] *started / had started* laughing at Jamie. Soon they [8] *fought / were fighting*. Both men are now professional tennis players and Andy is one of the best in the world. However, he still has a scar on his finger from that fight!

3 **Complete the stories with the correct form of the verbs.**

One day, my sister Daisy and I [1]..... (play) in the living room when my mum came in. She was annoyed because my sister [2]..... (wrote) on the walls in our bedroom. My sister [3]..... (deny) doing it and [4]..... (blame) me. But I was two and I [5]..... (not know) how to write!

Once my brother [6]..... (drop) his laptop while he [7]..... (run) downstairs. Then he [8]..... (claim) that he [9]..... (trip) over the cat. He [10]..... (lie), of course, and my parents [11]..... (not believe) him. They were furious because they [12]..... (buy) him the computer only a week before.

Corpus challenge

Find and correct the mistake in the student's sentence.

The boys who stayed at our hotel use to jet ski all day.

VOCABULARY Phrasal verbs: relationships

1 **Read the examples and match the bold verbs to the meanings.**

1 *We **picked on** my youngest brother all the time because we were so much bigger than him.*
2 *As an elder brother, I **identify with** children younger than me.*
3 *Martin's **fallen out** with Tom again, so he's not going out tonight.*
4 *Our relationship **went through** a difficult time when we were both in our early teens.*
5 *My sister didn't back me up for breaking the tablet, even though she knew it wasn't my fault.*
6 *I can't wear those! Everyone will **laugh at** me!*

a feel that you can understand someone or be able to share their feelings
b make fun of someone
c to say that someone is telling the truth
d experience a difficult or unpleasant situation or event
e argue with someone and stop being friendly with them
f choose a person and criticise or treat them unfairly

2 **Rewrite the underlined phrases using the word given in capitals. Use between 2 and 4 words.**

1 I loved that book because I <u>felt I was similar to</u> the main character. **IDENTIFIED**
2 Why does everyone always <u>treat me unfairly</u>? **PICK**
3 I don't think my dad will believe me, unless you <u>also</u> <u>say it's true</u>. **BACK**
4 I get on with my sister, and we never <u>argue.</u> **OUT**
5 After everything that <u>has happened to me</u> today, I just want to go to bed. **BEEN**
6 People will <u>make fun of me</u> when they see this ridiculous haircut! **LAUGH**

WRITING An apology email

1 **Discuss the questions.**

1 What was the last thing you apologised for?
2 Who did you apologise to? How did they react?

2 **Read the emails. How do you think Cate knows Paul Tew? What is Cate apologising for?**

From: Cate
To: Paul Tew

Hi Mr Tew,

1 I'm emailing to apologise for damaging your camera yesterday. It was entirely my fault and you shouldn't blame Jen.

2 I was trying to reach the top of the bookshelves because I'd thrown one of Jen's books up there. It was a silly joke. Jen warned me to be careful, but I didn't realise the shelves weren't fixed to the wall. Fortunately Jen was able to stop a more serious accident, but your camera slipped off.

3 Since the damage to the camera's my fault, I'll obviously pay you back for the repairs. My parents have agreed to lend me the money.

4 Once again, I'm very sorry Mr Tew. This will not happen again.

Cate

From: Paul Tew
To: Cate

Hi Cate,

Thanks for your email. I really appreciate it.

As I shouted at both you and Jen, I think I probably owe you an apology too! I'm sorry. I wasn't angry because of the camera. Accidents happen. I was just worried that you and Jen had done something so silly. You were both lucky that you didn't seriously hurt yourselves.

I haven't tried the camera yet, but don't worry about paying me. Like most people, I use my phone these days!

Thanks again for a really nice email, Cate. I expect I'll see you at Jen's birthday party next weekend.

Anyway, time to fix those shelves to the wall!

Paul Tew

3 **Read the *Prepare* box. Then match functions a–d to paragraphs 1–4 of Cate's email.**

Prepare to write An apology email

In an apology email:

- organise your ideas into paragraphs.
- apologise for what happened.
- make an offer to improve the situation.
- use phrases to explain the reasons why something happened, e.g. *because (of)*, *as*, *since*.
- apologise again at the end of the email.

a an offer to improve the situation
b an apology for what happened
c the reasons for what happened
d a final apology

4 **Look at the highlighted phrases for explaining reasons in the two emails. What type of word do we use after *because of*?**

5 **Rewrite the sentences to give reasons. Use the words in brackets. Make any other changes necessary.**

0 I decided not to phone you. It was getting late. (as)
As it was getting late, I decided not to phone you.

1 I wasn't well at the weekend. I didn't do my homework. (because)
2 The pitches are flooded. There will be no football matches today. (since)
3 The traffic was terrible. I was an hour late. (because of)
4 We can't come tomorrow. The reason is we'll be away. (because)
5 The service was slow. So they gave us a free dessert. (because of)

6 **You are going to write an email to apologise for something you did at school or at a friend's house. Read the questions and make notes.**

- Who is your email to?
- What happened?
- Why did it happen? Was it your fault?
- How are you offering to make the situation better?

7 **Write an apology email.**

- Use the tips in the *Prepare* box.
- Write 100–120 words.
- Check your grammar and spelling.

8 **Give your email to another student and write a short reply.**

4 Forces of nature

VOCABULARY Natural disasters: verbs

Your profile

What examples of extreme weather have you seen on the news recently?
What kinds of extreme weather have you experienced?

1 1.11 **Read the sentences and match them to three of the photos. Listen and check.**

1. During this event, the ground shakes, sometimes so violently that buildings collapse and roads crack.
2. When it erupts, lava runs from the top down its side, and clouds of dust and toxic gas float into the air.
3. It's a huge wave that is big enough to knock over trees and smash buildings, before the water flows back out to sea and drags everything with it.

2 1.12 **Discuss what has happened in photo d. Use some of the verbs from exercise 1. Listen and check.**

3 **Describe what happens during other kinds of natural disaster. Use the words in the box or your own ideas. Use verbs from exercise 1.**

storms | ice/snow events | floods | wildfires

READING

1 **Read the text quickly and choose the best summary a–c.**

a to explain the science behind objects that enter the atmosphere
b to inform readers about the danger of asteroid impacts
c to ask readers to join in the search for dangerous asteroids

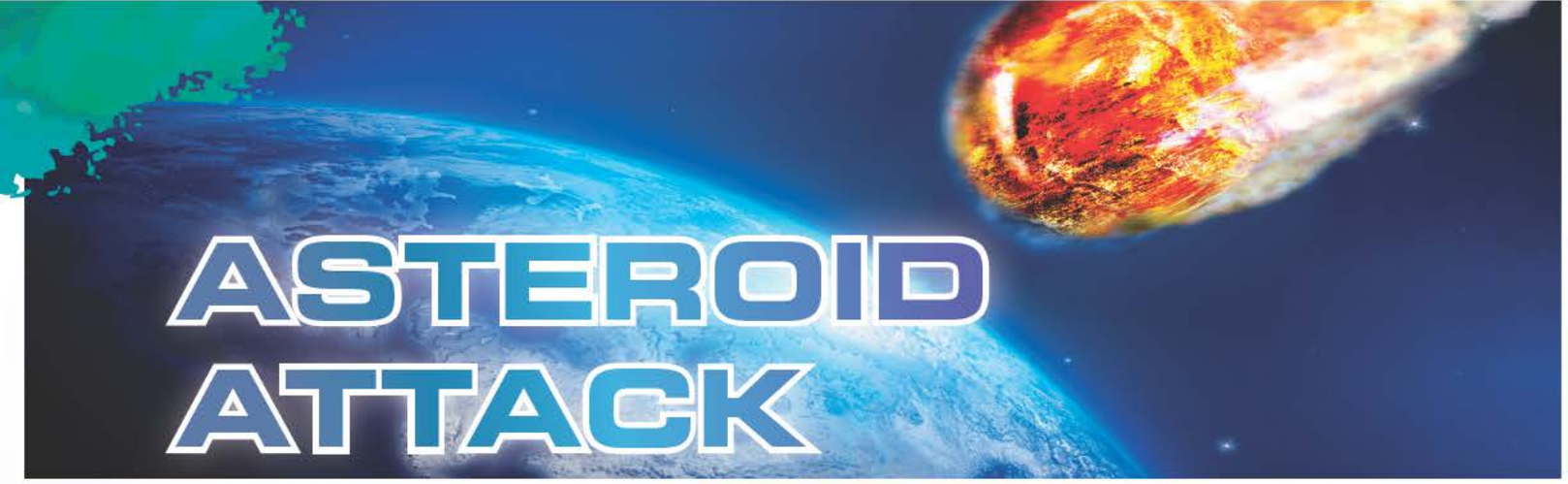
2 **Read the text again and discuss the questions.**

1 Why do you think Jaime Nomen was looking at telescope images?
2 Whose telescopes do you think started following Asteroid 2012 DA14?
3 What are the pros and cons of destroying an asteroid rather than pushing it away?
4 How dangerous are asteroids to the average person? Why?

3 **Find information in the text about four different asteroids and compare them. Talk about:**

1 their size.
2 when they hit the Earth or passed close by.
3 where they hit or nearly hit the Earth.
4 their effects.

4 **Find an adjective that means *extremely big* in each of paragraphs 3–7.**



ASTEROID ATTACK

1 **It could easily be the plot for a Hollywood disaster movie:** in February 2012, a young dentist called Jaime Nomen was sailing along the Mediterranean coast of Spain, checking images on his laptop from a telescope 600 kilometres away. Suddenly he spotted a dot of light racing through space. Nomen knew exactly what it was.

He warned the International Astronomical Union, which collects information about asteroids, and telescopes around the world immediately started following the new asteroid's orbit. They made a sensational discovery: on 15 February 2013, 'Asteroid 2012 DA14' would pass the Earth just 27,700 kilometres above our heads. In space terms, that is close – very close.

2 **Asteroid 2012 DA14 was 30 metres across,** which is enormous, but not quite as large as the asteroid that exploded in 1908 over the remote Tunguska region of Siberia, Russia. The Tunguska impact destroyed 80 million trees across 2,000 square kilometres and knocked people over 60 kilometres away.

3 **Strangely enough,** on the same day in February 2013 that Asteroid 2012 DA14 passed the Earth, a slightly smaller asteroid suddenly appeared over the Chelyabinsk region of Russia. It was travelling at 70,000 km/h, and was apparently almost as bright as the Sun. It was around 17 metres across, easily the largest object to enter the Earth's atmosphere since 1908. It exploded before it hit the Earth, and a massive shock wave smashed glass and damaged buildings hundreds of kilometres away.

4 **In terms of damage,** a Tunguska-sized asteroid (50–100 metres across) would be a good deal worse. It could easily wipe out a city, and at sea it would trigger a terrible tsunami. Some asteroids are far bigger than that – up to 10 kilometres across – and would generate such a powerful explosion that clouds of dust would cover the Earth for years. This means life on Earth could even be in danger. Scientists believe that a huge asteroid impact like this which occurred 65 million years ago in Mexico contributed to the death of a lot of plant and animal life on Earth – including the dinosaurs.

5 **So how can we predict future asteroid impacts,** and, more importantly, can we *prevent* them? Asteroid scientists believe they have identified 90% of the giant space rocks with the potential to hit the Earth, but the smaller asteroids are, the harder it is to spot them. However, smaller asteroids are likely to be less devastating if they hit Earth.

6 **To prevent a major impact,** it would be far too risky to destroy an asteroid with an explosion. This would smash it into millions of pieces, but many smaller rocks would still hit the Earth. In the long term, the best way to avoid a serious impact is to use a spacecraft to push an asteroid in a different direction over a period of 5–10 years. But the pushing technique is so slow that an asteroid might hit the Earth before its orbit had moved far enough away. Scientists need more time to find faster ways of protecting Earth from asteroids, which is why in the short term, it is so vital that we find every single asteroid heading for the Earth.

7 **If this all sounds terribly serious, relax.** There are no confirmed reports of human death being caused by rocks from space. The vast majority of the Earth's surface is unpopulated, so the chances of something landing on your head are pretty small.

EP Word profile *term*

In space terms, that is close – very close.

In terms of damage, a Tunguska-sized asteroid could easily …

… which is why in the short term, it is so vital that we find every single asteroid.

In the long term, the best way to avoid a serious impact is …

page 123

Talking points

Do you think we should be worried about asteroid impacts? Why? / Why not?

What warning systems have you heard of for other natural disasters?

GRAMMAR Making comparisons

1 **Read the examples and complete the rules with the words in the box.**

1 *The asteroid was **not quite as large as** the one that exploded in 1908.*
2 *Some asteroids are **far bigger than** that.*
3 *It was apparently **almost as bright as** the Sun.*
4 *It was **easily the largest** object to enter the Earth's atmosphere.*
5 ***The smaller** asteroids are, **the harder** it is to spot them.*
6 ***A slightly smaller** asteroid suddenly appeared.*
7 *This asteroid would be **a good deal worse**.*

almost easily far good ~~slightly~~ quite

We can use these patterns to make comparisons:
a slightly bigger (than) • a bit bigger (than) • a little bigger (than)
b ..... as big as • nearly as big as
c a ..... deal bigger than • much bigger than • ..... bigger than • a lot bigger than
d ..... the biggest • by far the biggest
e not ..... as big as
f the bigger, the better

→ Grammar reference page 141

2 **Look at the rules again. Which patterns are used to describe …**

1 a small difference? 2 a big difference?

3 **Choose the correct words.**

1 Asia is *easily* / *far* the largest continent.
2 Australia is nearly *as big as* / *bigger than* Europe.
3 Antarctica is a *far* / *good deal* colder than anywhere else.
4 K2 is 8,611 metres high and Mount Everest is only a little *higher* / *highest*.
5 The hotter the climate, *you have to drink more* / *the more you have to drink*.

4 **Complete the text with the phrases in the box.**

a lot less harmful powerful than
almost as active as by far the strongest
the smaller bigger than

Last night's earthquake in Hawaii, measuring 6.7 on the Richter scale, is [1] ..... earthquake recorded in the North Pacific. It was [2] ..... the most recent earthquake in the area ten years ago. Forecasters have predicted that a second earthquake is likely to follow, certainly no more [3] ..... the first and possibly [4] ..... . Of course, a major landslide into the sea could trigger a tsunami, but the weaker the earthquake, [5] ..... the risk of a landslide. Hawaii is no stranger to the forces of nature, being home to one of the most active volcanoes on Earth, Kilauea. Kilauea is [6] ..... Stromboli in Italy, which has erupted continuously for almost 2,000 years.

5 **Write sentences comparing these things. Then check your answers on page 120.**

1 the Sahara Desert / the Atacama Desert / Dry Valleys in Antarctica (dry)
2 the Red Sea / the Pacific Ocean (small)
3 Tokyo / São Paulo / New York (big)
4 the River Amazon / the River Thames (long)

Corpus challenge

Find and correct the mistake in the student's sentence.
I think that my town will be more bigger in 20 years' time.

VOCABULARY *too, so, such*

1 **Complete the examples with the phrases in the box. Check your answers in the article on page 25.**

far too risky to so vital that so slow that
such a powerful explosion that
too many smaller rocks

1 *Some asteroids would generate ..... clouds of dust would cover the Earth for years.*
2 *To prevent a major impact, it would be ..... simply destroy an asteroid with an explosion.*
3 *This would smash it into millions of pieces, but ..... would still hit Earth.*
4 *The pushing technique is ..... an asteroid might hit Earth before its orbit had moved enough.*
5 *That is why in the short term it is ..... we find every single asteroid heading for Earth.*

2 **Complete the sentences using *too*, *such* or *so* and the words in brackets.**

0 There are far too many people to fit on the bus. (people)
1 The last exam was ..... I could only answer half of it. (hard)
2 I never get taxis. They cost far ..... . (money)
3 That was ..... that I stopped reading it halfway through. (a boring book)
4 This soup is boiling. It's far ..... to eat. (hot)
5 There are ..... on the list. I can't choose which to watch. (films)
6 They always need ..... . I don't understand why. (help)

LISTENING

1 **Look at the two pictures of sinkholes. What do you think a sinkhole is?**

2 1.13 **Listen to a news broadcast and check your answers.**

3 1.13 **Are the sentences true or false? Correct the facts in the false sentences. Listen again and check.**

1 The New York sinkhole was 11 metres across.
2 Cars were damaged when the sinkhole opened up.
3 Sinkholes are far more common in Florida than in New York.
4 Sinkholes aren't always caused by natural events.
5 Most sinkholes occur outside urban areas.
6 When windows crack, it is a warning that a sinkhole is about to form.
7 The Florida hotel sinkhole hurt around 100 guests.
8 The Guatemala City sinkhole was 100 metres deep.

SPEAKING Discussing options

1 **Look at the items in an emergency survival kit. When might you need these things?**

2 1.14 **Read the three instructions below. Then listen to Ellie and Luke talking about the survival kit. Which two instructions do they follow?**

1 Describe each item in the picture.
2 Talk about why you might need these things after a disaster.
3 Decide which three are the most important.

3 1.14 **Read the *Prepare* box. Then listen again. Which expressions do you hear?**

Prepare to speak — Discussing options

Bear in mind that …
Don't forget that …
What if there's no …
If you think about it, …
Surely … is by far the most essential one.
I'd have thought that …
It seems pretty obvious that …
We're bound to need … because …

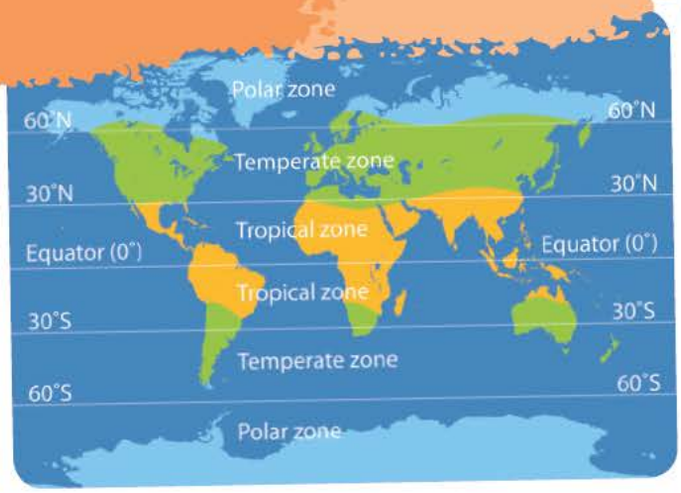
4 **Talk about the items in the emergency survival kit and answer the questions below. Use phrases from the *Prepare* box.**

1 Why might you need these things after a disaster?
2 Which three are the most important? Why?

Geography

Climate zones

1 **Look at the map and read about the five general climate zones. In which countries do you think you might find alpine zones and arid zones?**



Our world has five general climate zones:

Polar zones are located near the Earth's north and south poles. Winters are typically very cold in polar zones, and summers are usually quite cool.

Temperate zones are located between polar and tropical zones. They usually have cold winters, warm summers, and mild weather in spring and autumn.

Tropical zones are near the Earth's equator. Average temperatures are high all year round in these areas. There may be rainy and dry seasons.

Alpine zones are found at high altitudes all over the world. They are similar to polar zones because they experience very cold winters and cool summers.

Arid zones receive very little annual precipitation (rainfall). These dry, desert areas can be found in many places around the world, in both hot and cold regions.

2 **Match the descriptions to the general climate zones in the box.**

alpine arid polar temperate tropical

1 The weather is warm all year and quite wet. ..... climate zone
2 Summers are quite cool and winters are very cold. ..... and ..... climate zones
3 Temperatures may vary but precipitation is very low. ..... climate zone
4 There are four seasons with varying types of weather. ..... climate zone

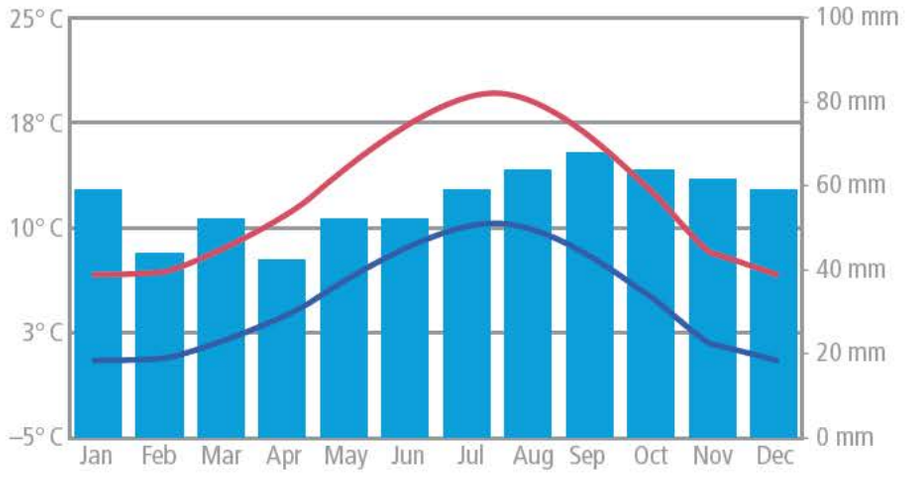
3 **Read the three climate descriptions and match them to the photos.**

1 Tivoli, Italy **Average annual temperatures** • low: 9.6°C • high: 20.5°C **Precipitation** 804 mm / year	Located in the northern temperate zone, Tivoli has a typical Mediterranean climate. Summers are hot and dry, while winters are mild and fairly wet. The hottest month is August, when temperatures often reach 30°C. The coldest month is January, with an average low of 3.1°C. The vegetation around Tivoli is light forest and bushes, and the climate is excellent for growing crops such as grapes, olives and tomatoes. Tivoli's pleasant climate and rich cultural history make it a popular tourist destination all year long.
2 Nuuk, Greenland **Average annual temperatures** • low: –3.9°C • high: 1.4°C **Precipitation** 774 mm / year	Nuuk is the capital city of Greenland. Located on the country's southwest coast, the city has a polar tundra climate. In winter, the weather is very cold and snowy, and the days are also very short. The coldest months are February and March, when the average low is –10.7°C. In summer, the days get longer but the weather stays cool, with an average high of only 9.9°C. There is not much native vegetation around Nuuk, except low grass and bushes. Agriculture is also very limited, and the local economy depends mostly on fishing, mining for metals, and ocean transport.
3 Belém, Brazil **Average annual temperatures** • low: 22°C • high: 31.5°C **Precipitation** 2,983 mm / year	Belém is on the northern coast of Brazil, at the mouth of the Amazon River. This area has a tropical rainforest climate, with hot, humid weather all year, and an average temperature of 26°C. There is plenty of precipitation all year long, but the weather is especially wet between December and May, when it rains almost every day. Because of the high rainfall, local vegetation is thick and fast-growing. In the past, Belém's economy depended mostly on forestry and agriculture, but tourism has now become an important industry, as millions of tourists come to explore the rainforest every year.

4 **Read the climate descriptions in exercise 3 again, then discuss the questions.**

1 Which city has the coldest winters? How could this affect the local economy?
2 Which city experiences hot, dry summers? How does this affect agriculture?
3 Which city receives the most precipitation? How does this affect vegetation?
4 In which city from the text would you prefer to live? Explain your reasons.
5 Compare your town or city to those in the text. How is it similar or different?

5 **Study the climate for Edinburgh, Scotland. Then complete the sentences with the words in the box.**

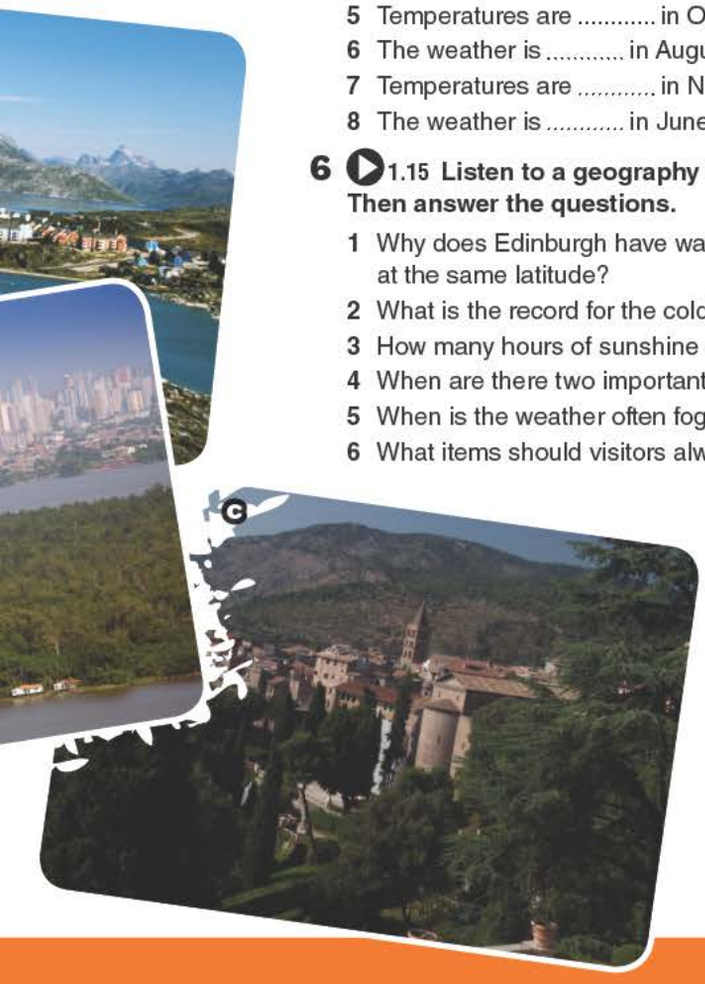


April February drier higher July lower September wetter

1 ..... is the warmest month of the year.
2 ..... is the wettest month of the year.
3 January and ..... are the coldest months.
4 February and ..... are the driest months.
5 Temperatures are ..... in October than in March.
6 The weather is ..... in August than in June.
7 Temperatures are ..... in November than in April.
8 The weather is ..... in June than in October.

6 1.15 **Listen to a geography report about Edinburgh. Then answer the questions.**

1 Why does Edinburgh have warmer weather than other cities at the same latitude?
2 What is the record for the coldest temperature?
3 How many hours of sunshine does Edinburgh get a year?
4 When are there two important festivals in Edinburgh?
5 When is the weather often foggy in Edinburgh?
6 What items should visitors always carry with them?



Project

Write a geography report about a city, and make a climate chart like the one in exercise 5. Answer the questions.

1 In which general climate zone is the city located?
2 What are the average annual temperatures?
3 Which months are the warmest and coldest?
4 What's the average annual precipitation?
5 Which months are the wettest and driest?
6 What type of vegetation is typical there?
7 How does the climate affect daily life in the city?
8 Do you like the climate in this city? Why? / Why not?

Review 1
Units 1–4

VOCABULARY

1 **Complete the sentences with the correct form of phrasal verbs. Use a word from A and a word from B.**

A

back	break	fall	figure
get	identify	note	try

B

down	in	out x3	up x2	with

1 Do you know when we ..... for the summer holidays?
2 You two are always arguing. What did you ..... about this time?
3 Can you wait while I ..... the dates in my calendar?
4 If you don't believe me, the teacher will ..... me ..... .
5 I can't ..... how to change my password.
6 Did you find it hard to ..... the main character?
7 I need a change; I'm going to ..... something new ..... .
8 I've trained for the hockey team for ages, so I hope I ..... !

2 **Complete the sentences with a noun formed from the verb in brackets.**

1 I'll give you £20 in ..... to the money I lent you last week. (add)
2 Have you filled in the ..... form? (apply)
3 Regional ..... can be very hard to understand. (pronounce)
4 I can't work out the ..... to this puzzle. (solve)
5 There must be a simple ..... for all of this. (explain)
6 The noise outside is making ..... difficult. (concentrate)

3 **Complete the text with suitable nouns. Use the first letter of the word to help you.**

The band Bad Buildings have just released their third [1] a..... , and now they're on a [2] w..... tour. The band are giving a special [3] p..... in Prague for 100 devoted [4] f..... who won tickets in a competition. The gig is at the famous Klub 007, 'probably the best small concert [5] v..... in Western Europe', says Steven Hay, the band's lead [6] s..... .

4 **Complete the second sentence so that it has a similar meaning to the first. Use two words from the box in each sentence.**

accused	be	breaking	confessed	
~~not~~	not	remember	singing	stop
suggested	that	taking	to	~~try~~

0 'Please don't walk on the grass.'
'Try not to walk on the grass.'
1 'Why don't you study a bit harder?' said the teacher.
The teacher ..... we should study a bit harder.
2 'Don't be late!' my dad warned us.
My dad warned us ..... to ..... late.
3 'You must bring your exam certificate,' Mrs Lee said.
'Please ..... bring your exam certificate,' Mrs Lee said.
4 'I hate this song. Please don't sing it!' I begged.
'I hate this song. Please ..... it!'
5 'You've broken my phone,' Ted said to his sister.
Ted ..... his sister of ..... his phone.
6 'I'm sorry, I took £5 from the drawer,' Isla said.
Isla ..... to ..... £5 from the drawer.

5 **Complete the texts using two of the three words in brackets.**

The earthquake started at around 10pm local time. The ground [1]..... violently and a wall next to me [2]..... . (knocked over / shook / collapsed)

The River Thames has burst its banks. River water is [3]..... into the busy town centre and cars are [4]..... down the main street. (floating / dragging / flooding)

Whenever the volcano [5]....., lava [6]..... down the northern side of the volcano into the sea, but the urban areas to the south tend not to be affected. (runs / erupts / smashes)

GRAMMAR

6 **Complete the conversation with the words in the box.**

almost as	as	easily	good deal
not quite	than	the	the better

Sam: My new laptop's OK, but it's [1] ..... as fast [2] ..... yours. It's still a [3] ..... faster [4] ..... the last one I had, though.
Amy: Yours is the 8GB model, so it's [5] ..... quick as mine, isn't it?
Sam: No, yours is [6] ..... the fastest.
Amy: Well, [7] ..... faster [8] ..... , I always say!

7 **Choose the correct option, a or b.**

1 Who helped you with the homework?
   a No one, I did it all myself.
   b I didn't help anyone.
2 Wait a moment, …
   a my phone rings.
   b my phone is ringing.
3 When I was younger, …
   a I used to ride a bike all the time.
   b I was riding a bike all the time.
4 Since the start of this year, …
   a I've been to the cinema about 15 times.
   b I went to the cinema about 15 times.
5 Look at these phones.
   a Which are you preferring?
   b Which do you prefer?
6 Once I got to college, I realised …
   a I'd forgotten my tablet.
   b I forgot my tablet.
7 I've arranged to meet Danielle. We …
   a meet next Thursday at 6 pm.
   b 're meeting next Thursday at 6 pm.
8 What did Anna's car damage?
   a It damaged a bus stop.
   b A bus drove into it.
9 Kevin dropped his laptop while …
   a he ran for the bus.
   b he was running for the bus.
10 When we lived in New York, …
   a I was speaking English all the time.
   b I spoke English all the time.

8 **Complete the questions using the correct form of the verbs.**

1 '..... London?' (visit)
   'Yes, I have. I've visited London twice.'
2 'What ..... ?' (say)
   'I didn't say anything.'
3 'Who ..... at the party?' (know)
   'I didn't know anyone at the party.'
4 'What ..... ?' (do)
   'I'm not doing anything.'
5 'Who ..... ?' (email)
   'Simon emailed the school.'
6 'Who ..... this number?' (give)
   'I was given this number by a friend.'

Corpus challenge

9 **Tick the two sentences without mistakes. Correct the mistakes in the other sentences.**

1 Why they are travelling by train?
2 I went to a birthday party last Saturday.
3 The festival wasn't as good as we hoped.
4 The second restaurant was far better from the first.
5 How much it costs exactly?
6 My cousin is visiting me sometimes.
7 He's studied there since September.
8 I used to going with my friends to a campsite, which was by the seaside.

10 **Read the text and decide which answer (A, B, C or D) best fits each gap.**

Ahead in music

Following a sports accident, a teenager has discovered a hidden musical **(0)** ..... and can now play 13 different instruments.

Lachlan Connors, 19, was **(1)** ..... a keen lacrosse player but he had little interest in music. However, after a particularly bad sports **(2)** ....., he ended up in hospital having **(3)** ..... the back of his head on the ground.

Lachlan was really upset when doctors **(4)** ..... him to stay off the sports field. But soon after, he discovered his new musical abilities. **(5)** ..... having no musical training, Lachlan suddenly found he could play a **(6)** ..... of instruments, including the guitar and the piano.

Doctors believe the accident **(7)** ..... a previously unused part of Lachlan's brain – one which controls musical skill. Lachlan can't play lacrosse for his school any more, but he's **(8)** ..... use of his new skills by playing in the school band.

0	**A** talent	**B** perform	**C** solo	**D** background
1	**A** before	**B** once	**C** then	**D** last
2	**A** injury	**B** damage	**C** hurt	**D** pain
3	**A** collapsed	**B** broken	**C** hit	**D** beaten
4	**A** suggested	**B** threatened	**C** denied	**D** ordered
5	**A** Although	**B** Even	**C** Despite	**D** While
6	**A** several	**B** various	**C** few	**D** number
7	**A** stimulated	**B** excited	**C** interested	**D** attracted
8	**A** taking	**B** making	**C** having	**D** keeping

5 Virtual action

VOCABULARY Video games: verbs

Your profile

Which video games do you enjoy playing? Why? What devices do you prefer to play games on (PC, phone, tablet, etc.)? Why?

1 Look at the pictures and answer the questions.

1 What types of video game are they?
2 Have you played any games like these? Which ones?
3 Can you name the games in the pictures? Choose from the options below.
a Final Fantasy **b** Need for Speed **c** Zoo Tycoon

2 1.16 Listen to Mia and Ryan talking about the three games in exercise 1. Answer the questions.

1 Which game does Ryan think is boring?
2 Which game is Ryan playing the most at the moment?
3 Which game did Ryan play more in the past?
4 Which is Mia's favourite game at the moment?

3 1.16 Complete the sentences with the correct form of the verbs in the box. Listen again and check.

balance brake chase construct cooperate crawl exchange gather overtake reverse roll steer

1 You ..... places for the animals to live.
2 You ..... all sorts of cool little things as your zoo grows.
3 You can sell animals to other zoos, or ..... them for different animals.
4 You get points for ..... with other people.
5 You can dive, and ..... along the ground, and ..... under things on your hands and knees.
6 You might have to ..... on a narrow pipe high up between two buildings.
7 I can ..... around corners quite well now.
8 I can also ..... other cars while I'm going forwards, and while I'm ..... !
9 If you're being ..... by another car and they're catching you up, you can ..... so you slow down.

4 Look at the pictures of the video games again. Then describe what happens in your favourite game. Use the verbs in exercise 3 to help you.

READING

1 Look at the title of the article and discuss the questions.

1 In what ways might video games be good for you?
2 How might playing video games make you smarter?

2 Read the article quickly and check your ideas.

3 Read the article again and decide if the sentences are true or false.

1 Playing games can help your brain to work faster.
2 Playing fitness games can help you learn how to make decisions.
3 Games can teach you that sometimes things are too difficult to achieve.
4 Playing role-playing games can help you become a successful leader.
5 Playing games can make you more unfit.
6 There is no evidence that violent games can have a bad effect on you.

4 Find the following highlighted words in the article:

1 the opposites of a) *harmless*; b) *healthy*; c) *positive*.
2 the adverbs related to the adjectives a) *incredible*; b) *physical*; c) *psychological*.
3 the noun forms of a) *concentrate*; b) *entertaining*; c) *violent*.

EP Word profile *catch*

I've just been catching up on how my zoo's doing.

You have to try to defeat the bad guys without being caught!

If they're catching you up, you can brake …

page 123

VIDEO GAMES

have fun and get smarter?

We all know about the pleasure and fun that you can get from playing video games. There's the satisfaction of finally reaching the last level of a game after months of trying, or the thrill of beating your best friend in a game for the first time. But some experts now say that as well as offering fantastic entertainment, video games might also be good for you. Too good to be true? Read on and find out!

It seems that when you play video games, you might be acquiring some very important skills. For a start, games are great for your concentration. Being able to focus on a task for an extended period of time is definitely a skill you can use at school or later, in a job. Because you have to think incredibly quickly, video games can also stimulate your brain and improve the speed at which you react. Fitness games, which are very popular, allow you to practise sports techniques like balancing or hitting balls from the comfort of your living room. A lot of games also teach decision-making skills. For example, when you have to choose the best way to escape from a burning building in a game, you're learning how to solve problems and use your judgment quickly, and under pressure – skills that will be very useful later in life. Gaming teaches you about success and failure too. The fact that a lot of games are difficult, and you have to work hard to reach that top level, teaches you that in life you can succeed if you keep on trying. On the other hand, games teach you that if you fail, you don't give up – you have a break, and then try again!

Some psychologists believe that role-playing games are particularly valuable. In the virtual environment, young people can take on roles that are often not available to them in real life. You can become a leader, and have to deal with people who lie to you, hide things from you or want to destroy you. By dealing with these situations, you can develop social skills that might help you in the real world when you're older.

Gaming does have its downsides, of course. Playing for a while is great, but people who play for hours on end can have problems. Physically, it can stop you from getting enough exercise, which is unhealthy. Psychologically, there is evidence that some players can become addicted to their games and begin to prefer their 'virtual' lives, where they are always in control. It is sometimes claimed that very violent games can have a negative effect on players and lead to violence in real life. Although there isn't much evidence to support this, it is an argument that will go on and on.

But overall, the message is that playing video games is not harmful, unless you spend too much time on them. And while you're building your city, looking after your farm, defeating your enemies or making your fortune in a game, you're also developing skills that will stay with you for the rest of your life.

Talking points

- What are some other advantages of video games?
- Is there a connection between violence in video games and violence in real life?
- How easy is it to become addicted to video games?

GRAMMAR Relative clauses

1 **Read the examples. Then complete the rules with the words in the box.**

Defining relative clauses:

1 *People* ***who play for hours on end*** *can have problems.*

2 *This is an argument* ***that will go on and on.***

Non-defining relative clauses:

3 *Fitness games,* ***which are very popular,*** *allow you to practise sports techniques.*

4 *Some players can begin to prefer their 'virtual' lives,* ***where they are always in control.***

can't replace	comma	that	where	who

a A defining relative clause explains who, what or where we are talking about. We use [1]..... for people, *which* for things and [2]..... for places. We can replace *which* or *who* with [3]..... .

b A non-defining relative clause gives extra information about a noun. The main clause makes sense with or without the relative clause. We use a [4]..... before and after the clause. We [5]..... *which* or *who* with *that*.

→ Grammar reference page 142

2 **Match the sentence halves. Use *who*, *which* or *where*.**

0 I've got to the part of the game where you get another life.

1 I don't like people

2 What's the name of the website

3 I'll give you a password

4 I like computer games

5 He's the guy

6 Can you return the game

a you'll need to remember.

b I lent you?

c got a really good score on my Wii game.

d cheat at video games.

e you usually buy your games?

f ~~you get another life.~~

g are really exciting.

3 **Write definitions of some of the words in the box. Use the sentence beginnings below and defining relative clauses.**

blog	chatroom	email	~~gamer~~	the internet
keyboard	mouse	password	programmer	
screen	social networking site	webcam		

This is a person who …
This is a thing which …
This is a place where …
This is a person who plays computer games.

4 **Work in pairs. Read your definitions from exercise 3. Can your partner guess the words?**

5 **Rewrite the pairs of sentences with a non-defining relative clause.**

0 Pong was my uncle's favourite game. It was first sold in 1972.
Pong, which was first sold in 1972, was my uncle's favourite game.
Pong, which was my uncle's favourite game, was first sold in 1972.

1 Simon sits next to me in class. He is brilliant at driving games.

2 Cupertino is in California. Apple Computers is based there.

3 My little brother is really good on the Wii. He is only four.

4 *The Sims* has got millions of online players. It's a real life-simulation game.

Corpus challenge

Find and correct the mistake in the student's sentence.

I thought it was quite unfair for those attended the show.

VOCABULARY Nouns: *-ness* and *-ment*

1 **Read the examples. Which ending can we add to adjectives to make nouns? Which can we add to verbs to make nouns?**

1 *Jack is really* ***fit****. He's always keen to improve his* ***fitness.***

2 *People* ***argue*** *about this a lot. The* ***arguments*** *will go on and on, I think.*

2 **Complete the sentences. Make nouns from the verbs and adjectives in the box.**

arrange	dark	embarrass	encourage
friendly	great	treat	weak

1 It was terrible when my dad started singing. I've never felt such ..... !

2 My parents and teachers gave me a lot of ..... to apply to university.

3 He always dreamed he would achieve true ..... .

4 What I love about this school is the ..... of all the students.

5 The lights went out, and we were left in total ..... .

6 We received very good ..... at summer camp.

7 Asking for help isn't a sign of ..... .

8 Who made all the ..... for the party?

WRITING A review

1 **Read the task in the box. What should you include in your review?**

1 a description of the game
2 the good and bad points about the game
3 where you bought the game
4 your opinion, and whether or not you recommend the game

You have seen a message on your school's website asking for reviews.

Submit a review!
We are looking for reviews of computer games. Write a review of a game for the school website. Explain what it is like, say what you enjoy or dislike about the game, and whether you would recommend it.

2 **Read the review of *DeepSpace*. Does it include all the correct points from exercise 1? Is it positive or negative about the game?**

DeepSpace

a *DeepSpace* is a multi-player game that you can play with other gamers online. Your spaceship has crash-landed on an **ancient** planet called Awaba, which is full of **disgusting** creatures called Magnatrons. The aim of the game is to find the parts you need to mend your spaceship so you can escape. At the same time, of course, you have to make sure the Magnatrons don't get you!

b As you go through the levels, you can get new skills to help you, but you can also lose points if the Magnatrons catch you. The game is **packed** with surprises, so it's never boring. The graphics are **superb**, too, especially once you get inside the Magnatrons' city.

c There are a few **ridiculous** things which are a bit annoying, for example, when you lose points when you can't complete a challenge the first time you try. And there are a few bugs which can slow you down.

d Overall, *DeepSpace* is a fun game with some fantastic features. I'd recommend it to anyone who enjoys action fantasy games.

3 **Read the *Prepare* box. Match paragraphs a–d in the review of *DeepSpace* to 1–4 functions below.**

Prepare to write A review

In a review:
- organise your ideas into paragraphs.
- write in an informal style.
- use extreme adjectives, e.g. *disgusting*, *superb*, to show how positive or negative you feel.
- end the review with a recommendation.

1 positive points about the game
2 conclusion and recommendation
3 introduction
4 negative points about the game

4 **Look at the review of *DeepSpace* again. Match the extreme adjectives in bold to the meanings.**

1 very silly
2 very old
3 very full
4 really horrible
5 very good

5 **Read a review of *Megalopolis*. Is the review positive or negative about the game?**

Megalopolis 2025

In this game, you have to build a city and develop it as it grows. It's a game for single players playing offline. The aim of the game is to keep your city running smoothly, but lots of things can go wrong. You might find the weather is **freezing** for two weeks, and you can't move any goods in or out of the city, so you run out of food. Or you might get a strange illness in the city, which makes everyone feel **exhausted** so they can't work.

There are some good ideas in the game, which make it challenging. Planning and building your city is fun, and I guess in some ways it's **fascinating** to see how your city changes over time.

But there just isn't enough action in the game. It's too slow! Sometimes nothing seems to happen for ages, so the game can feel **endless**. Some of the graphics are **dreadful** too. The characters look old-fashioned and not realistic at all.

The game has some interesting ideas, but I wouldn't recommend it – there are much better city-building games out there!

6 **Look at the extreme adjectives in bold in the *Megalopolis* review. What do they mean?**

7 **Read the task in exercise 1 again. Plan your review.**
- Choose a game that you know, or invent one.
- Make notes about why you like the game and also what you don't like about it.

8 **Write your review.**
- Use the tips in the *Prepare* box.
- Write 140–190 words.
- Check your grammar and spelling.

6 Creative eating

VOCABULARY Food and drink: phrasal verbs

Your profile

Do you eat to live or live to eat? Why?

1 **Match the question halves.**

You AND food

1	How often do you **eat out**	a	a ready meal or leftovers?
2	Do you tend to **live on**	b	eating for health reasons?
3	Are there any types of food you'd like to **cut down on**	c	any foods from your diet for any reason?
4	Have you had to **cut out**	d	with your friends?
5	Do you ever **fill up on**	e	everything on your plate?
6	At mealtimes, do you usually **eat up**	f	just one type of food, like pasta?
7	When your parents are out, do you cook properly or just **heat up**	g	do you throw it away immediately?
8	If a food like fruit or milk **goes off**,	h	snacks between meals?

2 **Match the phrasal verbs in the questionnaire to the meanings.**

1 eat in a restaurant
2 eat all the food you have been given
3 make food hot so it can be eaten
4 stop being good to eat because it is too old
5 eat or drink less of something, often for health reasons
6 only eat a particular type of food
7 become full and unable to eat more
8 stop eating or drinking something completely, often for health reasons

3 **Ask and answer the questions in the questionnaire.**

4 1.17 **Listen to two people talking about food. Do you think they *eat to live* or *live to eat*? Which person do you think you are most similar to? Why?**

READING

1 **Read the article quickly. Which things does Stefan do now?**

writes books
invents recipes
produces TV programmes
sells unusual food
presents TV programmes

2 **Read the article again and write questions for the answers.**

1 Around 20%.
2 In Japan.
3 Hong Kong.
4 A TV producer saw a video of Stefan cooking.
5 Over 15.
6 Rotten walrus.
7 Because it helps him to understand countries better.
8 So he can cook unusual food he buys in markets.
9 When meat is much more expensive.
10 The temperature at which they wash dishes is ideal.

3 **Match the highlighted adjectives in the article to the meanings.**

1 not known to you
2 unable to stop thinking about something
3 very interested
4 turned from a solid into something soft or a liquid
5 willing to try new things
6 used to describe food that is in a bad state, usually due to its age
7 very large in amount or degree
8 not cooked

Stefan Gates: FOOD ADVENTURER!

We spend around 20% of our lives on feeding ourselves – from the time we spend earning money (to pay for it), to cooking, shopping, clearing up – and, of course, eating it. Stefan Gates doesn't want to waste a single moment of that time. He describes himself as a food adventurer. He's obsessed with food and lives for anything food-related.

Cooking and eating have been passions for Stefan since he first visited Japan on holiday as a teenager. It was his first experience of Japanese food and it certainly lived up to Stefan's expectations. Raw meat, raw fish (dipped in egg) – Stefan tried it all! And he still hasn't found anything that is as enjoyable as Japanese cooking. "It's adventurous and beautifully made, and they care about the feel of food in your mouth as much as the flavour," he says. The family travelled back via Hong Kong, where Stefan remembers markets selling thousands of live frogs and other kinds of foods that he had never seen. He returned home fascinated by food.

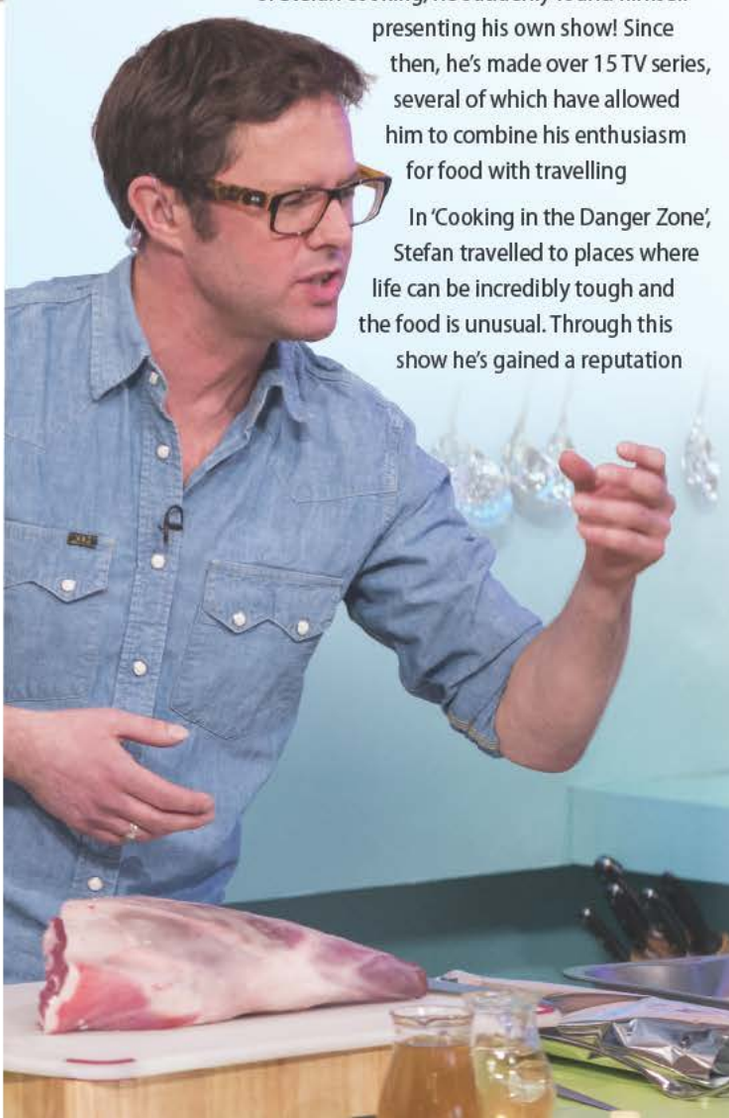
After university, Stefan worked in TV production, but he was always known for his extreme interest in the things people eat. Then, after a TV producer saw a home video of Stefan cooking, he suddenly found himself presenting his own show! Since then, he's made over 15 TV series, several of which have allowed him to combine his enthusiasm for food with travelling

In 'Cooking in the Danger Zone', Stefan travelled to places where life can be incredibly tough and the food is unusual. Through this show he's gained a reputation for eating some highly unusual food. Anyone fancy some *igunaq*? That's walrus – a large Arctic animal like a seal – buried in the ground until it's gone off and rotten! These foods are part of many people's normal diet and, while they typically sound disgusting to us, it's only our culture and upbringing that make us think that.

In particular, Stefan believes street markets are some of the best places to find new foods. "On my travels I never feel I know a country until I've visited its markets and understood its noises, smells and flavours," he says. Stefan always visits markets in other countries and if a food is unfamiliar, he asks the seller how they cook it. This question has often resulted in an invitation to eat with the seller at closing time! And if it doesn't, Stefan's still prepared: wherever he goes, he travels with a mini stove.

One of Stefan's bigger missions is to find 'new' foods that might be used to solve the world's hunger problems – both present and future. He believes insects are one possibility. Scientists have long known that insects are a rich source of protein. There are 40 tonnes of them to every person on the planet, they're easy to farm and need little food. Stefan faced his fear of bugs by travelling to Cambodia and Thailand, bravely trying everything from grilled tarantula to his favourite, red ant salad. Over two billion people regularly eat insects and Stefan believes that when a beefburger costs five times as much as a 'bugburger', then western nations will happily do the same.

Aside from discovering new foods, Stefan's keen on having fun with the things we eat. "I love delicious food, but for me, I need food that makes you smile," he says enthusiastically. His books have included recipes such as 'Frying an egg on a piece of paper' and 'Cooking salmon in a dishwasher' – according to Stefan, they run at a perfect temperature for this. His favourite is how to make a melted cheese sandwich using only the heat from your body. You sit on it, apparently!



Talking points

Is it important to be adventurous with food?
What do you think of Stefan's idea of eating insects?
What other foods might people eat more of in the future?

EP Word profile *live*

I tend to live on salads in the summer.

He lives for anything food-related.

The food in Japan certainly lived up to Stefan's expectations.

page 123

GRAMMAR Present perfect and past simple

1 **Complete the examples with the correct form of the verbs, then check in the article on page 37.**

1 *Since then he ..... (make) over 15 TV series.*
2 *He still ..... (not find) anything that is as enjoyable as Japanese cooking.*
3 *This question ..... often ..... (result) in an invitation to eat with the seller.*
4 *After university, Stefan ..... (work) in TV production.*
5 *He ..... (gain) a reputation for eating some highly unusual food.*

2 **Match the examples in exercise 1 to the rules.**

We use the present perfect:
a for something that happens in a period of time which is not finished.
b for past events at an unknown or irrelevant time.
c with time markers *still*, *just*, *yet*, *already*.
d for events repeated over a period of time until the present.
We use the past simple:
e to talk about completed actions that happened in a time which is now finished.

