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ROADMAP™ B2

STUDENTS' BOOK

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GSE Global Scale of English

Email for high quality PDFs (OCR)

Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A **Talking to strangers** page 6	question forms	verbs with dependent prepositions	intonation in formal and informal questions	start a conversation and keep it going
1B **Life lessons** page 8	past simple, past continuous, *used to, would, keep* + *-ing*	phrases to describe emotions	*n't* in natural speech	describe an experience and a life lesson
1C **Personalities** page 10	verb + noun collocations	adjectives of character	weak *your, the, a*	interview someone about their personality
1D **English in action** page 12	FUNCTION: contribute effectively to a conversation or discussion	verbs to describe a healthy lifestyle	word linking	contribute effectively to a conversation or discussion
Go online for the Roadmap video.				
UNIT 2 page 14				
2A **What's the truth?** page 14	present perfect simple and continuous	phrases with *get*	weak *been*	outline problems with your work
2B **Running wild?** page 16	the passive	social action	weak forms of *be*	make recommendations
2C **It's so annoying!** page 18	*-ed* and *-ing* adjectives	common complaints	intonation in phrases with *so* + adjective	respond to complaints
Check and reflect: Units 1 and 2 page 20 Go online for the Roadmap video.				
UNIT 3 page 22				
3A **I remember ...** page 22	past perfect simple and continuous	memory	weak forms: *had*	narrate a childhood memory
3B **Great rivals** page 24	comparatives and superlatives	character adjectives	emphasising a big difference	express an opinion about rivals
3C **Life's too short** page 26	forming adjectives	arguments	word stress in adjectives	summarise an argument
3D **English in action** page 28	FUNCTION: complain and give and respond to feedback	adjectives to describe food	using intonation to sound polite	complain and give and respond to feedback
Go online for the Roadmap video.				
UNIT 4 page 30				
4A **Possessions** page 30	relative clauses	adjectives to describe things	pauses with non-defining relative clauses	describe a precious possession in detail
4B **Job skills** page 32	obligation and prohibition	job requirements	*have* and *'ve*	talk about the requirements of a job
4C **Unwritten rules** page 34	forming verbs with *en*	21st-century words	word stress in verbs with *en*	give advice through an informal presentation
Check and reflect: Units 3 and 4 page 36 Go online for the Roadmap video.				
UNIT 5 page 38				
5A **Splashing out** page 38	mistakes in the past	money phrases	*should have* and *could have*	have a conversation about spending money
5B **Crime scene** page 40	quantifiers	crime (robbery)	*(a) little* and *(a) few*	talk about quantities
5C **Bubble trouble** page 42	adverb + adjective collocations	money	word stress in adverb + adjective collocations	summarise a text
5D **English in action** page 44	FUNCTION: deal with and resolve conflicts	phrases with *leave*	stress and meaning	deal with and resolve conflicts
Go online for the Roadmap video.				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your listening page 86	understand common informal conversations	recognising exaggeration
1B Develop your writing page 116	write a detailed description of a place	adding interest to a description
1C Develop your reading page 96	understand an article with survey results	understanding cause and effect relationships
2A Develop your writing page 118	write an informal email to a friend	asking for and giving personal news
2B Develop your reading page 98	understand what makes a text formal	identifying formal and informal texts
2C Develop your listening page 87	understand detailed guidance	recognising positive and negative instructions
3A Develop your writing page 120	write a personal anecdote	showing the time and sequence of events
3B Develop your listening page 88	understand most of a TV/radio programme	ignoring filler phrases
3C Develop your reading page 100	understand a magazine article	using a monolingual dictionary
4A Develop your reading page 102	understand a magazine article	understanding the writer's purpose
4B Develop your writing page 122	write a covering email	matching a covering email with a job advert
4C Develop your listening page 89	understand phone messages	understanding understatement
5A Develop your reading page 104	understand academic texts	understanding references to numerical data
5B Develop your writing page 124	write a detailed description of a person	using similes
5C Develop your listening page 90	understand presentations	matching information with visuals

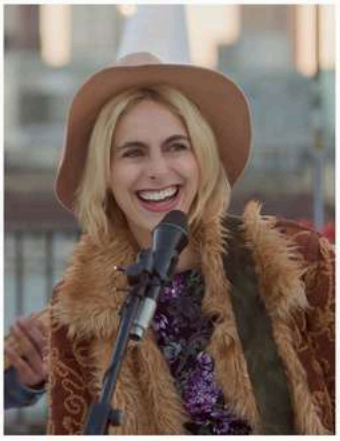
Contents

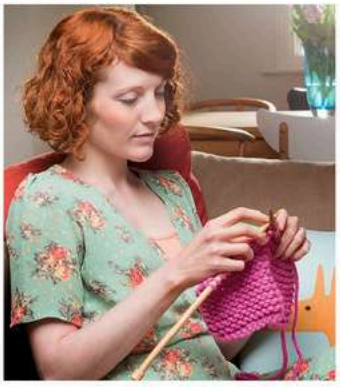
FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **Love it or loathe it?** page 46	verb + *-ing* and infinitive with *to*	common idioms	sentence stress	talk about things you love and loathe
6B **We can work it out** page 48	reported speech	negotiating	*s* and *ss*	summarise a negotiation
6C **Tricky conversations** page 50	verb patterns after reporting verbs	reporting verbs	word stress in verbs	paraphrase what someone has said
Check and reflect: Units 5 and 6 page 52	Go online for the Roadmap video.			
UNIT 7 page 54				
7A **Possible futures** page 54	real conditionals	social issues	schwa sound	talk about possible consequences of situations
7B **Business plans** page 56	future forms and degrees of probability	collocations with *make, take, do* and *give*	sentence stress	describe future plans with degrees of probability
7C **Cultural awareness** page 58	introductory *It*	personal and professional relationships	sentence stress	summarise a situation and give opinions and advice
7D **English in action** page 60	FUNCTION: lead a discussion and come to a decision	meetings and discussions	linking *w* and *y* sounds	lead a discussion and come to a decision
Go online for the Roadmap video.				
UNIT 8 page 62				
8A **It's so predictable ...** page 62	second conditional	events in films	linking *w* sound	talk about your favourite film/TV series
8B **On the run** page 64	conditionals in the past	searching and hiding	*would have* and *wouldn't have*	talk about other options and outcomes in the past
8C **Great art?** page 66	linkers of concession	visual art	linkers of concession	develop an argument for a class debate
Check and reflect: Units 7 and 8 page 68	Go online for the Roadmap video.			
UNIT 9 page 70				
9A **Mysteries** page 70	past modals of deduction	mystery	sentence stress	speculate about unsolved mysteries
9B **Strange theories** page 72	verb patterns	knowledge	vowel sounds in verb/noun pairs	plan and give a convincing argument
9C **Celebrity** page 74	phrasal verbs	common phrasal verbs	word linking	describe a personal experience
9D **English in action** page 76	FUNCTION: explain a problem and ask for action	describing problems with products and services	elision	explain a problem and ask for action
Go online for the Roadmap video.				
UNIT 10 page 78				
10A **Will I be happy?** page 78	future perfect and future continuous	personal fulfilment	*Will you have?* and *Will you be?*	talk about future events
10B **Believe it or not!** page 80	articles	fame	*the*	maintain a discussion on interesting facts
10C **New solutions** page 82	compound adjectives	persuasion and enforcement	word stress in compound adjectives	give detailed opinions
Check and reflect: Units 9 and 10 page 84	Go online for the Roadmap video.			
Language bank page 136	Vocabulary bank page 156	Communication bank page 166	Irregular verbs page 176	

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your listening page 91	understand informal discussions	recognising signpost expressions
6B Develop your reading page 106	understand a website	recognising irony
6C Develop your writing page 126	write an email of complaint requesting action	using comment adverbs
7A Develop your reading page 108	understand websites and longer texts	recognising cohesive devices
7B Develop your writing page 128	write notes during a conversation	using abbreviations in notes
7C Develop your listening page 92	understand a radio programme	recognising examples
8A Develop your listening page 93	understand fast, unscripted speech	recognising when words are missed out
8B Develop your reading page 110	understand the plot of a narrative	distinguishing background detail from main events
8C Develop your writing page 130	write a review of a film or book	including relevant information
9A Develop your listening page 94	understand fast, scripted speech	understanding pauses in speech
9B Develop your writing page 132	write a simple discursive essay	structuring a simple discursive essay
9C Develop your reading page 112	predict content from headlines	understanding newspaper headlines
10A Develop your writing page 134	write a magazine article	attracting and keeping the reader's attention
10B Develop your listening page 95	extract the main points from a news programme	distinguishing fact from opinion
10C Develop your reading page 114	understand an article	inferring the meaning of words from context





1A Talking to strangers

- **Goal:** start a conversation and keep it going
- **Grammar:** question forms
- **Vocabulary:** verbs with dependent prepositions

Reading

1 **When was the last time you talked to a stranger? What happened?**

2 a **Read the article and answer the questions.**

1 What was the author's strategy on Monday and Tuesday? What were the results?
2 What new strategy did the author try on Wednesday? What was the result?

Talking to strangers is **really**, **REALLY** good for you

Don't believe me? According to research, people who talk to strangers are happier, more creative and less likely to have heart attacks! I suffer from social anxiety but I decided not to think about that and just start talking. After all, what have I got to lose?

Monday: The answer to that last question turns out to be: self-respect. While I was sitting in my local café, a woman and her daughter walked in. The girl was about six and was carrying a fairy doll. She dropped it as she came in. I picked it up and smiled at her. 'Where did you get your magic fairy?' I asked as I gave it back.

She looked at me as though I was an idiot. 'From the shop,' she said. 'And I don't believe in magic.' The girl's mother called her over. 'What have I told you about talking to strangers?' she whispered, loud enough for everyone in the café to hear.

Tuesday: I boarded a nearly empty bus and sat next to a guy in a baseball cap with three letters on it, ZTC.

'What does ZTC stand for?' I asked, smiling.

'What?' he said, frowning.

'I was just wondering what ZTC stands for,' I said, smiling harder. 'On your cap.'

'Why don't you ask my brother?' he muttered. 'It belongs to him.'

Wednesday: In the supermarket I saw an old guy concentrating on the label on a soft drinks bottle. 'Too much sugar?' I asked. He completely ignored me. The rejection was getting harder to deal with. In desperation I decided on a new tactic: make a comment and then ask a question.

'I've read that,' I said as I passed a woman with a book sticking out of her bag. 'It blew me away. What about you?'

'Totally!' she said enthusiastically. 'I can't put it down!'

'I know, right!' I said (I hadn't read the book). 'It's so awesome!'

Success! A genuine conversation, but then I couldn't think what to say next so I just carried on walking.

Thursday: When I got into the lift at work, there was just one other person in there with me – a middle-aged guy in a suit carrying a bunch of flowers …

b **Read the article again and answer the questions.**

1 What are the benefits of talking to strangers?
2 Why did the girl look at him as though he was an idiot?
3 Why was it surprising that he sat next to the guy on the bus?
4 What lie did he tell on Wednesday?

3 a **Work in pairs and discuss the questions.**

1 What do you think the writer said in the lift on Thursday?
2 What reaction would he have got in your town/area?
3 What do you think of the writer's new tactic?

b **Turn to page 166 and check your answer to Question 1.**

Vocabulary

4 **Look at the underlined verbs in the article. Which preposition follows each verb?**

5 **Choose the correct alternatives.**

1 The universe is probably infinite. Do you ever think *over/for/about* that?
2 Sometimes, when someone smiles *to/at/about* me, it makes my day. You too?
3 Wow! Do you believe *on/in/about* love at first sight?
4 You look busy. Can I ask what you're working *on/in/about*?
5 Do you suffer *from/at/about* hay fever in the summer?
6 It's so noisy here. Don't you find it hard to concentrate *on/with/to* your work?
7 I've just found this wallet. Does it belong *for/to/at* you?
8 How do you deal *about/on/with* the stress of exams?
9 My battery's dead. Why does that always happen when you're relying *on/for/from* it to meet someone?

6 **Work in pairs. Choose comments and questions from Exercise 5 and roleplay a short conversation for each one.**

A: *I've just found this wallet. Does it belong to you?*
B: *Yes, it does. Thanks! Where did you find it?*

Go to page 156 or your app for more vocabulary and practice.

Grammar

7 a **Read the grammar box. Underline the questions in the article in Exercise 2a and on page 166. One question hasn't got a question mark.**

b **Complete the grammar box with questions from Exercise 7a.**

Question forms

Questions are often formed in the following way: Question word + Auxiliary/modal + Subject + Verb.

Use *do/does/did* in present and past simple questions.

What are you doing?

1 _____

Prepositions usually go at the end of questions.

*Who are you smiling **at**?*

2 _____

Questions often ask about the **object** of the verb, for example:

Who did you meet?

But when the question asks about the **subject** of the verb, leave out the auxiliary verb.

Who met you?

3 _____

Indirect questions are usually more polite and less direct. They start with phrases like *Can I ask you ...?, Do you know ...?, Could you tell me ...?, I'd like to know ..., I wonder ...*

Note: Not all indirect questions have a question mark. Also pay attention to the word order.

*Can you tell me where **I can find an Indian restaurant**?*

4 _____

8 **Work in pairs and answer the questions.**

1 What auxiliary do you use with verbs in perfect tenses: *be, do* or *have*?
2 What auxiliary do you use with verbs in continuous tenses: *be, do* or *have*?
3 Does your language have prepositions? If so, can they come at the end of a question?
4 What is the word order in indirect questions?

9 a 1.1 **Listen to five conversations and decide which questions are for strangers and which are for friends. How do you know?**

b **Listen again and repeat. Copy the intonation.**

10 a **Complete the questions with the correct form of the verbs in brackets.**

1 I love your shoes! Can I ask ...? (buy)
2 What a cute kitten! I wonder ... (belong to)
3 I love your hairstyle! Who ...? (cut)
4 You look familiar. Where ... school? (go)
5 You seem really happy. What ...? (smile about)
6 This is a great building. I'd love to know ... (design)
7 My train is delayed. Which train ...? (wait for)
8 Hey, we have the same phone. Could I ask how long ...? (have)

b **Write five questions for students in your class. Ask a different person each question.**

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

11 **Look at the photos. What might you say to start a conversation? Work in pairs and make a list.**

SPEAK

12 **Work in groups of three and choose a photo.**

- **Student A:** You are one of the people in the photo. Start a conversation with Student B. Try to keep it going by asking questions. Use the Useful phrases to help you.
- **Student B:** You are the other person in the photo. Student A will start a conversation with you. Help Student A to keep it going. You can also ask questions.
- **Student C:** Listen to the conversation. Note the questions that are asked. Check if they are correct.

Useful phrases

Sorry to interrupt you but could you tell me ...?
Can I ask you ...? I was just wondering ...
Really? That's interesting.
That's a coincidence. I've got the same ...

Develop your listening page 86

1B Life lessons

- **Goal:** describe an experience and a life lesson
- **Grammar:** past simple, past continuous, *used to, would, keep + -ing*
- **Vocabulary:** phrases to describe emotions

Listening and vocabulary

1 **What is the most useful piece of advice you've ever heard? Work in pairs and compare your ideas.**

2 **Read quotes a–f and answer the questions.**

1 Can you express the meaning of each life lesson in your own words?
2 Which one(s) do you agree with most?
3 Are any contradictory? Which ones? Why?

a The art of life is to live in the moment.

b Never settle for second best.

c There is nothing in life more valuable than friendship.

d If you want to succeed in life, you first have to fail.

e Always be the best that you can possibly be.

f Never compare yourself to others. Just be happy with who you are.

3 1.4 **Listen to four people talking about an experience from which they learnt something important. Match conversations 1–4 with four of life lessons a–f in Exercise 2.**

4 a **Complete the sentences with the words in the box. Can you remember what caused each feeling?**

ashamed big blew devastating felt fool in luck me out

1 It was completely _____.
2 I _____ totally numb.
3 I just bawled my eyes _____.
4 I felt so _____.
5 I was quite literally _____ shock.
6 It had a big, _____ impact on me.
7 It really inspired _____ to become a writer.
8 I simply couldn't believe my _____.
9 And this completely _____ my mind you know.
10 I realised what a total _____ I'd been ...

b **Listen again and check your answers.**

5 **Work in pairs. Who do you think learnt the most important life lesson? Explain your answer.**

Go to your app for more practice.

Grammar

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

background continuous complete longer main many times

Past simple, past continuous, *used to, would, keep + -ing*

Use the **past simple** for actions and states in the past that are [1]_____. You usually use the past simple to tell the [2]_____ events in a story.
*The teacher **walked** in and **switched off** the lights.*
Use the **past continuous** for actions in the past that were not complete at that point in the narrative. For example, they were in the [3]_____ or in progress and unfinished at that time.
*It **was raining** and we **were sitting** in the classroom.*
State verbs are rarely used in the [4]_____ form.
~~*I wasn't knowing what he meant.*~~
*I **didn't know** what he meant.*
When two connected actions with the same subject follow each other, you often leave out the subject and auxiliary.
*I **was eating** a sandwich at work, ~~I was~~ **having** my lunch break.*
Used to refers to states or actions in the past that happened [5]_____. They do not happen now.
*We **used to** hang out together all the time.*
You can also use ***would*** for repeated actions in the past (but not states).
*I'**d** get up, have breakfast ...We'**d** spend every moment together.* ~~*I would never have any ambitions.*~~
*I **never use to** have any ambitions.*
To show that something happened many times or for [6]_____ than expected, use ***keep + -ing.***
*The rain **kept falling** and we **kept listening**.*

7 **Which sentence is correct/more likely, a or b?**

1 a I hated all the studying.
  b I was hating all the studying.
2 a She made a sandwich and then she ate it.
  b She was making a sandwich and then she ate it.
3 a I was standing on the shore. I was looking out to sea.
  b I was standing on the shore, looking out to sea.
4 a I used to adore my aunt.
  b I would adore my aunt.
5 a I couldn't sleep. I thought about what he said.
  b I couldn't sleep. I kept thinking about what he said.

8 a 1.5 **Listen to the text. How is *n't* pronounced in the underlined phrases?**

I wasn't working at the time and I wasn't in education, either. I didn't really know what to do. Everyone told me to look for a job but I didn't want to. I wouldn't listen when they gave me advice. I felt I didn't need their advice. I just wasn't interested.

b 1.6 **Listen again and repeat.**

9 **Choose the correct alternatives.**

When I was a young child, I [1]*wasn't worrying/didn't use to worry* about what other people thought of me. While I [2]*would play/was playing*, I was happy and life was simple. As I got older, I [3]*started/kept starting* to worry more. I [4]*wanted/was wanting* everyone to like me. Of course, I [5]*was never asking/would never ask* anyone what they [6]*really thought/were really thinking* of me. One day in the school cafeteria, I [7]*was sitting/used to sit* with a new friend, [8]*chatted/chatting* about life, and this thought [9]*came/was coming* into my head. I [10]*wondered/would wonder*, 'Does she think I'm strange?' So I [11]*decided/was deciding* to ask her. But before I could ask, she [12]*said/was saying*, 'Can I ask you a question? Do you find me too talkative and silly?' That was a huge life lesson for me. I [13]*realised/kept realising* that other people have a critical voice in their head, too.

10 **Work in pairs. Think about when you were a child and discuss the questions.**

1 When you were a child, what did you use to do in your summer holiday?
2 Would you always do what you were told to do by adults?
3 Did you sometimes keep doing things you were told not to? If so, what?

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

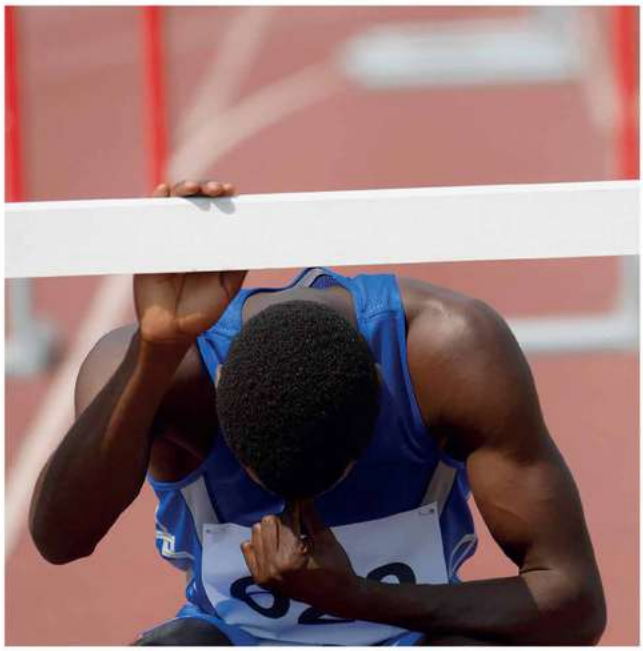
11 a **Think of an important life lesson that you (or someone you know) has learnt. Work in pairs and compare your answers.**

We all feel like giving up sometimes, but it's best to keep going. I learnt that from video games!

b **Think about an experience that taught you (or someone you know) that life lesson. Make notes about:**

- what happened.
- how you felt.
- what you have done differently since then.

Try to use the phrases in Exercise 4a.



SPEAK

12 a **Work in groups. Take turns describing your life lesson and the experience that taught you the lesson. Use the Useful phrases to help you.**

Useful phrases
Life has taught me that ...
I really believe that ...
I learnt this lesson the hard way when ...
I first realised this when I was ...
Up until I was (25) I really believed that ...

b **What have you learnt from each other's experiences?**

Develop your writing
page 116

1c Personalities

- **Goal:** interview someone about their personality
- **Language focus:** verb + noun collocations
- **Vocabulary:** adjectives of character

A

B

C

D

E

Vocabulary and listening

1 **Look at the photos and answer the questions.**

1 What adjectives would you use to describe the people's appearance?
2 What sort of people do you think they are? Use two or three adjectives for each photo.
3 Do you think the way people look always reflects their personality? Why/Why not?
4 What personality traits do you think are important:
- in a good friend?
- in a boss?
- in a partner?

5 Do you think people can change the main characteristics of their personality? Why/Why not?

2 a **Read the beginning of an article. Can you think of adjectives to describe personality traits which begin with *C, E, A* and *N*?**

Psychologists often talk about the big five personality traits. These are five basic ways that we can describe people. Together these are referred to as OCEAN; each letter stands for one of the personality traits.

The 'O' of the first character trait is 'open to experiences'. People who are more open to experiences tend to be adventurous, while people who are less open to experiences tend to be more cautious.

b 1.7 **Listen and check your answers.**

3 a **Listen again and complete the scales for each character trait with the words in the box.**

~~adventurous~~ careless ~~cautious~~ confident nervous organised outgoing reserved suspicious trusting

1 How **open** are you?
adventurous + ◄——► – *cautious*

2 How **conscientious** are you?
_____ + ◄——► – _____

3 How **extrovert** are you?
_____ + ◄——► – _____

4 How **agreeable** are you?
_____ + ◄——► – _____

5 How **neurotic** are you?
_____ + ◄——► – _____

b **Work in pairs and choose a scale from Exercise 3a. Then decide where you sit on that scale. Explain your answers.**

Go to page 156 or your app for more vocabulary and practice.

Language focus

4 a **Read the quiz on page 11. Work in pairs and check any words or phrases that you don't understand.**

b **Take turns asking and answering the quiz questions.**

c **Do you agree with your results? Explain why/why not.**

What kind of **person** are you?

1 Do you speak your mind, no matter what?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

2 Do you meet your deadlines?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

3 Do you get angry when you have to wait in line?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

4 Would you say you lose your temper easily?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

5 Do you find it extremely important to keep your promises?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

6 Do you make your bed every morning?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

7 Do you break the rules to get what you want?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

8 Do you voice your opinion during meetings or discussions?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

9 When no one knows what to do, do you take charge?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

10 If there's an argument, do you try to resolve the dispute?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

11 During presentations, do you take notes?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

12 Do you find it hard to remain calm?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

13 Do you take an interest in the opinions of others?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

14 Do you make time for tasks like ironing?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

15 If someone helps you out, do you try to return the favour?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

16 When you were a child, did all the rules make sense to you?
☐ ALWAYS ☐ SOMETIMES ☐ NEVER

Which did you mainly answer, *Always*, *Sometimes* or *Never*?
Turn to page 166.

5 Complete the language focus box with verbs from the quiz.

Verb + noun collocations

Collocations are two or more words that are often used together. They are 'preferred combinations' of words. For example, it is possible to say *change your ideas* about something, but it is more usual to say *change your mind*. Keep a list of collocations that you meet in a notebook or in a flashcard app.
Here are some common collocations from the quiz.

1 *speak* your mind
2 *meet* your deadlines
3 *wait* in line
4 _____ your temper
5 _____ your promises
6 _____ your bed
7 _____ the rules
8 _____ your opinion
9 _____ charge
10 _____ a dispute
11 _____ notes
12 _____ calm
13 _____ an interest
14 _____ time for (tasks)
15 _____ a favour
16 _____ sense

6 a Complete the sayings with collocations from the Language focus box. You may need to change the form of the verb.

1 If you can _____ your mind, you can change your life.
2 _____ your deadlines is good, but beating your deadlines is better.
3 Don't _____ your temper, use your temper. If you _____ your temper, you lose the fight.
4 Everyone has the right to _____ their opinions. That doesn't mean that everyone's opinions are right.
5 Try to _____ your promises to others. And make sure you _____ your promises to yourself.
6 Your ability to _____ calm is a measure of your intelligence.
7 A true leader will _____ disputes rather than create them.

b 1.8 **Underline *your*, *the* and *a* in Exercise 6a. Then listen. How are those words pronounced?**

c Listen again and repeat.

7 Work in pairs. Which sayings in Exercise 6a do you agree with? Why?

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

8 a 1.9 **Listen to the end of an interview between Emily and Rudi. Emily is reading from a questionnaire that she wrote. Look at the title of the questionnaire below and choose the correct alternative.**

How *open/conscientious/extrovert/agreeable/neurotic* are you?

b Listen again and answer the questions.

1 How many questions in total are there in the questionnaire?
2 What does the questionnaire suggest about Rudi?
3 Does Rudi think that the answers to the questionnaire give an accurate picture of him?

9 You're going to write a questionnaire and interview other students. Choose one of the personality traits from Exercise 3a and write ten questions.

- Use *Yes/No* questions. Make sure that the answers always point to one end of the scale or the other.
- Use appropriate verb + noun collocations.
- Always ask a follow-up question such as *Why/Why not?*

SPEAK

10 a Work in pairs. Take turns asking the questions in your questionnaire. Then tell your partner what kind of person he/she is.

b Repeat your questionnaire with other students.

Develop your reading
page 96

1D English in action

Goal: contribute effectively to a conversation or discussion

Vocabulary: verbs to describe a healthy lifestyle

A vending machine

A fitness app

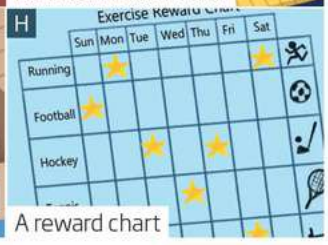
A ready meal

An outdoor gym

A poster

Nutrition information

A health warning



A reward chart

Vocabulary

1 **Look at pictures A–H. Does each one make a healthier lifestyle easier or more difficult? How?**

2 a **Work in pairs and read the sentences. Which picture could each sentence apply to?**

The fitness app encourages you to exercise.

1 It **encourages** you to exercise.
2 It **tracks** your daily activity.
3 It **promotes** a healthy lifestyle.
4 It **provides** useful information.
5 It **offers an alternative to** cooking.
6 It **makes it possible to** exercise for free.
7 It **warns** you **about** the dangers to your health.
8 It **discourages** you from eating unhealthy food.

b **Ask and answer *What else ...?* questions. Use the vocabulary in Exercise 2a.**

A: *What else encourages you to exercise?*

Listening 1

3 a 1.10 **Listen to a discussion about diet and exercise. Which of the things in pictures A–H do they mention?**

b **Listen again and answer the questions.**

1 Why is one of the men trying to get healthy again?
2 How does the woman feel about the changes to her vending machine at work?
3 How have times changed, according to one of the men?
4 How is the bank encouraging its customers to be more healthy?
5 Why does the woman think the bank's plan wouldn't work for her?
6 How does one of the men suggest she should see the bank's plan?

4 **Complete the Useful phrases with the words in the box.**

look conclusion with experience point bet

Useful phrases 1

Agreeing or disagreeing with someone

You've got a [1]_____.
That's a good point.
You're absolutely right.
You might be right, I guess.
I'm not really [2]_____ you on that one.

Asking a question about what someone has said

How did you come to that [3]_____?
What makes you say that?
Can you explain that a bit more?

Commenting on what someone has said

I [4]_____ that's (difficult to measure).
That's an interesting thought.
You're not serious!

Giving your own experience or thoughts

In my [5]_____ (that kind of thing never works).
That reminds me of (a story I read).
That happened to me once.
You could [6]_____ at it another way. You could see it as (a reward).

5 **Complete the conversations with phrases from the Useful phrases box.**

1 A: I think ready meals are unhealthy.
B: Really? You might _____, I guess.
2 A: Outdoor gyms are a waste of money.
B: How did you come to _____?
3 A: They should put warning labels on unhealthy food.
B: That's _____ thought.
4 A: I missed my flight this morning.
B: That happened _____.

Listening 2

6 a 1.11 **Listen to a continuation of the discussion in Exercise 3a. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 A sugar tax makes unhealthy food more expensive.
2 Norway had a sugar tax until 1920.
3 The advantage of lessons on healthy eating is that they don't punish anyone.
4 Mike thinks the posters in his school were effective.
5 The friends all agree that you should reward healthy eating at school with better grades.

b Listen again and complete the sentences.

1 **Well, you've got a few** _____ . **One is to** make unhealthy food more expensive.
2 **The main** _____ **is that** it's simple.
3 **The** _____ **is that** it's not very effective.
4 **I think there are a number of other** _____ as well. **For instance,** you could reward people for eating well.
5 **On** _____ **, I think** it's best to avoid that kind of thing.
6 _____ **I think** it's best to leave it up to the parents.

7 Add the phrases in bold in Exercise 6b to the Useful phrases box.

Useful phrases 2

Giving options

1 _____
2 _____

Another option is to (ban unhealthy food).
You could also (promote healthy food).
Don't forget you could (tax sugary drinks).

Explaining advantages and disadvantages

There are a number of pros and cons.
3 _____
On the plus side, (it's very easy to understand).
The benefit of that is (you aren't punishing people).
The main disadvantage, however, is that it's (difficult to understand).
4 _____
Another argument in favour/against is (you're not treating people like children).
You have to take into account the fact that (it might have had an effect).

Giving your opinion

5 _____
6 _____

All in all, I think that (it's better to offer rewards).

8 a Write responses to the statements and questions. Use the words in brackets.

1 A: On the plus side, it's a simple solution.
B: Yes, but _____ . (disadvantage / expensive)
2 A: Is that the only option?
B: No. _____ . (think / number / possibilities)
3 A: What do you think?
B: _____ . (balance / think / bad idea)
4 A: I think we have to decide today.
B: _____ make a decision when we get the results. (forget / could)
5 A: What do you think of this idea?
B: Well, I think _____ . (number / pros and cons)
6 A: What do you think of the proposal?
B: _____ . (drawback / not easy to understand)

b Check your answers in the Useful phrases box.

9 a 1.12 **Listen to the sentences. Notice how the consonant sound at the end of one word links to the vowel sound at the beginning of the next word.**

1 There‿are‿a number‿of pros‿and cons.
2 The main‿advantage‿is that‿it's simple.
3 Another‿option‿is to impose‿a tax.
4 You could‿also promote healthy food.

b Listen again and repeat. Copy the word linking.

10 1.13 **Listen to the sentences. Circle the underlined words which link in each sentence.**

1 Another argument against it is that it's complicated.
2 You have to take into account the fact that it's expensive.
3 All in all, I think that it's a lot of money.
4 I think there are a number of possibilities.

Speaking

11 a Work in groups of three: A, B and C.

- **Student A:** Say a statement from 1–6.
- **Student B:** Agree and explain why.
- **Student C:** Disagree and give a different option.

1 We don't need nutrition labels on food packaging.
2 A sugar tax is a really good idea.
3 Fitness trackers are a waste of time.
4 The only way to stay healthy is to eat healthy food.
5 We need to do more to educate children about the dangers of certain foods.
6 I think we should ban all fast food.

b Swap roles and repeat the activity with a new statement.

For more practice go to your Workbook or app.

Go online for the Roadmap video.

2A What's the truth?

- **Goal:** outline problems with your work
- **Grammar:** present perfect simple and continuous
- **Vocabulary:** phrases with *get*

Listening and vocabulary

1 **Work in pairs and discuss the questions.**

1 Do you post on social media? If so, how often?
2 Do you think social media is a good or a bad thing? Why?
3 Do you believe everything you read on social media?

2 a **Read about Corinna and Victor and guess the answers to the questions.**

For the last couple of years, Corinna Wells and Victor Galan have been travelling the world in style – and getting paid to do so! They are social media 'influencers' and their blog and social media feeds are packed with photos of top holiday resorts and stunning scenery. But is it all as glamorous as it seems? We spoke to Corinna and Victor to find out.

1 What is one thing they like about their work?
2 How do they make money?
3 How much do they get paid?
4 What don't they like about their work?
5 What are their plans for the future?

b 2.1 **Listen to the interview and check your answers to Exercise 2a. Work in pairs and compare your answers.**

3 a **Look at the phrases in the box and underline the ones you remember from the interview. Listen again and check your answers.**

get carried away get in touch get it (=understand)
get on someone's nerves get someone's attention
get some rest get straight to the point
get the feeling get to do something get together

b **Tick the phrases you understand. Circle the phrases you sometimes use. Work in pairs and check the phrases you don't understand.**

4 a **Complete the sentences with the correct form of the phrases in Exercise 3a.**

1 I _____ when I argue online. I get really emotional.
2 I _____ that other people think I'm a bit loud.
3 I'm very direct. I always _____.
4 When I need to _____, I go to bed early.
5 If someone tells a joke and I don't _____, I laugh anyway.
6 When I want to _____ the waiter's _____, I click my fingers.
7 If someone is _____ my _____, I tell them so. I hate annoying people!
8 Most couples I know _____ when they were teenagers.
9 People from my past often _____ with me through social media.
10 I'd like a job where I _____ interesting things.

b **Tick the sentences that are true for you. Change the others so they are true for you.**

c **Work in pairs. Take turns reading out the sentences you changed. Ask questions to get more information.**

A: *I get carried away when I'm playing video games. I can do it for hours!*
B: *Really? What kind of games do you play?*

Go to page 157 or your app for more vocabulary and practice.

Grammar

5 a 2.2 **Listen and complete the sentences with the verbs in brackets.**

a We _____ nonstop for two years now. (travel)
b We _____ our prices. There's a lot of competition. (just / lower)
c In the last month we _____ about €4,000. (probably / earn)
d We _____ about what to do recently. (talk)
e I _____ my family for a long time. (not / see)
f We _____ from Thailand, which was amazing. (just / get back)

b Read and complete the grammar box with a–f.

Present perfect simple and continuous

Use the **present perfect** for past actions or events that are connected to the present.

Use the **present perfect simple** for complete or finished actions in the past. The connection to the present can be because the time period is not finished or the result is important now.

*I'**ve lost** my house and I'**ve lost** myself.*

1 *We've just lowered our prices.*

2 *In the last month we've probably earnt about €4,000.*

With some verbs the present perfect simple describes a situation which continues to the present (you often use *for* and *since* with this meaning).

*We'**ve worked** together **for** two years.*

3 _____

You can also use the present perfect simple with *just, yet* and *already*.

*We **haven't been** to New Zealand **yet**.*

4 _____

Use the **present perfect continuous** for actions or states that started in the past and are still happening now or stopped only recently.

*We'**ve been trying** to find new advertisers.*

5 _____

You can also use the present perfect continuous for repeated actions that continue to the present.

*We'**ve been getting** on each other's nerves recently.*

6 _____

Some verbs are not often used in the continuous form (e.g. verbs of emotion, thought processes, senses and opinions).

The present perfect simple often expresses how many and the present perfect continuous often expresses how long.

*We'**ve visited** over thirty countries.*

*We'**ve been travelling** nonstop for four years.*

6 a 2.3 **Listen and notice how *been* is pronounced.**

1 Have you been working too hard lately?
2 Have you been ill much this year?
3 Have you been doing much exercise recently?
4 Have you been sleeping well these past few weeks?
5 Have you been following the news recently?

b Listen again and repeat.

c Work in pairs and ask and answer the questions.

7 a Complete the questions and answers with the present perfect simple or the present perfect continuous. If both are possible, use the continuous form.

1 A: How long _____ (do) your job?
B: Actually, I _____. (only just / start)
2 A: _____ (lower) your prices recently?
B: Actually, we _____ (think) about raising them.
3 A: Does the work ever get on your nerves?
B: It _____ (get) on my nerves more and more recently.
4 A: How many countries _____? (go to)
B: I _____ (travel) for a few years so I _____ (go to) more than fifty.
5 A: How much _____ (you / earn) in the last month?
B: We _____ (not / work) much, so we _____ (only / earn) about €500 so far.
6 A: How many followers have you got on social media?
B: Not many, but quite a few new people _____ (start) following me over the last month.

b Complete the sentences so they are true for you. Then work in pairs and compare your sentences.

1 _____ has been getting on my nerves a bit recently.
2 I've just started following _____ on social media.
3 Over the last week I've spent about _____ reading friends' updates.
4 I've been reading about _____ online recently.

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

8 Work in pairs. Student A: You are a model. Turn to page 166. Student B: You are a travel blogger. Turn to page 167.

SPEAK

9 Interview your partner for a podcast. Find out about his/her background, feelings about the job and plans for the future. Use the Useful phrases to help you.

Useful phrases

How long have you been ...?
What do you like/dislike about your job?
How do you find new work?
Why has the job been getting on your nerves?
What's the most you've earnt?

Develop your writing page 118

2B Running wild?

- **Goal:** make recommendations
- **Grammar:** the passive
- **Vocabulary:** social action

Vocabulary

1 **Do you think your teenage years were/are the best/hardest years of your life? Why?**

2 a **Check the meaning of the phrases in the boxes then complete the texts.**

tackle the problem increase funding
carry out research

An American university recently decided to [1]_____ into the problems facing teenagers. The research revealed that teens were experiencing stress due to worries about the future. 'Schools need to come up with a plan to [2]_____,' the researchers argued, and the government needs to [3]_____ to pay for more research.

ban the use of take action do more to
warn about the dangers

A new report has found that lack of sleep is widespread among teenagers. It's not enough, the report says, to [4]_____ of insufficient sleep. Parents should [5]_____. They should [6]_____ mobile phones after 9 p.m. and [7]_____ encourage healthy sleeping habits.

crack down on offer alternatives enforce a law

Teenage health is declining and schools are being asked to [8]_____ that bans the sale of sugary drinks at school. The report also wants schools to [9]_____ to fizzy drinks, like water. 'In order to change life for the better for teenagers,' the report says, 'we need to [10]_____ schools that offer fizzy drinks and no alternatives to their students.'

b **Work in pairs and compare your answers. Which problem do you think is the biggest?**

3 a **Complete the sentences with phrases from the boxes in Exercise 2a so they are true for teenagers in your country.**

1 The government needs to ...
2 Schools and universities should ...
3 It's the parents' job to ...
4 Teenagers themselves need to ...

b **Work in pairs and compare your sentences. Do you agree or disagree with each other?**

Go to page 157 or your app for more vocabulary and practice.

Listening

4 a **Read the introduction to an article about teenagers. In your own words, summarise the problem facing Iceland in the early 1980s and 1990s.**

In the early 1980s and 1990s, Iceland's teenagers were running wild. Illegal behaviour was common and breaking the rules had become a habit. Statistically speaking, Icelandic teens were the worst-behaved in Europe. In order to tackle the problem, the government had to accept that the current approach wasn't working. Teenagers simply took no notice of government advice. A new approach was needed and the government came up with a plan. The result of that plan was that Icelandic teens are now the best-behaved teenagers in Europe. So what action did the people of Iceland take?

b **Work in pairs. What action do you think the government and parents took?**

5 a 2.4 **Listen and check your answers to Exercise 4b.**

b **Listen again and complete the sentences with the correct form of the verbs in brackets.**

1 Firstly, the law _____. (change)
2 On the one hand, teenagers _____ not to do something. (tell)
3 If you _____ outside after this time, you _____ home. (catch / take)
4 Today this law _____ still _____ by groups of parents. who patrol the streets ... (enforce)
5 Teenagers _____ to have a party without an adult present. (allow)
6 ... the lives of hundreds of thousands of teens _____ for the better. (change)

Grammar

6 **Read the grammar box. Then look at the sentences in Exercise 5b. Are they active or passive? What tense is each verb form?**

The passive

Form the passive with *be* + past participle.

The law ***was changed****.* (past simple)

Lots of clubs ***are being set up****.* (present continuous)

More funding ***will be needed****.* (future with *will*)

Most teenagers joined the clubs that ***had been set up****.* (past perfect simple)

It's also possible to use a modal verb before *be*.

They realised that funding for teens ***needed to be*** *increased.*

These new rules ***must be*** *obeyed.*

Some verbs can use *get* instead of *be*, particularly in informal speech, e.g. *get paid, get fired, get caught, get told off, get damaged, get promoted, get elected, get notified.*

You and your parents ***got told off****.*

Use the passive when the doer (the person or thing which does the action) is not important or already known.

A teen curfew was introduced.

Parents were encouraged to attend classes.

When a sentence starts with a person or thing that is already known to the listener, the passive form is more likely. Compare:

Parents set up ***a sports club*** *for teens.* ***It was run*** *by teachers at the school.* (passive form more natural - *It* is known information)

Parents set up ***a sports club*** *for teens. Teachers at the school* ***ran it****.* (passive form less natural - *Teachers* is new information)

7 **a** 2.5 **Listen to a short speech. How many passive forms do you hear?**

b **Listen again and write down the passive forms. What do you notice about the pronunciation of the different forms of *be*?**

c 2.6 **Listen and repeat.**

8 **Complete the text with the correct form of the verbs in brackets. Use the active or passive form. Sometimes more than one answer is possible.**

A few years ago the residents of Tallinn, in Estonia, [1]_____ (give) free public transport. Not long after they [2]_____ (offer) a better alternative to the car, they [3]_____ (begin) to travel around the city more. Today the service [4]_____ (love) by the residents of Tallinn and it [5]_____ (can / enjoy) by everyone. You [6]_____ (need / register) in the city to benefit from it but then you [7]_____ (can / travel) around the city at no cost.

Because people travel around more, more money [8]_____ (now / spend) in local businesses. Since it began, the policy [9]_____ (also / help) tackle the problem of pollution. It's difficult to say if similar schemes [10]_____ (start) by other cities in the future, but it's certainly an excellent start!

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

9 **a** **Read about the problems facing a local school. Did you have any of these problems when you were at school?**

- Exam results are poor.
- Students aren't attending classes.
- Bullying is increasing.
- Mobile phone theft is a big problem.
- Bad behaviour in class is increasing.

b **Work in pairs. Look at the vocabulary in Exercise 2a and make a list of recommendations. Remember, the school has a limited budget.**

SPEAK

10 **Work in groups. Take turns explaining your recommendations. Use the passive form where possible and the Useful phrases to help you. Agree on which plan is most likely to be successful.**

Useful phrases

In our opinion, much more should be done to help ...

We strongly recommend that some money is invested in ...

We would suggest that new staff are hired to ...

We propose that clubs are set up to ...

Develop your reading page 98

2C It's so annoying!

- **Goal:** respond to complaints
- **Language focus:** *-ed* and *-ing* adjectives
- **Vocabulary:** common complaints

Reading and vocabulary

1 **Look at the pictures and answer the questions.**

1 Why are the people annoyed?
2 Do these things ever happen to you?
3 What things do you complain about most?

2 a **Work in pairs. Look at the top ten complaints of people in Britain. Do you agree with the list? Why/Why not?**

Top ten complaints

1 Having a runny nose
2 Getting a call from an unknown number
3 Being left on hold when calling a company
4 Missing a parcel delivery
5 People who don't queue properly
6 Having no wifi signal
7 Having to pay for a plastic bag in a shop
8 Door-to-door salespeople
9 Having poor phone reception
10 Not being able to find the end of the sticky tape

from a survey of 2,000 British people carried out by SPANA.org

b **What would the list be in your country? Make a top five list. Work in pairs and compare your answers.**

In my country, people tend to complain about ...
They don't usually care about ...

3 **Match complaints a–d with four of 1–10 in Exercise 2a.**

a Stayed at #HotelBarnmouth last week. Advert said it's 'The Best Hotel in Town'. Receptionist was unpleasant, no wifi and they've overcharged me! Won't stay there again! #placestoavoid #worsthotels

b @rollybathrooms Called AGAIN this morning and had to wait 15 mins to speak to a service engineer. When are you going to fix the new shower you delivered??? No one ever calls me back!

c Ordered shoes online from #popclickshoes. They promised shoes would be delivered next day. They weren't. They arrived TWO WEEKS LATER. While I was out! And guess what: they don't fit!!! #firstworldproblems

d That's the second time someone has knocked on my front door in one evening! This one was trying to sell me insurance. Wouldn't take no for an answer. #leavemealone

4 a **Match a–d in Exercise 3 with two or three problems in the box.**

slow delivery | faulty product | broken promises | poor customer service | lack of communication | rude staff | aggressive salespeople | billing disputes | cold callers | false advertising

b **Think of an example for each problem in Exercise 4a. Work in pairs. Take turns reading out your examples. Your partner tries to guess the problem.**

A: *It takes ages to get through to anyone.*
B: *Poor customer service.*

c **Which of the problems have you experienced recently? Tell your partner about it.**

Go to your app for more practice.

Language focus

5 **Read the text. Do you think this strategy would work? Why/Why not?**

What can we do when faced with a person who complains too much? Here is a step-by-step guide to dealing with them.

1. Agree with the complaint. For example, say, 'Yeah, you're right.'
2. Name the emotion. For example, say, 'It's really frustrating,' or 'You must feel overwhelmed.'
3. Add a BUT … and put forward a more positive view. For example, if someone says, 'I have to work late,' you say, 'It's great that you can handle the responsibility!' or 'That shows you really care about the project.'

6 a 2.7 **Listen to four conversations in which someone makes a complaint. What is the complaint? What's the more positive view that the other person takes?**

b **Complete the sentences with the adjective form of the verb in brackets.**

1. This lift is so _____. (infuriate)
2. The news is always so bad. It makes me _____. (depress)
3. I feel the same sometimes. It's _____. (overwhelm)
4. You must be feeling so _____. (irritate)
5. It's _____! Why do I have to wait for ten minutes to speak to someone at my bank? (insult)
6. That's a fairly _____ argument. (convince)

c **Read the language focus box and check your answers.**

-ed and *-ing* adjectives

Some words look like verbs because they end in *-ed* or *-ing* but actually they are adjectives. They often come in *-ed* and *-ing* pairs.

*I'm a bit **confused** by that.*
*What you said was quite **confusing**.*

-ed adjectives describe the person's feeling, *-ing* adjectives describe the thing or situation that causes the feeling. Here are some common examples:

alarmed/alarming	*infuriated/infuriating*
astonished/astonishing	*insulted/insulting*
convinced/convincing	*irritated/irritating*
depressed/depressing	*overwhelmed/*
encouraged/encouraging	*overwhelming*
entertained/entertaining	*satisfied/satisfying*
exhausted/exhausting	*tempted/tempting*
frustrated/frustrating	*worried/worrying*

You often use *get* + *-ed* adjective or *make* + subject (+ *feel*) + *-ed* adjective.

*I **get worried** when I hear that.*
*It **makes me depressed**.*

Note: Some pairs of adjectives have different endings.

feeling	**thing/situation**
scared	*scary*
stressed	*stressful*
delighted	*delightful*

7 2.8 **Listen and repeat the sentences. Copy the intonation.**

1. It's so insulting!
2. I'm so astonished!
3. It's so entertaining!
4. I'm so tempted!
5. Oh! It's so exhausting!
6. I'm so infuriated!

8 a **Choose the correct alternatives.**

1. Not another password to remember! It's so *frustrated/frustrating*.
2. This is a bit *embarrassed/embarrassing* but I've left my purse at home. Can you pay for me?
3. I bought it online yesterday and it's already here. I'm *astonished/astonishing*.
4. Stone cold coffee! That's *disgusted/disgusting!*
5. I'm *exhausted/exhausting*. That's the last time I go running with you!
6. You can tell me the truth. I won't feel *insulted/insulting* if you don't like it.
7. I feel a bit *overwhelmed/overwhelming*. There are 101 things on my to-do list.
8. Your new job sounds really *stressed/stressful*. How are you coping?

b **What makes you feel the emotions in the box? Write down one thing for each emotion.**

delighted depressed entertained infuriated overwhelmed scared

c **Work in pairs. Take turns giving your answers to Exercise 8b. Your partner has to guess how you feel about each thing.**

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

9 **Look at your list of complaints from Exercise 2b. Write a specific example for each one. Use *-ing/-ed* adjectives to explain how they make you feel.**

SPEAK

10 a **Work in pairs. Take turns complaining about the things on your list. Use the Useful phrases to help you. Listen to your partner's complaints and respond. Use the strategy in Exercise 5.**

b **Work in a different pair and repeat the activity. Who responded better to your complaint?**

Useful phrases

It makes me really … when …
I find it so … when … It's so … when …
It's completely/totally … They make me feel …

Develop your listening page 87

Check and reflect: Units 1 and 2

1 a Put the prepositions in the box in the correct place in the questions.

with on (x 2) to from for in about

1 Do you belong any clubs or organisations?
2 In what situations do you suffer nerves?
3 If a movie has a PG rating, what do the letters stand?
4 Do you ever think what you'll do when you retire?
5 Do you rely any of your friends more than others?
6 How do you deal people who take advantage of you?
7 Do you believe ghosts?
8 Is it usually easy to concentrate what you're doing?

b Work in pairs and ask and answer the questions in Exercise 1a.

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

1 did / that / Where / jacket / buy / you
2 thinking / you / What / about / are
3 delays / constant / causes / these / What
4 you / where / are / the / Do / rooms / changing / know
5 tower / Who / build / decided / that / to / strange
6 why / to / I'd / off / know / get / many / here / so / people / love
7 you / are / text / sending / to / Who / that / message
8 to / another / bar / they / Why / open / here / want / did / coffee

3 Match 1–8 with a–h to make sentences.

1 When the test results came back, I felt totally
2 My first experience of travelling abroad had a big
3 When I got the job, I simply couldn't believe
4 When I saw the effects of the flood, I was literally in
5 It was my chemistry teacher who inspired
6 Losing all the money I'd invested was completely
7 For days after the accident, I just sat and bawled
8 Going to Nepal a few years ago completely blew

a my eyes out.
b my mind.
c impact on me.
d devastating.
e numb.
f me.
g shock.
h my luck.

4 Find five of the underlined phrases with a mistake and correct them.

My parents didn't have much money when we were kids, so we [1] didn't used to go abroad much – we [2] used to go on day trips around the local area. Then, when I was around 14, my uncle [3] was getting a job in Paris and things [4] would change. He [5] didn't have a big apartment, so [6] we'd all sleep in the same room, but it was fun. Once we went to a really nice restaurant. While we [7] waited for our food, there was suddenly huge excitement. I [8] looked round and saw that Jennifer Lawrence was there. I couldn't believe my eyes. I [9] kept looking at her and I was too nervous to eat my food. Then I went to the toilet, which [10] was meaning I had to walk past her table. I told her how much I liked her.

5 Complete the sentences with the adjective form of the words in brackets.

1 I grow more cautious as I get older, but I used to be quite _____. (adventure)
2 I wouldn't say I'm really an extrovert, but I guess I'm fairly _____. (outgo)
3 Jenny's very _____. She hardly said a word all evening. (reserve)
4 You can trust Jake to do the job well. He's very _____. (conscience)
5 It was _____ of you to leave the back door unlocked. (care)
6 John's a real worrier. He gets _____ about every little thing. (nerve)
7 Julie will be good company on the trip. She seems very _____. (agree)
8 I don't know why Greg wants the money. I'm a bit _____. (suspect)

6 a Complete the questions with the correct form of the verbs in the box.

break speak return make take meet remain keep lose

1 Do you often _____ your temper or do you tend to _____ calm?
2 Can you remember the last time you _____ a rule?
3 In what situations would you not _____ your mind?
4 When did you last fail to _____ a promise you'd made?
5 Is it important to _____ favours?
6 Are you good at _____ deadlines when you work?
7 Do you _____ an interest in world politics?
8 Do most things in life _____ sense to you?

b Work in pairs. Discuss three of the questions in Exercise 6a.

7 a Complete the sentences with one word.

1 Do you ever **get the** _____ **that** something has happened before?
2 Does it **get on your** _____ when people talk loudly on their mobile phones?
3 Is it difficult to **get** _____ **of** old computer equipment where you live?
4 Should you ever snap your fingers to **get** a waiter's _____?
5 Do you ever use social media sites to **get in** _____ **with** old friends?
6 Have you got a friend who talks and talks but never **gets to the** _____?
7 Do most people you know **get** _____ at the end of the month?
8 Are you a football fan? Do you **get** _____ **away** when your team scores a goal?
9 Does your family usually **get** _____ to celebrate birthdays?

b Work in pairs. Ask and answer five of the questions in Exercise 7a.

8 **Complete the pairs of sentences with the verbs in the box. Use the present perfect simple in one and the present perfect continuous in the other.**

work play see cut do

1 a Nothing's the matter. I've _____ onions.
b Ouch! I _____ my finger.
2 a We _____ football for two hours. I need a rest.
b They _____ two matches so far.
3 a You're covered in blue powder. What on earth have you _____?
b There's a huge dent in the side of the car. What on earth have you _____?
4 a Yes, I know Lisa. I _____ with her before.
b We _____ on this project for six months.
5 a Oh no, not *Avatar* again. I _____ it three times already.
b Apparently, Phil _____ that woman who works at Mamma Mia's.

9 **Complete the sentences with the correct form of one of the verbs in brackets.**

1 Are the authorities _____ down on knife crime? (crack/ban)
2 Are young people _____ about the dangers of meeting strangers online? (offer/warn)
3 Are the authorities _____ the growing problem of graffiti? (tackle/enforce)
4 Has smoking been _____ in all public places? What about parks or shopping precincts? (ban/warn)
5 Do social media sites really _____ laws on online bullying and harassment? (increase/enforce)
6 All societies need more care for old people, but is funding being _____? (take/increase)

10 **Complete the statements with the active or passive form of the verbs in brackets.**

1 In Singapore, chewing gum _____ since 1992. (ban)
2 Right now, car share schemes _____ in cities all over Australia. (set up)
3 Women in Switzerland _____ the right to vote in 1971. (gain)
4 In Sweden, babies' names must _____ from a list of approved names. (choose)
5 Economic factors _____ the birth rate in Italy to fall to 1.3. (cause)

11 **Complete the two-word phrases to match the definitions.**

1 f_____ p_____ = something that doesn't work properly
2 r_____ s_____ = impolite assistants and phone operators, for example
3 c_____ c_____ = people with no previous contact trying to make contact
4 s_____ d_____ = products not arriving soon enough
5 b_____ d_____ = disagreements about payment
6 f_____ a_____ = promoting products with misleading messages

12 **Complete the sentences with the adjective form of the words in the box.**

infuriate worry entertain convince overwhelm exhaust

1 The journey home was very tiring. The children are totally _____.
2 We bought it mainly because the sales team were so _____.
3 I've tried to meet Jenny three times, but she's always too busy. How _____!
4 I'm feeling a bit _____. I've got so much work to do.
5 It's not the best drama ever, but it's quite _____.
6 Jo was _____ about her exam results, but she got all A grades!

13 a **Read the opinion and complete the responses with the words in the box.**

experience come say cons balance serious explain with

'It would be better to have no speed limits at all.'

1 What makes you _____ that?
2 Can you _____ that a bit more?
3 Yes, in my _____, they don't solve any problems.
4 How did you _____ to that conclusion?
5 You're not _____!
6 On _____, you're probably right.
7 No, I'm not really _____ you on that one.
8 Well, they certainly have a number of pros and _____.

b **Does each response agree with the opinion or disagree with it? Write *A* or *D*.**

c **Work in pairs. Respond to the opinions.**

1 'Drones are dangerous and should be banned.'
2 'Cycle lanes in big cities are ridiculous.'
3 'School lunches should be free for every child.'

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can start a conversation and keep it going.
- I can describe an experience and a life lesson.
- I can interview someone about their personality.
- I can outline problems with my work.
- I can make recommendations.
- I can respond to complaints.
- I can contribute effectively to a conversation or discussion.

For more practice go to your Workbook or app.

3A I remember ...

- **Goal:** narrate a childhood memory
- **Grammar:** past perfect simple and continuous
- **Vocabulary:** memory

Reading

1 **How good is your memory? Do the memory quiz then work in pairs and compare scores.**

Do you remember ...

- what you did on your last birthday?
- how you were feeling yesterday lunchtime?
- when you got your first mobile phone?
- what you did last Saturday evening?
- where you bought the shoes you're wearing now?
- your first day at school?
- what you did on February 22nd 2015?
- what you ate for dinner the day before yesterday?

Give yourself one point if you remember clearly, half a point if you remember vaguely and zero points if you don't remember at all.

2 a **Read about Rebecca and HSAM. What is unique about Rebecca?**

b **What do you think are the advantages and disadvantages of having HSAM?**

Rebecca Sharrock has an extraordinary memory. She remembers being 12 days old and her father taking a photograph of her. She remembers already having dreams at 18 months old and how she couldn't tell the difference between dreams and reality. And if you say a Harry Potter book and a page number, Rebecca will remember the exact words on the page.

Rebecca has HSAM which stands for Highly Superior Autobiographical Memory. People with HSAM – and there are currently fewer than 100 in the world – can effortlessly recall just about everything that has ever happened to them, although Rebecca is unique in how early her memory starts.

For example, Rebecca remembers the details of her first birthday celebration. Her family's friends and relatives were waiting for her in the garden and her mother took her outside to see them. She'd been crying because her mother had put her in an itchy satin dress and because she'd burnt her finger on a birthday candle. Later, while it was still light, Rebecca's mother took her to her cot to sleep. A new Minnie Mouse toy was lying next to her in the cot. Her mother had bought it for her as a present. Rebecca found the toy's face terrifying and she started crying again.

Rebecca's condition has its drawbacks. She responds to memories from her childhood with the same emotions she experienced at the time. This can be very difficult and can lead her to feel overwhelmed, confused and anxious.

Grammar

3 a **Look at the events from Rebecca's first birthday. Which ones happened before the main events in the story?**

1 Her mother took her outside.
2 She'd been crying.
3 Her mother took her to her cot.
4 A new toy was lying next to her in the cot.
5 Her mother had bought it for her.
6 She started crying again.

b **Which tense is used for each event in Exercise 3a?**

c **Read the grammar box and check your answers.**

Past perfect simple and continuous

Use the **past perfect** to make it clear that something happened before another action or event in the past.

Use the **past perfect simple** for single, completed actions and events.

*Her mother **had bought** it for her as a present.*

Use the past perfect simple for repeated actions that are completed before another action.

*Her mother **had taken** her to the garden **many times before**.*

The past perfect is often used with *by the time* and *already*.

***By the time** she was 18 months, she'**d started** to dream.*

If two past perfect verbs are next to each other, you can leave out *had* in the second verb.

*By the time I left the party, everyone else **had cleared up** and **gone** home.*

Use the **past perfect continuous** for actions that were in progress before the main events or continued up to the main events. The emphasis is on the duration of the action.

*She'**d been crying**.*

Like other continuous tenses, it is common to use *for* and *since* with the past perfect continuous.

*They'**d been planning** the party **for** weeks.*

Often both the simple and continuous forms are possible with no difference in meaning.

*It **had rained** all night/It **had been raining** all night.*

4 **What is the difference in meaning between the pairs of sentences, if any? In two pairs there is no difference in meaning.**

1 a She called me after I'd left.
b She called me after I left.
2 a I was hot because I'd been running.
b I was hot because I was running.
3 a He started crying because I'd laughed at him.
b He started crying because I laughed at him.
4 a When I got home, she did her homework.
b When I got home, she'd done her homework.

5 a 3.1 **Listen and complete the text with the past simple or past perfect simple form of the verbs in brackets. Notice that it can be hard to hear *'d* in the past perfect.**

I remember my first driving test like it was yesterday. I [1]_____ (have) hundreds of lessons and I [2]_____ (practise) a lot. I [3]_____ (even / save) money to buy a car. But during the test I [4]_____ (bump) into a parked car! I [5]_____ (fail) immediately. I [6]_____ (wait) three months then I [7]_____ (try) again. Unfortunately, I [8]_____ (fail) the test again!

b 3.2 **Listen and repeat.**

6 a **Complete the text with the correct form of the verbs in brackets. Use the past simple, past perfect simple or past perfect continuous. Sometimes more than one answer is possible.**

For my birthday last year I [1]_____ (not / plan) to do anything. I was tired after a long day at work, so when I [2]_____ (open) the front door and [3]_____ (find) all my friends and family waiting for me, I was more than a little overwhelmed! Someone [4]_____ (organise) a surprise birthday party for me! They [5]_____ (tidy) the house and [6]_____ (decorate) the front room with balloons. And from the smell of fresh herbs, I knew that someone [7]_____ (cook). Everyone immediately [8]_____ (start) singing and congratulating me and then they [9]_____ (give) me a group present. They [10]_____ (buy) me my first electric guitar. I [11]_____ (learn) the guitar for a couple of years so I [12]_____ (feel) really touched by their gesture.

b **Think of a surprise birthday party you have been to. It can be real or invented. Complete the sentences.**

- We/The organisers had been planning the party for ...
- We/The organisers had decided to have the party in ...
- We/The organisers had bought ...
- I/My friend was very surprised. I/He/She hadn't been expecting ...

Go to page 140 or your app for more information and practice.

Vocabulary

7 a **Work in pairs. Match the words and phrases in bold in 1–8 with meanings a–h.**

1 I **have a good memory for** names.
2 I **have no memory of** being a young child.
3 It's hard to **recall** what I was doing this time last week.
4 I find it hard to **memorise** new vocabulary.
5 I'**ll never forget** the first time I went to a football match.
6 Some songs **remind me of** being a child.
7 My last birthday was very **memorable**.
8 Everyone should **bear in mind** the fact that your memory can trick you.

a easy to remember because something special happened
b learn so that you know it perfectly
c be good at remembering
d make me think of
e not remember an event
f will always remember
g not forget because it may be useful in the future
h remember

b **Change the underlined words and phrases so the sentences are true for you. Work in pairs and compare your answers.**

A: *I have a good memory for dates.*
B: *Oh, really. Have you always been like that?*

Go to page 158 or your app for more vocabulary and practice.

Speaking

PREPARE

8 a 3.3 **Listen to two people narrating a childhood memory. Make notes.**

b **Work in pairs and compare your notes. Then listen again and check.**

9 **Think of a childhood memory, e.g. your first day at school. Make notes about what happened.**

SPEAK

10 **Work in pairs and take turns narrating your childhood memory. Ask your partner for more details. Use the Useful phrases to help you.**

Useful phrases

Wow! So how did you feel when ...?
Had you been looking forward to ...?
Tell me, what was ... like?
And how did you respond?
Tell me more about ...

Develop your writing page 120

3B Great rivals

Serena Wiliams

- **Goal:** express an opinion about rivals
- **Grammar:** comparatives and superlatives
- **Vocabulary:** character adjectives

Reading and vocabulary

1 **Look at the photos and answer the questions.**

1 What are the people famous for?
2 Who are/were their biggest rivals?
3 What else do you know about them?

2 **Read the texts about great rivals. Close your books. Choose one of the texts. Work in pairs and take turns explaining who won and how.**

Chess rivals

In July 1972, Bobby Fischer from the USA took on Boris Spassky from the USSR in the World Chess Championships. The Soviet players had won every championship since 1948 and the **determined**, **thoughtful** Spassky was the clear favourite. However Fischer was fiercely **competitive**, some even called him **stubborn** and **arrogant**, and his desire to win was huge.

The battle started on 11th July and Fischer lost the first two games. Two-nil to Spassky – usually an unbeatable lead in chess. But suddenly, before the third game, the **unpredictable** Fischer lost his temper and threatened to quit unless the next game was played in a different room. Spassky, **reasonable** as always, agreed but the fuss unsettled him and he started to lose games. The longer the championship went on, the more **confident** Fischer became and the final score, two months later, was 12.5 points to Fischer and 8.5 points to Spassky. Fischer was the new king of chess!

Basketball rivals

In September 1972, the USSR took on the USA in the Olympic basketball final. American teams had won every Olympic basketball final since 1936 and the Americans were the clear favourites. However they were also by far the youngest team to represent the USA, while the Soviet team were **tough** and determined. The rivalry between the two teams was intense.

The battle took place on 9th September. The **inexperienced** American team quickly went behind to the **bold** Soviets. However the American team fought back and with just three seconds remaining they scored and went ahead, 50-49. With so little time remaining, it looked like the match was over but suddenly the Soviet team did something **remarkable**: they threw the ball from one end of the court to the other and scored the winning goal. The USSR was the new king of basketball!

Bobby Fischer

Bill Gates

1972 US basketball team

3 a **Work in pairs. Look at the words in bold in the text and guess their meanings.**

b **Match the words in bold in the text with meanings 1–12.**

Someone who:

1 always tries very hard to win *competitive*
2 refuses to change his/her mind
3 believes in his/her own abilities
4 does things you don't expect
5 has little knowledge or experience
6 behaves in an unpleasant way because they feel they are better than others
7 is fair and sensible
8 doesn't let others stop them achieving their goal
9 is strong and not afraid to fight
10 is quiet and serious
11 is not afraid of taking risks
12 surprises other people in a very positive way

4 3.4 **Listen and rephrase the descriptions of people with the adjectives from Exercise 3.**

Speaker: *She's usually very fair and sensible.*
You: *She sounds quite reasonable.*

Go to page 158 or your app for more vocabulary and practice.

Grammar

5 a **Read some opinions about the people and teams in Exercise 2. Who are they talking about: Spassky, Fischer, the Soviet team or the American team?**

- **a** 'I think he was as good as the other guy, but not as bold or arrogant.'
- **b** 'He played slightly more aggressively.'
- **c** 'The longer the match went on, the more remarkably they played.'
- **d** 'I think they were just a bit less experienced.'
- **e** 'He sounds like he was much more reasonable.'
- **f** 'To my mind, he was less of a gentleman.'
- **g** 'They were by far the youngest team ever to represent their country.'

b **Complete the grammar box with the sentences from Exercise 5a.**

Comparatives and superlatives

Use **adjective +** *-er* or *more/less + adjective* (*+ than*) to compare one thing to another.

When the difference is small, use *a bit/slightly*.

When the difference is big, use *much/so much/a lot/far/far too*.

*He was **much calmer** and **politer** than his rival.*

1 _____

2 _____

You can also use *as* + adjective + *as* + noun to say that two things are similar. This is often used with a negative.

*I guess he wasn't **as** traditional **as** his rival.*

3 _____

Use adjective + *-est* or *the most/the least* + adjective to compare one thing to all the others in that group. When the difference is big, use *by far*.