→ Grammar reference page 143

3 **Complete the first part of an article with the correct verb forms.**

Sam Stern grew up in Yorkshire, a place in England that's known for using tasty ingredients. You [1] *probably heard / 've probably heard* of roast beef and Yorkshire pudding.

He [2] *was / 's been* fascinated by cooking since he [3] *was / 's been* just three years old. At nine, he [4] *made / 's made* his first dish (a roast chicken) completely by himself. Then, when Sam's brother went to university and [5] *began / has begun* texting him for recipes, it gave Sam an idea: a cookbook for teenagers. Since then, Sam *became / 's become* a mini celebrity. He [7] *appeared / 's appeared* on TV all over the world many times and thousands of people [8] *bought / have bought* his books.

4 **Complete the second part of the article with the past simple or present perfect verb forms.**

When Sam was 16, the chef Jamie Oliver [1] ..... (invite) him to cook at his London restaurant. Like Jamie, one of Sam's favourite chefs, Sam isn't just interested in becoming rich and famous. 'It [2] ..... (never / be) about the money,' he says. Instead, he [3] ..... (always / want) to change the way teenagers eat. A few years ago, he [4] ..... (write) to the British Prime Minister about the way cooking is taught in schools. The Prime Minister [5] ..... (not / reply) yet, but Sam admits it's hard to get politicians to listen to young people.

And what do Sam's friends think of his success? 'No one [6] ..... (ever / make) fun of me,' Sam says. 'Lots of my friends [7] ..... (ask) for free copies of my book, but I [8] ..... (not give) them any!'

Corpus challenge

Find and correct the mistake in the student's sentence.

I've read about this job in the local newspaper last week.

VOCABULARY Forming adverbs

1 **Complete the chart with the adverb forms of the adjectives. Check your answers in the article on page 37.**

adjective	adverb
beautiful	0 beautifully
brave	1
typical	2
happy	3
incredible	4
enthusiastic	5

2 **Complete the sentences with the adverbs from exercise 1.**

1 Sorry. I left the milk out of the fridge ..... and it's gone off. (accidental)
2 We never eat out in the town centre – ..... because it's too expensive. (basic)
3 I've cut down on fizzy drinks ..... now. (considerable)
4 Just because it's a cheap restaurant doesn't ..... mean it's bad quality. (necessary)
5 I felt ..... sick when I saw him eat a grilled tarantula! (physical)
6 I've cut out dairy products ..... . (complete)
7 My mum gets ..... annoyed if we fill up on snacks and don't eat dinner. (extreme)
8 The meal wasn't ..... difficult to cook. I just heated it up in the microwave! (terrible)

LISTENING

1 **These words appear in a podcast about a TV show. Check their meaning and answer the questions.**

amateur chef contestant knock out

1 What do you think the TV show is about?
2 What do you think happens on the show each week?
3 Have you seen any similar shows?
4 Would you like to participate in a show like this?

2 1.18 **Listen to the first part of the podcast and check your answers to exercise 1.**

3 1.19 **Listen to the rest of the podcast and choose the best answers (A, B or C).**

1 How is *Teenage Top Chef* different from *Top Chef*?
- **A** Contestants do not require any experience of cooking.
- **B** The tasks are more appealing to the age group.
- **C** It isn't at all stressful for the people who take part.

2 Last year's winner of *Teenage Top Chef* is
- **A** working full-time in a top restaurant.
- **B** planning to open her own café.
- **C** learning to cook professionally.

3 One enjoyable thing about the show for Carrie is that
- **A** she sees the contestants get knocked out.
- **B** she's able to try a wide range of food.
- **C** she doesn't have to cook when she gets home.

4 What surprises Carrie about the contestants on *Teenage Top Chef*?
- **A** They never seem to get nervous.
- **B** Some of them are incredibly creative.
- **C** They have really good kitchen skills.

5 What advice does Carrie have for potential contestants?
- **A** Choose a dish that is both unusual and easy to describe.
- **B** Always taste your food as you cook.
- **C** Make something you've made before.

SPEAKING Asking for and giving advice

1 1.20 **Listen to a conversation between Mia and Ellie. What is Mia planning? What advice does Ellie give?**

2 1.20 **Read the *Prepare* box and listen again. Number the phrases in the order you hear them.**

Prepare to speak — Making recommendations

Asking for recommendations
Do you know any good …
What's the best way to …?
Recommending things
I'd recommend …
It's worth …
Have you thought of …?
Not recommending things
I'm not a big fan of …
Don't bother …
Accepting recommendations
That sounds like a sensible idea.
That looks brilliant.

3 **Read the situations. What recommendations could you give these people?**

My parents are getting me a new phone. Which one should I get?

It's my birthday soon. Where could I have a party?

I've got exams next month and need some help revising.

4 **Make short conversations about the situations in exercise 3. Use phrases from the *Prepare* box.**

A: *My parents are getting me a new mobile phone, but which one should I get? What's the best way to choose one?*
B: *It's worth reading reviews.*

Culture
Typical food

1 Read the text. In what ways has food changed in modern times?

LOCAL CUISINE

Many countries have traditional dishes, made with special ingredients and prepared in a certain way. These local dishes can become symbols of a region and its culture, and when tourists visit, these are the foods they want to try. But why are some foods more popular than others in certain areas? And how can examples of local cuisine become popular in other parts of the world?

TRADITIONAL INGREDIENTS: Typical recipes are usually made with native plant and animal products. For example, Korean dishes often include rice and soya beans because both plants are native to East Asia and grow well in hot, humid areas. In contrast, wheat grows well in drier areas, like the Middle East, where bread is a common staple food. Seafood is often a key ingredient in coastal regions because it's easily available and can be cooked fresh from the ocean, whereas inland cuisines tend to use more meat from farm animals, such as chickens.

FOOD PRESERVATION: Local cuisine often depends on how people traditionally prepared food for storage. In warm weather, meat and fish can go off quickly, so they must be cooked right away or preserved for later. In Norway, the Vikings used to 'cure' meat and fish by smoking them over a fire. They also used to 'pickle' some vegetables and other foods in salty water to preserve them. For that reason, modern Norwegian cuisine includes many smoked and pickled foods.

COOKING TECHNIQUES: Many different cooking techniques are used around the world. In China, people often fry food in a deep metal pan called a *wok*, or steam it in a basket over hot water. In Morocco, people cook traditional dishes in a special pot called a *tajine*, while in parts of India, people use a large oven, called a *tandoor*. And some local dishes aren't cooked at all, such as Japanese *sashimi*, which is raw fish. In Peru, they also use raw fish to make a traditional dish called *ceviche*.

IMPORTED INGREDIENTS: Sometimes local cuisines include ingredients that originally came from another place. For example, Italian dishes often include tomatoes and peppers, while many Russian dishes are made with potatoes. However, all of these ingredients were brought to Europe from South America in the fifteenth and sixteenth centuries. Similarly, chickens came originally from Southeast Asia, while corn first came from Central America, but now they are common around the world.

GLOBAL FOOD: Nowadays, with modern transportation, we can buy food products from all around the world, and cooks can use a variety of international ingredients to prepare dishes. Modern communications, such as TV and the internet, also allow people to share their recipes. This new variety may be exciting, but it can also have negative consequences. For instance, transporting food products over long distances uses a lot of energy and therefore creates pollution. In addition, as we all start to consume 'international dishes', there is a danger that local food traditions will be lost.

soya beans

wheat

pickles

smoked fish

corn cob

wok

sashimi

tajine

2 Complete the sentences with information from the text.

1 Rice is a traditional food in Korea because it …
2 In coastal areas, people typically eat a lot of …
3 If food isn't cooked or preserved quickly, …
4 Norwegians eat lots of smoked foods because …
5 *Ceviche* is a typical Peruvian dish that …
6 Tomatoes and potatoes originally came from …
7 When food is transported over long distances, …

3 Discuss the questions.

1 What ingredients are typical in your country's cuisine?
2 What forms of food preservation are common in your country?
3 What cooking techniques do people often use where you live?
4 What ingredients are often imported from other countries?
5 Which international fast foods are popular in your country?

4 1.21 You are going to listen to the stories of three international foods. Tick the words that you expect to hear. Then listen and check your answers.

1 **Pizza**	☐ tomato	☐ street	☐ pickle	☐ meat	☐ immigrants
2 **Curry**	☐ vegetables	☐ bread	☐ fish	☐ take-away	☐ expensive
3 **Sushi**	☐ seafood	☐ chicken	☐ egg	☐ cooked	☐ mango

5 1.21 Choose the correct answers to the questions. Then listen again and check.

1 Where was pizza invented?
a Italy **b** New York, USA
2 What ingredient did the first pizzas not include?
a tomatoes **b** cheese
3 Where is curry a typical dish?
a China **b** India and Pakistan
4 When did curry become a popular fast food in the UK?
a in the 1920s and 1930s **b** in the 1950s and 1960s
5 Who made the first *nigiri* sushi?
a a Tokyo street vendor **b** an American chef
6 When were California rolls invented?
a in the 1970s **b** in the 1980s

tandoor oven

Project

Work in pairs or groups. List some typical dishes from your country or region. Then choose three dishes and write a brochure about them for tourists. Include illustrations or photos of the dishes and ingredients.

- Describe the dishes and their ingredients.
- Are the ingredients usually preserved?
- Which of the ingredients are local? Which are imported?
- Explain how the dishes are prepared.

7 Teen fiction

VOCABULARY Fiction: adjectives and nouns

Your profile

What fiction do you enjoy reading? Is it especially written for teenagers?
What kinds of fiction would you like to write yourself?

1 Match the phrases from the book reviews to the meanings below.

1 The **key factors** that make this book so bad are its **predictable plot** and its slow action.

2 In this novel, the author raises some **complex issues**, which are all relevant to us as teenagers.

3 The story has a very **contemporary flavour**, mentioning many examples from popular culture.

4 The two **major characters** are brilliant creations, but the **minor roles** are less well done.

5 The **outstanding treatment** of dialogue in this book makes it a winner!

6 This is an incredibly **moving tale**, which will bring tears to your eyes.

a brilliant handling
b difficult subjects
c essential ingredients
d boring story
e less important characters
f main characters
g modern feel
h sad story

2 1.22 Listen to three teenagers talking about novels they have read recently. Which teenager …

a is not impressed by the author's work?
b says this is their favourite book at present?
c thinks the book was too challenging at times?

3 1.22 Listen again and complete the sentences with adjectives from exercise 1.

1 The ..... characters from one story appear in ..... roles in the next.
2 What he does best is ..... spoken language – his treatment of that is so impressive.
3 There were no memorable or even believable characters, no ..... ideas and the story was so .....!
4 It was ....., – a really ..... story that I could identify with.

4 Talk about a book that you enjoyed reading. Use some of the phrases from exercise 1.

READING

1 Read the short text about Malorie Blackman. Ignore the gaps for the moment. What role did she take over in 2013?

Malorie Blackman is a very (0) ...adventurous.... author of teen fiction. Her books are popular worldwide and there are (1)..... of her work in many different languages, from Spanish and French to Japanese and Welsh. She used to be a computer (2)....., but became increasingly attracted to storytelling. She says she didn't find it difficult to write her first novel, *Noughts and Crosses*, taking certain events (3)..... from her own childhood and teenage years.
In 2013, Malorie Blackman took over as the Children's Laureate, a (4)..... position that is awarded every two years in the UK to a writer or illustrator, 'to celebrate outstanding (5)..... in their field'. As Laureate, she made frequent public (6)....., giving talks and visiting schools. She is (7)..... about teen fiction and wants to encourage other writers to produce stories that are not (8)....., and will appeal to teenage readers.

ADVENTURE
TRANSLATE
PROGRAM
DIRECT
PROFESSION
ACHIEVE
APPEAR
PASSION
CHILD

2 Look at the example (0) in exercise 1. How is the word formed? Complete the text in exercise 1 using the endings in the box below to form new words from the words in capitals. You may need to make spelling changes, and you will need to make some words plural.

-al -ance -ate -er -ion -ish -ly -ment

Writing for teenagers – we talk to Malorie Blackman

A .....

It's such an honour. The wonderful thing about this role is that each author or illustrator who is chosen can make it their own. My goal is to convince as many children and young adults as possible that reading is simply impossible to resist – an essential and fascinating part of their lives. And I'll be concentrating on spreading the reading word to teens, as I think I might be able to make a real difference there.

B .....

I believe that we have to get them motivated by showing the many new opportunities they will be able to have through reading. And if a child tells me they don't like reading, I always say, 'You haven't found the right books for you yet!' First of all, children should be encouraged to read what they are interested in – comics, football stories, romances, whatever!

C .....

I think it was mainly down to a love of stories and reading. I spent most Saturdays during my early years at the library, reading fairy stories, myths and legends, contemporary stories, fantasy, science fiction and anything else I could lay my hands on. I also wrote stories and poems for my own amusement, but it never, ever occurred to me as a child or teenager that I could become a published writer. But in my mid 20s, after a few years in computing, I decided that I would try really hard to do that, and eventually I managed to get published.

D .....

Because as an audience they show good judgment and their minds haven't yet been closed down. And I like the way they are honest about what they like and don't like.

E .....

When I first started writing, I attended a basic course in writing for children, and then I attended several more workshops run by the same brilliant individual. It was invaluable and very inspiring – a great, supportive atmosphere where you were able to present your own work and listen to the work of others. Also, it was a great place to try to improve my own critical skills. To cut a long story short, yes it did help!

F .....

There wasn't any one thing. It grew out of a lifetime of experiences. Some of the events in the book were based on real events from my own childhood. And I also wanted to play with the idea that 'history is luck' to a certain extent. You put all that together and you have the beginnings of an idea which led to *Noughts and Crosses*.

G .....

No! We must never underestimate teens. As a teen, that kind of attitude used to drive me mad – the belief that I couldn't understand certain 'grown-up' issues because I was just a teen. If we want mature, responsible teenagers making good decisions about the difficult issues that they face, then they have to be exposed to these subjects early enough to make a difference. We really need to get past this idea that teens can't think for themselves – they can.

3 **Read an interview with Malorie Blackman. Match the questions (1–7) to the answers.**

1 Why did you decide to become a writer?
2 Do you ever worry that young people might struggle with the complex questions your books raise?
3 What does it mean to be the Children's Laureate?
4 What inspired you to write your first novel?
5 How can teenagers be encouraged to keep reading?
6 Have you ever belonged to a writer's group – and if so, was it useful?
7 Why do you like writing for children and teens?

4 **Read the text again. In which paragraph does Malorie Blackman …**

1 praise teenagers for being open to different ideas?
2 express her pride and pleasure in taking on a challenge?
3 argue that teenagers need to experience adult topics through reading?
4 mention her desire to experiment in her writing?
5 talk about a change in her attitude to being an author?
6 explain her views on why some children aren't keen to read?

Talking points

Why do you think Malorie Blackman's novels are popular with young people?
What do you think young people can learn from reading fiction?
How important is it for children to start reading at a young age?

EP Word profile *story*

I spent most Saturdays at the library, reading fairy stories, myths and legends, contemporary stories …

To cut a long story short, yes it did help!

The main story tonight is the serious flooding in the south of the country.

page 124

GRAMMAR Modals: ability, possibility and *managed to*

1 **Read the examples. Then complete the rules with the bold verbs.**

1 *… reading science fiction, fantasy and anything else I **could** lay my hands on.*
2 *Eventually I **managed to** get published.*
3 *You **were able to** present your own work and listen to the work of others.*
4 *I think I **might be able to** make a real difference.*
5 *… the many new opportunities they **will be able to** have.*

To talk about ability or possibility in the past, we use:
a ..... or *was/* ..... for general ability.
b ..... or *was/were able to* for a specific situation.
For the future, we use:
c ..... to talk about a definite ability or possibility.
d ..... to talk about a less certain ability or possibility.

→ Grammar reference page 144

2 **Choose the correct verbs.**

1 My sister *managed to* / *could* read by herself from the age of four.
2 The homework was really difficult, but I *could* / *managed to* finish it.
3 People say that Albert Einstein *couldn't* / *can't* read until he was nine.
4 I'm away this week, so I *might not be able to* / *won't be able to* come to your party tonight.
5 Jake finally *could* / *managed to* pass his entrance exam for university.

3 **Complete the text with the verbs in the box.**

couldn't is able to managed to
weren't able will be able to

Byron Vincent grew up on a rough housing estate where children [1] ..... to get a good education. He always had a great love of language, but he [2] ..... develop his natural talent for the spoken word during his teenage years, which were badly affected by the local gang culture. Byron had some health problems as a result, but [3] ..... recover and now, he [4] ..... make people laugh at his experiences. Byron performs his original mix of comedy and poetry at festivals, and on radio and TV. Fans across Britain [5] ..... see him live later this year on a major national tour.

4 **Write sentences about you, then compare your ideas.**

Write about something you …
1 couldn't do in the past but can do now.
2 were able to do in the past but can't do now.
3 can't do now but might be able to do in the future.
4 won't ever be able to do.
5 managed to do after trying very hard.

I couldn't understand our teacher when I started this class but I can now.

Corpus challenge

Find and correct the mistake in the student's sentence.

Then a miracle happened: I could find a scholarship for my studies in England.

VOCABULARY Adjective + preposition

1 **Read the example. What other adjectives do you know that are followed by a preposition?**

*Children should be encouraged to read what they are **interested in** – comics, football stories, romances, whatever!*

2 **Check you understand the bold adjectives in 1–8. Then match the sentence halves.**

1 Were you **disappointed**
2 As a child, I was **nervous**
3 Is this novel **suitable**
4 I'm **addicted**
5 My cousin's really **keen**
6 I sometimes get **annoyed**
7 Are you **surprised**
8 Gabby's **furious**

a **to** reading Manga comics.
b **at** the number of novels I've read?
c **by** stories with happy endings.
d **with** me for losing her book.
e **for** children under 12?
f **on** science fiction.
g **in** your test results?
h **about** being late for school.

3 **Complete the sentences by adding a suitable preposition and your own ideas.**

about at by for of to with

1 I'm most motivated …
2 I used to be frightened …
3 I sometimes feel sorry …
4 I'm mad …
5 I think I'm quite good …
6 My interests are similar …
7 I often get bored …

WRITING A story (1)

1 **Read the task. How do you think the story might continue from the first sentence?**

Write us a story!

We are looking for exciting stories by teenagers to publish in our magazine. Your story must **begin** with this sentence:

Billy crawled nervously through the hole in the wall and looked down.

Your story must include:

• a boat • a dangerous situation

2 **Read the story to see if any of your ideas are mentioned. Answer the questions.**

1 Does the story include a boat?
2 What danger did Billy face?
3 How does the story end?

Billy crawled nervously through the hole in the wall and looked down. It was more than three metres to the ground below, so he was unsure about jumping, but he knew he had no choice. He landed awkwardly, but managed to stay on his feet. **Immediately**, he started running towards the river, desperately hoping to find the boat they had hidden last summer. If he was going to get help in time, he needed to use it now.

And there it was, behind the trees. He leapt in and tried to start the engine. Three times he tried and failed, but **eventually**, it coughed into life and Billy was on his way. **Once** he was out in the open water, the biggest danger he faced was the crocodiles. Billy looked around anxiously. He was feeling scared now, but he couldn't turn back, so he tried to concentrate on getting to Dr Niemi's home.

After what seemed like hours, but was probably only fifteen minutes, Billy reached his destination. He tied up the boat hurriedly and rushed up the slope shouting the doctor's name. Dr Niemi calmly picked up his medical bag and walked towards him. At long last, Billy was able to relax – he knew that everything was going to be fine.

3 **Read the *Prepare* box. Then match the highlighted words in the story to four of the phrases in the box. What does the remaining phrase mean?**

Prepare to write A story

A good story:

- has a beginning, a middle and an end.
- uses time words and phrases that move the action forward.
- uses adverbs of manner to add interest or excitement.
- uses a range of tenses, including the past simple, past continuous and past perfect.

as soon as all of a sudden finally
following without waiting

4 **Look at the underlined adverbs of manner in the story. What do they describe?**

5 **Complete the sentences with adverbs of manner from the story. In some cases, more than one answer is possible.**

1 She didn't let her feelings show, but ..... carried on walking.
2 He ..... climbed the slope, keen to be the first to the top.
3 I was ..... trying to remain calm in the face of danger.
4 He looked ..... at his watch – would they get there in time?

6 **Explain why the writer has used these tenses in the story.**

1 Past simple: *he leapt in … it coughed into life*
2 Past perfect: *they had hidden last summer*
3 Past continuous: *he was feeling scared now*

7 **Read the task and plan your story.**

Send us your stories!

We are looking for interesting stories to upload to our student website. Why not send us yours? Your story must **begin** with this sentence:

Charlie watched the dark clouds anxiously, wondering when the storm would start.

Your story must include:

• a boat • a rescue

8 **Write your story.**

- Use the tips in the *Prepare* box.
- Write 140–190 words.
- Check your grammar and spelling.

8 Getting away from it all

VOCABULARY Holidays

Your profile

What is your dream holiday destination? Have you ever been on a holiday without your parents? Would you like to? Why? / Why not?

1 **What holiday activities do the pictures show? Use words in the quiz to help you.**

What's *your* kind of holiday? QUIZ

1 You're planning a holiday in Thailand. You can't wait to …
- a go trekking in the jungle.
- b try out the spicy Thai food.
- c relax in the shade.

2 The most important thing on a summer holiday is to …
- a read a magazine, sunbathe and get a tan.
- b make the most of your time and keep busy.
- c socialise with friends and catch up on the latest films.

3 Your ideal holiday accommodation would be …
- a a tent in the middle of nowhere.
- b a luxury hotel where you can chill out.
- c a youth hostel in a major European city.

4 On a holiday in the Caribbean, you imagine yourself …
- a cruising on a yacht or cooling down in a pool.
- b getting involved in a local festival.
- c heading straight for the beach and hiring a jet ski.

5 You're on a short break to New York City. You …
- a sign up for an organised tour of Manhattan.
- b stay up all night to experience 'the city that never sleeps'.
- c wander around and photograph the sights.

2 **Do the quiz. Compare and explain your answers in pairs.**

3 **Turn to page 120 and check your results. Do you agree with them?**

4 **Complete the sentences with some of the words in the quiz.**

1 I'm ..... a motorbike. Do you want to ..... it ..... with me?
2 We're going to ..... and climbing in the Pyrenees this year!
3 You'll never ..... if you ..... and lie in bed all day! Come outside in the sunshine – you can still ..... in the pool.
4 I'd get really bored ..... out in the ocean. I'd rather visit a city where I can ..... interesting areas and ..... , like historic buildings.

5 **Discuss the questions.**

1 Where can you go trekking in your country?
2 What things do you try out when you're on holiday?
3 Which cities would you most like to visit? Why?
4 What would you like to do in New York?

READING

1 **Look at the article on page 47 and find the three destinations. Can you guess what each person is going to take on holiday?**

2 **Read the texts quickly and check your answers.**

3 **Read the text again. Who would give the following advice?**

1 Don't pack thick clothing.
2 Think about security.
3 Pack as little as possible.
4 Remember your medicines.
5 Liquids can spill inside your bag.
6 Don't take white clothes.
7 Back up your paperwork.
8 Pack clothes in a particular way.

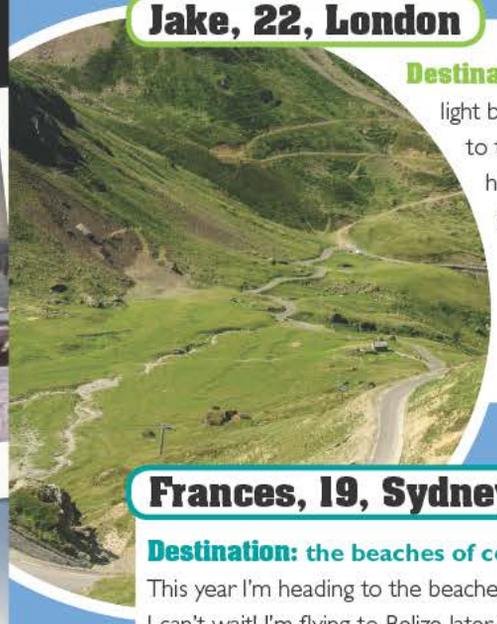
4 **Find three adjectives in Alex's paragraph that mean *very important*.**

'My flight leaves at 11am the day after tomorrow and I still haven't packed my bags. Help!'

Pack and GO!

If that sounds familiar, don't panic! We've had dozens of last-minute emails asking how to pack for different kinds of trip. Here, three experienced travellers share their top tips for backpacking.

Jake, 22, London



Destination: the peaks of the Pyrenees I'm going trekking in the mountains, so I'm taking a very light backpack that's comfortable for walking. If you're doing some tough walking like I am, remember to take protein bars and high-energy snacks – you don't want to feel hungry when you're three hours away from the nearest shop! Take a few aluminium water bottles too. They're stronger than plastic water bottles from shops and you can re-fill them in streams. Leave space for a first-aid kit. You'll probably need bandages and antiseptic cream for small cuts. It's a good idea to take something warm too. It can get cold when you're up high, but it's definitely worth it for the amazing views. Last but not least, put shampoos and creams inside a sealed plastic bag and pack it on the outside of your luggage.

Frances, 19, Sydney

Destination: the beaches of central America
This year I'm heading to the beaches of central America – I can't wait! I'm flying to Belize later this week, then I'll move on to other countries. The most important advice for any backpacker is PACK LIGHT. The last thing you need is a backpack that weighs a ton when you're getting on and off crowded buses and want to look around a city. My advice is to lay out on your bed everything you're going to pack, then divide it in half. I'm definitely not going to take any pale clothes – they always get dirty, especially when you're travelling around a lot. Thinking about it, I probably won't take jeans either – they're heavy and hot. I'm definitely going to take as few clothes as possible – just enough for five days. Before I start, I roll all of my clothes – if you do that, they look better when you take them out a week later! I won't pack my trainers – I'll wear them, and pack my lightweight sandals. I always take an old phone with me. You can buy cheap SIM cards for each country you visit, and a phone's really useful for looking at maps and finding tourist information. But it might get wet or covered in sand, so leave your expensive phone at home!

Alex, 21, St Petersburg

Destination: the sights and cities of India I first went to India the year before last. It's now my favourite place and I'll soon be back there. My flight leaves tomorrow! For me, preparation is key. Most people can work out what clothes to pack, but you're obviously going to need more than just something to wear. Take an LED head-torch because power cuts are quite common in some places. Keep your sunglasses in a hard case and always pack an airline-style eye mask so you can sleep on bus journeys. Hostels are great places for meeting people, but they can be noisy at night, so I'll certainly pack some ear plugs for this trip. A lot of people worry about the food in India, but I think it's fine. It's a good idea to keep some anti-bacterial hand gel in your hand luggage, so you can clean your hands when you eat out. Backpack zips with locks are a good idea and a travel belt for storing your passport and travel documents under your shirt s essential. You should also scan all your important documents and keep a record of emergency phone numbers online. That ncludes all the boring but vital stuff like travel and health insurance certificates. Then you can relax and enjoy your trip!

EP Word profile *last*

We've had dozens of last-minute emails.

I first went to India the year before last.

The last thing you need is a backpack that weighs a ton.

page 124

Talking points

What do you think young people can learn by travelling to other countries? What are the pros and cons of going on organised tours compared with travelling independently?

GRAMMAR Future (I): plans and intentions

1 **Read the examples. Complete the rules with *will*, *be going to*, present continuous and present simple.**

1 *My flight **leaves** at 11 am the day after tomorrow.*
2 *I'm definitely **going to take** as few clothes as possible.*
3 *I'm **flying** to Belize later this week.*
4 *I'm definitely **not going to take** any pale clothes.*
5 *Thinking about it, I probably **won't take** jeans either.*
6 *I'll certainly **pack** some ear plugs.*

We can use *be going to*, *will*, the present continuous and the present simple to talk about future plans and intentions. We use:

a ..... to talk about timetabled events.
b ..... to talk about definite arrangements, usually with a time reference.
c ..... to talk about something we are (not) planning to do.
d ..... when we decide (not) to do something while we are speaking or writing.

→ Grammar reference page 145

2 **Put the adverbs in brackets in the correct position in the sentences.**

1 Thinking about it, I won't have access to the internet most of the time. (probably)
2 I'm not going to take an expensive camera. (certainly)
3 I'll call you when I get to New York. (definitely)
4 I'm going to visit my cousins in Thailand. (probably)

3 **Complete the email with the correct future forms. Sometimes there is more than one possible answer.**

From: Sam **To:** Jordi

Hi Jordi

My dad and I can't wait to see you again! Our flight [1] ..... (leave) at 9.30 am on Friday, so I'm getting very excited! I know you [2] ..... (study) on Friday afternoon, so we [3] ..... (probably / wait) for you in our hotel. I know we [4] ..... (go) to Barceloneta during the day on Saturday, but do you have any plans for the evening? Can we do something together or [5] ..... (you / go) out somewhere? I'm reading a guidebook about the city, but I [6] ..... (not / bring) it with me, so I [7] ..... (definitely / need) you to take us around the city! I'm online now, so I think I [8] ..... (do) an online search to see what recommendations there are.

See you very soon, Sam xx

4 **Discuss the questions.**

1 What are you doing this evening?
2 What are you going to do next weekend?
3 What do you think you'll do later today?

Corpus challenge

Find and correct the mistake in the student's sentence.

Tonight I go to the cinema with my friends.

VOCABULARY Phrasal verbs: travel

1 **Read the sentences and match the bold phrasal verbs to the meanings.**

1 *The last thing you need is a heavy backpack when you want to **look around** a city.*
2 *We'll definitely need you to **take** us **around** the city.*
3 *I'm going to **stay over** at my friend's house.*
4 *I'll **check in** after 4.30 pm.*
5 *I just need to **get away** for a few days.*
6 *You have to **check out** before midday.*
7 *He's going to **get around** on a scooter.*
8 *They came to **see** me **off** at the station.*
9 *Let's **stop over** in Paris on the way to London.*

a arrive and get the key at a hotel
b show someone the best parts of a certain place
c travel or move from place to place
d pay the bill, return your key and leave a hotel
e stop somewhere briefly during a longer journey
f go to where someone is leaving to say goodbye
g go on holiday, often because you need a rest
h spend the night somewhere other than home
i visit a place and look at the things in it

2 **Complete the text with the correct form of the phrasal verbs in exercise 1.**

I'm really looking forward to our holiday in Morocco. I definitely need to [1] ..... at the moment – I feel quite tired and stressed. I'm [2] ..... with my cousin tonight, then my uncle is [3] ..... us ..... at Heathrow Airport tomorrow afternoon. Our flight arrives in Marrakesh at about 7 pm local time, so we'll go straight to our hotel and [4] ..... . The next day, someone is going to [5] ..... us ..... the city. The next morning, we [6] ..... of our hotel quite early and travel south. We're going to [7] ..... in Fes for one night, and then go up into the mountains. We're going to [8] ..... in a hire car. On the last day, we're going to Casablanca. I really want to [9] ..... the market before we fly home.

3 **Answer the questions.**

1 Do you ever stay over at friends' houses? When?
2 Which famous cities would you most like to look around? Why?
3 What do you think is the best way to get around when you're on holiday? Why?
4 Where would you go to get away from everything?

LISTENING

1 **Look at the photos. Where do you think the people are? What are they doing?**

2 **You will hear a report about working holidays. Before you listen, read the sentences and the clues, and predict what the missing information might be.**

0 Working holidays mean people can afford ..accommodation.. and food in big cities.
(Clue: What do people need in a city?)
...somewhere to stay...

1 As well as a free room, you could earn ..... working in a hotel or a restaurant in London.
(Clue: What do people earn?)

2 Working holiday volunteers on the Cornwall coast can ..... for three days and work for four.
(Clue: What leisure activities might people enjoy near the coast?)

3 On the Galapagos Islands, they might ask you to ..... a beach or plant flowers.
(Clue: What work could people do on a beach?)

4 Working holiday programmes in Thailand allow volunteers to spend time in Bangkok and at Thailand's ..... .
(Clue: What places might people visit?)

5 You have to be quite ..... to work in the Australian 'outback'.
(Clue: Is the missing word a verb, noun or adjective?)

3 1.23 **Listen to the report. Then complete each gap in exercise 2 with one, two or three words.**

4 1.23 **Listen to the report again. Answer the questions.**

1 Why can just a small wage make 'a dream come true'?
2 Why does the report state that it is worthwhile donating your time for free?
3 What are the benefits of a conservation holiday?
4 What can young people 'give back to the community' in Thailand?

5 **Discuss the questions.**

1 Which of the working holidays in the report would you enjoy the most? Why?
2 Where would you choose to go on a working holiday? Why?

SPEAKING Discussing a problem

1 1.24 **Listen to Ellie and Luke discussing a problem. Answer the questions.**

1 What is Ellie planning to do?
2 What is Ellie's problem?
3 What are Luke's three suggestions?
4 Which suggestion does Ellie agree with?

2 1.24 **Read the *Prepare* box. Then listen again. Which phrase do you *not* hear?**

Prepare to speak — Making suggestions

Making suggestions
How about ...?
You could always ...
What about ...?
What if you ...?
Agreeing with suggestions
That's not a bad idea.
What a brilliant idea!
Disagreeing with suggestions
No way!
You must be joking!

3 **Look at the ideas for making money. What are the pros and cons of each idea? Think of five more money-making ideas.**

washing cars cleaning windows babysitting
helping with shopping tidying up walking dogs

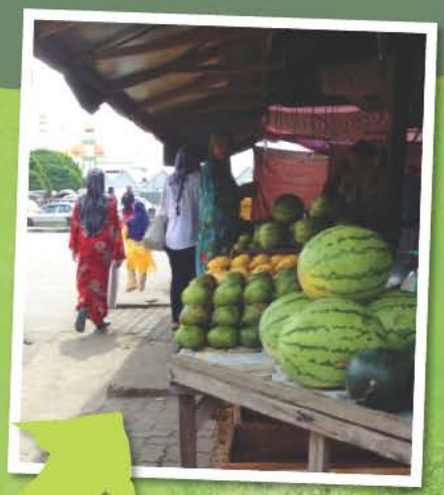
4 **Choose three suggestions for making money. Then make conversations in pairs. Use phrases from the *Prepare* box.**

Language
Travel writing

1 **Read the extracts from a book (A–C) and match them to the topics in the box.**

city life | climbing | clothes | hiking | insects | jungle | sleeping | traffic | waterfall

We're doing WHAT for Summer Vacation?



The travel book 'We're doing WHAT for Summer Vacation?' tells the exciting and often humorous story of a young American girl named Ali who journeyed across Borneo with her parents and older brother one summer.

A We got a taxi to go to our hotel in Kota Kinabalu, and the first thing that I noticed was that the steering wheel was on the wrong side of the car! They also drive on the wrong side of the road. This felt so weird to me. Dad was used to this, because they drive on the wrong side of the road in England too. As we drove to our hotel, I looked out the window and saw lots of people walking on the streets. The women were dressed in headscarves, long-sleeved shirts and long skirts, and the men were dressed in shirts and long pants. It was very noisy, with old buses and taxis everywhere, and people shouting and honking. There were lots of old buildings and shops with signs everywhere that we couldn't read.

B The local guy helped us carry our bags to our hut. Our hut was a tree house built on the side of the jungle. It was a one-room wooden hut with a double bed and bunk beds that were equipped with mosquito nets. I had never slept under a mosquito net, but I was very thankful to have something to keep off the bugs and mosquitoes. One wall of the tree house slid open to a little balcony hanging over the jungle. The drop from the balcony was very, very far. It made me nervous to lean on the railing. It was like we were in the top of the trees. The bathroom in the tree house was outside, so when we went to the bathroom or took a shower, the roof was open to the trees. It was definitely not the really nice hotel that I was expecting, but it was pretty cool. I had never lived in a real tree house before!

C After hiking about three hours, we came across the most amazing waterfall that I had ever seen in my life. It reminded me of something out of a movie! It was enormous, and the waterfall sounded like a train because it was falling from so high! It felt like we had found a lost treasure because no one was at this amazing waterfall but us! Zak and I jumped into the water and it was freezing cold, but felt great after the long, hot trek. Our family started climbing up the rocks to the waterfall. It had about five different levels. We were playing in the water on the lowest level when we noticed that Zak was gone. We looked around and discovered that he had managed to climb through the jungle on his own and get several levels up above us. He was really high up! Zak shouted down to us, "Y'all come up here! It is awesome!"

Extracts from *We're doing WHAT for Summer Vacation?* by Cindy Davis and Ali Rollason (AuthorHouse, 2013)

2 **Answer the questions about the three extracts.**

Extract A

1 How does the author probably feel during the taxi ride?
2 Why does she think people are driving on the 'wrong side'?

Extract B

3 Does the author seem happy about sleeping in the hut?
4 Do you think she would prefer to sleep in a more comfortable hotel?

Extract C

5 What positive adjectives does the author use in this text?
6 How did the weather that day probably affect her opinion?

3 **Work in pairs. Discuss the questions about the extracts.**

1 Which experience does the author seem to enjoy the most?
2 Which of the situations sounds the most interesting to you?
3 Have you had travel experiences like this? Where were you?
4 Why do some people like travelling to unusual places? Do you?

4 1.25 **Listen to a class discussion about travel writing. Match the names to the travel writing tips.**

1 Amy
2 Harry
3 Fiona
4 Thomas
5 Jenny
6 Paul

a Travel writers often use language that is more creative or dramatic.
b Travel writers may describe what they see, hear, feel, smell or taste.
c Travel writers often use the first person pronouns *I* and *we*.
d Travel writers may include facts about history, geography or culture.
e Travel writers often describe things that happen in lots of detail.
f Travel writers express their own opinions, directly or indirectly.

5 1.25 **Listen to the discussion again. Then answer the questions.**

1 Why do travel writers often use first person pronouns in their stories?
2 If you were a travel writer, which of your five senses would you probably describe most often? Why?
3 Which types of travel story would you prefer? Explain your preferences.
   a ones that give lots of historical facts
   b ones that narrate exciting adventures
   c ones that describe the local culture
   d ones that give advice about travelling

6 **Read the extracts on page 50 again. Which tips for travel writing from exercise 4 do the extracts demonstrate?**

Project

Think of an experience that you have had while travelling. Then write a story about that experience.

Answer the questions and use ideas from the extracts and the listening to help you.

1 Where and when did you have the experience?
2 What happened to you during this experience?
3 What sensations did you have at that time?
4 What were your opinions about the experience?
5 What facts do you remember about the place?
6 What was special about the local culture?

Review 2
Units 5–8

VOCABULARY

1 **Complete the text with the correct form of the verbs in the box.**

gather	brake	chase	exchange
cooperate	steer		

TimeThief

In this game you [1] ..... 'time thieves' around a virtual city set hundreds of years in the future. You can [2] ..... with other 'chasers' and [3] ..... clues with them about the location of the time thieves, but for most of the game you just [4] ..... points and information on your own. You have a car – but be careful. The roads are wet, so it's difficult to [5] ..... and you have to [6] ..... very carefully, otherwise you'll slide everywhere.

2 **Complete the sentences with nouns ending in *-ness* or *-ment*, formed from the words in brackets.**

1 It's the ..... with which he just throws stuff on the floor that annoys me. (careless)
2 There's not a lot in the way of ..... in this town. (entertain)
3 It was the ..... of the people that struck me. (friendly)
4 I was impressed by her ..... to listen. (willing)
5 The programme traced the ..... of popular music through the twentieth century. (develop)
6 It's not going to be easy to find a ..... for you. (replace)

3 **Complete the sentences with phrasal verbs. Use a verb from A and a word from B.**

A

chill	get	go	heat
look	see	sign	stop

B

around (x2)	off (x2)	out	over	up (x2)

1 I've decided to ..... for a yoga class this holiday.
2 The flight isn't direct, we have to ..... in Dubai.
3 I'm just going to ..... this food in the oven.
4 Will you come to the airport to ..... us ..... ?
5 I don't know how I'm going to ..... without my car.
6 You've been working too hard. You should ..... for a day.
7 I hope we have time to ..... the markets tomorrow.
8 You should eat those pears before they ..... .

4 **In which sentence in exercise 3 can you separate the verb and the preposition?**

5 **Complete the sentences using the adverb form of the adjectives in brackets.**

1 The situation has improved ..... . (dramatic)
2 Doctors have ..... treated over 200 patients. (successful)
3 Are you sitting ..... ? (comfortable)
4 We live in a ..... diverse society. (cultural)
5 The swimming pool is closed ..... . (temporary)
6 I'm ..... involved in the drama club. (active)

6 **Match the sentence halves.**

1 The film dealt with some really complex
2 The actor discussed the key
3 I loved the unpredictable
4 It's a traditional tale with a contemporary
5 I got confused between the five major
6 The movie won awards for its outstanding

a characters because they were all so similar.
b factors that influenced his decision to appear in this play.
c flavour and a modern setting.
d issues about childhood and growing up.
e plot and never knowing what would happen next.
f treatment of a tricky subject area.

7 **Choose the correct prepositions.**

1 I'm annoyed *with* / *to* / *of* my brother.
2 He's totally addicted *on* / *with* / *to* online games.
3 This film isn't suitable *of* / *to* / *for* children under 12.
4 Why are you so keen *on* / *about* / *with* this music?
5 I'm not similar *of* / *to* / *with* my sister at all.
6 Actors aren't only motivated *by* / *in* / *for* money.

GRAMMAR

8 **Complete the sentences with the modal verbs in the box.**

might be able to	couldn't	won't be able to
could	managed to	wasn't able to

1 Is this the best ending they ..... think of?
2 I haven't ..... finish the whole book yet.
3 I'm sorry, I ..... get tickets for the opening night. It had sold out.
4 This film's in English. Concentrate, and you ..... follow it.
5 I ..... join you, I have to do some homework instead.
6 I enjoyed the film. I ..... see anything wrong with the plot.

9 **Complete the sentences with the present perfect or past simple form of the verbs.**

A Life on Two Wheels

Amy Patterson [1] ..... **(visit) more than 150 countries, making her by far one of the world's most-travelled people.** She [2] ..... (leave) her home in Toronto, Canada, in 2009 and she [3] ..... (not return) since. She [4] ..... (ride) out of town on an old Kawasaki motorcycle and she is still riding the same machine today. Since 2009, Amy and her bike [5] ..... (travel) more than 100,000 km. [6] ..... (she / ever / have) any bad experiences? 'Plenty! I [7] ..... (be) ill and lost money – but the worst thing was the time someone [8] ..... (steal) my motorbike. It [9] ..... (happen) last year just outside Sunderland, in the north of England. I [10] ..... (never / feel) so upset. Luckily the thief [11] ..... (not keep) it, and the police [12] ..... (find) it the following day.'

10 **Match the sentence halves. Which sentence doesn't need a relative pronoun?**

1 I've been in a few situations that
2 New York and Los Angeles, which
3 My uncle Barny, who
4 Salerno, where
5 The book which
6 I don't know anyone who

a has their own car.
b were quite frightening.
c we're reading at school is fascinating.
d we used to live, is a coastal town in Italy.
e is about 60, has never owned a computer.
f seem so exciting, can actually be quite lonely places.

11 **Complete the conversations with a future form of the verb in brackets.**

1 **A** Oh, no. We've missed the last bus. What shall we do?
B Well, a taxi ..... (definitely / cost) over £15, and my dad ..... (not collect) us – it's too late. Shall we walk?
2 **A** What's that?
B A guide book. My parents and I ..... (probably / visit) Paris this summer. At least, I hope so. I ..... (seriously / be) disappointed if we don't.
3 **A** Has the last train left yet?
B No. It ..... (not leave) until 23:45. The trains ..... (usually / run) at quarter to and quarter past, until midnight.
4 **A** I ..... (not go) to this year's end-of-term party. Are you?
B Yes, I ..... (help) with the lighting. You should come. It ..... (be) fun.
5 **A** Are you doing much this weekend?
B No. I ..... (not do) anything until school on Monday morning! What ..... (you / plan)?

Corpus challenge

12 **Tick the two sentences without mistakes. Correct the mistakes in the other sentences.**

1 Would you like to go to the cinema, wich is in the town centre?
2 She has a friend, that is like a sister.
3 How has the internet changed your daily life?
4 You must be hungry after the long day you had.
5 My friend thought he can go to the party with me.
6 We're going to go sightseeing tomorrow.
7 He'll definitely be late because he will have lunch with his friend this afternoon.
8 I think that in this job, I will can do all these things.

13 **Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example (0).**

0 The treatment of the minor characters was disappointing according to reviewers.
WITH
Reviewers *were disappointed with* the treatment of the minor characters.
1 They won't let him in if he hasn't got an ID card.
ABLE
He ..... get in without an ID card.
2 I shouldn't eat so much fatty food.
CUT
I ..... fatty food.
3 It's uncertain whether the goalkeeper will be involved in future matches.
HAVE
The goalkeeper may ..... future matches.
4 This exam will certainly be fairly tricky.
FIND
You ..... this exam easy.
5 We last went abroad about five years ago.
FOR
We ..... about five years.
6 This term we should join the running club.
UP
Why don't we ..... running club this term?

9 Spend or save?

VOCABULARY Money

Your profile

What do you spend most of your money on?
Do you ever waste money on things you don't really need? What?

1 **Read and match the statements to the pictures.**

1. I went to the **cashpoint** to **take out** some money, but I used the wrong **PIN** and the machine ate my **debit card**. Now I can't even check my **balance**!
2. I'm always on a tight **budget**. I can't **live on** the **allowance** my parents give me and I haven't got any **savings**.
3. I'm not exactly **wealthy**, but I'm never **short of cash**. My jobs keep me **financially independent**!
4. You know me – I can't resist a **bargain**! I don't have a shopping problem. I just have a problem **paying off** my **credit card bills**!

a

b

c

d

2 1.26 **Listen and check.**

3 **Complete the questions with the correct form of words from exercise 1. Then discuss the questions.**

1. Do you use a ....., or do you prefer cash? Why?
2. Have you ever had problems ..... money at a ..... point?
3. How much money do you need to ..... each week?
4. What technique do you use to remember your ..... and passwords?
5. Have you found any good ..... in shops recently? What were they? How much money did you save?
6. What do you do when you are ..... and don't have money to spend?

READING

1 **Discuss the questions. Then read the article quickly and check your answers.**

1. Why is most teens' income beyond their control?
2. How can working help you to spend less?
3. How can you sell unwanted possessions?
4. How can you get the best price for something you want to buy?
5. How can you work out a budget for buying something special?

2 **Match the words with the definitions (two words have the same definition). Then find the highlighted words in the article and check.**

discounts	earn a living	earnings
expenses	fees	income

1. money that you get for working or from investments
2. reductions in price
3. money that you pay to do or use something
4. to work to get money for the things you need
5. the money that you spend on something

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

1. What are the good and bad things about babysitting, according to Jon?
2. How did Toby save money when he sold his possessions?
3. How did Laura get money back from a department store?
4. How did Abbie reduce her spending?

4 **Discuss the questions.**

1. Do you keep an eye on what you are spending? How?
2. Have you ever saved money? What for?
3. At what age do you think it's good to become financially independent?

Money MATTERS

'Money makes the world go round', or so they say, and it's certainly hard to imagine life without money. You're probably financially dependent on your parents, but that will change sooner than you think. You're going to spend your entire adult life trying to earn a living, so it's time to think about how money works. We travelled up and down the country asking how you get money and what you do with it.

How to GET money

Allowances and gifts

Getting an allowance means that you probably have little control over the amount that you receive. But make the most of your freedom – you'll be working fairly soon!

Paid work

If you get the opportunity to work, take it. Making money is not only highly satisfying, but you might also find you're more careful with your own earnings than with money you've been given.

I babysit a couple of evenings a week. The kids I babysit never wake up, so I basically get paid to sit and watch TV at people's houses. The pay's not great, but it's incredibly easy, and it soon adds up. I'm going to earn about £38 this month! It's a good feeling to earn my own money.
Jon Fletcher, 17, Manchester

Selling possessions

There are probably a number of things lying around your house that you don't really need. Collect together anything you haven't used for at least a year and sell it. You may well be amazed by how much there is. You could be making hundreds of pounds every year from selling things from a stall, or using auction websites with the help of a parent.

My dad helped me sell hundreds of old comics on an online auction website. Remember to take into account the website's fees, as well as the cost of postage and packing. I saved money by finding buyers who lived locally so they could collect the comics themselves.
Toby Lewis, 16, Newcastle

How to LOOK AFTER your money

Getting the best price

If you're looking for something in particular, don't go shopping with a wallet full of cash. Compare prices online first, or make a note of what the item costs in various shops before you buy it. Try to wait for the sales and take account of special offers and multi-buy discounts.

I bought a tablet from a department store that guarantees it has the best prices. After I bought it, I found the same tablet cheaper online. I showed the department store the online deal, and they refunded me the difference. I saved £19!
Laura Jones, 16, Plymouth

Small amounts add up

Keep a record of what you spend and look for ways to save. Even small savings are worth it when you add them all up.

I was spending 70p a day on fruit bars from the school vending machine. That's £14 a month! I found that I could buy two dozen packets for £9.98 in a supermarket. I changed my buying habits and saved £28 in a year, which is quite a lot really.
Abbie Watkins, 17, Peterborough

Saving for special purchases

If you want to buy something expensive, work out your total weekly income. Then add up your regular expenses, for example, bus fares, and put aside a small amount for emergencies. The balance is the amount you can save every week. Divide the price of the special purchase by the amount you can save. How many weeks will you have to save? Put that money in a separate pot each week, or open a savings account, and count the weeks until you have the full amount.

EP Word profile *account*

Take into account the website's fees.

Take account of special offers.

Open a savings account.

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Talking points

Do you agree with the suggestions for looking after your money? Why? / Why not?

Do you think you need money to be happy? Why? / Why not?

GRAMMAR Future (2): predictions

1 **Read the examples and complete the rules.**

1 *I'm going to earn about £38 this month!*
2 *That **will** change sooner than you think.*
3 *You'll **be working** fairly soon.*

be be going to will

We use:
a ..... to make general predictions about the future.
b ..... to make predictions based on something we can see or already know.
c the future continuous (*will / won't* + ... + *-ing*) to make predictions about actions and habits in progress in the future.

2 **Complete the sentences using the future simple (*will*) or future continuous form of the verbs.**

1 I ..... (definitely / open) a bank account when I leave home.
2 I ..... (not live) at home when I'm 20. I ..... (study) at university.
3 I ..... (not get) into debt. I ..... (only / borrow) money if I have to.
4 I ..... (stay) friends with my old schoolmates, but I ..... (spend) most of my time with my new friends at university.

3 **Read the examples and complete the rules.**

1 *You **might** also **find** you're more careful with your own earnings.*
2 *You **may well be** amazed by how much there is.*
3 *You **could be making** hundreds of pounds every year from selling things.*

a We can also use *might*, ... and *could* instead of *will* to say that something is possible in the future.
b We can use *may / might / could* + ... to express stronger possibility.
c We can't make negative predictions with *could*.

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4 **Choose the correct answers.**

Millions of tablets are sold every year, so they [1] *might not disappear / aren't going to disappear* any time soon. I can't imagine not having my tablet and I [2] *may still use / may still be using* one in 20 years' time. Who knows? Tablets of the future [3] *could well have / will well have* better screens. The batteries [4] *will definitely last / may definitely last* longer. Who knows – they [5] *may even replace / will even replace* laptops one day. They [6] *may not be / could not be* so expensive either.

5 **Make future predictions about yourself. Use some of the ideas in the box or your own ideas. Then compare your predictions.**

live until I'm 100 visit Australia watch TV later
rain this evening earn £1 million
go to a concert this year live in America
open a bank account soon get a credit card

I probably won't live until I'm 100.
I might well visit Australia when I'm older.

Corpus challenge

Find and correct the mistake in the student's sentence.

I would like to go on holiday in July because I think I will work in September.

VOCABULARY *a / the number of*

1 **Look at the phrases in bold in the examples. Which one refers to an actual amount? What is the meaning of the other one?**

1 *There are probably **a number of** things lying around your house that you don't really need.*
2 ***The number of** families in serious debt has fallen.*

2 **All of these adjectives go with *a / the number of*. Add them to the table, according to their meaning.**

~~considerable~~ growing increasing limited
maximum minimum record reduced
unlimited

a lot	a little
a considerable number of	

3 **Complete the sentences with words from exercise 2. In some cases, more than one answer is possible.**

1 Most tickets will be sold in advance, but a(n) ..... number of tickets will be available on the day.
2 Internet banking is becoming more popular, so a(n) ..... number of people are choosing to use it.
3 Online storage allows you as much memory as you need, so you can back up a(n) ..... number of files.
4 The ..... number of hours students should spend on homework each week is ten, but ideally you should spend more time than that.
5 This is the best year ever for the band and they've sold a(n) ..... number of albums – nearly double their earlier best.
6 Older people are becoming more interested in video games and a(n) ..... number of gamers are over 50.

WRITING An article

1 **Discuss the questions.**

1 What kinds of article do you read? Where are they published?
2 What is your favourite piece of technology? Why?

2 **Read the task, then read the article quickly. Does the article answer the questions in the task?**

You have seen the following announcement in a magazine:

Tell us about your favourite piece of technology!

- Which electronic device could you *not* live without, and why?
- How do you think this technology will change in the future?

We are going to publish the best articles next month.

Send us **your** article, and we might print it!

Write your **article**.

1 How could anyone live without a digital media player? It's the perfect entertainment and communication device. Mine is the centre of my universe!

2 I can do everything on it except make calls, so it has all the benefits of a smartphone without the bills. The graphics for games are brilliant and it's incredibly fast. It has wi-fi, so you can browse, chat and send texts. What's more, there's a really good camera for photos or internet video calls.

3 On top of all that, it's a great music player. I'm a massive R&B fan and I have thousands of songs on it. It plugs into the music player at home or in the car – when my parents let me!

4 It's hard to imagine how it could be improved, though I guess in the future the batteries will probably last longer. One day, you may also be able to use your digital media player to control the lights and other devices in your home. Who knows what the next generation of media players will do? While we're waiting, I'll continue to enjoy the one I've got!

3 **Read the *Prepare* box. Then choose the best title for the article.**

Prepare to write – An article

In an article:

- think of an interesting title.
- organise your ideas into paragraphs.
- use linking words and phrases to connect your ideas.
- use an informal style and include questions to address the reader directly.

1 Why most people need a digital media player
2 Why I love my digital media player
3 Tips for choosing a digital media player

4 **Match the paragraphs in the article to the topics.**

a Different things the device can do
b Changes in the future
c Introduction
d Music

5 **Look at the highlighted linking words and phrases in the article. Answer the questions.**

1 Which two linking words or phrases introduce a similar idea?
2 Which one introduces a contrast?
3 What other linking words and phrases can you use for these functions?

6 **Find two questions in the article. Why do you think we often include questions in an article?**

7 **Read the task in exercise 2 again. Plan your article.**

8 **Write your article.**

- Use the tips in the *Prepare* box.
- Write 140–190 words.
- Check your grammar and spelling.

10 Give me a hand

VOCABULARY Household tasks

Your profile

Do you have to help around the house? What do you have to do?
What is the worst household task you can think of?

1 **Look at the cartoon and read about Olivia. Match the tasks in the box with what Olivia needs to do.**

clear up the mess on the table **fix** the coffee pot
fold the towels **load** the dishwasher
put away the shopping **sort** the recycling
sweep the floor **water** the plant
wipe the surfaces

1 She has to wipe the surfaces.

2 **Complete the sentences with the correct form of some of the verbs from exercise 1. There may be more than one answer.**

1 I have to ..... a pile of rubbish in my room before I can go out.
2 My mum wants me to ..... her old laptop. The DVD-tray won't eject.
3 You've spilled the sugar! Now you'll have to ..... the floor.
4 Can you ..... all the clothes that are on your bed? You need to ..... them first.
5 Be careful when you ..... the plants. Last time, you spilled the water and I had to ..... the table.

3 **Discuss which of the tasks in exercise 1 …**

1 you do regularly.
2 you don't have to do.
3 you give others a hand to do.
4 are done by a parent or by someone else.

READING

1 **Look at the article for parents about teenagers and household chores. What do you think the parents will complain about? Read the article quickly and check.**

2 **Read the article again and match the headings to paragraphs 1–5.**

a Chores can be a welcome distraction
b Explain the job
c One task at a time
d Tips to get chores done
e Use the team approach

3 **Read what the teenagers say in the *Have your say* comments. Who …**

1 would prefer to do 'women's' tasks?
2 likes being shown how to do tasks?
3 wants to feel appreciated for doing household tasks?
4 feels that teens already have too many tasks to do?
5 found their own way to complete a task?

4 **Match the highlighted words in the article to the meanings.**

1 deal with something
2 make a very strong and urgent request
3 not associated with being male or female
4 show something and explain how it works
5 ideas, money and effort that are put into a process to help it succeed
6 express admiration for someone or something

5 **Do you agree with anything in the main article? Why? / Why not? Which teenagers do you agree with? Why?**

Olivia has had some friends at her house all day. They've just left and her parents are getting back in an hour. What tasks does she have to do before they get home?

Chores: IT'S A FAMILY AFFAIR

BY JULIE MITCHELL

'Could you load the dishwasher?' 'Would you fold and put away your clothes?' How many times have we begged our teenage children to do a chore and found later that it was handled so poorly *we* have to finish the job? Few parents are happy with the way housework is done by their teenagers. Kate Kelly, author of *The Complete Idiot's Guide to Parenting a Teenager*, has some solutions.

SOLUTIONS

1 .....
Don't assume teens already know how to do something. Kelly says, 'We left my teenage daughter alone for a couple of days, but she had no idea how to sort the rubbish and the recycling. What a mess!' If you demonstrate a chore, you will probably find it's been done well.

2 .....
'We do so much for our kids,' says Kelly. 'If they aren't being driven everywhere, they're being helped with homework.' So, according to Kelly, when teens do something like sweeping the floor, they enjoy giving something back to the family. 'And always remember teens should be thanked and praised.'

3 .....
If you can't stand how towels are always being left on the floor, don't let your teens get away with it. Make them pick the towels up, but don't add on other chores at the same time. Tell them that if they keep throwing their towel on the floor, they won't be allowed to see their friends at the weekend, and that's it.

4 .....
Exam revision can send the best-natured adolescent into a panic, but teens should still continue with their regular chores. 'Actually, a chore can give a teen an anchor when things aren't going well at school or socially. Watering the plants has nothing to do with an A or a B grade, but it can provide a welcome escape.'

5 .....
- Let your teens have input into which tasks they feel they can manage.
- Keep chores gender-neutral. Don't leave all the kitchen chores for daughters, and jobs like washing the car or fixing things for sons.

HAVE YOUR SAY

I totally agree about teens being thanked and praised. It's really annoying when you do stuff and no one ever says thank you. Mind you, it's got a bit better recently for me because my parents have started to pay me £2 a week for loading and unloading the dishwasher every day. Is it worth it? Yes! I used to do it for free!

Keira, 15, Newcastle

The idea that parents need to demonstrate chores isn't as insulting as it sounds. I remember the time my parents asked me to give them a hand when they went out for the day. 'Easy!' I thought, but I couldn't even do the first thing on the list – wash the towels – because I couldn't get the washing machine to start. They'd offered to pay me, so I ended up washing the towels by hand because I didn't want to lose the money! It was really frustrating. I wished I'd had some training!

Viktor, 15, Novgorod

Why do we need to keep chores gender-neutral? I'd rather clean the kitchen than the car any day!

Ana, 15, Málaga

I'm not sure I agree with the distraction idea. Sometimes you're really busy, with homework to hand in and revision to do, and then the last thing you need is extra chores. Don't parents realise that life is already busy and stressful enough for modern teenagers!?

Giancarlo, 16, Pisa

EP Word profile *hand*

My parents asked me to give them a hand.

I ended up washing the towels by hand.

Sometimes you're really busy, with homework to hand in.

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Talking points

Is it fair to expect teenagers to help around the house? Why? / Why not?

Do you think it makes sense for people to do tasks according to their gender? Why? / Why not?

GRAMMAR The passive

1 **Read the examples and complete the rules.**

1 *The chore* ***was handled*** *poorly.*
2 *Few parents are happy with the way housework* ***is done by*** *their teenagers.*
3 *You will probably find it's* ***been done*** *well.*
4 *If they* ***aren't being driven*** *everywhere, they're* ***being helped*** *with homework.*
5 *Teens* ***should be thanked*** *and praised.*
6 *Towels* ***are always being left*** *on the floor.*

a We use the passive when the person or thing that causes the action is either unknown, unimportant or obvious.
b We form the passive using the appropriate form of the verb ..... and the ..... of the main verb.
c We can use ..... to say who performed the action of the verb.

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2 **Read the active sentences. Which two would be better in the passive? Why?**

1 My brother's **cooking** dinner this evening.
2 I'm glad that someone **has cleared up** the mess.
3 The courier **hasn't delivered** the parcel yet.

3 **Complete the second sentence with the correct passive form of the bold verb.**

1 They **put up** some new shelves in the school library.
Some new shelves ..... in the school library.
2 A repairman **is mending** the kettle at the moment.
The kettle ..... at the moment.
3 Someone **is sorting** the recycling.
The recycling ..... .
4 Teachers **shouldn't set** us homework for the holidays.
We ..... homework for the holidays.
5 Someone **has put away** the plates and bowls.
The plates and bowls ..... .

4 **Complete the sentences. Use the active or passive form of the verbs. In the passive sentences, omit the subject or add *by* if necessary.**

0 The world's first dishwasher ...was designed by... Josephine Cochrane in 1886. (design)
1 Our car ..... today. (fix)
2 The judges ..... the prize to an Italian author. (award)
3 My phone bill ..... yet. (not pay)
4 This building ..... in 2013. (open)
5 I ..... to my teacher yesterday. (speak)
6 Tickets ..... before 8 pm. (should / collect)
7 I think Bayern Munich ..... in the final tomorrow night. (might / beat)
8 This song ..... anyone famous. (not write)

5 **Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.**

0 'You copied someone else's work!'
ACCUSED
I ...was accused of copying... someone else's work.
1 My sister made this top.
WAS
This top ..... my sister.
2 They launched Twitter in 2006.
UNTIL
Twitter ..... 2006.
3 Carey Mulligan is taking the lead role in the film.
IS
The lead role in the film ..... Carey Mulligan.
4 I get about £20 a month.
GIVEN
Each month I ..... £20.

Corpus challenge

Find and correct the mistake in the student's sentence.
I went to the music festival which held last weekend.

VOCABULARY *make, let* and *be allowed to*

1 **Read the examples and choose the correct meanings.**

1 ***Make*** *them pick the towels up.*
They *should / needn't* pick the towels up.
2 *They won't* ***be allowed to*** *see their friends.*
They *can / can't* see their friends.
3 ***Let*** *your teens have input into tasks.*
It *is / isn't* a good idea for teens to have input into tasks.

2 **In pairs, compare the rules for your home. Use the ideas in the box or your own ideas. Start with *I'm (not) allowed to …* or *My parents make / let me … .***

wear what that I like	miss meals
eat breakfast in bed	clear up after meals
watch what I like on TV	get home before 11pm
have friends to stay over	get up late at the weekend
surf the internet in my room	

A: *I'm usually allowed to wear whatever I like.*
B: *Me too, except when we visit my grandparents.*

3 **Invent some imaginary rules for your parents. Then compare your ideas.**

Don't make us do our homework every day.
We're allowed to go out anywhere and at any time.

LISTENING

1 Look at the picture and answer the questions.

1 What do you think the devices below are?
2 What do you think the Internet of Things might be?
3 How do you think the Internet of Things could change our lives?

2 1.27 Listen to a report about new technology and check your answers to exercise 1. Which thing in the picture is not mentioned in the report?

3 1.27 Listen again to the presenter talking about how the Internet of Things will change our lives at home. Complete the sentences with a word or short phrase.

0 Information about a cancelled class could be sent to your home server by a school calendar.
1 If your bus is delayed, your server will change the ..... on your phone.
2 The Internet of Things includes ..... such as fridges and vacuum cleaners.
3 A smart heating and ..... means that you will never be too hot or cold.
4 You will be able to select ..... in your room depending on how you feel.
5 Your tablet will remind you to put away ..... and other things.
6 People will use ..... to check their houses when they aren't at home.

4 Discuss how you could use the Internet of Things in your own home.

SPEAKING Asking for and giving permission

1 1.28 Listen and match the speakers to the people they are asking permission from.

Ryan Luke Ellie Mia

teacher mother older brother girl in a café

2 1.28 Answer the questions. Listen again and check.

1 Who is given permission?
2 Who is not given permission?
3 Mia asks her brother, *Do you mind if I use your tablet?* What is his response? What would he say if he was *giving* permission?

3 1.28 Read the *Prepare* box. Which phrase did you hear twice? Listen again and check.

Prepare to speak Asking for and giving permission

Asking for permission
Do you mind if I ...?
Would it be OK if I ...?
Am I allowed to ...?

Refusing permission
I'm sorry, but ...
I'm afraid not.

Giving permission
Sure, as long as you ...
Go ahead.

4 Look at the requests in the box. Who would you make them to: a friend, a parent or a teacher?

use your phone
have motorcycle lessons
eat a few of their crisps
give in homework late
borrow a tablet
have a new jacket
go shopping on Saturday
dye your hair
borrow some money
miss the last class today
have judo classes

5 Make conversation in pairs about some of the requests in exercise 4.

A: *Is it OK if I use your phone?*
B: *Go ahead. It's on the table.*
A: *Is there a password?*
B: *Yes, I'll enter it for you.*

Culture

Saving money

1 **Read the article. Who decided to open a new bank? Who can use the bank?**

A bank for homeless young people in India

Saving money can be difficult for young people. There are so many interesting things to spend it on – from clothes to computer games, music to concert tickets. The temptation for many young people is too great to resist.

One alternative is to keep your savings in a bank. However, some people, in particular those without a permanent address, don't have that option available to them. This was the case for a group of young homeless people in New Delhi, India, who decided to do something about their difficult situation. They established a 'Khazana' or 'treasury' – a bank to take care of their hard-earned money. The Khazana is operated by the young people themselves, who have taken on the roles of customer service assistants, accountants and even managers, although they also have adults to help them and put the Khazana's money into a regular bank account.

Satish Kumar is a teenage manager of the Khazana, which already has more than 9,000 clients and 77 locations in the region. 'There are clients who have a job and they deposit their money in our bank and even the ones who go to school save their money,' Satish explains. The bank's young clients can ask for loans to buy books for school, start a business, or pay for their medical expenses, for example. The young people who manage the Khazana have monthly meetings to decide who can have a loan and how soon they need to repay the money.

Adults who run homeless shelters in New Delhi are amazed at how mature and responsible the young people are, and the Khazana's young clients are also pleased with the positive effects on their lives. 'If we don't put the money in the bank, then we tend to spend it on unnecessary things and waste it,' says one boy. 'When we save the money, it can be used to do important things that may come up in the future, like buying new clothes.' Such responsible planning sets a very good example that perhaps other young people can follow in the future.

***Ram Singh**, 17, makes just one dollar a day from the 100 cups of tea he makes outside Delhi railway station, but each evening, after packing up, he goes to the bank and deposits nearly half of it. He is saving money every day, hoping to start something of his own.*

***Karan**, 14, is a part-time Khazana manager. During the day, he washes dishes and in the evening he sits at his desk to collect money from his friends, update their pass books and close the bank at the end of the day.*

***Sharon Jacob** works for Butterflies, a human rights group that helped the teenagers to establish the Khazana. She says the bank not only gives young people a safe place to keep their money, but also teaches them to manage their finances and work as a team.*

2 Read the article again and choose the correct options.

1 The homeless young people in New Delhi established their own bank because …
a they needed jobs. **b** normal banks were too expensive. **c** they had nowhere to keep their money.

2 If young clients want to start a new business, they …
a can ask the Khazana for money. **b** can open their own branch of the Khazana. **c** must open a normal bank account.

3 By using the Khazana, young people feel …
a they can buy more clothes. **b** they are becoming more mature. **c** they are able to plan their future needs.

4 Karan ...
a left his job to work at the Khazana. **b** saves half of the money he earns every day. **c** has two jobs.

5 Sharon Jacob says the Khazana shows young people how to …
a get jobs at a regular bank. **b** establish a human rights group. **c** manage money and work together.

3 Discuss the questions in pairs or groups.

1 Do you think teenagers are responsible enough to work at a bank?
2 When does the Khazana lend money to young people? Are these good reasons?
3 Would a young people's bank be popular in your country? Why? / Why not?
4 Do you think you save enough money?

4 1.29 Listen to Victoria talking to a friend about her budget. Complete the budget plan with the numbers in the box.

10	12	16	16	20	25	28	40	115

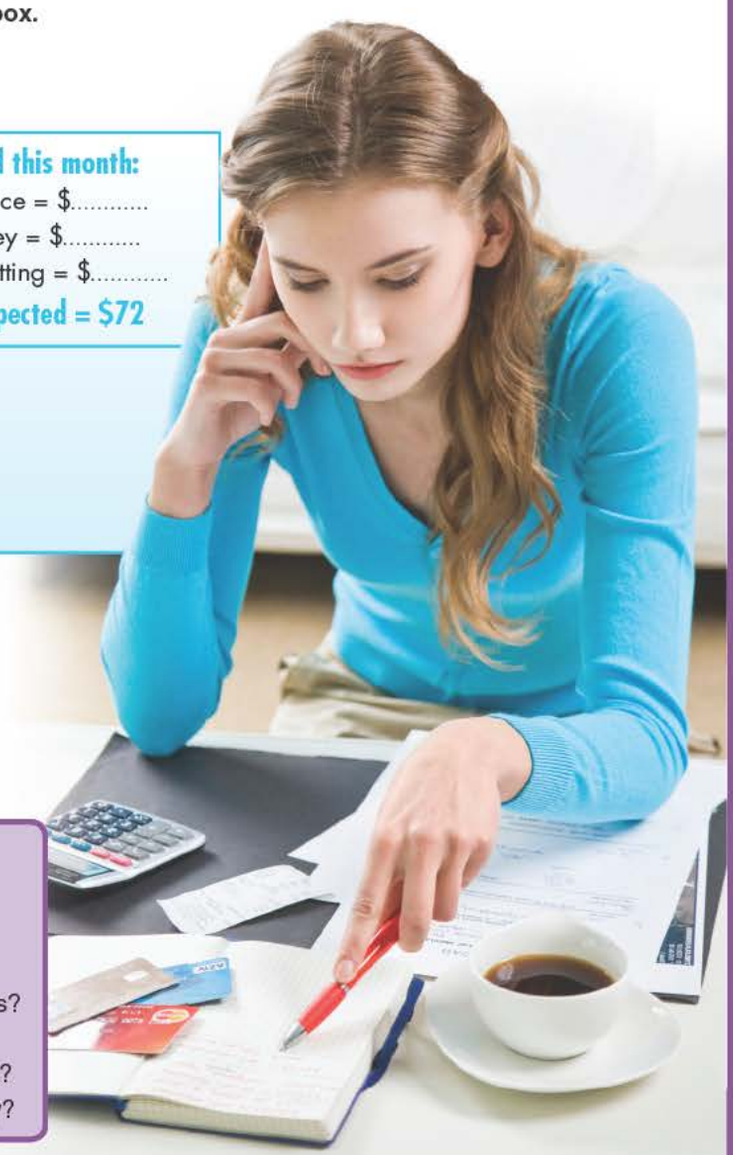
My savings at the moment:
- bank account = $.....
- savings from last month = $.....
- birthday money = $.....

Total savings = $152

Earnings expected this month:
- monthly allowance = $.....
- housework money = $.....
- weekend babysitting = $.....

Total earnings expected = $72

My budget for this month:
- money to save (about 20% of my earnings) = $14
- money for snacks/drinks at school = $.....
- money for going out with friends = $.....
- money for shopping / other spending = $.....



Project

Answer the questions and make your own budget for next month.

1 How much do you spend on snacks and drinks?
2 How much do you need for going out with friends?
3 How much do you spend on shopping and other things?
4 How much would you like to save every month?
5 Could you earn money by helping at home? How much?
6 Could you get a part-time job? How much would it pay?

11 The digital age

VOCABULARY Technological advances

Your profile

What new technologies are you interested in?
What are the most exciting technological advances you've seen recently?

1 **Look at the photos. What technological advance do you think each one shows? What do you know about each one?**

2 **Match the words to the photos.**

wireless electricity	touchscreen/tablet computer
interactive whiteboard	3D technology
cloud storage	wearable computer
virtual classroom	driverless car

3 2.02 **Listen to eight people talking. Match the people to the technological advances they talk about.**

4 2.02 **Listen again. Write down one advantage of the technology that each speaker mentions.**

5 **Discuss the questions.**

Which of the technologies do you think is:

a the most useful?
b the least useful?
c the most boring?
d the most exciting?

READING

1 **Read the article quickly and match the headings to paragraphs 1–7.**

a What they cost
b The technology isn't new
c What about the future?
d Negative uses of 3D printing
e A factory on your table
f How they work
g A new age in manufacturing

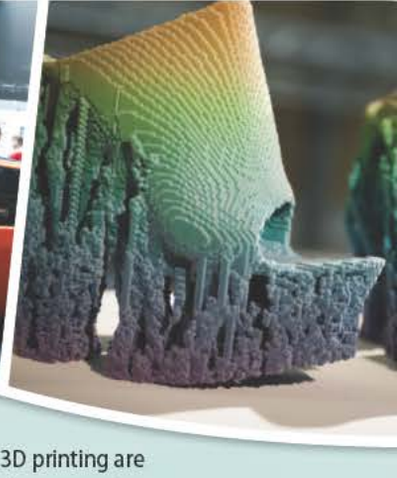
2 **Read the article again. Name two:**

1 current business uses of 3D printing.
2 reasons for the sudden popularity of 3D printing.
3 ways that 3D printing differs from 2D printing.
4 implications of 3D printers for designers.
5 potential criminal uses of 3D printers.
6 predicted developments in 3D printing.

3 **Complete the sentences with the highlighted words in the article.**

1 Digital technology has ..... altered our everyday lives.
2 My dad is a translator for a Chinese ..... company.
3 Schools are starting to try 3D printing because it has become ..... enough.
4 My friends have ..... arguments about who has the best phone.
5 The ..... of developing driverless cars goes back to the 1920s.
6 Too much ..... light makes my eyes hurt.

Want it? Need it? PRINT IT!



1 ....e.....

Buying things isn't difficult these days. You do a quick search online, and within a few clicks, you're finished. You've done it hundreds of times. A few days later, it's delivered to your home. Could it be any easier? Well, imagine choosing something you want online, downloading a file of its design and instead of the 'buy' button, pressing 'print'. A little while later, on your desk, is … a unique case for your phone, a cool piece of original jewellery, or even a musical instrument like a flute or a guitar!

2 .....

3D printers can sound like something from a science-fiction film, but companies have been using them since the 1990s. Architects use them to make models of buildings. Companies like Adidas 'print' models of their new trainer designs with them. In medicine, scientists have been developing material to print artificial replacements for bones in the body. However, there is another clear reason why there is a sudden interest in the machines again: price.

3 .....

When the first 2D printers went on sale, similar to those many of us have at home, they cost thousands of dollars. Now they're cheaper than the ink that goes in them! While the 3D printer is still an expensive purchase, prices have fallen significantly and are now at the level where they are affordable for smaller businesses and schools. What's more, improvements to design mean they are easier to use than ever.

4 .....

Normal 2D printers print a thin layer of ink on a piece of paper. 3D printers are similar, except that instead of ink, they use materials such as plastic or metal. The 3D printing process is also different in that it involves printing lots of layers of material on top of each other until a complete 3D object is formed. With small items, the process can take as little as 30 minutes. For more complex items, the printer will be working for several days on end. However, the result is a real 3D product – something you can touch, feel, hold and use! It's a unique method of manufacturing that many people believe could have a significant impact on our everyday lives.

5 .....

In product design, the possibilities for 3D printing are endless. In the past, designers spent weeks waiting for expensive models of their work. Now they can be made by anyone, professional or amateur, in an afternoon and for very little cost. In schools, this has implications across the curriculum: there are no end of applications for 3D printers in almost all subjects. A 17-year-old engineering student recently designed and printed a fully functional artificial arm for $250. The typical price is $8,000!

6 .....

There are many more positives for 3D printers. However, there is already evidence of the misuse of these machines. As an experiment, some people have managed to print working copies of keys. They didn't even have a model of the original, they just used a photograph! At the moment, it wouldn't be economical to print metal coins, but at some point …? And what about making copies of other people's work? One day, we might all be able to photograph an item we see in the shops, in a museum, at a friend's house and then produce it again at home. Is that fair?

7 .....

With the rapidly increasing interest in 3D technology, there is significant research in the area. An American university has been developing machines that use more unusual types of 'ink'. So far, the team has successfully 'printed' cakes and chocolate biscuits. It's suddenly possible to imagine that one day it will be possible to print your dinner! The scale of projects has also been increasing. There are now working examples of 3D printed bikes, full-sized cars and even houses. By 2030, experts believe doctors will use real (not metal or plastic) printed body parts in operations. The ability to do this would change medicine, and the world, forever.

EP Word profile *end*

The days of forgetting or losing files are at an end.

Virtual schools could put an end to problems of transportation to and from school.

For more complex items, the printer will be working for several days on end.

page 125

Talking points

How significant do you think the invention of the 3D printer is?

What other good and bad uses can you think of for a 3D printer?

GRAMMAR Present perfect continuous

1 **Match the examples to the rules. Then complete 1–3 in the rules.**

1 *My hands are dirty because I've been putting ink in my printer.*
2 *Companies have been using 3D printers since the 1990s.*

We use the present perfect continuous to talk about:
a an action that started in the past and is still in progress. We often use it with *for* / *since*.
b an action that has recently stopped and we can see the results.
We form the present perfect continuous with [1] ..... / *has* + (not) + [2] ..... + the [3] ..... form of a verb.

→ Grammar reference page 148

2 **Complete the sentences with the present perfect continuous form of the verbs.**

1 How long ..... you ..... (sit) outside?
2 My tablet ..... (not work) properly since it got wet.
3 Scientists ..... (dream) of wireless electricity since 1891.
4 Your hair is white! ..... you ..... (paint)?
5 Our school ..... (use) interactive whiteboards for ages.

3 **What has been happening? Make sentences using the words in the box.**

chat all lesson watch a 3D film
play the guitar for too long argue

4 **Match the examples to the rules.**

1 *You've bought stuff online hundreds of times.*
2 *We've known each other for ages.*
3 *So far the team has successfully 'printed' cakes and chocolate biscuits.*

We use the present perfect simple (not continuous):
a to talk about an action that is finished.
b to say how often an action has happened.
c with verbs that aren't used in the continuous, e.g. *like*, *know*, etc.

5 **Complete the sentences with the present perfect simple or present perfect continuous form of the verbs.**

1 I ..... (watch) these films. You can borrow them if you want.
2 What's wrong? ..... you ..... (cry)?
3 I must go. Dad ..... (wait) outside for ten minutes.
4 Your phone ..... (ring) twice in the last hour.
5 We ..... (tidy) our rooms all morning but we still ..... (not finish).
6 Mum ..... (buy) a tablet computer. ..... you ..... (see) it?

6 **Work in pairs. Turn to page 121 and follow the instructions.**

Corpus challenge

Find and correct the mistake in the student's sentence.
I play the piano for ten years.

VOCABULARY Adjective suffixes

1 **Read the examples. What endings are added to the bold words to make them into adjectives?**

1 *a cool piece of* ***original*** *jewellery*
2 *an* ***interactive*** *whiteboard*

2 **Read the table. Then make adjectives from the nouns and verbs 1–12.**

suffix	adjective
-al	*environmental*
-y	*dirty*
-ous	*dangerous*
-ful / -less	*useful / useless*
-able	*reliable*
-ive	*creative*

1 fame	4 mystery	7 enjoy	10 care
2 colour	5 suit	8 tradition	11 sand
3 nature	6 impress	9 attract	12 spice

3 **Complete the questions with an adjective from the word in brackets. Use the suffixes in exercise 2. Then discuss the questions.**

1 Do you think ..... whiteboards help you to learn things? How? (interact)
2 Do you think any wireless technology might be ..... to our health? (harm)
3 Which of your favourite possessions would be completely ..... without electricity? (use)
4 Does technology like robots make you ..... ? (nerve)
5 What technology is the most ..... in your country at the moment? (fashion)
6 Do you think it is ..... to print a copy of something you've seen in a shop with a 3D printer? (accept)

WRITING A persuasive email

1 Read the task and answer the questions.

1 Who is Mrs Taylor?
2 What would she like students to do?

You have received an email from the headteacher of your school.

> The school recently received some money to spend on upgrading the computer room. We are also considering investing in other items of technology that might benefit you as students and we would like your ideas! What do you think we should buy? Explain how you think it might help students at the school. Remember we have a limited budget!
> I look forward to receiving your suggestions.
> Mrs Taylor

Write your **email**.

2 Read Anya's email. Which reasons does she give for buying tablet computers?

1 They would save time in lessons.
2 They are physically tough enough for use in schools.
3 There are lots of suitable apps for students.
4 They are too expensive for students to buy themselves.
5 They would allow students to use the internet in more areas of study.

Dear Mrs Taylor,

I was pleased to read your email about new technology for our school. Young people are fascinated by this subject, so it's entirely appropriate that we've been given the opportunity to comment.

In my view, it would be incredibly useful for the school to have at least one class set of tablet computers for use in some lessons. At the moment, we use the computer lab for very few subjects and in reality a lot of the lesson is wasted walking to the room and getting started. It goes without saying that tablets would make this work considerably easier and allow the internet to be of use in a far wider range of subjects. Besides this, there are thousands of educational apps and games for tablet computers which are relevant to our studies.

Prices of tablets have fallen dramatically and most people would agree that there are several suitable models available for less than £100.

I hope you will give my idea some serious consideration.

Best wishes,

Anya Noakes

3 Read the *Prepare* box. Then match the highlighted phrases in Anya's email to the meanings 1–4.

Prepare to write — A persuasive email

When you write an email to persuade someone:

- give clear reasons and facts that support your opinions.
- use expressions to emphasise your opinions, e.g. *I was pleased that …*
- use adverbs to make adjectives and verbs stronger, e.g. *entirely appropriate.*

1 it is obvious …
2 the truth is …
3 almost everyone thinks it is true …
4 it made me happy …

4 Find five examples in Anya's email of an adverb used with an adjective or verb to make it stronger.

5 Replace the underlined phrases in the sentences with the phrases in the box.

firmly believe	improved significantly
barely adequate	incredibly cheap
considerably longer	completely change

1 3D printers are very inexpensive compared to their price a few years ago.
2 Technology can make a big difference to the way we learn.
3 Two computers is not enough for 30 students.
4 I really think that interactive whiteboards would motivate students.
5 Batteries on tablets last much more time nowadays.
6 The speed of internet access has got a lot better.

6 Read the task in exercise 1 again. Plan your email.

- What new technology would you be most interested in having in your school?
- How would it help students?
- How expensive would it be?

7 Write your email.

- Use your answers to the questions in exercise 6.
- Use the tips in the *Prepare* box to make your email persuasive.
- Write 140–190 words.
- Check your grammar and spelling.

12 My circle of friends

VOCABULARY Personality adjectives

Your profile

How do you meet new people?
What are the qualities that you look for in a good friend?

1 **Do the quiz. Compare your answers in pairs. Then turn to page 121 and check your results. Do you agree with what the results say about you?**

WHAT KIND OF FRIEND ARE YOU?

① Your friend arrives at the cinema late and the film's started.
- **a** You don't mind. Everyone is late from time to time.
- **b** You shout at them and refuse to watch the film.

② You're trying to help a friend with a maths problem. After 20 minutes, they're still struggling to understand.
- **a** You suggest a quick break and then starting again.
- **b** You give up. Your friend will never understand!

③ You got two copies of a computer game on your birthday. Your friend would love a copy.
- **a** You give one to your friend.
- **b** You sell one online to get the best price possible.

④ You've just got some exam results. You've done well, but your friend has done badly.
- **a** You offer to help your friend to revise next time.
- **b** You laugh and tell your friend how easy you found it.

⑤ Your friend is panicking because they're having a barbecue this afternoon, but it's raining.
- **a** You say it doesn't matter. The weather will probably improve and anyway, no one will care.
- **b** You suggest cancelling the barbecue party. If it's wet, it'll be a disaster.

⑥ You agreed to go to a friend's house to watch a film, but you've just been invited to a party.
- **a** You stick to the arrangement with your friend.
- **b** You text your friend that you don't feel well, then you go to the party.

2 **Match the pairs of adjectives to a and b in each question in the quiz.**

generous/mean reliable/unreliable
optimistic/pessimistic thoughtful/insensitive
easygoing/bad-tempered *1* patient/impatient

3 **Which adjectives from exercise 2 describe you and your friends? Compare answers.**

READING

1 **Read the article quickly and choose the best title.**
- **a** You can never have too many friends
- **b** Friends: What's the ideal number?
- **c** Too many friends, too little time

2 **Read the questions. Quickly find the parts of the article that relate to each question. The questions are in the same order as the information in the article.**

1 What does 'they' refer to in line 3?
- **A** researchers in Australia
- **B** 1,500 people
- **C** lifestyles
- **D** good friends

2 The writer claims that the most popular people at school
- **A** are also more popular at work.
- **B** spend more money.
- **C** work harder in their careers.
- **D** seem to get better-paid jobs.

3 Professor Dunbar found that people with a lot of friends on social networking sites
- **A** regularly send about 150 messages.
- **B** contacted 150 of them at most.
- **C** tended to be more intelligent.
- **D** generally live longer than people with fewer friends.

4 According to Dunbar, your closest friends are
- **A** those with identical hobbies.
- **B** people who contact you once a week.
- **C** those you have known a long time.
- **D** colleagues who share work experiences.

3 **Choose the answer (A, B, C or D) for the questions in exercise 2 which you think fits best according to the article.**

4 **Question 5 below is a global question so you need to read the complete article to answer it. Choose the best answer (A, B, C or D). What is the main message of the article?**
- **A** It's more important to have good friends than lots of friends.
- **B** You don't need more than around 150 friends.
- **C** There is a lot of research on the effect of friends.
- **D** Friends are sometimes more important than family.

How many good friends do you have? And does the number of friends you have make a difference to your life?

Researchers in Australia, who studied 1,500 people and their lifestyles, have found that having good
3 friends can help you live longer. It seems they encourage positive behaviour that promotes good health as you get older. For instance, if you have several good friends, the research says, you're more likely to do exercise. You're also more likely to eat healthily and have a positive image of yourself.

A similar positive effect of friends on your wealth has also been found. An American study of 10,000 students, over a period of 35 years, found that if you make more friends than the average person at school, you'll earn a higher salary in later life. According to researchers, this is perfectly logical. People need good social skills at work to manage people and work in a team successfully. These are the same skills we use to make friends at school.

Nowadays it's easier than ever to stay in touch with people we know, wherever they live. On average, teenagers aged between 15 and 17 have 500 'friends' on their favourite social networking site. Adults have 130. So if you believe this research, you might live for a long time and be very rich. However, according to Professor Robin Dunbar from the University of Oxford, it probably won't make any difference. Dunbar studied the number of messages between users of a popular social networking website, each of whom had between 200 and 2,000 friends.

He found that they communicate with a maximum of 150 people on a regular basis. In fact, Dunbar believes this number is the limit of the number of relationships the human brain can manage.

Among these 150, Dunbar believes that typically around five people are close friends. You've most likely known them for a long time; they are probably old friends and you share all your good and bad experiences with them. Then there are ten more friends. Although they're close to you, you may not contact them every week. Next there are 35 people who you might spend time with because of a shared interest. You aren't close. And finally, there's a large group of 100. You see or speak to these people at least once a year, but you don't know them well. Beyond this number, Dunbar says, it's impossible for most people to maintain relationships enough to make them meaningful.

In fact, a Spanish study reports that a large number of social networking friends can actually be bad for you. The problem is that if you read too many posts about people's 'wonderful lives', it might actually make you feel negative about your own. The limit, according to the study, is 354 friends. At this point, more friends actually makes you feel negative about yourself.

If you have a lot of online 'friends', try this experiment: first take away anyone you haven't been in touch with for a year. Then remove people you can't remember and, finally, take away friends who you wouldn't care if you lost touch with. How many do you have left? Now forget about the quantity and think about the quality. How many of these people are actually *good* friends? According to the research, these are the only people that really matter.

EP Word profile *touch*

Nowadays it's easier than ever to stay in touch with people.

First take away anyone you haven't been in touch with for a year.

Finally, take away friends who you wouldn't care if you lost touch with.

page 125

Talking points

What do you think of Professor Dunbar's theory that it is only possible to have 150 friends?

What are the advantages and disadvantages of having a lot of friends?

GRAMMAR Zero and first conditionals

1 **Match the examples to the rules.**

1 ***If you have** several good friends, **you're** more likely to do exercise.*
2 ***If you make** more friends at school, **you'll earn** a higher salary in later life.*
3 ***If you read** too many posts about people's 'wonderful lives', it might actually make you feel negative about your own.*
4 ***If you have** a lot of online 'friends', **try** this experiment.*

In conditional sentences, the action or situation in the main clause is a result of the *if*-clause. We:

a use conditional sentences with imperatives to give general instructions or advice.
b use the zero conditional with *if* or *when* to talk about general truths or facts.
c use the first conditional to talk about likely events in the present or future and their definite results.
d can use *may, might* or *could* instead of *will* in the first conditional.

→ Grammar reference page 149

2 **Choose the correct verbs. Sometimes there is more than one answer. Explain your answers.**

Luke Wow! You've got 456 friends! That's ridiculous!
Mia I know. I read an article recently which said if you [1] *have / will have* over 350 friends on social networking sites, it might [2] *have / has* a negative effect on your life.
Luke You should delete some then!
Mia But people [3] *might / will* get offended if I [4] *delete / 'll delete* them.
Luke Those sites are addictive. When I [5] *start / will start* reading people's posts, I [6] *won't / can't* stop.
Mia If you don't like it, [7] *you close / close* your account!
Luke But if I leave the site, I [8] *lose / could lose* touch with some people altogether.
Mia Exactly. Also, if I [9] *don't / won't* check my messages, I [10] *could / may* miss an invitation to something.
Luke Good point. Anyway, we have to leave. If [11] *we're / we'll be* late for the film, you [12] *have / 'll have* 455 friends!
Mia What? Oh, very funny!

3 **Match the sentence halves.**

1 We could go to Jen's house
2 If you can't be more responsible,
3 Tell Jack to get in touch
4 If you go into town tomorrow,
5 I usually get an instant reply
6 If you want me to help you,
7 I'll clear up the kitchen

a don't be so bad-tempered!
b when I text my mum.
c if she has to stay in.
d if you see him.
e if you lay the table.
f we might come too.
g I won't let you sit together again.

Corpus challenge

Find and correct the mistake in the student's sentence.
If I get the job, I do my best.

VOCABULARY Adjective and noun suffixes

1 **Read the examples. Notice the different suffixes of the words in bold. Which is a noun? Which is an adjective?**

1 *Does the number of friends you have make a **difference** to your life?*
2 *It's easier to keep in touch with friends, even if they live in **different** places.*

2 **Put the words in the box in the correct column.**

~~happ**iness**~~	generos**ity**	pati**ent**
import**ant**	organis**ed**	streng**th**
~~happ**y**~~	gener**ous**	pati**ence**
strong	import**ance**	organis**ation**

adjectives	nouns
happy	happiness

3 **Complete the sentences with one word from each pair.**

fit/fitness generous/generosity
intelligent/intelligence patient/patience
qualified/qualifications strong/strength

1 Ms Woods is a good teacher, but she doesn't have much ..... with some students.
2 Isabel is one of the most ..... people in my school. She often gets the highest marks in exams.
3 You could easily improve your ..... by cycling more.
4 What ..... do you need to study medicine?
5 Rosie has always had a ..... relationship with her brother. They're really close.
6 Thanks for the present. It was really ..... of you!

LISTENING

1 **Look at the picture. What do you think is happening?**

2 **Read the short article. In your own words, explain what it is about.**

> A headteacher from a British school has introduced an unofficial ban on 'best friends'. Mr Hendon, the head at Queens School in Liverpool, says that having best friends can lead to difficult situations when students fall out with each other, so he is encouraging students at the school to have a wide range of friends rather than being obsessed about who their best friend is.

3 **2.03 Listen to four people talking about the article. Number the speakers in the order you hear them.**

a a teacher
b a psychologist
c a parent
d a teenager

4 **2.03 Listen again. Choose from A–E what each speaker says. There is one letter you don't need.**

A Some young people can't manage a large number of friendships.
B Friendship problems help young people deal with negative emotions.
C Groups of three of more friends generally argue less frequently.
D Having close friends benefits young people's personalities.
E Best friends sometimes need to be more sensitive about including other people.

5 **Which speaker do you agree with the most? Why?**

SPEAKING Being polite

1 **Look at the photo and the poster. What do you think Mia and her headteacher are talking about?**

2 **2.04 Listen to two conversations. Tick the correct sentences and correct the false ones.**

1 Mia's headteacher is going to her quiz night.
2 Mr Elson is away at the moment.
3 Mia forgot to write the date on the poster.
4 Ryan is going to Mia's quiz night.
5 Mia has already asked her dad.
6 Mia's dad isn't at work.

3 **Did you notice any differences between the questions in the two conversations? Who sounded more polite, Ryan or the headteacher?**

4 **2.05 Read the *Prepare* box. Then rewrite the indirect questions 1–4 as direct questions. Listen to the conversation with Ryan again and check.**

Prepare to speak – Indirect questions

We use indirect questions to be polite. Indirect questions have the same word order as affirmative sentences.
Have you any idea who / what / where …?
Do you think … ?
Do you know whether … ?
Can / Could you tell me who / what / where …?

1 Have you any idea who is organising the quiz night?
2 Do you think you can come?
3 Do you know whether he's back yet?
4 Could you tell me what time it starts?

5 **Put the words in the correct order to make indirect questions.**

1 will / think / Do / he / back soon? / you / be
2 lives? / she / where / me / tell / you / Can
3 whether / Do / you / Mr Thomas / has already left? / know
4 know / you / handed in / a mobile phone? / if / Do / anyone
5 you / Have / any / it / is? / what / idea / time

6 **Imagine you're going to interview a student and a teacher for your school website. Choose a topic for your interview. Then prepare some questions:**

a for the student (direct questions).
b for the teacher (indirect questions).

7 **In pairs, practise your interviews.**

ICT

App design

1 **Discuss the questions in pairs. Then read the blog and compare your ideas.**

1 What mobile phone apps do you use?
2 Why are some apps more popular than others?
3 What should you think about if you want to design a new app?

DESIGN YOUR OWN APP!

Applications, or apps, are software programs that perform specific functions on electronic devices, such as smartphones and tablets. Nowadays, you can download millions of different apps and new ones are invented every day by professional and amateur designers. If you'd like to try your hand at app design, here are a few important tips to get you started.

1 Identify new opportunities

What new functions or services do you think people want or need to have on their mobile phones or tablets? Think about your everyday activities, like studies and hobbies. Could a mobile device help you to do these things more easily, or when you're travelling? Are there game apps that you could invent? Perhaps you can think of a new way to communicate or share things with your friends, like photos or songs. Look at some of the apps that already exist. Are there things they don't do very well, or could do differently? Make a list of your ideas and keep thinking!

2 Who will use your app?

When you have an idea, think about your users – the people who might like to use your app. How old will they probably be? Do you want to make an app for teenagers, or for people of any age? And if you want your users to pay for the app, think about how much they can probably afford. An app that costs more than $5 might not be very popular, for example.

3 What devices will your users have?

You should also think about what types of mobile devices your target users will probably have. Will they use a particular operating system, like Android, iOS or Windows? Will they need internet access to use your app? What about technical features like cameras or GPS devices? All these factors are good to keep in mind when designing an app.

4 What will users see and hear on the app?

When planning your app, think about what users will see and hear when they operate the program. Start by drawing pictures of the images that your app will show, including a welcome screen and menus to select different functions. You'll also need an icon which identifies your app, and which users can touch to open the program. In addition, you should make notes about any sounds your app will make, so they can be included in the final program design.

Next week's blog → Tips for marketing and selling your app

POPULAR APPS

1 Candy Crush Saga

In this game, you move sweets to make groups of three or more that have the same colour. Be careful. You won't be able to stop playing!

2 Instagram

Take photos with your smartphone and edit them to make them look more artistic. Then share them with your friends.

3 WhatsApp

Exchange free instant messages with people in your list of contacts. All you need is access to the internet.

4 Smart Tools

This practical app turns your mobile device into lots of everyday tools, like a ruler, a torch or a thermometer.

5 Google Translate

Type or say phrases to translate them into more than 70 different languages.

6 Real Piano

Learn to play the piano on your mobile device. You can make it sound like other instruments too, such as the guitar, drums or flute.

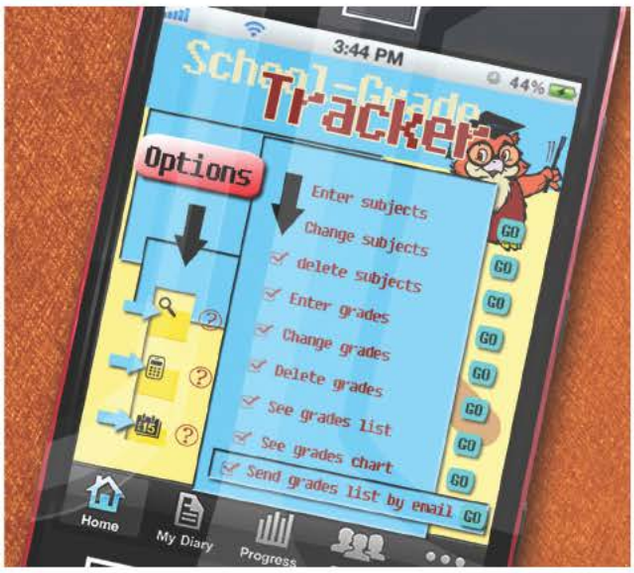
2 **Match the sentence halves to summarise ideas from the blog.**

1 Apps are special programs	**a** pay a lot of money for an app.
2 People often use apps to	**b** users need to touch an icon.
3 People probably won't	**c** that people use to share photos.
4 Some mobile apps require	**d** that operate on mobile devices.
5 To open a particular app,	**e** technical features, such as a camera.
6 Instagram is a popular app	**f** perform everyday tasks more easily.

3 **Read the popular apps section of the text again. Then discuss the questions.**

1 Have you heard of any of these apps or used them? Which ones?
2 In your opinion, which of these apps is probably …
   a the most practical or useful?
   b the most enjoyable to use?
   c the most popular with people your age?
3 What other apps do you and your friends use?
4 How much would you pay for an app?
5 Which of these technical features are most useful in a mobile device?
   a a camera for taking photos
   b a camera for having video chats
   c a GPS locator
   d a touch-screen

4 **Look at the two screens for a new app. What problems do you notice?**



5 2.06 **Listen to a podcast about designing apps. Answer the questions.**

1 Why are some apps not successful?
2 What should app designers do?
3 What mistakes are common among app designers?
4 How much should an app cost?
5 Is cheaper better?

Project

Work in pairs or groups to design a new app. Answer the questions below, and use ideas from the reading text and the listening to help you. Write a description of your app.

1 What will your new app do for people? List its functions.
2 Who will be the target users? Why will they want the app?
3 What devices and operating systems will your users have?
4 What will your users see and hear when they use the app?
5 What will the screen images look like? Draw pictures.
6 What icon will your app have? Draw a picture.

Review 3
Units 9–12

VOCABULARY

1 Complete the sentences with a noun from A and a word from B.

A: savings debit card budget bargain cashpoint

B: on (x3) off out

1 If you're going past a ....., could you take ..... some money for me?
2 People often waste money ..... things they don't need just because something looks like it's a ..... .
3 If you use a ..... instead of a credit card, you don't have a bill to pay ..... at the end of the month.
4 I find it difficult to live ..... the allowance my parents give me, so I sometimes take a little money out of my ..... .
5 I'm ..... a tight ..... at the moment because I'm saving up to get my own tablet.

2 Complete the note with the words in the box.

plants load surfaces sweeping dishwasher mess wipe clothes water put recycling clear sorting floor

Hi Joel,

I put some clean [1] ..... on your bed this morning. Please [2] ..... them away.

Also, please can you [3] ..... up the [4] ..... in the kitchen before I get home?

The [5] ..... needs [6] ..... , so can you put the paper in one bag and glass in another? Also, can you [7] ..... the [8] ..... (carefully!) and switch it on? Then could you [9] ..... the [10] ..... ? There's food all over them. Don't worry about [11] ..... the [12] ..... in the kitchen. I know it's a bit dirty, but I'll do that when I get back!

Thanks Joel,

Mum x

PS Check the [13] ..... in the living room. If they're looking a bit dry, please [14] ..... them.

3 Match the words to make expressions for technological advances.

1 cloud	a classrooms
2 virtual	b computers
3 wireless	c electricity
4 driverless	d whiteboards
5 wearable	e cars
6 interactive	f storage

4 Choose the best adjective to describe each person.

1 Jen often does a bit of housework before her parents get home because she knows it helps them.
a reliable **b** thoughtful **c** patient
2 Jack often shouts at me when I do something wrong.
a bad-tempered **b** irresponsible **c** childish
3 Eliza's grandmother has been all over the world and has many amazing stories.
a optimistic **b** mature **c** fascinating
4 You can rely on Jacob to see the bad side of a situation.
a pessimistic **b** unreliable **c** mean
5 Paul is the type of boy who's unlikely to do anything silly.
a generous **b** easygoing **c** responsible
6 Jo won't wait for anything or anyone. She gets bored really quickly.
a dull **b** impatient **c** insensitive

5 Complete each sentence with a word formed from a word in A and a suffix in B.

A: pain storm adventure dark possible rely

B: -able -ity -ness -ous -ful -y

1 I've never been very ..... with food, but my sister will try anything.
2 That looks like a ..... injury. How did you do it?
3 In the ..... , I could hardly see anything.
4 There's a ..... I might come to the party, but I'm not sure.
5 Kate's very ..... . She always does what she says she will.
6 It's ..... outside, so wear a warm coat.

GRAMMAR

6 Rewrite the sentences in the passive.

1 They're telling us the results tomorrow.
2 Someone's fixed the dishwasher.
3 You should keep your PIN secret.
4 Someone took some money from my wallet.
5 An American engineer invented the driverless car.
6 They're giving me a prize for my project.

7 **Choose the correct option, a or b.**

1 If you fix my laptop, …
   a I fold your clothes for you.
   b I'll fold your clothes for you.
2 Don't worry, but …
   a I could not be in touch for weeks.
   b I might not be in touch for weeks.
3 If you want your own computer, …
   a take some money out of your savings account.
   b you take some money out of your savings account.
4 I'm not sure if I can come out on Friday.
   a I well might be short of cash by then.
   b I might well be short of cash by then.
5 Your files are available anywhere there's an internet connection …
   a if you use cloud storage.
   b if you will use cloud storage.
6 We're not sure, but our school …
   a will buy a 3D printer.
   b might buy a 3D printer.
7 Give me a call around 10 pm.
   a I won't do anything then.
   b I won't be doing anything then.
8 I can never remember numbers.
   a I'm going to forget my PIN.
   b I'll be forgetting my PIN.
9 If you go now, …
   a you'll definitely be in time.
   b you might definitely be in time.
10 This time next week, …
   a I'm going to sit on a beach.
   b I'll be sitting on a beach.

8 **Complete the conversation with the correct form of the verbs, the present perfect or the present perfect continuous.**

Louis I'm so sorry. [1] ..... you ..... (wait) a long time?