*It's **by far the most famous** chess match ever.*

4 _____

Use *more/less* + **adverb** to compare how two things are done.

*They started **more strongly than** the other team.*

5 _____

Sometimes it is possible to compare two people or things using *more/less of a* + **noun.**

6 _____

Notice how you can use **two comparative adjectives** or **adverbs** to say that one thing results in another.

***The longer** the championship went on, **the more confident** Fischer became.*

7 _____

6 a 3.5 **Listen and notice how we emphasise big differences and small differences.**

1 a It's not quite as good.
b It's nowhere near as good.

2 a She's a bit more competitive than me.
b She's so much more competitive than me.

3 a They're not quite as confident as last time.
b They're not nearly as confident as last time.

b **Which word in each sentence is emphasised when the speaker describes a big difference?**

c **Listen again and repeat.**

7 **Complete the text with the comparative or superlative form of the words in brackets.**

In the early 1990s, Tonya Harding and Nancy Kerrigan were competing to be [1]_____ (good) American figure skater. Neither skater was the clear favourite, but each was [2]_____ (as / competitive) the other. Harding's life had been difficult. It had been [3]_____ (much / hard) and [4]_____ (far / stable) than Kerrigan's. Harding was [5]_____ (far / tough) of the two and the [6]_____ , the _____ (old / get / tough / become). By contrast, Kerrigan was [7]_____ (bit / thoughtful) and [8]_____ (family person). She came from a [9]_____ (far / stable) background and was considered to be [10]_____ (elegant), and consequently she was [11]_____ (lot / popular) than Harding. The day before the 1994 US championships, a man attacked Kerrigan, she was unable to compete and Harding won the championships. But over time people became suspicious of Harding. She was later stripped of the title, although she said she had 'no prior knowledge' of the attack.

8 **Compare yourself with other people you know.**

Go to page 140 or your app for more information and practice.

Speaking

PREPARE

9 a **Work in pairs. Student A: Turn to page 168. Student B: Turn to page 167.**

b **Explain why your inventor was better than your partner's inventor.**

10 a **Work as a class. Make a list of famous rivals, e.g. actors, sports stars or business people.**

b **Choose a set of rivals and make notes about them, e.g. their character, background, achievements.**

SPEAK

11 **Work in pairs. Take turns telling each other about the rivals you have chosen. What is your opinion about them?**

Develop your listening page 88

3C Life's too short

- **Goal:** summarise an argument
- **Language focus:** forming adjectives
- **Vocabulary:** arguments

Reading and vocabulary

1 **Work in pairs and discuss the questions.**

1 Look at the pictures. What's happening? Have you ever been in these situations?
2 Who do you argue with most and what about?
3 When was the last time you argued with someone who was not a friend or family member? What happened?

2 a **Read the texts. What caused each disagreement? Match 1–3 with the words in the box. There are two extra words you don't need.**

age food housework respect work

b **Read the texts again. Work in pairs and discuss who is in the right in each situation.**

Was it really **worth it?**

When was the last time you had a minor disagreement with someone you know, or a stranger? The chances are it was not that long ago. But was it really worth it? Surely life is too short to worry about the small things! We asked three readers to tell us about their experiences.

1 I was already a vegetarian when I first met my future mother-in-law and straightaway we **didn't see eye to eye**. She told me she thought vegetarianism was childish and ridiculous. I was brought up not to **contradict** my elders, but I really **had an issue with** what she said. I told her vegetarianism was sensible and ethical and that she should try it. Instead, she tried to tempt me with all sorts of tasty meat dishes from her part of the country. I refused to eat any of them.

2 A couple of years ago, I **clashed with** my co-workers. It was a tricky situation because I was only an intern, but they gave me loads of photocopying to do from the start. After a week I told them I wasn't going to do any more because I wasn't learning anything. This caused a big argument of course, and some of my co-workers **ganged up on** me and said I was being disrespectful. But in the end my boss **intervened** and they **backed down**. Strangely I got a wonderful card from them when I left.

3 My flatmate **picks a fight** with me every time I cook because she says I make a big mess. Actually, I do clear up but not always immediately. Usually I want to enjoy my meal first and relax. Why should I be apologetic about that? It's not exactly the crime of the century! We should probably try to **find a compromise**, but that's difficult because the **underlying issue** is that she's a hopeless control freak and I'm not.

3 **Replace the underlined phrases in the sentences with a word or phrase in bold from the texts in Exercise 2a.**

1 I had a disagreement or a fight with them.
clashed with
2 They realised they were wrong and stopped arguing.
3 We should probably agree on a solution that's acceptable to both of us.
4 You're not supposed to say the opposite of what your elders say.
5 My boss got involved in the argument to find a solution.
6 We didn't have the same opinion.
7 She often starts an argument with me.
8 The basic problem is that she's a control freak.
9 I really found it difficult to accept what she said.
10 My co-workers formed a group against me.

4 **Work in pairs. Close your books and take turns retelling the stories. Try to include the words in bold.**
She was a vegetarian and she didn't see eye to eye with her mother-in-law ...

Go to your app for more practice.

Language focus

5 a **Read the language focus box. Complete the adjectives with a suffix. You may need to change some letters in the word.**

1 child _____
2 ridicule _____
3 sense _____
4 ethics _____
5 trick _____
6 disrespect _____
7 apologise _____
8 hope _____

Forming adjectives

Often nouns or verbs can be turned into adjectives with a suffix (letters that go at the end of the word). Here are some of the common suffixes that form adjectives.

-al	*traditional, logical*
-ful	*colourful, successful*
-ic	*allergic, historic*
-ish	*foolish, nightmarish*
-less	*useless, pointless*
-ous	*poisonous, dangerous*
-able/-ible	*acceptable, doable*
-y	*meaty, scary*

Sometimes the adjective form has a slightly different meaning from the verb or noun.
child - childish (being silly (negative))
trick - tricky (difficult to get right)
Some nouns/verbs have two adjective forms, each with a different meaning.
an economical car *an economic policy*
a classic dress *classical music*
a historic moment *a historical novel*

b **Check your answers to Exercise 5a in the texts in Exercise 2a. Does each word have a positive (+) or negative (-) meaning or neither (n)?**

6 a **Say the groups of words out loud. Which word is the odd one out in each group?**

1 poisonous dangerous outrageous curious
2 advisable acceptable comfortable adaptable
3 colourful delightful respectful successful
4 accidental confidential traditional universal

b 3.8 **Listen and check. Then listen again and repeat.**

7 **Complete the text. Use the words in brackets with the correct suffix. You may need to change some letters in the word.**

Recently, I had an issue with a friend of mine, who was always late. In general, he's really [1]_____ (like) and [2]_____ (sense), but in terms of time-keeping, he's [3]_____ (hope). He seemed to think it was [4]_____ (accept) to always arrive twenty minutes late. I found this really [5]_____ (disrespect), especially because he wasn't at all [6]_____ (apologise). And it was [7]_____ (point) trying to talk to him about it. He just said I was being [8]_____ (ridicule) and not very [9]_____ (reason). Still, I didn't want to back down. I really found it [10]_____ (outrage) that he made me wait, so I started turning up 30 minutes late. The funny thing is, he doesn't seem to mind at all. I guess I'm just more of a control freak than he is!

Go to page 140 or your app for more information and practice.

Speak

PREPARE

8 **Work in pairs. Student A: Turn to page 168. Student B: Turn to page 166.**

SPEAK

9 **Roleplay the situation. Try to express how you feel but also try to find a compromise.**

10 **Work with a new partner and tell him/her what happened. Include details about what you said, what your partner said and the compromise (if you found one).**
I clashed with my flatmate over the tidying up. She thought the kitchen was far too messy and ...

Develop your reading page 100

3D English in action

Goal: complain and give and respond to feedback

Vocabulary: adjectives to describe food

Vocabulary

1 **Work in pairs. Discuss the last time you went to a restaurant. Have you ever:**

1 sent food back?
2 complained about the service?
3 complimented the waiter or chef?
4 written a good or bad review about a restaurant?

2 a **Match sentences 1–9 with sentences a–i.**

1 This steak is a bit **tough**.
2 These potatoes are still **raw**.
3 This dish is quite **spicy**.
4 These crisps are very **salty**.
5 This dish is very **filling**.
6 This fish is a bit **bland**.
7 These French fries are really **crunchy**.
8 This dish is very **creamy**.
9 This pizza is a bit **greasy**.

a I might not be able to finish all of it.
b It feels like it's burning my mouth.
c I can't even cut it.
d It's probably got a lot of calories.
e It doesn't taste of anything.
f They make a great sound when you bite into them.
g They're making me thirsty.
h It's got too much oil on it.
i Could you cook them for longer?

b **Which three words in bold always have a negative meaning?**

c **Look at the photos. Which words in bold from Exercise 2a could describe the foods?**

3 **Work in pairs and complete the sentences.**

1 I like my French fries to be ..., but I don't like it when they're ...
2 I like my vegetables to be ..., but I don't like it when they're ...
3 I like my pasta to be ..., but I don't like it when it's ...
4 I usually like my main dish to be ..., but I don't like it when it's ...

Listening 1

4 3.9 **Listen to seven conversations in a restaurant. For each conversation, is the problem a, b or c?**

a The food hasn't arrived yet.
b The wrong food has arrived.
c The customer doesn't like something about the food.

5 a **Listen again. What does the customer say? Complete the sentences with three words.**

1 The vegetables are _____, actually.
2 a It's just too _____.
  b Sorry, I just wasn't expecting something _____.
3 It's nice but the side dishes _____.
4 a Could you _____ for me?
  b No, it's completely cold _____.
5 a Excuse me! This isn't _____.
  b I ordered the vegetarian pie, not _____.
6 a We need to _____ half an hour and the food still hasn't come yet.
  b Could _____ the order for me?
7 I asked for _____ this dish has got tomatoes in it.

b **Read the Useful phrases box and check your answers.**

Useful phrases 1

You don't like the food.
The (vegetables) are a bit (raw).
I (just) wasn't expecting something quite so (hot).
Is this dish supposed to be so (spicy)?
It's just too (spicy) for me.
It's completely cold in the middle.

The wrong food arrives.
This isn't what I ordered.
I asked for no (tomatoes) and this dish has got (tomatoes) in it.
I ordered the (vegetarian pie), not the (meat one).

It's taking too long.
We need to be somewhere in (half an hour).
The side dishes haven't come yet.

Asking for action
Could you warm this up for me?
Could you check on the order for me?
Could I choose something else?
Could I speak to the manager?

6 a 3.10 **Listen and notice how the speaker uses a higher 'pitch' to sound more polite.**

1 Excuse me. Um, this isn't what I ordered.
2 Er ... Is this supposed to be so ... raw?
3 Excuse me, we have to be somewhere soon. Could you check on the order for us?
4 Um, sorry to be difficult, I asked for no meat but this has got meat in it.
5 Excuse me, the side dishes haven't come yet.
6 This meat, um, it's a bit tough.

b Listen again and repeat. Copy the intonation.

7 What would you say in situations 1–7?

You order a meat dish and:

1 a fish dish arrives.
Excuse me. This isn't what I ordered.
2 the meat is too hard to cut.
3 it takes a long time to arrive.
4 when it arrives, it's cold.
5 it's too spicy.
6 it arrives without the side order of fries.
7 it's very salty.

Listening 2

8 3.11 **Listen to three conversations between David, the manager, and three other members of staff. Match conversations 1–3 with jobs and feedback. There is one extra option.**

Jobs

a owner
b waiter
c head chef *1*
d customer

Positive feedback

a never late for work
b friendly and warm
c the food arrives quickly
d easy to work with

Negative feedback

a quality not as good
b not friendly enough
c some dishes a bit greasy
d not polite enough

9 a Look at the Useful phrases box and listen again. Which conversation does each phrase come from: 1, 2 or 3?

Useful phrases 2

Giving general feedback

The first thing to say is that (customers are very positive).
Overall, people felt that (you do your job very well).
The general feeling was that (the service is a bit too informal).

Giving specific positive feedback

They appreciate (your honesty).
(The delicious desserts) get a big thumbs up.
(Punctuality/That) is one of your strong points.

Giving negative feedback

Unfortunately, many people felt that (they were being treated like a friend).
That was the biggest complaint.
Some people felt you could be a bit more (friendly).

Suggesting improvements

You might like to try being a bit more (professional).
(It's something that) could be improved.
Perhaps you could (bear that feedback in mind).

Responding to feedback

I'll take that on board.
From my point of view, (I think it's my job to...).
I want to explain my side.

b Write notes 1–7 as feedback to staff. Use the words in brackets and the Useful phrases box.

1 You're often late. (perhaps / punctual)
Perhaps you could be a bit more punctual.
2 You smile a lot. (customers appreciate / positive attitude)
3 You work hard. (first / hard-working)
4 The food takes a long time to arrive. (customers / wait / food / big / complaint)
5 The kitchen is very clean. (cleanliness / strong point)
6 A lot of people think you are rude. (people / polite)

Speaking

10 a Work in pairs. Student A: Turn to page 166. Student B: Turn to page 169.

b Roleplay the discussion in Situation 1. Use the Useful phrases to help you.

11 Repeat the activity with Situation 2.

For more practice go to your Workbook or app.

Go online for the Roadmap video.

4A Possessions

- **Goal:** describe a precious possession in detail
- **Grammar:** relative clauses
- **Vocabulary:** adjectives to describe things

Vocabulary

1 a **Make a list of five possessions that are very important to you.**

b **Work in pairs. Take turns explaining what is on your list and why it is important to you.**

2 **Look at the photos and complete the descriptions of the objects. Use the adjectives in the box.**

cheap	chunky	~~decorative~~	designer	~~elegant~~
flimsy	identical	oval	priceless	rectangular
sparkly	vivid pink			

1 a pair of _____, _____ mirrors
2 a pair of *elegant*, _____ sunglasses
3 a _____, _____ plastic toy
4 a _____, *decorative* vase
5 a _____, _____ table
6 a _____, _____ phone cover

3 **If there are two or more adjectives in a sentence, they usually come in the order 1–6. Add at least two more adjectives to each category.**

1 **Opinion**: beautiful, elegant, priceless
2 **Size**: huge, small
3 **Quality**: cheap, flimsy, designer, decorative, identical, sparkly
4 **Shape**: oval, rectangular, chunky
5 **Colour**: bright yellow, vivid pink
6 **Material**: plastic, wooden, metal

4 **Look at your list in Exercise 1a. Can you add some of the adjectives from Exercise 3? Work in pairs and compare your ideas.**

Go to page 159 or your app for more vocabulary and practice.

Listening

5 a **Read about Michael Landy and his art project, *Break Down*. Answer the questions.**

1 What is your immediate reaction to Landy's art project?
2 Which item do you think he found hardest to destroy?

b **Work in pairs and compare your answers.**

In 2001, Michael Landy created a piece of art called *Break Down*. *Break Down* wasn't a painting or a sculpture, it was an event and the event was Landy destroying everything that he owned. When it was over, Landy was left with the clothes he was wearing and a list of the things he had destroyed, such as:

1 some bits of plastic that had fallen off his TV
2 an essay he had paid his ex-girlfriend to write for him
3 his car, a Saab 900 Turbo, which was old but in good condition
4 all of his own drawings, which were worth up to £6,000 each
5 a piece of art by Chris Ofili, who won the Turner Prize in 1998
6 a coat which was worn by his father when he was younger
7 love letters from girlfriends who he had split up with
8 a cheap, plastic toy called Rocky the Lobster, whose tune played constantly (until it was destroyed)

6 4.1 **Listen to a description of *Break Down*. Are the sentences true (T) or false (F)?**

1 One of his previous artworks was thrown away by mistake.
2 *Break Down* took place in an old department store in Oxford.
3 Some of the visitors to the exhibition didn't understand what was happening.
4 Landy destroyed valuable art worth thousands of pounds.
5 Somebody tried to steal the sheepskin coat that had belonged to his father.
6 Landy won an art prize for *Break Down*.

Grammar

7 **Read the grammar box. Then look at 1–8 in the text in Exercise 5a and answer the questions.**

1 In which sentences can the underlined relative pronouns be replaced by *that*?
2 Why does one sentence not have a relative pronoun?
3 In which other sentence can the relative pronoun be left out?
4 When are commas used before the relative pronoun?

Relative clauses

Relative clauses clarify and give information about things, people and places. The relative clause comes after the noun and starts with a relative pronoun such as *who, which, that, where, when* or *whose*. Relative clauses never use *what*.

Relative clauses can either be defining or non-defining. Defining relative clauses are much more common than non-defining relative clauses.

In **defining relative clauses**, the information in the clause is necessary because it defines or classifies the noun it follows.

He destroyed a coat ***which had belonged to his father***.

The relative pronoun *that* can replace *who* or *which*.

He destroyed drawings ***that*** *were worth £6,000 each.*

When the relative pronoun is the object, it can be left out.

He destroyed a coat (that) his father had worn.

Prepositions can come at the end of the relative clause.

He destroyed love letters from girlfriends who he had split up ***with***.

In **non-defining relative clauses**, the information in the clause is optional.

He destroyed art by Chris Ofili, ***who won the Turner Prize in 1998***.

Non-defining relative clauses use commas to separate the clause from the rest of the sentence.

You cannot use *that* to replace *who* or *which* in non-defining relative clauses.

8 a 4.2 **Listen to three pairs of sentences. Which sentence in each pair is defining and which is non-defining?**

b **Listen again and repeat. Which ones are true for you?**

9 a **Choose the correct option, a–d, to complete the questions. More than one option may be possible.**

1 Have you ever been to an art exhibition _____?
a which made you cry
b made you cry
c where you wanted to cry
d , that made you cry
2 Do you agree that an artist is anyone _____?
a who makes art
b that makes art
c makes art
d , who makes art
3 Should Landy _____ have saved something?
a who the article is about
b that the article is about
c , who the article is about,
d , that the article is about,
4 What do you do with the clothes _____?
a which you're bored with
b with which you're bored
c that you are bored
d you're bored with
5 Who is the living artist _____?
a who you most admire
b that you most admire
c you most admire
d , you most admire
6 Have you heard of the Turner Prize _____?
a which is an annual art award
b that is an annual art award
c , is an annual art award
d , which is an annual art award
7 Do you think Ofili _____ liked *Break Down*?
a which art Landy destroyed
b whose art Landy destroyed
c , which art Landy destroyed,
d , whose art Landy destroyed,

b **Work in pairs. Take turns asking and answering the questions.**

Go to page 142 or your app for more information and practice.

Speaking

PREPARE

10 **Work in pairs. Student A: Turn to page 168. Student B: Turn to page 171.**

SPEAK

11 **Roleplay the interview. Then swap roles and repeat the activity.**

Develop your reading page 102

4B Job skills

- **Goal:** talk about the requirements of a job
- **Grammar:** obligation and prohibition
- **Vocabulary:** job requirements

Video game designer

Astronaut

Journalist

Vocabulary and listening

1 **Look at the photos. What character traits, skills and qualifications do you think are required for each job?**

2 a **Work in pairs. Look at job requirements 1–10. Which job do you think they are for: astronaut, journalist or video game designer?**

I think an astronaut needs to have a background in engineering.

1 **have a background in** engineering
2 **have a flair for** visual storytelling
3 **be willing to** question everything
4 **be fluent in** at least one foreign language
5 **be able to cope with** zero gravity
6 **not be too bothered about** having free time
7 **have a passion for** gaming
8 **have a degree** in science or mathematics
9 **have three years'** postgraduate **experience**
10 **have strong** problem-solving **skills**

b 4.3 **Listen and check your answers.**

3 **Talk about yourself and/or someone you know well. Use the phrases in bold in Exercise 2a.**

I have a background in design.
My grandmother started her own company and she was able to cope with anything!

Go to your app for more practice.

Grammar

4 a **Work in pairs. Choose the correct alternatives.**

Astronaut

1 You *were allowed/ weren't allowed* to become an astronaut without a pilot's licence.
2 You *must/ mustn't* be a loner or a wannabe-hero.
3 You *must/ mustn't* have a degree in science.

Journalist

4 Back then you *needed/ didn't need* to know how to live-tweet a story.
5 You're *required/ not normally required* to have a university degree.

Video game designer

6 They *had to/ didn't have to* have qualifications.
7 You *have to/ don't have to* have qualifications.
8 You *'ve got to/ haven't got to* be able to use the software packages.

b 4.4 **Listen and check your answers.**

5 **Read the grammar box. Then look at your answers to Exercise 4a and answer the questions.**

1 Do the sentences express obligation (O), no obligation (NO) or prohibition (P)?
2 Which sentences are in the past?

Obligation and prohibition

When there is **obligation**, use *have to, have got to, must, need to* and *be required to* to talk about necessary actions.

*You first **have to** pass an exam.*
*You **must** have a degree in English.*

You often use *have to* when talking about rules and *must* when the speaker has authority.

Have got to is common in spoken British English.

In the past, use *had to, was/ were required to* and *needed to* (but never ~~*mustn't have*~~).

*You just **had to** get on with it.*

When there is **no obligation** or a choice, use *don't have to, don't need to* or *not be required to.*

*You **don't have to** have any qualifications.*

Depending on context, the meaning can also be 'you're silly if you do it'.

*You **don't have to** pay. It's free!*

In the past, use *didn't have to, didn't need to,* or *weren't required to.*

*You **didn't have to** do that when I was young.*

When there is **prohibition**, use *mustn't, can't, not be allowed to* to talk about actions which are against the rules or strongly against the speaker's advice.

*You **mustn't** fail that exam – it's important.*
*You're **not allowed to** take the exam yet.*

In the past, use *wasn't/ weren't allowed to* (but never ~~*mustn't have*~~).

*You **weren't allowed to** work part-time.*

6 4.5 **Listen. How is *have* or *'ve* pronounced in the sentences, /v/ or /f/?**

1 You don't have to pass an exam.
2 You've got to pay yourself.
3 You have to pass a medical.
4 You have to have certain qualifications.

7 **Replace the underlined phrases in the texts with phrases from the grammar box. Use *you* and the correct form of the verb in brackets.**

In the past [1]it wasn't necessary to *you didn't have to* (have) have any qualifications to be a deep-sea diver. [2]It was only necessary to (only / need) be foolish enough to give it a go! These days, it's very different. [3]It's necessary to (required) take a medical and [4]it's necessary to (have) pass before you can even begin your training. As a diver, [5]don't (can't) get easily stressed – [6]it's necessary to (got) spend 28 days at a time underwater with 12 other guys. [7]It's necessary to (need) have a lot of mental strength for this job.

In the past, [8]it wasn't necessary to (need) have qualifications to become a film director. [9]It was just necessary to (just / have) know the right people. These days, not much has changed. [10]It's still not necessary to (still / have) have a degree and [11]it's still not necessary to (still / need) pass an exam. But it's still far from easy to become a director. [12]It's necessary to (got) be passionate about film but [13]don't (mustn't) be too proud. Most directors start at the bottom and just work their way up. [14]It's necessary to (must) have lots of contacts, so ask everyone for help!

8 **Look at the photos of jobs in the past and today. Work in pairs and talk about what was/is obligatory, not obligatory and prohibited.**

In the past, farmers had to use horses.

Farmer

Architect

Speaking

PREPARE

9 a **You're going to talk about the requirements of a job you would like to do. Think of a job and make notes about the requirements under the headings.**

- job
- training/qualifications
- skills
- personal qualities
- other

b **Think about what exactly you will say. Use your notes and the language from this lesson.**

SPEAK

10 **Work in pairs. Take turns talking about what is required to do your job. Use the Useful phrases to help you.**

Useful phrases

First and foremost, you (don't) need to ...
It's all about being ...
These days it's all different.
Becoming a ... is far from easy.
Most ... start at the bottom.

11 **Find a new partner and repeat the discussion. Who has the most interesting future job?**

Develop your writing page 122

Go to page 142 or your app for more information and practice.

4C Unwritten rules

- **Goal:** give advice through an informal presentation
- **Language focus:** forming verbs with *en*
- **Vocabulary:** 21st-century words

Vocabulary

1 **What behaviours are new to/typical of the 21st century?**

2 a **Put the words in the box in the correct categories. Some words can go in more than one category.**

animated gif binge-watch (v) contactless crowdsource (v) emoji google (v) hashtag meme paywall selfie tech-savvy time-poor unfriend (v) virtual assistant virtual tour

- social media/internet
- entertainment
- money/finance/work
- messaging/texting

b **Complete the quiz questions with the words in the box in Exercise 2a. You will need to change the form of the verbs.**

Have you ever ...

1 taken a _____ with your phone?
2 _____ for advice through social media?
3 sent an _____ in a text message to show how you're feeling?
4 used a _____ to identify a topic in a social media post?
5 sent a funny _____ in a message?
6 _____ someone on social media?
7 taken a _____ of a place online?
8 _____ an entire season of a TV show?
9 talked to a _____ online or on the phone?
10 found you can't read something because of a _____ ?
11 made a _____ payment?
12 realised you are the most _____ person in the room?
13 felt _____ because you're too busy to do everything you want to do?
14 _____ something you wanted to know more about?
15 laughed at a _____ online?

3 **Do the quiz. Work in groups and compare your answers/scores.**

4 **Work in pairs. Take turns explaining how to do 1–6 in the quiz.**

To take a selfie, find a nice location, then make sure you can see yourself in your phone's camera. Hold the camera high because ... Then ...

Go to page 159 or your app for more vocabulary and practice.

Reading

5 **Read the text. What did Frank find confusing when he came out of jail? Why?**

In those first few days of freedom, I did all the things I'd dreamt about for nearly fourteen years: I ate out, I slept in, I met up with people and I walked and walked in the spring sunshine. It was glorious but confusing – so much had changed. People said things that I just didn't understand: 'Send me a selfie', 'Message me the details' or 'Send me a friend request'. If I said I didn't understand, they just laughed and said, 'Google it!' Fourteen years ago people had used phones for talking. Now they stared at them and tapped on the screen. I didn't know what they were doing. *Frank*

6 a **Read the advice that family and friends gave Frank after he was released. Which piece of advice do you think is the best? Why?**

1 *Go online and find a group of people in a similar situation to you. This will widen your circle of friends and also broaden your perspective on life. New friends will help you develop new habits.* ***Mo***

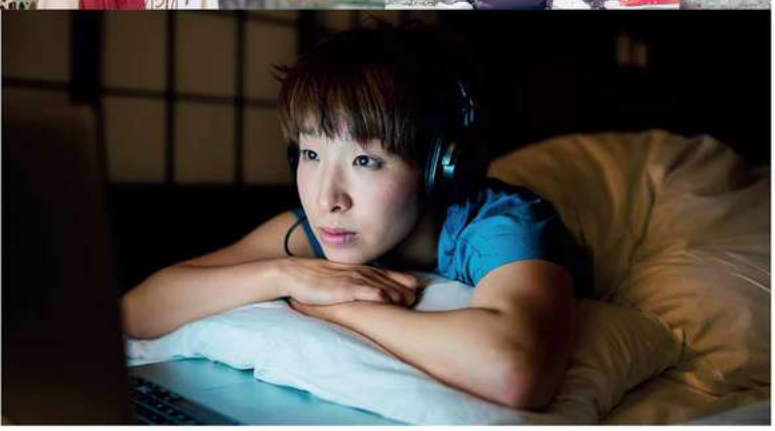
2 *If your old friends get in touch, the ones who got you into trouble in the first place, think twice about giving them your number. Ask yourself, will these people brighten your day and help you to be a better person, or will they endanger your safety and security?* ***Ali***

3 *The internet is fun – take advantage of it. It can enrich your life and enable you to do so much that you couldn't do before. But you also need to be careful. The internet is a dangerous place, where some people will try to take advantage of you. Don't let them!* ***Lisa***

4 *All this new technology might seem overwhelming at first, so to soften the impact make sure you meet up with people and have face-to-face conversations. And try to enforce a kind of discipline on your life. Get up at the same time and go to bed at the same time. It will help to keep you sane!* ***Collette***

b **Answer the questions in your own words.**

1 According to Mo, how will an online group help?
2 What questions does Ali recommend asking about old friends?
3 What are the advantages of the internet, according to Lisa?
4 Why does Collette recommend meeting up with people?



Language focus

7 **Read the language focus box. Find eight similar verbs in the texts in Exercise 6a. Does the *en* come at the beginning or the end of the verb?**

Forming verbs with *en*

Some adjectives and nouns can be changed into verbs with the letters *en*. The *en* usually comes at the end of the new verb.

Adjective	Verb	Example
short	shorten	*Smoking will **shorten** your life.*
worse	worsen	*That will just **worsen** the situation!*
sweet	sweeten	*Can you offer a discount to **sweeten** the deal?*
weak	weaken	*That will **weaken** your position in the negotiation.*
sad	sadden	*It really **saddens** me to hear that.*

With one-syllable adjectives that end in a single vowel + a single consonant (e.g. *sad*), the final consonant is doubled (*sadden*).

Sometimes *en* comes at the beginning of the verb.

large enlarge *Use the internet to **enlarge** your vocabulary.*

8 a 4.6 **Listen to the verbs beginning or ending with *en* and note where the stress is.**

b **Listen and repeat.**

9 a **Complete the sentences with the correct form of the correct word in brackets.**

The unwritten rules of texting

1 You don't have to respond immediately, but don't wait too long. This will *ensure* a better text conversation. (danger/~~sure~~/bright)
2 A few emojis can _____ your text and keep it short, but don't use too many. (broad/rich/force)
3 Never break up with someone by text. Talk to them face-to-face instead. This will _____ the blow. (bright/force/soft)
4 Don't write long texts. If you find your text is too long, just _____ it or break it up into two texts. (short/length/wide)
5 If a friend is not responding, don't keep texting. That just _____ the situation. (short/worse/sad)
6 Don't text if you know someone is driving. That could _____ their life. (danger/weak/worse)
7 People like texting because it _____ them to respond when they want. (sure/short/able)
8 It always _____ someone's day when you send a text to say you love them. (soft/bright/sweet)

b **Work in pairs. Which rules in Exercise 9a do you agree with? Which do you disagree with? Why?**

Go to page 142 or your app for more information and practice.

Speaking

PREPARE

10 a **Work in pairs. Choose a topic for a short, informal presentation on the unwritten rules of:**

- when to use and when not to use a mobile phone
- what to post and what not to post on social media
- what to binge-watch and what to avoid on TV
- how to get and how to lose social media followers

b **Brainstorm ideas and make notes on points to include. Then organise your notes into a logical order.**

SPEAK

11 a **Deliver your presentation to the class. Use the Useful phrases to help you.**

Useful phrases

We'd like to share some advice on when to ...
Avoid the temptation to ...
Try to ensure that you (don't) ...
We'd recommend only ...
It's important to remember that ...

b **Listen to other presentations and give feedback on clarity and use of language.**

Develop your listening page 89

Check and reflect: Units 3 and 4

1 **Complete the text with the correct form of the verbs in brackets. Use the past simple, past perfect simple or past perfect continuous. More than one answer is sometimes possible.**

Last year, I went to Thailand with a bunch of mates. We were all broke students, but we [1]_____ (manage) to save enough for a three-week trip. On the first night, we stayed in this hostel that my sister [2]_____ (recommend). It was cheap but nice. We were looking forward to a good night's sleep because we [3]_____ (travel) all day, but we had to go out for some fun first. We went to a few bars and then headed back. It was then that Liam, who we [4]_____ (trust) to look after the keys, realised he didn't have them. We [5]_____ (dance) in one of the bars and they [6]_____ (fall) out of his pocket. We hammered on the door of the hostel, but no one answered. After half an hour we gave up. We [7]_____ (remember) that we had seen a park on our way from the station. We went there and slept on the benches. In the morning we went back to the hostel and [8]_____ (discover) that the main door hadn't been locked.

2 a **Choose the correct alternatives.**

1 When did you last meet somebody who *recalled/reminded* you of somebody else?
2 Do you have any *memory/mind* of your first few weeks of primary school?
3 How many of your passwords have you *reminded/memorised*?
4 Do you *recall/memorise* the name of your first teacher?
5 If people visit your home city for the first time, what should they *bear/have* in mind?
6 What is the most *remembered/memorable* scene from any movie you've seen?

b **Work in pairs and ask and answer the questions in Exercise 2a.**

3 **Complete the adjectives that describe the people.**

1 Jane's new to the job and doesn't know much about it yet. __ex_____
2 The brothers always want to do better than each other. co_____
3 Tom never listens to advice. He does things his way. ___bb___
4 Julie's pretty sure she'll do well in her exams. co_____
5 Nobody knows what Susie will do next. __pr_____
6 Joan will listen to other points of view. re_____
7 Nothing's going to stop Leo from getting what he wants. de_____
8 Jolie is often quiet and serious. th_____

4 a **Put the words in the correct order to complete the opinions.**

1 Darts / the / is / sport / unexciting / imaginable / most
2 Cycling / motor racing / nearly / exciting / as / isn't / as
3 Men / are / women / just / as / and / as / other / competitive / each
4 The Brazilian / as / is / near / nowhere / football / was / good / team / as / it
5 The more / boxing, / I / banned / watch / the / think / more / it / I / be / should
6 Tennis umpires / some / fairly / treat / others / more / players / than

b **Work in pairs or groups. Discuss three of the opinions in Exercise 4a.**

5 **Match 1–8 with a–h to make sentences.**

1 Mary is unhappy at work because she clashed
2 I don't understand why you contradict
3 When I proved that John was wrong, he finally backed
4 I think we should all meet and try to find
5 I've never seen eye to eye
6 What's the matter? You seem to want to pick
7 It isn't the pay, it's the schedule that's the underlying
8 Sally says some kids at school have been ganging

a with my neighbour.
b a compromise.
c issue for employees.
d with a colleague.
e a fight with me.
f down.
g up on her.
h everything I say.

6 **Complete the sentences with the adjective form of the words in brackets**

1 Most arguments are _____. Nobody wins. (point)
2 Picking a fight with Joe is _____ (danger). He's quite _____ (scare) when he's angry.
3 It's a _____ (trick) job but it's perfectly _____. (do)
4 I'm _____ to cat hair. My eyes go all red. (allergy)
5 Sam can be a bit _____ (child) when he gets excited, but he's a _____ (colour) character.
6 It's not _____ (accept) to keep arriving late. I find it rather _____. (disrespect)

7 **Put the adjectives in the box in the best place in the sentences.**

chunky elegant flimsy huge identical priceless

1 Those plastic garden chairs broke in the first month.
2 Look at this photo of my beautiful twin nieces.
3 Urgh – there's a black hairy spider in the shower!
4 The thieves stole a pair of gold statues.
5 Martina was wearing some designer shoes at the party.
6 Lisa wore a pair of leather boots just to be different.

8 **Find the four sentences with a grammar or punctuation mistake and correct them.**

1 That's that artist whose exhibition has just opened.
2 My father who now has a studio in New York is a well-known painter.
3 The materials I pay more for are always better quality.
4 The main character dies at the end of the film which made me cry.
5 My workshop is in London, that means travelling up by train every day.
6 The customer for who Jim made the sculpture didn't like it.

9 a **Complete the sentences with a word from box A and a preposition from box B.**

A

background	flair	bothered	degree	fluent
cope				

B

in (x 3)	about	for	with

1 Being _____ Spanish has helped me find work.
2 Sometimes it's hard to _____ all the stress.
3 My mother was a sculptor, so I have a _____ the arts.
4 I want to work flexibly for different clients. I'm not really _____ job security.
5 My daughter has a real _____ music. She sings and plays the piano really well.
6 I've got a _____ marine biology. It doesn't help me get acting jobs!

b **Work in pairs. Talk about your studies or work. Use three of the completed phrases from Exercise 9a.**

10 **Complete the second sentence so that it means the same as the first. Use the word in brackets.**

1 Staff must wear name badges at all times. (required)
Staff _____ wear name badges.
2 Don't worry about emailing Jim. I've done it. (need)
You _____ email Jim. I've done it.
3 Children worked in factories in the past, they had no choice. (had)
Children _____ work in factories in the past, they had no choice.
4 There's a meeting we must all go to later. (got)
We've all _____ go to a meeting later.
5 We couldn't chew gum in class when I was at school. (allowed)
We _____ chew gum in class when I was at school.

11 **Read the definitions and complete the matching 21st-century words and phrases.**

1 ____ie: a photo taken of you on your camera
2 ___ji: a small image that expresses an emotion
3 m___: a funny story or image that circulates online
4 b____-watch: watch a TV series in a very short time
5 t___-p___: too busy do everything you want to
6 cr___s_____: get information from many different people online
7 h___t__: symbol that identifies a topic on social media

12 a **Complete the sentences with the correct form of the words in the box. Add *en* as a prefix or a suffix.**

able	bright	danger	force	short	sure
weak	wide				

1 Most parents don't do enough to _____ their children are safe online.
2 Internet providers must do more to _____ privacy laws.
3 Poor diet and a lack of exercise _____ your life expectancy.
4 Chatting with somebody online _____ up your day.
5 Being under stress for long periods _____ your heart.
6 Parents who smoke indoors _____ the health of their children.
7 Travelling _____ your outlook on life.
8 Saving money when you're younger _____ you to enjoy your retirement.

b **Work in pairs or small groups. Discuss three of the statements in Exercise 12a.**

13 a **Put the words in the correct order in the conversations.**

1 A: be / wasn't / I / to / spicy / quite / expecting / it / so
B: board, / take / on / sir / comments / your / We'll
2 A: general / the / What / the / about / was / film / feeling
B: a / got / It / thumbs / everyone / huge / from / up
3 A: complaint / wait / My / was / 45-minute / the / biggest
B: of / I / points / one / think / their / Yes, / is / punctuality / don't / strong
4 A: getting / you / Perhaps / earlier / try / could / up
B: my / but / want / side / I / explain / OK, / to

b **Work in pairs and practise the conversations. Then close your book and repeat the activity.**

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can narrate a childhood memory.
- I can express an opinion about rivals.
- I can summarise an argument.
- I can describe a precious possession in detail.
- I can talk about the requirements of a job.
- I can give advice through an informal presentation.
- I can complain and give and respond to feedback.

For more practice go to your Workbook or app.

5A Splashing out

- **Goal:** have a conversation about spending money
- **Grammar:** mistakes in the past
- **Vocabulary:** money phrases

Vocabulary

1 **Work in pairs and answer the questions.**

1 How do you manage your money? Do you have a weekly/monthly budget?
2 Do you save money regularly?
3 Do you ever buy things you don't need? If so, what?

2 a **Read about three experiences of living on a budget. Who do you think is the most/least sensible? Who are you most similar to?**

With my student loan I have a few hundred euros a month to **live on**. About half of that **goes on** rent and with the rest I pay my bills, buy food, go out with friends, that kind of thing. I tend to **stock up on** essentials when I see special offers in the supermarket. The last few days of each month are what I call 'porridge days'. I eat porridge for breakfast, lunch and dinner! – *Liane*

To be honest, I'm not great at living on a budget. I tend to **splash out on** things I don't need like new gadgets and stuff like that, and then I panic when I **get into debt**. I try to **cut back on** non-essentials to save money but at the end of every month I usually find I've overspent. It's a bit of a pattern for me. – *Andrea*

I'm quite strict with myself in terms of budgeting. **I take out** €80 a week and I live on that. If I borrow money from friends, **I pay it back** as soon as possible. I also **set aside** a bit of money every month for emergencies. I think it's really important to be financially independent. – *Omar*

b **Look at the money phrases in bold in the text. Try to guess the meaning. Check your answers in a dictionary.**

3 **Choose the correct alternatives. Then work in pairs and ask and answer the questions.**

1 What could you *cut back on/pay back* in your weekly spending?
2 Could you *go on/live on* less?
3 Do you *set aside/go on* enough for emergencies?
4 Do you often *splash out on/live on* luxuries?
5 What do you think about *setting aside/getting into* debt?
6 Does most of your spending *take out/go on* essentials or non-essentials?
7 How often do you *splash out on/take out* money from the cashpoint?
8 Do you *stock up on/go on* things you don't really need?

Go to your app for more practice.

Listening

4 **Read the text and explain what a 'false economy' is in your own words. Give an example of something that you've bought that was a false economy.**

Have you ever seen something in a shop and thought 'That's a bargain! If I buy it now, I'll save myself money in the future.' Then it breaks or it doesn't work or you don't use it and you realise that you've wasted your money. That's what economists call 'a false economy'. The thing that you thought would save you money actually ends up costing you more money.

5 a 5.1 **Listen and match conversations 1–4 with pictures A–D. Why is each one a false economy?**

b **Listen again and complete the sentences.**

1 A: I wish you _____ your money on those spanners.
B: Hmm, maybe I _____ them.
2 A: You were only _____ buy one loaf.
A: Oh, if only _____ to the things on the list, Dan!
3 A: You _____ have chosen better shoes.
B: Yeah, I _____ more for better ones now.
4 A: You really _____ your money.
B: I guess I _____ a bit more before I bought it.

Grammar

6 **Look at the sentences in Exercise 5b again. Then read the grammar box and choose the correct alternatives.**

Mistakes in the past

Use ***wish*** or ***if only*** + person + past perfect to talk about things you did or didn't do in the past and now [1]*are happy about/regret.*

*I **wish** I'**d worked** harder.* (I [2]*worked/didn't work* hard enough.)

***If only** you'**d asked** me first.* (You [3]*asked/didn't ask* me first.)

You can use ***should have*** + past participle and ***ought to have*** + past participle to express a similar idea.

*I **should have listened** to her.* (I [4]*listened/didn't listen* to her.)

*I **ought to have bought** a bicycle instead.* (I [5]*bought/didn't buy* a bicycle.)

*I **shouldn't have spent** so much.* (I [6]*spent/didn't spend* a lot.)

Use ***could have*** + past participle to talk about things which were possible in the past but didn't happen.

*I **could have got** a job.* (I didn't get a job but it was possible.)

was/were supposed to + verb

Use ***was/were supposed to*** to talk about what was planned or intended but [7]*happened/didn't happen* in the past. *Wasn't/weren't supposed to* means it wasn't the plan but it [8]*happened/didn't happen.*

*You **were supposed to** look for a job.*

*You **weren't supposed to** take a day off.*

7 a 5.2 **Listen to the conversation. How do the speakers pronounce *should have* and *could have*?**

A: How did your exam go?
B: It could have been worse.
A It could have been worse?
B: Yeah, I should have done better.
A: You should have done better?
B: Look, this is supposed to be a holiday!
A: And you were supposed to do well in the exam!
B: Yeah, well, it could have been worse.

b **Work in pairs and roleplay the conversation. Copy the pronunciation.**

8 **Complete the second sentence so that it means the same as the first. Use the words in brackets.**

1 I regret the fact that I bought this gadget.
I shouldn't have bought this gadget. (shouldn't)
2 It was possible to buy a cheaper one but I didn't.
_____ (could)
3 You didn't take enough time to choose.
_____ (only)
4 It was a mistake for you not to ask me for my opinion.
_____ (ought)
5 I regret wasting my money.
_____ (wish)
6 The plan was that you would fix it, not break it.
_____ (supposed)

9 **Work in pairs. What have you bought that was a false economy or a waste of money?**

Go to page 144 or your app for more information and practice.

Speaking

PREPARE

10 a **Work in pairs. Look at what Hamid, a university student, bought last week. Were there any false economies?**

Income: £230
Expenses:
rent + bills £130
travel £10
food shopping £40
toiletries £10
bulk buy biscuits £5
takeaway meal £10
takeaway coffees £10
three-for-two cleaning products £5
apple-peeling machine £5
F1 racing magazine £5
kitchen knife £35
concert ticket £20
backpack £10
restaurant meal £20
cinema ticket £10
buy-one-get-one-free pair of socks £5
TOTAL £330

b **What will you say to Hamid about his spending?**

SPEAK

11 a **Roleplay a conversation. Use the Useful phrases to help you.**

- Student A: you are Hamid's friend. Explain to him the problem with his spending.
- Student B: you are Hamid. Try to justify your spending.

Useful phrases

The trouble with buying in bulk is ...
What you've got to remember is ...
I hate to say it, but you're wasting your money.
It's saving money in the long run.
It'll come in handy.

b **Change roles and repeat the conversation.**

Develop your reading page 104

5B Crime scene

- **Goal:** talk about quantities
- **Grammar:** quantifiers
- **Vocabulary:** crime (robbery)

Vocabulary and listening

1 **Work in pairs. Match pictures 1–10 with stages of a bank robbery a–j.**

a the gang **break into** the bank and steal the money
b the police **catch** the robbers
c the police **charge** the robbers with robbery
d the jury **finds** the robbers guilty or not guilty
e the robbers **evade** arrest
f the robbers **go on trial**
g the robbers **leave the scene of the crime**
h the robbers **plead guilty** or **not guilty**
i the ringleaders **research and plan** the raid *1*
j the judge **sentences** the robbers **to** ... years in prison

2 5.3 **Listen to a radio programme about bank robberies and answer the questions.**

1 Why did George Leonidas Leslie sometimes break into a bank but not take anything?
2 How did the Hole-in-the-ground Gang escape?
3 How quickly are most bank robbers caught?
4 Why did James Verone want a longer prison sentence?

3 **Look at the headline and the photos in the article. What do you think happened? Use the phrases in bold in Exercise 1 to help you.**

Go to page 160 or your app for more vocabulary and practice.

Grammar

4 **Read about the Hatton Garden job. How much was stolen and what was unusual about the case?**

THE HATTON GARDEN JOB

Not [1]every bank robber gets caught but [2]plenty of them do, and the men who carried out the Hatton Garden Job were no exception. The raid has been called 'the largest burglary in English history', but since the contents of [3]every safety deposit box is a secret and since [4]few of the victims told the police what had been taken, it's impossible to know how much was stolen. What we do know is that the men who carried out the crime were unusual. [5]All of the ringleaders were older than 60. In fact, [6]most of the gang members were past retirement age and [7]two of them had already served time in prison. [8]Both of them had also been found guilty of armed robbery.

5 **Read the grammar box. Then choose the correct option, a or b, to replace the underlined phrases in Exercise 4.**

1 a all bank robber get
  b all bank robbers get
2 a many of them
  b much of them
3 a each safety deposit box
  b every safety deposit boxes
4 a little of the victims
  b only a few of the victims
5 a None of the ringleaders were younger
  b Any of the ringleaders were younger
6 a many of the gang members
  b much of the gang members
7 a either of them
  b a couple of them
8 a No of these men
  b Each of these men

Quantifiers

Quantifiers are used with nouns or pronouns and tell you how much or how many. To use a quantifier correctly, you have to know which verb form to use, singular (with *-s*) or plural (without *-s*) and what nouns to use (countable singular, countable plural or uncountable).

For **total amounts**, use: *all, both, each, every*.

Note: *every* can't be used with a pronoun. ~~*every them*~~

***Both** of them had served time for robbery.*

***Every** safety deposit box is a secret.*

For **large amounts**, use: *most, a lot of, lots of, loads of, plenty of, much, many*.

Note: *plenty of* means 'more than enough'.

Lots of and *loads of* are more common in informal speech.

Many and *much* are often used with negative verb forms and questions, although *many* is also used with positive verb forms.

***Most** of them were past retirement age.*

*Is there **much** money left?*

For **small amounts**, use: *some, a little, little, a few, few, several, a couple of*.

Note: *a couple* means 'two'.

Few and *little* suggest less than expected and have a similar meaning to *only a few* or *only a little*. Compare:

***Few** people turned up. It was disappointing.*

***A few** people turned up despite the weather.*

For **zero or unspecified amounts**, use: *any, no, none of, either, neither*.

Note: *no* cannot be used with *of* or a pronoun.

Any and *either* are often used in negative statements and questions.

Neither and *either* are used when there are two things.

***A:** Did **either** of them escape? **B:** Yes, **both** of them did.*

***A:** There's **no** point in going, is there? **B:** No, **none**.*

6 a 5.4 **Listen to the sentences. Does the speaker say *little/few* or *a little/a few*?**

b **Listen again and repeat.**

7 **Read the rest of the Hatton Garden job story and choose the correct alternatives.**

The gang got [1] *some/any/plenty* help from a mysterious man known as Basil, who knew [2] *plenty/each/all* the security measures in the building. After the robbery, Basil and [3] *a couple/a little/a couple of* big, strong men turned up and took away [4] *most/many/any* of the money. [5] *No/None/Any* of the gang could stop them and there was [6] *any/none/no* point trying. They just had to accept it. The gang made [7] *several/a little/little* other mistakes and [8] *no/none/any* of the gang were careful. One of them bought [9] *several/many/some* drilling equipment with his own credit card and then left [10] *all/both/every* of it behind at the scene of the crime. And during the raid, [11] *a lot/a lot of/many* the jewellery was damaged.

The gang was caught, found guilty and sentenced to many years in prison.

8 **Read the sentences and make them true for your country, city or street.**

1 I know all my neighbours, which makes the street safer.
2 There are plenty of CCTV cameras on our public transport.
3 There are a few armed police at the airports.
4 There's a lot of violent crime on TV.

Go to page 144 or your app for more information and practice.

Speaking

PREPARE

9 **Work in pairs. Student A: Turn to page 170. Student B: Turn to page 172.**

SPEAK

10 a **Take turns describing the robbery. Say what happened and talk about the gang members and the money. Use the questions to help you.**

Gang members

- How many gang members were caught quickly?
- How many of those members were convicted?
- How many escaped abroad?
- How many are still missing?

Money

- How much money was at the security depot?
- How much did they steal?
- How much was recovered?
- How much is still missing?

b **Compare the two robberies but don't use numbers. What are the similarities and the differences?**

In the Securitas robbery, most of the gang were caught quickly, but in the BoxSafe robbery, a lot of them escaped.

c **One of the robberies is real and one is invented. Which do you think is real and why?**

Develop your writing page 124

5C Bubble trouble

A

- **Goal:** summarise a text
- **Language focus:** adverb + adjective collocations
- **Vocabulary:** money

Vocabulary

1 **Which quote(s) do you agree with? Why?**

'A wise person should have money in their head, but not in their heart.' *Jonathan Swift*

'Those who say that money can't buy happiness have never been poor.' *Anonymous*

2 a **Match the nouns in bold in 1–8 with meanings a–j.**

1 Share it with your friends and family and make a large **donation** to charity.
2 Spend it all! You can't take it with you when you die and **inflation** will just eat away at it if you don't spend it.
3 Give yourself a strict **budget**. That money has got to last a lifetime!
4 Invest the money and then spend your days managing your **investments**.
5 Put it in a bank and live off the **interest** on your **savings**.
6 Wait for the next **recession** and buy a lot of property. Then live off the rental **income**.
7 Still go shopping for **bargains**. You can't change the habit of a lifetime.
8 Save for a **pension** so that you'll have security and be comfortable in later life.

a money that a bank charges when you borrow money or pays when you have money in the bank
b the money you have in a bank for a (long) period of time
c the money you receive when you are retired
d the amount of money you have available to spend
e things that you buy in order to make money
f a bad economic situation in a country
g something that is cheaper than normal
h the general increase in prices
i money that is given to an organisation to help it
j the money that you receive regularly through work or investments

b **Work in pairs. Imagine you won a lot of money on the lottery. Which of 1–8 in Exercise 2a would you do and which wouldn't you do? Explain your answers.**

I wouldn't put it in a bank. Banks don't pay enough interest.

Go to page 160 or your app for more vocabulary and practice.

B

C

D

Listening

3 **Work in pairs. What do you know about the items in the photos? How are they linked to making or losing money? What other ways can you think of to make or lose a lot of money?**

4 a 5.5 **Listen to the story of Tulip Mania. Why did tulips become so valuable in the 17th century?**

b **Listen again and complete the summary.**

Tulip Mania happened in the [1]_____ century in the United Provinces, which is now called the Netherlands. At the time, the country was becoming a global power and the [2]_____ had more than enough money. They wanted beautiful things, such as tulips, so the price of tulip bulbs began to [3]_____. The more beautiful and [4]_____ the tulip, the more expensive the bulb. People began to borrow money in order to buy and then sell tulip bulbs. A single rare bulb became more expensive than a [5]_____ in Amsterdam. Prices suddenly collapsed at the beginning of [6]_____. Investors and borrowers lost everything.

c **Work in pairs. Can you think of other examples of things whose price has changed dramatically?**

Language focus

5 **Try to complete the sentences from the listening with the correct adverbs. Listen again and check your answers.**

1 ... where the price of something goes up and up and up until it becomes _____ **ridiculous**.
2 ... the United Provinces and it was a _____ **successful** global power.
3 This demand for tulip bulbs was _____ **new**.
4 Today all kinds of tulips are _____ **available**.
5 The most expensive variety of tulip bulb was the _____ **rare** *Semper Augustus*.
6 From one bulb it's _____ **easy** to cultivate many more.
7 _____ **normal** people began borrowing money at high rates of interest ...
8 Those who had hoped to become rich were _____ **disappointed**.

6 **Complete the language focus box with the correct adjectives in bold from Exercise 5.**

Adverb + adjective collocations

To make any adjective stronger you can use the adverb *really* but other adverbs are also common and certain adverbs frequently collocate with certain adjectives. For example, it's much more common to say *absolutely ridiculous* than *highly ridiculous*. *Highly ridiculous* is not wrong but it's not common. Here are some common adverb + adjective collocations:

absolutely *right, true, essential* [1]_____
bitterly *cold, divided, opposed* [2]_____
completely *different, wrong, honest* [3]_____
deeply *religious, personal, concerned*
entirely *different, new, possible*
extremely *difficult, important, dangerous* [4]_____
highly *unlikely, qualified, effective* [5]_____
perfectly *good, safe, legal* [6]_____
relatively *small, new, simple* [7]_____
totally *unacceptable, lost, wrong*
widely *known, accepted, used* [8]_____

7 a 5.6 **Listen to the conversations. Underline the stressed syllables in the adverb + adjective collocations.**

1 absolutely true
2 bitterly opposed
3 completely honest
4 deeply concerned
5 entirely new
6 extremely dangerous
7 highly qualified
8 perfectly safe
9 relatively simple
10 totally lost

b **Work in pairs and compare your answers. Then listen again and repeat.**

8 **Complete the sentences with an adverb + adjective collocation from the Language focus box.**

1 I don't know where we are. I'm _____.
2 A: Is it easy to do?
B: Yes, it's _____.
3 A: I'm sure that's a lie.
B: No, it isn't. It's all _____.
4 She's passed a lot of exams and has a lot of certificates so she's _____.
5 A: Do you support the plan?
B: No, I don't. I'm _____ to it.
6 It's not against the law. It's _____.
7 It really might happen. It's _____.
8 I don't feel safe here. I think this area is _____.
9 A: Are you concerned about it?
B: Yes, I'm _____.
10 I trust her. I think she's _____.

Go to page 144 or your app for more information and practice.

Speaking

PREPARE

9 a **Work in pairs. Student A: Turn to page 170. Student B: Turn to page 174.**

b **Write short answers to the questions to prepare a summary of your text. Use quantifiers, not numbers.**

1 What was the bubble in?
2 Where and when did it happen?
3 Why did it start?
4 Give examples of what happened in the bubble.
5 When did the bubble burst?
6 What happened when it burst?

SPEAK

10 **Use your answers to Exercise 9b to tell your partner about your economic bubble. Then listen to your partner's summary and ask questions to find out more information.**

Develop your listening page 90

5D English in action

A

Goal: deal with and resolve conflicts

Vocabulary: phrases with *leave*

Vocabulary

1 a Work in pairs and discuss the questions.

1 What do you usually have disagreements about?
2 Who do you have most disagreements with?
3 What was the last disagreement you had with another person?

b Look at the photos. What would you say in each situation?

2 a Complete conversations 1–8 with sentences a–h.

a I **left a message**.
b You shouldn't **leave** it **lying around**.
c I **left** them **at home**.
d You've **left** the kitchen **in a mess**.
e It's best to **leave** him **alone**.
f **Leave it to me**!
g Has it **left a mark**?
h I might have **left** it **on**.

1 A: It was boiling last night. Did you turn the heater off before you went to bed?
B: I'm not sure. _____
2 A: I think you've spilt some juice on my new white sofa.
B: Oh no! _____
3 A: Mum, Vicente is being really mean to me.
B: He's a bit stressed at the moment. _____
4 A: I've baked a cake!
B: I can see. _____
5 A: Jakub is refusing to help tidy up.
B: I'll talk to him, don't worry. _____
6 A: Have you forgotten your swimming trunks again?
B: Whoops! _____
7 A: Have you seen my wallet?
B: It's here on the table. _____
8 A: Where have you been? I was so worried!
B: I called but you didn't answer so _____ Didn't you get it?

b Match the phrases in bold in Exercise 2a with meanings 1–8.

1 I'll do it (don't worry)
2 not turned off
3 made a small area of something dirty or a different colour
4 recorded a voicemail for someone
5 not put away
6 not cleaned/tidied up
7 not brought with you when you left the house
8 not talk to someone

Listening 1

3 a 5.9 **What's the problem? Listen to five conversations and choose the correct alternatives.**

1 The front door was left *unlocked/open*.
2 The oven wasn't turned *off/on*.
3 The central heating was *on/off* all night.
4 Someone *used all the/bought too many* eggs.
5 The bike *is still at the shops/has been stolen*.

b Listen again and tick the sentences in the Useful phrases box that you hear.

Useful phrases 1

Accepting responsibility and apologising
I'm so sorry, did I (tread on your toe)?
I have to own up. It was me!
I should have been more careful.
It's entirely my fault.
It was my fault. I apologise.
I'll sort it out, I promise.

Responding to an apology
It's no big deal.
Don't worry. It's nothing.
Try not to do it again.

Denying responsibility
It's got nothing to do with me!
It wasn't my fault.
I had nothing to do with it.
Don't blame me.

Responding to denial
Well, who did then?
I'm only asking.

4 Choose the correct response to each question or statement.

1 Did you eat my last piece of chocolate?
a It's got nothing to do with me.
b I'm only asking.
2 I'm really sorry. I should have been more careful.
a I'll sort it out. I promise.
b Try not to do it again.
3 I had nothing to do with it.
a Well, who did then?
b Don't worry. It's nothing.
4 It was entirely my fault.
a Don't blame me.
b It's no big deal.

B

C

5 a 5.10 **Read the information box. Then listen to sentences 1–3 and choose the intended meaning, a or b, of the speaker.**

Stress and meaning

When speaking, you can use stress to highlight different parts of a sentence. For example:

I'm not angry. (= maybe someone else is angry, but not me)

I'm not **angry**. (= I feel something, but it's not anger)

1 It wasn't my fault.
   a It was her fault.
   b You're wrong.
2 I had nothing to do with it.
   a I have no idea what happened.
   b It wasn't me – it was somebody else.
3 Don't blame me.
   a You should blame somebody else.
   b You should thank me.

b Work in pairs and check your answers. What might the other person have said to get each response?

Listening 2

6 5.11 **Listen to two conversations and complete the sentences.**

1 a The woman wants the man to *stop playing tennis.*
   b She feels she should be able to play because ...
   c The man feels he should be able to play because ...
   d His solution is that they ...
2 a The man is unhappy because the woman ...
   b She says she has to because ...
   c The woman suggests a new rule: ...
   d The man says they need a time limit on ...

7 Listen again. Who says phrases a–c, the man (M) or the woman (W)?

1 a From your point of view ... and from mine ...
   b I don't think that's fair.
   c I guess that sounds reasonable.
2 a Let's put this to one side and think of a solution.
   b It makes sense because ...
   c You're right. Any suggestions?

8 Complete the Useful phrases box with the phrases in Exercise 7.

Useful phrases 2

Stopping the argument
Let's try and find a solution, shall we?
1 _____

Summarising the conflict
You're annoyed/upset because ... and I'm angry/frustrated because ...
2 _____

Making a suggestion
What about if we (speak to the owner about it)?
Why don't we see if we can (ask for a refund)?

Explaining why the suggestion would work
If we do that, then (we'll all have time to do our work).
3 _____

Responding positively to a suggestion
That's OK with me.
4 _____

Responding negatively to a suggestion
I don't think that's going to work.
5 _____

Dealing with objections
I understand that. Unfortunately, ...
6 _____

9 a You and your flatmate are arguing. You want to buy a new TV. Your flatmate wants to buy a new sofa. Complete the conversation. Use the prompts in brackets and the Useful phrases box.

You: A new TV is more exciting than a new sofa.
Flatmate: But the old sofa is falling apart.
You: _____ (stop the argument)
Flatmate: OK.
You: _____ (summarise the conflict)
Flatmate: Yes, exactly.
You: _____ (make a suggestion)
_____ (explain why the suggestion would work)
Flatmate: I don't think that's going to work.
You: _____ (deal with the objection)
Flatmate: I guess that sounds reasonable. Shall we do that then, next week?
You: _____ (respond positively to the suggestion)

b Work in pairs and practise the conversation.

Speaking

10 a Work in pairs. Student A: Turn to page 172. Student B: Turn to page 170.

b Swap roles and repeat the roleplay.

For more practice go to your Workbook or app.

Go online for the Roadmap video.

6A Love it or loathe it?

- **Goal:** talk about things you love and loathe
- **Grammar:** verb + *-ing* and infinitive with *to*
- **Vocabulary:** common idioms

A

B

Listening and vocabulary

1 **Look at the photos. What things do you love/loathe?**

2 a 6.1 **Listen to eight conversations. What are they talking about in each one? Do they love it or loathe it?**

b **Listen again and complete the idioms.**

1 Just goes to show, doesn't it? You can't _____.
2 I can't. It's _____.
3 Awful. It's _____.
4 Are you joking? They _____!
5 Wow! It _____, doesn't it?
6 Are you serious? I'm _____!
7 Nah! It's _____. I love giving speeches.
8 It's _____. The best cheesecake I've ever tasted.

c **Match idioms 1–8 in Exercise 2b with meanings a–h.**

a easy to do
b making me angry
c very annoying
d is extremely beautiful
e excellent
f very happy
g form an opinion based on appearance alone
h are very expensive

3 **Change the underlined words in the sentences so they are true for you.**

1 My laptop cost an arm and a leg.
2 Sunsets at the beach take my breath away.
3 If I could swim really well, I would be over the moon.
4 People talking loudly on trains drive me up the wall.
5 Personally I think Beyoncé is out of this world.
6 For me, maths is a piece of cake.

Go to page 161 or your app for more vocabulary and practice.

Grammar

4 **Read the text. Do you think the suggestion would work? Work in pairs and compare your ideas.**

In her book *Ten Minutes to Happiness*, clinical psychologist Sandi Mann suggests that taking ten minutes at the end of each day to answer six questions can help us focus more on the positives in life. So what are those questions?

1 What experiences gave you pleasure?
2 What praise and feedback did you receive?
3 What were the moments of pure good fortune?
4 What were your achievements, however small?
5 What made you feel grateful?
6 How did you express kindness?

5 **Match answers a–i with questions 1–6 in the text in Exercise 4.**

a *Sounds stupid but I texted my best friend and just thanked him* ***for being*** *such a good listener.*

b *I got through the whole day* ***without getting*** *angry or upset, even though my boss is driving me up the wall.*

c *I sang at the top of my voice in my car. I wouldn't say my voice is out of this world, but it isn't awful and anyway I just* ***enjoy singing*** *sometimes!*

d *I wore my new coat for the first time! It cost an arm and a leg but it was worth it.* ***It's nice to wear*** *something new.*

e *My teacher said, 'Nice work!' when he gave me back my essay. I wouldn't say I was over the moon but I* ***can't help liking*** *a compliment.*

f *I went into the park opposite my house while it was raining* ***just to breathe in*** *the smell of the rain.*

g *A woman helped me pick up my things when I dropped my bag.* ***Being helped*** *is always nice, I think. I really thanked her.*

h *When I got home, I sat and watched the birds in my garden for a while. I always* ***enjoy watching*** *wildlife.*

i *I left my bike unlocked for half an hour by mistake, but luckily no one stole it – I can't* ***afford to buy*** *a new one!*

C

D

6 **Read the grammar box. Match the phrases in bold in Exercise 5 with uses 1–7.**

Verb + *-ing* and infinitive with *to*

Use the ***-ing* form**:

1 after certain verbs, e.g. *consider, imagine, keep, quit, suggest, enjoy, regret.*

She keeps singing at the top of her voice.

2 after prepositions and phrasal verbs.

Are you thinking about buying one?

3 after certain phrases, e.g. *no point ..., waste time ..., can't help ..., no use ..., be worth ...*

There's no point complaining about it.

4 as the subject of a sentence.

Receiving praise is always nice.

Use the **infinitive with *to***:

5 after certain verbs, e.g. *afford, appear, choose, learn, manage, promise, can't wait, forget.*

I chose not to get angry.

6 after *It* + adjective, e.g. *It's important ..., It's easy ..., It's nice ...*

It's easy to forget to say thank you.

7 for an infinitive of purpose.

I called her to find out how she was.

Some verbs can be followed by either form with no change in meaning, e.g. *begin, start, continue, hate.*

*I **hate waiting/to wait** for buses.*

Other verbs can be followed by either form but the meaning changes, e.g. *remember, try, stop.*

*Do you **remember going** there on holiday?* (It was a long time ago.)

*Did you **remember to charge** your phone?* (You often forget to do this.)

7 a 6.2 **Listen and underline the stressed syllables in the sentences.**

1 a Did you remember to lock the door?
  b Do you remember locking the door?
2 a I tried to eat less sugar.
  b I tried eating less sugar.
3 a I stopped talking to her.
  b I stopped to talk to her.

b **What is the difference in meaning between each pair of sentences?**

c **Listen again and repeat.**

8 a **Complete the answers to the questions. Use the correct form of the verbs in brackets.**

1 What experiences gave you pleasure?
  a _____ the sun rise gave me pleasure. (watch)
  b I got pleasure from _____ a cup of coffee. (drink)
2 What praise and feedback did you receive?
  a Somebody said thank you when I stopped _____ the door open for them. (hold)
  b My friend told me that she always enjoys _____ to me. (talk)
3 What were the moments of pure good fortune?
  a I was waiting _____ the road when I saw a really good friend. (cross)
  b It's hard _____ ! (remember)
4 What were your achievements, however small?
  a I thought about _____ some chocolate cake, but I resisted! (eat)
  b I didn't waste time _____ about work. (worry)
5 What made you feel grateful?
  a My colleague promised _____ me with a difficult project. (help)
  b I managed _____ to my dad in Australia. (speak)
6 How did you express kindness?
  a _____ my dad is a way I expressed kindness. (call)
  b I said thanks to my teacher for _____ something to me very patiently. (explain)

b **Work in pairs. Think about yesterday and/or today. Ask and answer the questions in Exercise 8a.**

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

9 a 6.3 **Listen to two people talking about things they love and loathe. What three things do they talk about? Do they agree or disagree about each thing?**

b **Make your own list of three things that you love and three things that you loathe.**

SPEAK

10 a **Work in pairs. Ask about the things on each other's list and say how you feel about them. Use the Useful phrases to help you.**

b **Work in different pairs. Try to find someone who you agree with on everything.**

Useful phrases

What do you think about ...?
I'm not a big fan, really.
I can't stand it!
We'll have to agree to disagree.

Develop your listening page 91

6B We can work it out

- **Goal:** summarise a negotiation
- **Grammar:** reported speech
- **Vocabulary:** negotiating

Vocabulary

1 **Look at the photos of negotiations and discuss the questions.**

1 What is happening in each photo? What do you think each person is saying?
2 When was the last time you had to negotiate something (e.g. a discount in a shop, a pay rise, an upgrade for a phone/hotel)? What result did you want to achieve?
3 What tactics did you use and how successful were you?