Elodie Well, I [2] ..... (be) here since six. That's when we agreed to meet, isn't it?

Louis Yeah. I [3] ..... (make) this journey loads of times, but I still managed to get lost!

Elodie I [4] ..... (try) to call you too. Why didn't you answer?

Louis My battery [5] ..... (run) out.

Elodie Well, I can see you [6] ..... (run), so sit down and relax for a moment. The good news is that I [7] ..... already ..... (buy) the tickets.

Louis Nice one. I think the film [8] ..... (sell) out now.

Corpus challenge

9 **Tick the two sentences without mistakes. Correct the mistakes in the other sentences.**

1 Let me know what you will do later.
2 We will be having more fun if we take the train.
3 The party will be held at my house.
4 I have been learning to do this already.
5 Finally the show was began.
6 I play football since I was a child.
7 Drop me a line if you can!
8 If we go camping this weekend, we sleep in a tent.

10 **Read the text and decide which answer (A, B, C or D) best fits each gap.**

Teenager earns millions from app written in bedroom

Nick D'Aloisio has been **(0)** ..... by computers since he was nine. The British student began programming at 12, when apps **(1)** ..... became available for mobile phones. At 15, he **(2)** ..... up with the idea of *Summly*, an app for summarising news stories. The app quickly **(3)** ..... the attention of an investor who provided $300,000 to help Nick to develop and launch a new **(4)** ..... of the app. Just over a year later, *Summly* was sold for around $30 million to the internet giant, *Yahoo*.

Nick's mother claims that he's still a normal boy and expects him to **(5)** ..... with his success easily. The money he earned from the Yahoo deal is **(6)** ..... by his parents and he still lives **(7)** ..... his monthly allowance. His life is considerably busier though. By day, he's working full-time at Yahoo's London office, staying in **(8)** ..... with his team of US-based programmers online. However, by night, he's catching up on schoolwork.

0	**A** fascinated	**B** absorbed	**C** interested	**D** involved
1	**A** early	**B** first	**C** mainly	**D** primarily
2	**A** came	**B** thought	**C** got	**D** made
3	**A** took	**B** paid	**C** bought	**D** caught
4	**A** version	**B** variety	**C** edition	**D** issue
5	**A** handle	**B** treat	**C** cope	**D** do
6	**A** operated	**B** arranged	**C** managed	**D** ordered
7	**A** in	**B** on	**C** up	**D** for
8	**A** connection	**B** hold	**C** meeting	**D** touch

13 Sports stars

VOCABULARY Nouns in reporting

Your profile

Which sports do you play? How seriously do you play them?
Would you like to become a professional in a particular sport?
Do you follow news stories about sports stars? Why? / Why not?

1 ▶ 2.07 **Listen to three reports about sports personalities in the news. Match the stories to the photos.**

2 **Read the news headlines. Which three relate to the pictures a–c? Check you understand the nouns in the headlines.**

1 Fans' **support** for club at an all-time low
2 Manager's **quarrel** with club ends contract
3 Tearful **confession** shocks skating world
4 More positive **update** on skier's condition
5 **Rumour** about runner's move proves true

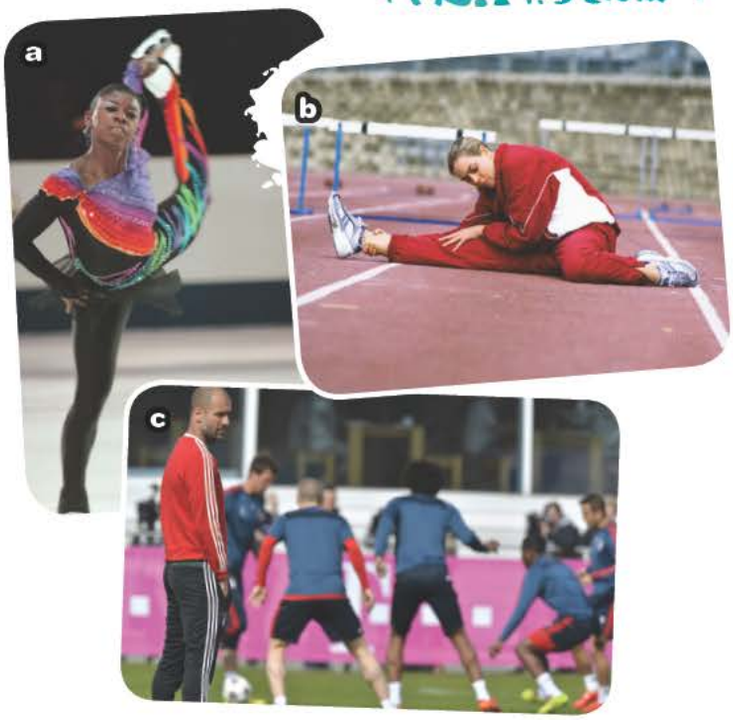
3 ▶ 2.07 **Listen again and complete sentences 1–7 with the nouns in the box. Which two nouns have a related verb with the same form?**

confirmation criticism disagreement hint mention prediction proposal

1 It's probably only ..... of what you already know.
2 He made no ..... of leaving the club.
3 Maybe Carlos Silva can take a ..... .
4 He has faced a lot of ..... for his decision.
5 There is some ..... over exactly when he will go.
6 The current ..... is that Devlin will miss the rest of the season.
7 There is no clear ..... to punish her right now.

4 **Discuss the questions.**

1 Can you think of other examples of confessions made by sports personalities? What happened?
2 Have you ever had a quarrel with someone about sport? What happened?
3 What is the problem when there is disagreement among players in a professional sports team?
4 How do you react to criticism?



READING

1 **Look at text titles A–D and the four photos. What do you think the four girls have in common? Read the texts quickly and check your ideas.**

2 **Read questions 1 and 2 and think about the highlighted words. Then look at the parts of the texts in the same colour and answer the questions.**

Which girl …

1 has won a record number of medals for her country?
2 was sponsored during her time at an educational institution?
3 thinks her first interest prepared her to compete in front of a crowd?
4 recalls being supplied with clothes for a particular competition?
5 had to take breaks from her sport due to a health problem?
6 experienced her sport for the first time as part of a celebration?
7 showed early talent in a new fitness activity she was doing?
8 has successfully competed with older male opponents?
9 struggled initially because of the new physical demands on her?
10 carried something special during a ceremony in advance of an event?

3 **Look at the highlighting in texts C and D. Notice how these texts use words from questions 1 and 2 to look like correct answers.**

4 **Read questions 3–10 in exercise 2 and underline the important words. Then read the texts again and decide on your answers.**

ⓐ SARAH FIRST SWIMMING, THEN CYCLING

Britain's highest-achieving Paralympian, Sarah Storey, has reached the top in two completely different sports. At school, she tried everything from athletics to netball and swimming: 'I just loved to compete. It didn't matter what sport I was doing.' At only 14, Sarah was selected for the Team GB female swimming squad, and won six medals at her first Paralympic Games, including two golds. Her disability, a partly-formed left hand, dates from birth, but has never stopped her determination to compete. 'I was brought up to always try my best and I just carried on as normal,' she says. Why did she switch from swimming to cycling? 'I started suffering severe ear infections, which meant long periods out of the water. To keep in shape, I took up cycling, and was soon spotted by British Cycling, who told me I had great potential.' And success came quickly again, when Sarah won five gold medals and broke a world record at the European Paralympic Championships.

ⓑ KATHERINE FROM FIELD HOCKEY TO THE ICE RINK

Katherine Gale was captain of her school field hockey team, but switched to ice hockey, where she has already shown a lot of promise. Now based at the University of Toronto, Canada, she is developing her skills further. Katherine led the Under-18 GB women's team and took part in the Winter Youth Olympic Games in Innsbruck, Austria. As a member of the Team GB squad, she has great memories of that event. 'Everyone was in GB kit from head to toe. I was shown the biggest bag of kit I have ever seen and told it was mine. Even my trainers had Team GB sewn on them!' Katherine is also an ambassador athlete for TASS, the Talented Athlete Scholarship Scheme, whose financial support enabled her to attend a Canadian boarding school with academic study and ice hockey training under one roof. Katherine was an Olympic torch bearer in 2012, proudly running through the town of Newbury with it just days before the opening of the games.

ⓒ SOPHIE BALLET SKILLS USEFUL IN HAMMER THROWING

Hammer thrower, Sophie Hitchon, reached the 2012 Olympic final in her chosen sport, and claimed that twelve years of ballet training had helped her to aim for medal success. She argues that the time she spent on stage as a teenage dancer equipped her mentally to deal with the pressure and huge expectations of home supporters. But are there any real similarities between the two activities? Sophie said, 'At first, hammer throwing seemed impossible because it was a completely different movement, using parts of my body I had never used before, but it got easier. Ballet really helped me with my balance too.' Sophie doesn't have the usual body shape of a hammer thrower, being slim and only 1.7 m tall, but what she lacks in size, she makes up for in strength.

ⓓ PAIGE KARTING QUEEN TO FUTURE F1 DRIVER?

Paige Holden showed an early talent for driving at the age of 12, when she went karting for a birthday party. Her mother says, 'After that, we started going every Sunday and Paige became a member at the local race track. She soon got to the top of the leader board and was beating men in their late 20s! So we bought her a kart, which has a maximum speed of 60 mph.' The kart is pink and matches her racing clothes. If she is to continue to national level, and even step into motor-racing, Paige will need to be sponsored, as the cost of replacement engines is huge. However, she is confident in her ability, thanks to a family tradition – her father was a motocross champion. Perhaps she will end up competing in Formula 1. Who knows?

5 Are the statements true or false? Identify the parts of each text that confirm your answers.

1 Sarah's left hand was injured in childhood.
2 In one event, Sarah cycled faster than any Paralympian had ever done.
3 While studying in Toronto, Katherine continues to train for her sport.
4 Katherine was the captain of the Under-18 GB women's team.
5 Sophie is at a disadvantage in hammer-throwing due to her figure and height.
6 Paige takes after a parent in her talent for driving competitively.

Talking points

What are the advantages and disadvantages of playing sport professionally?
Why do colleges and universities offer sports scholarships? Is this a good idea?

EP Word profile *shape*

Sophie doesn't have the usual body shape of a hammer thrower.

To keep in shape, I took up cycling.

Jack's not in bad shape.

page 126

GRAMMAR Reported statements

1 **Read the examples and complete the rules.**

1 'I was brought up to always try my best.'
*Sarah **explained that** she **had been brought up** to always try her best.*

2 'Sarah, you have great potential!'
*I was soon spotted by British Cycling, who **told me** **I had** great potential.*

3 'We bought her a kart, which has a maximum speed of 60 mph.'
*Paige's mother **said they had bought** her a kart, which **has** a maximum speed of 60 mph.*

When we report a statement:

a we use a reporting verb such as *say*, ... or ....., followed by a *that*-clause.

b we normally put the verb in the *that*-clause further back in the past, for example, the past simple becomes the ..... .

c the tense doesn't always change if the reported words reflect a permanent situation or general truth, as in the second verb in example 3.

d we also often change ..... such as *you* and *me*.

→ Grammar reference page 150

2 **Tick the correct reported statement.**

1 'We played well in the tournament.'
A He said they have played well in the tournament.
B He said they had played well in the tournament.

2 'I can't play tennis at the moment because of my leg.'
A She explained she can't play tennis at the moment because of my leg.
B She explained that she couldn't play tennis at the moment because of her leg.

3 'I didn't enjoy the game.'
A She told me that she didn't enjoy the game.
B She told me that she hadn't enjoyed the game.

3 **Finish the reported statements with a *that*-clause, making any changes necessary.**

1 'I'll email confirmation of the date.'
The manager said that he ..... .

2 'There have been several rumours about match-fixing.'
The journalist claimed that ..... .

3 'The club has made no mention of selling our top player.'
The owner explained ..... .

4 'The team hasn't performed well due to the media criticism.'
The captain complained ..... .

5 'We can still win the league if we focus on our game.'
The captain stated ..... .

6 'I don't want to cause any disagreement among the team.'
The owner replied ..... .

Corpus challenge

Find and correct the mistake in the student's sentence.

The next day he rang me and said that we cannot meet each other that day.

VOCABULARY Reporting verbs

1 **Read the examples. How do the different reporting verbs affect the meaning of the sentences?**

1 *Sophie **claimed** that twelve years of ballet training had helped her to aim for medal success.*
2 *She **argues** that the time she spent on stage was very important.*
3 *She **told** me not to worry.*
4 *The coach **encouraged** me to train harder.*

2 **Read the sentences and match the bold reporting verbs to the meanings.**

1 The player **admitted** cheating during the game.
2 She **begged** the coach to let her play.
3 The coach **reminded** me to touch the side of the pool after each length.
4 The owners of the club **revealed** that they want to sell it.
5 Her coach **emphasised** that she must continue training.
6 The manager **declared** that he intended to retire.
7 She refused to **confirm** whether the stories about her were true.
8 The coach **proposed** that they should train twice a week.

a give someone information that was secret
b show that something is especially important
c ask someone very strongly to do something
d suggest a plan or action
e tell someone not to forget something
f announce something publicly or officially
g agree that something is true, often unwillingly
h say or show that something is true

3 **Choose the correct verbs.**

1 Kathy *reminded* / *emphasised* me not to be late for training.
2 The player has *confirmed* / *proposed* that he should move to a new club.
3 Sam *begged* / *declared* the coach to give him a chance in the team.
4 It has been *emphasised* / *revealed* that the captain faces arrest for cheating.
5 The coach has *declared* / *proposed* that the goalkeeper is fit to play.
6 The owner has *emphasised* / *admitted* that he still has confidence in his manager.
7 Holly has *admitted* / *reminded* that she no longer enjoys playing.
8 We can now *confirm* / *reveal* that today's match will go ahead.

WRITING A sports report

1 **Read the title of the sports report. How well did the team play?**

2 **Read the report to check your ideas.**

FIRST ELEVEN FOOTBALL TEAM FIGHT TO THE FINISH – NOT!

A Yesterday's crucial match against local rivals City High School was a tense and unsatisfactory experience, as our first team struggled to stay near the top of the national inter-school league. In fact, we only grabbed victory in the 90th minute, when Jonny Chubb scored from the penalty spot to secure an otherwise unimpressive 1–0 win.

B My man of the match was goalkeeper, Al Chivers, who stayed calm and focused throughout, despite being constantly let down by our slow and clumsy defenders. They deserve only criticism here, lacking both determination and imagination.

C If we are to lift the trophy again this year, which is still perfectly possible, the first eleven will need to raise their game considerably. Some basic questions need to be asked. Are they failing to devote enough time to training each week? Or are they in bad shape from eating too many pies? Our school has an outstanding reputation for sport, and for football in particular, which is now being put at risk. Time to shape up, guys!

3 **Read the *Prepare* box. Then read the sports report again. Which paragraph …**

1 gives praise or criticism of individual players?
2 gives advice for the future?
3 gives details of the result of the game?

Prepare to write – A sports report

When you write a sports report, you should:

- include a title that makes the reader want to continue reading.
- organise your ideas into paragraphs.
- add some personal opinions, such as praise or criticism.
- address the team or players directly.
- write in a lively style and perhaps include jokes.

4 **Find the words and phrases in the sports report, then add them to the correct column. Can you think of any more words or expressions to add to the table?**

an unsatisfactory experience
man of the match
stayed calm and focused
~~slow and clumsy defenders~~
lacking determination and imagination
need to raise their game

Praise	Criticism
	slow and clumsy defenders

5 **Look at the three highlighted phrases in paragraph C. Which one …**

1 addresses the players directly?
2 makes a joke?
3 suggests that the writer feels like part of the team?

6 **Read the task in exercise 1 again. Plan your sports report.**

Your school website has asked you to write a sports report on a recent match or other event. In your report, you should explain what happened and say how you feel about the result.

7 **Write your sports report.**

- Use the tips in the *Prepare* box.
- Write about 140–190 words.
- Check your grammar and spelling.

14 Accident and emergency

VOCABULARY Accidents and emergencies

Your profile

Have you ever had an accident or been in an emergency situation? What happened? What did you do?

1 ▶ 2.08 **Listen and match the conversations 1–8 with the pictures a–h.**

2 **Match the phrases to the pictures a–h.**

pass out — have an allergic reaction to something
slip on a wet floor — cut yourself on something sharp
swallow something poisonous — bump your head
be bitten by an animal — trip over something

3 **Discuss the questions. Then check your answers on page 121.**

1 Which of these accidents do you think is the most and least common?
   - **a** swallowing something poisonous
   - **b** tripping over something
   - **c** bumping into something
2 Which age group is most likely to have an accident at home?
   a 0–4 years **b** 5–15 years **c** 75+ years
3 Which group has more accidents: boys or girls?
4 In which room are you most likely to have an accident at home?

READING

1 **Read the article quickly. What is the main message in the article?**

1 Adults need to be more careful with their phones in case they dial 999 by accident.
2 There is a need for an alternative to 999 for non-emergency situations.
3 People should only call the emergency services when there is an actual emergency.
4 Teenagers should be more responsible about calling the emergency services.

2 **Read the article again. What do these numbers in the text mean?**

£5,000 35 million
999 75% five

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

1 Why did the woman in Robert's story contact the emergency services?
2 What's the main difference between 'silent calls' and 'joke calls'?
3 Why does Robert think there are fewer joke calls these days?
4 What do you think an emergency services operator would say to the woman from Italy?
5 Why are non-emergency calls a problem?

It's an EMERGENCY! Or is it?

ARTICLES BLOG

The woman was terrified. What could she do? She dialled 999. To her, it was an emergency.
'We answered the call immediately,' said Robert Naylor, the emergency call operator who spoke to the woman. Over 95% of calls to the emergency services in the UK are answered within five seconds. Robert asked what the problem was.
'Please help me! It's in my bathroom!' the woman shouted. Her voice suddenly got louder. 'It's moving!' she screamed.
'What is it that's moving?' Robert asked calmly.
'A spider!' the woman yelled back at him.

Robert believes that a significant number of the calls he answers are not emergencies. The actual figure across the country is close to 75%. In the UK, that's three-quarters of 35 million calls, *every* year.

Firstly, there are 'silent calls'. The emergency number is dialled, but when an operator answers, no one actually speaks. Often it's a small child or even a pet, who has been playing with a phone and has accidentally rung the emergency number. More commonly these days, they are pocket calls from mobile phones. 'We sometimes hear some odd conversations!' Robert says. 'But we have to listen to decide whether it's a genuine emergency or not.'

Then there are 'joke calls', often from teenagers. An operator answers the phone and the caller immediately hangs up. Robert believes these are on the decline, as there are far fewer public payphones these days. 'People are less tempted to make a call when they're doing it from their own mobile phone and they know we have their number!'

The police always follow up both types of call and there is often no other way than visiting the address where the call came from. It's an enormous waste of money; the average cost of responding to a silent or joke call is around £250.

The vast majority of the non-emergency calls, though, are like those from the woman above. A situation like this *isn't* an emergency, at least not one that people like Robert are meant to be dealing with. But this example is far from the worst that people like Robert experience all over the world on a daily basis. What do you think of the following?

- A teenage girl in America called the police because her parents had decorated her room and she didn't like the colour.
- A mother in Italy rang the emergency services when her 16-year-old son refused to get out of bed. The operator asked the woman what she wanted the police to do. She wanted to know if they were going to arrest him!
- A Brazilian teenage boy rang and asked the police to remove a video of him from YouTube. In the video, the boy was falling off his bike. He told the police it was 'really embarrassing'.

There are many other examples, from complaints about the wrong pizza delivery to people who want to know today's date. And most of these are from adults. It's hard not to laugh, but these calls waste more than time and money. 'If someone makes a joke call and the police manage to find them, then they can expect a fine of up to £5,000 and, in some cases, a prison sentence,' warns Robert. 'But for people whose emergencies aren't really serious, we simply try to deal with their calls as quickly as possible,' he continues. 'The person often quickly realises their situation isn't really an emergency and ends up apologising for calling us. But if someone refuses to listen, or even starts having an argument with us, then we have to hang up. Someone with a *real* emergency is probably waiting to speak to us.'

Talking points

What could the emergency services do about the problem of non-emergency phone calls?

EP Word profile *call*

I heard him call (out) my name.

It was lucky I called in or we might not have found her.

We'll have to call off the party.

We answered the call immediately.

page 126

GRAMMAR Reported questions and requests

1 **Read the examples and match them to the direct questions. Which question is a request?**

1 *Robert* ***asked what*** *the problem was.*
2 *A teenage boy* ***asked the police to*** *remove a video of him from YouTube.*
3 *The woman* ***wanted to know if*** *the police were going to arrest her son!*

a Can you remove a video of me from YouTube?

b Are you going to arrest my son?

c What's the problem?

2 **Choose the correct words to complete the rules.**

When we report questions, we:
a *sometimes* / *always* use an object after *ask*.
b *change* / *don't change* the tenses in the same way as reported speech with statements.
c *use* / *don't use* the auxiliary verbs *do*, *does* or *did*.
d put the subject of the question *before* / *after* the verb.
e use *if* or *whether* to report *yes/no* / *Wh-* questions.
When we report requests, we:
f use an infinitive *with* / *without to*.

→ Grammar reference page 151

3 **Choose the correct words.**

1 He asked me *I'd* / *if I'd* ever fainted before.
2 The man asked *to speak* / *can he speak* to my parents.
3 The doctor asked me what *I had* / *had I* eaten that day.
4 The woman asked me *phone* / *to phone* the emergency services.
5 I asked her where *was she* / *she was* calling from.
6 The operator asked me which emergency service I *did want* / *wanted*.

4 2.09 **Listen to the conversation (based on a real call to the emergency services in the USA). Then listen and complete the questions.**

1 **Operator** ..... the problem?
2 **Boy** ..... with my math?
3 **Operator** ..... you say?
4 **Operator** ..... are you?
5 **Operator** ..... what number this is?
6 **Woman** ..... you doing?

5 **Report the questions in exercise 4.**

1 The operator asked the boy …
2 The boy asked the operator …
3 The operator asked the boy …
4 The operator …
5 The operator …
6 The woman …

Corpus challenge

Find and correct the mistake in the student's sentence.
The police officer asked me where is my mother.

VOCABULARY *have, give* and *make* + noun

1 **Read the examples. What verbs could replace the phrases in bold?**

People are less tempted to ***make a call*** *from their mobile phone.*
If someone starts ***having an argument*** *with us, we have to hang up.*

2 **Put the nouns in the box in the correct column in the table.**

~~a fall~~ someone a hug a sigh a comment a quarrel an arrest respect (for someone) someone a welcome

have	make	give
a fall		

3 **Rewrite the sentences using *have*, *give* or *make*. Make any other changes that are necessary.**

0 I fell and hurt my ankle.
I had a fall and hurt my ankle.
1 I commented on the article online.
2 We quarrelled yesterday.
3 Hug me!
4 He sighed when he heard the news.
5 I respect my teachers a lot.
6 They welcomed us warmly.
7 The police arrested 200 people.

4 **Can you think of any more nouns that can be used with the verbs *have*, *give* or *make*? Make sentences with them.**

LISTENING

1 **Look at the photos from news stories about emergencies. What do you think the stories are about?**

2 **Write a list of words you think you might hear in each story. Use the words in the box and your own ideas.**

bed	bill	computer	hospital
injury	map	shocked	snore

3 2.10 **Listen and tick the words you hear on your lists. Were your ideas correct?**

4 **Which photo goes with each news story? Why?**

5 2.10 **Listen again. Are the sentences true (*T*) or false (*F*) or is the information not given (*NG*)?**

Story 1

1 Mr Klug rang the emergency services at about 7 am.
2 Sabina was found by rescue workers.
3 Sabina moved rooms because she was too cold.
4 Sabina was surprised her dad didn't look for her in the house.

Story 2

5 Adam Potter was coming down a mountain when he fell.
6 Adam called the emergency services himself.
7 The rescuers expected Adam Potter to be badly hurt.
8 The rescuers first thought the man they had seen couldn't be Adam.

Story 3

9 Taylor Petz woke his parents when he had the accident.
10 Taylor spent the night in hospital.
11 The family offered to clean the pavement themselves.
12 Vanessa Petz is offering to pay part of the bill only.

SPEAKING Describing photos

1 **Look at the two photos. What differences can you find between them? Use the ideas in the box to help you.**

equipment	number of participants
weather conditions	the participants' feelings

2 2.11 **Listen to Janosz and Julia answering one of the questions below. Which question is each person answering?**

Compare the photographs and say:

1 what preparations you need to do each activity.
2 how you think people feel while doing these activities.
3 what could happen while doing these activities.
4 which activity you would prefer to do.

3 2.11 **Read the *Prepare* box. Then listen again. Which phrase do Janosz and Julia *not* use?**

Prepare to speak — Keeping talking

Gaining time to think

That's an interesting question.
How shall I put it?
Now, let me see/think …
It's difficult to say really.

Saying something in a different way

By that I mean …
What I mean is that …
To put it another way …
Basically, …

4 **In pairs, answer question 4 in exercise 2. Use phrases from the *Prepare* box to keep talking.**

5 **Turn to page 121 and do the task. Use phrases from the *Prepare* box to keep talking.**

Culture

Emergency services

1 **Read the situations. What services would you call in these emergencies?**

1 Someone has stolen your laptop.
2 A friend has fallen and may have a broken leg.
3 There is a building on fire in your neighbourhood.
4 A young child has eaten something poisonous.
5 There is a dangerous dog that is biting people.
6 You are lost in a national park and it's getting dark.

2 **Read the text. Which types of search and rescue do the volunteers in the article help with?**

RESCUE ME!

We use many types of emergency service. When there's a fire, we call the fire service, and if someone needs urgent medical attention, we take them to hospital or call for an ambulance. But what can we do when someone is lost or missing? In those cases, we need search and rescue teams to bring them home safely.

GROUND RESCUE

When people get lost or go missing on land, we turn to ground search and rescue teams for help. These teams, composed mainly of volunteers, tend to rescue people in rural or remote areas, where searches often need to be done on foot. The teams must also search in a very systematic way, to be sure that no areas are left unchecked. In some cases, they use specially trained dogs to help locate people. In national parks, ground search and rescue teams often work with park rangers who know the area better than anyone else.

MOUNTAIN RESCUE

Millions of people around the world enjoy hiking, climbing and winter sports in mountainous areas, but sometimes things go wrong. The weather can worsen suddenly, or climbers and skiers can have accidents. When help is needed in mountain areas, rescue teams must have skills such as rock-climbing. For example, the Mountain Search and Rescue Company (MSRC) in Hong Kong assists hikers and climbers who get into trouble.

MARINE RESCUE

If people are lost at sea, we call on marine search and rescue teams, such as the Coast Guard service in the United States. The Coast Guard uses ships, planes and helicopters to find people and take them back to safety on land. They may include swimmers or surfers who have been pulled out to sea by strong currents, and people on boats which have developed engine problems. Coast Guard officers also receive basic medical training, so that they can treat anyone who is injured before taking them to hospital.

UNDERGROUND RESCUE

In some cases, emergency teams have to rescue people who are underground. Cave explorers may experience problems and workers in mines can become trapped. When this happens, we require the services of highly-specialised rescue teams, such as the UK's Cave Rescue Organisation (CRO). Founded in 1935, the CRO is a volunteer organisation of 80 cave explorers, who offer their assistance during underground emergencies.

3 **Read the text again. Answer the questions.**

1 What do ground rescue teams sometimes use to help them?
2 Which groups of people work together on ground rescues?
3 What examples are given of people who might be rescued by the Coast Guard?
4 What extra training do Coast Guard officers receive? Why?
5 What problems can mean people need rescuing in the mountains?
6 What is the CRO and what kind of people join it?

4 **Discuss the questions in pairs or groups.**

1 Why do you think people help search and rescue organisations voluntarily?
2 What types of emergency service are there in your country?
3 What kinds of emergency are most typical where you live?
4 What stories about rescues have you heard on the news recently?

5 2.12 **Listen to the *Helping Hands* radio show. Complete the sentences.**

1 In his normal life, Michael works as a ..... instructor.
2 Michael also does volunteer work with the ..... service.
3 Michael thinks injuries in rescue workers can be avoided if they are ..... .
4 Janet owns a ..... .
5 Janet practises rescue missions with search and rescue teams, and with ..... workers from hospitals.
6 According to Janet, volunteer search and rescue workers should always be ..... .

6 2.12 **Listen again. Then discuss the questions with a partner.**

1 What do Michael and Janet do during most of their volunteer time?
2 Who spends more time training other volunteers and rescue workers?
3 Why is training important for people who volunteer during emergencies?
4 Would you be interested in taking some training with Michael or Janet?

Project

What emergency services should tourists know about in your area? Answer the questions. Then write an information leaflet for visitors.

1 What are the local telephone numbers for emergencies?
2 Where can tourists go to speak to a police officer?
3 Where are the most important hospitals in your area?
4 What special rescue services are needed in your area?
5 When and where should visitors be especially careful? (e.g. surfing at the beach, hiking in a national park)
6 Are there any volunteer search and rescue associations?

15 Telling the truth

VOCABULARY Facial expressions

Your profile

Can you always tell how someone is feeling from their facial expression?
In what other ways can someone's body language show how they are feeling?

1 2.13 **Choose the correct phrase for each picture. Then listen and check your answers.**

1 bite your lip / lick your lips

2 nod your head / shake your head

3 yawn / blush

4 blink / rub your eyes

5 stare at someone / avoid making eye contact with someone

2 Complete the sentences with the correct form of the phrases you did not choose in exercise 1.

1 We asked him if he wanted to come, but he just .....
2 I couldn't help ..... when I saw the cake. It looked delicious.
3 Don't ..... like that. You'll make them really sore.
4 I spotted Sam on the bus, but I ..... with him as I didn't want to chat.
5 It was so embarrassing that even today I ..... when I think about it.

3 In your country, what does it mean when you do these things? Compare your answers.

1 lick your lips
2 yawn
3 shake your head
4 blush
5 nod your head
6 bite your lip

READING

1 Are you good at spotting when someone is lying? Make a list of some ways you think you can tell.

2 Read the article. Which of your ideas from exercise 1 are mentioned? Were your ideas correct?

3 The sentence below fits the first gap in the article. What does the underlined phrase refer to?

People who are lying might do <u>all these things</u>, but so do people who are telling the truth – especially if they are feeling genuinely anxious.

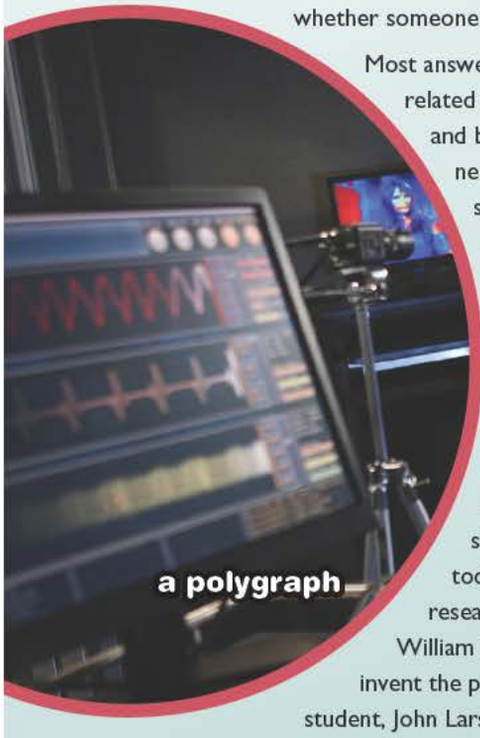
4 Choose from the sentences A–F the one which fits each gap (2–6). Use the underlined words to help you decide. There is one extra sentence you don't need.

A Instead, many psychologists now believe that humans can develop better <u>techniques</u> – but only with some training.
B Perhaps it's better *not* to know when someone is lying in <u>situations like these.</u>
C So <u>in this case</u>, they should start with the end of the day and <u>go back to the beginning</u>.
D <u>It</u> works by measuring your heartbeat, blood pressure and breathing pattern.
E The point is that if they <u>change this behaviour</u> significantly, then it could be a sign that they're not telling the truth.
F And, as a result of <u>this</u>, they are more likely to reveal something that is obviously untrue.

Is looking up and left a sign of lying? Or is it up and right?

The TRUTH about lying

If you ask people whether they're good at spotting a lie, the majority will say they are. How do they do it? In a survey, this question was asked to 2,500 people in 63 countries. The top answer was that someone who is lying avoids making eye contact. Some added that liars look up and to the right. Others said they look up and to the left. Which is it? The answer is neither, of course. As a matter of fact, people who are lying and people who are telling the truth make eye contact for a similar amount of time. They look up, down, left and right. Therefore, none of this proves whether someone is telling the truth or not.



a polygraph

Most answers in the survey were related to facial expressions and body language. Liars look nervous. Liars blush. Liars scratch their nose or ear. Again, these are myths. [1]

In criminal matters, police forces around the world have turned to technology for help. The polygraph is a machine invented in 1921 and is still used in some countries today. [2] It's based on research by a psychologist, William Marston. Marston didn't invent the polygraph himself – a medical student, John Larson, came up with the idea. Interestingly, the invention went on to inspire Marston. Later in his life, he became a comic book writer and created the superhero *Wonder Woman*. She had a magic 'truth lasso' – a piece of rope that she tied around criminals which forced them to tell the truth. However, many experts believe the science behind the polygraph is no better than Wonder Woman's magic lasso!

More recently, scientists have used computers to analyse people's eyes, voices and even brains in order to discover if someone is lying. However, the fact of the matter is that there is little proof that any of these methods actually work. [3]

One strategy is the 'Baseline Method'. It involves knowing how someone typically acts when they are telling the truth. Perhaps someone waves their hands or they avoid eye contact. [4] Nonetheless, tests indicate that this method, at best, increases your chances of spotting a liar from 50% to around 60%.

Another method is useful when someone is telling a story – for example, where they were yesterday and what they did. The police often use this method with suspected criminals. First, they get the person to tell their story in detail. Then they ask them to repeat their story, but backwards. [5] The theory is that it requires more brain power to lie than tell the truth. And, therefore, it is much more difficult to do this task if you're making things up. Have a go yourself – you'll see how difficult it is!

Some argue that none of this matters in our daily lives. Although research shows that, on average, people tell between one and two lies every day, the vast majority are trivial. We tell small lies to be polite, to avoid upsetting someone, or to make someone feel better. Examples from one study included 'My mum got her hair done for a party and I didn't like it. I told her it looked great.' 'A friend had his bike stolen and I told him the same thing had happened to me recently. It actually happened years ago.' [6] If we did know, then soon we might not want to speak to anyone!

EP Word profile *matter*

No matter what I do, I can't stop yawning!

As a matter of fact, they make eye contact for a similar amount of time.

In criminal matters, police forces around the world have turned to technology for help.

However, the fact of the matter is that there is little proof that any of these methods actually work.

page 126

Talking points

What are the benefits of being an honest person? What might happen if we were all completely honest with each other all the time?

GRAMMAR *have/get something done; get someone to do something*

1 **Match the examples to the rules.**

1 *The police* ***get*** *the person* ***to tell*** *their story in detail.*
2 *My mum* ***got*** *her hair* ***done*** *for a party.*
3 *A friend* ***had*** *his bike* ***stolen****.*

We use *have/get* + object + past participle:
a to say we arranged for someone to do something for us.
b for unpleasant things that have happened to us.
We use *have* + object (person) + past participle:
c for things we ask or persuade someone to do.
Get is slightly more informal than *have*.

→ Grammar reference page 152

2 **Choose the correct words.**

1 Are you getting your hair *cut / to cut* tomorrow?
2 My mum had her bag *taken / took* from a café last week.
3 I got one of my brother's friends *repaired / to repair* my computer.
4 My sister gets her nails *to do / done* regularly.
5 Mum *got / had* us to tidy the whole house at the weekend!
6 After the party, my parents had to have the carpet *clean / cleaned.*

3 **Read the questions and add two more. Then ask and answer them.**

Have you ever got anyone to …
1 do your homework for you?
2 admit they were wrong about something?
3 bring something you'd forgotten to school?
4 pick you up late after a party?

4 **Write the questions. Then ask and answer them.**

Have you ever had …
1 eyes / test?
2 photograph / take / professionally?
3 anything / publish / online?
4 anything / steal?

5 **Rewrite the sentences using the phrases in brackets.**

0 Someone repaired my phone after I dropped it. (got my phone)
I got my phone repaired after I dropped it.
1 I asked my dad and he took us to the station. (got my dad)
2 Someone is doing work on my older brother's house at the moment. (having work)
3 Our neighbour looked after our cat while we were away. (got our neighbour)
4 Someone spilled a drink over Tomas. (had a drink)

6 **Imagine you were rich and you could have/get anything done for you or get anyone to do anything for you. Make a list.**

I'd have my meals cooked by a chef.
I'd get someone to drive me to school every day.

Corpus challenge

Find and correct the mistake in the student's sentence.
Almost every family has had stolen something from their car.

VOCABULARY *-self, -selves* for emphasis

1 **Read the example and answer the questions.**

Marston didn't invent the polygraph ***himself*** *– a medical student, John Larson, came up with the idea.*
1 Who invented the polygraph?
2 The word *himself* is optional. Can you explain why it is used?

2 **Complete the sentences with the correct words.**

1 I'm not doing your homework for you. Do it ..... !
2 My brother repaired our computer ..... . He's only 12!
3 After the concert, we met the band members ..... backstage.
4 The city centre ..... is very small.
5 He definitely knew about the party. I told him ..... .
6 I didn't make the cake ..... . My mum helped me.

3 **Read the questions with *yourself*, and add four more. Then ask and answer them.**

Have you ever …
1 cut your hair yourself?
2 fixed a flat tyre on a bike yourself?
3 painted your room yourself?
4 repaired something yourself?

A: *Have you ever cut your hair yourself?*
B: *Yes, I did. I cut my hair myself when I was about 10. It was a disaster!*

WRITING A story (2)

1 **Read the beginnings and endings of three stories. Match them to the titles.**

1 Honesty pays!
2 An honest mistake
3 A little lie cost me a friend

a I picked up my phone and stared at the screen. My heart sank. It was Jenny. 'Oh no,' I thought. I didn't want to listen to her problems again. Anyway, I was going out soon. I didn't answer the phone, but I sent her a message. 'Can't talk. Not feeling well.' ...

... As I left the cinema, I heard my name. I turned around and saw Jenny. I felt myself blushing and opened my mouth to explain. But Jenny didn't want to listen and she hasn't spoken to me since that night. That was a month ago.

b I was just going into the café when I bumped into the girl. We both said sorry and I went inside to get a drink. Within a few minutes, I realised I must have had my purse stolen. But how? Suddenly I realised and ran back out of the café. ...

... I went straight home after that. I was desperate to tell my brother the story of the girl who took my purse, and how I had chased her and got it back from her! But before I could speak my brother gave me something. 'You left your purse at home this morning.' I stared at him. 'I think I've just stolen someone's purse,' I said.

c While I was walking across the park, I saw something shiny in the grass. At first, I thought it was just a piece of glass. But as I looked closer, I could see it was made of metal. I bent down and saw that it was a ring. ...

... Then the woman grabbed her bag and took out a €50 note. I shook my head and tried to refuse, but she insisted. She said I deserved it and that she was going to write to my school!

2 **Read the *Prepare* box. Then read story a again and think of answers to the questions.**

Prepare to write – Getting ideas for a story

We can get ideas for stories by reading the first sentence and thinking of questions a reader might ask. For example:

Simon looked at the woman's face and suddenly stopped speaking.

Who was the woman?
Why did he stop speaking?
What was the woman's expression?
What was he saying to the woman?

1 Why didn't the person answer the phone?
2 What was on the screen?
3 How did the situation make the person feel?

3 **Read the first sentence of stories b and c again. Write three questions for each of them.**

4 **Write the middle of story b or c. Make sure the story answers all your questions from exercise 3.**

5 **Read the task below. Then plan your story.**

Stories wanted

Would you like to have your story published on our website? Enter our competition! Your story must begin with this sentence:

Jess and Ruby had a choice – they could give the money back or keep it themselves.

Your story must include:

- a reward
- a surprise

1 Read the first line of the story and write questions to give you ideas.
2 Plan ideas for how to include a reward and a surprise in your story.
3 Plan a good ending for your story.
4 Think of a title for your story.

6 **Write your story.**

- Use the answers to the questions you wrote in exercise 5 to begin.
- Use the tips in the *Prepare* box on page 45.
- Write 140–190 words.
- Check your grammar and spelling.

16 Who cares?

VOCABULARY Climate change

Your profile

What do you know about climate change? How important do you think it is?

1 2.14 **Discuss the questions. Then listen and check your answers.**

1 What problems does climate change cause?
2 What and who is causing climate change?
3 How do trees help to reduce climate change?
4 What is the greenest form of transport?
5 What materials can be recycled?
6 What green sources of electricity are there?

2 **Look at the photos and discuss how they are related to environmental issues. Use some of the vocabulary in the box.**

the atmosphere	carbon dioxide	conservation
electricity generation	environmentally friendly	
rainforests	recycling	solar power	wind farms

3 **Complete the factfile using the vocabulary in exercise 2.**

Climate change

FACTFILE

The problem …

'Greenhouse' gases, mainly CO_2 (1.....), occur naturally in 2....., but when there is too much greenhouse gas, climate change occurs. Recently, more CO_2 than normal has been produced by human activity such as:

- the destruction of the 3..... : trees breathe in CO_2 and breathe out oxygen.
- using fuel in vehicles, and using coal, oil and gas for 4....., creates CO_2.

The solutions?

- re-using and 5..... things instead of throwing them away
- travelling less and using 6..... forms of transport
- using 7..... where it's sunny, and electricity from 8.....
- the 9..... of rainforests

4 **Discuss the questions.**

1 Has climate change affected where you live? How?
2 What can you recycle locally?
3 How environmentally-friendly is your lifestyle?

READING

1 **Read the article quickly and look at the posters. Which film poster isn't mentioned?**

2 **Read the article again and choose the best summary 1–3.**

1 People have enjoyed disaster movies for the past 100 years. A lot of them are about our greatest hopes and fears. Recent disaster movies all tend to deal with climate change.
2 Movies explain a lot about the society that makes them. A lot of current disaster movies are about climate change. Unlike other disasters, climate disaster is one that mankind can prevent.
3 Disaster movies used to be about spies and space travel. Nowadays, they are about natural disasters such as extreme weather. Climate change is a disaster that no one can control.

3 **Read the article again and answer the questions.**

1 What do pre-1970s disaster films lack?
2 What changed about disaster films in the 1970s?
3 How do climate disaster movies differ from other disaster movies?
4 How can mankind avoid a disaster caused by climate change?

4 **Match the highlighted nouns in the article to the meanings.**

1 when you feel nervous about something
2 when something is reduced
3 when something is destroyed
4 when someone continues to live, especially after a dangerous situation

5 **Discuss the questions.**

1 What can you guess about the plots of *Airport* and *Earthquake*?
2 What other ways can you suggest for reducing the amount of carbon dioxide we produce?

FACT OR FICTION?

Popular movies act like a mirror on society, reflecting back at audiences their dreams, as well as their inner fears. Films featuring space travel and creatures from outer space were popular in the 1950s, an era when mankind was planning the first space flights. From the 1960s until the 80s, concerns about international espionage dominated the news and some of the biggest movies of the day were thrillers about spies like James Bond.

The first disaster movie appeared just over 100 years ago, not long after the invention of film itself. *The Last Days of Pompeii* (1913) showed the destruction of the Roman city of Pompeii after Mount Vesuvius erupted. But it was a silent movie filmed in black and white, and it lacked the drama we expect from modern movies. Disaster movies really took off after the introduction of special effects. One of the first big hits was *Airport* (1970), filmed at a time when air travel was becoming popular. Although air travel was relatively safe, people were still scared of flying, and *Airport* exploited people's worries about crashes. Continuing the transport theme, *The Poseidon Adventure* (1972) is set on a huge cruise ship that is sunk by a tsunami. In *Earthquake* (1974), most of Los Angeles is destroyed, and perhaps the best of the 70s disaster films was *The Towering Inferno* (1974), about a deadly fire in a 138-storey office tower. Other films have featured asteroid impacts, survival after a nuclear war, or the outbreak of a terrible disease as in *Contagion* (2011), and attacks by monsters or killer animals like the shark in *Jaws* (1975).

Today, many people believe that climate change is the most serious threat to our existence on Earth and there is increasing concern about its extreme consequences, such as the polar ice caps melting. Scientists believe that if the ice caps melted, sea levels would rise and the climate would change very significantly. So it comes as no surprise that there are plenty of films about extreme weather events like floods and thunderstorms, or changes to the climate that would make the world impossible for people to live in. *The Day after Tomorrow* (2004) is a classic story about a future world in which the climate has become so extreme that our present way of life is no longer possible. In the film, a climate specialist sets out on a trek across North America to save his son in New York, which was buried under frozen sea ice after a giant snowstorm, triggered by the collapse of the ice sheets in Antarctica.

Traditional disaster movies explore people's anxieties about things beyond their control, but climate disaster films are different because we could actually control climate change if we wanted to. Solar power and wind farms are affordable, environmentally-friendly alternatives to oil and gas, and the conservation of the rainforests could help to prevent more extreme weather in the future. Scientists have set targets for carbon reduction and, if we all worked hard to meet them, we might prevent some of the worst consequences of climate change.

Obviously, disaster movies are made mainly for entertainment. If they weren't entertaining, people wouldn't go and watch them. But perhaps movies like *The Day after Tomorrow* can also be helpful, by encouraging us to focus on the issue of climate change and take it more seriously.

EP Word profile *set*

The Poseidon Adventure is set on a huge cruise ship.

A climate specialist sets out on a trek across North America.

Scientists have set targets for carbon reduction.

page 127

Talking points

Why do you think disaster movies are so popular?

Why do you think people find it hard to make the changes necessary to avoid climate change?

GRAMMAR Second conditional: *would, could* and *might*

1 **Match the example sentences to the rules.**

1 *We **could** actually control climate change **if** we **wanted** to.*
2 *If we all **worked** hard to meet these targets, we **might prevent** some of the worst consequences of climate change.*
3 ***If** the ice caps **melted**, the climate **would change** very significantly.*
4 ***If** they **weren't** entertaining, people **wouldn't go** and watch them.*

We use *if* + past simple, *would* + infinitive to talk about:
a an unlikely situation in the future and its results.
b an impossible or untrue situation in the present.
Instead of *would*, we can use:
c *could* to talk about ability.
d *might* for things that are uncertain or unlikely. We don't usually use *might* in questions.

→ Grammar reference page 153

2 **Choose the correct alternatives to form second conditional sentences.**

1 You *would afford / could afford* to go out if you *would save / saved* some money.
2 If you *would ask / asked* your sister, she *might help / helped* us.
3 I *wouldn't say / didn't say* anything if I *were / am* you.
4 She *might buy / bought* some trainers if they *weren't / wouldn't be* so expensive.
5 What *would / did* you do if there *be / was* a flood?

3 **Complete the text with verbs in the second conditional. In some sentences, more than one modal verb (*could*, *would* or *might*) is possible.**

The planet's average temperature goes up every year. If we [1] ..... (not use) so much petrol and oil, climate change [2] ..... (not happen) so quickly. Global warming [3] ..... (slow down) if we recycled more and if we [4] ..... (not use) so much paper, metal and other materials. I'm really worried about it. If I [5] ..... (be) in charge of this country, I [6] ..... (not waste) time talking about climate change, I [7] ..... (do) something about it now!

Corpus challenge

Find and correct the mistake in the student's sentence.
If everyone would drive more carefully, there wouldn't be so many accidents.

I wish and *if only*

4 **Read the examples and answer the questions.**

1 ***I wish** I **spoke** Spanish.*
Does the person speak Spanish?
2 ***If only** Marc **wouldn't tell** lies.*
What does Marc do? What does the person wish?
3 ***I wish** we **could meet** at the weekend.*
Can they meet at the weekend?

5 **Complete the rules.**

We use *I wish* or *if only* with:
a the ..... tense to express a present desire.
b *would/could* and ..... to express a present or future desire.

→ Grammar reference page 153

6 **Complete the sentences with the correct forms.**

1 It's freezing! I wish it ..... (be) warmer.
2 I can't concentrate! I wish you ..... (be) quiet!
3 It's sunny. If only we ..... (hang out) somewhere. I wish it ..... (not be) a school day.
4 I wish I ..... (go out) tonight, but I can't get a lift. If only I ..... (drive).
5 I hate this weather. If only the rain ..... (clear up).

7 **What would you say in the following situations? Write sentences starting *I wish…* or *If only…* .**

1 A friend always uses your phone without asking.
2 It's very sunny, but you haven't got any sunglasses.
3 Your best friend isn't free this evening.
4 You can't afford lunch today.

VOCABULARY Conditional phrases

1 **Read the examples. Which three bold phrases have the same meaning?**

1 *We will be fine **as long as** we cut CO_2 emissions.*
2 *The Earth will eventually get too hot **even if** we stop producing greenhouse gases.*
3 ***Assuming** people change their transport habits, pollution in the atmosphere will reduce.*
4 *We'll meet our carbon reduction targets **provided that** we make changes to our lifestyle.*

2 **Match the sentence halves.**

1 I'd study Mandarin Chinese
2 I'd listen to music by foreign artists
3 I'd like a new smartphone
4 I'd go to university in a foreign country

a as long as I could speak the language there.
b assuming my school provided classes.
c even if I didn't understand all the words.
d provided that I didn't have to pay for it.

3 **In pairs, ask questions about the statements in exercise 2.**

Would you study Mandarin Chinese assuming your school provided classes?

LISTENING

1 **Look at the photo and discuss what you think an 'eco-house' might be.**

The One-Ton, One-Year eco-house

2 2.15 **You will hear an interview with Lara Baum about her family's year in an eco-house. Were your guesses in exercise 1 correct?**

3 **Read the questions and possible answers, and underline the key words.**

1 How did Lara Baum and her family find the 'One-Ton, One-Year' challenge?
   - **A** very tiring
   - **B** quite hard
   - **C** too green

2 What is the largest source of most Swiss families' annual carbon dioxide production?
   - **A** domestic energy needs
   - **B** local car journeys
   - **C** international flights

3 What did Lara think of the eco-house?
   - **A** It took her a while to adjust to living there.
   - **B** She would recommend it to anyone.
   - **C** It was too hot inside during the summer.

4 Why did Lara's family stop eating meat and dairy products?
   - **A** They realised these foods weren't environmentally friendly.
   - **B** They felt that being vegetarian was better for them.
   - **C** They had nearly reached their annual carbon dioxide limit.

5 What is Lara's conclusion about the challenge?
   - **A** She felt they had to give up too much.
   - **B** She wished there was a computer at home.
   - **C** She enjoyed the low-carbon way of life.

4 2.15 **Listen to the interview again. For questions 1–5 in exercise 3, choose the best answer (A, B or C). Remember that the answers will not contain exactly the same words as the recording.**

5 **Discuss the questions.**

1 What would you enjoy about living in an eco-house? Why?
2 What would you find it most difficult to give up if you lived in an eco-house? Why?

SPEAKING Arguing for and against something

1 2.16 **Listen to Luke and Ellie taking part in a class debate. Who argues in favour of the airport plans?**

2 **Read the sentences. Then listen again and write pros (*P*) or cons (*C*).**

1 ..... the environmental friendliness of planes
2 ..... the ease of foreign travel
3 ..... train and buses can't cross oceans
4 ..... the noise from a new airport

3 2.16 **Read the *Prepare* box. Then listen again. Which two expressions do Luke and Ellie both use?**

Prepare to speak Arguing for and against

There are (various) pros and cons …
The main advantage/disadvantage is that …
To start with …
Another factor is …
It's worth bearing in mind the advantages/ disadvantages as well …
Overall …

4 **In pairs, choose a topic from the box and make notes about its pros and cons.**

living in an eco-house	only allowing electric cars
being vegetarian	bike lanes next to every road
banning aeroplanes	making recycling compulsory

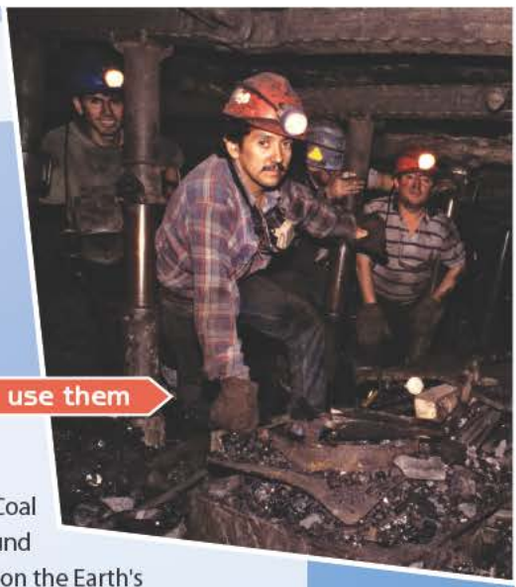
5 **Decide who is for and who is against the topic from exercise 4. Prepare a conversation about the pros and cons. Use phrases from the *Prepare* box.**

6 **Practise your conversation. Then present it to the class.**

Chemistry
Fossil fuels

1 Read the text. What are fossil fuels? Why is burning them bad for the environment?

Fossil fuels



Fossil fuels like coal, oil and natural gas, are called hydrocarbons because they contain hydrogen and carbon atoms. We can burn these substances to produce heat and energy. However, there are problems with fossil fuels. Firstly, the world's supplies are limited and will run out one day, so we must manage them responsibly. Secondly, fossil fuels cause pollution and damage the environment.

How they formed

Fossil fuels come from the remains of plants and animals that lived and died a long time ago. Layers of mud and sand covered these plant and animal remains and, over millions of years, this mud and sand turned into solid rock. At the same time, the plant and animal material between the layers of rock changed into different types of hydrocarbon, such as oil, coal and natural gas.

How we extract and use them

We can extract hydrocarbons from the ground in several ways. Coal is mined from underground tunnels and open mines on the Earth's surface. When we have extracted the coal, we can burn it as a source of heat, or use it to generate electricity. To extract oil and natural gas, we drill deep into the ground, so they can rise to the surface or be pumped out. After extracting oil, we can refine it to make oil for heating, petrol for our cars and other products. Similarly, we can process natural gas and use it as a fuel for homes or industry.

Environmental concerns

Using hydrocarbons has a number of serious effects on the natural environment:

- When hydrocarbons burn, they react with oxygen in the air to produce water and carbon dioxide:

  $$\text{hydrocarbon} + O_2 \rightarrow H_2O + CO_2$$

This carbon dioxide contributes to the greenhouse effect and climate change.

- Burning hydrocarbons produces other toxic chemicals that are dangerous for our health.
- Chemicals in the air react with water in the air and lead to acid rain. This can damage plants and the soil.
- Digging or drilling hydrocarbons out of the ground destroys the landscape and damages plant and animal life.
- When oil is transported around the world, there is a danger that it will spill. This pollutes the environment and can harm birds and animals.

Glossary

drill to make a deep hole in something
refine to make something better or cleaner
greenhouse effect an increase in Earth's temperature caused by CO_2 and other greenhouse gases

2 **Complete the sentences with words from the box.**

carbon | carbon dioxide | climate change | energy | fossil fuels | pollution

1 Coal, oil and natural gas are all ..... .
2 We use fossil fuels to provide ..... for our homes and businesses.
3 Fossil fuels are hydrocarbons, which means that they contain hydrogen and ..... .
4 When hydrocarbons burn, they form ..... .
5 Too much carbon dioxide in the air can cause ..... .
6 Hydrocarbons produce other toxic chemicals when they burn, which cause ..... .

3 **Work in pairs. Explain how the use of fossil fuels causes:**

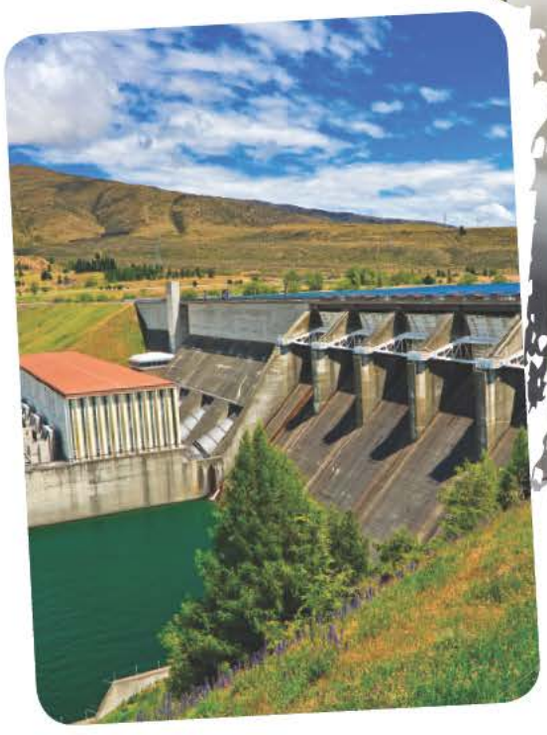
1 damage to the landscape
2 damage to the soil
3 damage to our health
4 harm to birds and animals

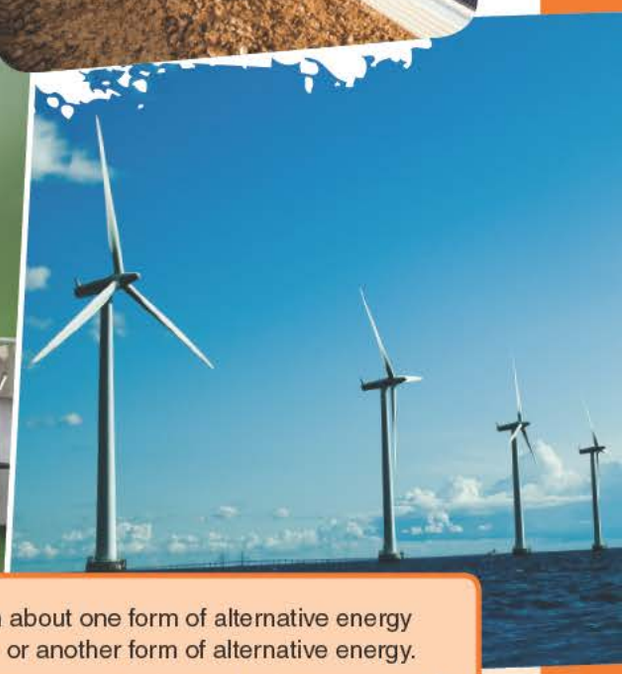
4 2.17 **Listen to a radio programme about alternative energy. Number the topics in the order that you hear them.**

a hydroelectric power
b solar power
c biofuel
d wind power

5 2.17 **Listen again. Are the sentences true or false?**

1 About 81% of our energy comes from renewable sources.
2 Solar panels are used to generate electricity.
3 Wind farms can be located on land or off-shore.
4 Hydroelectric turbines are only installed in rivers.
5 Burning wood is an example of biofuel technology.





Project

Find information about one form of alternative energy from exercise 4, or another form of alternative energy. Then answer the questions below and write a report on it.

1 What type of energy is it?
2 How is this energy produced?
3 What are the advantages of this energy?
4 Does it have any important disadvantages?
5 Can this energy solve all our energy problems?
6 Could you use this alternative energy at home?

Review 4
Units 13–16

VOCABULARY

1 Complete the sentences with the correct pairs of nouns.

criticism/mention prediction/hint
rumour/update support/proposal

1 There's a ..... the concert has been called off. We're waiting for an ..... online.
2 The students put forward a ..... for the school to buy some tablet computers which received full ..... from the staff.
3 The player gave reporters a ..... of which club he might move to, but it appears that the most popular ..... was wrong.
4 There was a lot of ..... of the boring plot, but the review made no ..... of the terrible acting!

2 Match the sentence halves.

1 I've just cleaned the floor, so be careful you don't slip
2 'I'm not interested in going,' I said, shaking
3 There's a cupboard open above you, so be careful you don't bump
4 I've been scared of dogs ever since I was bitten
5 It's not very polite to stare
6 If you've been cutting up chillies, never rub

a by one as a kid.
b my head.
c on it.
d your eyes afterwards!
e at people.
f your head on it.

3 Choose the correct verbs and complete the gaps with the correct form of *have*, *make* or *give*.

1 The police officer *confirmed* / *argued* that several arrests had been ..... but no more information would be given today.
2 The teacher ..... a sigh and *begged* / *emphasised* that the longer the students were noisy, the longer the lesson would go on.
3 The coach *proposed* / *reminded* us all to be respectful towards the losing team and not ..... unkind comments about them!
4 I ..... Martha a hug and *proposed* / *revealed* that we go for a meal to celebrate.
5 Eventually the boys *begged* / *admitted* that they had ..... a quarrel.
6 The player *revealed* / *proposed* the reason he wasn't playing was because he had ..... a serious fall at home.

4 Complete the sentences using a pronoun with *-self* or *-selves*.

it my her them your (x2)

1 I came up with that joke .....!
2 They designed the whole system ....., without any assistance.
3 You won't be invited again if you can't behave ..... .
4 The course ..... isn't that hard, but the tutor's awful.
5 Did you write all of this .....? It's brilliant!
6 She made that dress ..... .

5 Match the words and phrases. Then write them next to the definitions.

electricity	friendly
con	forest
solar	sphere
rain	servation
carbon	dioxide
the atmo	generation
environmentally-	power

0 in a way that doesn't damage the environment
environmentally-friendly
1 the mixture of gases around the Earth
2 a large area of trees in a tropical area
3 energy produced from sunshine
4 a gas that humans breathe out
5 the protection of nature
6 producing electric power

GRAMMAR

6 Complete the reported statements.

1 'As long as you're on time, I won't leave without you,' James promised Ruth.
James promised Ruth that ..... .
2 'I'm blinking because there's something in my eye,' Robert replied.
Robert replied that ..... .
3 'You have to take out the recycling,' Mum told me.
Mum told me that ..... .
4 'In India, shaking your head can mean that you agree,' the teacher said.
The teacher told us ..... .
5 'I've had an allergic reaction to something I've eaten,' Abbie said.
Abbie explained that she ..... .

7 **Rewrite the questions and requests as reported speech.**

1 'Do you want anything else?' the waiter asked us.
2 'Can you lend me a few pounds?' my brother asked me.
3 'Please don't walk on the grass,' the police officer said to the boys.
4 'Do you know what time the match starts?' Dad asked me.
5 'Are you listening?' Mrs Grayson asked Jack.
6 'Please don't say anything,' we begged our uncle.

8 **Match the sentence halves, and complete them with the correct form of the verbs.**

cut deliver drive repair search test

1 I had my luggage .....
2 I'll get my dad to .....
3 My sister's had her hair .....
4 Can you get the package .....
5 You should get your eyes .....
6 Are you getting your phone .....

a really short.
b or are you going to get a new one?
c at the airport!
d to a neighbour's house?
e if you can't read that sign from here!
f you to the station with your bags.

9 **Complete the second conditional sentences. Use *would*, *could* or *might*. Sometimes more than one modal verb is possible.**

1 You ..... something if you ..... more carefully. (learn, listen)
2 If you ..... a car, you ..... whenever you wanted to. (have, go out)
3 I ..... this website if I ..... Italian. (not understand, not speak)
4 If you ..... me, I ..... twice as quickly. (help, finish)
5 If you ..... your phone, you ..... contact us. (lose, not be able to)
6 What ..... if you ..... a lot of money? (you/do, win)

10 **Rewrite the underlined sections in the chat below. Use sentences with *I wish* or *if only*.**

0 I wish/If only I didn't live in this neighbourhood!

Tomm0: [0] I hate living in this neighbourhood.
Lann07: Me too. [1] I'd love to live somewhere exciting.
Tomm0: My parents were thinking of moving. [2] It would be great if we could move house!
Lann07: University will be my escape: [3] I can't wait to be at university.
Tomm0: I don't know if I'll get the grades to get in. [4] Why don't they make the exams a bit easier?
Lann07: Yeah. [5] It'd be great if the exams weren't so tough.

Corpus challenge

11 **Tick the two sentences without mistakes. Correct the mistakes in the other sentences.**

1 He told that he had bought a new computer.
2 You asked me to tell you about our club.
3 It could be good if you suggested an alternative.
4 I had my phone stolen so I couldn't call the police.
5 She explained him that she had not broken the glass.
6 You asked me what did I do to get the prize.
7 I have my car stolen last year.
8 It would be nice if you can fix the problem as soon as possible.

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

0 Jo asked Nikki if she knew what time the show started.
WHEN
'Do you know when the show started, Nikki?' asked Jo.

1 Somebody stole Kay's phone in the café.
HAD
Kay ..... in the café.

2 'Please give me another chance,' said Mark.
BEGGED
Mark ..... given another chance.

3 The film wasn't as good as we'd hoped it would be.
LIVE
The film ..... our expectations.

4 'Don't yawn when you're talking to me,' said Rob's teacher.
TOLD
Rob's teacher ..... yawn when he was talking to her.

5 I'd prefer not to cancel the party.
CALL
I'd rather ..... the party.

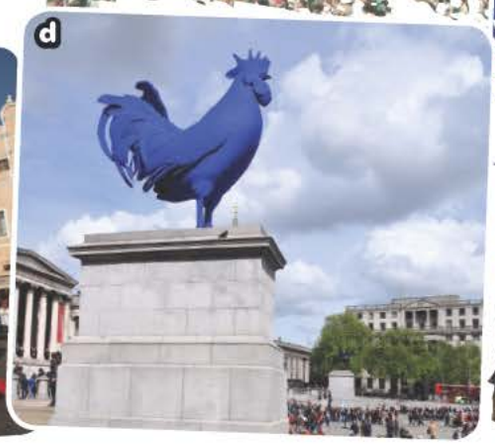
6 I'll lend you my laptop provided you bring it back tomorrow.
AS
You can borrow my laptop ..... it back tomorrow.

17 Art is fun!

VOCABULARY Adjectives describing art

Your profile

What works of art have you seen in museums and galleries?
Are there any outdoor pieces of art in your town or city?



1 Look at the photos. Describe what you can see. Which looks the most interesting? Why?

2 2.18 Listen to people talking about three of the works of art. Which of the photos a–e do they describe?

3 2.18 Choose the correct **adjectives**. Then listen again and check.

1 It was quite **classic** / **controversial** at the time and a lot of people didn't like the idea.
2 A lot of people just found it completely **bizarre** / **dramatic**.
3 I actually thought it was very **classic** / **impressive**. It really made you stop and look.
4 It turned a familiar building into something strange and **mysterious** / **conventional**.
5 Some older people prefer works of art to be more **massive** / **conventional**.
6 I love it because it's **unique** / **complex**. I've never seen anything else like it.
7 They look quite **classic** / **dramatic** when you first see them.
8 There are these **massive** / **abstract** eggs just lying in the street.
9 This definitely isn't a **unique** / **classic** or 'normal' work of art.
10 It's quite **abstract** / **bizarre** too because it doesn't really represent anything real.
11 I like it because it's very **conventional** / **contemporary** – you know, modern.
12 Although it's quite a simple idea in some ways, it's getting across a **complex** / **mysterious** message.

4 Describe the other two photos in exercise 1. Use **adjectives** from exercise 3.

READING

1 Describe the art in the photos on page 99. Which one looks the most interesting? Why?

2 Read the introduction to the article and choose the best title 1–3.

1 Art is always fun!
2 Does art have to be serious?
3 We need more art!

3 Read the sentences. Which work of art on page 99 do you think they refer to? Read the article quickly and check.

1 It's made of an unusual material.
2 People saw it in many different countries.
3 It is intended to make people feel happy.
4 It was destroyed after a few weeks.

4 Read the article again and decide if the sentences are true for Anna (A), Martin (M) or both (B).

1 I saw this work of art twice.
2 It made me think about my childhood.
3 It looked strange because of the contrast with its surroundings.
4 It made me feel closer to home.
5 I think it's a work of art because it encourages people to think.
6 It made me more aware of my senses.

Contemporary artists have moved out of art galleries and museums, and are now creating art in outdoor urban settings all over the world. Their works are often impressive, and sometimes quite bizarre – like the massive pile of chairs the size of a house in the centre of Istanbul, or the London bus with arms that does exercises in the street. These works are entertaining and fun, but are they really art? Two young people give us their opinions on this question and talk about unusual works of art they've seen.

MARTIN, 15

Last year, I went to see this amazing chocolate room in a shopping centre near my home in Minsk, in Belarus. Everything was made of chocolate – the furniture, the cups and saucers, even the flowers. It was really impressive! I've seen chocolate sculptures before, but this was on a much larger scale. My first thought was: Wow! There must be a lot of chocolate in here! In fact, the artist Elena Kliment used over 600 kilos of chocolate. The smell reminded me of making chocolate cakes with my grandmother when I was young – wonderful! You can't really appreciate it from the photo, but it was really bizarre to see all those familiar things made out of chocolate. The temptation to touch it or taste it was incredibly strong. I went back a week later, on the last day of the exhibition. They were breaking it all up and handing it out to people to eat. It really made me think about how we use our senses. We live in a very visual world now, so we use our eyes a lot. This work made me appreciate how powerful our senses of smell, taste and touch are, but we don't notice them most of the time. I think this might well be what the artist was trying to get across. Or it could be that she wanted to make people think about why chocolate is such a special food! Would I call it art? Definitely! For me, anything that takes your mind away from everyday life and makes you think about things is art.

ANNA, 16

I saw this massive rubber duck when I was in Hong Kong last year, visiting my cousins. It's 26 metres high and 32 metres long, so I guess it could well be the biggest rubber duck ever made! It looked very amusing, in amongst all the serious world of work and business in the city centre, to see this huge kids' toy floating on the water. I found out later that it was by a Dutch artist called Florentijn Hofman, and it had travelled all over the world, from China and Japan to Brazil and the United States. The tour was entitled 'Spreading joy around the world' and I think it definitely did that. When I saw it, I instantly remembered being a young kid again, and the pleasure of playing in water. But it also made me think about the scale of the world we live in. Before I saw it, Hong Kong had seemed a long way from my home in London. But somehow, thinking that this rubber duck could travel all that way made it feel a bit closer. So, it made the world feel a bit smaller and more friendly. Some people would say that something like this can't possibly be art because it's not serious enough. But I don't agree. I think art is about getting people to look at the world around them and see it in a new way. Is it a great work of art? I'm not sure. I don't think it was awarded any prizes, but I loved it. On a scale of one to ten, I'd definitely give it a ten!

EP Word profile *scale*

This was on a much larger scale.

It made me think about the scale of the world we live in.

On a scale of one to ten, I'd definitely give it a ten!

page 127

Talking points

What do you think big outdoor works of art can bring to a town or city?

Do you agree that anything can be art if it makes you think?

Video extra

GRAMMAR Modals of deduction: present

1 **Read the examples and complete the rules with the bold modal verbs.**

1 *It **could be** that she wanted to make people think about chocolate.*
2 *This **might well be** what the artist was trying to get across.*
3 *It **could well be** the biggest rubber duck ever made.*
4 *Some people would say this **can't possibly be** art.*
5 *There **must be** a lot of chocolate in here!*

We can use modal verbs to indicate how sure or unsure we are about something.

a We use ..... *be* if we are sure that something is true.
b We use ..... *be* if we are sure that something is not the case. We never use *mustn't be* in this way.
c We can use ..... *be* or ..... *be* if we are unsure about something.
d We use ..... after *can* or *could* to confirm that we are fairly sure about something.

→ Grammar reference page 154

2 **Choose the correct modal verbs.**

1 That sculpture *mustn't* / *can't* be genuine. It's very cheap.
2 The picture over there *can* / *might* well be by the same artist.
3 The art teacher isn't here. I think she *must* / *can* be ill.
4 The two buildings *must* / *could* be the same height, but I'm not sure.
5 Visitors should not touch the exhibits, as they *might* / *must* get damaged.
6 *Could* / *Must* that painting be by Picasso? It looks like his style.

3 **Complete the sentences with *must* or *can't* in response to these statements. Use the words in brackets.**

0 I'm studying art history. (fascinating)
That must be fascinating!
1 That massive sculpture is made of iron. (easy to lift)
It .....
2 Her gold ring has three genuine diamonds. (very valuable)
It .....
3 Our art homework is just learning a few dates. (very interesting)
That .....
4 My brother's finally sold his first painting! (so satisfying)
That .....
5 Helen's thinking of changing schools. (serious)
She'd miss all her friends! She .....!
6 The jewels in this necklace look like glass. (fake)
They .....

4 **Use *might* or *could* to describe what you think you can see behind each keyhole 1–4. Add *well* if you are fairly sure.**

I think it could well be part of a boat.

Corpus challenge

Find and correct the mistake in the student's sentence.
It can be difficult for him to change his opinion.

VOCABULARY Verbs often used in the passive

1 **Read the examples. Can you think of any other verbs that are often used in the passive?**

1 *The tour **was entitled** 'Spreading joy around the world'.*
2 *I don't think it **was awarded** any prizes.*

2 **Choose the correct passive verbs.**

1 The art gallery *is set* / *is influenced* in a beautiful forest.
2 Josie *was devoted* / *was elected* as our student representative yesterday.
3 The art gallery *was regarded* / *was established* in 1977.
4 The sculpture *is composed* / *is prohibited* of five moving parts.
5 The artist Kandinsky *was influenced* / *was set* by Malevich.
6 Photography *is elected* / *is prohibited* throughout the gallery.
7 Last spring, the ground floor *was devoted* / *was composed* to an exhibition of modern art.
8 Jackson Pollock *is influenced* / *is regarded* as a very important artist.

3 **Discuss the questions.**

1 What things are prohibited in your school?
2 How much time is devoted to art in your school?
3 When was your school established?
4 Who do you think you are influenced by?

WRITING An essay

Park and Slide work of art, Bristol, the UK.

1 **Look at the photo of the Park and Slide work of art in Bristol. What do you think is happening? Do you think it is art?**

2 **Read the essay title, and make notes on topics 1 and 2, and your own ideas.**

Public works of art are good for cities. Do you agree?

Notes

Write about:

1 the advantages of works of art for a city
2 the cost of public works of art
3 ..... (your own idea)

3 **Read the essay. Does it mention any of your ideas?**

a This is an interesting question. A lot of cities around the world have large public works of art, but are they really worth the money they cost?

b Works of art can bring a lot of advantages to a city. For example, they add cultural richness and make it more interesting for the people who live and work there. In addition, they might attract visitors from all over the world who will spend money in hotels and restaurants.

c On the other hand, public works of art are expensive and some people would argue that they are not necessary. Cities already find it difficult to pay for things such as roads and transport. They do not often have spare money they can spend on art.

d In my view, works of art are good for cities, but they are expensive. I believe that cities should ask businesses and wealthy individuals to help pay for them.

4 **Read the *Prepare* box. Match paragraphs a–d in the essay to the functions.**

Prepare to write An essay

In an essay:

- organise your ideas into paragraphs.
- give ideas in favour of and against the topic.
- give examples to explain your ideas.
- use linking words to join your ideas.
- include a conclusion with your own opinion.

1 Ideas against the topic
2 Conclusion and the writer's opinion
3 Introduction
4 Ideas in favour of the topic

5 **Look at the highlighted expressions in the essay. Answer the questions.**

1 Which expression introduces a contrasting idea?
2 Which expression introduces a similar idea?
3 Which two expressions introduce examples?

6 **Look at the essay again and find:**

1 an expression which introduces other people's opinions.
2 an expression which introduces the writer's opinion.

7 **Read the task in exercise 2 again and plan your essay.**

8 **Write your essay.**

- Use the tips in the *Prepare* box.
- Write 140–190 words.
- Check your grammar and spelling.

18 Challenging fate

VOCABULARY Nouns: personal qualities

Your profile

What major decisions have you had to make in your life?
What do you consider to be your main qualities and strengths?
How have these qualities helped you?

1 2.19 **Listen to three people talking about impressive personal qualities. Match the speakers to a photo a–c.**

2 2.19 **Listen again and complete the sentences with the correct words. One word isn't needed. What does this word mean?**

bravery commitment courage
determination honesty inspiration
motivation potential spirit willingness

1 Climber Joe Simpson showed great ..... in his decision.
2 His ..... in crawling for three days without food was extraordinary.
3 His story is an ..... to climbers everywhere, showing one man's ..... to survive.
4 The boys' strong mental ..... had kept them alive.
5 Their story shows the ..... humans have to staying alive.
6 Sabrina Cohen has shown her ..... to raise money for medical research.
7 Sabrina had shown early ..... for the piano.
8 Her ..... in life is the belief that one day she will get back the full use of her hands.

3 2.19 **In groups of three, tell each other the stories you have just heard, using the sentences in exercise 2 to help you. Then listen again to check you remembered everything.**

4 Discuss these questions.

1 Do you know someone who has shown great courage? What happened?
2 Who is an inspiration to you? Why?
3 Do you have the motivation to succeed?
4 Do you know anyone who has shown potential for something?
5 Is honesty the best personal quality, in your view? Why? / Why not?

READING

1 Look at the main title and the first sentence of each text A–D. What do you think these people's stories might be about? Write the letters A–D against 1–5.

1 leaving poverty behind
2 moving to another country
3 coping with a serious problem
4 surviving a difficult childhood
5 finding a better life

2 Read the texts quickly to check your ideas.

3 Read questions 1–10 and underline the important words.

Which person …

1 has had a book published about their life?
2 adopted a new nationality?
3 had to have a further operation due to a problem?
4 took up a new interest in order to get fed?
5 regularly achieved high marks at school in the USA?
6 used their own experience to assist others?
7 is intending to study a science subject at university?
8 represented their country in competitions?
9 will receive financial support thanks to a physical talent?
10 achieved second place in an international tournament?

4 For questions 1–10 in exercise 3, choose from texts A–D. The texts may be chosen more than once.

Tales of courage

– four stories of teenage success

A Phiona

Ugandan teenager, Phiona Mutesi, grew up in poverty, unable to read or write. Her father died when she was very young and she had to find food for herself and her brother. It was that basic need that decided her fate, because it led her to Robert Katende's chess programme. Katende was offering a bowl of food to any child who would come to his centre to learn chess. Phiona wouldn't have gone there if she hadn't been desperate to eat, and her life changed with that one decision. Her potential at chess was obvious from the start and she enjoyed playing, so began to practise more and more. She walked four miles a day to attend training, collecting food each time. She was soon beating the older girls and boys in the programme and has since played for Uganda in several international tournaments, with trips to Russia, Turkey and the USA. Phiona has brought hope to her family and is becoming an inspiration worldwide, with the recent appearance of her biography.

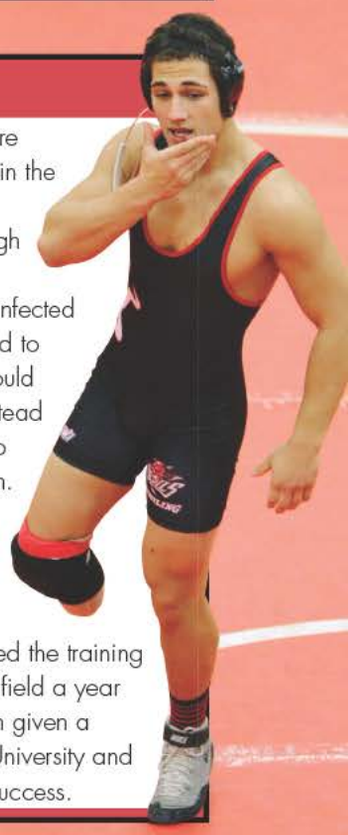
B Ahmed

The challenge Ahmed Dini faced on his arrival in Australia was adjusting from a survival lifestyle to one of opportunities and freedom. Ahmed was three when his parents left the violence of war-torn Somalia to become refugees in Kenya. The family spent over five years in a refugee camp there, but were finally given the chance to become Australian citizens. Ahmed remembers his mother's sadness in the camp. She always wished she had not had to leave her home, but if the family had stayed in Somalia, they could never have lived in safety. When they eventually boarded their flight to Australia, he noticed the smile on his mother's face. At last, her kids would get a real education and fresh opportunities. As a teenager, Ahmed showed a willingness to learn English and study, but experienced difficulties finding his place in society. However, he got through his schooling and is now a social worker in his local community, helping Somali teenagers to achieve their full potential. He manages a Somali-Australian football team, *Unite FC*, and got them to the final of the Madrid Youth Cup in Spain recently.

C Dawn

Dawn Loggins had a tough upbringing in North Carolina, USA, due to her parents' problems. There was never enough money for food and rent, so the family often lived in buildings without electricity or running water. Dawn really wanted to learn, but studying at home was difficult with no electric lights. As she got older, Dawn realised that education was the only way she could escape her troubled background. When her parents suddenly moved away to Tennessee, she was left behind and moved in with the woman who drove her school bus. She was finally in a normal home environment. To earn money, she took a job as a school cleaner and worked every day before classes began. Showing great courage and a determination to succeed in life, she maintained a straight-A average in her teenage years and aimed high, hoping to get into Harvard University. Out of 36,000 candidates, Dawn was selected for a full scholarship to study biology there. This was a fantastic achievement for a teenager whose life had been far from easy.

D Koni



Koni Dole's bravery and fighting spirit are remarkable. Koni comes from Montana in the USA and is passionate about American football. He regularly represented his high school in competitions until he suffered a bad break to his leg, which became infected after it was set. Eventually, Koni's leg had to be removed and doctors told him he would never play football again. However, instead of letting himself be beaten, he faced up to his disability and used it as motivation. Immediately after the surgery, he began training again and, with the help of an artificial leg, went running and lifted weights to improve his fitness. Despite being in great pain at times, he continued the training programme and returned to the football field a year after his terrible accident. Koni has been given a football scholarship by Montana State University and fully intends to achieve further sporting success.

EP Word profile *face*

He noticed the smile on his mother's face.

The challenge Ahmed Dini faced in Australia was the extreme change …

Koni faced up to his disability and used it as motivation.

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Talking points

Are people more interested in reading about success than failure? Why? / Why not?

How important is it to get a good start in life?

Do some people make their own luck in the world? Why? / Why not?

GRAMMAR Third conditional

1 **Read the examples and answer the questions.**

1 *Phiona **wouldn't have gone** there if she **hadn't been** desperate to eat.*
2 *If the family **had stayed** in Somalia, they **could never have lived** in safety.*

a Did Phiona go to the chess club?
b Was she very hungry?
c Did Ahmed's family stay in Somalia?
d Was it safe in Somalia?

2 **Complete the rules with the words in the box.**

could have past perfect would

We use the third conditional to talk about the imagined results of past situations or actions.

a We use *if* + ... , + ... + *have* + past participle.
b We can also use the modal verbs ..... or *might* + ... + past participle.

→ Grammar reference page 155

3 **Match the sentence halves.**

1 If I hadn't lost my phone, I
2 If you had stayed for a coffee, you
3 If everyone had come to the beach party, there
4 If you'd revised for the test, you
5 If we had moved to another town, we

a would have had to make new friends.
b might have got higher marks.
c would have missed the bus.
d wouldn't have bought a new one.
e could have been over 100 people.

4 **Complete the third conditional sentences with the correct form of the verbs.**

1 If I ..... (know) how difficult the course was, I ..... (would / choose) an easier one.
2 If Paul ..... (not go) surfing at the weekend, he ..... (could / finish) his homework on time.
3 You ..... (might / enjoy) the film more if you ..... (not be) so tired.
4 The team ..... (could / win) their match if they ..... (score) a goal in the first half.
5 If Jenny ..... (get) in touch earlier, I ..... (might / be) able to meet her.
6 Simon's sister ..... (might not / leave) home if he ..... (not move) to London.

Corpus challenge

Find and correct the mistake in each of the student's sentences.

1 It would have been very annoying if we had to buy a ticket.
2 I might have learned more if there would have been fewer people.

wish + past perfect

5 **Read the examples. What tense follows the verb *wish*?**

1 *She always **wished she hadn't had to leave** her home.*
2 *I **wish I had listened** to you more carefully.*

6 **Rewrite these sentences using *wish* and a suitable tense. Then write a third conditional sentence for each one.**

0 Tom stopped exercising, so he put on weight.
Tom wished he hadn't stopped exercising. If he hadn't stopped exercising, he might not have put on weight.
1 I left my jacket at a party and I lost it.
2 You forgot to check the time of the train, so we missed it.
3 The organisers didn't advertise the concert, so we didn't know about it.
4 My guitar got broken when my cousin dropped it.
5 James didn't wear gloves on the mountain and his hands froze.

VOCABULARY Phrasal verbs with *get*

1 **Read the examples and explain the meaning of the phrasal verbs in bold.**

1 *Dawn aimed high, hoping to **get into** Harvard University.*
2 *He **got through** his schooling and is now a social worker.*
3 *One day she will **get back** the full use of her hands.*

2 **Some phrasal verbs with *get* have three parts. Choose the correct words to complete the definitions.**

1 If you **get *on* / *off* with** something, you continue doing it.
2 If you **get *out* / *away* with** something, you avoid being punished for it.
3 If you **get *out / back* of** something, you avoid doing it.
4 If you **get *over / round* to** something, you finally do it, after intending to for a long time.

3 **Complete the sentences with the correct form of a phrasal verb from exercise 1 or 2.**

1 Our band ..... to the finals, but we didn't win.
2 I decided to stay in and ..... my homework.
3 Matt plays for the second team, but he'd like to ..... the first team.
4 We finally ..... watching that film you lent us months ago.
5 I never ..... the money that I lent my brother.
6 Although Harry finished all the pizza, nobody told his mum, so he ..... it.
7 I ..... doing the washing up as I was feeling ill.

4 **Discuss the questions.**

1 What homework are you waiting to get back from your teacher?
2 Have you ever got away with something? What happened?
3 What should you get round to doing soon? Why?

LISTENING

1 You will hear people talking in six different situations. Read the context sentence for each question. Which recordings will only have one speaker?

1 You hear part of an interview with a musician. Why does he believe he has been so successful?
- **A** He won a talent competition.
- **B** He got a lot of fans on social media.
- **C** He met a record producer at the right time.

2 You hear a teacher talking to her class at the end of term. What is she doing?
- **A** praising individual results in a particular subject
- **B** encouraging the whole class to work harder
- **C** suggesting what the class could achieve

3 You hear two friends talking about a school trip. What does the girl want to do?
- **A** persuade her friend to sign up for the trip
- **B** check what she has to prepare before the trip
- **C** complain about the lack of information on the trip

4 You hear two friends discussing a careers day they have attended. Their opinions differ about
- **A** how well the event was organised.
- **B** which speaker was the best.
- **C** why the day was useful to them.

5 You hear a message left on a phone. Why is the man leaving this message?
- **A** to confirm a decision
- **B** to apologise for a mistake
- **C** to get out of an arrangement

6 You hear two friends talking about their ideal university. What do they agree about?
- **A** the size of the campus
- **B** the quality of the classes
- **C** the choice of social activities

2 Read the question or incomplete sentence that follows each context sentence in exercise 1. Answer the questions.

1 Which three are asking about the speaker's purpose?
2 For the three remaining ones, which one focuses on
- an explanation?
- a shared opinion?
- a disagreement?

3 2.20 Read question 1 and options A–C in exercise 1. The correct answer is B. Listen and decide why A and C are wrong.

4 2.21 For questions 2–6 in exercise 1, listen and choose the best answer (A, B or C). Then listen again and check.

SPEAKING Discussing ideas

1 2.22 Listen to a discussion about the meaning of success. Do the speakers agree that exams and qualifications are the most important thing?

2 2.22 Read the *Prepare* box. Answer the questions. Then listen again and check.

Prepare to speak — Reacting to ideas

Agreeing
Yes, that makes sense.
Absolutely!
I'd agree with you up to a point.
Disagreeing politely
I'm not so sure.
I think that's only true for …
Adding another idea
But on the other hand, …
The thing is …
And, in actual fact, …

1 Which phrase can we use when we only agree partly with an idea?
2 Which phrase can we use to agree very strongly?
3 Which phrase always adds a contrasting idea to another idea?

3 In pairs, choose one of the questions to discuss. Use phrases from the *Prepare* box to help you.

1 Would a professional footballer and a doctor measure their success in the same way? Why? / Why not?
2 How important is a happy childhood to later success? Why?

Culture

Iconic designs

1 **Match each iconic object to the country it comes from. Can you think of any more iconic objects from these countries?**

1 Italy 2 The UK 3 Switzerland

2 **Read the text. What improvements were made to these products? How popular are they in your country?**

a

b

c

Iconic designs

Iconic designs are not just popular or famous, they continue to be popular over a long period of time, so we can use them to see how fashion, design and culture gradually change. Iconic designs also set new quality standards and inspire other people to copy or improve them. Here are two examples that we can see around us every day.

Levi's 501 jeans

In the 1850s, Levi Strauss had a business in San Francisco that sold clothes and other items. One of his customers was a tailor called Jacob Davis. In 1872, Strauss received a letter from Davis, who had an idea about making the pockets of work trousers stronger, with small metal buttons called rivets. Strauss and Davis applied for a legal patent which meant that other companies couldn't copy their new idea. Then, in 1873, Levi Strauss & Co. made their first jeans.

The new trousers were made with blue denim and had two big pockets at the front, as well as a small pocket for a watch. There was also a big back pocket, decorated with curved lines. In 1890, the company's patent for rivets ran out, so competitors began copying their design. That same year, Levi Strauss & Co. started using numbers to identify its products, and chose the number 501 for the company's famous work trousers.

Since then, there have been many changes to the design. For example, in 1922, a second back pocket was added. The general shape of Levi's 501 jeans has also changed with fashions, from a big, loose shape in the early years, to the straight, narrower style that is more popular today.

The Apple iPhone

When the iPhone was introduced in 2007, touch-screen technology and smartphones already existed, but Apple's new device changed phone design completely with its unique appearance and advanced technical features. The most obvious of these was the iPhone's large screen that took up most of the front. It was also thin, light and made with high-quality materials, such as aluminium and steel. The phone's curved edges gave it an elegant, luxurious appearance.

Not only did the iPhone look good, it was also easier to use than other phones. For example, users could touch and move images on the screen, as if they were objects. In addition to making calls and sending text messages, users could also go online, check their email, take photos, and play songs or videos. Nowadays, that isn't so special, but in 2007 it was an impressive development.

Since its introduction, the iPhone's overall appearance hasn't changed all that much, but there have been technical improvements, such as a better screen and camera. There have also been many software updates, and now users can download thousands of apps that make their phones more useful. At the same time, of course, many of Apple's competitors have created their own versions of this iconic piece of technology.

3 **Read the article again. Do these sentences apply to the Levi's 501 jeans, the iPhone or both?**

	501's	iPhone	Both
1 The product is easier to use than older products.		✔	
2 The appearance of the product is more stylish than other designs.			
3 The product uses new technological developments.			
4 Other companies copy the idea for their own products.			
5 The product has been popular for a fairly long time.			
6 The product created new standards in the industry.			

4 **Discuss the questions.**

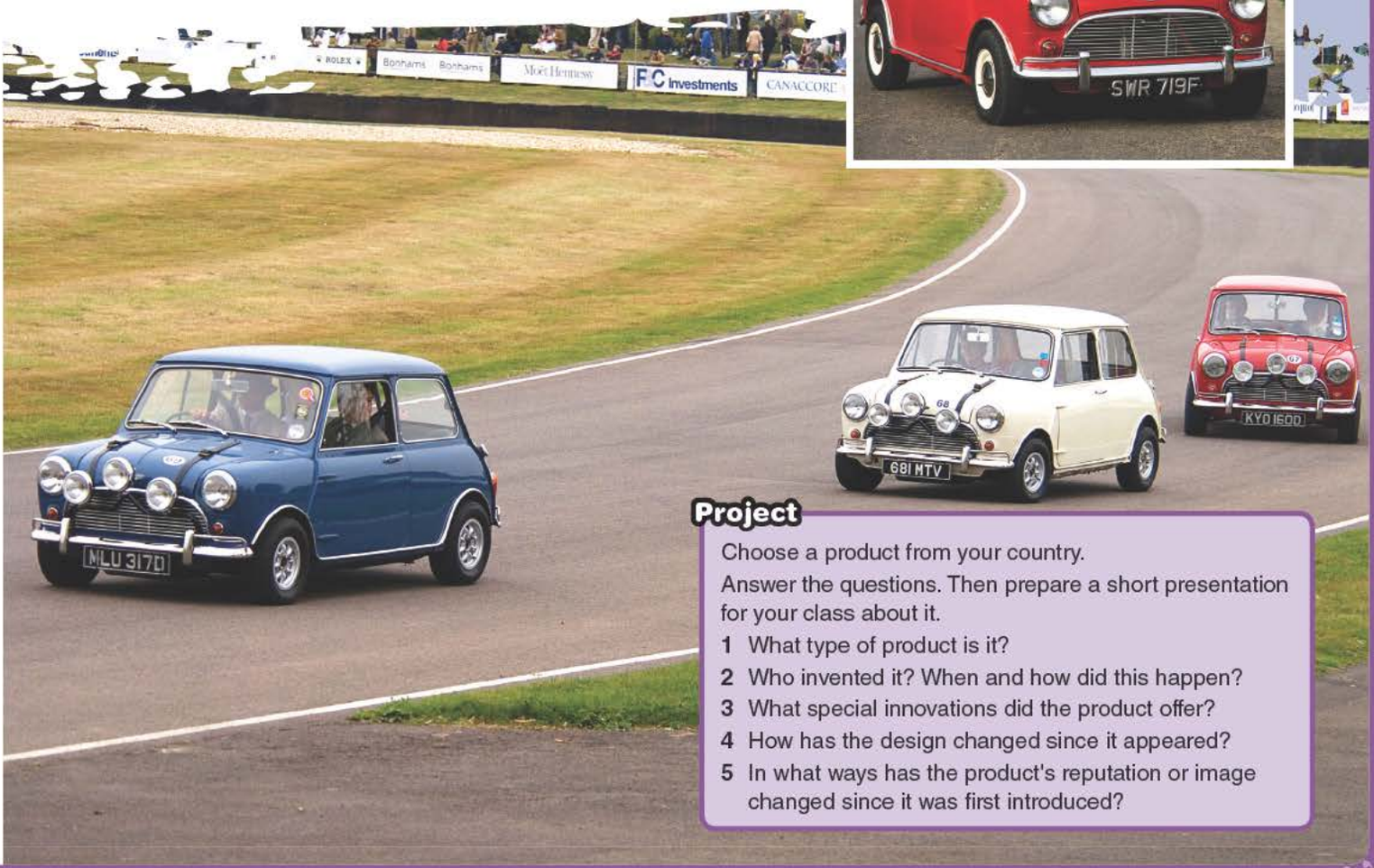
1 How popular are Levi's 501s and the Apple iPhone in your country?
2 How expensive are these products compared to the alternatives?
3 What other iconic products are popular in your country? Make a list.
4 What are your favourite iconic designs?

5 **When you buy a product, which qualities are most important to you? Why?**

design quality price usefulness originality the brand name

6 2.23 **Listen to a conversation about an icon of British car design: the Mini. Answer the questions.**

1 What type of car did the British Motor Company ask Alec Issigonis to design for them?
2 Why did the British Motor Company start making 'deluxe' models of the Mini?
3 What contributed to the Mini's success in the 1960s?
4 What changed about the Mini brand in the 1990s?
5 What is different about the original Minis and the New Minis that are produced nowadays?



Project

Choose a product from your country.
Answer the questions. Then prepare a short presentation for your class about it.

1 What type of product is it?
2 Who invented it? When and how did this happen?
3 What special innovations did the product offer?
4 How has the design changed since it appeared?
5 In what ways has the product's reputation or image changed since it was first introduced?

19 Against the law

VOCABULARY Crime and criminals

Your profile

Which crime programmes do you watch on TV? How do they compare to real life?

1 2.24 **Listen and match the stories 1–5 to the headlines.**

a Film actor speaks about witnessing burglary

b PRISONER ESCAPES DURING ACCIDENT

c POLICE FIND BURGLAR ASLEEP IN CAR

d HACKER LATEST: POLICE MAKE AN ARREST

e Police release suspect in stolen painting mystery

2 2.24 **Complete the stories with the words in the box. Then listen and check.**

burgled charged committed a crime court denies the charge investigating judge jury sentenced statement suspect theft victim witness

David Rentham, who was arrested on Tuesday for the recent [1]..... of a Picasso from a New York museum, was freed today. As he left the police station, Rentham said, 'I have not [2]..... . Please leave me alone now.'

Inspector Ian Payne of the Online Investigations Unit said that they had [3]..... Ian Wallgrove, 27, at his home in Manchester, with recent attempts to break into government computers. Wallgrove [4]..... .

Soap star, Carrie Anderson, whose home was [5]..... last October, gave a [6]..... in a packed London court yesterday. Before she spoke and described what she had seen, the [7]..... warned the [8]..... that they should treat the [9]..... of this case as they would any normal person.

Police [10]..... a series of break-ins woke the man to ask him if he had seen anything. They started to [11]..... his involvement when they spotted gloves and a mask on the back seat of his vehicle.

A [12]..... told yesterday how she watched from her car as Robert Thomas, due to be [13]..... in [14]..... today, escaped from the back of a prison van during a road accident.

3 **Look at the words in the headlines and those you used in exercise 2. Find:**

1 five words for people who might be seen in a court room.
2 four things the police do to someone.
3 three things a criminal does.
4 two types of criminal.
5 one thing a judge does.

READING

1 **Imagine you saw someone you know doing one of the following things. Would you tell anyone? Why? / Why not?**

1 dropping litter
2 downloading a film or music
3 shoplifting
4 making a joke emergency call

2 **Read the article quickly. Put the events in the order they happened.**

a The Griffin family's house was burgled.
b Martin Griffin came home.
c Mr and Mrs Griffin told the police about their son.
d The police arrived at the Griffin family's home.
e Stuart Tiller persuaded Martin to burgle his parents' house.
f Martin's parents told him about the burglary.
g Nikki Griffin arrived home.
h Mr and Mrs Griffin realised who the burglar was.

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

1 What do you think led the Griffins to suspect their son had burgled their home?
2 What circumstances helped Martin to get a less serious sentence from the judge?
3 What do you think you would have done in Martin's parent's situation?
4 How would you have felt if you were Martin?

THE DECISION:

WE ASKED THE POLICE TO ARREST OUR SON

BY SALLY FENTON I SATURDAY 3 MAY

'It was the hardest thing we'd ever done, but we're glad we did it.'

Nikki Griffin remembers the events as clearly as if they had happened yesterday.

'It was a normal Friday afternoon back in January. I was looking forward to doing very little for a couple of days.'

She unlocked her front door and turned off the burglar alarm – which meant no one else was at home. Nikki wasn't surprised. Her husband, Phil, must still be at work and their son, Martin, could be anywhere. She went straight upstairs to change.

When Nikki entered her bedroom, she stepped back in shock. Nikki and her husband's possessions were lying all over the floor. She ran to her jewellery drawer. It was completely empty except for an inexpensive ring her son had once bought her.

Nikki immediately phoned her husband and then the police.

The first thing the police spotted was that a window in the kitchen was open. But why hadn't the alarm gone off? It had been set when Nikki returned home, so someone must have set it when they left the house in the morning. When the police checked, they found that the alarm *had* been set, but someone had actually turned it off temporarily, using the correct password. This was something that very few people knew. Then, when Phil Griffin returned home, they found that some money was missing – £50 that they kept hidden in a box of cereal for emergencies. A burglar couldn't have known about that money. It was almost impossible.

The police started to suspect someone in the family and started asking questions about the Griffins' son. At first, Nikki and Phil refused to believe Martin could be involved. He'd never done anything dishonest or illegal in the past.

Later, when Martin arrived home, his parents explained what had happened. They didn't accuse him directly, but they did ask him if he knew anything about it.

'It was obvious as soon as Martin spoke,' said Nikki. 'He denied it, of course, but we knew.'

It must have been a hard decision for the Griffins. In fact, Nikki said,

do. However, th

them what they suspected had happened.

Martin was arrested the same day and charged with

bur

A G

been someone else's idea. At first Martin had been unwilling to take part, but his friend, Stuart Tiller, 20, had eventually persuaded him. Tiller, who had a criminal record dating back several years, had already spent time in prison for car theft. He was sentenced to eight

Ev d

his home.

Martin was more fortunate. As it was the first time he had commi

of community service – unpaid work such as picking up litter. The judge was also impressed by Martin's statement in court. He strongly regretted what he had done and fully understood his parents' actions.

And how do the Griffins feel six months on from that Friday afternoon?

'We know we made the right decision to call the police,' says Nikki, and Martin agrees. 'I made a stupid mistake that day, and luckily my parents did the right thing. Without that, I might have carried on and got involved in more serious crimes. But it's all behind me now, and I can look forward to the future. I just want to get my normal life back again.'

EP Word profile *back*

The police spotted gloves and a mask on the back seat of his vehicle.

It was a normal Friday afternoon back in January.

Now Martin just wants to get his normal life back again.

page 128

DO YOU THINK THE GRIFFINS MADE THE RIGHT DECISION?

YES NO SEE RESULTS

Talking points

When you see someone do something wrong, is it important to tell someone?

How can friends influence each other to do things?

GRAMMAR Modals of deduction: past

1 **Read the examples. Then complete the rules with *must*, *might/could* or *can't/couldn't*.**

1 *Someone **must have set** the alarm when they left the house.*
2 *A burglar **couldn't have known** about that money.*
3 *I **might have got involved** in more serious crimes.*

We use modal verbs + *have* + past participle to talk about possibility in the past.
We use:
a ..... + *have* + past participle when we think something possibly happened.
b ..... + *have* + past participle when we are certain something happened.
c ..... + *have* + past participle when we are certain something didn't happen.

→ Grammar reference page 156

2 **Complete the sentences with a modal + *have* + the correct form of the verb.**

1 The police haven't found the thieves yet. They think they ..... (leave) the country, but they aren't sure.
2 The witness wasn't wearing her glasses, so she ..... (see) the suspect clearly.
3 When the thieves entered the bank, the police were waiting for them. Someone ..... (tell) them about the plan.
4 The burglar ..... (come) in through the window. It was locked and it still is.
5 Police think someone ..... (start) the fire on purpose, but it's possible it was an accident.
6 The robbery happened on a busy street, in the middle of the day. There ..... (be) some witnesses!

3 **Look at the pictures. What *must/might/could/can't/couldn't* have happened?**

1 *He might have forgotten his key.*
His parents could have gone out.

Corpus challenge

Find and correct the mistake in the student's sentence.
I didn't have any idea who it might had been, and I felt a little frightened.

4 **Read the text below. What do you think the answer is? Write sentences with *must/might/can't have* + past participle. Compare your ideas. Then check the answer on page 121.**

The police suspect a man of murder. They only know his name is John and his address. They go to the house and find four people: a builder, a lorry driver, a mechanic and a fireman. They are playing cards. They immediately arrest the fireman. How did they know he was the murderer?

VOCABULARY Negative prefixes

1 **Make these words into their opposites by adding a prefix. Use *un-*, *in-*, *im-*, *dis-* or *il-*. Check your answers in the article on page 109.**

1 expensive
2 possible
3 honest
4 willing
5 legal

2 **Complete the sentences with the opposite of the adjectives in the box.**

accurate fair organised patient
polite popular reliable visible

1 It's ..... to blame Mike for losing his phone. He had it stolen!
2 The lawyer was so ..... that he brought the wrong papers to the court.
3 I wouldn't trust the time on that clock. It's often ..... .
4 Dressed in black, the burglar was almost ..... in the dark night.
5 In many countries it's ..... to point at people.
6 The suspect's ..... behaviour at the crime scene made the police suspicious.
7 The train should leave at 6.40, but it can be quite ..... at this time in the evening.
8 Since the rise of tablets and laptops, desktop computers have become ..... items for burglars to steal.

WRITING A news article

1 **Discuss the questions.**

1 What interesting crime-related news stories have you read or heard recently?
2 Why did you find them interesting?

2 **Read the task and answer the questions.**

1 Who are you writing for?
2 Where might the article be published?

You have seen this announcement in an international teenage magazine.