2 a **Read the texts about different negotiating situations. Replace the underlined phrases with the words/phrases in the boxes.**

bond build trust conflict criticise praise

I found an apartment to rent but it's quite expensive. The owner is a friend of a friend. I want to negotiate with her and get a better price. Should I try to create a [1] connection with her? How do I avoid [2] disagreements and arguments? How do I [3] make positive feelings between us grow before talking about price? Should I [4] say positive things about the apartment or should I [5] say negative things about it and tell her it's not worth that much? What's your advice?

cooperate fall out interrupts stay calm tension

My flatmate never cleans the kitchen or tidies the flat. It's starting to create [6] bad feelings in our house. I don't want to [7] stop being friends with him, but it's hard sometimes to [8] not get angry. When I ask him about the situation, he just [9] talks while I am talking and refuses to talk about it. I feel he just doesn't want to [10] work together with me. Should I look for a new flat? Should I just ignore the mess or should I clean it up for him? Any advice?

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

1 Once I fell out with ...
2 When someone criticises me, I ...
3 I find it difficult to stay calm when ...
4 I praise my friends when they ...
5 Sometimes you have to interrupt someone when ...
6 The best way to build trust with someone you don't know is ...
7 I have a special bond with ...
8 The best way to avoid tension and conflict with a flatmate is ...

3 **Work in pairs and compare your answers.**

A: *Who did you fall out with?*
B: *A year ago, I fell out with my best friend.*

4 a **Look at the words. Are the underlined letters pronounced /s/, /z/ or /sh/?**

1 tension
2 sugar
3 criticise
4 praise
5 suit
6 sure
7 pressure
8 refuse
9 tense
10 issue

b 6.6 **Listen and check your answers. Then listen again and repeat.**

Go to page 161 or your app for more vocabulary and practice.

Listening

5 a **Work in pairs and read the text. Is this a job you would be good at? Why/Why not?**

Would you be a good crisis negotiator?
Crisis negotiators are employed by police departments in various countries. Their job is to negotiate with people in a crisis situation to prevent them from hurting themselves or other people. A crisis negotiator needs to be calm, thoughtful and quick-thinking.

b **Which of 1–6 do you think a good crisis negotiator does?**

1 builds trust with the person in crisis
2 actively listens to the person in crisis
3 argues with the person in crisis
4 tells the person in crisis to calm down
5 talks about their own problems
6 is honest

6 a 6.7 **Listen to an interview with a crisis negotiator. Check your answers to Exercise 5b.**

b **Work in pairs. Can you remember which phrase in each pair was better and why? Listen again and check.**

1 a Can I speak to you?
  b Can I talk to you?
2 a Yes, but why don't you want to come out?
  b So, you're saying you don't want to come out?
3 a You've had some really difficult problems.
  b Everyone has problems.
4 a Calm down!
  b I can see you're angry and I understand why.
5 a Why are you being so stupid?
  b I've also done some really stupid things in my life.
6 a Would you do something for me?
  b Would you be willing to do something for me?

Grammar

7 **Read about how Zuzanna negotiated with her teenage daughter Lena. Underline the examples of reported speech.**

> Yesterday I asked my daughter to put her phone down and have a conversation with me. She told me that I wasn't the boss and that she could make her own decisions. I usually get angry when she says things like that, but yesterday I tried a different tactic. I said that I could understand how she felt, but I just wanted to have a chat. I asked her if she would be willing just to talk for a few minutes. We ended up talking for an hour. It felt like a big success!

8 **Read the grammar box and choose the correct alternatives.**

Reported speech

When reporting what someone says use ***say*** + (*that*) clause OR ***tell*** + person + (*that*) clause. It's common to move the tense [1]*forward/back* in time.

*'You'**re not** the boss.'* → *She **told me** I **wasn't** the boss.*

*'I **can** understand how you feel.'* → *I **said** I **could** understand how she **felt**.*

Will becomes *would*, *can* becomes *could*, present tenses become [2]*past/past perfect* tenses and past tenses become past perfect tenses.

It's also common to change words like *here*, *today* and *now* to alternatives like *there*, *that day* and *then*.

*'I'm **here today** because I want to speak to you.'* → *I **said I was there that day** because I **wanted** to speak to him.*

When reporting questions, use *ask* and use the same word order as [3]*statements/questions*.

'What shall we talk about?' → *I **asked** her what we should talk about.*

Use *if* or *whether* for *Yes/No* questions.

*'**Would you** be willing to talk?'* → *I asked her **if she would** be willing to talk.*

If you report a request, you often use the [4]-ing *form/infinitive with 'to'*.

*'Could you **put** your phone down?'* → *I asked her **to put** her phone down.*

9 a **Report what Zuzanna and Lena say to each other. Use the verbs in brackets.**

1 Lena: Why are you always telling me what to do? (ask)
2 Zuzanna: Have you tidied your room? (ask)
3 Lena: Could you help me with my homework? (ask)
4 Lena: I'm going to sleep over at a friend's house tomorrow. (tell)
5 Zuzanna: You can't do that because you have school the next day. (say)
6 Lena: School is really stressing me out. (tell)
7 Zuzanna: You'll understand when you are older. (tell)
8 Lena: Why haven't you washed my jeans? (ask)

b 6.8 **Listen and report the short conversations between teenagers and their parents.**

She asked him if/whether he had tidied his room that week. He said he had done that the previous week.

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

10 a **Work in pairs. Student A: Turn to page 174. Student B: turn to page 172. Choose one of the situations.**

b **Think about what you want to say and how to say it. Remember to stay calm and be positive.**

SPEAK

11 a **Roleplay the situation. Try to reach a solution that you are both happy with.**

b **Work with a third student and report back on your negotiation. Summarise what you and your partner said and what you both agreed to do.**

Develop your reading page 106

6c Tricky conversations

- **Goal:** paraphrase what someone has said
- **Language focus:** verb patterns after reporting verbs
- **Vocabulary:** reporting verbs

Vocabulary

1 a Look at the pictures. Have you ever been in similar situations? What happened?

b Which conversation (1–3) would you find the most difficult? Why?

1 You remind a friend that he/she owes you money.
2 You tell a friend that you are angry with him/her.
3 You apologise to a friend for telling a lie (or vice versa).

c Think about a difficult conversation you or someone you know has had. What happened?

My friend had to tell his dad that he had crashed his car.

2 a 6.9 **Listen to six short conversations. Read the summaries and choose the correct alternatives.**

1 Someone ate the apple cake. She *accused/convinced* Stephen. Stephen *agreed/apologised.*
2 She was leaving. He *reminded/advised* her to call. She *agreed/refused.*
3 They were late. She *threatened/blamed* him. He *admitted/denied* it.
4 She asked him to marry her. He *refused/insisted* but she *threatened/convinced* him.
5 She was changing the wheel. He *advised/convinced* her how to do it. She *threatened/reminded* him.
6 She didn't want to come out. He *refused/insisted.* Somebody hit her brother. She *admitted/denied* it.

b Look at your answers to Exercise 2a again. Decide if each verb:

1 can take *it* as an object, e.g. *he admitted **it**.*
2 can take a pronoun as an object, e.g. *she accused **me**.*
3 doesn't need an object, e.g. *he agreed.*

c Summarise the sentences. Use reporting verbs from Exercise 2a.

1 He said he didn't take the money. *He denied it.*
2 She changed my mind about it.
3 He said he wouldn't do it.
4 He said it happened because of the weather.
5 He said he would find me if I didn't pay him.
6 He said I should do it this way.
7 She mentioned it again and told me not to forget.
8 He said he was sorry.
9 I asked her to do it and she said she would do it.
10 He wouldn't take no for an answer.
11 She told me I did it and I was responsible.
12 He said that he did it.

3 Read quotes 1–7. Which ones do you agree/disagree with? Work in pairs and explain your answers.

1 'We should always insist on the best, particularly from ourselves.'
2 'Don't accuse people of being stupid just because they don't think the same way as you.'
3 'When you make a mistake, you should admit it and apologise.'
4 'You'll never convince someone you are right by threatening them.'
5 'A good manager never blames others when things go wrong.'
6 'If you refuse to listen to others, they will never listen to you.'
7 'Most people would rather deny the truth than accept it.'

4 a 6.10 **Listen to the two-syllable verbs. Which ones have the stress on the first syllable?**

1 accuse
2 admit
3 advise
4 agree
5 deny
6 insist
7 offer
8 persuade
9 refuse
10 regret
11 remind
12 threaten

b Listen again and repeat.

Go to your app for more practice.

Reading

5 **Match comments 1–6 with summaries a–f.**

a She wanted to eat some fast food.
b His date wasn't impressed with him.
c She had dinner with two people instead of one.
d She wasn't impressed with the job candidate.
e He damaged his friend's property.
f She got the wrong address.

1 Visited friend at his new house and **convinced** his new flatmate to let me in. I turned on the TV and made coffee. My friend came home – I didn't recognise him. I had the wrong house!

2 I needed to pick up my parents from airport. My friend **agreed** to lend me her car. Dented the door and scratched the paintwork on first journey. Arghh!

3 I placed an order at a drivethrough burger place. Man in car behind **advised** me to drive on a bit further. I'd been talking to the rubbish bin! #embarrassingmoments

4 Interviewed a guy for a job. Impressive CV but he clearly had no idea what he was talking about. He denied lying on his CV but **admitted** exaggerating. We agreed to end the interview early. He got up, shook my hand and walked into a cupboard.

5 My mum arranged a blind date for me then **insisted** on coming along 'to see if he was suitable'. Romantic dinner, just the three of us! #blinddatedisaster

6 Went on a date. She talked nonstop about her ex and how much she hated him. When my eyes glazed over she **accused** me of not listening. Apparently, I was 'just like her ex'! #worstfirstdinnerdate

6 **Work in pairs. Which situations in Exercise 5 are the most awkward? Do you think anyone behaved unreasonably? Can you explain why?**

Language focus

7 **Read and complete the language focus box. Use the verbs in bold in Exercise 6.**

Verbs patterns after reporting verbs

Remember, some verbs have more than one pattern.

- verb + infinitive with *to*: threaten, [1]_____

She threatened to call the police.

- verb + person + infinitive with *to*: remind, [2]_____, [3]_____

He reminded me not to say anything.

- verb + *-ing* form: deny, [4]_____

He denied lying on his CV.

- verb + preposition + *-ing* form: apologise, [5]_____

I apologised for spoiling the evening.

- verb + person + preposition + *-ing*: blame, [6]_____

She blamed me for ordering the wrong food.

8 a **Rewrite the sentences as reported speech. Use the words in brackets.**

1 'I got a few things wrong in my report.' (he / admit)
2 'I'm going to pay you back. Here's the money.' (he / insist)
3 'OK, we can change the date of the meeting.' (she / agree)
4 'It's your fault that we lost the match.' (he / blame)
5 'You played really badly.' (she / accuse)
6 'You really must try this new shampoo. It's great.' (she / convince)
7 'It wasn't me who broke it!' (he / deny)
8 'I'm sorry for getting angry.' (she / apologise)

b 6.11 **Listen and report what the man said in each conversation. Use the prompts.**

1 admit / eat / some of her biscuits
2 convince / eat out at the Korean restaurant
3 insist / get a refund
4 remind / return the book by Carlos Quesada
5 agree / give her a hand

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

9 **Work in pairs. Read the situation and write the phone conversation between Alex and Bo.**

Alex: *Why didn't you come for dinner last night?*
Bo: *Sorry, Alex. I was watching the game and I completely forgot.*

Alex invited Bo to dinner. Alex spent a long time preparing the food and making things nice. Bo forgot about the arrangement and didn't turn up. The next day Bo sent Alex a short text saying *Sorry lol!* Alex generally feels that Bo is not being a good friend at the moment. Bo never asks questions or shares personal information. Alex has decided to call Bo.

SPEAK

10 a **Take turns performing your conversation. Watch other pairs perform their conversations and make notes.**

b **Take turns reporting what another pair said in their conversation. Use the verbs in the box. Do you agree with your partner?**

accuse admit advise agree apologise blame deny remind

A: *Luis accused Michaela of talking about him behind his back. She denied it.*
B: *No, she admitted it. She even apologised to him.*

Develop your writing page 126

Check and reflect: Units 5 and 6

1 Match 1–9 with a–i to make sentences.

1 There's a cashpoint. I'm just taking out
2 I think you should try to pay back
3 Pretty much everything I earn goes on
4 For the kids' party we should stock up on
5 To save money you'll have to cut back on
6 Being broke is bad enough, but don't get into
7 I wish I could just splash out on
8 A guy I know says he can live on
9 Everyone should try to set aside

a unnecessary luxuries.
b essentials.
c a holiday in the Maldives.
d debt.
e enough for this evening.
f something for a rainy day.
g what you owe.
h sweets and crisps.
i £10 a week.

2 Complete the past sentences with the correct form of the verbs in the box.

be drive find invest know pay take

1 Paul shouldn't _____ his dad's laptop without asking.
2 Weren't you supposed _____ here an hour ago?
3 We probably could _____ cheaper flights if we'd looked around.
4 If only I _____ in property when everyone else did.
5 You ought to _____ Tim back before he got angry about it.
6 Pete should _____ Liz would be upset about all the money he spent.
7 I wish I hadn't _____ so fast on those country lanes.

3 Choose the correct alternatives.

1 If criminals are caught, the police *find them/can't find them.*
2 If somebody is charged with a crime, he or she *is sent to prison/must go to court.*
3 If criminals plead guilty, they *admit/deny* that they committed a crime.
4 Somebody is found guilty or not guilty by *the police/a judge or jury.*
5 Criminals only go on trial if they commit *minor/serious* offences.
6 A *burglar/shoplifter* breaks into people's houses.
7 If criminals are sentenced, they *are given/aren't given* a punishment.
8 If a criminal evades arrest, he or she *is caught/doesn't get caught* by the police.

4 a Complete the text with the words in the box.

all each every few lots no none several

A notorious villain robbed [1] _____ US banks between 1985 and 1990. The robber loved attention, so after [2] _____ crime, he sent [3] _____ of letters to newspapers and TV stations around the country, laughing at his investigators. Although [4] _____ of these letters led to his arrest, in 2004 the robber sent a [5] _____ more items to the police. One of these was a computer disk. Forensic experts analysed [6] _____ of the deleted data and traced it to a man named Leroy living in Wyoming. It took the police [7] _____ time to check [8] _____ Leroy in the area and arrest Leroy Ryder. He admitted his guilt and was sentenced to life imprisonment.

b Work in pairs. Cover the story and try to retell it.

5 Complete the sentences with the best word. The first letter is given.

1 Fabrice made a really clever i_____ ten years ago. He made a lot of money and now only works part-time.
2 The job losses were blamed on the global r_____.
3 Each year I make a d_____ to my favourite charity.
4 This watch was a complete b_____ – it's brand new but it was in the sale with a 50 percent discount!
5 I_____ is rising and everything costs more now.
6 My mother always told me to invest in a good p_____. She said it's important to save for your future.

6 Complete the sentences with an adverb from box A and an adjective from box B.

A bitterly highly perfectly totally widely

B available cold lost safe unlikely

1 Don't worry, transferring money online is _____. There is no risk involved.
2 Can you explain that again? I didn't understand at all. I'm _____.
3 Exotic cooking ingredients are _____ these days, even in the supermarkets.
4 Scotland winning the World Cup – it's _____ in my opinion.
5 Wear a scarf. It's _____ out there.

7 a Complete the questions with the words in the box.

breath cake leg moon pain wall world

1 Do taxis cost an arm and a _____ in your country?
2 When were you last over the _____ about something?
3 Is updating your social media profile a piece of _____ or a bit of a _____?
4 Do pop-ups on online pages drive you up the _____?
5 When did a view last take your _____ away?
6 What would you describe as 'out of this _____'?

b Work in pairs. Ask and answer three of the questions in Exercise 7a.

8 **Complete the conversations with the correct form of the verbs in brackets.**

1 A: Why are you wasting time _____ (go back) to the office?
B: _____ (sort out) a problem. I forgot _____ (turn on) the alarm.
2 A: Have you quit _____ (smoke)?
B: Yeah and I've started _____ (feel) so much healthier.
3 A: Is it polite _____ (ask) people about their salary?
B: No, you should try _____ (avoid) the subject of money altogether.
4 A: Are you worried about _____ (take) this test?
B: I can't help _____ (feel) a bit nervous.
5 A: Are you looking forward to _____ (visit) your sister in Hong Kong?
B: Yes, but I can't imagine _____ (sit) on a plane for 14 hours!
6 A: Thanks for _____ (be) so supportive.
B: Not at all. It's important _____ (listen) and I remember _____ (talk) to you about a problem not long ago.

9 a **Complete the questions with the words in the box.**

bond conflict criticise fall out interrupt praise stay calm tension

1 Do you have a close _____ with one particular friend?
2 What did you and your siblings _____ about?
3 Did your parents _____ you when you did well?
4 Do you ever _____ what somebody's wearing?
5 In a crisis, do you tend to panic or _____ ?
6 Does it drive you up the wall when people _____ you mid-sentence?
7 Are you good at sensing _____ between people?
8 What can you do to avoid _____ between neighbours?

b **Work in pairs. Discuss three of the questions in Exercise 9a.**

10 **Complete the reported statements and questions.**

1 'My teacher's giving me too much homework,' Vicky said.
Vicky said _____.
2 'I don't believe you're really 35,' Jenny said to Tim.
Jenny told _____.
3 'I'll be late home from college this evening,' Jake told us.
Jake said _____.
4 'Have you done your homework yet?' Jessie's dad asked.
Jessie's dad asked _____.
5 'Why can't you give me a lift to the party?' Jo asked her mum.
Jo asked _____.
6 'Do you want to come to the party later?' Tony asked Chloe.
Tony asked _____.

11 **Complete the second sentence so it means the same as the first. Choose the correct verb in brackets and use two or three other words.**

1 We bought it because the salesman was so convincing. (convinced/insisted)
The salesman _____ it.
2 Jake was sorry he was late. (blamed/apologised)
Jake _____ late.
3 Everyone's saying that Greg stole the money. (accusing/advising)
Everyone's _____ the money.
4 Sam wouldn't take Jo to the airport. (denied/refused)
Sam _____ Jo to the airport.
5 Jason really wanted to pay for the meal. (threatened/insisted)
Jason _____ for the meal.
6 The note says: 'Don't forget to call Sue.' (reminds/agrees)
The note _____ call Sue.

12 a **The three responses to each question or statement have similar meanings. Complete the second and third responses with one word.**

1 A: Did you spill coffee on the carpet?
B: Yes, sorry. **It was my fault./It's _____ my fault./I have to _____ up.**
2 A: Why's Katy crying? Did you upset her again?
B: No! **Don't blame me./It wasn't my _____./I had _____ to do with it.**
3 A: Oh no, there's water all over the bathroom floor!
B: OK, OK, don't panic. **It's nothing./It's no big _____./I'll _____ it out.**
4 A: So, do you agree that would be a solution?
B: **I guess that sounds reasonable./That's _____ with me./It makes _____.**

b **Work in pairs and practise the conversations. Then close your book and repeat the activity.**

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can have a conversation about spending money.
- I can talk about quantities.
- I can summarise a text.
- I can talk about things I love and loathe.
- I can summarise a negotiation.
- I can paraphrase what somebody has said.
- I can deal with and resolve conflicts.

For more practice go to your Workbook or app.

7A Possible futures

A

- **Goal:** talk about possible consequences of situations
- **Grammar:** real conditionals
- **Vocabulary:** social issues

B

C

D

Vocabulary

1 a **Work in pairs. Which words in bold can you see in photos A–D?**

1 **Unemployment** will rise.
2 **Inequality** will decrease.
3 **Poverty** will increase.
4 **Social unrest** will fall.
5 **Life expectancy** will rise.
6 **Intolerance** will fall.
7 **Homelessness** will increase.
8 **Energy efficiency** will increase.
9 **Healthcare costs** will rise.
10 **Living standards** will rise.

b **Match the words and phrases in bold in Exercise 1a with meanings a–j.**

a inability to accept difference
b lack of money
c price of medical care
d having nowhere to live
e having no work
f average age you live to
g level of wealth and comfort
h level of energy use without waste
i public demonstrations, sometimes violent
j difference in wealth

c **Are statements 1–10 in Exercise 1a positive or negative?**

2 7.1 **Listen and mark the schwa sounds in the words and phrases in bold in Exercise 1a.**

3 a **Work in pairs. Think about the world over the next 30 years. Which of 1–10 in Exercise 1a do you agree with? Explain your answers.**

b **Do you think you are an optimist or a pessimist? Explain your answer.**

Go to page 162 or your app for more vocabulary and practice.

Reading

4 **Read and match texts 1–3 with the best title, a–c.**

a The point of no return
b The age of digital reality
c Free money for everyone

1 _____

Imagine a future that's not real but virtual. If virtual reality (VR) continues to improve, then in the future we may not be able to tell the difference between the real world and VR. We may spend all day, every day, in a VR world. This world will look and sound just like the real world and our brains might even believe it *is* the real world. We will be able to choose any world we like. Are you fed up with seeing crime, poverty and intolerance in the real world? Then just slip into your own VR world, where everyone is happy and everyone finds you attractive.

2 _____

In the future, intelligent machines may replace most jobs, leading to unemployment, poverty and social unrest. What can be done to prevent this? One answer is simply to give every adult free money every month; it's called a Universal Basic Income (UBI). A UBI is not enough to live a life of luxury, but it's enough to survive and if you want to, you can top up your UBI by working. Does it sound too good to be true? It's already been tried in various countries including Finland, where those taking part in the experiment received €560 a month.

3 _____

Artificial intelligence (AI) is getting smarter all the time. It flies aeroplanes, recommends articles to read and tells us how long our journeys will take. But what will happen when AI becomes smarter than us? This point, called 'the singularity', is predicted to happen around the middle of this century. After this point, there is no going back. AI will create even smarter AI. But will AI use its intelligence to improve living standards, reduce inequality and raise life expectancy, or will it simply destroy us all because it doesn't need us anymore? It's anyone's guess!

5 a Work in pairs and decide if the statements are true (T) or false (F). Correct the false statements.

Text 1

1 We will believe that virtual worlds are real.
2 The virtual world will control us.

Text 2

3 With UBI, every person, even children, will get money.
4 If you work, you lose your UBI.

Text 3

5 'The singularity' is when AI takes control.
6 No one knows what will happen after the singularity.

b Which possible future is the most likely? Which is the most frightening? Work in groups and discuss your answers.

Grammar

6 a Read opinions a–g about the future. Which text in Exercise 4 are they about?

a 'No one gives you something for free unless they want something in return.'
b 'As soon as I can, I'll create my own world and spend my time there.'
c 'If it becomes smarter than us, it might solve the problems we can't.'
d 'Assuming it's affordable, we'll all be living in a digital world soon.'
e 'If you think it'll never be smarter than us, just wait and see.'
f 'When robots take my job, I'll still need an income.'
g 'When people have no work, they get angry.'

b Read the grammar box, complete it with sentences from Exercise 6a and choose the correct alternatives.

Real conditionals

Real conditionals (zero conditionals and first conditionals) talk about situations that are always true or events that are possible.

Use the **zero conditional** when you see a situation as a rule or a general truth. Use a present tense in both the condition clause and the result clause. It is common to use *when* instead of *if* in the condition clause. [1] *When* _____.

It is also common to use an imperative in the result clause to give advice or instructions.

[2] *If* _____.

Use the **first conditional** when you see a situation as possible in the future. Use a future tense or *may/might/could* in the result clause.

[3] *When* _____.

[4] *If* _____.

There are several **alternatives to *if***.

- To emphasise that the result will be immediate, use: [5] *unless/assuming/as soon as*
- To mean *except if*, use: [6] *unless/assuming/as soon as*
- When the speaker wants you to imagine something, use: [7] *unless/assuming/as soon as*
- You can also use *provided that* and *as long as* to emphasise the condition. ***Provided that*** *it's more fun than the real world, there won't be a problem.*
  As long as *it's affordable, it'll be really popular.*

7 a Choose the correct option, a or b, to complete the sentences. Sometimes both are possible.

1 More people end up sleeping on the streets when poverty _____.
a increases b will increase
2 Unemployment _____ when the economy improves.
a usually goes down b will go down
3 _____ healthcare costs rise, people stop going to their doctor.
a As soon as b Unless
4 Overall happiness _____ if intolerance rises.
a falls b will fall
5 When my smartphone _____ smarter than me, I'll throw it away.
a is b will be
6 _____ VR continues to improve, we'll start to find the real world boring.
a Assuming b As soon as
7 There will never be a UBI _____ there are jobs.
a as long as b as soon as
8 I'll never live in a virtual world _____ the real one becomes too unpleasant.
a if b unless

b Work in pairs. Which sentences in Exercise 7a do you agree/disagree with? Change the sentences you disagree with.

Go to page 148 or your app for more information and practice.

Speaking

PREPARE

8 a Which of the situations do you think will have a good/bad outcome?

- robots get personalities
- life expectancy rises to 150
- living standards fall dramatically
- healthcare costs continue to rise
- your smartphone becomes smarter than you
- VR becomes better than reality
- social inequality continues to rise
- crime and poverty disappear

b Choose two situations from the list and make notes on what you think the outcome will be.

SPEAK

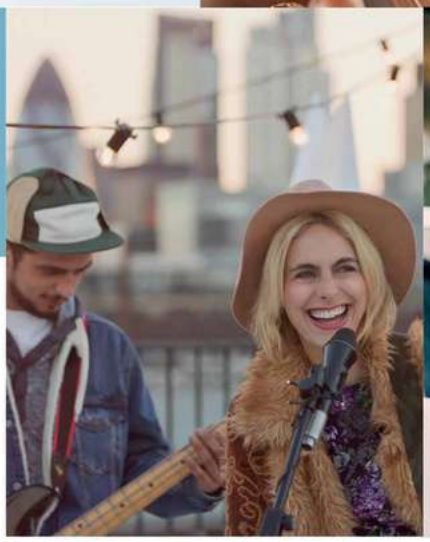
9 a Work in pairs. Discuss the consequences of the situations you have chosen. Listen to your partner's ideas and ask for an explanation.

b Find another student whose ideas about the future are similar to yours.

Develop your reading page 108

7B Business plans

- **Goal:** describe future plans with degrees of probability
- **Grammar:** future forms and degrees of probability
- **Vocabulary:** collocations with *make, take, do* and *give*



Listening

1 **Work in pairs and discuss the questions.**

1 If you had to start a business, what business would you start?
2 What personal qualities do you need to start a new business?

2 **Look at the advert and discuss what you could do if you entered the competition.**

I could organise a festival, a performance, a market stall, a pop-up shop, a sponsored sports event ...

New business challenge

How much money can you make in seven days?
We give you £500. You give it your best shot.
Will you take a risk? Will you make a deal? Will you organise a performance? And most importantly, will you make a profit?
All profits donated to the winner's chosen charity. Apply today here.

3 a 7.2 **Listen to Rafaela's plans for the challenge and answer the questions.**

1 What is she going to organise?
2 How is she going to spend the money?
3 How will she pay for the venue?
4 How is she going to promote the event?

b **Work in pairs. What do you think of Rafaela's plan? What could go wrong?**

4 **Listen again and choose the correct alternatives.**

1 I'm *going to organise/ organising* a concert in seven days!
2 I'm *probably going to/ going probably to* spend most of the money on one headline act.
3 If she doesn't, I'm not sure what *I'll/ I'm going to* do.
4 *It's unlikely/ I'm unlikely* that I'll find someone to take her place at such short notice.
5 I'll *definitely try/ try definitely* to make a deal with the theatre in town.
6 I *think I won't/ don't think I'll* pay them a fee.
7 I'm *planning to/ wondering whether to* sell tickets for £15 each.
8 I *doubt/ 'm doubting* that I'll set up a website.
9 I *well may/ may well* pay my brother to give me a hand.
10 I *might ask/ might to ask* him to help in exchange for a free ticket to the concert.

Grammar

5 **Read the grammar box then look at Exercise 4 again. In which sentences are both alternatives possible?**

Future forms and degrees of probability

There are various ways to show how likely a plan or prediction is to happen:

- with *possibly/probably/definitely*

*I'**ll definitely try** to make a deal with the theatre.*
*I'**m probably going to** spend most of the money on one headline act*
*I'**m possibly going to** spend a bit of money on marketing.*

Notice the change in word order with *will* in the negative.

*We **probably won't** set up a website.*

- with *It's + likely/unlikely/possible + that*

***It's** quite **unlikely that** I'**ll find** someone to take her place.*
***It's possible that** she'**ll say** no.*

- with *I think/I don't think/I doubt*

It's more common to use *don't think + will* rather than *think + won't*.

***I don't think** I'**ll pay** them a fee.*
***I doubt** we'**ll have** enough time.*

Other ways of showing probability are:

- with modals

Well is sometimes used after *may* and *might* to make the probability stronger.

*I **may well** pay my brother.*

- with *think about/plan to/wonder whether to*

Use these verbs in the present continuous to talk about your plans.

*I'**m thinking about doing** a pop-up café.*
*I'**m planning to sell** tickets to the event.*
*I'**m wondering whether to** call it off.*

6 a 7.3 **Listen and mark the sentence stress. Notice how *going to* becomes *gonna*.**

1 I'm probably going to try to make a deal.
2 I'm definitely going to spend a bit of money.
3 It's likely that they're going to say yes.
4 It's unlikely that we're going to make a loss.
5 I don't think we're going to sell all the tickets.
6 I doubt he's going to help us.

b Listen again and repeat.

7 a Find one mistake in each sentence and correct it.

1 I'll sell definitely more than 200 tickets.
2 It's possibly I'll ask some friends for help.
3 I'm wondering whether send out emails.
4 I'm probably spend a lot of money on marketing.
5 I'm unlikely that I'll get much sleep next week.
6 I think I don't will organise catering.
7 I well may promote the event online.
8 We're planning offer some tickets for free.

b Make sentences about yourself or your friends/ family with the words in the box.

doubt likely planning possibly probably not thinking

I'm planning to visit my uncle this weekend.

Go to page 148 or your app for more information and practice.

Vocabulary

8 Make collocations. Match the nouns and phrases in the box with verbs 1–4.

charge a deal a good job it your best shot priority to a profit research a risk sense someone a hand someone's place without

1 make: _____, _____, _____
2 take: _____, _____, _____
3 do: _____, _____, _____
4 give: _____, _____, _____

9 Replace the underlined phrases with the collocations from Exercise 8.

1 Who is going to <u>be the leader</u> of this project?
Who is going to take charge of this project?
2 What task should we <u>put first on our list</u>?
3 Is there enough time to <u>find the information we need</u>?
4 Do you think we're <u>doing something that might go wrong</u>?
5 Who should we ask to <u>help us</u>?
6 Shall we <u>make an agreement</u> with a big venue like a theatre?
7 If one of us is ill, who will <u>be the replacement person</u>?
8 Will you <u>try your hardest</u>?
9 Do you think we'll <u>make more money than we spend</u>?
10 Can we <u>not have</u> a website?
11 Does our plan <u>seem logical and sensible</u>?
12 Do you think we're going to <u>achieve a good result</u>?

Go to page 162 or your app for more vocabulary and practice.

Speaking

PREPARE

10 7.4 **Listen to how Rafaela's concert went. What went well/wrong? Use the list to help you.**

- tickets sold
- profit
- staff
- social media campaign
- email friends and family
- photos

11 a Work in pairs. You have decided to enter the new business challenge. Choose an idea from the list and discuss the pros and cons.

- organise a concert or other performance
- make and sell something, e.g. pottery
- open a pop-up café or restaurant
- organise guided walks around your town or city

b Write a business plan like this one.

Goal: make a £200 profit in one week
Method: sandwich delivery company
Resources: £500, my car, my brother can build a quick website, etc.
Name and strapline: Chloe's Mobile Sandwich Delivery – the best sandwiches in town
Target customers: office workers
Marketing: flyers, website
Costs: sandwich ingredients

12 a Work in pairs. Take turns asking and answering the questions from Exercise 9 about your plan.

b Think about what went wrong with Rafaela's plan. How can you prevent problems with your plan?

SPEAK

13 a Work in a different pair and explain your plan. Listen to your new partner's plan and ask questions to help you understand.

b Explain your plan to other students. Tell them about the other plans you have heard. Say how likely you think they are to succeed.

c Take a vote on which plan is likely to make the most profit.

Develop your writing page 128

7C Cultural awareness

- **Goal:** summarise a situation and give opinions and advice
- **Language focus:** introductory *It*
- **Vocabulary:** personal and professional relationships

A

B

Vocabulary

1 **Look at the photos and answer the questions.**

1 Where do you think the photos were taken? Why?
2 Can you think of any stereotypes associated with particular cultures?
3 Have you ever experienced or witnessed a cross-cultural misunderstanding? What happened?
4 What do you think you should do before visiting a culture that may be very different to yours?

2 a **Match relationships 1–10 with the words in the box.**

acquaintance brother-in-law client classmate co-worker distant relative ex-partner flatmate senior colleague sister-in-law

1 someone you share a flat with
2 someone you work with
3 someone you work with who has a higher position than you
4 someone you know but not very well
5 someone who was your wife/girlfriend or husband/boyfriend in the past but not now
6 someone who buys from your company
7 someone who is married to your brother or is your husband/wife's sister
8 someone who you are related to but not closely
9 someone in the same class as you
10 someone who is married to your sister or is your husband/wife's brother

b **How do you greet the people in the box in Exercise 2a? Work in pairs and discuss your answers.**

If I see an acquaintance, I usually nod and say hello, but I don't stop to chat.

c **What do you know about how these people are greeted in other countries and cultures?**

I know that in some countries you often bow to senior colleagues.

Go to your app for more practice.

Language focus

3 **Work in pairs. Read situations 1–4 and discuss the questions.**

1 What is your immediate reaction to the questions in each text, yes or no? Can you explain why?
2 What information do you need to fully understand each situation?

a I borrowed £2 from a classmate, but when I tried to give it back, he said I was insulting him. In my culture, I am used to always paying back any money I owe. Should I insist on giving it to him?

b My brother-in-law has applied for a job in my company. I'm the boss but I don't want to give him the job. However, he's from a culture where family is the most important thing and they do everything for each other. Should I just say 'no' even though I know he won't understand?

c My co-workers sometimes ask me if I'm married, how much I earn, who I vote for, etc. Those questions are fine in their culture but I'm not comfortable answering them. Should I answer them anyway?

d My partner and I are going to get married next year. In my culture, as the son I will be expected to give my parents an allowance every month. In my partner's culture, this is not normal. Should I insist that we give my parents a monthly allowance?

C

4 a 7.8 **Listen to two conversations. Which of situations 1–4 in Exercise 3 are the people discussing?**

b Listen again and complete the sentences.

1 a Yes, it strikes _____ she's in a very difficult situation.
b I mean, it amazes _____ he's applied for the job in the first place.
c It's not _____ he's done something very wrong.
d It's _____ it's not very diplomatic.

2 a It looks _____ she wants to make friends with her colleagues.
b It sounds _____ she finds them too ... personal.
c It bothers _____ these kinds of questions.
d So it follows _____ they might not be comfortable with another way of being friends.

5 Read the Language focus box and match sentences 1a–d and 2a–d in Exercise 4b with 1–4.

Introductory *It*

Sometimes, *It* is a pronoun that refers forward to something.

It seems that you're unhappy.

Here *It* refers forward to the clause *that you're unhappy*. Certain verbs often use *it* as a subject like this and there are various patterns after the verb.

1 *It* + verb + *that* describes how a situation seems to you or what the truth of the situation is, e.g. *appear, seem, turn out, follow.*
***It appears that** she's new to this.*
Note: you can also use the verb *be* in this way, particularly with the negative or with *just*:
***It's not that** I like it; **it's just that** I don't mind it.*

2 *It* + verb + person + *that* describes what a situation makes you think or feel, e.g. *strike, feel to, occur to, seem to, bother, concern, surprise, alarm, amaze.*
***It occurs to me that** this is a culture clash.*

3 *It* + verb + *like/as if/as though* describes how a situation seems or appears to you, e.g. *feel, look, seem, sound.*
***It sounds like** he wants to make friends.*

4 *It* + verb + person + infinitive with *to* (+ *that*) describes what something makes you think or how it makes you feel, e.g. *bother, surprise, alarm, amaze.*
***It surprises me to see that** she's lost.*

6 a 7.9 **Listen and underline the stressed words.**

1 It's not that I really dislike him or anything. It's just that he's a little bit strange.
2 It's not that I don't want to go or anything. It's just that I'm really busy.
3 It's not that I don't understand or anything. It's just that I need you to repeat it.
4 It's not that I've fallen in love or anything. It's just that I really, really like him.

b Listen again and repeat.

7 a Complete the sentences about situation 4 in Exercise 3 with the words in brackets.

1 _____ he's worried about it. (sound / though)
2 _____ he's right and she's wrong. It's just that they need to agree. (not that)
3 _____ they should have talked about this earlier. (strike)
4 _____ it's wrong to insist. (feel / me)
5 _____ he wants to avoid an argument. (look / like)
6 _____ this is a culture clash. (seem / me)
7 _____ they haven't sorted this out yet. (amaze / hear)
8 _____ he hasn't spoken to his parents. (bother)

b Which sentences in Exercise 7a do you agree/disagree with? Work in pairs and explain your answers.

Go to page 148 or your app for more information and practice.

Speaking

PREPARE

8 Work in pairs. Student A: Read the situation. Then work with another Student A. Take turns describing how the situation seems to you. Student B: Turn to page 168.

My problem is this. My boss is new and he's just moved to my country. In his culture being on time is not very important but in my culture it is. As a result he is often late for meetings. He also doesn't listen very well and sometimes he talks when other people are talking. A lot of my colleagues are starting to lose respect for him. It isn't normal in my culture to tell your boss what to do. What is your advice?

SPEAK

9 a Work in A/B pairs. Take turns summarising your situation. Does your partner have the same thoughts and feelings as you? Use the Useful phrases to help you.

Useful phrases

Does it surprise/alarm/strike you that ...?
Do you think it seems as if ...?
Do you think it sounds like ...?

b Try to agree on the advice to give each person.

Develop your listening page 92

7D English in action

Goal: lead a discussion and come to a decision

Vocabulary: meetings and discussions

Vocabulary

1 **Work in pairs and discuss the questions.**

1 What are you like in meetings or group discussions (quiet, assertive, etc.)?
2 What qualities do you need to lead a meeting or discussion successfully?

2 a **Match the words in bold in 1–7 with definitions a–j.**

1 Don't spend too long on one **item**.
2 It's important to get everyone's **input** on every topic.
3 If you get stuck on one topic, just **move on**. You can always **come back to it** later.
4 Always have **an agenda** and make sure people get a copy before the meeting.
5 Try to **stay on topic**. If someone **goes off topic**, just ignore them.
6 Don't waste time on **small talk**. Try to **get down to business** quickly.
7 Try to **get through** everything on the agenda in 45 minutes or less.

a a list of things to discuss
b talks about things that are not on the agenda
c a single point on the agenda
d talk only about the things on the agenda
e return to a topic
f ideas and opinions on a topic
g conversations about unimportant things
h go to the next topic on the agenda
i finish talking about
j start the important discussion of the meeting

b **Work in pairs. Do you agree or disagree with sentences 1–7 in Exercise 2a? Why?**

Listening 1

3 a 7.12 **Listen to the start of three meetings. What is the purpose of each meeting?**

b **Listen again and complete the sentences.**

1 a OK. Has everyone got _____?
b And I'd like to _____ Caspar.
2 a Has everyone _____ Francesco?
b However, the first item on the _____ is ...
3 a Let's make a _____, shall we?
b Anyway, our _____ today is to look at visitor numbers for the website ...

c **Complete the Useful phrases box with the phrases from Exercise 3b.**

Useful phrases 1

Pre-meeting chat
Have you all got a copy of the agenda?
1 _____

Signalling the end of small talk
Let's get down to business.
Let's get started.
2 _____

Welcoming people
Thanks for coming, everyone.
It's good to see you all here.
3 _____

Introducing people
Has everyone met ...?
I think you all know ...
4 _____

Stating the goal
The purpose of the meeting is to ...
5 _____

Referring to the agenda
6 _____
The next agenda item is ...

4 a 7.13 **Listen to the phrases. Notice the linking *w* or *y* sound between two vowel sounds.**

1 Have you‿all got a copy?
2 The first item on the‿agenda is ...
3 It's good to see you‿all here.
4 Our goal today‿is ...

b **Listen again and repeat.**

5 a **Mark the linking *w* and *y* sounds in the sentences.**

1 Let's meet again the day after tomorrow.
2 It's good to see all of you could come.
3 I'd like to ask you a question.
4 Let's go over the main points again.

b 7.14 **Listen and check.**

6 **Complete the conversations with three words.**

1 A: What are we meeting about again?
B: The _____ meeting is to discuss next year's projects.
2 A: It's _____ you all here!
B: You too.
3 A: Have you all _____ of the agenda?
B: Yes, I've already got one, thanks!
4 A: Let's _____, shall we?
B: Yes. Let's do that.
5 A: The _____ the agenda is the summer party.
B: Good. Let's talk about that.
6 A: _____ Abdullah?
B: Yes, we've all met before.

Listening 2

7 a 7.15 **Listen to three more extracts from the meetings in Exercise 3a. Are the sentences true (T) or false (F)?**

1 a Caspar interrupts Beatrice.
b Beatrice goes off topic.
2 a Gina likes Lizzie's Café.
b Francesco prefers The Bakery Café to Lizzie's Café.
3 a Jessica is going to talk to the website designer.
b Frank wants to talk about social media.

b **Listen again and complete the sentences.**

1 a Let me _____ there, Beatrice.
b I'd like to _____ the next item on the agenda.
2 a What does everyone _____ about Lizzie's Café?
b Let's _____ for another meeting!
3 a So, just _____, you're suggesting that ...
b Do you think _____ talk to the website designer?

c **Read the Useful phrases box and check your answers.**

Useful phrases 2

Asking for input
I'd like to hear your views on this.
What are your thoughts?
What does everyone else think about (Lizzie's Café)?

Summarising
Basically, ...
So, just to summarise, you're suggesting that ...

Interrupting someone
I/I'll have to stop you there.
Let me interrupt you there, (Beatrice).

Asking someone to do something
Maybe you could ...?
Do you think you could (talk to the website designer)?

Keeping the conversation on track
I think we're getting off topic.
Let's stay on topic.
Let's save that for another meeting!

Changing the topic
OK, let's move on.
Moving on, ...I'd like to move on to the next item on the agenda.

8 **Find the mistake in each conversation and correct it.**

1 A: ... anyway, that reminds me of something I heard at work last week.
B: I think we're getting on topic, Leo.
2 A: ... so I think we need to talk to the mayor about this.
B: So, just summarise, you want to get the mayor's opinion.
3 A: OK, thanks, Sandro. Let's get someone else's input. Eva, what are your input?
B: I agree with Sandro.
4 A: Any more thoughts? No? OK, moving in, let's talk about the date of the next meeting.
B: I can't meet in January, I'm afraid.
5 A: ... there are lots of places to hold a party: in a hotel, on a boat, in a nightclub, in a ...
B: Let's me interrupt you there, Sofia. I'd like to move on to the next item on the agenda.
6 A: So, basically, I think we should say no.
B: Thanks, Elise. Alma, I'd like to hear your views to this.

Speaking

9 a **Work in groups of three. Look at the agenda for a meeting. Student A: Turn to page 169. Student B: Turn to page 171. Student C: Turn to page 175.**

b **Roleplay the discussion and come to some decisions. Be polite and listen to each other.**

10 **Swap roles and repeat the roleplay.**

For more practice go to your Workbook or app.

Go online for the Roadmap video.

8A It's so predictable ...

- **Goal:** talk about your favourite film/TV series
- **Grammar:** second conditional
- **Vocabulary:** events in films

Reading and vocabulary

1 **Discuss the questions.**

1 What sort of films do you like/not like?
2 What's the most unusual film you've ever seen?
3 Which sort of films do you find the most predictable?

2 **Read the article about plot types in films. Match headings a–d with plot types 1–4.**

a The Quest
b From Rags to Riches
c Tragedy
d Defeat the Monster

Do you ever get that feeling that you know what is going to happen in a film before you have seen it? That's because most films have one of the following plot types.

1 _____

The hero has to [1]**meet and challenge** a much more powerful and dangerous enemy. Sometimes they have friends, but sometimes they are [2]**left alone without help** by everyone. Despite almost certain death, the hero somehow manages to [3]**beat** the enemy. Films with this plot type ask the question: what would you do in this situation? Would you run and hide or would you fight?

Examples: *Terminator, James Bond*

2 _____

The hero is [4]**stuck** in poverty or powerlessness. Gradually, they acquire wealth or power (or love) but then they are [5]**made to believe a lie** by an enemy or [6]**put in danger by a friend** and they lose it all. The hero has to fight to get it all back again. Films with this plot type ask the question: what would you do if you lost everything?

Examples: *The Wolf of Wall Street, Slumdog Millionaire*

3 _____

The hero [7]**begins a difficult task** to find something that will help other people. The journey is dangerous and on the way, the hero is usually [8]**caught**. They [9]**successfully stay alive** and eventually they return with the prize. Films with this plot type ask the question: how far would you go to help others?

Examples: *Star Wars, The Matrix*

4 _____

The hero has a goal that they try to achieve. They [10]**have to deal with** difficult choices and they make some bad decisions. They start to lose control of the situation and as a result they make more bad decisions. The hero can't be [11]**helped to survive**. Despite being good, the hero is overcome and [12]**killed deliberately** or dies. Films with this plot type ask the question: would you do anything to achieve your goal?

Examples: *Romeo and Juliet, The Godfather*

3 a **Replace the words in bold in the article with the correct form of the words in the box.**

abandon betray capture confront face go on a mission murder overcome rescue survive trap trick

b **Work in pairs. Ask and answer the questions. Use the words in Exercise 3a.**

1 Do you know a film or TV series where the hero ...?
2 Can you think of a film or TV series where the hero is ...?
3 What's the name of that film/TV series where the hero ...?

A: *Do you know a film or TV series where the hero overcomes a dangerous enemy?*
B: *What about* The Lord of the Rings*?*

c **Work in pairs and talk about one of your favourite films or TV series. What happens to the main character(s) in that film /TV series?**

Go to page 163 or your app for more vocabulary and practice.

Grammar

4 a 8.1 **Listen to three people talking about their favourite film. What plot type does each speaker think the film is?**

b **Listen again and complete the sentences.**

Speaker 1

[1]_____ in his situation, I [2]_____ on the island and wait to be rescued. I [3]_____ be brave enough to try to escape!

Speaker 2

[4]_____ Katniss, I [5]_____ for my life, too. Everyone wants to survive. Unfortunately, I don't think I [6]_____ last very long!

Speaker 3

[7]_____ to find myself in this situation, I don't know what I [8]_____. I imagine I [9]_____ try my hardest to escape.

5 **Read the grammar box and complete it with sentences from Exercise 4b.**

Second conditional

The second conditional imagines a situation or event in the present or future which is hypothetical, impossible or very unlikely. There are two parts to the sentence, the condition clause and the result clause. Either can come first.

condition	**result**
If + past,	*would* or *may/might/could* + verb

The tense in the condition clause can be the past simple or past continuous. *Could* is also often used in the condition clause to indicate ability. In the result clause, it's common to use *may* or *might* instead of *would* to indicate possibility and *could* to indicate possibility involving ability.

***If** I **could** escape, I **would** probably try to.*

***If** I **was** in his situation, I **might** stay on the island and wait to be rescued.*

It's possible to say *If I were* instead of *If I was*:

1 _____

If I were is often used to give advice.

***If I were** you, I wouldn't do that.*

You often use just the result clause in a statement or question because the condition clause is understood.

2 _____

It is also possible to begin with *Were I* (this does not make the sentence a question). This sounds more formal.

3 _____

6 a 8.2 **Listen to questions 1–4. Notice how a *w* sound links *do* and *go* with *if*.**

1 What would you d**o** **i**f you were shipwrecked on a desert island?
2 What would you d**o** **i**f you were locked up with no hope of release?
3 What would you d**o** **i**f you were suddenly homeless?
4 Where would you g**o** **i**f you could fly?

b **Listen again and repeat.**

7 a **Complete the sentences with the correct form of the verbs in brackets.**

1 My favourite film is *Deadpool*. It's about a guy who suddenly becomes a superhero.
   a If I *could choose* a superpower, I *would choose* the ability to fly. (able choose / choose)
   b Were I _____ of that, I _____ invisibility. (get bored / might choose)
   c Which superpower _____ you _____? (choose)
2 My favourite film is *Inception*. It's about a guy who is able to steal secrets from other people's minds.
   a If I _____ secrets from people's minds, I _____ what people really think of me. (able steal / may find out)
   b I _____ inside my brother's mind, too. (look)
   c Then I _____ why he's so crazy! (could find out)
3 Imagine you found out that everyone was watching your whole life on TV. That's the idea behind *The Truman Show*.
   a I _____ crazy if that _____ to me. (go / happen)
   b If everyone _____ me, I _____ to find out why. (watch / need)
   c What _____ you _____ if you _____ that everyone was watching your life on TV? (do / find out)

b **Work in pairs. Ask and answer the questions in Exercises 6a and 7a.**

Go to page 150 or your app for more information and practice.

Speaking

PREPARE

8 a **Think about your favourite film or TV series and make notes about it.**

- film
- hero's name
- actor
- plot summary
- plot type

b **Complete the sentence about your film.**

If I were in the hero's/heroine's situation, ...

SPEAK

9 **Work in pairs. Take turns telling your partner about your film. Use the Useful phrases to help you. Ask what he/she would do in the hero's situation.**

Useful phrases

My all-time favourite film is ...
It stars ... as ...
At one point he/she has to ...
It's a classic (from rags to riches) plot.
If I were in his/her situation, I ...

Develop your listening page 93

8B On the run

- **Goal:** talk about other options and outcomes in the past
- **Grammar:** conditionals in the past
- **Vocabulary:** searching and hiding

Reading and vocabulary

1 **Work in pairs. Imagine you had to disappear. Where would you go and what would you do?**

2 a **Read the two stories and answer the questions.**

1 What did Marcus want people to believe happened to him?
2 How did the authorities find Marcus?
3 What was the first thing the investigator did to find Patrick?
4 How did the investigator make contact with Patrick?

b **Work in pairs. Discuss what mistakes each person made when they tried to disappear.**

1

In 2009, a man called Marcus hired a small aeroplane and took off. His aim was to **deceive** people into thinking he had died in a plane crash at sea. When he was up in the air, Marcus made a distress call to the nearest control tower. He said the plane's windshield had smashed and the glass had cut his neck. He told them he was bleeding heavily. Then Marcus put on his parachute and jumped out of the plane. When he landed, he **headed for** a campsite that he had found in a book.

Unfortunately for Marcus, two navy jets **spotted** the plane. They noted that the windshield was fine but the door was open and the plane was empty. Eventually the plane crashed, narrowly missing some houses. At the crash site, investigators found the book with some pages torn out. They checked out the campsites on the missing pages and **traced** Marcus. He had not **disguised** himself so he was easy to **identify**. Marcus was sentenced to four years and three months in jail. He was also ordered to pay over $850,000 to the company that owned the crashed plane.

2

In 2005, a man called Patrick disappeared from a fishing boat in the sea around Los Angeles. He was quite a well-known person, so people wondered what had happened to him. Four years later, an investigator was hired to **hunt for** Patrick and find out if he really was dead. The investigator suspected that Patrick had wanted to disappear and he also suspected that Patrick was still in contact with some of his friends, so he set up a website with information about the case. He blocked the website from search engines but gave the website address to Patrick's friends, hoping that they would pass it on to Patrick. The investigator knew that people who disappear like to **keep an eye on** the search so he, in turn, kept an eye on frequent visitors to the website. He saw that one person logged in several times a day. He **tracked** their IP address to a small beach town in Mexico and got someone else to make contact with the person, who turned out to be Patrick.

The message he got back from Patrick was that his new life was no one else's business and he eventually decided not to **pursue** Patrick to the Mexican beach town. After all, disappearing is not a crime!

3 **Match the verbs in bold in the stories with definitions 1–10.**

1 saw or noticed something that is hard to see
2 given yourself or someone else a different appearance
3 found someone that has disappeared
4 went towards a place
5 follow or chase
6 watch carefully so that you will notice something
7 search for (and sometimes try to kill)
8 make someone believe something that is not true
9 find out who or what something is
10 followed someone's movements (perhaps digitally)

4 a **Complete the sentences about what you would do if you wanted to disappear.**

1 I would head for ...
2 I would disguise myself as ...
3 I would keep an eye on ...
4 I would find it hard to deceive ...
5 I would wear ... to make it hard for people to spot me.
6 I would ... so no one could track me.

b **Work in pairs and compare your answers.**

Go to your app for more practice.

Grammar

5 a Work in pairs. Read the sentences and answer the questions.

1 Marcus might not have been caught if he hadn't left the book in the plane.
   a Did he leave the book in the plane?
   b Was he caught?
2 Patrick probably wouldn't have been found if he hadn't checked the website so often.
   a Did he check the website a lot?
   b Was he found?

b Read the grammar box. Then choose the correct alternatives. Which sentences are third conditional and which are mixed conditionals?

1 Marcus was lucky. If his plane *had/hadn't* crashed into the houses, some people would probably have died.
2 If the navy jets hadn't spotted the plane, he *might have/might not have* succeeded in his plan.
3 Patrick *would/wouldn't* still be talked about now if he hadn't been so well-known.

Conditionals in the past

The **third conditional** imagines an action or event in the past that is different from what actually happened and imagines the result of that action. The form of the third conditional is:

If + past perfect, *would have* + past participle

***If** he **hadn't made** a mistake, his plan **would have worked**.*

Would can be replaced by *may* or *might* to indicate possibility.

*He **might** not have been caught if he hadn't left the book in the plane.*

Would can be replaced by *could* to indicate possibility involving ability.

*If he had disguised himself better, he **could** have deceived the investigators.*

With **mixed conditionals**, it is possible to combine second and third conditionals. This can be for:

- a different past event and a different present state as a result.

(third conditional) + (second conditional)

***If** he **hadn't been found**, he **wouldn't be** in jail now.*

- a different present state causing a different past action.

(second conditional) + (third conditional)

***If** he **were** a more careful person, he **wouldn't have made** those mistakes.*

Note: you often use *were* instead of *was* after *if* when talking about the past.

6 8.6 Listen and notice how *would have/wouldn't have* is pronounced in the third conditional.

1 If life hadn't been so difficult, I wouldn't have decided to disappear.
2 If I hadn't decided to disappear, I wouldn't have stolen the money.
3 If I hadn't stolen the money, I wouldn't have got caught.
4 If I hadn't got caught, I wouldn't have gone to jail.
5 If I hadn't gone to jail, life would have been a bit easier.

7 a Read about the TV show *On the Run*. Then complete the sentences.

In the TV show *On the Run*, ten ordinary people go on the run from 'expert hunters', such as private investigators and hackers. They try to avoid being caught for as long as possible. If they survive for 21 days, they can win up to £100,000. Here's how some people got caught.

1 Anita took her smartphone with her. The hunters caught her.
   a If Anita hadn't *taken her smartphone with her, the hunters wouldn't have caught her.*
   b The hunters wouldn't *have caught her if she hadn't taken her smartphone with her.*
2 Evan used his bank card in a shop. The hunters were able to track his location.
   a If Evan hadn't _____.
   b The hunters wouldn't _____.
3 Christie survived for 21 days. Now she's rich.
   a If Christie hadn't _____.
   b Christie wouldn't _____.
4 Joe didn't see the CCTV camera in the shop. He went in.
   a If Joe had _____.
   b Joe wouldn't _____.
5 Gabriel became the viewers' favourite. Now he's working as a model.
   a If Gabriel hadn't _____.
   b Gabriel wouldn't _____.

b Complete the sentences so they are true for you.

1 If I hadn't eaten breakfast this morning, ...
2 If I'd wanted to disappear instead of coming to class, ...
3 I wouldn't have reached B2 level in English if ...

Go to page 150 or your app for more information and practice.

Speaking

PREPARE

8 Work in pairs. You're going to be a contestant in *On the Run*. Student A: Turn to page 171. Student B: Turn to page 173.

SPEAK

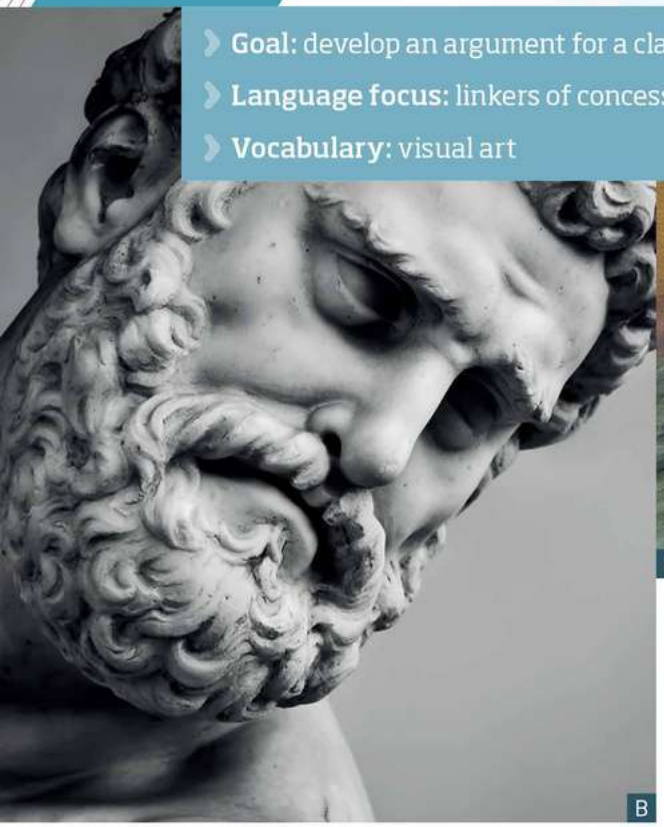
9 Who made the most good decisions?

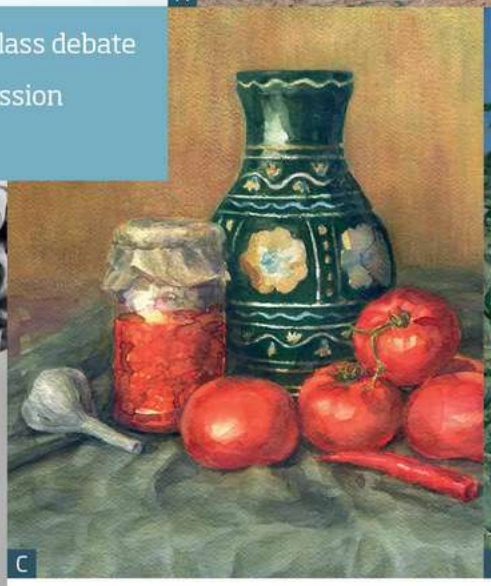
Develop your reading page 110

8C Great art?

A

- **Goal:** develop an argument for a class debate
- **Language focus:** linkers of concession
- **Vocabulary:** visual art


B


C

D

Reading and vocabulary

1 **Work in pairs and answer the questions.**

1 Do you like art? What kind of art do you like?

2 Which of these things do you think are (or can be) art?

- films
- photographs
- cartoons
- fake paintings
- pop songs
- children's drawings

2 **Look at the words in the box. Which:**

1 can you see in the photos on this page?

2 are (or can be) forms of painting?

3 are three-dimensional?

an abstract artwork a collage an installation
a landscape an oil painting an original artwork
a portrait a print a sculpture a sketch
a statue a still life a watercolour

3 a **Read the texts and write down the information for each one.**

- artist
- name of artwork
- type of artwork(s)
- surprising fact
- other details

b **Work in pairs and compare your answers.**

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

1 Which of the works are real art and which aren't?

2 Which of the works do you find the strangest? Why?

3 Which of the works do you like best? Why?

Go to page 163 or your app for more vocabulary and practice.

1

In 1976 artist Dove Bradshaw walked into The Metropolitan Museum of Art (The Met) in New York and put a label next to an ordinary fire extinguisher. It said *Fire Extinguisher, 1976* and it identified Dove as the artist. Even though the fire extinguisher was an everyday object, Dove's label made it look like an original artwork. The story was picked up by local media and the fire extinguisher became a valuable piece of art. Dove became well-known for the work, although she hadn't actually made anything.

2

Artists Sara Goldschmied and Eleonora Chiari created an installation for a museum in Bolzano in Italy. Called *Where shall we go dancing tonight?*, it was an interesting and unusual work of art that consisted of empty champagne bottles, confetti and cigarette ends strewn across the floor. However, cleaning staff at the museum assumed it was the leftover rubbish from a party and threw it all away. Despite the mistake, it wasn't all bad news, as the incident drew international attention and increased the artists' fame.

3

Since the 1980s, British artist Damien Hirst has been working on a series of abstract 'spot' paintings that consist of spots of different colour on canvas. Hirst's assistants have painted almost all of them in a kind of art factory in the UK, but in spite of this, Hirst is named as the artist. There are estimated to be more than 1,400 Hirst spot paintings and he is still producing more so they are not at all rare. Nevertheless, some of them have sold for millions of dollars.

E

F

Language focus

5 a What words or phrases in Text 1 link these ideas?

1 The fire extinguisher wasn't a work of art. Dove's label made it look like one.
2 Dove became well-known for the artwork. She hadn't actually made anything.

b Find more words or phrases similar to *even though* and *although* in Texts 2 and 3. Check your answers in the language focus box.

Linkers of concession

Linkers of concession introduce information which is unexpected or surprising compared to other information in the context.

Conjunctions of concession include *although, even though, despite/in spite of (the fact that).* Note that when the conjunction starts the sentence, you need a comma at the end of the first clause.

It was sold for a lot of money ***despite the fact that*** *he was an unknown artist.*

Although *it was a famous painting, he didn't realise how much it was worth.*

Despite and *in spite of* can also be a preposition followed by a noun or gerund.

It was thrown away ***despite being*** *a work of art.*

Text linkers/adverbials of concession include *however* and *nevertheless.*

It was a work of art. However/Nevertheless/Despite this/In spite of this, it was thrown away.

6 8.7 **Sometimes linkers can be hard to hear in normal speech. Listen and underline the linker that you hear.**

1 in spite of/despite
2 though/although/even though
3 in spite of/despite
4 though/although/even though

7 Join each pair of underlined sentences. Use the linker in brackets. More than one answer may be possible.

1 The image *Girl with Balloon*, painted by the unknown graffiti artist, Banksy, was first seen in 2002. Banksy painted it onto a wall in London. / It is illegal to do this. (despite)
Banksy painted it onto a wall in London despite the fact that it is illegal to do this.
2 Gradually the image became well-known. / Banksy's identity remained a secret. (nevertheless)
3 In 2004 a version was painted on the wall of a shop in London. In 2014 it was removed and sold. / It was graffiti, not a painting. (in spite of)
4 It was then sold for £500,000. / Banksy painted it for free. (even though)
5 In 2017 there was a vote to find the most popular British artwork ever. *Girl with Balloon* came top. / It's a relatively modern artwork. (although)

Go to page 150 or your app for more information and practice.

Listening

8 a 8.8 **Listen to one side of a debate on contemporary art: 'Contemporary art is not real art.' Write down the speaker's three main arguments.**

b Listen again. What examples does the speaker give to support each argument?

Speaking

PREPARE

9 a You're going to organise a class debate. Use this statement or think of your own: 'Hollywood films are the greatest form of art.' Work in groups. Divide into two teams, one for and one against.

b In your team, make a list of arguments supported by examples.

c Write an opening statement and a conclusion. Use the Useful phrases to help you.

Useful phrases

Ladies and gentlemen, do you really believe that ...?
Even though (art) is hard to define, we know that ...
History has shown that ...
Despite countless attempts, no one has ever ...
In summary,/To sum up, ...

SPEAK

10 Decide who will say what in your team. Review your notes and make any changes you want.

11 Debate with the other team in front of the class. The class decides which team was the most persuasive.

Develop your writing page 130

Check and reflect: Units 7 and 8

1 **Match words 1–10 with examples a–j.**

1 unemployment
2 inequality
3 poverty
4 social unrest
5 life expectancy
6 intolerance
7 homelessness
8 energy efficiency
9 healthcare costs
10 living standards

a racism and sexism
b a family who uses a food bank
c operations and medical treatment
d people sleeping on the street
e a factory closure in a small town
f an ageing population
g wealth and material comforts
h insulation and solar panels
i different education and employment opportunities
j demonstrations and riots

2 **Find the four sentences with a mistake and correct them.**

1 As soon as this problem might be solved, another one will emerge.
2 Unless we find an alternative to oil, we're going to have energy problems.
3 As soon as computers will be able to think, they'll take over our lives.
4 Assuming there's life on other planets, another life form might one day visit us.
5 There will always be conflict if humans radically change.
6 You'll understand this grammar unless you study hard.

3 a **Put the words in bold in the correct order to complete the sentences.**

1 **go / I / definitely / will** to a music concert this year.
2 **that / is / will / It / I / be / possible** famous one day.
3 **wondering / to / am / travel / whether / I** instead of studying.
4 **will / live / I / probably** abroad at some time in my life.
5 **that / is / It / earn / unlikely / will / I** more than my parents.
6 **may / I / home / move / well** in the next two years.
7 **change / I / to / planning / am** my smartphone fairly soon.

b **Work in pairs. Which of the sentences in Exercise 3a are true for you?**

4 **Complete the sentences with the correct form of *make, take, do* or *give*.**

1 You won't _____ a profit without _____ any risks.
2 You can only _____ it your best shot.
3 Gerry _____ my place yesterday and _____ a very good job.
4 Do you mind _____ me a hand with the cooking?
5 Scientists _____ some research and found we should _____ priority to protein.
6 I don't know why they've _____ a deal. It doesn't _____ sense.
7 Somebody needs to _____ charge here. It's chaos.

5 **Complete the text with the words in the box.**

senior colleagues distant brother-in-law classmates client acquaintance flatmates co-workers

I can't believe how many people my wife invited to our anniversary party. Of course, I expected her family to be there, but I was astonished to meet two of my [1] _____ 's ex-wives and 16 of my wife's [2] _____ relatives! A whole table of primary school [3] _____ were there, as were six [4] _____ from her student flat-sharing days. Several of my wife's [5] _____ arrived in a minibus they'd borrowed from the company. Then a couple of [6] _____ from the same company arrived in a Ferrari! Another person looked like a vague [7] _____ but turned out to be a [8] _____ my wife is doing a business deal with. At least I recognised some of my family!

6 a **Choose the correct alternatives in a–e. Then match 1–5 with responses a–e.**

1 Apparently, Jane's left university.
2 Did you hear Tim got fined for speeding on the motorway?
3 Dave's struggling for money from what I gather.
4 Did you see Jo's latest Facebook post?
5 Oh dear, Katie and Kevin have split up.

a Surprise, surprise! It's not *just/that* he wasn't warned by the signs!
b Yeah, it looks as *like/though* she's having a great time.
c Well it *seems/amazes* me that they didn't do it sooner.
d Really? It *strikes/occurs* me that she did the wrong course.
e Well, it *occurs to/appears* me that we could help him out.

b **Work in pairs and practise the conversations. Then close your book and repeat the activity.**

7 **Match sentence halves 1–8 with a–h.**

1 The hero confronted
2 The agent went on
3 The bad guy betrayed
4 The king's men rescued
5 The villagers abandoned
6 The men captured
7 The witch tricked
8 The warrior survived

a his own family.
b his darkest fears.
c the princess from her captor.
d their homes.
e his terrible injuries.
f the princess into eating an apple.
g a secret mission.
h the wolves and locked them in a cage.

8 a Complete the conditional sentences with the correct form of the verbs in the box.

be	not enjoy	find	give	not have	keep
see	walk	win			

1 If you _____ any actor for a year, who would you choose to be?
2 _____ you ever _____ out of a movie if you _____ it?
3 If you _____ someone's wallet with $100, _____ you _____ it?
4 Were I ever _____ the lottery, I _____ the money to a charity.
5 Would you intervene if you _____ a fight in the street?
6 What would you do if you _____ your phone for a month?

b Work in pairs. Choose three of the questions to ask and answer.

9 Choose the correct alternatives.

1 Parents must *keep an eye on/pursue* their children's online activity.
2 I *spotted/traced* a suspicious email and deleted it.
3 Everyone's online activity is routinely *tracked/spotted*.
4 Online predators can easily *track/disguise* themselves to *deceive/keep an eye on* vulnerable victims.
5 Police soon *headed for/traced* the caller's number.
6 Police are *pursuing/hunting for* the missing teenager.

10 Find the five sentences with a mistake and correct them.

1 If Fred hadn't invested all his money in the wrong shares, he hadn't lost it.
2 If he had known the price of the shares would crash, he could invest in something else.
3 If he had had more friends, they might've been able to help.
4 His wife might not have left him if he didn't lose everything.
5 If he'd thought more about his family, he'd probably still be married.
6 He would never had got into this mess if he had listened to his father's advice.
7 He will probably still be with his family if he hadn't been so greedy.

11 Match descriptions 1–8 with words a–h.

1 It's made of stone and looks like a Roman soldier.
2 He made a goat from discarded odds and ends.
3 It's a vase of red poppies.
4 This watercolour depicts oak trees in a field.
5 It's an oil painting of her great-grandfather.
6 Red and yellow squares sit on a pink background.
7 Photos are randomly arranged and stuck onto paper.
8 It's a cave-like room with eerie noises.

a sculpture
b abstract artwork
c portrait
d still life
e collage
f installation
g statue
h landscape

12 Correct the linkers in the sentences. More than one answer is possible.

1 Despite he was in his sixties, the sculptor produced his best work.
2 He was in his sixties and quite unwell. Although, he produced his best work at this time.
3 However the high price of the painting, it sold immediately.
4 She's a successful artist despite she can't paint.
5 However Beethoven became deaf, he continued composing.
6 Nevertheless being famous, she lives a simple life.

13 Match sentence halves 1–10 with a–j.

1 OK, let's make
2 We should get down to
3 I'd rather not waste time on
4 We must get through
5 Let's save that
6 I think you're going off
7 Let me interrupt
8 I'd like to hear
9 I'd like to move on to
10 We can come back to

a you there.
b topic a bit.
c all the items on the agenda.
d the next item on the agenda.
e a start.
f that later if necessary.
g small talk.
h for another meeting.
i Simon's views on this.
j business.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can talk about possible consequences of situations.
- I can describe future plans with degrees of probability.
- I can summarise a situation and give opinions and advice.
- I can talk about my favourite film/TV series.
- I can talk about other options and outcomes in the past.
- I can develop an argument for a class debate.
- I can lead a discussion and come to a decision.

For more practice go to your Workbook or app.

9A Mysteries

- **Goal:** speculate about unsolved mysteries
- **Grammar:** past modals of deduction
- **Vocabulary:** mystery

Reading and vocabulary

1 **Make a list of ways to prove someone's identity.**
driving licence, finger prints

2 **Look at pictures A–D. How do you think they relate to the story of the Somerton Man? Read the introduction to an article and check your ideas.**

One evening in 1948 on Somerton Beach in Australia, locals saw a man lying against a wall. They assumed he was drunk. The next morning he was still there, so they called the police. The man had been dead for several hours. He was in his mid-40s and was wearing a smart suit and tie and well-worn leather shoes. He had unusual teeth and very big, strong calf muscles characteristic of a sports person or dancer. His suit was American and there was a packet of cigarettes in his pocket and a bus ticket showing that he had travelled to the beach from Adelaide railway station. Who was this man? There was nothing else in his pockets that could identify him.

At the railway station, police found a suitcase that had belonged to the man. It contained several days' worth of neatly folded clothes. Like the clothes he was wearing, all the labels had been ripped out, but it was not clear why. When the man's face appeared in the newspapers, no one came forward to say who he was.

An autopsy was carried out and the coroner decided that the cause of death was probably poisoning, but nobody could say why the man had been poisoned.

The Somerton Man, as he came to be called, would probably have been forgotten were it not for one unusual detail …

3 a **Match the words in the box with the phrases in bold.**

account for clues evidence a hoax
identify him motive red herring
remains a mystery turned out victim

1 There were no **small pieces of information that pointed** to the man's identity.
2 The **available facts or information** pointed to poisoning.
3 A few people said that they could **tell who he was**.
4 The unusual detail **was found** to be a letter in his pocket.
5 There was no clear **reason** for murder.
6 It was hard to **explain** the missing labels in his clothes.
7 There was nothing unusual about the suit of the **person who suffered**.
8 The identity of the Somerton man **is not known** to this day.
9 The mystery is **not a real mystery**. It was created by someone to look like a mystery.
10 The bus ticket is a **piece of information that sends you in the wrong direction when looking for an answer**.

b **Read the article again. Are the sentences true (T), false (F) or is there not enough information (NI)?**

c **What do you think the unusual detail was?**
I think it was probably a letter from …

Go to your app for more practice.

Listening

4 a 9.1 **Listen to more information about the mystery and correct the mistake in each sentence.**

1 The Somerton Man's secret pocket ~~was empty~~.
contained a scrap of paper
2 The words were from a book of modern poetry.
3 Someone had found the book in the police station.
4 An expert has been able to work out what the 50 letters mean.
5 Jessica Thompson was a police officer.
6 Jessica was keen to talk about the Somerton Man.
7 In 1940, someone else died with a book of old poetry next to them.
8 Jessica's son, Robin, was born after the Somerton Man died.

b **Work in pairs and check your answers. Listen again if necessary.**

5 **What do you think happened to the Somerton Man? Work in pairs and compare your ideas.**

Grammar

6 9.2 **Listen to several opinions about what happened. Complete the sentences.**

1 He _____ American. In 1948 it wasn't very easy to buy clothes from the US unless you lived there.
2 He _____ the US recently and that might explain his suit.
3 He _____ a dancer with those strong calf muscles.
4 He _____ a smoker – but then again that wasn't unusual at that time.
5 He _____ Australian. Someone would have recognised him.
6 He _____ poisoned. He might have died of natural causes.

7 **Read the grammar box and choose the correct alternatives.**

Past modals of deduction

When you are trying to work out what happened in the past or imagine it, use *must/can't/couldn't* + *have* + past participle.

Use *must have* when you are very sure it [1]*is/isn't* true based on evidence.

Use *can't/couldn't have* when you are almost sure it [2]*is/isn't* true based on evidence.

*He **must have died** on the beach, although he **can't have drowned**.*

Use *might (not)/may (not)/could* + *have* + past participle when you think something is [3]*possibly/definitely* true or not true.

*He **might have been** a dancer, but he **may not have been** professional.*

Use *Do you think* + *might/could have ...?* in questions.

***Do you think** he **might have been** a spy?*

For events in progress in the past, use modal + *have* + *been* + [4]*past participle/-ing*.

*He **might have been visiting** Australia at the time.*

8 a 9.3 **Listen and mark the stressed words in the conversation. How is *have* pronounced?**

A: Do you think he might have been a dancer?
B: Yeah, I think he must have been a dancer.
A: But do you think he could have been a spy?
B: Well, yeah, he could have been a spy as well.

b **Work in pairs. Listen again and repeat.**

9 **Choose the correct alternatives.**

1 The whole thing *could have/must have* been a hoax. But I'm not sure.
2 Jessica *couldn't have/might have* been lying to the police. It's just not possible.
3 George Marshall *might not have/couldn't have* been murdered. Anything's possible!
4 He *must have/can't have* been sunbathing when he died. He was wearing a suit.
5 Australia in the 1940s *must have/can't have* been very different from now. The population was much smaller.
6 He *may have/can't have* just moved to Australia. That's why no one knew him.

10 **What do you think happened to the Somerton Man now? Use modals of deduction.**

Go to page 152 or your app for more information and practice.

Speaking

PREPARE

11 **Work in pairs. Choose one of the unsolved mysteries and read about it.**

The *Mary Celeste*
What happened to the captain and crew?
Read more on page 175.

The Voynich Manuscript
Who wrote this fifteenth-century book that no one can understand?
Read more on page 175.

Dan Cooper
How did he disappear?
Read more on page 175.

SPEAK

12 a **Speculate about what happened and create a theory. Ask questions to make sure your theory makes sense. Use the Useful phrases to help you.**

Useful phrases

Where's the evidence for this theory?
How do you account for ...?
What's the motive?
Do you think that's a red herring?

b **Explain your theories to the class – including your Somerton Man theory. Vote on which theory is the most convincing.**

Develop your listening page 94

9B Strange theories

- **Goal:** plan and give a convincing argument
- **Grammar:** verb patterns
- **Vocabulary:** knowledge

Crop circles

Faces of the Moais

Reading

1 a **Work in pairs. What do you know about the things in the pictures? What theories have people come up with to explain them?**

b **Read about flat earthers. What questions would you like to ask them?**

There are photos of the Earth from space. How do you explain those?

Flat earthers claim that the world is a disc, not a ball. They reject proof that the Earth is round (such as photos of the Earth from space, live videos from the International Space Station, and so on). All of these things, they say, are lies and misconceptions.

2 a **Read an article written by a flat earther. Were your questions from Exercise 1b answered? How?**

'I believe the Earth is flat because it's what observation shows to be true. A ball-shaped Earth is just a theory or an assumption. How many people have actually seen it for themselves? How many have first-hand knowledge?

Now, I know that flat Earth theory sounds odd. At first I laughed. I wasn't convinced. But I did some research online and I slowly realised that it must be true. The reason is simple – it's what we see every day!

Of course, it's also true that other planets are ball-shaped. We can see that through a telescope. But that doesn't mean our planet is ball-shaped. I guarantee that our planet is unique.

Sure, there are photos of the Earth from space, mostly from NASA, but do you have proof that those photos are real? It's easy to see a few photos and jump to the wrong conclusion. We have a lot of suspicions about the photos and actually we believe that they are fakes. Perhaps NASA wants us to believe that the Earth is round. There's definitely a lot of misunderstanding in society about what is real and what isn't.

There's a lot of disagreement in the flat Earth community about what is at the edge of the Earth. The most common theory is that there's a 45-metre ice wall all around the Earth that keeps the sea in. This wall is what we call Antarctica.'

b **Read the article again. Are the statements true (T) or false (F)?**

1 The writer found flat Earth theory ridiculous when he first heard it.
2 He believes that planet Earth is similar to other planets.
3 He doesn't trust photos of the Earth from space.
4 He explains why he doesn't trust the photos.
5 He believes Antarctica is a wall around the edge of the Earth.

c **What do you think of the writer's explanation? Are you convinced by it? Why/Why not?**

Vocabulary

3 a **Match the verbs in the box with definitions 1–9. There is one extra verb you do not need.**

assume	conclude	fake	know	misunderstand
observe	prove	research	suspect	theorise

1 watch and notice
2 think that something is probably true, especially something bad
3 investigate something to discover the facts
4 understand or believe the wrong thing
5 show that something is true
6 decide based on the facts
7 come up with an explanation which might be true
8 to make something look real in order to deceive people
9 think that something is true, although you do not have definite proof

b **Find the noun form of the verbs in the article in Exercise 2a.**

4 a **Say each pair of words. Are the underlined vowel sounds the same in each pair?**

1 assume/assumption
2 conclude/conclusion
3 observe/observation
4 theorise/theory
5 suspect/suspicion
6 know/knowledge
7 prove/proof
8 misunderstand/misunderstanding

b 9.7 **Listen and check. Then listen again and repeat.**

5 a Choose the correct alternatives. Then complete the sentences so they are true for you.

1 There's definite *proof/prove* that smoking ...
2 I've always *assumed/assumption* that if you are nice to others then ...
3 I've come to the *conclude/conclusion* that love is ...
4 One event in history that I would like to *observe/observation* for myself is ...
5 To the best of my *know/knowledge*, no one in my family has ever ...
6 I *suspect/suspicion* that the best way to learn English is ...
7 My *theorise/theory* is that life is short, so ...

b Work in pairs and read out your sentences. Ask questions to find out more information.

Go to page 164 or your app for more vocabulary and practice.

Grammar

6 Complete the rest of the article from Exercise 2a with the phrases in the box.

you that people to look to think laughing
people laughing me accept that

We don't mind [1]_____ at us – as I said, I remember [2]_____ the first time I heard flat Earth theory. We just ask [3]_____ at the evidence and learn [4]_____ for themselves. I soon realised [5]_____ I didn't have to believe everything I'd been told and that really helped [6]_____ a new reality. When that happens, I assure [7]_____ you'll start to see the world differently.

7 Read the grammar box and check your answers to Exercise 6.

Verb patterns

- verb + object + *that* + clause, e.g. *assure, convince, persuade, tell*:

*I **assure you that** you'll start to see the world differently.*

- verb + *that* + clause, e.g. *guarantee, promise, prove, realise, recommend, suggest*:

*I soon **realised that** I didn't have to believe everything I'd been told.*

Some of these verbs can also be used with an object, e.g. *promise*.

- verb (+ object) + *-ing* form, e.g. *can't stand, dislike, imagine, don't mind, miss, remember*:

*We **don't mind people laughing** at us.*
*I **remember laughing** the first time I heard flat Earth theory.*

- verb + object + infinitive with *to*, e.g. *advise, encourage, persuade, recommend*
- verb + infinitive with *to*, e.g. *learn, agree, arrange*:

*... and **learn to think** for themselves.*

- verb (+ object) + infinitive with *to*, e.g. *ask, expect, help, want*:

*We just **ask people to look** at the evidence ...*

- verb + object + infinitive, e.g. *help, let, make*:

*That really **helped me accept** a new reality.*

8 a Rewrite the sentences with the verbs in brackets.

1 I definitely believe that the Earth is round. (guarantee)
I guarantee that the Earth is round.
2 I don't mind you doubting it. (expect)
3 I encourage you to research it for yourself. (suggest)
4 Some people refuse to listen to scientists. (dislike)
5 The evidence encouraged me to believe it's true. (persuade)
6 Because of the research, I had to question my beliefs. (make)

b Make your own recommendations and questions for someone who believes that the sun goes round the Earth. Use the verbs in the grammar box to help you.

Go to page 152 or your app for more information and practice.

Speaking

PREPARE

9 Work in pairs. Student A: You're going to roleplay a discussion with Student B. You believe that the Moon landings were a hoax. Read the information about them and plan what you're going to say. Student B: Turn to page 173.

The Moon landings: fact or fiction?

Between 1969 and 1972, NASA astronauts landed on the Moon six times.This is why you believe the Moon landings were a hoax:

1 Since 1972, no astronaut has been back to the Moon. That shows it's too hard to go there.
2 The US was desperate to win the 'space race', so they faked the Moon landings.
3 One photo of the Moon shows the American flag. It seems to be waving in the wind, but there is no wind on the Moon!
4 None of the photos of astronauts on the Moon show stars in the sky.
5 The radiation would have killed the astronauts.

SPEAK

10 a Roleplay a discussion. Use the Useful phrases.

Useful phrases

I'm convinced that ...
There's conclusive proof that ...
There's plenty of evidence that ...
I've come to the conclusion that ...
Observation shows us that ...

b Swap roles and repeat the roleplay. Whose argument was the most convincing? Why?

Develop your writing page 132

9C Celebrity

- **Goal:** describe a personal experience
- **Language focus:** phrasal verbs
- **Vocabulary:** common phrasal verbs

Listening and vocabulary

1 a **What are the advantages and disadvantages of being a celebrity? How do people become celebrities these days? Is it different from in the past?**

b **Tick the sentences that you agree with. Work in pairs and compare and explain your answers.**

1 I'd love to be a celebrity. I'd enjoy the attention.
2 It would be my worst nightmare to be a celebrity.
3 In the modern world, anyone can be a celebrity.
4 Celebrities aren't like us, they're special.
5 Most modern celebrities have no talent whatsoever.

2 a 9.8 **Listen to three stories about encounters with celebrities. Answer the questions.**

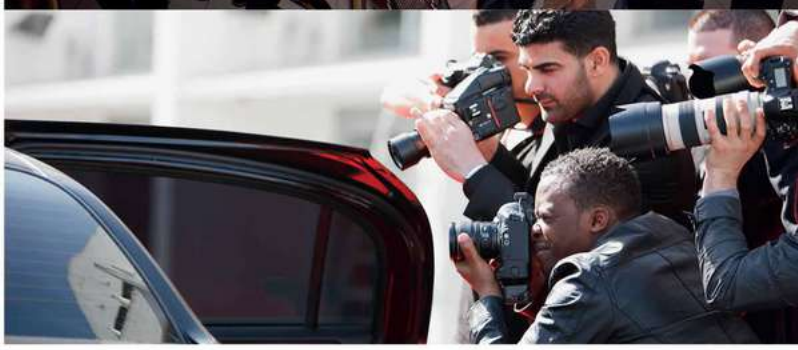
1 a How did they plan to go backstage at the concert?
b What happened after the concert?
2 a What quiz question did the man get wrong?
b What did he do to escape the attention?
3 a How did the woman become famous?
b What did she do when she stopped being famous?

b **Replace the underlined phrases with the correct form of the phrasal verbs in the box.**

come across come up with figure out
get on with get over let down make out (that)
make up stand out stick out think through
turn out (that)

1 a Actually, my friend <u>had the idea for</u> the plan.
b I didn't want to <u>disappoint her</u>.
c We <u>invented</u> a story that we were from a magazine.
d It <u>happened</u> that we didn't need press badges.
2 a He doesn't like to <u>look different to everyone else</u> but he's very smart.
b Everyone started laughing but he just didn't know why, he couldn't <u>understand it</u>.
c They <u>pretended that</u> he was the stupidest man in the country.
d He <u>continued even though he didn't like it</u> for a couple of days and then he just left ...
3 a I <u>found by chance</u> an advert one day for a TV show.
b I didn't <u>think about what might happen</u>, I just applied and got a place on the show.
c I couldn't <u>recover from the shock of</u> how quickly it all stopped.
d In the end I realised I had to <u>continue with</u> my life.

c **Listen again and check.**



3 a **Cross out the collocations that are unlikely or not possible.**

1 I feel terrible if I let down my *friends/~~ear~~/family*.
2 I'm good at coming up with *plans/solutions/people*.
3 When I'm late, I usually make up *an apology/a story/an excuse*.
4 Today has turned out *OK/by chance/better than expected*.
5 I don't always think *the consequences/a plan/life* through.
6 It takes me a while to get over *a disappointment/a secret/a cold*.
7 Even when I'm tired, I just get on with *my time/my life/my work*.
8 In a crisis, I can always figure out *what to do/the emotions/the way forward*.

b **Work in pairs. Make sentences with the collocations in Exercise 3a that are true for you.**

When a friend has a personal problem, I'm really good at coming up with a solution.

Go to page 164 or your app for more vocabulary and practice.

Language focus

4 **Complete the language focus box with the phrasal verbs in Exercise 2b.**

Phrasal verbs

Phrasal verbs are verb + particle (or two particles). Some phrasal verbs have more than one meaning so you need the context to understand.

*I **came across** an advert in the newspaper.* (find by chance)

*I **came across** quite well on TV.* (seem to other people)

- **Intransitive phrasal verbs** don't need an object.

*In that sharp suit she really **stands out**.*

e.g. *stand out*, [1]_____, [2]_____

- **Transitive phrasal verbs** need an object. They can be separable or inseparable.

With **separable phrasal verbs**, the object can come before or after the particle.

*We **made up a story**./ We **made a story up**.*

When the object is a pronoun, e.g. *it* or *him*, then it must come before the particle.

*We **made it up**. ~~We made up it~~.*

e.g. *make something up*, [3]_____, [4]_____, [5]_____, [6]_____

With **inseparable phrasal verbs**, the object must come after the particle.

*I **came across an advert**./ I **came across it**.*

e.g. *come across something*, [7]_____

With **phrasal verbs with two particles**, the object usually comes after the second particle.

*We **came up with** a plan.*

e.g. *come up with something*, [8]_____

5 a 9.9 **Listen and complete the conversation with the correct phrasal verbs.**

A: Look! It's her, that actress!
B: I can't [1]_____!
A: She really [2]_____. I have to talk to her.
B: What shall we do?
A: Let's think it through.
B: I've [3]_____!
A: Have you come up with a plan?
B: Let's [4]_____ we're film directors.
A: And we want her in our film!
B: Let's [5]_____!
A: Don't [6]_____.
B: Hey! Where's she gone?
A: We've missed our chance!

b **Work in pairs. Read the information and then practise the conversation.**

Notice how the end of one word often links to the next word in phrasal verbs. This happens when the end of one word is a consonant and the beginning of the next word is a vowel.

I can't get over it!
She really stands out.

6 **Read the texts. Find the eight mistakes in phrasal verbs 1–12 and correct them.**

I met Rosa Vares in an elevator in Madrid. I got in and there she was. I quickly had to [1]come something up with interesting to say, but my mind went blank! What should I say? I really couldn't [2]figure out it. I felt so stupid. I really [3]let myself down!

I had a supermarket delivery job once, and I had to deliver to a house in the west of the city. The house was very posh – it really [4]stood out it. I rang the doorbell and Colin Thrif opened the door. I couldn't [5]get it over. I said, 'I love your films!' and we chatted for a while. It [6]turned out that he's a really nice guy. Then he said, 'Can I have my shopping?'

I saw Little Mona on the street one day and I just decided to talk to her. I didn't [7]think it through, I just walked over and started talking. I [8]made it out I was a musician, too. That's a lie, I can't even play the tambourine! I think she knew I was [9]making up it because she quickly walked away.

One day, I [10]came across a queue for an audition for a TV talent show. On impulse I just joined the queue and sang. One of the judges was Denver Bane. He said, 'That was good, but not good enough. Don't give up, [11]stick out it and come back next year.' So I [12]got with on my life and I went back the following year. I still didn't get selected!

7 **Work in pairs and discuss the questions.**

1 Are you good at coming up with new ideas?
2 Are you good at making up stories?
3 Do you ever feel like you've let yourself down?
4 Are you good at figuring out logic puzzles?
5 Do you always think things through before you act?
6 Do you prefer to stand out or to look and behave like other people?
7 If you came across a lot of money in a public bin, what would you do?

Go to page 152 or your app for more information and practice.

Speaking

PREPARE

8 a **Work in pairs. Have you ever met a celebrity? If not, who would you like to meet? Compare your answers.**

b **Make notes about meeting a celebrity. It can be a real experience or you can invent one. Use the questions to help you.**

- Who did you meet?
- Where were you?
- When was it?
- What were you doing?
- What was the celebrity doing?
- What happened next?
- How did you feel afterwards?

SPEAK

9 a **Work in pairs and take turns telling each other about your experience. Decide if your partner's experience is true or invented.**

b **Swap partners and repeat.**

Develop your reading page 112

9D English in action

Goal: explain a problem and ask for action

Vocabulary: describing problems with products and services

Listening 1

1 **How often and why do you make phone calls? Do you find phone calls in English easy or difficult? Why?**

2 a 9.10 **Listen to the start of six phone conversations. In which conversations did the caller speak to the person they wanted to?**

b **Listen again and complete the sentences with three words.**

1 Is there someone there _____ me?
2 I'll just put _____ while I check if he's available.
3 Hello, Jamie. Felix is in the shower. Could you _____ a few minutes?
4 I'll put you through to recruitment. They'll be able to _____ .
5 Hi. I'm calling about the last bill I received. Could I _____ in the billing department?
6 Shall I _____ call you when he gets back?

c **Read the Useful phrases box and check your answers.**

Useful phrases 1

Getting through to the right person

Can you put me through to (recruitment)?
I was trying to get through to (Dave). Is (he) there?
I'm calling about (my latest bill).
Is there someone there who could help me?
Could I speak to someone in the (billing) department?

Responding to a caller

What is it concerning?
I'll put you through (to someone who can help).
Who shall I say is calling?
They'll be able to (answer your questions).
Shall I get (him) to call you when (he gets back)?
Could you call back in a few minutes?
I'll just put you on hold (while I check if he's available).

3 9.11 **Listen to five conversations and choose the best response, a or b.**

1 a Who shall I say is calling?
  b I'll just go and get her for you.
2 a Sure. They'll be able to answer your questions.
  b Sure. I'll put you through now.
3 a He's just popped out. Who shall I say is calling?
  b He's just popped out. Could you call back in a few minutes?
4 a What is it concerning?
  b Yes. Deliveries will be able to answer your questions.
5 a Sure. I'll just put you through.
  b He'll be able to answer your questions.

4 **Work in pairs. Roleplay a conversation for situations 1–3. Use the phrases in the Useful phrases box.**

1 B calls A and wants to talk to C. C isn't there.
2 B calls Company A and wants help with a billing problem.
3 B calls A and wants to talk to the manager, Ms Cox. She is in a meeting.

Vocabulary

5 a **Match the phrases in bold with meanings a–j.**

1 I couldn't pay for the shopping because my card **was refused**. *c*
2 They **delivered the wrong item** so I'll have to send it back.
3 We can't eat out there on Saturday because they're completely **booked up**.
4 The boiler's **not working** so I'll have to call the plumber.
5 The parcel was supposed to come today but it **didn't arrive**.
6 It was **out of stock** so I couldn't buy it.
7 The engineer was supposed to come today but he **didn't turn up**.
8 I'll have to call them because **my bill was much higher than expected**.
9 They said my parcel must have **got lost in the post**.
10 The internet is **down** so I can't get online.

a did not come as expected
b not providing the normal electronic service
c wasn't accepted by the payment system
d it was more expensive than it should be
e broken at the moment
f was sent but didn't arrive
g without any free tables at that time
h not available in the shop or warehouse
i brought something different from what was ordered
j (a person) didn't arrive as planned

b **Work in pairs. Which of the things in Exercise 5a have happened to you? What did you do?**

Listening 2

6 9.12 **Listen to the rest of three of the phone conversations from Exercise 2a. Answer the questions about each one.**

1 What problem is the person calling about?
2 What reason does the other person give for the problem?
3 What action does the caller want?
4 Does the other person agree to the caller's request?

7 **Listen again and complete the sentences with two words.**

1 a I'm _____ my new magazine subscription.
b Given the inconvenience, I think _____ a refund.
2 a Would it be _____ come and fix it today?
b I can't _____ but I'll try and come this evening.
3 a ... the last bill I received. I've got a _____ it.
b I'll _____ that you get a call back in the next two days.

8 **Complete the Useful phrases box with the sentences in Exercise 7.**

Useful phrases 2

Explaining a problem
The problem is (the boiler's not working).
It's about (the boiler).
There must be a mistake.
1 _____
2 _____

Asking for action
Could you refund the money that (was taken from my account)?
I'd like you to (fix it today).
I want to know why that is.
3 _____
4 _____

Responding to a request for action
Let me check to see what happened.
I'll have a word with my manager.
I'll sort that out for you right away.
5 _____
6 _____

9 a 9.13 **Listen to the sentences. What do you notice about the underlined sounds? Read the information about elision in the box and check.**

1 I'm afraid we can't do that.
2 I'll sort that out for you right away.
3 Could you refund the money?
4 There must be a mistake.
5 I want to know why that is.
6 I can't promise anything.

Elision
It's common in spoken English not to pronounce clearly the /t/ or /d/ sound at the end of a word, particularly when the next word begins with a consonant.

b **Listen again and repeat. Copy the pronunciation.**

10 **Put the sentences in the correct order to make three conversations.**

Conversation 1
a It's much higher than expected.
b Let me check to see what has happened.
c Thank you.
d I'm calling about my electricity bill.
e How can I help you? *1*

Conversation 2
a I'm sorry to hear that.
b That's me. What can I do for you?
c Could I speak to the person responsible for deliveries?
d I'll sort that out for you right away.
e It's about my recent order.
f It hasn't arrived.

Conversation 3
a I'm sorry to hear that.
b Yes, I'll make sure you receive a refund.
c It hasn't arrived.
d I'm calling about my recent order.
e Could you refund the money?
f Ah, it looks like it got lost in the post.
g Let me check to see what happened.

Speaking

11 a **Work in groups of three. Student A: Turn to page 174. Student B: turn to page 175. Student C: Turn to page 173.**

b **Roleplay the conversation.**

c **Swap roles and repeat the roleplay.**

For more practice go to your Workbook or app.

Go online for the Roadmap video.

10A Will I be happy?

- **Goal:** talk about future events
- **Grammar:** future perfect and future continuous
- **Vocabulary:** personal fulfilment

Reading and vocabulary

1 **What do you need in order to feel fulfilled and happy with life?**

2 a **Read the article. Work in pairs. Who do you feel most similar to? Why?**

What is it that makes your life fulfilled and happy? Is it your career, your friends and family or perhaps a desire to learn, a curiosity about the world around you? We asked some of our readers to tell us what personal fulfilment means to them and how they have achieved it.

Personal fulfilment for me is about strong friendships. We all need [1]friends who think the same way that we do. Right now I'm too young to worry about having [2]the ideal partner, I just want to have fun and explore. [3]A desire to discover new things is important, too. I have worries, of course. I worry that I'll never be able to afford [4]my own home. But I'm young so there's still time! - ***Harry, student***

I didn't find [5]the job that I'm ideally suited to until relatively late in life, but now I feel like motivating people to get fit is my [6]reason for living. In terms of family, my partner and our two children give me [7]a feeling of being an important member of something, and that's really valuable.

As a parent you try to teach your children [8]some fundamental truths to guide your life. But it's not easy. - ***Lizzie, parent***

I find personal fulfilment in my art. I'm a painter and art is [9]the thing that I feel most passionate about. I don't think everyone has [10]the ability to create something beautiful but I think everyone has [11]the ability to do something that no one else can and you just need to find out what that is.

I've never owned my own house but I've always had [12]somewhere that feels like my home, and that's what's important, I think. - ***Andy, retired adult***

b **Replace the underlined phrases in the article with the phrases in the box.**

purpose in life	artistic ability
a unique talent	a soul mate
my great passion	a place of my own
a sense of belonging	like-minded friends
a place I can call home	a sense of adventure
core principles	my true vocation

3 **Work in pairs. Look at the phrases in Exercise 2b and ask and answer questions.**

A: *Do you have a purpose in life?*
B: *I think so, yes. I think it's to make people laugh!*
A: *Do you think everyone has a purpose in life?*
B: *No, I don't think so, but I think everyone should have one.*

Go to page 165 or your app for more vocabulary and practice.

Grammar

4 a **10.1 Read the text and listen to five responses. Do you think each person is a student, a middle-aged person or a retired person? Why?**

1 Kevin
2 Martha
3 Tess
4 Pavel
5 Ayesha

Imagine there is a puff of smoke and a person who looks like you, but a bit older, appears in front of you. This person says that they are you but they have come from ten years in the future. They have time to answer three questions and then they must return to the future. What questions would you ask?

b **Listen again and complete the questions. What tense is used in each question?**

1 Kevin: _____ I still _____ as hard as I am now?
2 Martha: _____ he finally _____ a job?
3 Tess: Who _____ I _____ out with?
4 Pavel: _____ I _____ any major health problems?

5 **Read the grammar box and choose the correct alternatives.**

Future perfect and future continuous

The **future perfect** refers to events that happened [1]*before/after* a point in the future, for example in ten years' time.

Will I have written *that book I'm always intending to write?*

*I think she'****ll have found*** *some like-minded friends by then.*

The future perfect is formed with *will* + *have* + past participle. You [2]*often/never* use it with *by* or *before*.

I hope I'll have met my soul mate ***by*** *the time I'm 35.*

The **future continuous** describes something [3]*in progress/completed* at a point in the future.

Will *I still* ***be sharing*** *a flat?*

I hope I ***won't be working*** *so hard in ten years' time.*

The future continuous is formed with *will* + *be* + [4]*present participle/past participle*. You often use the future continuous with *still*.

Do you think you ***will still be living*** *with your parents ten years from now?*

You also use the future continuous to politely ask about other people's plans.

Will *you* ***be coming*** *with us tonight?*

To show how certain you are about the future, use *probably*, *more than likely*, *almost certainly* and *definitely*. Put the adverb [5]*before/after will* in positive sentences but [6]*before/after won't* in negative sentences.

I'll ***more than likely*** *have moved out by then.*

I ***almost certainly*** *won't have completed my degree.*

Or use these phrases at the [7]*start/end* of the sentence: *I suspect, I doubt, I guess, I would think, I'm fairly certain, I'm not very confident, It's probable that, It's more than likely that.*

I would think *I'll still be working for my father then.*

I'm fairly certain *that I'll have found a place of my own.*

6 10.2 **Listen to the questions. Notice how *Will you have ...?* and *Will you be ...?* are pronounced.**

1 Will you have finished by then?
2 Will you still be working?
3 Will you have found a new job?
4 Will you be living your dream?
5 Will you have decided what to do by then?
6 Will you be playing professionally?

7 a **Write questions with the future perfect or the future continuous. Use the prompts.**

One year from now

1 still / study English?
One year from now will you still be studying English?
2 take / trips abroad?
3 live with / soul mate?
4 hang out / same friends?

Five years from now

5 live / same place?
6 find / soul mate?
7 learn / new language?
8 find / true vocation?

When you retire

9 live / different place?
10 exercise / every day?
11 find / true happiness?
12 find / purpose in life?

b **Work in pairs. Ask and answer the questions in Exercise 7a. Give full answers with extra information.**

Yes, I'll still be studying English, but I'll also be ...

Go to page 154 or your app for more information and practice.

Speaking

PREPARE

8 a **Imagine you meet your future self and you can ask questions about future events. Choose what you would like to ask about or use your own ideas.**

- discover my purpose in life/my true vocation/my unique talent
- find a place I can call home/a sense of belonging
- use my artistic ability/my unique talent
- live in a place of my own/alone
- (still) have a sense of adventure/my core principles/an active life
- lose my sense of adventure/my core principles/all like-minded friends

b **Write your questions. Use the future perfect and future continuous.**

SPEAK

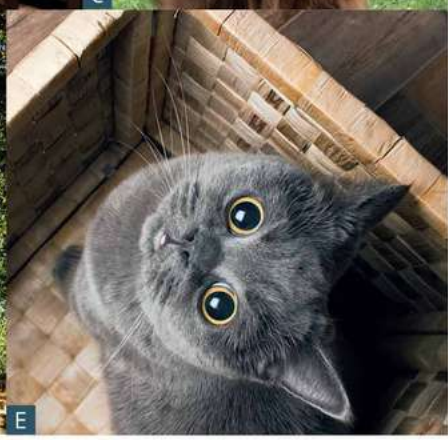
9 a **Work in pairs. Your partner imagines that he/she is you ten years into the future. Take turns asking and answering the questions. Try to give interesting and positive answers.**

b **Swap partners and repeat.**

Develop your writing page 134

10B Believe it or not!

- **Goal:** maintain a discussion on interesting facts
- **Grammar:** articles
- **Vocabulary:** fame



Reading and vocabulary

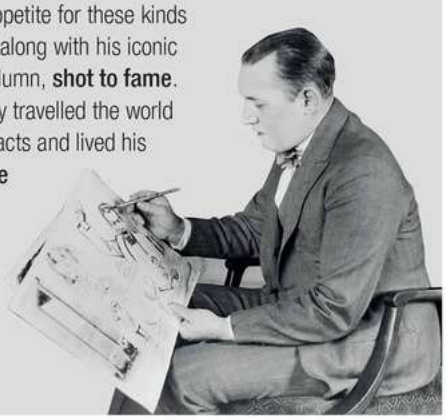
1 **Look at the photos. Do you know any surprising facts about these things? Turn to page 174 and check your answers.**

2 a **Read the article. What was Robert Ripley famous for?**

By the time he died in 1949, Robert Ripley was one of the most **high-profile** men in the world. His *Believe It or Not!* newspaper cartoons, which introduced readers to strange and curious facts from around the world, **had taken the US by storm** and eight million people a day read them. In many ways the cartoons were the forerunner of YouTube with their endless insights into the curious, bizarre and extreme. His cartoons led to books, radio and TV shows and huge wealth for Ripley himself. His **legacy**, in the form of museums and publishing, survives to this day.

Ripley **started out** as a newspaper sports cartoonist in the days before photographs. For much of his early career he was **unknown**, but one day he drew some cartoons of some surprising human achievements that had largely **gone unnoticed**, like the man who ran 100 yards backwards in 14 seconds or the guy who stayed underwater for six and a half minutes. His interest in curious and bizarre facts was evident even then.

Ripley's **big break** came when he got the chance to turn these cartoons into a regular newspaper column. He called it *Believe It or Not!* and it was **an instant hit**. The public, he discovered, had an insatiable appetite for these kinds of facts and Ripley, along with his iconic *Believe It or Not!* column, **shot to fame**. From then on, Ripley travelled the world searching for new facts and lived his life very much **in the public eye**.



b **Read the article again. Are the statements true (T) or false (F)? Correct the false statements.**

1. Ripley was very famous when he died.
2. There are still *Believe It or Not!* museums today.
3. Ripley's first job was as a reporter.
4. Ripley was interested in strange facts before he was famous.
5. *Believe It or Not!* started life as a radio show.
6. Fame didn't change Ripley's life at all.

3 **Work in pairs. Try to guess the meaning of the phrases in bold in the text. Then match them with meanings 1–10.**

1. attracts attention and publicity *high-profile*
2. not seen or detected by most people
3. immediately successful
4. became famous very quickly
5. a sudden chance to become successful
6. not at all famous
7. began your career
8. when lots of people are interested in everything you do
9. something that exists as a result of events in the past
10. had become very popular in a place

4 a **Work in pairs. Take turns asking and answering as many of the questions as possible in three minutes.**

Can you think of someone (or a group of people) who:

1. started out in a soap opera?
2. has/have taken the music world by storm recently?
3. shot to fame for all the wrong reasons?
4. is/are high-profile on YouTube?
5. was/were unknown until this year?
6. got his/her/their big break on breakfast TV?
7. is/are never out of the public eye?
8. was/were an instant hit with their first song?
9. has/have left the biggest musical legacy?
10. starred in a film that went unnoticed?

b **Share your answers with the class. Who managed to answer the most questions?**

Go to page 165 or your app for more vocabulary and practice.

Grammar

5 a Read some of Ripley's incredible facts and try to guess the correct alternatives.

1 In the US, a woman was a widow for *82/92/102* years. Her husband died young.
2 Believe it or not, almonds are not *healthy/nuts/food*.
3 Alfred Nobel was the creator of the Nobel Peace Prize. He also invented *dynamite/electricity/tennis*.
4 Some plants, called pitcher plants, eat *rodents/rabbits/people*. They are the only plants known to do this.
5 In 1918, Clinton Blume lost everything, including a hairbrush, when his ship sank in the Atlantic Ocean near France. A year later, in 1919, he found the hairbrush on a beach in *the US/France/Spain* when he was swimming.
6 Snails travel at *0.005/0.05/0.5* kilometres an hour.

b 10.3 **Listen and check your answers.**

6 a Read the sentences in Exercise 5a again and underline *a, an* and *the*.

b Read the grammar box and choose the correct alternatives.

Articles

The first time you mention a thing, use [1]*a* or *an/the*. When you mention it again, use [2]*a* or *an/the*.
__An__ American woman ... __the__ woman ...
Also use [3]*a* or *an/the* when the listener knows the thing you are talking about or there is only one in the context.
Alfred Nobel was __the__ creator of the Nobel Peace Prize.
[4]*Use/Don't use* an article when you make a generalisation.
Believe it or not, __almonds__ are not nuts.
Use [5]*a* or *an/the* when it doesn't matter which one you are referring to.
He found the hairbrush on __a__ beach.
Use [6]*a* or *an/the* with superlatives and noun phrases with *first, last, next, only, same, right* and *wrong*.
They are __the only__ plants known to do this.
[7]*Use/Don't use* an article with languages, sports, countries, academic subjects, planets, seasons, lakes and mountains.
His ship sank near France.
Use [8]*the/no article* with rivers, seas, oceans, deserts, time phrases (*the future, the past*, etc).
His ship sank in __the__ Atlantic Ocean.
Use [9]*the/no article* with names of countries with *States, Kingdom* or *Republic*.
In __the__ US, a woman was a widow for 102 years.

7 10.4 **Listen and read. The word *the* is pronounced in two different ways. How? When do we use each pronunciation?**

The surprising truth is that, despite living in water most of **the** time, **the** hippopotamus cannot swim. **The** elephant, on **the** other hand, is an accomplished swimmer.

8 a Complete the texts with *a, an, the* or no article.

I read [1]_____ interesting fact about [2]_____ hiccups the other day. [3]_____ guy called Charles Osbourne started hiccupping back in 1922. Sixty-eight years later, [4]_____ hiccups still hadn't stopped! I read it in [5]_____ magazine.

Do you know where [6]_____ driest place on [7]_____ Earth is? It's [8]_____ Atacama Desert in [9]_____ Chile. It's not totally dry though. In 2015 [10]_____ storm caused flooding in [11]_____ southern part of [12]_____ desert.

Did you know that there are 25 billion chickens in [13]_____ world? There are more of them than any other bird species. [14]_____ chickens are complicated animals and they have [15]_____ good memory for [16]_____ faces.

b One of the texts is not true. Guess which one. Check your answer on page 170.

Go to page 154 or your app for more information and practice.

Speaking

PREPARE

9 Work in pairs. Student A: Turn to page 169. Student B: Turn to page 167.

SPEAK

10 a Take turns telling your partner your three interesting facts. Use the Useful phrases to help you. Try to guess your partner's false fact.

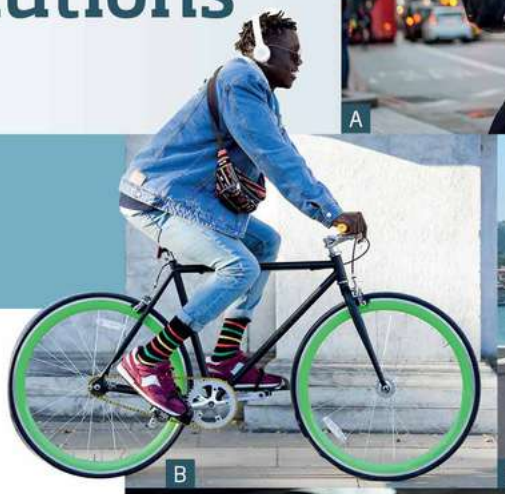
Useful phrases

Did you know that ...?
Believe it or not, ...
I read an interesting fact about ... the other day.
Strange but true, ...
I'd bet you never knew that ...

b Repeat the activity with other facts from page 167/169 or use your own interesting facts.

Develop your listening page 95

10C New solutions



- **Goal:** give detailed opinions
- **Language focus:** compound adjectives
- **Vocabulary:** persuasion and enforcement

Reading

1 **Look at the photos and discuss the questions.**

1. How often do you see people doing the things in the photos?
2. Are there laws against any of these activities in your country?
3. Do you ever do any of them? If so, when and why?
4. Can you think of any other activities that are annoying, dangerous and/or against the law?

2 **Read the article. What is the problem and what is the solution?**

Walk along any street in any built-up area and more than likely you will see people with their eyes glued to their phones, unaware of their surroundings. This behaviour is new for humans. It's only recently that we've started carrying a high-tech, internet-connected device in our pockets. But are absent-minded pedestrians a danger to themselves and to others? Recent data suggests so. The number of pedestrian deaths has started to rise in many countries and research shows that we are much more likely to cross the road without looking when we are texting and walking at the same time. This is a particular problem in our densely-populated cities.

Some cities have started to fight back against this antisocial behaviour, calling it dangerous and irresponsible. They have put up signs at busy junctions warning people not to text while crossing. Honolulu in the US has gone further by allowing police to fine pedestrians $35 for looking at an electronic device while crossing the street. Some say this approach is narrow-minded and point out that the fines punish people who are hard up more than those who are well-off.

Some German and Dutch cities have opted for a more state-of-the-art solution by installing so-called 'lightlines'. Lightlines are long strips of LED lights in the pavement. They function like traffic lights that pedestrians can see even when they are looking down at their phones.

The big question is whether any of these initiatives are going to cause a long-term change in human behaviour.

3 **Read the article again and answer the questions in your own words.**

1. What do you not see when you are walking and texting?
2. What does recent data suggest about walking and texting?
3. Who is fined in Honolulu?
4. What is unknown about all three solutions?

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

1. Do you think walking and texting is a problem that cities should tackle?
2. Which solution from the text do you think is the most effective?

Language focus

5 **Read the language focus box and underline the compound adjectives in the article. Can you explain the meaning of each one?**

Compound adjectives

Compound adjectives are formed of two or more words and they are sometimes (but not always) joined with a hyphen. Together the words work as a single adjective.

*It's only recently that we've started carrying a **high-tech**, **internet-connected** device in our pockets.*

Some words such as *well-* and *self-* can be joined to different words to make compound adjectives.

well-educated, well-known, self-confident, self-centred

The second word can also be a preposition.

*a **run-down** area, a **broken-down** car*

Numbers are also used to make compound adjectives.

*a **six-page** document, a **ten-year-old** boy*

Common compound adjectives are:

*a **part-time** job, a **well-behaved** child, a **brightly lit** room, a **well-known** person, a **middle-aged** man, a **short-term** solution, an **old-fashioned** person, a **densely-populated** area, a **strong-willed** child, a **good-looking** person*

With numbers don't use a plural in the compound adjective.

*~~a ten-minutes break~~ a **ten-minute** break*

The second word is likely to be a past participle.

*~~He is middle-age~~. He is middle-**aged**.*

*~~That's very old-fashion~~. That's very old-**fashioned**.*

6 10.8 **Listen to the compound adjectives and mark the main stress.**

self-confident well-educated absent-minded
high-tech well-off long-term densely-populated
narrow-minded hard-working long-distance

7 a Rewrite the sentences. Use compound adjectives from Exercise 6.

1 Have you completed a lot of years of academic study?
Are you well-educated?
2 Does your mind often think about other things when you are doing something?
3 Have you got a technologically advanced watch? If not, would you like one?
4 Are you someone who has no doubts about your character and abilities?
5 Do some of your friends have more money than the average person?
6 Are you someone who works hard most of the time?
7 Do you live in an area where there are a lot of people?
8 Are you someone who struggles to see things from different points of view?

b Work in pairs and ask and answer the questions.

Go to page 154 or your app for more information and practice.

Listening and vocabulary

8 Read about another problem involving smartphones. Have you ever seen people doing this?

The craze for tourists taking selfies in popular locations has resulted in a surprising number of injuries and deaths. Over the last six years, according to a report called *Selfies: a boon or a bane?* at least 259 people have died while taking selfies. One of the primary causes of death was being hit by transport. Mumbai in India has introduced 'no-selfie zones' in a bid to prevent this from happening and other cities are fining people who take selfies in dangerous locations, such as near heavy traffic. Is this the right way to prevent accidents from happening? What's your opinion?

9 a 10.9 **Listen to four people talking about the problem. What solution does each person suggest?**

b Complete the sentences with the words in the box. Listen again and check your answers.

charge discourage educate enforce fine install introduce put up

1 a I don't think it helps to _____ people for taking selfies.
b It's better to _____ them not to do it.
2 a The city should _____ motorists for using busy roads.
b The best way to catch everyone is to _____ cameras that read your number plate.
3 a In my opinion, you just need to _____ a few signs in places where it might be dangerous.
b It's better to _____ people from doing something than ban it completely.
4 You need to _____ a law to stop people from taking selfies and then you need to _____ that law.

10 a Work in pairs. Who do you agree with in Exercise 9b? Why?

b Change the sentences that you disagree with so they are true for you. Compare your answers.

I don't think it helps to discourage people. You should just fine them.

Go to your app for more practice.

Speaking

PREPARE

11 Work in pairs. Read the text and make a list of possible solutions to the problems.

In the last few years, the pretty town of Moorstone has become a popular tourist destination. It is only a 90-minute drive from the capital, so a lot of people come for a day visit. Almost everyone who visits Moorstone goes to see the fountain in the town square. It is a big tourist attraction and it brings in a lot of money for the town.

Unfortunately, some tourists have been climbing into the fountain in order to take an interesting selfie. They have also been climbing up to the top of the fountain. These are both dangerous things to do. Other tourists have been walking into the roads around the square and nearly causing accidents.

The town council needs to come up with some possible solutions.

SPEAK

12 a Work in groups. Discuss your solutions to the problems. Explain your opinion but also listen to other students' opinions. Use the Useful phrases to help you. Try to agree on the two best solutions.

Useful phrases

In my opinion, the city needs to ...
The main reason why this is the best option is ...
When you ... it tends to make the problem worse.
You've got to remember that ...
Don't forget that ...

b Present your solutions to the rest of the class. Give reasons for your choices.

Develop your reading page 114

Check and reflect: Units 9 and 10

1 **Complete the sentences with the words in the box.**

clue evidence hoax identify motive mystery red herring victim

1 There was no bomb. The phone call was a _____.
2 Aspects of Lady Anne's death remain a _____.
3 My grandfather was the _____ of an online scam.
4 I don't know the answer. Give me a _____.
5 The police don't have enough _____ to make an arrest.
6 The killer turned out to be a relative. Money was the _____.
7 The police haven't been able to _____ the victim.
8 The abandoned Volvo was a _____. The robbers actually used a van.

2 **Complete the second sentence so that it means the same as the first. Use past modals.**

1 One possibility is that Jim took it.
Jim _____ it.
2 It's almost certainly because Jack was driving too fast.
Jack _____ too fast.
3 Perhaps Teresa didn't really say that.
Teresa _____ that.
4 I'm sure you didn't see Jo there. She's in Brazil.
Jo's in Brazil. You _____ her there.
5 I doubt they were speaking Spanish. They're from Portugal.
They _____ Spanish.

3 **Match sentence halves 1–7 with a–g.**

1 The students have been researching
2 Martin suspected that
3 Jenny faked
4 Karen misunderstood
5 James bought flowers to prove
6 I love to sit and just observe
7 Some people still theorise

a the instructions and got lost.
b he could be thoughtful.
c that the Earth is flat!
d somebody wasn't telling the truth.
e people's strange behaviour.
f Chinese medicine on the internet.
g a stomachache to get a day off school.

4 a **Complete the sentences with the correct form of the verbs in brackets.**

1 I don't mind people _____ me when I'm working. (interrupt)
2 I often make people _____. (laugh)
3 I don't like it when people advise me _____ the way I eat. (change)
4 I think you should always let people _____ how you feel. (know)
5 I can't stand people _____ what I wear. (criticise)

b **Tick the sentences in Exercise 4a that are true for you. Then work in pairs and compare your answers.**

5 **Complete the sentences with the correct form of a verb from box A and a particle from box B.**

A figure let make stand stick turn

B down out (x4) up

1 Urgh, algebra! I could never _____ it _____.
2 I feel I've _____ my parents _____ by leaving college before completing the course.
3 I guess I can _____ it _____ for another two months without going mad!
4 With that pink hair, Lu certainly _____.
5 So much for bad first impressions. Tim _____ to be a great guy.
6 Joe _____ the whole story _____ to impress his girlfriend.

6 **Find and correct the word order mistakes in the sentences.**

1 I'm definitely giving up my job. I've thought through it.
2 Scientists will come up a clever solution with soon enough.
3 Liz tried to make the accident was all my fault out.
4 I came these old photos across of my dad's family.
5 You've got two days. Just get it on with.
6 Susan and George being a couple, I'll never figure out it.

7 a **Match 1–8 with a–h to make sentences.**

1 Travel fulfils my sense of
2 There is a special person for everyone, a
3 Children give you a purpose in
4 I spend time with like-minded
5 I see nursing as my true
6 I guess karaoke is my unique
7 Married couples should share core
8 Having a large group of friends gives me a sense of

a life.
b talent.
c belonging.
d adventure.
e friends.
f soul mate.
g vocation.
h principles.

b **Tick the statements in Exercise 7a that you agree with. Then work in pairs and compare your answers.**

8 **Complete the sentences with the correct future form of the verb in brackets.**

1 Don't bother. I _____ by the time you're ready to help. (finish)
2 Hi Jim, _____ you _____ the 5.30 as usual? I'll see you on the platform. (catch)
3 I'm going to bed early tonight because I _____ all day tomorrow. (travel)
4 _____ your mum _____ the operation by then? (have)
5 I _____ almost certainly _____ for my dad when I'm 30. (work)
6 What a whizz-kid! He' _____ his first million by the time he's 21. (make)

9 **Correct the underlined phrases.**

1 Zaha Hadid was a <u>big-profile</u> architect from Iraq.
2 *Psycho* and *Rear Window* are just two examples of Hitchcock's <u>legend</u>.
3 Maria Carey <u>set out</u> as a backing singer in the 80s.
4 In the early 80s, George Clooney was <u>a not-known</u> shoe seller.
5 Van Gogh's work went largely <u>invisible</u> while he was alive.
6 Sean Connery's <u>great break</u> was landing the role of James Bond.
7 Daniel Day-Lewis has won three Best Actor Academy Awards, but stays out of the <u>public watch</u>.
8 Lady Gaga's single *Bad Romance* was an <u>instant blow</u>.

10 **Complete the text with *a, an, the* or no article.**

Daniel Day-Lewis is one of [1]_____ film industry's most celebrated actors. He has won [2]_____ three Best Actor Academy Awards and has been nominated on [3]_____ several other occasions. Day-Lewis is what we call [4]_____ method actor. He is famed for [5]_____ research he does and [6]_____ devotion he shows. He is one of [7]_____ most selective actors, featuring in just six films since 1998. In [8]_____ age in which [9]_____ actors are constantly in [10]_____ public eye, Day-Lewis fiercely protects his family from [11]_____ intrusion. He rarely gives [12]_____ interviews or makes public appearances.

11 **Complete the sentences with compound adjectives.**

1 An actor we all know well is a _____ actor.
2 A student aged 20 years is a _____ student.
3 A guy with good looks is a _____ guy.
4 An area with a dense population is a _____ area.
5 A woman who is confident about herself is a _____ woman.
6 An office with the latest technology is a _____ office.
7 A job you do part of the time is a _____ job.
8 A leaflet with two pages is a _____ leaflet.

12 a **Complete the sentences with the verbs in the box.**

discourage educate enforce fine install introduce put up

1 We should _____ people £25 for dropping litter in the street.
2 We could _____ people from driving in city centres.
3 It's important to _____ children about the dangers of internet addiction.
4 We need to _____ a law that prohibits the use of mobile phones on public transport.
5 They need to _____ existing laws that stop companies sending spam to email addresses.
6 We might _____ CCTV cameras on every street.
7 We should _____ no smoking signs in parks and other open public areas.

b **Tick the suggestions in Exercise 12a that you agree with. Then work in pairs and discuss your answers.**

English in action

13 a **Complete the conversations with the words in the box. Use the correct form of the verbs.**

arrive book check down get mistake put refuse sort stock turn work

1 A: Sorry, your card has been _____.
B: Really? There must be a _____.
2 A: The internet's _____ again.
B: Oh dear. Let me _____ to see what's happened.
3 A: I've been trying to _____ through to Joe all day.
B: He's been busy. I'll try to _____ you through now.
4 A: The photocopier's not _____ properly.
B: I know. I called the engineer but he hasn't _____ up.
5 A: Are you completely _____ up this evening?
B: Yes, but as it's you Mrs Clark, I'll try to _____ something out for you.
6 A: Why hasn't the new monitor _____ yet?
B: Apparently, it's out of _____ until next week.

b **Work in pairs and practise the conversations.**

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can speculate about unsolved mysteries.
- I can plan and give a convincing argument.
- I can describe a personal experience.
- I can talk about future events.
- I can maintain a discussion on interesting facts.
- I can give detailed opinions.
- I can explain a problem and ask for action.

For more practice go to your Workbook or app.

1A Develop your listening

Goal: understand common informal conversations

Focus: recognising exaggeration

1 **Answer the questions.**

1 What are common topics for small talk in your culture?
the weather, football, ...

2 Do people tend to exaggerate in these conversations? If so, what sort of things do they say?
It's freezing outside! I nearly died of cold.
United were awful. My grandmother could have played better.

2 **Work in pairs. Look at conversation types a–g and answer questions 1–3.**

a The 'How was your weekend?' conversation
b The 'I'm so busy at work' conversation
c The 'I've had such a bad day' conversation
d The 'Have you seen what he/she is wearing?' conversation
e The 'Did you see that programme last night?' conversation
f The 'Do you remember?' conversation
g The 'How's the weather?' conversation

1 Which of the conversations in Exercise 2 are the most common for you?
2 What sort of things do people say in each conversation?
3 Which of these conversations do you find the most annoying?

3 1.2 **Listen to seven conversations and match them with a–g in Exercise 2.**

4 a **Read the Focus box. Can you remember any exaggeration from the conversations in Exercise 3?**

Recognising exaggeration

It is common to exaggerate in English, particularly in informal conversations. People usually exaggerate to emphasise a point and the listener understands that the words are not literally true.

- Exaggerating quantity

*I've got **a million things to do** but I'm just going to go to bed.*
*This **weighs a ton**!*
*They're a great band. **Everyone** loves them.*

- Exaggerating duration

*This is going to **take years**!*
*We've been waiting **for ages**.*
*You finished that burger **in five seconds flat**!*

- Exaggerating seriousness

*My feet **are killing me**. I need to sit down.*
***I'm dying to** ask: who gave you that ring?*
*It's **boiling** outside.*

b **Listen to the conversations again and complete the examples of exaggeration.**

1 a ... and then it got stuck in traffic _____ ...
b I wrote the report in _____ and then emailed it to her.
2 a There were _____ programmes on TV last night! Which one?
b It was so funny, wasn't it? I _____!
3 a Terrible. It's _____ today. This cold snap is going to last the whole week.
b Actually, it's _____ . Everyone is down at the beach trying to keep cool.
4 a You know, I'm _____ as always.
b I've got _____ emails to write.
5 a It costs _____ to join, but if you just want to go on a Sunday ...
b I asked her nicely but she wouldn't turn it off. I _____ her!
6 a I bet you were _____ say something to him.
b Don't! I'll just _____ if he does.
7 a I'm _____ . Are you hungry?
b They brought me that ginormous plate of food – it was enough to _____ .

c 1.3 **Listen and repeat the sentences. Copy the intonation.**

5 **Work in pairs. Choose one of the topics or think of your own. Write a short conversation. Try to include as many exaggerations as possible.**

- the weather
- how your job is going at the moment
- something you saw on TV recently
- a new hotel or restaurant in town
- a football match (or other sport)
- the behaviour of a famous celebrity
- something you bought or want to buy

2C Develop your listening

Goal: understand detailed guidance

Focus: recognising positive and negative instructions

1 a Have you done any of 1–5 recently? If so, what did you say and what was the response?

1 asked permission to go somewhere or stay out late
2 asked for help with your English
3 asked to borrow some money
4 asked for time off from your work or studies
5 asked for a pay rise

b Work in pairs. Look at the advice on how to ask your boss for a pay rise. Which of 1–4 should you do? Which shouldn't you do?

1 Arrange a face-to-face meeting rather than sending an email.
2 Explain why you need the extra money.
3 Ask for a much bigger rise than you expect to get.
4 If your boss says no, mention a job offer from another company.

2 a 2.9 **Listen to a radio programme on how to ask for a pay rise. Check your answers to Exercise 1b.**

b Listen again and choose the correct option, a–c, to answer the questions.

1 What list should you make, according to Madison Bligh?
a your achievements
b your requirements
c your previous jobs

2 When you ask for a rise, what should you do?
a explain how you've helped the company
b explain why you need the money
c ask your boss without any warning

3 When shouldn't you ask for a pay rise?
a at the start of Monday morning
b at the end of Monday afternoon
c at the start of Friday morning

4 What will happen if you make a request for a very big increase?
a Your boss will be impressed.
b You will show you understand your worth.
c You won't be taken seriously.

5 Why shouldn't you threaten to resign?
a You might not find another job.
b It shows that the company is not important to you.
c It's not fair to your boss.

6 What mistake did Madison's contact make?
a He said he would work harder if he got a pay rise.
b He said he had done enough work.
c He said no to a pay rise.

3 Read the Focus box. Which category do the phrases belong to, positive or negative?

1 It's always better to ... than not.
2 This is a big no-no.
3 Alternatively, you might want to ...

Recognising positive and negative instructions

Often, you can give instructions and advice in English simply by using the imperative.

*Explain **how you've helped the company achieve its goals.***
*Keep **smiling and ask what you need to do ...***

There are also some common phrases which give a **positive instruction** (i.e. say that you should do something).

*It's **important/vital that you ...***
*Take **the time to ...***
*It's **always advisable to ...***
*It's **always better to ... than not.***
*What **you must do, and this is crucial, is ...***
*It **might be better to ...***

Other phrases give a **negative instruction** (i.e. say that you shouldn't do something).

It's sometimes tempting to ... but ...
Your boss won't thank you for ...
Don't make the mistake of ...
I wouldn't advise + -ing ...
It's hard to take someone seriously if they ...
Try not to ...

4 a 2.10 **Listen to four people. Is the speaker giving a positive instruction (do this) or a negative instruction (don't do this) for actions 1–4?**

1 Ask for a pay rise by email.
2 Pack an extra suit for a business trip.
3 Start a conversation with the CEO in the lift.
4 Avoid office politics completely.

b Listen again. Tick the phrases in the Focus box that you hear.

5 Work in pairs and answer the questions.

1 How would you ask for a pay rise?
Firstly, I would arrange a meeting with my boss. Then I would ...

2 Imagine you are a manager and a valuable employee asks you for a pay rise but you can't give one. What would you say?

3B Develop your listening

Goal: understand most of a TV/ radio programme

Focus: ignoring filler phrases

1 **Look at the photo. Do you think you could do this job? Why/Why not?**

2 a **Evan is a world champion living statue. How do you think he will answer the questions?**

1 How long have you been doing this job?
2 How long does it take to do the make-up?
3 What character traits do you need to be a successful living statue?
4 How long can you stand without moving?
5 What is the point of being a living statue?
6 What is the secret of being a good living statue?
7 Why do you earn more now?

b 3.6 **Listen to an interview with Evan. Check your answers to Exercise 2a.**

c **Did any of the answers surprise you? Work in pairs and compare your ideas.**

3 **Listen again and complete the sentences with a word or phrase.**

1 _____, it was in economics!
2 _____ no, it hasn't really helped me much.
3 And that was, _____, that was a great honour ...
4 And then you have to, _____, you have to practise and find the right clothes ...
5 And then I'll paint in the faint blue lines, _____, to make it look realistic.
6 ... so that I looked like a _____ old, almost falling apart statue.
7 We have a lot more inner peace, _____.
8 They might as well get a real statue, _____.
9 Those tiny movements that are, _____, part of the character.
10 If you get hungry you can, _____, start to feel light-headed or dizzy.

4 **Read the Focus box. What other phrases from Exercise 3 could you add to the list?**

Ignoring filler phrases

Fillers are words and phrases which people use when speaking to give themselves time to think or to soften the meaning of their words.

To understand a whole TV or radio programme, it is important to be able to ignore the fillers and pick out the important information. Common fillers are:

I would say ... *I seem to remember ...* *You know ...*
kind of/sort of *Actually,* *you see* *like ...*

5 3.7 **Listen to six extracts from the rest of the interview with Evan. Ignore the fillers and write the answers to the questions.**

1 How much do you spend on make-up?
About ten euros each time I get dressed up
2 Can anyone learn to be a living statue?
_____
3 If you're paid to perform for an hour, how do you know when your hour is finished?
_____
4 What do you do when you need to scratch an itch?
_____
5 What do you hate about the work you do?
_____
6 What is your goal now that you're a world champion living statue?
_____

6 **Work in pairs and discuss the questions.**

1 Would you like to do this job now that you have listened to Evan?
2 If you were a street performer, which of the things in the box would you prefer to do? Why?

sing dance juggle be a living statue do magic tricks play an instrument

3 What are the biggest problems for street performers?

4c Develop your listening

Goal: understand phone messages

Focus: understanding understatement

1 **Discuss the questions.**

1 Do you usually leave a voicemail message for friends when they don't answer? Why/Why not?

2 Do you ever have to leave voicemail messages for work reasons? If so, what do you normally say?

2 a **When leaving a work-related voicemail message, what is the best order to do a–g? Put the sentences in the correct order.**

a Say your phone number.
b Say the reason for the call.
c Ask the other person to call you back.
d Say the company you're calling from.
e Say your name.
f Say who the message is for.
g Repeat your phone number.

b 4.7 **Listen to business communication adviser Louise Mackinnon and check your answers.**

3 a 4.8 **Read the summaries of voicemail messages for Isabella. Then listen and match people a–g with summaries 1–7.**

1 I've got a property to let for your new café.
2 I've got great deals on café furniture.
3 I have to cancel our appointment next week. I'm in hospital.
4 I want to hire out your café for a party.
5 I can't make it into work today. I'm ill.
6 I've got a new flat that you could move into at the end of the month.
7 I need you here at work. We've got a problem.

a Beatriz
b Tarik
c Harper
d Sigrid
e Daniel
f Vincent
g Naomi

b **Listen again. What is the relationship between Isabella and each person? Who follows the advice about voicemail messages in Exercise 2b?**

1 Daniel: her property manager

4 **Listen again and complete the information for each phone call.**

Name: Daniel
Number: 09474 632334
Message: new café property available
Action: call back to look at it

5 **Read the Focus box. Which speaker in Exercise 3 doesn't use understatement?**

Understanding understatement

Native English speakers often use understatement when describing problems. For example, in 1982 Captain Eric Moody announced to passengers on his plane: 'Ladies and Gentlemen, this is your captain speaking. We have a small problem. All four engines have stopped.'

Here are some more examples of understatement.

Understatement	Meaning
There's a small issue with ...	There's a (possibly big) problem with ...
Something has come up.	A (possibly very bad) thing has happened.
We have a small problem with ...	We have a (possibly big) problem with ...
It's just a scratch.	It's more serious than a scratch.
It's a little bit over budget.	It's (possibly a lot) over budget.
It's a bit on the small side.	It's (possibly very) small.
Sales are a bit disappointing.	Sales are bad.
We've got a bit of a problem.	We've got a (possibly big) problem.
It's no big deal.	It's probably a big deal/ problem.

6 4.9 **Listen to two more voicemail messages. What is the understatement in each one? What do you think the real situation is?**

7 **Work in pairs. How might you use understatement in these situations?**

- You call the office to say you are going to be late because your car was stolen last night.
  I've got a bit of a problem with my car. It's been stolen.
- You explain to your boss you can't deliver a report because the internet isn't working.
- You call your flatmate to say the washing machine has broken down and flooded the kitchen.