Do you want to be a news reporter?
What news stories have you read or heard recently? Would they be interesting for our readers? Write a news article for the website of the magazine.
Any article we publish will also receive a £50 voucher for books in our online shop.

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

1 Who is the main person the story is about?
2 What did this person do?
3 Where did the event take place?
4 When did it happen?
5 Why did it happen?
6 How did someone find out?

4 **Read the *Prepare* box. Match tips a–e to parts 1–5 in the article.**

Prepare to write A news article

A good news article:
a includes a quote from someone.
b explains the detail of the story in the middle paragraphs.
c might end by talking about the situation now.
d gives the main points of the story in a short first paragraph.
e uses a headline to catch readers' attention.

5 **Read the task in exercise 2 again and plan your news article.**

- Think of an interesting news article you have read or heard recently. If you prefer, invent one yourself.
- Find a report online to get details and suitable quotations. You could also invent these.

6 **Write your news article.**

- Use the tips in the *Prepare* box.
- Don't forget to include a headline.
- Write 140–190 words.
- Check your grammar and spelling.

1 **Mother disguises herself to sit daughter's exam**

2 A 52-year-old mother was arrested in Paris, France last week for attempting to sit her 19-year-old daughter's English exam.

3 The woman, who has not been named, turned up at the examination centre wearing jeans, trainers and heavy make-up. She quickly showed her ID card and was allowed to take a seat. Since the exam centre was not the daughter's school and adult students regularly take the exam, no one suspected the woman of any dishonest behaviour.

During the exam, one of the supervisors glanced at the students' ID cards. He recognised the photograph because he had met the student at an exam a week earlier. But clearly the woman at the desk was not the same person. The police were called and someone quietly asked the woman to come outside.

4 'Thankfully, she left with no difficulties,' a representative from the centre commented.

5 The woman freely admitted what she had done, which she said was because she was better at English than her daughter. She now faces a fine of up to €8,000 and her daughter could be banned from public examinations for five years.

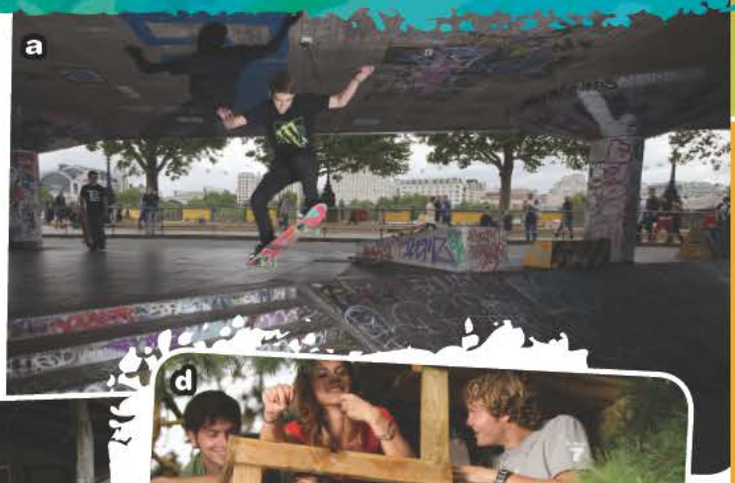
20 Places to hang out

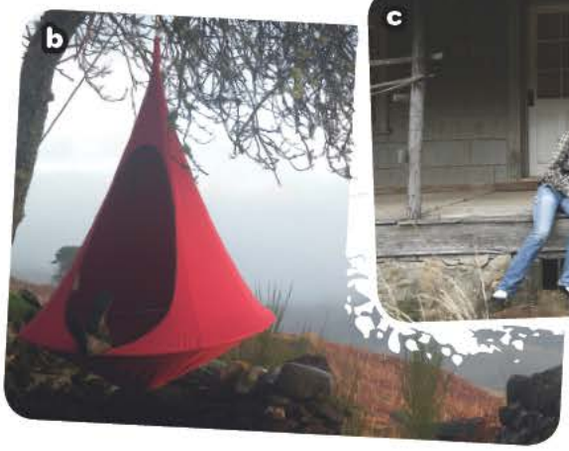
VOCABULARY Places and feelings

Your profile

Where do you like to hang out with your friends? What would be your ideal place to hang out? Do you think you could you build it yourself?

1 2.25 **Listen to teenagers talking about their favourite place to hang out. Match the speakers 1–4 to the photos.**





2 2.25 **Complete the sentences with the words in the box. Listen again and check.**

breathtaking cloth concrete construction dissatisfied hut magical passionate relaxed shelter tool weird

1 My Dad found us these really unusual things – they're ..... but wonderful!
2 They're made from a strong, waterproof .....
3 They're a good ..... when it's raining.
4 It's all ..... down there, it's a great surface for skateboarding.
5 We're ..... about the place.
6 A while back, a ..... company wanted to get rid of us and develop the space into restaurants.
6 Before, it was just a dirty old wooden .....
7 Sometimes we feel ..... about that, 'cause it's not a very ..... atmosphere.
8 The only ..... we used was a hammer to bang in the nails!
9 It's quite a ..... experience being so high up in a tree and on a clear day the view is .....

3 Look at the words in the box again. Which words are to do with buildings and materials? Which words are to do with feelings?

4 Describe three places that you know to a partner. Use some of the words in exercise 2.

READING

1 Read the first paragraph of each text and answer the questions.

1 What is going to happen to the tree house? Why?
2 What has Celina Dill built? Why?
3 What are the differences between Celina's construction and the boys' tree house?

2 Read the whole texts quickly and check your ideas for question 3.

3 Read the texts again and find the parts that provide these answers. Suggest questions for the answers.

Said by one of the boys:

1 It's impossible to remove it because of how the tree has grown.
2 We're very upset, but we can see his point of view.
3 It was autumn in Britain, so it got spotted!
4 There's no danger if people behave sensibly.
5 They chose us because they were impressed by its extreme height.

Said by Celina:

6 I left because I didn't think there was any more they could teach me.
7 Well, how to work with metals, really – you know, welding, that kind of thing.
8 He works with all kinds of wood, so he really helped me.
9 I want this construction to be totally unique.
10 It may be nearly 60 years old, but it's perfect for preparing meals on – and it looks great.

A PLACE OF YOUR OWN

Have you ever felt the need to create a space of your own away from your parents? Well, here are two completely different stories of teenagers who did just that ...

An award-winning tree house, which teenagers spent three years building, will be pulled down over health and safety fears.

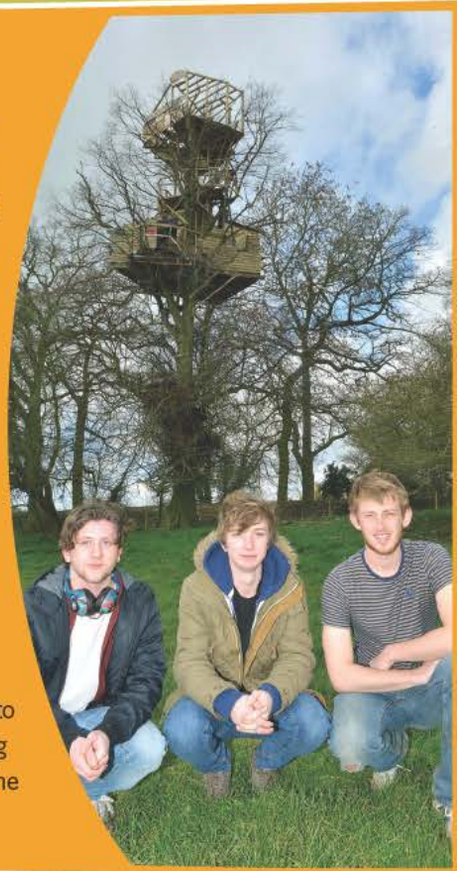
The group of boys built their magical hangout, measuring 28 metres up from the ground, in a farmer's field. It has a front door, windows, a circular staircase and a viewing platform. There's even a sofa to chill out on, so there's a very relaxed atmosphere.

But the farmer said it must come down because he could be taken to court if someone fell off it and did themselves harm. The construction is now so wrapped in branches that the whole tree will have to be cut down.

The five main builders of the tree house, which was constructed by 25 teenagers in all, estimate 1,000 hours of work went into it. On learning the tree house's fate, they said they were very upset, but understood why it had to happen.

Work progressed on the tree house last year, as the friends hunted for old construction materials and built up from an existing 15-metre shelter, using only nails and a hammer. Dougie Haynes was 16 when he started work on the project, and hopes to study architecture at university. He said, 'I put so much time into it. In October, we started building the top half, which was when the leaves were falling off the trees – that's when people started to notice it. It's sad – this summer could have been pretty awesome. You'd have to be pretty crazy to ever fall or hurt yourself. We are always very careful with new people. Standing on a nail was the worst injury I ever had there, and that was when I was building it. I wouldn't say it's dangerous at all.'

The astonishing palace in the sky was entered into a competition on Facebook to find the nation's best tree house. Praising the tree house as 'ludicrously high up', the judges awarded them the top prize.



It was the 'Small House Movement' that inspired Celina Dill's project of building a tiny home on wheels for herself. She's only 16 but is making serious plans for her future.

'I decided that I'll probably want to move out in a couple of years and I don't know where I want to live, so it needs to be able to go anywhere. So a house on wheels makes sense.'

Although Celina Dill is an excellent student, she decided after three semesters at South Whidbey High School that she had learned what she needed and wanted to move on with her life. She came away from her metalwork class with some useful practical skills. She added these skills to those her carpenter dad had shown her.

Celina enjoys working on her project enormously and isn't even considering a pre-planned design. Everything is going to be individual to her. Celina is capable of building every part of the house herself and is determined to do so. She has learned about how the sun moves through a house so that it warms its inhabitants and lights spaces, and how to build her home so the sun doesn't wake a sleeper too early in the morning.

She has found a stylish 1950s cooking stove, which will be great for cooking on, and an eco-friendly toilet. She's spent most of her savings on the heavy-duty truck that will pull her tiny house behind her on a wheeled trailer.

EP Word profile *do*

He could be taken to court if someone fell off it and did themselves harm.

She's only 16 but is making serious plans to do with her future.

There was nowhere in our village to hang out until we did this place up.

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Talking points

Are there enough places for teenagers to hang out in cities? Why? / Why not?

What would be the advantages of having a place to hang out on wheels?

GRAMMAR *-ing* forms

1 **Read the examples and match them to the rules.**

1 ***On learning*** *the tree house's fate, they said they were very upset.*
2 ***Standing on a nail*** *was the worst injury I ever had there.*
3 *Celina* ***enjoys working*** *on her project enormously.*
4 *Celina is* ***capable of building*** *the house herself.*

We can use *-ing* forms:
a as the subject or object of a clause, or to talk about an activity.
b after verbs and phrases that express likes and dislikes.
c after prepositions.
d after adjective + preposition combinations.

→ Grammar reference page 157

2 **Complete the sentences with the *-ing* forms of the verbs. Then match them to the rules in exercise 1.**

have observe ride take travel win

1 I really love ..... a place to hang out in.
2 Maya gets anxious about ..... by plane.
3 Steve learned about metalwork from ..... his uncle.
4 ..... horses is popular around here.
5 By ..... more exercise, Holly soon got fitter.
6 ..... a gold medal made all Jimi's training worthwhile.

Participle clauses

3 **Read the examples and match them to the rules.**

1 *The boys built their hangout,* ***measuring 28 metres up from the ground****, in a farmer's field.*
2 ***Praising the tree house as 'ludicrously high up',*** *the judges awarded them the top prize.*

We can use *-ing* forms to introduce a participle clause. We use participle clauses:
a to talk about an action that happens at the same time as the action in the main clause.
b to add more information about something that is mentioned in the main clause.

→ Grammar reference page 157

4 **Read the sentences and match them to the rules, a or b.**

1 The classes, consisting of practical metalwork and the use of tools, lasted three semesters.
2 Screaming with delight, the girls opened their presents.
3 Among the trees, they saw lights shining in the darkness.
4 Talking to John, I realised what I had missed.

5 **Complete the sentences with a suitable participle clause. There is one clause that you don't need.**

not wanting to disturb anyone feeling very excited
having no heating having no money for the train
realising his mistake

1 The old wooden hut, ..., was freezing cold.
2 ....., Maria called her dad to pick her up.
3 ....., I whispered into my phone.
4 ....., George went bright red and apologised.

6 **Join the pairs of sentences using a participle clause.**

0 She smiled at the judges. She accepted her prize.
Smiling at the judges, she accepted her prize.
1 I was growing more confident. I started to add more details to my tree house.
2 We had no idea about how to build a tree house. We looked online for ideas.
3 The shelter was useless. It had no roof.
4 The hut is very quiet. It's miles away from the nearest house.

Corpus challenge

Find and correct the mistake in the student's sentence.
I'm looking forward to see you.

VOCABULARY Compound adjectives ending in *-ing*

1 **Read the example. What parts of speech can you use to form some compound adjectives?**

an ***award-winning*** *tree house*

2 **Try to work out the meaning of the compound adjectives in the box. Then use them to complete the sentences below.**

cost-cutting eye-catching heartwarming
life-threatening mouth-watering
record-breaking time-consuming

1 Building a tree house can be a very ..... project if it's done properly.
2 My aunt has recently recovered from a ..... illness.
3 Their advert combines ..... images of surfers with a clever slogan.
4 The athlete's ..... run ended badly, as she injured herself.
5 It was such a ..... menu that it was hard to choose what to eat.
6 The company is in serious debt and has had to take ..... measures.
7 This ..... tale is about four friends who do everything to stay together.

LISTENING

1 **Look at the photos. Which place do you think looks the most interesting? Why?**

2 2.26 **Listen and match speakers 1–3 to the places in exercise 1.**

3 2.26 **Listen again. Which speaker…**

A emphasises that her town is small?
B praises the special design of the place she loves?
C recognises that tourists have the right to visit the area?
D suggests that there is a good view from the place?
E approves of the link between the architecture and the region?
F explains that the building was constructed several centuries ago?

SPEAKING Talking about yourself

1 **Read the questions. Which ones ask about places? Which ask about activities?**

1 Tell us about your favourite building. Why do you like it?
2 Do you enjoy doing watersports? Why? / Why not?
3 How big is your school?
4 What do you consider the best form of exercise? Why?
5 How would you describe the buildings in your school?
6 What games did you use to play when you were younger?
7 What is special about your town or city?
8 Tell us something about a sport you enjoy watching or playing.

2 2.27 **Listen to Leyla. Which questions from exercise 1 does she answer?**

3 2.27 **Read the *Prepare* box. Then listen to Leyla's last answer again. Which phrases does she use to make her answers longer?**

Prepare to speak — Giving long answers

Adding more information	**Giving examples**
Also …	Like …
And …	Such as …
Adding a contrast	**Giving reasons**
But …	Because …
But on the other hand …	**Giving your opinion**
Except …	I think …
	In my opinion …

4 **Read Leyla's answer to the last question. Underline the adjectives that she uses. How do they improve her answer?**

I don't take part in much sport myself – except at school, of course, but I love watching football with my brothers. We have some really strong clubs in Turkey, like Galatasaray and Fenerbahce – they're both in Istanbul. And my city's team, Antalyspor, have been in the Turkish super league. I think it can sometimes be more exciting to watch a match on TV because then you appreciate the clever way they pass the ball to each other. But on the other hand, being in the stadium when your team scores a goal is the **best** – there's such a **fantastic** atmosphere in the stadium!

5 2.28 **Look at the bold words in Leyla's answer in exercise 4, then listen again. Notice how she adds emphasis to these positive words, to sound enthusiastic.**

6 **Ask and answer the other questions from exercise 1 in pairs.**

- Use phrases from the *Prepare* box to give longer answers.
- Use adjectives to make your answers more interesting.
- Add emphasis to positive words to sound enthusiastic.

Citizenship

Youth justice

1 **Discuss the questions.**

1 In the UK, children become legally responsible for their actions when they are 10 years old. When does this happen in your country?

2 In the USA, young people over the age of 18 who commit crimes are treated as adults. Do you agree with this? Why / Why not?

2 **How does the law deal with young people who commit crimes in your country? Read the text. Does it mention any similar ideas?**

ARTICLES | ADVICE | ABOUT

GETTING BACK ON TRACK

Most people would agree that teenagers who commit serious or violent crimes, like car-theft, armed robbery or murder, should receive severe punishments. These could include a sentence in a centre for young offenders, or even an adult prison. At the same time, most people would agree that young people who commit less serious offences, such as shoplifting or painting graffiti on buildings, should get a second chance at a normal life. Some experts believe that young offenders' institutes and prisons aren't the best solutions for minor offences. Instead, they suggest alternative sentences that can teach young offenders a lesson, without separating them from the rest of their community. Here are some examples of this.

1 PAYING BACK: In the UK, some courts make young offenders pay a fine. In certain cases, offenders must also pay money to their victims. This is called compensation. The maximum amount is usually £1,000 for young offenders, but judges can set higher amounts if they think it's necessary. When offenders are under 16 years of age, their parents are considered responsible for them and, as a result, must pay any fines or compensation for their children's criminal behaviour. Experts believe that paying a fine can help young people to understand the financial consequences of bad behaviour.

2 LEARNING TO DO BETTER: In some countries, like the USA, young offenders may attend education programmes or have sessions with a psychologist as part of their sentence. These programmes often include classes about proper behaviour, helping them start a new life, develop skills and find a good job. In addition, people with drug or alcohol problems may need help to overcome addictions. These programmes aim to prevent future problems with the law.

3 STAYING OUT OF JAIL: In some cases, young offenders might be sentenced to house arrest. That means they can only leave their homes to attend school or to take training courses. Another option is electronic tagging – when offenders wear a GPS device that tells the police where they are at all times. This allows people to serve out their sentences without seriously interrupting their normal lives. Sweden was one of the first countries to use electronic tagging devices for young offenders, as well as for adult criminals.

4 HELPING THE COMMUNITY: In many countries, offenders are sentenced to do unpaid work for a certain number of hours. For instance, they may have to clean public parks, or work in care homes for older people. This is an example of 'restorative justice', when offenders pay back society for their mistakes. Some people believe this is the most effective way to punish young offenders because it teaches them about social responsibility and helps them to understand they are members of a larger community.

3 **Match the highlighted words in the text to the meanings.**

1 money that you give someone because you have hurt them or damaged something that they own
2 a place where there is a trial to decide whether someone is guilty of a crime
3 an amount of money that you must pay for breaking a rule or law
4 people who control trials in courts and decide how to punish criminals
5 prisons for young people under the age of 18
6 crimes
7 people who have committed a crime
8 a punishment that a judge gives to someone who has committed a crime
9 people who've suffered the effects of a crime

4 **Read the text again. Decide if the statements are true or false.**

1 Everyone agrees that young offenders shouldn't go to prison.
2 British teenagers must always pay compensation for their crimes.
3 Some young offenders in the USA get help with addictions.
4 Teens who are under house arrest can't continue their education.
5 Young offenders don't receive money for doing community service.

5 **Discuss the statements. Which do you agree with? Why?**

1 Violent and non-violent crimes should be punished the same way.
2 Parents shouldn't be responsible for their children's bad behaviour.
3 Helping young offenders get jobs can prevent future crimes.
4 Electronic tagging should be obligatory for all young offenders.
5 Community service isn't a good punishment because it is too easy.

6 2.29 **Listen to a conversation between Kevin and Justine about Youth Courts. Answer the questions.**

1 Which offenders go to a Youth Court?
2 What kinds of sentences do Youth Courts give?
3 What percentage of young offenders break the law again
   a) after going to a Youth Court? **b)** after going to a regular adult court?
4 Why is a Youth Court less expensive than a regular court?
5 Why is Justine interested in getting experience in a Youth Court?

Project

Work in groups. Imagine you are the judges of a Youth Court. Read about the offenders below and decide how each one should be punished. Then explain your decisions to your classmates.

1 This boy was stealing mobile phones at school. He stole ten phones from his classmates' bags and coats, but he wasn't violent. **Age:** 15.

2 This girl was writing terrible things about a classmate on a social website. She did this for two months, and then her victim contacted the police. **Age:** 14.

3 This boy was breaking the lights at a local park and painting graffiti on the park benches. It will cost £2,000 to repair the damage. **Age:** 17.

4 These two boys were riding their scooters very quickly in a pedestrian zone. They frightened many people, but they didn't hit anyone. **Ages:** 13 and 16.

Review 5
Units 17–20

VOCABULARY

1 Complete the sentences with the correct nouns.

bravery commitment inspiration
motivation potential spirit

1 Our players always show great team ..... even when they lose a match.
2 The teenager was awarded a medal for his ..... in rescuing the child.
3 Exceptionally talented musicians often reach their full ..... at a young age.
4 Many 19th-century artists found ..... for their paintings in nature.
5 How can teachers increase their students' ..... to do well?
6 Everyone who was in the play showed huge ..... to making it a success.

2 Complete the text with suitable crime words. The first letter of each word is given.

Failed *in* Florida

In Florida, USA, a [1] t..... went into a bank hoping to [2] s..... some money. He gave a handwritten note to a bank employee, informing her that he was a bank [3] r..... The note warned her not to raise the [4] a..... and to hand over some cash immediately. But she refused to give him anything, so the man left the bank empty-handed. Unfortunately for him, he also left his note behind, which provided a major [5] c..... to his identity. It was written on the back of a job application containing his personal details! Police also found the [6] c..... 's fingerprints on the note and have brought a [7] c..... of attempted [8] r..... against him.

3 Make compound adjectives using a word from each box, and use them to complete the phrases.

A cost eye heart life record time

B breaking catching consuming
cutting threatening warming

1 a ..... disease
2 your ..... designer outfit
3 her ..... Olympic run
4 a ..... story of romance
5 a ..... hobby
6 several ..... measures

4 Use the prefixes in the box to form negative adjectives related to the nouns below.

dis- im- in- un-

1 possibility
2 honesty
3 willingness
4 organisation
5 popularity
6 accuracy
7 politeness
8 experience

5 Complete the sentences with the correct form of phrasal verbs with *get*.

1 I really hope I can ..... my first choice of university.
2 The burglars ..... several break-ins before they were caught.
3 My cousin never ..... any revision and did badly this term.
4 We're hoping to ..... sports practice and go home early.
5 The gallery managed to ..... several paintings that had been stolen.
6 Have you ..... all your school exams ok?

6 Match the adjectives to the definitions. There are two adjectives you don't need.

abstract bizarre classic complex
impressive massive unique

1 very strange
2 difficult to understand
3 the only one of its kind
4 made in a traditional style
5 extremely big

GRAMMAR

7 Choose the correct modal verbs.

1 Jude *could* / *must* well be away this week.
2 That answer *mustn't* / *can't* be correct!
3 It *might* / *can* be possible to shut your door.
4 *Couldn't* / *Can't* you have caught a bus home?
5 The boys *must* / *can* have built the tree house themselves.
6 It *can't* / *might* have taken you long to do this!

8 Complete the sentences with the correct form of the verbs.

1 I wish I ..... (know) you were going into town.
2 If only you ..... (tell) me you were free yesterday.
3 Pete wished he ..... (not leave) the party.
4 If only we ..... (talk) about this problem earlier!
5 Do you ever wish you ..... (be born) in a different time?
6 I missed my station last night – if only I ..... (not fall) asleep!

9 **Rewrite the sentences using the third conditional.**

1 The window was open, so the burglar got into the apartment.
If the window hadn't ..... .
2 Sally spent too much time on the first question, so she didn't finish the test.
If Sally had spent ..... .
3 I bought a leather jacket last month, so I haven't got any money now.
If I hadn't ..... .
4 Ben forgot his sports bag, so he couldn't play football.
If Ben hadn't ..... .
5 It was raining, so we couldn't hang out in the park.
If it hadn't ..... .
6 I didn't know about the competition, so I didn't apply.
If I'd ..... .

10 **Complete the sentences with the *-ing* form of the verbs in the box.**

find keep make miss visit win

1 I hate ..... art galleries with my parents.
2 On ..... out the truth, Ella blamed her sister.
3 ..... the prize was the best thing that had ever happened to Dan.
4 I don't mind ..... the first band tonight – they're rubbish!
5 ..... her news secret was difficult for Jo.
6 Freya is interested in ..... her own documentary.

Corpus challenge

11 **Tick the two sentences without mistakes. Correct the mistakes in the other sentences.**

1 I think it can be a good idea.
2 That can't be true!
3 We would have got there quicker if we had took the plane.
4 If you had come with us, you would had fun.
5 He might had a good time because he looks happy.
6 It was the best surprise I could have.
7 Thank you for calling me yesterday.
8 Sometimes, go to school can be difficult because of the traffic.

12 **Read the text and decide which answer (A, B, C or D) best fits each gap.**

The Shard

Designed by the architect Renzo Piano, the Shard became the tallest building in Europe when construction **(0)** ..... was completed in 2012. There are 87 storeys in **(1)** ..... , and three viewing areas high above the City of London are **(2)** ..... to the public for an entry fee.
The main building **(3)** ..... are concrete and glass, with 11,000 individual **(4)** ..... of glass placed in the best position to **(5)** ..... sunlight and the sky. This clever use of glass **(6)** ..... the appearance of the Shard to vary according to the weather and the season.
Several people have **(7)** ..... attempts to climb the Shard, including six female Greenpeace volunteers, all experienced climbers. After finishing their 16-hour climb, the women were arrested by police, who claimed they had **(8)** ..... a crime in being on the property without permission.

0	(A) work	B task	C job	D duty
1	A amount	B sum	C total	D quantity
2	A capable	B accessible	C remarkable	D visible
3	A materials	B matters	C stones	D cloths
4	A slices	B layers	C sheets	D bars
5	A reflect	B float	C throw	D blink
6	A creates	B produces	C causes	D happens
7	A taken	B done	C kept	D made
8	A involved	B committed	C performed	D engaged

Pairwork

UNIT 1 PAGE 10 Vocabulary exercise 5

Circle your score for each answer and work out your total.

1a 0	**2a** 2	**3a** 1	**4a** 0	**5a** 0	**6a** 2
1b 2	**2b** 1	**3b** 2	**4b** 2	**5b** 2	**6b** 1

Results

3–5 points: Oh, dear. This year at school could be tough! Maybe you need to be more willing to join in and get involved.

6–9 points: You're an all-rounder who tends to get on quite well at school without having to try too hard.

10–12 points: You're always looking for fresh challenges and you're keen to experience as much as you can – and fast. Life's an adventure!

UNIT 2 PAGE 16 Grammar exercise 3

Student A

Read the example. Then tell your partner …

1 a fact about you.
I live with my parents and my sister.
2 what you think your dad is doing right now.
3 something a member of your family is doing around now.
4 something unusual you do every week.
5 something you are and aren't doing next weekend.
6 how long you've been at this school.

Student B

Read the example. Then tell your partner …

1 an interesting fact about someone in your family.
My cousin's family are all vegetarians.
2 what you think is probably happening in the class next door.
3 something you're doing less of recently, e.g. arguing with your brother/sister.
4 something unusual you do regularly.
5 something you are and aren't doing this evening.
6 how long you've lived in this town.

UNIT 4 PAGE 26 Grammar exercise 5

1 The Sahara Desert gets rain every few years. In parts of the Atacama Desert in Chile it hasn't rained for 500 years, but it isn't quite as dry as Dry Valleys in Antarctica.
2 The Red Sea covers 438,000 square kilometres and the Pacific Ocean covers 165 million square kilometres, so the Red Sea is a great deal smaller than the Pacific Ocean.
3 Tokyo has a population of 36,923,000; New York's population is only 20,673,858 and São Paulo has a population of 19,956,590, so Tokyo is easily the biggest city.
4 The River Amazon is about 6,400 kilometres long and the River Thames is only 346 kilometres long, so the Amazon is far longer than the Thames.

UNIT 8 PAGE 46 Vocabulary exercise 3

Circle your score for each answer and work out your total.

1a 3	**2a** 1	**3a** 3	**4a** 1	**5a** 2
1b 2	**2b** 3	**3b** 1	**4b** 2	**5b** 3
1c 1	**2c** 2	**3c** 2	**4c** 3	**5c** 1

Results

5–7 When you get away, you just want to relax. You don't want to do anything energetic, like sightseeing or water sports. For you, the best thing about a holiday is being able to do as little as possible!

8–12 You like a mixture of relaxation and being active while you're on holiday. You enjoy culture, learning and seeing new things, and you're a relatively adventurous holiday companion.

13–15 Life is for living. You can't sit still and you love a bit of danger in your life. You have to be sensible during term-time, so holidays are the perfect opportunity to go wild.

UNIT 11 PAGE 66 Grammar exercise 6

Students A and B

1 Make questions with the words. Use the present perfect or the present perfect continuous.

1 How long / you / go / to this school?
How long have you been going to this school?
2 How long / know / your best friend?
3 Who / you / hang out / with recently?
4 What / you / watch / on TV lately?
5 You / work / hard recently?
6 How many times / you / check / your phone for messages today?

2 Work separately. Write short answers to your questions on a piece of paper.

1 For four years.

3 Close your books. Swap your papers. Make six sentences about your partner.

1 Sergei has been going to this school for four years.

UNIT 12 PAGE 68 Vocabulary exercise 1

What kind of friend are you?

Read your answers for each question.

1 **a** You're obviously quite a relaxed person, which is always a positive quality in a friend.
b Are you always on time for everything? Perhaps your friend had a reason. Try to be a little calmer!
2 **a** Well done! You sound like you would be a good teacher one day.
b You probably should avoid teaching as a future profession!
3 **a** That's very kind of you. I'm sure your friend will remember this in the future.
b Which is more important? Money or friendship? Clearly it's money for you!
4 **a** That's kind of you to think about your friend's needs.
b Is that the kind of reaction that's going to make your friend feel better? Probably not!
5 **a** Everyone likes a friend who sees the positive side of situations. Well done!
b Is this kind of suggestion going to help your friend at the moment?
6 **a** Good! No one likes people who change their mind when they get better offers.
b Is this what a good friend does? Ask yourself how you would feel if someone did this to you.

UNIT 14 PAGE 80 Vocabulary exercise 3

Accidents in the home

1 Over 50% of accidents at home involve falls, most often as a result of (b), tripping over something or slipping on a wet floor. Next is (c), bumping into something, such as furniture. Swallowing something poisonous (a), is less frequent than most other accidents, but can result in the most serious harm.
2 The most likely age group to have an accident at home is (a), 0–4-year-olds. The next most likely is (b), 5–15-year-olds and then (c), people aged over 75.
3 Boys are twice as likely as girls to have an accident at home.
4 The most common place to have an accident is in the living room, followed by the kitchen.

UNIT 14 PAGE 83 Speaking exercise 5

The photographs show two sporting activities.

Student A: Compare the photographs and say what preparations you need to do each activity.

Student B: Compare the photographs and say how you think people feel while doing these activities.

Both students: Say which activity you would prefer to do.

UNIT 19 PAGE 110 Grammar exercise 4

Answer: The builder, the lorry driver and the mechanic are all women. The fireman is the only man.

Word profiles

UNIT 1
WORD PROFILE: *use* /juːs/

be (of) any/ some use	*Is this bag of any use to you?*
be (of) no use	*His advice turned out to be no use at all.*
be no use doing sth	*It's no use worrying about things.*
make use of	*We were encouraged to make use of all the facilities.*

1 **Match the phrases in the *Word profile* box to the meanings.**

1 to say that trying to do something has no effect
2 use something that is available
3 not be productive/helpful
4 be useful

2 **Complete the sentences with the correct form of the phrases with *use*.**

1 You have to stay behind after school for a few hours. How would you ..... the time?
2 We're going to Brazil, so this Spanish dictionary will ..... !
3 I know you're doing a project on education. Would these old coursebooks ..... ?
4 There's no signal here, so there ..... trying to send a text.

UNIT 2
WORD PROFILE: *on* /ɒn/

on condition that	*I'll come with you on condition that we're back before midnight.*
on offer	*We were amazed at the range of products on offer.*
on purpose	*I chose this song for background music to the video on purpose because it hasn't got any lyrics.*
on the whole	*We've had a few problems, but on the whole we're very happy.*
on time	*The bus was late, but I still got to school on time.*

1 **Look at the *Word profile* box and complete the sentences with the correct phrase with *on*.**

1 'I won't mark your homework if you don't hand it in .....,' said the teacher.
2 I left my bag at school ..... because I've got so much to carry tomorrow.
3 The last song on the album is rubbish, but ..... I enjoyed the rest of them.
4 I'll get the album online. There are lots of new albums ..... at the moment.
5 My mum said I could go ..... I'm not back too late.

UNIT 3
WORD PROFILE: *once* /wʌns/

PAST BUT NOT NOW	*This house once belonged to my grandfather.*
AS SOON AS	*Once we hear from Tom, we'll call you.*
at once	*We need to leave at once!*
for once	*For once Jen wasn't late.*
once again	*Once again, I'm very sorry Mr Tew.*
once in a while	*We go out for dinner once in a while.*

1 **Look at the *Word profile* box and match the sentence halves.**

1 My brother and I get on quite well, but once in a while
2 I got there just after six, but for once
3 My computer went missing and once again
4 When I went in, I knew at once
5 I'm afraid you can only go out once
6 According to our teacher, our school was once

a I found it in my brother's room.
b a children's hospital.
c all this mess is cleared up.
d the train was on time and I missed it.
e we get annoyed with each other about something.
f that someone had been in my room.

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

1 I once … , but the opposite is true now.
2 Once in a while, I …
3 For once this weekend I'm going to …
4 Once I finish my homework tonight, I'm going to …

UNIT 4
WORD PROFILE: *term* /tɜːm/

WORD OR EXPRESSION	
in … terms	*In financial terms, the project was not a success.*
in terms of	*In terms of accommodation, they provide everything.*
in the long term	*This decision may have serious consequences in the long term.*
in the short term	*In the short term, we need to save money.*
terms	*The terms of your contract state that you cannot work for any other employer.*

1 **Match the phrases in the *Word profile* box to the meanings. One meaning is needed twice.**

1 word(s)/phrase referring to a particular thing, especially in a technical subject
2 over a period of time that continues a long way into the future
3 used to explain which part of a problem or situation you are referring to
4 the rules of an agreement
5 over a period of time that only continues briefly into the future

UNIT 5
WORD PROFILE: *catch* /kætʃ/

TAKE HOLD	*Try to catch the ball.*
TRAVEL	*He always catches the 8.30 train.*
ILLNESS	*He caught the flu while we were on holiday.*
STOP ESCAPING	*Did you catch a lot of fish that day?*
DISCOVER	*She was caught cheating in the exam.*
CRIMINAL	*These thieves must be caught.*
catch someone's attention, interest, etc.	*A ship out at sea caught my attention.*
catch fire	*The factory caught fire late yesterday evening.*
catch up	*Let's catch up tomorrow. I've got lots of news for you!*
catch sb up	*You go on ahead – I'll catch you up later.*
catch up on sth	*I'm hoping to catch up on some sleep.*
catch up with sb	*I'm hoping to catch up with Joe at the party. I haven't seen him for ages.*

1 **Look at the *Word profile* box and complete the sentences with the correct phrase with *catch*.**

1 Tomorrow I'm ..... the early bus.
2 I'm in a hurry now, but I'll ..... you later.
3 They haven't ..... the suspects yet.
4 Be careful that the saucepan doesn't ..... .
5 We'd better hurry, they're ..... !
6 Her parents have ..... her stealing money.
7 I read your article. It really ..... .
8 I need to stay in this evening to ..... my homework.

2 **Match the sentences in exercise 1 to the meanings in the *Word profile* box. Then write four sentences with the meanings which are *not* in exercise 1.**

UNIT 6
WORD PROFILE: *live* /lɪv/

live for	*He lives for his football team.*
live on (food)	*I more or less live on pasta.*
live on (money)	*We lived on very little while we were travelling.*
live up to	*Did the trip live up to your expectations?*

1 **Look at the *Word profile* box and complete the sentences with the correct form of the phrases with *live*.**

1 The band's second album didn't quite ..... their first one.
2 She ..... tennis – she thinks of nothing else.
3 Many people in the world ..... a diet of mostly rice and beans.
4 I'll never be able to ..... my sister when it comes to school results. She gets top marks all the time.
5 My grandfather ..... his cat, Jessie. He was really upset when she died.
6 When I was a baby, my parents ..... my dad's salary.

2 **Answer the questions.**

1 If you had to live on one type of food, which would it be?
2 What do you live for?
3 Has anything you've been to or done recently not lived up to your expectations?

UNIT 7
WORD PROFILE: *story* /stɔːri/

DESCRIPTION	*Do you enjoy writing stories?*
REPORT	*The biggest news story this morning is the election results.*
be another story	*His latest album is fantastic, but the last one's another story.*
hear sb's side of the story	*I'd like to hear your side of the story as well.*
short story	*Byron Vincent has also written a collection of short stories.*
to cut a long story short	*To cut a long story short, he never played baseball again.*

1 **Look at the *Word profile* box and complete the sentences with the correct phrase with *story*.**

1 I just downloaded a new collection of ..... by my favourite author.
2 ....., the course was really awful and my parents asked for their money back!
3 Matt did something wrong, but we never heard his ....., did we?
4 The main ..... at the moment is the president's ill health.
5 Linda got angry with me too, but that .....!

UNIT 8
WORD PROFILE: *last* /lɑːst/

last but not least	*This is Lily, this is Diane and, last but not least, this is Jo.*
last-minute, the last minute	*You're lucky. There's been a last-minute cancellation. Why do you always leave everything till the last minute?*
the last thing you need/want	*The last thing I wanted was to make you unhappy.*
(the year, week, etc.) before last	*I only had my hair cut the week before last.*

1 **Match the phrases in the *Word profile* box to the meanings.**

1 the least expected or desirable thing
2 something that you say to introduce the last person or thing on a list
3 the period (week, month, year) before the one that has just finished
4 done at the latest possible opportunity

2 **Answer the questions.**

1 Are you a last-minute person? What do you tend to leave until the last minute?
2 Where did you go on holiday the year before last?
3 Make sentences using *the last thing I expected was* and *last but not least*.

UNIT 9
WORD PROFILE: *account* /əˈkaʊnt/

an account	*She gave a fascinating account of her life as a bank manager.*
bank account, savings account	*Are you going to open your own bank account?* *I paid the money into my savings account this morning.*
on account of	*The bank is always busy on account of its location.*
take account of, take into account	*He will take account of all of the financial circumstances.* *Take into account the fact that I've lent you lots of money.*

1 **Match the phrases in the *Word profile* box to the meanings.**

1 because of something
2 to consider something when judging a situation
3 a written or spoken description of something that has happened
4 an arrangement with a bank to store your money and to allow you to take it out when you need to

2 **Complete the sentences with the correct phrase with *account*.**

1 I'm short of cash ..... the money I lost.
2 I don't know when I'll open a ..... .
3 What factors do you ..... when you want to buy something expensive?
4 I've been asked to give ..... of my trip to Brussels.

UNIT 10
WORD PROFILE: *hand* /hænd/

give sb a hand	*Could you give me a hand with these suitcases?*
by hand	*This shirt has to be washed by hand.*
hand in	*Have you handed in your history essay yet?*
hand in hand	*The sisters walked hand in hand by the lake.*
hand out	*The teacher asked her to hand out the worksheets.*
hand over	*We were ordered to hand over our passports.*
on the one hand, … on the other hand,	*On the one hand, computer games develop many skills, but on the other hand, they mean kids don't get enough exercise.*

1 **Match the phrases and phrasal verbs in the *Word profile* box to the meanings.**

1 done or made by a person instead of a machine
2 holding each other's hands
3 to give someone some help, especially to do something practical
4 to give a piece of written work to a teacher
5 to give someone or something to someone else
6 to give something to each person in a group or place
7 used when you are comparing two different ideas or opinions

2 **Complete the sentences by adding the correct form of the phrases or phrasal verbs with *hand*.**

0 I wasn't asked to any money.
I wasn't asked to hand over any money.
1 I asked Tom to with my homework.
2 They were leaflets in the street.
3 When are you going to your homework?
4 Did Vanessa make this dress?
5 I am quite enjoying French at the moment. I don't want to study it at university.
6 The couple were walking along the beach.

UNIT 11
WORD PROFILE: *end* /end/

at an end	*School is almost at an end and everyone is planning their holidays.*
endless	*He seems to think that I have an endless supply of money.*
(for …) on end	*He waited by the telephone for hours on end.*
no end of	*I've had no end of problems with this phone.*
put an end to	*Injuries put an end to the player's professional career.*

1 **Look at the *Word profile* box and complete the paragraph with the correct phrases with *end*.**

There are [1] ..... things in our lives which need batteries or some kind of power. However, the days of plugging things in or recharging could soon be [2] ..... . Wireless electricity will truly change the way we live. Tablet computers, phones and even lights will work for hours, days or weeks [3] ..... without ever needing to be connected to anything. It could even [4] ..... some bigger problems, such as the 20% of the world's population who do not have access to electricity. The possibilities are [5] ..... .

2 **Answer the questions.**

1 Do you think the days of books in classrooms are coming to an end?
2 What kinds of things are you happy to do for hours on end?
3 If you could put an end to one problem in the world, what would it be?

UNIT 12
WORD PROFILE: *touch* /tʌtʃ/

PRESS	*At the touch of a button, the door opened.*
ABILITY	*Blind people rely heavily on their sense of touch.*
be in touch	*I'll be in touch next week.*
keep/stay in touch	*I haven't stayed/kept in touch with anyone from where I used to live.*
lose touch	*Ruby and I have lost touch over the last few years.*

1 **Choose the correct phrase, a, b or c.**

1 I love social networking sites because they help me ..... with people I don't see very often.
a keep in touch
b lose touch
c be in touch
2 It's a shame, but I've completely ..... with friends from my old school.
a lost touch
b stayed in touch
c been in touch
3 Martin's ..... . He wants to meet up some time next week.
a been in touch
b stayed in touch
c lost touch

2 **Answer the questions.**

1 How do you stay in touch with old friends?
2 Is there anyone you've lost touch with that you'd like to see again?
3 How long is it since you've been in touch with any friends from your last school?
4 What you do imagine life would be like without a sense of touch?
5 What can you do with the touch of a button using modern technology?

UNIT 13
WORD PROFILE: *shape* /ʃeɪp/

PHYSICAL FORM	*A square is a shape with four equal sides.*
in good/bad, etc. shape	*Sam runs every day, so she's in great shape.*
keep in shape	*It's important to keep in shape all year round.*
out of shape	*Since I stopped cycling, I'm very out of shape.*
shape up	*My brother told me to shape up and get serious about studying.*

1 **Match the phrases in the *Word profile* box to the meanings.**

1 do enough physical exercise
2 improve your behaviour
3 very fit and healthy
4 unfit and not healthy

2 **Complete the sentences with the phrases in the box.**

body shape a circular shape
different shapes in the shape of lost its shape

1 Vera made a chocolate birthday cake ..... a volcano.
2 My favourite T-shirt has completely ..... because it's been washed so often.
3 For the party, we hung silver decorations in many ..... , from stars to triangles.
4 The building has ..... with windows all the way round.
5 I don't mind my ..... , though I'd like my legs to be longer!

UNIT 14
WORD PROFILE: *call* /kɔːl/

TELEPHONE *v*	*I was called after midnight.*
TELEPHONE *n*	*You missed a call from your mum.*
SHOUT	*He called (out) for help, but nobody heard him.*
VISIT FOR A SHORT TIME	*Do you mind if I just call in at Jake's house?*
DESCRIBE	*I wouldn't call that deep.*
call for	*I'll call for you around seven.*
call off	*The concert has been called off because one of the band is unwell.*

1 **Look at the *Word profile* box and complete the sentences with the correct form of *call*. If necessary, add one more word.**

1 Lucy can be thoughtful, but I'd find it hard to ..... her generous.
2 The school ..... the trip because they were concerned about the stormy weather.
3 Organise whatever you need for school now and I'll ..... you when dinner's ready.
4 If you pass my house after the match, ... and say hello!
5 Rob asked me to ..... him on the way to the party so we could go together.

2 **Answer the questions.**

1 Would you call yourself an optimistic person?
2 Has something you were going to see or do ever been called off?
3 Do your friends come to your house and call for you? Or is it normally the other way round?
4 Do you often call in on a particular friend because you often pass their home?
5 Do you ever call out anything when you get home?

UNIT 15
WORD PROFILE: *matter* /ˈmætə/

EMPHASIS THAT STH IS TRUE	*As a matter of fact, I used to live next door to Sara.* *I wouldn't usually ask for your help, but the fact of the matter is I'm desperate.*
SUBJECT/ SITUATION	*My brother denied any knowledge of the matter.*
No matter who/ what, etc.	*No matter what he says, I won't believe him.*

1 **Look at the *Word profile* box and choose the correct phrase, a, b or c.**

1 I wondered if I could talk to you about ..... .
  a in personal matters
  b a matter of personal
  c a personal matter
2 ..... is that you agreed to clear up your mess before you went out.
  a The fact of the matter
  b As a matter of fact
  c No matter what
3 ..... I try, I never manage to arrive on time.
  a As a matter of fact
  b The fact of the matter
  c No matter how hard
4 Tom and I have fallen out. ..... , I've avoided even making eye contact with him since our argument.
  a The fact of the matter
  b As a matter of fact
  c No matter what

UNIT 16
WORD PROFILE: *set* /set/

STORY/FILM	*'West Side Story' is set in New York in the late 1950s.*
EQUIPMENT	*He set the alarm for 7.00 am*
BE IN PLACE	*The campsite is set in the middle of a pine forest.*
ACHIEVE	*Our headteacher has set us some very tough targets this year.*
set a date/time	*Has a time been set for the meeting yet?*
set an example	*Try to set a good example to the children.*
set a record	*Bolt has set a new world record.*
set sth/sb free	*He opened the cage and set the birds free.*
set off	*They've just set off on a round-the-world cruise.*
set out	*Martin set out on his cycle ride before dawn.*
set out	*All the project costs are set out in this document.*
set up ORGANISATION	*She plans to set up her own business.*
set up EVENT/ ACTIVITY	*We need to set up a meeting to discuss the proposals.*

1 **Look at the examples in the *Word profile* box. Which two have the same meaning?**

2 **Match the uses in CAPITAL letters in the *Word profile* box to the meanings below.**

1 to be in a certain position
2 to happen in a particular time or place
3 to give someone something to do or aim for
4 to arrange for something to happen
5 to establish a new company, system, way of working, etc.
6 to make a tool, machine or device ready to be used

3 **Complete the sentences with a phrase or phrasal verb with *set*.**

1 Older students are expected to ..... to the young ones.
2 The causes of climate change are ..... very clearly in this leaflet.
3 We didn't ..... for the train station until midday.
4 Slow down! We aren't trying to ..... !
5 He caught a butterfly, but he ..... again after a few minutes.

UNIT 17
WORD PROFILE: *scale* /skeɪl/

SIZE	*We don't yet know the scale of the problem.*
on a scale of	*How would you rate his work, on a scale of one to five?*
on a large/small scale	*If this project goes ahead on a large scale, it could severely damage local businesses.*
to scale	*The house wasn't drawn to scale.*

1 **Look at the *Word profile* box and complete the sentences with the correct phrase with *scale*.**

1 Some of the animals look huge! I don't think they are painted ..... .
2 He makes and sells furniture, but only locally, not ..... .
3 Emergency workers don't yet know the ..... of the damage caused by the earthquake.
4 ..... one to ten, that meal was only a two!

UNIT 18
WORD PROFILE: *face* /feɪs/

HEAD	*Serena had a worried look on her face.*
PROBLEM	*Passengers could face long delays after the latest storms.*
ACCEPT	*Patrick is refusing to face the truth about his mother's illness.*
can't face	*I can't face walking up all those steps again.*
face up to	*Eventually, Rob faced up to all of his problems and sought help.*

1 **Complete the sentences with a suitable noun from the box.**

criticism difficulties idea pressure questions threat

1 The climbers faced many ..... due to the extreme weather conditions.
2 Celebrities have to face the constant ..... of always having to look their best.
3 I couldn't face the ..... of staying in all evening, so I went round to my friend's home.
4 Climate change is the biggest ..... we face in the 21st century.
5 The politician has faced a lot of ..... for his recent speeches on education.
6 The organisers had to face some tough ..... about why they went ahead with the race.

2 **Choose the correct answer, a, b or c.**

1 What should a criminal face up to?
a a prison **b** his guilt **c** the news

2 What would cause someone to have a puzzled expression on their face?
a a misunderstanding
b a strong imagination
c a kind offer

3 Who would have to face the reality of being deep in debt?
a a bank manager
b a failing company
c a professional diver

4 How would you feel if you were alone on a boat facing months of being alone?
a amused **b** embarrassed **c** terrified

UNIT 19
WORD PROFILE: *back* /bæk/

dates back	*This house dates back to 1630.*
AT BACK	*The postman left the parcel outside the back door.*
EARLIER STATE	*I forgot to save the game and then I couldn't get back to the level I had reached.*
EARLIER IN TIME	*We first met back in 2012.*
AWAY FROM with verbs such as *set, pull, step*	*The house is at the end of the village, set back from the main road.*

1 **Look at the *Word profile* box and match the sentence halves.**

1 My parents were burgled a few years back
2 I found it hard to get back
3 Hacking dates back
4 When he pulled back
5 Never put your wallet in your back

a the curtains, he noticed his car was missing.
b pocket, as it's completely visible to thieves there.
c as far as the early 1960s.
d but fortunately very little was taken.
e to sleep after hearing the news.

2 **Match the meanings of *back* in the sentences in exercise 1 to the meanings in the *Word profile* box.**

UNIT 20
WORD PROFILE *do* /du:/

(be/have) to do with	*The riding accident had nothing to do with her previous injury.*
do sb good	*A break from studying would do us good!*
do damage/ harm, etc.	*The fire did a lot of structural damage to the building.*
do up	*Richard does up old cars and sells them.*
do without	*The team can't do without Andrew – he's their top goal scorer.*

1 **Match the phrases with *do* in the *Word profile* box to these meanings.**

1 repair or decorate something
2 manage in the absence of someone or something
3 be related to something
4 have a positive effect on someone
5 cause a problem

2 **Complete the second sentence so that it has a similar meaning to the first, using a suitable phrase with *do*.**

1 We felt much better after our mountain holiday, due to the fresh air and exercise.
Our mountain holiday ..... , due to the fresh air and exercise.

2 Fish, birds and other wildlife have been badly affected by the pollution in rivers.
The pollution in rivers ..... to fish, birds and other wildlife.

3 My parents are having our apartment decorated in order to sell it.
Our apartment ..... , so that my parents can sell it.