5c Develop your listening

Goal: understand presentations

Focus: matching information with visuals

1 **Work in pairs and discuss the questions.**

In a restaurant, how often do you:

1 send the food back?
2 take a photo of the food?
3 ask for a different table?
4 ask the waiter or waitress to take a group photo?
5 post a review of the restaurant online?

2 5.7 **Listen to the introduction to a presentation and answer the questions.**

1 What is the aim of the presentation?
2 Why are there more restaurants now than before?
3 What is the problem in the restaurant industry?
4 How did the presenter carry out the research?

3 5.8 **Listen to the rest of the presentation and explain why 1–4 have changed.**

1 the time it takes to order food
2 the number of people who ask for a different table
3 the number of people who send their food back
4 the time between finishing and leaving

4 **Read the Focus box. Listen to the rest of the presentation again and match points 1–6 with the correct presentation slide, A or B.**

Matching information with visuals

Presenters will usually indicate when they are referring to data in graphs, charts and tables.

*As you can see from **this chart** ...*
*As **this visual** shows ...* *As **this graph** illustrates ...*

Listen for the language the speaker uses to describe the data. Is the speaker describing a big change or a small change?

- For **big changes**, listen out for high percentages or words like *sharp, huge* or *dramatic*.

*That's a rise of **seventy-five percent**.*
*That's a **huge** increase.*
*That's **two and a half** times as long.*
*The number of people who ... has risen **dramatically**.*
*That's a **sharp** fall in the number of ...*

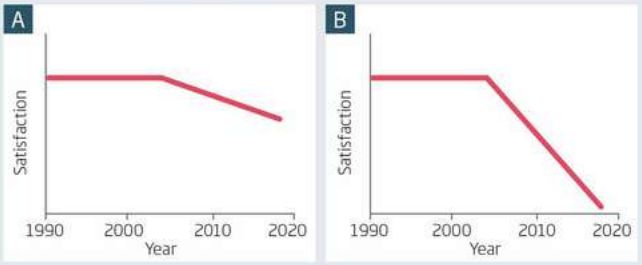
- For **small changes**, listen out for low percentages or words like *small, tiny, slowly* or *slightly*.

*That's a drop of **three percent**.*
*That's a **tiny** increase.*
*The number of people who ... has risen **slightly**.*
*That's a **small** rise in the number of ...*

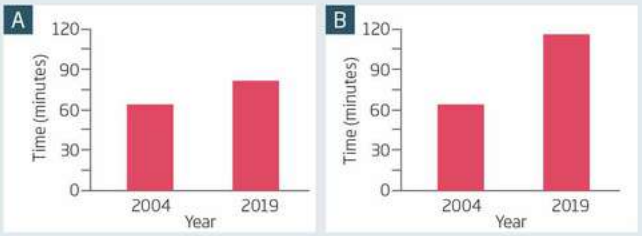
5 **Work in pairs and discuss the questions.**

1 Do you ever do any of the things mentioned in the listening?
2 What do you think the restaurant should do about its problems?

1 Customer satisfaction

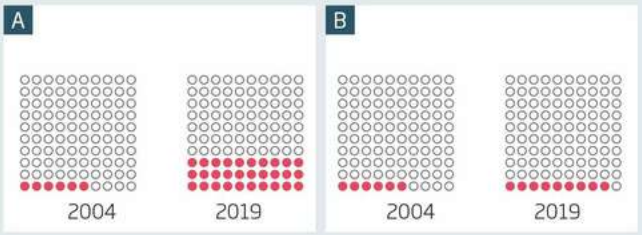


2 The time it takes to eat a meal

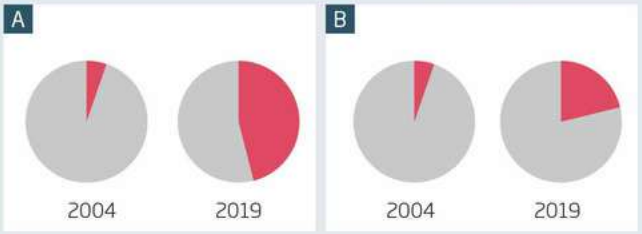


3 The time it takes to order food (minutes)

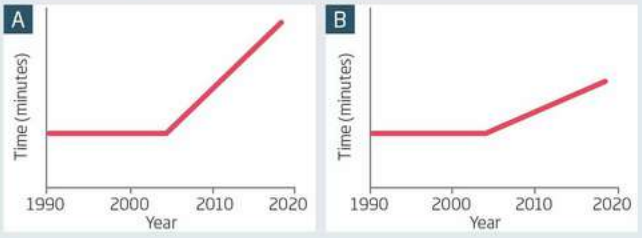
4 The number of people who ask for a different table



5 The number of people who send their food back



6 The time between finishing a meal and leaving the restaurant



6A Develop your listening

Goal: understand informal discussions

Focus: recognising signpost expressions

1 **Discuss the questions.**

1 Are there any expressions that a friend or family member often uses which annoy you?

2 What expressions in your language do you tend to use too much?

2 a 6.4 **Listen to people talking about expressions they hate. Complete expressions 1–10.**

1 *So*
2 _____
3 _____
4 At this _____ in _____
5 The _____ is
6 Let's _____ it
7 At the _____ of the _____
8 It _____ what it _____
9 To be _____
10 Speaking _____

b **Listen again and choose the correct reason for hating each phrase, a or b.**

1 a It's not needed.
b People should say *please* instead.
2 a It's a problem.
b It doesn't mean anything.
3 a People don't mean it when they say it.
b People mean it but don't say it.
4 a The speaker doesn't know what they are saying.
b The speaker thinks they should say something else.
5 a People use it to express an opinion, not reality.
b People use it to end a conversation.
6 a The speaker doesn't usually agree.
b The speaker doesn't usually disagree.
7 a People who use it don't know why they are using it.
b People who use it say it too often.
8 a It doesn't sound intelligent.
b It doesn't sound appealing.
9 a People are not honest.
b It's unnecessary.
10 a It doesn't mean anything.
b People don't mean it when they say it.

3 **Read the Focus box. What other English expressions can you think of that seem to have no meaning?**

Recognising signpost expressions

Some of the words and expressions that are used in English contain no information but they signpost where the conversation is going and help it flow. Often they are overused and that can be irritating. Here are some examples of signpost expressions.

1 to begin an explanation: ***So**, the reason is that ...*
2 to say that something is a fact or can't be changed:
***The reality is**, it's not acceptable.*
It is what it is!
***Let's face it**, there are more important things to think about.*
3 to summarise: ***Basically**, it was totally unfair.*
***At the end of the day**, we should have won.*
4 to emphasise that something is an honest opinion:
***Speaking personally**, I thought it was great.*
***To be honest**, he's not the best listener.*
5 to emphasise a point: *It was **literally** a disaster!*
***At this moment in time**, that's not possible.*

4 a 6.5 **Listen to two conversations. What is the topic of each?**

b **Listen again and answer the questions.**

1 a When is Uncle Tommy expecting them?
b When did they last see Uncle Tommy?
c What does Uncle Tommy talk about too much?
d What is she not going to do when she's old?
2 a How long has he been saving up his money?
b What is the problem with taking the bus?
c What is he worried about in terms of having a bike?
d Why does his friend think a bike is better than a car?

c **Look at the Focus box again and tick the signpost expressions that you heard. Then listen again and check.**

5 **Match the signpost expressions in bold with categories 1–5 in the Focus box.**

a ... so, I borrowed his headphones. **To tell you the truth**, I should have asked first, but I didn't.
b **The thing is**, I wanted to go to his party, but I had already promised to go out with my best friend.
c I definitely want to go, **100%**, I just don't know if I can afford it.
d It's raining, but **like it or not**, we're going camping.
e It rained nonstop, I got lost, I left my keys at home. **In a nutshell**, the outing was a disaster.

6 **Work in pairs. Choose a topic to discuss. Try to use as many of the signpost expressions as possible.**

- a place you would like to visit
- a type of film or music that you don't like
- something that makes you happy
- something you are grateful for

7C Develop your listening

Goal: understand a radio programme

Focus: recognising examples

1 **Look at the cartoon. Do you ever say things that you don't mean? Work in pairs and give some examples.**

2 **Read the quotes. Which one do you agree/disagree with more strongly?**

'Half the time we say things but don't mean them. The other half we mean things but don't say them.'

'Say what you mean and mean what you say. It's a simple way to live.'

3 7.10 **Listen to the introduction to a radio programme and answer the questions.**

1 What is the topic of the programme?
2 What do we learn about the presenter?
3 When do parties really start in Brazil?

4 **Read the Focus box and listen to the introduction again. Complete the sentences.**

1 'The party is _____' means '_____.'
2 'It's not _____' means anything from 'It's _____' to '_____.'

Recognising examples

When a speaker is giving examples, they often use certain phrases such as: *Take ... for example, For instance, like, such as, including.*

*There are many things to get used to, **including** the sheer size of the place.*

***For instance**, if a Brazilian person says ...*

***Take** the phrase 'It's not bad', **for example**.*

When a speaker is giving an example of what other people say, they usually leave a short gap before and after the quote.

They say something like [pause] 'It's very interesting', [pause] but they mean ...

5 a 7.11 **Listen to the rest of the radio programme and choose the correct option, a–c, to answer the questions. In one question, two options are correct.**

1 Why did the speaker feel stupid?
  a She didn't understand English.
  b She didn't understand what the interviewers really meant.
  c She couldn't find a job.
2 According to the speaker's friend, why do some British people not say what they mean?
  a They don't want to offend anyone.
  b They don't know what to say.
  c They don't know how to say what they really mean.
3 What are two common ways in which British people express themselves?
  a politely and rudely
  b with lies and the truth
  c with understatement and overstatement
4 When should you not say 'Yes'?
  a when someone says: 'It's probably my fault.'
  b when you make a mistake
  c when someone says: 'It's definitely your fault.'
5 What do British people say to stop a discussion before it becomes a big argument?
  a 'I hear what you're saying.'
  b 'I disagree with you but I don't want to talk about it anymore.'
  c 'I'll bear that in mind.'
6 What did the speaker observe in other parts of the UK?
  a People are all the same.
  b British culture is the same everywhere.
  c People were very direct.

b **Listen again and complete the table.**

What British people say	What they mean
1 'I'll call you.'	
2 'I just have a few minor comments.'	
3 'There's been a slight change of plan.'	
4 'It's probably my fault.'	
5 'I hear what you're saying.'	
6 'I'll bear that in mind.'	

6 **Work in pairs. What do people often say in situations 1–4 in your culture? What do they really mean?**

1 One of your friends has a new haircut that doesn't suit him/her.
2 You are waiting to go out because your friend is taking a long time to get ready.
3 Someone shows you their art or writing and you don't like it.
4 Someone asks you what time they should arrive at your party.

8A Develop your listening

Goal: understand fast, unscripted speech

Focus: recognising when words are missed out

1 **Work in pairs and discuss:**
- the last book you read or TV series you watched
- your favourite book or TV series of all time

2 a **Read the conversations. Are they making positive or negative comments about the books?**

Conversation 1

A: Hey, have you read *Tricked and Betrayed*? What did you think of it?

B: I'm not sure really. I just can't get into it for some reason. I can't relate to the main character.

Conversation 2

A: So, did you like that book I lent you?

B: Do you mean *Abandoned*? It left me cold, actually. It was a bit far-fetched, I thought.

Conversation 3

A: Are you reading this book? What do you think of it?

B: It's a real page-turner, isn't it? I can't put it down.

Conversation 4

A: Have you read this?

B: I'm reading it at the moment, actually. The main character – wow! She's really struck a chord with me. I can identify with her a lot.

b **Match the underlined phrases in conversations 1–4 with meanings 1–7. One of the meanings matches two phrases.**

1 hard to believe
2 want to keep reading
3 feel similar to
4 not able to begin to enjoy something
5 didn't make me feel anything
6 done/said something that I felt was familiar
7 a very interesting/exciting book

3 8.3 **Listen to the four conversations in Exercise 2a. Cross out the words that the speakers omit.**

4 **Read the Focus box. What types of words were omitted from the conversations in Exercise 2a?**

Recognising when words are missed out

In fast, informal speech you sometimes miss out certain words because they are not necessary. These are the types of words that are sometimes missed out:

- the auxiliary verb (and sometimes the subject) in questions

***Have you** read this?* → *You read this?* → *Read this?*

- the verb *be* (and sometimes the subject) in questions and answers

***Are you** enjoying this?* → *You enjoying this?* → *Enjoying this?*

***A:** Will you read the next one in the series?*
***B: I'm** not sure.* → *Not sure.*

- *it* (and sometimes the verb) in statements with *'s* (*has* or *is*) or *was*

***It's** not my cup of tea.* → *'s not my cup of tea.* → *not my cup of tea*

***It's** gone, I'm afraid.* → *'s gone, I'm afraid.*

5 a 8.4 **Listen and complete the conversations. Write exactly what you hear.**

Conversation 1

A: Oh, *Love's Winter* – [1] _____ . [2] _____?

B: [3] _____ , really. [4] _____ romantic for me.

Conversation 2

B: [5] _____ that new series on Netflix?

A: No. [6] _____ ?

B: [7] _____ *Lost in London.* [8] _____ !

Conversation 3

A: [9] _____ reading?

B: *Red Lines.* [10] _____ ?

A: No. [11] _____ cup of tea.

b **Listen again and check your answers.**

6 8.5 **Listen to a book club discussion. Choose the correct alternatives.**

1 Book title: *A lot of Luck/Lotta's Luck/Lotta's Love*
2 Author: *Richardson/Richard Sun/Richard and Son*
3 Setting: *past/present/future*
4 Type of book: *family drama/romantic novel/spy thriller*
5 Rhona's opinion: *positive/negative*
6 Felix's opinion: *positive/negative*
7 Khalil's opinion: *positive/negative*

7 **Work in pairs. Find a book you have both read or a film or a TV series you have both seen. What did you think of it? Use the vocabulary from this lesson.**

***A:** So, what did you think of* Open Doors*?*
***B:** Well, to be honest, I thought it was a bit far-fetched, a bit unbelievable.*

9A Develop your listening

Goal: understand fast, scripted speech

Focus: understanding pauses in speech

1 **Look at the pictures. Have you ever read or seen any Sherlock Holmes stories?**

2 **You're going to listen to an extract from three different Sherlock Holmes stories. Look at the pictures. What do you think is happening?**

A

B

C

3 9.4 **Listen and choose the correct option, a–c, to complete the sentences.**

1 Holmes deduces that Watson
   a has been ill. b has new slippers.
   c has burnt his slippers.
2 Holmes and the woman talk about her
   a problems. b journey. c horse and cart.
3 Holmes wants to forget that the Earth goes round the Sun because he
   a doesn't think the information is useful to him.
   b doesn't believe it is true.
   c would rather think about furniture.

4 a **Listen again and answer the questions.**

1 a How can Holmes tell that the slippers didn't get wet?
   b How did the soles of Watson's slippers get burnt?
2 a How does Holmes deduce that the woman came by train?
   b How does Holmes deduce that the woman also came by horse and cart?
3 a How does Watson react to Holmes' ignorance about the Earth and the Sun?
   b What happens, according to Holmes, when you remember a new piece of knowledge?

b **Work in pairs and check your answers.**

5 a **Read the Focus box, then mark extracts 1–3 to show where you think the pauses will be. (The commas and full stops have been removed.)**

1 But there is a small piece of paper on the sole with the price on it
2 Water would of course have removed this
3 It is obvious then that you have been sitting with your feet stretched out to the fire which you would only do at this time of the year in June if you were feeling ill

Understanding pauses in speech

When you read an English text, commas and full stops help you understand the meaning. When you listen to English, pauses help you do the same thing. They break up the information to make it easier to understand.

The soles of your slippers | which are at the moment facing me | are slightly burnt.
Like all of Holmes's reasoning | it was simplicity itself | once it was explained.

The speaker's voice will often move up or down near the end of each group of words.

b 9.5 **Listen and check your answers.**

6 9.6 **Listen and mark the natural pauses.**

There is no mystery my dear madam there is mud on the left arm of your jacket in seven places the mud is perfectly fresh there is no vehicle apart from a horse and cart which throws up mud in that way

7 **Work in pairs. Who are your favourite fictional detectives? How do they normally solve crimes?**

10B Develop your listening

Goal: extract the main points from a news programme

Focus: distinguishing fact from opinion

1 a What do you know about meteors and meteorites? Guess the correct option, a or b.

1 Meteors and meteorites are both rocks from space. The difference between them is ...
   a meteors burn up before they hit the Earth but meteorites hit the Earth.
   b meteors hit land but meteorites hit the sea.
2 When meteors enter the Earth's atmosphere, they heat up to ...
   a about 1,650,000°C (degrees Celsius).
   b about 1,650°C.
3 The meteorite that probably killed the dinosaurs and most of life on Earth struck ...
   a sixty-six million years ago.
   b sixty-six billion years ago.
4 The largest known crater left by a meteorite is in South Africa. It is ...
   a 300 kilometres wide.
   b 3,000 kilometres wide.

b 10.5 Listen and check your answers.

2 a 10.6 Listen to part 1 of a news report about a meteor strike in Canada. Answer the questions.

1 When and where was the sighting of the meteor?
2 What was the approximate size and weight of the meteor?
3 Where did the rock hit the Earth?

b Listen again and check your answers.

3 10.7 Listen to part 2. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Both Ana Santos and Hugo Martin have written a book about meteor strikes.
2 Sixty tonnes of space material reaches the Earth's surface every day.
3 A large meteorite hits the Earth about once a lifetime.
4 The dinosaurs were wiped out by climate change.
5 Someone at home in Alabama was hit by a meteorite.
6 A meteorite in Chelyabinsk in Russia weighed more than the Eiffel Tower when it hit the Earth.

4 Read the Focus box. Then read the sentences. Are they fact (F) or opinion (O)?

1 Our planet is bombarded with tonnes and tonnes of space material every day.
2 If a piece of rock from space reaches the ground, then it's referred to as a meteorite.
3 To be honest, it's really not worth worrying about.
4 The dinosaurs were probably killed by climate change.
5 In 2018, a meteorite crashed into the Ural Mountains in Russia and injured about 1,000 people.

Distinguishing fact from opinion

To identify the main points in a news report, you need to be able to distinguish between fact and opinion.

- Facts are more likely to be presented in the passive form and to include numbers.

Our planet is bombarded with 60 tonnes of space material every day.

- Important facts are usually emphasised with examples or further explanation. When you hear an example, think about what point it is supposed to show.

In 2018 a meteorite crashed into the Ural Mountains.

- Listen out for obvious ways of introducing an opinion such as *I think ... and I believe that ...*, but also listen out for more academic ways of introducing an opinion such as *I would argue that ..., I'm not convinced that ..., I would suggest that ...*

I would argue that large meteor strikes are very rare.

Listen out for words like *probably, should, best, worst* and other superlatives. A speaker is often expressing an opinion with these words.

- The reporter will often ask questions concerning feelings, e.g *Should we be worried about ...?* These questions are asking for an opinion rather than a fact.

5 Listen to part 2 again. Which two statements do Professor Santos and Professor Martin disagree on?

1 We should be worried about meteor strikes.
2 Small meteorites can be dangerous.
3 The dinosaurs were killed by climate change.
4 The Alabama meteorite was very small.
5 The Chelyabinsk meteor didn't hit the Earth.

6 Are the sentences fact (F) or opinion (O)? Underline the words that show this.

1 This is the most impressive meteorite of the last ten years. *O*
2 The meteor was detected by specialist equipment.
3 99.9 percent of space material burns up in the atmosphere.
4 It's obvious to me that this meteorite is dangerous.
5 It probably caused a lot of damage.
6 We should be concerned about the cost of this space mission.
7 70 percent of meteorites land in the sea.

7 Do you believe we should be worried about meteorites? Why/Why not?

1C Develop your reading

Goal: understand an article with survey results

Focus: understanding cause and effect relationships

1 a **Imagine you have to move abroad. Make a list of factors to consider when deciding where to live.**

the weather, the transport system, ...

b **Make a list of your top five countries to move to.**

2 a **The countries below came top in a survey of the best places to move to. What do you know about them?**

Mexico Costa Rica Bahrain Portugal

b **Read the article quickly and match the countries in Exercise 2a with sections 1–4.**

Dream work destinations

Imagine you had to move abroad for work. Where would you go? Every year ***Penhaligon Magazine*** *publishes a list of the best places to move to, as voted for by the people who actually moved there – the immigrants. So which places came top this year and why?*

1 _____

With a population of around one and a half million, this country, comprising 30 islands, got a high score. People who move here say that it is a friendly and welcoming place, where people make time for their families. It's also worth noting that the local population speaks good English and as a consequence it's easy for outsiders to settle in. Many foreign workers say they earn more than they would at home and this, coupled with other factors, means that there has been a big growth in the number of people moving here to work. Currently they make up more than half the population!

Many people who move here praise the attitude to work-life balance and family. You are not usually expected to work long hours and the quality of education for children is considered very high. Overall, it's easy to see why this destination is so popular.

2 _____

With a population of around five million people, this country in Central America has a *pura vida* (pure life) culture, which emphasises a carefree, laid-back way of living. It's also an exceptionally friendly place and as a result it comes top in terms of making friends. It has beaches, spectacular scenery and a low cost of living and consequently it is popular with retired people.

The local population takes an active interest in the environment and around a quarter of the land area is protected jungle, while almost all of the country's electricity is generated from renewable resources. Perhaps it's no surprise then that so many people say that they see themselves staying forever.

3 _____

This is the most populous destination on our list and it has consistently been in the top five of *Penhaligon's* rankings since the survey began. It scores high partly thanks to its culture of friendliness, which explains why it's so easy to settle in. The cost of living is also lower than in many places.

It's such an easy place to move to partly due to the culture of respect and kindness. Everyone places a high value on remaining calm and disputes are resolved by conversation and negotiation. Even in the capital, which is the second most populous city in Latin America, it is considered very bad manners to lose your temper in public.

4 _____

With a population of just over ten million, this is the first European destination to appear in the top ten owing to its excellent quality of life. With high marks for climate and leisure and plenty of coastline and nature to enjoy, you are unlikely to waste time wondering what to do with your free time. The country is also highly rated for personal safety and friendliness and most people who move here say that it is easy to make friends locally.

This destination has a growing number of tech start-ups, particularly in the capital, Lisbon, and these draw many foreign workers to the city. The country also has a strong tourism sector on account of the climate and scenery.

Have you moved abroad? Do you want to speak your mind? Voice your opinion here.

3 **Read the article again and answer the questions.**

1 Where are there lots of young technology companies?
2 Where is it not acceptable to get angry in public?
3 In which country is the majority of the population from abroad?
4 Which country has the highest population of the four?
5 Which one attracts people who have retired?
6 Where do people feel particularly safe?
7 Which country is very ecological?
8 Where do the local people have good English language skills?

4 **Find words/phrases 1–8 in the article and use the context to help you guess the meanings.**

Section 1

1 comprising
2 coupled with

Section 2

3 laid-back
4 renewable resources

Section 3

5 consistently
6 disputes

Section 4

7 climate
8 draw

5 **Read the Focus box. Underline phrases in the article that introduce cause and effect clauses.**

Understanding cause and effect relationships

Words such as *because, as* and *since* join two ideas together and indicate that the second idea is the **cause of/reason for** the first. Here are some more examples of phrases with a similar meaning. Notice that these phrases introduce a noun or noun phrase.

*The number of expats has grown **owing to** the high salaries.*
*It's easy to settle in (**partly**) **due to** the friendliness of the locals.*
*It attracts retired people **thanks to** the low cost of living.*
*The country attracts people **on account of** its low crime rate.*

Phrases such as *so, for this reason* and *that is why* join two ideas together and indicate that the second idea is the **effect/result** of the first. Here are some more examples of phrases with a similar meaning. Notice that these phrases introduce a clause.

*Salaries tend to be high and **as a consequence** the number of expats has grown.*
*The local population speaks good English and **this means that** it's easy to settle in.*
*The cost of living is low and **as a result** it attracts retired people.*
*People work long hours and **consequently** it can be hard to take holidays.*

6 **Read the sentences and identify the cause (C) and the effect (E).**

1 Spain was in the top ten **owing to** its high score in the Quality of Life category.
C = its high score in the Quality of Life category
E = Spain was in the top ten
2 Foreign-born workers say they feel at home in Norway and **consequently** this country was in the top twenty.
3 Vietnam scored very high for friendliness and **as a result** it came ninth overall.
4 New Zealand scores well in almost all areas apart from transport and **this meant that** it missed out on a top-five position.
5 Colombia has risen rapidly to the top ten **thanks to** its friendly population and low cost of living.
6 Malaysia came fifteenth overall **on account of** its accessible, welcoming culture.
7 Some countries lost points **due to** their poor medical infrastructure.
8 The education system in Finland is highly successful and **as a consequence** the country was popular with foreign-born workers.

7 **Work in pairs. What do you think foreign-born workers would say about your country? Explain your answers.**

2B Develop your reading

Goal: understand what makes a text formal

Focus: identifying formal and informal texts

1 **Think of a time you had to tell someone to do something (tidy up, donate money, work harder, etc.).**

1 What did you have to tell them to do?
2 What strategy did you use?
3 Were you successful? Why/Why not?

2 **Read texts 1–3 and answer the questions about each.**

1 What was the main issue?
2 What strategy was used to solve it?

Road tax crackdown

1 The only two certainties in life, so they say, are death and taxes. But what do you do when people don't want to pay their taxes? It's a hard one. Let's take road tax as an example. Everyone who owns a car has to pay it but if they don't, you don't want to get too heavy-handed and send them to prison immediately. That's just over-the-top and besides, they might have just forgotten. But you've got to enforce the law somehow. What most tax authorities do is send a letter that warns about the dangers of not paying. It says something like, 'If we haven't received payment within thirty days, you will be fined.'

But it turns out that this is not the best way to crack down on late payers. In the UK, the tax authorities started trying out different kinds of letters to see what effect they would have. One letter said, in simple English, 'If you don't pay your road tax, you'll lose your car.' Another letter said the same thing but included an actual photo of the owner's car. Guess what the results of this experiment were? The letter with the new wording doubled the number of people paying their road tax. The letter with the photo tripled it.

Who is the better footballer?

2 A rubbish bin has been launched that allows users to express a preference when they dispose of their rubbish. The bins, which have been trialled in London, aim to tackle the problem of people throwing their rubbish on the ground. The bin has a question and two separate openings for rubbish. Above each opening is an answer. The question and answers can be customised.

On one street, for example, research was carried out to find out who dropped the most rubbish. The results of the research showed that young men were mostly responsible. As a result, the question on the bin asked, 'Who is the better footballer?' and above each opening the name of a different footballer was shown. Rather than throw their rubbish on the street, the bin encouraged young men to express an opinion and at the same time deposit their rubbish in the bin.

Results of the experiment showed that littering was significantly reduced and the bin manufacturer is now asking the authorities to increase funding so that the bins can be rolled out to other parts of the country.

Payback time

3 In the US, researchers wanted to take action to improve student performance in exams and they decided to do this by changing teacher behaviour. They came up with an experiment that linked student performance to teacher pay. Teachers were paid a bonus according to their students' exam results – the better the results, the higher the bonus, up to $8,000. However this experiment had a twist. One group of teachers received no bonus. A second group was given their bonus at the end of the year as usual, according to how well their students performed. The third group of teachers was given the bonus at the start of the year and were then asked to give money back at the end of the year according to how many students failed.

Nine schools and 150 teachers took part in the experiment and the results showed that while no improvement was seen when teachers received their bonus at the end of the year, 'significant' improvements in student results were seen in the group where the teachers had to give money back.

3 a Read the texts again then match them with final sentences a–c.

a One possible explanation is that the fear of loss is a greater motivator than the prospect of gain.

b The success of the trial shows the value of adapting the question to the target group.

c So it just goes to show that communicating with people personally and directly is much more effective than treating them as part of a group.

b Answer the questions.

Text 1

1 What is wrong with sending people to prison if they don't pay their road tax?

2 What do tax authorities usually threaten late or non-payers with?

3 Which letter was the most effective?

Text 2

4 Why does the bin have two openings?

5 Why was the question on one particular street related to football?

6 What does the bin manufacturer want to do now?

Text 3

7 What did the researchers want to achieve?

8 What did the first group of teachers get?

9 What motivated the third group of teachers to improve student results?

4 a Look at each text and:

1 underline examples of the passive.

2 circle examples of the personal pronouns *I* and *you*.

b Which text is the most formal/informal?

c What other features make a text formal or informal? Read the Focus box and check your ideas.

Identifying formal and informal texts

Formal texts are more common in science and business. Formal texts often:

- use the passive
- avoid personal pronouns (*I*, *you*, etc.)
- avoid phrasal verbs
- avoid giving opinions
- use precise numbers rather than rounded numbers (e.g. *2.89 percent* rather than *almost 3 percent*)
- avoid contractions (*cannot* rather than *can't*)
- avoid *get* + past participle (e.g. *he was hit by a car* rather than *he got run over*)

Informal texts tend to do the opposite.

5 a Read the text and underline three phrases that are too informal.

In an effort to reduce theft of wood from Arizona's Petrified Forest National Park, the top bosses placed a sign with the wording: 'Many past visitors have removed petrified wood from the park, changing the natural state of the Petrified Forest.' The intention was to persuade or 'nudge' visitors to stop being so naughty by reminding them of the damage that is done. The sign, however, led to an 8 percent increase in theft. Me and a few others reckon that visitors interpreted the sign to mean that 'theft is common' and therefore they could also participate in the illegal activity.

b Rewrite the phrases that you underlined in Exercise 5a so that they are formal.

6 a Work in pairs. How would you persuade people to make changes 1–3?

1 use less energy at home

2 not use their phones in quiet carriages on trains

3 eat more healthy food (particularly children)

b Present your ideas to the class. Vote for the best ideas.

3c Develop your reading

Goal: understand a magazine article

Focus: using a monolingual dictionary

1 **Work in pairs and discuss the questions.**

1 What snack foods are popular in your country?
2 What do you usually eat for lunch; when you fancy a snack?
3 Do you ever eat sandwiches? If so, what are your favourite fillings?

2 **Read the article quickly. How many sandwich revolutions have there been?**

The most successful snack in the world?

250 years ago, a momentous event occurred. John Montagu was playing cards and he didn't want to stop for a meal. So instead he asked for a piece of beef between two pieces of bread. According to the story, this had never been done before and it was the start of a revolution. John Montagu's official title was the Earl of Sandwich and the snack he invented was called … you guessed it, the sandwich!

Sandwiches are now an £8 billion a year industry in the UK and more than 300,000 people work in the sandwich production business – that's more people than work in agriculture. So how did sandwiches become quite so **ubiquitous**?

Back in the 18th century, the main meal of the day in the UK was a sit-down dinner at 4 p.m. Montagu's invention was daring because you no longer needed to stop what you were doing in order to eat. This is part of the attraction of the sandwich in our busy modern lives. It's possible to eat one on the go, in a meeting, at your desk or even in bed. It's the **ultimate** convenience food.

Until quite recently, sandwiches were considered **tedious** and joyless. They were things that people made at home using cheese and whatever leftovers were available in the fridge. All that changed in 1980 when the second sandwich revolution started.

Marks & Spencer, a famous British food and clothing store, began selling pre-prepared sandwiches in plastic boxes. They were an instant hit. Customers no longer needed to make a sandwich themselves or wait while someone in a café made one for them – they could just take one from the shelves, start eating and, four minutes later (the average time it takes to eat a sandwich) be finished. Like most of the best ideas, it was simple and **revolutionary**.

Shops and supermarkets everywhere started selling pre-prepared sandwiches and the British public started to experiment with new flavours. Crayfish and rocket, goats cheese with pink peppercorns and tomatoes – these are just some of the new filling combinations that became popular. In fact, the job of sandwich inventor was created and there is now an annual awards ceremony, organised by the British Sandwich Association, where the inventor of the best new sandwich wins a large sum of money.

While sandwich inventors are always looking for new filling combinations, sandwich scientists have been trying to solve the tricky problems of how to stop the filling falling to the front of the box, how to stop the bread going **soggy**, how to minimise the space between the bits of lettuce, and so on. And in case you were wondering who cuts all those remarkable sandwiches, the answer is no one. Cutting machines do the job with titanium blades that vibrate 20 thousand times a second.

But it's not just cutting machines that are taking over the work of humans in sandwich production. Machines often spread the butter, drop the ingredients onto the bread and package the sandwich in its box. It's quite likely, in fact, that your sandwich will not have been touched by anyone before you eat it. This automation of sandwich production is the third sandwich revolution.

For real enthusiasts, a small town in the south of English **hosts** a sandwich festival every year. Here you can take part in sandwich-making competitions, watch a parade or sample new sandwich fillings. And the name of this small town in the south of England? You guessed it: Sandwich!

3 **Read the article again and choose the correct option, a–c, to answer the questions.**

1 Why did John Montagu order the first sandwich?
- a He wanted a break from playing cards.
- b He wanted to eat without interrupting the card game.
- c He didn't have any other food to eat.

2 How many people work in agriculture in the UK?
- a more people than work in sandwich production
- b the same number of people as work in sandwich production
- c fewer people than work in sandwich production

3 Why is the sandwich so well suited to modern life?
- a You can eat it at 4 p.m.
- b It makes people stop their busy lives to eat it.
- c You can eat it anywhere without stopping.

4 What changed in 1980?
- a People started eating sandwiches more quickly.
- b People started buying sandwiches which were already made.
- c People started making sandwiches at home.

5 How did pre-prepared sandwiches change what people ate?
- a They started to put new foods together in a sandwich.
- b They started to pay more for better sandwiches.
- c They stopped eating cheese in their sandwiches.

6 What does a sandwich scientist do?
- a finds new ways to cut sandwiches
- b makes stronger boxes for sandwiches
- c solves problems with sandwiches

7 What is the third sandwich revolution?
- a sandwiches made by machines
- b sandwich fillings that are more popular
- c sandwich fillings that are more interesting

8 Where does the sandwich festival take place?
- a The article doesn't say.
- b in a small town called Sandwich
- c in a different town each year

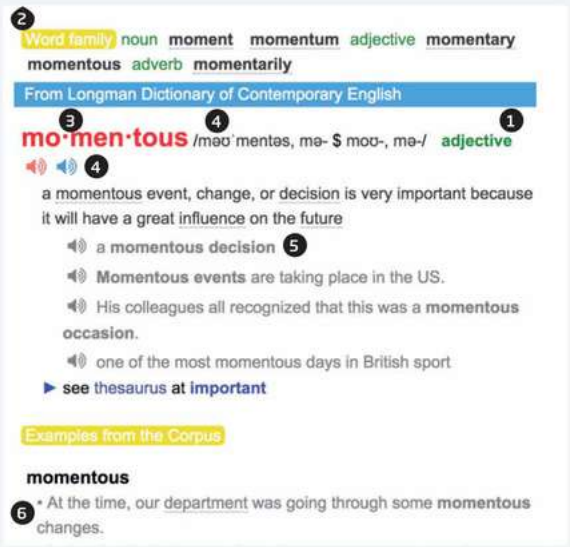
4 a **Look at the word *momentous* in the first sentence of the article. Can you guess what it means?**

b **Read the Focus box, look at the dictionary extract and check your answer.**

Using a monolingual dictionary

A good monolingual dictionary can tell you a lot about a new word (or a word you already know). Apart from the meaning it can also tell you:

1 the part of speech (noun, adjective, verb, adverb)
2 other words in the word family
3 the syllables
4 the pronunciation in phonetic text (and in an audio clip)
5 common collocations
6 examples from a corpus (a collection of examples of language)



5 a **Look at the other words in bold in the article on page 100. Try to guess their meaning then check in a monolingual dictionary.**

b **For each word, note down the number of syllables and some common collocations. Work in pairs and compare your answers.**

6 **Work in pairs and discuss the questions.**

1 What in the text do you find surprising or worrying? Why?
2 How do you think people's eating habits will be different 20 years from now?

4A Develop your reading

Goal: understand a magazine article

Focus: understanding the writer's purpose

INSIDE ANTARCTICA

Reporter Pilita Clark spent 13 days on Rothera, one of approximately 100 research stations in Antarctica, Earth's southernmost continent. The research stations are home to approximately 4,000 scientists. Antarctica is the only continent with no indigenous people. It is twice the size of Australia and is the coldest, wildest and least hospitable continent on Earth. If the massive ice sheet that covers Antarctica ever melted, it would raise sea levels by 60 metres. And Antarctica has started changing rapidly.

People regularly confuse Antarctica with the Arctic, which is an ocean surrounded by land with a permanent population of about four million. Antarctica is a continent surrounded by water and a shifting population that can rise to about 10,000 in summer and that falls to some 1,000 in winter. It is visited by more than 35,000 tourists each year (many of whom never get off their boat). Until this century, there was more known about the shape of ice on Mars than Antarctica.

Rothera consists of a cluster of pale green buildings surrounded by glittering icebergs. The station was established in 1975 and is one of more than 100 research facilities in Antarctica. Rothera has a population of about 100 in the southern summer. This falls to just over 20 through the dark winter, when a skeleton crew keeps the base functioning.

The highest point in Rothera is marked with a cross surrounded by plaques in memory of those who have died there over the years. The pilots killed in an air crash. The station worker who got lost in bad weather. And the scientists who set off over sea ice to see a penguin colony and never came back.

When we arrived, we were given information on how to live – and survive – in Rothera: what to wear (more than you think), when to eat (up to five times a day in the canteen), where to sleep (with strangers in rooms with a double bunk) and how to check in and out of each building so everyone could be constantly accounted for.

Scientists have been eager to study Antarctica since the 1820s, when explorers were the first people to see the last undiscovered continent on Earth. The memoirs of early researchers show the difficulties of working in a place where average temperatures can plunge below -60°C in winter; winds reach hurricane strength and about 98 percent of the land is covered in ice up to 4.8 km thick.

In 1911 the zoologist Apsley Cherry-Garrard wrote of 'the horror' of trekking more than 100 km through blinding winter blizzards in the dark to collect penguin eggs. His chattering teeth shattered in the bitter cold. 'Anyone would be a fool who went again,' wrote Cherry-Garrard. 'It is not possible to describe it.'

Advances in everything from waterproof clothing to satellite phones mean today's scientists work in more comfort, up to a point. Working at an Antarctic station is not for the faint-hearted, especially in winter, when the icy darkness can make rescue impossible and the isolation can make people go mad. Historians say that in the 1960s, a scientist killed a colleague for cheating at chess, while a doctor at an Argentine base burnt the station down in 1983 to force a return home.

Jess Walkup, a cheerful 31-year-old with a PhD in evolutionary ecology, will lead the Rothera base this winter. She previously ran the UK's Halley station in Antarctica.

'They say it's the easiest job in the world if nothing goes wrong,' she told me.

1 a **What do you know about Antarctica? Answer the questions.**

1 Where is it?
2 How big is it, compared to Australia?
3 Who lives there?
4 Do you think you could live there?

b **Read the first paragraph of the article and check your answers.**

2 **Read the rest of the article and have a reading race. How quickly can you find 1–10?**

1 the number of tourists who visit Antarctica every year
2 when Rothera was built
3 the number of people who work in Rothera in winter
4 how a station worker died
5 how often you should eat when in Rothera
6 when the first person saw Antarctica
7 the average temperature in winter
8 why a doctor burnt down the research station in 1983
9 how old Jess Walkup is
10 her previous job

3 **Read the article again and answer the questions.**

1 Apart from the number, how are the populations of Antarctica and the Arctic different?
2 How many places like Rothera are there in Antarctica?
3 How are people who died in Rothera remembered?
4 Why do people have to check in and out of each building in Rothera?
5 How do we know how difficult life was for researchers in the 19th century?
6 Why did Apsley Cherry-Garrard go to Antarctica?
7 What do people find difficult about living in Rothera in winter?

4 **Read the Focus box and answer questions 1–5 about the article in Exercise 2.**

Understanding the writer's purpose

Writers usually have a purpose in mind when they write a text. It could be, for example, to inform, to entertain, to convince, to update or to start a debate.

By analysing a text and asking questions, you can decide what the writer's purpose is. For example:

1 Does the text have a lot of facts or is it mostly opinion?
2 Does the text include jokes and humour or is it more serious?
3 Does the text use simple vocabulary or more advanced vocabulary?
4 Is the text subjective (from the author's point of view) or objective (from a neutral point of view)?
5 Does the text give a range of views or just one person's view?

These questions help you decide if the text is of interest to you.

5 **Read the two texts. What do you think the writer's purpose is? Work in pairs and compare your answers.**

1

As soon as I'd finished putting up my tent, I sat down next to the campfire and tried to warm up. Every part of my body was cold and wet and all I wanted to do was go home.

'This is great, isn't it?' said the guy sitting next to me. He looked ridiculously happy and I had no idea why.

'Absolutely,' I said. 'It's wonderful.' I really hoped he couldn't tell that I was lying through my teeth.

'I just love the great outdoors, the smell of the forest, the fresh air,' he continued. 'And you'll sleep really well tonight, in a nice, warm sleeping bag.'

It was exactly at that moment that I realised I'd forgotten to bring my sleeping bag.

2

The Sahara Desert covers much of North Africa. At over nine million square kilometres, it is the third largest desert in the world, after Antarctica and the Arctic. Contrary to popular belief, very little of the Sahara is made up of sand dunes. Instead the Sahara mostly consists of hard, rocky areas of land, where the sand has been blown away and very little grows.

6 **Work in pairs. What kind of text do you prefer to read in these situations? Explain your answers.**

- on holiday
- on a mobile phone
- in another language

7 **Imagine you have the opportunity to spend a year in Rothera doing research. You would be well paid. Would you take the job? Why/Why not?**

5A Develop your reading

Goal: understand academic texts

Focus: understanding references to numerical data

Reading and vocabulary

1 a **Work in pairs and read the questions. Which of them can you answer?**

a What did people do before there was money?
b Why is money so important in modern society?
c What alternatives are there to national currencies?
d How is money created?
e What's the best way to make money?
f Why can't you just print lots of money?
g What is money?

b **Choose one of the questions and give your answer.**

2 **Match questions a–g in Exercise 1a with texts 1–5. There are two extra questions you don't need.**

1 _____

Most people think that governments create money, but in fact they only create the notes and coins that are used in our everyday lives – that is about 3 percent of all money, as seen in **Fig. 1.** The rest is usually created by banks when they lend money. When a bank lends money, it simply changes some numbers on a spreadsheet and, behold, they have created money. Around half of all bank loans go to people who want to borrow money to buy a house. So, when you buy a house, the bank creates money for you. Unfortunately, it also creates a debt for you.

2 _____

Switzerland has a bank called the Banque WIR, which issues its own electronic money, the WIR franc, which is equal in value to the Swiss franc. The system started in 1934 with sixteen members and has grown gradually and continually to about 100,000 members and 40,000 companies today (see **Fig. 2**). Members use the currency to trade with each other and each year about $2 billion of trade is done with the WIR franc. Banco Palmas started a similar system in Brazil and some places, such as the town of Lewes in the UK, have their own local currency, which you can only use in that town.

3 _____

In Germany in the early 1920s, the government did just that. Following the First World War, the economy was in ruins and the government was printing almost unlimited amounts of money in order pay off the country's debts. This resulted in the value of the German 'mark' falling and 'hyperinflation'. At its height in 1923, prices were going up every hour and workers were paid up to three times a day. The price of a loaf of bread stayed fairly constant throughout 1922 but then rose from 250 to 200,000 marks in just nine months during 1923 (see **Fig. 3**). By the end of 1923 the biggest bank note was 100,000,000,000,000 (one hundred trillion) marks and some people even used their worthless bank notes as wallpaper.

4 _____

While it's almost impossible to answer this question, it's worth noting the saying: 'In a gold rush, sell shovels.' In 1848, a man called Sam Brannan ran up and down Market Street in San Francisco shouting: 'Gold, Gold from the American River'. Brannan hadn't actually found gold but he did own a general store, which sold supplies, including shovels, to the miners who flocked to the area in search of gold. Most of the miners didn't get rich but Brannan did. As shown in **Table 4**, half a kilo of coffee at one of Brannan's stores was the equivalent of $1,200 in today's money.

5 _____

Before money existed, people had to barter and exchange gifts to get what they needed. Bartering is when one thing is swapped for another. For example, one person may have honey and want vegetables, while another person wants honey and has vegetables. The trouble with bartering is that it's not easy to barter with things of different value.

Gift-giving was also used as a way of exchanging goods and services within a community. At harvest time, for instance, a farmer would share his crops with his community. Then at other times of the year, the community would share what they had with the farmer. The problem with gift-giving is that it only works with people in your community or who you can trust.

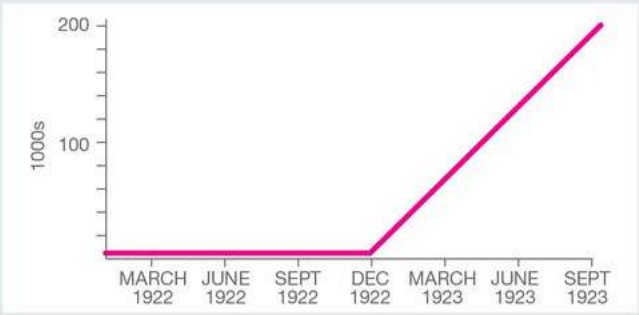
3 **Read the texts again and answer the questions.**

1 a Which institution creates most money?
  b How do they create it?
2 a How much is one WIR franc worth?
  b Where can you spend the Lewes currency?
3 a Why did the German government print so much money?
  b When was hyperinflation at its worst?
4 a What did Sam Brannan sell?
  b Why did he pretend he had found gold?
5 a When does bartering not work?
  b When does gift-giving not work?

4 a **Read the Focus box. Then match charts, graphs and tables A–D with 1–4 in bold in the texts in Exercise 2.**

b **Work in pairs and compare your answers. Explain what A–D show.**

A

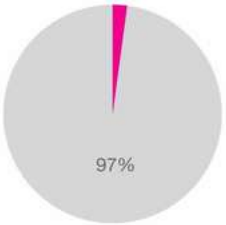


B

C

	Price then	Price now
item 1	$20 per kilo	$560
item 2	$3 each	$84 each
item 3	$42 per kilo	$2,400

D

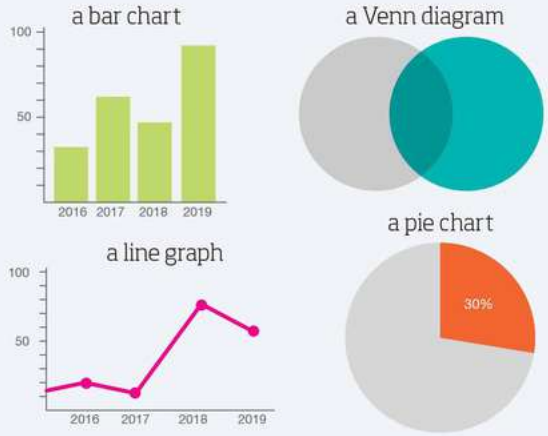


Understanding references to numerical data

Academic texts often use graphs, charts and tables to present information. Graphs and charts are usually called *figures* and the text will say, for example, *see Figure 1* or *as seen in Fig. 2*. The table, graph or chart will usually have a title to help you to identify it and the numerical information will support the information in the text.

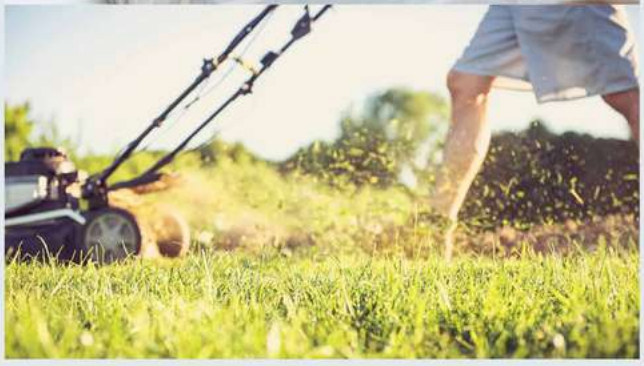
Tables have columns (vertical lines of information) and rows (horizontal lines of information). The text might say, for example, *see the second column in Table 4*.

There are various different kinds of graphs and charts.

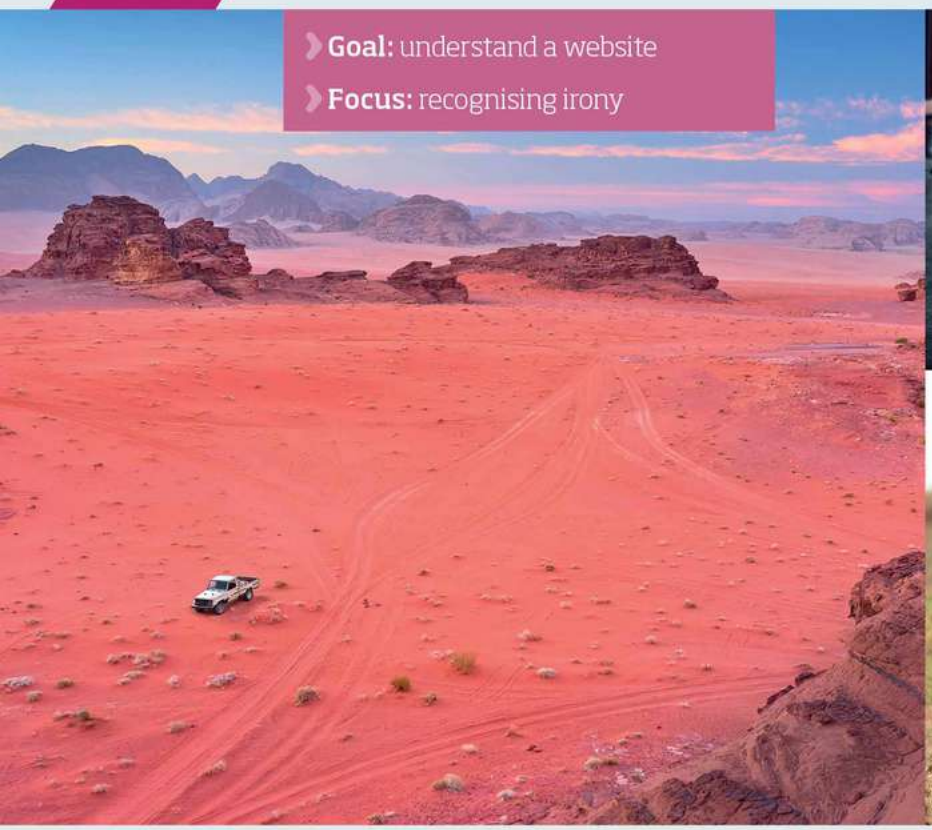


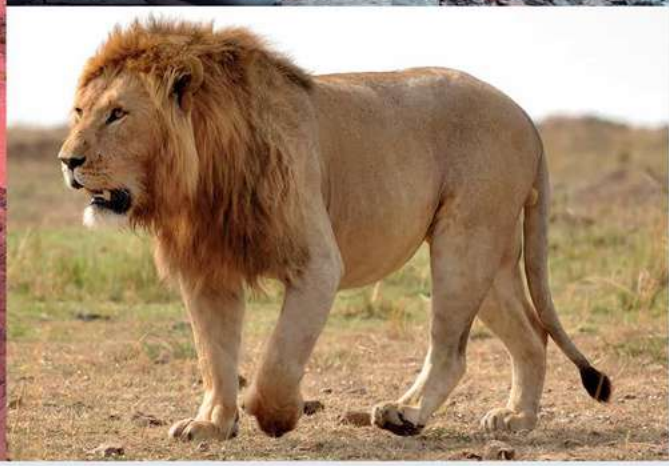
5 **Work in pairs. Answer the questions and give details.**

1 Have you ever bartered to get something you wanted (e.g. swapped things/services with someone)?
2 What are the advantages and disadvantages of alternative currencies?
3 What surprised you most in the five texts?



6B Develop your reading





Goal: understand a website

Focus: recognising irony

1 **Work in pairs and discuss the questions.**

1 Would you describe yourself as 'good in a crisis'? Why/Why not?

2 What would you do in these situations?

a You are driving through the desert alone and your car breaks down.

b You are in another country, you have no money and you lose all your possessions.

c You come across a lion that seems hungry.

2 **Read the introductions to two articles. Which one is serious and which is humorous? How do you know?**

A

Lion attacks on humans are very rare and it is worth remembering that humans kill many more lions than vice versa. However, safari holidays are becoming increasingly popular and this means that the risk of lion attacks is increasing. While most lions will run away when they come across a human, it is always wise to be prepared for an attack. This article will help you learn how to react if you find yourself in this situation.

B

What should you do if you meet a lion? Run? Hide? Try to negotiate? It's a question that concerns many city dwellers. Fortunately, the internet is full of advice on exactly this topic. So, just for you, dear reader, we have collected all that advice and put it into one handy article. You might want to print it out and take it with you everywhere you go, just in case you unexpectedly meet a lion in the street.

3 **Read the Focus box. Underline examples of irony in the humorous text in Exercise 2.**

Recognising irony

Irony is when what you mean is different from what you actually say. Irony is usually humorous and there are different ways of being ironic:

1 Say one thing but mean the opposite.

I'm late for work again. My boss is going to love that!

2 Say something ridiculous but pretend it is serious.

What should you do if you meet a lion? Run? Hide? Negotiate?

3 Say something very obvious.

It's very important that you don't put your head in the lion's mouth.

If the intention of the ironic comment is unpleasant or unkind, it is often called *sarcasm*.

You failed the test? You really are a genius, aren't you?

Situations can also be ironic. For example, it's ironic if a financial advisor goes bankrupt. It was also ironic when Charlie Chaplin, a famous silent movie star, entered a competition to imitate himself and he came twentieth.

4 **Read the rest of article B on page 107 and answer the questions.**

1 What do lion experts agree on?

2 What do lion experts not agree on?

3 What does the writer think will happen if you meet a lion?

Helpful advice on what to do if you meet a LION

1 The first thing you need to know, according to the 'experts', is that lions are hunters (what a surprise!), which means that they like to chase things and they can run quite fast; faster than you. So, don't run. Just in case you missed it, let me repeat the valuable advice of all the experts: DO NOT RUN.

2 So, now you know what you shouldn't do, the question remains – what should you do? At this point, we have to let you in on a secret – unfortunately, there is no agreement on exactly what you should do when you meet a lion. It's probably safe to say that the lion will be as surprised to see you as you are to see it. This does not mean, however, that the lion will quietly walk away, hoping that you haven't noticed it. It's much more likely that the lion will think 'Dinner!'

3 Some 'experts' tell their readers to speak calmly and confidently to the big cat about, for example, why it's wrong to eat people. We doubt this will work, partly because we suspect that lions don't speak English. However, if you have the confidence to give a lecture on vegetarianism to a 250 kg wild animal who wants to eat you, then please go ahead.

4 For everyone else, we have yet more helpful advice. Some experts say that it's worth watching the lion very carefully. If it sweeps its tail from side to side and growls in a deep, angry way, it is letting you know that it is about to attack. This shouldn't worry you; at least it means that the end is near. If you still refuse to accept this fact, then you might want to try waving your arms in the air and trying to look as big as possible, even when the lion runs at you at 80 km per hour. It probably won't help but then it probably won't do any harm, either.

5 Other experts say that you should pick up a stick and defend yourself or perhaps use the pepper spray that you packed in your bag that morning. If you forgot to pack the pepper spray and there is no stick on the ground, then … umm …

6 Lastly, one expert helpfully points out that lions are in fact a member of the cat family and so share many characteristics with our friendly household pet. The expert doesn't say exactly how this might help but we reckon that if you get the chance, take out a piece of string and pull it around on the ground in front of the lion. Hopefully it will be so entertained by the game that it forgets to eat you. Or you could just flip the lion onto its back and tickle its belly. You never know, you might just make friends!

5 **Read the article again. Are the statements true (T) or false (F)?**

The writer believes that:

1 it is surprising to find out that lions are hunters. (paragraph 1)
2 if you meet a lion, it will probably want to eat you. (paragraph 2)
3 it is a good idea to try talking to the lion. (paragraph 3)
4 it probably helps to wave your arms in the air. (paragraph 4)
5 it is unlikely that you will have pepper spray with you. (paragraph 5)
6 it is possible to play a game with the lion. (paragraph 6)

6 **Why are sentences a–f from the article ironic? Match them with 1–3 in the Focus box.**

a You might want to print it out and take it with you everywhere you go. (Introduction B)
b The first thing you need to know … is that lions are hunters. (paragraph 1)
c Some 'experts' tell their readers to speak calmly and confidently to the big cat. (paragraph 3)
d … we suspect that lions don't speak English. (paragraph 3)
e This shouldn't worry you. (paragraph 4)
f … one expert helpfully points out that lions are in fact a member of the cat family (paragraph 6)

7 **Work in pairs. What is ironic about the pictures?**

A

B

C

7A Develop your reading

Goal: understand websites and longer texts

Focus: recognising cohesive devices

1 **Work in pairs and discuss the questions.**

1 What natural and man-made disasters can you name?
2 Do you think every adult should prepare for these disasters?
3 How might you prepare?

2 a **Read the website article. What do preppers believe?**

1 Everybody should prepare for a possible disaster.
2 Everybody should leave the city because it's dangerous.
3 Most people are better prepared for a disaster now than in the past.

b **Read the article again and answer the questions.**

1 What is the purpose of the website?
2 What do preppers think about disasters?
3 Who will be the first to suffer if society breaks down?
4 What should new preppers do first?
5 What is the first thing a prepper should know how to get?
6 How much food and what kind of food should you have in stock?
7 Why might you need a bug-out bag?
8 How many bug-out bags should you have?

Prepared preppers

Welcome! If you are new to prepping, then this website is for you. The aim of the prepared preppers website is to help you learn why you should prep and how you should prep. You can sign up to our email newsletter here for up-to-date news. First, if you don't know what prepping is, read on!

Prepping is short for preparing. We prepare for disasters so that we have the best chance of surviving them. If you don't think a disaster will happen to you, then you need to get real. Disasters can happen anywhere and at any time. What's more, they're becoming more common. Not just natural disasters like earthquakes, hurricanes and epidemics but man-made disasters too such as nuclear bombs and riots and even supernatural ones like alien invasion. You might think it's funny, but nevertheless it's better to be prepared and to know – to be absolutely clear in your mind about – what to do.

We believe that everyone should be a prepper especially if you live in a city. These days we're so reliant on electricity, running water and all our mod cons that if they're not there, society breaks down, and it breaks down first in urban areas. When this happens (and we believe it's when, not if) there will be no running water, no heating, no wifi, nothing! What will you do?

Don't worry because we're here to answer that question for you.

As we mentioned, prepping is a state of mind. It's about being responsible for yourself, an independent citizen. The first step to being prepared is to take stock of your situation. What are the greatest risks where you live? Is it flooding or an earthquake or social unrest? Once you've assessed the risks, you know how to prepare.

For basic prepping there are a few essential items, namely water, food and a 'bug-out bag'. Water is always the number one priority because without it, you won't last long. In other words, you need a plan to get water when the taps run dry. Have you got a supply of bottled water at home? Remember, if things get desperate there's water in your toilet cistern. For more water tips, click here.

In terms of food, you should have at least one month's worth of food in stock. Once you have a month's worth of food, try to build it up to three months' worth. Choose food with a long shelf life. There's a good list here.

Lastly, a bug-out bag. A bug-out bag is a small bag of essential items that you can pick up and run with at the drop of a hat. It should contain a medical kit, a lighter and various other essentials, although it should be easy to carry, so don't pack it full of useless stuff. For a full list of what should be in your bug-out bag, click here.

Think about having one bug-out bag per person instead of one per family and remember, you must be able to get to it in a few minutes. To put it another way, you need one at home, one in the car and one at work or school. It may sound extreme but better safe than sorry.

Now we've covered the basics, it's time to dive into the detail. A great place to start is our award-winning blog, where we take an in-depth look at hundreds of different topics, from how to deal with nuclear fallout to how to plan your route out of the city in the event of an emergency. It may seem overwhelming but remember, every journey starts with a single step and by visiting this website you've just taken your first step!

3 **Match phrases 1–8 with meanings a–h.**

1 get real (paragraph 2)
2 mod cons (paragraph 3)
3 take stock of your situation (paragraph 5)
4 you won't last long (paragraph 6)
5 a month's worth of food (paragraph 7)
6 at the drop of a hat (paragraph 8)
7 better safe than sorry (paragraph 9)
8 take an in-depth look at (paragraph 10)

a it's better to prepare than to regret not preparing
b you will die quickly
c stop dreaming or hoping it won't happen
d think clearly and assess
e enough food for one month
f look in detail at something
g modern conveniences like a washing machine
h without delay

4 **What is the purpose of the words or phrases in bold from the article in Exercise 2? Choose the correct option, a–c.**

1 **As we mentioned**, prepping is a state of mind.
a link back to earlier
b change topics
c rephrase

2 **These days** we're so reliant on electricity ...
a give an example
b be more specific
c change the time frame

3 **In terms of** food, you should have ...
a rephrase
b give an example
c change topics

4 **To put it another way**, you need ...
a be more specific
b rephrase
c change topics

5 We believe that everyone should be a prepper **especially** if ...
a give an alternative
b be more specific
c change time frame

6 ... one bug-out bag per person **instead of** one per family.
a link back
b rephrase
c give an alternative

7 ... man-made disasters too **such as** nuclear bombs and riots ...
a give an example
b link back
c change topics

5 a **Read the Focus box and check your answers.**

Recognising cohesive devices

Certain words and phrases make a text more 'cohesive' or flow more naturally, for example *and, but* and *so*. They link one idea, sentence or paragraph to the next (or previous) idea, sentence or paragraph.

There are phrases that create links across sentences and paragraphs:

- changing topics *In terms of, With regards to*
- linking back *As I mentioned, As stated*
- changing time frame *These days, In the past, Many years ago*
- rephrasing *To put it another way, In other words, The point is that*

There are words and phrases that create links within sentences:

- giving an example *such as, for instance, for example, not just ... but ... too*
- being more specific *especially, namely, in particular*
- giving an alternative *instead of, rather than*

b **Underline any other phrases from the Focus box in the article in Exercise 2.**

6 **Make the summary of prepping more cohesive. Complete it with words and phrases from the Focus box.**

Preppers are people who expect and prepare for disasters and the breakdown of society. These disasters might be natural, [1]_____ floods, earthquakes or pandemics, or they might be man-made. [2]_____ preppers believe that disasters are highly likely to happen and they want to be ready [3]_____ being taken by surprise.

Although the modern prepping movement is new, preparing for bad times is not new. People used to preserve food in the summer to have something to eat in the winter. [4]_____ most people don't prepare for bad times because they believe they will always be able to buy food, [5]_____ people who live in towns and cities. However, disasters are still possible and [6]_____, they can have many causes. Climate change [7]_____ may mean that floods, mass unemployment and social unrest become more common.

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

1 Do you think prepping is a logical activity?
2 What kind of person is most likely to become a prepper?
3 What disaster do you fear most?
4 Would you be tempted to become a prepper? Why/Why not?

8B Develop your reading

- **Goal:** understand the plot of a narrative
- **Focus:** distinguishing background detail from main events

1 **Discuss the questions.**

1 What do 'hackers' do? Why is it against the law?
2 Have any of your online accounts ever been hacked? If so, what happened?

2 **Do you know the main difference between 'white-hat' and 'black-hat' hackers? Read the text and check your answers.**

'White-hat hackers' are also known as ethical hackers. They tend to work for government agencies and IT companies and their job is to find weaknesses in online security systems before the black-hat hackers find them. White-hat hackers work within the law.

'Black-hat hackers' try to hack into online networks illegally. Sometimes they are paid by companies to steal business secrets from other companies (corporate espionage) and sometimes they just like to hack into online systems and upload malware or ransomware. Then they demand money to fix the system.

3 **Read the extract from *Close to Zero*. Are the statements true (T) or false (F)?**

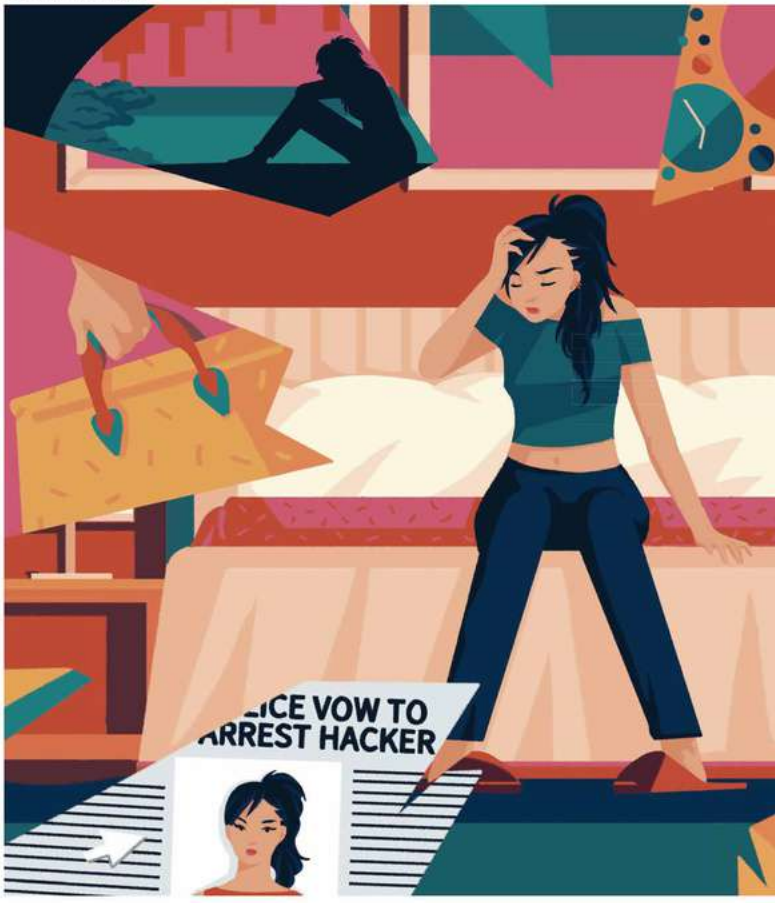
1 Holly had been on the run for more than two days.
2 Holly worked as an illegal hacker.
3 The police were looking for Holly.
4 The two men know they are looking for a woman.
5 Holly had moved around a lot to avoid being caught.
6 Holly didn't know how the two men had found her hotel.

4 **Find the words and phrases in bold in the text and match them with meanings a–f.**

1 **evening was falling** (paragraph 1)
2 she **didn't care much for** hotels (paragraph 1)
3 **cover your tracks** (paragraph 3)
4 well-built and **menacing** (paragraph 4)
5 she couldn't help **kicking herself** (paragraph 5)
6 something stupid and **reckless** (paragraph 6)

a threatening and scary
b ignoring danger
c being annoyed with yourself
d didn't like
e it was getting darker
f hide the evidence that you were there

Close to Zero



1 She leant on the wall of her balcony and gazed out. Twenty-nine floors below, evening was falling across the city. A warm breeze had drifted in from the east and Holly tried to relax. Over the last three nights she'd slept in a train station, under a bridge and in a car by the side of the road. Now here she was, a four-star hotel in the centre of town. Frankly, she didn't care much for hotels but it was nice to be able to wash.

2 Her mind drifted back to what she had seen three days ago – the reason she had gone on the run. A headline in an online newspaper: *POLICE VOW TO ARREST HACKER*, and beneath the headline a photo of a woman in her 20s with short dark hair. It had taken her a few seconds to realise that she was looking at a photo of herself. Who had given them that photo? Who had told them she was a hacker? Who wanted her caught?

3 She thought back further to the last job she had done. 'Just a bit of standard white-hat hacking,' her client had told her. 'Hack into the corporate network and test the security. No need to cover your tracks, nothing too difficult.' Indeed it hadn't been difficult but nonetheless, something had gone wrong. She'd been mistaken for a black-hat hacker. Or someone had betrayed her and given her photo to the newspaper.

4 Just then, she heard shouting in the corridor. She walked back inside and very gently opened the door of her hotel room. Further down the corridor two men in dark suits were banging on a door. Well-built and menacing, their forearms were the size of Holly's waist. She knew immediately that they were looking for her.

'Open up! Security!' they yelled as they banged on the door again.

Holly watched as the door opened and a sleepy, confused businessman appeared. He was quickly pushed to the ground.

'Ow!' he screamed. 'That hurts!'

'Shut up and stay down!' shouted one of the men as he rushed into the room. A few seconds later he shouted, 'Clear!' and they moved on to the next room.

Holly gently closed her door. She calculated that she had about two minutes before they reached her room.

5 She sat down on her bed. She knew that she had to think clearly and make a plan. She couldn't help kicking herself, though. Since she'd seen the headline four days ago, she'd evaded capture. She'd changed location every 12 hours, stayed offline and avoided contacting anyone. She knew people were looking for her but she had been careful. 'Just lie low,' she had told herself. 'Hide out in different places and wait for everything to die down.'

6 Then this evening, she'd done something stupid and reckless. After she'd checked into the hotel, she'd quickly gone online. No more than a couple of minutes, but it was enough. They must have hacked into her account and traced her IP address.

'You've slipped up, Holly,' she whispered to herself.

At that moment the men banged on her door.

'Open up!' they shouted. 'Security!'

Holly glanced at the door. 'If I hadn't been so careless,' she whispered, 'you wouldn't have found me.'

The men banged on the door again. 'Open up! Now!'

5 a Read the Focus box. Then put the events from the story in the correct order.

- a She saw two dangerous-looking men.
- b She checked into a hotel.
- c She went on the run.
- d She saw her picture in the online newspaper.
- e She slept in different places.
- f She tried to decide what to do next.
- g A client asked her to do a job.
- h Someone betrayed her.
- i She went online.
- j She hacked into a corporate network.

b Work in pairs and compare your answers.

Distinguishing background detail from main events

In order to understand the plot of a narrative, you need to recognise when the story is moving forward and when it is not. Events in the past simple often move the story forward, particularly when they begin with *Just then ..., Suddenly ..., All of a sudden ..., At that moment ...* and *Then ...*

***At that moment** the men banged on her door.*

Events in the past continuous are often background detail; events in the past perfect happened before the main events. So neither move the story forward.

*Twenty-nine floors below, evening **was falling** across the city.*

*She**'d changed** location every 12 hours.*

But remember that you don't usually use the past perfect for long. After using it two or three times in a row, you usually go back to the past simple.

*Over the last three nights she**'d slept** in a train station ... Now here she **was** ...*

These phrases introduce thought processes, which are often not the main events: *She wondered ..., She remembered ..., Her mind drifted back to ..., She thought back to ..., She knew immediately ...*

***She thought back** further **to** the last job she had done.*

Remember to look at the tense which introduces a quote to see if it is a main event or background detail.

*'Just a bit of standard white-hat hacking,' her client **had told** her.*

*'Open up! Security!' they **yelled.***

6 a Work in pairs and discuss what you think will happen next in the story.

b Turn to page 172 and read the next part of the story. Were you correct?

c Summarise the main events.

7 a Work in pairs. Imagine what would have happened if:

- Holly hadn't caught the handrail when she jumped.
- Holly had chosen a different career.
- Holly hadn't seen her photo in the paper.
- Holly had stayed in her hotel room.

b Discuss what you would do next if you were Holly.

9C Develop your reading

Goal: predict content from headlines

Focus: understanding newspaper headlines

1 a Work in groups and discuss the questions.

1 Where do you get your news from?
2 Do you often read news articles? Online or in print?
3 What news topics interest you most: local news, national news, international news, politics, the economy, culture, technology, sport, other?

b Look at the headlines and photos in the news articles. Which is more 'sensational' and which is more 'serious'? Explain your answers.

2 Read the articles. Choose the correct option, a–c, to complete the sentences.

1 Ashley Rice-Stubbs became famous when ...
   a he got his first acting role.
   b he won a TV talent show.
   c he was fired from an acting role.
2 He wanted to become ...
   a an actor.
   b a pop star.
   c an agent.
3 He got a part in a musical called ...
   a *I Wannabe a Pop Star.*
   b *Rex Guerin.*
   c *Mrs Mississippi.*
4 Unfortunately, he lost his acting part because ...
   a he was often late and argued with the director.
   b he was disrespectful.
   c he hit the director.
5 People close to the actor are blaming ...
   a Ashley.
   b Ashley's agent.
   c the director.
6 Friends of the director are blaming ...
   a Ashley.
   b Ashley's agent.
   c the director.

3 Read the articles again and answer the questions. There are two answers to four of the questions, one for each article.

1 Why was Ashley Rice-Stubbs dropped from the film?
2 How does he feel and what is he doing now?
3 What did his agent say about Ashley?
4 What did friends of the director say about Ashley?
5 What problems has he had since winning *I Wannabe a Pop Star*?

A

ASHLEY AXED!

'*He couldn't act to save his life*,' say friends of the director.

by Robin Pembury

Ashley earlier this week before the scandal broke.

REALITY TV STAR Ashley Rice-Stubbs was recovering at home yesterday after his shock exit from the $40 million musical *Mrs Mississippi*. Rice-Stubbs was axed after repeatedly turning up late and rowing with the director.

According to friends, the star was distraught but vowed to continue his acting career.

'It's a total disaster!' said one friend. 'Ashley is devastated but he's a fighter and he's got talent. He showed that in *I Wannabe a Pop Star*.'

Ashley's London home where he has been hiding out since Monday.

The star's agent, Rex Guerin, slammed the director. 'The rows were all her fault!' he is reported as saying. He also defended Rice-Stubbs, saying he is 'very well respected in the entertainment business and a fine young actor.'

Friends of the director hit back over the weekend, calling the star a 'flop' and vowing to tell the truth about his off-screen behaviour. 'He's a clown,' said one person working on the musical. 'My grandmother can act better than him!'

This is just the latest in a series of setbacks for Rice-Stubbs since winning the $10,000 first prize in *I Wannabe a Pop Star*. First his solo album flopped. Then he was booed at a concert after forgetting the words to his only hit song! And now he's been axed from his first acting role before his new career even got off the ground!

B

Mrs Mississippi director, Angela Jackson

ASHLEY RICE-STUBBS 'FIRED' FROM FILM

Reality TV star reported to have been dropped from musical *Mrs Mississippi*.

The reality TV star Ashley Rice-Stubbs has been fired from his first acting role, according to reports. Rice-Stubbs is believed to have been fired on Friday after a disagreement with the director, Angela Jackson.

According to friends, the star of *I Wannabe a Pop Star* had hoped to start an acting career. However, this now seems unlikely, and some in the entertainment industry are suggesting that his acting career is over before it really began.

Rice-Stubbs is said to be taking some time to consider his future.

Rice-Stubbs' agent, Rex Guerin, confirmed that Ashley had had 'a disagreement' with the director, but he refused to say whether Ashley had been fired.

According to Mr Guerin, 'Ashley is very well respected in the entertainment business and a fine young actor.'

Friends of the director tell a different story. They claim that Rice-Stubbs was continually late and difficult to work with. Many have noted that his behaviour in *I Wannabe a Pop Star* was frequently disrespectful to others, but he was able to win the show with a combination of good looks and an extraordinary singing voice.

Rice-Stubbs won the TV show *I Wannabe a Pop Star* with a record number of votes. Since then he has experienced highs and lows, including a number one hit as well as criticism for poor live performances.

4 **Which type of news article do the phrases describe, sensationalist or serious?**

1 It is more dramatic.
2 It uses phrases like *is believed to* and *is said to*.
3 It focuses on money.
4 It focuses on conflict.
5 It uses more informal language.
6 It focuses on facts.
7 It uses shorter sentences.
8 It uses a lot of exclamation marks.

5 a **Read the Focus box and underline nouns and verbs from the box in the articles in Exercise 2.**

Understanding newspaper headlines

The grammar of headlines is very different from standard English grammar, but there are some simple rules.

- Use the present to talk about the past.
- Avoid articles *a, an* and *the*.
- Avoid *There is .../ There are ...*
- Avoid auxiliary verbs *be* and *have* (and the verb *be* in general).
- Use the infinitive for the future.

Headlines tend to use short dramatic verbs and nouns:

verb	headline verb
criticise	slam
fail	flop
get rid of/end	axe
prohibit	ban
promise	vow
take action	act
argue	row
noun	**headline noun**
an argument	row
bad news	blow
an explosion	blast
a failure	flop
negotiations	talks
an attempt	bid
an emergency	crisis

b **Rewrite the headlines as full sentences.**

1 **GOVERNMENT VOWS TO ACT OVER CRISIS**

The government has promised that it will take action over the emergency.

2 **Gail Lee slams manager after row**

3 LEADER IN BID TO START CRISIS TALKS

4 **BLOW FOR MAYOR**

5 **FAB FIVE ALBUM FLOPS**

6 **Government to ban smoking in parks**

7 **Three people injured in blast**

8 **GGV to axe plans to build new HQ**

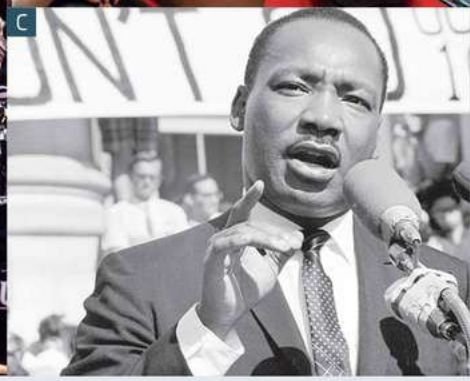
6 **Work in pairs and discuss the questions.**

1 Which type of news article do you prefer to read, sensationalist or serious? Why?
2 Which news sources in your country are more sensationalist? Which are more serious?
3 Which news stories are big at the moment? Make a list of the top three and summarise each story.

10c Develop your reading

Goal: understand an article

Focus: inferring the meaning of words from context



1 a Look at the photos and discuss the questions.

1 Do you think the people in the photos have charisma?
2 Which other famous people do you think have charisma?
3 What qualities do you think charismatic people have?

b Work in pairs and answer the questions.

1 Do you post photos of yourself online?
2 Do you edit the photos before you post them?
3 Are there other ways that you can enhance your public profile?

2 Read the first part of an article. Don't use a dictionary. Answer the questions.

1 Who does Richard Reid believe he can help?
2 Who does he say needs charisma?
3 What are the writer's strong and weak points in terms of charm and charisma?

CAN YOU LEARN HOW TO BE CHARISMATIC?

Want to be charismatic? You can learn how, according to Richard Reid. While he does not claim he is able to transform a wet lettuce into Barack Obama, the psychologist and coach does believe he can ramp up charisma in everyone.

When I visit Mr Reid at his office in a grand Georgian townhouse in Mayfair, he is wearing a sensible blue jumper and casual-smart trousers and appears confident and engaging, rather than superhuman. Is he charismatic? 'I can connect with people,' he says. 'Confident in my own skin, I don't need to put people down and I can manage my emotions.'

Mr Reid draws on this everyday charisma that reflects emotional intelligence, projects confidence and gravitas and exudes warmth. Sales staff need it. So do business leaders, if they want their employees to get behind them. In fact, everyone could do with charisma to stand out, argues Mr Reid. And in an automated future we will all have to play to our human strengths.

I try a whirlwind lesson in charisma. I am good at building rapport – as a journalist it is a helpful skill for interviewing people. Public speaking, though, makes me nervous and I rush to get to the end. I also have an English tendency to not take myself seriously, which undermines gravitas.

3 a Read the article again and underline any words or phrases that you don't understand.

b Read the Focus box, then look at the phrases in bold in Exercise 4a. Did you underline any of these phrases?

Inferring the meaning of words from context

One of the most important skills in reading is to guess the meaning of words. It is not always a good idea to look up the words in the dictionary, because it slows you down and makes reading less enjoyable.

Look at this sentence from paragraph 1.

[He] does believe he can ***ramp up*** *charisma in everyone.*

There are several tricks to help you guess the meaning of *ramp up*.

- Look at the context of the sentence and the text as a whole. The text is about Richard Reid and how he helps to build charisma in people. The sentence is positive so *ramp up* probably means something to do with increasing charisma.
- Is the word a noun, verb, adjective, etc? *Ramp up* in this sentence is a phrasal verb.
- Does the word have a prefix or a suffix that helps you? Does it remind you of other words or have other meanings? *Ramp* means a sloping surface that joins two different levels. The meaning of *up* is obvious. This helps confirm that the meaning is something to do with increase.
- You don't need to know the exact meaning of the word and you don't need to understand every word. Remember also that it is not always possible to guess the meaning of a word or phrase from context and sometimes the word can mislead you. For example, *kick back* can mean relax, but knowing the meaning of *back* doesn't help.

4 a Read the article again and choose the correct meaning of the phrases in bold. Use the Focus box to help you.

1 I don't need to **put people down** (paragraph 2)
   a criticise people
   b compliment people
   c ignore people
2 Mr Reid ... **exudes warmth** (paragraph 3)
   a he feels hot
   b people find him very friendly
   c he seems intelligent
3 ... if they want their employees to **get behind them** (paragraph 3)
   a talk about them
   b stand in a line behind them
   c support them
4 ... we will all have to **play to our human strengths** (paragraph 3)
   a play sports better
   b try to find other people to play with
   c make the most of our strong points
5 I try a **whirlwind lesson** (paragraph 4)
   a a very quick lesson
   b a lesson about strong winds
   c a dancing lesson
6 I am good at **building rapport** (paragraph 4)
   a building a large sandcastle
   b writing short reports for her job as a journalist
   c building a trusting relationship with people
7 [it] **undermines gravitas** (paragraph 4)
   a makes her serious manner less effective
   b makes her jokes less funny
   c makes her pronunciation less understandable

b Work in pairs and check your answers. Which techniques helped you guess the meaning?

5 Read the second part of the article. Don't use a dictionary. Are the sentences true (T) or false (F)?

1 Richard Reid asks the journalist to talk about herself/her life for one minute.
2 Richard Reid finds the content of her talk very dull.
3 The journalist is Australian.
4 The journalist found a holiday without her children more relaxing.
5 Richard Reid aims to completely change your character.
6 The journalist felt the lesson was moderately successful.

Mr Reid's first exercise is asking me to deliver an unrehearsed 60-second sales pitch about myself. Brain freeze sets in. I just about remember my name and my job, then I get desperate. 'I'm a mum, I'm a stepmum.' (Just wait for my memoirs.) His criticism is not, amazingly, how dull my life is but that I am inanimate. Instead of clasping my hands, I should use them to energise my delivery and reinforce my points. He demonstrates, opening his hand and dropping it in a chopping motion. 'It's about being purposeful,' he says.

He points out that my sentences have begun to go up at the end as if I am seeking reassurance, or have become Australian. I rehearse putting them together and with so many things to think about I sound like a robot. Rehearse, rehearse, rehearse, is the advice.

Next I try a confidence exercise. I close my eyes and focus on my breath, to shut down the negative thoughts, and focus on a scene that will calm my swirling brain. Mr Reid suggests thinking of a relaxing holiday. I remember my last child-free holiday – which immediately makes me think I am a terrible mother. 'Often we allow our emotions to override our performance and impede our interactions with others,' he says. We are on safer ground when he suggests I think of an article I am proud to have written. 'It's about polishing the edges of who you are,' he says.

After my session I felt better able to accentuate the positives in my own life and achievements. But perhaps not yet equipped to command the masses.

6 a Underline any words or phrases in the article that you don't understand. Use the ideas in the Focus box to guess the meaning.

b Work in pairs and compare your answers. Then check in a dictionary.

7 Would you like to take a lesson with Richard Reid? Why/Why not?

1B Develop your writing

Goal: write a detailed description of a place

Focus: adding interest to a description

1 a Discuss the questions.

1 Are you usually happier in the country or in a city?
2 Do you usually feel happier indoors or outdoors?
3 Would you rather live in a house with a view of the sea or a panoramic view of a city?
4 What is the most beautiful place you have been to?
5 What smells, tastes or sounds make you happy?

b Work in pairs and complete the sentence.

Happiness is ...

2 a Read the first sentence of each text. Which view of happiness is most similar to your answer to Exercise 1b? Explain your answer.

b Read the texts. Which city/country is each writer describing? Check your answers at the bottom of the page.

c Work in pairs. Which writer paints the clearest picture in your mind? Explain your answer.

Where were you and what were you doing the last time you were truly *happy*

1 Happiness happens when you least expect it. Last Friday I went out with some friends after work and we ended up in Ortaköy eating baked potatoes from one of the famous stalls. There was a warm breeze blowing in from the Bosphorus and the boats were moving up and down on the water while the trees gently swayed like dancers. Just across the bridge, on the Asian side of the city, the lights from the buildings were shining in the warm evening air. I breathed in all the different smells of the food, the river and the trees and at that moment I realised that, just for an instant, I felt really, truly, deeply happy.

Asli

2 I believe that happiness is a choice. This morning on the train I chose to be happy. Grey clouds filled the sky and drops of rain were falling onto the windows. All around me people were squashed together like books on a shelf. I could smell their perfume and aftershave. As the train came into Shinjuku station, the busiest station in the world, I sighed. I felt a bit numb. My feet were aching from standing for so long. So, I thought about all the things I'm grateful for: my health, my family, my friends and that made me feel happy. Not everything in my life is perfect, but happiness can be a choice.

Rie

3 Happiness is all about the situation you're in. Last summer, I was staying on a ranch (we call it an *estancia*) in the flat grasslands near Córdoba. One particular day, the sun was beating down and I felt like I was being roasted in an oven. The *estancia* had a large outdoor pool close to the main house so I jumped into the cool water and then floated on my back, gazing up at the cloudless sky. The cicadas were singing in the long grass and the smell of the dry landscape filled my nostrils. The beauty took my breath away. In a place like this, I thought, how can you not be happy?

Pedro

1 Istanbul, Turkey 2 Tokyo, Japan 3 Córdoba, Argentina

3 **Read the Focus box. Add other examples from the texts in Exercise 2b to 1–7.**

Adding interest to a description

1 Start by mentioning the theme of the description.
I believe that happiness is a choice.

2 Describe what you can see, but also describe what you can smell, hear and feel.
There was a warm breeze blowing in from the Bosphorus.

3 Describe action or movement. What were the people doing? What were the animals or insects doing? What were the trees and clouds doing?
The boats were moving up and down on the water.

4 Describe your reaction to the place. How did it make you feel?
I felt a bit numb.

5 Compare things to other things with *like*. For example, compare how you felt or what something looked like.
I felt like I was being roasted in an oven.

6 Use interesting verbs and adjectives to describe things.
... gazing up at the cloudless sky.

7 Come back to the theme in the final sentence.
I felt really, truly, deeply happy.

4 a **Choose the three verbs in each of 1–8 which are most likely to be used with the noun. Then work in pairs and compare your answers.**

1	insects	chirp/sing/laugh/hop
2	trees	sway/skip/shake/stand silently
3	waves	walk/crash/break/roll
4	the sun	rises/beats down/glares/whispers
5	rain	beats against/pours/listens/drips
6	stars	dance/twinkle/shine/drive
7	commuters	sunbathe/stare/hurry/race
8	friends	chat/hang out/joke/shine

b **What verbs can you use with the nouns in the box?**

birds a boat clouds tourists on a beach the wind

5 a **Look at photos A–C. Imagine you were in each place. Write one or two sentences to describe what it was like. Use the questions to help you.**

- Were you alone or with other people?
- What was the weather like?
- How were you feeling?
- What could you see, hear, smell?

I was all alone and the wind was blowing hard.

b **Work in groups. Read your sentences aloud. Can the rest of your group guess which photo you are describing?**

A

B

C

Prepare

6 **Think about the last time you were truly happy (or invent a situation where you were happy). Make notes about what you could see, hear, feel and smell at that time.**

Write

7 **Write a one-paragraph detailed description of the place and situation in Exercise 6. Use the Focus box to help you.**

8 a **Work in pairs and swap descriptions. Find examples of 1–7 in the Focus box in your partner's writing. Write suggestions for improvement.**

b **Read the suggestions on your description and write a second draft.**

2A Develop your writing

Goal: write an informal email to a friend

Focus: asking for and giving personal news

1 **Work in pairs and discuss the questions.**

1 How do you communicate with friends who you don't see very often? (e.g. through social media, on the phone, etc.)

2 If you only communicate with someone digitally, can they still be a good friend?

2 a **Read the social media posting and emails, A–C. What do we learn about 1–4?**

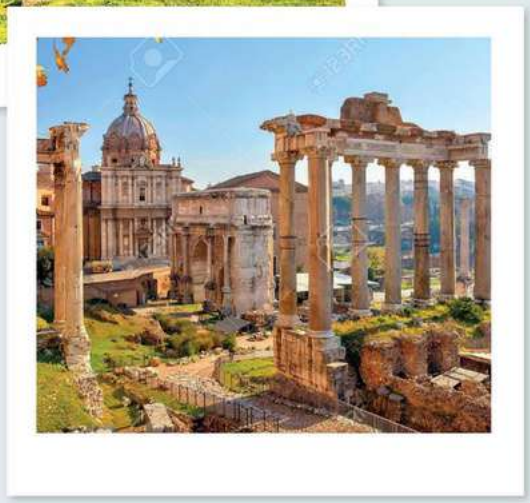
1 Ji's immediate future

2 Alex's work situation

3 Alex's personal life

4 Ji's financial situation

b **Whose situation would you rather be in, Ji's or Alex's? Why?**



A

Ji Zhou
Posted 1 day ago

After three weeks in Rome I've moved on to lovely Verona, home of Romeo and Juliet and the 'city of love'. Next stop – home! Goodbye Italy. Parting is such sweet sorrow #loveitaly #timetogohome

B

Hi Ji,

How are you? It's been ages since we've been in touch. I saw your latest update online – sounds like you're having a great time! How's it going over there in Italy? Why are you going home? I thought you were staying longer. I hope everything's going well.

I've been busy with work recently. I had my performance review on Friday and it didn't go so well. Actually, I get the feeling they're planning to make a few people redundant so I've started looking round for a new job already. I wish I'd taken a year off, too. You get to do all the exciting stuff while I'm just working!

I don't know if you've heard, but Adrianna and I split up. We were starting to get on each other's nerves. I tried to be fun and entertaining, but it's hard when someone doesn't get your jokes. So here I am, young, free and single again!

Anyway, get in touch when you've got time. I'd love to hear all your latest news.

All the best,

Alex

C

Hey Alex,

Great to hear from you and thanks for getting in touch. I've been meaning to send you an email for ages.

I'm really sorry to hear about you and Adrianna. I always thought you two made a great couple. When did you get together? Two years ago? Anyway, like I said, sad news. I hope you find someone else soon.

As for me, I'm going to have to leave Italy and its many delights and head home! I've been having the time of my life, but I got a bit carried away and I've spent all the money that I saved for this trip. Oh well, it was fun while it lasted, but I'll definitely have to get a job when I get back to Beijing.

Let's stay in touch. Maybe you could visit me next year? My place is a bit small but you could stay with my parents. Their apartment is huge and they're always happy to have guests.

All the best,

Ji

3 **Read the Focus box. Match phrases a–d with headings 1–4.**

a I don't know if you've heard but ...
b I was really sad to hear about your job.
c What's the latest on you and Adrianna?
d Congratulations on your exam results!

Asking for and giving personal news

1 Asking for news
What have you been up to?
What have you been doing recently?
How's it going over there in Italy?
2 Reacting to good news
I'm really pleased to hear about you and Dan.
Great news about your new job!
Sounds like you're having a great time.
3 Reacting to bad news
I'm really sorry to hear about you and Adrianna.
I'm so sorry about your aunt.
4 Giving news
I've been quite busy with work recently.
As for me, I'm going to ...
Have you heard the latest about my brother?

4 **Read the email. Find and correct the five mistakes.**

Hi Bobbi,

How are you? What have you been up on recently? It seems so long since we've seen each other. I saw online that you've been busy at home. How it going with the decorating? Is it all finished?

Have you heard the newest about my law studies? I passed the bar exam! That means I need to find a law firm that will take me on as a trainee.

As of my social life, basically I don't have one! I've been so busy studying that it hasn't been possible. But I'm going to put that right this summer. I'm going away for a week with a few friends. We haven't decided where yet but I'm already excited!

Say hi to Tony from me! What's he been doing recent? I hope we can all meet up soon.

Love,

Padme

5 **Replace the underlined sentences in the email with phrases from the Focus box and Exercise 3.**

Hi Padme,

Great to hear from you! Thanks for your email.

[1] You passed your bar exam. I always knew you were smart! What are you going to do now?

[2] Your social life is boring. That's a real shame. [3] Tell me more about your holiday. Have you booked anything yet?

Everything is going well here and the house looks great now that it's decorated. [4] Tony and I have decided to adopt a child. It's incredibly exciting and scary, but we're looking forward to it. We've begun the training programme already. We'll probably meet our new son or daughter early next year!

Do you fancy coming to visit soon? You're always welcome and we have a spare bedroom. Let us know.

Lots of love,

Bobbi

Prepare

6 a **You're going to get in touch with Dylan, a friend who you haven't seen for a long time. First, read his social media posting. Where is he living?**

My new (small) apartment in my new (big) city! Looking forward to starting a new job on Monday too! Hope my friends (old and new) will come and see me! #newlife #buenosaires

b **Think about the email you're going to write and answer the questions. (You can answer truthfully or make your answers up.)**

1 What have you been doing recently?
2 What important news do you have to share?
3 When and where do you want to see your friend again?

Write

7 **Write your email to Dylan. Remember your email should:**

- have an opening paragraph and a final paragraph.
- tell your news in one or two paragraphs.
- comment on Dylan's news in his social media post.
- ask what other news Dylan has.

3A Develop your writing

- **Goal:** write a personal anecdote
- **Focus:** showing the time and sequence of events

1 **What do these sayings about standing up for yourself mean? Which one(s) do you agree with?**

It takes courage to stand up to your enemies. It takes even more courage to stand up to your friends.

If you don't stand up for yourself, no one else is going to stand up for you.

The best way to stand up to your enemies is not to be like them.

It's not easy to stand up for yourself. It's even harder to sit down and listen to the other side.

2 **Read two personal stories. Answer the questions with *1, 2, both* or *neither*.**

In which story:

1 did someone lose money?
2 did the event happen recently?
3 did someone learn a lesson for the future?
4 did someone feel ashamed at the outcome?
5 did someone feel humiliated?
6 was someone outnumbered?
7 did someone seem satisfied at the outcome?
8 was someone inspired to make more life changes?

Question of the day!

Do you remember a time when you stood up for yourself?

1 Divit, Life is worth living!

Answered 19th Jan

I'll never forget the time I stood up for myself to a 'friend'. This was **in the late 90s** and I was in middle school. **One day**, we had to do a science project together on volcanoes. She didn't do anything to help. She just kept making excuses and **in the meantime** I got on with the project alone. When it was finished, my friend asked if she could see it. **As soon as** she had it in her hands, she gave it to the teacher and made it look as though it was all her work. I **immediately** realised what a fool I'd been but I was determined to stand up for myself. **The following day,** I asked the teacher if I could present our project to the class. The teacher said I could, so I stood at the front of the class and said, 'I want to tell you all about volcanoes, but first I want my friend to tell you whose project this really is.' My friend didn't know what to say and started crying. I think she definitely learnt her lesson that day – and so did I! **Nowadays** I never let anyone else take credit for my work.

2 Fan, Stand up for yourself!

Answered 20th Jan

Not so long ago, a friend of mine decided it was time to quit her job. **After years of** working for the same bank, she decided she'd had enough. 'I'm tired of being a doormat and letting people walk all over me,' she said. We went out with her on her last day and celebrated the end of her old life and the beginning of a new one. She looked so happy that it made me wonder if I should also quit my job. **Over time**, I'd also become unhappy at work.

On the way home that evening, I waited for a taxi as usual. **Eventually,** I was first in line and a taxi pulled up, but **all of a sudden** a young couple jumped the queue and got into the taxi. I was shocked. I don't like making a fuss but I remembered what my friend had said so I got in to the taxi with them. They were astonished and started arguing with me. Even the taxi driver started arguing with me. **Meanwhile,** I just calmly did my make-up. **In the end,** they got out.

A fortnight later, I quit my job. I realised that I didn't want to be a doormat, either.

3 **Match the phrases in bold in the stories with meanings 1–15.**

Story 1

1 the action happened straight after another action *As soon as*
2 on a day in the past – it's not important which day
3 between 1996 and 1999
4 the action happened without delay
5 at the present time
6 the day after
7 during another action or event

Story 2

8 after a longer period of time – it's not important how long *Eventually*
9 with the natural passing of time
10 quite recently
11 after two weeks
12 many years after the start of something
13 during another action or event
14 after a period of time or all other events
15 suddenly, without warning

4 **Read the Focus box then find in the stories in Exercise 2 one more example for 1–4.**

Showing the time and sequence of events

Certain words and phrases tell you about the timing and sequence of events in the past.

1 Showing when something happened:
This ***was in the late 90s*** *and I was in middle school.*
Not so long ago*, a friend of mine decided ...*
Nowadays *I never let anyone else take credit for my work.*

2 Showing how much time passed:
Over time*, I'd also become unhappy at work.*
The following day*, I asked the teacher ...*
After years of *working for the same bank, ...*
Eventually*, I was first in line ...*
In the end*, they got out.*

3 Showing that two events happened at the same time:
In the meantime*, I got on with the project alone.*

4 Showing how quickly the event happened:
All of a sudden *a young couple jumped the queue.*
As soon as *she had it in her hands, she gave it to the teacher.*

5 a **Choose the correct alternatives. Sometimes more than one answer is possible.**

1 This was *meanwhile/ eventually/ in the early 00s* and I had just started secondary school.
2 *Over time/ Nowadays/ In the meantime*, I became more and more fed up with my job.
3 *As soon as/ All of a sudden/ In the end*, a young guy appeared and asked if I needed help.
4 I worked hard doing two jobs, but *meanwhile/ nowadays/ one day* prices were going up and up.
5 We *after years of waiting/ immediately/ the following day* decided to buy tickets, whatever the cost.
6 *In the end/ The following day/ After years of* searching, I found a friendship group that suited me.
7 We waited and waited. *Eventually/ In the end/ In the mid 80s*, we just left.
8 *Not so long ago/ In the early 2010s/ Nowadays* there are many more ways to fill your free time.

b **Work in pairs and compare your answers.**

6 **Have you ever stood up for yourself in a way that surprised you? If so, what happened? If not, have you ever wanted to?**

Prepare

7 a **You're going to write a personal anecdote about a time when you stood up for yourself. Write about your answer to Exercise 6 or invent an experience.**

b **Answer the questions in your anecdote.**

- When did it happen?
- What happened that made you want to stand up for yourself?
- How did you feel?
- Was your reaction immediate or did it come later?
- What did you do next, exactly?
- How did the other person/people react?
- How did you feel in the end?

c **Choose time phrases from this lesson that will help you to explain the sequence of events.**

Write

8 a **Write the first draft of your anecdote. Work in pairs and swap anecdotes. Read each other's work and answer the questions. Write suggestions for improvement.**

- Is the sequence of events clear?
- Are there phrases to show the timing and sequence of events?
- Are there examples of the past perfect?
- Is there vocabulary to show how the writer felt?
- Is it entertaining to read?

b **Read the suggestions on your anecdote and write a second draft.**

4B Develop your writing

Goal: write a covering email

Focus: matching a covering email with a job advert

1 **Work in pairs and discuss the questions.**

1 What is the purpose of a covering email?
2 Have you ever written a covering email and a CV? If so, for what job? Were you successful?
3 Do you expect to write a covering email in the near future? If so, for what kind of job?

2 a **Read the advice. Is this what you would normally do? Do you think it is good advice?**

Read the job application carefully and decide what personal qualities the employer is looking for, then mention those qualities in your covering email. 95 percent of applicants will send out a standard covering email, but you will stand out from the rest. Getting an interview should be a piece of cake!
Rahina Al-Bishi, professional interviewer

b **Match extracts from job adverts 1–4 with personal descriptions a–d.**

1 The right candidate will pay attention to all the details of our operation and will put the safety of our clients and staff first at all times.
2 We are looking for someone with computer skills and a background in retail.
3 The ideal candidate will be able to adapt to a constantly changing environment and deal with problems as and when they arise.
4 Appropriate academic qualifications and good communication skills are a must.

a 'I am IT literate and have three years of relevant sales experience.'
b 'I have a degree in economics and a flair for dealing with clients.'
c 'I am safety-conscious and detail-oriented.'
d 'I am flexible, keen to learn and I have strong problem-solving skills.'

c **What other words or phrases might be useful for describing yourself in a covering email?**
enthusiastic, determined, ...

3 a **Read the job advert and Judyta's covering email. Match paragraphs 1–3 with information a–d.**

a personal qualities
b details of relevant experience
c the job she is applying for
d a request for the interviewer to take action

b **Match the adjectives and phrases in paragraph 1 with the requirements of the job described in the advert. How well has Judyta responded to the advert?**

Hotel Receptionist

The Park Royal Hotel is seeking a Receptionist to handle all aspects of front-desk duty. Must be able to provide exceptional service to our clients and take control of all aspects of the hotel's reception. English essential but other languages are an advantage. Experience preferred. Duties include:

- checking guests in and out with our IT systems
- providing advice and assistance to guests
- being aware of who enters and exits the building

The right candidate must be able to work different shifts at short notice.

Send CV and covering email to valerie.denBerg@parkroyalhotel.uk.

Application for position of Hotel Receptionist

Dear Ms. den Berg,

1 I would like to apply for the position of Hotel Receptionist advertised on your website. As you will see from my attached CV, I am an extremely organised and friendly individual, who is fluent in English and Polish and has conversational Spanish. I have relevant experience in the hotel industry and I am IT literate, flexible and security-conscious. I believe I am the perfect fit for this exciting position at the Park Royal Hotel.

2 As a student, I worked part-time for 18 months at The Ambassador, a four-star hotel in my home town of Lublin. There I gained valuable experience in housekeeping, food service and reception work. More recently, I worked on reception at The Claremont Hotel in Dublin, where I was tasked with training and assisting new staff and reorganising the front-desk operations. I would now like to take the next step in my career in hospitality by working for the Park Royal Hotel.

3 I would very much welcome the opportunity to discuss this role with you, as I feel I could be a great asset to the Park Royal Hotel. Please feel free to contact me to arrange an interview.

Yours sincerely,

Judyta Lisowski

4 **Read the Focus box and choose one of job adverts A–C to respond to.**

Matching a covering email with a job advert

In order to write a good covering email, you need to do several things.

- Use adjectives that match the job description to describe yourself.

I am extremely detail-oriented.
I am fluent in English.
I have conversational French.

- Stress why you would be good for that job or position.

I believe I am the perfect fit for ...
I feel I would be a great asset to ...

- Briefly mention your relevant experience and what you have learnt.

As a student, I worked part-time for/at ... , where I demonstrated ...
I gained valuable experience in ... and was also tasked with ...
More recently, I worked for ... , where I became expert at ...

- Ask for a chance to discuss the role in person (you are asking for an interview).

I would very much welcome the opportunity to discuss this role with you.
I would be happy to attend an interview at any time.

Prepare

5 a **Make a note of the adjectives and phrases you would use to describe yourself. Make sure they relate to the job advert.**

b **Underline useful phrases in the email in Exercise 3. What other phrases could you use?**

Write

6 a **Write a covering email in response to the job advert.**

b **When you have finished, use the checklist to edit your email.**

Remember to include:

- which job you are applying for
- the date
- how your personal qualities match the job
- your relevant experience and what it has taught you
- at least one sentence where you show that this is not a letter you send to everyone
- a request for an interview
- a suitable sign-off: *Yours sincerely* if you have started with the interviewer's name, *Yours faithfully* if you haven't.

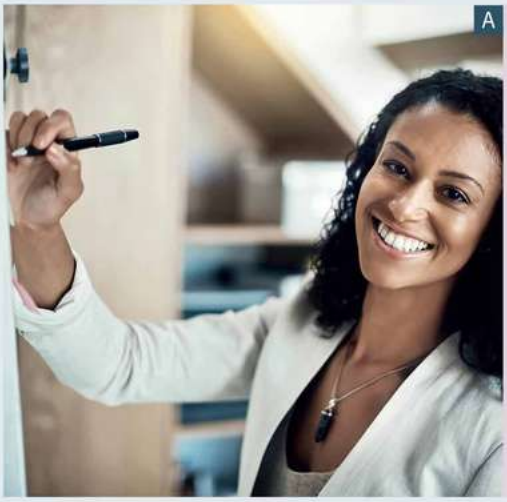
c **Work in pairs and swap emails. Use the checklist and write suggestions for improvement.**

B

Chocolate taster

We are looking for someone with a background in making and testing cakes and sweets. The right candidate will have a passion for chocolate and for learning about it, as well as excellent English. He or she will also be keen to try new things and be willing to travel the country at short notice.

Send your CV and a covering email to heidi@marvellousorganicchocs.uk.



A

Management Trainee

We're looking for a management trainee to work in our young marketing company. The ideal candidate will have a background in marketing and a flair for visual communication as well as being able to travel at short notice. Strong IT skills and at least one foreign language are a must.

Send your CV and a covering email to ronald.spiggerson@Eye2EyeMarketing.uk.

Market Research Assistant

C

Duties and responsibilities include:
- interviewing clients
- planning and organising public events
- keeping organised records

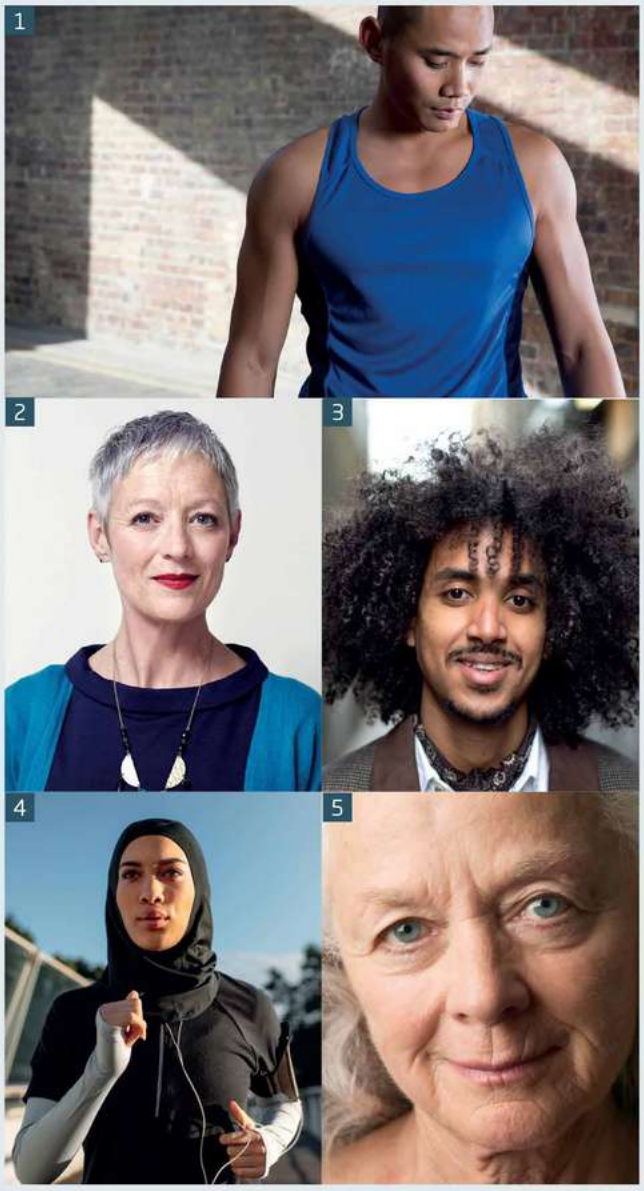
The ideal candidate will be able to change their schedule at short notice.
Send your CV and a covering email to jobs@perfectmarketresearch.uk.

5B Develop your writing

Goal: write a detailed description of a person

Focus: using similes

Reading and vocabulary



1 **Look at the photos. How would you describe the people?**

2 **Read the texts. Answer the questions with: the man (M), the woman (W), both (B) or neither (N).**

Who:

1 is young?
2 seems to be in the wrong place?
3 has a distinctive facial feature?
4 is polite?
5 helped the writer?
6 is a criminal?
7 was seen again by the writer?
8 inspired the writer to imagine his/her character?

A

A man I'll never forget

1 As soon as the man walked into the bank where I was waiting in line and, as bold as brass, announced that he had a gun in his bag, I knew I would never forget him. He just looked too old to be robbing a bank.

2 He was in his 60s, relatively short and of slim build. He had a light complexion, receding grey hair and a small moustache as well as some stubble on his face. His nose was quite prominent and there was a birthmark on his cheek. He looked kind and I couldn't help thinking that he was in the wrong job.

3 As he politely asked the person behind the counter to hand over the money, he looked around at everyone in the bank and smiled as though he was just another customer. He was calm and almost reassuring. When the person behind the counter had put some money in his bag, he thanked her. At this point, plenty of people would have left the scene of the crime in a hurry but not this man. Cool as a cucumber, he walked to the door as though he had all the time in the world then turned around and said goodbye to everyone. Then he walked out of the bank. He was like a family visitor who had dropped in to see his elderly aunt and then left. I almost missed him.

4 I heard that he was captured by police the same day, but I was not asked to give evidence so I'm not sure what happened to him. In my imagination, he was a kind aristocratic gentleman, who didn't really want to rob the bank. He was much too polite and well-behaved for that. Perhaps he had huge debts and secretly wanted to go to prison to escape them. Or perhaps he was trying to escape from someone who was after him. Even though he is almost certainly different to how I imagine him, I prefer my version and I know I will never forget him.

B

A woman I'll never forget

1 I'll never forget the woman who helped me when I was lost. It was my first time in a big foreign city alone and I didn't know where I was. It was late, my phone was out of battery and I just wanted to get back to the hostel where I was staying.

2 The woman who helped me was tall, elegant and middle-aged. She was wearing a beige coat and sports shoes. She had short, wavy hair and a smooth complexion. She had a pointed chin and blue eyes. She had a small scar above her left eye. She looked kind and caring.

3 I tried to explain the problem. She listened carefully and tried to understand. She smiled at me and explained that I needed to catch a bus. She showed me which debit card in my wallet I could use when I boarded the bus. She took me to the right bus stop and told me which bus to catch. She reminded me where to get off and as she waved goodbye, I felt so grateful to her. When the bus arrived, I realised that my debit card was missing.

3 **Choose the correct alternatives for each person's appearance.**

Age/height/build

in his early/mid-/late 20s/30s/40s/50s/60s

young/middle-aged/elderly

short/average height/tall

slim build/medium build/heavy build/muscular/athletic/elegant

Hair

length: bald/receding/short/medium-length/long

type: thin/thick/curly/wavy/straight/dreadlocks

colour: blond/fair/dark/black/ginger/grey

moustache/beard/sideburns/stubble/clean-shaven

Face

light complexion/dark complexion/smooth complexion/freckles

bushy eyebrows/prominent nose/pointed chin

blue/green/brown/hazel eyes

Other features

tattoo/scar/birthmark

Clothing or accessories

hijab/smart suit/jewellery

4 **Which paragraph in each text includes information about:**

a the person's mannerisms or behaviour?

b the person's appearance?

c how the writer met him/her?

5 a **Read the texts again. Match text features 1–8 with text A or B.**

1 The first sentence is dramatic.

2 The first sentence is predictable.

3 There is lots of repetition in the sentence beginnings.

4 There is lots of variety in the sentence beginnings.

5 The person is compared to other people or things.

6 The person is not compared to anyone else.

7 The writer describes his/her thoughts about the person.

8 The writer doesn't describe his/her thoughts about the person.

b **Which text features in Exercise 5a help to create a powerful description of the person?**

6 a **Read the Focus box and find two more similes in text A.**

Using similes

A simile is a comparison between two people, things or actions. The words *like* or *as* are normally used in the comparison.

He is as strong as an ox.
They fought like cat and dog.

Similes are useful for making character descriptions more engaging and memorable. They allow the writer to describe more than appearance and action. With similes, the writer can give a strong impression of how he or she felt about the person.

*She made **my heart flutter like a butterfly**.*

Some common similes are:
as bright as a button *as busy as a bee* *as cool as a cucumber* *as dead as a doornail* *as dull as ditchwater* *as free as a bird* *as good as gold* *as hard as nails* *as light as a feather* *as proud as a peacock*

b **Complete the sentences with a simile from the Focus box.**

1 The film was so boring; it was _____.

2 It looked very heavy, but it was _____.

3 I have never seen her show any expression - she's _____.

4 She's quite old but she's still _____.

5 I'm sorry I haven't visited you for a while - I've been _____.

6 You should have seen him after he'd won the race - he was _____.

Prepare

7 a **Think about a person you will never forget or someone you want to describe. Write detailed notes under the headings.**

- how you met
- appearance
- mannerisms and behaviour
- character

b **Think of two or more similes to describe the person. You can describe how he/she looks or things that he/she does.**

c **Organise your notes according to the paragraph descriptions in Exercise 4.**

Write

8 a **Write your description of someone you will never forget.**

b **Work in pairs and swap descriptions. Read each other's descriptions and write suggestions for improvement.**

6c Develop your writing

Goal: write an email of complaint requesting action

Focus: using comment adverbs

1 a What would you do in situations 1–3?

1 Your flight is delayed by 12 hours.

2 The laptop that you bought online breaks down after 13 months. The warranty is for a year.

3 You buy expensive tickets for a festival, but you find the festival badly organised and disappointing.

b Match the phrases in bold in a–i with situations 1–3. There may be more than one answer.

a this was due to **mechanical failure**

b the consumer is **entitled to a refund**

c **legally required to** provide sufficient toilets

d any item must be **fit for purpose** when sold

e passengers are **legally entitled to compensation** in these circumstances

f the event **failed to live up to our expectations**

g we are requesting a **50 percent refund on the cost of** the tickets

h it is no longer **under warranty**

i my **booking reference** for this flight is

2 Complete emails 1–3 with the phrases in Exercise 1b.

1

Dear Sir/Madam,

I am writing to complain about the Wild Times Festival that my friends and I attended last weekend. Our booking reference is WT1248GJ89.

Sadly, [1] _____ from the moment we arrived. At the entrance we were only allowed to bring one small bottle of water per person into the festival. Once inside, we were forced to pay €4 per bottle at the bar. Frankly, this is close to extortion.

The only thing more difficult than drinking water at the festival was going to the toilet. I could only find about thirty toilets and half of those were out of order. Predictably, the queues for the remaining toilets were extremely long. Fifteen working toilets for so many people was clearly not enough and I suspect that you are [2] _____ .

Overall this was hardly the 'experience of a lifetime' that we were promised, and as a result of all these problems, [3] _____ . Hopefully, you will agree that this is a fair request given how disappointing the event was.

I look forward to hearing from you at your earliest convenience.

Kind regards,

2

Dear Sir/Madam,

I am writing to you regarding flight GG782 from Milan to Ibiza on Friday 29th May and [4] _____ WK8952H.

This flight was scheduled to depart at 17.25. However, it was delayed and did not arrive until 07.50. Apparently, [5] _____ . In total, we were delayed by more than twelve hours, and obviously this had a big impact on us. Reluctantly, we had to spend the first night of our beach holiday sleeping on the floor of an airport.

As I'm sure you are aware, [6] _____ . Consequently, I am making a claim for €250 each for me and my friend, making a total of €500.

I look forward to your prompt response.

Kind regards,

3

Dear Sir/Madam,

I am writing concerning my Volex V5 laptop, which I bought on 3rd February last year. I attach a copy of the receipt.

Unfortunately, just after the warranty expired, the laptop stopped working properly. The screen started to freeze and the keyboard became unresponsive. Today I found that the laptop wouldn't even start up.

Although [7] _____ , the laptop obviously should have lasted longer than 13 months. What's more, [8] _____ . If it is not, [9] _____ .

My Volex V5 laptop was clearly not fit for purpose. Please accept this email as my claim for a refund.

I hope to hear from you at your earliest convenience.

Kind regards,

3 a Read the emails again and answer the questions.
In each case:
1 what exactly went wrong?
2 why did it go wrong?
3 what action does the person want?

b Look at the emails again and answer the questions.
1 What phrases do the writers use to start their emails?
2 What phrases do the writers use to say that they want a refund?
3 What phrases do the writers use to finish their emails?
4 What other phrases do you find useful?

4 a Read the Focus box. Then underline the comment adverbs in the emails.

Using comment adverbs

Comment adverbs show how the writer feels about an event or situation. They refer to the whole clause or sentence. These adverbs commonly occur at the beginning of a clause or sentence, particularly in written English, although they can also occur before the verb or sometimes at the end of a sentence. When they occur at the beginning of a sentence, they are followed by a comma. Here are examples of comment adverbs.

- to express hope, luck or (un)happiness:

***Unfortunately**, it was not up to standard.*
***Luckily**, no one was injured.*
***Hopefully**, this will not happen again.*
*My preferred option was **sadly** not available.*

- to express surprise or lack of surprise:

***Astonishingly**, we were not informed.*
***Naturally**, my friends and I were disappointed.*
*The bike was **obviously** badly damaged.*
***Predictably**, the lack of space was a problem.*
***Clearly**, the salesman had no idea what he was doing.*

- other common comment adverbs:

***Apparently**, the headline act was unable to perform due to illness.*
*The flight was cancelled and **reluctantly** we had to sleep on the airport floor.*
***Frankly**, this is unacceptable.*

b Choose the correct alternatives.
1 *Unfortunately/Hopefully*, it broke when I got it home.
2 *Naturally/Apparently*, this was a big disappointment.
3 *Luckily/Apparently*, the headline act was unable to perform due to illness.
4 *Sadly/Luckily*, we were able to buy a new ticket.
5 *Reluctantly/Hopefully*, we are requesting a refund.
6 Your response was *luckily/frankly* not acceptable.
7 *Predictably/Frankly*, the toy broke the first time my son used it.
8 *Sadly/Luckily*, we couldn't see the headline act.
9 This is *astonishingly/clearly* too expensive for most people.
10 *Astonishingly/Frankly*, your sales rep did not apologise.

5 Improve the email extracts. Add two or more comment adverbs to each one.

The mobile phone has been a disappointment since I bought it. It is slow to start up, which makes it difficult to use. It often crashes in the middle of a call, which is annoying. It is described as a 'top of the range' model. The item is still under warranty.

The actual colour of the sweatshirt is much darker than the image online. I like the colour online, but I don't like the actual colour. I believe I am entitled to a refund as the item is different from what I expected.

Prepare

6 You're going to write an email of complaint with a request for action. Choose a situation and write notes. Use questions 1–5 below to help you.
- You bought a new phone online and the next day the same phone was available on the same website with a 50 percent discount.
- You ordered a book online. Your card was charged but the book was not delivered.
- You bought tickets for a concert but the band cancelled at the last minute and a different band took their place. You went to the concert but you didn't enjoy the new band.
- You bought a coffee machine online but the coffee it makes doesn't taste nice.
- You bought a new pair of shoes online. The shoes leaked the first time you wore them.

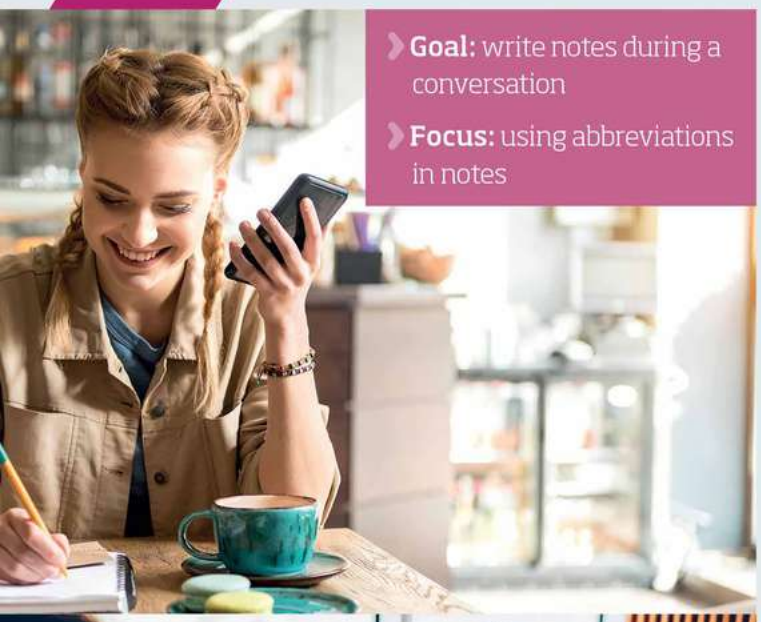
1 When did you buy it/them?
2 Have you still got your receipt or order number?
3 What went wrong and how did you feel?
4 What action would you like?
5 How long are giving the shop/company to respond?

Write

7 Write the first draft of your email. When you have finished, use the checklist to edit your email.
- Use *Dear Sir/Madam*.
- Explain the purpose of the email in the first paragraph.
- Use comment adverbs to explain how you feel.
- Be polite.
- Say what action you would like.
- Say when you would like a response.
- Finish with *Kind regards*.

8 Work in pairs and swap emails. Read each other's emails and write suggestions for improvement. Read the suggestions on your email and write a second draft.

7B Develop your writing



Goal: write notes during a conversation

Focus: using abbreviations in notes

1 **Discuss the questions.**

1 Do you have a good memory for things that you need to do?

2 In what situations might you make notes during a conversation?

3 When was the last time you made notes?

2 7.5 **Listen to a conversation about a surprise party. Which notes are the best way to record the conversation, A, B or C? What is wrong with the other notes?**

3 a **Tick the types of words that are used in B in Exercise 2.**

- nouns
- verbs
- articles
- abbreviations
- adverbs
- verb *be*

b **Tick the techniques that the writer uses in the notes in B.**

- write every word spoken
- use bullet points to separate notes
- write the important facts or action points only
- use full, correct sentences
- use headings
- use full stops to show which words are abbreviations

A

Surprise party – to-do list

- neighbours
- 25 people
- £50
- nachos, dips, no meat
- invitation
- voucher, card
- decorations
- DJ?

B

Surprise party - to-do list

Venue
- my apartment?
- check with neighbours, esp. downstairs family

Numbers
- approx. 25 people

Budget
- < £50

Food
- nachos, dips, etc.
- NB no meat b/c teacher & half the class = vegetarian

Invitations
- info. to include: date, time, venue, my mobile no.
- send on class app

Present + card
- buy voucher – approx. £20, make card

Decorations
- find lights and balloons

Music
- me to DJ?

C

Surprise party – to-do list

Venue
Check with my neighbours if they mind if we have the party in my apartment. Especially check with the downstairs neighbours.

Numbers
There will be approximately 25 people.

Budget
The budget is just under £50.

Food
Buy nachos and dips but nothing with meat in.

Invitations
Make a digital invitation on the computer with the following information: the date, the time, the venue and my mobile number. Send the invitation to everyone on the class app.

Present + card
We agreed on a voucher as a present.
There is a budget of approximately £20. I will organise the voucher and I will make a card.

Decorations
I will find the lights and the balloons.

Music
I will think about doing the DJ-ing at the party.

4 **Write notes for the requests and decisions.**

1 'Don't forget to ask everyone to sign the card.'
ask everyone to sign card
2 'It's probably a good idea to invite the other teachers. Could you do that?'
3 'Could you take a photo of the teacher for the card?'
4 'There will be about ten extra guests at the party from the other class.'
5 'Does the teacher have a favourite shop? Ask her so we know what voucher to buy.'
6 'Let's check with the teacher to see if she is free on Friday evening.'
7 'Could you ask Renate if she can sing a song at the party? She has an amazing voice.'
8 'If your neighbours say no, you could ask Fred if we can have the party at his apartment.'

5 **Read the Focus box and underline the abbreviations in B in Exercise 2.**

Using abbreviations in notes

When you make notes, it can save you a lot of time if you use abbreviations for common longer words. This is a list of the most common abbreviations that people use.

approx. = approximately
b/c = because
cf. = compared with
esp. = especially
etc. = and so on
i.e. = in other words
info. = information
NB = don't forget!
nec. = necessary
no. = number
re. = regarding
v. =very
w/ = with
w/o = without
x = times (e.g. 2x per week)
> = greater than
< = less than
→ = leads to/causes
✓= good
↓ decrease
↑ = increase

6 **Which techniques do you use to make notes in English? Do you use any abbreviations? Work in pairs and compare your answers.**

7 **Look at Sally's notes about looking after Mr Jameson's house and garden. Rewrite them so they are shorter and use abbreviations from the Focus box.**

Mr Jameson's house and garden

Garden
Water the garden especially if there is no rain
1 *water garden esp. if no rain*
important: don't forget to water the houseplants
2 _____

House
Lights
Turn on one light in the living room at approximately 9 p.m.
3 _____
Also turn on the TV. This causes people to think that the house is not empty.
4 _____

Cat
Feed the cat twice per day.
5 _____
Give the cat a bit less than one cup of cat food each time.
6 _____
It's very important to give the cat water!
7 _____

Post
It's not necessary to keep junk mail.
8 _____
Email a photo of all bills to Mr Jameson, in other words, gas, electricity and so on.
9 _____

Prepare

8 a 7.6 **Listen to the conversation and complete the notes. Use abbreviations from the Focus box where possible.**

How to look after Bertie the snake

- Food: 1 x [1]_____
  mice kept in [2]_____
  NB [3]_____
- Water: change [4]_____
- Handling: don't [5]_____
- Tank: check [6]_____
  clean tank [7]_____
- Problems: Maggie [8]_____

b **Work in pairs and compare your answers.**

Write

9 a 7.7 **Listen to a conversation between a teacher and student. Make notes for the student. Use the techniques and abbreviations from this lesson.**

b **Work in pairs and compare your notes. How could each set of notes be improved?**

8C Develop your writing

Goal: write a review of a film or book

Focus: including relevant information

1 **Do reviews ever influence your decision to read a book or watch a film?**

2 a **Read the two reviews on the right and answer the questions.**

Wonder

1 What is better according to the reviewer, the book cover or the story?
2 Who is the main character?
3 What is the book about?
4 How do we feel about Auggie's enemy by the end of the book?

Loving Vincent

5 What is unique about *Loving Vincent*?
6 Who is the main character?
7 What is the film about?
8 What does the reviewer think of the plot?

b **Work in pairs and discuss the questions.**

1 Did the reviews make you want to read the book/see the film?
2 Do you know someone who you think would enjoy the book/film?
3 Was there any information missing from each review?
4 How many stars (out of five) do you think each reviewer gave the book/film?

3 **Work in pairs. Read the Focus box and say whether the reviews in Exercise 2a are successful. Explain your answers.**

Including relevant information

A good review of a film or book tries to:

- inform

It should give basic information, such as the main characters, actors, etc. It should also give basic information about the setting and plot, but it shouldn't try to describe the whole story and it definitely shouldn't contain any spoilers (details that give away the ending).

- judge

It should explain which elements of the film/book were good and which were not good. It should try to give a reason or evidence for these judgments. The final paragraph should include a decision on whether you recommend the film/book or not.

- entertain

People enjoy reading reviews if they are well-written and lively. They should include a good range of language and not be too formal.

1 There is a famous saying in English, 'Never judge a book by its cover.' In the case of bestseller *Wonder*, a novel by RJ Palacio, this is particularly true. The cover is simple and striking but the book itself is simply extraordinary.

2 Set in modern day US, *Wonder* tells the story of Auggie Pullman, a boy who looks very different from everyone else. Immediately we wonder what he looks like, however in the opening chapter Auggie simply says 'Whatever you're thinking, it's probably worse.' The book explores Auggie's experience of starting school at the age of ten after years of being homeschooled. It is told from different perspectives, including that of Auggie's sister, Via and his arch enemy, Julian.

3 The extraordinary thing about *Wonder* is that the author allows us to understand and sympathise with everyone, even Julian, despite his behaviour. It illustrates how important appearance is in modern society and how much we fear things that are different.

4 *Wonder* is described as a book for children, but in fact everyone will enjoy it. It is a genuine page-turner with a huge heart. I thoroughly recommend it!

1 *Loving Vincent* is a labour of love and a first in the history of cinema: all 62,000 frames of the film are individual oil paintings, which were created by 125 different artists in van Gogh's unique style. The result is a visually stunning masterpiece.

2 Directed by Dorota Kobiela and Hugh Welchman and set in 1891, a year after van Gogh's death, *Loving Vincent* tells the story of the artist's final months through conversations and flashbacks. Although each frame was painted, the film still has actors and the lead role, Armand, is played by Douglas Booth. It is his job to deliver van Gogh's final letter to his brother, Theo. The plot centres on Armand's conversations with those who knew van Gogh, and even though each person knew him, they all tell a different story. As a result, we realise that the only way to know van Gogh is through his paintings.

3 The real joy of *Loving Vincent* is that you feel as though you are actually inside one of van Gogh's paintings. It is mesmerising and unlike anything that has been done before. Some have criticised the plot for being a little thin, however it cleverly ties together some of van Gogh's best-known work and it is, in any case, secondary to the visual impact of the film.

4 Take an evening to enjoy *Loving Vincent*, on the big screen if possible. You will thank yourself afterwards.

4 **Look at the reviews in Exercise 2a again. Both follow a similar structure. Match paragraphs 1–4 with purposes a–e. There is one extra purpose you do not need.**

- **a** Analyse what was successful/unsuccessful and why.
- **b** Describe what happens at the end.
- **c** Say whether your readers should see the film/read the book.
- **d** Mention the title of the film or book and briefly give your opinion.
- **e** Describe the plot without giving away the ending.

Prepare

5 **Choose a film or book you would like to write a review about. Complete the notes.**

Name:
Author/Director:
Set in (time):
Set in (place):
Main character:
Basic plot (without ending):
Positive points:
Negative points:
Your summary:

6 **a** **Complete the sentences about your film or book.**

Film/Book

- The main character is ...
- It is set in ... (time) in ... (place)
- It tells the story of ...
- The plot centres on ...
- It explores the themes of ...
- It is told from the perspective of ...
- It illustrates the problem of ...
- The real joy of ... (film/book) is ...

Films only

- It is directed by ...
- It stars ...
- ... is played by ...

Books only

- The author is ...
- It is an international best-seller/a little-known novel about ...
- The author has a ... (e.g. simple/descriptive/unusual) writing style.

b **Write the first line of your review. Make sure that you engage the readers' attention.**

Write

7 **a** **Write the first draft of your review. Work in pairs and swap reviews. Read each other's reviews and write suggestions for improvement. Use the Focus box to help you.**

b **Read the suggestions on your review and write a second draft.**

9B Develop your writing

- **Goal:** write a simple discursive essay
- **Focus:** structuring a simple discursive essay

1 **Work in pairs and discuss the questions.**

1 What do you think are the benefits of space exploration?
2 What are the disadvantages?
3 Do you think too much money is spent on it or not enough? Why?

2 a **How much do you know about space? Do the quiz. Then work in pairs and compare your answers.**

b **Check your answers at the bottom of the quiz.**

SPACE exploration quiz

1 Who was the first person in space?
a Yuri Gagarin b Neil Armstrong c Buzz Aldrin

2 What year did the first person walk on the Moon?
a 1949 b 1959 c 1969

3 Every year, across the world, space agencies spend about …
a $200 million. b $20 billion. c $200 billion.

4 How many planets that could support life have astronomers identified?
a none b one c several

5 The International Space Station is about the size of a …
a tennis court. b football pitch. c golf course.

6 To send a person to Mars would probably cost more than …
a $5 billion. b $50 billion. c $500 billion.

1a 2c 3b 4c 5b 6c

3 **Read the discursive essay on space exploration. Are any of the ideas the same as your answers to Exercise 1?**

Do we spend too much money on space exploration?

1 With so many problems here on Earth, it is easy to see why many people believe that space exploration is a waste of money. It is certainly expensive and difficult, but I am convinced that space exploration is a good use of money and we should, in fact, be spending more on it.

2 First and foremost, the pursuit of knowledge has always been key to our survival as a species. Today there is growing evidence to suggest that space exploration is more necessary now than ever. In the near future, humans may need another planet to inhabit, and every year space exploration detects more and more potentially habitable planets. Humans are also inquisitive and it is part of our nature to explore. Since the beginning of time, we have travelled as far as possible and gathered as much knowledge as possible to improve our lives.

3 Furthermore, it is a fact that the money spent on space exploration technology has a positive impact here on Earth. According to NASA (National Aeronautics and Space Administration), it has contributed to the development of more than 1,800 technologies including camera phones, LED lights and artificial limbs. There will be many more such benefits in the future, and this is proof that space exploration is not wasted money.

4 Lastly, there is no doubt that space exploration encourages international collaboration. The ISS (International Space Station) has been in orbit since 2000. It is a collaboration of American, Russian, European, Japanese and Canadian space agencies and it encourages the sharing of observations and information between these countries. In an increasingly divided world, this kind of cooperation is more and more vital.

5 In summary, space exploration continues to be an effective use of money, which provides many benefits here on Earth. We should ignore the voices of those who want to stop the search for new knowledge and instead invest more in this valuable exploration.

4 a Read the essay again. Match two ideas from a–f with each of the main paragraphs 2–4.

a We are already experiencing the benefits of space exploration.
b All kinds of international cooperation are increasingly important.
c Space exploration may save humans.
d Countries often have to cooperate to explore space and that's a good thing.
e For humans it's natural to explore, so space exploration is natural, too.
f In the future, there will be more benefits on Earth from space exploration.

b Identify the main idea (the topic of the paragraph) and the supporting idea a–f in Exercise 4a in paragraphs 2–4 of the essay.

c Tick the things you can find in the essay.

- contractions (*isn't, can't*)
- idioms
- a balanced argument
- complete sentences
- informal expressions (*lots of, Wow!*)
- abbreviations (*e.g., etc.*)
- the writer's opinion
- explanations of unknown acronyms (e.g. *NASA*)

5 Read the Focus box. Which of the example phrases are used in the essay in Exercise 3?

Structuring a simple discursive essay

- introduction

Mention both sides of the argument. Give your own opinion. Try to make it a strong opinion.

It is easy to see why many people believe that ...
However, I believe ...
but I am convinced that ...

- main paragraphs

Include at least three main points, each with its own paragraph. Each paragraph should begin with a topic sentence, which summarises the point of the paragraph. Follow up the topic sentence with examples or supporting ideas.