4 Losing her phone isn't why Lucy is in a bad mood.
Lucy's bad mood ..... her losing her phone.

5 We've run out of milk, so is black coffee okay for you?
Would you mind ..... milk in your coffee?

EP Vocabulary list

adj = adjective *adv* = adverb *n* = noun *v*= verb
pv = phrasal verb *prep* = tosition *phr* = phrase

UNIT 1

action /'ækʃən/ *n* DO something that you do

application /æplɪ'keɪʃən/ *n* REQUEST an official request for something, usually in writing

break up /breɪk ʌp/ *pv* END CLASSES When schools or colleges break up, the classes end and the holidays begin.

collection /kə'lekʃən/ *n* OBJECTS a group of objects of one type that have been collected by one person or in one place

communication /kəmju:nɪ'keɪʃən/ *n* the act of communicating with people

contribution /kɒntrɪ'bju:ʃən/ *n* something that you do or give to help produce or achieve something, or to help make something successful

decision /dɪ'sɪʒən/ *n* a choice that you make about something after thinking about several possibilities

description /dɪ'skrɪpʃən/ *n* something that tells you what something or someone is like

discussion /dɪ'skʌʃən/ *n* when people talk about something and tell each other their ideas or opinions

education /edʒʊ'keɪʃən/ *n* the process of teaching or learning in a school or college, or the knowledge that you get from this

figure out /'fɪgər aʊt/ *pv* to find the answer to something by thinking about it

get in /get ɪn/ *pv* BE CHOSEN to succeed in being chosen or elected

get on /get ɒn/ *pv* MANAGE to manage or deal with a situation, especially successfully

give (sth) in /gɪv ɪn/ *pv* to give a piece of written work or a document to someone to read, judge, or deal with

give (sth) out /gɪv aʊt/ *pv* to give something to each of a number of people

go for /gəʊ fɔ:/ *pv* to try to get or achieve something

introduction /ɪntrə'dʌkʃən/ *n* TEXT the opening text of a book, speech, article, etc.

invention /ɪn'venʃən/ *n* something which has been designed or created for the first time

join in (sth) /dʒɔɪn ɪn/ *pv* to become involved in an activity with other people

note down /nəʊt daʊn/ *pv* to write something so that you do not forget it

organisation /ɔ:gənaɪ'zeɪʃən/ *n* GROUP an official group of people who work together for the same purpose

permission /pə'mɪʃən/ *n* when you allow someone to do something

preparation /prepə'reɪʃən/ *n* GETTING READY the things that you do or the time that you spend preparing for something

put off /pʊt ɒf/ *pv* to decide or arrange to delay an event or activity until a later time or date

read out /ri:d aʊt/ *pv* to read something and say the words aloud so that other people can hear

registration /redʒɪ'streɪʃən/ *n* when a name or information is recorded on an official list

satisfaction /sætɪs'fækʃən/ *n* FEELING a pleasant feeling which you get when you receive something you wanted, or when you have done something you wanted to do

stay behind /steɪ bɪ'haɪnd/ *pv* to not leave a place when other people leave it

suggestion /sə'dʒestʃən/ *n* an idea or plan that someone suggests

try out /traɪ aʊt/ *pv* to use or do something to discover if it works or if you like it

UNIT 2

background /'bækgraʊnd/ *n* SOUND sounds that you can hear that are not the main sounds that you are listening to

the charts /tʃɑ:ts/ *n* the lists produced each week of the records with the highest sales

devoted /dɪ'vəʊtɪd/ *adj* extremely loving or caring very much about someone or something

folk /fəʊk/ *n* music written and played in a traditional style

go solo /gəʊ 'səʊləʊ/ *phr* to leave a band to follow a music career by yourself

hit /hɪt/ *n* SUCCESS a thing or person that is very popular or successful

lead /li:d/ *adj* The lead performer or lead part in a performance is the main performer or part.

live /laɪv/ *adj* A live radio or television programme is seen or heard as it happens.

massive /'mæsɪv/ *adj* very large in size, amount or number

performance /pə'fɔ:məns/ *n* ENTERTAINMENT acting, dancing, singing, or playing music to entertain people

reggae /'regeɪ/ *n* a type of popular music from Jamaica with a strong beat

release /rɪ'liːs/ *v* to make a record or film available for people to buy

talent /'tælənt/ *n* a natural ability to do something

tour /tʊə/ *v* to go on a tour somewhere

venue /'venjuː/ *n* a place where a sports game, musical performance, or special event happens

UNIT 3

accuse /ə'kjuːz/ *v* to say that someone has done something bad

back up /bæk ʌp/ *pv* to say that someone is telling the truth

claim /kleɪm/ *v* SAY to say that something is true or is a fact, although you cannot prove it and other people might not believe it

confess /kən'fes/ *v* to admit that you have done something wrong or something that you feel guilty or bad about

deny /dɪ'naɪ/ *v* NOT TRUE to say that something is not true

fall out /fɔːl aʊt/ *pv* to argue with someone and stop being friendly with them

go through /gəʊ θruː/ *pv* to experience a difficult or unpleasant situation

identify with /aɪ'dentɪfaɪ wɪð/ *pv* to feel that you are similar to someone in some way and that you can understand that person or their situation because of this

laugh at /lɑːf ət/ *pv* to show that you think someone or something is stupid

order /'ɔːdə/ *v* INSTRUCT to give someone an instruction that they must obey

pick on /pɪk ɒn/ *pv* to criticise, punish, or be unkind to the same person often and unfairly

suggest /sə'dʒest/ *v* IDEA to express an idea or plan for someone to consider

threaten /'θretən/ *v* to tell someone that you will cause problems for them if they do not do what you want

warn /wɔːn/ *v* to make someone realise a possible danger or problem, especially one in the future

UNIT 4

collapse /kə'læps/ *v* OBJECT to fall down suddenly because of pressure or having no strength or support

crack /kræk/ *v* BREAK to break something so that very thin lines appear on its surface but it does not separate, or to become broken in this way

drag /dræg/ *v* PULL to pull someone or something along the ground, usually with difficulty

erupt /ɪ'rʌpt/ *v* If a volcano erupts, it suddenly throws out smoke, fire, and melted rocks.

event /ɪ'vent/ *n* HAPPENING something that happens, especially something important or unusual

float /fləʊt/ *v* MOVE IN AIR to stay in the air, or move gently through the air

flood /flʌd/ *v* COVER WITH WATER If a place floods or is flooded, it becomes covered in water.

flood /flʌd/ *n* WATER a large amount of water covering an area that is usually dry

knock over /nɒk 'əʊvə/ *pv* to hit something or someone so that they fall down

run /rʌn/ *v* LIQUID If liquid runs somewhere, it flows.

shake /ʃeɪk/ *v* SMALL MOVEMENTS to move backwards and forwards or up and down in quick, short movements, or to make something or someone do this

smash /smæʃ/ *v* to break into a lot of pieces with a loud noise, or to make something break into a lot of pieces with a loud noise

wildfire /'waɪldfaɪə/ *n* a fire that is burning strongly and out of control on an area of grass or bushes in the countryside

UNIT 5

argument /'ɑːgjʊmənt/ *n* DISAGREEMENT an angry discussion with someone in which you both disagree

arrangement /ə'reɪndʒmənt/ *n* PLANS plans for how something will happen

balance /'bæləns/ *v* NOT FALLING to be or put yourself in a position where you will not fall to either side

brake /breɪk/ *v* to make a vehicle stop or move more slowly

chase /tʃeɪs/ *v* RUN AFTER to run after someone or something in order to catch them

construct /kən'strʌkt/ *v* to build something from several parts

cooperate /kəʊ'ɒpəreɪt/ *v* WORK TOGETHER to work together with someone in order to achieve the same aim

crawl /krɔːl/ *v* HAND AND KNEES to move on your hands and knees

darkness /'dɑːknəs/ *n* when there is little or no light

embarrassment /ɪm'bærəsmənt/ *n* when you feel embarrassed

encouragement /ɪn'kʌrɪdʒmənt/ *n* when someone talks or behaves in a way that gives you confidence to do something

exchange /ɪks'tʃeɪndʒ/ *v* GIVING to give something to someone and receive something similar from them

fitness /'fɪtnəs/ *n* the condition of being physically strong and healthy

friendliness /'frendlinəs/ *n* the quality of being friendly

gather /'gæðə/ *v* COLLECT to collect several things, often from different places or people

greatness /'greɪtnəs/ *n* skill and importance

overtake /əʊvəˈteɪk/ *v* VEHICLE to go past a vehicle or person that is going in the same direction

reverse /rɪˈvɜːs/ *v* DRIVE BACKWARDS to drive a vehicle backwards

roll /rəʊl/ *v* to move somewhere by turning in a circular direction

steer /stɪə/ *v* CONTROL DIRECTION to control the direction of a vehicle

treatment /ˈtriːtmənt/ *n* DEALING WITH the way you deal with or behave towards someone or something

weakness /ˈwiːknəs/ *n* NOT STRONG when someone or something is not strong or powerful

UNIT 6

accidentally /æksɪˈdentəli/ *adv* by chance or by mistake

basically /ˈbeɪsɪkli/ *adv* SIMPLY used to introduce a short explanation about something

beautifully /ˈbjuːtɪfəli/ *adv* in a way that is beautiful

bravely /ˈbreɪvli/ *adv* in a brave way, showing no fear of dangerous or difficult situations

completely /kəmˈpliːtli/ *adv* in every way or as much as possible

considerably /kənˈsɪdərəbli/ *adv* in a way that is large or important enough to be noticed

cut down on /kʌt daʊn ɒn/ *pv* to do less of something or use something in smaller amounts

cut out /kʌt aʊt/ *pv* STOP EATING to stop eating or drinking something, usually to improve your health

eat out /iːt aʊt/ *pv* to eat in a restaurant

eat (sth) up /iːt ʌp/ *pv* to eat all the food that you have been given

enthusiastically /ɪnθjuːziˈæstɪkli/ *adv* in an enthusiastic way, showing strong interest in a particular subject or activity

extremely /ɪkˈstriːmli/ *adv* very, or much more than usual

fill up /fɪl ʌp/ *pv* to become full, or to make something become full

go off /gəʊ ɒf/ *pv* FOOD If food goes off, it stops being good to eat because it is too old.

happily /ˈhæpəli/ *adv* WILLING in a way that is very willing

heat up /hiːt ʌp/ *pv* to make food hot so that it can be eaten

incredibly /ɪnˈkredəbli/ *adv* EXTREMELY extremely

live on /lɪv ɒn/ *pv* to only eat a particular type of food

necessarily /nesəˈserɪli/ *adv* used in negatives to mean ‘in every case’ or ‘therefore’

physically /ˈfɪzɪkli/ *adv* in a way that relates to the body

terribly /ˈterəbli/ *adv* VERY MUCH very

typically /ˈtɪpɪkli/ *adv* USUALLY used for saying what usually happens

UNIT 7

addicted (to) /əˈdɪktɪd tuː/ *adj* LIKING liking something very much

annoyed (by) /əˈnɔɪd/ *adj* angry

character /ˈkærɪktə/ *n* IN A STORY a person represented in a film, play or story

complex /ˈkɒmpleks/ *adj* involving a lot of different but connected parts in a way that is difficult to understand

contemporary /kənˈtempərəri/ *adj* existing or happening now

disappointed (in) /dɪsəˈpɔɪntɪd/ *adj* unhappy because someone or something was not as good as you hoped or expected

factor /ˈfæktə/ *n* one of the things that has an effect on a situation, decision, event, etc.

flavour /ˈfleɪvə/ *n* QUALITY a particular quality or style that something has

furious (with) /ˈfjʊəriəs/ *adj* extremely angry

issue /ˈɪʃuː/ *n* SUBJECT a subject or problem which people are thinking and talking about

keen (on) /kiːn ɒn/ *adj* very interested in or enthusiastic about

key /kiː/ *adj* IMPORTANT very important in influencing or achieving something

major /ˈmeɪdʒə/ *adj* more important, bigger or more serious than others of the same type

minor /ˈmaɪnə/ *adj* not important or serious

moving /ˈmuːvɪŋ/ *adj* causing strong feelings of sadness or sympathy

nervous (about) /ˈnɜːvəs əˈbaʊt/ *adj* worried or anxious

outstanding /aʊtˈstændɪŋ/ *adj* excellent and much better than most

plot /plɒt/ *n* STORY the story of a book, film, play, etc.

role /rəʊl/ *n* ACTING an actor’s part in a film or play

suitable (for) /ˈsuːtəbl fɔː/ *adj* acceptable or right for someone or something

tale /teɪl/ *n* a story

treatment /ˈtriːtmənt/ *n* DEALING WITH the way you deal with or behave towards someone or something

unpredictable /ʌnprɪˈdɪktəbl/ *adj* changing so much that you do not know what will happen next

UNIT 8

check in /tʃek ɪn/ *pv* to say who you are when you arrive at a hotel so that you can be given a key for your room

check out /tʃek aʊt/ *pv* to leave a hotel after paying and returning your room key

chill out /tʃɪl aʊt/ *pv* to relax completely, or not allow things to upset you

cool down /kuːl daʊn/ *pv* to become less hot

cruise /kruːz/ *v* to go on a cruise or boat trip

get around /get əˈraʊnd/ *pv* TRAVEL to travel or move from place to place

get away /get əˈweɪ/ *pv* GO SOMEWHERE to go somewhere to have a holiday, often because you need to rest

hire /haɪə/ *v* RENT to pay to use something for a short time

look around /lʊk əˈraʊnd/ *pv* to visit a place and look at the things in it

organised /ˈɔːgənaɪzd/ *adj* planned or arranged

photograph /ˈfəʊtəgrɑːf/ *v* to take a picture using a camera

see (sb) off /siː ɒf/ *pv* to go to the place that someone is leaving from in order to say goodbye to them

(the) **sights** /saɪts/ *n* places of interest, especially to visitors

sign up /saɪn ʌp/ *pv* to arrange to do an organised activity

socialise /ˈsəʊʃəlaɪz/ *v* to spend time enjoying yourself with other people

stay over /steɪ ˈəʊvə/ *pv* to spend the night somewhere instead of returning to your home or continuing your journey

stay up /steɪ ʌp/ *pv* to go to bed later than usual

stop over /stɒp əʊvə/ *pv* to stop somewhere for a short period of time when you are on a long journey

take around /teɪk əˈraʊnd/ *pv* to visit a place with someone, showing them the most interesting or important parts

(get a) **tan** /tæn/ *n* when your skin is brown from being in the sun

go trekking /gəʊ ˈtrekɪŋ/ *phr* go on a long, difficult journey on foot

try out /traɪ aʊt/ *pv* to use something to discover if it works or if you like it

wander (around) /ˈwɒndə/ *v* WALK SLOWLY to walk around slowly in a relaxed way or without any clear purpose or direction

yacht /jɒt/ *n* a boat with sails and sometimes an engine, used for either racing or travelling on for pleasure

UNIT 9

allowance /əˈlaʊəns/ *n* MONEY money that you are given regularly, especially to pay for a particular thing

a number of /ə ˈnʌmbər əv/ *n* several

balance /ˈbæləns/ *n* MONEY the amount of money that you still have to pay, or that you have left to use

bargain /ˈbɑːgɪn/ *n* CHEAP something that is on sale for less than its usual price or its real value

bill /bɪl/ *n* a piece of paper that tells you how much you must pay for something you have bought or for a service you have used

budget /ˈbʌdʒɪt/ *n* AMOUNT the amount of money a person or organisation has available to spend

cash /kæʃ/ *n* MONEY money in any form

cashpoint /ˈkæʃpɔɪnt/ *n* a machine, usually in a wall outside a bank, that you can get money from using a plastic card

considerable /kənˈsɪdərəbl/ *adj* large or important enough to be noticed

credit card /ˈkredɪt kɑːd/ *n* a small plastic card that allows you to buy something and pay for it later

debit card /ˈdebɪt kɑːd/ *n* a plastic card used to pay for things directly from your bank account

financially /faɪˈnæntʃəli/ *adv* in a way that relates to money or how money is managed

growing /ˈgrəʊɪŋ/ *adj* increasing in size or quantity

increasing /ɪnˈkriːsɪŋ/ *adj* getting bigger in size or quantity

independent /ɪndɪˈpendənt/ *adj* NOT HELPED not taking help or money from other people

live on /lɪv ɒn/ *pv* If you live on an amount of money, that is the money that you use to buy the things that you need.

limited /ˈlɪmɪtɪd/ *adj* SMALL small in amount or number

maximum /ˈmæksɪməm/ *adj* The maximum amount of something is the largest amount that is allowed or possible.

minimum /ˈmɪnɪməm/ *adj* The minimum amount of something is the smallest amount that is allowed, needed, or possible.

pay off /peɪ ɒf/ *pv* to pay back money that you owe

PIN /pɪn/ *n* personal identification number: a short series of letters or numbers that allows you to use a bank card

record /ˈrekɔːd/ *adj* BEST at a higher level than ever achieved before

reduced /rɪˈdjuːst/ *adj* made smaller in size or amount

savings /ˈseɪvɪŋz/ *n* the money which you keep in an account in a bank or similar financial organisation

(be) **short of (sth)** /ʃɔːt əv/ *adj* to not have enough of something

take out /teɪk aʊt/ *pv* MONEY to get money from a bank

unlimited /ʌnˈlɪmɪtɪd/ *adj* without any limits

wealthy /ˈwelθi/ *adj* rich

UNIT 10

be allowed to /biː əˈlaʊd tuː/ *phr* to have permission to do something

clear up /klɪə ʌp/ *pv* to make a place tidy by removing things from it or putting them where they should be

coffee pot /ˈkɒfi pɒt/ *n* a container with a handle and shaped opening, for making and serving coffee in

dishwasher /ˈdɪʃwɒʃə/ *n* a machine that washes dirty plates, cups, forks, etc.

fix /fɪks/ *v* REPAIR to repair something

fold /fəʊld/ *v* If you fold paper, cloth, etc., you bend it so that one part of it lies flat on top of another part.

let (sb do sth) /let/ *v* ALLOW to allow someone to do something, or to allow something to happen

load /ləʊd/ *v* to put a lot of things into a vehicle or machine

make (sb do sth) /meɪk/ *v* CAUSE to force someone to do something

mess /mes/ *n* DIRT/UNTIDINESS Something or someone that is a mess or is in a mess, looks dirty or untidy.

put away /pʊt əˈweɪ/ *pv* to put something in the place or container where it is usually kept

recycling /riːˈsaɪklɪŋ/ *n* when paper, glass, plastic, etc. is put through a process so that it can be used again, or articles that are going to be recycled

sort /sɔːt/ *v* to arrange things into different groups or types or into an order

surface /ˈsɜːfɪs/ *n* TOP the top or outside part of something

sweep /swiːp/ *v* CLEAN to clean the floor using a brush

water /ˈwɔːtə/ *v* PLANTS to pour water on to plants or the soil that they are growing in

wipe /waɪp/ *v* CLEAN to clean or dry something by moving a cloth across it

UNIT 11

3-D /θriːˈdiː/ *adj* in a 3-D film or picture, the objects look real and solid instead of looking like a normal flat picture

acceptable /əkˈseptəbl/ *adj* allowed or approved of

attractive /əˈtræktɪv/ *adj* BEAUTIFUL beautiful or pleasant to look at

attractive /əˈtræktɪv/ *adj* INTERESTING interesting or useful

careless /ˈkeələs/ *adj* not giving enough attention to what you are doing

cloud /klaʊd/ *n* a computer network where files and programs can be stored, especially the internet

colourful /ˈkʌləfəl/ *adj* BRIGHT having bright colours

colourful /ˈkʌləfəl/ *adj* UNUSUAL interesting and unusual

creative /kriːˈeɪtɪv/ *adj* producing or using original and unusual ideas

driverless /ˈdraɪvələs/ *adj* without a driver

enjoyable /ɪnˈdʒɔɪəbl/ *adj* An enjoyable event or experience gives you pleasure.

environmental /ɪnvɑɪərənˈmentəl/ *adj* relating to the environment

fashionable /ˈfæʃənəbl/ *adj* popular at a particular time

harmful /ˈhɑːmfəl/ *adj* causing harm, hurt or damage

interactive whiteboard /ɪntəˈræktɪv ˈwɑɪtbɔːd/ *adj* a white surface that can be written on in class and which can display the contents of a computer screen

mysterious /mɪsˈtɪəriəs/ *adj* strange or unknown, and not explained or understood

natural /ˈnætʃərəl/ *adj* NOT ARTIFICIAL Something that is natural exists or happens because of nature, not because it was made or done by people.

natural /ˈnætʃərəl/ *adj* EXPECTED normal or expected

nervous /ˈnɜːvəs/ *adj* worried or anxious

original /əˈrɪdʒənəl/ *adj* PAINTING, ETC. describes a piece of work produced by an artist or writer and not a copy

reliable /rɪˈlɑɪəbl/ *adj* able to be trusted or believed

sandy /ˈsændi/ *adj* covered with or containing sand

spicy /ˈspɑɪsi/ *adj* containing strong flavours from spices

storage /ˈstɔːrɪdʒ/ *n* when you put things in a safe place until they are needed

suitable /ˈsuːtəbl/ *adj* acceptable or right for someone or something

tablet /ˈtæblət/ *n* a small, flat computer that is controlled by touching the screen or by using a special pen

technology /tekˈnɒlədʒi/ *n* knowledge, equipment, and methods that are used in science and industry

touchscreen /ˈtʌtʃskriːn/ *n* a computer screen that you touch to get information, buy something, etc.

traditional /trəˈdɪʃənəl/ *adj* following the customs or ways of behaving that have continued in a group of people or society for a long time

useful /ˈjuːsfəl/ *adj* HELPING helping you to do or achieve something

useless /ˈjuːsləs/ *adj* NO HELP If something is useless, it does not work well or it has no effect.

virtual /ˈvɜːtjuəl/ *adj* USING COMPUTERS using computer images and sounds that make you think an imagined situation is real

wearable /ˈweərəbl/ *adj* able to be worn

wireless /ˈwɑɪələs/ *adj* using a system of radio, radiomagnetic, etc. signals rather than wires to connect computers, mobile phones, etc. to each other

UNIT 12

bad-tempered /bæd'tempəd/ *adj* describes a person who becomes angry and annoyed easily

easygoing /iːzi'gəʊɪŋ/ *adj* usually relaxed and calm, not worried or upset

fit /fɪt/ *adj* healthy and strong, especially as the result of exercise

fitness /'fɪtnəs/ *n* the condition of being physically strong and healthy

generosity /dʒenə'rɒsəti/ *n* the quality of being generous

generous /'dʒenərəs/ *adj* WILLING TO GIVE willing to give other people money, help, kindness, etc.

happiness /'hæpɪnəs/ *n* the feeling of being happy

impatient /ɪm'peɪʃənt/ *adj* EASILY ANNOYED easily annoyed by someone's mistakes or because you have to wait

importance /ɪm'pɔːtəns/ *n* how important someone or something is

insensitive /ɪn'sensɪtɪv/ *adj* PEOPLE not noticing or not caring about other people's feelings

intelligence /ɪn'telɪdʒəns/ *n* the ability to learn, understand and think about things

intelligent /ɪn'telɪdʒənt/ *adj* showing intelligence, or able to learn and understand things easily

make a difference /meɪk ə 'dɪfrəns/ *phr* NOT THE SAME to change a situation

mean /miːn/ *adj* NOT GENEROUS A mean person does not like spending money, especially on other people.

optimistic /ɒptɪ'mɪstɪk/ *adj* always believing that good things will happen

organisation /ɔːgənaɪz'eɪʃən/ *n* the planning of an activity or event

organised /'ɔːgənaɪzd/ *adj* planned or arranged

patience /'peɪʃəns/ *n* the quality of being able to stay calm and not get angry, especially when something takes a long time

patient /'peɪʃənt/ *adj* having patience

pessimistic /pesɪ'mɪstɪk/ *adj* always believing that bad things are likely to happen

qualification /kwɒlɪfək'eɪʃən/ *n* something that you get when you are successful in an exam or course of study

qualified /'kwɒlɪfaɪd/ *adj* having passed the exams needed for a particular job

reliable /rɪ'laɪəbl/ *adj* able to be trusted or believed

strength /streŋθ/ *n* STRONG the ability to do things that need a lot of physical effort or power

strong /strɒŋ/ *adj* PHYSICALLY POWERFUL A strong person or animal is physically powerful.

thoughtful /'θɔːtfəl/ *adj* KIND kind and always thinking about how you can help other people

unreliable /ʌnrɪ'laɪəbl/ *adj* not able to be trusted or depended on

UNIT 13

admit /əd'mɪt/ *v* to agree that something is true, especially unwillingly

argue /'ɑːgjuː/ *v* GIVE REASONS to give reasons to support or oppose an idea, action, etc.

beg /beg/ *v* STRONG REQUEST to make a very strong and urgent request

claim /kleɪm/ *v* SAY to say that something is true or is a fact, although you cannot prove it and other people might not believe it

confession /kən'feʃən/ *n* when you admit that you have done something wrong or illegal

confirm /kən'fɜːm/ *v* PROVE TRUE to say or show that something is true

confirmation /kɒnfə'meɪʃən/ *n* PROOF a statement or proof that something is true

criticism /'krɪtɪsɪzəm/ *n* when you say that something or someone is bad

declare /dɪ'kleə/ *v* EXPRESS to announce something publicly or officially

disagreement /dɪsə'griːmənt/ *n* when people have a different opinion about something or have an argument

emphasise /'emfəsaɪz/ *v* to show that something is especially important or needs special attention

encourage /ɪn'kʌrɪdʒ/ *v* MAKE MORE LIKELY to make someone more likely to do something, or to make something more likely to happen

hint /hɪnt/ *n* SUGGESTION when you say something that suggests what you think or want, but not in a direct way

mention /'menʃən/ *n* a brief remark

prediction /prɪ'dɪkʃən/ *n* when you say what will happen in the future

proposal /prə'pəʊzəl/ *n* PLAN a suggestion for a plan

propose /prə'pəʊz/ *v* SUGGEST to suggest a plan or action

quarrel /'kwɒrəl/ *n* an argument

remind /rɪ'maɪnd/ *v* to make someone remember something, or remember to do something

reveal /rɪ'viːl/ *v* TELL to give someone a piece of information that is surprising or that was previously secret

rumour /'ruːmə/ *n* a fact that a lot of people are talking about although they do not know if it is true

support /sə'pɔːt/ *n* SPORT encouragement for a particular team, for example by attending matches

update /'ʌpdeɪt/ *n* NEW INFORMATION new information

UNIT 14

allergic /əˈlɜːdʒɪk/ *adj* relating to an allergy (a condition that makes a person develop health problems because they have eaten certain foods or been near certain substances)

(make an) **arrest** /əˈrest/ *n* when the police take someone away to ask them about a crime which they might have committed

bite /baɪt/ *v* to cut something using your teeth

bump /bʌmp/ *v* HURT to hurt part of your body by hitting it against something hard

(make a) **comment** /ˈkɒment/ *n* something that you say or write that expresses your opinion

cut /kʌt/ *v* INJURE to injure yourself on a sharp object which makes you bleed

(have a) **fall** /fɔːl/ *n* MOVEMENT when someone falls to the ground, often without intending to or by accident

(give someone a) **hug** /hʌg/ *n* when you put your arms round someone and hold them tightly

pass out /pɑːs aʊt/ *pv* to become unconscious

poisonous /ˈpɔɪzənəs/ *adj* SUBSTANCE very harmful and able to cause illness or death

(have a) **quarrel** /ˈkwɒrəl/ *n* an argument

reaction /riˈækʃən/ *n* BAD EFFECT an unpleasant effect resulting from eating particular things or taking particular drugs

(have) **respect** (for sb) /rɪˈspekt/ *n* ADMIRATION when you admire someone because of their knowledge, skill or achievements

sharp /ʃɑːp/ *adj* ABLE TO CUT having a very thin or pointed edge that can cut things

(give a) **sigh** /saɪ/ *n* a sound made when you breathe out slowly and noisily, often becaue you are annoyed or unhappy

slip /slɪp/ *v* SLIDE to slide by accident and fall or almost fall

swallow /ˈswɒləʊ/ *v* EAT to move your throat in order to make food or drink go down

trip /trɪp/ *v* to fall or almost fall because you hit your foot on something when you are walking or running

(give someone a) **welcome** /ˈwelkəm/ *n* when someone is met and spoken to in a friendly way when they arrive in a place

UNIT 15

avoid /əˈvɔɪd/ *v* STAY AWAY FROM to stay away from a person, place, situation, etc.

bite /baɪt/ *v* to cut something using your teeth

blink /blɪŋk/ *v* EYES to open and close both of your eyes quickly

blush /blʌʃ/ *v* to become pink in the face, usually from embarrassment

eye contact /ˈaɪ kɒntækt/ *n* when people look at each other, for instance when they are talking to each other

lick /lɪk/ *v* to move your tongue across the surface of something

lip /lɪp/ *n* one of the two soft edges of the mouth

nod /nɒd/ *v* to move your head up and down as a way of agreeing, to give someone a sign, or to point to something

rub /rʌb/ *v* PRESS WITH HANDS to press your hand or a cloth on a surface and move it backwards and forwards

shake your head /ʃeɪk/ *v* to move your head from side to side to mean 'no'

stare /steə/ *v* to look at someone or something for a long time and not move your eyes

yawn /jɔːn/ *v* to take a deep breath with your mouth wide open, because you are tired or bored

UNIT 16

as long as /əz ˈlɒŋ əz/ *phr* used to say that something must happen before something else can happen

assuming (that) /əˈsjuːmɪŋ/ *conj* accepting as true without question or proof

the atmosphere /ˈætməsfɪə/ *n* the mixture of gases around the Earth

carbon dioxide /kɑːbən daɪˈɒksaɪd/ *n* the gas formed when carbon is burned, or when people or animals breathe out

conservation /kɒnsəˈveɪʃən/ *n* NOT WASTE when you are careful not to waste energy, water, etc.

electricity /ɪlekˈtrɪsɪti/ *n* a type of energy that can produce light and heat, or make machines work

environmentally friendly /ɪnvaɪərənˈmentəli ˈfrendli/ *adj* not harmful to the environment

even if /ˈiːvən ɪf/ *conj* whether or not

generation /dʒenəˈreɪʃən/ *n* ENERGY the production of energy in a particular form

power /paʊə/ *n* ELECTRICITY energy, usually electricity, that is used to provide light, heat, etc.

provided that /prəˈvɑɪdɪd θət/ conj if, or only if

rainforest /ˈreɪnfɒrɪst/ *n* a forest in a tropical area which receives a lot of rain

recycling /riːˈsaɪklɪŋ/ *n* when paper, glass, plastic, etc. is put through a process so that it can be used again

solar /ˈsəʊlə/ *adj* relating to, or involving the sun

wind farm /wɪnd fɑːm/ *n* a group of wind turbines (= tall structures with blades that are blown by the wind) that are used for producing electricity

UNIT 17

abstract /ˈæbstrækt/ *adj* ART Abstract art involves shapes and colours and not images of real things or people.

award /əˈwɔːd/ *v* to give money or a prize following an official decision

bizarre /bɪˈzɑː/ *adj* very strange and unusual

classic /ˈklæsɪk/ *adj* A classic book, film, etc. is one that has been popular for a long time and is considered to be of a high quality.

complex /ˈkɒmpleks/ *adj* involving a lot of different but connected parts in a way that is difficult to understand

compose /kəmˈpəʊz/ *v* BE MADE OF to be the parts that something consists of

contemporary /kənˈtempərəri/ *adj* existing or happening now

controversial /kɒntrəˈvɜːʃəl/ *adj* causing disagreement or discussion

conventional /kənˈvenʃənəl/ *adj* TRADITIONAL traditional and ordinary

devote /dɪˈvəʊt/ *v* to use time or energy for a particular person

dramatic /drəˈmætɪk/ *adj* very sudden or noticeable, or full of action and excitement

elect /ɪˈlekt/ *v* to choose someone for a particular job or position by voting

entitle /ɪnˈtaɪt/l *v* GIVE RIGHT to give someone the right to do or have something

establish /ɪˈstæblɪʃ/ *v* START to start a company or organization that is likely to continue for a long time

impressive /ɪmˈpresɪv/ *adj* Someone or something that is impressive makes you admire and respect them.

influence /ˈɪnfluːəns/ *v* to affect or change how someone or something develops, behaves or thinks

massive /ˈmæsɪv/ *adj* very large in size, amount or number

mysterious /mɪˈstɪəriəs/ *adj* strange or unknown, and not explained or understood

prohibit /prəʊˈhɪbɪt/ *v* to officially forbid something

regard /rɪˈgɑːd/ *v* CONSIDER to think of someone or something in a particular way

set /set/ *v* BE IN PLACE If something is set somewhere, it is in that place or position.

unique /juˈniːk/ *adj* DIFFERENT different from everyone and everything else

UNIT 18

bravery /ˈbreɪvəri/ *n* when someone is brave, showing no fear in dangerous or difficult situations

commitment /kəˈmɪtmənt/ *n* LOYALTY when you are willing to give your time and energy to something that you believe in, or a promise or firm decision to do something

courage /ˈkʌrɪdʒ/ *n* BRAVE the ability to deal with a dangerous or difficult situation without being frightened

determination /dɪtɜːmɪˈneɪʃən/ *n* when someone continues trying to do something, although it is very difficult

get away with /get əˈweɪ wɪð/ *pv* to succeed in avoiding punishment for something

get back /get bæk/ *pv* to be given something again that you had before

get into /get ˈɪntuː/ *pv* BE CHOSEN to succeed in being chosen or elected

get on with /get ɒn wɪð/ *pv* to start or continue doing something, especially work

get out of /get aʊt əv/ *pv* to avoid doing something that you do not want to do, especially by giving an excuse

get round to /get raʊnd tuː/ *pv* to do something that you have intended to do for a long time

get through /get θruː/ *pv* to succeed in talking to someone on the phone

honesty /ˈɒnəsti/ *n* QUALITY the quality of being honest, and telling the truth

be an inspiration (to) /ɪnspɪˈreɪʃən/ *phr* to be so good that someone else admires you and is encouraged by your behaviour

motivation /məʊtɪˈveɪʃən/ *n* REASON the need or reason for doing something

potential /pəˈtenʃəl/ *n* someone's or something's ability to develop, achieve or succeed

spirit /ˈspɪrɪt/ *n* ENTHUSIASM enthusiasm, energy or courage

willingness /ˈwɪlɪŋnəs/ *n* the state of being willing, being happy to do something if it is needed

UNIT 19

arrest /əˈrest/ *v* If the police arrest someone, they take them to a police station because they might have committed a crime.

arrest /əˈrest/ *n* when the police take someone away to ask them about a crime which they might have committed

burglar /ˈbɜːglə/ *n* a person who illegally enters buildings and steals things

burglary /ˈbɜːgləri/ *n* the crime of illegally entering a building and stealing things

burgle /ˈbɜːgl/ *v* to get into a building illegally and steal things

charge /tʃɑːdʒ/ *v* ACCUSE If the police charge someone, they accuse them officially of a crime.

charge /tʃɑːdʒ/ *n* CRIME a formal police statement saying that someone is accused of a crime

commit /kəˈmɪt/ *v* DO to do something that is considered wrong, or that is illegal

court /kɔːt/ *n* LAW the place where a judge decides whether someone is guilty of a crime

crime /kraɪm/ *n* ILLEGAL ACT an illegal act

deny /dɪ'naɪ/ *v* NOT TRUE to say that something is not true

dishonest /dɪ'sɒnɪst/ *adj* not honest and likely to lie or do something illegal

disorganised /dɪ'sɔːgənɑɪzd/ *adj* OF SOMEONE not good at planning or organisiing things

hacker /'hækə/ *n* someone who gets into other people's computer systems or phone system without permission in order to find out information or do something illegal

illegal /ɪ'liːgəl/ *adj* not allowed by law

impatient /ɪm'peɪʃənt/ *adj* EASILY ANNOYED easily annoyed by someone's mistakes or because you have to wait

impolite /ɪmpə'lɑɪt/ *adj* not polite, behaving in a way that is rude

impossible /ɪm'pɒsəbl/ *adj* CANNOT HAPPEN If an action or event is impossible, it cannot happen or be done.

inaccurate /ɪn'ækjʊrət/ *adj* not correct or exact

inexpensive /ɪnɪk'spensɪv/ *adj* cheap but of good quality

investigate /ɪn'vestɪgeɪt/ *v* to try to discover all the facts about something, especially a crime or accident

invisible /ɪn'vɪzəbl/ *adj* impossible to see

judge /dʒʌdʒ/ *n* COURT someone who controls a trial in court, decides how criminals should be punished, and makes decisions about legal matters

jury /'dʒʊəri/ *n* COURT a group of people who have been chosen to listen to all the facts in a trial in a law court and to decide whether a person is guilty or not guilty, or whether a claim has been proved

prisoner /'prɪzənə/ *n* a person who is kept in prison as a punishment

release /rɪ'liːs/ *v* MAKE FREE to allow a prisoner to be free

sentence /'sentəns/ *v* to give a punishment to someone who has committed a crime

statement /'steɪtmənt/ *n* THINGS SAID something that someone says or writes officially

suspect /'sʌspekt/ *n* someone who may have committed a crime

suspect /sə'spekt/ *v* THINK LIKELY to think that something is probably true, or is likely to happen

suspect /sə'spekt/ *v* THINK GUILTY to think that someone may have committed a crime or done something bad

theft /θeft/ *n* the action or crime of stealing something

unfair /ʌn'feə/ *adj* NOT TRUE not true and morally wrong

unpopular /ʌn'pɒpjʊlə/ *adj* disliked by most people

unreliable /ʌnrɪ'lɑɪəbl/ *adj* not able to be trusted or depended on

unwilling /ʌn'wɪlɪŋ/ *adj* not wanting to do something

victim /'vɪktɪm/ *n* someone who has suffered the effects of a crime

witness /'wɪtnəs/ *v* to see something happen, especially an accident or crime

witness /'wɪtnəs/ *n* a person who sees an event happening, especially a crime or an accident

UNIT 20

award-winning /ə'wɒːd wɪnɪŋ/ *adj* having won a prize or prizes for being of high quality or very skilled

breathtaking /'breθteɪkɪŋ/ *adj* very beautiful or surprising

cloth /klɒθ/ *n* MATERIAL material made from cotton, wool, etc. and used, for example, to make clothes or curtains

concrete /'kɒŋkriːt/ *n* a very hard building material made by mixing together cement, sand, small stones and water

construction /kən'strʌkʃən/ *n* BUILDING WORK the work of building something, especially houses, offices, bridges, etc.

cost-cutting /'kɒst kʌt.ɪŋ/ *adj* describes actions taken to reduce the amount that is spent on a service or within an organization

dissatisfied /dɪs'sætɪsfaɪd/ *adj* not pleased or happy with something

eye-catching /'aɪ kætʃ.ɪŋ/ *adj* very attractive or noticeable

heartwarming /'hɑːt wɔːmɪŋ/ *adj* (especially of an event, action, or story) seeming to be something positive and good and therefore causing feelings of pleasure and happiness

hut /hʌt/ *n* a small, simple building, often made of wood

life-threatening /'laɪf θretənɪŋ/ *adj* A life-threatening disease is a very serious one that can cause death.

magical /'mædʒɪkəl/ *adj* WONDERFUL special, beautiful or exciting

mouth-watering /'maʊθ wɔːtərɪŋ/ *adj* describes food that looks as if it will taste good

passionate /'pæʃənət/ *adj* having very strong feelings or emotions

record-breaking /'rekɔːd breɪkɪŋ/ *adj* better, bigger, longer, etc than anything else before

relaxed /rɪ'lækst/ *adj* SITUATION A relaxed situation or place is comfortable and informal.

shelter /'ʃeltə/ *n* PLACE a place that protects you from bad weather or danger

time-consuming /'taɪm kənsjuːmɪŋ/ *adj* needing a lot of time

tool /tuːl/ *n* a piece of equipment that you use with your hands in order to help you do something

weird /wɪəd/ *adj* very strange and unusual, unexpected or not natural

Grammar reference

UNIT 1

QUESTION FORMS

Yes/no question forms in simple tenses

- Simple tenses use the verb ***do*** + the infinitive when forming *yes/no* questions.
  You catch the bus. → ***Do*** *you* ***catch*** *the bus?*
  She plays volleyball. → ***Does*** *she* ***play*** *volleyball?*
  They caught the bus. → ***Did*** *they* ***catch*** *the bus?*

Yes/no question forms with *be*

- The verb ***be*** does not use an auxiliary verb to form questions.
  They were at home. → ***Were*** *they at home?*
- Tenses formed with an auxiliary verb (*be, have,* etc.) use the auxiliary verb to form questions.

Yes/no question forms in continuous tenses

I'm winning. → ***Am*** *I winning?*
He was singing. → ***Was*** *he singing?*

Yes/no question forms in perfect tenses

He's made a mistake. → ***Has*** *he made a mistake?*

Yes/no question forms with modal verbs

- Modal verbs can form questions like auxiliary verbs.
  He'd like a drink. → ***Would*** *he like a drink?*
  I can carry the bag. → ***Can*** *I carry the bag?*

Wh- question forms

- Questions with a question word e.g. ***who, what, which, where, why, how, when, how long/much/many/often, what time*** are usually formed in the same way as *yes/no* questions.
  Where do *you work?* ***What was*** *he singing?*
  Why aren't *they running?* ***How long*** *did it take?*

Subject and object questions

- When the question is about the object of the sentence, the word order is the same as other questions.

Subject		**Object**
She	plays	volleyball.
The bird	is eating	the bread.
We	've made	a mistake.
Object		**Subject**
What	does	she play?
What	is	it eating?
What	have	we made?

- When the question is about the subject of the sentence, the word order is the same as a statement.

Subject		**Object**
Who	plays	volleyball?
What	is eating	the bread?
Who	has made	a mistake?

Practice

1 **Read the sentences, then write a question for the answer which follows.**

0 My class is starting a drama club this term.
What *is your class starting this term* ?
A drama club.

1 Membership costs £5.
How much ..... ?
£5.

2 We're meeting every Friday at six.
What time ..... ?
Six.

3 We had our first meeting last Friday.
When ..... ?
Last Friday.

4 Fifteen people came to the party.
How many ..... ?
Fifteen.

5 Most of them were girls.
..... girls?
Yes, there were only three boys.

6 We should try to get more boys.
..... more boys?
Yes, if possible.

7 We want to do a comedy show at the end of term.
What ..... ?
A comedy show.

8 Our drama teacher can help us.
Who ..... ?
Our drama teacher.

2 **Find the mistakes in the questions and correct them.**

1 How much costs this shirt?
.....

2 Does your dad sometimes gets angry with you?
.....

3 What time the exam finished?
.....

4 Where you'd like to go this evening?
.....

5 Do we can go out now?
.....

6 Which team does support your brother?
.....

7 What I should give my friend for her birthday?
.....

UNIT 2

PRESENT TENSE REVIEW

Present simple

We use the present simple:

- for habits and routines.
  *We **have** dinner at eight.*
  *Jo **studies** every day.*
- for permanent situations and general facts.
  *They **live** in Tokyo.*
  *A healthy diet **helps** your energy levels.*

Present continuous

We use the present continuous:

- for events happening now.
  *We're **having** dinner.* (= we're having dinner now)
- for events we plan.
  *We're **having** dinner at nine this evening.*
  (= we've decided to have dinner at nine)

State verbs

- Some verbs are always simple, not continuous: ***believe, dislike, feel*** (= believe), ***hate, have*** (= possess), ***have got, hear, know, like, look, love, mean, need, prefer, realise, recognise, remember, see, seem, smell, suppose, taste, think, understand, want, weigh, wish***
  *We **feel** that this decision is unfair.*
  *He **has** four phones.*
  *What **does** this message **mean**?*
  *That pizza **smells** wonderful.*
  *I **don't understand** what you want.*
  *She **weighs** 60 kg.*
- Some of these verbs can be continuous when their meaning describes an action: ***feel, have*** (= *eat, experience, take,* etc.), ***see*** (= meet), ***smell, taste, think*** (= consider), ***weigh.***
  *I'm **not feeling** very well.*
  *She's **having** a bath.*
  *We're **seeing** our friends later.*
  *He's **smelling** the milk to check it's OK.*
  ***Are** you **thinking** about your homework?*

Present perfect with *for/since*

- We use the present perfect for actions which started in the past and are still true. They answer the question *How long …?*
- ***for*** introduces a length of time.
  *I've **had** a cold **for** two days.* (= I still have a cold)
  *I **haven't seen** my cousin **for** two years.*
- ***since*** introduces a point of time in the past.
  *They **haven't done** any homework **since** Friday.*
  *We **have been** here **since** early this morning.*

Practice

1 **Complete the conversations with the verbs in the present simple, present continuous or present perfect.**

A

Nick: Hi, Can you talk? I **(1)** ..... (have) problems with my maths homework.

Maggie: Yes, but can I phone you back in about twenty minutes? I **(2)** ..... (watch) a match on TV and my team **(3)** ..... (win)! They **(4)** ..... (not win) for three weeks.

B

Penny: Look at this advert. **(5)** ..... (you/recognise) the people in the band?

Elsa: Actually, my brother **(6)** ..... (know) some of them since they were at school.

Penny: Really? **(7)** ..... (he/hear) them play since then?

Elsa: Yes, but they **(8)** ..... (not/play) any concerts in this area for the past year because they **(9)** ..... (be) abroad on tour. The lead singer's girlfriend **(10)** ..... (study) at the university here, so I **(11)** ..... (suppose) they may come back.

Penny: Well, yes, look. They **(12)** ..... (perform) at our school next month!

C

Rosa: What's all this mess?

Tim: I **(13)** ..... (make) breakfast. I **(14)** ..... (be) awake for hours and I'm hungry.

Rosa: What **(15)** ..... (you/make)? It **(16)** ..... (smell) rather strange.

Tim: Vegetable omelette. Would you like some?

Rosa: No thanks, I **(17)** ..... (see) Natalie in half an hour, so I **(18)** ..... (need) to get dressed now.

2 **Complete the text with a verb from the box in the present simple, present continuous or present perfect.**

be	come	enjoy	go	go	have	have
have	live	not live	serve	sleep	smell	
not start	take	wake	work			

I **(1)** ..... with my brother and my mum. We **(2)** ..... here for very long, but we **(3)** ..... a nice flat and we **(4)** ..... living in this part of town. My dad **(5)** ..... in Canada this year. He **(6)** ..... home at the end of November. On weekdays, I **(7)** ..... up early to get the bus for school. Since my last birthday, I **(8)** ..... a job in a café on Saturdays. I **(9)** ..... work until ten, so I **(10)** ..... till nine. My mum **(11)** ..... me to work because she **(12)** ..... to a gym near the café. She **(13)** ..... a member for quite a long time. On Sundays we **(14)** ..... to a restaurant for lunch. This Sunday we **(15)** ..... lunch in a new place. They **(16)** ..... Mexican food and it **(17)** ..... great when you walk past the door.

UNIT 3

PAST TENSE REVIEW

Past simple and past continuous

We use the past simple:

- for completed events in the past.
  *I **visited** China twice **last year.***
  *I **learnt** a few useful phrases **yesterday.***
- for states in the past related to a particular time.
  *I **didn't know** any Chinese words.*
  ***Did** you **enjoy** your visit?*

We use the past continuous for:

- past events which happen for a relatively long time.
  *He **was sitting** opposite me on the bus.*
- events happening around the time of another past event (in the past simple).
  *I **was doing** my homework when my brother texted.*

Practice

1 **Choose the correct form of the verbs.**

1 I **fell** / **was falling** off my bike when I **cycled** / **was cycling** home from school.
2 I **dreamt** / **was dreaming** about my favourite football team when my dad **was waking** / **woke** me up.
3 While I **got** / **was getting** ready to go out, I **dropped** / **was dropping** my phone and **broke** / **was breaking** it.
4 My parents **arrived** / **were arriving** home while I **had** / **was having** a shower and my sister **tidied** / **was tidying** the kitchen.
5 Unfortunately, I **didn't have** / **wasn't having** a good view of the band because I **stood** / **was standing** at the back of the hall.

Past perfect

We use the past perfect for events which happened some time before or up to another point in the past.

*I'd **phoned** my brother earlier in the day, but he **hadn't answered.***

Practice

2 **Eric runs a café. Look at the list of jobs he has to do before he opens at 8 o'clock. Yesterday he was late. Write sentences about what he had and hadn't done when the café opened.**

1 Switch on the coffee machine. ✔
He .....
2 Empty the dishwasher. ✘
He .....
3 Clean the tables. ✘
He .....
4 Put the chairs out. ✔
He .....
5 Open the sunshades. ✘
He .....

used to

We use *used to* for talking about past habits which are not true now. Note that for questions and negative forms it is possible to use either ***used to*** or ***use to***.

*I **used to phone** my grandmother every evening*
(= I don't phone her every evening now.)

*They **used to spend** the summer in Florida.*
(= They don't spend the summer in Florida now.)

*We **didn't used to pay** to visit the museum.*
(= It was free, but now we have to pay.)

Practice

3 **Complete the sentences with the correct form of *used to* and the verb in brackets.**

1 When I was eight, I ..... my little brother all the time. (tease)
2 My sister ..... make-up, but she wears it every day now. (not/wear)
3 ..... (you) coffee when you were little? (like)
4 I ..... tea every afternoon for my mum, but I get home too late to do that now. (make)
5 We ..... abroad when we were children, but we now go to the States at least once a year. (not/go)
6 You ..... so happy at school. What's upset you this term? (be)

4 **Read the story and circle the correct form of the verbs.**

When I was ten my parents **(1) bought** / **had bought** / **were buying** a small sailing boat. My dad **(2) had enjoyed** / **was enjoyed** / **used to enjoy** watersports all his life and when we were children we **(3) were spending** / **had spent** / **used to spend** all our summer holidays by the sea. In fact, my parents **(4) used to meet** / **were meeting** / **had met** each other when they **(5) were both taking** / **both took** / **had both taken** diving lessons.

They **(6) hadn't told** / **weren't telling** / **didn't use to tell** me and my brother about the boat before our holiday, so it was a wonderful surprise for us when we **(7) were seeing** / **had seen** / **saw** it.

After two days, my brother and I **(8) had learned** / **learned** / **were learning** enough to sail the boat around the quiet bay in front of the house where we **(9) used to stay** / **had stayed** / **were staying** that year and we **(10) used to feel** / **felt** / **had felt** quite grown-up. On the third day, we **(11) moved** / **had moved** / **were moving** smoothly across the water when suddenly some dolphins **(12) were appearing** / **used to appear** / **appeared** beside us. We were amazed as we **(13) never saw** / **never used to see** / **had never seen** dolphins before. After that, we **(14) were looking** / **used to look** / **had looked** out for them every day when we **(15) were sailing** / **used to sail** / **sailed**. In fact, they often seemed to be waiting for us. It was a magical experience.

UNIT 4

MAKING COMPARISONS

Comparative structures

We make comparisons using a number of structures:

- comparative adjective + *than*
  colder than ***more powerful than***
- *less* + adjective + *than*
  less cold than ***less powerful than***
- *as* + adjective + *as*
  as cold as ***as powerful as***
- *not as/so* + adjective + *as*
  not as cold as ***not so powerful as***
- the comparative adjective + comma + the comparative adjective
  the higher *you go,* ***the colder*** *it gets.*
- *the more/less* clause + comma + *the more/less* clause
  The more *I listen to this music,* ***the more*** *I like it.*

Adverbs with comparatives and superlatives

- We can modify comparative structures with adverbs and adverbial phrases:
  a little / ***a bit*** / ***a good/great deal*** / ***slightly*** / ***far*** / ***(not) a lot*** / ***(not) much*** + comparative adjective + *than.*
  Scotland is ***a bit colder than*** *England.*
  Winter is usually ***a great deal colder than*** *summer.*
  My motorbike is ***not a lot more powerful than*** *my brother's.*
  almost / ***less*** / ***(not) nearly*** + ***as*** + adjective + ***as.***
  My house is ***almost as big as*** *yours.*
  *My car is****n't nearly as powerful as*** *my dad's.*
- We can modify superlatives with adverbs and adverbial phrases:
  easily / ***by far*** / ***probably*** / ***possibly*** + ***the*** + superlative adjective.
  Your house is ***easily the biggest*** *in this road.*
  This bike is ***probably the most expensive*** *thing I've ever bought.*

Practice

1 **Circle the correct words.**

1 This jacket looks **more warm** / **warmer**, but the other one is less expensive **as** / **than** this one.
2 My new earphones are **easily** / **slightly** bigger than the old ones and they're **a great deal** / **by far** more powerful.
3 Although my room isn't **so** / **more** comfortable as yours, I think I have **a far** / **a nearly** better view.

2 **Match the sentence halves.**

1 The more I think about it,
2 This hotel is a great deal
3 The buses don't run
4 The fewer friends we invite,
5 The bigger the hotel,
6 John's arrival was

a the better the sports facilities
b the less food we'll have to buy.
c cheaper than the one we stayed in last year.
d by far the best part of the evening.
e nearly as frequently as they used to.
f the less I like the idea of a boat trip.

3 **Do the pairs of sentences mean the same? Mark *S* for same or *D* for different. Explain the differences.**

1 The way you say thank you is less important than the fact that you say it.
It's just as important how you thank someone as the fact that you remember to thank them.
.....
.....

2 It isn't nearly as difficult to do well in maths as it is in French.
It's easier to do well in maths than it is in French.
.....
.....