First and foremost, ...
Furthermore, it is a fact that ...
There is no doubt that ...
There is plenty of evidence that ...
This is conclusive proof that ...

- conclusion

State your opinion again in a different way. Finish with a final thought.

In summary, ... In conclusion, ... To summarise, ...

Prepare

6 a Read the topics of discursive essays. Work in pairs and discuss your opinions.

- Should there be a tax on all foods and drinks that contain sugar?
- Should all employees be allowed to have their tattoos visible in the workplace?
- Should people who smoke have to pay more for healthcare?

b Choose one of the topics for your discursive essay. Decide if you are for or against and make notes to support your opinion.

7 Organise your notes. Use this structure to help you.

Introduction

Paragraph 2
- main point
- supporting idea/example
- additional supporting idea

Paragraph 3
- main point
- supporting idea/example
- additional supporting idea

Paragraph 4
- main point
- supporting idea/example
- additional supporting idea

Conclusion

Write

8 a Write the first draft of your discursive essay. Then check to see if you have followed the advice in the Focus box.

b Work in pairs and swap essays. Read each other's essays and write suggestions for improvement. Use the checklist to help you.

- Does the essay include a strong introduction and conclusion?
- Does the essay have one main idea in each paragraph?
- Does the main idea have two or more supporting ideas?
- Does the essay use examples to support the ideas?
- Does the essay include phrases from the Focus box?
- Is the grammar mostly correct?
- Is there a good range of vocabulary?

c Read the suggestions on your essay and write a second draft.

10A Develop your writing

Goal: write a magazine article

Focus: attracting and keeping the reader's attention

1 a Discuss the questions.

1 What kind of shopping do you enjoy?
I enjoy shopping for new games online.

2 Which shops do you find particularly innovative or modern?

b Read the text. What would your answer to the question be?

COMPETITION

Write a short article for our magazine.
Title: What do you think the future of shopping is?
The five best articles will be published next month.

2 a Look at the notes that someone wrote for the article mentioned in Exercise 1b.

1 Which do you think she wrote first, A or B?

2 Which notes show ideas and which notes organise those ideas?

b Do you follow the steps in Exercise 2a when you write? How can this help?

A

What do you think the future of shopping is?
- current trends: mobile shops
- current trends: no checkout
- NB quote on shopping nec. for intro
- current trends: more choice cf. now
- the future = ++ innovation
- how will phones affect shopping in future?
- NB don't forget title
- possible downsides: v. difficult for small shops?
- death of the high street
- current trends: price = ↑ important

B

Title: What do you think the future of shopping is?
Paragraph 1: intro
Quote about shopping
Shopping = important for economy + urban environment
How will shopping change in the future?
Paragraph 2: current trends
- shopping increasingly online
- shops (esp. supermarkets): no cashiers
- some high-tech shops: no checkout
- online retailers: mobile shops

Paragraph 3: future of shopping
- more innovation
- summon shop on your phone
- shops know everything about us

Paragraph 4: conclusion
- is this what we want?
- only time will tell

3 Read the article. What information does the writer add to her notes in B?

What do you think the future of shopping is?

Somebody once said, 'If you think that money can't buy happiness, you simply don't know where to shop.' Not everyone will agree with this, but there's no denying that shopping is crucially important to the modern economy and our urban environment. So, let's take a moment to explore how it might change in the future.

To understand the future, it always helps to look at current trends. Clearly, shopping is moving increasingly online, but at the same time traditional high street shops are changing, too. Some shops, particularly supermarkets, have done away with the cashier. You scan the goods yourself, pay at the checkout and go. Some very high-tech shops don't even have this. A scanner at the door detects what's in your bag and takes the money from your bank account. It almost feels like stealing! Other online retailers are taking their shops on the road. Large trucks stuffed with products travelling from neighbourhood to neighbourhood give people a chance to see and touch goods before they buy them online.

In the future we'll see yet more innovation. There will be more of what we enjoy about shopping and less of what we don't, such as queuing, waiting and travelling to the shop itself. It's not hard to imagine a future where you summon a mobile shop with an app on your phone and pay automatically for the things you take. It's also possible that shops will know almost everything about us and be able to show us, for example, only the things that we like or clothes that fit us perfectly.

The question is, is this a future that we want? Will an ordinary person still be able to set up a small shop and sell their handmade products? Will shopping still be an opportunity to explore and discover new things? Only time will tell.

4 a Read the article again and answer the questions.

1 Was the quote from someone who liked shopping or who didn't like it?
2 What has happened at some supermarkets?
3 Why do some retailers use trucks to take their goods to neighbourhoods?
4 What will we do less frequently in the future when shopping?
5 How might mobile phones play a role in shopping in the future?
6 What are the potential downsides of the innovations in shopping that the writer describes?

b Find words or phrases in the article that mean:

1 it's definitely true that (paragraph 1)
2 our towns and cities and everything in them (paragraph 1)
3 got rid of (paragraph 2)
4 full of (paragraph 2)
5 even more than now (paragraph 3)
6 order something to come to you (paragraph 3)
7 we won't know until a time in the future (paragraph 4)

5 Read the Focus box. How is an article different from an essay?

Attracting and keeping the reader's attention

Articles have to work hard to keep the reader's attention. There is a lot of competition and if the article is not interesting, the reader will quickly stop reading. For this reason, it's important to think about how to grab and keep the readers' attention.

- Don't be too formal.

The language that you might use in an essay (*on the one hand, what's more, to summarise*, etc.) is not appropriate for an article. Keep it more informal but not so informal that it sounds like you are writing a letter to a friend.

Some shops have ~~removed~~ the cashier.
*Some shops have **done away with** the cashier.*

- Think about your audience and don't state the obvious.

Say things that your audience would find interesting.

Shopping is ~~very popular~~.
*Shopping is **crucially important to the modern economy**.*

- Write an interesting first line.

Use a quote or a controversial statement to grab the reader's attention from the start. If you can't remember the quote exactly, use *Somebody once said …*

- Create interesting mental images.

Think about the pictures the reader sees in their mind when they read your article. The more interesting the mental images, the more the reader will enjoy the article.

Large trucks stuffed with products travelling from neighbourhood to neighbourhood …
It's not hard to imagine a future where …

Prepare

6 a You're going to write a magazine article. Read the advert and choose a topic.

*WRITE AN **ARTICLE** AND SEE IT IN **PRINT***

We are looking for short articles for our English language student magazine. Choose from the topics below and send us your article before the end of next month. The best articles will be published in the magazine.

Title:

What do you think the future of tourism is?

or …

What do you think the future of English language learning is?

or …

Choose your own topic.

b Make notes for the article. Write down any ideas which might be useful.

c Edit and organise your notes into a structure. You should have an introduction, two main paragraphs and a conclusion.

Write

7 a Write your article. Use a range of language and remember to use topic sentences. Check that your article contains:

- an introduction and a summary
- at least two main paragraphs
- an interesting first sentence
- informal language
- interesting mental images
- ideas that an intelligent adult would find interesting

b Work in pairs and swap articles. Write suggestions for improvement. Use the checklist in Exercise 7a to help you.

Language bank

LANGUAGE

1A Question forms

Questions can ask for a simple *yes/no* answer:
Have you met my cousin Martin?
They can also ask for information. Basic *wh*-questions start with a question word, i.e. *who, what, which, when, where, why* and *how*:
Where did you meet each other?
You usually put prepositions at the end of the question: *What are you smiling **at**?*
In formal written English you can put the preposition before the question word. You use *whom*, not *who*:
***To whom** was the letter addressed?*
(less formal: ***Who** was the letter addressed **to**?*)
The most common word order in questions is (question word +) auxiliary/modal + subject + verb. The auxiliary verbs are *be* (used in continuous forms and passive), *have* (perfect forms) and *do* (present and past simple):
What are you doing? Which countries have you visited? Who did you see at the meeting?

In these questions, the question word is the object of the question, but in subject questions, the question word is the subject. Compare:
***Who** did Angel invite to the party?* (object)
***Who** invited Angel to the party?* (subject)
In subject questions, the word order is question word (*who, what* or *which* + noun) + verb, and you don't use an auxiliary verb.
Use indirect questions to be more polite or distant, usually with people you don't know very well. They start with introductory phrases such as *Could you tell me ...?, Can I ask you ...?, I wonder ..., I'd like to know ...* and they follow statement word order:
***Could you tell me** when the film starts? **I'd** also **like to know** what time it finishes.*
Use a question word after the introductory phrase or, with *yes/no* questions, use *if* or *whether*. Use a question mark if the introductory phrase is a question, but not if it is a statement.

1B Past simple, past continuous, *used to, would, keep + -ing*

Use **the past simple** to talk about:
- a completed past action: *I **caught** the train at 6.30.*
- a series of past actions: *The train **arrived** at the airport, **I ran in** and **bought** a ticket for the first flight.*
- a completed past state: *I **lived** in Nigeria for two years in the 1990s.*

Use **the past continuous** to talk about:
- an incomplete, often temporary, past action or state: *We **were staying** with my aunt at the time.*
- an interrupted past action: *We **were waiting** for the class to start when they **told** us the news.*
- two actions happening at the same time: *The young boy **was playing** the violin while his sister **was singing** along.*

If the two actions have the same subject, you can omit the subject and auxiliary: *I **was trying** to make myself understood, **crying** with laughter at the same time.*
Remember that you don't often use the continuous form with state verbs, i.e. verbs expressing emotions, thoughts, senses and opinions such as *like, believe, want, hear, understand, know*:
I ~~wasn't understanding~~ what he said. →
*I **didn't understand** what he said.*
Use both ***used to*** and ***would*** to talk about regular past actions that no longer happen:
*She **used to travel** a lot when she was younger.*
*She **would go** to exotic places several times a year.*
Use *used to* for past states that are no longer true, but don't use *would* in this way:
*She **used to be** a real extrovert in those days.*
*~~She **would be** a real extrovert in those days.~~*
Don't confuse *used to (do)* with *be used to (doing)*:
*He **used to stay** out late every night.* (= past habit)
*He **was used to staying** out late every night.*
(= something that he became accustomed to)
Use ***keep + -ing*** form for an action that continued for longer or happened more often than you would like, or you expected. It can express annoyance:
*The delivery driver **kept leaving** parcels in the rain, until we complained about him.*

1C Verb + noun collocations

Combinations of two or more words that are often used together are called collocations. You can form collocations with verb + noun or adjective + noun.
Some common **verb + noun collocations** are (in addition to those in the lesson): *take a photo, take an exam, make a mistake, miss the point, miss the bus, run a business, run a race, tell the truth, tell a story, start an argument.*

Sometimes the collocation includes a preposition after the noun: *have confidence in, make the most of, run the risk of, take part in.*
Adjective + noun collocations are often fixed, i.e. you never change them. Some common ones are: *bad luck, good news, great success, great difficulty, heavy rain, heavy traffic, heavy cold, light rain, light meal, strong swimmer, strong coffee.*

PRACTICE

1A

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

a you / the / a long time / Have / for / known / Swanns

b ask / I / you / Can / about the sports centre / think / what / you

c it / kind of / does / after-school activities / offer / What

d to join / made / What / decide / it / you

e does / go / school / your daughter / Which / to

f the Black Horse restaurant / if / tell / you / near here / is / Could / me

2 Complete the conversation with the questions in Exercise 1.

A: Excuse me. [1] _____

B: Yes, it's just round the corner. You must be going to the Swanns' party, too.

A: Yes, that's right. [2] _____

B: Yes, Joanna and I have been going to the local sports centre for years.

A: That's interesting. [3] _____

B: It's not bad, but it's quite expensive, and it's difficult to get into classes sometimes.

A: Yes, I thought so. [4] _____

B: It's convenient, and it's close to my daughter's school.

A: [5] _____

B: The Bell House School.

A: Oh right. Is it good? [6] _____

B: Lots. That's why we chose it. Here we are, this is the Black Horse.

1B

1 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

I met Aaron in my first week at university. I lacked confidence and I was already feeling overwhelmed by everything when Aaron [1]_____ (join) me in the students' café one day. He [2]_____ (study) politics and economics. He was very difficult to warm to; he [3]_____ (have) such a high opinion of himself – telling me about how he [4]_____ (know) so much more than the other students on his course. Apparently, he [5]_____ (keep interrupt) the lecturers and impressing his knowledge on them – his father was a politician and Aaron [6]_____ (discuss) politics with him a lot. Then, at the end of the first term, I [7]_____ (come across) Aaron in the library. He [8]_____ (sit) with his head in his hands, [9]_____ (look) totally depressed. He said his end-of-term results were really bad. I [10]_____ (not tell) him that my results were excellent, but realising that appearances can be deceptive had a big impact on me.

2 Find the seven sentences with a mistake and correct them.

1 When my brother and I were younger, we didn't used to go anywhere without each other.

2 We were horrified to see that the ferry left the port as we arrived.

3 When I was little, I was used to having almost golden hair, but it turned to a mousey brown before I was ten.

4 There was a man in the dentist's waiting room who kept tap his foot. It was so annoying!

5 I shared a bedroom with my older sister until she was leaving home.

6 Where we live, we don't usually have snow, but one winter I used to stay with my cousins in Canada, and we had snow all the time.

7 When we were students, we would hitchhike everywhere, but we don't do that now.

8 The actor was just standing silently on the stage, wait for the people in the audience to stop talking.

1C

1 Make collocations with a word from box A and a word/phrase from box B. Complete the text with the correct form of the collocations.

A

follow great make (x4)
meet remain take (x4)

B

mistakes calm charge
deadlines the exams
the most of notes
part in the rules sense
success time

My students often ask me what it takes for them to pass their courses and get a good degree. I tell them that they need to first of all [1]_____ for their studies. They need to study actively: [2]_____ when reading as this will help them remember what they have read, attend all lectures and [3]_____ online forums. They should [4]_____ when things seem to be difficult, ask questions when something appears not to [5]_____ and never be afraid of [6]_____ . It's also important to [7]_____ set by the college in terms of doing all of their assignments and [8]_____ at the end of the year. Also, they should try to [9]_____ when they submit their work, so they don't lose ten percent of the possible marks for no reason. The other thing is that they need to [10]_____ of their learning – take full responsibility – and [11]_____ their time at the college. The students who follow my advice have all done very well in their studies – and I'm sure they will all make a [12]_____ of their careers, too!

Want more practice? Go to your Workbook or app.

LANGUAGE

2A Present perfect simple and continuous

Use the **present perfect simple**:

- for actions completed in the past but often in an ongoing time period: *I've finished this week's blog.*
- to focus on the present result of a past action: *Lennie has sprained his ankle, so he isn't coming on the trek.*
- to focus on how much/how many times something has happened: *I've posted six blogs this week.*

Use **the present perfect continuous:**

- for actions still continuing at the time of speaking: *I've been writing the blog all morning and it still isn't ready.*
- to focus on the cause of a present situation: *Marta's looking tired because she's been working too much.*
- to focus on how long something has been happening: *I've been editing this report for hours.*

You can use both forms for situations continuing to the present. You usually only use the present perfect simple in this way for actions that happen over long periods, such as *live, work, study, teach*:

My grandparents have lived/have been living in the same house for over forty years.

You rarely use the continuous form with state verbs, such as *know, understand, believe, be, want.*

Use both forms with a number of different adverbs. You use the present perfect simple with:

- *ever/never/before: Have you ever done a parachute jump? No, I've never had the opportunity. Have you been here before?* (= at an unspecified time in the past)
- *just: Their plane has just landed.* (= very recent completed action)
- *already: Jordi has already worked for three different car manufacturers.* (= before now)

You put *just* and *already* after *has/have* and before the verb.

- *yet: I haven't received the invitation yet.*
- *still: I still haven't received the invitation.*

Put *yet* at the end of the clause, and *still* before *has/have.*

Use both the present perfect simple and continuous with *for, since* and *recently*:

- *for/since: Gina has taught/has been teaching in this school for seven years/since 2015.*
- *recently: I haven't eaten/haven't been eating much recently.*

2B The passive

The passive is formed with *be* + past participle of the main verb. You use it in most tenses, with modal verbs and in the infinitive and *-ing* forms:

The building of the new airport will be finished soon.

The medication should be taken three times a day.

It may be possible for the library opening hours to be extended.

They have discussed the possibility of the funding being increased.

While it is possible to form the passive with the present perfect continuous, you don't often do this because *has been being* + past participle is quite awkward.

Use the passive when:

- you don't know the 'doer' of the action, or the doer is obvious or unimportant:

The windows of the sports centre were smashed last night. (= you don't know the doer)

A new sports centre was built for the young people of the town. (= the doer is obvious or unimportant)

- you want to focus more on the action than the doer:

Action has been taken to reduce car theft.

- you want to focus on information already known and bring it to the beginning of the sentence:

Local police increased their presence on the streets. This was achieved by reducing desk duties.

(rather than *They achieved this by reducing desk duties.*)

- in formal writing:

The initial research had been completed before errors in the procedure were discovered.

If you want to mention the doer, introduce it with *by:*

The contracts were agreed by both the parents and the teenagers.

It is possible in informal English to use *get* + past participle. You only use this with actions, not states:

The books got damaged when they were being delivered.

With verbs that take two objects, e.g. *give, show, send, tell,* there are two possible passive forms:

I'm sending John the book. → *John is being sent the book./The book is being sent to John.*

2C *-ed* and *-ing* adjectives

Use adjectives ending in *-ed* to describe how you are feeling:

We were very concerned by what he said!

You can also use adjectives ending in *-ed* to describe things:

Do you prefer baked or roasted potatoes?

You can use other verbs, as well as *be,* with these adjectives to describe how you are feeling:

I'm/I get/I feel annoyed when people are thoughtless.

It makes me (feel) annoyed when people are thoughtless.

Use adjectives ending in *-ing* to describe the person, thing or situation that makes you feel a certain way:

His behaviour was absolutely disgusting!

You can also use adjectives ending in *-ing* to ask for or give an opinion on something:

I think people who moan all the time are really irritating, don't you?

PRACTICE

2A

1 Put the adverbs in brackets in the correct place in the sentences.

1 I've _____ been to a fancy dress party _____. (never)
2 My brother _____ has _____ returned from a gap year in Thailand. (just)
3 We've been saving up for this trip _____ last February _____. (since)
4 Has your family _____ been to a traditional wedding here _____? (before)
5 The price of travelling abroad has been _____ rising a lot _____. (recently)
6 We've been _____ waiting for this opportunity _____ over a year. (for)
7 They _____ have _____ been to more than ten shops to try to find it. (already)
8 They _____ haven't finished building the new rail link _____! (still)

2 Complete Ana's blog with the correct form of the verbs in brackets, the present perfect simple or continuous.

Well, here I am at last! We arrived in the village two weeks ago and we [1]_____ (just manage) to get an internet connection, so I can start on the blog again. Not only that, we [2]_____ (wait) for accommodation in the village since we got here. We [3]_____ (live) in a hostel in the neighbouring village – not ideal as it's an hour's walk away. The work on building the school is under way and it [4]_____ (be) pretty hard physical work so far. Karl and the other guys [5]_____ (build) most of the walls now, and the women [6]_____ (paint) them, but we haven't finished yet. Karl is feeling really exhausted from all the hard labour he [7]_____ (do), and needs to get some rest. We [8]_____ (not have) any time for travelling yet, but that's fine. OK, dinner calls. I'll get in touch again in a couple of days.

2B

1 Choose the correct alternatives.

I work in a primary school where we have a number of children with Attention Deficit Hyperactivity Disorder (ADHD). Children with this disorder often [1] *behave/are behaved* in an unruly and difficult way. Such children often get [2] *label/labelled* as aggressive or violent, but it is more a question of them [3] *being/have been* impulsive. We went through a bad period not long ago when we realised that the mood of the whole school was [4] *influencing/being influenced* negatively by a few students with ADHD. So we looked into the problem and ways of [5] *dealing/being dealt* with these children. We found that if they [6] *are given/are given to them* a sense of structure, the children respond positively, so we put each day's timetable on a noticeboard. Also, making sure that the children [7] *praise/are praised* frequently and swiftly seems to moderate their behaviour. We soon realised that behaviour can [8] *control/be controlled* to improve the school day for everyone.

2 Rewrite the sentences. Use the passive form to make them more formal.

1 They have banned groups of more than three teenagers from this shop.
Groups of more than _____.
2 We can't take any books or digital devices into the examination room.
No books or digital devices _____.
3 You need to expose these plants to sunlight every day.
These plants _____.
4 The sign asks us to keep off the grass while they're reseeding it.
Please keep off the grass while _____.
5 Remember they won't admit you into the club if you're wearing shorts or trainers.
You are reminded that anyone wearing _____.
6 We will send the names of offenders to the police.
Names of _____.

2C

1 Complete the conversation with the correct adjective form of the words in the box. Sometimes more than one answer is possible.

alarm astonish concern cook disgust frustrate irritate stress

A: What do you think is the most common complaint that British people make on holiday abroad?
B: Mmm, not sure. Personally, I find it really [1] _____ if the information in the brochure is wrong.
A: Actually, that isn't in this report. It seems people are most [2] _____ about the quality of their room.
B: Yes, I think it's [3] _____ if you have to deal with a dirty hotel room.
A: That's the second most common complaint. I really find it more [4] _____ if I have problems booking, but that doesn't appear here.
B: Yes, that is annoying. What about food?
A: Yes, badly [5] _____ food is the third most common complaint. Gosh, it says here that about six percent of people have been burgled in their hotel.
B: Really? What an awful statistic. That's really [6] _____! You want to think you're safe in a hotel. What I find most [7] _____ in the report is that there's nothing about travelling to the resort. I mean, I get so [8] _____ by airport delays.
A: I think the report is just about the holiday itself, otherwise I'm sure that complaints about getting there would be high on the list!

Want more practice? Go to your Workbook or app.

LANGUAGE

3A Past perfect simple and continuous

The past perfect shows that one action happened before another in the past. Use the **past perfect simple** for an action that was completed before another took place:

first action second action

*I **had seen** the film at the cinema before it **was shown** on TV.*

You can use the past perfect simple for repeated actions completed before another action:

*She **had taken** her driving test five times before she actually passed it.*

With a series of actions, you usually only use *had* with the first one:

*She **had left** home, **moved** to a different town and **rented** a flat before she realised she was lonely.*

If the actions happen very close to one another in time, don't use the past perfect, especially with *before, after* or *when*: *After the baby **woke up**, he **started** screaming.*

The adverbs *just, already, by the time* and *never* are often used with the past perfect:

*I had **never** experienced anything like it before.*

Use the **past perfect continuous** for an action in progress in the past up to the time another action happened:

first action second action

*He **had been waiting** for weeks before he **got** an appointment with the consultant.*

You can use the past perfect continuous to give the cause of a past action or situation:

*Josh was exhausted because he **had been working** for ten hours.*

You often use the adverbs *for* and *since* with the past perfect continuous:

*We **had been expecting** a call **since** we received his letter.*

The past perfect simple focuses on completed actions, but the continuous focuses on the duration of an activity in progress. You can often use both forms with no real difference in meaning:

*When my parents left Paris, they **had lived/had been living** there for ten years.*

3B Comparatives and superlatives

Form **comparative adjectives** by adding *-er* to one-syllable adjectives and *more/less* to adjectives of three or more syllables: *older, weaker, more/less interesting.*

Most adjectives with two syllables take *more/less*, but you can also use *-er* with two-syllable adjectives ending in *-y* or *-ow*, and with some others, e.g. *quiet, pleasant, clever: wealthier/more wealthy, narrower/more narrow, pleasanter/more pleasant.*

Introduce the thing/person being compared with *than*:

*Suraya's brother was **quieter than Suraya/her**.*

To make the comparison stronger, use adverbs/phrases such as *a bit, slightly* (for a small difference) and *much, a lot, far* (for a bigger difference) + *more/-er:*

*She was **a bit livelier**, but certainly **much more talkative** than him.*

Add emphasis to the comparison by repeating the comparative adjective:

*Things got **tougher and tougher** after the new CEO joined the company.*

Use two comparative adjectives with *the* to show that one thing leads to the other:

***The longer** we waited, **the hungrier** we got!*

Form **superlative adjectives** by adding *-est* to one-syllable adjectives and *the most/the least* to adjectives of three or more syllables: *oldest, weakest, the most interesting, the least complicated.* Make the comparison stronger by using *by far* and weaker by using *one of the/among the*:

*He's **by far the most successful** player in his country and **among the most successful** in the world.*

You can express (in)equality with *(not) as* + adjective + *as*:

*The sport is**n't as popular** here **as** in the United States.*

To compare **adverbs,** use *more/less* + adverb + *than*. You can modify them in the same way as adjectives:

*He plays **much more competitively than** the rest of the team.*

Some short adverbs are compared in the same way as adjectives, e.g. *fast, hard, late:*

*They run **faster** and play **harder** than anyone else.*

It is also possible to compare things using *more/less of a* + noun:

*It was **less of a battle than** we'd expected.*

3C Forming adjectives

You can form adjectives from some nouns or verbs by adding a suffix, e.g. *-al, -ful, -ic, -ish, -less, -ous, -able/-ible* and *-y*. Some words add the suffix directly to the end of the word: *child**ish**, danger**ous***, but others change spelling. Words ending in *-e* or *-y* drop the *-e/-y* before adding the suffix: *allergic* (from *allergy*), *sensible* (from *sense*). Some change completely: *apologetic* (from *apologise*), *curious* (from *curiosity*).

Most suffixes have a particular meaning that they give to the adjective, e.g. *-ful* (= containing): *colourful, respectful, -able* (= possible to do): *acceptable, reasonable, workable*

The adjective can sometimes have a slightly different meaning from the noun or verb it comes from, and from similar adjectives. For example, if something is *helpful* it means it can help you, but if someone is *helpless*, it means they can't help themselves.

Some adjectives have two forms with different meanings, in particular those ending in *-ic* and *-ical*. For example, *historic* = important in history, but *historical* = about history.

PRACTICE

3A

1 Which underlined action comes first and which comes second? Write 1 or 2 in the boxes.

1 We took ☐ our friends from Australia to see a musical, but they'd already seen ☐ it twice.
2 When I got up ☐ this morning, everything had been tidied up ☐.
3 The factory had been making ☐ luxury goods for decades before it closed ☐ last week.
4 Our car broke down ☐ yesterday, but it had been making ☐ strange noises since the weekend.
5 We hadn't finished ☐ all the necessary reports when the Managing Director asked for ☐ them.
6 I had been learning ☐ Spanish for three years before I spoke ☐ a word!

2 Choose the correct alternatives.

One of my most upsetting memories comes from when I was about 14. I was studying modern languages, and one year the department [1] *held/had held* a competition with a prize of two weeks in France. My family [2] *had never had/had never been having* a lot of money, so I [3] *never went/had never been* abroad at this point. So I was very keen to enter the competition, which [4] *involved/had involved* producing various pieces of work in French. By the time the closing date came, I [5] *had worked/had been working* day and night to try and win. When the head teacher announced the results and said that I [6] *won/had won* the competition, I was over the moon! But when I [7] *gave/had given* my parents the news, they didn't seem happy. The next day they explained: they [8] *read/had read* the details and then [9] *realised/had realised* they had to pay for some of the trip, which they couldn't afford. The previous evening, they [10] *were trying/had been trying* to make the figures work for hours, but it was impossible.

3B

1 Complete the sentences. Put the words in brackets in the correct order.

1 My twin sister was always _____. (confident / me / more / a lot / than)
2 At school, she was _____. (most / in the class / girl / popular / by far / the)
3 It seemed that _____ (more / popular / the) she got, _____ (became / the / I / confident / less).
4 In class, she always worked _____ (me / quickly / more / a lot / than).
5 But she was never _____ (hardworking / me / as / as), and my results were always _____ (than / better / hers / far).
6 It was _____ (a / of / less / rivalry) and _____ (constant / more / a / of / battle).

2 Choose the correct alternatives. In one case, both alternatives are correct.

Ask anyone about great sporting rivalries and they will mention Roger Federer and Rafael Nadal, surely [1] *among/of* the most enduring rivalries of all time. They have been at the top of the game of tennis since 2004, and they have met on court 38 times, with Nadal winning 23 of those matches. Federer has been [2] *slightly/far* more successful in the Grand Slams, holding the all-time record of 20 Grand Slam titles, while Nadal has 17, trailing a little behind. In their early meetings, from 2004 to 2006, Nadal seemed the [3] *hungrier/more hungry* of the two for success, winning six out of nine matches. In their peak years at the top of tennis, they were [4] *as competitive as/competitive like* each other, sharing the titles. During this time, from 2007 to 2013, they both seemed to get [5] *more and more better/better and better*, dominating the tennis scene. Over the years their friendship has grown, and the [6] *more great/greater* the rivalry, the more respectful they are of each other.

3C

1 Complete the second sentence with the adjective form of the word in bold in the first sentence.

1 Colleagues should use common **sense** to solve disputes in the workplace. They should find _____ solutions.
2 It's amazing how reasonable people can act like **fools** sometimes. They can be really _____.
3 So many arguments have no **point** whatsoever. They're totally _____.
4 Our manager commands **respect** as she's so hardworking and fair. We all try to be _____ towards her.
5 A lack of **curiosity** is not a good thing for a writer. You need to be _____ to write about people.
6 I don't want to hear the **history** of the dispute. _____ reasons rarely help us solve things.
7 Bringing **logic** to problem-solving is essential. So we need people with _____ minds.
8 I know that they don't say these things to **scare** us. But I do find them _____.

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LANGUAGE

4A Relative clauses

Use relative clauses after a main clause to clarify or give extra information about something in the main clause: *Have you seen **the painting** by Freud **that I bought last week**?* The clause *that I bought last week* tells us something about the painting.

Common relative pronouns are *which, who, that* (for things and people), *whose, where, when* and *why*.

- **Defining relative clauses** define or classify the noun in the main clause, i.e. they tell you which one is being discussed: *This is the painting **which I bought last week**.*

You can use the pronoun *that* to replace *which* or *who*:

*This is the painting **that** I bought last week. I bought it from the dealer **that** I met in London.*

When the relative pronoun is the object of the relative clause, you can omit the pronoun:

This is the painting I bought last week. I bought it from the dealer I met in London.

- **Non-defining relative clauses** give non-essential information about the main clause, and they can be omitted: *When I was clearing the house, I found a portrait of myself as a young man, **which had been painted by my grandfather**.*

You can't omit pronouns in non-defining relative clauses, and you don't use the pronoun *that*. These clauses are separated from the main clause by commas.

You can use **prepositions in relative clauses**. In informal English, you put these at the end of the clause:

*That's the house **which** Monet used to live **in.***

It is possible in more formal contexts to put the preposition before the relative pronoun:

*The foundation acquired the house **in which** Monet used to live.*

The relative pronoun *who* changes to *whom* after a preposition:

*It was unclear **to whom** the young man was talking.*

Do not use a preposition before *where, when* or *why*, but *where* can be expressed as *which ... in*:

*This is the garden **where** he painted the water lilies/ **which** he painted the water lilies **in**.*

4B Obligation and prohibition

- **Obligation** means it is necessary to do something, either because of external rules or personal need/ authority. You usually use *have to/have got to* or *be required to* for external rules, and *must* or *need to* for personal authority.

*You **have to wear** the uniform at all times when dealing with the public.*

*We'**ve got to be** at the station at 6.00.* (more informal than *have to*; British English only)

*Visitors **are required to report** to reception on arrival.* (more formal than *have to*)

*Come on. We **must go** now or the traffic will be bad.*

*I really **need to do** some exercise; I'm out of condition.*

Must can also be used for strong advice or recommendation, often with *really*:

*You **really must talk** to the directors about a pay rise.*

There is no past or future form of *must*, so you use one of the other verbs, often *have to:*

*When I first started here, we **had to sign in** every morning when we arrived.*

- When there is **no obligation**, use *don't have to, don't need to, needn't* or *not be required to*:

*Staff **don't have to wear** a uniform here, and they **aren't required to be** on duty more than three hours in succession.*

*You **don't need to/needn't** call in advance, just come along when you can.*

Use all these forms in the past:

*We **weren't required to show** our passes at the gate.*

*You **didn't need to bring** your own stationery; we provide everything.*

Note the difference between *didn't need to* and *needn't have*. In the example above, you don't know whether the person brought their own stationery or not. In the following example, you know that they did bring their own stationery:

*You **needn't have brought** your own stationery.*

- **Prohibition** means that it is necessary not to do something. You use *mustn't, can't* and *not be allowed to*:

*We **mustn't/ can't/ aren't allowed to take** lunch breaks of more than one hour.*

In the past you use only *couldn't* or *wasn't/weren't allowed to: In the hospitals trainee nurses **couldn't/ weren't allowed to mix** with the doctors.*

4C Forming verbs with *en*

You can sometimes form verbs by adding the suffix *-en* to nouns or adjectives, for example, *shorten, lessen, worsen, sweeten, broaden, weaken, awaken, brighten, sadden, flatten, lengthen:*

*The number of heavy lorries using the route **weakened** the bridge over the river.*

The suffix has the meaning of 'to make (adjective)' or 'to increase (noun)', for example, *weaken* = to make weak and *lengthen* = to increase length.

You can also use *en-* as a prefix before some adjectives and nouns to make verbs, for example, *enforce, enrage, enable, endanger, enrich*:

*Cutting down the rainforests **endangers** the survival of so many species.*

This also has the meaning of 'to make (adjective)' or 'to make something possible', for example, *enlarge* = make larger, *endanger* = to bring danger, put someone in danger.

PRACTICE

4A

1 Complete the text with a pronoun or a preposition. In two answers, the word can be omitted.

Everyone has favourite possessions, but the number and type of possessions [1]_____ people have varies hugely around the world. This was highlighted in the early 1990s by a project called *Material World*. For the project, photographers visited 30 countries and spent time with average families, staying in the houses [2]_____ the families lived [3]_____ . Each photographer took a photo of the family's possessions, and the family they belonged [4]_____ , outside the family home. The photos were then published by one of the photographers, Peter Menzel, [5]_____ was also an award-winning photojournalist, in *Material World*. The photos show families [6]_____ possessions consist of only a few items of furniture and other scenes [7]_____ the possessions can't be contained within the frame.

2 Find the five sentences with a mistake and correct them.

1 Have you seen the designer watch that my grandfather gave me it?
2 The police wanted a photo of the painting was stolen last week.
3 Can you tell me the year in when the vase was made?
4 The auction house wouldn't tell me who they'd sold the necklace to.
5 I bought a little marble statue of a cat, that I put in the garden.
6 They've demolished the part of town where I used to live in.

4B

1 Choose the correct alternatives.

A: Welcome to our little theatre. This is the box office, where you'll spend most of your time.
B: Great. Is there a uniform or anything?
A: No, you [1] *don't have to/mustn't* wear a uniform, just something smart. When you arrive for your shift, [2] *you're required to/you needn't* sign in on the computer, so that we can track who uses it when.
B: Oh. I thought I'd be selling tickets in person.
A: We sell so much online now that we [3] *have had to/must* bring in computers. It isn't difficult; you just [4] *need to/mustn't* print tickets that have been ordered online. Also, when customers phone, [5] *you'll must/you'll have to* explain where the seats are and book their tickets.
B: I see. Is it OK to keep my phone with me?
A: Yeah. A few years ago we [6] *mustn't/couldn't* keep mobiles with us, but it's less strict now. Obviously, you [7] *don't have to/mustn't* use it when we're busy.
B: Right. I brought my lunch today, but is there a café here?
A: You [8] *needn't have brought/didn't need to bring* anything – we've got a café.

2 Complete the second sentence so that it means the same as the first. Use three or four words.

1 It isn't necessary to have a degree in management for this post.
You _____ have a degree in management for this post.
2 When I started here, they didn't let us use the computers for personal reasons.
When I started here, we _____ use the computers for personal reasons.
3 I really think it'd be a good idea for you to send in that application form.
I think _____ send in that application form.
4 Punctuality is important here. The rule is that you arrive on time.
Punctuality is important here. _____ arrive on time.
5 New employees are expected to contact twenty customers a day.
New employees _____ contact twenty customers a day.

4C

1 Complete the text with the correct verb forms. Use the words in the box and the suffix or prefix *en*.

able bright broad less rage rich short

Most of us take part in online forums, often in a discussion forum on a topic where we want to [1]_____ our knowledge. Here are some tips for successful forum interaction:

- when asking a question, check it hasn't been asked before and that the answer isn't available elsewhere – this [2]_____ the load on those who respond.
- when answering, be brief; draft your answer first, then [3]_____ it if you can.
- stay on topic: nothing [4]_____ people more than having to read irrelevant information.
- give accurate information in your responses; your posts will then [5]_____ everyone's understanding of the topic.
- in an educational forum, summarise all the responses to questions, as this will [6]_____ everyone to follow easily.
- write clearly, with correct grammar and spelling, and be polite – a simple 'thank you' for information can [7]_____ someone's day.

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LANGUAGE

5A Mistakes in the past

There are several ways of talking about events that did or didn't happen in the past, which you now regret. Use *I wish* or *If only* + past perfect for things you now regret:

I wish I had taken *the job with the higher salary.*

If only I hadn't taken out *such a big loan.*

If only tends to be stronger, i.e. show more emotion, than *I wish*, particularly when *only* is stressed.

You can use different modal verbs to express regrets: *should(n't) have/ought (not) to have, could have, might have* + past participle. You also use *should(n't) have* and *ought (not) to have* to criticise the actions of others:

I ***shouldn't have spent*** *so much on my last holiday.*

You ***ought to have cut back on*** *your spending sooner.*

Use *could have* when the possibility to do something existed but you didn't do it:

We ***could have bought*** *a bigger car, but we didn't want to spend too much.*

Use *might have* with a similar meaning, often with an *if*-clause:

I ***might have got*** *a better degree if I'd studied harder.*

Notice these common phrases and uses:

It could have been worse. (= It wasn't so bad.)

I couldn't have done better myself. (= You did very well.)

I couldn't have done it without you. (= You helped me to do it.)

Use *was/ were supposed to* + infinitive when something that was planned didn't happen, and *wasn't/ weren't supposed to* + infinitive for something that did happen but wasn't planned:

I ***was supposed to make*** *my first payment last week, but I totally forgot!*

You've eaten some of the food for tomorrow's lunch. You ***weren't supposed to do*** *that!*

5B Quantifiers

Amount / Number	Quantifier	Examples
total	all (of)	*all (of) the coins are/money is*
	both (of)	*both (of) the coins are*
	each	*each coin is*
	every	*every coin is*
large	most	*most coins are/money is*
	a lot/lots of	*a lot of money is/lots of coins are*
	plenty of	*plenty of coins are/money is*
	much	*(not) much money is*
	many	*(not) many coins are*
medium/ small	some	*some coins are/money is*
	several	*several coins are*
small	a little/little	*a little/little money is*
	a few/few	*a few/few coins are*
	a couple of	*a couple of coins are*
zero/ unspecified	any	*(not) any coins are/money is*
	no	*no coins are/money is*
	none of	*none of the coins are/money is*
	either	*either of the coins is/are*
	neither	*neither of the coins is/are*

Use the different quantifiers in different ways:

Each and *every* refer to all the things or people in a group; *each* can refer to just two but *every* refers to more than two:

The magician had put cards on ***every chair*** *in the room and he held a twenty-euro note in* ***each hand****.*

Use *every* when you think of all the members of something as a group, but *each* if you think of them as individuals:

Every student in the room *stood up when the teacher entered, and she addressed* ***each one*** *by name.*

Don't use a pronoun after *every*, unless you use *one*: *every person* or *every one of the people.*

When you use *little* or *few* to mean less/fewer than enough/wanted, you often use *very* before them:

Few guests *came to the reception.*

Very few guests *came to the reception.*

A couple means two, but you can use it to mean three or maybe four.

With *no, none of, either of* and *neither of* a singular verb used to be considered correct, but now it is also possible to use a plural verb after a plural countable noun:

None of the students has/ have passed *the exam.*

5C Adverb + adjective collocations

When you want to strengthen the meaning of an adjective, use an adverb modifier such as *really*. While you can use *really* with any adjective, there are other adverb + adjective collocations that are better because they are fairly fixed, and also because they provide variety.

In addition to the adverb + adjective combinations in Lesson 5C, these adjectives combine frequently with the following adverbs from that lesson:

bitterly *upset*
completely *right, full, empty*
deeply *depressed, involved*
entirely *clear, obvious*
highly *critical, intelligent, recommended*
perfectly *balanced, reasonable*
totally *harmless, useless*

Other adverbs that often combine with adjectives are:

painfully *shy, thin*
heavily *built, armed*
seriously *rich*
utterly *disastrous, fearless*

PRACTICE

5A

1 Choose the correct meaning of the sentences, a or b.

1 I was supposed to arrive earlier than usual today.
   a I arrived earlier than usual.
   b I didn't arrive earlier than usual.
2 If only I had accepted my parents' offer in 2009.
   a I accepted my parents' offer.
   b I didn't accept my parents' offer.
3 You shouldn't have got into debt at university.
   a I think this is bad.
   b I don't think this is bad.
4 I couldn't have done better myself!
   a You did as well as me.
   b You didn't do as well as me.
5 We might have been better off if we hadn't invested in that tech company.
   a It was a good investment.
   b It was a bad investment.
6 They weren't supposed to buy the motorbike, just test it!
   a They bought the motorbike.
   b They didn't buy the motorbike.

2 Complete the text with the correct form (positive or negative) of the verbs in brackets.

My first bad financial decision was deciding to go to university as soon as I left school, which I really [1]_____ (should / do). I [2]_____ (ought / take) some time in the real world to earn some money and save it. I accepted the full student loan and moved into student accommodation when I [3]_____ (could / stay) at home and travelled to university every day. I really wish I [4]_____ (spend) so much money while I was there – I splashed out on a busy social life. It was enjoyable, but I [5]_____ (could / study) harder and got a better degree. Things [6]_____ (might / be) better if I'd chosen a more useful subject, not TV Studies. I left with a huge debt, then couldn't find a job. I [7]_____ (suppose / start) paying the loan back once I reached a certain salary, but that didn't happen, so I still have the debt. So now I'm studying again, to be a dentist, and I'm paying for it myself. If only I [8]_____ (be) so impatient to go to university when I was younger!

5B

1 Complete the sentences using the prompts. Add words where necessary and use the correct form of the verbs.

1 Catching criminals isn't easy – some / evidence / be / necessary / to prove guilt.
   Catching criminals isn't easy – _____.
2 It was daylight and a few / witnesses / see / the robbery.
   It was daylight and _____.
3 The burglars were careful – no / fingerprint / leave / at the scene of the crime.
   The burglars were careful – _____.
4 The police are pleased because every / defendant / intend / to plead guilty.
   The police are pleased because _____.
5 The trial collapsed and neither / burglar / find / guilty.
   The trial collapsed and _____.

2 Find the six sentences with a mistake and correct them.

1 Both of the runners was exhausted after the race finished.
2 Take little money with you tonight – you'll need to pay for one or two things.
3 Every member of the winning team were given a medal.
4 A couple of friends joined us yesterday – Sam and Kyle.
5 She was wearing a lot of jewellery, – several bracelets on every wrist.
6 Neither of the children is going to come along this evening.
7 None of the witnesses to the crime didn't report anything.
8 Few of people bother to report this type of crime because it is rarely solved.

5C

1 Complete the text with the adverbs in the box.

bitterly	perfectly
completely	seriously
deeply	totally
highly	utterly

A few years ago I inherited some money from an aunt and I wanted to invest it. I was introduced to a [1]_____ qualified financial adviser, who told me about a scheme in which I could send some money to a number of people, and eventually I'd receive money from a lot of other people. She said it was [2]_____ legal and that it had already made a lot of people [3]_____ rich, so I invested in it. A few weeks later, I told my father, and he was furious – he said he's always been [4]_____ opposed to such schemes, and it was [5]_____ unacceptable that I'd wasted my aunt's money. He was also [6]_____ concerned that the whole thing could turn out to be [7]_____ disastrous. In fact, I did get some money out of the scheme, but my father wasn't [8]_____ wrong; I would have done just as well by putting it in the bank.

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LANGUAGE

6A Verb + *-ing* and infinitive with *to*

When you use two verbs together, the second verb appears either in the *-ing* form or in the infinitive.

Use **the *-ing* form** for the second verb:

- after certain verbs, e.g. *enjoy, consider, imagine, recommend*: *Can you **imagine doing** that?*
- after verb + preposition, e.g. *think about, keep on*:

*He **kept on calling** me, although I'd told him not to.*

- after set phrases such as *there's no point, I can't help, it is/isn't worth*:

*Forget it. **It isn't worth worrying** about.*

- as the subject of a sentence:

***Relaxing** after a hard day is important!*

You form the negative with *not* before the *-ing* form:

*Can you **imagine not living** in a city?*

Use **the infinitive with *to*** for the second verb:

- after certain verbs, e.g. *agree, choose, arrange, promise, seem, tend*: *You **seem to be** tired this evening.*
- after *It* + adjective:

***It's delightful to be** here with you again.*

- to express purpose:

*I**'m calling to tell** you that I won't be coming this evening.*

Form the negative with *not* before *to*:

*We**'ve decided not to sell** the house after all.*

Use both forms after some verbs, e.g. *love, begin, continue*, with little or no change in meaning:

*The company **continued sending/to send** me emails.*

Some verbs can be followed by both forms but the meaning changes, e.g. *remember, forget, stop, go on, try, regret, mean*:

*I **forgot to lock** the door when I went out yesterday.*
(= I should have done this and didn't.)

*I**'ve forgotten saying** anything offensive to him.*
(= I have no memory of this.)

*We **stopped to have** a break and stretch our legs.*
(= finished in order to do something else)

*We **stopped driving** as we were both too tired.*
(= ended an activity)

*I **regret to inform** you that your application has been unsuccessful.* (= formal way of saying sorry)

*I **regret not going** to university.* (= a wish about the past)

6B Reported speech

You use reported speech to say what another person has said, and you usually introduce it with a past tense verb. You usually move the verb in the reported speech one step back in the past, i.e.

- present simple/continuous → past simple/continuous:

*'I know how you feel.' → He said (that) he **knew** how I **felt**.*

- past simple/continuous → past perfect simple/continuous:

*'Anna spoke to Mark on Friday.' → He said (that) Anna **had spoken** to Mark on Friday.*

- present perfect simple/continuous → past perfect simple/continuous:

*'We've already been there.' → They said they**'d already been** there.*

- *will/can* → *would/could*:

*'I can't see you.' → She said she **couldn't** see me.*

If the information being reported is still true, you don't have to change the tense:

*'They're working at the Paris branch.' → I told you that they**'re working** at the Paris branch.*

The most common reporting verbs are *say* and *tell*. You don't usually use an object with *say*, but you include the object with *tell*. You often omit *that* before the reported statement:

*I **said** (that) I couldn't make it this weekend./I **told you** (that) I couldn't make it this weekend.*

You usually use *ask* to report questions, but you can also use *enquire* (formal) or *want to know*: *They **asked/wanted to know** if we would lower the price.*

Use *if/whether* to introduce a *yes/no* question, and a *wh*-word to introduce a *wh*-question. You use statement word order, i.e. subject-verb, not question word order, verb-subject:

*She wanted to know **when you were coming**.* (not *She wanted to know when ~~were you coming~~.*)

You also use *ask* to report requests, with the infinitive with *to* (see 6C below):

*I **asked him to call** again the next day.*

In reported speech you usually change the pronouns from the original, and also any time or place adverbs that are no longer true: *'**I**'ll see **you here** at 5.00 t**omorrow**.'*
*He said **he** would see **us there** at 5.00 **the next day**.*

6C Verb patterns after reporting verbs

You often use different verbs to paraphrase or summarise what people say, and you don't use their exact words. These verbs follow specific patterns, but some verbs can take more than one pattern.

- Some verbs take the infinitive with *to*, with or without an object. No object: *agree, offer, refuse, threaten*

*They **offered to repair** the tablet without charging us.*

+ object: *advise, ask, convince, invite, remind, warn*

*She **warned me** not **to cycle** on the busy main road.*

- Some verbs take the *-ing* form, with or without a preposition. No preposition: *admit, consider, deny*

*He **admitted taking** the money from the charity box.*

+ preposition: *apologise for, complain about, insist on*

*She **complained about being** kept waiting for ages.*

+ object + preposition: *accuse someone of, blame someone for, thank someone for*

*I **thanked her for doing** so much work while I was away.*

PRACTICE

6A

1 Choose the correct alternatives. In one case, both alternatives are correct.

We all know the things that are good for us, for example, [1]*eating/to eat* healthily, but sometimes things we enjoy [2]*doing/to do* can be good for us in surprising ways, for example, exercise and singing. Clearly, exercise is good for our physical health, but it's beneficial in many other ways. Although after exercise we might initially seem [3]*feeling/to feel* more tired, regular exercise gives us more energy. If we start [4]*exercising/to exercise* for just a few minutes each day, we can soon build that up as our energy level increases. With singing, most people who sing in a group say they can't help [5]*feeling/to feel* good afterwards. While we may sing [6]*improving/to improve* our voices or do something musical, it's important [7]*noting/to note* that singing also has other benefits: it has been shown to improve sleep, lift our mood and even lessen pain. So, whatever we choose [8]*taking/to take* up as a leisure activity, we should remember that it can bring unseen benefits.

2 Complete the second sentence so that it means the same as the first. Use the *-ing* form or infinitive with *to* and the words in brackets.

1 It's good to have some quality time with friends.
_____ quality time with friends is good. (spend)

2 Fiona said she'd visit us when she's here.
Fiona _____ us when she's here. (promise)

3 Why have an argument? It won't change anything.
There's _____. It won't change anything. (point / argue)

4 We'd better go back. I don't know if I locked the front door.
We'd better go back. I can't _____ the front door. (remember)

5 It's a long drive. We should have a lunch break.
It's a long drive. We should _____ a lunch break. (stop)

6B

1 Complete the text with one word in each space.

Paula and I have been friends for a long time, but she recently started sharing my flat and we fell out quite badly. I told her [1]_____ I didn't like the way [2]_____ kept interrupting me. Well, she then said [3]_____ me that she [4]_____ always found me critical of everything she did. Not only that, she told some friends that I [5]_____ too bossy! There was some tension for a few days, but then I asked her [6]_____ we could talk about the situation. She immediately told [7]_____ that she was relieved, because she hated the conflict between us. She said she thought it [8]_____ be better if she moved out, and she asked me [9]_____ I would like her to go. She said she could move out by [10]_____ next day, but I said that wasn't necessary. Things have been a lot better since then.

2 Put the words in the correct order to make sentences.

1 the company / Our boss / us / leaving / was / told / he
2 asked / whether / there / I / Pietro / me / been / that evening / had
3 to / that / late / be / I / the class / the next day / said / would / I
4 told / him / she / want / me / didn't / that / I / see / to
5 know / when / Maria / wanted / arrive / the parcel / to / would

6C

1 Complete 1–8 with the correct form of a verb from box A and a verb from box B.

A

accuse admit agree apologise blame deny insist refuse

B

admit cause know pay steal stop take want

We had terrible problems with our son when he was around 14. He had started hanging out with a couple of rough lads at school. We weren't very happy about it, but decided it was better not to interfere. Then one night the head teacher called us. She [1]_____ our son and his friends of _____ things from the school – just books, pens and so on, but loads of them. That evening, we asked him about it. At first he [2]_____ anything about the theft, then he became defiant and [3]_____ that he'd done anything wrong – they were only school things! We said that we didn't [4]_____ him for _____ to fit in with his friends, but that we were getting concerned about him. Eventually, he crumbled and he [5]_____ the stuff with his friends. He was really upset and [6]_____ for _____ us so much worry. He actually called the head teacher and [7]_____ on _____ for some of the things he'd taken. We then told him we weren't happy with his new friends, and he [8]_____ hanging around with them. In fact, soon after that, one of those boys left the school, and everything became much easier.

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LANGUAGE

7A Real conditionals

Real conditionals consist of an *if*-clause (a condition clause) and a result clause, which can usually appear in either order, with a comma after the *if*-clause if it appears first. Real conditionals are those where the *if*-clause expresses an event or situation that is either generally true or very possible.

The **zero conditional** uses a present tense in both clauses, and uses *if* or *when* to introduce the condition clause. *When* suggests that the action happens with some frequency: ***When/If*** *you* ***press*** *this button, the door* ***opens*** *automatically.*

You often use an imperative in the result clause to give advice or instructions: *If you see something suspicious,* ***tell*** *a police officer immediately.*

Do not use *when* with this meaning.

The **first conditional** uses a present tense in the *if*-clause with a future form in the result clause (*will* or *be going to*), a modal verb, e.g. *may, might* or *could* for less certain results, or *should* for advice:

If they ***introduce*** *robots, a lot of jobs* ***will/might be*** *lost.*

If you ***want*** *to get a job, you* ***should start*** *looking now.*

You can also use *when* in the first conditional:

When *smart meters for electricity really work, I'll get one installed.*

As well as *if* and *when*, you can use other conjunctions to start the *if*-clause:

- *as soon as* emphasises an immediate result:

I'll leave ***as soon as*** *you call.*

- *unless* means 'if not', or 'except if':

Unless *living standards improve in the next year, this government will lose the election.*

- *assuming* means 'imagine that':

Assuming (that) *we live into our seventies, we might want a smaller house.*

- *as long as/provided that* emphasise the condition:

You can take the car this evening ***as long as*** *you promise to be careful.*

7B Future forms and degrees of probability

Use *will, be going to* and the present continuous to talk about actions in the future: *I'****m presenting*** *the new product at the conference next week.*

The government ***is going to cut*** *taxes next year.*

My great-aunt Alison ***will be*** *90 in two weeks' time.*

You can make future events more or less certain with the adverbs *possibly, probably, definitely* and *certainly:*

*They****'re probably going to extend*** *the motorway, and* ***we'll certainly use*** *it if they do.*

Place the adverb before *going* in *be going to* and before the main verb with *will* and the present continuous. With the negative of *will* + infinitive, you usually put the adverb before *will*: *We* ***certainly won't be*** *able to expand the business any more this year.*

You also use the modal verbs *may, might* and *could* to express different levels of probability, and you can increase the probability by adding *well*:

A: *I* ***might start*** *my own business soon; I have enough contacts.*

B: *And I* ***may well join*** *you!*

Use the verbs *think* and *doubt* to change the level of probability:

I ***doubt there'll be*** *any new posts made this year.*

I don't think + *will* are preferred to *I think* + *won't:*

I ***don't think*** *they'll* ***close*** *the restaurant early.* (= I'm not sure.)

I ***think*** *they* ***won't close*** *the restaurant early.* (= I'm fairly sure they won't.)

You can also express probability with *It's* + an adjective of probability + *that*. Common adjectives are *(un)likely, possible, (im)probable, definite, certain*:

It's unlikely that there will be *snow this winter.*

You can discuss plans with the present continuous of *think about, plan to, hope to* and *wonder whether to:*

*I****'m hoping to set up*** *a meeting in the summer.*

You can use *hope to* and *plan to* in the present simple with the same meaning:

We ***plan to branch out*** *on our own in the long term.*

7C Introductory *It*

There are several different meanings of *It* as a subject. Often, it is a pronoun referring back to a noun previously mentioned: *Have you seen my handbag?* ***It*** *was on the sofa yesterday evening.*

It is an empty subject in some common expressions:

It*'s really sunny today. What time is* ***it****?* ***It****'s ten past one.*

You often use *It* with a clause, where *It* refers forward to the topic of the clause:

- *It* + verb + *that*, with verbs of appearance or consequence, such as *appear, seem, be, follow:*

It doesn't seem that *you're very busy.*

- *It* + verb + person + *that* with verbs describing feeling in a particular situation such as *amaze, surprise, concern:*

It worries me that *you take so many risks.*

- *It* + verb + *like/as if/as though* with verbs describing how a situation appears, such as *seem, look, sound*:

It seems as though *he has no interest in the country.*

- *It* + verb + person + infinitive with *to* with verbs describing the feeling in a particular situation:

It *really* ***pleases me to see*** *my name on a book.*

PRACTICE

7A

1 Match clauses 1–4 with two of clauses a–h.

1 When the costs of heating and lighting rise,
2 Even more sea creatures could suffer
3 If people become fitter,
4 Protests about inequality of opportunity will stop

a people often become more energy efficient.
b unless we reduce our use of plastics.
c when governments take differences seriously.
d their life expectancy increases.
e if we don't clean up the oceans.
f doctors will have more time for really sick people.
g I'll try to find a cheaper supplier.
h as long as huge companies ensure equality amongst staff.

2 Complete the second sentence so that it means the same as the first. Use the word in brackets and two other words.

1 In case of a suspicious package, phone the police.
Phone the police _____ a suspicious package. (if)

2 Every time I call the doctor's surgery, I have to wait ages on the phone.
I have to wait ages on the phone _____the doctor's surgery. (when)

3 Janni will buy a new tablet the moment he gets his first month's salary.
_____ he gets his first month's salary, Janni will buy a new tablet. (as)

4 The result of the government policy will probably be more homelessness.
If the government impose the policy, _____ more homelessness. (there)

5 If Laura actually goes to university, she'll probably move away from home.
Laura will probably move away from home, _____ goes to university. (assuming)

7B

1 Which of sentences a–d has a different meaning from the other three?

1 a I'll probably give them a hand.
b I may well give them a hand.
c It's quite likely that I'll give them a hand.
d I doubt I'll give them a hand.

2 a We probably won't make a profit.
b It's likely that we won't make a profit.
c We will possibly make a profit.
d I doubt we will make a profit.

3 a I don't think they'll take the risk.
b They're planning to take the risk.
c It's likely that they'll take the risk.
d They might well take the risk.

2 Complete the text with phrases a–l. There are four extra phrases you don't need.

I've had a brilliant business idea, which is really quick and cheap to start up. The gym where I work has just announced that [1]_____ put the prices up by about 30 percent, which no one is happy about. So here's my idea: [2]_____ set up a running club for women. [3]_____ there'll be many women at first, so [4]_____ by leading all the runs myself. But if all goes well and I get several groups, then [5]_____ employ one or two other people. I'll have to look at how much people pay for clubs like this, but I [6]_____ charge much at first. One thing that's certain – [7]_____ need to rent an office, so I won't have many expenses. Well, those are my plans. Nothing [8]_____ very quickly, but you never know!

a I'm planning to
b I definitely won't
c I doubt
d I won't definitely
e think I might well
f I'll probably start
g I think about
h I may well have to
i is likely to happen
j don't think I'll
k it's going to
l is unlikely to happen

7C

1 Complete the conversations with the words in the box.

amazes follow if it it's It's like seems upsets worries

1 A: How's your new roommate. Is everything OK?
B: Yes, [1]_____ all going well. It [2]_____ me that he's coping so well.
A: Why?
B: Well, he's only just arrived here but it [3]_____ as though he's got used to college life already.

2 A: Hi. What's up? It looks as [4]_____ you're in a hurry!
B: I am. What's the time?
A: [5]_____ ten to nine. Why?
B: I'm going to be late. I'm doing a presentation with my co-workers and it [6]_____ me that I'll let them down if I'm late.

3 A: Has your brother had his wedding yet?
B: Yes, [7]_____ was three months ago. I'm worried about my sister-in-law though.
A: She's not from here, is she?
B: No, and it looks [8]_____ she isn't settling. It [9]_____ me to think that she's unhappy.
A: It doesn't [10]_____ that she's unhappy. You're all so welcoming. Give her time – she'll be fine.

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LANGUAGE

8A Second conditional

The second conditional can imagine a present or future that is different from reality:

If there was a cinema in this village, I would see more films.

Here the *if*-clause (condition clause) imagines a situation that is unreal, i.e. there isn't a cinema in the village.

The second conditional can also express a very improbable future:

If they built a cinema in the village, I would definitely go there a lot.

Here, a cinema could be built in the village, but it's very unlikely. Compare this with the first conditional, where it is possible a cinema will be built:

If they build a cinema in the village, I'll definitely go there a lot.

Form the second conditional with a past form (simple or continuous) in the *if*-clause and *would* + infinitive in the result clause. You can put the two clauses in either order and you use a comma to separate the clauses when the *if*-clause comes first. You can use *may, might* or *could* in the result clause as well as *would*:

*If we **were living** somewhere with a theatre, we**'d have** much better access to the arts.*

*Paul **could become** an actor if he **studied** drama at college.*

Use *could* to express possibility involving ability. It is the same as *would/might be able to*.

You can use the result clause on its own in statements and questions when the *if*-clause is understood:

*I **wouldn't want** to see that film! **Would** you **want** to see it?* (*if it came here* is understood)

In the *if*-clause it is possible to use *were* rather than *was* after *I, he, she* and *it*. It is a little more formal:

*If Saira **were** older, she'd be able to come with us, but the film is for people over 15.*

You often use the expression *If I were you* to give advice:

*I wouldn't bother going to see that film **if I were you**.*

8B Conditionals in the past

The **third conditional** imagines a past that is different from what actually happened:

If the witness hadn't identified the man, the police wouldn't have caught him.

Here, the witness did identify the man and the police did catch him.

Form this conditional with the past perfect in the *if*-clause and *would* + *have* + past participle in the result clause. If you put the *if*-clause first, you separate it from the result clause with a comma.

You can use *may, might* or *could* in the result clause as well as *would*:

*If they **had succeeded** in hacking into my computer, I **could have lost** everything.*

You can use the past perfect continuous in the *if*-clause for longer actions or states:

*If I **hadn't been wearing** a disguise, they **would have seen** me.*

You often form **mixed conditionals** with the third and second conditional. For a hypothetical present result of an imagined past action, you use *if* + past perfect and *would* (*might, could*) + infinitive in the result clause:

*We **would be** a lot richer now if we **hadn't lost** so much money in the fraud.*

For a hypothetical past result of a present action or state, use *if* + past simple, and *would* (*may, might, could*) + *have* + past participle in the result clause.

*If I **felt** strongly about the missing stationery, I **would have done** something about it by now.*

As with the second conditional, you often use *were* instead of *was* after *I, he, she* and *it* in the *if*-clause:

*If he **were** less impatient with people, he **would** probably **have been given** the training post.*

You often use the third conditional and mixed conditionals to express regrets:

*I **wouldn't have lost** my job if I **had been** more honest, and I'**d be** in a much better position now.*

8C Linkers of concession

Linkers of concession introduce something unexpected or surprising in the context of other information in the sentence.

Use the **conjunctions** *although, even though* and *though* to introduce a clause:

*The dealer offered a huge sum for the painting **even though** he claimed he didn't like it.*

You can put this clause first and separate it from the main clause with a comma:

***Although** he claimed he didn't like the painting, the dealer offered a huge sum for it.*

In spoken English you can use *though* at the end of the clause:

*I went to the art auction after all. I didn't enjoy it, **though**.*

Use the **prepositions** *despite* and *in spite of* before a noun, pronoun or *-ing* form:

*The sculpture was displayed in the exhibition **despite the controversy** around it.*

You can add *the fact that* + clause to these:

*The sculpture was displayed in the exhibition **in spite of the fact that** it had caused such a controversy.*

Use **adverbials** such as *however* and *nevertheless* to link information across sentences, usually in quite formal contexts. You usually put the adverbial at the beginning of the second sentence, with a comma after it:

*The man was initially delighted to find a Banksy artwork on his garage wall. **However**, he soon became irritated by the attention.*

PRACTICE

8A

1 Choose the correct meaning of the sentences, a or b.

1 If the cinema wasn't so uncomfortable, we'd go more.
   a The cinema is uncomfortable.
   b The cinema isn't uncomfortable.
2 Jon could easily get some acting work in TV if he didn't focus entirely on films.
   a Jon gets acting work in TV.
   b Jon doesn't get acting work in TV.
3 I'd try to write a film script if I had any imagination at all!
   a I've got a good imagination.
   b I haven't got a good imagination.
4 If Sonja decided to go back to college, she wouldn't take media studies this time.
   a It's quite likely that Sonja will go back to college.
   b It's unlikely that Sonja will go back to college.
5 If I were you, I'd buy a bigger TV.
   a I think you should buy a bigger TV.
   b I want a bigger TV.
6 Foreign films wouldn't be so off-putting if they didn't have subtitles.
   a I like watching foreign films.
   b I don't like watching foreign films.

2 Choose the correct alternatives. In two cases, both alternatives are correct.

Writing a screenplay for a film is a complicated process. How [1] *do/would* you start if you [2] *was/were* asked to write one? We asked some students of film and TV for their ideas:

Sam: It depends. If it [3] *was/were* for the cinema, then I'd [4] *start/started* by trying to write a short film, as these are easier to write. I definitely [5] *wouldn't/won't* attempt a full-length film.

Matt: I don't think anyone [6] *would/were* ask me! But if they [7] *did/didn't*, I think I [8] *'d/might* start by looking at novels that had recently been published, to try to adapt one of those.

Annie: I'm not ready for that yet, but if someone [9] *offers/offered* me the opportunity to write a screenplay, my first step would be to watch a lot of films of the type wanted. I mean, if it were a thriller, I [10] *couldn't/wouldn't* watch romantic films but a lot of films with betrayal in the plot, or stories of survival, that sort of thing.

8B

1 Match clauses 1–4 with two of clauses a–h.

1 If Jimmy Wales hadn't started Wikipedia,
2 If Usain Bolt had continued running,
3 If the flu vaccine hadn't been discovered,
4 If it were more difficult to hack into computers,

a he could have broken more records.
b many people wouldn't have lost money.
c our bodies might have developed some kind of immunity.
d there would be less cybercrime.
e information wouldn't be so freely available now.
f he might not have started to play football.
g more elderly people would die each year.
h people wouldn't have come to rely on the internet so much.

2 Read the story and complete sentences 1–5. Use the verbs in brackets, in the negative form if necessary, and *might* where possible.

A 19-year-old in Germany thought he had deceived the police and got away with robbing a bank. The thief was pleased with himself, but he was annoyed about the incorrect information that the police had released about the crime: his age, the amount he'd stolen, how he'd escaped. So he sent an email to the police making fun of them. Not long after sending it, the young robber was arrested in a gambling hall in Hamburg, in the north of the country. He had sent the email from his personal account, making it easy for the police to trace him.

1 If the man _____ (rob) the bank, the police _____ (arrest) him.
2 If the police _____ (release) incorrect details, he _____ (email) them.
3 He _____ (be caught) if he _____ (email) the police that day.
4 He _____ (use) his own email if he _____ (be) so stupid!
5 If he _____ (commit) a crime, he _____ (have) a criminal record now.

8C

1 Find the four sentences with a mistake and correct them.

1 I've never understood abstract art, even I studied art at college.
2 Our son has started to make some money at last, in spite of only painting people's pets.
3 The new installation was quite popular however. It was removed after only three weeks.
4 Despite the fact that the brilliant colours, we find this landscape quite depressing.
5 Van Gogh's paintings are really vibrant in spite of he was such an unhappy person.

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LANGUAGE

9A Past modals of deduction

Use the modal verbs *must, can't, could/couldn't, may (not)* and *might (not)* + *have* + past participle to speculate (make guesses) about past events based on the evidence.