3 Loretta is easily the most selfish friend I have.
My other friends are as selfish as Loretta.
.....
.....

UNIT 5

RELATIVE CLAUSES

Defining relative clauses

Defining relative clauses:

- give essential information.
  *The game **that my brother plays** is very boring.*
  We need the words *that my brother plays* to understand which game the speaker is referring to.
- include a relative pronoun: ***who*** (for people), ***which*** (for things), ***that*** (for things and people).
  *There's the girl **who** sold me the game.*
  *She showed me the tablet **which** she uses.*
  *I can email the friend **that** I told you about.*
  *This is the game **that** I mentioned.*
- can have ***who, which*** or ***that*** as either their subject or object.
  *The man **who/that** runs the game shop is very helpful.*
  *There's the man **who/that** I told you about.*
  *He showed me a website **which/that** he recommends.*
- can begin with ***whose*** (meaning *his / her / their*), ***when*** (for times) and ***where*** (for places).
  *Paul is my friend **whose** room is full of computers.*
  *I remember the day **when** I got my first computer.*
  *The shop **where** I bought this game has a really good selection.*

Practice

1 **Complete the sentences with *who, which, whose, where* or *when*.**

1 The first video game ..... I ever played was called *Racer*.
2 I like talking to people ..... play the same games as me.
3 This the café ..... my friends meet in the evenings.
4 Amy started her blog one day ..... she was on holiday.
5 The friend ..... tablet I borrowed is away on holiday.

2 **Look at the sentences in exercise 1. Where can you use *that* instead of the word you chose?**

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

1 I don't enjoy games which .....
2 A friend is someone who .....
3 I have a classmate whose .....
4 I hate lessons where .....
5 I remember the day when .....

Non-defining relative clauses

Non-defining relative clauses:

- give extra information about things or people.
  *This tablet belongs to my brother, **who** plays a lot of video games.*
  If we take out *who plays a lot of video games*, the information in the sentence still makes sense.
- are always separated from the rest of the sentence by commas.
  My dad, who never plays video games, doesn't understand why I like them.
- must begin with the relative pronoun ***who*** (for people) or ***which*** (for things) (but never *that*) as their subject or as their object.
  *My brother, **who** is very clever, designs video games.*
  *The games, **which** are very exciting, are about a virtual world.*

Practice

4 **Rewrite the pairs of sentences using non-defining relative clauses.**

1 I got my new bike last week. It cost £250.
2 I bought the bike with my own money. I earned it with money from my Saturday job.
3 I did the job for two years. The job was in a shop.
4 I didn't enjoy the work. The work was quite boring.
5 But most of the staff were very friendly. They weren't much older than me.
6 I've still got a bit of money. I'm going to spend it on a new video game.

5 **Complete the paragraph with *that* if possible, or with *who, which, where* or *when*.**

Hi Claudia,

We finished our exams, **(1)** ..... were very hard, last week. On the day **(2)** ..... the exams were all over, I went with my friend Katya to a beach **(3)** ..... is near my house. Katya is the friend **(4)** ..... I met last summer at the club **(5)** ..... I go to for tennis lessons.

Katya lost her phone on the beach, **(6)** ..... was quite busy. It was a new smartphone, **(7)** ..... her parents gave her only two weeks ago. We thought it had been stolen by some people **(8)** ..... we saw near us just after we arrived. We moved to another place **(9)** ..... was less crowded. Later we were walking back past the place **(10)** ..... we had first been when she realised her phone was in the pocket of her dress! We were so relieved.

What's your news?

Julia xx

UNIT 6

PRESENT PERFECT AND PAST SIMPLE

We use the **present perfect**:

- for actions beginning in the past and continuing into the present.
  *She's **become** a very good cook.*
- for events before the present where the time is unknown or unimportant.
  *We've **made** lots of cakes.*
- for events repeated over a period of time up to the present.
  *He's **received** six texts in the last ten minutes.*
- With time markers ***just, already, still*** (***not***) and (***not***) ***yet***.
  *I've **just eaten** my sandwich.* (= I ate it a few moments ago.)
  *I've **already eaten** my sandwich.* (= I ate it some time before now.)
  *I've **eaten** my sandwich **already**.* (= I've finished my sandwich.)
  *I **still haven't finished** my sandwich.* (= I'm still eating it now.)
  *I **haven't finished** my sandwich **yet**.* (= I'm still eating it now.)
  ***Have** you **had** lunch **yet**?*

We use the **past simple**:

- for actions which took place in the past, with or without a time reference.
  *She **became** a very good cook.*
  *When she was still a teenager, she **became** a very good cook.*
  *I **didn't finish** my sandwich.*
  *I **didn't finish** my sandwich during my break.*
  *We **made** lots of cakes.*
  *We **made** lots of cakes last weekend.*

Practice

1 **Put the words in brackets in the correct position in each sentence.**

1 Has the film started? (already)
2 We haven't had the results of our exam. (still)
3 Have you decided what to wear to the party? (yet)
4 I've ordered a drink, but I haven't decided what to eat. (already, still)
5 Have you been here a long time or have you arrived? (just)
6 My brother hasn't answered my text. (yet)

2 **Complete the paragraph with the words from the box.**

already just since still when yet

Hi Chloe,
How are you? I've **(1)** ..... changed my room around and it looks really cool. I'm going to get a new desk too. I've **(2)** ..... chosen one and we've ordered it online, but it hasn't arrived **(3)** ..... . I'll probably get a new rug as well, but I **(4)** ..... haven't decided what colour. I saw a good one **(5)** ..... I went to town last weekend, but it was rather expensive. I've looked at some others online **(6)** ..... then, but I haven't seen anything so good.
I'll send you a photo as soon as it's all finished.
Becca xx

3 **Each of the sentences has a mistake in it. Can you correct them?**

1 Jake ate already three burgers today and now he's having an ice cream.
.....
2 Michael hasn't still answered my last text.
.....
3 Stella's English improved a lot since she started that evening class.
.....
4 Declan has just woken up, so he didn't get dressed yet.
.....
5 Jan's started learning to drive and she's made already a lot of progress.
.....

4 **Complete the dialogue with the verbs in the past simple or present perfect.**

Emir: Hi, sorry I'm late, I **(1)** ..... (have) to see the teacher after my last class.
Pat: It's OK. I **(2)** ..... (already/order) a pizza for us both.
Emir: Oh. Actually, I **(3)** ..... (eat) a pizza for lunch today. I don't really need another one now.
Pat: Never mind. I **(4)** ..... (not eat) anything since breakfast so I can probably finish it all myself!

UNIT 7

MODALS: ABILITY AND POSSIBILITY AND *MANAGED TO*

	be able to	*can/could*
Present	am/are/is (not) able to	can/can't (cannot)
Past	was/were (not) able to	could/couldn't (not)
Future	will/won't (not) be able to may/might (not) be able to	*can* sometimes refers to the future, but to make tenses we use *be able to*

managed (***to***) is the past tense of ***manage***, a regular verb.

Present

- We use ***can*** or ***be able to*** when we say what someone is capable of.
  *I **can** speak three languages.*
  ***Are** you **able** to finish this work on your own?*
  *She **can't** carry all the bags.*

Past

- We use ***was/were able to*** or ***managed to*** when we describe what someone was capable of in a particular situation.
  ***Were you able to** change the time of your appointment?*
  *I had a puncture, but I **managed to** fix it.*
- We use ***could*** or ***was/were able to*** when we describe what someone was capable of in general.
  *We **could** all **ride** a bicycle by the time we started school.*
  *I **wasn't able to tell** the time until I was eight.*

Future

- We use ***can/will be able to*** when we are certain about a possibility in one particular situation.
  *They **can** / They'**ll be able to meet** us at six o'clock.*
  *I **can't/won't be able to watch** the match on Tuesday because I've got an exam.*
- We use ***will be able to*** when we are certain about an ability in general.
  *He'**ll be able to speak** good French after six months in Paris.*
  *We **won't be able to play** football if they build on the park.*
- We use ***may/might be able to*** when we are not certain about a future possibility.
  *I **may be able to go swimming** if I finish my homework.*
  *You **might not be able to see** the band if you get cheap seats.*

Practice

1 **Complete the sentences with the correct form of *be able to* and the words in brackets.**

1 ..... (you/play) in the match next Saturday?
2 We had to cancel our trip to California, but luckily we ..... (get) our money back.
3 I know a little bit of Arabic, so I ..... (translate) that letter if it's not too complicated.
4 I invited my best friend to stay last weekend, but she ..... (not/come).
5 ..... (you/read) before you started school?
6 You have so much energy! I don't know how you ..... (do) all your schoolwork as well as your evening job.
7 I've just realised that we have guests on the day of your barbecue, so I ..... (not/come).
8 I've got important exams this year, so I ..... (not/play) football for the school team this term.

2 **Make the sentences into questions using the words in brackets in the correct form.**

1 (your brother/be able to/come) ..... to the concert next week?
2 (you/not manage/find) ..... any sandals when you went shopping?
3 (When/Joy/be able to/play) ..... in the band again?
4 (John/be able to/explain) ..... what he wanted?
5 (How far/you/able to/walk) ..... before it started raining?
6 (Elisa/not be able to/help) ..... us with our homework tomorrow?

3 **Circle the correct verbs in the report.**

Aaron took part in a half-marathon last weekend. As he's 19, this may not sound a great achievement. However, in Aaron's case it was, because last year he was told that he **(1) wasn't able to walk** / **might not be able to walk** again.

Aaron had fallen off his bike when cycling home from school. The street was dark and it was raining heavily, and he **(2) couldn't** / **wasn't able to** control his bike. He was left lying on the road with serious injuries. Luckily, Aaron **(3) managed to find** / **could find** his phone and call for an ambulance. He spent several weeks in hospital and he **(4) wasn't able to take** / **couldn't take** an important exam because his injuries meant he **(5) couldn't write** / **didn't manage to write** or use a computer. However, he made an unexpectedly good recovery and after three months he **(6) managed to walk** / **could walk** quite well. When he finished the half-marathon, he told his friends that he hopes he'll be able to run in a full marathon next year.

UNIT 8

FUTURE (1): PLANS AND INTENTIONS

Present simple for timetabled events

We use the present simple:

- for future events which are fixed in a timetable.
  *My flight **leaves** at ten past seven.*
- for future events which are going to take place at a fixed time.
  *The match **starts** at midday.*

Present continuous for future plans

We use the present continuous, usually with the time mentioned:

- for definite plans.
  *My friend Irena **is coming** to stay with me at the end of July.*
  *What **are you doing** at the weekend?*
- for things we've already decided to do.
  *I'**m getting up** early tomorrow.*
  *We'**re not eating** before we go out.*

Going to future

We use ***going to:***

- for plans which have already been made. (This use is similar to the present continuous.)
  *My friend Irena **is going to** visit me at the end of July.*
  *What **are you going to do** at the weekend?*

Will future

We use ***will***:

- for actions which we decide to do as we speak.
  *I'**ll look** online for the address I need.*
  *I'**ll phone** my dad and see if he can give me a lift.*
  NOTE There is often little difference in meaning between *will* and *going to*, especially when they are used with an adverb such as ***certainly, probably, definitely*** or a phrase such as ***I think, I hope***.

Adverbs in sentences with *going to* and *will*

- Adverb position with *going to:*
  *I'**m definitely going to watch** the match.*
  *I'**m definitely not going to watch** the match.*
- Adverb position with *will.*
  *I'**ll probably watch** the match.*
  *I **probably won't watch** the match.* (**not** ~~*I won't probably watch the match.*~~)

Practice

1 **Circle the correct forms of the verbs.**

1

Ana: Hi, Sassy. Do you want a coffee? I've already ordered one.

Sassy: Thanks, Ana but it's a bit hot. I think **(1) I'll have** / **I have** a cold drink.

Ana: They do good iced coffee here, that's what **(2) I'm having** / **I'll have**.

Sassy: Oh really? OK, **(3) I'll order** / **I'm ordering** one too.

2

Soroosh: **(1) Are you having** / **Do you have** a holiday this summer?

Bobby: Well, **(2) I'm definitely not going to work** / **I definitely don't work** all the time. **(3) I'll probably visit** / **I'm probably visiting** my cousins in Germany.

Soroosh: You're lucky to have family abroad. **(4) I'm staying** / **I'll stay** in a hotel with my parents and my little sister.

Bobby: Why don't you come with me to Germany? **(5) It's only going to** / **It'll only** cost you the price of your plane ticket.

Soroosh: That'd be fantastic. **(6) I'm talking** / **I'll talk** to my parents tonight.

Bobby: And **(7) I'll check** / **I'm going to check** the best dates. **(8) I'm going to phone** / **I'll phone** Germany tomorrow anyway because it's my cousin's birthday.

Soroosh: Thanks, Bobby, that's great.

2 **Put the adverbs in the correct position in each sentence.**

1 We're going to hire a car and drive to the coast. (probably)
2 I won't invite Mark to the barbecue. (definitely)
3 Clara's not going to travel with her brother. (certainly)
4 We'll try the local food in Phnom Penh. (certainly)
5 Hamid won't enjoy the overnight rail journey. (probably)

3 **Complete the paragraph with the present simple, present continuous or *will* future of the verbs in brackets.**

Hi Misha,

How are you? Here are the final arrangements for our trip next month. You have your ticket. The train **(1)** ..... (leave) Paris at 6 pm. Albert and I **(2)** ..... (meet) outside the Gare du Nord at 5 because I have his ticket. You can meet us there, or we can see you on the train. We definitely **(3)** ..... (not wait) more than five minutes because the security checks **(4)** ..... (probably/take) quite a long time. The train **(5)** ..... (arrive) in London in plenty of time for us to have some food before we go to the hostel. Albert and I **(6)** ..... (take) medium-sized rucksacks and I suggest you do the same. Actually, I **(7)** ..... (send) you a link to the webpage where we found ours, as they're a good make and quite cheap. We're really looking forward to the trip.

Piers

UNIT 9

FUTURE (2): PREDICTIONS

Predictions with *be going to*

We use ***be going to***:

- for predictions based on physical evidence, usually what we can see as we speak.
  *It's **going to snow**.* (= I can see the snow clouds and it's very cold.)
  *That boy **is going to fall** over his shoelaces.* (= I can see his shoe laces aren't done up.)
  *I'm **going to faint**.* (= I feel ill.)
- for predictions based on what we already know for certain.
  *Millie **is going to run out of** money soon.* (= I know how much money Millie has and I know how fast she's spending it.)
  *You're **going to enjoy** this music.* (= I know the sort of music you like and I've chosen this for you.)

Predictions with *will*

We use ***will*** for predictions about the future which we believe to be true but can't prove.

*My parents **will probably pay** for me to go to university.*
*The fees **will go up** every year.*
*I'll **earn** a good salary when I leave university.*

Predictions with future continuous

We use future continuous (***will/won't*** + ***be*** + verb + ***-ing***) for predictions about habits and actions in progress in the future.

*I'll **be earning** a lot of money this summer.*
***Will you be working** during the school holidays?*
*They **won't be earning** enough to buy a car.*

Predictions with *may* (*not*), *might* (*not*) and *could* + *well*

- ***May, might*** and ***could*** are used to express future possibility that is less certain than *will* or the future continuous.
  *I **might earn** a good salary when I leave university.*
  *He **could be earning** a lot of money quite soon.*
  *My parents **may not give** me an allowance.*
- The prediction sounds more certain if ***well*** is added after ***may, might*** and ***could***.
  *The fees **may well go up** every year.*
  *We **could well be working** full-time next year.*
  *They **might well not be earning** enough to buy a car.*
  NOTE ***Could*** + negative does not mean the same as *may* and *might* in predictions.
  *We **couldn't** be working full-time next year.*
  = It's impossible that …)

Practice

1 Read the sentences and use the words in brackets to make a prediction using *going to* or the future continuous.

1 It's six o'clock in the morning and the sun is shining. (It / hot day)
.....
2 You and your brother plan to travel round the USA next year. (We / speak / English every day)
.....
3 Your friend is riding his bike and drinking from a can at the same time. (He / fall off)
.....
4 The school term finishes in three weeks. (After the end of term / I / not study every evening)
.....
5 You're waiting for a friend outside the cinema. You hear there's a bad traffic jam on the road from his house. (He / not see / the beginning of the film)
.....

2 Which of the pairs of sentences mean the same and which are different? Mark them *S* for same or *D* for different. Explain the differences.

1 I'm probably going to buy a new phone.
I may well buy a new phone. .....
2 The shop may not open until the evening.
The shop couldn't open until the evening. .....
3 It's possible I'll get a bigger phone.
I might get a bigger phone. .....
4 I'll be using my new phone tomorrow.
I'll make some calls on my new phone tomorrow. .....
5 I definitely won't text you at lunchtime.
I might well text you at lunchtime. .....

3 Read about Jack and Joe, then make predictions about their futures. Use *may* (*not*), *might* (*not*) and *could*, and add *well* if appropriate.

Jack and Joe are brothers. Joe is 10 and Jack is 14. Joe is very bright and is already doing well at school. Jack plays football very well, but he doesn't like school work. However, he likes meeting people and having a good time, whereas Joe is quite shy unless he's with Jack.

1 Jack / not go / university.
.....
2 Joe / get very good marks in exams.
.....
3 Jack / become a professional football player.
.....
4 Jack / earn much more than Joe when he's 25.
.....
5 Joe / not be interested in money.
.....
6 Joe / get to know famous people through Jack.
.....

UNIT 10

THE PASSIVE

The passive: present, past, present perfect

- The passive is formed with a tense of the verb ***to be*** + the past participle of the main verb.

  present simple
  *This room **is used** for dance classes.*
  present continuous
  *My jeans **are being washed**.*
  past simple
  *We **weren't told** what to do.*
  present perfect
  *The room **has been painted**.*
- We use ***by*** to introduce the person or thing that does the action.

  *We're taught Chinese on Saturdays **by Mrs Lee**.*
  *Are you being looked after **by a nurse**?*
  *The window was repaired **by my dad**.*
  *The room has been painted **by the students**.*

The passive: modals

- We form the passive of modal verbs with:
  modal + (*to*) *be* + past participle
  *My sweater **should be washed** at a low temperature.*
  *All these clothes **need to be folded** carefully.*
  *My T-shirts **needn't be ironed**.*
  *The washing machine **might be damaged** by a heavy load.*

The passive: usage

The passive is widely used in English, in both speaking and writing. We use the passive:

- if we do not know who or what does the action.
  *A car **was parked** in the middle of the road.*
  *The window's **been** broken!*
- if who or what does the action is unimportant.
  *My new bike **is being delivered** today.*
  *These files **should be backed up** regularly.*
- if it is obvious who or what does the action.
  ***I've been asked** to play for my school team.*
  *Your bedroom **needs to be tidied** before you go out.*

Practice

1 Rewrite the sentences using the passive. Do not include *by* and who or what does the action unless it adds important information.

1 A famous footballer has just opened a new sports club in our town.
A new sports club .....
2 A local architect designed the buildings.
The buildings .....
3 Some people organised an auction to raise money for the club.
An auction .....
4 Secondary school students are still decorating the inside of the building.
The inside of the building .....
5 They need to finish it by the end of the summer.
It .....
6 Some people have criticised them for working too slowly.
They .....
7 They should offer help instead of criticism.
Help .....

2 Read the description of the sports club, then complete the news report using the same verbs in the passive.

Some thieves have broken into the new sports club and taken valuable equipment. They broke a window, but they didn't set off the alarm. Some local residents saw lights in the club car park last night, but they didn't report them at the time. The thieves damaged several doors. They made holes in the floor when they dragged the heavy equipment across it. The police are investigating the break-in and the insurance company has also inspected the building. The club can replace the equipment immediately, but they need to improve the security lighting in the car park. They should install a gate and someone must lock it every evening. Now that the thieves know what's inside the club, they might steal the new equipment if the club doesn't improve its security.

NEWS BREAK IN AT LOCAL SPORTS CLUB

The new sports club **(1)** ..... and valuable equipment **(2)** ..... . A window **(3)** ..... but the alarm **(4)** ..... . Lights **(5)** ..... in the club car park last night but they **(6)** ..... at the time. Several doors **(7)** ..... and holes **(8)** ..... in the floor when the heavy equipment **(9)** ..... across it. The break-in **(10)** ..... and the building **(11)** ..... by the insurance company. The equipment **(12)** ..... immediately but the security lighting in the car park **(13)** ..... . A gate **(14)** ..... and it **(15)** ..... every evening. Now that the thieves know what's inside the club, the new equipment **(16)** ..... if security **(17)** ..... .

UNIT 11

PRESENT PERFECT CONTINUOUS

- We form the present perfect continuous in a similar way to the present perfect simple, but we use ***has/have been*** + *-ing* verb.

Positive	Negative	Questions
have/has been using	haven't/hasn't been using	have they / has he been using?

- We use the present perfect continuous to talk about:
  - an action that has just stopped.
    I've been painting *my room. Would you like to see what it looks like?* (It is not clear whether the speaker has completed the action yet.)
  - an action that has not completely finished.
    I've been painting *my room. It's going to look great when I've finished.*
  - how long the action continued, up to and possibly including the present moment.
    I've been painting *my room since first thing this morning. I'm really tired.*

Present perfect simple

- We form the present perfect simple with ***has/have*** + the past participle.
- We use the present perfect simple to talk about actions before or up to the present (we do not mention when). These can be:
  - a completed action, especially one which has a present result. (It is clear that the speaker has already completed the action.)
    I've made *a cake. Would you like a piece?*
  - how often something has happened before now.
    You've ***made*** *a cake every day this week.*
  - with state verbs (*know, love, believe*, etc.).
    I've known *how to make cakes since I was ten.*

Practice

1 Complete the sentences with the verbs in the present perfect continuous.

1 The students ..... (use) computers in this school for several years.
2 How long ..... (you/study) electronics?
3 The engineers ..... (not/work) on this problem for long.
4 My sister ..... (make) a list of the things she wants for her birthday.
5 We ..... (design) our ideal house, but we can't agree about the colour scheme.
6 I don't know where my tablet is. I hope my little brother ..... (not/play) games on it.

2 Write questions, using the words given and putting the verb into the present perfect continuous.

1 how long / study / this school
.....
2 how / learn / English
.....
3 how long / live / here
.....
4 how long / do / this exercise
.....

3 Now answer your questions, using the present perfect continuous.

1 .....
2 .....
3 .....
4 .....

4 Complete the dialogues with the present perfect simple or continuous of the verbs in brackets.

1
Kai: I want to make a sandwich, but someone ..... (eat) all the bread.
Zoe: Well, I ..... (make) biscuits. You can have one when they're ready.
Kai: How long will that be? I ..... (play) tennis since two o'clock and I'm starving!

2
Tim: ..... (you/listen) to me or ..... (I/talk) to myself for the past five minutes?
Paul: No, really, I ..... (listen) to everything. And I ..... (already/decide) what we can do about your problem.

3
Francis: I think my brother ..... (wear) my trainers. They're covered in mud.
Sheila: No, he ..... (work) in his room all day. You ..... (not clean) them since you last wore them, that's all.

4
Lucy: The teacher ..... (ask) me three questions this lesson.
Kirsten: She ..... (try) to find out if you understand the text.
Lucy: Well, I ..... (not/understand) any of it up to now!

5
Laurie: My team ..... (not/play) well this season.
Jade: Perhaps they'll do better tomorrow.
Laurie: I doubt it. They ..... (not/have) one good match since the manager left.

UNIT 12

ZERO AND FIRST CONDITIONALS

Zero conditional

- We form the zero conditional with:
  If + present tense + comma + present tense
  OR present tense + ***if*** + present tense.
- ***If*** usually means the same as ***when*** in zero conditional sentences.
  *I always get a headache **if** I'm short of sleep.*
  (= *I always get a headache **when** I'm short of sleep.*)
- In writing, there must be a comma when the ***if*** clause comes first.
  ***If** you play a musical instrument, you get more invitations to parties.*
- We use the zero conditional to state general truths.
  ***If** you **live** in a big city, you **have** lots of shops to choose from.*
- ***You*** often (= anyone) in sentences like these.
  ***You** get more invitations to parties if **you** play a musical instrument.*

Practice

1 **Complete the sentences with suitable verbs.**

1 Teenagers ..... bored if they can't spend time with their friends.
2 If you ..... a lot of friends, you always have someone to talk to.
3 If children ..... a musical instrument, they often do better at school.
4 When there are important exams, everyone ..... stressed.

First conditional

- We form the first conditional with:
  If + present tense + comma + future tense
  OR future tense + ***if*** + present tense.
  If** you **play** your guitar, **I'll sing.
  = ***I'll sing if** you **play** your guitar.*
- ***If*** does **not** mean the same as ***when*** in first conditional sentences. Compare:
  - ***If** my friend **texts** me, **I'll go** to her house.* (= The speaker thinks her friend may text her and invite her.)
  - ***When** my friend **texts** me, **I'll go** to her house.* (= The speaker knows her friend is going to text her and already plans to go to her house.)
- We use the first conditional to describe a real situation and a possible result.
  ***If** I **work** late, **I'll be** too tired to go out.* (= I know from experience that working late makes me too tired to go out.)
- We can use ***may, might*** or ***could*** to make the possibility less certain.
  ***If** I **work** late, I **may be** too tired to go out.* (= I know from experience that working late sometimes makes me too tired to go out.)
  *We **might miss** our friends **if** we **move** to another city.* (= I know that we won't see our friends often if we move, so perhaps we'll miss them.)
  ***If** I **don't practise** regularly, I **could fail** my driving test.* (= I need to practise regularly, or there's a possibility I'll fail my test.)

Practice

2 **Complete the dialogue with the correct form of the verbs in brackets.**

Kurt: Do you want to go out somewhere this evening?
Jack: I've got some work to do, but if you **(1)** ..... (not mind) waiting, I'll be free by seven at the latest.
Kurt: That's fine. I've got some shopping to do, but if I finish early, I **(2)** ..... (go) to the café in High Street and wait for you there.
Jack: OK. Can we eat there? Is the food good?
Kurt: If you like spicy food, **(3)** ..... (try) their chilli burger. It's amazing.
Jack: Well, I might not like it if it **(4)** ..... (be) really hot.
Kurt: Their pizzas are good too. If you **(5)** ..... (prefer) that kind of thing, they have a good choice.
Jack: Right, see you later. I **(6)** ..... (text) you if I'm going to be late.

3 **Match the halves of the sentences.**

1 You might see some interesting animals
2 If you make a noise,
3 If you come here regularly,
4 You may have to wait several hours
5 If you need to move,
6 If you want to use a camera,

a you learn where to look.
b you'll need permission.
c if you keep very quiet.
d don't do it suddenly.
e if you want to see the new lions.
f you'll frighten the animals away.

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

1 If Anita passes her driving test, her parents might .....
.....
2 Erfan could get into serious trouble if he .....
3 If you want to be the most popular person at a party, ...
.....
4 Malek will have a party if he .....
.....
5 If Marco works really hard, he may .....
6 Don't leave your wallet in your desk if .....

UNIT 13

REPORTED STATEMENTS

- There are some fixed tense changes when the reporting verb is in the past tense.

Direct speech		Reported speech
present simple	→	**past simple**
*'I **enjoy** watching sport on TV.*		*He said (that) he **enjoyed** watching sport on TV.*
present continuous	→	**past continuous**
*'My team **is playing** well.'*		*She said (that) her team **was playing** well.*
past simple	→	**past perfect**
*'They **played** well last year.'*		*He said (that) they'**d (had) played** well last year.*
present perfect	→	**past perfect**
*'I **haven't seen** them play live.'*		*She said (that) she **hadn't seen** them play live.*
going to	→	***was going to***
*'They're **going to** win.'*		*He said (that) they **were going to** win.*
***will* future**	→	***would***
*'**I'll** be really happy.'*		*She said (that) she'**d (would)** be really happy.*
can	→	***could***
*'The goalie **can** stop any ball.'*		*He said (that) the goalie **could** stop any ball.*
may	→	***might***
*'I **may** go to the final.'*		*She said (that) she **might** go to the final.*
must	→	***had to***
*'I **must** buy a ticket.'*		*He said (that) he **had to** buy a ticket.*

- ***Could, would, should, might, ought to*** and ***used to***, and verbs in the past perfect tense, do not change when reported.
  *'You **could** buy a ticket online.'* → *He said I **could** buy a ticket online.*
  *'They **hadn't won** a match for ages.'* → *She said they **hadn't won** a match for ages.*
- If the information in the reported speech is a permanent situation, or if it is still true, it is not necessary to change the tense of the reported verb.
  *'My team **is playing** well this season.'* → *He said his team **is playing** well this season.* (the season has not ended)
- Pronouns and adverbs often have to change when they are reported.
  *'**I** enjoy watching sport on TV.'* → *She said **she** enjoyed watching sport on TV.*
  *'**You** can watch the match at **my** house **tomorrow**.'* → *He said **I** could watch the match at **his** house **the next day**.*

Practice

1 **Complete the reported sentences.**

1 'I'll get up earlier in future.'
He promised he .....
.....

2 'We're looking for some new equipment.'
They told us they .....
.....

3 'I enjoy swimming, but I don't like competitions.'
She explained that she .....
.....

4 'You didn't listen to my instructions.'
My coach said I .....
.....

5 'We must win the match.'
The captain told us that we .....
.....

6 'I've played volleyball, but I've never tried basketball.'
Our teacher said she .....
.....

2 **Complete the report of what your friend said, changing the verbs as necessary.**

'I want to buy a new sports kit. I'm going to look in a shop in the city centre. Last time I looked there, everything was very expensive, but I've heard they're closing down, so I might find a bargain.'

She said that she **(1)** ..... to buy a new sports kit. She **(2)** ..... look in a shop in the city centre. Last time she **(3)** ..... there, everything **(4)** ..... very expensive, but she **(5)** ..... they **(6)** ..... , so she **(7)**..... find a bargain.

UNIT 14

REPORTED QUESTIONS

In reported questions:

- the verbs change tense in the same way as in reported statements.
  *'What time **is it**?'* → *She asked what time **it was**.*
  *'**Are we going to** be late?'* → *She asked if we **were going to** be late.*
- pronouns and adverbs change in the same way as in reported statements.
  *'Where are **you** going **tomorrow**?'* → *They asked where **we** were going **the next day**.*
- the word order of the reported question is similar to a statement, not a question.
  *'How **can I get** to the sports club**?'** → He asked how **he could get** to the sports club.*
- the reporting verb ***asked*** is sometimes followed by an object.
  *'What time is it? → She asked **the driver** what time it was. / She asked what time it was.*
  *'Where are you going?' → They asked **us** where we were going. / They asked where we were going.*

In reported *Wh-* questions:

- the reported question begins with the same question word as the direct question.
- The auxiliary verbs ***do, don't*** (for present simple) and ***did, didn't*** (for past simple) are not used.
  ***Why did** you **call** the police? → I asked **why he had called** the police.*

In reported *yes/no* questions:

- The reported question begins with ***if*** or ***whether***.
  *Have you seen my front door key? → He asked **whether** I'd seen his front door key.*
  *Did you feed the cat? → She asked me **if** I'd fed the cat.*

REPORTED REQUESTS

- We report a request with the ***to*** infinitive.
  *'**Will you wait** a moment?' → She asked us **to wait** a moment.*
  *'**Can you open** the door, please?' → He asked me **to open** the door.*
- The verbs change tense when the reporting verb is in the past tense in the same way as in reported statements.
- Pronouns and adverbs change in the same way as in reported statements.
- The reporting verb ***asked*** is always followed by a noun or pronoun.
  *'Please **call** the emergency services.' → She asked **me** to call the emergency services.*
- Negative requests are reported with ***not*** + ***to*** infinitive.
  *'Please **don't touch** anything!' → She asked us **not to touch** anything.*

Practice

1 Find and correct five mistakes in the reported questions and requests in the paragraph.

I went to the new sports shop in the shopping centre last week. They have a lot of good kit. When I went in, the shop assistant asked how could she help me. I wanted to know whether they did sell running shoes. The assistant asked me what size shoe I usually wear. She wanted to know did I prefer red or white. I asked if those were the only colours they'd had. She asked me could I wait while she checked with the manager. She then said they didn't have any other colours at that time, so I got these red ones!

2 Change the questions from reported to direct speech.

1 The doctor asked me where the pain was.
The doctor asked, '.....?'
2 The nurse asked me why I hadn't phoned for help when the accident happened.
The nurse asked, '.....?'
3 They wanted to know how long I had had the problem.
They asked, '.....?'
4 My mum asked what she could do to help me.
My mum asked, '.....?'
5 My dad wanted to know how many days I was going to be off school.
My dad asked, '.....?'

3 Last year, you travelled abroad to do a holiday language course and you had to apply for a visa. Report the questions and requests of the visa clerk.

1 'What is your full name?'
She wanted to know .....
2 'Where is the language course held?'
She asked me .....
3 'Have you ever visited our country before?'
She asked me .....
4 'How are you travelling to the country and how long will you stay there?'
She needed to know .....
5 'Do you know the address of where you are staying?'
She asked me .....
6 'Have you already paid for your course?'
She wanted to know .....
7 'Can you fill in three copies of the application form?'
She asked me .....
8 'Please pay the fee in dollars or local currency.'
She asked me .....

UNIT 15

HAVE/GET SOMETHING DONE; GET SOMEONE TO DO SOMETHING

- We use ***have/get*** + object + past participle when someone else does something for us.
  *We want to **have** our bikes **mended**.* (= We want someone to ***mend*** our bikes.)
  *I'm going to **get** my hair **coloured**.* (= Someone is going to ***colour*** my hair.)
- ***Get*** is less formal than ***have***.
- We do not usually mention who the person is, unless it's important.
  *I **had** / **got** my hair **cut**.* (= The hairdresser ***cut*** my hair.)
  *I **had** / **got** my hair **cut by my sister**.* (emphasises that my sister did it for me)
- We can also use ***have something done*** to describe something unpleasant which happens to us. It usually refers to theft or injury.
  *I **had** my bag **stolen** by a boy on a motorbike.*
  *The security guard **had** his hand **injured** during the robbery.*
- We use ***get someone to do something*** when we ask or persuade someone to do something for us.
  *Max **got** his mum **to cut** his hair for him.*
  *We'**ll get** a porter **to help** you with your luggage.*

Practice

1 Find and correct the mistake in each of the sentences.

1 They got delivered their shopping by a neighbour.
.....
2 Can you get this television fixing before the weekend?
.....
3 My brother had his arm broke during a rugby match.
.....
4 I need to have these trousers mend by someone who can sew well.
.....

2 These people are going to ask someone to do something for them. Complete what they say, using *have/get* + object + past participle.

1 This door is a horrible colour.
'We're going to .....' (paint)
2 These new headphones aren't working properly.
'I'm going to .....' (replace)
3 This bookcase blocks the light from the window.
'I'm going to .....' (move)
4 Our air-conditioning isn't working well.
'We're going to .....' (fix)
5 I've taken a great photo of a sunset over the sea.
'I'm going to .....' (frame)

3 A girl you know is attending a school leavers' party soon. Complete the questions you ask her, using reflexive pronouns.

1 Will you do your make-up … , or will you go to a beauty salon?
2 Will your friends make their dresses … , or will they have them made?
3 Will the guests choose where to sit … , or will you have a seating plan?
4 Will Mrs Green, the organiser, cook the food … , or will she have it prepared by a local café?

4 Imagine you are the girl in exercise 3 and someone asked you those questions. Write your answers.

UNIT 16

SECOND CONDITIONAL

- We form the second conditional with:
  If + past tense + comma + ***would*** + infinitive (without *to*)
  OR ***would*** + infinitive (without *to*) + ***if*** + past tense
  If I worked *late, I'd* ***be*** *too tired to go out.*
  (= I know that working late makes me tired, so I probably won't do it.)
  You'd ***get*** *bored* ***if*** *you* ***didn't have*** *any work to do.*
  (= You probably won't get bored because you have work to do.)
- We use the second conditional with ***would*** to describe an imaginary situation in the present or future.
- We can use ***might*** to make the result of the imaginary situation less certain.
  If + past tense + comma + ***might*** + infinitive (without *to*)
  OR ***might*** + infinitive (without *to*) + ***if*** + past tense
  If I worked *late, I* ***might be*** *too tired to go out.*
  (I believe that working late may make me tired.)
  You ***might get*** *bored* ***if*** *you* ***didn't have*** *any work to do.* (= It's possible that you'd get bored without work to do.)
- We can use ***could*** to talk about ability.
  If + past tense + comma + ***could*** + infinitive (without *to*)
  OR ***could*** + infinitive (without *to*) + ***if*** + past tense
  If I worked *longer hours, I* ***could*** *earn more money.*
  (= I would be able to earn more money.)
  We ***could*** *learn to dive if we* ***went*** *to the seaside for our holiday.* (= We would be able to learn to dive.)
- We sometimes use ***were*** instead of ***was*** after ***If I.***
  If I were *as tall as you, I could run faster.* (= I'm shorter than you, so I can't.)

Practice

1 **Circle the correct form of the verbs.**

1 If I **would have** / **had** a decent bike I **didn't** / **wouldn't** need to ask my mum for a lift so often.
2 Could your family **managed** / **manage** if they **had** / **would have** to use public transport for every journey?
3 You might **get** / **got** fitter as well as saving energy if you **didn't drive** / **drove** everywhere.
4 **Wouldn't** / **Wasn't** it be great if we **don't have** / **didn't have** school tomorrow?
5 Where **could** / **did** we eat if the school **hasn't got** / **didn't have** a café?
6 If you **couldn't** / **didn't** make so much noise, we **might see** / **had seen** some wild deer in these woods.
7 I **would buy** / **had bought** you a better present if there **were** / **might be** more good shops in this area.
8 If I **would be** / **were** as clever as my brother, I **would** / **wouldn't** easily pass my exams.

2 **Complete the conversation using the second conditional. In some cases there is more than one correct answer.**

Alex: This flat isn't in good condition.
Howard: But we could improve it if we **(1)** ..... (spend) a bit of money. If we **(2)** ..... (knock) down the wall between the kitchen and the living room, we **(3)** ..... (have) more space.
Alex: Yes, and anyone working in the kitchen **(4)** ..... (talk) to the people in the living room. I **(5)** ..... (be) so happy if we **(6)** ..... (do) that!
Howard: The bedrooms **(7)** ..... (be) OK if they just **(8)** ..... (have) the walls painted.

I WISH AND *IF ONLY*

- We use ***I wish*** / ***If only*** + past simple or past continuous for a wish about a present situation.
  I wish I knew *the name of that singer.* (= I don't know the name of that singer.)
  If only we had *a car!* (= We don't have a car.)
  I wish I wasn't *so tired.* (= I am tired.)
- We sometimes use ***were*** instead of ***was*** after ***I wish.***
  I wish I were *as tall as you.* (= I'm shorter than you.)
- We use ***I wish*** / ***If only*** + ***would/could*** for a wish about the present or future.
  I wish I could *drive.* (= I can't drive.)
  If only *my mum* ***would*** *teach me to drive.* (= She won't teach me.)
- We often use ***I wish*** / ***If only*** + ***would(n't)*** when we are annoyed.
  I wish *you* ***wouldn't make*** *such a mess in the bathroom!*

Practice

3 **Read the sentences and complete the wishes.**

1 James's phone doesn't work, so he can't contact his friends.
I wish I ..... my friends.
2 Emily wants to do her homework, but her brother's using the computer to play a game.
I wish my brother ..... the computer when I need it!
3 Francesca has gone for a run, but it has started to snow.
If only it ..... so cold.
4 Miles is feeling ill, so he can't go out.
I wish I ..... ill.
5 Archie is doing an exam, but he can't answer most of the questions.
If only I ..... more questions.
6 Bettina can't find her best boots. She suspects her sister Ellie has borrowed them.
I wish Ellie ..... my things.

UNIT 17

MODALS OF DEDUCTION: PRESENT

- To talk about probability in the present, we use ***may, may not, might, might not, could, could not, can't, must*** + verb.
- When we think something is possible, but we are not sure, we use ***may, might*** or ***could*** + verb.

  Who knows the code for the alarm?

  *Amy **may know** it.*

  *Amy **could know** it.*

  *Amy **might know** it.*

  (= Perhaps she knows it.)
- We use ***well*** after ***may, might*** and ***could*** when we think something is more probable.

  *Teri **may be** on holiday*. (= Perhaps she's on holiday.)

  *Teri **may well be** on holiday.* (= I think it's very probable that she's on holiday.)
- When we think something is possibly not true, we use ***may not*** or ***might not*** + verb.

  We can ask Amy what the code is.

  *She **may not know** it.*

  *She **might not know** it.*

  (= It's possible that she doesn't know it.)
- When we feel certain that something is true, we use ***must*** + verb.

  Amy lives in the house.

  *She **must know** the code.* (= I'm certain she knows it.)
- The opposite of ***must*** + verb is ***can't/couldn't*** + verb, **not** ~~*mustn't* + verb~~.

  Ben has never been to the house.

  *He **can't/couldn't know** the code.* (= I'm sure he doesn't know it.)

  not ~~*He mustn't know the code.*~~

Practice

1 **Complete the dialogue with *must, might not* or *can't*.**

Marco: All the houses in this road have big gardens. They **(1)** ..... be very expensive.

Rhona: Yes, and they all have high walls and big gates. They **(2)** ..... belong to important people.

Marco: Well, I know at least one famous TV star lives around here. But he **(3)** ..... be at home very often because he works in New York most of the time.

Rhona: Look at that house with the security guard by the gate. I bet that's his.

Marco: The guard **(4)** ..... have such a boring job: he **(5)** ..... have anything to do for hours every day.

Rhona: Well, I suppose he **(6)** ..... mind too much. After all, he **(7)** ..... meet some celebrities from time to time.

2 **Complete the dialogue with *can't, could* or *may well*.**

Amir: Whose bike is that outside Jay's house?

Freddy: It **(1)** ..... be Zeb's. He often goes to play tennis with Jay.

Amir: Yes, or it **(2)** ..... be Andy's.

Freddy: No, it **(3)** ..... be Andy's: he had an argument with Jay last week.

Amir: But they've quarrelled before haven't they? It's possible they **(4)** ..... be friends again by now.

Freddy: That's very true. You **(5)** ..... be right!

3 **Rewrite the sentences using *a* modal of deduction. There is more than one correct answer for some of the sentences.**

1 I think perhaps Kari is at a football match.
Kari .....
.....

2 I'm certain this letter is from my school.
This letter .....
.....

3 I'm not really sure if Shamsi studies French as well as German.
Shamsi .....
.....

4 It's possible that Paulo isn't a vegetarian.
Paulo .....
.....

5 I know Rob's not at work because it's his day off.
Rob .....
.....

UNIT 18

THIRD CONDITIONAL

- We form the third conditional with:
  If + past perfect tense + comma + ***would/could/might have*** + past participle OR ***would/could/might have*** + past participle + ***if*** + past tense
  If *you'd* ***(had) played*** *your guitar,* ***I'd (would) have sung.***
  I wouldn't have sung if *you* ***hadn't played*** *your guitar.*
  If *you* ***hadn't played*** *your guitar,* ***I might not have sung.***
  Would/Could *you* ***have sung if I hadn't played*** *my guitar?*
- We use the third conditional with ***would have*** to describe an imaginary situation in the past.
  If *I'd* ***(had) worked*** *late,* ***I'd have been*** *too tired to go out.*
  (= I didn't work late, so I was able to go out.)
  You'd ***have been*** *bored* ***if*** *you* ***hadn't met*** *your friends.*
  (= You weren't bored because you met your friends.)
- We use ***might*** to make the result of the imaginary situation less certain.
  If *I'd* ***(had) worked*** *late,* ***I might have been*** *too tired to go out.*
  You ***might have got*** *bored* ***if*** *you* ***hadn't met*** *your friends.*
- We use ***could*** to describe an ability to do something that didn't happen.
  If *I'd* ***(had) worked*** *longer hours,* ***I could have earned*** *more money.* (= I didn't work longer hours, so I didn't earn more money.)
  We ***could have learned*** *to dive if we* ***had gone*** *to the seaside for our holiday.* (= We didn't go to the seaside, so we didn't learn to dive.)

Practice

1 **Read the story and complete the sentences using *would/might/could* (*not*) *have* + past participle, or the past perfect.**

Anna wanted to be a singer in a musical, but she was very nervous so she asked her friend Margot to help her practise her songs. Anna asked Margot to go with her when she tried for a part, but she was too nervous to be able to sing well. The director didn't give the part to any of the girls who applied for it. Then he noticed Margot in the waiting room and thought she looked right for the character. He asked her to sing for him. Luckily she knew the songs because she'd helped Anna to practise them. She didn't think she had a chance of getting the part, so she wasn't nervous. As she had a good voice, she sang very well and got the part.

1 If Anna ..... nervous, she ..... Margot to help her practise her songs.
2 Anna ..... better if she ..... so nervous when she tried for the part.
3 If the director ..... the part to one of the girls who had applied for it, he ..... Margot to sing for him.
4 He ..... her to sing for him if she ..... right for the part.
5 Margot ..... the songs if she ..... Anna to practise them.
6 If Margot ..... she had a chance of getting the part, she ..... nervous.
7 If she ..... well, she ..... the part.

WISH + PAST PERFECT

- We use ***wish*** + past perfect when we want to express regret about a past situation that we can't change.
  I wish *I* ***had gone*** *to the concert with you.*
  (= I didn't go and now I regret it.)
  She wishes *she* ***hadn't been*** *rude to that man.*
  (= She was rude to him and she regrets it.)
  I wish *my brother* ***had come*** *to the match with me.*
  (= He didn't come with me and I regret it.)

Practice

2 **Jake is driving to a party with his friend Brian. Unfortunately, they've run out of petrol a long way from the nearest petrol station. Complete Jake's regrets.**

1 We haven't got a phone with us. I lent mine to my sister.
I wish I .....
.....
2 I didn't listen carefully to the directions we were given.
I wish I .....
.....
3 We didn't check how much petrol we had.
I wish we .....
.....
4 I decided to wear boots and my feet hurt.
I wish I .....
.....
5 I shouted at Brian and now he won't speak to me.
I wish I .....
.....
6 I'm hungry. We left our food in the car.
I wish we .....
.....

UNIT 19

MODALS OF DEDUCTION: PAST

- To talk about possibility in the past, we use modal + *have* + past participle:
- When we think something was possible, but we are not sure, we use ***may have, might have*** or ***could have*** + past participle.

  Who knew the code for the alarm?

  *Amy **may have known** it.*

  *Amy **could have known** it.*

  *Amy **might have known** it.*

  (= Perhaps she knew it.)
- When we think something was possibly not true, we use ***may not have*** or ***might not have*** + past participle.

  Perhaps Amy used the code.

  *She **may not have known** it.*

  *She **might not have known** it.*

  (= It's possible that she didn't know it.)
- When we feel certain that something was true, we use ***must have*** + past participle.

  Amy lived in the house.

  *She **must have known** the code.* (= I'm certain she knew it.)
- The opposite of ***must have*** + past participle is ***can't/couldn't*** + past participle, **not** ~~*mustn't have* + past participle~~.

  Ben had never been to the house.

  *He **can't have known** the code.*

  *He **couldn't have known** the code.*

  not ~~*He **mustn't have known** the code.*~~ (= I'm sure he didn't know it.)

Practice

1 **On a school trip to London, two boys became separated from their teacher and classmates for several hours. Complete what the other students said, using the phrases in the box.**

can't have listened	could have left
may have disappeared	may have thought
must have been	must have got off
must have switched off	

1 'The trains were very crowded and the boys were separated from the rest of us, so they ..... at the wrong station.'

2 'They ..... to their teacher's instructions.'

3 'They both wanted to do some shopping, so they ..... on purpose.'

4 'The teacher ..... very worried about them.'

5 'We tried to text them, but they ..... their phones.'

6 'The boys ..... it was very funny, but they were lucky to find the group again.'

7 'We ..... without them and then they would really have been in trouble.'

2 **Circle the correct verbs in the dialogues.**

1

Sonny: I haven't got my sunglasses. I know I had them when we came out!

Cheryl: You **(1) must have** / **couldn't have** left them on the beach. Shall we go and look for them?

2

Carlo: Benny asked me to lend him £20, but I didn't have enough money. I was so embarrassed.

Suzy: He **(2) might not have** / **may have** realised that you left your wallet at home.

3

Della: Did you see Emma got full marks in the chemistry exam?

Freya: Really? She **(3) must have** / **may have** worked incredibly hard.

Della: Yes. Or she **(4) might have** / **couldn't have** cheated.

Freya: I don't believe that. She's such an honest person – she **(5) can't have** / **may not have** done anything dishonest.

3 **Rewrite the sentences using a past modal of deduction. There is more than one correct answer for some of the sentences.**

1 Perhaps Andy forgot to charge his phone.
Andy .....
.....

2 We are sure that Dan texted his parents last night.
Dan .....
.....

3 It's not possible that Adrienne forgot to book tickets for the film.
Adrienne .....
.....

4 I can see that Sima didn't enjoy her meal.
Sima .....
.....

5 We believe that Marcus probably travelled by train.
Marcus .....
.....

6 I think it's possible that Donna passed her driving test, but I'm not sure.
Donna .....
.....

UNIT 20

-ING FORMS

- The ***-ing*** form (sometimes called the *present participle* or the *gerund*) is regular: ***being, knowing, seeing, having, running,*** etc.
- ***-ing*** forms are used very often in English. We use them:

  as the subject of a clause.

  Cooking *can be fun.*

  as the object of a clause.

  When did you finish ***cooking****?*

  with other words following the ***-ing*** form as part of the subject or object.

  Cooking for friends *can be fun.*

  When did you finish ***cooking the meal****?*

  after verbs and phrases that express likes and dislikes.

  I ***love cooking*** *for friends.*

  I ***don't enjoy clearing up*** *the kitchen.*

  after prepositions.

  I learnt to cook ***by watching*** *TV programmes.*

  Do you use this spoon ***for making*** *the sauce?*

  after adjective + preposition.

  My brother's ***good at chopping*** *vegetables.*

  My dad gets ***anxious about lighting*** *the barbecue.*

  My mum's ***famous for making*** *kebabs.*

Practice

1 Complete the second sentence to mean the same as the first. Use the words in brackets + *-ing*.

1 Poppy knows how to find information online really quickly. (brilliant at)
Poppy is .....

2 Luke didn't want to sing in public because he thought he might look stupid. (afraid of)
Luke didn't want to sing in public because he was .....

3 Nora apologised to us after she broke the chair. (sorry for)
Nora said she was .....

4 Oliver felt very happy when he heard he'd won the art prize. (pleased about)
Oliver was .....

5 Riki just can't keep her room tidy. (hopeless at)
Riki is .....

6 Mary didn't speak in class because she thought she might make mistakes. (nervous about)
Mary didn't speak in class because she was .....

PARTICIPLE CLAUSES

- The ***-ing*** form can introduce a participle clause.
- We can use the participle clause instead of making a new sentence.
- The participle clause can be negative (***not*** + ***-ing***).
- The participle clause can:

  add information.

  I saw my sister ***standing*** *at the bus stop*. (= I saw my sister. + My sister was standing at the bus stop.)

  Being *short of money, I don't often eat out.* (= I'm short of money. + I don't often eat out.)

  Not having *much money, I don't often eat out.*

  describe another action happening at the same time as the action of the main verb.

  Walking *home from school, I saw a crowd of people in the square.*

  Wondering *what had happened, I ran across the road.*

  Not looking *where I was going, I nearly bumped into a car.*
- In sentences which describe two actions happening at the same time, the subject of the main verb **must** be the same as the subject in the participle clause.

  Walking *quickly across the road, I nearly bumped into a car.*

  not ~~*Walking quickly across the road, a car nearly hit me.*~~ (This would mean that the car was walking quickly across the road!)

Practice

2 Combine the sentences into one. Use a participle clause.

1 Yesterday I found a small box. The box was lying in front of my door.
.....

2 I didn't know what it contained. I opened it very carefully.
.....

3 I removed some pieces of newspaper. I was amazed to find two beautiful old glasses.
.....

4 I wanted to know what they were. I did some research online.
.....

5 They may be quite valuable. They are 200 years old.
.....

6 They look beautiful. They stand where the light shines through them.
.....

7 I have no idea who sent them to me. I can't say thank you for them.
.....

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