Use *must* when you are almost certain that something is true, and *can't/couldn't* – not *mustn't* – when you are almost certain that something is not true:

A: *My coat isn't here. Someone* ***must have taken*** *it.*

B: *But we've been here all the time. You* ***can't have brought*** *one with you.*

You ~~***mustn't have sent***~~ *me the email.* → *You* ***can't/ couldn't have sent*** *me the email.*

Use *may, might* or *could* when you aren't sure whether something is true or not:

A: *Stefan is late. He should be here by now.*

B: *He* ***may have forgotten*** *about the meeting.*

C: *Maybe, or he* ***could have got caught*** *in traffic.*

Don't use *couldn't* when you think something is possible. Instead, use *may not* or *might not*:

A: *I was expecting Lucia to have phoned by now. She should be home from work.*

B: *She* ~~***couldn't have left***~~ *work yet.* → *She* ***might not have left*** *work yet.*

You usually use *Do you think* + *might/could* to ask a question, and answer with one or more of the modal verbs, perhaps with *done* (to replace the main verb):

A: Do you think *she might have caught a different flight?*

B: *Yes, she might/she might have/she might have done.*

When you speculate about actions in progress, use a modal verb + *have* + *been* + *-ing* form:

It was a terrible accident. They ***must have been driving*** *really fast.*

9B Verb patterns

There are a number of verbs which take *that* + clause. These are usually verbs expressing feelings, thoughts or communication, e.g. *believe, claim, explain, notice, realise*:

People believed (that) the moon had special powers.

With some verbs, you put an object between the verb and *that*, e.g. *assure, tell*. You often leave out *that*:

He ***assured me*** *(that) the story wasn't true.*

With other verbs, you can put an object between the verb and *that* but you don't have to, e.g. *promise*:

He ***promised (me)*** *that the story was true.*

When you use two verbs together, the second verb appears either in the *-ing* form or in the infinitive with *to* (see Lesson 6A, page 46). You can put an object between some verb + *-ing* form combinations, e.g. *can't stand, dislike, imagine, don't mind, miss*:

I can't ***imagine my parents listening*** *to this.*

You put an object between some verb + infinitive with *to* combinations, e.g. *advise, encourage, recommend*:

They ***encourage us to question*** *our beliefs.*

With other verb + infinitive with *to* combinations, the verb can take an object but doesn't have to, e.g. *ask, expect, want*:

They ***expected us to listen*** *to their ridiculous theories!*
I didn't ***expect to believe*** *the theories.*

Some verbs take more than one pattern, sometimes with the same meaning: *I* ***advise that you*** *ask/ I* ***advise you to*** *ask some questions before you make a decision.*

Sometimes they have a different meaning:

I ***persuaded*** *my little brother* ***that*** *snowmen were real.* (made him believe)

Then I ***persuaded*** *him* ***to*** *talk to one.* (made him do)

Modal verbs, *let* and *make* are followed by the infinitive:

We ***let Sam believe*** *the stories until he was six.*

Form the passive of *make* with *to*:

We ***were made to listen*** *to all her arguments.*

The passive of *let* is *be allowed to*:

We ***weren't allowed to contradict*** *her.*

The verb *help* is followed by the infinitive, with or without *to*, and can be followed by an object:

Can you ***help (me) (to) work out*** *these figures?*

9C Phrasal verbs

Phrasal verbs consist of a verb + one or two particles (preposition or adverb). Their meaning is often different from the verb without the particle:

take: I've taken the book from the shelf. (= removed)

take up: I've taken up windsurfing. (= started)

Intransitive phrasal verbs, e.g. *stand out, look out, go on,* do not have an object:

Look out! *There's a car coming.*

Transitive phrasal verbs have an object:

She ***got over all the setbacks.***

Some phrasal verbs can be intransitive and transitive, with different meanings:

The plane ***took off*** *three hours late.* (= left the ground) *I* ***took off my coat.*** (= removed)

Transitive phrasal verbs can be separable or inseparable.

- With **inseparable phrasal verbs**, e.g. *come across, look after, look into,* put the object after the particle:

The police are ***looking into the crime*** */...* ***into it.***

- With **separable phrasal verbs,** e.g. *make up, hand in, take over*, put a noun object after the verb or the particle: *They* ***handed in the document.****/They* ***handed the document in.***

If the object is very long, it goes after the particle:

They handed in the document containing the names of all the strikers.

Always put a pronoun object between the verb and particle: *They* ***handed it in.***

Some verbs have two particles, e.g. *come up with, get on with, look forward to, look up to.* These usually put the object at the end:

It's difficult to ***look up to some celebrities.***

PRACTICE

9A

1 Complete the text with the correct modal verbs + *have*.

You may know the film *Changeling*, which stars Angelina Jolie, but did you know that it's based on a true story? In 1928 a nine-year-old boy, Walter Collins, was reported missing by his mother, Christine. He [1] _____ run away because he loved his home, so Christine was very worried. Walter's father was in prison for armed robbery, so she thought that someone [2] _____ kidnapped the boy because of that. No clues about his disappearance emerged, but then, five months later, a boy claiming to be Walter contacted the police. Sadly, when Christine saw him, she realised he wasn't her son. The police [3] _____ been convinced that he was, however, because they refused to believe her. Eventually, the boy admitted that he wasn't Walter. So, what [4] _____ happened to the missing boy? He [5] _____ become the victim of known serial killers, but Christine [6] _____ believed that as she continued to search for her son all her life.

2 Read the texts then complete the sentences. Use a past modal and the prompts in brackets.

When Mr and Mrs Callaghan came home one evening, they found that their flat had been burgled. The doors and windows were still locked but there was a small hole in the ceiling.

1 The burglars _____. (come through / the ceiling)
2 They _____. (be / children)
3 They _____. (take / big items)

Sophie Wallis transferred some money online to her daughter, but the money never arrived. She has often transferred money to her daughter in the past without any problems.

4 Sophie _____. (use / wrong details)
5 The money _____. (get lost)
6 A hacker _____. (steal / money)

9B

1 Choose the correct alternatives. Sometimes both alternatives are correct.

A: Some people still [1] *believe/believe that* you can get a cold if you go out with wet hair!
B: Really? My mum always used to [2] *tell/tell me* to dry my hair properly.
A: Yeah, mine too. I always assured [3] *her that/to her* there was no proof.
B: Then there was that old wives' tale, 'feed a cold, starve a fever'.
A: Can you imagine anyone [4] *believe/believing* that now? Not eating if you're ill! You don't expect people [5] *to think/thinking* like that now.
B: Maybe, but only yesterday someone at work recommended [6] *that I throw away/me to throw away* some potato salad because the mayonnaise would go off.
A: Isn't that true then?
B: No, the mayonnaise [7] *helps/helps to* preserve things.
A: Oh! It's true though that eating fish can make your brain [8] *function/to function* better.
B: Yes, but fish is good for the whole body, isn't it?

2 Find the five sentences with a mistake and correct them.

1 At our school, they didn't let us to have mobile phones in the classroom.
2 I promise to you that it was just a misunderstanding.
3 I'll try to help you understand his new theory, but it is difficult.
4 My boss doesn't mind me take a longer lunch break as long as I work late.
5 We recommend to try the new Italian restaurant.
6 The talk sounded strange but our neighbours encouraged to go us.

9C

1 Put the words in the correct order to make sentences.

1 shy / didn't / out / He / and / want / was / stand / to
2 story / made / The / up / great / a / children
3 looked / always / up / to / my / father / have / I
4 work / I / with / people / on / I've / with / always / got / the
5 You / down / have / really / us / shouldn't / let

2 Complete the text with the correct form of a phrasal verb from box A and an object from box B.

A

come across	figure out	hand in
look forward to	think through	

B

a leaflet	things	it	the day	them

I had my fifteen minutes of fame when I was in my teens. In a local youth club one day, I [1] _____ asking for young people to apply for a new TV quiz show. I completed the form and [2] _____ to the youth club manager. To my amazement, I was selected for the first series. All summer, I was [3] _____ when the quiz started. Then it came. At the studio, we were all put into teams and given a number of logic puzzles – we had to [4] _____ within a certain time limit. It was great – I found I could [5] _____ quite quickly and get to the answer. In the end, my team won the series – it was awesome!

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LANGUAGE

10A Future perfect and future continuous

The **future perfect** describes events that have taken place before a point in the future:

By next week I'll have worked here for ten years.

Form the future perfect with *will* + *have* + past participle. You usually use a time expression with it, often *by* + time or *before* + time: *Do you think you **'ll have found** a new place to live **before** the end of the year?*

The **future continuous** describes events in progress at a point in the future:

We'll be living in the US this time next month.

Form the future continuous with *will* + *be* + present participle. You often use the adverb *still*: *I'm sure I **'ll still be trying** to master French in ten years' time!*

You can use the future continuous to ask about plans, and you often use it to suggest that something will be happening as part of the normal course of events:

***A: Will** you **be seeing** your brother this summer?*
***B:** Yes, we **'ll be staying** in Scotland as we usually do.*

You also use it to give a reason for not doing something:

*I can't help you next week as I **'ll be working** abroad the whole week.*

To show how certain you are, use the adverbs *probably, more than likely, almost certainly* and *definitely* after *will* or before *won't*:

*I **'ll almost certainly** be spending three months at summer school, but I **definitely won't** have learnt everything by the end of it.*

You can also use introductory phrases such as *I suspect/doubt/guess/would think, I'm fairly certain/not very confident, it's (highly) probable that/more than likely that*:

***It's probable that** Dave will be hiring new staff soon.*

With both tenses you can use *might* or *could* instead of *will* to express uncertainty:

*I **might have found** a new place, but it's proving difficult.*
*I'll try to join you for the tournament, but I **could still be getting over** my accident then.*

10B Articles

Use ***a/an*** when you introduce something for the first time: *Grandad's bought **a new bike** – at 80!*

Use *a/an* with:

- jobs and descriptions: *Karin's daughter is **a lovely young woman**. She's **an architect**.*
- phrases of quantity and frequency: *five kilometres **an hour**, once **a month***

Use ***the*** to refer to something already mentioned:

*Grandad's bought a new bike – at 80! He showed me **the bike** last night.*

Use *the* when there is only one of something, for example, if the noun:

- is unique: ***The sun**'s out, but it's pretty hazy today.*
- is obvious in the context: *Put your coats in **the hall.***
- is shared knowledge between two people: *Have you seen **the store manager**?*
- is defined by a phrase after the noun: *It's on **the shelf above the radiator.***

These categories often overlap. Set uses of *the* include:

- with superlatives: *This is **the best** application form.*
- with ordinal numbers: *Take **the second** left-hand turning up ahead.*
- with musical instruments, some geographical features, countries with plural names, names of museums and theatres, organisations and times of the day: *play the piano, the Alps, the Netherlands, the Guggenheim Museum, the United Nations, in the morning.*

Use **no article** with plural and uncountable nouns when you make a generalisation: ***Children** tend to understand some things better than **adults**.*

But if you are thinking of the noun in specific terms, use *the*: ***The children** in this class seem more intelligent than in most classes.*

You don't usually use an article with languages, sports, most countries and cities, school subjects, seasons, names of roads, stations and most schools/universities: *speak Arabic, play tennis, Poland, Paris, mathematics, in winter, on Park Street, Central Station, Harvard.*

Note also the phrases *at home/work/school* and *in bed*.

With some institutions, e.g. school, hospital, prison, there is a difference in meaning if we use *the*:

*Kevin's father is **in prison**.* (= He's a prisoner.)
*Kevin's father is **in the prison**.* (= He's in the building, e.g. visiting, repairing something.)

10C Compound adjectives

A compound adjective is an adjective that consists of two words, but which functions as a single adjective. They usually have a hyphen between them if they come before a noun, e.g. *run-down*, but they can be one word, e.g. *worldwide*. They can be formed in several ways:

- adjective + noun: *long-term prospects, high-speed trains, part-time work*
- noun + adjective: *duty-free shops, user-friendly instructions, colour-blind person*
- adjective/adverb + *-ed/-ing* participle: *narrow-minded views, best-selling author, so-called sports*
- verb/adverb + preposition: *run-down buildings, well-off friends, built-up area*
- number/measurement + noun: *six-page document, ten-year-old boy, 250-gram bar of chocolate*
- with *well* and *self*: *well-educated population, self-confident child, self-assembly furniture*

With numbers, don't use the plural of the noun:

a six-page document, not ~~*a six-pages document*~~;
a ten-year-old boy, not ~~*a ten-years-old boy*~~

PRACTICE

10A

1 Complete the text with one word in each space.

Ever since I was a child I've known that my true vocation was playing music, so now I'm studying at the Royal Academy of Music and in two years I'll [1] _____ finished my course. I hope that [2] _____ then my studies and all the practice [3] _____ have prepared me for a career with an orchestra. My dream is that I'll [4] _____ playing for a well-known orchestra [5] _____ I'm 30. However, I know that will be almost impossible to achieve and I know that it's [6] _____ than likely that I [7] _____ have found such a good job by then. But music is my passion, and my main wish is that I'll [8] _____ be playing when I'm in my 80s!

2 Complete the sentences. Use the words in brackets and the future continuous or the future perfect.

We asked people what they think their life will be like and what they'll have done by the age of 50.

1 I hope I _____ in a place of my own. (live)
2 I really hope I _____ my soul mate by the time I'm 50. (find)
3 The way things are now, I think I _____ to find a good job! (might / still / try)
4 It's _____ by then – at least that's my goal. (probable / retire)
5 I _____ to pay for my studies, but you never know. (doubt / still / save)
6 I _____ as a teacher by then – it's too tough. (probably / not work)
7 I'm fairly _____ the whole world by then. (certain / not see)
8 Well, I really hope I _____ my sense of adventure! (not lose)

10B

1 Choose the correct meaning of the sentences, a or b.

1 A lawyer has just arrived to see you. She's in the office.
   a I know the lawyer.
   b I don't know the lawyer.
2 Horses can be unpredictable creatures.
   a I mean all horses.
   b I mean some horses I know.
3 Don't buy the bread with nuts and seeds in it.
   a I don't want any bread.
   b I don't want that particular type of bread.
4 Have you finished the book yet?
   a We've talked about the book before.
   b We haven't talked about the book before.
5 Julio's in hospital today.
   a Julio has got a medical problem.
   b Julio hasn't got a medical problem.
6 They're all waiting in the room on the left.
   a There's just one room here.
   b There's more than one room here.

2 Find the ten mistakes with articles and correct them.

If you ever go to the west coast of United States, make sure you visit the Hollywood Walk of Fame. This is a stretch of pavement which starts at the Hollywood Boulevard, covers total distance of over 1.3 miles, and which contains the names of over 2,500 famous actors in pink stars. Whether actor has shot to the fame overnight or has worked for the years to become famous, it is an honour to be included here, but it also costs actor about $30,000! The Walk of Fame is one of a busiest attractions in Hollywood, with millions of visitors the year, and you never know, while you're there you may also run into one of stars whose name appears there.

10C

1 Complete the sentences with compound adjectives. Use a word from box A and a word from box B. Remember to add hyphens.

A

built	high	narrow	part
six-year	so	user	well

B

called	educated	friendly	
minded	old	tech	time
up			

1 There's no green space here. It's a really _____ area.
2 It's difficult to have a good debate with _____ people.
3 Our kids have got far too many _____ gadgets.
4 This is a really _____ phone – it's so easy to work out how to use it.
5 It's so easy it could be operated by a _____ kid.
6 I want some more leisure time, so I'm going to change to _____ work.
7 This is a post for a _____ person with at least one degree.
8 I've had enough of _____ experts who really know very little.

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Vocabulary bank

1A Verbs with dependent prepositions

1 a Complete the verbs with the prepositions in the box.

about (x2) for from (x3) in (x3) on (x2) to (x2)

a appeal _____
b believe _____
c belong _____
d boast _____ (something)
e depend _____
f differ _____
g discourage (someone) _____
h enquire _____
i insist _____
j involve (someone) _____
k specialise _____
l suffer _____
m volunteer _____

b Match the verbs in Exercise 1a with meanings 1–14.

1 not be the same as
2 think something is right
3 ask/get someone to take part in something
4 be badly affected by something
5 be someone's possession
6 focus on one subject/activity
7 rely on someone or something
8 ask for information about
9 demand that something should happen
10 offer to do something
11 interest or attract someone
12 talk too much about yourself and your abilities
13 persuade someone not to do something

2 a Complete the questions with the correct form of the verbs from Exercise 1a.

1 Who in your family do you _____ from most?
2 What _____ to you most about the English language?
3 Have you ever been _____ in doing something for your community?
4 Who in your life do you _____ on most?
5 When did you last _____ about a job or a promotion?
6 Have you ever _____ for a task and later regretted it?
7 Have you ever had to _____ a friend from doing something silly?
8 What kind of thing might you _____ on doing when you're on holiday?
9 Have you got any skills you'd like to _____ about?

b Work in pairs and ask and answer three or four of the questions from Exercise 2a.

1C Adjectives of character

1 Complete the table with the adjectives in the box.

caring cheerful dishonest disorganised efficient foolish intellectual miserable pessimistic positive respectable thoughtless

	similar meaning	opposite meaning
brilliant		
content		
decent		
optimistic		
organised		
thoughtful		

2 Describe the people in 1–6. Use one adjective from Exercise 1 for each person. Sometimes more than one answer is possible.

1 *I've known Markus a long time. He wouldn't ever do anything illegal or tell lies to anyone.*

2 *Don't ask Sophie to help reorganise the office. She never has a clue about where anything is or where she's put things.*

3 *I love spending time with Angelo. He always sees the best in every situation and looks on the bright side of life.*

4 *I can't believe Keiko would do that with her money. Getting involved in a money-making scheme like that was always going to be a disaster. Mind you, she's never been one to question things very closely.*

5 *Don't invite Altaf to the party. I haven't seen him smile since he broke up with his girlfriend and he'd really bring the mood down.*

6 *My friend Emilia was great when I was ill. She visited me every day and brought me little treats like hand cream.*

3 Work in pairs. Take turns describing someone you know. Use the adjectives from Exercise 1.

2A Phrases with *come, go* and *look*

1 a Complete the sentences with the phrases in the boxes.

and go	to pieces	too far	to mention it
in the eye	your age		

1 I'm not sure I believe you. Can you look me _____ and say you didn't do it?
2 A: Isn't Pablo meant to be joining us?
B: Oh, now you come _____, yes, he is.
3 Manuela really loved her job. When the company closed down she went _____ and didn't get out of bed for a week.
4 A: I'm afraid the dog's eaten your slippers.
B: That dog! He's really gone _____ this time!
5 A: It's my birthday next Sunday, my fiftieth.
B: Really? You don't look _____ at all!
6 We've got another new assistant. They seem to come _____ every week at the moment!

b Choose the correct alternatives.

1 I know you want to say something. Why don't you *come/go/look* to the point and tell me?
2 OK, we're all ready for this walk. It is a difficult one, so it should *come/go/look* without saying that you stay with the group at all times.
3 I know things are difficult at the moment, but *come/go/look* on the bright side – you've still got your family and your health.
4 They're desperate to go to the concert next month and they'll *come/go/look* to great lengths to get tickets!

2 Match the phrases in Exercise 1 with meanings 1–10.

1 be optimistic
2 keep happening, change regularly
3 try very hard to get/achieve something
4 appear the correct age
5 do something that is too extreme
6 talk about the most important thing
7 be so obvious we shouldn't need to say it
8 look directly at someone
9 be so upset you can't behave normally
10 now you've said this

2B Collocations with *problem*

1 Put the verbs and nouns in the box in the correct part of the table.

area	arises	cause	child	exists
(the) heart of	lies in	overcome	pose	
resolve	(the) root of	tackle		

verb + noun e.g. *to solve a/the problem*	
noun + verb e.g. *a/the problem appears*	
noun + *of* + noun e.g. *the start of the problem*	
noun + noun e.g. *a problem family*	

2 Complete the conversation with the correct form of phrases from Exercise 1. Sometimes more than one answer is possible.

A: ... There's another thing, the litter in the park.
B: Oh, that. That problem [1] _____ for years.
A: I know, but it's got really bad recently. Something seems to be making it worse.
C: OK, what's [2] _____ the problem now then?
A: Well, I think the problem [3] _____ the way the kids use the park now. There are too many hanging around there.
B: Maybe, but the [4] _____ the problem is that the kids have nowhere else to go, so they come to the park. They're bound to leave litter.
A: So we have to stop them coming to the park.
C: Hold on, that just [5] _____ another problem for us, doesn't it? Let's look at [6] _____ this one first. Where exactly do the kids hang out?
B: I think one of the problem [7] _____ is by the pond and the shelter next to it.
C: So, can't we [8] _____ the problem by putting more bins there? If there's somewhere for the kids to put their litter, maybe they'll use it.

3 Work in pairs. Think of a problem that exists in your town/area. Describe the problem and think of ways to tackle it. Then compare your ideas with another pair.

3A 'Memory' idioms

1 **Match the phrases in bold with meanings a–h.**

1 These are the worst floods **in living memory**.
2 I'm sorry I missed your birthday. It just **slipped my mind** with everything that's going on.
3 Visiting the seaside for the first time is my most vivid **childhood memory**.
4 I'm sorry, what was I just saying? I've completely **lost my train of thought**.
5 What's that actor's name? I **have a bad memory for** names.
6 I told you Mr Charles doesn't like children sitting on his fence, and now he's told you off. Let that **serve as a reminder to** you.
7 When you take Granny out, **bear in mind** that she can't walk very far, so park close to the shops.
8 If I take that job, I'll really have to **refresh my memory** where databases are concerned.

a something remembered from my early years
b for as long as people alive can remember
c help someone remember something important
d remind myself of something, particularly knowledge
e remember
f don't remember a particular sort of thing easily
g was forgotten
h forgotten what I wanted to say

2 a **Complete the sentences with the correct form of expressions from Exercise 1.**

1 Most people find they _____ historical dates; they're difficult to remember.
2 For many people, their earliest _____ is of a person, not an event.
3 If you learn something very quickly, you always have to _____ before you can apply it at a later date.
4 If you're very busy, it's easy for birthdays and anniversaries to _____ .
5 Every generation should be shown films of the mistakes of the past to _____ to them not to make the same mistakes.
6 Recent years have seen the worst wildfires _____ .

b **Work in pairs. Do you agree with the sentences in Exercise 2a? Why/Why not?**

3B Adjective suffixes *-(ic)al, -ic, -ive, -ous* and *-y*

1 **Complete the table with adjectives ending in *-(ic)al, -ic, -ive, -ous* and *-y*.**

Noun	Verb	Adjective
ambition		
competition	compete	
creation	create	
curiosity		
energy		
enthusiasm	enthuse	
generosity		
greed		
history		
imagination	imagine	
music		
romance		
trend		
wealth		

2 **Choose the correct alternatives.**

A It's wonderful teaching young children. They're so [1] *curious/greedy* about the world around them – they want to know everything – and they're so [2] *ambitious/enthusiastic* about all the activities we get them to do; everything's fun. And they have such incredible minds – they're so [3] *creative/energetic* in their play and the stories they write.

B My sister has met the most amazing man. He's very [1] *competitive/wealthy* and takes her to very expensive restaurants; he's really [2] *imaginative/romantic* and gives her flowers every time they meet. He's also such a [3] *generous/trendy* person – he bought me and my parents birthday presents recently and he hardly knows us.

C We're not sure yet about the new office manager at work. She gets things done – she's very [1] *energetic/generous* and is always on the go, and she's always coming up with [2] *curious/imaginative* solutions to tricky problems. But she hates anyone else having good ideas; she's really [3] *competitive/greedy* and wants to show she's the best; she's also very [4] *ambitious/creative* and is obviously aiming to go higher in the company, so she may not be around for long.

3 **Work in pairs and take turns describing yourself. Use three of the adjectives from Exercise 1. Explain your choices.**

4A Adjectives to describe things

1 **Put the adjectives in bold in the correct column of the table.**

1 I always wear **cotton** shirts as I don't like synthetic fabrics.
2 I can't understand that painting at all. It's so **bizarre** I actually quite like it!
3 Our neighbour's dog is **massive** – more like a horse!
4 Why is it that all coins are **circular** in shape?
5 I hate working in **artificial** light. I much prefer daylight.
6 Be careful with that dress. The material is **delicate**.
7 The view from the top of the mountain is absolutely **stunning** – it takes your breath away.
8 Maria's favourite toy was a big **wooden** doll's house from her grandmother.
9 I saw a very odd handbag today – it was **oval**, you know, like an egg.
10 Stefan's new TV is really **hi-tech**; it's more like a computer than a TV.
11 My new coat is quite **exclusive**; only five of the same design were made.
12 It's better to show films on a **rectangular** screen; films don't fit square screens well.

Opinion	Size	Quality	Shape	Material

2 a **Look at the photos, then complete the sentences with adjectives from Exercise 1.**

1 That shop sells _____, _____ kaftans, perfect for hot summer evenings, made from _____ silk.
2 Have you seen that amazing new sculpture? It's _____! I look tiny next to it. It's a huge, _____ steel hoop. I think it's really _____.
3 You know Louisa's into all the latest gadgets? Well, she's just bought a(n) _____ new music system. The speaker is quite tall and _____ in shape, and the whole system is really _____, totally state-of-the-art.

b **Work in pairs and compare your answers to Exercise 2a. Then describe one of your possessions. Use some of the adjectives from Exercise 1.**

4C Words from other languages

1 **English has a lot of words that have come from other languages. Match the words in the box with pictures 1–8.**

barbecue carafe chocolate judo mosquito piano shampoo yoghurt

2 **Where do you think the words in Exercise 1 originally came from? Match them with places a–h. Check your answers at the bottom of the page.**

a Japan
b India
c the Arab world
d Spain
e the Caribbean
f Italy
g Turkey
h Central America

3 a **Choose three words from Exercise 1. Write three sentences about yourself with each word, two true and one false.**

b **Work in pairs. Take turns reading out your sentences. Can your partner identify the false ones?**

1h, 2d, 3c, 4a, 5g, 6f, 7b, 8e

5B Nouns and verbs with the same form

1 **Look at the words in the box. They can all be both nouns and verbs. Find:**

1 four nouns which refer to people.
2 six verbs which happen in a courtroom.
3 four verbs which happen before a case comes to court.
4 three words which have different a pronunciation in the noun form and the verb form. How does the stress change?

appeal	arrest	charge	convict	fine	judge
permit	release	sentence	suspect	witness	

2 **Complete the sentences with the correct noun or verb form of the words in Exercise 1. Use each word once.**

1 I got a _____ of £100 for parking outside the office, but that's wrong as I have a parking _____ for that part of town.
2 The police have _____ on television for _____ to the recent robbery on the High Street.
3 After a raid on a nightclub last night, police _____ several men who were _____ in a recent bank robbery. They have _____ two of them with unlawful breaking and entering but have _____ the others.
4 In court the woman was _____ of shoplifting, and the _____ gave her a prison _____ of six months.

3 **Work in pairs. In what order do events happen after a crime? Choose some of the words from Exercise 1 and put them in the correct order. Then take turns describing what happens.**

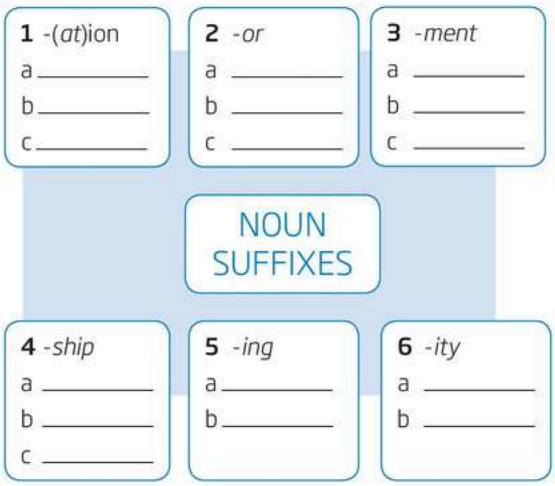
5C Noun suffixes

1 **Look at the root words in the box, from which nouns are formed. Write the correct noun forms in the word web.**

available	bank	citizen	demonstrate (person)	
direct (person)	employ	fund	inflate	
invest (thing)	invest (person)	manage	partner	
regulate (thing)	sponsor	stable	tax	

2 **Complete the sentences with the correct form of nouns from Exercise 1.**

1 A country has to develop a good and fair _____ system to raise money from its citizens.
2 We are unable to offer fresh juice with breakfast at present due to the lack of _____ of oranges.
3 I'm thinking of going into _____ with my ex-boss to start a new company.
4 It was difficult to get through the town because of the number of _____ outside the town hall.
5 Banks have been too free to do what they want. We need more _____ of the industry.
6 After so many changes in the company, it's good to be going through a period of _____ now.
7 Prices are still rising quite rapidly – the rate of _____ is now about five percent.
8 We've run out of ideas. I think we need a complete change in _____.
9 We need to get some more _____ into our new start-up company, or we won't be able to continue.
10 All immigrants have to take a _____ test before they can become residents of our country.



3 **Work in pairs and discuss the questions.**

1 Have you ever asked for sponsorship for something? What?
2 Is the employment rate high in your country? Which employment sectors are quite stable?
3 What is the inflation rate in your country? Is it acceptable?
4 What kind of reputation does banking have in your country?

6A Common idioms

1 **Match the idioms in bold with meanings a–h.**

1 No one knew each other but the group leader had designed an activity to **break the ice**.
2 Mehmet has just heard that he's passed all his exams! He**'s on cloud nine**!
3 Fatima**'s down in the dumps**. Has something bad happened?
4 Lorena can be a pain at times, but she's **got a heart of gold**.
5 I**'m a bit under the weather** so I won't join you this evening.
6 You did get the job? Oh, I **got the wrong end of the stick**. I thought you didn't get it.
7 For goodness sake, stop complaining! You**'re** really **getting on my nerves**!
8 This isn't a very good tablet at all, but it was expensive. I think I **paid over the odds** for it.

a is miserable
b misunderstood
c are annoying me
d get to know each other
e is very kind
f spent too much money
g is extremely happy
h feel slightly unwell

2 **Match four of the idioms from Exercise 1 with pictures A–D.**

3 **Answer the questions about the idioms in Exercise 1.**

1 Which two have a very positive meaning?
2 Which four have a negative meaning?
3 Which one has a similar meaning to *drive someone up the wall*?
4 Which one has a similar meaning to *be over the moon*? Which one has the opposite meaning?
5 Which one has a similar meaning to *cost an arm and a leg*?

6B Reporting verbs

1 **What are the speakers doing in A–J? Match A–J with the verbs in the box.**

beg claim congratulate decline forbid guarantee justify propose request urge

A 'Well done! It's a fantastic achievement to do better than all the others!'
B 'No, you definitely can't go to the festival. You're too young.'
C 'It's a fantastic piece of furniture: it's really worth the money, it's very good quality and it should last for ages.'
D 'Please help! Our car won't start and we urgently need to see a doctor. Please give us a lift!'
E 'You really should think about joining. You'd love it.'
F 'We can absolutely assure you that the work will be done on time.'
G 'He isn't a friend of ours at all. We've never seen him before.'
H 'Let's get some coffee and relax for a while before we continue.'
I 'We can't answer your questions about it while the investigation is still ongoing.'
J 'Can you please hold the meeting next week? We aren't ready yet.'

2 a **Match sentences 1–10 with A–J in Exercise 1.**

1 They _____ taking a break before continuing.
2 They _____ to finish the work within the time agreed.
3 They _____ that they didn't know him.
4 They _____ spending so much money on their new sofa.
5 They _____ to comment on the case.
6 They _____ that we postpone the meeting.
7 They _____ me to drive them to the hospital.
8 They _____ us to go to the festival because of our age.
9 They _____ me on getting the highest marks out of all the students in my year.
10 They _____ me to consider joining the choir.

b **Complete the sentences in Exercise 2a with the past simple form of the verbs in Exercise 1.**

3 **Work in pairs and discuss the questions.**

1 What did your parents forbid you to do when you were a child?
2 When was the last time someone congratulated you on something? What?
3 Have you ever had to justify your actions to someone? Who?

7A Compound nouns

1 **Choose the correct alternatives to make compound nouns.**

1 My grandmother isn't able to look after herself now, so she's going to live in a *care/civil* home.
2 All the doctors in the town are going to work together now in a new *natural/health* centre.
3 Does this medicine have any *extra/side* effects that I should know about?
4 I just want to see the *climate/weather* forecast before you turn off the TV.
5 *Carbon/Global* warming will only get worse if we don't stop destroying the rainforests.
6 There's a demonstration on Saturday about *civil/natural* rights for everyone.
7 The *civil/prime* minister is giving a speech to the people tomorrow.
8 We have to be careful not to use up all the planet's *natural/weather* resources.
9 We can reduce our *natural/carbon* footprint by flying less and using less fuel.
10 Because of *global/climate* change, there are more floods, hurricanes and wildfires these days.

2 **Put the compound nouns in Exercise 1 in the correct column of the table.**

noun + noun (e.g. *life expectancy*)	adjective + noun (e.g. *social unrest*)

3 **Work in pairs. Choose three of the compound nouns from Exercise 2. Write three questions with each compound noun. Take turns asking and answering.**

7B Collocations with *make, take, do* and *give*

1 **Complete the sentences with the phrases in the boxes.**

a difference my day the most of

1 It made _____ when this lovely bouquet of flowers arrived this morning!
2 It was tough to lose my job but I'm making _____ being at home with the children.
3 We can make _____ to people's lives just by being kind.

advantage of him seriously them for granted

4 I've always expected my parents to be there for me. I've really taken _____.
5 It's a beautiful day today. We should take _____ the sunshine and go for a walk.
6 Pierre told me about your accident but I didn't take _____ as he's always joking.

a favour the job you good

7 Can you do me _____ and take a message if anyone calls?
8 You've been working too hard. Take a day off – it'll do _____.
9 I haven't got any cream but I've got some yoghurt – will that do _____?

the game away them a hard time way

10 I know the girls should have come in earlier, but you really gave _____ for being late.
11 If the boss asks you to stay late again, don't give _____ this time – he'll never stop.
12 We weren't supposed to tell anyone it was Jenny's birthday, but I gave _____ by bringing a present.

2 **Replace the underlined phrases with the correct form of phrases from Exercise 1.**

1 Is there anyone in your life that you <u>treat as though they'll always be there</u>? Who?
2 What <u>makes you feel better</u> if you've been working or studying too hard?
3 Have you ever <u>made someone suffer</u> for something they've done? What happened?
4 Has someone <u>done something to help you</u> recently? What?
5 Do you usually <u>give in</u> first when you're having an argument? Why/Why not?
6 When was the last time something <u>really made you feel happy</u>? What was it?

3 a **Answer three of the questions from Exercise 2.**

b **Work in pairs and discuss your answers to Exercise 3a.**

8A Film

1 a **Look at the words in the box. Find six types of film.**

b **The rest of the words are all nouns and verbs connected with film-making. Find the five words that are both a noun and a verb.**

cast classic costume documentary fantasy musical plot release science fiction set shoot soundtrack special effects thriller

2 **Choose the correct alternatives.**

1 All the production has finished for the new *Star Wars* film. They're going to *release/set* it next month.
2 That film wasn't very good. I don't know why they had to make the story into a *classic/musical*.
3 The new film by David Fincher has such an interesting *cast/plot* – you really don't know what's going to happen next.
4 We watched a *documentary/thriller* last night about chimps. It's fascinating to see how they live.
5 Have you heard the *soundtrack/musical* to that film with Bradley Cooper and Lady Gaga?
6 The main characters in the film wore real eighteenth-century *costumes/sound effects*.
7 Look – this has an amazing *cast/soundtrack*. It includes six Oscar winners.

3 a **Work in pairs and discuss the two film stills. Use the words from Exercise 1.**

b **Work in pairs. Take turns describing a film you know well. Use at least three of the words from Exercise 1.**

8C Word building: the arts

1 **Complete the table with the correct verbs, nouns and adjectives.**

Verb	Noun (thing/idea)	Noun (person)	Adjective
	1	artist	2
compose	3	4	
5	edition	6	
entertain	7	8	9
illustrate	10	11	illustrative
paint	12	13	
14	15	16	photographic
17	production	18	19
20	publication	21	
sculpt	22	sculptor	

2 **Complete the texts with the correct form of words from Exercise 1.**

1 I studied art when I was younger, and I've always loved it, in particular the beautiful old oil _____ by old masters like Rembrandt. Unfortunately, though, I'm not very _____ myself. I'm not very keen on _____, particularly statues that are too abstract, but _____ like Antony Gormley, who use the human form, do intrigue me.
2 This magazine is full of really amazing photographs, often taken in situations like wars, by outstanding _____ like Robert Capa and David Bailey. It also has some pencil drawings, which I don't really like. I much prefer the _____ style to the _____ style.
3 Most people of my generation get their musical _____ from pop or rock music, but I find classical music much more _____. I particularly like the _____from the baroque era, like Bach.
4 When I was at university, there was a campus newspaper, with news, events, who had finished their exams, etc. It was _____ once a month and it was a great success. I worked on it with my friend Artur. He was the _____, so he decided what to put in the newspaper, and I wrote articles for it. We even had our own _____, who drew these great cartoons.

3 **Work in pairs. Discuss what you like in the arts: paintings, films and music. Try to use some of the words from Exercise 1.**

9B Confusing pairs of words

1 **Match the words in bold with the correct meaning, a or b.**

1 I must **remember** to send Mum some flowers for her birthday. Will you **remind** me?
   a not forget to do something b ensure someone doesn't forget

2 A: The evening at the circus was really **enjoyable**, wasn't it?
   B: Yes, and the clown was very **amusing**.
   a funny and entertaining b gives you pleasure

3 Inflation **has risen** again this month so I hope my boss **raises** my salary as he promised.
   a increase, or move something upwards b move/go upwards

4 This is Jürgen. He **lives** in Berlin but he**'s staying** with us at the moment.
   a be somewhere permanently b be somewhere temporarily

5 A: Elena was very **sympathetic** when my father died.
   B: She's lovely, isn't she, a really **likeable** person.
   a caring and kind when someone has problems
   b pleasant, easy to get on with

6 Samira bought this vase in a sale recently – it wasn't **expensive** but she's found that it's very **valuable**.
   a costing a lot of money b worth a lot of money

7 Just **lay** those clothes on the table for now. I'm going to **lie** down for a while before I sort them out.
   a put something in a flat position b put yourself in a flat position

8 It was an awful crash. The driver was **injured** and the car was badly **damaged**.
   a ruined or spoilt b hurt

2 **Choose the correct alternatives.**

1 He thinks he's so *amusing/enjoyable* with his little jokes, but he's just irritating.
2 Oh dear – are you all right? These pavements are so uneven. Are you *damaged/injured*?
3 Will you *remind/remember* me to pick up the dry cleaning tomorrow?
4 Are you going to *live/stay* in a hotel or a self-catering apartment?
5 Petrol prices are *raising/rising* again because of the cost of oil.
6 Have you met the new assistant? He's really *likeable/sympathetic*. He's very friendly and seems a pleasant person.
7 This weather is glorious! I'm just going to *lie/lay* in the sun for a while.
8 Be careful when you pack that lamp. It's very *expensive/valuable*. I inherited it from my grandfather.

9C Nouns formed from phrasal verbs

1 **Complete the nouns in 1–10 with the words in the box.**

back	break	down (x2)	fall	look	out	over	put	through

1 when a car or a piece of machinery stops working: break_____
2 when something bad starts, such as a serious disease or a war: out_____
3 a reduction in something, often to save money (often plural): cut_____
4 your attitude to life and the world: out_____
5 a period of physical exercise: work_____
6 information put into a computer: in_____
7 a disappointment: let_____
8 a loss of power or wealth: down_____
9 an important new discovery or development: break_____
10 gaining power or a company (in the same field as yours): take_____

2 **Complete sentences 1–10 with the nouns from Exercise 1.**

1 The government has made huge _____ in education to try to save money.
2 Doctors are expecting a(n) _____ of a serious type of flu this winter.
3 There's been another _____ of a failing company in the car industry.
4 Scientists have made an important _____ in the search for a cure for cancer.
5 I'm just going to the gym to have a(n) _____ . I'll see you in an hour.
6 What a dreadful _____ that play was! The critics praised it but it was so boring.
7 You have to admire Xavier. He has such a positive _____ on life despite his problems.
8 It was her arrogance that caused her _____ . Her colleagues asked the director to sack her.
9 Which computer language does the _____ have to be in?
10 We had a(n) _____ on the motorway and waited ages for the recovery service to come.

10A Phrases with *life*

1 **Complete the sentences with phrases a–j.**

1 The film is about something that actually happened. It's a _____ story.
2 After all her problems Isabelle is leaving this town. She wants to _____ .
3 We don't know what's around the corner so it's important to _____ while we can.
4 Maurizio was never sure what he wanted to do, but then he started playing the piano and found his real _____ .
5 It was very difficult when Kristen moved from Sweden to Dubai. It was a totally different _____ .
6 You've got a full-time job, three children and you're studying – you really _____ .
7 I can't understand why anyone wants to _____ going mountain climbing. It's far too dangerous for me.
8 If you don't like your career choice, you should make a change. You can't _____ something you hate.
9 Look at this painting – it's so _____ . The eyes follow you round the room.
10 We want to give up our city jobs and move to the countryside to get a better _____ for our children.

a purpose in life
b start a new life
c risk their life
d quality of life
e real-life
f lead a busy life
g way of life
h spend your whole life doing
i live life to the full
j true to life

2 a **Read the questions and answer four of them.**

1 Have you found your true purpose in life? What is it?
2 Can you remember any films or TV series about someone who starts a new life? What happened?
3 Do you think you have a better quality of life in the city or the countryside? Why?
4 When did you last read a real-life story? Who or what was it about?
5 Do you prefer to lead a busy life or have a lot of free time?
6 Have you ever experienced a completely different way of life to your own? Where?
7 Do you know anyone who really lives life to the full? Who?
8 In what situations might someone risk their life?

b **Work in pairs. Ask the questions that you chose from Exercise 2a. Discuss your answers.**

10B Verb prefixes

1 **Complete the conversations with the verb prefixes *dis-*, *en-*, *mis-* and *re-*.**

1 A: Look at those naughty children. They're really _____behaving!
B: They're OK. It's so difficult to _____force rules with young children.
2 A: The Sumatran tiger has almost _____appeared.
B: I know. It's awful the way we humans _____danger so many animals.
3 A: Did I _____understand you? You think too many people go to university?
B: Well, I know your opinion is different, and I don't completely _____agree with you, but do we need so many academics?
4 A: The team really wants to _____gain its position at the top of the league.
B: OK, let's think about how to _____able them to do that.
5 A: Why don't we make Juan the team leader for this project?
B: I don't trust Juan. Maybe he didn't intend to _____lead us about the money available for the last project, but he _____informed us and got us into a lot of trouble.
6 A: I haven't finished _____writing the report and the meeting's tomorrow.
B: Don't worry, it's only three of us at the meeting. We can _____arrange it.

2 **Match the prefixes in Exercise 1 with meanings 1–4.**

1 do something again
2 make something possible
3 not do something or do something badly
4 the opposite of the verb without the prefix

Communication bank

Lesson 1A

3b

Thursday: When I got into the lift at work, there was just one other person in there with me – a middle-aged guy in a suit carrying a bunch of flowers. I immediately wondered who the flowers were for.

'Those are beautiful flowers,' I said. (I know nothing about flowers; they all look the same to me.) 'Who are you going to give them to?'

'You're jumping to conclusions,' said the man.

'Sometimes people give men flowers, too!'

'You're quite right,' I said. 'My mistake. So, who gave you those flowers?'

'That would be telling!' the man said, with a sly wink. Then the lift doors opened and he got out.

That, I realised, is one of the nice things about talking to strangers: you get a small insight into other people's worlds.

Lesson 1C

4b

If you answered mainly 'Never'

You are a bit of a rebel. You are more adventurous than cautious and you are more outgoing than reserved. You prefer to be with other people than to be alone. You are also quite confident. You don't worry so much what people think about you.

If you answered mainly 'Sometimes'

You like to have balance in your life. Sometimes you are more of a rebel and sometimes more of a conformist. You can be adventurous at times but you are also quite cautious. New people might find you reserved but with your friends you can be very outgoing.

If you answered mainly 'Always'

You are more of a conformist than a rebel. You are more cautious than adventurous and you are more reserved than outgoing. You like your own company. You are organised and you care what other people think about you.

Lesson 2A

8 Student A

Your job has been getting on your nerves recently. Complete the roleplay card about you and your feelings about your job. Then turn back to page 15, Exercise 9.

Name: _____

Age: _____

How long you've been a model: _____

What you like about your job: _____

What you don't like about your job: _____

Your plans for the future: _____

Lesson 3C

8 Student B

Prepare for a roleplay with Student A. Read the information, then turn back to page 27, Exercise 9.

You came home from a long day at work and your flatmate had been cooking. The kitchen was a total mess. There was food and dirty dishes all over the work surfaces. This is not the first time this has happened and it makes it impossible for you to use the kitchen. Your flatmate's untidiness is becoming a problem for you.

3D English in action

10a Student A

You're going to roleplay a discussion in which someone gets feedback. Read Situation 1, then turn back to page 29, Exercise 10b.

Situation 1

You are the manager of a hotel. You are giving feedback to the receptionist.

General feedback: customers like you

Positive feedback: warm and friendly

Negative feedback: a bit slow

Suggested improvements: work a bit faster

Situation 2

You are the chef in a small café. The owner is giving you feedback. Listen and respond.

Don't forget to mention that you are not a trained chef and you would like to go on a course to learn to cook better. You would like the owner to pay for the course.

Lesson 2A

8 Student B

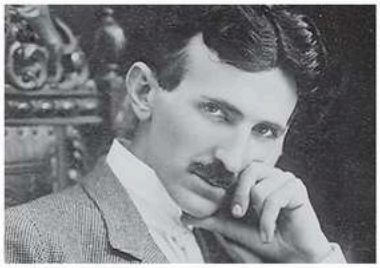
Your job has been getting on your nerves recently. Complete the roleplay card about you and your feelings about your job. Then turn back to page 15, Exercise 9.

Name: _____
Age: _____
How long you've been a travel writer: _____
What you like about your job: _____
What you don't like about your job: _____
Your plans for the future: _____

Lesson 3B

9a Student B

1 Read about Nikola Tesla. Prepare to tell Student A about him.
2 Listen to what Student A tells you about Thomas Edison and make notes in the table.
3 Compare the two inventors. Use the text, the table and your notes. Then turn back to page 25, Exercise 9b.



Perhaps the most famous rivalry in the history of science is that between Thomas Edison and Nikola Tesla. Many people say that Tesla was ahead of his time because he was interested in things such as wireless communication, which only became popular later. Tesla invented devices such as the radio signal and the remote control, although his greatest impact was in electricity. He died poor because he was a better inventor than a businessman.

name	Tesla	Edison
born	1856	
education	highly-educated	
famous inventions	radio, remote control	
type of person	a showman, a genius	
character	bold, determined, thoughtful	
patents	300	
wealth	died poor	

Lesson 10B

9 Student B

You're going to play the True/False game. Choose two of the facts but don't tell Student A what you have chosen. Think about how to express the information correctly.

Facts

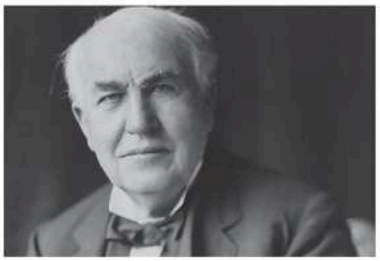
1 most expensive home in world = 'Antillia', Mumbai, India, 34 floors high, worth $2 billion
2 baby spiders = 'spiderlings'
3 heart of blue whale = size of small car
4 1660 – ship sank in sea between Britain and France, one survivor, Hugh Williams
1940 – another ship sank in same sea, two survivors, both called Hugh Williams
5 tomatoes = fruit not vegetables
6 1930s, US, baby fell from balcony – by chance caught by Joseph Figlock
One year later, same baby fell from same balcony – caught by same man

Write your own false fact for your partner. Copy the style of your real facts. Then turn back to page 81, Exercise 10a.

Lesson 3B

9a Student A

1 Read about Thomas Edison. Prepare to tell Student B about him.
2 Listen to what Student B tells you about Nikola Tesla and make notes in the table.
3 Compare the two inventors. Use the text, the table and your notes. Then turn back to page 25, Exercise 9b.



Perhaps the most famous rivalry in the history of science is that between Thomas Edison and Nikola Tesla. Many people say that Thomas Edison was America's greatest inventor. Edison invented devices such as the movie camera and the light bulb. He was also an excellent businessman. When he died he was very rich and he held over 1,000 patents. Tesla, by contrast, died poor. He was more of a showman as he loved entertaining celebrities. Tesla was also more of a dreamer: he once said that he loved a pigeon who visited him every day.

name	Edison	Tesla
born	1847	
education	self-educated	
famous inventions	light bulb, moving picture camera, voice recorder	
type of person	a businessman	
character	competitive, confident, arrogant, stubborn	
patents	1,093	
wealth	died a millionaire	

Lesson 3C

8 Student A

Prepare for a roleplay with Student B. Read the information, then turn back to page 27, Exercise 9.

You cooked a big meal for yourself. While you were eating, your flatmate came home. You hadn't had time to clear up. Your flatmate seems very angry, but it was your intention to tidy up after you had eaten. Your flatmate always seems to be stressed and that's becoming a problem for you.

Lesson 4A

10 Student A

You are going to be interviewed by Student B for a radio programme called *Castaway*. Read your role and prepare the task. Then turn back to page 31, Exercise 11.

Each week on Castaway the interviewer asks the guest about the five most precious possessions they would take with them if they had to spend the rest of their life alone on a beautiful desert island. The island has no electricity of course, but there is plenty of food. Make a list of the five possessions you want to take to your desert island. Make notes to describe each possession.

Lesson 7C

8 Student B

Work in pairs with another Student B. Take turns describing how the situation seems to you and what it makes you think or feel. Then turn back to page 59, Exercise 9a.

Situation
My problem is this. My partner is from another country and his mother has come to stay with us for six months. Some of the things she does are very rude in my culture. For example, she raises her voice in public and can be very direct with people. She also licks her fingers when she's eating. All of these things are a complete no-no in my culture. My partner and I have tried to tell her that some of the things she does are not polite, but she doesn't take any notice. What should we do?

3D English in action

10a Student B

You're going to roleplay a discussion in which someone gets feedback. Read Situation 1, then turn back to page 29 , Exercise 10b.

Situation 1

You are the receptionist in a hotel. Your manager is giving you feedback. Listen and respond.

Don't forget to mention that the computer system is very old and slow and this is not helping.

Situation 2

You are the owner of a small café. You are giving feedback to the chef.

General feedback: customers don't like the food much

Positive feedback: the kitchen is clean

Negative feedback: the dishes are bland and the vegetables are a bit raw

Suggested improvements: cook better dishes

Lesson 10B

9 Student A

You're going to play the True/False game. Choose two of the facts but don't tell Student B what you have chosen. Think about how to express the information correctly.

Facts

1. average person eats > 35 tonnes food in lifetime
2. young children ask mothers > 100,000 questions a year
3. elephants = afraid of bees
4. most expensive car in world = 1963 Ferrari GTO – bought for $52 million
5. Ohio (US state) 1895 only two cars in whole state – crashed into each other
6. tallest man = Robert Wadlow born US 1918 – 2.72 metres

Write your own false fact for your partner. Copy the style of your real facts. Then turn back to page 81, Exercise 10a.

7D English in action

9a Student A

Your name is Jess. You are going to lead the meeting. Look at the agenda and your notes. Think about what you might say. Then turn back to page 61, Exercise 9b.

Agenda

1. Introductions
   coffee – everyone
   introduce Lex – (new)
2. Where to go for the next kitesurfing holiday
   Fran: Hawaii – too expensive!
   keep Lex on topic
3. How to encourage new members to join
   new website?
   not cheaper membership – can't afford it!
4. Any other business?
   keep meeting short!

Lesson 5C

9a Student A

Read the text, then turn back to page 43, Exercise 9b.

What was the bubble called?
The Dot Com bubble.
Where and when did it happen?
Worldwide in the late 1990s and early 2000s.
What was the background to the bubble?
Before 1994 the internet was extremely difficult to use. Then, in 1994, a company called Netscape made the first web browser. Suddenly, ordinary people could use the internet and interest in the internet grew quickly. Lots of people set up internet companies and these companies were called Dot Coms.
Why did the bubble grow?
People began to believe that Dot Coms were the future of business so they invested a lot of money in them. They believed that the Dot Coms would make a lot of money in the future. They were completely wrong but they didn't know it. Most of the Dot Coms were spending far too much money and they didn't have any income.
Give examples of what happened during the bubble.
A Dot Com called Webvan promised that it would become a huge Dot Com supermarket. Investors gave the company $1,500,000,000 (one and a half billion dollars). Another Dot Com called Boo.com promised that it would become the top Dot Com for buying clothes. Investors gave the company $135,000,000 (one hundred and thirty-five million dollars).
When did the bubble burst?
The bubble burst in March 2000. It was totally unexpected but entirely predictable.
What happened when it burst?
The Dot Coms ran out of money. Investors stopped investing and the Dot Coms didn't have any savings. Most of them went bankrupt. There was a worldwide recession. Never before had so much money been wasted in such a short time.

5D English in action

10a Student B

Read your role card and have a conversation with Student A. Then turn back to page 45, Exercise 10b.

Student A lent you a book a few months ago. Last week Student A asked for the book back but you don't know where it is. You moved house last month and everything is still in boxes. You think it is not fair to ask for the book back just after you have moved house.
Sometimes Student A talks about the camera that he/she lent you. While you had it, it broke, but it wasn't your fault.
You want Student A to stop worrying about the book. You will find it eventually.

Lesson 5B

9 Student A

Read the information and prepare to describe the details to Student B. Then turn back to page 41, Exercise 10a.

The Securitas robbery, UK, 2006

The Securitas robbery was the largest cash robbery in British history. A gang of ten broke into a security depot, which is a place where valuable things are stored for a short time. They tied up the staff and stole **£53 million**, which they put in a lorry. They had to leave behind **£154 million** because the lorry was full. The gang then left the scene of the crime and tried to evade arrest. In total **eight** of the gang were caught quite quickly. They went on trial and were convicted. However, **two** gang members escaped abroad and **one** of them is still missing. **£20 million** was recovered but the rest is still missing.

Lesson 10B

8b

In fact, the Atacama Desert is not the driest place on Earth. There are parts of Antarctica that are drier.

Lesson 4A

10 Student B

You are going to interview Student A for a radio programme called *Castaway*. Read your role and prepare the task. Then turn back to page 31, Exercise 11.

Each week on *Castaway* the interviewer asks the guest about the five most precious possessions they would take with them if they had to spend the rest of their life alone on a beautiful desert island. The island has no electricity of course, but there is plenty of food. Think of questions to ask Student A about each possession, e.g. what it's like, how and when they got it, why they chose it.

Lesson 8B

8 Student A

You're going to ask Student B quiz questions 1–4. Follow the steps. Then turn back to page 65, Exercise 9.

STEP 1
Ask Student B questions and write down their answers. DON'T tell them yet if they made a good decision or a bad decision.

STEP 2
Tell Student B which decisions they got right (✓) and which decisions they got wrong (✗). Explain what would have happened if they had made a different decision.

1 You're preparing to go on the run. What do you do with your laptop?
   a destroy it ✓ The hunters can't track you.
   b take it with you ✗ The hunters can track you every time you go online.
2 What do you do about your social media accounts?
   a delete them ✓ The hunters can't hack into your accounts.
   b keep them but don't check them ✗ The hunters can hack into your account.
3 Now the show has started and you're on the run. Where do you go first?
   a to the centre of a busy town ✗ You might get caught on CCTV.
   b to a village in the countryside ✓ You are less likely to get caught on CCTV.
4 You need some cash. What do you do?
   a take out several small amounts from different cashpoints ✗ The hunters are more likely to catch you every time you use the cashpoint.
   b take out one large amount from a cashpoint ✓ The hunters are less likely to catch you if you use the cashpoint once (but run away quickly as soon as you have used it).

7D English in action

9a Student B

Your name is Fran. You are going to take part in the meeting. Look at the agenda and your notes. Think about what you might say. Then turn back to page 61, Exercise 9b.

Agenda

1 Introductions
   biscuits - everyone
2 Where to go for the next kitesurfing holiday
   definitely Hawaii - best kitesurfing
   not too expensive
3 How to encourage new members to join
   cheaper membership?
   not cheaper membership – can't afford it!
4 Any other business?
   show Hawaii kitesurfing photos

Lesson 5B

9 Student B

Read the information and prepare to describe the details to Student A. Then turn back to page 41, Exercise 10a.

The BoxSafe depot robbery, UK, 2011

The BoxSafe robbery was the second largest cash robbery in British history. A gang of eight broke into a security depot, which is a place where valuable things are stored for a short time. They locked the staff in a room and stole **£38 million**. They had to leave behind **£16 million** because they didn't have enough bags to carry the money in. The gang then left the scene of the crime and tried to evade arrest. **Three** of them were caught within a week. They went on trial and **two** were convicted. However, five gang members escaped and **four** of them escaped abroad. **Three** of them have still not been arrested. **£6 million** has been recovered but the rest is still missing.

5D English in action

10a Student A

Read your role card and have a conversation with Student B. Then turn back to page 45, Exercise 10b.

You lent a book to Student B. Last week you asked for the book back, but Student B didn't know where it was. You are annoyed because Student B is not careful with your things. Once Student B borrowed your camera and broke it. You want Student B to find the book or to buy you a new one.

Lesson 6B

10a Student B

Prepare for a roleplay with Student A. Read the information, then turn back to page 49, Exercise 10b.

A parent and child are negotiating about screen time

You are a 16-year-old. You are doing well at school. Every day when you have finished your homework, you play on your games console. Your parent keeps complaining about how much time you spend looking at screens. However, you spend less time online than your friends. Your parent wants you to do more sport, but you already go swimming twice a week.

A boss and an employee are negotiating about a pay rise

You are the boss of a small company. You know that one of your employees is unhappy with their pay because they earn less than other members of staff. However, this employee is younger than other employees in the company and he/she has been with the company for only one year. You never give a pay rise until a member of staff has been with the company for two years. However, you are willing to offer this employee the opportunity to work from home one day a week.

8B Develop your reading

6b

Holly stood up. She opened the door to the balcony and walked out and closed the door behind her. The sky was dark now and the air was warm. The traffic below stopped and started as lights changed from green to orange to red then back to green again.

She stepped up on to the wall of her balcony and stood there, swaying a little.

'Don't look down,' she told herself. 'Just don't look down.'

The door inside shuddered as one of the men tried to kick it down. Then it shuddered again.

'Three, two, one,' said Holly, just before glancing down.

The door flew off its hinges but Holly didn't see. She was in midair.

She landed, hanging off next door's balcony. Her hands gripped the metal handrail as her feet scrabbled for a foothold in the wall.

She could hear the men searching the room she'd just left, then one of them opened the door to the balcony. Just in time she pulled herself up and over the balcony wall and crouched down unseen on the other side.

She heard footsteps on her balcony. The man stood there for a moment then shouted, 'Clear,' and went back inside.

Holly breathed a sigh of relief. 'You nearly blew it,' she whispered to herself.

Lesson 8B

8 Student B

You're going to ask Student A quiz questions 1–4. Follow the steps. Then turn back to page 65, Exercise 9.

STEP 1
Ask Student A questions and write down their answers. DON'T tell them yet if they made a good decision or a bad decision.

STEP 2
Tell Student A which decisions they got right (✓) and which decisions they got wrong (✗). Explain what would have happened if they had made a different decision.

1 You're preparing to go on the run. What do you do with your car?
   a sell it for cash ✓ Cameras on the motorways can't track your car number plate (and you have some cash).
   b use it to get far away ✗ Cameras on the motorways can track your car number plate.
2 How do you decide where to go first?
   a do some research online ✗ The hunters might find your search history and know where you went.
   b do some research in a library ✓ Nobody can track what you do in a library.
3 Now the show has started and you're on the run. How do you travel to your first location, 75 kilometres away?
   a use public transport ✓ You can pay cash and you can travel quickly.
   b walk ✗ You can't get far walking and you will be easier to spot.
4 After one week, you are desperately missing your family. What do you do?
   a send them an email ✗ The hunters can hack into your email account and see where you are when you use it.
   b write them a letter ✓ Nobody can see where you are when you send a letter.

Lesson 9B

9 Student B

You're going to roleplay a discussion with Student A. You are a scientist arguing against Student A, who believes that the Moon landings were a hoax. Read the information about the Moon landings and plan what you are going to say. Then turn back to page 73, Exercise 10a.

The Moon landings: fact or fiction?
Between 1969 and 1972, NASA astronauts landed on the Moon six times. However, some people believe that the Moon landings were a hoax. Here are their theories and also why their theories are wrong.

1 **Theory:** since 1972 no astronaut has been back to the Moon. That shows it's too hard to go there.
   Fact: It's not impossible, but it's very expensive. It cost NASA about $30 billion.
2 **Theory:** the US was desperate to win the 'space race', so they faked the Moon landings.
   Fact: about 400,000 people were involved in putting the first man on the Moon. They can't all be lying.
3 **Theory:** one photo of the Moon shows the American flag. It seems to be waving in the wind, but there is no wind on the Moon!
   Fact: the flag was waving because the astronaut was moving it.
4 **Theory:** none of the photos of astronauts on the Moon show stars in the sky.
   Fact: It was daytime on the Moon (the Moon has night and day too!) and so the stars were not visible.
5 **Theory:** the radiation in space would have killed the astronauts.
   Fact: the astronauts were protected from the radiation by the spaceship.

9D English in action

11a Student C

Prepare for a roleplay with Students A and B. Read the information, then turn back to page 77, Exercise 11b.

You deal with deliveries for Freemont Online Shoes. Listen to the customer (Student B). Because Student B has got the wrong order you:

- arrange for the wrong shoes to be collected.
- promise to send the correct shoes.

You are not allowed to offer refunds in this situation, but you can give a ten percent discount.
Try to sort out the problem without speaking to your manager.

Lesson 5C

9a Student B **Read the text, then turn back to page 43, Exercise 9b.**

What was the bubble called?
The Beanie Babies Bubble. Beanie Babies are fluffy toys.
Where and when did it happen?
Mostly in the US in the late 1990s.
What was the background to the bubble?
A company called Ty Inc was making fluffy toys filled with plastic beans (which is why they were called 'Beanies' or 'Beanie Babies'). The Beanie Babies were cute and there were hundreds of different kinds. Each one sold for $5, which seemed like a bargain, so most people could afford at least one.
Why did the bubble grow?
Ty Inc had a completely different marketing tactic. After a certain amount of time on sale, Beanie Babies were 'retired'. That meant that you couldn't buy them anymore. People who owned the retired Beanie Babies would often sell them online for much more than they bought them for. When people saw the high prices for Beanie Babies on online auction sites, the toys started to seem even more valuable and the bubble began to grow.
Give examples of what happened during the bubble.
Some people spent all their savings on Beanie Babies. One set of three toys sold for $1,300 on eBay. In Los Angeles one man robbed a store but he didn't take any money, he took 40 Beanie Babies. An actor from California spent $100,000 on Beanie Babies. The company which made the toys was making more than $1,000,000,000 (one billion dollars) every year.
When did the bubble burst?
In 1999. It was totally unexpected but entirely predictable.
What happened when it burst?
In 1999 Ty Inc announced that certain Beanie Babies would be 'retired'. People who owned those Beanie Babies quickly put them for sale online because the retired Beanies always went up in price. But this time nobody wanted to buy them. Nobody wanted to pay the high prices for the cheap toys anymore. People who owned Beanie Babies panicked and tried to sell their whole collection. The prices came crashing down. The Beanie Babies bubble had burst.
What was the result?
Sales of Beanie Babies declined by 90% and Beanie Babies were worth just 20¢ each.

Lesson 6B

10a Student A

Prepare for a roleplay with Student B. Read the information, then turn back to page 49, Exercise 10b.

A parent and child are negotiating about screen time
You are the parent of a 16-year-old. Your teenager spends a lot of time online or playing games on their mobile phone. You want them to do more sport or play outside more. You are worried that spending so much time looking at screens will have a bad effect on their eyes and health. You want to set a limit of one hour of screen time a day.

A boss and an employee are negotiating about a pay rise
You work for a small company. You have worked for the company for one year and you are not happy with your pay. You earn less than other people in your company. You work hard and your boss is happy with your work. You want a three percent pay rise.

Lesson 10B

1

A 20 percent of the world's oxygen is produced by the Amazon rainforest.
B Vending machines kill more people every year than sharks.
C Happier cows produce more milk.
D The height of the Eiffel Tower changes with the temperature.
E Some cats are allergic to humans.

9D English in action

11a Student A

Prepare for a roleplay with Students B and C. Read the information, then turn back to page 77, Exercise 11b.

You answer the phones at Freemont Online Shoes. Your company sells shoes to customers all over the country. When a customer (Student B) calls, find out:
- their name.
- their postcode.
- the reason for their call.

Then put them through to Student C (responsible for deliveries).

Lesson 9A

11 **Read about the mystery you have chosen. Then turn back to page 71, Exercise 12a.**

THE MARY CELESTE

In November 1872 the *Mary Celeste* set sail from New York to Italy. The following month the crew of another ship, the *Dei Gratia*, found the *Mary Celeste* abandoned near the Azores islands – the captain and seven crew members had vanished. There was no evidence of damage. All the cargo was still there along with six months' supply of food. However, the ship's only lifeboat was missing.

Why had the captain and crew left an undamaged ship? Pirates? Sea monsters? Or did the crew of the *Dei Gratia* have something to do with it?

THE VOYNICH MANUSCRIPT

The Voynich Manuscript is a handwritten book from the fifteenth century that contains 240 beautifully detailed pages. It was bought by a bookdealer called Wilfrid Voynich in 1912 – hence the name the Voynich Manuscript. It appears to be a scientific text but it is written in a language that no one understands and it contains drawings of plants that don't exist. The book would have taken years to write. Why did someone spend so long writing a detailed scientific book that no one can understand?

DAN COOPER

In 1971 a man demanded $200,000 in cash and four parachutes from a flight attendant on a plane. 'I have a bomb,' he said. The plane landed and the money and parachutes were given to him. Then the passengers were released and the plane took off again. The man, who called himself Dan Cooper, gave the pilot directions for where to go next. He appeared to know a lot about aircraft and parachutes. At some point he parachuted out of the plane.

Despite an extensive search, neither Cooper nor the parachutes were ever found. However, in 1980 a boy found some of the money next to a river. The case remains unsolved.

9D English in action

11a **Student B**

Prepare for a roleplay with Students A and C. Read the information, then turn back to page 77, Exercise 11b.

You are calling Freemont Online Shoes. Speak to Student A. You then want to speak to the person who is responsible for deliveries (Student C). Last week you ordered a new pair of shoes. Today they arrived, but they are the wrong size and colour.

When you are put through to Student C, explain that you want:

- the company to send the right shoes.
- a refund because of the inconvenience.

7D English in action

9a **Student C**

Your name is Lex. You are going to take part in the meeting. Look at the agenda and your notes. Think about what you might say. Then turn back to page 61, Exercise 9b.

Agenda

1 Introductions
hi to everyone – small talk

2 Where to go for the next kitesurfing holiday
definitely South Africa – best kitesurfing friend went there – great weather/food/people, etc.

3 How to encourage new members to join
big party on beach – free food?

4 Any other business?
friend (Jayden) went to South Africa

Irregular verbs

Verb	Past simple	Past participle
be	was	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt
leave	left	left

Verb	Past simple	Past participle
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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